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THIRD EDITION

# CRIMINOLOGY

THE CORE

LARRY J. SIEGEL

ADULTS ONLY

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THIRD EDITION

# CRIMINOLOGY

## THE CORE

Larry J. Siegel

University of Massachusetts, Lowell



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**Criminology: The Core, Third Edition**

Larry J. Siegel

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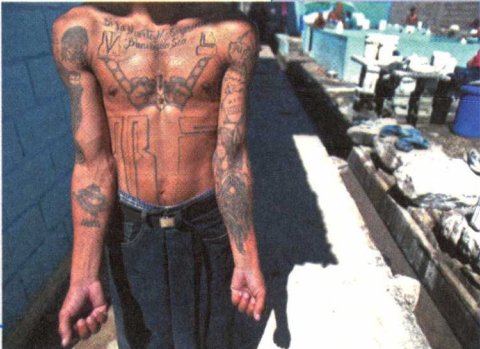
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# Criminological Theories

	Choice Theory (Neoclassical)	Trait Theory	
		Biosocial Theories (Sociobiology)	Psychological Theories
Origin	Classical Theory	Positivist Theory	
Main Theorists	Cesare Beccaria	Cesare Lombroso; Edward O. Wilson	Sigmund Freud; Albert Bandura; Jean Piaget; Lawrence Kohlberg
Period	1760s to Present	1870s to Present	1920s to Present
Major Premise	Criminals weigh the costs and benefits and make a conscious, rational choice to commit crime.	The basic determinants of behavior and criminality are physiologically based and inherited.	The focus is on criminal behavior of the individual, the personality that motivates one to commit crime, and the variety of causes of abnormal psychological conditions leading to crime.
 <small>© AP Images/The News &amp; Advance/ Jill Nance</small>			
Subtheories	General Deterrence; Specific Deterrence; Routine Activities	Biochemical Theory; Neurological Theory; Genetic Theory; Evolutionary Theory; Arousal Theory	Psychodynamic Theory; Behavioral Theory; Social Learning Theory; Cognitive Theory; Moral Development Theory
Key Ideas	Rational choice; offense-specific; offender-specific; just deserts; determinate incapacitation	Diet and crime; metabolism; hormonal influences; PMS; neurophysiology; ADHD; behavioral genetics; twins behavior	Id, ego, superego; disorders; behavior modeling; information processing; antisocial personality; intelligence; moral development; nature versus nurture
 <small>© AP Images/Steven Senn</small>			



Social Structure Theory	Social Process Theory	Critical Theory	Developmental Theory	
			Life Course	Latent Trait
Sociological Theory		Marxist/Conflict Theory	Multifactor Theory	
Clifford R. Shaw & Henry D. McKay; Walter Miller; Albert Cohen; Richard Cloward & Lloyd Ohlin	Edwin Sutherland; Travis Hirschi; Edwin Lemert; Howard Becker	Willem Bonger; Ralf Dahrendorf; George Vold; Karl Marx	Sheldon & Eleanor Glueck; John Laub & Robert Sampson	James Q. Wilson & Richard Herrnstein; Travis Hirschi & Michael Gottfredson
1920s to Present	1930s to Present	1960s to Present	1930s to Present	1980s to Present
Social and economic forces are the key determinants of criminal behavior patterns. Crime is the result of an individual's location within the structure of society.	Criminal behavior is a function of the interaction between individuals and society; criminality occurs as a result of group interaction and the socialization process.	Inequality between social classes (groups) and the social conditions that empower the wealthy and disenfranchise the less fortunate are the root causes of crime. It is the ongoing struggle for power, control, and material well-being that produces crime.	As people go through the life course, social and personal traits undergo change and influence behavior.	A master trait that controls human development interacts with criminal opportunity.
Social Disorganization Theory; Strain Theory; Anomie Theory; Institutional Anomie; General Strain Theory (GST); Cultural Deviance Theory; Theory of Delinquent Subcultures; Theory of Differential Opportunity	Social Learning Theory; Differential Association Theory; Differential Reinforcement Theory; Neutralization Theory; Social Control Theory; Labeling Theory	Critical Criminology; Instrumental Theory; Structural Theory; Left-Realism; Critical Feminist Criminology; Power-Control Theory; Peacemaking Criminology	Social Development Model; Interactional Theory; General Theory of Crime and Delinquency; Age-Graded Theory	General Theory of Crime (GTC); Integrated Cognitive Antisocial Potential (ICAP) Theory; Differential Coercion Theory; Control Balance Theory
Poverty; transitional neighborhoods; concentric zones; subculture; cultural transmission; social ecology; collective efficacy; relative deprivation; anomie; conduct norms; focal concerns; differential opportunity	Socialization; peer relations; family relations; differential association; techniques of neutralization; self-concept; social bond; stigma; retrospective reading; primary and secondary deviance	Power; social conflict; marginalization; capitalism; social class; globalization; left realism; exploitation; patriarchy; restorative justice; social justice; reintegrative shaming; restoration	Problem behavior syndrome; pathways to crime; turning points; social capital	Impulsive personality; low self-control; latent traits



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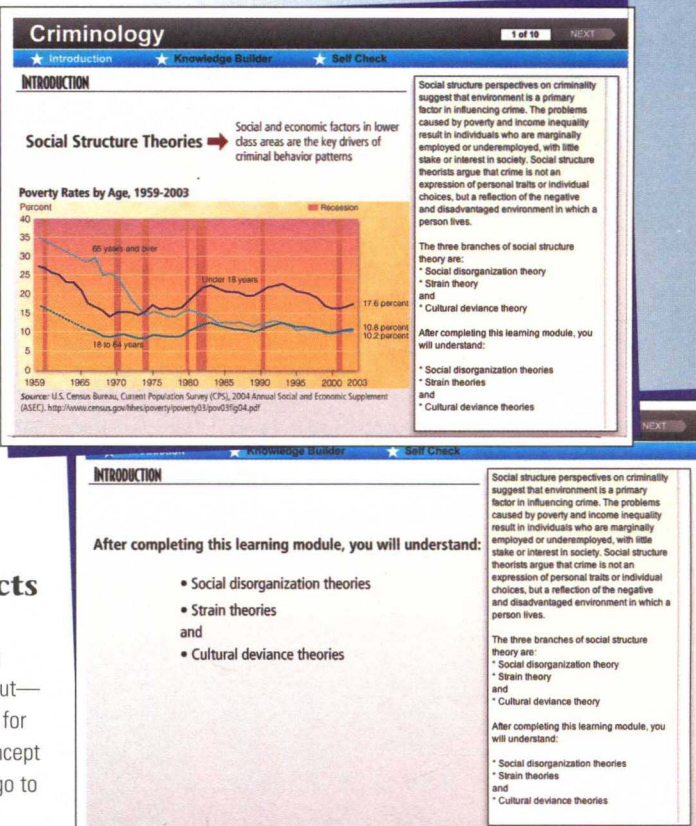


# Resources that help you excel in your criminology course!

## The resource-packed Book Companion Website:

[www.thomsonedu.com/criminaljustice/siegel](http://www.thomsonedu.com/criminaljustice/siegel)

Interactive *Pre-Tests* for every chapter help you identify areas where you need to focus your study time. Specific page references direct you to places in the text where you'll find the answers to questions you answered incorrectly. *Post-Tests* help you monitor your progress. The site also includes Internet and InfoTrac® College Edition exercises, links to criminology and other criminal justice sites, flash cards, and glossary—all organized by textbook chapter.



**Criminology** 1 of 10 NEXT

★ Introduction ★ Knowledge Builder ★ Self Check

**INTRODUCTION**

**Social Structure Theories** → Social and economic factors in lower class areas are the key drivers of criminal behavior patterns

**Poverty Rates by Age, 1959-2003**

Percent

40  
35  
30  
25  
20  
15  
10  
5  
0

1959 1965 1970 1975 1980 1985 1990 1995 2000 2003

65 years and over  
18 to 64 years  
10 to 17 years  
18 years  
17.6 percent  
10.8 percent  
10.2 percent

Source: U.S. Census Bureau, Current Population Survey (CPS), 2004 Annual Social and Economic Supplement (ASEC). <http://www.census.gov/hhes/poverty/poverty03/gov03/g04.pdf>

Social structure perspectives on criminality suggest that environment is a primary factor in influencing crime. The problems caused by poverty and income inequality result in individuals who are marginally employed or underemployed, with little stake or interest in society. Social structure theorists argue that crime is not an expression of personal traits or individual choices, but a reflection of the negative and disadvantaged environment in which a person lives.

The three branches of social structure theory are:

- Social disorganization theory
- Strain theory
- and
- Cultural deviance theory

After completing this learning module, you will understand:

- Social disorganization theories
- Strain theories
- and
- Cultural deviance theories

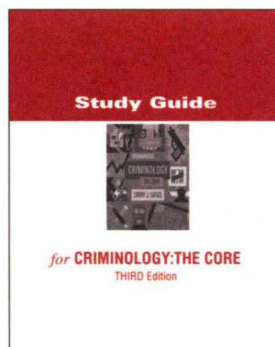
After completing this learning module, you will understand:

- Social disorganization theories
- Strain theories
- and
- Cultural deviance theories



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Simply load these files into your digital music player and you can review course material while walking to class, driving, working out—whenever it's impossible or inconvenient to read! The audio files for each chapter of this textbook include chapter summaries, key concept reviews, quizzing, and glossary materials. For more information, go to [www.thomsonedu.com](http://www.thomsonedu.com).



## Study Guide

### Helping you study efficiently

The *Study Guide* includes a variety of pedagogical aids that help you do your best on exams, as well as art and figures from the main text. Each text chapter is outlined and summarized, major terms and figures are defined, and self-tests are provided for review. 0-495-10001-3



# CRIMINOLOGY

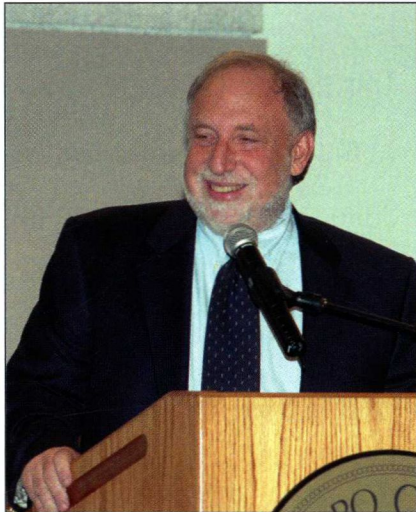
## THE CORE



This book is dedicated  
to my kids, Eric, Andrew,  
Julie, and Rachel, and to my  
grandkids, Jack, Kayla, and  
Brooke



# About the Author



**LARRY J. SIEGEL** was born in the Bronx in 1947.

While living on Jerome Avenue and attending City College of New York in the 1960s, he was swept up in the social and political currents of the time. He became intrigued with the influence contemporary culture had on individual behavior: Did people shape society or did society shape people? He applied his interest in social forces and human behavior to the study of crime and justice. After graduating CCNY, he attended the

newly opened program in criminal justice at the State University of New York at Albany, earning both his M.A. and Ph.D. degrees there. After completing his graduate work, Dr. Siegel began his teaching career at Northeastern University, where he was a faculty member for nine years. After leaving Northeastern, he held teaching positions at the University of Nebraska–Omaha and Saint Anselm College in New Hampshire. He is currently a professor at the University of Massachusetts–Lowell. Dr. Siegel has written extensively in the area of crime and justice, including books on juvenile law, delinquency, criminology, criminal justice, and criminal procedure. He is a court certified expert on police conduct and has testified in numerous legal cases. The father of four and grandfather of three, Larry Siegel and his wife, Terry, now reside in Bedford, New Hampshire, with their two dogs, Watson and Cody.



# Preface

**O**n May 26, 2006, James Paul Lewis, Jr., the former director of Orange County, California–based Financial Advisory Consultants (FAC), was sentenced to 30 years in federal prison for running a massive Ponzi scheme that raised more than \$300 million and caused more than 1,600 victims to lose more than \$156 million of their hard-earned money. What exactly did James Lewis do to earn a 30-year prison sentence? He offered investors opportunities to invest in two mutual funds. Through false and fraudulent brochures and other promotional material issued by FAC, he told investors that they would earn annual rates of return of up to 18 percent in an Income Fund, which claimed to generate revenue from the leasing of medical equipment, commercial lending and financing of insurance premiums, and 40 percent annual returns in a Growth Fund, which claimed to generate revenue through the purchase and sale of distressed businesses. Instead of using the investors' money as promised, Lewis used the funds to purchase several homes in California and Connecticut. He also used investors' money to purchase luxury automobiles for himself, his wife, and his girlfriend. Among other schemes, he used investors' money to trade currency futures, managing to lose at least \$22 million. To conceal the scheme at FAC, Lewis used what is known as a Ponzi scheme: He took the money of new investors (and new purchases of those who had already bought into the funds) to pay the rates of return promised to investors. In other words, he used the principal to pay the interest! That is, until the money ran out. At one point, nearly 3,300 investors had a total balance of \$813,932,080 in the funds, but FAC and Lewis's bank accounts held only slightly more than \$2 million. At his sentencing hearing, U.S. District Judge Cormac J. Carney ordered Lewis to pay \$156 million in restitution. Because many of his victims were elderly, Judge Carney described the scheme as a "crime against humanity." Several victims told the court about their losses, which included life savings and college funds. Many victims described being forced to go back to work after losing their retirement savings in the scheme.\*

It is not surprising, considering the magnitude of criminal enterprises such as James Lewis's Ponzi scheme, that many Americans are concerned about crime and are worried about becoming the victims of fraud, violent crime, and theft. We alter our behavior to limit the risk of victimization and question whether legal punishment alone can control criminal offenders. We watch movies about law firms, clients, fugitives, and stone-cold killers. We are shocked by the graphic accounts of school shootings, police brutality, and sexual assaults that we see in the news media.

I, too, have had a life-long interest in crime, law, and justice. Why do people behave the way they do? What causes a person such as James Lewis to cheat people out of their life savings, while another channels his or her energy into work, school, and family? Why are some adolescents able to resist the "temptation of the streets" and become law-abiding citizens, while others join gangs and enter into a criminal career? Conversely, what accounts for the behavior of the multimillionaire who cheats on his or her taxes or engages in fraudulent schemes? If Lewis had the ability to raise hundreds of millions of dollars, why couldn't he have run a legitimate financial enterprise? And what should be done with convicted criminals? Should we put Lewis into prison for 30 years? He is not a danger to anyone (except investors). Does his severe punishment deter others who might be contemplating a get-rich-quick fraudulent investment scheme?



## GOALS OF THIS BOOK

For the past 35 years I have been able to channel this interest into a career as a teacher of criminology. My goal in writing this book is to help students generate the same enthusiasm for criminology that has sustained me during my teaching career. What could be more important or fascinating than a field of study that deals with such wide-ranging topics as the motivation for mass murder, the effects of violent media on young people, drug abuse, and organized crime? Criminology is a dynamic field, changing constantly with the release of major research studies, Supreme Court rulings, and governmental policy. Its dynamism and diversity make it an important and engrossing area of study. It all comes down to this: Why do people do the things they do? How can we explain the intricacies and diversity of human behavior?

Because interest in crime and justice is so great and so timely, this book is designed to review these ongoing issues and cover the field of criminology in an organized and comprehensive manner. It is meant as a broad overview of the field, designed to whet the reader's appetite and encourage further and more in-depth exploration. Several major themes recur throughout the book.

### Competing Viewpoints

One reason that the study of criminology is so important is that debates continue over the nature and extent of crime and the causes and prevention of criminality. Some view criminals as society's victims who are forced to violate the law because of poverty and lack of opportunity. Others view aggressive, antisocial behavior as a product of mental and physical abnormalities, present at birth or soon after, which are stable over the life course. Still another view is that crime is a function of the rational choice of greedy, selfish people who can only be deterred through the threat of harsh punishments. The chapters in this book explore how different theoretical frameworks cover different aspects of criminology. Students are helped in this regard by concept summary boxes that compare different viewpoints, showing both their main points and their strengths.

### Critical Thinking

It is important for students to think critically about law and justice and to develop a critical perspective toward the social institutions and legal institutions entrusted with crime control. Throughout the book, students are asked to critique research highlighted in boxed material and to think outside the box. To aid in this task, each chapter ends with a feature called Thinking Like a Criminologist, which presents a scenario that can be analyzed with the help of material found in the chapter. There are also critical thinking questions to guide classroom interaction.

### Diversity and Cross-Cultural Comparisons

Because diversity is a key issue in the field of criminology, issues of racial, ethnic, gender, and cultural diversity are integrated throughout the book and are highlighted in several *Race, Culture, Gender, & Criminology* boxed features. I discuss gender issues such as the rising rate of female criminality, cross-cultural comparisons on global and international issues such as the use of the death penalty around the world, and racial issues such as how race influences sentencing in criminal courts (covered in depth in Chapter 14).

### Current Theory and Research

Throughout the book, every attempt is made to use the most current research to show students major trends in criminological research and policy. Most people who use the book have told me that this is one of its strongest features. I have attempted to present current research in a balanced fashion, though this sometimes can be frustrating to students. Although it is comforting to reach an unequivocal



conclusion about an important topic, sometimes that is simply not possible. In an effort to be objective and fair, each side of significant criminological debates is presented in full. Throughout the book, *Current Issues in Crime* boxes review research in criminology. For example, in Chapter 2, a box called “Explaining Crime Trends” discusses research that helps explain why crime rates rise and fall.

## Social Policy

There is a focus on social policy throughout the book so that students can see how criminological theory has been translated into crime prevention programs. Because of this theme, *Policy & Practice in Criminology* boxes are included to show how criminological ideas and research can be put into action. For example, a *Policy & Practice in Criminology* box called “The Legacy of Reentry” in Chapter 14 discusses the long-term effects of an increasing prison population. It presents the rather provocative view that rather than deterring or preventing crime, imprisoning large numbers of offenders has an opposing effect: It causes the crime rate to increase. What is the cause of this unexpected phenomenon?

In sum, the primary goals in writing this book are as follows:

- To provide students with a thorough knowledge of criminology and show its diversity and intellectual content
- To be as thorough and up-to-date as possible
- To be objective and unbiased
- To describe current theories, crime types, and methods of social control, and analyze their strengths and weaknesses
- To show how criminological thought has influenced social policy

## TOPIC AREAS

*Criminology: The Core* is a thorough introduction to this fascinating field and intended for students in introductory courses in criminology. It is divided into four main sections or topic areas.

Section 1 provides a framework for studying criminology. The first chapter defines the field and discusses its most basic concepts: the definition of crime, the component areas of criminology, the history of criminology, the concept of criminal law, and the ethical issues that confront the field. Chapter 2 covers criminological research methods and the nature, extent, and patterns of crime. Chapter 3 is devoted to the concept of victimization, including the nature of victims, theories of victimization, and programs designed to help crime victims.

Section 2 contains six chapters that cover criminological theory: Why do people behave the way they do? Why do they commit crimes? These views focus on choice (Chapter 4); biological and psychological traits (Chapter 5); social structure and culture (Chapter 6); social process and socialization (Chapter 7); social conflict (Chapter 8); and human development (Chapter 9).

Section 3 is devoted to the major forms of criminal behavior. The chapters in this section cover violent crime (Chapter 10); common theft offenses (Chapter 11); white-collar crime, cyber crime, and organized crime (Chapter 12); and public order crimes, including sex offenses and substance abuse (Chapter 13).

Section 4 contains one chapter that covers the criminal justice system. It provides an overview of the entire justice system, including the process of justice, the major organizations that make up the justice system, and concepts and perspectives of justice.

## Goals and Objectives

The book has been carefully structured to cover relevant material in a comprehensive, balanced, and objective fashion and to make the presentation of material interesting and contemporary. No single political or theoretical position dominates



the book; instead, the many diverse views that are contained within criminology and characterize its interdisciplinary nature are presented. The book not only includes analysis of the most important scholarly works and scientific research reports, but also includes a great deal of topical information on recent cases and events, such as the Mumia Abu-Jamal case and the conviction of style guru Martha Stewart for securities-related crimes.

## ■ WHAT IS NEW IN THIS EDITION

**Chapter One, *Crime and Criminology***, now begins with a vignette describing how one man used the Internet to engage in sex with children and how he was apprehended by the FBI. There is a new *Profiles in Crime* feature entitled “The Mother of All Snakeheads” that tells the story of Cheng Chui Ping, one of the most powerful underworld figures in New York. A new section on ethics in criminology has also been added to Chapter 1 for this edition.

**Chapter Two, *The Nature and Extent of Crime***, has a new *Profiles in Crime* feature entitled “FEMA Fraud,” about an effort to take advantage of the Hurricane Katrina tragedy. The latest data have been added from the Monitoring the Future study, the National Crime Victimization Survey, and the Uniform Crime Report. These are the focus of a new *Concept Summary* on data collection methods. The *Policy & Practice in Criminology* box on gun control has been updated.

**Chapter Three, *Victims and Victimization***, starts with the story of Imette St. Guillen, a young graduate student brutally murdered in New York City. A *Profiles in Crime* feature, “Jesse Timmendequas and Megan’s Law” (Megan Kanka story), discusses how the death of a young New Jersey girl led to the development of laws for registration of sex offenders. A new *Policy & Practice in Criminology* box discusses victims’ rights in Europe.

**Chapter Four, *Choice Theory: Because They Want To***, now opens with the story of Johnny Ray Gasca, “Prince of Pirates,” who made a career out of pirating new videos in order to sell them on the Internet. A new *Profiles in Crime* box, “Copping the Cappers,” discusses an intricate case of Medicare fraud. The chapter includes another new *Current Issues in Crime* feature on the deterrent effect of the death penalty.

**Chapter Five, *Trait Theory: It’s in Their Blood***, discusses the latest findings from the Minnesota Study of Twins Reared Apart. A new *Profiles in Crime* feature focuses on Andrea Yates, the young mother who drowned her children. There are also updated sections on diet and crime and mental illness and crime. A review of oppositional defiant disorder (ODD) and its effect on criminality is included in this chapter.

**Chapter Six, *Social Structure Theory: Because They’re Poor***, begins with a new vignette discussing how Los Angeles gangs are moving to El Salvador and causing unrest in that country. Expanded coverage of community cohesion shows how it influences crime rates, and the concept of collective efficacy is also explored in greater depth. There is new information on the neighborhood context of policing, as well as the association of neighborhood structure and parenting processes. A section exploring neighborhood ecology and victimization is new to this edition. And a *Race, Culture, Gender, & Criminology* feature, “The Code of the Streets,” is new to Chapter 6.

**Chapter Seven, *Social Process Theories: Socialized to Crime***, begins with a new vignette on the Littleton, Colorado, school shootings. A *Current Issues in Crime* boxed feature called “When Being Good Is Bad” provides a new and provocative take on neutralization theory. The chapter reviews a number of new research studies examining the effects of socialization on criminality. The importance of family and school in shaping adolescent deviance is discussed, including the effects of being bullied in school and being a social outcast. A *Profiles in Crime* feature has been added to this chapter telling the strange case of Jesse James



Hollywood ("Alpha Dog"), soon to be the subject of a major motion picture. The sections on stigma, labeling, and delinquency have all been updated for this edition.

**Chapter Eight, *Critical Criminology: It's a Class Thing***, opens with a new vignette on the Paris riots that rocked the nation in November 2005. It now includes a major section on the effects of globalization on crime and well-being. Research on a wide variety of conflict theory topics, including the effects of racial profiling and whether human empathy can transform the justice system, is included in Chapter 8. There is a fascinating new *Profiles in Crime* feature on Mumia Abu-Jamal, the former radical who has been incarcerated on charges that his supporters believe were racially and politically motivated.

**Chapter Nine, *Developmental Theories: Things Change . . . or Do They?***, now begins with the shocking Xbox murder case. New material on how marriage helps reduce the likelihood of chronic offending is included. And new research covering such topics as childhood predictors of offense trajectories; stability and change in antisocial behavior; the relationship of childhood and adolescent factors to offending trajectories; the intergenerational transmission of antisocial behavior; and the relationship between race, life circumstances, and criminal activity is also included in Chapter 9.

**Chapter Ten, *Violent Crime***, has expanded coverage on the causes of violence. It opens with a new vignette on the well-known case of Natalee Holloway, the young student who disappeared while on a trip to Aruba. There are new *Profiles in Crime* boxes on Osama Bin Laden and the serial killer known as the "Angel of Death." A new *Current Issues in Crime* box looks at modern forms of terrorism. "Spree killers" is the topic of a new section in Chapter 10, and there is new coverage of the psychological and social learning views of rape causation. Rape law change has been updated with a new section on consent. The sections on murder and homicide have been expanded, including new material on who is at risk to become a school shooter. There is also new coverage of the causes of child abuse and parental abuse, a new section on acquaintance robbery, and expanded material on hate crimes and stalking, including cyber stalking. Cyber terrorism is now covered in Chapter 10, as well.

**Chapter Eleven, *Property Crimes***, now begins with a vignette on a couple who lived a life of luxury financed at the expense of thousands of victims through credit card fraud. There is a new *Profiles in Crime* box on body snatchers—people who sell organs taken from dead bodies—and the havoc they cause. New material on shoplifting, including its estimated costs, has been added. The section on auto theft now lists the cars and car parts crooks love best, and why, according to the National Insurance Crime Bureau. There is expanded coverage of credit card theft and what is being done to control the problem. New material on burglary, including repeat burglary, has been added, and a new *Current Issues in Crime* box, "Confessions of a Dying Thief," describes the memoirs of a long-time fence.

**Chapter Twelve, *Enterprise Crime: White-Collar Crime, Cyber Crime, and Organized Crime***, reflects the growing importance of cyber crimes and cyber criminals. Cyber crimes involve people using the instruments of modern technology for criminal purposes. Among the topics now covered are Internet securities fraud and identity theft, file sharing and warez. There are new sections on cyber crime enforcement issues and a new *Current Issues in Crime* feature on controlling cyber vandalism that covers efforts now being made to control computer- and Internet-based criminal activities. A new *Profiles in Crime* box on the Enron, Tyco, and WorldCom cases has been added to Chapter 12, as well as a new *Race, Culture, Gender, & Criminology* feature on Russian organized crime.

**Chapter Thirteen, *Public Order Crimes***, begins with the recent story of a successful Dallas businessman, Tom Malin, whose ill-fated campaign for public office derailed when the news got out that he had been involved in a gay escort service, illustrating the concerns the public and the media have with issues of morality and values. More information concerning moral crusades and moral crusaders has been



added to the chapter, with examples of recent moral crusades being mounted in this country and internationally. New material has been added regarding changes in the distribution of pornography via the Internet. Chapter 13 has expanded coverage of the international trade in prostitution, cyber prostitution, child prostitution, and new information about the problems faced daily in the lives of prostitutes. The latest data are also included on drug use and the association between substance abuse and crime, as well as a new *Profiles in Crime* feature on the life of a New York City drug trafficker.

**Chapter Fourteen, *The Criminal Justice System***, has the latest material on important criminal justice issues within policing, courts, and corrections. Data have been updated on the number of people behind bars, and recent trends in the correctional population are discussed. New material on race and justice has been added, including the influence of race in sentencing decisions. And there is a new *Profiles in Crime* box, “Mafia Cops,” about two police detectives who worked as hit men for the mob.

## FEATURES

This book contains different kinds of pedagogy that help students analyze material in greater depth and also link it to other material in the book:

- ***Current Issues in Crime*** boxed inserts review important issues in criminology. For example, in Chapter 2, the feature “Explaining Crime Trends” discusses the social and political factors that cause crime rates to rise and fall. And in Chapter 4, a new *Current Issues in Crime* box explores the question, “Does Capital Punishment Deter Murder?”
- ***Policy & Practice in Criminology*** boxes show how criminological ideas and research can be put into action. A *Policy & Practice in Criminology* box in Chapter 2, “Should Guns Be Controlled?” examines the pros and cons of the gun control debate, and a new *Policy & Practice in Criminology* feature in Chapter 3 explores victims’ rights in Europe.
- ***Race, Culture, Gender, & Criminology*** boxes cover issues of racial, sexual, and cultural diversity. For example, in Chapter 6, a *Race, Culture, Gender, & Criminology* box, “Bridging the Racial Divide,” discusses the work and thoughts of William Julius Wilson, one of the nation’s leading sociologists, on racial problems and racial politics in American society. A new feature in Chapter 6, “The Code of the Streets,” explores the interrelationship between culture and behavior and the cultural forces that run through neighborhoods to shape reactions to risk of crime and deviant behavior.

Each of these boxes is accompanied by critical thinking questions and links to articles in the InfoTrac College Edition Research online database. In addition to these boxes, there are several other recurring features:

- ***Profiles in Crime*** (NEW in this edition) are designed to present students with case studies of actual criminals and crimes to help illustrate the position or views within the chapter. For example, in the chapter on victimization, Chapter 3, a *Profiles in Crime* box entitled “Jesse Timmendequas and Megan’s Law” discusses the horrendous murder of young Megan Kanka and the effect it had on protecting victims from sex offenders.
- ***Connections*** are brief inserts that help link the material to other areas covered in the book. For example, a *Connections* box in Chapter 11 shows how efforts to control theft offenses are linked to the choice theory of crime discussed in Chapter 4.
- ***Checkpoints*** appear at the end of each major section throughout each chapter of the book and review the key concepts of the section to reinforce the chapter’s learning objectives.



- **Chapter Outlines** provide a roadmap to coverage and serve as a useful review tool.
- **Chapter Objectives** help students get the most out of the chapter coverage.
- A **running glossary** in the margins ensures that students understand words and concepts as they are introduced.
- **Thinking Like a Criminologist** sections near the end of each chapter present challenging questions or issues in a hypothetical scenario-based activity that students must use their criminological knowledge to answer or confront. Applying the information learned in the book will help students begin to “think like criminologists.” For example, the scenario in Chapter 6 challenges students to imagine they have a position as an assistant to the undersecretary of urban affairs in Washington, and propose an urban redevelopment plan and recommend programs to revitalize an inner-city neighborhood and bring down the crime rate.
- Each chapter ends with **Critical Thinking Questions**, to help develop students’ analytical abilities, and a list of **Key Terms**.

## ■ ANCILLARIES

The most extensive package of supplemental aids available for a criminal justice textbook accompanies this edition. Many separate items have been developed to enhance the course and to assist instructors and students. They are available to qualified adopters. Please consult your local sales representative for details.

### For the Instructor

**Instructor’s Edition** Designed just for instructors, the Instructor’s Edition includes a visual walkthrough that illustrates the key pedagogical features of the book, as well as the media and supplements that accompany it. Use this handy tool to quickly learn about the many options this book provides to help you keep your instruction engaging and informative.

**Instructor’s Resource Manual with Test Bank** An improved and completely updated *Instructor’s Resource Manual with Test Bank* has been developed by Anthony LaRose of the University of Tampa. The manual includes learning objectives, detailed chapter outlines, key terms, discussion topics and student activities, distance learning activities, Internet connections, film suggestions and assignments, and a test bank. Each chapter’s test bank contains questions in multiple choice, true-false, fill-in-the-blank, and essay format, with a full answer key, including the page numbers in the main textbook where the answers can be found. All test bank questions were peer-reviewed by an editorial board to ensure the highest quality. The Resource Integration Guide within the manual will help you to maximize your use of the rich supplements package that comes with the book through integrating media, Internet, video, and other resources. The *Instructor’s Resource Manual* is backed up by ExamView, a computerized test bank available for Windows and Macintosh computers.

**ExamView® Computerized Testing** Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide you step-by-step through the process of creating tests. You can build tests of up to 250 questions using up to 12 question types. Using ExamView’s complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

**Instructor’s PowerLecture CD** This instructor resource includes Microsoft® PowerPoint® lecture slides with graphics from the textbook, making it easy for you to assemble, edit, publish, and present custom lectures for your course. The PowerLecture



CD also includes video-based polling and quiz questions that can be used with the JoinIn on TurningPoint personal response system, and integrates ExamView testing software for customizing tests of up to 250 items that can be delivered in print or online. Finally—all of your media teaching resources in one place!

**WebTutor™ ToolBox on Blackboard® and WebCT®** A powerful combination: easy-to-use course management tools with content from this book's rich companion website all in one place. You can use ToolBox as is, from the moment you log on, or, if you prefer, customize the program with Web links, images, and other resources.

**JoinIn™ on TurningPoint** Enhance the way your students interact with you, your lecture, and each other. This exciting new response system supplement allows you to transform your classroom and assess student progress with instant in-class quizzes and polls. The TurningPoint software lets you pose book-specific questions and display students' answers seamlessly within the Microsoft® PowerPoint® slides of your own lecture, in conjunction with the "clicker" hardware of your choice.

**The Wadsworth Criminal Justice Video Library** So many exciting, new videos—so many great ways to enrich your lectures and spark discussion of the material in this book. View our full video offerings and download clip lists with running times at [academic.cengage.com/criminaljustice/media\\_center/videos](http://academic.cengage.com/criminaljustice/media_center/videos). Your Cengage Learning representative will be happy to provide details on our video policy by adoption size. The library includes these selections and many others:

- **ABC® Videos:** These brief, high-interest clips from current news events as well as historic raw footage going back 40 years are perfect for discussion starters or to enrich your lectures and spark interest in the material in the book. The videos provide students with a new lens through which to view the past and present, one that will greatly enhance their knowledge and understanding of significant events and open new dimensions in learning. Clips are drawn from such programs as *World News Tonight*, *Good Morning America*, *This Week*, *PrimeTime Live*, *20/20*, and *Nightline*, as well as numerous ABC News specials and material from the Associated Press Television News and British Movietone News collections. Your Cengage Learning representative will be happy to provide a complete listing of videos and policies.
- **60 Minutes DVD:** Featuring 12-minute clips from CBS's *60 Minutes* news program, this DVD lets you explore a topic in more depth with your students without taking up a full class session. Topics include the Green River Killer, the reliability of DNA testing, and California's Three Strikes Law. (Produced by Wadsworth, CBS, and Films for the Humanities.)
- **The Wadsworth Custom Videos for Criminal Justice:** Produced by Wadsworth and Films for the Humanities, these videos include five- to ten-minute segments that encourage classroom discussion. Topics include white-collar crime, domestic violence, forensics, suicide and the police officer, the court process, the history of corrections, prison society, and juvenile justice.
- **Oral History Project:** Developed in association with the American Society of Criminology, the Academy of Criminal Justice Society, and the National Institute of Justice, these videos will help you introduce your students to the scholars who have developed the criminal justice discipline. Compiled over the last several years, each video features a set of Guest Lecturers—scholars whose thinking has helped to build the foundation of present ideas in the discipline. Vol. 1: Moments in Time; Vol. 2: Great Moments in Criminological Theory; Vol. 3: Research Methods.
- **Court TV Videos:** One-hour videos presenting seminal and high-profile cases, such as the interrogation of Michael Crowe and serial killer Ted Bundy, as well as crucial and current issues such as cyber crime, double jeopardy, and the management of the prison on Riker's Island.