

Student Study Guide

Steven Chermak • Frank Schmalleger

CRIMINAL JUSTICE TODAY

An Introductory Text
for the 21st Century

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Student Study Guide

Steven Chermak

<< CRIMINAL JUSTICE TODAY >>

Sixth Edition

Frank Schmalleger



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<< a letter to students >>

Dear Criminal Justice Student:

I hope you will take a few minutes to read this letter since it may be my only chance, as the author of your textbook, *Criminal Justice Today*, to tell you the best way to use my book and the student study guide that accompanies it. I'd also like to tell you why I think it's important for you to be successful in your introductory course.

When I wrote *Criminal Justice Today* I hoped to create a textbook that would accomplish the following goals.

1. Introduce beginning criminal justice students and others interested in the field to the basic concepts and terminology they would need to intelligently analyze the process of American criminal justice as it unfolds daily on street corners, in courtrooms, and in correctional settings across the country.
2. Be the most current source to prepare students to work in the criminal justice system of the twenty-first century.
3. Provide a realistic conceptual framework that students could feel comfortable adopting, and that would guide their thinking about the American criminal justice system of today, and of the future.

There is, however, a “higher purpose” in studying criminal justice—and it has to do with why you should want to be especially attentive to your instructor, to your textbook, to this study guide, and to the study of the subject matter of this course. Think of your course as a study in justice, and view your professor as a guide to justice issues in the modern world. Use your textbook, in combination with this study guide, other course materials, and the lectures your instructor provides, as a tool to evaluate the American criminal justice system relative to your understandings of fairness and of right and wrong. If you do that, you will achieve the highest purpose I had in mind when I wrote *Criminal Justice Today*: You will be firmer in your understanding of the fact that “injustice anywhere is a threat to justice everywhere,” and you will be a better citizen as a result.

To get the most out of *Criminal Justice Today*, I urge you to give serious attention to the theme of my book (which is discussed in the first chapter). Use the theme as a tool for analyzing the concepts and ideas you encounter in the chapters that follow. Pay special attention to the lofty ideal of social justice that is discussed in Chapter 1, and think seriously about what *justice* means to you in specific situations in everyday life. Ask yourself, as you read the textbook, whether justice is being done in the day-to-day practice of American criminal justice—and if it is not, how the criminal justice system can be improved.

If you have suggestions about improving *Criminal Justice Today* or any of our supplements, please don't hesitate to contact me. Likewise, if there are features you would like to see added to the next edition, I'd be happy to hear directly from you. Please write to me at:

The Justice Research Association
P. O. Drawer 23557
Hilton Head Island, SC 29925
e-mail: author@cjtoday.com

As you set out to study the American criminal justice system, my thoughts and best wishes for success go with you. Enjoy your course!

Sincerely,

Frank Schmalleger, Ph.D., Director
The Justice Research Association

<< introduction >>

This short introduction to the *Student Study Guide* discusses two important issues. First, I briefly provide some thoughts on why the study of criminal justice is important. Second, I share with you some basic tips on how to study.

Why Study Criminal Justice?

I'm currently working on a research project with a colleague at Indiana University. We are members of a group called the Indianapolis Violence Reduction Partnership. Since 1997, individuals from local, state, and federal law enforcement agencies, local prosecutors, a United States Attorney, and individuals working in the corrections field have been meeting bi-weekly to identify the causes of violent crime in Indianapolis, suggest solutions to respond to violent crime, and then implement these solutions. My role in the project is to bring a relevant theoretical and research understanding to the project. In addition, I have the opportunity to evaluate what works and what doesn't work in criminal justice. This project relates well to what you will be studying in this class. We have examined the causes of crime in Indianapolis, have tried to develop better measurements to identify the crime picture, have implemented law enforcement strategies, have worked with court officials to change the way cases are processed, and have attempted to involve correctional agencies in the response to violence.

In addition, this project helps me show why the study of criminal justice is such an important topic. First, the study of criminal justice is important because crime, and society's response to crime, are among the greatest challenges facing every country. In Indianapolis, the Violence Reduction Partnership started meeting because we are concerned about the number of homicides. The homicide rate was increasing dramatically and criminal justice practitioners believed that extraordinary steps had to be taken in order to respond to the problem. Indianapolis is like every other city in the United States—Despite the good news that has been displayed prominently in the news media that crime and violent crime is going down, crime is still a major public concern. What can we do to reduce crime? How can we respond to violent crime? How can we eliminate gang and drug activity? In cities and towns, in suburban and rural areas, crime is a significant social problem and the primary institution responsible for responding to it is the criminal justice system.

The second reason why criminal justice is such an interesting topic is that the successes and failures of the system affect everybody. The amount of crime and violence in a community affects quality of life. For example, an incredible number of financial and personnel resources are expended to respond to crime. The components of the criminal justice system are primarily public-funded institutions. When money has to be spent on additional criminal justice resources to respond to crime, there is less money for other government and community programs. In addition, the existence of crime and feelings of insecurity melt the bonds that we have with other people in the community. When people don't feel safe, they prefer not to go out at night or mingle with others in the community. They are less likely to trust and help each other. If the criminal justice system can respond more effectively to crime, it can strengthen community bonds.

Third, criminal justice is an exciting topic because you already know a great deal about it. You have probably had positive and negative experiences with the criminal justice system. Perhaps you have gotten a ticket or have been arrested for other reasons. It is also likely that you have asked for police assistance. One of the best three-digit numbers known to the public is 9-1-1. This is because people know that when they need assistance, this number is probably the best one to call to get a fast response. In addition, one of the things you will realize as you read the textbook is that you have already heard about many of the cases discussed. The Columbine shooting, the Oklahoma City Bombing, and the O. J. Simpson murder trial (among many, many others) are discussed to illustrate specific criminal justice points. Moreover, you already have opinions about many of the topics discussed: Should we have a

death penalty? Should we build more prisons? Should we have long sentences for drug offenses? Should we loosen the procedural constraints on police when gathering evidence? You will be able to use your knowledge and opinions to react to the criminal justice issues presented and explored in the textbook.

Steven Chermak

How to Study

Each chapter of the *Student Study Guide* includes two learning tips. The topics include taking tests, reading comprehension, taking notes, study habits, and strategies for active learning. Each tip is a short description of simple steps you can take to improve your performance. It would be beneficial if you perused these tips frequently and used them as foundations to learning. In addition, the rest of this introductory section describes five general study strategies you can rely on for success in college:

- I. Effective Time Management
- II. Focused In-Class Performance
- III. Reading to Learn
- IV. Efficient Test Preparation
- V. Using University Resources

I. Effective Time Management

Most research on learning indicates that undergraduate students should spend three hours outside of class studying for every one hour in class. This means that if you are currently enrolled for 15 hours of course credit, you can expect to spend 45 hours outside of class completing the required coursework! I think you will appreciate the need for effective time management even more when you consider the outside activities you participate in, the number of hours you work, and other opportunities you have to enjoy your college experience. Don't worry. It is possible to balance study obligations with the activities that pull you away from studying. The key to finding this balance is effective time management. Here are four suggestions you can use to achieve study goals and to make good use of your time.

1. *Set long-term and short-term priorities.* Buy a calendar, if you haven't already, and put it in a prominent place in your room. Mark the dates of all tests, projects, or assignments due. Also, set priorities every day. Make a list of what you need to accomplish and stick to it.
2. *Establish a daily routine.* It is important that you study every day. Pick a time when you are rested, energized, and focused and make good use of it. Find a location that is quiet where you can work without interruptions.
3. *Plan well and be realistic.* If you work a lot of hours or if you have other obligations, then you may want to reduce the number of courses you enroll in. Also, rely on the "student grapevine" to discover information on the amount of work required for certain classes and specific professors. Take a few "easy" classes with a few "hard" classes.
4. *Review frequently.* Review your notes immediately after class or as soon after as possible. Review them again right before the next class session. These short (10 to 15 minutes) sessions save a lot of time in the long run.

II. Focused In-Class Performance

It is very important that you attend class and concentrate while there. Do not fall into the trap of relying on a friend's set of notes. Even if your professor gives you the notes for the class, attend class and personalize them. Here are three more suggestions that will help.

1. *Learn to concentrate.* Try not to get distracted in class; stay focused on the materials being presented. Let me share an anecdote with you. I once had a student visit during

my office hours very upset because she had received low C's on the first two tests. What was upsetting her was that she said she studied a lot, attended class, and did the reading. I asked to see her notes. She had gotten some of the main points from lecture, but she also had multiple doodles on every page. Although her artwork was outstanding, I suggested that she needed to stop daydreaming and focus on the lecture materials. I asked her to sit in the front of the class and I looked over her notes after every lecture for a couple of weeks. This simple solution resulted in a significant improvement in her performance.

2. *Be prepared for lecture.* Be physically and mentally alert when attending lecture. Try not to be fatigued, hungry, or distracted. Complete the reading assignment before attending class. This will help you identify important points made in lecture. Review your notes from the prior class as a warm-up to the materials about to be presented.
3. *Take good notes.* Pay close attention to the professor's teaching style to identify how he or she highlights key points. Listen carefully and then select the key points of the lecture. Make sure your notes are well organized, and be sure to leave enough space to add information or study hints.

III. Reading to Learn

One of the best learning resources you have at your disposal is the textbook. It is nearly impossible for a professor to cover every important piece of information in the textbook. Professors pick and choose points of emphasis, and expect students to take complete advantage of all of the information in the textbook. The following suggestions may help you do so.

1. *Overview and preview.* Spend some time looking over the materials contained in the entire textbook, and read the table of contents. Then preview each chapter prior to reading it. Also before reading each chapter, skim it; read sections, preview the headings and subheadings, and peruse the tables and graphs. Then read the introduction and summary before actually reading the chapter. This overview and preview will give you some perspective on the information in the book and the way it is organized.
2. *Select the main points.* One of the most difficult skills to develop is how to identify and highlight the most important information in a chapter. Try to prioritize the information in a section, and break it down into main points and supporting points. Underlining or highlighting the main points will help you remember them. Be an active reader. Try to be engaged in the reading material by reacting to it and mentally challenging what was written. This will help streamline the material into your long-term memory.
3. *Use the Student Study Guide.* The *Student Study Guide* (SSG) is a good reference that provides you with many opportunities to test whether you have really comprehended the materials. The SSG is designed to help you learn terms, cases, and ideas presented in the textbook. In addition, it puts the issues discussed in the textbook in a broader perspective, allowing you to understand the application of these ideas to practical criminal justice situations.

The chapters of the SSG correspond directly with the chapters of the textbook. Each section of the SSG will help you learn the information presented in the textbook. For example, it might be helpful if you read the learning objectives and chapter summary in the SSG before reading the chapter in the textbook, and then read them again after finishing the chapter. These two sections provide an overview of the key issues to be looking for when reading the textbook and to be reviewing when studying for exams. The SSG also has a section on key terms and key cases, giving you quick access to many of the main ideas of a chapter. The crossword puzzles and word search puzzles at the end of each chapter will test your understanding of the key terms and key cases. The SSG also includes a chapter outline and space for you to take notes on the readings or lectures. Try to answer the practice test questions without looking in the book. Remember that the textbook will be closed when you are taking an actual examination. Finally, when you complete the student activities and the APB exercise, be sure to refer to issues that are addressed in the textbook.

IV. Efficient Test Preparation

Taking tests is among the most stressful of all college activities. It is important that you recognize that the sources of test anxiety include society's heavy emphasis on grades, time pressures, and the mystery of not knowing how well you are going to do. The three following strategies can reduce this anxiety.

1. *Preparation.* Taking good notes, reading to learn the textbook, and staying on schedule are the first ingredients for test success. In addition, try to find out as much as possible about the test before taking it. Read the syllabus closely for clues. Attend review sessions, if possible, but don't expect to be told what the questions are going to be. Use review sessions as opportunities to ask questions and test how well you are prepared for the examination. You should always attend the class immediately prior to the examination date. Often there are opportunities to ask questions about the examination and a professor might make slight adjustments on what will be covered because of lack of time. Review sessions, talking to former students, and attending the class right before the exam will help you predict what will be on the examination.
2. *Don't panic.* Patience is always a good virtue, including when you are taking an examination. Before you write anything, think about the question and think about the answers. When you are not sure about an answer, eliminate as many answers as possible before you guess. Make sure to pace yourself so that you have enough time to answer all questions and time to review questions.
3. *Use study strategies that fit the instructor and the type of examination.* Multiple-choice, short-answer, and essay examinations are significantly different. Each type of examination tests your understanding and comprehension of the material, but in slightly different ways. Multiple-choice and short-answer questions require considerably more memorization and identification of specific terms, cases, and key names. Essay questions require a large amount of information and facts, as well as a more global understanding of the subject.

It is also important that you realize that all professors are slightly different in their expectations about what should be known. Try to learn as much as possible about a professor before taking an examination he or she prepared. If you are having difficulties finding out any information, it is best to be overprepared for the first examination. You can alter your study strategy as you learn more about his or her testing style. The best way to adapt your test preparation to match a professor's test style is to do a self-evaluation after each examination. Identify the questions that you answered incorrectly. Did most of your incorrect answers come on questions that were covered in lecture? In certain sections of the textbook? Or about specific terms or cases? Once you have completed this self-evaluation, you will be able to change your study strategies to improve your test performance.

V. Using University Resources

Universities have an incredible number of resources that can enhance your classroom performance. For example, your university may have a writing center staffed by individuals trained to help with all stages of the writing process. Your library also has many resources and individuals willing and eager to help you succeed in college. Make an effort to learn about the resources as soon as possible and put them to use. Go back through orientation materials or surf your university's Web page for information and note the services that might help you.

Your instructor is also a valuable resource. Obviously, she or he is the best person to provide you assistance with your performance in this class. Don't be afraid to go to office hours if you are having problems or schedule an appointment for assistance. Over time you can build a good relationship with an instructor and then rely on that person for information about potential majors, internship possibilities, and career opportunities.

<< using the student cd >>

Scenarios

Each chapter on the CD-ROM found in the back of your textbook contains an interactive multimedia scenario based on an actual United States Supreme Court case. Each scenario contains rich audio and graphics that illustrate the different events that happen in each case. After listening to the audio and viewing the graphics in each segment, you will be asked two questions that call for a decision. They deal with scenarios designed to improve your justice-related decision-making skills by putting you in the role of a decision-maker such as a police officer, a parole officer, or a judge. They are not intended to be legal interpretations of specific cases or of laws. Each scenario also contains background material, legal highlights of the case upon which it is based, a “what really happened” section, and information on related cases. After you play through an entire scenario and answer all the decision-point questions, an interactive decision timeline will become active at the bottom of the screen. The timeline has areas that show decision-point text when clicked—so you can see what decisions the “real” criminal justice officials made and why, and alternative decisions they could have made and why.

Quiz Games

Each chapter of the CD-ROM contains a practice quiz in the form of a match game that is intended to help you assess your understanding of the course material. These chapter-specific vocabulary-building games focus on the key terms listed at the start of each chapter and should help you remember crucial concepts and associated definitions.

Exercises

Each CD-ROM chapter contains an exercise that consists of 10 multiple-choice and 10 true-or-false questions. You can answer the questions and hit the check button to see how you scored. These exercises are also intended to help you assess your understanding and comprehension of the course material.

Glossary

The terms in the disc-based glossary parallel the definitions of important terminology used in the book. You can use the disc-based glossary to find the definitions of key terms.

Web Link

If you want to browse the Internet while using the *Criminal Justice Today* CD-ROM, click on the Web link button in the bottom left of the main program screen. This window contains hot links that will take you to important criminal justice-related Web sites.

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Chapter 1

<< what is criminal justice? >>

Learning Objectives

After reading this chapter you should be able to:

1. Discuss the different perspectives of individual rights and public-order advocates.
2. Discuss the consensus and conflict models of the criminal justice process.
3. Provide an overview of the criminal justice process.
4. Discuss crime control and due process.
5. Explain the differences between criminology and criminal justice.

Chapter Summary

Chapter 1 accomplishes four objectives. First, it provides a framework for struggling with difficult criminal justice issues. Second, it discusses whether the criminal justice process functions as a system. Third, it provides an overview of the book and the criminal justice process. Finally, it explains the differences between criminology and criminal justice.

The author provides a framework to think about difficult criminal justice issues. This framework involves balancing individual rights (i.e., the right of individuals to be protected from overzealous and intrusive government agents) against community interests (i.e., the right of society to feel secure from crime). Individual rights and community interests are delicately balanced in our **criminal justice system**. When a movement is made to expand individual rights, such as in the 1960s, community interests are affected. Conversely, and more recently, as community interests have expanded, individual rights have been limited. To help put these “shifts of the pendulum” in perspective, this chapter discusses a series of celebrated cases, like the Columbine shooting and the World Trade Center bombing. The way one balances these two competing interests evolves around each person’s conception of justice. What is fair? Can the system be fairer? Everyone including politicians, victims, defendants, police officers, prosecutors, and judges—attempts to balance individual and community interests, which affects how justice is applied. Individuals who prefer to protect freedoms and liberties are called **individual-rights advocates**. Individuals who believe that the

interests of society should take precedence over liberties are called public-order advocates. It is important to realize that (1) understandings of justice are different for everyone and (2) our definitions are molded by our life experiences.

The criminal justice system is the mechanism in place for meting out justice when violations of criminal law occur. Yet does the criminal justice system function as a system? Supporters of a **consensus model** of justice say yes. This model argues that the system is predictable, that there is a high level of cooperation among agencies and individuals in the system, and that the components of the system—police, courts, and corrections—operate without conflict. Conversely, the **conflict model** of criminal justice views the operation of these components from a different perspective. Supporters of this model argue that the goals of criminal justice agencies and the individuals working within them differ, and that the system's processes are affected by outside influences such as political pressure, informal arrangements, media coverage of high-profile cases, and discretion.

Both models have some value in helping us understand the operation of the criminal justice system. There are times when the agencies of criminal justice work closely together representing a consensus model. For example, when criminal justice crises arise, such as when the federal building in Oklahoma City was bombed, all components were focused on similar goals. However, at other times, the goals of each agency conflict. For example, a prosecutor may want police officers to crack down on juvenile crime. Police officers, however, may feel that other crimes, perhaps drunk driving, should take priority.

Finally, the author provides an overview of the book and introduces you to the stages in the justice process. It is important that you familiarize yourself with these stages. In general the criminal justice process starts when a citizen (victim or witness) calls the police to report a crime. The police are responsible for conducting the **investigation**, making an **arrest** (if they can establish probable cause), and **booking** the suspect. The court process begins when this suspect appears before a judge at the **first appearance**. Here, the judge decides what should be done with the suspect pending the outcome of the case. A **grand jury** or **preliminary hearing** will then be conducted to determine whether the criminal justice process should continue. An **information** can result from a preliminary hearing, and an **indictment** can result from a grand jury hearing. The suspect then will be arraigned on the charges. A trial will be held, and if the person is found (or pleads) guilty, then **sentencing occurs**. It is then the responsibility of the corrections component of the criminal justice system to carry out the sentence.

Key Concepts

Crime: Conduct in violation of the criminal laws of a state, of the federal government, or of a local jurisdiction, for which there is no legally acceptable justification or excuse.

Social Control: The use of sanctions and rewards available through a group to influence and shape the behavior of the group's members. Social control is a primary concern of social groups and communities; it is the interest that human groups hold in the exercise of social control that leads to the creation of both criminal and civil statutes.

Individual-Rights Advocates: Those who seek to protect personal freedoms within the process of criminal justice.

Public-Order Advocates: Those who suggest that, under certain circumstances involving a criminal threat to public safety, the interests of society should take precedence over individual rights.

Individual Rights: The rights guaranteed to all members of American society by the U.S. Constitution (especially those found in the first ten amendments to the Constitution, known as the *Bill of Rights*). These rights are especially important to criminal defendants facing formal processing by the criminal justice system.

Justice: The principle of fairness; the ideal of moral equity.

Criminal Justice: In its broadest sense, those aspects of social justice that concern violations of the criminal law. In the strictest sense, the criminal (penal) law, the law of criminal procedure, and the array of procedures and activities that have to do with the enforcement of this body of law.

Civil Justice: The civil law, the law of civil procedure, and that array of procedures and activities that have to do with private rights and remedies sought by civil action. Civil justice cannot be separated from social justice because the kind of justice enacted in our nation's civil courts is a reflection of basic American understandings of right and wrong.

Social Justice: An ideal that embraces all aspects of civilized life and that is linked to fundamental notions of fairness and to cultural beliefs about right and wrong.

The Criminal Justice System: The aggregate of all operating, administrative, and technical support agencies that perform criminal justice functions. The basic divisions of the operational aspects of criminal justice are law enforcement, courts, and corrections.

Consensus Model: A perspective on the study of criminal justice that assumes that the system's subcomponents work together harmoniously to achieve the social product we call justice.

Conflict Model: A perspective on the study of criminal justice that assumes that the system's components function primarily to serve their own interests. According to this theoretical framework, justice is more a product of conflicts among agencies within the system than it is the result of cooperation among those agencies.

Warrant: In criminal proceedings, any of a number of writs issued by a judicial officer, to direct a law enforcement officer to perform a specified act and to afford protection from damages if he or she performs it.

Booking: A law enforcement or correctional administrative process that officially records an entry into detention after arrest; it identifies the person, place, time, and reason for the arrest, and the arresting authority.

Bail: (1. verb) To effect the release of an accused person from custody, in return for a promise that he or she will appear at a specified place and time and will submit to the jurisdiction and judgment of the court; this promise is guaranteed by a pledge to pay to the court a specified sum of money or property if the person does not appear. (2. noun) The money or property pledged to the court or actually deposited with the court to effect the release of a person from legal custody.

Preliminary Hearing: The proceeding before a judicial officer in which three matters must be decided: whether a crime was committed, whether the crime occurred within the territorial jurisdiction of the court, and whether there are reasonable grounds to believe that the defendant committed the crime.

Probable Cause: A set of facts and circumstances that would induce a reasonably intelligent and prudent person to believe that another person had committed a specific crime; reasonable grounds to make or believe an accusation. Probable cause is needed for a "full-blown" search or arrest.

Indictment: A formal, written accusation submitted to the court by a grand jury, alleging that a specified person(s) has committed a specified offense(s), usually a felony. (Contrast with *information*.)

Grand Jury: A body of persons who have been selected according to law and sworn to hear the evidence against accused persons for the purpose of determining whether there is sufficient evidence to bring those persons to trial, investigating criminal activity generally, and investigating the conduct of public agencies and officials.

Arraignment: (1) The hearing before a court having jurisdiction in a criminal case, in which the identity of the defendant is established, the defendant is informed of the charge(s) and of his or her rights, and the defendant is required to enter a plea. (2) In some instances, *arraignment* refers to any appearance in court prior to trial in criminal proceedings.

Trial: The examination in a court of the issues of fact and law in a case for the purpose of reaching a judgment. In criminal proceedings, the examination in a court of the issues of fact and law in a case for the purpose of reaching a judgment of conviction or acquittal of the defendant(s).

Consecutive Sentence: (1) One of two or more sentences imposed at the same time, after conviction for more than one offense, which is served in sequence with the other sentences. (2) A new sentence for a new conviction, imposed on a person already under sentence(s) for previous offense(s) that is added to the previous sentence(s), thus increasing the maximum time the offender may be confined or under supervision.

Concurrent Sentence: (1) One of two or more sentences imposed at the same time after conviction for more than one offense and to be served at the same time. (2) A new sentence imposed on a person already under sentence(s) for a previous offense(s) to be served at the same time as one or more of the previous sentences.

Due Process of Law: A right guaranteed by the Fifth, Sixth, and Fourteenth Amendments to the U.S. Constitution and generally understood in legal contexts to mean the due course of legal proceedings according to the rules and forms that have been established for the protection of private rights.

Crime Control Model: A criminal justice perspective that emphasizes the efficient arrest and conviction of criminal offenders.

Due Process Model: A criminal justice perspective that emphasizes individual rights at all stages of the justice system.

Criminology: The scientific study of crime causation and prevention, and the rehabilitation and punishment of offenders.

Learning Tips

Taking Notes

Each chapter of this study guide includes a Chapter Outline. Each entry of the outline has note-taking space to make it convenient for you to enter appropriate comments from your instructor's lecture related to specific topics in the chapter. This feature will help you organize your notes for easy review and study.

The Syllabus

Students tend to look at a course's syllabus once or twice at the beginning of the semester and then disregard it. Try to use the syllabus as a guide to organizing your semester, preparing for each class, and gaining insight into what the instructor considers important in the class. Many instructors include a brief overview of the course that could provide the key for essay or short-answer questions, including definitions, later in the semester.

Chapter Outline

I. Justice and Criminal Justice _____

A. The Focus of This Book—Individual Rights and Public Order

B. Perspective on Criminal Justice and the Theme of This Book

C. Social Justice _____

II. American Criminal Justice: The System _____

A. The Consensus Model _____

B. The Conflict Model _____

III. American Criminal Justice: The Process _____

A. Investigation and Arrest _____

B. Booking _____

C. First Appearance _____

D. Preliminary Hearing _____

E. Information or Indictment _____

F. Arraignment _____

G. Trial _____

H. Sentencing _____

I. Corrections _____

J. Probation and Parole _____

IV. Due Process and Individual Rights _____

- A. The Role of the Courts in Defining Rights _____
- _____
- V. Criminal Justice and Criminology _____
- _____
- VI. Things to Come: An Overview of this Book _____
- _____

CJ Today on the World Wide Web

A wealth of study help is available at your fingertips. Go online to <http://www.prenhall.com/schmalleger> to access the dynamic CJ Today Web site. You'll find links to study aids tailored to each chapter in the text, WebExtras! and LibraryExtras!, crime and justice news, and Dr. Schmalleger's Cybrary. In addition, there is a career center and message boards to discuss criminal justice issues with other students. Give it a try—click on the URL above to enter the home page for Criminal Justice Today.

Other Web links to organizations and agencies related to the material in Chapter 1 include:

WEB SITE TITLE	URL
American Civil Liberties Union	http://www.aclu.org
Justice for All	http://www2.jfa.net/jfa/
Preventing Crime: "What Works, What Doesn't"	http://members.aol.com/ostar/study1.htm
United States Department of Justice	http://www.usdoj.gov/
Bureau of Justice Statistics	http://www.ojp.usdoj.gov/bjs/
National Criminal Justice Reference Service	http://www.ncjrs.org
Celebrated Criminal Justice Cases	http://www.apbonline.com/majorcases/index.html
National Center for Victims of Crime	http://www.nvc.org
Office for Victims of Crime (OVC)	http://www.ojp.usdoj.gov/ovc
Violence, Public Health, and the Media	http://www.annenberg.nwu.edu/pubs/violence/

Key Concepts

APB News.com

Theory Into Practice

21st Century CJ



Discussion Exercise

Read the following story and then answer the discussion questions.

Ramsey Probe Gets More Money: 'JonBenet Deserves Our Best Effort'

BOULDER, Colo. (APBnews.com)—Boulder County District Attorney Alex Hunter today vowed, after securing an additional \$24,000 to continue the investigation, that authorities would not give up on solving the mystery of who brutally killed JonBenet Ramsey.

"I don't see it in the faces of the detectives and prosecutors that they've given up," Hunter told reporters after the Board of County Commissioners approved the funding request this morning. "JonBenet deserves our best effort."

Despite strong words from county Commissioner Paul Danish, who said last week that he would question whether to continue funding the probe unless there were new leads in the case, the three-member board unanimously approved the request this morning without discussion.

Danish and fellow commissioners Ron Stewart and Jana Mendez had other items to discuss and couldn't be reached for comment.

'Difficult and Complicated Case'

Hunter acknowledged to reporters that there were no breaks in the case to report.

"This is a difficult and complicated case and I don't know if it

will be solved," he said.

Hunter's admission was different from his strong words early in the case when he said "the circle of suspects had narrowed," and that those responsible would be brought to justice. Hunter subsequently has said the tough talk he used at the time was a bluff, designed, he said, "to smoke out" the killer or killers.

Hunter added that the slain beauty queen's parents, John and Patsy Ramsey, "are not excluded" as suspects in the girl's death.

Public's Expectations 'Too High'

The beaten and strangled body of the 6-year-old former Little Miss Colorado was discovered in the basement of her parents' upscale Boulder home Dec. 26, 1996.

A grand jury probing the case disbanded in October without returning an indictment after hearing evidence and witness testimony for 13 months. Hunter said the public's expectations "were way too high" that the grand jury would solve the mystery.

"[The grand jury] was just a phase, and that's hard for [the public] to accept," he said. "Many cases aren't solved and some take time; the public has to have some sort of patience."

New Money Pays for Special Prosecutor

The money allocated today will go toward paying for special prosecutor

Michael Kane to work on the case from his private law practice in Pennsylvania at \$60 per hour for three months. Another \$10,000 will go toward "expert witness consultation fees"—including the services of Connecticut criminologist Henry Lee—and \$5,000 in "case-related investigative travel."

Hunter said he was concerned that continued publicity during the ongoing investigation from what he called the "less-responsible" news media could taint a jury pool should the case ever come to trial.

He also deflected questions on whether he would seek an eighth term as district attorney this fall. One of his chief deputy prosecutors, Mary Keenan, has announced she will run for the office.

Hunter said he spends half his time on the Ramsey case, and that it's "hard to remain anchored after being barraged for a thousand days."

Discussion Questions

1. Why do you think the JonBenet Ramsey case has gotten so much attention compared to other child homicides?
2. Do you think the media can influence what cases are given priority in the criminal justice system?
3. Do you think that the media has a positive or a negative influence on the criminal justice process?

Source: Keith Coffman, "Ramsey Probe Gets More Money: 'JonBenet Deserves Our Best Effort,'" APB News Online, January 6, 2000. Web posted at (http://www.apbnews.com/newscenter/majorcases/ramsey/2000/01/06/ramsey0106_01.html). Reprinted with permission.