To Jordyn, for keeping me grounded and reminding me what’s important in life.
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PREFACE

NEW TO THIS EDITION

• New sections in Chapter 3 on de-policing and the alleged Ferguson effect; use of automatic vehicle location (AVL) systems to reduce patrol downtime; and the relationship between clearance rates and detective resources.
• New sections in Chapter 4 on immigration enforcement, “stop question and frisk” (SQF), disorder-reduction strategies, broken windows theory testing, focused deterrence, group violence reduction, and predictive policing.
• New sections in Chapter 5 on procedural justice and the President’s Task Force on 21st Century Policing. New systematic review and meta-analysis research on community policing’s effectiveness is also included.
• New section in Chapter 6 on the crime prevention effects of raising the age of majority.
• New sections in Chapter 7 on sex offender residency restrictions’ efficacy and concealed carry on college campuses. A completely revised section on antiterrorism legislation is also included.
• New sections in Chapter 9 on restitution and the relationship between reduction of prison populations and crime.
• New section in Chapter 12 on whether concealed carry can deter mass shooter situations.
• New sections in Chapter 14 on community investment programs and the Bureau of Justice Assistance’s Justice Reinvestment Initiative.

The purpose of this book is to identify what works and what does not work to control crime in the United States. This is a difficult task—Herculean, as one reviewer of the first edition put it—but still a necessary one. A few books (cited several times throughout the chapters to come) have attempted to do what this book does, but most of them have not been very accessible to nonexperts, particularly undergraduate students in the fields of criminal justice, criminology, and policy studies. The first reason I decided to write this book was therefore to reach a wider audience, especially people with little background in the area, while keeping the content to a reasonable length.

Other crime control books do not cover enough of what is done to control crime in America. That is, the amount of material on crime control that has made its way into textbooks and into the crime policy literature in general has been relatively modest. This book will make it abundantly clear that a great deal is done in the United States in response to crime, much of which has yet to be researched or laid out in the pages of a textbook—until now. I believe that the field needs a more comprehensive look at crime control in America, which was my second reason for writing this book. I’m sure you will agree, after having read the book, that the range of alternatives for dealing with crime is quite extensive.

Some competitive texts tend to take a strong ideological stance, almost to the point at which a balanced review of the literature is not presented. My third reason for writing this book, then, was to present a comprehensive view of crime control in
Preface

America while maintaining a neutral ideological stance. To be sure, even the driest of introductory textbooks cannot be totally objective. Every book reflects a perspective; this one reflects mine. But whether you agree or disagree with my perspective, you will come to realize that it is not a predictable one. I lean in no particular ideological direction, I am not registered with any specific political party, and I have no specific agenda to further by writing this book.

I have been teaching crime control courses at the university level for more than 15 years. They are the courses I most look forward to teaching. The subject of crime control tends to liven up discussions in many a course, much more than other topics. (When was the last time undergraduates expressed excitement over chi-square tests or theoretical integration?) Even the most reserved students tend to chime in when opinions are voiced as to the best method of targeting crime in America. Three-strikes laws, the death penalty, and other approaches have brought some of my classes to the brink of an all-out brawl. I hope that this book leads to much (constructive) discourse in other university classes, as well.

PRESENTATION

There is no easy way to organize the study of crime control in the United States. Some authors have organized it according to ideological perspectives. Others have presented it in something of a linear fashion, in the order in which the criminal process plays out (starting with police, then going on to courts, sentencing, corrections, and so forth). I part with past approaches and present crime control from its point of origination. That is, most of the chapters in this book discuss crime control in terms of who does it and/or where it comes from. But I also follow something of a linear progression by beginning with police and then moving on to prosecution, courts, sentencing, and corrections before getting into less traditional topics.

Importantly, much is done to control crime that is informal in nature, which does not rely on involvement by the criminal justice system or other forms of government intervention. For example, when a person purchases a firearm to protect himself or herself, that person is engaging in informal crime control. Likewise, a person who installs a home security system is engaging in informal crime control. Approaches such as these have been largely overlooked in previous books on crime control, so a significant effort has been made to include them here. Indeed, three chapters discuss the effectiveness (and ineffectiveness) of what I call “approaches beyond the criminal justice system.”

CRIME CONTROL APPROACHES

As will become clear in Chapter 1, the title of this book was chosen quite deliberately. In fact, the book’s title is the first point at which my perspective comes out. I have chosen the term “crime control,” not because I don’t believe in crime prevention, but because most of what is done to deal with crime is not proactive. Additionally, I have avoided the term “crime control policy” and elected instead to discuss “approaches” to the crime problem. Doing so makes it possible to discuss not just formal crime control policies but also some of the less formal methods governmental entities and private parties take to make America a safer place. For those who prefer “prevention” in lieu of “control,” some of the book’s content covers genuinely prevention-oriented approaches. Even so, I
think you will come to agree that most approaches to the crime problem that have been taken in the United States amount to control rather than prevention.

**UNIQUE CONTENT**

Another one of my motivations for writing this book was to include topics and approaches that always seem to come up in my classes but have rarely been included in the text I assigned for the course (for example, I have yet to find a book in our field that discusses the effect of civil asset forfeiture on the drug problem). Yet another impetus for this project was a desire on my part to educate readers about many of the lesser-known and underexplored methods of crime control in America. When I share these with my students, many of whom are outgoing seniors who have already received the bulk of their criminal justice education, they often express surprise, if not total shock.

By way of overview, some of the relatively unique content (in comparison to competitive texts) consists of sections or chapters on residency requirements for cops, college degrees for cops, police–corrections partnerships, multijurisdictional drug task forces, COMPSTAT, citizen patrol, citizen police academies, no-drop prosecution policies, federal–state law enforcement partnerships, community prosecution, deferred sentencing and prosecution, fines, fees, forfeiture, sentence enhancements, chemical castration of sex offenders, civil commitment, antigang injunctions, job training, shaming, problem-solving courts, self-protective behaviors, and several others.

**DOES IT WORK?**

As Chapter 1 will discuss at great length, it is nearly impossible to claim that a particular form of crime control is effective or ineffective. Additional research, new analytic techniques, and the like can cast doubt on what has been considered gospel truth. At the other extreme, a slew of studies confirming a single finding would tend to suggest an effective approach, but time passes and things change, which makes scientific knowledge very tenuous and uncertain, especially in the crime control context. Yet in an effort to avoid beating the “we-just-don’t-know-for-sure” horse to a bloody pulp, I have decided to include “Does It Work?” sections in all but the first and last chapters. In these sections, I attempt to summarize the state of the literature as it currently stands.

**CHAPTER OVERVIEW**

The book is divided into five parts. Part One lays a foundation for assessing the evidence. Chapter 1 discusses what is meant by crime, crime control, and effectiveness. It also discusses many of the issues associated with research in the social sciences. For example, Chapter 1 points out how difficult experimental research is in our field, and it highlights the tentative nature of scientific knowledge. Chapter 2 continues in this vein by introducing various crime control perspectives that readers should be familiar with. It also presents the goals of crime control, including deterrence, retribution, incapacitation, and rehabilitation—each of which informs, to varying degrees, the approaches discussed throughout the book.

Part Two consists of the law enforcement approach to the crime problem. Because most research on the law enforcement approach has been concerned with police, three
chapters are devoted to the effectiveness of police approaches. Chapter 3 discusses traditional policing (e.g., hiring more cops), then Chapters 4 and 5 discuss more imaginative approaches, including directed patrol and community policing. Chapter 6 discusses the effectiveness of prosecutorial approaches to the crime problem. This is another unique feature of this book; it does not appear that anyone has attempted to publish a summary of prosecutorial approaches to the crime problem with attention to their effectiveness.

Part Three consists of courts, corrections, and legislative approaches to the crime problem. Chapter 7 discusses crime control through legislation, including legislative bans, gun control, sex offender laws, and laws aimed at control of white-collar crime and terrorism. Chapter 8 covers crime control in the courts and beyond. It looks at the effectiveness of approaches ranging from pretrial incapacitation, diversion, shaming to restorative justice, antigang injunctions, and problem-solving courts.

Chapter 9 focuses on sentencing policy, including the effectiveness of fines, forfeiture, civil commitment, mandatory sentencing, sentence enhancements, capital punishment, castration, and several other sentencing strategies. Chapter 10 focuses on probation, parole, and intermediate sanctions. Examples of the latter include intensive supervision probation, home confinement, electronic monitoring, boot camps, shock probation, halfway houses, and day reporting centers. Finally, Chapter 11 examines the effectiveness of rehabilitation, treatment, and job training.

Part Four moves the book’s focus away from the criminal justice system to approaches taken by individuals, families, schools, and communities. Chapter 12 begins with individual-level crime control, including buying a gun to protect oneself, risk avoidance, and risk management behaviors. It then discusses the effectiveness of household and family-based crime control. Chapter 13 covers both community and school-based crime control. Examples of the former include financial assistance to communities, resident mobilization programs, and youth mentoring. School-based approaches include targeting the school environment, such as through efforts to build administrative capacity, and interventions aimed at students, such as Drug Abuse Resistance Education, Gang Resistance Education, and behavior modification. Continuing with the focus on crime control beyond the criminal justice system, Chapter 14 looks at efforts to reduce criminal opportunities through environmental manipulation. In that chapter, we cover efforts to discourage crime by altering the physical appearance of places.

Part Five consists of a single chapter, one that summarizes previous chapters and then presents and critically reflects on several explanations that have been offered for the crime decline that took place throughout the 1990s. Explanations are organized into liberal, conservative, and miscellaneous categories. The message that this section presents is that there were (and continue to be) many different forces at work that help to explain national trends in crime.

APPENDIX

I assume that not everyone who picks up this book is intimately familiar with the criminal justice system in America. Accordingly, the appendix presents an ultra-brief introduction to the criminal justice system. It discusses sources of crime statistics, the actors involved in the justice system (in terms of executive, legislative, and judicial
functions), the criminal process (pretrial, adjudication, and beyond conviction), and sanctions. It is not intended to replace an introductory text, but I feel that it gets much important information across.

**INSTRUCTOR SUPPLEMENTS**

**Instructor’s Manual with Test Bank.** Includes content outlines for classroom discussion, teaching suggestions, and answers to selected end-of-chapter questions from the text. This also contains a Word document version of the test bank.

**TestGen.** This computerized test generation system gives you maximum flexibility in creating and administering tests on paper, electronically, or online. It provides state-of-the-art features for viewing and editing test bank questions, dragging a selected question into a test you are creating, and printing sleek, formatted tests in a variety of layouts. Select test items from test banks included with TestGen for quick test creation, or write your own questions from scratch. TestGen’s random generator provides the option to display different text or calculated number values each time questions are used.

**PowerPoint Presentations.** Our presentations offer clear, straightforward outlines and notes to use for class lectures or study materials. Photos, illustrations, charts, and tables from the book are included in the presentations when applicable.

To access supplementary materials online, instructors need to request an instructor access code. Go to www.pearsonhighered.com/irc, where you can register for an instructor access code. Within 48 hours after registering, you will receive a confirming e-mail, including an instructor access code. Once you have received your code, go to the site and log on for full instructions on downloading the materials you wish to use.

**ALTERNATE VERSIONS**

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ABOUT THE AUTHOR

John L. Worrall is Professor of Criminology and Director of the M.S. Program in Justice Administration and Leadership (JAL) at the University of Texas at Dallas (UTD). Both his M.A. (criminal justice) and Ph.D. (political science) were received from Washington State University, where he graduated in 1999. Dr. Worrall has published articles and book chapters on a variety of topics ranging from legal issues in policing to crime measurement, having been ranked one of the most prolific sole and lead authors in the discipline. He has also authored a number of other popular books, including Introduction to Criminal Justice (with Larry Siegel) and Criminal Procedure: From First Contact to Appeal. Dr. Worrall is Executive Director of the Academy of Criminal Justice Sciences and continues to serve as editor of the journal Police Quarterly, a position he has held since 2008.