

CRIMINOLOGY

Fifth Edition

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Dedication

*For Ava
and Malia*

Major Theoretical Developments

Classical School

Classical Criminology

- 1764** **Cesare Beccaria** Deterrence through punishment, free will, social contract
- 1789** **Jeremy Bentham** Hedonistic calculus, utilitarianism

Neoclassical Criminology

- 1974** **Robert Martinson** Nothing-works doctrine
- 1975** **James Q. Wilson** Thinking about crime
- 1986** **Clarke & Cornish** Rational choice
- 1988** **Jack Katz** Seductions of crime, emotions and crime
- 1992** **Clarke & Cornish** Situational choice, situational crime prevention

Biological and Biosocial Theories

Early Positivism

- 1810** **Franz Joseph Gall** Phrenology, scientific understanding of crime
- 1830s** **Johann Gaspar Spurzheim** Brought phrenology to America

Criminal Anthropology

- 1863** **Cesare Lombroso** Atavism, born criminals, criminaloids, Italian School
- 1913** **Charles Buckman Goring** Challenged Lombroso's theory
- 1939** **Ernest Hooton** Environment + low-grade human = crime

Criminal Families

- 1877** **Richard Dugdale** The Juke family
- 1912** **Henry Goddard** The Kallikak family
- 1915** **Arthur Estabrook**

Constitutional Theories

- 1925** **Ernst Kretschmer** Somatotyping
- 1949** **William Sheldon** Body types, behavioral genetics/twins, heritability, human genome

Twin studies

- 1968** **Karl Christiansen and Sarnoff Mednick** Genetic determinism

Sociobiology

- 1975** **Edward O. Wilson** Altruism, territoriality, tribalism, survival of gene pool

Biosocial Criminology

- 1980** **Darrell J. Steffensmeier**
- 1997** **Anthony Walsh** Environmental mediation of genetic influences
- 1990s** **Adrian Raine** Brain dysfunction
- 2003** **Kevin M. Beaver and Anthony Walsh** Biosocial criminology
- 2010** **Thomas Bernard** Gender-ratio problem
- 2010** **Kevin M. Beaver, John P. Wright, and Anthony Walsh** Evolutionary theory

Psychological/ Psychiatric Theories

Modeling Theory

- 1890** **Gabriel Tarde** Imitation
- 1973** **Albert Bandura** Aggression is learned, aggression is rewarded, disengagement, social cognition theory, modeling

Psychoanalytic Criminology

- 1920s–** **Sigmund Freud** Psychoanalysis,
- 1930s** Id, ego, superego, sublimation
- 1930s** **August Aichorn** Damaged egos

Personality Theory

- 1941** **Hervey Cleckley** Psychopathology, psychopath, sociopath
- 1964** **Hans Eysenck** Traits, supertraits
- 1968** **DSM-II** Antisocial personality disorder

Behavior Theory

- 1950s** **B. F. Skinner** Operant
- 1970s** Conditioning, operant behavior, rewards/punishments, stimulus-response

Frustration–Aggression Theory

- 1939** **J. Dollard** Displacement, catharsis

Cognitive Theory

- 1955** **Jean Piaget** Stages of human intellectual development
- 1969** **Lawrence Kohlberg** Stages of moral development
- 1970** **Stanton Samenow and Samuel Yochelson** The criminal mindset
- 1979** **Roger Shank and Robert Abelson** Script theory

Crime as Adaptation

- 1950s** **John Bowlby** Secure attachment, anxious resistant attachment, anxious avoidance attachment
- 1971** **S. M. Halleck** Alloplastic adaptation, autoplasic adaptation
- 1995** **Linksy, Bachman, Straus** Societal stress, aggression
- 1998** **Donald Andrews and James Bonta** Criminogenic needs, criminogenic domains

Social Structure Approaches

Social Disorganization

- 1920** **Thomas & Znaniecki** Displaced immigrants
- 1920s** **Park & Burgess** Social ecology
- 1930s** Social pathology, concentric zones (Chicago School)
- 1929** **Shaw & McKay** Cultural transmission (Chicago School)
- 1973** **Oscar Newman** Defensible space
- 1982** **James Q. Wilson & George L. Kelling** Broken windows, criminology of place
- 1987** **Rodney Stark** Theory of deviant neighborhoods

Culture Conflict

- 1927** **Frederic Thrasher** Gangs and gang typologies
- 1938** **Thorsten Sellin** Conduct norms, primary conflict, secondary conflict
- 1943** **William F. Whyte** Subcultures
- 1955** **Albert Cohen** Gangs, reaction formation
- 1957** **Sykes & Matza** Techniques of neutralization
- 1958** **Walter B. Miller** Focal concerns
- 1960s** **Cloward & Ohlin** Illegitimate opportunity structure, delinquent subcultures
- 1967** **Ferracuti & Wolfgang** Violent subcultures

Strain Theory

- 1938** **Robert Merton** Anomie, conformity, innovation, ritualism, retreatism, rebellion
- 1982** **Blau & Blau** Relative deprivation, frustration, distributive justice
- 1992** **Robert Agnew** General strain theory
- 1994** **Messner & Rosenfeld** American Dream

In Criminology

Social Process & Social Development Theories

Social Learning Theory

- 1939** **Edwin Sutherland** Differential association
- 1960** **Daniel Glaser** Differential identification theory
- 1966** **Burgess & Akers** Differential association-reinforcement

Social Control Theory

- 1950s** **Walter Reckless** Containment theory, inner and outer containment
- 1969** **Travis Hirschi** Social bond and self-control: attachment, commitment, belief, involvement
- 1970s** **Howard Kaplan** Self-degradation
- 1990** **Hirschi & Gottfredson** Social bonds and self-control, general theory of crime
- 1995** **Charles Tittle** Control-balance, control surplus, control deficit
- 1995** **Per-Olof H. Wikström** Situational action theory

Labeling Theory

- 1938** **Frank Tannenbaum** Tagging, dramatization of evil
- 1951** **Edwin Lemert** Primary deviance, secondary deviance
- 1963** **Howard Becker** Outsiders, moral enterprise
- 1997** **John Braithwaite** Reintegrative shaming, stigmatic shaming

Dramaturgy

- 1960s** **Erving Goffman** Dramaturgy, impression management, discrediting information, total institutions, disculturation

Social Development

- 1920s** **Sheldon & Eleanor Glueck** Family dynamics and delinquent careers
- 1960s** **Marvin Wolfgang** Chronic offending
- 1980s** **David P. Farrington** Delinquent development theory
- 1987** **Terrence Thornberry** Interactional theory
- 1988** **Lawrence E. Cohen and Richard Machalek** Evolutionary ecology
- 1993** **Robert J. Sampson and John H. Laub** Life course criminology
- 1993** **Terrie Moffitt** Life course persisters, adolescence-limited offenders

Social Conflict and Emergent Theories

Conflict Theories

- 1848** **Karl Marx** The *Communist Manifesto*
- 1916** **Willem Bonger** Class struggle
- 1938** **Thorsten Sellin** Culture conflict

Radical Criminology

- 1958** **George Vold** Political conflict between groups, conflict is normal
- 1959** **Ralf Dahrendorf** Conflict is normal, destructive change
- 1969** **Austin Turk** Social order = pattern of conflict, laws serve to control
- 1970s** **William Chambliss** Power gaps, crime reduces surplus labor
- 1974** **Richard Quinney** Contradictions of capitalism, socialist principles

Left-realist Criminology

- 1973** **Jock Young, Ian Taylor, Paul Walton** The new criminology

Feminist Criminology

- 1975** **Adler & Simon** Gender socialization
- 1977** **Carol Smart** Gender bias in criminology
- 1988** **Daly & Chesney-Lind** Androcentricity, crime may not be normal
- 1989** **John Hagan** Power-control theory

Peacemaking Criminology

- 1986** **Pepinsky & Quinney** Restorative justice, participatory justice
- 1989** **Lozoff & Braswell** New Age principles

Postmodern Criminology

- 1980s** **Stuart Henry, Dragan Milovanovic, Ian Taylor, Jock Young, Paul Walton** Deconstructionism; constitutive criminology, semiotics, androcentric

Cultural Criminology

- 1995** **Jeff Ferrell, Clinton R. Sanders** Crime as a cultural product
- 1998** **Mark S. Hamm** Ethnographic research into deviant populations
- 2000** **Mike Presdee** The carnival of crime, edgework

Convict Criminology

- 2001** **John Irwin, Ian Ross, K. C. Carceral, Thomas J. Bernard, Stephen Richards** Insights from convicted offenders

Theories of Victimology

Victim Precipitation Theory

- 1947** **Benjamin Mendelssohn** Coined the term "victimology"
- 1948** **Hans von Hentig** The criminal and his victim
- 1958** **Marvin Wolfgang** Some victims are positive precipitators in crime
- 1968** **Stephen Schafer** The victim and his criminal
- 1970** **Menachem Amir** Victim contribution to victimization

Lifestyle Theory

- 1970** **Michael J. Hindelang & Michael R. Gottfredson James Garofalo** Demographic variables influence lifestyles and determine victimization risk

Routine Activities Theory (RAT)

- 1970** **Lawrence Cohen and Marcus Felson** Motivated offenders combine with suitable targets in the absence of a capable guardian

Deviant Places Theory

- 1980s** **Rodney Stark** Stigmatized neighborhoods produce crime

Brief Contents

PART 1 Criminology Explained—*The Evil Men (and Women) Do*

CHAPTER 1 What Is Criminology?—*Understanding Crime and Criminals* 1

PART 2 Crime Causation—*What We Do and Why We Do It*

CHAPTER 2 Classical and Neoclassical Criminology—*Choice and Consequences* 20

CHAPTER 3 Early Biological Perspectives on Criminal Behavior—*It's What We Are* 41

CHAPTER 4 Biosocial and Other Contemporary Perspectives—*Interaction Is Key* 55

CHAPTER 5 Psychological and Psychiatric Foundations of Criminal Behavior—*It's How We Think* 77

CHAPTER 6 Social Structure—*It's Where and How We Live* 101

CHAPTER 7 Social Process and Social Development—*It's What We Learn* 124

CHAPTER 8 Social Conflict and Emergent Theories—*It's How We Relate* 151

PART 3 The Crime Picture—*It's Not Pretty*

CHAPTER 9 Criminal Victimization—*It's Personal* 174

CHAPTER 10 Crimes against Persons—*What We Fear* 200

CHAPTER 11 Crimes against Property—*It's What We Lose* 227

CHAPTER 12 White-Collar and Organized Crime—*Crime as a Job* 245

CHAPTER 13 Drug and Sex Crimes—*Recreational Offenses* 267

PART 4 Crime in the Modern World—*Today's Headlines*

CHAPTER 14 Technology and Crime—*It's a Double-Edged Sword* 285

CHAPTER 15 Globalization and Terrorism—*Our Small World* 300

Glossary 315

References 325

Name Index 347

Subject Index 353

Contents

PREFACE **XVII**

PART 1

Criminology Explained—*The Evil Men (and Women) Do*

CHAPTER 1 **What Is Criminology?—*Understanding Crime and Criminals*** **1**

What Is Crime? **2**

Crime, Deviance, and Delinquency **3**

What Should Be Criminal? **3**

Differing Perspectives on Criminality **4**

What Do Criminologists Do? **5**

What Is Criminology? **5**

Theoretical Criminology **7**

The Social Context of Crime **7** ▶ Criminology's Interdisciplinary Nature **9**

How Much Crime Is There? **10**

The National Crime Victimization Survey (NCVS) **10** ▶ Critique of the
NCVS **10** ▶ The Uniform Crime Reporting (UCR) Program **11** ▶ NIBRS: An
Evolving Data Format **12** ▶ Critique of the UCR/NIBRS **13**

Changing Crime Patterns **13**

Unreported Crime **15**

Evidence-Based Criminology and Social Policy **16**

THE CASE: Ross Ulbricht—*The New Face of Crime?* **17**

Summary and Key Concepts **18**

PART 2

Crime Causation—*What We Do and Why We Do It*

CHAPTER 2 **Classical and Neoclassical Criminology—*Choice and Consequences*** **20**

Principles of Classical and Neoclassical Criminology **21**

The Roots of Classical Criminology **22**

Cesare Beccaria (1738–1794): Punishment as Deterrence **22**

▶ Jeremy Bentham (1748–1832): The Pain versus Pleasure Balance **23**

Neoclassical Criminology **24**

Rational Choice Theory **25** ▶ The Excitement of Crime **26** ▶ Situational
Crime-Control Policy **26**

Punishment and Neoclassical Thought **28**

Just Deserts **28** ▶ Deterrence **28**

The Death Penalty **29**

Capital Punishment and Ethnicity **31** ▶ A Flawed System? **32**

Policy Implications of the Classical School 33
A Critique of Classical and Neoclassical Theories 34
 A Critique of Neoclassical Thought 34 ► A Critique of Rational
 Choice Theory 35
THE CASE: Jodi Arias—The Petite Killer 37
Summary and Key Concepts 38

CHAPTER 3 Early Biological Perspectives on Criminal Behavior—*It's What We Are* 41

Traditional Biological versus Modern Biosocial Theories 43
 Principles of Biological Theories 43
The Positivist School 43
 Physical Features and Crime 43 ► The Italian School 44
 ► Constitutional Theories 46 ► Criminal Families 46
 ► The XYY Supermale 47 ► Twin Studies and Heredity 48
Sociobiology 49
 The Biological Roots of Human Aggression 49 ► The New Synthesis 49
Critique of Early Biological Theories of Criminal Behavior 50
THE CASE: Richard Speck—“Born to Raise Hell” 52
Summary and Key Concepts 53

CHAPTER 4 Biosocial and Other Contemporary Perspectives—*Interaction Is Key* 55

Genetics and Crime 56
 Genetics and the Environment 57
The Dysfunctional Brain 59
Body Chemistry and Criminality 61
 Ingested Substances and Blood Sugar Levels 61
 ► Environmental Pollution 62 ► Psychobiotics 63 ► Low Resting
 Heart Rate and Crime 64 ► Digit Ratio 64 ► Hormones and Criminality 65
Biosocial Criminology 67
 Gender Differences in Criminality 67 ► Evolutionary Theory 70
Policy Implications of Biological Theories 70
Critiques of Biological and Biosocial Theories 70
THE CASE: Adam Lanza and the Sandy Hook School Shootings 72
Summary and Key Concepts 74

CHAPTER 5 Psychological and Psychiatric Foundations of Criminal Behavior—*It's How We Think* 77

Principles of Psychological and Psychiatric Theories 78
 History of Psychological Theories 78
Personality Disturbances 78
 The Psychopath 79 ► Antisocial Personality Disorder 80
 ► Trait Theory 81

Cognitive Theories 82

Moral Development Theory 82 ► Cognitive Information-Processing Theory 83 ► The Criminal Mindset 84

The Psychoanalytic Perspective—Criminal Behavior as Maladaptation 84

The Psychotic Offender 86 ► Frustration–Aggression Theory 86 ► Crime as Adaptation 87 ► Criminogenic Needs 88 ► Attachment Theory 88

Behavior Theory 88

Behavioral Conditioning 90 ► Social Cognition and the Role of Modeling 91

Policy and Treatment Implications of Psychological and Psychiatric Approaches 91

Critique of Psychological and Psychiatric Theories of Crime 92

Criminal Psychological Profiling 94

The Psychological Autopsy 95

THE CASE: Andrea Yates—Child Killer 96

Summary and Key Concepts 97

CHAPTER 6 Social Structure—It’s Where and How We Live 101

Major Principles of Sociological Theories 102

Social Structure Theories 103

Types of Social Structure Theories 103

Social Disorganization Theory 103

The Chicago School 104 ► The Criminology of Place 105
► Critique of Ecological Theory 106 ► Collective Efficacy and Crime 107

Strain Theory 108

Relative Deprivation 109 ► General Strain Theory (GST) 109
► Critique of Strain Theory 111

Culture Conflict Theory 112

Subcultural Theory 112 ► Delinquency and Drift 113 ► Differential Opportunity Theory 114 ► Reaction Formation 115

Criminal Street Gangs 116

► History of Gangs in America 116 ► Criminal Street Gangs Today 116
► Gang Crime 117 ► Gang Affiliation 118 ► Working with Criminal Street Gangs 118 ► Critique of Culture Conflict Theories 119

Policy Implications of Social Structure Theories 119

THE CASE: Sanyika Shakur, aka Monster Kody Scott 120

Summary and Key Concepts 121

CHAPTER 7 Social Process and Social Development—It’s What We Learn 124

Principles of Social Process and Social Development Theories 125

Social Learning Theory and Differential Association 125

Differential Association 125 ► Critique of Differential Association 126

Social Process: Social Control Theories 127

Containment Theory 127 ► Critique of Reckless’s Containment Theory 128
► Delinquency and Self-Esteem 128 ► Social Bond Theory 128

- ▶ The General Theory of Crime 128 ▶ Critique of the General Theory of Crime and Social Bond Theory 129 ▶ Control-Balance Theory 129
- ▶ Critique of Social Control Theories 131

Labeling Theory 131

- Critique of Labeling Theory 134

Policy Implications of Social Process Theories 135

The Social Development Perspective 136

- The Life-Course Perspective 136 ▶ Critique of Life-Course Theory 138
- ▶ Laub and Sampson's Age-Graded Theory 139 ▶ Critique of Age-Graded Theory 139 ▶ Moffitt's Dual Taxonomic Theory 139
- ▶ Critique of Moffitt's Dual Taxonomic Theory 140 ▶ Farrington's Delinquent Development Theory 140 ▶ Critique of Farrington's Delinquent Development Theory 141 ▶ Evolutionary Ecology 141 ▶ Critique of Evolutionary Ecology 142 ▶ Thornberry's Interactional Theory 142
- ▶ Critique of Thornberry's Interactional Theory 142 ▶ Developmental Pathways 142 ▶ Critique of Developmental Pathways 144
- ▶ The Chicago Human Development Project 144

Policy Implications of Social Development Theories 145

THE CASE: Dr. Farid Fata—Prescribing Unneeded Chemotherapy 147

Summary and Key Concepts 148

CHAPTER 8 Social Conflict and Emergent Theories—It's How We Relate 151

Principles of the Social Conflict Perspective 152

A History of Social Conflict Theory in Criminology 153

- Marx: Social Conflict as Class Struggle 153 ▶ Vold: Crime as Political Conflict 154 ▶ Crime, Social Class, Power, and Conflict 155

Modern Radical-Critical and Marxist Criminology 155

- Chambliss: Crime and Economic Stratification 155 ▶ Quinney: Capitalism and Crime 156 ▶ Critique of Radical-Critical and Marxist Criminology 156 ▶ The Evolution of Radical-Critical Criminology 157

Emergent Theories 157

- Peacemaking Criminology 157 ▶ Feminist Criminology 159 ▶ Convict Criminology 162

Postmodern Criminology 163

- Henry and Milovanovic: Constitutive Criminology 164 ▶ Critique of Postmodern Criminology 164

Cultural Criminology 165

Policy Implications of Conflict Criminology 165

- Participatory and Restorative Justice 166 ▶ The Balanced and Restorative Justice (BARJ) Model 168

THE CASE: Theodore John “Ted” Kaczynski (The Unabomber) 169

Summary and Key Concepts 171

CHAPTER 9 Criminal Victimization—*It's Personal* 174**Victimization** 175

Hidden Victims 175 ► Victimization by the Numbers 176

Demographic Correlates of Victimization 177Revictimization and Polyvictimization 178 ► The Developmental
Victimization Survey (DVS) and Childhood Victimization 178**The Costs of Criminal Victimization** 179The Psychological Impact of Victimization 179 ► The Physical Impact
of Victimization 182 ► The Economic Impact of Victimization 182
► The Social Impact of Victimization 182 ► Victimization as a Risk Factor
for Crime 182**Victimology** 183Blaming the Victim: Early Theories of Victim Precipitation 183
► Victimization and Lifestyle 185**Victims' Rights** 189

A History of the Victim 189 ► Victims' Rights Legislation 190

Restorative Justice: Making the Victim Whole Again 193Victim Restitution and Victim Compensation 193 ► Social Movements and
Victims' Rights 193**THE CASE: Bill Cosby, Public Face of the "Me-Too" Movement** 195**Summary and Key Concepts** 197**CHAPTER 10 Crimes against Persons—
*What We Fear*** 200**Homicide** 201The Subculture of Violence Thesis 203 ► Patterns of Homicide 204
► Serial Murder 205 ► Mass Murder 206**Rape** 207Theoretical Perspectives on Rape 207 ► Typologies of Rapists 208
► Changing Understandings of Rape 210 ► Types of Rape 210
► The Sexual Victimization of Men 211**Child Sexual Abuse (CSA)** 212

Types of Child Sex Abusers 212

Robbery 214The Lethal Potential of Robbery 215 ► The Motivation of Robbers 215
► The Gendered Nature of Robbery 215**Aggravated Assault** 215Stranger Assault 216 ► Assault within Families 216
► Intimate Partner Violence 216**Other Forms of Interpersonal Violence** 218Bullying 218 ► Workplace Violence 219 ► Hate Crimes 220
► Stalking 220**THE CASE: Dylann Storm Roof—The Charleston Church Shooter** 222**Summary and Key Concepts** 224

CHAPTER 11 Crimes against Property—

***It's What We Lose* 227**

Burglary 228

- The Social Ecology of Burglary 229 ► Residential Burglary 230
- The Costs of Burglary 230

Larceny-Theft 231

- Shoplifting and Employee Theft 231 ► Flash Mobs and Larceny 232

Identity Theft 232

- The Incidence of Identity Theft 233 ► Identity Thieves: Who They Are 234

Motor Vehicle Theft 234

- Theft of Car Parts 235 ► Joyriders: Car Theft for Fun 235
- Professional Car Theft 235

Arson 235

- Fire Setters 236

Persistent and Professional Thieves 236

- The Criminal Careers of Property Offenders 237 ► Property Offenders and Rational Choice 237 ► Types of Burglars 237 ► The Motivation of Burglars 239 ► Workers in Stolen Property 239

THE CASE: Frank W. Abagnale (“Catch Me If You Can”) 241

Summary and Key Concepts 243

CHAPTER 12 White-Collar and Organized Crime—

***Crime as a Job* 245**

White-Collar Crime 246

- Definitional Evolution of White-Collar Crime 246

Corporate Crime 247

- Financial Crime 248 ► Environmental Crimes 252 ► Terrorism and White-Collar Crime 253

Causes of White-Collar Crime 253

Curtailing White-Collar and Corporate Crime 254

Organized Crime 255

- Roots in America 255 ► Prohibition and Official Corruption 257
- Activities of Organized Crime 257 ► Organized Criminal Groups 257
- Transnational Organized Crime 260

Policy Issues: The Control of Organized Crime 261

THE CASE: Bernie Madoff—High-Stakes Con Man 263

Summary and Key Concepts 265

CHAPTER 13 Drug and Sex Crimes—

***Recreational Offenses* 267**

History and Extent of Drug Abuse in the United States 268

- Extent of Drug Abuse Today 268 ► Today's Opioid Epidemic 270
- Costs of Drug Abuse 271

Types of Illegal Drugs	272
Drug Trafficking	273
Pharmaceutical Diversion and Synthetic Drugs	275 ▶ Drugs and Crime 275
Social Policy and Drug Abuse	275
Recent Legislation	276 ▶ Drug Control Strategies 276
The Drug Legalization/Decriminalization Debate	277
Alternative Drug Policies	277
Prostitution	278
Prostitution: A Changing Business	279 ▶ A Typology of Prostitutes 279
▶ Commercial Sexual Exploitation of Children (CSEC)	280 ▶ Exiting the Sex Trade 281
▶ Feminist Perspectives on Prostitution	281
The Prostitution Legalization/Decriminalization Debate	281
THE CASE: Heidi Lynne Fleiss—Madam to the Stars	282
Summary and Key Concepts	283

PART 4

Crime in the Modern World—Today's Headlines

CHAPTER 14 Technology and Crime—*It's a Double-Edged Sword* 285

High Technology and Criminal Opportunity	286
The Extent of Cybercrime	287
Cybercrime and the Law	289
A Profile of Cybercriminals	291
The History and Nature of Hacking	292
Technology in the Fight against Crime	292
DNA Technology	292 ▶ Computers as Crime-Fighting Tools 293
Combatting Cybercrime	293
Police Investigation of Computer Crime	294
Policy Issues: Personal Freedoms in the Information Age	294
THE CASE: Kevin Mitnick—Computer Hacker <i>Par Excellence</i>	296
Summary and Key Concepts	298

CHAPTER 15 Globalization and Terrorism—*Our Small World* 300

Comparative Criminology	301
Ethnocentrism	301 ▶ Definitional Issues in Reporting 302
Globalization	302
Transnational Crimes	303
Human Smuggling and Trafficking	303
Human Trafficking—The Numbers	304
Human Trafficking—The Perpetrators	305
Federal Immigration and Trafficking Legislation	306

Terrorism	306
Domestic Terrorism	308
International Terrorism	309
Cyberterrorism	309
Explaining Violent Political Extremism	310
THE CASE: The Tsarnaev Brothers	311
Summary and Key Concepts	313
Glossary	315
References	325
Name Index	347
Subject Index	353

Preface

Introducing the Justice Series

When
best-selling
authors

and instructional designers come together focused on one goal—to improve student performance across the criminal justice (CJ) curriculum—they come away with a groundbreaking new series of print and digital content: the *Justice Series*.

Several years ago, we embarked on a journey to create affordable texts that engage students without sacrificing academic rigor. We tested this new format with Fagin’s *CJ 2010* and Schmallegger’s *Criminology* and received overwhelming support from students and instructors.

The Justice Series expands this format and philosophy to more core CJ and criminology courses, providing affordable, engaging instructor and student resources across the curriculum. As you flip through the pages, you’ll notice that this book doesn’t rely on distracting, overly used photos to add visual appeal. Every piece of art serves a purpose—to help students learn. Our authors and instructional designers worked tirelessly to build engaging infographics, flowcharts, pull-out statistics, and other visuals that flow with the body of the text, provide context and engagement, and promote recall and understanding.

We organized our content around key learning objectives for each chapter and tied everything together in a new objective-driven end-of-chapter layout. The content not only is engaging to students but also is easy to follow and focuses students on the key learning objectives.

Although brief, affordable, and visually engaging, the Justice Series is no quick, cheap way to appeal to the lowest common denominator. It’s a series of texts and support tools that are instructionally sound and student-approved.

Additional Highlights to the Author’s Approach

- The lavish use of figures, charts, and line art visually attracts readers to the subject matter of criminology, making for ease of learning.
- This book moves beyond the confusing terminology found in other criminology texts to provide students with straightforward explanations of criminology’s important concepts and most fascinating schools of thought. Content is readily accessible through the use of plain language and commonsense definitions of key terms.
- Cases in every chapter illustrate the principles discussed and provide true-to-life stories of criminal offenders. Thought-provoking questions within the cases provide students with the opportunity to apply what they’ve learned.

New to This Edition

Chapter 1

- The issue of illegal immigration and sanctuary cities is raised.
- The legal status of medical and recreational marijuana use in the United States has been significantly updated.
- Added a discussion of NCS-X, a BJS-led statistical sampling program that aims to collect complete crime data from 400 large city police departments with the goal of providing detailed national estimates of the volume and characteristics of crimes known to law enforcement throughout the United States.
- The relatively new Crime and Justice Research Alliance (CJRA), formed jointly by the ASC and the Academy of Criminal Justice Sciences (ACJS), is discussed.
- The information on mass shootings in the United States has been updated.
- The creation, by the American Society of Criminology, of a new division called the “Biopsychosocial Division” is discussed, including reasons for its creation.

Chapter 2

- A new figure diagrams the steps that are likely to be involved in making a choice to commit a property crime.
- The 2017 rash of Swedish car burnings is discussed within the context of the excitement of crime.
- The crime-prevention strategy now being employed in some jurisdictions—paying known criminals not to commit further crimes—is discussed within the section on the policy implications of the Classical School.

Chapter 3

- The influence of the Positivist School on early criminological thought is now discussed.
- The growing acceptance of biologically based theories within the field of criminology is discussed.
- A new key term, *Positivist School*, has been added to the chapter, and is defined.

Chapter 4

- Details of a new study on variations in the MAO-A gene and its relationship to criminality have been added to the chapter.
- Discussion about the Stockholm Prize in Criminology has been added to the chapter.

- The key term *genetic memory* has been added to the chapter and is now discussed.
- Discussion of a new study on lead levels in the blood and their relationship to things like impulsivity, anxiety, and depression has been added.
- New information on heart rate and crime is now found in the chapter.
- Discussion of the digit ratio and its apparent relationship to criminality is now discussed.

Chapter 5

- The chapter now begins with a new opening story.
- The section on cognitive theories has been restructured.

Chapter 6

- A new section on street crime has been added to the chapter.
- The chapter now includes a discussion of the pattern theory of crime.
- The purpose of the American Society of Criminology's new Division of Communities and Place is described.
- A new section on crime and the economy has been added to the chapter.
- Web links to a number of YouTube videos that discuss the issue of crime and the economy are now available.
- A discussion of criminal street gangs is now a major part of the chapter.

Chapter 7

- The results of new studies supporting the theory of differential association have been added.
- Discussion of an article reporting on an analysis of Wikström's situational action theory (SAT) has been added.
- Additional information on turning points has been added.
- The "Ban the Box" movement is discussed.

Chapter 8

- The name of the chapter has been changed to "Social Conflict and Emergent Theories" to allow for the inclusion of contemporary theories, many of which grew out of earlier social conflict perspectives.
- A section describing postmodern criminology and related concepts has been added to the Theory in Perspective box in the chapter.
- A discussion of cultural criminology (to include the concepts of edgework, carnival, media loops and spirals, liquid ethnography, and verstehen) has been added to the chapter as well as to the Theory in Perspective box in the chapter.

Chapter 9

- The chapter now begins with a discussion of the National Memorial for Peace and Justice and its relationship to the concept of continued victimization.

- The costs of criminal victimization are clarified, including use of a visual diagram.
- The difference between victim compensation and victim restitution has been clarified.
- A new section on victimization and social movements has been added.
- A new Case Study has been added at the end of the chapter describing the conviction of comedian Bill Cosby and the relationship of the #MeToo movement to criminal victimization.

Chapter 10

- A new chapter-opening story about gun-related violence in the City of Chicago now sets the tone for this chapter.
- The assault by Stephen Paddock on concertgoers in Las Vegas in 2017 is included in the chapter discussion.
- Discussion of the mass shooting by Nikolas Cruz at Parkland High School in Florida is now included.
- A typology of child molesters has been added to the chapter.
- The hate crimes section of the chapter now includes discussion of the Charleston Church Shooter, Dylann Roof.
- The discussion of cyberstalking has been enhanced to include real-life examples.

Chapter 11

- The results of a new study on decision-making by burglars is now part of the chapter.
- The results of a study of car thieves has been added to the chapter.

Chapter 12

- The criminality of the Volkswagen emissions scandal is discussed within the framework of white-collar crime.
- A new section on intellectual property theft has been incorporated into the chapter.
- Gary S. Becker's use of mathematical models to show the trade-offs involved in rational decision-making has been added.
- The significance of the book *Why They Do It* by Harvard Business School professor Eugene Soltes is discussed relative to white-collar crime.

Chapter 13

- America's opioid crisis is now discussed in significant detail.
- All of the statistical data on drug use and abuse has been updated.
- A discussion of the 2016 federal 21st Century Cures Act has been added to the chapter.
- The 2014 and 2018 Rohrabacher-Farr amendment to the Consolidated Appropriations Act is discussed as it relates to medical marijuana.

- The contemporary situation with regard to marijuana legalization is now explored.

Chapter 14

- A new chapter-opening story describes Congressional investigations into claims that Russian hackers influenced the 2016 presidential election.
- Computer intrusions in international context are now discussed.
- The data on Cybercrime-related Criminal Complaints and estimated Financial Loss has been updated, and now includes a new diagram.
- A discussion of ransomware is now part of the chapter.
- The Cybersecurity Information Sharing Act of 2015 is discussed.
- The arrest of the Golden State Killer through the innovative use of DNA technology is included.

- The federal Rapid DNA Act of 2017 is described.
- A brief discussion of the Internet of Things is now included in the chapter.

Chapter 15

- The chapter-opening story now describes a 2017 Russian law that decriminalizes some forms of domestic violence.
- “Carding,” or the selling of stolen credit card information, is now discussed, along with the Infracard Organization which specialized in such selling.
- The terrorism discussion has been significantly shortened, and a section on cyberterrorism has been added.
- A new section on “Explaining Violent Extremism” has been incorporated into the chapter, along with new graphic art.

► 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.

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Our presentations offer clear, straightforward outlines. Photos, illustrations, charts, and tables from the book are included in the presentations when applicable.

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an instructor access code. Within 48 hours after registering, you will receive a confirming email, 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.

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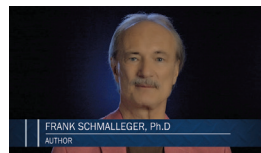
Designed for how you want to teach – and how your students want to learn

Revel is an interactive learning environment that engages students and helps them prepare for your class. Reimagining their content, our authors integrate media and assessment throughout the narrative so students can read, explore, and practice, all at the same time. Thanks to this dynamic reading experience, students come to class prepared to discuss, apply, and learn about criminal justice — from you and from each other.

Revel seamlessly combines the full content of Pearson’s bestselling criminal justice titles with multimedia learning tools. You assign the topics your students cover. Author Explanatory Videos, application exercises, survey questions, interactive CJ data maps, and short quizzes engage students and enhance their understanding of core topics as they progress through the content. Through its engaging learning experience, Revel helps students better understand course material while preparing them to meaningfully participate in class.

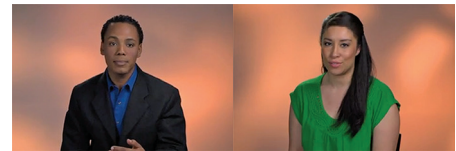
Author Explanatory Videos

Short 2-3 minute Author Explanatory Videos, embedded in the narrative, provide students with a verbal explanation of an important topic or concept and illuminating the concept with additional examples.



Point/CounterPoint Videos

Instead of simply reading about criminal justice, students are empowered to think critically about key topics through Point/Counterpoint videos that explore different views on controversial issues such as the effectiveness of the fourth amendment, privacy, search and seizure, Miranda, prisoner rights, death penalty and many other topics.

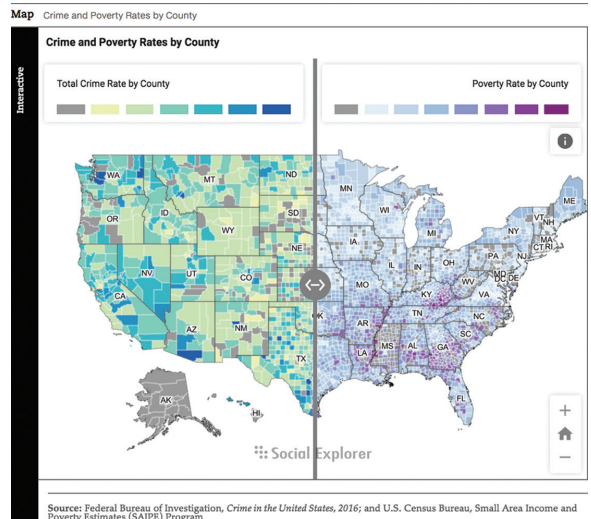


New Social Explorer Criminal Justice Data Maps

Social Explorer Maps integrated into the narrative ask students to examine crime and corrections data correlated with socio-economic and other criminal justice data. Maps also show differences in state statutes on major issues such as marijuana legalization, the death penalty, and the distribution of hate organizations across the US.

New Student Survey Questions

Student Survey Questions appear within the narrative asking students to respond to questions about controversial topics and important concepts. Students then see their response versus the responses of all other students who have answered the question in the form of a bar chart. We provide the instructor with a PowerPoint deck with links to each survey and map, making it easy to pull these items up in class for discussion.



Track time-on-task throughout the course

The Performance Dashboard allows you to see how much time the class or individual students have spent reading a section or doing an assignment, as well as points earned per assignment. This data helps correlate study time with performance and provides a window into where students may be having difficulty with the material.

Learning Management System Integration

Pearson provides Blackboard Learn™, Canvas™, Brightspace by D2L, and Moodle integration, giving institutions, instructors, and students easy access to Revel. Our Revel integration delivers streamlined access to everything your students need for the course in these learning management system (LMS) environments.

The Revel App

The Revel mobile app lets students read, practice, and study—anywhere, anytime, on any device. Content is available both online and offline, and the app syncs work across all registered devices automatically, giving students great flexibility to toggle between phone, tablet, and laptop as they move through their day. The app also lets students set assignment notifications to stay on top of all due dates. Available for download from the App Store or Google Play. Visit www.pearsonhighered.com/revel/ to learn more.

Survey Criminal Justice and Basic Fairness

The American criminal justice system is generally fair and in most cases results in the appropriate handling and adjudication of cases.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

PREVIOUS PAGE 1 OF 1 SUBMIT

Acknowledgments

A book
such as
Criminology

draws on the talents and resources of many people and is the end result of much previous effort. This text could not have been written without the groundwork laid by previous criminologists, academics, and researchers; hence, a hearty thank-you is due

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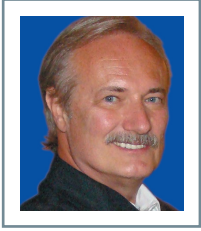
This book has benefited greatly from the quick availability of information and other resources through online services and in various locations on the World Wide Web. I am grateful to the many information providers who, although they are too numerous to list, have helped establish such useful resources.

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Chad Sexton, State University of New York at Fredonia
Douglas Shuler, Paris Junior College

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► About the Author



Frank Schmalleger, Ph.D., is professor emeritus at the University of North Carolina at Pembroke, where he is also recognized as Distinguished Professor. Dr. Schmalleger holds degrees from the University of Notre Dame and The Ohio State University, having earned both a master's (1970) and a doctorate in sociology (1974) from The

Ohio State University with a special emphasis in criminology. From 1976 to 1994, he taught criminal justice courses at the University of North Carolina at Pembroke. For the last 16 of those years, he chaired the university's Department of Sociology, Social Work, and Criminal Justice. As an adjunct professor with Webster University in St. Louis, Missouri, Schmalleger helped develop the university's graduate program in security administration and loss prevention. He taught courses in that curriculum for more than a decade. Schmalleger also taught in the New School for Social Research's online graduate program, helping build the world's first electronic classrooms in support of distance learning through computer telecommunications. An avid Web user and site builder, Schmalleger is also the creator of award-winning websites.

Frank Schmalleger is the author of numerous articles and many books, including the widely used *Criminal Justice Today: An Introductory Text for the 21st Century* (Pearson, 2019), now in

its 15th edition; *Juvenile Delinquency* (with Clemens Bartollas; Pearson, 2019); *Criminal Justice: A Brief Introduction*, 13th edition (Pearson, 2020); *Criminal Law Today*, 6th edition (with Daniel Hall and John Dolatowski; Pearson, 2017); *Crime and the Justice System in America: An Encyclopedia* (Greenwood Publishing Group, 1997); *Trial of the Century: People of the State of California vs. Orenthal James Simpson* (Prentice Hall, 1996); *Career Paths: A Guide to Jobs in Federal Law Enforcement* (Regents/Prentice Hall, 1994); *Computers in Criminal Justice* (Wyndham Hall Press, 1991); *Criminal Justice Ethics* (Greenwood Press, 1991); *Finding Criminal Justice in the Library* (Wyndham Hall Press, 1991); *Ethics in Criminal Justice* (Wyndham Hall Press, 1990); *A History of Corrections* (Foundations Press of Notre Dame, 1983); and *The Social Basis of Criminal Justice* (University Press of America, 1981). Schmalleger is also founding editor of the journal *Criminal Justice Studies* (formerly *The Justice Professional*).

Schmalleger's philosophy of both teaching and writing can be summed up in these words: "In order to communicate knowledge, we must first catch, then hold, a person's interest—whether a student, colleague, or policymaker. Our writing, our speaking, and our teaching must be relevant to the problems facing people today, and they must—in some way—help solve those problems."