

SIXTEENTH EDITION

# Criminal Justice Today

AN INTRODUCTORY TEXT  
FOR THE TWENTY-FIRST CENTURY

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This book is dedicated to my beautiful wife,  
Ellen “Willow” Szirandi Schmalleger, my true companion,  
whose wonderful, happy, and free spirit  
is a gift to all who know her.

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# New to This Edition

## Chapter-Specific Changes

### Chapter 1: What Is Criminal Justice?

- A new key term, “procedural justice,” has been added to the chapter.
- The discussion of “new era” crime has been expanded.
- Mention is now made of the criminal proceedings against Bill Cosby.
- The chapter’s statistics have been updated.
- Two new key terms, “evidence-based,” and “evidence-based practice (EBP),” have been added to the chapter.

### Chapter 2: The Crime Picture

- A new key term, “unreported crime,” has been added to the chapter.
- Updated crime statistics are found throughout the chapter.
- The discussion of underreported and unreported crime has been expanded.
- An enhanced discussion of NIBRS is now part of the chapter.
- A brief discussion of the Parkland High School shooting in Florida has been added.

### Chapter 3: The Search for Causes

- Discussion of rappers Jimmy Wopo and XXXTentacion have been added to the chapter, along with expanded coverage of Suge Night’s legal difficulties.
- A new key term, “neuroscience,” has been added to the chapter and defined.

### Chapter 4: Criminal Law

- Information on the insanity defense has been updated.
- In the list of types and levels of crimes, the word “infraction” has replaced “offense.”

### Chapter 5: Policing: History and Structure

- The boxed lists of police and private security agencies has been updated.

### Chapter 6: Policing: Purpose and Organization

- A discussion of LEEP, the online gateway that provides law enforcement agencies and other criminal justice entities with access to a wealth of beneficial resources has been added.
- A new key term, “fusion center,” has been added.

### Chapter 7: Policing: Legal Aspects

- Two new key terms, “warrantless search,” and “investigative detention,” have been added to the chapter.
- The U.S. Supreme Court’s distinction between three types of Fourth Amendment police–citizen interaction has been added: (1) consensual encounters, (2) detentions, and (3) arrest.
- The U.S. Supreme Court case of *Carpenter v. U.S.*, involving police access to cell phone records, is now discussed.
- A new U.S. Supreme Court case dealing with rental vehicles is now discussed. A graphic showing state wiretap authorizations is a part of the discussion.

### Chapter 8: Policing: Issues and Challenges

- Police subculture is now shown to be equivalent to police occupational culture, and the discussion of police subculture has been expanded.
- The story is told about corruption among members of the Baltimore Police Department’s Gun Trace Task Force (GTTF).
- Police training standards have been updated.
- The 2018 Law Enforcement Mental Health and Wellness Act is now described.
- A 2018 article published in the *American Journal of Preventive Medicine* that found that members of the police profession are more likely to sustain nonfatal work-related injuries than members of any other occupation is now discussed.
- The proper handling of fentanyl at crime scenes is discussed.
- Statistics and line art have been updated throughout the chapter.

- The 2017 Supreme Court case of *White v. Pauly*, in which the Court established that “Qualified immunity attaches when an official’s conduct does not violate clearly established statutory or constitutional rights of which a reasonable person would have known,” has been added.

## Chapter 9: The Courts: Structure and Participants

- A discussion of the trial of drug lord “El Chapo” Guzman is now a part of the chapter.

## Chapter 10: Pretrial Activities and the Criminal Trial

- The bail reform movement that is currently underway in the U.S. is discussed.
- The discussion of recidivism has been expanded and clarified.

## Chapter 11: Sentencing

- A new section, “Explanation of Indeterminate Sentencing,” has been added.
- Details of a new report from the National Council on Crime and Delinquency (NCCD) have been added.
- Proposed federal laws that would reduce sentences for many inmates are discussed.
- The concept of justice reinvestment has been moved to this chapter.
- Discussion of the death penalty has been updated to include a 2019 U.S. Supreme Court case that better defined the concept of intellectual disability.
- The idea of sentencing as a risk management strategy is discussed.
- The federal 2017 Rapid DNA Act is discussed.
- Two new key terms, “wrongful conviction” and “exoneration,” have been added and are discussed.

## Chapter 12: Probation, Parole, and Reentry

- A discussion of Meek Mill, born Robert Rihmeek Williams, has been added. Mill is the Philadelphia hip-hop recording artist who became the focal point of a justice reform movement that began in Philadelphia.

- The concept of a term of supervised release (TSR) is more clearly defined.
- Bill Cosby’s use of an ankle bracelet while awaiting the conclusion of his trial is discussed.
- Efforts made by the federal government to strengthen BOP reentry efforts are discussed.
- The 2018 federal First Step Act is discussed, as is the federal Second Chance Act.

## Chapter 13: Prisons and Jails

- A new figure, Figure 13-4, “Prison and Jail Populations in the United States,” has been added.
- Statistics have been updated throughout the chapter.
- The term “new generation jail” has been changed to “direct-supervision jails.”

## Chapter 14: Prison Life

- The list of terms known as “inmate argot” has been updated and revised.
- The data on prison sexual victimization has been updated, as has the discussion.
- The discussion of prison libraries has been updated to include digital materials.

## Chapter 15: Juvenile Justice

- The U.S. Supreme Court’s consideration of findings from the field of neuroscience is discussed in greater detail than before.
- The term “justice-involved youth” is introduced and defined.
- The change in juvenile court jurisdiction by age that has taken place in various states is described.
- A map of juvenile confinement facilities throughout the country has been added to the chapter.
- A discussion of commercial sexual exploitation of children has been added.

## Chapter 16: Drugs and Crime

- Discussion of the 2017 report of the President’s Commission on Combating Drug Addiction and the Opioid Crisis, has been added to the chapter.

- Familial DNA searching (FDS), a scientific technique used in criminal investigations to identify a suspect by comparing the suspect's DNA to the DNA of members of the suspect's biological family, is a new concept that has been added to the chapter.

## Chapter 17: Terrorism, Multinational Criminal Justice, and Global Issues

- A new chapter-opening story replaces the old one.
- Revised minimum rules for the treatment of prisoners, known as the “Nelson Mandela Rules” are discussed.
- The cybercriminal Infracore organization is described.
- The 2018 National Cyber Strategy developed by the White House is discussed.

- A revised organizational chart of the Department of Homeland Security replaces the old one.

## Chapter 18: High-Technology Crimes

- The chapter now begins with the NYPD's groundbreaking use of drones to patrol the skies above New Year's revelers in the city's Times Square.
- Federal laws relevant to human cloning and gene editing are discussed.
- A graphic illustration explaining how DNA phenotyping can be used to construct the physical appearance of an unknown individual from strands of their DNA has been added to the chapter.
- The application of the concept known as “familial DNA searching” is explained.



# Preface

Many students are attracted to the study of criminal justice because it provides a focus for the tension that exists within our society between individual rights and freedoms, on the one hand, and the need for public safety, security, and order, on the other. Recently, twenty-first-century technology in the form of social media, smartphones, and personal online videos, has combined with perceived injustices in the day-to-day operations of the criminal justice system, culminating in an explosion of demands for justice for citizens of all races and socioeconomic status—especially those whose encounters with agents of law enforcement turn violent. A social movement that began with the shooting of an unarmed black teenager in Ferguson, Missouri, in 2014, has developed into a widespread initiative that demands justice for all.

The tension between individual rights and public order is the theme around which all editions of this textbook have been built. That same theme is even more compelling today because of the important question we have all been asking in recent years: How much personal freedom are we willing to sacrifice to achieve a solid sense of individual and group security?

Although there are no easy answers to this question, this textbook guides criminal justice students in the struggle to find a satisfying balance between freedom and security. True to its origins, the 16th edition focuses on the crime picture in America and on the three traditional elements of the criminal justice system: police, courts, and corrections. This edition has been enhanced with additional “Freedom or Safety” boxes, which time and again question the viability of our freedoms in a world that has grown ever more dangerous. This edition also asks students to evaluate the strengths and weaknesses of the American justice system as it struggles to adapt to an increasingly multicultural society and to a society in which the rights of a few can threaten the safety of many—especially in the modern context of a War Against Terrorism.

It is my hope that this text will ground students in the important issues that continue to evolve from the tension between the struggle for justice and the need for safety. For it is on that bedrock that the American system of criminal justice stands, and it is on that foundation that the future of the justice system—and of this country—will be built.

**FRANK SCHMALLEGER, PH.D.**

**Distinguished Professor Emeritus,  
The University of North Carolina at Pembroke**

## Key Features Include

**Freedom OR safety? YOU decide** boxes in each chapter highlight the book’s ever-evolving theme of individual rights versus public order, a hallmark feature of this text since the first edition. In each chapter of the text, Freedom or Safety boxes build on this theme by illustrating some of the personal rights issues that challenge policymakers today. Each box includes critical-thinking questions that ask readers to ponder whether and how the criminal justice system balances individual rights and public safety.

### freedom OR safety? YOU decide

#### Clarence Thomas Says: “Freedom Means Responsibility”

In 2009, U.S. Supreme Court Justice Clarence Thomas spoke to a group of high school essay contest winners in a Washington, DC, hotel ballroom. Thomas used the occasion, which was dedicated to our nation’s Bill of Rights, to point out the importance of obligations as well as rights. “Today there is much focus on our rights,” said Thomas. “Indeed, I think there is a proliferation of rights.” But then he went on to say, “I am often surprised by the virtual nobility that seems to be accorded those with grievances. Shouldn’t there at least be equal time for our Bill of Obligations and our Bill of Responsibilities?”

Today, the challenge for the criminal justice system, it seems, is to balance individual rights and personal freedoms with social control and respect for legitimate authority. Years ago, during the height of what was then a powerful movement to win back control of our nation’s cities and to rein in skyrocketing crime rates, the New York Post sponsored a conference on crime and civil rights. The keynote speaker at that conference was New York City’s mayor, Rudolph W. Giuliani. In his speech, Giuliani identified the tension between personal freedoms and individual responsibilities as the crux of the

crime problem then facing his city and the nation. We mistakenly look to government and elected officials, Giuliani said, to assume responsibility for solving the problem of crime when, instead, each individual citizen must become accountable for fixing what is wrong with our society. “We only see the oppressive side of authority. . . . What we don’t see is that freedom is not a concept in which people can do anything they want, be anything they can be. Freedom is about authority. Freedom is about the willingness of every single human being to cede to lawful authority a great deal of discretion about what you do.”

#### You Decide


How can we, as Justice Thomas suggests, achieve a balance of rights and obligations in American society? What did Giuliani mean when he said, “What we don’t see is that freedom is not a concept in which people can do anything they want, be anything they can be”? Is it possible to balance individual rights and personal freedoms with social control and respect for legitimate authority?

References: Adam Liptak, “Reluctant Justice Opens Up to a Group of Students,” *New York Times*, April 13, 2009, <http://www.nytimes.com/2009/04/14/us/14bar.htm> (accessed October 2, 2018); and Philip Taylor, “Civil Libertarians: Giuliani’s Efforts Threaten First Amendment,” *Freedom Forum Online*, <http://www.freedomforum.org>.

**CJ Careers** boxes outline the characteristics of a variety of criminal justice careers in a Q&A format, to introduce today’s pragmatic students to an assortment of potential career options and assist them in making appropriate career choices.

### CJ | CAREERS

#### Police Officer



**Name.** Narcotics Agent Christian Tomas  
**Position.** QRT Agent (Quick Response Team/Narcotics) City of West Palm Beach, Florida  
**Colleges attended.** Palm Beach State College  
**Majors.** Psychology  
**Year hired.** 2007  
**Please give a brief description of your job.** As a narcotics agent, my co-workers and I target street-level drug dealers and other quality-of-life issues, to include prostitution as well as other illegal business practices. We use our own initiative to begin investigations throughout the city. We buy narcotics in an undercover capacity and work with the S.W.A.T. team by writing search warrants for them to execute.  
**What is a typical day like?** A typical day involves doing research and identifying a target. Once an investigation is complete, we move on to another. Some days are spent primarily on surveillance; while on others, we are directly involved with drug dealers.

**What qualities/characteristics are most helpful for this job?** Common sense, honesty, integrity, confidence, self-discipline, dedication, humility, composure, physical and mental toughness, tactical awareness and the ability to work with minimal, to no, supervision.

**What is a typical starting salary?** The West Palm Beach Police Department starting salary is \$49,935 annually, with excellent benefits.

**What is the salary potential as you move up into higher-level jobs?** An officer reaching PFC (Patrolman first Class) and MPO (Master Patrol Officer) will receive a 2 and 1/2% raise for each level attained. Promotion in rank produces significant raises over time.

**What advice would you give someone in college beginning studies in criminal justice?** This isn’t a job for someone expecting to win all of the battles. You try as hard as you can, but you have to be prepared for some disappointments when a case doesn’t go the way you wanted it to. Get your degree, as it will help you get promoted. When choosing a department, make sure that it’s the kind of department that you are looking for. I came to West Palm Beach for the experience and to be busy. I wanted to be challenged and to do as much as I possibly could. Policing is a very rewarding career if you have the motivation and determination to succeed.

**CJ News** boxes in each chapter present case stories from the media to bring a true-to-life dimension to the study of criminal justice and allow insight into the everyday workings of the justice system.

**CJ | NEWS**  
Evidence of "Warrior Gene" May Help Explain Violence



ministration in childhood. The link has only been identified in men, leaving women seemingly immune from the effects of this genetic anomaly.

The media nicknamed MAOA-L the "warrior gene" after it was identified as highly prevalent in a constantly warring Maori tribe. Another study found that boys with an MAOA variation were more likely to join gangs and become some of the most violent members. Researchers now know that MAOA-L may alter the very structure of the brain. Using structural magnetic resonance imaging (MRI) scanning, a 2006 study found that men with the gene variant were much more likely to have abnormalities in an area of the brain associated with behavior than were other men. Functional MRI scanning then showed that these men had difficulty inhibiting strong emotional impulses. Lawyers for violent defendants have latched on to the growing science. In the 2009 murder trial of Bradley Waldroup, who was convicted of chopping up his wife with a machete (she survived) and shooting her female friend to death, lawyers were able to demonstrate that Waldroup had the MAOA gene variant. Although the jury convicted him of murder and of attempted murder, its members concluded that his actions weren't premeditated due to the influence that his genes had on him—spurring him to the death penalty. Also in 2009, an Italian appeals court cut the sentence of a convicted murderer by one year on the grounds that he, too, had the MAOA-L gene.

Judges are warming up to genetic defenses. In a 2012 study in *Science*, when trial judges were given the MAOA variant as evidence in mock trials, they tended to reduce sentences by one year in comparison to cases with no such evidence. Critics, however, argue that these defendants should be behind bars longer. Because their trait is linked into their DNA, such people say they are likely to commit violence again. "Trying to absolve people of responsibility by attributing their behavior to their genes or environment is not new," wrote Ronald Huddy, author of the book *Evolution Biology*. He urged courts to take a tough stance against defendants with a genetic predisposition to violence: "Knowing that you will be held responsible for criminal acts helps inhibit antisocial impulses that we all feel from time to time." Also, scientists want their findings to be taken with a grain of salt in the courts, arguing that science and the law have different aims. "Science is focused on understanding universal phenomena; we do this by averaging data across groups of individuals," wrote Joshua Buckholzer for the *NOVA* series on PBS. "Law, on the other hand, only cares about specific individual people—the individual on trial." Buckholzer observed that "Genetic differences rarely affect human behavior with the kind of selectivity or specificity desired and required by the law."

The argument that "my DNA made me do it" has, in fact, already been successfully used in the courts for a particular gene linked to violence. Monamine oxidase A, known as MAOA, produces an enzyme that breaks down serotonin and other neurotransmitters in the brain that are identified with aggression. Studies have shown that a variant of the gene, known as MAOA-L, can lead to violent behavior when coupled with serious

An artist's representation of human DNA. Biosocial criminology tells us that genes may harbor certain behavioral predispositions, but that it is the interaction between genes and the environment that produces behavior. What forms might such interaction take?

As scientists studied the DNA of the mass shooter at the elementary school in Newtown, Connecticut, some experts hoped that it would lead to discovery of a gene that identifies violent criminals and helps prevent future killings. But the old adage, "be careful of what you wish for" may be relevant to such efforts. If a genetic link to violence were firmly identified, could it be used to falsely stigmatize people who haven't committed any crime at all? Or could such a link help convicted criminals get reduced sentences?

Resource: Mark Labella, "Genetics May Provide Clue to Newtown Shooting," *Live Science*, December 28, 2012, <http://www.livescience.com/25853-newtown-shooting-dna.html>; Joshua W. Buckholzer, "Neurogenetics and Crime," *NOVA*, October 18, 2012, <http://www.pbs.org/wnet/nova/genetics-and-crime.html>; and Patricia Cohen, "Genetic Tests for Crime: A New Lock," *New York Times*, June 19, 2011, [http://www.nytimes.com/2011/06/19/arts/genetics-and-crime-at-institute-of-justice-conference.html?pagewanted=all&\\_r=1](http://www.nytimes.com/2011/06/19/arts/genetics-and-crime-at-institute-of-justice-conference.html?pagewanted=all&_r=1)

**CJ Issues** boxes throughout the text showcase selected issues in the field of criminal justice, including topics related to multiculturalism, diversity, and technology.

**CJ | ISSUES**  
Rightful Policing



In the wake of a heated national debate about racially biased police practices, the Program in Criminal Justice Policy and Management at Harvard University's Kennedy School released a report on what it called "rightful policing." The report's author, Tracey L. Meares, noted that success in police work has traditionally been measured in two ways: (1) the extent to which the police are successful at fighting crime; and (2) the degree to which police agencies and their officers adhere to the law.

Effectiveness at crime fighting has long been used to judge the success of police activities at all levels. Around the turn of the twenty-first century, for example, police administrators—along with politicians—looked for declining crime rates, and "success stories" featuring city and local police departments were frequently heard.

The second criteria by which the police have often been judged, fidelity to the law, rests on the notion that law enforcement officers must respect legal strictures as much as anyone else. It means that authorities should be held accountable when they violate the rights guaranteed to suspects under the Constitution and by law—including statutes that authorize police action and the internal administrative rules and regulations that agencies develop to help ensure the lawful treatment of anyone who comes into contact with the police.

As the Harvard study notes, these two traditional criteria of police effectiveness can be objectively evaluated. Measures of declining crime rates, for example, would appear to indicate the success of police work. Likewise, the relative lack of civil lawsuits brought against departments, and success at making arrests that "stick" are common indicators of effective police work.

Nevertheless, recent widespread dissatisfaction with a number of grand jury decisions to exonerate police officers involved in the death of unarmed black suspects in a number of jurisdictions serve to show that a third way of assessing police effectiveness may be more important today than any other. Cases such as those in Ferguson, Missouri; Charleston, South Carolina; and Staten Island, New York, outraged many people who thought that the lives of the suspects could have been spared had the officers chosen to act differently. The fact that the officers who were involved in two of those incidents were not indicted meant that their actions had met strict legal requirements, but the lack of indictments brought about nationwide protests over what was seen as the unwarranted use of lethal force. Soon traditional and social media were inundated with debates over the quality of American policing, with discussions focused on claimed racial discrimination. The slogan "Black lives matter" quickly became a rallying cry for protesters.

On the heels of those events, the Harvard study examined how ordinary people assess their treatment by authorities. It concluded that "there is a third way, in addition to lawfulness and effectiveness, to evaluate policing—rightful policing." The concept of rightful policing does not depend on the lawfulness of police conduct; nor does it look to statistics demonstrating efficiency at crime fighting. "Rather," as the Harvard study says, "it depends primarily on ... procedural justice or fairness of ... conduct." In other words, rightful policing is about how to achieve fairness in policing and about how to engender trust in police. The Harvard study says:

People typically care much more about how law enforcement agencies treat them than about the outcome of the contact. Even when people receive a negative outcome in an encounter, such as a speeding ticket, they feel better about that incident than about an incident in which they do not receive a ticket but are treated poorly. In addition to being treated with dignity and respect, research demonstrates that people look for behavioral signals that allow them to assess whether a police officer's decision to stop or arrest them was made fairly—that is, accurately and without bias. These two factors—quality of treatment and indications of high-quality decision-making—matter much more to people than the outcome of the encounter.

The study also notes that people report higher levels of satisfaction with police encounters if they feel that they had the opportunity to explain their situation than if they did not; and people say that they want to believe that authorities are acting in a benevolent way—that is, in a way that is meant to protect and help them, rather than to harass and control them.

The study concludes that "all four of these factors—quality of treatment, decision-making fairness, voice, and expectation of benevolent treatment—constitute procedural justice in the minds of citizens who interact with the police; and that positive perceptions of procedural justice matter more to most people than do other criteria of assessing law enforcement success."

Study authors suggest that "a focus on the procedural justice of encounters can help policing agencies identify behavior, tactics, and strategies that many members of minority communities find problematic and that lead to dissatisfaction, even though they may be lawful and, considered in isolation, appear effective."

References: Tracey L. Meares, *Rightful Policing: New Perspectives in Policing Bulletin* (Washington, DC: U.S. Department of Justice, National Institute of Justice, 2013); Tom R. Tyler and Jeffrey Reiger, "Legitimacy and Cooperation: Why Do People Help the Police Fight Crime in Their Communities?" *Ohio State Journal of Criminal Law*, Vol. 6 (2009), pp. 231 and 262; and Tom R. Tyler & Charles Beaman, "Policing and Police Legitimacy: Procedural Justice, Attribution of Motives, and Acceptance of Police Authority," *Criminology*, Vol. 42 (2004), pp. 263 and 265.

## Instructor Supplements

The 16th edition of *Criminal Justice Today* is supported by a complete package of instructor and student resources:

**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.pearson-highered.com/irc**, where you can register for 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.

### Alternate Versions

**eBooks.** This text is also available in multiple eBook formats. These are an exciting new choice for students looking to save money. As an alternative to purchasing the printed textbook, students can purchase an electronic version of the same content. With an eTextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, visit your favorite online eBook reseller or visit **www.mypersonstore.com**.

# REVEL for Criminal Justice Today, Sixteenth Edition by Frank Schmalleger

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 best-selling 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.

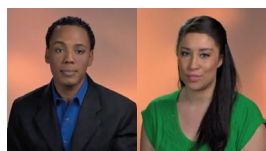
### Author Explanatory Videos

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.



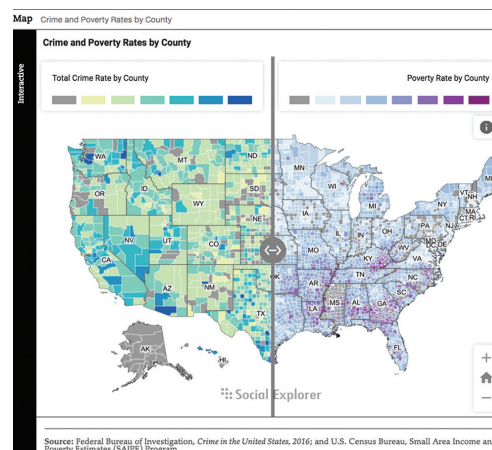
### Point/CounterPoint Videos

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 on-line 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/](http://www.pearsonhighered.com/revel/) to learn more.

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Joseph Ciccone, WWCC & CCI/Everest College  
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Lora C. Clark, Pitt Community College  
Warren Clark, California State University–Bakersfield  
Lisa Clayton, Community College of Southern Nevada  
Lisa Clayton, College of Southern Nevada  
Ellen G. Cohn, Florida International University  
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Kimberly Collica, Monroe College  
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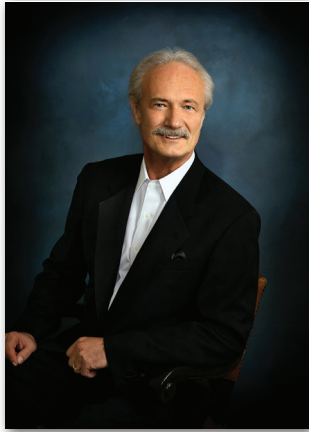
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**FRANK SCHMALLEGER, PH.D.**

# About the Author



Frank Schmalleger, Ph.D., is Distinguished Professor Emeritus at the University of North Carolina at Pembroke. He 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 criminology and criminal justice courses at the University

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Schmalleger has taught in the online graduate program of the New School for Social Research, helping build the world's first electronic classrooms in support of distance learning on the Internet. 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. An avid Web user and website builder, Schmalleger is also the creator of a number of award-winning websites, including some that support this textbook.

Frank Schmalleger is the author of numerous articles and more than 40 books, including the widely used *Criminal Justice: A Brief Introduction* (Pearson, 2020), *Criminology Today* (Pearson, 2020), and *Criminal Law Today* (Pearson, 2016).

Schmalleger is also founding editor of the journal *Criminal Justice Studies*. He has served as editor for the Pearson series *Criminal Justice in the Twenty-First Century* and as imprint adviser for Greenwood Publishing Group's criminal justice reference series.

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—be it 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." Visit the author's website at <http://www.schmalleger.com>, and follow his Tweets @schmalleger.

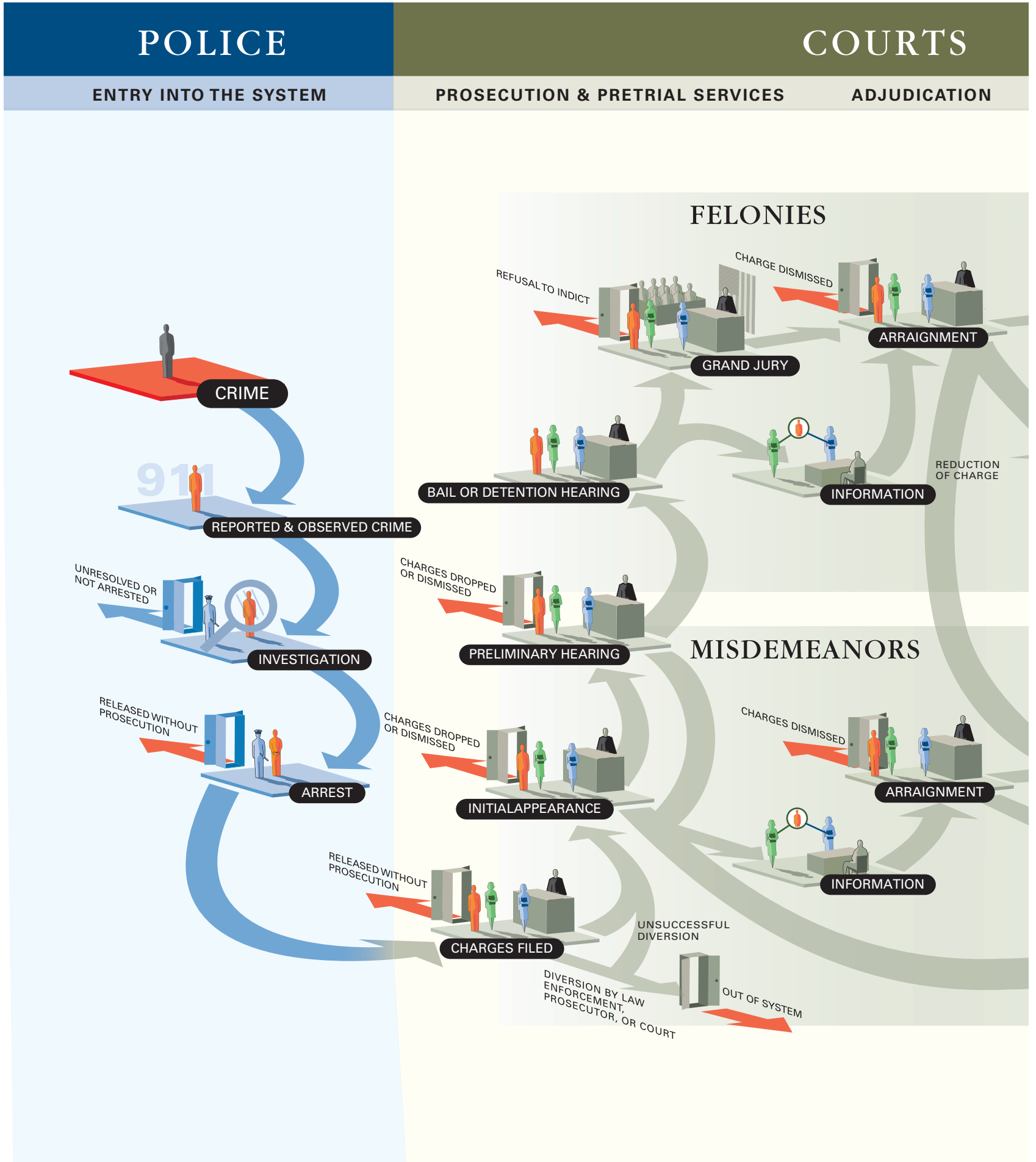
**Justice is truth in action!**

—Benjamin Disraeli (1804–1881)

**Injustice anywhere is a threat to justice everywhere.**

—Martin Luther King, Jr. (1929–1968)

# THE CRIMINAL





# JUSTICE SYSTEM

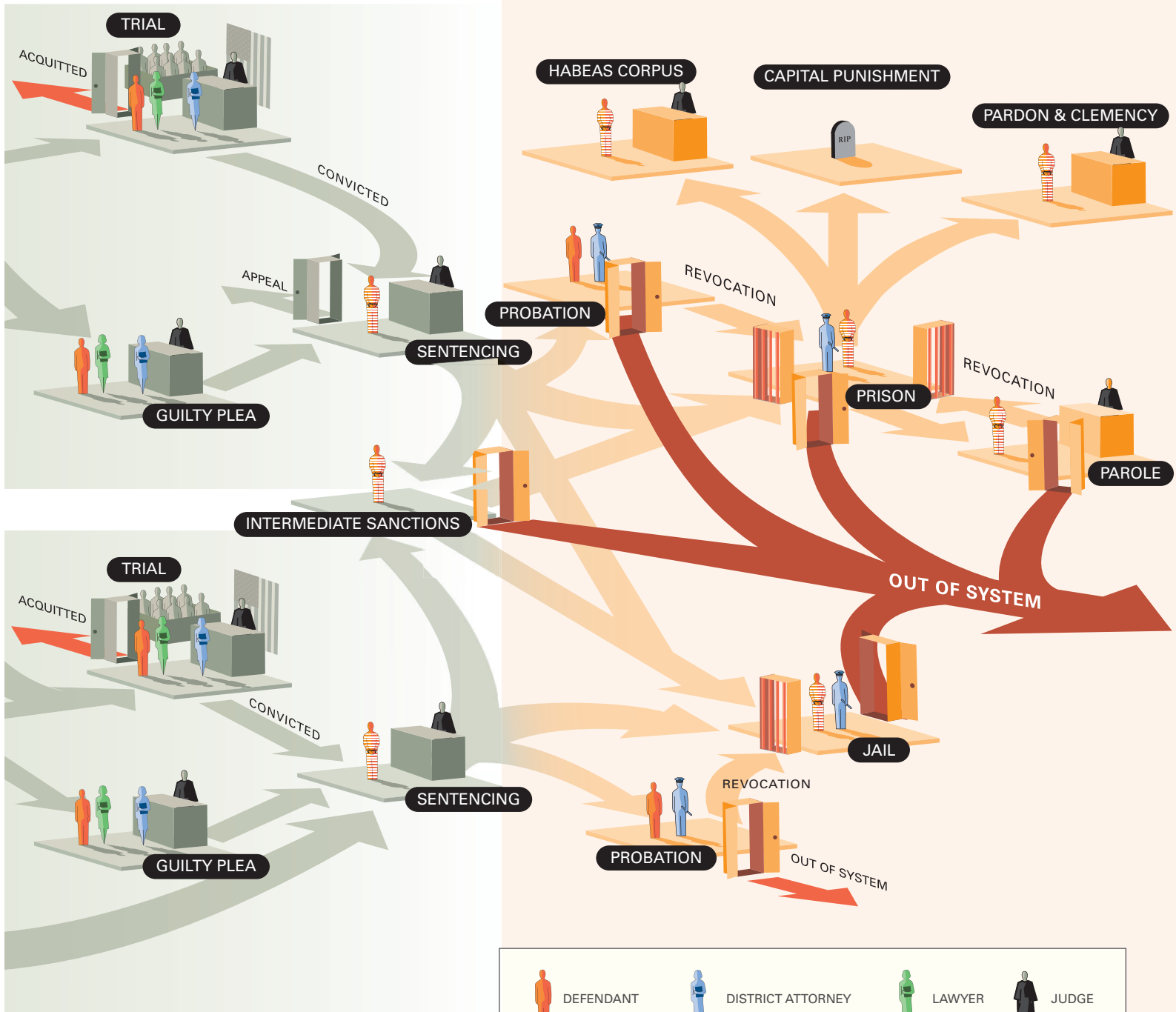
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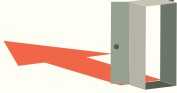
SENTENCING & SANCTIONS

PROBATION

PRISON

PAROLE



	DEFENDANT		DISTRICT ATTORNEY		LAWYER		JUDGE
	LAW ENFORCEMENT		CONVICT		OUT OF SYSTEM		

