Tenth Edition

Criminology TODAY
AN INTEGRATIVE INTRODUCTION

Frank Schmalleger, Ph.D.
Distinguished Professor Emeritus,
The University of North Carolina at Pembroke

Pearson
# Brief Contents

**PART ONE**  Crime and Criminology

**Chapter 1** | What Is Criminology—Understanding Crime and Criminals 1

**Chapter 2** | Where Do Theories Come From?—From Idea to Evidence 27

**PART TWO**  Crime Causation

**Chapter 3** | Classical and Neoclassical Thought—Choice or Consequences 53

**Chapter 4** | Early Biological Perspectives on Criminal Behavior—It’s What We Are 81

**Chapter 5** | Biosocial and Other Contemporary Perspectives—Interaction Is Key 101

**Chapter 6** | Psychological and Psychiatric Foundations of Criminal Behavior—It’s How We Think 131

**PART THREE**  Crime Causation Revisited

**Chapter 7** | Social Structure Theories—It’s Where and How We Live 163

**Chapter 8** | Theories of Social Process and Social Development—It’s What We Learn 195

**Chapter 9** | Social Conflict and Emergent Theories—It’s How We Relate 235

**PART FOUR**  The Crime Picture

**Chapter 10** | Criminal Victimization—It’s Personal 263

**Chapter 11** | Crimes against Persons—It’s What We Fear 295

**Chapter 12** | Crimes against Property—It’s What We Lose 335

**Chapter 13** | White-Collar and Organized Crime—Crime as a Job 359

**Chapter 14** | Drug and Sex Crimes—Recreational Offenses 389

**Chapter 15** | Technology and Crime—It’s a Double-Edged Sword 417

**Chapter 16** | Globalization and Terrorism—Our Small World 439

**EPILOGUE**  Future Directions—It’s What’s to Come E-1
### Major Theoretical Developments

#### Classical School

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1764</td>
<td>Cesare Beccaria</td>
<td>Deterrence through punishment, free will, social contract</td>
</tr>
<tr>
<td>1789</td>
<td>Jeremy Bentham</td>
<td>Hedonistic calculus, utilitarianism</td>
</tr>
</tbody>
</table>

#### Neoclassical Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Robert Martinson</td>
<td>Nothing-works doctrine</td>
</tr>
<tr>
<td>1975</td>
<td>James Q. Wilson</td>
<td>Thinking about crime</td>
</tr>
<tr>
<td>1986</td>
<td>Clarke &amp; Cornish</td>
<td>Rational choice</td>
</tr>
<tr>
<td>1988</td>
<td>Jack Katz</td>
<td>Seductions of crime, emotions and crime</td>
</tr>
<tr>
<td>1992</td>
<td>Clarke &amp; Cornish</td>
<td>Situational choice, situational crime prevention</td>
</tr>
</tbody>
</table>

#### Early Positivism

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1810</td>
<td>Franz Joseph Gall</td>
<td>Phrenology, scientific understanding of crime</td>
</tr>
<tr>
<td>1830s</td>
<td>Johann Gaspar Spurzheim</td>
<td>Brought phrenology to America</td>
</tr>
</tbody>
</table>

#### Criminal Anthropology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>Cesare Lombroso</td>
<td>Atavism, born criminals, criminaloids, Italian School</td>
</tr>
<tr>
<td>1913</td>
<td>Charles Buckman Goring</td>
<td>Challenged Lombroso's theory</td>
</tr>
<tr>
<td>1939</td>
<td>Earnest Hooton</td>
<td>Environment + low-grade human = crime</td>
</tr>
</tbody>
</table>

#### Criminal Families

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>Richard Dugdale</td>
<td>The Juke family</td>
</tr>
<tr>
<td>1912</td>
<td>Henry Goddard</td>
<td>The Kallikak family</td>
</tr>
<tr>
<td>1915</td>
<td>Arthur Estabrook</td>
<td></td>
</tr>
</tbody>
</table>

#### Constitutional Theories

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Ernst Kretschmer</td>
<td>Somatotyping</td>
</tr>
</tbody>
</table>

#### Hormones and Enzymes

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>Alan Booth, D. Wayne Osgood, Paul C. Bernhard, Kevin Beaver, Anthony Walsh, Lee Ellis</td>
<td>Testosterone, evolutionary perspective, evolutionary neuroandrogenic theory (ENA), serotonin, premenstrual syndrome (PMS), hormones (testosterone, cortisol, norepinephrine), neurotransmitters (dopamine), monoamine oxidase A (MAO-A)</td>
</tr>
<tr>
<td>1949</td>
<td>William Sheldon</td>
<td>Body types, behavioral genetics/twins, heritability, human genome</td>
</tr>
</tbody>
</table>

#### Genetics and Heritability

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>Johannes Lange</td>
<td>Twin Studies</td>
</tr>
<tr>
<td>1968</td>
<td>Karl Christiansen and Samoff Mednick</td>
<td>Twin studies, heredity, genetic determinism</td>
</tr>
<tr>
<td>2011</td>
<td>Nathalie Fontaine and Richard E. Tremblay</td>
<td>Heritability, CIE, epigenetics, gene expression</td>
</tr>
</tbody>
</table>

#### Sociobiology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>Edward O. Wilson</td>
<td>Altruism, territoriality, tribalism, survival of the gene pool</td>
</tr>
</tbody>
</table>

#### Biosocial Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Darrell J. Steffensmeier</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Adrian Raine</td>
<td>Prefrontal cortex dysfunction, neurocriminology, frontal brain hypothesis, neuropsychiatry, PET scans</td>
</tr>
<tr>
<td>1997</td>
<td>Anthony Walsh</td>
<td>Environmental mediation of genetic influences</td>
</tr>
<tr>
<td>1999s</td>
<td>Adrian Raine</td>
<td>Brain dysfunction</td>
</tr>
<tr>
<td>2003</td>
<td>Kevin M. Beaver and Anthony Walsh</td>
<td>Biosocial criminology</td>
</tr>
<tr>
<td>2010</td>
<td>Thomas Bernard</td>
<td>Gender-ratio problem</td>
</tr>
<tr>
<td>2010</td>
<td>Kevin M. Beaver, John P. Wright, and Anthony Walsh</td>
<td>Evolutionary theory</td>
</tr>
</tbody>
</table>

#### Psychological/Psychiatric Theories

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>Gabriel Tarde</td>
<td>Imitation</td>
</tr>
<tr>
<td>1973</td>
<td>Albert Bandura</td>
<td>Aggression is learned, aggression is rewarded, disengagement, social cognition theory, modeling</td>
</tr>
</tbody>
</table>

#### Psychoanalytic Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920s—</td>
<td>Sigmund Freud</td>
<td>Psychoanalysis,</td>
</tr>
<tr>
<td>1930s</td>
<td>Id, ego, superego, sublimation</td>
<td></td>
</tr>
<tr>
<td>1930s</td>
<td>August Aichorn</td>
<td>Damaged egos</td>
</tr>
</tbody>
</table>

#### Personality Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>Hervey Cleckley</td>
<td>Psychopathology, psychopath, sociopath</td>
</tr>
<tr>
<td>1964</td>
<td>Hans Eysenck</td>
<td>Traits, supertraits</td>
</tr>
<tr>
<td>1968</td>
<td>DSM-II</td>
<td>Antisocial personality disorder</td>
</tr>
</tbody>
</table>

#### Behavior Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>Ian Pavlov</td>
<td>Classical conditioning</td>
</tr>
<tr>
<td>1950s—</td>
<td>B. F. Skinner</td>
<td>Operant</td>
</tr>
<tr>
<td>1970s</td>
<td>Conditioning, operant behavior, rewards/punishments, stimulus-response</td>
<td></td>
</tr>
</tbody>
</table>

#### Frustration–Aggression Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>J. Dollard</td>
<td>Displacement, catharsis</td>
</tr>
</tbody>
</table>

#### Cognitive Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Jean Piaget</td>
<td>Stages of human intellectual development</td>
</tr>
<tr>
<td>1957</td>
<td>Leon Festinger</td>
<td>Cognitive dissonance</td>
</tr>
<tr>
<td>1969</td>
<td>Lawrence Kohlberg</td>
<td>Stages of moral development</td>
</tr>
<tr>
<td>1970</td>
<td>Stanton Samenow and Samuel Yochelson</td>
<td>The criminal mindset</td>
</tr>
<tr>
<td>1979</td>
<td>Roger Shank and Robert Abelson</td>
<td>Script theory</td>
</tr>
</tbody>
</table>

#### Crime as Adaptation

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950s</td>
<td>John Bowlby</td>
<td>Secure attachment, anxious resistant attachment, anxious avoidance attachment</td>
</tr>
<tr>
<td>1971</td>
<td>S. M. Halleck</td>
<td>Alloplastic adaptation, auto-plastic adaptation</td>
</tr>
<tr>
<td>1995</td>
<td>Linksy, Bachman, Strauss</td>
<td>Societal stress, aggression</td>
</tr>
<tr>
<td>1998</td>
<td>Donald Andrews and James Bonta</td>
<td>Criminogenic needs, criminogenic domains</td>
</tr>
</tbody>
</table>
## In Criminology

### Social Structure Approaches

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>Thomas &amp; Znaniecki</td>
<td>Displaced immigrants</td>
</tr>
<tr>
<td>1920s</td>
<td>Park &amp; Burgess</td>
<td>Social ecology</td>
</tr>
<tr>
<td>1930s</td>
<td></td>
<td>Social pathology, concentric zones (Chicago School)</td>
</tr>
<tr>
<td>1929</td>
<td>Shaw &amp; McKay</td>
<td>Cultural transmission (Chicago School)</td>
</tr>
<tr>
<td>1972</td>
<td>Oscar Newman</td>
<td>Defensible space</td>
</tr>
<tr>
<td>1982</td>
<td>James Q. Wilson &amp; George L. Kelling</td>
<td>Broken windows, criminology of place</td>
</tr>
<tr>
<td>1987</td>
<td>Rodney Stark</td>
<td>Theory of deviant neighborhoods</td>
</tr>
</tbody>
</table>

### Social Process & Social Development Theories

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Robert Agnew</td>
<td>Distributive justice</td>
</tr>
<tr>
<td>1967</td>
<td></td>
<td>Relative deprivation, frustration, ritualism, retreatism, conformity, innovation, rebellion</td>
</tr>
<tr>
<td>1963</td>
<td>Robert Merton</td>
<td>Secondary deviance</td>
</tr>
<tr>
<td>1969</td>
<td>Travis Hirschi</td>
<td>Social bond and self-control: attachment, commitment, belief, involvement</td>
</tr>
<tr>
<td>1970s</td>
<td>Howard Kaplan</td>
<td>Self-degradation</td>
</tr>
<tr>
<td>1995</td>
<td>Charles Tittle</td>
<td>Control-balance, control surplus, control deficit</td>
</tr>
<tr>
<td>1995</td>
<td>Per-Olof H. Wikström</td>
<td>Situational action theory</td>
</tr>
</tbody>
</table>

### Social Control Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950s</td>
<td>Walter Reckless</td>
<td>Containment theory, inner and outer containment</td>
</tr>
<tr>
<td>1969</td>
<td>Travis Hirschi</td>
<td>Social bond and self-control: attachment, commitment, belief, involvement</td>
</tr>
<tr>
<td>1970s</td>
<td>Howard Kaplan</td>
<td>Self-degradation</td>
</tr>
<tr>
<td>1990</td>
<td>Hirschi &amp; Gottfredson</td>
<td>Social bonds and self-control, general theory of crime</td>
</tr>
</tbody>
</table>

### Social Learning Theory

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>Edwin Sutherland</td>
<td>Differential association</td>
</tr>
<tr>
<td>1960</td>
<td>Daniel Glaser</td>
<td>Differential identification theory</td>
</tr>
<tr>
<td>1966</td>
<td>Burgess &amp; Akers</td>
<td>Differential association-reinforcement</td>
</tr>
</tbody>
</table>

### Conflict Theories

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1848</td>
<td>Karl Marx</td>
<td>The Communist Manifesto</td>
</tr>
<tr>
<td>1916</td>
<td>Willem Bonger</td>
<td>Class struggle</td>
</tr>
<tr>
<td>1938</td>
<td>Thorsten Sellin</td>
<td>Culture conflict</td>
</tr>
</tbody>
</table>

### Radical Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958</td>
<td>George Vold</td>
<td>Political conflict between groups, conflict is normal</td>
</tr>
<tr>
<td>1959</td>
<td>Ralf Dahrendorf</td>
<td>Conflict is normal, destructive change</td>
</tr>
<tr>
<td>1969</td>
<td>Austin Turk</td>
<td>Social order = pattern of conflict, laws serve to control</td>
</tr>
<tr>
<td>1970s</td>
<td>William Chambliss</td>
<td>Power gaps, crime reduces surplus labor</td>
</tr>
</tbody>
</table>

### Left-realist Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>Jock Young &amp; Walter DeKeseredy</td>
<td>The new criminology</td>
</tr>
</tbody>
</table>

### Feminist Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td></td>
<td>Gender socialization</td>
</tr>
<tr>
<td>1977</td>
<td>Carol Smart</td>
<td>Gender bias in criminology</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>Androcentrism, crime may not be normal</td>
</tr>
<tr>
<td>1989</td>
<td>John Hagan</td>
<td>Power-control theory</td>
</tr>
</tbody>
</table>

### Peacemaking Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td></td>
<td>Restorative justice, participatory justice</td>
</tr>
<tr>
<td>1989</td>
<td></td>
<td>New Age principles</td>
</tr>
</tbody>
</table>

### Cultural Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>Jeff Ferrell, Mark S. Hamm, Jock Young, Mike Presdee, Keith J. Hayward</td>
<td>Crime and crime control are cultural products; edgework; media loops and spirals, liquid ethnography</td>
</tr>
</tbody>
</table>

### Convict Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Author</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>John Irwin, Ian Ross, K. C. Carceral, Thomas J. Bernard, Stephen Richards</td>
<td>Insights from convicted offenders</td>
</tr>
</tbody>
</table>
Contents

New to This Edition xiii
Preface xv
Acknowledgments xix
About the Author xx

PART ONE  Crime and Criminology

Chapter 1  What Is Criminology—Understanding Crime and Criminals 1

Introduction 2
What Is Crime? 2
Crime and Deviance 5
What Should Be Criminal? 7

▲ CRIME | IN THE NEWS What Should Be Criminal? 8

What Is Criminology? 9
Defining “Criminology” 9
The Interdisciplinary Nature of Criminology 9
What Do Criminologists Do? 10
Theoretical Criminology 12
Evidence-Based Criminology 13
Criminology and Evidence-Based Social Policy 14
The Theme of This Text 15
Individual Responsibility and the Law 16

WHO'S TO BLAME—The Individual or Society? Is Criminology Really Just A Form of Academic Excuse Making? 17

The Social Context of Crime 18
Making Sense of Crime: The Causes and Consequences of the Criminal Event 18
Crime and the Offender 19
Crime and the Criminal Justice System 19
Crime and the Victim 20
Crime and Society 20
The Consequences of Crime 21

▲ CRIMINAL | PROFILES Ross Ulbricht—The New Face of Crime? 22

The Primacy of Sociology? 23
Summary 24
Key Terms 24
Questions for Review 24
Questions for Reflection 25

PART TWO  Crime Causation

Chapter 2  Where Do Theories Come From?—From Idea to Evidence 27

Introduction 28
Today's Science-Based Criminology 29
The Evolving Science of Criminology 29
Theory Building 30

▲ CRIME | IN THE NEWS Do Violent Video Games Make Kids Kill? 32

The Role of Research and Experimentation 32
Problem Identification 33
Development of a Research Design 34
Choice of Data-Gathering Techniques 38
Problems in Data Collection 40
Review of Findings 41

Quantitative versus Qualitative Methods 42
Values and Ethics in the Conduct of Research 44
The Impact of Criminological Research on Social Policy 46

▲ THEORY | versus REALITY The Stockholm Prize in Criminology 47

The Research Report 48
Writing for Publication 49

▲ CRIMINAL | PROFILES Omar Mateen—American Monster 50

Summary 51
Key Terms 52
Questions for Review 52
Questions for Reflection 52

Chapter 3  Classical and Neoclassical Thought—Choice or Consequences 53

Introduction 54
Major Principles of the Classical School 54
Forerunners of Classical Thought 54
The Demonic Era 55
Early Sources of Criminal Law 56
The Enlightenment 57
The Classical School 59
Cesare Beccaria 59
Jeremy Bentham 60
Neoclassical Criminology 61
- THEORY versus REALITY Three-Strikes Legislation 63
Rational Choice Theory (RCT) 64
The Excitement of Crime 65
Situational Crime-Control Policy 66
- THEORY in PERSPECTIVE The Classical School and Neoclassical Thinkers 67
Critique of Rational Choice Theory 67
Punishment and Neoclassical Thought 68
Just Deserts 69
Deterrence 69
Capital Punishment 70
PUTTING CRIMINOLOGY TO WORK—Implementing Evidence-Based Policy 71
- CRIME in THE NEWS Post-Conviction DNA Exonerations Expose Weaknesses in Judicial System 73
Policy Implications of Classical and Neoclassical Thought 74
WHO’S TO BLAME—The Individual or Society? The Excitement of Crime 75
A Critique of Classical and Neoclassical Theories 76
- CRIMINAL PROFILES Gary Steven Krist: The Einstein of Crime? 77
Summary 79
Key Terms 79
Key Names 79
Questions for Review 80
Questions for Reflection 80

CHAPTER 4 | Early Biological Perspectives on Criminal Behavior—It’s What We Are 81
Introduction 82
Traditional Biological versus Modern Biosocial Theories 82
Principles of Biological Theories 83
The Positivist School 84
Physical Features and Crime 84
- THEORY in PERSPECTIVE Early Biological Theories 85
The Italian School 86
Constitutional Theories 88
- THEORY versus REALITY Positivism: The Historical Statement 89
Criminal Families 90
The XYY Supermale 91
- CRIME in THE NEWS President of Philippines Says “Criminals Aren’t Humanity” 92
Twin Studies and Heredity 93
PUTTING CRIMINOLOGY TO WORK—Implementing Evidence-Based Policy 94
Sociobiology 95
The Biological Roots of Human Aggression 95
The New Synthesis 96
Critique of Early Biological Theories of Criminal Behavior 97
- CRIMINAL PROFILES Richard Benjamin Speck: “Born to Raise Hell” 98
Summary 99
Key Terms 99
Key Names 100
Questions for Review 100
Questions for Reflection 100

CHAPTER 5 | Biosocial and Other Contemporary Perspectives—Interaction Is Key 101
Introduction 102
- THEORY versus REALITY The Future of Neuroscience 103
Genetics and Crime 103
Future Directions in the Study of Genes and Crime 105
The Dysfunctional Brain 107
- CRIME in THE NEWS Is There a Crime Gene? 107
- THEORY in PERSPECTIVE Modern Biological Theories 110
Body Chemistry and Criminality 111
Ingested Substances and Nutrition 111
Environmental Pollution 112
- CRIME in THE NEWS Exposure to Lead, Other Substances Linked to Crime Rate 113
Psychobiotics 114
Hormones and Criminality 115
WHO’S TO BLAME—The Individual or Society? Hormones and Criminal Behavior 117
Low Resting Heart Rate and Crime 118
Galvanic Skin Response 119
Digit Ratio 120
Climate, Weather, and Crime 120
Biosocial Criminology 121
Gender Differences in Criminality 122
Evolutionary Neuroandrogenic Theory 124
Policy Implications of Biological Theories 125
- CRIMINAL PROFILES Jodi Arias—The Petite Killer 126
Critiques of Biological and Biosocial Theories 127
Summary 128
Key Terms 128
Key Names 128
Questions for Review 129
Questions for Reflection 129
Chapter 6 | Psychological and Psychiatric Foundations of Criminal Behavior—It’s How We Think 131

Introduction 132
Principles of Psychological and Psychiatric Theories 132
History of Psychological Theories 133
Personality Disturbances 133
The Psychopath 134
Antisocial Personality Disorder 136
Trait Theory 137
Post-Traumatic Stress Disorder (PTSD) 138
Post-Partum Depression 138
Cognitive Theories 138
Moral Development Theory 138
Cognitive Information-Processing Theory 140
The Criminal Mind-Set 141
Putting Criminology to Work—Implementing Evidence-Based Policy 142
The Psychoanalytic Perspective—Criminal Behavior as Maladaptation 143
The Psychotic Offender 145
Frustration-Aggression Theory 146
Crime as Adaptation 146
Criminogenic Needs 147
Attachment Theory 147
Putting Criminology to Work—Implementing Evidence-Based Policy 142

Chapter 7 | Social Structure Theories—It’s Where and How We Live 163

Introduction 164
Major Principles of Sociological Theories 164
Social Structure Theories 165
Putting Criminology to Work—Implementing Evidence-Based Policy 169
Putting Criminology to Work—Implementing Evidence-Based Policy 171
Strain Theory 172
Putting Criminology to Work—Implementing Evidence-Based Policy 169
Putting Criminology to Work—Implementing Evidence-Based Policy 171
Culture Conflict Theory 179
Who’s to Blame—The Individual or Society? Like Father, Like Son 184
Criminal Street Gangs 185
History of Gangs in America 186
Criminal Street Gangs Today 186
Gang Crime 186
Gang Affiliation 187
Working with Criminal Street Gangs 188
Putting Criminology to Work—Implementing Evidence-Based Policy 169
Putting Criminology to Work—Implementing Evidence-Based Policy 171
Putting Criminology to Work—Implementing Evidence-Based Policy 171
Policy Implications of Social Structure Theories 190
Critique of Social Structure Theories 190
Summary 192
Key Terms 193
Key Names 193
Questions for Review 193
Questions for Reflection 193
Chapter 8 | Theories of Social Process and Social Development—It's What We Learn

Introduction 196
The Perspective of Social Interaction 196
Types of Social Process Approaches 196

■ THEORY | in PERSPECTIVE Types of Social Process Theories 198
Social Learning Theory 197
Labeling Theory 207

PUTTING CRIMINOLOGY TO WORK—Implementing Evidence-Based Policy 207

■ CRIMINAL | PROFILES Dr. Farid Fata—Prescribing Unneeded Chemotherapy 211
Reintegrative Shaming 212
Dramaturgical Perspective 212

PUTTING CRIMINOLOGY TO WORK— Implementing Evidence-Based Policy 213

Policy Implications of Social Process Theories 214
Critique of Social Process Theories 215
The Social Development Perspective 216
Concepts in Social Development Theories 216

■ THEORY | in PERSPECTIVE Social Development Theories 219
Laub and Sampson’s Age-Graded Theory 220
Moffitt’s Dual Taxonomic Theory 221
Farrington’s Delinquent Development Theory 222
Evolutionary Ecology 223
Thornberry’s Interactional Theory 224

■ THEORY | versus REALITY Social Influences on Developmental Pathways 225
Developmental Pathways 225
Project on Human Development in Chicago Neighborhoods (PHDCN) 228

WHO’S TO BLAME—The Individual or Society? Sexual Abuser Claims Victim Status 229

Policy Implications of Social Development Theories 230
Critique of Social Development Theories 231

■ CRIMINAL | PROFILES Adam Lanza and the Sandy Hook School Shootings 231

Summary 233
Key Terms 233
Key Names 234
Questions for Review 234
Questions for Reflection 234

Chapter 9 | Social Conflict and Emergent Theories—It’s How We Relate

Introduction 236
Law and Social Order Perspectives 236
The Consensus Perspective 236
The Pluralist Perspective 237
The Conflict Perspective 237

■ THEORY | in PERSPECTIVE Social Conflict Theories 239
Radical Criminology 240
Critical Criminology 242

WHO’S TO BLAME—The Individual or Society? Human Trafficking, Illegal Aliens, and the American Dream 243
Radical-Critical Criminology and Policy Issues 244
Critique of Radical-Critical Criminology 244

Emergent Theories 245
Left-Realist Criminology 245
Feminist Criminology 246

PUTTING CRIMINOLOGY TO WORK—Implementing Evidence-Based Policy 247
Postmodern Criminology 251
Peacemaking Criminology 252

PUTTING CRIMINOLOGY TO WORK—Implementing Evidence-Based Policy 255
Moral Time 256
Convict Criminology 256
Cultural Criminology 257

■ CRIMINAL | PROFILES Theodore John “Ted” Kaczynski—The Unabomber 258
Narrative Criminology 260
Policy Implications of Conflict Criminology 260
Summary 260
Key Terms 261
Key Names 261
Questions for Review 261
Questions for Reflection 261
Social Policy and Drug Abuse 402
Recent Legislation 402
Drug-Control Strategies 404
The Drug Legalization/Decriminalization Debate 404
WHO’S TO BLAME—The Individual or Society? 406
Gangs, Teenagers, and Peer Pressure 406
Sex Work 406
Morals Legislation 407
A Typology of Sex Workers 407
= CRIME | IN THE NEWS International Sex Traffickers Turn Girls into Slaves 409
Commercial Sexual Exploitation of Children (CSEC) 410
Clients of Prostitutes 410
Sex Work: A Changing Business 412
Exiting the Sex Trade 412
Feminist Perspectives on Sex Work 412
= CRIMINAL | PROFILES Heidi Lynne Fleiss—Madame to the Stars 413
Legalization and Decriminalization of Prostitution 414
Summary 414
Key Terms 414
Questions for Review 415
Questions for Reflection 415

CHAPTER 15 | Technology and Crime—It’s a Double-Edged Sword 417
Introduction 418
Technology and Crime 418
High Technology and Criminal Opportunity 419
The Extent of Cybercrime 420
Cybercrime and the Law 422
The History and Nature of Hacking 423
A Profile of Cybercriminals 424
= CRIME | IN THE NEWS Cyberbanging 426
WHO’S TO BLAME—The Individual or Society? Criminal Activity or Mischievous Gaming? 427
Cybercrime as a Form of White-Collar Crime 427
Technology in the Fight against Crime 428
DNA Technology 429
Computers as Crime-Fighting Tools 430
Combating Cybercrime 431
Police Investigation of Computer Crime 432
Cybercrime and Internet Security 432
= CRIME | IN THE NEWS The Budapest Convention on Cybercrime 435
Policy Issues: Personal Freedoms in the Information Age 435
= CRIMINAL | PROFILES Kevin Mitnick—Hacker Turned Security Expert 436
Summary 437
Key Terms 438
Questions for Review 438
Questions for Reflection 438

CHAPTER 16 | Globalization and Terrorism—Our Small World 439
Introduction 440
Comparative Criminology 440
Ethnocentrism 441
Transnational Crimes 442
= THEORY | versus REALITY UN Offense Definitions 443
Human Smuggling and Trafficking 443
Human Trafficking—The Numbers 445
Human Trafficking—The Perpetrators 446
Federal Immigration and Trafficking Legislation 447
Terrorism 448
Domestic Terrorism 449
International Terrorism 450
Cyberterrorism 450
= CRIME | IN THE NEWS “Lone-Wolf” Terrorists Remain Difficult to Track Down 451
WHO’S TO BLAME—The Individual or Society? The Making of a Suicide Bomber 453
Explaining Violent Political Extremism 453
The Radicalization Process 454
Countering the Terrorist Threat 456
Foreign Terrorist Organizations 457
The Future of Terrorism 459
International Crime-Fighting Organizations 460
INTERPOL 460
Europol 460
The International Criminal Court 460
= CRIMINAL | PROFILES The Tsarnaev Brothers—The Boston Bombers 461
Summary 463
Key Terms 463
Key Name 463
Questions for Review 463
Questions for Reflection 463
Epilogue: Future Directions—It’s What’s to Come E-1
Glossary G-1
Notes N-1
Name Index I-1
Subject Index I-5
New to This Edition

The tenth edition of *Criminology Today: An Integrative Introduction* continues to offer students a clear, contemporary, and comprehensive introduction to criminology that encourages critical thinking about the causes of crime and crime-prevention strategies. The text’s hallmark thematic approach of social problems versus individual responsibility (Is crime a matter of individual responsibility or a symptom of a dysfunctional society?) prompts students to think critically about the causes of crime and helps them see the link between crime theories and crime policies.

**New Chapter Content in the Tenth Edition**

**Chapter 1: What Is Criminology?**
A discussion of undocumented residents and federal immigration policy is now discussed.

A discussion of sanctuary cities is used to illustrate varying perspectives on crime and deviance.

Marijuana laws are also offered as an example of varying perspectives on crime and deviance, and updates are provided on the legal status of marijuana in various jurisdictions.

The discussion on the interdisciplinary nature of criminology has been updated, and the section on individual responsibility and the law has been expanded.

**Chapter 2: Where Do Theories Come From?**
Swiss experimentation in the treatment of heroin abusers to reduce crime commission has been added to the chapter.

**Chapter 3: Classical and Neoclassical Thought**
The discussion of neuroscience has been expanded to include more information on free will.

**Chapter 4: Early Biological Perspectives on Criminal Behavior**
The Positivist School has been more clearly defined, and the term has become a key term.

**Chapter 5: Biosocial and Other Contemporary Perspectives**
Brain injury and its possible relationship to criminal behavior is now discussed.

The discussion of the MAO-A gene and its relationship to criminal behavior has been expanded.

A discussion of circadian rhythms and their possible relationship to criminal behavior has been added.

**Chapter 6: Psychological and Psychiatric Foundations of Criminal Behavior**
New key terms now include postpartum depression and post-traumatic stress disorder (PTSD).

“Cognitive dissonance” has been added to the chapter as a new key term; and the work of Leon Festinger is now discussed.

The link between serious mental illness and violence is further explored.

**Chapter 7: Social Structure Theories**
The American Society of Criminology’s Division of Communities and Place is now discussed.

A “Crime and the Economy” heading has been added to the chapter.

Discussion of a new theory that claims that negative economic conditions and declining business cycles can increase social strain, resulting in heightened rates for certain kinds of crimes, has been added to the chapter.

Discussion has been added of Richard Rosenfeld’s 2018 comprehensive study of crime trends.

A new section on criminal street gangs has been added, and the term “criminal street gangs” has been made a key term.

Delinquency theorists Frederic M. Thrasher and William F. Whyte have been added to the chapter.

New key names have been added to the chapter, to include Irving Spergele, Elijah Anderson, Frederic M. Thrasher, William F. Whyte, and Malcolm Klein.

**Chapter 8: Theories of Social Process and Social Development**
Discussion of the 2017 study by John H. Bowman and Thomas J. Mowen, which sought to compare the influence that criminal peers or family members have on the future behavior of former offenders, has been added.

The “Ban the Box” movement is discussed as it relates to labeling theory.

Identity transformation, as necessary to facilitate movement away from criminal behavior, is now discussed.

Discussion of a new study of parenthood as a potential turning point in the life course of gang members has been added.

**Chapter 9: Social Conflict Theories**
Cultural criminology is now discussed in this chapter, and “cultural criminology” has been made a key term.
The work of Jeff Ferrel, Mark S. Hamm, Jock Young, D. Milovanovic, Mike Presdee, and Keith J. Hayward in the area of cultural criminology is now discussed.

The concept of “moral time” has been further clarified.

New key terms, such as liquid ethnography, *verstehen*, edge-work, carnival of crime, media loops and spirals, and narrative criminology have been added to the chapter.

**Chapter 10: Criminal Victimization**

This chapter has been thoroughly revised, with changes too numerous to list.

**Chapter 11: Crimes against Persons**

A new story now opens this chapter.

The 2018 United Nations report on violence is discussed.

The 2017 Las Vegas mass shooting incident is now discussed.

Discussion of the FBI’s 2018 report on active shooters has been added to the chapter.

The distinction between situational child molesters and preferential child molesters is presented.

**Chapter 12: Crimes against Property**

A new story now opens this chapter, and discussion of the case of Colton Harris-Moore has been updated.

**Chapter 13: White-Collar and Organized Crime**

The environmental crimes of the automobile manufacturer Volkswagen are now discussed.

Mention is made of the fact that the concept of white-collar crime has undergone refinement as focus has shifted to the nature of the crime instead of the persons or occupations involved.

**Chapter 14: Drug and Sex Crimes**

The opioid crisis that now faces America is discussed.

Drug use statistics have been thoroughly updated.

A study showing how drugs and prostitution contribute to the national economy in the United Kingdom is included.

The recreational and medical status of marijuana in the United States has been updated.

Discussion of the federal government’s Heroin Signature Program has been substantially updated.

The concept of “sex work” is introduced and explained.

**Chapter 15: Technology and Crime**

A new report by the U.S. Department of Justice, describing a typology of cybercrimes has been added to the chapter.

Discussion of the 2018 Clarifying Lawful Overseas Use of Data (CLOUD) Act has been added to the chapter.

“Social engineering” has been made a key term, and is now defined.

**Chapter 16: Globalization and Terrorism**

The discussion of human trafficking has been substantially updated, including the presentation of new data.

A new study of persons convicted under federal human trafficking laws is discussed, offering insight into perpetrators.

The list of Foreign Terrorist Organizations has been updated.

A new section on “Explaining Violent Political Extremism” has been added.
Preface

The opening decade of the twenty-first century was filled with momentous events in the United States, including the destruction of the World Trade Center and an attack on the Pentagon by Islamic terrorists, a fearsome recession, and corporate scandals that cost Americans billions of dollars in lost investments. The second decade saw the advent of a relatively large number of homegrown terrorist efforts to attack American population centers and landmarks, but only the Boston Marathon bombings of 2013 were carried out successfully. The crimes committed by terrorists set a tone for the start of the new century unlike any in living memory. Homeland security became an important buzzword at all levels of American government, while pundits questioned just how much freedom people would be willing to sacrifice to enhance security. Americans felt both physically and economically threatened as stock market losses were traced to the unethical actions of a surprising cadre of corporate executives who had previously been held in high regard in the business world and in the communities where they lived. Soon the media were busily showing a parade of business leaders being led away in handcuffs to face trial on charges of crooked accounting.

Added to the mix by the beginning of 2020 were shocking acts of criminality that emanated from all corners of the world, including mass shootings in the United States; terror attacks in Paris, France; depravities of sex tourism involving human trafficking; sex acts with minors streaming across the Internet in real time; Websites like Silk Road selling drugs, hits for hire, sexual services, weapons, and just about anything else; massive copyright-infringement activities like those of New Zealand–based Megaupload; and the theft of hundreds of thousands of personal identities. All of this led to an increasingly complex economic, educational, online, and social world.

Criminologists found themselves wondering what new laws might be enacted to add additional controls to handgun sales and ownership; and they also focused on the potential harm that the criminal mis-use of social media can cause. This last issue constitutes a very intimate crime that can literally cause a person to face the loss of his or her social self in our complex and highly technological culture. Focus also shifted to expanding computer capabilities and biotechnologies that, while seeming to hold an amazing promise to cure disease and reshape humanity’s future, threaten the social fabric in a way not seen since the birth of the atomic bomb or the harnessing of electricity. Similarly, climate changes, violent storms such as damaging hurricanes, the Gulf oil spill, our nation’s desperate need for alternative and additional energy sources, and the instability in the Middle East contribute to a growing awareness that the challenges facing criminologists in the twenty-first century are unlike any they have previously faced.

It was against this backdrop that the need for a comprehensive revision of *Criminology Today* emerged. This new edition addresses the poignant question of how security and freedom interface in an age of increasing globalism. Chapter 16, in particular, provides substantially enlarged coverage of terrorism and cyberterrorism, including an overview of many types of terrorist groups, such as nationalist, religious, state-sponsored, left-wing, right-wing, and anarchist groups. The findings and recommendations of special committees and government bodies that have focused on terrorism in recent years are also discussed, and online links to the full text of their reports are provided.

The tenth edition, which is now available in a variety of print and electronic formats, presents historical and modern criminological approaches with the aid of real-life stories, up-to-date examples and issues, and interactive media. Key features include

Who’s to Blame boxes in each chapter highlight the book’s ever-evolving theme of social problems versus social responsibility, a hallmark feature of this text. In each chapter, Who’s to Blame boxes build on this theme by illustrating some of the issues that challenge criminologists and policy makers today. Each box includes a case study followed by critical thinking questions that ask readers to ponder to what extent the individual or society is responsible for a given crime.
The University of North Carolina at Pembroke

FRANK SCHMALLEGGER, Ph.D.
Distinguished Professor Emeritus
The University of North Carolina at Pembroke

Theory versus Reality boxes throughout the text showcase selected issues and theories in the field of criminology and invite discussion through thought-provoking questions for consideration.

Criminal Profiles boxes throughout the text offer insights into the lives and criminal motivations of notorious offenders, such as Ross Ulbricht (founder of Silk Road, the underground Website); Omar Mateen (the Pulse Nightclub shooter); Jodi Arias, Colton Harris-Moore (the Barefoot Bandit), and Bernie Madoff.

Crime in the News boxes in each chapter present case examples and pose analytical discussion questions about connections between examples and the chapter topics.

In the past few years, crime and criminals have changed in ways that few people had previously imagined would occur, and these changes hold considerable significance for each one of us and for our nation as a whole. It is my hope that this new edition, which is available in a number of formats, will help today’s students both to understand the nature of these changes and to find a meaningful place in the social world that is to come.
Supplements

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. Test Gen’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 a free 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.

Alternative 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.mypearsonstore.com.

REVEL for Criminology Today, Tenth 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 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.
Acknowledgments

A book like Criminology Today 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 everyone who has contributed to the development of the field of criminology throughout the years, especially to those theorists, authors, and social commentators who are cited in this book. Without their work, the field would be much poorer. I would like to thank, as well, all the adopters—professors and students alike—of my previous textbooks, for they have given me the encouragement and fostered the steadfastness required to write this new edition of Criminology Today.

The Pearson team members, many of whom I have come to know very well and all of whom have worked so professionally with me on this and other projects, deserve special thanks. The team includes Faye Gemmellaro, Elissa Senra-Sargent, Holly Shufeldt, and Heather Taylor. My thanks to the photo researcher Lav Kush Sharma, whose efforts have helped make Criminology Today both attractive and visually appealing. Thanks, too, to the very professional folks at Integra, who aided in the production of this text. They include, Gowthaman Sadhanandham, and Abinaya Rajendran at Integra for their very capable handling of numerous details.

My friends and professional colleagues Ellen G. Cohn at Florida International University, Cassandra Renzi at Keiser University, and Karel Kurst-Swanger at Oswego State University helped in many ways. Dr. Cohn graciously used her deep personal creativity in enhancing the supplements package and creating quality products; she has the exceptional ability of building intuitively on concepts in the text. Thanks also to Bob Winslow at California State University–San Diego for insight and encouragement on a number of important issues and to Jack Humphrey at St. Anselm College and Stephen J. Schoenthaler for their valuable suggestions in the preparation of this new edition.

This book has benefited greatly from the quick availability of information and other resources through online services and in various locations on the Internet’s World Wide Web. I am grateful to the many information providers who, although they are cited in this book. Without their work, the field would be much poorer. I would like to thank, as well, all the adopters—professors and students alike—of my previous textbooks, for they have given me the encouragement and fostered the steadfastness required to write this new edition of Criminology Today.

The Pearson team members, many of whom I have come to know very well and all of whom have worked so professionally with me on this and other projects, deserve special thanks. The team includes Faye Gemmellaro, Elissa Senra-Sargent, Holly Shufeldt, and Heather Taylor. My thanks to the photo researcher Lav Kush Sharma, whose efforts have helped make Criminology Today both attractive and visually appealing. Thanks, too, to the very professional folks at Integra, who aided in the production of this text. They include, Gowthaman Sadhanandham, and Abinaya Rajendran at Integra for their very capable handling of numerous details.

My friends and professional colleagues Ellen G. Cohn at Florida International University, Cassandra Renzi at Keiser University, and Karel Kurst-Swanger at Oswego State University helped in many ways. Dr. Cohn graciously used her deep personal creativity in enhancing the supplements package and creating quality products; she has the exceptional ability of building intuitively on concepts in the text. Thanks also to Bob Winslow at California State University–San Diego for insight and encouragement on a number of important issues and to Jack Humphrey at St. Anselm College and Stephen J. Schoenthaler for their valuable suggestions in the preparation of this new edition.

This book has benefited greatly from the quick availability of information and other resources through online services and in various locations on the Internet’s 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.

I am thankful as well for the assistance of Prof. Bill Tafoya (retired FBI) and Nancy Carnes of the Federal Bureau of Investigation; E. Ann Carson at the Bureau of Justice Statistics; William Ballweber at the National Institute of Justice; David Beatty, director of public affairs with the National Victim Center; Kris Rose at the National Criminal Justice Reference Service; Marilyn Marbrook and Michael Rand at the Office of Justice Programs; Mark Reading at the Drug Enforcement Administration; and Barbara Maxwell at USA Today.

Many manuscript reviewers have contributed to the development of Criminology Today. I offer my thanks to the following reviewers for the tenth edition:

Daniel Boudon, St. Francis College

Jeff Bry, Minnesota State Community and Technical College–Moorhead
Donna Massey, University of Tennessee at Martin
Chad Sexton, Ocean County College/State University of New York–Fredonia

I also thank the following reviewers for previous editions:

Reed Adams, East Carolina State University
Elizabeth Bondurant, Mercer County Community College
Michael P. Brown, Ball State University
Gregg Buchholz, Keiser University
Bryan D. Byers, Ball State University
Dianne Carmody, Old Dominion University
Steven M. Christiansen, Joliet Junior College
Tomasina Cook, Erie Community College
Myrna Cintron, Texas A&M University
Patrick G. Donnelly, University of Dayton
Ronald D. Hunter, State University of West Georgia
Steven Johnson, Eastern Arizona College
Daniel D. Jones, University of Washington
John Kirkpatrick, University of New Hampshire
Joan Luxenburg, University of Central Oklahoma
Eugene Matthews, Park University
M. Joan McDermott, Southern Illinois University
William McGovern, Sussex County Community College
Darrell K. Milk, Pima Community College (East Campus)
Robert Mutchnick, Indiana University of Pennsylvania
Michael Pittaro, Lehigh Valley College
Glen E. Sapp, Central Carolina Community College
Jennifer L. Schulenberg, Sam Houston State University
Louis Shepard, West Georgia Technical College
John Siler, Georgia Perimeter College
Tamson L. Six, Lack Haven University
Dianne Williams, North Carolina A&T State University
Jeffrey Zack, Fayetteville Technical Community College
Anthony W. Zumpetta, West Chester University

Finally, but by no means least, I am indebted to a small but very special group of contemporary criminologists who have laid the foundation for our discipline’s presence on the Internet. Among them are Cecil Greek at Florida State University, whose online lecture notes are massively informative; Tom O’Connor of Austin Peay State University, whose Megalinks in Criminal Justice site provides an amazingly comprehensive resource; Matthew Robinson at Appalachian State University, whose Crime Theory links allow visitors to vote on what they think are the causes of crime; and Bruce Hoffman, whose former Crime Theory site at the University of Washington offers many great insights into the field. All of these excellent resources were very useful in writing this book—and it is to these modern-day visionaries that Criminology Today owes much of its technological depth.
Frank Schmalleger, Ph.D., is Professor Emeritus at The University of North Carolina at Pembroke, where he also was recognized as Distinguished Professor. Dr. Schmalleger holds degrees from the University of Notre Dame and The Ohio State University; he earned both a master’s (1970) and a doctorate (1974) in sociology, with a special emphasis in criminology, from The Ohio State University. From 1976 to 1994, he taught criminology and criminal justice courses at The University of North Carolina at Pembroke, and 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 and taught courses in that curriculum for more than a decade. He has 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.


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 policy maker. 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 Schmalleger’s Amazon author page at: [http://amazon.com/author/frankschmalleger](http://amazon.com/author/frankschmalleger). Follow his tweets @schmalleger.