

Instructor's Manual
-and-
Test Item Bank

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Crime Control in America

An Assessment of the Evidence

John L. Worrall

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Introduction

The Instructor's Manual and Test Item Bank are designed to accompany *Crime Control in America: An Assessment of the Evidence* by John J. Worrall. The Instructor's Manual is designed to parallel the text book in a chapter-by-chapter format. A sample syllabus is constructed and placed at beginning of the manual. Following the manual, you will find a test item bank to utilize. Each chapter of the Instructor's Manual contains:

1. Learning Objectives

This section contains learning objectives for each chapter's material. These learning outcomes are to provide the instructor with a basis for assessing student learning. It is to help make the instructor's expectations explicit and to set appropriate criteria and high standards for learning quality.

2. Chapter Outline

The chapter outline provides a chronological list of individual topics in each chapter, including both major and secondary headings.

3. Key Concepts and Definitions

This section provides key terms and definitions used by the author. A definition and a corresponding page number for reference to its location in the text are cited.

4. Student Activities

The Instructor's manual also contains a series of suggested activities for your students. You can choose to assign these activities as out-of-class assignments, weekly homework, research projects, or extra-credit. Some of the activities involve Internet projects, while others involve off-campus contacts with criminal justice professionals.

5. Suggested Readings

Additional readings are suggested for students' interested in learning more about a key chapter topic.

6. Test Item Bank

Immediately following the Instructor's Manual is a series of test questions. The test item bank contains 15 multiple choice, 10 true-or-false, and 10 fill-in the blank questions for each chapter. Additionally, there are three instructor essay questions, with suggested answers.

We trust this manual will assist you in better organizing your instruction time, and enhance the students' learning experience in your course. We encourage you to offer any suggestions that you believe would improve this manual. Please send your comments to worrall@utdallas.edu.

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Sample Syllabus

Course Syllabus for Students Course Information

Course Title: CJ 390

Course Title: Crime Control in America

Section number: 001

Days and Times Course Meets: Monday/Wednesday/Friday, 11:00 a.m. to 11:50 a.m.

Room Location: Assessment Hall, Room 1342

Instructor Information

Instructor Name: Professor Carl Brawner, Professor of Criminal Justice

Phone Number: 531-0000

E-Mail: Carl.Brawner@Eastern.edu

Location of instructor's office: Room 2824 ICB

Office hours: Tuesday and Thursday, 12:30 p.m. to 2:30 p.m.

Introduction

Crime control in America focuses on the research regarding the effectiveness of various crime control programs. This course is designed to provide students with a broad analysis of both historic and contemporary crime control strategies implemented by the police, courts, legislators, and the correctional system. Studies indicating strengths and weaknesses of each strategy are examined. Special approaches outside the criminal justice system are reviewed, as well as juvenile crime issues. The course will offer suggestions as to where more research in this area might be best directed.

Required Textbook

Worrall, John J. (2006). *Crime Control in America: An Assessment of the Evidence*. Boston: Allyn and Bacon.

Course Objectives (Learning Outcomes)

Upon completion of this course, students will:

1. Have developed an understanding of the strategies used by the police, the courts and the correctional system in various crime control efforts.
2. Be aware of the dynamic growth of the criminal justice system, and how crime prevention became an industry.
3. Understand which methods to control crime have been successful and which ones have failed.
4. Be familiar with the evidence presented from scholarly studies regarding the effectiveness of various crime control policies.

Course Outline

Section One

Chapter 1:

Chapter 2:

Introduction

Identifying and Evaluating Crime Control

Crime Control Perspectives

Section Two

Chapter 3:

Chapter 4:

Chapter 5:

Chapter 6:

Law Enforcement Approaches

Traditional Policing

Proactive Policing, Directed Patrol, and Other Advancements

Community Involvement in Policing

Prosecutors and Crime Control

Section Three

Chapter 7:

Chapter 8:

Chapter 9:

Chapter 10:

Chapter 11:

Legislation, Courts, and Corrections

Crime Control Through Legislation

Crime Control in the Courts and Beyond

Sentencing

Probation, Parole, and Intermediate Sanctions

Rehabilitation, Treatment, and Job Training

Section Four

Chapter 12:

Chapter 13:

Chapter 14:

Approaches Beyond the Criminal Justice System

Individual, Family, and Household Crime Control

Crime Control in the Community and in Schools

Reducing Criminal Opportunities Through Environmental Manipulation

Section Five

Chapter 15

Juvenile Crime Control

Juvenile Crime Control

Section Six

Chapter 16

Conclusion

Putting It All Together, Explaining Crime Trends

Method of Evaluation

Exam one	100 points
Exam two	100 points
Exam three	100 points
Web-based homework	50 points
Attendance and participation	25 points
Total possible points	<u>375 points</u>

Your aggregate points will equate to the following letter grade:

337 to 375 points = 90% - 100%	A
300 to 336 points = 80% - 89%	B
262 to 299 points = 70% - 79%	C
225 to 261 points = 60% - 69%	D
224 points or less = 0 to - 59%	F

Course Calendar

This is a tentative schedule of readings and exam dates. The instructor reserves the right to change dates to accommodate additional topics, guest speakers, field trips, weather or unforeseen scheduling conflicts.

WEEK	ASSIGNMENT
Week One	Chapter 1: Identifying and Evaluating Crime Control
Week Two	Chapter 2: Crime Control Perspectives
Week Three	Chapter 3: Traditional Policing
Week Four	Chapter 4: Proactive Policing, Directed Patrol, and Other Advancements
Week Five	Chapter 5: Community Involvement in Policing
Week Six	Chapter 6: Prosecutors and Crime Control
Week Seven	Chapter 7: Crime Control Through Legislation
Week Eight	Chapter 8: Crime Control in the Courts in the Courts and Beyond
Week Nine	Chapter 9: Sentencing
Week Ten	Chapter 10: Probation, Parole, and Intermediate Sanctions
Week Eleven	Chapter 11: Rehabilitation, Treatment, and Job Training
Week Twelve	Chapter 12: Individual, Family, and Household Crime Control
Week Thirteen	Chapter 13: Crime Control in the Community and in Schools
Week Fourteen	Chapter 14: Reducing Criminal Opportunities Through Environmental Manipulation
Week Fifteen	Chapter 15: Juvenile Crime Control
Week Sixteen	Chapter 16: Putting it all Together and Explaining Crime Trends

Chapter 1: Identifying and Evaluating Crime Control

Learning Objectives

After reading this chapter students should be able to:

1. Name the various types of crimes.
2. Discuss the costs of crime to society.
3. Identify laws and official and unofficial policies and approaches.
4. Evaluate the importance of defining the crime problem, possible solutions and desired outcomes.
5. Discuss qualitative and quantitative research and macro- and micro-level crime control.
6. Explain displacement and diffusion
7. Identify the theme on which this book builds.

Chapter Outline

Crime Control and Prevention

The Crime Problem in America

Types of Crime

The Ever-Expanding Criminal Law

Incidence of Crime

Costs of Crime and Criminals

Is Fear of Crime Worse Than Crime Itself?

Approaches, Not Just Policies

Laws

Official Policies, Written and Unwritten

Unofficial Approaches

On the Importance of Definitions

Defining the Crime Problem

Defining the Solution

Defining the Desired Outcome

Evaluating Success: An Impossible Task?

The Hard and Soft Sciences

The Elusive Criminal Justice Experiment

You *Can* Prove Anything with Statistics

Qualitative and Quantitative Research

Macro- and Micro-Level Crime Control

Displacement and Diffusion

Measuring Displacement and Diffusion

Summary

The Tentative Nature of Scientific Knowledge

The Measures Used

When New Data Become Available

Alternate Settings: The Generalization Problem

Other Concerns

How Resources Dictate Public Policy and Guide Research

Academic Crusaders and Bandwagon Science

How Crime Control is Accomplished: A Preview of What's to Come

Guns and Drugs: The Real Attention Getters

Does it Work?

Effective Does Not Always Mean Best

Conclusion

Key Concepts and Definitions

Academic crusade (p. 20) researchers who use science to (?) advance their own political priorities

Bandwagon science (p. 20) researchers who seek funding for current hot topics

Classical experiment (p. 14) a technique for conducting research consisting of three elements: a) a treatment group and a control group, b) a pretest and a posttest, and c) a controlled intervention

Diffusion (p. 17) also called a free rider effect; diffusion is characterized by a reduction in crime in targeted and surrounding areas

Displacement (p.17) short-term reductions in crime because the problems have moved into neighboring areas

Hard money (p.20) money that is given to an agency through the appropriations process

Hard sciences (p.14) disciplines where research is usually conducted in tightly controlled laboratory settings

Macro-level crime control (p.16) responses to the crime problem that are intended to have a dramatic effect on crime, affecting many people at the same time

Micro-level crime control (p.16) responses to the crime problem that are geographically isolated, concerning smaller numbers of research subjects and sometimes individuals

Outcome (p. 13) the resulting crime rate in relationship to a crime control policy

Outcome evaluation (p.14) a method of determining whether some form of social action is a success or failure

Process evaluation (p. 14) a means of determining whether a program or policy is operating as it was intended

Qualitative research (p. 16) analyzing data in a nonnumeric method to discover underlying means and build theories (In-depth research on a specific location or group; descriptive and anecdotal.)

Quantitative research (p. 16) the analysis of numerical data, using charts, graphs, and other statistics (Research on a large number of cases; usually requires number-crunching)

Soft money (p. 20) money sought through funding sources such as units of government and private foundations

Soft sciences (p. 14) fields that focus on the study of social phenomena in their natural settings

Solution (p. 12) a means to control the crime problem

Victimization paradox (p.9) individuals or groups whose fear of violent crime exceeds their actual rates of victimization

Student Activities

Activity One

Crime control is frequently presented in the media. More specifically, many television shows, music videos, daytime soaps and prime-time specials portray different perspectives regarding the criminal justice system. On the lines below, list at least four television shows that you have seen depicting police operations, investigative work, court cases, or a correctional setting. How did these shows represent that criminal justice agency?

Could you identify any problems regarding crime control?

Do you think the shows provided a realistic image of a criminal justice agency? Why or Why not?

Activity Two

An effective way for you to explore the difficulty in evaluating crime control policies is to talk to criminal justice practitioners. This assignment requires you to interview at least one representative of a criminal justice agency. For example, you could interview a police detective, a state's attorney, a deputy sheriff, or even a probation officer. Prepare a short list of questions to find out what criminal activity is considered to be a serious problem in your city or town. After identifying a specific crime, ask this person if there are any special programs, crackdowns or special units that are targeting this particular criminal element. Finally, ask this criminal justice practitioner to comment on the success of such programs that attempt to control this criminal behavior. Prepare a short summary of your questions and answers to share with your classmates.

Suggested Readings

Bureau of Justice Statistics, *Crime in the Nation's Households, 2000*. Washington D.C.: U.S. Department of Justice, 2002.

J. Austin. "Why Criminology is Irrelevant," *Criminology and Public Policy* 2(2003):557-564.

Office of National Drug Control Policy, *The Economic Costs of Drug Abuse in the United States, 1992-1998*. Washington D.C. Executive Office of the President, September 2001.

Chapter 2: Crime Control Perspectives

Learning Objectives

After reading this chapter students should be able to:

1. Discuss the sequence of events in the Criminal Justice System.
2. Explain why the criminal justice system is labeled as a nonsystem.
3. Explain the different levels of the Criminal Justice Wedding Cake.
4. Describe the difference between the conflict and consensus perspectives.
5. Understand the consequences that crime has upon society.
6. Describe the different perspectives and goals of crime control.

Chapter Outline

Operational Perspectives

Due Process and Crime Control
System and Nonsystem
The Funnel Model of Justice
The Criminal Justice Wedding Cake

Political Perspectives

Liberals and Conservatives
Consensus and Conflict

Other Perspectives

Faith and Fact
Crime Control and Revenue Generation
Politics and Ivory Towers

Goals of Crime Control

Deterrence
Retribution
Incapacitation
Rehabilitation
Summary

Conclusion

Key Concepts and Definitions

Absolute deterrence (p. 38) the idea that the criminal justice system as a whole deters crime

Conflict (p. 33) a criminal justice perspective that assumes the system's subcomponents work in sectional interests, to serve their own agency

Consensus (p. 33) a political viewpoint that assumes the system's subcomponents work together harmoniously

Conservative perspective (p. 32) supports the crime control model

Crime control (p. 26) the criminal threat to public safety should take precedence over individual rights

Criminal justice wedding cake (p. 29) an illustration of how the seriousness of an offense relates to the outcome of the criminal justice process

Due process (p. 24) those who seek to protect personal freedoms within the process of criminal justice

Funnel model of justice (p. 27) the sequence of events in the criminal justice system from the observed crime through the punishment phase

General deterrence (p. 38) individuals choose not to commit crime due to the sanctions of law

Incapacitation (p. 39) the removal of criminals from society, usually through permanent incarceration

Just deserts (p. 39) the belief that criminals should be punished fairly and justly for the crimes they commit

Liberal perspective (p. 31) a belief that favors protection of individual rights and liberties to a higher degree than conservatives

Marginal deterrence (p. 38) incremental changes in the criminal justice system that lead to a deterrence in crime

Nonsystem (p. 27) the belief that the criminal justice system is not an orderly and harmonious structure

Operational perspective (p. 24) beliefs about how the justice system should operate or how it does operate

Political perspective (p. 30) a perspective that helps us examine our own set of beliefs and priorities for addressing social problems

Rehabilitation (p. 40) a planned intervention intended to change a behavior

Retribution (p. 39) punishing criminals on the basis of the severity of their crimes

Specific deterrence (p. 38) a specific sanction that leads the offender to steer clear of crime for the duration of his or her lifetime

System (p. 26) a group of interacting, interrelated, or interdependent entities that work together

Student Activities

Activity One

A pressing issue in today's criminal justice system is how to provide security from terrorism, so that citizens can continue to move freely throughout society. On the lines below, list five recommendations that you believe would improve federal or state law enforcement agencies, in their efforts to better protect the United States from terrorism.

1. Why is it difficult to protect United States citizens from terrorist attacks?
2. Would recommendations you listed create controversy under the individual rights perspective? Why or why not?

Activity Two

In the space provided below, provide an answer to the following scenario.

Kathy Doherty was arrested for possession of cocaine. This is her first drug offense, and she had no prior arrest record. Additionally, she was charged with fencing stolen property to make money to support her drug habit. The police had seized exactly \$3,000 of stolen jewelry and \$1,200 of clothing that had been stolen from a local shopping mall. Kathy was subsequently convicted on felony drug charges, as well as felony possession of stolen property.

You are to be the judge deciding her sentence. Before rendering your decision, review the goals of crime control in chapter 2. Decide which punishment best serves the offender and society. Then decide what type of sentence you want to give Kathy.

Suggested Readings

John L. Worrall, *Criminal Procedure: From First Contact To Appeal*, 2004. Boston:Allyn and Bacon.

Nils Christie, (1994). *Crime Control as Industry*. 2nd ed. London:Routledge.

J. Reiman, *The Rich get Richer and the Poor get Prison*. (6th ed.) Boston:Allyn and Bacon, 2001.

Crime Control in America introduces readers to the many methods of crime control and reviews the research concerning their effectiveness. The text covers policing, prosecution and courts, and legislative methods of crime control. It also moves beyond the justice system and examines the effectiveness of crime control at the individual, family, school, and community levels. Finally, it covers environmental criminology, juvenile crime control, and explanations of large-scale crime trends, particularly the reductions witnessed during the 1990s. This book covers most of the different aspect of criminal justice: policing, courts, prosecution, etc. It also proposes varies of crime control and the effectiveness of each. This is an overall good book to hold on to as a reference for criminal justice courses.

why is criminal justice considered an institution of social control? it persuades people to abide by a limited range of social values made into law. which of the following would an advocate of the crime control model most likely support? fewer restrictions on questioning longer prison sentences. a politically defined geographical area in the criminal justice system is known as a. jurisdiction. in 2009, a total amount of _ was spent on civil and criminal justice in the US. 258 billion. which of the following are among the most common calls that the police departments answer? Evidence forms the building blocks of the investigative process and for the final product to be built properly, evidence must be recognized, collected, documented, protected, validated, analyzed, disclosed, and presented in a manner which is acceptable to the court. The term "evidence," as it relates to investigation, speaks to a wide range of information sources that might eventually inform the court to prove or disprove points at issue before the trier of fact. Sources of evidence can include anything from the observations of witnesses to the examination and analysis of physical objects. In assessing the probative value of witness evidence, the court will consider several factors that we will discuss in more detail in our chapter on witness management. These include

Crime Control in America introduces readers to the many methods of crime control and reviews the research concerning their effectiveness. The text covers policing, prosecution and courts, and legislative methods of crime control. It also moves beyond the justice system and examines the effectiveness of crime control at the individual, family, school, and community levels. Crime Control in America introduces readers to the many methods of crime control and reviews the research concerning their effectiveness. The text covers policing, prosecution and courts, and legislative methods of crime cont... Details about Crime Control in America: Can business activity in itself be morally good and pleasing to God? Sometimes business can seem so shady-manipulating the "bottom line," deceiving the consumer, or gaining promotions because of whom you know. But Wayne Grudem introduces a novel concept: business itself glorifies God when it is conducted in a way that imitates God's character and creation. He shows that all aspects of business, including ownership, profit, money, competition, and borrowing and lending, glorify God because they are reflective of God's nature. Though Gr