

# CJ2019

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*This book is dedicated to Gretchen,  
my wife.*

*This book is dedicated to my mother,  
Frances.*



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# Preface

## Introducing the Justice Series

When  
best-selling  
authors

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

Several years ago, we embarked on a journey to create affordable texts that engage students without sacrificing academic rigor. We tested this new format with Fagin’s *CJ2010* and Schmalleger’s *Criminology* and received overwhelming support from students and instructors.

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

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

Although brief, affordable, and visually engaging, the Justice Series is no quick, cheap way to appeal to the lowest common denominator. Modern, relevant, dynamic, and approachable; *CJ 2019* is designed to keep students engaged with the incorporation of interactive components and eye-catching visuals throughout the chapters. It’s a series of texts and support tools that are instructionally sound and student-approved.

## The Author’s Approach

Each instructor has his or her own teaching style and objectives and introductory classes are offered in different formats, including accelerated terms, hybrid, and online classes. *CJ 2019* is designed to be flexible in order to be able to meet the needs of each of these formats. Today’s college classroom embodies a diverse mix of traditional and non-traditional students, most of whom are seeking quick access to pertinent and relevant information that translates well into practice. While the Justice Series fulfills the needs of the contemporary student, the release of *CJ 2019* provides an enhanced repertoire of current events and resulting challenges as faced by our contemporary practitioners working in subfields of law enforcement, correctional management and administration, and the American court system. It also brings an interdisciplinary perspective to some of these

issues, asking readers to critically consider the cross-systems nature of crime, law, and justice, and the benefits of taking a more integrative approach to problem-solve.

## New to *CJ2019*

*CJ2019* retains the outstanding format and supplemental materials associated with the Justice Series. However, there are some exciting changes in *CJ2019*. Among these changes are the following:

- The order of Chapters 2 and 3 from the previous edition has been reversed: the topic of measuring crime is now presented before the discussion of crime theory.
- Chapter 3 on theories of crime has been rewritten and now incorporates theories of victimization.
- New web links related to careers in policing and corrections and alternate crime data sources now appear throughout the text.
- There were significant changes in the field of criminal justice in 2017 and 2018. Changes incorporated into this edition include new judicial and legislative developments; new debates about the police in the context of police–community relations, technology, and transparency; and police training in relation to dealing with trauma and responding to the risks and needs of special populations—in particular, individuals who have mental health issues, and new developments in immigration policy and homeland security.
- Chapter Introductions, Think About It boxes, and Case Studies have been updated to reflect current events and issues in criminal justice.
- A new end-of-chapter feature titled “Career Spotlight” has been incorporated throughout select chapters in the book. This section provides quick snapshot of varied career paths from the perspectives of practitioners.
- Graphs, tables, and data have been updated to reflect the most current data available. In some cases, new graphics and figures reflecting more current concerns have been added.
- The timeline has been updated to include current events that have impacted the criminal justice system. This timeline helps students understand the historical development of the criminal justice system and place events in chronological order.
- Chapter 14 has been restructured and renamed “Trending Topics”; maintaining its discussion of Homeland Security, but now it also incorporates updated materials related to immigration and the management and diversion of people with serious mental illness in the criminal justice system.



## ► Instructor Supplements

### *Instructor's Manual with Test Bank*

Includes content outlines for classroom discussion, teaching suggestions, and answers to selected end-of-chapter questions from the text. This also contains a Word document version of the test bank.

### *TestGen*

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

### *PowerPoint Presentations*

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

To access supplementary materials online, instructors need to request an instructor access code. Go to [www.pearsonhighered.com/irc](http://www.pearsonhighered.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.mypearsonstore.com](http://www.mypearsonstore.com).

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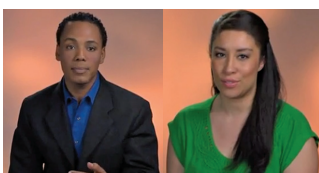
**Revel** is an interactive learning environment that engages students and helps them prepare for your class. Reimagining their content, our authors integrate media and assessment throughout the narrative so students can read, explore, and practice, all at the same time. Thanks to this dynamic reading 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

### Author Explanatory Videos



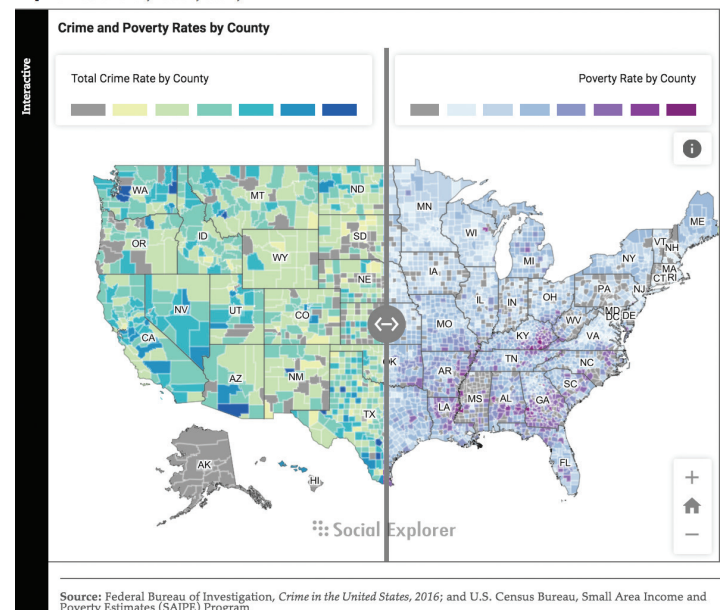
### Point/CounterPoint Videos



assign the topics your students cover. Author Explanatory Videos, application exercises, and short quizzes engage students and enhance their understanding of core topics as they progress through the content.

Instead of simply reading about criminal justice, students are empowered to think critically about key topics. For example, Point/Counterpoint videos explore different views on controversial issues such as search and seizure, profiling, prisoner rights, and

Map Crime and Poverty Rates by County



the Patriot Act. New Social Explorer Maps integrated into the narrative ask students to examine crime and corrections data correlated with socio-economic and other criminal justice data across the United States.

**Interactive**

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

Strongly Agree  
 Agree  
 Neutral  
 Disagree  
 Strongly Disagree

PREVIOUS PAGE 1 OF 1 SUBMIT

New 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.

Through its engaging learning experience, Revel helps students better understand course material while preparing them to meaningfully participate in class.

## 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 help 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. It is available for download from the App Store or Google Play. Visit [www.pearsonhighered.com/revel/](http://www.pearsonhighered.com/revel/) to learn more.

## ► Acknowledgments

**To be seen above the crowd, stand upon the shoulders of others.**

The production of a major textbook requires the talents of dozens of persons. This is especially true of *CJ2019* as it is included in Pearson's CJ Series and includes numerous additional instructional resources. A significant change for CJ 2019 is the addition of Dr. Michele Bratina as coeditor. Dr. Bratina has added an exciting and new perspective to the

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## ► About the Authors

Dr. James A. Fagin has taught in the criminal justice field since 1973. He has taught undergraduate and graduate classes and has taught criminal justice classes for military officers at Command and General Staff College. Dr. Fagin has authored over a dozen criminal justice texts. One of the things that has helped Dr. Fagin in producing an introductory textbook is the fact that he has had the opportunity to be associated with the entire spectrum of the criminal justice system during his career. In addition to his academic career, Dr. Fagin has been a professional consultant to local and federal law enforcement agencies, the state courts, and local, state, and federal correctional facilities. In addition to teaching university classes, Dr. Fagin has taught at police and correctional academies. During his career, he has been a professor of criminal justice studies and Program Director at Lincoln College–Normal (LCN), located in Normal, Illinois; professor and Chair of the Criminal Justice Department at Chaminade University of Honolulu, the oldest and largest criminal justice program in Hawaii; and assistant professor and Director of Outreach Programs at Wichita State University. In addition to his experience in criminal justice, Jim served as Graduate School Dean at East Stroudsburg University and was Acting President of Kima International Theological College, a three-year college in Kenya, East Africa. Dr. James Fagin is a pioneer in criminal justice education and has been involved in innovative criminal justice education programs for over four decades. He developed one of the early models of statewide delivery of criminal justice undergraduate and graduate degrees for Kansas. During the developing years of criminal justice education, Jim worked as a consultant and instructor for the Law Enforcement Assistance Administration (LEAA) to develop model criminal justice curriculum in research, administration, and planning to promote quality nationwide education in criminal justice. Under the oversight of LEAA, these model curriculums were developed by an elite team of practitioners and educators and were field-tested throughout the United States. Dr. Fagin wrote some of the classical literature on computer crime, police bargaining and unions, presidential candidate security, domestic disturbance resolution, and hostage negotiations. His articles on international terrorism have been translated and published in major criminal justice journals in Japan. He received the American Society of Criminal Justice Hawai'i chapter's award for outstanding contributions to Public Administration for his achievement in establishing a master's degree in public administration at Chaminade University of Honolulu. He has received numerous other awards for contributions to hotel security, forensic investigations, and excellence in teaching. These works emerged from active involvement with federal, state, and local criminal justice agencies. Jim was a commissioned deputy sheriff training officer and polygraph examiner for the Wyandotte County (Kansas) Sheriff's Department and a Commissioned Reserve Police Officer in the Kansas City (Kansas) Police Department. He served on the Kansas Victims' Rights Commission to help establish the charter

victims' rights legislation for the state. He assisted in implementing the first domestic disturbance response policy for the Wichita, Kansas Police Department. He received his B.A. degree from the University of Nevada, Las Vegas, and his M.S. and Ph.D. from Southern Illinois University–Carbondale, Illinois. Textbooks such as this are an ongoing work in progress, and the author welcomes communication and correspondence about his work. Dr. Fagin can be contacted at jamesfagin@gmail.com.

Dr. Michele P. Bratina has taught in the criminal justice field since 2005, teaching students in both undergraduate and graduate classes. Dr. Bratina has authored a diverse mix of publications, including book chapters, texts, encyclopedia entries, and journal articles on topics such as human trafficking, psychiatric crisis intervention training with police, and the aging correctional population. Her exposure to multiple systems of care in the course of her career has helped her produce materials and to update existing materials as coauthor of an introductory textbook. In addition to teaching university classes, Dr. Bratina has taught part of a curriculum for police crisis intervention at a rural local in southcentral Pennsylvania. During her career, she has been an instructor of record for the criminal justice program at the University of Little Rock, Arkansas, and in the criminology department at the Indiana University of Pennsylvania; Program Director of the criminal justice and justice studies programs at Keiser University in West Palm Beach; and an Assistant Professor of criminal justice at Shippensburg and West Chester Universities, both located in Pennsylvania. In addition to her experience in academia, Dr. Bratina has worked for the Florida Department of Children and Families-Substance Abuse and Mental Health Program Office as a Coordinator of Forensic and Children's Mental Health; as a result of this experience, she has been a professional consultant for local and county-level agencies pursuing data analysis and continued grant-funded programs pertaining to the management and care of justice-involved persons with mental illness and histories of trauma and addiction. Dr. Bratina has particular expertise in Crisis Intervention Team (CIT) training programs, and has served as a consultant on several steering committees at various stages of program development and assessment. She received the Academy of Criminal Justice Sciences (ACJS) SAGE Junior Faculty Professional Development Teaching Award multiple times for significant promise as a teacher. She has received other awards for excellence in mentoring, teaching, and service contributions, including faculty of the year and an award for a human trafficking awareness event she directed at Shippensburg University. Dr. Bratina received her B.S. degree (Applied Behavioral Science) from the Pennsylvania State University—Harrisburg, her M.A. (Criminal Justice) at the University of Arkansas—Little Rock, and Ph.D. from Indiana University of Pennsylvania. She also completed one year of study at the William H. Bowen School of Law, also in Little Rock, Arkansas. Dr. Bratina can be contacted at mbratina@wcupa.edu.

