CJ 2019 1st edition Fagin Test Bank

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Online Instructor's Manual with Test Bank

for

CJ 2019

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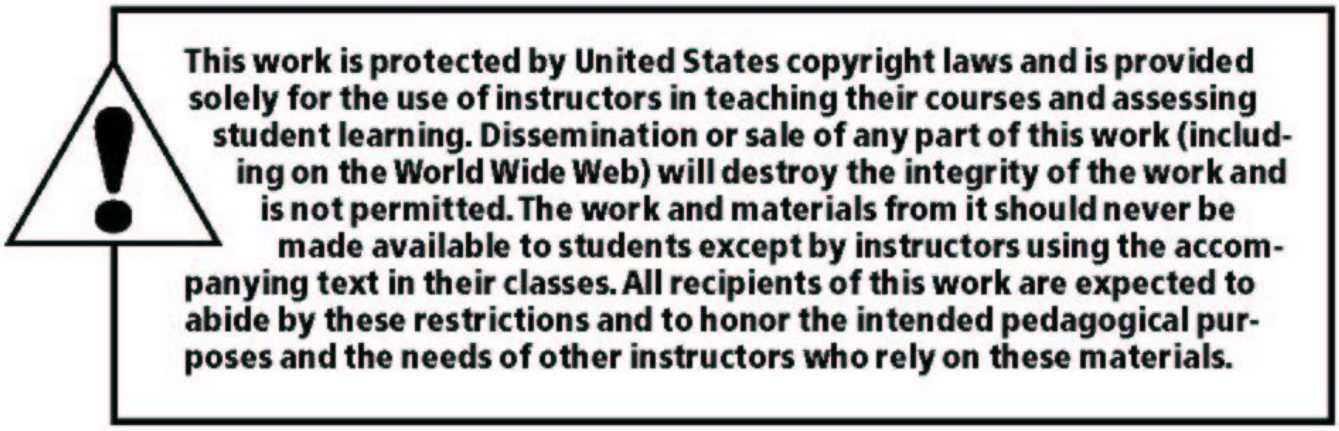
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To the Instructor

This manual is provided to assist and guide you in creating lesson plans for your Introduction to Criminal Justice course using the textbook *CJ2019* written by James A. Fagan. It starts with sample syllabi for a 10-week and a 16-week course. Following the syllabi are frameworks for each chapter, which include a chapter overview, chapter objectives, a lecture outline, additional assignments and class activities, and suggested answers to the end-of-chapter questions. Following the chapter schematics is a test bank containing a variety of assessment options.

CJ2019 is a continuation of the groundbreaking Justice Series. It retains the outstanding format and supplemental materials associated with the Justice Series with some exciting changes. It offers both instructor and student a wide-ranging examination of the criminal justice system, its processes, and controversies. The supplemental materials associated with the Justice Series have been enhanced, especially the alignment of learning outcomes with text material and supplements.

While *CJ2019* has been extensively updated, it has retained the same core of instructional material for each chapter. Thus, instructors will find that they can continue to use instructor-produced PowerPoint slides, lecture outlines, and other instructional lecture material from previous editions. The book is designed to provide an overview of the American criminal justice system for the undergraduate student. It is designed to facilitate different methods of learning by use of visual graphics and chapter features to help students comprehend the material. Each chapter is carefully crafted so that the instructor can customize the topics covered. This concept is extended with various e-book options that allow the instructor to customize the text.

CJ2019 includes coverage of current issues that have been incorporated by use of the Chapter Introductions, Think About It boxes, and case studies. The Think About It boxes and case studies, drawn from the most current media news, encourage students to go beyond memorization to explore applications, conflicts, and ethical issues. These features can be used for online discussion board topics or in-class discussions or short critical thinking paper assignments. 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 learning outcomes are clearly identified for each chapter. This feature allows instructors to link the course learning outcomes to department and university learning outcomes. It also helps students retain the major ideas of the chapter. Learning outcomes, glossary terms, and chapter summaries are integrated to help students comprehend the important points of the chapter. Lastly, 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.

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Syllabi

Course Syllabus (10 week)

Course Title: Intro to Criminal Justice
Credit Hours:
Date:
Prerequisite:

Course Number:
Course Length: 10 Weeks
Course Schedule:
Instructor:
Phone:
Email:

Course Description:

This course offers an overview of the criminal justice system. It examines the nature and causes of crime, criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole, community corrections, and juvenile justice. It briefly covers the history of crime in America and includes relevant terminology.

Course Materials

- *CJ2019*
  James A. Fagan & Michele P. Bratina
  ISBN-10: ISBN 0135202175
  ISBN-13: ISBN 9780135202173
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Course Assignments

- **Exams** (50 points each – 150 points)

There are three (3) multiple-choice exams. The exams are not cumulative but will be based on the chapters presented immediately preceding each exam.

- **Final exam** (100 points)

There will be final exam for this class. The format for the exam may consist of some type of multiple choices, fill-ins the blanks, and/or essay questions that pertain to all of the information presented.

- **Instructor homework assignments** (10 points each – 80 points)

Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.

- **Miscellaneous graded in-class assignments** (10 points each for 120 points)

Students will complete assignments in class for points.

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- **Project Paper** (50 Points)

Students will write a research paper about a criminal Justice career that is of interest to them. The paper will be in APA format and contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be the textbook.

APA Style:

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association. (http://apastyle.apa.org/)

Long Island University: (http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm)

Purdue Online Writing Lab: (http://owl.english.purdue.edu/owl/resource/560/01/) Visit the Online Writing Lab (called OWL) whenever you have an APA question. APA Tutorial (http://www.apastyle.org/learn/) This tutorial teaches how to write using the APA format.

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

Plagiarism

- Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA). Using another's intellectual creation without permission or without giving appropriate credit is the academic equivalent of theft.

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Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred
- No credit on the assignment, paper, test, or exam on which the violation occurred
- A failing grade for the course
- Suspension or dismissal from the college

Grade Categories	Total Points
Three quarterly exams	150
Instructor homework assignments	80
In class graded assignments or participation	120
Project Paper	50
Final exam	100
Total:	500

Grading Scale		
Letter Grade	**Point Scale**	**Interpretation**
A	450-500	Excellent
B	400-449	Good
C	350-399	Average
D	300-349	Below Average
F	Below 300	Failed to Meet Course Objectives

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Class Rules

- **Attendance**

The requirement to attend class should not be taken lightly. Attendance is considered an important part of the course. Excessive unexcused absences will negatively impact on the classroom participation grade as well.

- **Make-ups**

Students who have scheduling conflicts with an exam are expected to make arrangements with instructor in advance. Students are allowed one make-up on an exam per semester. The instructor will announce the make-up date and time. There is no make-up on the final exam.

- **Student Conduct**

Students are responsible for knowing the regulations of the department, college, and university with regards to topics such as withdrawals, incomplete grades, student conduct, and academic misconduct (those who engage in any form of academic dishonesty will fail this course). Students may review these rules at: _____.

- No use of cell phones will be allowed in the classroom.

Class Schedule

Class	Date	Discussion Topic	Learning Activities / Resources	Graded Assignments
Wk 1		Introduction Overview of syllabus and course material Ice breaker activity Pre-Test	During this first week you will be introduced to the course and walked through the syllabus. You will be given the first *Instructor Homework Assignment*. You will also receive clarification on the research paper so you can get started. Lastly, you will take a pre-test that is not graded. Reading for next week: Ch 1 & 2	IHA #1 *(10 points)* Due _____

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Wk 2		Ch 1: Introduction to Criminal Justice Ch 2: Crime: Measuring Crime and Victimization PowerPoint Lecture	During this class you will participate in a discussion about IHA #1. You will view the first PowerPoint lecture on the first two chapters and participate in class exercises and discussions to earn participation points. Study guides will be passed out for exam #1 over first four chapters. Reading for next week: Ch 3 & 4	IHA #2 *(10 points)* Due _____ ICA #1 *(10 points)* ICA #2 *(10 points)*
Wk 3		Ch 3: The Search for Understanding Ch 4: Criminal Law: Crimes and the Limits of Law PowerPoint Lecture	During this class you take your 1st exam. You will participate in a discussion about IHA #2. You will view a PowerPoint lecture for chapters 3 & 4 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 5 & 6	Exam #1 *(50 points)* IHA #3 *(10 points)* Due _____ ICA #3 *(10 points)*
Wk 4		Ch 5: An Overview of Law Enforcement: History, Agencies, Personnel, and Strategies Ch 6: Oversight and Professionalism of Law Enforcement PowerPoint Lecture	During this class you will participate in a discussion about IHA #3. You will view a PowerPoint for chapters 5 & 6 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #2 over chapters 5-8. Reading for next week: Ch 7 & 8	IHA #4 *(10 points)* Due _____ ICA #4 *(10 points)* ICA #5 *(10 points)*

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Wk 5		Ch 7: The Court System Ch 8: Courtroom Participants and the Trial PowerPoint Lecture	During this class you will take your 2nd exam. You will participate in a class discussion about IHA #4. You will view a PowerPoint for chapter 7 & 8 and participate in class exercises and discussions to earn participation points. Paper is due next week Reading for next week: Ch 9 & 10	Exam #2 (50 points) IHA #5 *(10 points)* Due _____ ICA #6 *(10 points)*
Wk 6		Ch 9: Sentencing Ch 10: Jails and Prisons PowerPoint Lecture	During this class you turn in your paper. You will participate in a discussion about IHA #5. You will view a PowerPoint for chapters 9 & 10 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 11 & 12	Paper *(50 points)* IHA #6 *(10 points)* Due _____ ICA #7 *(10 points)*
Wk 7		Ch 11: Probation and Parole Ch 12: Corrections in the Community PowerPoint Lecture	During this class you will receive your graded papers. You will participate in a class discussion on IHA #6. You will view a PowerPoint for chapter 6 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #3 over chapters 8-12. Reading for next week: Ch 13 & 14	IHA #7 *(10 points)* Due _____ ICA #8 *(10 points)* ICA #9 *(10 points)*
Wk 8		Ch 13: The Juvenile Justice System Ch 14: Trending Topics PowerPoint Lecture	During this class you will take your 3rd exam. You will participate in a class discussion on IHA #7. You will view a PowerPoint for chapters 13 & 14 and participate in class exercises and discussions to earn participation points.	Exam #3 *(50 points)* IHA #8 *(10 points)* Due _____ ICA#10 (10 points)

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Wk 9			During this class period you will hear from a guest speaker in the criminal justice system or will discuss IHA #8 and participate in class discussions on special topics. Study guide handed out for the final exam over chapters 13-14. Post-test (not graded)	ICA #11 *(10 points)* ICA #12 *(10 points)*
Wk 10		Final Exam	Final Exam	Final Exam *(100 points)*

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Course Syllabus (16 week)

Course Title: Intro to Criminal Law
Credit Hours:
Date:
Prerequisite:

Course Number:
Course Length: 16 Weeks
Course Schedule:
Instructor:
Phone:
Email:

Course Description:

This course offers an overview of the criminal justice system. It examines the nature and causes of crime, criminal law, constitutional safeguards, and the organization and operation of the criminal justice system including the police, courts, jails, prisons, probation and parole, community corrections, and juvenile justice. It briefly covers the history of crime in America and includes relevant terminology.

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- **Final exam** (100 points)

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- **Instructor homework assignments** (10 points each – 70 points)

Assignments will be given out throughout the semester. Students are expected to complete each assignment and submit them on the due date.

- **Miscellaneous graded in-class assignments** (10 points each for 130 points)

Students will complete assignments in class for points.

- **Project Paper** (50 Points)

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research, and a conclusion. The paper must contain in-text citations from at least three sources. One of the sources must be the textbook.

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Wk 2		Ch 1: Introduction to Criminal Justice PowerPoint Lecture	During this class you will participate in a discussion about IHA #1. You will view the first PowerPoint lecture and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 2	IHA #2 *(10 points)* Due _____ ICA #2 *(10 points)*

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Wk 3		Ch 2: The Search for Understanding PowerPoint Lecture	During this class you will participate in a discussion about IHA #2. You will view a PowerPoint lecture for chapter 2 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 3	IHA #3 *(10 points)* Due _____ ICA #3 *(10 points)*
Wk 4		Ch 3: Measuring Crime and Victimization PowerPoint Lecture	During this class you will participate in a discussion about IHA #3. You will view a PowerPoint for chapter 3 and participate in class exercises and discussions to earn participation points. Study guides will be passed out for exam #1 over first three chapters. Reading for next week: Ch 4	ICA #4 *(10 points)*
Wk 5		Ch 4: Criminal Law: Crimes and the Limits of Law PowerPoint Lecture	During this class you take your 1st exam. You will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 4 and participate in class exercises and discussions to earn participation points. Paper is due next week Reading for next week: Ch 5	Exam #1 *(50 points)* ICA #5 *(10 points)*

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Wk 6		Ch 5: An Overview of Law Enforcement: History, Agencies, Personnel, and Strategies PowerPoint Lecture	During this class you will view a PowerPoint for chapter 5 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 6	Paper *(50 points)* IHA #4 *(10 points)* Due _____ ICA #6 *(10 points)*
Wk 7		Ch 6: Oversight and Professionalism of Law Enforcement PowerPoint Lecture	During this class you will receive your graded papers. You will participate in a class discussion on IHA #4. You will view a PowerPoint for chapter 6 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #2 over chapters 4, 5, and 6. Reading for next week: Ch 7	ICA #7 *(10 points)*
Wk 8		Ch 7: The Court System PowerPoint Lecture	During this class you will take your 2nd exam. You will view a PowerPoint for chapter 7 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 8	Exam #2 (50 points) IHA #5 *(10 points)* Due _____ ICA #8 *(10 points)*
Wk 9		Ch 8: Courtroom Participants and the Trial PowerPoint Lecture	During this class you will participate in a class discussion on IHA #5. You will view a PowerPoint for chapter 8 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 9	ICA #9 *(10 points)*

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Wk 10		Ch 9: Sentencing PowerPoint Lecture	During this class you will view a PowerPoint for chapter 9 and participate in class exercises and discussions to earn participation points. Study guide handed out for exam #3 over chapters7, 8, and 9. Reading for next week: Ch 10	ICA #10 *(10 points)*
Wk 11		Ch 10: Jails and Prisons PowerPoint Lecture	During this class you will take your 3rd exam. You will participate in a class discussion on the assignment from last week. You will view a PowerPoint for chapter 10 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 11	Exam #3 *(50 points)* IHA #6 *(10 points)* Due _____ ICA #11 *(10 points)*
Wk 12		Ch 11: Probation and Parole PowerPoint Lecture	During this class you will participate in a class discussion on IHA #6. You will view a PowerPoint for chapter 11 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 12	ICA #12 *(10 points)*
Wk 13		Ch 12: Corrections in the Community PowerPoint Lecture	During this class you will participate in a class discussion on last week's assignment. You will view a PowerPoint for chapter 12 and participate in class exercises and discussions to earn participation points. Reading for next week: Ch 13	IHA #7 *(10 points)* Due _____ ICA #13 *(10 points)*

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Wk 14		Ch 13: The Juvenile Justice System	During this class you will participate in a class discussion on IHA #7. You will view a PowerPoint for chapter 13 and participate in class exercises and discussions to earn participation points.	
Wk 15		Chapter 14: Trending Topics	During this class period you will hear from a few guest speakers in the criminal justice system. Study guide handed out for the final exam over chapters 10-14, and anything else selected by the instructor. Post-test (not graded)	
Wk 16		Final Exam	Final Exam	Final Exam *(100 points)*

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Chapter 1

Introduction to Criminal Justice

CHAPTER OVERVIEW

A government by the people should not infringe upon individual rights. The power of government to enforce laws must be balanced in conjunction with the need to preserve individual liberties. The law should not treat individuals differently because of their socioeconomic status, race, religion, or other social characteristics not related to an alleged offense. Hence, when government is perceived to violate individual liberties; protests and demonstrations can result. The balancing of individual rights and public safety is achieved through formal sanctions found within the criminal justice system. A restriction on government power is referred to as due process rights.

During the "Amherst Uprising" in the fall of 2015, hundreds of students protested racial injustice and victimization, claiming Amherst was an institutional legacy of white supremacy. Students called for "Free Speech, "All Lives Matter", and "Black Lives Matter". Where do you draw the line between First Amendment rights of free speech and expression of ideas? Is society dealing with a more "entitled" younger generation?

An emphasis on efficient and effective justice is known as the crime-control (public-order) model. However, government is restricted in the powers it may exercise in maintaining law and order in society. The constitution guarantees that people have due process rights. Hence, the emphasis on crime-control (public-order) versus an emphasis on individual rights (due process) constantly shifts back and forth.

The U.S. Supreme Court under Chief Justice Earl Warren created many new due process rights for the accused in the 1960s. When the Court tend to create new due process rights, it is referred to as a "liberal court. When the Court tends to make decisions that support public safety rather than due process, it is referred to as a "conservative court".

One of the best-known guidelines issued by the U.S. Supreme Court came from Miranda v. Arizona (1966), in which the Court mandated the specific due process rights that law enforcement must follow in arrest and interrogation of accused persons. Due process rights protect the accused against abuse of power by police, prosecutors, courts, and corrections at the expense of swift and sure justice for the victim.

There are five stages through which a defendant is processed within the criminal justice system. These stages include: (1) entry into the system by arrest, (2) prosecution and pretrial services to determine if evidence is sufficient, (3) adjudication wherein the defendant enters a plea, (4) sentencing by the judge, if the defendant is found guilty, and (5) corrections, where the defendant can be sentenced to a correctional facility, or given an alternative sanction such as probation.

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There are limited options as to how a person is processed into the criminal justice system, but there are numerous exit options.

A number of significant historical events have prompted change of the criminal justice system. More specifically, there were five meta-influences that had profound effects in changing various aspects of governmental operations. These historical events were: (1) the civil rights movement, (2) Protests and the Vietnam War, (3) the war on crime, (4) the concern over Homeland Security, and (5) Public Concern Regarding Bias and Discrimination. These events have brought awareness for the need to censure and transform the policy and procedures of the criminal justice system.

The study of crime as an academic discipline emerged in the United States in the twentieth century and was rooted in the academic discipline of sociology. The discipline of criminal justice emerged in the 1960s and matured in the 1980s. The study of law is a distinctly different discipline from criminal justice or criminology. An objective of the study of criminal justice may be to develop theories, but also applied research, or problem-solving research.

CHAPTER OBJECTIVES

- Explain the concepts of limited government powers and checks and balances.
- Explain the difference between the crime control model and the due process model.
- Describe the five stages of the criminal justice system.
- Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
- Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.

LECTURE OUTLINE

- **Teaching note –** Consider a pre-test during the first class of the semester. It can be anywhere from 25-50 questions that covers all fourteen chapters, gleaned from the test bank. You could later give the same exam at the end of the semester to help gage the progress of the student's understanding of the material.

Order Maintenance versus Individual Liberties

Society uses several means to balance conflicting rights and social values. In general, these means can be divided into informal and formal sanctions. Informal sanctions include social norms that are enforced through the social forces of the family, school, government, and religion.

The balancing of rights and public safety can also be achieved through use of formal sanctions (such as laws) found within the criminal justice system. Frequently, the norms and values embedded in informal systems are reflected in the formal system of order maintenance.

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The criminal justice system is a complex and extensive network of agencies, processes, and personnel. It is so complex that few laypersons understand all of the workings and interactions of the criminal justice system. Furthermore, the criminal justice system can be contradictory, flawed, and biased. Finally, the criminal justice system is constantly changing.

Crime Control versus Due Process

The rights guaranteed to persons by the Constitution and its amendments are called due process rights. The primary sources of due process rights are the state constitutions of the 50 states, the U.S. Constitution, the Bill of Rights, and decisions of the U.S. Supreme Court (case law). Most of these due process rights are contained in the first ten amendments and in the Thirteenth and Fourteenth Amendments of the U.S. Constitution.

The due process rights granted to the accused have varied throughout history. The protection of the due process rights guaranteed by the U.S. Constitution does not extend to state and local criminal justice systems unless the U.S. Supreme Court incorporates the federal rights defined by the U.S. Constitution. State constitutions may grant the accused due process rights independently from the U.S. Constitution.

Some would give the government more power and citizens few rights to tip the scale toward greater public order. Others would give the government less power and citizens more rights to achieve an acceptable level of crime control but maintain strict limits on government power. There must be a balance between law and order and due process rights. Law without order is anarchy, but order without law is tyranny. In the United States, the emphasis on public order or crime control versus emphasis on due process rights resembles a pendulum that swings back and forth between the two values.

- **Teaching note –** Consider having students choose which they favor more between due process and crime control and let them debate the issue. You can take the poll of your students by asking whether they believe protecting the public at-large is more important than protecting individual rights. During the debate you can assist each side as necessary to make sure all the important points have been considered.

The Structure of the Criminal Justice System

Agencies in the criminal justice system. Criminal justice agencies can be divided into (1) law enforcement; (2) prosecutors and the courts; (3) the probation and parole agencies; and (4) the jails, prisons, and other correctional agencies. These agencies exist in the local, state, and federal levels of government. Each level of government has its own criminal justice agencies and process. Thus, there is not a single criminal justice system, but an interconnected system of criminal justice agencies at the local, state, and federal levels.

Duel criminal justice system. The U.S. criminal justice system is distinct from criminal justice systems of other nations in which there is a centralized system of oversight and command from top to bottom. The American system can be described as a dual system, which refers to the fact

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that the federal government and the states each have the power to create their own semiautonomous criminal justice system.

Checks and balances. The U.S. government was created with numerous checks and balances. Each person and agency in the criminal justice system has a certain amount of autonomy, but each also is controlled by interactions with other criminal justice agencies. The balance of authority exercised over other agencies and the authority of agencies to void actions of other criminal justice agencies is called the power of checks and balances.

The Criminal Justice Process

The criminal justice system of each state and the federal government must provide that the constitutional rights of people who have come in contact with the criminal justice system are protected. Each person must be treated with fairness and equality, and due process rights cannot be abridged. Thus, despite the differences between the criminal justice systems of the various states and the federal government, there is a commonality as governments must ensure that accused people are treated in accordance with the rights proscribed by the Constitution and that their journey through the criminal justice system is without bias and conforms to the guidelines provided by the Constitution and the U.S. Supreme Court.

Entry into the system. Entry into the adult criminal justice system usually requires that someone is suspected or accused of a violation of the law. Law enforcement agencies are the primary officials responsible for detecting crime violators and bringing these individuals into the criminal justice system. Often the process of detecting crimes is a partnership between law enforcement and the public. To a large degree, law enforcement must depend on the public to report crime, to cooperate as witnesses, and to work with law enforcement in crime-prevention programs.

Prosecution and pretrial services. In the next stage of the sequence of events in the criminal justice system, the government agency must decide whether the evidence presented by the police is sufficient to pursue prosecution of the alleged offender and must ensure that the due process rights of the defendant are protected.

First appearance. If the defendant is to be prosecuted, he or she will appear before a lower level judge. At the federal level, this is a magistrate judge. States have different titles for judges who conduct first appearances. Magistrate judges are judicial officers with authority to evaluate charges filed by law enforcement against the accused and to determine whether the charges are legitimate according to state statutes and federal laws.

The path to indictment. After the first appearance, the prosecutor must obtain an indictment if he or she is to prosecute the defendant. An indictment is a formal, written legal document forwarded to the court, asserting probable cause that the defendant committed an offense. There are two ways the prosecutor may obtain an indictment. One way is the preliminary hearing. A preliminary hearing is a court hearing before a magistrate judge in which the prosecution must convince the judge that there is probable cause A grand jury is a legal procedure that in some

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ways resembles a trial. The prosecutor presents evidence to the members of the grand jury to convince them that the defendant probably committed the offense.

Adjudication. At the arraignment hearing, the charges are read and the defendant is asked whether he or she pleads guilty or not guilty. If the defendant pleads not guilty, a trial date is set. If the defendant pleads guilty (or no contest), a sentencing date is set.

Sentencing. If the defendant is found guilty, the judge will decide on a sentence guided by the limits set by law. The judge will be assisted in determining the sentence using a presentence investigation report provided by a probation officer, who will perform an extensive life history and background investigation of the convicted defendant.

Corrections. Once the convicted defendant is sentenced, he or she is transferred to a correctional facility. For those defendants given alternative sanctions that do not require incarceration in a correctional facility, they are placed under the supervision of probation officials.

Exit, recidivism, and multiple dimensionality of the criminal justice system. There are a limited number of options as to how a person is processed into the criminal justice system, but there are numerous exit options. Some exit options occur shortly after the person enters the system; other options occur only at the end of the process model.

The Changing Criminal Justice System

The criminal justice system reflects the complex interaction of social values, technology, law, concepts of social justice, and economic forces. Sometimes the changes in the criminal justice system are deliberate, as when the government undertakes to change or reform the system or landmark U.S. Supreme Court decisions cause transformative change. Other forces may have unintentional influences on the criminal justice system.

The civil rights movement. The first meta-influence to shape the criminal justice system was the Civil Rights Movement and the resulting civil disobedience and rioting of the 1960s. The passage of the Civil Rights Act of 1964 was marked with extensive and widespread violence.

In colonial times and during the early years of the United States, slave patrols were a central component of the criminal justice system of the southern colonies and states. In a sense, the roots of parts of the U.S. criminal justice system are founded in racial discrimination. The U.S. Supreme Court played a central role in this struggle for equality in the Brown v. Board of Education of Topeka (1954) decision, which overturned the "separate but equal doctrine," resulting in the movement to integrate schools, public transportation, businesses and society.

Protests and the Vietnam war. U.S. involvement in the Vietnam War produced great acrimony in society. The conflict between antiwar protesters and the government was characterized by violent demonstrations resulting in property damage, injuries, and deaths. These protests and civil disobedience strained the criminal justice system, especially the role of law enforcement in its response to disorder and protests.

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Think About It… Sexual Violence, Culture, and the Criminal Justice System

During the 2017 "Women's March on Washington," an estimated half a million women and allies rallied to spread the message that injustice and the violation of human rights will not be tolerated. Protesters revealed a pro-women's movement aimed at dismantling injustices through education and nonviolent resistance against diverse range of issues. How serious are the problems of patriarchy, classism, and sexism in society, and what can the criminal justice system do to eliminate it?

The war on crime. The third meta-influence upon the criminal justice system was the rising crime rates and violence starting in the 1960s. The 1960s and 1970s were periods of great social upheaval, antiwar protests, civil rights demonstrations, and rising crime rates. The combination of these events accented the public's fear of the rising crime rate. During this period, violent crime rates hit record highs and the emergence of violent juvenile crime resulted in the public's fear of criminal victimization.

The rise of concern over homeland security. The fourth meta-influence upon the criminal justice system was the response of society and the criminal justice system to the threat of attacks on the homeland by international terrorists. Prior to 2001, there was no Department of Homeland Security and the threat of an attack by international terrorists on U.S. soil was not a concern of the criminal justice system or the public.

Public concern regarding bias and discrimination in the Criminal Justice System (CJS). The fifth meta-influence upon the criminal justice system is a revisiting of the alleged racial and discriminatory nature of the criminal justice system, especially the bias toward black males. The evolution of the criminal justice system to provide fair and impartial justice for all is an underlying theme of the criminal justice system. In the twenty-first century, significant progress has been made in achieving this goal, but great challenges still face the criminal justice system.

Think About It… Does the U.S. Bail System Resemble a Poverty Penalty?

A 2017 report by the Pretrial Justice Institute (PJI) into the practices of all 50 states suggests that pretrial detainees in many states have committed low-level offenses and are eligible for diversion programs. There is no uniform bail system in the United States; it varies by state and county. Is it a misuse of the criminal justice system to detain people for their inability to post bail? Should the bail system be standardized and reformed within all 50 states?

What is Criminal Justice?

The evolution of the criminal justice system to provide fair and impartial justice for all is an underlying theme of the criminal justice system. In the twenty-first century, significant progress has been made in achieving this goal, but great challenges still face the criminal justice system. The study of crime as an academic discipline emerged in the United States in the twentieth century and was rooted in the academic discipline of sociology, the study of human social

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behavior.

The discipline of criminal justice emerged in the 1960s and matured in the 1980s. Many early academic programs related to criminal justice were housed in sociology departments. Today, the field of criminal justice includes many related fields in counseling, forensic science, law, medicine, psychology, science, and sociology.

LIST OF CHANGES/TRANSITION GUIDE

New web links related to careers in policing and correction and alternate crime data sources.

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 added.

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

1. Have students identify a fictional television series that they have watched that portray events involving either: police officers, investigators, or criminal prosecutors. Have them prepare a short paper on whether or not these images seem to be an accurate illustration of the criminal justice system.

2. Invite a practitioner from your local criminal justice community to explain their duties and responsibilities within the criminal justice agency by which they are employed.

3. Have students discuss their perceptions of how national security and airline travel has changed during their life course.

SUGGESTED ANSWERS TO END-OF-CHAPTER ASSIGNMENTS

LO #1

1. Explain why it is important to have a check and balance on government power.

Governments exist to serve individuals. People surrender certain rights with the understanding that they will receive as much, or more, in other benefits, such as safety, order, and preservation of property rights. The government must have the power of physical force to protect people and their property. However, this power should be balanced against the need to preserve individual liberty. When these concepts of justice and fairness are violated, protests and even violence can result.

2. Why is United States society not characterized by a homogenous belief system?

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Contemporary U.S. society is not characterized by a homogeneous and stable group of people with a common belief system. Rather, the United States is characterized by great diversity in race, religion, ethnicity, and values.

3. How can the balancing of rights and public safety be achieved?

When there is conflict, especially if the conflict threatens or involves violence, usually the conflict is handled by the criminal justice system. Thus, students protesting racism at colleges and universities can attempt to have their demands met by negotiations. However, if negotiations fail and the students engage in protests, especially protests that may threaten violence, the conflict will be resolved through the criminal justice system.

The courts are the center of the criminal justice system. One of the important roles of the courts is crafting the balance between government power and individual rights and freedoms. This balance, which is normally a restriction of government power, is frequently referred to as due Process rights.

LO #2

1. How do the crime-control model and due process model differ?

Crime control cannot be achieved at the expense of constitutionally protected liberties. The emphasis on ensuring that individuals are protected from arbitrary and excessive abuse of power by the government is known as the due process model of criminal justice. Due process means that in the quest for crime control and public order, the government is bound to follow certain rules and procedures. Even if a person is guilty, if the government does not follow the rules and procedures in obtaining a conviction, the courts can refuse to prosecute the alleged offender or void a conviction obtained in violation of these rights.

Due process rights are based upon the assumption that given the overwhelming resources of the government compared to those of the accused to be fair the scales of justice must restrict the power of the government. This philosophy is reflected in such rules that the prosecutor under the rules of discovery must reveal all of its information to the defense. In a sense, the due process model does not focus on justice but on protecting the accused from possible abusive power of the government. The due process model reflects belief in the saying that it is better that a guilty person should escape the punishment of justice than an innocent person be wrongfully punished.

2. What are the primary sources of due process rights?

Among the best-known rights is the First Amendment that guarantees the right of freedom of speech, religion, and the press and the right of the people to assemble and to petition the government for a redress of grievances. The major due process rights granted by various other amendments as interpreted by the U.S. Supreme Court guarantee protections against unreasonable searches (Fourth Amendment), forced and self-incriminating testimony (Fifth Amendment), excessive bail and fines (Eighth Amendment), cruel or unusual punishment

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(Eighth Amendment), and the right to a speedy and public trial by jury (Eighth Amendment).

3. Explain how the various criminal justice agencies within local, state, and federal governments resemble a picket fence.

The three horizontal boards in the fence represent the local, state, and federal governments and the vertical boards represent the various criminal justice agencies, such as law enforcement, courts, and corrections. Although separate autonomy of each agency is represented by the space between criminal justice agencies at each level of government, the vertical pickets represent an interrelationship.

LO #3

1. Describe what occurs during the defendant's first appearance.

At the first appearance, the accused is advised of his or her legal rights, the magistrate must determine whether the accused has legal representation, and bail may be set. At the first appearance, the accused is not asked whether he or she pleads guilty or not guilty to the charges. The question of guilt is not raised at this time.

2. What must a prosecutor obtain if he or she is going to prosecute the defendant?

After the first appearance, the prosecutor must obtain an indictment if he or she is to prosecute the defendant. An indictment is a formal, written legal document forwarded to the court, asserting probable cause that the defendant committed an offense.

3. What does the term true bill mean?

A path to obtaining an indictment is by use of a grand jury. A grand jury is a legal procedure that in some ways resembles a trial. The grand jury does not determine guilt, but if the prosecutor is successful, the grand jury returns a true bill; this authorizes the prosecutor to arraign the defendant.

4. How does the input-output model explain the processing of a criminal defendant?

Few people who enter the system by arrest are processed through the entire criminal justice system. Since 1990, the percentage of defendants released pretrial has remained relatively stable at about 60%. A typical case disposition suggests that of 100 felony defendants arraigned only 69 will be prosecuted. Sixty-five defendants will plea guilty and only four defendants will go to trial. Three of the four defendants will be convicted and only one acquitted.

The criminal justice system is not a one-dimensional, one-way input–output model. About 43% of felony defendants who enter the criminal justice system have a least one prior felony conviction. Also, many who enter the criminal justice system may be charged with a crime in multiple jurisdictions. About 18% of defendants commit new offenses while they are being

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processed by the criminal justice system.

LO #4

1. What was the purpose behind establishing the Law Enforcement Educational Program (LEEP)?

One of the goals of the National Commission on Criminal Justice Standards and Goals was to increase the professionalism and ethical behavior of criminal justice personnel, particularly law enforcement officers. One of the primary strategies used to achieve this goal was to raise the educational level of criminal justice personnel. The task of the Law Enforcement Educational Program (LEEP) was to achieve this goal. LEEP offered loans and grants to law enforcement personnel who would pursue higher education.

2. How did the Civil Rights Movement impact the criminal justice system?

A half-decade after the civil rights movement influenced society and the criminal justice system, public concerns over racial bias and discrimination in the criminal justice system again rose to nationwide concern. As a result of the civil rights movement and some high profile cases, there were calls for investigations, prosecutions, and systemic changes in the criminal justice system.

3. What impact did the war on terrorism have on the criminal justice system?

The impact of the war on terrorism has transformed the criminal justice system and continues to exert powerful forces for change. The 9/11 attacks resulted in creation of the Department of Homeland Security, new legislation expanding the powers of federal law enforcement agencies, and suspension of due process rights for accused terrorists labeled enemy combatants by the president. The war on terrorism also poses one of the most serious challenges to the balance between public safety and due process.

4. Describe a recent event that demonstrates inequality in the criminal justice system.

Answers may vary. Students may choose to write about the shooting of Michael Brown, an 18-year-old, unarmed black male, by police officer Darren Wilson in Ferguson, Missouri, on August 9, 2014. The shooting resulted in weeks of protests and rioting and the formation of a new nationwide movement—Black Lives Matter. The shooting focused national attention on the treatment of blacks in the criminal justice system. The Ferguson shooting was following by incidents in New York City, Texas, South Carolina, Detroit, Chicago, and other cities where police were accused of gunning down blacks.

LO #5

1. Which academic discipline provided the earliest roots for criminal justice studies?

The study of crime as an academic discipline emerged in the United States in the twentieth

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century and was rooted in the academic discipline of sociology, the study of human social behavior.

2. What is the purpose of studying criminology?

American sociologist Edwin Sutherland provided a definition of criminology that is still widely used today. He described criminology as the theories that explain why and how laws are made, why some people violate those laws, and how society responds to those who break the laws. While criminology can include the study of the criminal justice system, criminal justice has evolved into a distinctively different discipline from criminology. Sutherland's definition of criminology emphasized that the end purpose was to understand the general principles that influenced people's obedience to laws for the purpose of developing programs and responses that would provide effective treatment and crime prevention strategies. In other words, the purpose of criminology is to develop theories that explain crime as a social phenomenon.

3. Name some of the new fields of study associated with criminal justice?

Today, the field of criminal justice includes many related fields in counseling, forensic science, law, medicine, psychology, science, and sociology. Other new fields of study include aviation security, forensic science, homeland security, intermediate sanctions, psychological profiling, and reentry of offenders into society.

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Testbank

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Chapter 1 Introduction to Criminal Justice

1.1 Multiple Choice Questions

1) Ensuring that citizens are protected from abusive power by government is known as _____.
A) Civil process
B) Equal cause
C) Due process
D) Equal process
Answer: C
Page Ref: 5
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

2) Following the events of September 11, 2001, then President Bush declared a _____.
A) War on poverty
B) War on Terrorism
C) State of emergency
D) Foreign travel ban
Answer: B
Page Ref: 17
Objective: Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.
Level: Basic

3) What was viewed as the most serious problem in the United States according to a Gallup Poll in 1965?
A) Crime
B) Health care
C) Abortion
D) Education
Answer: A
Page Ref: 5
Objective: Explain the concepts of limited government powers and checks and balances.
Level: Basic

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4) A social system designed to maintain order and regulate interaction is known as a(n) _____.
A) System of sanctions
B) System of social control
C) Informal control system
D) System of norms
Answer: B
Page Ref: 4
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

5) The author suggests in an analogy that the criminal justice system's various levels of government operations are separate, but linked together in comparison to _____.
A) A wedding cake
B) A riddle
C) A filter
D) A picket fence
Answer: D
Page Ref: 9
Objective: Describe the five stages of the criminal justice system.
Level: Basic

6) In 1967 President Johnson's Commission on Law Enforcement and Administration of Justice concluded that _____.
A) There needed to be a war on terrorism
B) People were in favor of being vigilantes
C) Police corruption was at a minimum
D) The criminal justice system was a dynamic system, constantly adjusting and changing
Answer: D
Page Ref: 8
Objective: Describe the five stages of the criminal justice system.
Level: Basic

7) The _____ can be divided into law enforcement, prosecutors and the courts, probation and parole, and jails.
A) Due process model
B) Criminal justice system
C) Crime control model
D) Consensus model
Answer: B
Page Ref: 8
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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8) Which model emphasizes public order, and swift, efficient, and effective justice?
A) Crime control model
B) Due process model
C) Consensus model
D) Presumption model
Answer: A
Page Ref: 6
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

9) Which act made it illegal for businesses, motels, restaurants, and public transportation providers to deny citizen's service based upon their race?
A) Civil Rights Act of 1866
B) Civil Rights Act of 1871
C) Civil Rights Act of 1964
D) Civil Rights Act of 1991
Answer: C
Page Ref: 15
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

10) Civil disobedience was a tactic used by activists in which of the following?
A) Rioting
B) The War on Terrorism
C) The Civil Rights Movement
D) The War on Crime
Answer: C
Page Ref: 15
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

11) Who has the authority to ultimately decide what charges will be filed against the defendant?
A) The police
B) The prosecutor
C) The trial judge
D) The police, prosecutor, and judge share equal authority.
Answer: B
Page Ref: 9
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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12) At what point in the criminal justice process is the defendant asked to enter a formal plea of either guilty or not guilty to the charges?
A) Arraignment
B) Booking
C) Grand jury
D) Preliminary hearing
Answer: A
Page Ref: 10
Objective: Describe the five stages of the criminal justice system.
Level: Basic

13) Which panel of citizens hears evidence from a prosecutor to determine if a defendant should be brought to trial?
A) Coroner's Inquest
B) Petit Jury
C) Grand Jury
D) Citizen Oversight Committee
Answer: C
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

14) Sociology is the study of human _____ behavior.
A) Cognitive
B) Social
C) Personal
D) Criminal
Answer: B
Page Ref: 19
Objective: Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.
Level: Basic

15) Which of the following is a purpose for booking a suspect into jail?
A) To establish guilt
B) To establish the identity of a person
C) To make sure the suspect gets punished, even if only for one night
D) To make it easier to get a confession
Answer: B
Page Ref: 10
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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16) Which U.S. Supreme Court decision established the exclusionary rule?
A) *Weeks v. United States*
B) *Roper v. Simmons*
C) *Mapp v. Ohio*
D) *Gideon v. Wainwright*
Answer: A
Page Ref: 14
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Intermediate

17) What was the landmark case that abolished capital punishment for juveniles?
A) *Miranda v. Arizona*
B) *Witherspoon v. Illinois*
C) *Roper v. Simmons*
D) *Klopfer v. North Carolina*
Answer: C
Page Ref: 14
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Difficult

18) The guilt of the defendant is determined through trial, plea-bargaining, or dismissal of charges, which is what stage of the criminal process?
A) Prosecution and pretrial services
B) Corrections
C) Adjudication
D) Sentencing and sanctions
Answer: C
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

19) A decision issued by a grand jury authorizing the prosecutor to arraign the defendant is called a _____.
A) Verdict
B) A true bill
C) Conclusion
D) Grand command
Answer: B
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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1.2 True/False Questions

1) During the 1960s and 1970s Gallup surveys showed respondents felt the police were doing an excellent job in maintaining social order and suppressing crime.
Answer: FALSE
Page Ref: 16
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

2) The goal of the Law Enforcement Education Program was to promote education among criminal justice personnel.
Answer: TRUE
Page Ref: 17
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

3) The war on terrorism has lessened the powers of police in conducting search and seizures.
Answer: FALSE
Page Ref: 17
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

4) A social system designed to maintain order and regulate interactions is known as a system of social control.
Answer: TRUE
Page Ref: 4
Objective: Explain the concepts of limited government powers and checks and balances.
Level: Basic

5) The first Ten Amendments (Bill of Rights) to the U.S. Constitution delineate certain guaranteed freedoms such as trial by jury, freedom of speech, and the right to be secure from unreasonable search and seizure.
Answer: TRUE
Page Ref: 5
Objective: Explain the concepts of limited government powers and checks and balances.
Level: Basic

6) The Eighth Amendment to the U.S. Constitution states that the accused shall enjoy the right to a speedy trial.
Answer: TRUE
Page Ref: 5
Objective: Explain the concepts of limited government powers and checks and balances.

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Level: Basic

7) The Fourth Amendment to the U.S. Constitution states that powers not delegated to the United States are reserved to the individual states.
Answer: FALSE
Page Ref: 5
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

8) The Fifth Amendment to the U.S. Constitution provides for protection against self-incrimination.
Answer: TRUE
Page Ref: 5
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

9) The process and flow of an offender through the criminal justice system is overseen by one agency.
Answer: FALSE
Page Ref: 9
Objective: Describe the five stages of the criminal justice system.
Level: Basic

10) The emphasis on efficient and effective justice is known as the due process model of crime control.
Answer: FALSE
Page Ref: 6
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

11) In felony cases, a grand jury may be used to decide whether there is sufficient probable cause to indict someone.
Answer: TRUE
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

12) A first appearance is a formal request by the prosecution or the defense for a ruling on a particular matter.
Answer: FALSE
Page Ref: 10
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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13) In a bench trial, the jury has the authority to determine the sentence if the defendant is found guilty.
Answer: FALSE
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

14) The defendant responds to the charges at arraignment.
Answer: TRUE
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

15) The judge performs an extensive life history and background investigation on convicted defendants sentenced to probation.
Answer: FALSE
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Intermediate

16) Criminology is described as the theories that explain why and how laws are made, why some people violate those laws, and how society responds to those who break the laws.
Answer: TRUE
Page Ref: 19
Objective: Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.
Level: Basic

17) The central premise of due process rights is the presumption of innocence.
Answer: TRUE
Page Ref: 8
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

18) Meta-influence is a phenomenon that results in encompassing transformative changes.
Answer: TRUE
Page Ref: 15
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Basic

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19) Until the Civil Rights Act of 1964, law enforcement and correctional agencies could refuse employment to minorities and females with legal impunity.
Answer: TRUE
Page Ref: 15
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Intermediate

20) After 9/11 new legislation expanded the powers of federal law enforcement agencies, and suspended the due process rights for accused terrorists that were labeled enemy combatants by the president.
Answer: TRUE
Page Ref: 17
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Intermediate

1.3 Fill-in-the-Blank Questions

1) In some felony cases, the _____ jury hears evidence from a prosecutor to determine if a defendant should be brought to trial.
Answer: Grand
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

2) The original _____ amendments added to the U.S. Constitution were named the Bill of Rights.
Answer: Ten
Page Ref: 3
Objective: Explain the concepts of limited government powers and checks and balances.
Level: Basic

3) As illustrated in the picket fence model, the criminal justice system is commonly divided into three sub-components: police, courts, and _____.
Answer: Corrections
Page Ref: 9
Objective: Describe the five stages of the criminal justice system.
Level: Basic

4) Prior to the _____ Rights Act of 1964, businesses, hotels, restaurants, and public transportation could and did refuse service with impunity to citizens of color.
Answer: Civil
Page Ref: 4
Objective: Explain the concepts of limited government powers and checks and balances.

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Level: Basic

5) _____ norms are the unwritten rules of society.
Answer: Social
Page Ref: 3
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

6) A system of social _____ is designed to maintain order and regulate interactions.
Answer: Control
Page Ref: 4
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

7) The _____ Amendment of the U.S. Constitution prohibited local governments from depriving persons of life, liberty, or property without due process.
Answer: Fourteenth
Page Ref: 5
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

8) The definition of _____ is the study of human social behavior.
Answer: Sociology
Page Ref: 19
Objective: Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.
Level: Basic

9) _____ sanctions include social norms that are enforced through the social forces of the family, school, government, and religion.
Answer: Informal
Page Ref: 3
Objective: Explain the difference between the crime control model and the due process model.
Level: Basic

10) Due process rights are rights guaranteed to persons by the Constitution and its _____.
Answer: Amendments
Page Ref: 5
Objective: Explain the difference between the crime control model and the due process model.
Level: Intermediate

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1.4 Matching Questions

Match the proper time frame with the key event, which changed the American criminal justice system.

A) *Brown v. Board of Education*
B) The U.S. Patriot Act
C) The Law Enforcement Education Program
D) The Equal Rights Amendment (ERA)

1) 2000s
Page Ref: 4-7
Objective: Multiple
Level: Intermediate

2) 1970s
Page Ref: 4-7
Objective: Multiple
Level: Intermediate

3) 1960s
Page Ref: 4-7
Objective: Multiple
Level: Intermediate

4) 1950s
Page Ref: 4-7
Objective: Multiple
Level: Intermediate

Answers: 1) B 2) D 3) C 4) A

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Match the official with their role in the criminal justice system.

A) Reduce charges
B) Award privileges to imprisoned inmates
C) Determine date and conditions of parole
D) Dismiss charges

5) Prosecutors
Page Ref: 10
Objective: Describe the five stages of the criminal justice system.
Level: Basic

6) Corrections Officials
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

7) Judges or Magistrates
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

8) Paroling Authorities, Parole and Probation Officers
Page Ref: 12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

Answers: 5) A 6) D 7) B 8) C

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Match the court case with the correct description.

A) Guaranteed defendants the right to an attorney to represent them at criminal trial.
B) Incorporated the 6th Amendment right to a speedy trial for defendants in state courts.
C) Established the exclusionary rule disallowing evidence obtained in violation of constitutional rights in federal court.
D) Incorporated 4th Amendment search rights to state courts.

9) *Weeks v. United States*
Page Ref: 14
Objective: Describe the five stages of the criminal justice system.
Level: Basic

10) *Mapp v. Ohio*
Page Ref: 14
Objective: Describe the five stages of the criminal justice system.
Level: Basic

11) *Gideon v. Wainwright*
Page Ref: 14
Objective: Describe the five stages of the criminal justice system.
Level: Basic

12) *Klopfer v. North Carolina*
Page Ref: 14
Objective: Describe the five stages of the criminal justice system.
Level: Basic

Answers: 9) C 10) D 11) A 12) B

1.5 Essay Questions

1) Explain the difference between sociology and criminology.
Answer: Sociology is the study of human social behavior while criminology is the body of knowledge regarding crime as a social phenomenon. While criminology can include the study of the criminal justice system, criminal justice has evolved into a distinctively different discipline from criminology.
Page Ref: 19
Objective: Explain how the academic field of criminal justice developed and how it differs from closely related fields such as sociology and law.
Level: Intermediate

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2) Discuss and compare the differences between informal sanctions and formal sanctions. Provide examples of each.
Answer: Informal sanctions are social norms enforced through family, school, government, and religion. Expected normal behavior is one example. Formal sanctions are promoted through social order and the common welfare. Laws are formal sanctions.
Page Ref: 3
Objective: Explain the concepts of limited government powers and checks and balances.
Level: Intermediate

3) Compare and contrast the due process model to the crime control model.
Answer: Efficient and effective justice, law and order, community safety, swift punishments are goals of the crime control model. Due process focuses on protection from arbitration, excessive use of power by the government, procedures and rules through the judicial process.
Page Ref: 6-8
Objective: Explain the difference between the crime control model and the due process model.
Level: Difficult

4) Explain the presumption of innocence with regards to the due rights process.
Answer: The central premise of due process rights is the presumption of innocence. Regardless of overwhelming evidence against the accused, the court proceeds on the presumption that until the guilt of the accused is proven beyond a reasonable doubt in a court of law, the defendant is treated as if he or she is not guilty of the charges in regards to the rights afforded the individual.
Page Ref: 8
Objective: Explain the difference between the crime control model and the due process model.
Level: Intermediate

5) Explain the differences between a preliminary hearing and a grand jury hearing.
Answer: A preliminary hearing is a court hearing before a magistrate judge in which the prosecution must convince the judge that there is probable cause that (1. an offense as defined by the criminal laws of the jurisdiction has been committed within that jurisdiction and (2. the defendant accused of the offense committed the crime.

A grand jury is a legal procedure that in some ways resembles a trial. Often the defense counsel is barred. Similar to the preliminary hearing, the prosecutor presents evidence to the members of the grand jury to convince them that the defendant probably committed the offense. The grand jury does not determine guilt, but if the prosecutor is successful, the grand jury returns a A bill.

This authorizes the prosecutor to arraign the defendant. If the prosecutor is not successful, he or she cannot proceed to an arraignment. While not a common practice, the prosecutor can switch from a probable cause hearing to grand jury or vice versa in an attempt to obtain an indictment.
Page Ref: 10-12
Objective: Describe the five stages of the criminal justice system.
Level: Basic

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1.6 Critical Thinking Questions

1) President Bush implemented the War on Terrorism after the attacks of September 11, 2001. Discuss if you believe that since this time it has been effective. If so, how and if not why not?
Answer: Answers may vary. Students should consider expanded wiretaps, expanded search and seizure, expanded powers of foreign nationals, and people choosing safety over liberty.
Page Ref: 17
Objective: Describe the five meta-influences upon the criminal justice system and their influence upon the criminal justice system.
Level: Difficult

2) Discuss the criminal justice process beginning with the police and moving into both the courts and corrections. Discuss where you see yourself as an employee within the context of the process and explain why.
Answer: Answers may vary. The process includes a crime committed, reported, investigation, arrest, booking, probable cause, due process, evidence, prosecution, initial appearance, bail, preliminary hearing, diversion, judge dismisses charges, grand jury, indictment, arraignment, motion, trial, punishment, sentence, appeal, institutionalized, probation, parole, community corrections.
Page Ref: 9-13
Objective: Describe the five stages of the criminal justice system.
Level: Intermediate

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