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Examines the core concepts and fosters the essential critical-thinking and ethical decision-making skills that students need to unravel myths from realities in the criminal justice system.

Introduction to Criminal Justice

A Brief Edition

John Randolph Fuller, University of West Georgia

“I have been looking for years for a textbook that does two things: covers the facts of the field, like the difference between probation and parole, and different kinds of prisons; and looks at some of the many controversies in the field. This is the first book that I have seen that really does both.”

—Martin D. Schwartz, George Washington University

Introduction to Criminal Justice: A Brief Edition provides students with a mainstream organization supported by student-tested pedagogical tools to promote student engagement, thought-provoking classroom discussions, and critical-thinking skills.

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PART I. CRIME: PROBLEMS, MEASUREMENT, AND LAW
1. Crime and Criminal Justice
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6. Policing: Innovations and Controversies

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**Introduction to Criminal Justice: A Brief Edition** is supported by a wealth of resources for students and instructors.

An Ancillary Resource Center (ARC) contains:

- An *Instructor’s Manual* with fourteen CNN videos, discussion questions, multiple-choice questions, chapter outlines, chapter summaries, key concepts, learning objectives, key terms, and “Media Connections” features
- A *Test Bank* with fifty questions per chapter
- *PowerPoint lecture slides*

A free and open-access Companion Website at [www.oup.com/us/fuller](http://www.oup.com/us/fuller) offers a wealth of student resources, including:

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- Self-quizzes
- Essay/discussion questions
- “Web Destinations” features
- Flashcards
- “What Agency Am I?,” “Word Search,” and “In The News” activities

Designed to reinforce key concepts with real-world situations, **Interactive Media Activities** include *Discretion in the Criminal Justice System, Prosecutor Misconduct, Prison Contraband, Job Application Dilemma, and Probation Internship*. Optimized to work on any mobile device or computer, these activities enable students to experience the real-life decision-making required on the job. Each activity takes about 10 minutes to complete, ends with assessments, and produces unique results for each student.

Dashboard (Oxford University Press’ learning management platform) for *Introduction to Criminal Justice: A Brief Edition* delivers a wealth of automatically graded activities in an intuitive, web-based learning environment. It offers quality content and tools including an interactive eBook, an online gradebook, quizzes, flashcards, media activities, and videos. Please see the previous page for ordering information.

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You are a married man, and you have made your share of mistakes, but now you are in a dilemma that threatens to ruin your reputation, your career, and your marriage. If you do nothing, all will be saved in your life, but it will be at the expense of public safety and might result in a life-or-death situation.

While your wife went to Des Moines to take care of her ailing grandmother, you stayed off the path of monogamy, fidelity, and loyalty. You met a young woman who was walking her dog in the park, and after some shameless flirting you accepted her invitation to meet her at a downtown bar that night. Because this bar was a place you would never have gone to on your own, you were unconcerned that your friends might see you out with another woman.

The time at the bar was a blur of drinking, flirting, and suggestive dancing. At 2:00 a.m., you drove her back to her apartment and agreed to go inside with her. Once inside, however, after much soul-searching, you decided that you could not violate your marriage vows. The woman then became angry and demanded the $200 that she said you agreed to pay her at the bar. You were shocked. You did not remember offering her any money. When you tried to leave, a man jumped out of the closet with a baseball bat and beat you senseless. After waking up in the hospital, you claimed that you were mugged in the park and did not get a good look at your assailant. Your wife flew home to take care of you, and as you began to heal, you renewed your determination to never again do anything that would hurt your wife.

Your unfortunate experience fades as the months pass, and you believe no one will ever discover your dalliance. Then one day as you are watching the local news, you see an exposé about how a number of men have been beaten with a baseball bat and dumped in the park. One man was beaten so badly he had permanent brain damage. The police chief tells the newscaster that it is only a matter of time before someone is killed by the man with the bat.

You remember the exact location of the apartment and the woman’s name, and you can describe the man with the bat. You know you should tell the police what happened but realize that if you do so, your unfaithful behavior will be revealed. Because you are the vice president of your father-in-law’s construction company, you may lose both your wife and your job. You are experiencing tremendous stress worrying that someone will be killed by this couple and that it is your moral responsibility to do something about it.

**WHAT DO YOU DO?**

1. Tell your wife the truth and hope she does not demand a divorce.
2. Go to the police and tell them what you know and beg them not to drag you into the case.
3. Write an anonymous letter to the police telling them what you know but protecting your identity.
4. Keep your mouth shut and let others worry about themselves.
This problem of what constitutes appropriate police use of force has been exposed by the widespread availability of social media. Before nearly everyone was carrying a phone with a high-quality camera, the truth about police–citizen encounters was left to the police to disclose. Now, pictures and videos from these encounters routinely appear all over the media and become public knowledge almost immediately.

**CASE IN POINT 6.1**  

**THE POINT**  
Deadly force may be used only if the suspect poses a threat to the lives of police officers or bystanders.

**THE CASE**  
In 1974, Edward Garner, age 15, and a friend were in a house at night at which the owners were not present. A neighbor reported to police that someone had broken into the home. When the officers arrived, they saw someone running away, shouted warnings to stop, then shot at Garner, who was climbing a fence. The officer said that he was “reasonably sure” that Garner was unarmed but thought that once he got over the fence, he would elude capture. One of the bullets struck Garner in the back of the head, and he died later on the operating table. Because the police suspected the boys of a felony—burglarizing the house—they believed they were justified in shooting at the boys to stop them.

Garner’s father filed suit, claiming that his son’s constitutional right was violated. In 1985, the Supreme Court decided that the use of deadly force was not warranted. Justice Byron White wrote, “It is no doubt unfortunate when a suspect who is in sight escapes, but the fact that the police arrive a little late or are a little slower afoot does not always justify killing the suspect. A police officer may not seize an unarmed, non-dangerous suspect by shooting him dead.”

**THINK ABOUT IT**  
1. How did the police officers’ actions violate Garner’s constitutional rights?
Criminal Justice
The Essentials
Fifth Edition

Steven P. Lab, Bowling Green State University
Marian R. Williams, Appalachian State University
Jefferson E. Holcomb, Appalachian State University
Melissa W. Burek, Bowling Green State University
William R. King, Sam Houston State University
Michael E. Buerger, Bowling Green State University

“This is the ideal book for an introduction to criminal justice course. It delivers exactly what the title promises: the essentials of criminal justice. I would give the writing style an ‘A.’ Criminal Justice: The Essentials is a great value for the price, and the length is such that students will actually read the book.”

—Dennis McCarty, University at Albany, State University of New York

A flexible and cost-effective alternative to larger texts, Criminal Justice: The Essentials, Fifth Edition, covers all the fundamental issues faced by law enforcement, the courts, corrections, and juvenile justice, leaving detailed specifics and tangential topics to the discretion of instructors to cover in class. With abundant examples—and just the right amount of sidebars and “highlights”—Criminal Justice, Fifth Edition, is the ideal resource for introducing students to the essential issues in the field.

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Secret Service unveiled the European Electronic Crime Task Force, which is in -

formance about the campaign strategy of the Democrat party and use this

ctors' salaries, movie scripts, and other information. It is believed that North

posed nude photos of various celebrities. It is believed the hack occurred in

ble to hack into computer systems of international corporations and expose

uring the individuals involved. Individuals operating in foreign countries are

equal to those delivered in male prisons. Furthermore, courts held that women must

and thus it must house all security levels. Outcomes from other cases resulted in

able to access adequate law facilities and legal assistance in their prisons as well.

The Four Cs of the Criminal Justice System
( non, Cops, Courts, and Corrections)

Recent Trends in Criminal Justice
Victims
Social Media
Use of Force
Foundations of Criminal Justice
Second Edition
Stephen S. Owen, Radford University, Henry F. Fradella, Arizona State University, Tod W. Burke, Radford University, and Jerry W. Joplin, Guilford College

“This amazing text allows students to think critically about the criminal justice system as it is and how it could be. It also helps them develop a higher level of thinking, analyzing, and understanding.”
—Sheryl Van Horne, Arcadia University

Foundations of Criminal Justice, Second Edition, uses a unique approach that provides students with the framework and the intellectual tools that they will need in order to critically analyze and evaluate the nature, sources, scope, purposes, and practical limitations of the criminal justice system. This is the only introductory survey text that moves beyond a description of the criminal justice system, helping students understand the role of criminal justice in their lives as criminal justice practitioners and as active citizens.

CONTENTS
1. Introducing Crime and Criminal Justice
Unit I: Perspectives on Law
2. Concepts of Law and Morality
3. Concepts of Legal Philosophy
Unit II: Perspectives on Deviance and Crime
4. Deviance and Social Control
5. Deviance and Criminal Behavior
Unit III: Perspectives on Justice
6. Concepts of Justice
7. Concepts of Justice Policy
8. Concepts of Criminal Procedure
Unit IV: Penal Social Control
9. Criminal Law
10. Criminal Punishment
Unit V: Overview of Criminal Justice Institutions
11. Core Concepts of U.S. Policing
12. Core Concepts of U.S. Court Systems

Comprehensive, current, and highly practical career guidance in Criminal Justice

Career Guide in Criminal Justice

Douglas Klutz, University of Alabama

Career Guide in Criminal Justice is the guide to getting hired and working in the criminal justice system. Featuring a straightforward and accessible writing style, it covers the three main components of the criminal justice system—law enforcement, courts, and corrections—discussing career opportunities in local, state, and federal government along with those in the private sector. The book also looks at careers in private investigations, the bond industry, forensic psychology, cybersecurity, and other related fields.

CONTENTS

1. Clearing Up the Many Misconceptions Regarding Criminal Justice Careers
2. Planning Your Next Step in Higher Education
3. Intense Competition You Will Face
4. Cover Letters and Résumés
5. The Importance of Networking
6. Physical Fitness Requirements and the Importance of Overall Health Working in the Field of Criminal Justice
7. Preparing and Applying to Advanced Degree Programs
8. Ethics and Professionalism in Criminal Justice Careers
9. Working in Law Enforcement—Public and Private Sectors
10. Working in the Court System
11. Working in the Field of Corrections
12. Other Career Opportunities in the Field of Criminal Justice


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New!

Gives students a framework for analyzing ethical issues involving criminal justice practitioners

Criminal Justice Ethics
A Framework for Analysis
John J. Sloan, III, University of Alabama at Birmingham

“Criminal Justice Ethics takes a fascinating, conversational approach to introducing ethics to criminal justice students. Sloan’s real-world examples and informal writing style separate this textbook from all others. I would highly recommend this book to anyone who wants a textbook that inspires student engagement.”
—Linda Keena, The University of Mississippi

Based on author John Sloan’s thirty years of teaching ethics—and on conversations with, and research conducted on—police officers, prosecutors, defense counsel, judges, and corrections professionals, Criminal Justice Ethics offers students a framework for analyzing ethical issues involving criminal justice practitioners. Sloan provides a unique template that is designed to help students reach conclusions about the ethics of behavior and to develop and apply ethical reasoning skills to both their personal and professional lives.

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The judicial system in reality—not in theory

AMERICAN COURTS AND THE JUDICIAL PROCESS
Second Edition
G. Larry Mays, New Mexico State University, and Laura Woods Fidelie, Midwestern State University

“This text’s approach is very student friendly; it starts with an overview of the criminal justice system and then moves on to the courts and the levels of the courts. That is brilliant.”
—Patrick Ibe, Albany State University

Featuring the insights of criminal justice scholars G. Larry Mays and Laura Woods Fidelie, American Courts and the Judicial Process, Second Edition, is ideal for undergraduate courts courses. It examines the many elements of the U.S. court system—its structures, functions, and key actors—addressing the major problems facing the system and considering potential solutions.

NEW TO THIS EDITION
» Additional examples of real-world scenarios
» Updated cases and research boxes
» Updated chapter-opening photos on current, high-interest topics, with captions that pose critical-thinking questions

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2. Foundations and Functions of Law

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3. The Courtroom and Work Group
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10. Courts of General Trial Jurisdiction
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V. Issues Facing the Courts
12. Addressing the Problems and Crafting Solutions

Appendix: The Constitution of the United States and Amendments


CURRENT LEGAL ISSUES IN CRIMINAL JUSTICE
Readings
Second Edition
Edited by Craig Hemmens, Washington State University

“This is a comprehensive text that considers broad, pressing, and timely issues in the criminal justice field.”
—Elyshia Aseltine, Towson University

Timely and topical, Current Legal Issues in Criminal Justice, Second Edition, is a collection of in-depth essays on “hot-button” issues. The contributors—renowned scholars who have taught criminal justice and written extensively on legal issues—approach their material from both legal and sociological perspectives in order to give students a more nuanced understanding of each topic.

NEW TO THIS EDITION
» Updated, revised, or new chapters on the most recent legal issues in criminal justice
» New pedagogical tools, including discussion questions, a list of relevant internet websites and references, and a glossary containing key terms

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An Ancillary Resource Center (ARC) provides an Instructor’s Manual and Test Bank featuring multiple-choice questions for each chapter and PowerPoint slides.

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Police & Society
Seventh Edition
Kenneth Novak, University of Missouri–Kansas City, Gary Cordner, Kutztown University, Brad Smith, Wayne State University, and Roy Roberg, San Jose State University

“Police & Society is an excellent presentation of policing research that does not lose sight of the realities of policing in modern America.”
—Willard M. Oliver, Sam Houston State University

Police & Society, Seventh Edition, offers an in-depth and analytical look at policing, from police behavior and organization to operations and historical perspectives. Focusing on the relationship between the police and the community and how it has changed throughout the years, the authors explore the most important theoretical foundations and incisive research on contemporary policing and show how that research is put into practice.

NEW TO THIS EDITION
» Expanded coverage of police technology, homeland security, privacy and surveillance, immigration, and evidence-based practices
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13. Stress and Officer Safety
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15. Emerging Issues

CRIMINAL LAW

The Essentials
Third Edition
Sue Titus Reid, Florida State University

“|love the organization of the book because it is set out exactly the way I teach the class from start to finish.”

—Robert M. Schieber, Metropolitan Community College, Kansas City

Meticulously revised and updated, the third edition of Criminal Law: The Essentials is the most up-to-date book on the market. It provides a brief yet comprehensive introduction to this fascinating and ever-evolving field in a slim, flexible, and affordable format.

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» The most recent cases and developments in criminal law, illustrated with current events
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—Michelle Brown, University of Tennessee

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C R I M I N A L J U S T I C E
P O L I C Y
Origins and Effectiveness
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» Presents empirical evidence in each chapter to help students understand why policies are created and whether or not they work
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2. Deterrence and Incapacitation
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4. Sex-Offender Policy
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11. White-Collar Offending
12. Human Trafficking
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15. New Horizons: The Promise of Community-Based Crime Control


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A Mixed Methods Approach
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Each year, the FBI releases a report titled Crime in the United States that is a collection of crime statistics gathered from most of the country’s law enforcement agencies. This report, which is part of the Uniform Crime Reports, is the most comprehensive database of crime and police activity in the United States and is used by researchers, journalists, policymakers, and public interest groups to get a picture of the level and trends of crime and the activities of the criminal justice system.

When the 2016 report was released in September 2017, observers quickly noted that much of the data was missing. The website FiveThirtyEight has reported that the 2016 report contained close to 70 percent fewer data tables than did the 2015 report. The changes in the report’s format were made without the consultation of its Advisory Policy Board, which is responsible for reviewing operational issues for several FBI programs. Instead, it is reported that the staff of the Office of Public Affairs reviewed the number of times the tables were viewed on the Internet and decided not to include much of the data from the report.

Most of the missing data is related to arrests. Arrest data reveal if there are differences between arrests by jurisdiction, race, sex, age, gender, offense, or circumstance. Knowing who is being arrested and why is necessary for understanding the nature of crime in a jurisdiction, as well as how the police operate. The data also include information such as the relationship between homicide victims, their killers, and the circumstances of the offense. In the absence of these data, it is more difficult for researchers to understand family and intimate partner violence, as well as gang- and drug-related homicide.

As of May 2018, the FBI published an amendment including some of the missing data. Researchers and criminal justice agencies need an accurate, uniform, and comprehensive measurement of crime. In this chapter, we will see how the measurement of crime is not straightforward and how many issues, including political factors, influence the measurement and reporting of crime.

Instructors are increasingly aware that they need to critically address questions about ethical issues and decisions. This text offers comprehensive ethics coverage with “Focus on Ethics” features: critical-thinking questions for photo captions; and interactive media activities and video links on the free, open-access Companion Website.

Focus on Ethics

Preventing a Life of Crime

You work in a diversion program for young offenders. You love this job, and you are good at it. You believe you have turned around the lives of several young people who have been entrusted to your care. Now you have a particularly interesting case which requires you to make an important decision.

Seventeen-year-old Russell has been under your charge for two years. He was sentenced to your program after his involvement in a gang fight at his high school. At first, he was an argumentative young man given to fits of temper. However, over the past two years, you have developed a working relationship with him, and he has avoided trouble and is working on developing a positive future. His involvement in the diversion program is about to end, but there is a problem.

Russell has beaten up a young man who was aggressively flirting with his girlfriend at a party. The conditions of the diversion program explicitly state that Russell must stay out of trouble, and you should probably report the fight to the judge. It is likely that the judge would revoke Russell’s suspended sentence, and he could be incarcerated. Furthermore, he would have an official juvenile record that could hurt his prospects.

You think Russell is at a crossroads in his life. If you do not report this fight, several good things may happen. The first is that Russell would graduate from high school. In Russell’s neighborhood, this is not always the case for young males who have been involved with gangs. Russell also wants to marry his girlfriend. She is a positive influence, and her aspirations of becoming a nurse appeared to have motivated him to continue his own education. Finally, Russell intends to join the military. An Air Force recruiter has suggested that Russell could get training in information technology that could greatly improve his employment prospects. You see great benefit in Russell joining the military and leaving his neighborhood. Many of Russell’s friends are becoming deeply involved with violent gangs, and if Russell cannot escape the neighborhood, he will most likely be sucked into a criminal lifestyle.

What Do You Do?

1. Report Russell to the judge. He has already been given his chance by having his sentence suspended and placed in the diversion program. He blew it by fighting. Although you can understand his feelings ferociously because he is under court supervision.

2. Say nothing to the judge and hope Russell stays out of further trouble and successfully completes the diversion program.

3. Meet with Russell and his girlfriend and impose some informal conditions. These include a curfew and more frequent reporting. Impress on him that you are sticking your neck out for him and expect a promise from him that he will behave.

4. Include the program director in your meeting with Russell and his girlfriend. Although the director might instruct you to report this fight to the judge, you think you can convince him to go along with your new informal plan. By including the director in this conversation, you are covering yourself in case Russell gets into further trouble.
POLICY IMPLICATIONS 7.1
Crime Is Complicated

In this chapter, life-course theories of crime present some interesting concerns regarding the development of criminal justice policy. One observation we can take away from these theories is that people break the law for complicated reasons. Dealing with offenders may require more than fixing their diet (biological theories), monitoring their peers (differential association), or providing them with an education so they can compete economically (classical strain theory). It may require most or all of these things.

By understanding the pathways and turning points in a criminal career, it is possible to design programs that take advantage of these observations and intervene in the lives of those who break the law. Sometimes timing is everything. Providing educational opportunities or employment training at critical times can mean the difference in offenders becoming invested in society or turning their back on it. For instance Cullen’s social support theory suggests that families and communities can do much to provide everyone (not just offenders) with the institutional support to prevent potential delinquents and offenders from breaking the law. The key is to provide individuals with enough support to overcome negative peer and neighborhood influences. This integrated theory takes advantage of the principles of numerous sociological and psychological theories and combines them to envision a more comprehensive social support system.

The tough part of selling life-course and integrated theories of crime to criminal justice decision makers is that the solutions these theories suggest encompass comprehensive programs that are indirectly concerned with crime and delinquency. Therefore, funding for such programs may be difficult to obtain or may require policymakers to have a more expansive view of how to intervene in deviant behavior.

For instance, although a great deal of money is spent on education, less is spent on the education of those caught up in the juvenile and criminal justice systems. It is difficult to get policymakers to allocate additional funds for inmate populations. Similarly, recreational programs designed to keep kids off the street are not considered to be crime-prevention programs and so are not eligible for criminal justice funding. Without adequate funds, the criminal justice and juvenile justice systems cannot always take up the slack. When major institutions such as the family, the schools, and the community fail to integrate youths into conventional society, the justice system must deal with their failures. Life-course and integrated theories argue for greater coordination and cooperation between all institutions.

"Doubletake” features address myths or prevailing wisdom and teach students about real-world issues

All photos include critical-thinking questions as captions that are designed to engage and inform

“Policy Implications” features apply criminological theory using real-world examples

DOUBLETAKE 2.1
Bad Numbers

Police misreporting of crime statistics is a serious problem. Regardless of the reasons for misreporting, bad numbers mean criminologists, the media, criminal justice officials, and the public cannot make accurate assumptions about crime. How much misreporting actually occurs? Like the dark figure of crime, the true amount of crime misreporting can never be known. Often, it is only when police officers admit to altering statistics that misreporting is discovered.

- According to a Los Angeles Times analysis, the Los Angeles Police Department from 2005 to 2012 misclassified about 14,000 serious assaults as minor offenses. Violent crime was actually 7 percent higher than first reported, and the number of serious assaults was 16 percent higher.
- A retired police officer who served 20 years with the Geneva, New York, Police Department described to Police Magazine how statistics were misrepresented at the department. “Burglaries would be reclassified to trespasses. Even attempted burglaries with smashed windows and damaged doors would be changed to criminal mischief. This prevented corresponding stats for the Uniform Crime Report and gave wiggle-room for the chief to tell the public that property crime was down across the city.” In another case, there were several reports of rape at a local college. “With the first two, the victims reported their rapes to campus security, but the college never reported the rapes to the police department. The third victim actually came to the (police) after her rape and the investigation led to the other two. . . . It was another classic case of the colleges not wanting those crime stats known.”
- A 2014 Chicago Magazine investigation revealed that the Chicago Police Department under-reported homicides in 2013 by misclassifying at least 10 homicides, and downgrading other violent felonies and serious property offenses. The magazine also found that the city’s murder totals in 2014 were also likely under-reported, with at least 21 homicides that should have been counted as murders. Current and former police officers told the magazine that the misclassifications occurred because police supervisors pressured officers to lower the statistics.

THINK ABOUT IT
1. What is harmful about the misreporting of crime statistics?
2. Should police departments that are caught misreporting crime be penalized?
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Ronald L. Akers, University of Florida, Christine S. Sellers, Texas State University, and Wesley G. Jennings, Texas State University

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