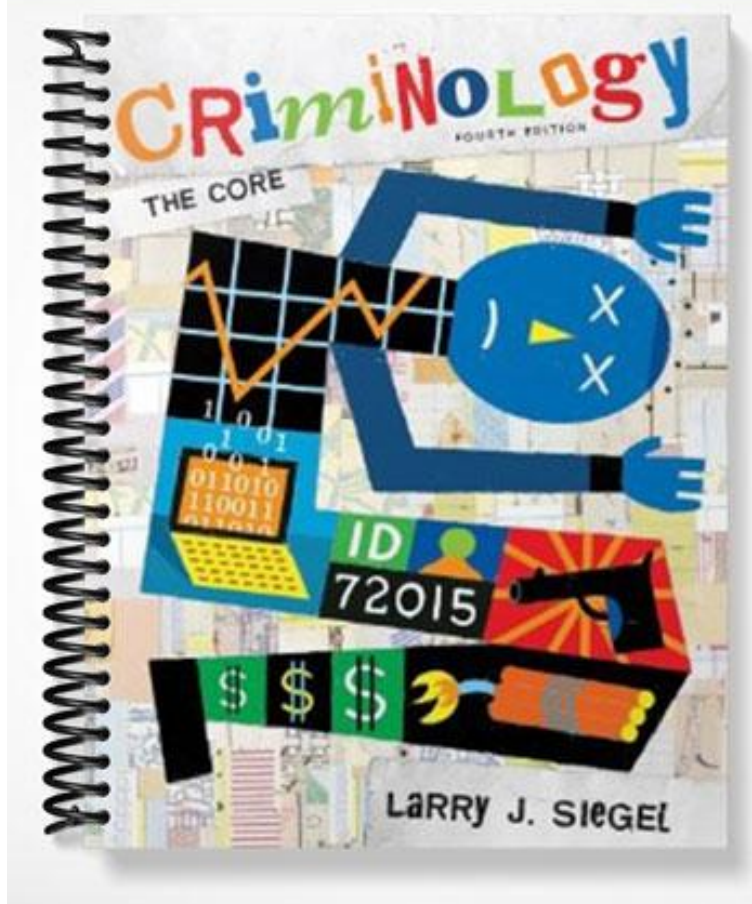


SOLUTIONS MANUAL



2 The Nature and Extent of Crime

LEARNING OBJECTIVES

After mastering the content of this chapter, a student should:

1. Be familiar with the various forms of crime data.
2. Know the problems associated with collecting data.
3. Be able to discuss the recent trends in the crime rate.
4. Be familiar with the factors that influence crime rates.
5. Be able to compare crime rates under different ecological conditions.
6. Be able to discuss the association between social class and crime.
7. Know what is meant by the term "aging out process."
8. Recognize that there are gender and racial patterns in crime.
9. Be familiar with Wolfgang's pioneering research on chronic offending.
10. Know what causes chronicity.

KEY WORDS

Uniform Crime Report (UCR) - large database, compiled by the FBI, of crimes reported and arrests made each year throughout the United States.

Part I crimes - the eight most serious offenses included in the UCR: murder and nonnegligent manslaughter, forcible rape, robbery, aggravated assault, burglary, larceny, arson, and motor vehicle theft.

Part II crimes - all crimes including Part I crimes for which people are arrested.

Cleared crimes - crimes for which at least one person is arrested, charged, and turned over to the court for prosecution or when some element beyond police control precludes the physical arrest of an offender, e.g., the offender leaves the country.

National Incident-Based Reporting System (NIBRS) - the result of efforts to provide a more comprehensive and detailed UCR; the NIBRS collects data on each reported crime incident.

Surveys - a method of collecting crime data whereby people are asked about their attitudes, beliefs, values, and characteristics, as well as their experiences with crime and victimization.

Sampling - selecting a limited number of people for study as representative of a larger group.

Population - all people who share a particular characteristic, such as all high school students or all police officers.

National Crime Victimization Survey (NCVS) - a comprehensive, nationwide survey of victimization in the United States conducted annually by the U.S. Census Bureau for the Bureau of Justice Statistics (BJS).

Self-report survey - a research approach that requires subjects to reveal their own participation in delinquent or criminal acts.

Victimization surveys - surveys designed to measure the extent and nature of crime victimization.

Cohort - a group of people who share a like characteristic.

Retrospective cohort study - a research method that involves taking a contemporary cohort, such as men in prison in New York in 2009, and looking back into the subjects' pasts collecting data from educational, family, police, and hospital records.

Meta-analysis - a research method that involves gathering data from a number of previous studies.

Systematic review - a research method that involves the collection of previous findings from scientific studies addressing a particular problem, appraising and synthesizing the evidence, and using the collective evidence to address a particular scientific question.

Instrumental crimes - offenses designed to improve the financial or social position of the criminal.

Expressive crimes - offenses committed not for profit or gain but to vent rage, anger, frustration, or other emotion.

Agging out - the fact that people commit less crime as they mature.

Masculinity hypothesis - the view that women who commit crimes have biological and psychological traits similar to those of men.

Liberal feminist theory - a view of crime that suggests that the social and economic role of women in society controls their crime rates.

Racial threat theory - a theory suggesting that as the size of the black population increases, the perceived threat to the white population increases, resulting in a greater amount of social control imposed against blacks.

Chronic offenders (career criminals) - a small group of persistent offenders who account for a majority of all criminal offenses.

Early onset - a concept explaining that kids who have been exposed to a variety of personal and social problems at an early age are the most at risk to repeat offending.

"Three strikes" - laws that require an offender to serve life in prison after they are convicted of a third felony.

CHAPTER OUTLINE

I. Primary Sources of Crime Data

A. Official Records: The Uniform Crime Report (UCR)

1. Collected annually by the Federal Bureau of Investigation (FBI)
2. Crimes reported to police and numbers of arrest
3. Represents over 17,000 police departments and the majority of the U.S. population
4. Part I crimes - the most serious
 - a. Murder and nonnegligent manslaughter
 - b. Forcible rape
 - c. Robbery
 - d. Aggravated assault
 - e. Burglary
 - f. Larceny
 - g. Arson
 - h. Motor vehicle theft
5. Part II crimes - all crimes including Part I crimes
6. Contains data on the number and characteristics of individuals who have been arrested
7. Compiling the Uniform Crime Report
 - a. Law enforcement agencies report Part I crimes monthly.
 - b. Unfounded or false complaints eliminated
 - c. The number of actual known offenses is reported whether or not an arrest is made.

- d. Cleared crimes also reported - 1) cleared via an arrest, charging, and being turned over for prosecution; 2) cleared by exceptional means
8. Validity of the UCR
- a. The UCR's accuracy has long been suspect.
 - b. Many serious crimes are not reported to police.
 - 1. Victims consider the crime unimportant.
 - 2. Victims do not trust the police.
 - 3. Victims do not have property insurance.
 - 4. Victims fear reprisals.
 - 5. Victims involved in illegal activities themselves.
 - c. Police definition and recording practices
 - d. Some critics take issue with the way the FBI records data and counts crimes.
 - e. Criticisms aside, the UCR continues to be one of the most widely used source of crime statistics.
 - 1. Collected in a careful and systematic way
 - 2. Measurement of year to year change accurate because any problems are stable over time.

B. NIBRS: The Future of the Uniform Crime Report

- 1. Five-year redesign beginning in 1982
- 2. Includes a brief account of incident, arrest, victim, and offender
- 3. Covers 46 specific offenses including Part I crimes and 11 lesser offenses
- 4. Includes data on hate and bias crime
- 5. Implemented by 20 states
- 6. Full implementation will improve accuracy and uniformity of official crime data.

PROFILES IN CRIME: A Pain in the Glass

C. Survey Research

- 1. People are asked about attitudes, beliefs, values, characteristics, and experiences with crime and victimization.
- 2. Involves sampling

D. The National Crime Victimization Survey (NCVS)

- 1. Nationwide survey of individual and household victimization conducted by the U.S. Census Bureau for the Bureau of Justice Statistics
- 2. Addresses the nonreporting issue
- 3. Sample size: 76,000 households and 135,000 individuals age 12 and older
- 4. Households stay in the sample three years with new households rotated into the sample on an ongoing basis.

5. 1993: redesigned to provide detailed information on frequency and nature of rape, sexual assault, personal robbery, aggravated and simple assault, household burglary, theft, motor vehicle theft
6. 2006: techniques changed to make results comparable to previous years
7. Information provided by the NCVS
 - a. Victim information: age, sex, race, ethnicity, marital status, income, education level
 - b. Crime information: time, place, use of weapons, nature of injury, economic consequences
 - c. Victim experiences with the criminal justice system
 - d. Self-protective measures used by victims
 - e. Substance abuse by offenders
8. Validity of the NCVS
 - a. More complete picture of the nation's crime problem - addresses the nonreporting issue
 - b. Helps us to understand why crimes are not reported to police
9. Methodological problems
 - a. Overreporting due to victims' misinterpretation of events
 - b. Underreporting due to embarrassment, fear, or forgetfulness
 - c. Inability to record criminal activity of those interviewed
 - d. Sampling errors
 - e. Inadequate question format that invalidates responses
10. The future of the NCVS
 - a. Effectiveness undermined by budget limitations
 - b. Sample size and methods of data collection altered
 - c. Multiple years of data are combined in order to comment on change over time - less desirable than year-to-year change.
 - d. 2006: Significant changes resulted in victimization estimates that were not totally comparable to previous years.

E. Self-Report Surveys

1. Asks people to describe their recent and lifetime participation in criminal activity.
2. Most focus on juvenile delinquency and youth crime.
3. Validity of Self-Reports
 - a. Expecting people to admit illegal acts is unreasonable.
 - b. Some people exaggerate, forget, or are confused about their criminal acts.
 - c. Some surveys contain an overabundance of trivial offenses that may be combined with serious crime to calculate a total crime index.

- d. "Missing cases" phenomenon
 - e. Self-reports may measure only nonserious, occasional delinquents while ignoring hard-core chronic offenders who may be institutionalized.
 - 4. Improving the reliability of self-reports
 - a. Use self-reports in a consistent fashion with different groups of subjects over time - i.e., Monitoring the Future survey.
 - 5. Monitoring the Future survey - University of Michigan Institute for Social Research (ISR)
 - a. Annual survey of high school seniors conducted since 1978
 - b. Surprising number of "typical teenagers" reported involvement in serious criminal behavior
 - c. If accurate, M TF data indicate a much greater crime problem than the UCR and NCVS.
- F. Evaluating Crime Data
- 1. UCR
 - a. For serious crimes, arrest data can provide a meaningful measure of criminal activity that other data sources cannot provide.
 - b. Is the source of information about murder
 - c. Much criminological research is based on the UCR.
 - d. Nonreporting issue
 - e. Is subject to the reporting practices of individual police departments
 - 2. NCVS
 - a. Includes unreported crime
 - b. Includes personal characteristics of victims
 - c. Data consist of estimates based on limited samples of the US population.
 - d. Relies on personal recollections
 - e. Does not include data on crime patterns, including murder and drug abuse
 - 3. Self-report surveys
 - a. Can provide information on personal characteristics of offenders
 - b. Rely on the honesty of criminal offenders and drug abusers

II. Crime Trends

A. General Crime Trends

- 1. 1833-1860: gradual increase in the crime rate, especially violent crime
- 2. Post-Civil War: Crime rate increased significantly for 15 years.
- 3. 1880-WWI: Reported crimes decreased.

4. Steady decline until the Depression (about 1930) when another crime wave was recorded
 5. 1930 - 1960: Crime rates increased gradually.
 6. 1970s: The homicide rate sharply increased.
- B. Trends in Officially Recorded Crime
1. 1980-1990
 - a. Sharp increase in rates of robbery, motor vehicle theft, and homicide
 - b. Increase in youth firearm homicide rates (adult homicide rates fell)
 2. Since 1990
 - a. Numbers of crime in decline
 - b. Significant drop in UCR violent crimes - murder, rape, robbery, assault
 - c. Violence rate has dropped almost 40%.
 - d. Property crime rates have also declined - 10% decline in past decade.
 3. Homicide
 - a. Most accurate and valid UCR statistic
 - b. Homicide rate peaked around 1930.
 - c. Homicide rate held relatively steady from 1950 - mid-1960.
 - d. Homicide rate hit a peak of 10.2 per 100,000 in 1980.
 - e. 1980-1991: Homicide rate fluctuated between 8 and 10 per 100,000.
 - f. 1991-2008: Homicide rate dropped more than 40% supporting the fact that the overall crime rate is in remission.
- C. RACE, CULTURE, GENDER, AND CRIMINOLOGY: International Crime Trends
- D. Trends in Victimization
1. Similar to the UCR, NCVS data indicate that victimizations have declined significantly during the past 30 years.
 - a. 1973: 44 million victimizations
 - b. Today: 23 million victimizations
- E. What the Future Holds
1. Population trends
 - a. Future crime rates may increase due to the large number of children who will enter their crime prone years.
 - b. Future crime rates may be offset by the aging of the population - large number of senior citizens.
 2. Technological and social factors may shape the direction of the crime rate.
 - a. Technological developments have resulted in new classes of crime.
 - b. The narcissistic youth culture that stresses materialism is being replaced by more moralistic cultural values that may moderate potential crime rate growth.

3. Too early to predict if overall downward trend in crime rates will continue into the foreseeable future.

F. RACE, CULTURE, GENDER, AND CRIMINOLOGY: International Crime Trends

III. Crime Patterns

A. The Ecology of Crime

1. Day, season and climate
 - a. Most reported crimes occur during the warm summer months of July and August.
 - b. Exceptions: Murders and robberies occur frequently in December and January.
 - c. Crime rates are higher on the first day of the month.

CURRENT ISSUES IN CRIME: Explaining Trends in Crime Rates

2. Temperature
 - a. Traditional belief: Crime rates increase with rising temperatures and then begin to decline at 85 degrees when it may be too hot for any physical exertion; thus, resembling an inverted U-shaped curve.
 - b. Some criminologists believe that crime rates rise with temperature.
 - c. Some criminologists have found evidence that the curvilinear model is correct.
 - d. Research also indicates that a rising temperature will cause crimes such as domestic violence to continually increase, while other crimes (such as rape) will decline after temperatures rise to an extremely high level.
 - e. Extreme temperatures cause stress and tension that prompts the body to release stress hormones. Hormonal activity has been linked to aggression.
3. Regional differences
 - a. Large, urban areas have the highest violence rates.
 - b. Rural areas have the lowest per capita crime rates with the exception of low population resort areas with large seasonal populations.

B. Use of Firearms

1. Firearms are involved in about 20% of robberies, 10% of assaults, and over 5% of rapes.
2. Two-thirds of all murders involve firearms; most are handguns.
3. Criminals of all races/ethnicities are equally likely to use firearms in violent crimes.
4. Ongoing debate over gun control
 - a. Criminologists favoring gun control: The proliferation of handguns and the high rate of lethal violence they cause is the single most significant

factor separating the US crime problem from that of the rest of the developed world.

- b. Criminologists opposed to gun control: Kleck and Gertz have found that personal gun use can be a deterrent to crime.

C. Social Class, Socioeconomic Conditions and Crime

1. Crime is a lower-class phenomenon.
 - a. Instrumental crimes: Those on the lowest rung of the social ladder are unable to obtain desired goods and services via conventional means and may resort to illegal activities to obtain them.
 - b. Expressive crimes: Those living in poverty engage in disproportionate amounts of crimes as a result of their rage, frustration, and anger against society.
 - c. Alcohol and drug use, common in impoverished areas, help fuel violent crime.
 - d. UCR data indicate crimes rates in inner-city, high-poverty areas are higher than those in suburban or wealthy areas.
 - e. Surveys of prisoners consistently indicate prisoners were members of the lower class and unemployed or under-employed in the years prior to incarceration.
 - f. Cross-national research indicates wealthier nations, measured by GNP, have lower violence rates than less economically developed nations.
2. Alternative explanation
 - a. The relationship between official crime and social class is a function of law enforcement practices.
3. Social class and Self-reports
 - a. Juveniles in all social classes commit crime.
 - b. Serious crime is more prevalent in socially disorganized lower class areas.
 - c. Less serious offenses are spread more evenly throughout the social structure.
 - d. Community level indicators of poverty and disorder are associated with the most serious violent crimes.

D. Age and Crime

1. Age is inversely related to criminality.
 - a. The effects of age on crime do not depend on other demographic correlates of crime.
 - b. Younger people commit more crime than older people and this relationship has been stable over time.
 - c. The peak age for property crimes is believed to be 16.
 - d. The peak age for violent crime is believed to be 18.

2. Age and arrests
 - a. Young people are arrested at a disproportionate rate to their numbers in the population.
 - b. Adults age 45 and older account for a third of the population but account for less than 10% of crime arrests.
 - c. The elderly comprise 12 % of the population but less than 1% of arrests.
 3. Aging out of crime
 - a. People commit less crime as they age.
 - b. Crime peaks in adolescence and then declines rapidly thereafter.
 - c. Agnew's features of adolescence in modern, industrial societies:
 1. A reduction in supervision
 2. An increase in social and academic demands
 3. Participation in larger, more diverse, peer-oriented social world
 4. An increased desire for adult privileges
 5. A reduced ability to cope in a legitimate manner and increased incentive to solve problems in a criminal manner
 - d. Adults develop the ability to delay gratification, start wanting to take responsibility for their behavior, and adhere to conventional norms.
 - e. Research: People who maintain successful marriages are more likely to desist from antisocial behavior than those whose marriages fail.
 4. Age and biology
 - a. Some criminologists believe the key to desistance and aging out is linked to human biology.
 - b. Neurotransmitters (serotonin and dopamine) play a role in aggression.
 1. Serotonin limits offensive behavior.
 2. Dopamine facilitates offensive behavior.
 3. During adolescence, dopamine increases while serotonin is reduced.
 - c. Change in brain chemistry parallels the aging out process.
- E. Gender and Crime
1. Men and women
 - a. Male crime rates are much higher than female crime rates.
 - b. The male-female arrest ratio is almost four males to one female.
 - c. Murder arrests: Eight males to one female
 - d. Self-report data (Monitoring the Future data as an example) indicate males self-report more crime but not to the degree suggested by official data.
 - e. Over the past decade the male arrest rates have declined by 9%; female arrest rates have increased by 9%.

1. Increased female arrest rates especially for robbery and burglary
 - f. Conclusion: During the slowing of the overall crime rates, women have increased their participation in crime.
2. Trait differences
 - a. Lombroso's masculinity hypothesis - a few "masculine" females were responsible for the handful of crimes that women committed.
 1. These women lacked typical female traits of piety, maternity, undeveloped intelligence, and weakness.
 2. Such viewpoints are no longer taken seriously.
 - b. Criminologists link antisocial behavior to hormonal influences.
 1. Male sex hormones (androgens) account for aggressive male behavior.
 3. Socialization Differences
 - a. Girls are socialized to be less aggressive than boys.
 4. Cognitive Differences
 - a. Superior verbal ability may allow girls and women to talk rather than fight.
 5. Social/Political Differences
 - a. Liberal feminist theory - female crime rates linked to the social and economic roles of women in society.
 1. Lower female crime rates explained by women's "second-class" economic and social positions.
 2. Female and male crime rates would converge as women's social roles change and became more like men's.
 - b. The rapid increase in female crime rates seems to support liberal feminist theory.
 - c. Self-report studies
 1. The pattern of female criminality is similar to male criminality.
 2. The factors that predispose male criminals to crime have an equal impact on female criminals.
 - d. Some criminologists remain skeptical
 1. Arrest trends may be explained by police practices - police are more willing to arrest females.
 2. Mandated dual arrests in domestic cases, result in more female arrests.
- F. Race and Crime
1. Minority group members are involved in a disproportionate share of criminal activity.

- a. African Americans comprise 12% of the population, yet account for 38% of violent crime arrests, 30% of property crime arrests, and a disproportionate amount of Part II arrests.
2. What do data indicate?
 - a. Data may reflect true racial differences in the crime rate.
 - b. Data may reflect bias in the justice process.
 - c. Monitoring the Future and other self-report data find little evidence of racial disparity in crimes committed.
 1. The delinquent behavior of black and white teenagers are generally similar.
 2. Differences in arrest statistics may indicate a differential Selection process by police.
 - d. Critics charge police officers routinely use racial profiling to stop African Americans and search their cars without probable cause or reasonable suspicion.
 - e. Improbable that police discretion and/or bias, alone, could account for proportions of minorities arrested for violent crimes.
 1. Doubtful that police would routinely release white killers, robbers, and rapists while arresting blacks who commit the same offenses.
3. Racism and discrimination
 - a. Some criminologists view black crime as a function of socialization in society - the black family torn apart and black culture destroyed beyond recovery.
 - b. Racism is still an element of daily life in the black community.
 1. Undermines confidence in the justice system and faith in social and political institutions.
 - c. Racial threat theory - As the percentage of African Americans in the population increases, so does the amount of social control that the justice system aims at blacks.
 - d. Significant research exists to support that the justice system may be racially biased.
 1. Black and Latino adults less likely than whites to receive bail in violent crime cases.
 2. Minority juveniles more likely than white juveniles to be kept in detention pending trial in juvenile court.
 3. Indigent or unemployed African Americans more likely than whites to receive longer prison sentences.
4. Economic and social disparity

- a. Racial and ethnic minorities are often forced to live in high crime areas.
 - b. Racial and ethnic minorities face a greater degree of social isolation and economic deprivation than the white majority.
 - c. Black youths forced to attend essentially segregated, under-funded, and deteriorated schools.
5. Family dissolution
- a. Family dissolution is tied to low employment rates among black males, leading to strained marriages.
 - b. Increased risk of early death by disease and violence results in a large number of single, female-headed households in black communities.
 - c. Weakened or disrupted families result in compromised social control.
 - d. Divorce and separation rates are significantly associated with homicide rates in black communities.

IV. Chronic Offenders/Criminal Careers

- A. A small group of career or chronic offenders account for the majority of all criminal offenses.
- 1. Wolfgang, Figlio, and Sellin's 1972 study, *Delinquency in a Birth Cohort*
 - 2. The "Chronic 6%" - boys arrested five times or more, who accounted for six percent of the total sample of 9,945
 - a. Accounted for 51.9% of all the offenses committed by the cohort
 - b. Accounted for 71% of homicides, 73% of rapes, 82% of robberies, 69% of aggravated assaults
 - c. Arrests and court experiences did little to deter the chronic offender.
 - d. Punishment was inversely related to chronic offending.
 - 3. Second cohort study of males and females in 1958
 - a. Indicated a similar pattern of chronic offending for males
 - b. Female chronic offenders rare - 1%
 - 4. Chronic offenders are also found in international research.
- B. What Causes Chronicity?
- 1. Early onset - Children who have been exposed to a variety of personal and social problems, at an early age, are the most at risk to repeat offending.
 - 2. Factors characterizing the chronic offender
 - a. Problems in the home and school
 - b. Getting arrested before age 15
 - c. Low intellectual development
 - d. Parental drug involvement
- C. Implications of the Chronic Offender Concept
- 1. Discovery of the chronic offender has revitalized criminological theory.

- a. It is unlikely that social conditions alone can cause chronic offending.
 - b. Traditional criminological theories have failed to distinguish between occasional and chronic offenders.
 - c. Has forced criminologists to consider persistence and desistance in their crime explanations
2. The chronic offender has become a central focus of crime control policy
 - a. Goals of sentencing policies have shifted from rehabilitation to incapacitation.
 1. "Three strikes" policies - Offenders convicted of a third felony serve a mandatory life sentence.
 2. "Truth in sentencing" policies - Convicted felons spend a significant portion of their sentence behind bars.

DISCUSSION TOPICS and STUDENT ACTIVITIES

1. Would students answer honestly if participating in a national crime survey asking about their criminal behavior, including their drinking and drug use? Why or why not? Ask students to consider how honesty and dishonesty impact self-report studies.
2. How would students explain gender differences in the crime rate? That is, why do students think males are more violent than females? Do students find one reason or factor more explanatory than others?
3. Ask students to consider the crimes listed as Part I offenses. Do they feel these are the most serious crimes in society? Ask them if they would add or delete any crimes or behaviors to/from the list? If so, which crimes and why?
4. Ask students to collectively create a brief survey regarding campus crime. Have each student take the survey. Ask students to tabulate and discuss the results.
5. Explain crime mapping by projecting a map of your university onto the whiteboard. Ask students if they have experienced or know of a crime that has occurred on campus and the location of that crime. Mark each crime spot on the projected map. Discuss how this map might be utilized by campus authorities to fight crime.

INTERNET CONNECTIONS and ONLINE ACTIVITIES

1. *The National Juvenile Justice Action Plan A Comprehensive Response to a Critical Challenge* by Sarah Ingersoll - access at: <http://www.ojjdp.org/jjjournal/jjjournal997/plan.html>

After accessing and reading Ingersoll's article, consider that the article relates to the timeframe prior to the downward trend in violent and property crimes. Students will see featured a number of elements contained within Chapter Two (i.e., chronic offenders, guns). What are these elements and how were these elements addressed in terms of crime control practices and policies?

2. The British Crime Survey - access at: http://www.statistics.gov.uk/ssd/surveys/british_crime_survey.asp

Review this website and compare how crime data is compiled in Britain with the way crime data is compiled in the United State's UCR. What are the differences and similarities?

3. INTERPOL - access at: <http://www.interpol.int>

The INTERPOL website provides an international view of crime and crime statistics.

4. Bureau of Justice Statistics - access at: <http://www.ojp.usdoj.gov/bjs/welcome.html>

After accessing the BJS website, have students select publications and then scroll down to "*Age Patterns in Violent Victimization, 1976-2000*". What are the crime and victimization patterns for different age groups?

5. Bureau of Justice Statistics - access at: <http://www.ojp.usdoj.gov/bjs/welcome.html>

After accessing the BJS website, have students locate and access the link for crime and victim statistics. Direct students to read about the NCVS survey, the actual survey instrument, how the NCVS is conducted, and the redesign of the NCVS.

6. Federal Bureau of Investigation - access at: <http://www.fbi.gov>

After accessing the site, locate the link for UCR crime statistics and access that portion of the FBI's website. Students will then be able to navigate UCR data and information on the National Incident Based Reporting System (NIBRS).

7. Federal Bureau of Investigation - access at: <http://www.fbi.gov>

Access the FBI's website and locate the link for reports and publications. Ask students to access the violent crime report titled *Crimes in Schools and Colleges: A Study of Offenders and Arrestees Reported via National Incident-Based Reporting System Data* and to write a short paper pertaining to the findings in this report and how these findings are similar or dissimilar to what they have learned in Chapter Two.

USING MEDIA IN THE CLASSROOM

Crime in America - access at:

http://www.wadsworthmedia.com/cj/abc/Crime_in_America.ram

Assignment: After viewing the video, ask students to discuss the how the commentator used the terms "percent" and "rate." Pertaining to the difference between crime percentages and rates, do students feel the information provided in the video is accurate? Discuss how factors presented in the video impact crime in America - these include the gang practice of "rat packing," weapons, high crime areas, and federal funding in a post-9/11 era.