

CRIMINOLOGY

Freda Adler Gerhard O.W. Mueller William S. Laufer



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CRIMINOLOGY

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To our children and grandchildren

Mark J. Adler and Susan B. Weinstock-Adler with
David S. Adler

Jill E. Adler-Donkersloot and Willem H.F.A.
Donkersloot

Nancy D. Adler-Knijff and Robert F. Knijff

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Marla L. Mueller and Lawrence Frederick Bentley

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with Lauren Elizabeth and Stephen William Mueller

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PREFACE

Criminology is a young discipline. The term “criminology” is barely a century old, but in those one hundred years criminology has emerged as a major social and behavioral science. Criminology’s contributions are essential for dealing with a crime problem in our society that many people consider to be intolerable. Problems as vital and urgent as those addressed in this book, *Criminology*, are challenging and exciting.

We invite the teacher and the student to trace the path which criminologists have traveled, and to join in mapping out the future of criminology in the twenty-first century—which is less than a decade away.

Organization

This book has four parts. Part I presents an overview of criminology, pointing to the vast horizon of this science. It explains techniques for measuring the characteristics of criminals, crime, and victims. It also traces the history of criminological thought through the era that witnessed the formation of the major schools of criminology: classicism and positivism (eighteenth and nineteenth centuries).

Part II explains criminal behavior on the basis of the various theories that were developed in the twentieth century. Among the subjects covered are theories that offer biological, psychological, sociological, sociopolitical, and integrated explanations.

Part III takes an innovative approach by explaining the types of crime not only from a legal-historical perspective but also on the basis of the contemporary theories of rational choice and routine activities. This approach permits an assessment of the motivations and activities of offenders, as well as the prevalence and distribution of crime. The familiar street crimes, such as assault and robbery, are assessed, and so are criminal activities that have been highlighted by researchers only in recent years.

“A Criminological Approach to the Criminal Justice System” (Part IV) emphasizes contemporary criminological research on the functioning and interaction of the various components of the system. It also explains the decision-making processes of all the participants.

Features

In our effort to provide the student with a pleasurable and rewarding learning experience, and the instructor with a teaching tool that is at once dynamic and effective, we have incorporated a number of special features:

- We highlight the evolution and interrelatedness of theories that explain criminal behavior.
- Throughout the text we demonstrate the interrelatedness of theory, policy, and practice. For example, in the theory chapters we include “Theory to Practice” sections, and in the criminal justice chapters, we consistently present the system within the context of contemporary criminological theory and research.
- In view of the dramatic effects of the globalization of society on contemporary crime, we highlight the international dimension of crime through international examples, cross-cultural

comparisons and a series of boxes called "Window to the World."

- We emphasize current issues in criminology including studies of family violence, stranger homicide, date rape, female criminality, environmental crime, abuse of power, local and transnational drug problems, and terrorism.
- To convey the excitement and relevance of the field of criminology, we use recognizable contemporary and historical examples and case studies. We also provide in-depth analyses of selected cases and research studies in our boxed feature called "Criminological Focus."
- The epilogue looks forward to the challenges of the twenty-first century.

Pedagogical Aids

By working together closely and cooperatively, the authors and the editors have developed a format for the book that is readable and informative. Numerous photographs, especially at chapter openings, highlight the textual coverage. A large number of graphs, charts, and maps amplify the textual presentation. Chapter outlines, key terms, reviews, the glossary, and name and subject indexes facilitate use of the book. The instructor's manual, prepared by Marie Henry, a respected and experienced college instructor of criminology at Sullivan County Community College, provides all the assistance an instructor may need to make this course a rewarding teaching experience.

A combined total of fifty-five years of teaching criminology provides the basis for the writing of *Criminology*. We hope that the result is a text that is intellectually provocative, factually rigorous, and scientifically sound, and that gives the student a stimulating learning experience.

In Appreciation

We gratefully acknowledge the assistance and support of a number of dedicated professionals. At Rutgers University, the librarian of the

N.C.C.D./Criminal Justice Collection, Phyllis Schultze, has been most helpful in patiently tracking and tracing sources. We thank Prof. Sesha Kethanini, Illinois State University, for her tireless assistance throughout the project, and Joan Schroeder and Mary Gardner for their superb word processing of the manuscript. Included in the list of those to whom we are grateful are Rutgers University School of Criminal Justice research assistants Susanna Cornett, Dory Dickman, Lisa Maher, Susan Plant, and Mangai Natarajan, who provided helpful comment on the manuscript. We thank Jeff Ellis of the Wharton School, University of Pennsylvania, for compiling the glossary.

We owe a special debt to the team at McGraw-Hill. Phil Butcher orchestrated the production. Sylvia Shepard guided the book from thought to completion. Alison Husting launched the project. Mary Shuford shaped the final draft with patience and persistence. Bob Greiner's keen editorial judgment and devotion to *Criminology* deserve very special appreciation. Safra Nimrod, photography editor, deserves our thanks for pictorially enhancing the text. We also are grateful to Joan O'Connor, who supervised the design; Barbara Salazar, who edited the manuscript; Martha Wiseman for her thorough review of the manuscript; Cindy Booth for her tireless effort in producing galleys and pages; and Anita Kann for keeping the project on schedule.

Many academic reviewers (listed facing the title page) and survey respondents offered invaluable help first in the planning stage, and then in responding to chapter drafts. We thank them for their time and thoughtfulness, and for the wisdom which they brought from their teaching and research.

Freda Adler

Gerhard O. W. Mueller

William S. Laufer

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PART I

UNDERSTANDING CRIMINOLOGY

Criminology is the scientific study of the making of laws, the breaking of laws, and the reaction to the breaking of laws. Laws express the common interest of organized society. Sometimes the common interest is arrived at by consensus, sometimes it is imposed by those in power. In ancient times the common interest expressed by law was that of small groupings of people, clans, tribes, and kingdoms. Today the people of the entire world have many interests in common. Criminological research and crime prevention strategies are consequently becoming globalized (Chapter 1). Criminologists have adopted methods of study from all of the social and behavioral sciences. Like all scientists, criminologists measure. They assess crime over time and place, and they measure the character-

istics of criminals, of crimes, and of victims by various methods (Chapter 2). Throughout history notable thinkers have philosophized about crime and criminals and the control of crime. Yet the term "criminology" is little more than a century old, and our subject has been of scientific interest for only two centuries. Two schools of thought contributed to modern criminology: the classical school, associated predominantly with Cesare Beccaria (eighteenth century), which focused on crime, and the positivist school, associated with Cesare Lombroso, Enrico Ferri, and Raffaele Garofalo (nineteenth and early twentieth centuries), which focused on criminals (Chapter 3). Contemporary American criminology owes much to these European roots.

WHAT IS CRIMINOLOGY?

WHAT DO CRIMINOLOGISTS STUDY?

The Making of Laws

The Breaking of Laws

Society's Reaction to the Breaking of Laws

THE GLOBAL APPROACH TO THE BREAKING OF LAWS

SPECIAL FEATURES

CRIMINOLOGICAL FOCUS

Fairy Tales and Crime

AT ISSUE

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WINDOW TO THE WORLD

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