



criminology

eighth edition

Larry J. siegel

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CRIMINOLOGY

EIGHTH EDITION

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*This book is dedicated to my children,
Julie, Andrew, Eric, and Rachel,
and to my wife, Therese J. Libby.*

PREFACE

My kids have a long tradition of serving me breakfast in bed on my birthday, and this year was no exception. As I was having my toast and coffee, with the family gathered round me, I put the TV on and the screen showed a jet plane crashing into a familiar building, causing it to burst into flames. For a moment I thought I was catching the tail end of some science fiction film, maybe *Independence Day* or *Battlefield Earth*. I soon realized I was, in fact, tuned to the news station. You see, my birthday is September 11.

Like most Americans, the attack left me reeling. I was born and raised in New York and went to City College. As a criminologist, I am used to trying to explain why people commit horrendous acts, but this was so enormous and outrageous that it left me stumped. What could cause someone to engage in a conspiracy to kill so many innocent people? Some experts speculate that the attack was a result of politically motivated anger directed at American foreign policy. Others view it simply as a crazed plot carried out by deranged, twisted minds. Whatever its cause, the World Trade Center attack will be for most of us the most devastating crime of our lifetime. The terrorists may have had political or religious motivations, but their act was a violent crime, albeit of immense proportions.

Criminologists spend their career trying to understand what drives people to commit crime. Why do people behave the way they do? What causes one person to become violent and antisocial while another channels his or her energy into work, school, and family? Why would a terrorist kill innocent people and himself to express his anger at the United States? Why do some adolescents who live in high crime areas grow up to become law-abiding citizens while others join gangs and enter into a criminal career? And what accounts for the behavior of the multimillionaire who cheats on his or her taxes or engages in fraudulent schemes? Why are some people who live in extreme circumstances able to resist crime while others who have every form of material wealth fall prey to its lure?

My goal in writing this text is to help students gain insight into the answers behind these questions and to generate the same interest in criminology that has sustained me during my 30 years in college teaching. The text itself is meant as a broad overview of the field of criminology,

designed in such a way as to whet the reader's appetite and encourage further in-depth exploration while covering this compelling area of study in an organized and comprehensive manner.

■ Recurrent Themes and Noteworthy Changes

Criminology is a dynamic field, changing constantly with the release of major research studies, Supreme Court rulings, and governmental policy, not to mention the current events of everyday life. Because of its evolutionary nature, I have updated *Criminology* to reflect important and noteworthy changes that have occurred since the Seventh Edition was written. In addition to these changes, several major themes recur throughout the text. It is my hope that these changes together with these recurring themes present criminology in such a way that students not only gain a comprehensive understanding of criminology but learn to think critically about criminological issues and to create informed opinions of their own.

Current Theory and Research

Throughout the book, every attempt is made to use the most current research to show students the major trends in criminological research and policy. In fact, most people who have used previous editions of the book have told me that this is one of its strongest features. In keeping with this tradition, you will find up-to-date research throughout the text, with additional in-depth coverage of recent important criminology research in the Criminological Enterprise features. For example, in Chapter 3 "Explaining Crime Trends" discusses research that helps explain why crime rates rise and fall.

Competing Viewpoints

In every chapter an effort is made to introduce students to the diversity of thought that characterizes the discipline. Current research is presented in a balanced fashion, al-

though this sometimes can be frustrating to students. For example, some experts find that a defendant's race negatively affects sentencing in the criminal courts, but other criminologists conclude that race has little influence on sentencing. Which position is correct? Although it is comforting to reach an unequivocal conclusion about an important topic, sometimes that is simply not possible. In an effort to be objective and fair, each side of important criminological debates is presented in full.

Critical Thinking

It is important for students to think critically about law and justice and to develop a critical perspective toward the social and legal institutions entrusted with crime control. Throughout the book, students are asked to critique issues highlighted in the boxed material and prompted to think outside the box, so to speak. To aid in this task, each chapter ends with a section titled "Thinking Like a Criminologist," which presents a scenario that can be analyzed with the help of material found in the chapter. Connections boxes, which link issues and questions addressed in one chapter to topics covered in another, are found throughout each chapter. Such cross-references allow students to jump quickly to other areas of the text to learn more about a particular topic; this helps highlight how issues related to one area apply to other areas.

To encourage students to think critically even more, I also include critical thinking questions at the end of each boxed feature, where we take a look at specific topics or events in greater detail, and also at the end of each chapter.

Diversity

Diversity is a key issue in criminology, and the text attempts to integrate issues of racial, ethnic, gender, and cultural diversity throughout. I include material on international issues, such as the use of the death penalty abroad, as well as gender issues, such as the rising rate of female criminality. Moreover, Race, Culture, Gender, and Criminology boxes address a multitude of diversity issues in greater depth. Chapter 17, for example, includes an in-depth discussion on how race influences sentencing in criminal courts.

Public Policy

There is a focus on public policy throughout the book to show students how criminological theory translates into crime prevention programs. Policy and Practice in Criminology boxes, for instance, show how criminological ideas and research can be put into action. For example, in Chapter 7 a feature titled "Reentry Blues: Problems with Locking People Up and Then Letting Them Go" discusses the long-term effects of an increasing prison population. Rather than deterring or preventing crime, this feature dis-

cusses the rather provocative view that imprisoning large numbers of offenders has an opposite effect—it causes the crime rate to increase. What is the cause of this unexpected phenomenon?

Use of Technology

The book attempts to interweave even more current research and events by incorporating the Internet into each chapter's coverage. Within each chapter, I have provided a number of links that will take students to relevant and timely Web sites, which will further inform discussions on the material presented in each chapter. In addition, the text makes extensive use of InfoTrac College Edition, a powerful online library provided exclusively by Wadsworth Publishing Company, which contains hundreds of thousands of full-length text articles. You will find InfoTrac College Edition exercises interspersed throughout each chapter and at the end of all the boxed features to encourage critical thinking and expand students' points of reference beyond the text and the classroom.

Organization of the Text

Criminology is a thorough introduction to this fascinating field. It is divided into four main sections or topic areas.

Part I provides a framework for studying criminology. The first chapter defines the field and discusses its most basic concepts: the component areas of criminology, the history of criminology, criminological research methods, the definition of crime, and the ethical issues that confront the field. Chapter 2 covers some of the basic concepts of criminal law, including its origins, key concepts, and recent developments. Chapter 3 covers the nature, extent, and patterns of crime. It has sections on crime measurement, recent trends in crime rates, and key structural variables that correlate with criminal behavior. Chapter 4 is devoted to the concept of victimization, including the nature of victims, theories of victimization, and programs designed to help crime victims.

Part II contains six chapters that cover criminological theory: why do people behave the way they do? These views include choice (Chapter 5), biology and psychology (Chapter 6), structure and culture (Chapter 7), social process and socialization (Chapter 8), social conflict (Chapter 9), and human development (Chapter 10).

Part III is devoted to the major forms of criminal behavior. The chapters in this section cover violent crime (Chapter 11), common theft offenses (Chapter 12), white-collar and organized crimes (Chapter 13), and public order crimes, including sex offenses and substance abuse (Chapter 14).

Part IV contains four chapters that describe the criminal justice system. Chapter 15 provides an overview of the entire justice system, including the process of justice, the major organizations that make up the justice system, and

concepts and perspectives of justice. Chapter 16 focuses on the police in society, tracing the history of law enforcement and the current state of policing. Chapter 17 covers the court process, and Chapter 18 provides an overview of the correctional process.

■ What's New in This Edition

Each new edition of this book integrates the most recent cases, research, and data. Following are a few of the important, exciting changes new to this edition.

In Chapter 1, Crime and Criminology, I've included a discussion of the concept of social harm and how it relates to criminal behavior and updated the Race, Culture, Gender, and Criminology box "Is Crime an International Phenomenon?" which presents recent changes in cross-national crime.

Chapter 2, The Criminal Law and Its Processes, begins with discussion of a 2001 case in which a man murdered his former girlfriend on her wedding; this case highlights the concept of a criminal responsibility of the accused. There is also an enhanced discussion of self-defense, with material on the Junta "Hockey Dad" case in which a coach was beaten to death after a kids' hockey game. The chapter also contains recent material on the insanity defense, using the example of the Andrea Yates case (the mother who drowned her five children and was charged with murder despite a plea of postpartum depression).

Chapter 3, The Nature and Extent of Crime, begins with a new introduction: a 2001 school violence case involving an alleged victim of bullying who killed two students. The introduction relates school violence to public policy and perceptions. It includes updated UCR, NCVS, and self-report trends. A new Policy and Practice in Criminology box, "Gun Control Issues," reflects in part the findings of Anthony Braga and David Kennedy on the illicit acquisition of firearms by youth and juveniles and those of Anthony Hoskin on the impact of firearm availability on national homicide rates. There is also new material on the characteristics that predict chronic offending and a new table that looks at delinquency types and the probability of becoming an adult offender.

Chapter 4, Victims and Victimization, opens with a new introduction that helps students understand the victim's role in the crime process, spotlighting the case of Waterbury, Connecticut, mayor Philip Giordano, accused of child sexual abuse. It has a new in-depth analysis of the long-term costs of victimization and a discussion on moral guardianship, the idea that moral beliefs and socialization may influence the routine activities that produce crime. The chapter has two new boxes, a Policy and Practice in Criminology box, "Combating Elderly Abuse," and a Criminological Enterprise box, "Siblicide," which discusses the relatively rare but shocking phenomenon of kids killing their brothers and sisters.

I begin Chapter 5, Choice Theory, with a new introduction that demonstrates rational choice theory, showing how drug dealers use carefully calculated market risk assessment techniques to determine where to sell their illegal drugs. There is a discussion of crime as a method of solving problems. A new Criminological Enterprise box looks at the benefits of crime, and I also address new evidence on the pros and cons of capital punishment as a crime deterrent.

In Trait Theories, Chapter 6, there is a discussion on recent findings examining "the contagion effect" on twin behavior. I have also addressed new findings from the Minnesota Study of Twins Reared Apart, which shows the similarity of twin behavior. I have also added material on the theory that human traits that produce violence and aggression are part of the long process of human evolution. The chapter now also presents evidence on how this evolutionary model can explain female criminality.

Chapter 7, Social Structure Theories, now begins by examining a gang killing in Boston. This vignette exemplifies how gang membership is a function of cultural and social pressures. A new Policy and Practice in Criminology box, "The Reentry Blues: Problems with Locking People Up and Then Letting Them Out," discusses the problem of returning inmates and how their presence may destabilize neighborhoods. I also added a new discussion on the relationship between self-image and relative deprivation as well as a new Gender, Culture, Race, and Criminology box, "Bridging the Racial Divide," which presents an analysis of the most recent work by famed sociologist William Julius Wilson.

In Chapter 8, Social Process Theories, I present recent material on parenting, self-control, and delinquency, including the relationship between parental efficacy and delinquent behavior. I also added new sections on the effect of religion on crime, the impact of maternal employment on delinquency, and the relationship between law violation and depression.

Chapter 9, Conflict Theory, now includes more on the concept of restorative justice as a noncoercive, nonconflict method of crime control. There is also a discussion on the role of "reintegrative shaming" and its relationship to crime control as well as a discussion of the challenges and perils of restorative justice.

I begin Chapter 10, Developmental Theories, with the case of a 41-year-old chronic offender and look at the factors that may have contributed to his offending career. I also added new discussions on differential coercion theory and control balance theory.

Chapter 11, Violent Crime, begins with a profile of the psychological implications of Osama bin Laden's murderous actions. I included new sections on school shootings, acquaintance robbery, and stalking, and updated the material on terrorism. The Race, Culture, Gender, and Criminology box, "Transnational Terrorism in the New Millennium," includes a discussion of al-Qaeda and Osama bin Laden.

In Chapter 12, Property Crimes, I added a new Criminological Enterprise box, "Operation American Dream: The Anatomy of a Professional Criminal Enterprise," and in Chapter 13, White-Collar and Organized Crime, I begin with an analysis of the Gold Club case in Atlanta in which a strip club controlled by criminal syndicates provided prostitutes to professional athletes. There are also new sections on Internet crime, Internet securities fraud, and Eastern European crime groups in the United States. I also added a Race, Culture, Gender, and Criminology box that discusses Russian organized crime and a Policy and Practice in Criminology box on controlling techno-crime.

Chapter 14, Public Order Crimes, has an added discussion on child pornography, the international sex trade, newly emerging drugs including Ecstasy and OxyContin, and sexual abuse/prostitution. Pornography and sexual violence is discussed further in a new Criminological Enterprise box on this issue.

I begin Chapter 15, Overview of the Criminal Justice System, with a discussion of the Brian Dalton case, the young man whose diary entries about sexual fantasies led to a seven-year prison term. I also updated numbers on the cost and size of criminal justice and reexamine material on the abolition of the juvenile court.

Chapter 16, Police and Law Enforcement, has been updated extensively. I include material on the case of racial profiling of a Secret Service agent of Middle Eastern descent and new material from the most recent national survey of police contacts with civilians. I also added new sections covering the changing role of the FBI, findings on the effectiveness of Operation CeaseFire, a gun control project in Boston, and up-to-date material on the control of deadly force by police officers. The chapter covers the newest forms of policing, problem-oriented and community-oriented policing, and addresses the questions of whether community-oriented policing is changing the basic functions of policing. Findings from a study of 200 police agencies reveal the answer.

Chapter 17, The Judiciary Process, begins with the case of two boys in Florida charged with murder for giving their friend OxyContin. There is added material on specialty courts, such as drug courts and gun courts, as well as new data on prosecutors in large courts (population 500,000+) and state-funded indigent defense. I also cover recent events related to the death penalty abroad, including China's "Strike Hard" campaign against crime during which more than 1,700 people were executed in three months! I have also added new data on race and sentencing to the chapter.

Chapter 18, Corrections, includes recent data on size and trends in the correctional system. There is also an update on the use of ultra-maximum-security prisons, including concerns about the long-term effects of prolonged solitary confinement on inmates. The chapter covers the 2001 case *Shaw v. Murphy* in which the Supreme Court ruled that inmates do not have a right to correspond with

other inmates even concerning legal advice. I also take a look at changes in the parole system, including recent developments in parole release mechanisms.

■ Supplements

Criminology, Eighth Edition, is accompanied by a wide array of supplements, prepared for both instructor and student, which creates the best learning environment inside as well as outside the classroom. All the continuing supplements for *Criminology*, Eighth Edition, have been thoroughly revised and updated, and several are new to this edition. Especially noteworthy are the new media- and Internet-based supplements. I invite you to examine and take full advantage of the teaching and learning tools available to you.

For the Instructor

Instructor's Resource Manual This revised and updated *Instructor's Resource Manual* includes the following for every text chapter: learning objectives, key terms, detailed chapter outlines, discussion topics, InfoTrac College Edition activities, and a test bank. The completely new test bank features the following for each text chapter: 40 multiple-choice, 15 true/false, 15 fill-in-the-blank, and 5 essay questions.

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Classroom Presentation Tools for the Instructor

Criminology 2003: A Microsoft® PowerPoint® Presentation Tool This set of more than 500 slides will help you enhance your classroom presentations quickly and easily.

Transparency Acetates for Criminology, Eighth Edition

This set of 50 full-color transparencies will help you effortlessly enhance your discussion of key concepts and research findings.

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Customized Criminal Justice Videos Produced by Wadsworth and *Films for the Humanities*, these videos include short 5- to 10-minute segments that encourage classroom discussion. Topics include white-collar crime, domestic violence, forensics, suicide and the police officer, the court process, the history of corrections, prison society, and juvenile justice. Vol. I: 0-534-52528-5. Vol. II: 0-534-57335-5.

The Wadsworth Criminal Justice Video Library So many exciting, new videos . . . so many great ways to enrich your lectures and spark discussion of the material in this text! Your Thomson/Wadsworth representative will be happy to provide details on our video policy by adoption size. The library includes these selections and many others: *Court TV Videos*, one-hour videos presenting seminal and high-profile court cases; plus videos from the A & E American Justice Series, *Films for the Humanities*, and the National Institute of Justice Crime File Videos.

For the Student

Study Guide For each chapter of the book, this helpful guide contains learning objectives, detailed chapter outlines, chapter summaries, key terms with definitions, and a practice test. The practice test questions include 25 multiple choice, 15 true/false, 10 fill-in-the-blank, 10 matching, and 3 essay questions.

Internet Activities for Criminal Justice, Second Edition

This completely updated booklet shows how to best utilize the Internet for research through fun and informative exercises, searches, and activities.

Internet Guide for Criminal Justice, Second Edition

Intended for the less-experienced Internet user, the first part of this completely revised booklet explains the background and vocabulary necessary for navigating the Internet, and the second part focuses on Internet applications in criminal justice, doing criminal justice research online, and criminal justice career information on the Web.

InfoTrac College Edition Student Guide for Criminal Justice

This booklet provides detailed user guidelines for students, illustrating how to use the InfoTrac College Edition database. Special features include log-in help, a complete search tips worksheet, and a topic list of suggested key word search terms for criminal justice.

The Criminal Justice Internet Investigator, Third Edition

This colorful tri-fold brochure lists some of the most popular Internet addresses for criminal justice-related Web sites.

Internet-based Supplements

WebTutor® Advantage This Web-based software for students and instructors takes a course beyond the classroom to an anywhere, anytime environment. Students gain access to a full array of study tools, including chapter outlines, chapter-specific quiz material, interactive games, and videos. With WebTutor Advantage, instructors have access to an array of communication and class management tools. They can provide virtual office hours, post syllabi, track student progress with the quiz material, and even customize the content to suit their needs. They can also do such things as set up threaded discussions and conduct “real-time” chats. “Out of the box” or customized, WebTutor Advantage provides powerful tools for instructors and students alike.

Criminal Justice Resource Center at <http://cj.wadsworth.com> This Web site provides instructors and students alike with a wealth of FREE information and resources:

- The Criminal Justice Timeline
- What Americans Think
- BookFinder
- Terrorism: An Interdisciplinary Perspective
- National Criminal Justice Reference Service Calendar of Events

The Criminal Justice Resource Center also includes text-specific Web sites with chapter-specific resources for instructors and students. For instructors, the Web sites offer password-protected instructor’s manuals, Microsoft PowerPoint presentation slides, and more. For students, there is a multitude of text-specific study aids.

These chapter-specific features are available for students using many of Wadsworth’s criminal justice and criminology texts:

- Tutorial practice quizzes that can be scored and emailed to the instructor
- Internet links and exercises
- InfoTrac College Edition exercises
- Flashcards

- Crossword puzzles
- And much more!

To access all of these exciting text-specific Web resources, go to *The Wadsworth Criminal Justice Resource Center* at <http://cj.wadsworth.com> and follow these steps:

- Click either **Student Resources** or **Instructor Resources** on the left navigation bar. If you are an instructor, you will be prompted to enter a user name and password.
- Click the text cover that you use.

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Larry Siegel
Bedford, New Hampshire

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