

Study Guide

for ***Sue Titus Reid's***

Crime and Criminology

Third Edition

prepared by
Leo Carroll



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Leo Carroll

University of Rhode Island

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TO THE STUDENT

I had several objectives in mind when I began work on this Study Guide several months ago. First, I wanted to produce a manual which would help you master the material presented in the text by Sue Titus Reid. Accomplishing this should also achieve my second objective, to help you do better in the course you are taking. But I want this manual to do even more. I hope it will help you develop study habits and inquiry skills which will prove useful in courses other than criminology and, indeed, throughout life. And I hope that it will play some part, however small, in your personal development, in particular that it will help you clarify your values by provoking you to think about where you stand on some rather controversial issues.

ORGANIZATION

The manual contains one chapter for each chapter in Crime and Criminology (3d Edition). Each chapter in the manual has nine sections.

Overview

I begin each chapter with a summary of the material in the text. These summaries are more detailed than those given by Reid, but they are in no way intended to be, nor should they be used as, substitutes for reading the text. They are intended to orient you to the text, to be a map, if you will, of the major topics covered in each chapter and their interconnections. Having the big picture in mind before you begin to read a chapter should make it easier for you to fill in the details as you read, and to integrate the material later on.

Main Objectives

Following the overview is a list of learning objectives. To some extent these objectives repeat major points in the summaries, but they add another dimension. They tell you what kinds of cognitive operations you should be able to perform with the material. Defining a term is different from identifying a concept or comparing one theory with another. Not only are they different operations but they represent different levels of learning. You should be sensitive to these differences as you read the chapter.

Key Concepts and Names

The third section of each chapter is a list of the more important concepts, names, cases, etc. discussed by Reid in the text. These are listed in the order in which they appear in the text, and space is provided so that you may write in identifying information next to each. I suggest you do this as you read the chapter. This may prove somewhat tedious at times, but you will find that it pays dividends in improving your concentration and retention, and you may find that it saves time in the long run as you come to review for tests and exams.

Recalling Facts

In this first course, as in any introductory course, much if not most of your learning will involve the mastery of a seemingly endless array of facts. In this section of each chapter, I present some twenty to twenty-five questions to test your recall of the more important names, concepts, cases, numbers, etc. Use this section, and the next two, as practice tests. Take them after you have studied the chapter. Place a realistic time limit on yourself. Don't peek at the answers--given in a key at the end of the chapter--until you are done. Review areas in which your recall is not what it should be.

Identifying Concepts

Being able to identify and use abstract concepts is a more complex process than simple memory. You must recall the term and its definition, but in addition you must also recognize its boundaries, what is included within its range and what is not, and its various dimensions or components. To take but one example from the text, homicide may be loosely defined as the killing of another person with malice aforethought. But are there circumstances in which an unintended killing may nonetheless be homicide? Are there circumstances in which homicide may be justified?

Each chapter contains approximately ten questions designed to give you practice in identifying and using the major concepts introduced by Reid in the text. These are, for the most part, multiple choice questions, and the answers may also be found at the end of each chapter.

Summarizing Major Points

Many of the learning objectives require you to "summarize," "describe," "compare and contrast," etc. Practice in meeting these objectives can be done only by writing essays. Each chapter contains at least five essay questions and space in which to write your answers. You will have to consult the text for the correct answer, however. I suggest that you answer the questions in pencil, consult the text, and then revise your answers. These revised answers could save a considerable amount of review time preparing for examinations.

Applying Principles/Clarifying Values

Up to now, the exercises have focused on the first two of the objectives I set for myself. The remaining sections of each chapter address the last two and thus go beyond doing well in the criminology course. The questions in this section ask you either to apply legal and sociological principles to new material or prompt you to develop a personal position on a current issue. In most cases, there are no right or wrong answers to the questions. And to answer them you would need more space than we could provide, so we left none. This should not be taken to mean they are unimportant. Indeed, I personally regard them as the most important material in the manual and can barely wait to use them for class discussion. Depending upon the emphasis of your instructor, considering these questions may or may not improve your grades. But if you do consider them seriously, the answers you develop will, I am sure, remain with you long after the more specific facts you learn will be forgotten, outdated, or both.

Getting Involved

In each chapter, I suggest one or more research projects. These may be used for term papers. Most of them involve research either into some aspect of a major national issue or into the local criminal justice system. Many can be done by one person working alone; others are better suited for group projects. Before deciding on a paper for the course, I suggest you look through the topics suggested in this section of each chapter.

Developing Skills

One of my objectives, you will remember, concerned habits and skills. More about habits later. The concluding section of each chapter focuses on basic research skills. Each chapter contains a

discussion of one skill. These range from taking notes in the library, through interviewing, to calculating statistical measures of the association between two variables. The treatments are generally ordered from the more familiar to the less, from those used at the beginning of a project to those used at the end. Throughout, the examples, illustrations, and practice exercises are keyed to issues discussed in the corresponding chapters of the text.

As many of the skills discussed in these chapters will prove useful in completing suggested projects, you should skim these before beginning one. These brief discussions and exercises are, of course, no substitute for courses in methods and statistics. They should, however, deepen your appreciation of some of the research issues in criminology.

SOME STUDY TIPS

By now you have realized that this Guide is not a crutch. It can help you do better in the course, but using it well requires that you take an active approach to learning. This may require a change in some of your study habits.

Budget Your Time

This may mean that you have to set some priorities among your courses, and you will have to make a realistic assessment about the rate at which you can study the material. Having determined how much time you need for each course, set up a schedule of study periods. You may wish to buy a desk calendar and fill in exam dates, dates when projects are due, your class schedule, work schedule, etc. This can help you spot blocks of time that will be convenient for studying.

Vary the Subjects You Study

Research demonstrates that spaced or distributed learning is more efficient than concentrated learning, probably because we need time to integrate material before we can absorb more work of the same kind. So it is probably a mistake to study history on Monday, chemistry on Tuesday, psychology on Wednesday, criminology on Thursday. Mix the subjects in each study period, a half hour of this, an hour of that, depending upon the priorities you have set.

Be Realistic about Your Attention Span

If you had not run 60 miles a week for two months, you would be ill advised to attempt a marathon. The mind is in some ways more difficult to control than the body. It shuts off like a circuit breaker when it is overloaded. Even though you continue to flip pages, it will not process what you are "reading." But your attention span, like the capacities of your lungs or the strength of your legs, can be increased with training. Find out how long your attention span is. You may find that you can only study twenty minutes at a time before you begin to fantasize about Saturday night. Then plan to take a short five- to ten-minute break every twenty minutes or so. Gradually, over weeks and months, space these breaks further apart.

Find a Place to Study

This should be comfortable, quiet, and free from distractions. If possible, it should be a place like a library or study lounge which you will not use for anything but studying. Arrival at this place, then, will signal your mind that it is time to get to work.

Reward Yourself

Studying is hard work, and you deserve to be rewarded for meeting daily study goals. Indeed, it will be hard to keep yourself to the schedule if you don't reward yourself. So try to leave time after your study period to do something you enjoy, whether it's watching television, going out for a quiet walk, or to the local watering spot. Don't be afraid of altering your study schedule from time to time for special things you want to do. If there is something on television you really don't want to miss, then watch it. But don't kid yourself by "studying" during the commercials. This only keeps you from feeling guilty. It's better to take the time to watch the program and make up the study time later.

Be Active in Your Studying

Francis Robinson, an educational psychologist, has developed a method of studying which has been found to improve comprehension greatly.¹ There are five steps to Robinson's method: survey, question, read, recite, review (SQ3R).

¹ Francis P. Robinson, Effective Study, 4th Ed., (New York: Harper & Row, 1970).

Essentially, SQ3R involves surveying each chapter before you read it by reading an overview and summary (if they are provided) and by skimming each page, taking note of section headings, graphs, illustrations, and the like. The purpose of surveying the chapter is to determine the important points covered. You should phrase these points as questions to be answered. The first section of Chapter 1, for instance, is titled "The Concept of Crime." You might list this as "What is crime?"; "How did past conceptions of crime differ from present conceptions?" I suggest using 3" x 5" cards for these questions and keeping them in a file by chapter.

Surveying, then, results in a list of questions to be answered by reading. Read selectively and as quickly as possible to answer the important questions. You should also be attuned to new questions that you hadn't picked up on your survey. As you complete each section of the text, put it aside and recite to yourself the answer to the relevant questions on your list. Reciting also means writing. Jot down key words, perhaps on the back of the 3" x 5" card, that will jog your memory when you come to review the material.

Reviewing begins as soon as reading ends. Conclude each study session with a brief written summary of what you have read. Prove to yourself that you are familiar with the contents of one chapter before moving on to the next. Keep these summaries in a file so they may be used in periodic reviews.

This Guide complements Robinson's method rather nicely. Use the overviews in your survey of each chapter. Compare your list of important questions with the learning objectives, and use the objectives as a source for new questions you may have missed on your initial survey. As you read and recite, jot down key words for all the key concepts and names listed in that section. After having studied a chapter and written a summary, use the questions as a test of your familiarity with the contents, and as a means to pinpoint areas in which you need further study. Finally, use the Guide to facilitate your periodic reviews.

I am confident that using this Guide in the way I have suggested will facilitate your mastery of the material in Crime and Criminology. I hope that it will also make the criminology course more enjoyable and rewarding.

SOURCES OF INFORMATION ON CRIMINAL JUSTICE CAREER OPPORTUNITIES

Over the past decade criminal justice has been a "growth industry." Between 1971 and 1977 full-time employment in the criminal justice system increased by 31 percent. During the same period, full-time employment for all governmental functions increased by only 13 percent.¹ Current policies to reduce governmental expenditures suggest that this rate of growth will not continue over the next several years. But criminal justice functions tend to be more inelastic than other public service functions, and opportunities in this area will in all probability be less affected by these cutbacks than other governmental agencies.

In reading the text you should develop a clearer picture of the many and varied career options available in criminal justice. Most visible, of course, are police officer, defense attorney, and prosecutor. There are, however, a large number of less visible career opportunities. These include occupations such as customs inspector, border patrol agent, corrections officer, court clerk and stenographer, fingerprint technician, firearms identification specialist, legal secretary and assistant, probation and parole officer, and others. It is not possible here to describe the required qualifications, training, and duties of each of these many occupations. Listed below, however, are a number of sources from which such information may be obtained.

<u>Source</u>	<u>Publication(s)</u>
National Criminal Justice Reference Service U.S. Department of Justice Box 6000 Rockville, Maryland 20850	"Careers in Law Enforcement: an Annotated Bibliography"
Job Information Center U.S. Civil Service Commission 1900 E Street, N.W. Washington, D.C. 20415	"Law Enforcement and Related Jobs with Federal Agencies" "A Career as a Correctional Officer"

¹ U.S. Department of Justice, Law Enforcement Assistance Administration and U.S. Bureau of the Census, Trends in Expenditure and Employment Data for the Criminal Justice System: 1971-1977 (Washington, D.C.: Government Printing Office, 1978), p. 17.

<u>Source</u>	<u>Publication(s)</u>
National Council on Crime and Delinquency Continental Plaza 411 Hackensack Avenue Hackensack, N.J. 07601	"Careers in the Criminal Justice System" "Help Wanted in Probation and Parole"
National Institute of Mental Health 5600 Fishers Lane Rockville, Md. 20852	"Careers in Mental Health"
American Correctional Association 4321 Hartwick Road, L-208 College Park, Md. 20740	"Careers in Corrections"
Federal Bureau of Investigation U.S. Department of Justice Washington, D.C. 20535	"FBI Career Opportunities" "How To Become a Fingerprint Technician"
Internal Revenue Service U.S. Department of the Treasury 1111 Constitution Avenue Washington, D.C. 20224	"Careers in Tax Work"
International Association of Chiefs of Police 11 Firstfield Road Gaithersburg, Md. 20760	"Policeman-Policewoman"
American Psychological Association 1200 17th Street, N.W. Washington, D.C. 20036	"The Counselling Psychologist"
Council on Social Work Education 345 East 46th Street New York, N.Y. 10017	"Social Work as a Profession"
American Bar Association Information Services 1155 East 60th Street Chicago, Ill. 60637	"Law as a Career"

Source

Publication(s)

National Paralegal Institute
2000 P Street, N.W.
Washington, D.C. 20036

"Introduction to Paralegalism"

In addition to the above there are a number of private organizations which publish briefs on specific occupations. These include job descriptions, required qualifications, employment and earnings outlook, and sources of additional information. These briefs are usually priced at about one dollar. Listed below are three organizations which have recent publications on criminal justice occupations.

Careers, Inc.
P.O. Box 135
1211 10th Street, S.W.
Largo, Fla. 33540

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

Science Research Associates
259 East Erie Street
Chicago, Ill. 60611

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Crime, the Criminal, and Criminology

OVERVIEW

The focus of this brief but important chapter is on the definition of crime and criminal. Perhaps contrary to common-sense impressions the definition of these concepts has been controversial. Some criminologists prefer strictly legal definitions. Others argue for non-legal definitions which, presumably, would make the subject more amenable to the methods of science. Reid examines these latter views near the end of the chapter. She prefers the legal definition, however, and uses this chapter to explicate the definition first offered by Paul Tappan: "crime is an intentional act or omission in violation of criminal law (statutory and case law), committed without defense or justification, and sanctioned by the state as a felony or misdemeanor."

MAIN OBJECTIVES

When you have finished studying this chapter, you should be able to:

1. Present a legal definition of "crime";
2. Explain each element in the legal definition of crime;
3. Identify two exceptions to the requirement of intent;
4. Distinguish among criminal and noncriminal law;
5. Describe several defenses to criminal liability;

6. Distinguish between felony and a misdemeanor;
7. Explain why some criminologists prefer a non-legal definition of crime;
8. Apply basic principles or criminal liability to new material;
9. Identify and/or define the major names, causes, and concepts listed below.

KEY CONCEPTS AND NAMES

Listed below are the more important concepts and terms presented in this chapter. Space is provided so that you may write in brief identifying information.

Paul Tappan

crime

mens rea

tiers (kinds) of culpability

felony-murder doctrine

respondent superior

strict liability

Morissette v. United States

criminal law

noncriminal law

plaintiff

tort

statutory law

case law

common law

administrative law

justifiable homicide

mistake of fact