

CRIMINOLOGY

AND
THE CRIMINAL JUSTICE SYSTEM

ADLER • MUELLER • LAUFER

FOURTH EDITION



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and the Criminal Justice System

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CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM

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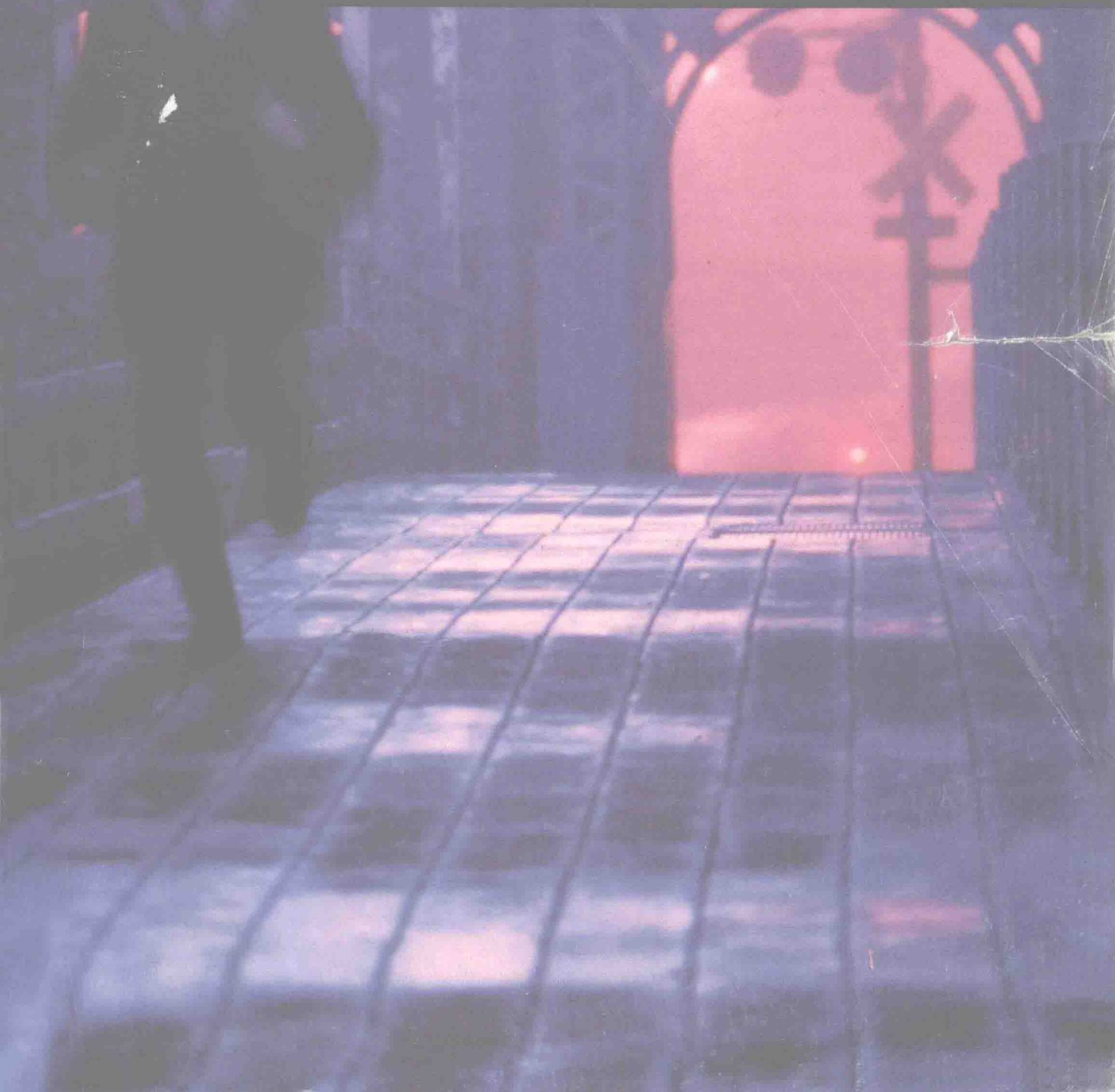
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Criminology

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WILLIAM S. LAUFER is Associate Professor of Legal Studies at the Wharton School of the University of Pennsylvania. Dr. Laufer received his BA in social and behavioral sciences at the Johns Hopkins University, his JD at Northeastern University School of Law, and his PhD at Rutgers University, School of Criminal Justice. Since 1987, he has taught such subjects as corporate and white-collar crime, business ethics, criminal law and criminal procedure, and criminology. Dr. Laufer's research has appeared in law reviews and a wide range of criminal justice, legal, and psychology journals, such as the *Journal of Research in Crime and Delinquency*, *American Journal of Criminal Law*, *American Criminal Law Review*, *Law and Human Behavior*, *Journal of Personality and Social Psychology*, and *Business Ethics Quarterly*. He is coeditor of the *Handbook of Psychology and Law; Personality, Moral Development and Criminal Behavior*; and *Crime, Values and Religion*. Dr. Laufer is coeditor with Freda Adler of *Advances in Criminological Theory*.

To

David S., Daniel A., Julia A., Noah A., Zoë A., Hannah M., Nicolai A.,
John J., Lauren E., Stephen W., and Anna L.



Preface

Criminology is a young discipline—in fact, the term “criminology” is only a little over a century old. But in this brief time, criminology has emerged as an important social and behavioral science devoted to the study of crime as a social phenomenon. Criminology fosters theoretical debates, contributes ideas, and suggests solutions to deal with a crime problem that many consider intolerable. Problems as vital and urgent as those addressed in this book are challenging, exciting and, at the same time, disturbing and tragic. Moreover, these problems are immediately relevant to students’ lives. Our goal with this book has always been, and remains, to discuss these problems, their origins, and their possible solutions in a clear, practical, straightforward fashion that brings the material to life for students. We invite teachers and students alike to join us in traveling along criminology’s path, exploring its domain and mapping out its future.

THE FOURTH EDITION

In the three preceding editions of this text, we have prepared students of criminology to understand the contemporary problems with which criminology is concerned and to anticipate those problems that society would have to face in the twenty-first century. We have now entered that century. It is time to face the new century’s problems as we simultaneously continue to work on solutions to old problems. Because of the forward-looking orientation of previous editions of *Criminology* and the wide respect and acceptance that those editions have enjoyed, we have chosen not to depart from the book’s established structure and approach. We have, however, vigorously researched, refined, and updated every chapter of the text—not only to maintain the book’s scholarly integrity, but also to ensure its relevance for today’s students. In addition to updating every chapter’s research base and statistical information, we have significantly expanded coverage of some of the

most critical issues for criminologists in the twenty-first century:

- The chapter on labeling, conflict, and radical theory features many new opportunities for students to think critically about current controversies in crime and justice (why genocide is rarely examined by criminologists, for instance, and how racial profiling is an extension of labeling theory).
- We have added, to the chapter on violent crime, a new section that covers recent terrorist attacks, illegal “militia” activities, hate crimes, and school shootings, as well as their criminological significance.
- In the chapter on property crime, we have substantially broadened our coverage of high-tech crime, including new types of insurance frauds (especially medical), telemarketing scams, characteristics of high-tech criminals, and the large contemporary range of computer and computer-facilitated crimes, such as child pornography, illegal gambling, theft of information, siege attacks (viruses), cybervandalism, break-ins, industrial espionage, software piracy, and credit card fraud.
- In the chapter on organizational crime, we have expanded our discussion of the latest theories and statistics on crimes committed by corporations or employees of corporations.
- The chapter on comparative criminology provides extended coverage of crime trends worldwide as well as the means of gauging those trends. This chapter also includes expanded coverage of the work of the international criminal courts in dealing with crime in the global community.

Inasmuch as media reports often have an impact on developments in criminology, the student will find discussion of recent events of national significance:

- The Columbine High School killing spree.
- The Matthew Shepard torture killing.
- The terrorist bombing of American embassies abroad.
- The killings in a Texas church.
- The deviant behavior of super athletes.
- The arrest of gangsta rapper Sean “Puffy” Combs.
- The alleged insurance swindle by financier Marvin Frankel.

As in previous editions, we have endeavored not only to reflect developments and change, but to anticipate them on the basis of trend data. After all, those who study criminology with our text today must be ready to resolve new criminological problems tomorrow when they are decision makers, researchers, teachers, and planners. The aim, however, remains constant: to reach a future as free from crime as possible.

ORGANIZATION

As with previous editions, there are two versions of this text. *Criminology* consists of three parts; *Criminology and the Criminal Justice System* has four parts. For schools that retain the traditional criminology course, which includes criminological coverage of criminal justice, *Criminology and the Criminal Justice System* would be the ideal text. For schools that offer both an Introduction to Criminology course and an Introduction to Criminal Justice course, *Criminology* is the more appropriate text, since it omits Part IV, “A Criminological Approach to the Criminal Justice System.”

Part I, “Understanding Criminology,” presents an overview of criminology and describes the vast horizon of this science. It explains techniques for measuring the number and characteristics of crimes and criminals. 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, “Explanations of Crime and Criminal Behavior,” includes explanations of crime

and criminal behavior based on the various theories developed in the twentieth century. Among the subjects covered are theories that offer biological, psychological, sociological, sociopolitical, and integrated explanations. Coverage of research by radical, socialist, and feminist criminologists has been updated. Theories that discuss why offenders choose to commit one offense rather than another at a given time and place are also covered in this part.

Part III, “Types of Crime,” covers the various types of crimes from a legal and sociological perspective. The familiar street crimes, such as homicide and robbery, are assessed, as are other criminal activities, such as high-tech crimes that have been highlighted by researchers only in recent years. The chapter on comparative criminology—an area with vastly increased practical and policy implications—has been expanded and updated in view of the growing research in the field.

Part IV, “A Criminological Approach to the Criminal Justice System” (only in *Criminology and the Criminal Justice System*), includes an explanation of the component parts and the functioning of the system. It explains contemporary criminological research on how the people who run the system operate it, the decision-making processes of all participants, and the interaction of all the system components.

PEDAGOGICAL AIDS

Working together, the authors and the editors have developed a format for the text that supports the goal of a readable, practical, and attractive text. In addition to all the changes already mentioned, the number of photographs has been doubled in this edition in order to make the book even more approachable. Redesigned tables and figures highlight and amplify the text coverage. Chapter outlines, lists of key terms, chapter review sections, and a comprehensive glossary all help students master the material. Always striving to help students see the relevance of criminology in their lives, we have added a number of innovative features to this edition:

- “Crime Surfing” Particularly interesting Web addresses are accompanied by mini-

exercises that allow students to explore chapter topics further.

- “Did You Know?” Surprising factual realities provide eye-opening information about chapter topics.
- “Theory Informs Policy” Brief sections in theory chapters demonstrate how problems identified by criminologists have led to practical solutions.

We are particularly proud of our new box program. In these boxes, we highlight criminologically significant issues that deserve special discussion. Each chapter has three boxes—“Where Do We Go from Here?” “Of Immediate Concern,” and “Window to the World.”

- “Where Do We Go from Here?” boxes present issues and existing solutions—and ask provocative questions about the future. For example, how do we deal with rapidly changing drug markets? What are the policy implications of widening sports doping scandals? How can we handle the proliferation of computer viruses caused by the virtual explosion of computer use around the world? How can the already taxed law enforcement agencies, as yet ill-equipped to deal with global issues, deal with the globalization of crime, especially the emergence of transnational crime? In other words, “Where do we go from here?”
- “Of Immediate Concern” boxes highlight problems that are “of the moment” as a result of their technological nature or human implications; they challenge us to come up with specific, effective responses right now. Thus, in the wake of school killings, should we create maximum-security schools? In view of our experience with hate-motivated crimes, are harsher laws called for? Cyberporn is viewed as a major global problem; what can we do about it?
- “Window to the World” boxes examine developments abroad that affect America’s crime situation. Since international terrorist threats plague nations around the globe, in countries as diverse as the United States and Russia, what can be done to

deter them? Now that ethnic gangs have emerged around the world, conducting activities such as forcibly transporting women and young girls to be sex slaves, how can nations deal with the problem?

SUPPLEMENTS PACKAGE

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks. The company creates and publishes an extensive array of print, video, and digital supplements for students and instructors. This edition of *Criminology* and of *Criminology and the Criminal Justice System* is accompanied by an extensive, comprehensive supplements package:

For the Student

- *Making the Grade* CD-ROM. Interactive CD-ROM packaged free of charge with every text includes chapter quizzes, an Internet guide, a study skills primer, and much more.
- Student’s Online Learning Center. Web-based, interactive study guide with quizzes and a wealth of other study and review tools.
- Interactive E-Source. Fully functional, nonlinear electronic book, ideal for visual learners.

For the Instructor

- Instructor’s Manual/Testbank. Chapter outlines, key terms, overviews, lecture notes, discussion questions, a complete testbank, and more.
- Computerized Testbank. Easy-to-use computerized testing program for both Windows and Macintosh computers.
- PowerPoint Slides. Chapter-by-chapter slide shows featuring text, photos, tables, and illustrations.
- Instructor’s Online Learning Center. Password-protected access to important instructor support materials and additional resources.

- PageOut. Easy-to-use tool that allows the instructor to create his or her own course Web page and to access all material on the *Criminology* Online Learning Center.
- Videotapes. A wide variety of videotapes from the *Films for the Humanities and Social Sciences* series is available to adopters of the text.

All the above supplements are provided free of charge to students and instructors. Orders of new (versus used) textbooks help defray the substantial cost of developing such supplements. Please contact your local McGraw-Hill representative for more information on any of the above supplements.

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 Professor Sessa Kethineni, Illinois State University, for her tireless assistance on the first edition; and Deborah Leiter-Walker for her help on the second; and Laura Shepard and Nhung Tran from the University of Pennsylvania for their assistance on the third. Gratitude is also owed to the many former and current Rutgers University students who have valiantly contributed their labors to all editions. These include Susanna Cornett, Dory Dickman, Lisa Maher, Susan Plant, Mangai Natarajan, Dana Nurge, Sharon Chamard, Marina Myhre, Diane Cicchetti, Emmanuel Barthe, Illya Lichtenberg, Peter Heidt, Vanja Stenius, Christine Tartaro, Megan McNally, Danielle Gunther, and Jim Roberts. Joan Schroeder has done a superb job of word processing for all editions; we could not have produced the book without her.

Many academic reviewers (listed facing title page) offered invaluable help in planning and drafting chapters. We thank them for their time and thoughtfulness and for the experience they brought from their teaching and research.

We thank our colleagues overseas who have prepared translations of *Criminology* with a view to familiarizing students of foreign cultures with criminological problems that are now global, with our theories, and with our efforts to deal with the persistent problem of crime in the years to come:

The Arabic translation: Dr. Mohammed Zeid, Cairo, Egypt, and Rome, Italy

The Japanese translation: Dr. Toyoji Saito, Kobe, Japan, and his colleagues

The Hungarian translation: Dr. Miklos Levai, Miskolc, Hungary, and his colleagues

Finally, we owe a special debt to the team at McGraw-Hill: to Editorial Director Phil Butcher and Senior Editor Carolyn Henderson for their encouragement and support; to Development Editor Roz Sackoff, whose ideas and suggestions helped refine this edition; to Sue Driscoll, Editorial Coordinator, for her attention to the day-to-day details; and to the Production staff in Burr Ridge as well as to Barbara Salz for their design, photo research, and copyediting.

A combined total of 100 years of teaching criminology and related subjects provide the basis for the writing of *Criminology and the Criminal Justice System, Fourth Edition*. We hope the result is a text that is intellectually provocative, factually rigorous, and scientifically sound, and that offers a stimulating learning experience for the student.

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

A Walk Through of the Fourth Edition

Watch for these useful learning tools and study aids as you work your way through *Criminology and the Criminal Justice System, Fourth Edition*.

PART I Understanding Criminology

5



Newspaper headlines, local and national, focus on the rash of school killings.

April 20, 1999, Littleton, Colorado (2 perpetrators): 13 dead, 23 injured.
April 15, 1999, Salt Lake City, Utah: 2 dead, 4 wounded.

Five other mass killings took place in 1997 and 1998. Criminologists are very much interested in studying this sequence of events. Is there a connection between the events? Who are the perpetrators? What was their motivation? What weapons did they use? Do any of the existing theories of crime causation explain these mass killings? What can (and should) be done to prevent these crimes from occurring? How can policy makers be reached with criminologists' recommendations?

• In 1989, news photographs depicted the supertanker *Exxon Valdez* aground in Prince William Sound, Alaska, exuding oil through a rupture in its hull. This accident caused North America's largest ecological disaster. (The captain was eventually convicted on a misdemeanor charge.) Tankers have run aground before and since the *Exxon Valdez* disaster (Table 1.1). On February 15, 1996, the tanker *Sea Empress*

ran aground off Wales, spilling 20 million gallons of oil, far exceeding the *Exxon Valdez* spillage. In all probability the cause once again was human error. But criminologists have many questions: How can we prevent such disasters from happening in the future? Should corporations like Exxon be held criminally liable for the acts of their employees? What sanctions are appropriate?

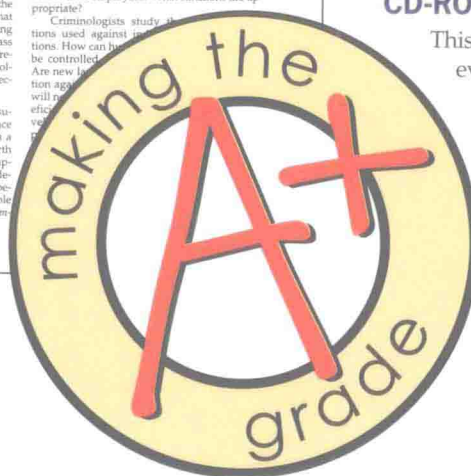
Criminologists study the theories used against corporations. How can they be controlled? Are new technologies that will reduce the risk of such disasters effective? Will they be used?

Up-to-Date Coverage of Criminological Theories, Topics, and Issues

Extensive updating of research and statistical information along with detailed discussion of important current events like Columbine, the doping of athletes, and so on—when combined with the text's expanded coverage of political criminology (terrorism, etc.) and in-depth treatment of high-tech crimes—make this the most current book available for the course.

Unique Making the Grade Student CD-ROM

This terrific study tool—packaged free with every copy of the text—features online quizzing with feedback explaining why responses are right or wrong as well as plentiful other materials students will find helpful in their college careers.



dropped by two-thirds.

Parking Facilities⁶⁴ Parking garages are said to be dangerous places: Individuals are alone in a large space, there are many hiding places, the amount of valuable property (cars and their contents) is high, they are open to the public, an offender's car can go unnoticed, and lighting is usually poor. Yet statistics indicate that because of the small amount of time and the relatively limited number of trips that each person takes to and from parking facilities, an individual's chances of being raped, robbed, or assaulted in a parking facility are very low. Nevertheless, the fear of victimization in these facilities is high. Efforts to improve conditions include better lighting, stairways and elevators that are open to the air or glass-enclosed, ticket-booth personnel

increased dramatically. The risks of stealing a motorcycle became too high because a would-be offender could not drive it away without wearing a helmet. At this point researchers expected to see a rise in the numbers of cars or bikes stolen. They did not. In other words, there was very little displacement. Of course, some offenders will look for other crime opportunities, but many others will quit for some time, perhaps forever.

THEORY INFORMS POLICY

The study of targets and victims is crucial to preventing crime. Understanding how offenders make decisions helps policy makers allocate resources efficiently. For example, if it is possible to significantly reduce convenience-store robbery by relatively simple measures, isn't it better to spend time and money doing those

Classic Theory Informs Policy Sections

Acclaimed coverage of the interrelated nature of theory, policy, and practice highlights the practical aspects of what criminologists do.



A Walk Through of the Fourth Edition

Types of crimes involved. Respondents generally agreed that violent crime is more serious than property crime. They also considered white-collar crimes, such as engaging in consumer fraud, cheating on income taxes, polluting, and accepting bribes, to be as serious as many violent and property crimes.

MEASURING CHARACTERISTICS OF CRIMINALS

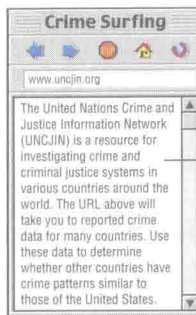
Information on the characteristics of crimes is not the only sort of data analyzed by criminologists. They also want to know the characteristics of the people who commit those crimes.

Behind each crime is a criminal or several criminals. Criminals can be differentiated by age, ethnicity, gender, socioeconomic level, and other criteria. These characteristics enable us to group criminals into categories, and it is these categories that researchers find useful. They study the various offender groups to determine why some people are more likely than others to

commit crimes. These analyses were distributed among the various chapters. During the 10 years between 1988 and 1997, the number of arrests rose 16 percent. Let us take a close look at the characteristics of the persons arrested.³⁵

Age and Crime

Six armed men who have been called the "over-the-hill gang" were arrested trying to rob an elegant bridge and backgammon club in midtown New York City. The robbery began at 10:25 P.M. when the men, wearing rubber gloves and ski masks and armed with two revolvers, a shotgun, and a rifle, forced the customers and employees to lie down



Unique Crime Surfing Inserts

Brief internet exercises integrated into every chapter enable students to explore the Web in a directed fashion.

Fascinating Did You Know? Asides

Intriguing, little-known facts related to specific chapter topics engage students' natural curiosity about criminology.

Did You Know

... that, while evidence is lacking that deprivation directly causes delinquency, research on the impact of family-based crime-prevention programs is promising? Programs that target family risk factors in multiple settings (ecological contexts) have achieved success. (See Table 4.2.)

learning theorists reject the notion that internal

So far we have considered psychological theories that attribute the causes of delinquency or criminality to unconscious problems and failures in moral development. Not all psychologists agree with these explanations of criminal behavior. Some argue that human behavior develops through learning. They say that we learn by observing others and by watching the responses to other people's behavior (on television or in the movies, for instance) and to our own. Social

Learning Aggression and Violence

Social learning theory maintains that delinquent behavior is learned through the same psychological processes as any other behavior. Behavior is learned when it is reinforced or rewarded; it is not learned when it is not reinforced. We learn behavior in various ways: observation, direct experience, and differential reinforcement.

Observational Learning Albert Bandura, a leading proponent of social learning theory, argues that individuals learn violence and aggression through **behavioral modeling**: Children learn how to behave by fashioning their behavior after that of others. Behavior is socially transmitted through examples, which come pri-



Where Do We Go from Here?

A decade ago the Bushwick neighborhood of Brooklyn was one of the most notorious drug bazaars in the country. Today dealers no longer sell on street corners, but use beepers and sell behind closed doors. Businesses are returning to the neighborhood, land once used by drug dealers for pit bull fights is now a garden, children and adults fill the parks by day, and the nightly gunfire in the park has been replaced by the voices of boys arguing over who the greatest baseball player is.

How did this change come about? The generation that started using crack in the 1980s has not stopped using it, but their children are not following in their footsteps. A Harlem resident whose mother was a crack addict noted that children of crack addicts "wanted to get as far away from that drug as [they] could." (1) Using crack is no longer a socially desirable option. In fact, "[p]eople look down on them so much that even crackheads don't want



The neighborhood fights back.

to be crackheads anymore." (1) These comments are reflected in a drug use survey of middle-class New York

which found that 35.7 percent of males over the age of 36 had recently used crack compared with 1 percent of

Changing Drug Markets

Intriguing Where Do We Go From Here? Boxes

Unique coverage of current issues in criminology and their corresponding existing solutions pose provocative questions about where we go from here (discussion questions included).

Of Immediate Concern

Don't shed a tear for me niggas, I ain't
happy here
I hope they bury me and send me to
my rest
headlines reading "murdered to death"
my last breath (1)
From Tupac's "The 2Pac"

At 4:03 p.m. on September 13, 1996,
Tupac Amaru Shakur, rapper and actor,
died at the University of Nevada Medical
Center in Las Vegas. The cause of death:
gunshot wounds received 5 days earlier
in a drive-by shooting. Tupac Shakur,
known as 2Pac, was 25 years old (2).

If you had been assigned to write
Tupac Shakur's obituary, how would
you have captured the contradiction of
his artistic achievement and self-
destructive life? The gangsta rapper
Tupac was a sensitive poet and film
actor with an innocent, endearing smile.
His records were making millions of
dollars. He was also a violent, abusive
alcoholic. Tupac was a sweet and kind
mother's boy. He was also a frightening
street thug, a former drug dealer, and a
convicted rapist. He was a product of the
Marin Public Housing project—an
impoverished group of buildings called
"the jungle" by many residents (3).

How would you have explained the
unwilling convergence of violent rap
and street crime that marked his death?
Tupac made light of urban gangsta
violence in rap, and died in the middle
of the night from a flurry of gangland
gunfire that had the look and feel of a
well-choreographed music video. He
challenged his own death in lyrics and
song. "I heard a rumor I died/murdered
in cold blood, dramatic pictures of
me in my final state, you know how I
cried." (4) In an ultimate pairing of life
and art, two of the gunshots fired on
that fateful Saturday night hit Tupac's
thug life tattoo, causing the internal
bleeding that took his life.

In just five years, from 1991 to
1996, Tupac released four solo albums:
2Pacalypse Now (1991), *Strictly 4 My
Ad' (1993)*, *All Eyez on Me* (1994), and
he also appeared in five films: *Juice*
(1991), *Poetic Justice* (1993), *Above
the Rim* (1994), *Gang Related* (1996),
and *Gridlock* (1996). During the same
five years, he was also



Tupac and his girlfriend Jennifer Lopez were seen to be linked to violence. Depicted are
Shakur (Tupac) and his girlfriend Jennifer
Lopez. Arrested after a high speed chase, Tupac
was indicted on 1 felony weapons charges.
Lopez was cleared.

- Charged with beating a video director
in Los Angeles (5 days on jail).
- Charged with threatening another rapper
with a baseball bat (charges dropped).
- Arrested in Atlanta for allegedly shooting
two off-duty cops (charges dropped).
- Charged in the sexual abuse of a fan in
a New York City hotel room (convicted
by a jury and sentenced to jail).
- Arrested on charges of gun and
marijuana possession in LA.
- Shot five times in a midtown New York
City recording studio (crime unsolved).
- Jailed for 8 months (served sentence
for sexual abuse conviction).
- Now, put aside the contradictions of
achievement and self-destruction that
mark Tupac Shakur's life and death.
Forget the unwilling convergence of life

Obituary for Tupac Amaru Shakur (1971-1996)

and art. Instead, consider how you
would have captured the real meaning of
Tupac Shakur's success. How would you
have explained our attraction to and
fascination with Dr. Dre, Easy-E, Snoop
Doggy Dogg, Tha Dogg Pound, Run-
DMC, and Outkast? What does the rise
of gangsta rap say about the way we
define artistic and commercial success:
the image that is fashioned of ghetto life
and young black males; and our fear of
and fascination with criminal violence?

Following Tupac's death, one music
critic and friend noted, "It would be easy
to cull the meaning of Tupac's short and
turbulent life from his lyrics. If you
listened hard enough, the sketchy outline
of his god revealed itself. His lyrics were
a series of bloody, open sores, summing
up the trials of Black boys reared in
crack-crazed neighborhoods every-
where. With his mix of tough guy
charisma and true ghetto flavor, Tupac
captivated a nation with songs that
possessed a defiant spirit almost
unrivaled in modern

Rap music. He
ration and cap-
parts of the vor-
concern in his
countries, rap
he criminogenic,
and violence. Ye
out that rap star
example for you
to make it in life.

Sources

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"The Source."
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Violent Death
Bury Me Live
Oct. 31, 1996.
3. Michael Mas
Amory Vocal
Streets, NY
16, 1996, p.
4. Tupac Shakur
5. Williams, p.

Questions for

1. How real is
produces or
find out?
2. What would
want to ban

Window to the World

The American anthropologist Kenneth
Good committed—for anthropologists—the
unpardonable sin of marrying a
young woman of the tribe he studied,
the Yanomamö. The young bride
returned with her husband to suburban
New Jersey in 1988, and there they
raised their children (1). But in 1993 the
Yanomamö wife slipped back into the
Amazon jungle to live among her own
people.

Who are the Yanomamö?
When another anthropologist Robert
Carniero went to the Amazon jungle in
1975 to study the Yanomamö, he found
them to be a remote, stone-age, people
dedicated to frequent intertribe
warfare (2).

Indeed, the Yanomamö are the last
major remaining Stone Age people on
earth, living their lives in harmony with
nature, but also engaging in tribal
warfare, according to their customs.

But all went awry in the 1960s,
when gold was discovered in the
Yanomamö territory (3). As many as
40,000 prospectors had invaded by
1987, clearing the jungle for airstrips,
bringing diseases—venereal and
others—against which the Yanomamö
had no immunity, importing modern
weapons to replace Stone Age clubs,
and raising the homicide rate (4). What
once was a nation of 100,000 was
reduced to 22,000 (4400 in Brazil,
12,600 in Venezuela). A severe drought
in the late 1990s added to the suffering
of the Yanomamö, who use ancient
incantations to bring rain as well as to
quench forest fires and to drive out
invaders (2).

Help is under way and more is
promised. The United Nations sent an
emergency team of firefighters to deal
with the forest fires. The Brazilian govern-
ment clamped down on encroachers
by rogue miners. The U.S. Congress



A Yanomamö man with the trappings of
modern civilization.

made some assistance available to
protect the rain forests, but did not
designate preservation of the Yanomamö
territory and lifestyle a priority.

Too little, too late? The Yanomamö's
traditional way of life has broken down.
The chances that they can withstand the
attack of the Western culture invasion
are slim. The large deposits of gold,
diamonds, tin, and other minerals in the
soil of their land will continue to attract
invaders, with their attack on the tradi-
tional culture. Yanomamö are dying
faster than ever before, hunting and
fishing are increasingly difficult, alcohol
and prostitution are taking their toll,
firearms are escalating the death rate,
and infant mortality is 24 times that of
the United States (5).

What are we to do about the
Yanomamö? It does not seem possible
to transplant Yanomamö into suburban

A Social System Breaks Down

New Jersey. Forcing modern capitalism
on them is even more destructive.
Should we just build a fence around
the Yanomamö territory and allow them
to live their accustomed lifestyle? The
space of an anthropologist flying in
tourists in jumbo jets and charging
admission to view "unspoiled," "steer-
aged Yanomamö" is just too daunting.
Are we witnessing a genocide in the
making?

Are you wondering about the
Yanomamö wife? Well, you can see her
adorned with tribal decoration in a
photo at the American Museum of
Natural History, Amazon exhibit.

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Miners Seeking Precious Metals
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Questions for Discussion

1. As the Yanomamö culture is being
destroyed, how would you expect
the tribe's traditional ways of dealing
with crime to be affected? Explain.
2. What measures might be effective
in protecting indigenous peoples in
all parts of the world from
suffering a fate similar to that of
the Yanomamö?

Timely Of Immediate Concern Boxes

Detailed discussion of the kinds of issues
students are hearing about in the media
relates the theories presented in each
chapter back to the real world (discussion
questions included).

Merton's Theory of Anomie

Merton argued that in a class-oriented society,
opportunities to get to the top are not equally
distributed. Very few members of the lower
class ever get there. His anomie theory empha-

sizes the importance of two elements in any so-
ciety: (1) cultural aspirations, or goals that peo-
ple believe are worth striving for, and (2) insti-
tutionalized means or accepted ways to attain
the desired ends. If a society is to be stable, these

Classic Window to the World Boxes

Acclaimed thematic box highlights the
international dimensions of criminology and
lets students begin to understand the global
ramifications of what they are studying
(discussion questions included).

A Walk Through of the Fourth Edition

Easy-to-Use End-of-Chapter Reviews

Clear, concise chapter summaries and key terms lists—tabbed along the side of the page for easy reference when studying for an exam—provide students with essential review materials.

REVIEW

When psychologists have attempted to explain criminality, they have taken four general approaches. First, they have focused on failures in psychological development—an overbearing or weak conscience, inner conflict, insufficient moral development, and maternal deprivation, with its concomitant failure of attachment. Second, they have investigated the ways in which aggression and violence are learned through modeling and direct experience. Third, they have investigated the personality characteristics of criminals and found that criminals tend to be more impulsive, intolerant, and irresponsible than noncriminals. Fourth, psychologists have investigated the relation of criminality to such mental disorders as psychosis and psychopathy.

Biocriminologists investigate the biological correlates of criminality, including a genetic predisposition to commit crime. The XYY syndrome, though now generally discounted as a cause of criminality, suggests that aggressive and violent behavior may be at least partly determined by genetic factors. Studies of the behavior of identical and fraternal twins and of the rates of criminality among adopted children with both criminal and noncriminal biological and adoptive parents tend to support this hypothesis. Investigators have also found a strong correlation between low IQ and delinquency. Criminologists are still debating what public policy issues are raised by the possible role of genetics in crime.

Biocriminologists' most recent and perhaps most important discovery is the relation of criminal behavior to biochemical factors (food allergies, dietary deficiencies, hormonal imbalances) and neurophysiological factors (EEG abnormalities and minimal brain dysfunction). Most scientists agree that if some people are biologically predisposed to certain behaviors, both psychological and environmental factors shape the forms of those behaviors.

YOU BE THE CRIMINOLOGIST

For many years psychologists searched for the criminal personality, a common set of personality characteristics associated with criminals. If you were asked to assist in this effort, what methods would you use to capture the criminal personality? Would you use objective personality in-

ventories? If you were successful, what would you do with your findings? How could this common personality profile be used in the criminal justice system?

KEY TERMS

The numbers next to the terms refer to the pages on which the terms are defined.

attachment (89)
behavioral modeling (92)
biocriminology (104)
chromosomes (105)
conditioning (99)
cortical arousal (99)
differential association-reinforcement (97)
dizygotic (DZ) twins (106)
ego (87)
extroversion (99)
fundamental psychological error (103)
hypoglycemia (111)
id (87)
minimal brain dysfunction (MBD) (112)
monozygotic (MZ) twins (106)
neuroticism (99)
psychoanalytic theory (87)
psychopathy (100)
psychosis (100)
psychoticism (99)
social learning theory (92)
superego (87)

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Unique You Be the Criminologist Exercises

Chapter-ending exercises challenge students to use their critical thinking skills to apply what they have read about in the chapter.



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