

Criminal Law Joel Samaha

third edition

Criminal Law

Third Edition

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Preface

Twenty years ago, when I started teaching criminal law to undergraduate liberal arts students, criminal justice professionals, and law students, I decided to take the broad approach to the topic. That approach I adopted in the first two editions to *Criminal Law*. The success of both editions has convinced me to continue that approach. Writing the third edition provided me the opportunity to incorporate new scholarship, new cases, and suggestions both from undergraduate, graduate, and law students at the University of Minnesota and from instructors around the country who have used the second edition of *Criminal Law*. Despite changes, the third edition retains all that I consider central to teaching criminal law.

Criminal law examines the ordinary phenomena of life in extraordinary circumstances. The basic principles of criminal liability—the physical and mental elements in crime, the relationship between them, and when appropriate the harmful result—all look at the most basic activities and relationships in human society: bodily movements, mental activity, cause and effect. Similarly, the doctrines of criminal law bring into bold relief incomplete action, teamwork, justification, and excuse. Ordinary activities and relationships under ordinary circumstances go largely, if not totally, unnoticed. Who pays attention to a moving arm, the intention to move it, the relationship between the moving arm and the intent that prompted it? Who pays attention to the consequences of such action? Or to the reasons why the actor moved the arm?

Under ordinary circumstances, no one wonders about the answers to these questions, no one even asks them. When an arm hurts, however, its movement—at least to its possessor—takes on great significance. The person whose arm hurts will contemplate before moving, will wonder whether the results of moving it justify or excuse doing so. So, too, in criminal law, when a moving arm strikes a blow at another person, the movement and all that surrounds it take on moral and legal significance. The blow, the mental state associated with it, and the harm it caused, as well as the possible justification or excuse for moving the arm that struck the blow, determine whether the person was "wrong" in the moral sense, or committed a crime, or both. The principles of actus reus, mens rea, concurrence, and causation, as well as the defenses of justification and excuse, address ordinary phenomena and relationships when they constitute violations of the criminal law.

Teamwork, another feature of organized society, can work for good or bad. Individuals in groups can accomplish what alone they may never even attempt, or what alone they can never accomplish to the same degree. Society encourages and rewards teamwork for individual and social good. The criminal law deals with teamwork for criminal purposes. Crimes that individuals never attempt alone they not only embark upon but often make worse when they join with or prod others. The law of accomplices and vicarious liability deals with teamwork in crime.

This third edition of *Criminal Law* retains what I consider central to the subject of criminal law. It stresses general principles and doctrines, not rules applicable to a single jurisdiction. Criminal law's diversity according to place and its changes over time require students to concentrate on basic principles that apply widely over space and time. This book also invites students to participate actively in learning rather than to absorb information passively. It emphasizes that reasonable minds can interpret and apply the general principles and doctrines of criminal law differently. Hence, the text not only explains the principles and doctrines but also presents various formulations and applications among the jurisdictions. This approach demonstrates to students that criminal law offers no single "right" or "wrong" application of principles and doctrines, no uniform interpretation of rules.

Cases highlight and illustrate the general principles and doctrines in real-life situations. They demonstrate how courts arrive at different decisions, according to how they interpret and apply the principles and doctrines to particular facts. By seeing criminal law in action, students can think about, formulate, and apply the principles themselves. I require students to act both as legislators and as judges, first formulating their own statutes and then applying them to cases. In my criminal law class discussions and examinations, students must demonstrate that they understand the principles and doctrines by writing rules, explaining how the rules accord with the principles and doctrines, and then applying the rules to real or hypothetical cases. Stressing the general principles and doctrines variously formulated and applied remains fundamental in this text.

Changes in *Criminal Law* enhance this approach. The third edition reflects new developments that call for **reinterpreting and applying the general principles and doctrines of criminal law**. In the second edition, I took into account the importance of family violence and corporate crime in elaborating the subject of criminal law. In the third edition, I have added text and cases that demonstrate how legislatures and courts have adapted the general principles and doctrines of criminal law to respond to date rape, the battered-woman syndrome, gang activities, computer crime, and other recent social problems. These new developments clearly demonstrate the viability of the ancient principles and doctrines of criminal law in the face of challenging modern problems.

I have edited the **cases**, many of them new in this edition, to suit the needs of undergraduates and other nonlaw students. The cases remain distinct from the text, which stands on its own as an unbroken narrative. Each case follows immediately after the main point in the text that it elucidates. Instructors can either omit the cases entirely, or use them as

examples of the text's main points. A case question introduces each case to focus attention on the point the case addresses. The case excerpt names the crime charged and, if known, the sentence the defendant received. The excerpt uses the exact language from the reported case to set out the facts of the case, the court's decision, and the arguments to support the decision. A case discussion follows the excerpted facts, decision, and opinion. The case discussion should provoke students to think about the principles, doctrines, and rules that the case addresses, to assess the court's decision and arguments, and where appropriate to propose alternative decisions and arguments to the court's.

In this edition, chapters have been rearranged. The new arrangement combines into chapters 1 through 7 the whole of the general part of criminal law: the overarching principles; the principles of criminal liability; and the doctrines that can, but do not always, apply to all crimes, or classes of crimes. Chapter 1 introduces the nature and historical origins of modern criminal law. It expands on the earlier editions' treatments of the common-law origins of American criminal law, and revises the existing material where appropriate. Chapter 2 now includes the overarching principles of criminal law: legality, punishment, and proportionality. In both earlier editions, these principles appeared piecemeal as they applied to special topics. In this edition, I have collected them into one place, expanding on each so that students will have a good basic understanding of the principles that apply to the whole of criminal law. Then follow the general principles of criminal liability in chapter 3: actus reus, mens rea, concurrence, and causation. Chapters 4 and 5 focus on the main doctrines of criminal law: the parties to crime (accomplices, accessories, and vicarious liability) and the inchoate crimes (attempt, conspiracy, and solicitation). Chapters 6 and 7 elucidate the defenses of justification and excuse, respectively. The remaining chapters examine the special part of the criminal law: the rules that apply the general principles and doctrines to specific offenses. Chapters 8 and 9 analyze the crimes against persons; chapter 10, the crimes against habitation; chapter 11, the crimes against property; and chapter 12, the crimes against public morals and order. Roughly, chapters 8 through 12 range from the most serious felonies against persons in chapter 8 to the minor misdemeanors in chapter 12.

The logic of the arrangement is to treat the general materials first, then to discuss the specific crimes to which those general principles and doctrines apply. The special part moves from the most serious to the least serious offenses embodied in the criminal law. However, the chapters in the text all stand alone. Instructors can teach them in any order to fit varying logic. They can treat specific crimes first, then read the general part to put the particular crimes within the context of general principles and doctrines. They can move from the least serious crimes to the most serious within the chapters that treat the individual offenses. Furthermore, they can cover the doctrines of complicity and the incomplete crimes before or after the defenses, depending on how they organize their courses. I have found that the arrangement established in this text works well, but I have utilized the others described here with equal effectiveness. The text's flexibility allows for any arrangement that suits individual instructors' needs.

In *Criminal Law*, second edition, the relevant sections of the Model Penal Code were distributed throughout the text. In *Criminal Law*, third edition, in order to improve readability I have placed all relevant Model Penal Code sections into an Appendix. These sections are summarized and referenced in the text.

Chapter outlines, main points, and key terms make the basic topics, the important points, and the key terms clear to students. My students tell me that they find these useful both as an introduction to what to look for and as a review after reading the chapter. A list of review and discussion questions provides another aid to learning the main points in the chapter. The suggested readings guide students to deeper and broader issues and topics related to the material in each chapter. I have tried to include works that students can easily find in most libraries, that will provoke them to think about the major points, and that will stimulate their interest in reading and learning more about criminal law. A completely revised test bank and instructor's manual accompany this edition.

I want to acknowledge those who have read and commented on this edition and earlier editions: Jerry Dowling; Richard Gwen; Robert Harvie; Julius Koefoed; James Maddex; Leon Manning; William Michalek; William Pelkey; Gregory Russell; Susette Talarico; James Todd; Donald Wallace; and Wayne Wolff. The text's improvement owes much to them, and I appreciate their suggestions. I would also like to acknowledge the following people from West Publishing Company who worked hard to see this book through all of its stages: Terry Casey, text designer; Kristen McCarthy, promotion manager; Poh Lin Khoo, production assistant; John Och, senior graphic arts specialist; and Mary Schiller, acquiring editor.

Finally, listening to my students' questions about the book and seeing their reactions to it have improved this edition as well. I am happy to record my debt both to other instructors and to my students. I also accept, as my own, the book's shortcomings—shortcomings that seem all the more painful in a subject I have loved to teach, think, learn, read, and write about since 1958 when I took criminal law as a freshman law student at Northwestern University Law School.

Joel Samaha University of Minnesota

Chapter One

The Nature and Origins of Criminal Law

CHAPTER OUTLINE

- I. Introduction
- II. The Definition of Criminal Law
 - A. Rational Criminal Law and the Model Penal Code
 - B. The General and Special Parts of Criminal Law
- III. Sources of Criminal Law
 - A. The Common-Law Origins of Criminal Law
 - B. Criminal Codes
 - C. Common-Law Crimes and Modern Criminal Law
- IV. Classifying and Grading Crimes
 - A. Crime and Social Harm
 - B. Crime, Tort, and Nonlegal Responses to Social Harms
 - C. Felony, Misdemeanor, and Violation
 - D. Wrongs Mala in Se and Mala Prohibita
 - E. Criminal Law or Criminal Laws?
- V. Perspectives and Theories of Criminal Law
 - A. The Legal Perspective
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 - E. The Ethical Core Theory
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