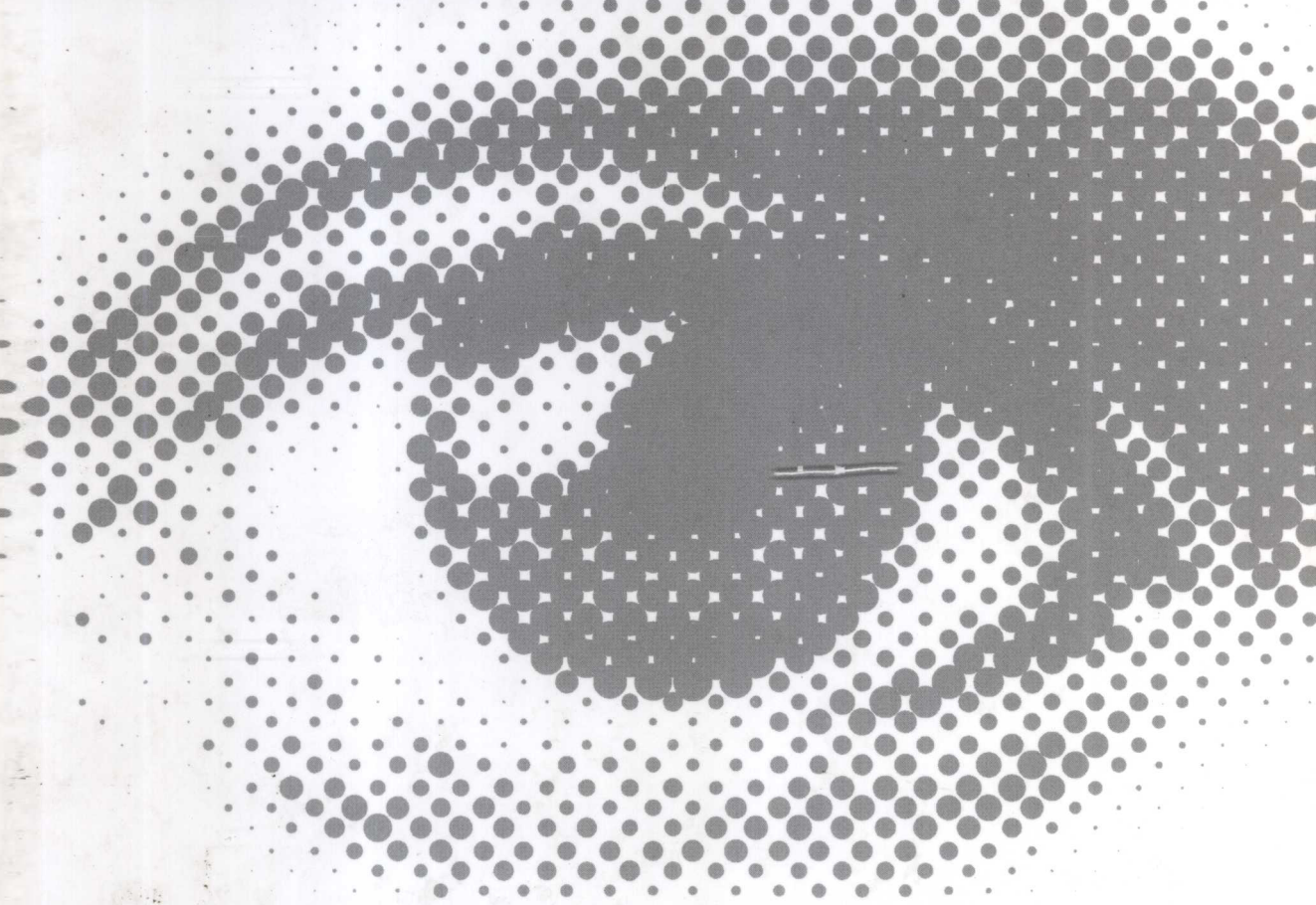


NINTH EDITION

# CRIMINAL BEHAVIOR

A PSYCHOLOGICAL APPROACH



CURT R. BARTOL • ANNE M. BARTOL

*Ninth Edition*

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Curt R. Bartol

Anne M. Bartol



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*To Madelene Gerrish Bartol*

# PREFACE

*Criminal Behavior: A Psychosocial Approach* is a textbook about crime from a psychological perspective. More specifically, this text portrays the criminal offender as embedded in and continually influenced by multiple systems within the psychosocial environment. We believe that meaningful theory, well-executed research, and skillful application of knowledge to the “crime problem” require an understanding of the many levels of events that influence a person’s life course—from the individual to the individual’s family, peers, schools, neighborhoods, community, culture, and society as a whole.

We do not consider all offenders psychologically flawed, and only some are mentally disordered. Many offenders do have substance abuse problems and these may co-occur with mental disorders. However, offenders as a group are not mentally disordered, although some become so as a result of the prison experience. In addition, emotionally healthy people break the law, and sometimes emotionally healthy people end up on probation or in jails and prisons. Like earlier editions of this text, the ninth edition views the criminal offender as existing on a continuum, ranging from the occasional offender who offends at some point during the life course, usually during adolescence, to the serious, repetitive offender who usually begins his or her criminal career at a very early age, or the one-time, serious offender.

In recent years, the psychological study of crime has taken a decidedly developmental approach, while retaining its interest in cognitive-based explanations for antisocial behavior. Scholars from various academic disciplines have also engaged in pathways-to-crime research. A very common conclusion is that there are multiple pathways to criminal offending; some begin to offend very early while others begin offending in adulthood. In addition, a variety of risk factors enable antisocial behavior and protective factors insulate the individual from such behavior. The pathways approach is closely related to the developmental approach taken in this book, and it coexists very well with psychological theories of child and adolescent development. In addition to developmental and cognitive research, much contemporary work is focusing on biopsychology and crime, or the way in which a range of genetic and biological factors may affect one’s behavior.

Thus, the book reviews the contemporary research, theory, and practice concerning the psychology of crime as comprehensively and accurately as possible. The basic organization of the text continues to run from the broad, theoretical aspects of crime in the first half of the book to specific offense categories in the second. The early chapters discuss individual and social risk factors, developmental principles, and the psychology of aggression, including its biological basis. We include a complete chapter on psychopathy, because it is arguably one of the most heavily researched topics in the psychology of crime.

## NEW TO THIS EDITION

The ninth edition was completed with the help of extensive reviews of prior editions. The most significant changes reflect recent theoretical developments in criminology, ongoing research, and a reorganization of chapters based on recommendations of reviewers. The changes are as follows:

- Sixteen chapters, rather than the previous eighteen. Two mental disorder chapters have been combined into one and two ending chapters on treatment have been eliminated. When possible and warranted, treatment information is integrated into earlier chapters.

- A separate chapter on delinquency has been added. Despite this, material on delinquency continues to appear throughout the text and is not limited to that separate chapter. For example, the psychopathy chapter includes a section on juveniles with psychopathic characteristics and the sex offender chapter includes material on juvenile sex offenders.
- Reviewers asked for fewer statistics, so we reduced these significantly. Students may now be underwhelmed by data on crimes, but they should know where to obtain them from the sources provided.
- Psychological perspectives, principles, and examples have been linked more strongly to the specific crimes presented later in the book. For example, in our discussion of terrorist activities in Chapter 11, we focus on stages of moral development and strategies for restructuring one's cognitions. We have also included more material on juvenile sex offenders, female sex offenders, serial killers, classical conditioning, cognitive dissonance, and the psychology of homicide in general, Erikson's life stages, environmental risk factors, and RNR principles relating to treatment effectiveness.
- We have added more theory, including a section on the dynamic cascade model of development, attachment theory, and expanded material on moral development. Chapter 1 includes a section on the importance of theory development.
- Updated examples and illustrations of the crimes and concepts being discussed. Over half of the illustrations used refer to recent events, such as the Virginia Tech killings, controversy over the treatment of detainees post-9/11, and white-collar offenses such as the Madoff crimes.

In addition to the above mentioned changes, those familiar with the eighth edition of the text might want to take note of the following:

- There is less information on the juvenile justice process and much less on the history of juvenile justice.
- Most delinquency-related material has been removed from Chapter 1.
- As a result of deleting a chapter on correctional treatment, we do not discuss psychologically relevant issues relating to prisons and jails, such as overcrowding, violence, or conditions of confinement. Nevertheless, in light of their importance, we hope professors will find a way to incorporate these topics in their course content.
- The section on sexual predators has been moved from the mental disorder chapter to the first of two sex offender chapters.
- At the suggestions of reviewers, material on ambient temperature, population density, physique and crime, and MPAs has been removed.

The above represent only a few of the many changes made in this new edition.

*Criminal Behavior* is designed to be a core text in undergraduate and graduate courses in criminal behavior, criminology, the psychology of crime, crime and delinquency, and forensic psychology. The material contained in this book has been classroom-tested for over thirty years. Its emphasis on psychological theory and concepts makes it distinctive from other fine textbooks on crime, which are more sociologically based. The book's major goal is to encourage an appreciation of the many complex issues surrounding criminal behavior by citing relevant, contemporary research. Like most authors, we urge students to avoid oversimplified, prejudicial, and dogmatic conclusions about the "crime problem." If, after studying the text with an open mind, the reader puts it down seeking additional information, and if the reader has developed an avid interest in discovering better answers, then this text will have served its purpose well.

Once again, we have benefited from the encouragement and help of many individuals. We cherish our main sources of emotional support—Gina, Ian, Soraya, Jim, Kai, Maddie, Darya, and Shannon—who are still lots of fun and still patient, even when we cannot give them all the time and attention they deserve. On the professional side, we are most grateful to our acquisitions editor Tim Peyton and to the production staff at Prentice Hall, particularly Production Editor Jessica Sykes, Senior Marketing Coordinator Alicia Wozniak, and Sadagoban Balaji, our efficient project manager. Finally, we wish to thank the following professors and scholars who reviewed the eighth edition and provided suggestions for improvement: Ehor Boyanowsky, Simon Fraser University; Trina Cyterski, University of Georgia; Steven Egger, University of Houston-Clear Lake; William Harmening, Roosevelt University, Benedictine University; Steven Hurwitz, Tiffin University; Tom Shaheen, Community College of Allegheny County; and Theresa Wadkins, University of Nebraska at Kearney.

***Curt R. Bartol***  
***Anne M. Bartol***

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