



Introduction to

CRIMINAL JUSTICE

SIXTH EDITION

Patrick R. Anderson
Donald J. Newman

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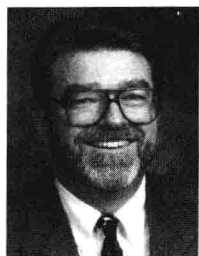
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To the memory of my father,
Elwin R. (Randy) Anderson

About the Author



Patrick R. Anderson is Professor of Criminology and Chair of the Department of Sociology and Criminology at Florida Southern College in Lakeland. He joined the faculty of that small liberal arts college in 1986 to develop a criminology major, one of the very few of its type. Prior to coming to Florida Southern College, he was a professor in the Department of Criminal Justice at Louisiana State University in Baton Rouge and, before that, professor of criminal justice at Florida Community College at Jacksonville and Program Coordinator

at the Northeast Florida Criminal Justice Training and Education Center.

Professor Anderson has a varied academic background having earned degrees in English literature, philosophy, and theology in addition to a Ph.D. in criminology at Florida State University. He has been a jail officer, a juvenile probation case worker and casework supervisor, a police and corrections trainer, an expert witness, a consultant, and a board member of numerous civic and private organizations.

Professor Anderson has published numerous articles in scholarly journals on a variety of criminal justice subjects, including prison crowding, expert witnessing, police pursuit, postconviction due process, probation casework, and gambling. His books include *An Architectural Program for the Design of a Prototypical State Correctional Facility* (1985) and *Expert Witnesses: Criminologists in the Courtroom* (1987). He has been awarded research grants in prison design and architecture, criminological aspects of legalized gambling, effects of drunk driving statutes, prisons in antiquity, and more. He has traveled extensively and has consulted with legislatures and criminal justice agencies in Eastern Europe and Central Asia. Dr. Anderson is a member of numerous academic and professional societies, including the Academy of Criminal Justice Sciences and the American Society of Criminology, and served as Associate Editor of *Justice Quarterly*.

Donald J. Newman was a pioneer in criminal justice education and was instrumental in the planning and growth of many criminal justice programs of higher education, and with his colleague Frank Remington he was largely responsible for developing the concept of "criminal justice" as an academic discipline. He was a renowned scholar and, prior to his death in 1991 after a long and productive career, was considered a leader in the field. His books include *Conviction, the Determination of Guilt or Innocence without Trial* (1966), *The Administration of Justice* (1969, 1982), and *Elderly Criminals* (1984). He was a respected consultant, author, and researcher. He was Professor and Dean in the School of Criminal Justice at the State University of New York at Albany.

Preface

Criminal justice is a complex subject and involves many of the most intricate issues in society, such as justice, law, power, suspicion, punishment, forgiveness, organizations, government, and human behavior, to name only a few. The interrelated issues make for powerful drama, and the fact that crime and justice touch everyone in very personal and intimate ways brings the subject into sharp focus when one offends the law or is victimized by someone who does, or when a close associate or family member is affected. That complexity coupled with the personal nature of the subject creates a classroom dynamism seldom found in an academic setting.

The Sixth Edition of *Introduction to Criminal Justice* presents the subject to students in ways that are consistent with the dynamic nature of the field. The fact that this text has succeeded to a Sixth Edition is testimony to its obvious strengths. The book has been known for being readable, for its emphasis on the democratic values which underlie criminal justice in a free society, for its emphasis on decision-making, real-world illustrations, and for its timely scholarship.

This newest edition is all of those things and more. I have made this edition more interactive, with a critical thinking approach, which provides students and professors a common meeting ground for classroom activities. The student will not get so lost in the details of the system that he or she loses sight of the larger picture. I assume that other courses exist in a criminal justice curriculum, that the introductory course does not need to teach every single detail of criminal justice. Therefore, this text presents the broad sweep of criminal justice in the United States, opening the students' minds to the underlying principles and values, as well as to the ethical dilemmas that are part of the elusive search for justice in on-the-job situations.

Features of the new edition include:

LEARNING OBJECTIVES and SUMMARY BY OBJECTIVES. Learning objectives highlight the major themes at the start of each chapter. At the end of each chapter, these objectives are defined and fleshed out with information contained in the chapter, providing the chapter summary.

SEEKING JUSTICE and SERVING JUSTICE. Vignettes taken from news reports and well-known cases are used to provide real-life context for each chapter's concepts at the start of the chapter (**Seeking Justice**) and at the conclusion of the chapter (**Serving Justice**).

THINKING CRITICALLY boxes introduce complex issues that can be divisive. Open-ended questions are asked about these issues to stimulate critical thinking and careful decision making.

EXPLORING ETHICS boxes present real dilemmas that face our society and also ask the questions that require tough choices and value judgments.

ON THE JOB boxes place the student in the shoes of people who work in the criminal justice system.

JUST THE FACTS boxes provide interesting and helpful pieces of information.

DISCUSSION QUESTIONS follow each chapter to help launch lively discussion.

INTERNET EXERCISES have been included in each chapter to provide a context for how the Internet can be used by criminal justice practitioners and by students.

IN-TEXT STUDY GUIDE. To reinforce the concepts, each chapter concludes with study guide material including chapter outlines, key terms with text references, and self-tests.

ACKNOWLEDGMENTS

An introductory text attempts to cover the entire field of criminal justice, a very ambitious goal. Virtually every chapter in this book represents a separate course in a comprehensive criminal justice department, and since no one knows everything about criminal justice, I have depended on others to help point the way, to separate the major aspects of a topic from the less important. Thank you, each and every one, for your help, for reading draft manuscripts, for talking to me on the telephone, for sharing your insights. Special thanks go to Jim Fyfe, Bernie McCarthy, Rolando del Carmen, Lorie Fridell, Risdon Slate, and John Scheb.

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Also, friends and colleagues have given encouragement and support at pivotal times: Ben Wade, Dick Burnette, Mike Denham, Tom Reuschling, Becky Cockroft, Sharon Masters, Phoebe Delamarter, Risdon Slate, Ed Plowman, and Nancy Aumann.

I had the help of some very good students, namely Amy Smith and David Owenby. Most of my students at Florida Southern College come from out of state and they help keep me from becoming regional in focus, understanding, and application. Indeed, I am indebted to all of my students who ask insightful questions, challenge assumptions, demand clarity, and provide a tangible audience, a window into the world of students who study criminal justice throughout the United States. I am very grateful to Florida Southern College for granting a sabbatical during which much of the work on this text was completed.

The McGraw-Hill team began with Phil Butcher, who was the prime mover in the production of this text, and Marjorie Byers, who provided the day-to-day direction to the project. I am indebted to her for her keen insights and courage and for being my friend. Valerie Raymond, a superb developmental editor who poured over every section of each chapter, bringing her expertise and experience gained from working on textbooks in other fields, tirelessly offered critique and affirmation and as a very frequent voice on the phone became totally engaged in the project. She has been an invaluable colleague and friend. Others included on the McGraw-Hill team are Elaine Rosenberg, Kathy Porzio, Joan

O'Connor, and Sally Constable, who leads the marketing effort.

I miss Don Newman. Although he passed away before the previous edition was written, I still consider him my co-author, and to the extent a spiritual presence can be felt, I have felt his.

Finally, I wish to thank my wife, Carolyn. Words cannot express . . .

Patrick R. Anderson
Cedar Key, Florida

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