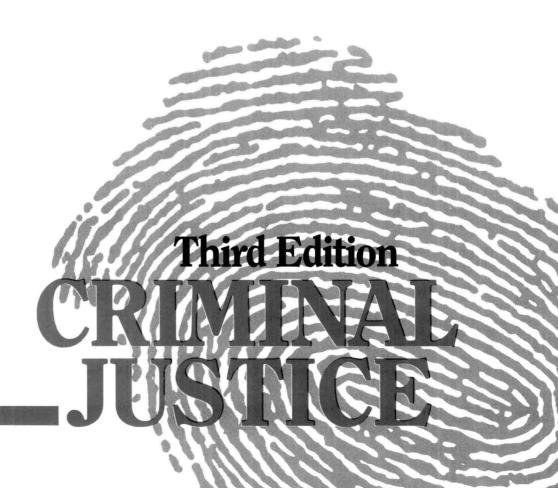


James A. Inciardi University of Delaware



For Carolyn

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Third Edition CRIMENAL JUSTICE

HBJ

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Preface

s an independent academic activity, the study of criminal justice is comparatively new in the United States. The first degree-granting program appeared less than half a century ago, and as recently as the 1950s fewer than five thousand college students were focusing primarily on the study of crime and justice. During the past two decades, however, this situation has changed dramatically. Interest in criminal justice education was spurred by the "war on crime" during the middle and late 1960s and the resulting massive federal funding for the upgrading of criminal justice personnel, agencies, technology, and programming. Current enrollments in criminal justice courses well exceed 200,000 annually, and the upward trend is expected to continue.

Criminal justice refers to the structure, functions, and decision processes of agencies that deal with the management and control of crime and criminal offenders — the police, courts, and corrections departments. It is often confused with the academic disciplines of criminology and police science. Criminology focuses on the role of crime in organized society, the nature and causes of crime and criminal behavior, and the relationships between crime and social behavior. Police science concentrates on the pragmatic aspects of law enforcement operations — the prevention and detection of crime, the apprehension of criminal offenders, the location and preservation of evidence, the questioning of suspects, the application of police resources, and the development of police – community relations.

Although criminal justice may be relatively new as a separate curriculum, much of its subject matter has been apparent for centuries. It is indeed an interdisciplinary branch of knowledge. From the perspective of legal studies, it examines aspects of criminal law and procedure; from political science it takes elements of constitutional law and appellate court practice; from the viewpoint of sociology it examines the structure of certain social institutions and how they affect the administration of justice. Criminal justice also uses ongoing research from psychology, history, public administration, anthropology, economics, and many other disciplines.

New to This Edition

As criminal justice education has evolved and expanded, so too has research on the various processes of justice. This has resulted in a dramatic proliferation in criminal justice literature as scholars, researchers, and administrators seek to disseminate their work. In fact, so great has been the demand for classroom materials that during the past decade publishers have responded with thousands of new textbooks, supplementary readings, manuals, anthologies, monographs, and reports. Several dozen new introductory textbooks and revised editions of older books appear every year.

It was in this context of rapid change that the first edition of *Criminal Justice* was published; and when a field changes rapidly, so must the classroom material — especially for introductory courses. For this Third Edition, therefore, new statistics, research findings, and significant court decisions were plentiful. Further, the major issues in criminal justice have changed as policies, procedures, and viewpoints have evolved. Moreover, the interests and concerns of instructors using the earlier editions have also evolved. For the Third Edition we sought to address these new demands by appealing first

to its intended users. Questionnaires were sent to a stratified random sample of instructors at small and large colleges and universities who had adopted the Second Edition. All were asked about the nature and extent of the changes and additions they felt were necessary. A cross-section of students from several two-year and four-year colleges who had used the book also contributed comments.

Because of the many favorable reviews and comments received, the basic structure and organization of the text has remained unchanged. However, there has been extensive updating of facts, court decisions, and research findings. In addition, issues, approaches, and problems that are new to the field have been included.

The Third Edition has been designed to achieve a number of goals for introductory criminal justice courses. First, it offers basic knowledge of the nature of crime and the processes of justice. Second, in theme and perspective it provides an analysis of the administration of justice in its contemporary forms and historical roots. In addition, it attempts to reveal some of the myth, folklore, and stereotypic images that pervade thinking about crime and justice in the United States. Third, it has been conceived and written to interest a wide range of students. Intended for those at both the community college and four-year college levels, the data and subject matter in the Third Edition have been drawn from the professional and popular media as well as from the fields of law, sociology, political science, history, popular culture, anthropology, and oral tradition. And to better explain certain phenomena and to maintain interest, a portion of the more than 200 photographs and cartoons - some comical, many serious, and all informative — emphasize the fads and foibles that have historically characterized the administration of justice in the United States. Fourth, and most important, the Third Edition presents the many facets of justice administration in the context of the changing political, social, cultural, and economic events that have shaped the evolution and implementation of criminal justice in this century.

Each chapter contains a Summary, Key Terms, Questions for Discussion, and Suggested Readings. The Third Edition contains an expanded glossary of major and minor terms and more than one hundred boxed exhibits that focus on important aspects of criminal justice processing, the history of criminal justice, and court cases mentioned in the text. More marginal glosses have

been added and tailored for use as a guide to the topics covered. Finally, *all* of the key terms, cases, and concepts are defined in the margins adjacent to where they are discussed in the text.

The Study Guide for the Third Edition includes summaries, key terms, other important terms, chapter objectives, sample examination questions, supplementary readings, and tear-out homework exercises for each textbook chapter. The Study Guide also contains two unique features: a section entitled "Understanding Supreme Court Opinions" and an essay on careers in the field of criminal justice. The Instructor's Resource Guide presents chapter summaries, topic outlines, a review of the major objectives and key terms, and comments and answers for many of the discussion questions in the textbook. In addition, it offers extensive and useful supplementary lecture materials, as well as discussion topics and class projects. The Test Book, available in both printed and computer format, contains more than 2000 multiple choice, true-false, fill-in, and essay questions with answers. Transparency masters are also available.

Acknowledgments

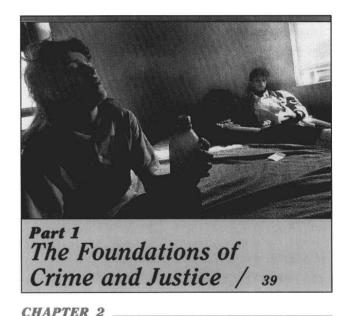
The number of debts one accumulates in writing a book is surprisingly large. Gratitude must first go to my wife, Carolyn J. Inciardi, for her continuous support and editorial assistance: to the team at Harcourt Brace Jovanovich - Rick Roehrich, Kathy Walker, Stacy Simpson, Leslie Leland, Diane Southworth, and Cheryl Solheid — who were responsible for creating the Third Edition; to the many students and instructors who used the Second Edition and made recommendations for the Third; to Kenneth C. Haas, Valerie Hans, and Carl B. Klockars for their critical, yet needed, comments on much of the material in the text; to William E. Kelly, Auburn University; to David B. Gulick, J. Robert Lilly, J. Michael Hunter, Richard A. Ball, Duane C. McBride, and Carl B. Klockars for their contributions to some of the exhibits; and to Kay Herzog and Nancy Quillen for their assistance in the preparation of a clean manuscript. Finally, I wish to express my special debt to a wide selection of persons who must remain anonymous, yet without whom portions of this book could not have been written.

James A. Inciardi



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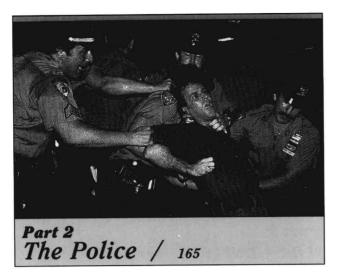
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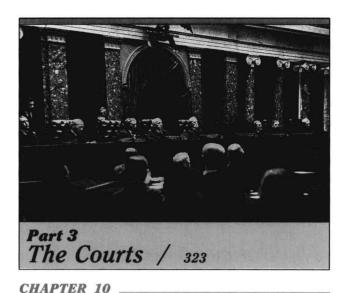
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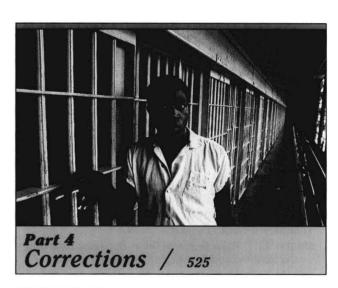
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