

PREFACE

Crime and justice are concepts and curiosities that have been a part of human history for so many millennia that their roots are buried in antiquity. Cicero spoke of crime and justice during the first century B.C., as did Aristotle and numerous others many years earlier. As such, “criminal justice” is likely as old as civilization. Yet, while the early Greek and Roman scholars studied the philosophy of justice and its application, criminal justice currently refers to the structure, functions, and decision-making processes of agencies that deal with the management and control of crime and criminal offenders—the police, the courts, and correctional systems.

As an independent academic activity, the study of criminal justice is comparatively new in the United States. The first degree-granting program appeared just over half a century ago, and in the 1950s fewer than 5,000 college students were focusing on the study of crime and justice. During the past few decades, however, this situation has changed dramatically. In the 1960s, interest in criminal justice education was spurred by the “war on crime” and the resulting massive federal funding for the upgrading of criminal justice personnel, agencies, technology, and programming. During the 1970s, 1980s, and 1990s, academic programs in criminal justice increased significantly in colleges and universities throughout the nation. Currently, criminal justice courses enroll well over 200,000 students annually, and the upward trend is expected to continue.

Although criminal justice is a relatively new course, the topics have been studied for centuries, making it 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; and from the viewpoint of sociology, it examines the structures of certain social institutions and how they affect the administration of justice. Criminal justice also uses research from psychology, criminology, history, public administration, anthropology, economics, and many other disciplines. Yet, at the same time, criminal justice is often confused with the disciplines of criminology and police science. Criminology, however, 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 and peacekeeping operations—the prevention and detection of crime, the apprehension of criminal offenders, the location of suspects and the preservation of evidence, the application of police resources, and the development of police–community relations.

As criminal justice education has evolved and expanded in recent decades, so too has research on the various processes of justice. This growth has resulted in a dramatic proliferation in the criminal justice literature as scholars, researchers, and administrators seek to disseminate their work. So great has been the demand for classroom materials that since the late 1970s publishers have responded with thousands of new textbooks, supplementary readings, manuals, anthologies, monographs, and reports. Several dozen new introductory criminal justice textbooks and revised editions appear every year.

It was within this context of rapid change that the first edition of *Criminal Justice* was published over two decades ago. For much of that time, *Criminal Justice* had a highly successful career, first with Academic Press and then with Harcourt Brace College Publishers. But with the demise of that branch of Harcourt, the seventh edition of *Criminal Justice* found itself in somewhat of a limbo position, until it finally found a home with McGraw-Hill, which published the seventh-edition update of the text in 2005.

This eighth edition of *Criminal Justice* is designed to keep instructors and students up to date with new statistics and major court decisions and, most importantly, with the many changes in the criminal justice system that have occurred in this post-9/11

period in American history. In addition, much of the new material and a number of the boxed exhibits from the seventh-edition update have been retained, while other exhibits have been updated and new ones have been added. For example:

- **Law and Criminal Justice** exhibits appear in 13 chapters and use a combination of current events and case law to shed light on the legal aspects of criminal justice. They highlight particular court decisions, criminal codes, and other legal and legislative matters related to the text material. Pertinent examples include the Bill of Rights, religion in prison, and the importance of the recent *Roper v. Simmons* decision by the United States Supreme Court.
- **Historical Perspectives on Criminal Justice** exhibits appear in 13 chapters and highlight some of the historical roots of contemporary procedures, as well as help students to understand how modern notions of criminal justice have evolved over time. Some examples include discussions of homicide rates in the late 19th century, Italy's elite Carabinieri, and the supermax prison known as the "Hellhole" of the Rockies.
- **Research on Crime and Justice** exhibits appear in seven chapters and explore how historical, legal, and behavioral research impacts the field of criminal justice. Topics include such things as the different types of killers, pharmaceutical diversion squads, and therapeutic communities in prisons. A number of these exhibits are based on my own research.
- **Victims and Justice** exhibits appear in eight chapters and address the importance of victims in criminal justice issues and procedures. Some examples include victim advocacy, the AMBER Alert, and the defense of necessity and the right to escape from prison.
- **Careers in Criminal Justice** exhibits appear in 17 chapters and describe the various professional roles available to students interested in criminal justice. They include discussions of the job requirements and duties of such traditional positions as police officers, FBI special agents, and probation and parole officers, as well as some of the less conventional, but equally important, positions in the criminal justice field including forensic psychologists and fingerprint and document examiners. Furthermore, the Chapter 1 exhibit sets the tone for all the rest by explaining what it means to study criminal justice and why students choose this major, and by sharing the diverse career paths my former students have taken.

A major new feature in this eighth edition of *Criminal Justice* is the nine exhibits called **A View from the Field**. The essays were written by me and some of my colleagues, who have direct experience working in the field, in order to share with students "the unexpected" (a meeting I had with cocaine kingpin Pablo Escobar), the bizarre (my many visits to the Brooklyn, New York, Gothic horror, the Raymond Street Jail), and the perils (the time I got arrested in a Miami crack house) of the fascinating world of criminal justice.

Another new feature in this edition is the **Famous Criminals** sidebars that appear in the margins of each chapter. These brief biographical sketches and accompanying photos profile a range of eccentric characters, from the "Birdman of Alcatraz" and "Son of Sam" to the "Night Stalker" and LSD guru Timothy Leary.

Other new features include an extended section on some of the better-known theories of crime causation, incorporation of terrorism and white-collar crime discussions into the text, and the Chapter 5 exhibit "An Overview of the Justice Process," redesigned as a pullout study aid.

Returning to this edition is **Critical Thinking in Criminal Justice**. The purpose of this feature, which appears at the end of every chapter, is to have students analyze the material presented, look for possible biases, and think about whether some of the things they see in media reports make sense or are contrary to logic. In Chapter 1 some suggestions for thinking critically are presented, and in later chapters a variety of areas for critical thinking are examined.

Also returning is the extensive marginalia program that augments the text. These items include charts, graphs, quotes, and anecdotes that present current data and issues and will provoke different ways of seeing the topics. Also returning are the exhibits focusing on gender issues and criminal justice, drugs and the criminal justice system, and international perspectives. These boxed items have been especially popular among students, primarily because of their relevance and content. For example:

- **International Perspectives on Crime and Justice** exhibits, which appear in 10 chapters, offer compelling examples of crime trends and criminal justice concepts and procedures as they are applied in other nations and cultures. These provocative essays and photographs invite students to think critically about our own culture and its approach to the management of crime and the administration of justice. Some examples include marital rights in the Muslim world, honor killings as a cultural tradition, HIV/AIDS among prisoners around the world, and the growing population of Russian street children.
- **Gender Perspectives on Crime and Justice** exhibits, which appear in nine chapters, discuss issues related to both women and men in various roles throughout the criminal justice system. Some examples include warrantless vaginal cavity searches, rape shield laws, and the use of postpartum depression as the basis of a legal defense.
- **Drugs, Crime, and Justice** exhibits, which appear in seven chapters, examine the changing fads and fashions in the American drug scene and how the “war on drugs” has had major impacts on criminal justice processing. Some examples include the “Supreme Court, Bostick, and the War on Drugs”; the drug courts movement; and the answer to the question everyone wants to know: “How long for a clean urine?”

The end-of-chapter materials offer opportunities for study and review. The *Op-Ed* feature revisits the chapter opening story and asks the reader to reflect on this current issue in light of the chapter information. The chapter *Summary* gives students a quick review of the basic principles of the chapter and allows them to focus on understanding one point at a time. *Key Terms* help with the study of vocabulary and concepts presented in the chapter. These terms are shown in **boldface** where they are defined in the chapter. *Issues for Discussion* encourage students to think critically about the chapter and will help them study for exams. *Media Resources* include listings of Web sites, articles, and/or books where students can find additional information on the subject matter covered in the text.

| Supplements for Students and Instructors |

For the Student

- *Online Learning Center Web Site*—This innovative, text-specific Web site features a free comprehensive Interactive Study Guide including chapter outlines, chapter summaries, chapter quizzes with feedback and instructor reporting, plus PowerWeb—password-protected online access to articles from the popular and scholarly press, weekly updates, daily newsfeeds, and a search engine. This Web site also includes critical-thinking exercises, media observations, links to criminal justice sites, and much more. Visit our Web site at www.mhhe.com/inciardi8.
- *Reel Justice CD-ROM*—Available on request at nominal cost in a special, optional package with the Inciardi text, this unique, interactive movie takes the concept of active learning to a new level. Students take on the role of a police officer investigating a domestic violence incident that takes place in a college town and influence key plot turns by making choices for the police officer. Text screens explain key criminal justice concepts and guide student decision making. Movie segments are augmented by a robust array of review and assessment features. With this breakthrough learning tool, students can explore a wide variety of criminal justice issues firsthand—criminal responsibility, theories of crime causation, civil versus crimi-

nal law, police roles, functions, and ethics, the courts, and more—and master course concepts more completely than they could by just reading any text.

For the Instructor

- *Instructor's Resource CD-ROM*—a single CD with an easy-to-use interface provides access to a wide array of important instructor tools including the Instructor's Manual, Testbank, Computerized Testbank, and PowerPoint lecture slides.
- *Online Learning Center Web site*—password-protected access to important instructor support materials such as the Instructor's Manual and PowerPoint lecture slides, plus all the student resources listed above.
- *Classroom Management Systems*—Online content for the eighth edition of the Inciardi text is supported by Blackboard, WebCT, eCollege.com, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to help instructors get their course up and running in a matter of hours at no cost. No programming knowledge is required. To find out more about PageOut, ask your McGraw-Hill sales representative for details, or go to www.mhhe.com/pageout.
- *Lecture Launcher Video*—This 58-minute VHS videotape features brief clips (3–8 minutes each) from NBC News that dramatize Criminal Justice concepts, serve as lecture launchers, and generate class discussion.
- *Additional Videos*—Please contact your McGraw-Hill sales representative to learn more about videos that are available to adopters of McGraw-Hill introduction to Criminal Justice textbooks.

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