

PREFACE TO THE SEVENTH EDITION

The response to the first six editions of this casebook has been gratifying. We thank everyone who has used the casebook, and in particular we appreciate the many adopters who have provided feedback on the earlier editions. We urge new adopters to look at the Preface to the First Edition, which follows *this* Preface, to get a sense of the pedagogical goals of this casebook.

Preparing a new edition of a casebook is always a bit troubling. We want to make it better, of course, but we have always followed the wise but grammatically poor adage, “if it ain’t (too) broke, don’t fix it (too much).” When we come across a case that we believe might teach a topic better than the current one, the initial and obvious reaction is to change to the new case. But, as you might expect, when we do make such a change, some users love the new case while others are disappointed because they have lost “an old favorite.” One might also think that updating the Notes and Questions after a case is uncontroversial, but it isn’t. Some people are unhappy when an old Note, which worked so well in class, is deleted to make room for a new one. So, the job of revising the casebook is an ever-present adventure! There are, of course, changes to this edition—some new cases and Notes—all chosen after careful consideration; and we have tried to improve old Notes where we have received useful criticism. For new users (welcome and thanks!), we hope you will be happy with the product. For long-time users, we trust you will find the casebook remains familiar and comfortable.

Outside reading materials. Recommendations from the first edition, found in the Preface for the First Edition, remain valid today. Two of the texts mentioned there are now in newer editions: Joshua Dressler, *Understanding Criminal Law* (7th ed. 2015); and Wayne LaFave, *Criminal Law* (5th ed. 2010).

Acknowledgements. We had a great deal of help on the new edition. Many users of casebook (including students) provided advice and suggestions. Many of their suggestions found their way into the new edition. Even where they did not, we benefitted from the comments. Happily for us, we have received help from so many people that we cannot list them all here, but please know that we appreciate—and need—the advice we received.

Seven students helped Joshua Dressler prepare his portion of this edition of the casebook: Megan Bracher (Moritz 2015), Sierra Cooper (Moritz 2016), Jennifer Day (Moritz 2014), Greg Djordjevic (Moritz 2017), Jackson Froliklong (Moritz 2015), Lisa Herman (Moritz 2014),

and Allison Meena (Moritz 2016). He thanks them for their excellent assistance.

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PREFACE TO THE FIRST EDITION

This casebook was prepared for use in a basic course on criminal law. Although it is designed for a three- or four-unit semester-long class, the casebook will also work well in a shorter course, with deletions, some lecturing, and/or use of outside readings.

As its “author” I bring to this casebook my own experiences and philosophies, but ultimately the book is intended for *your* use, and not simply to please me. Therefore, the cases and readings were selected, the Notes and Questions formulated, and the casebook organized, so that it can comfortably be used by teachers who do not share all, or even most, of my pedagogical goals.

My goals in teaching criminal law. I have taught Criminal Law for nearly twenty years, in five different law schools, to students with widely varied academic backgrounds and capacities, life experiences, and levels of interest in the subject. But, I have always been guided in my teaching by certain general principles:

—Doctrine matters. I use the term “doctrine” here broadly to mean that students ought to leave a course in Criminal Law with a substantial body of knowledge. In the context of this casebook, this means that students will become familiar with the general and the specific: primary attention is directed to the “general part” of the criminal law, i.e., the common law principles of criminal responsibility that serve even today as the core of Anglo-American criminal law; but, as the general cannot be understood except in the context of the specific, some of the most important crimes against persons and property are covered in detail, both in their common law and modern statutory forms.

—In understanding doctrine, penal theory matters. A course in Criminal Law offers students an opportunity to consider jurisprudential concerns more forthrightly than in other first-year courses. Therefore, I want students to put the criminal law in its philosophical context, in particular, to test the rules of criminal responsibility by the standards of retributivism and utilitarianism, in order to see if the criminal law is fair, rational, or even intellectually consistent. I teach my class, and this casebook is written, with the view that these principles of punishment can inform our understanding of the law and guide us in our efforts to reform it.

—In understanding doctrine, other things matter, too. Since the criminal law seeks to affect and to render judgments about human behavior, it seems prudent to take some note of the findings of the behavioral sciences, e.g., psychology, anthropology, and sociology.

Students should also see that social, economic, and political forces inevitably shape the law. Often these forces are noncontroversial, but not always. Therefore, the materials in the casebook invite discussion regarding social attitudes about such matters as race, gender, and sexual orientation, where they may have had a substantial impact on the development or application of the criminal law (e.g., rape law, self-defense, provocation, the death penalty).

—Statutes matter. Students start law school bewildered by the case method of study, yet they so quickly grow accustomed to it that many of them lose interest in statutes, even when good lawyering requires their attention. Consequently, I have selected materials that help students understand the rules of statutory construction and appreciate the lawyering skills relating to statutory interpretation. Also, the casebook emphasizes the Model Penal Code, in part so that students have ample opportunity to work with an integrated criminal code.

—Professional ethics matter. Even before they take courses on criminal procedure and professional responsibility, students should be sensitized to some of the ethical issues confronting criminal defense lawyers and prosecutors. I have selected various cases in part because they lend themselves to discussion of professional ethics, to the extent that the teacher wishes to follow this route.

—Controversy in the classroom is good if discussion of it is thoughtful, wide-open, and relevant. I want students to be angry—or pleased—with where the law may be going, because this means that they understand that the criminal law matters deeply in everyone's lives. Consequently, I want students to be aware of the “cutting edge” controversies in the criminal law. In support of this, the casebook is attentive to the Model Penal Code, since virtually all recently drafted penal codes are based, at least in part, on it, and because it provides a thoughtful alternative to the common law. The casebook also brings to the forefront—it does not shy away from—many present-day controversies, such as the death penalty, subjectivization of the objective “reasonable man” standard, “battered woman/child self-defense,” suicide assistance and euthanasia, and acquaintance rape.

As I stated earlier, although this casebook is shaped by the preceding principles, it was prepared for use by teachers whose pedagogical goals may differ from mine. I do expect, however, that there will be at least one common link among adopters of this book: A belief that Criminal Law is an exciting subject to teach, in large part because it allows students to confront some of the Big Questions—questions about human nature, personal and social responsibility, and “right and wrong”—which philosophers, theologians, scientists, and poets, as well as lawyers, have grappled with for centuries.

Editing policies. I prefer students to read judicial opinions in largely intact form. Nonetheless, deletions are necessary. Because this book is intended for pedagogical use, rather than for serious scholarly pursuits, I have not followed all scholarly conventions in identifying omissions from the extracted materials. Therefore, users of the book should not quote directly from the extracts in legal or scholarly documents, but should instead go to the primary sources. Specifically, I have applied the following rules of thumb to extracted materials:

1. Footnotes and citations have been omitted, unless there was a sound pedagogical reason for their retention. Neither ellipses nor other signals have been used to indicate their omission. Asterisks or brackets have been used, however, to indicate deletions of other textual material.

2. Numbered footnotes are from the original materials and retain their original numbering. My own footnotes are designated by letters.

Outside reading materials. Students who wish to go beyond the casebook for additional study will find excellent references in various forms. Among “hornbooks,” I recommend the following, in alphabetical order:

Joshua Dressler, *Understanding Criminal Law* (Matthew Bender & Co. 1987). This book, addressed to law students, focuses on the issues most commonly covered in criminal law casebooks. Obviously, it is especially suited for use with this casebook. A second edition will be published in the near future.

Wayne LaFare and Austin Scott, Jr., *Criminal Law* (West Publishing Co. 2d ed. 1986). The student edition is an abridgement of the authors’ two-volume lawyers’ treatise. Widely cited by courts and lucidly written, it emphasizes modern law and the Model Penal Code.

Rollin M. Perkins and Ronald N. Boyce, *Criminal Law* (Foundation Press 3d ed. 1982). The late Professor Perkins, one of the foremost scholars of the common law of crimes, originated this treatise. It remains strong in setting out the common law definitions of crimes. There is no special student edition.

Glanville Williams, *Criminal Law: The General Part* (Stevens & Sons 2d ed. 1961). Written by one of England’s paramount scholars, this is the classic English treatise on the general principles of the criminal law.

By far the best reference source regarding the Model Penal Code is:

American Law Institute, *Model Penal Code and Commentaries* (1980 and 1985). This six-volume reference

contains all of the sections of the Model Penal Code and their supporting Commentaries. The Commentaries are exceedingly helpful in explaining pre-Code law and the method and rationale of Code provisions.

Among the best books dealing with the underlying theories of the criminal law are:

George P. Fletcher, *Rethinking Criminal Law* (Little Brown & Co. 1978). Building heavily on common law traditions and the views of Continental, especially German, legal theorists, the author has written “neither a hornbook nor a treatise, but a reformist, critical work.” (Preface, xxiii.) This book has deservedly received substantial scholarly attention since its publication.

Jerome Hall, *General Principles of Criminal Law* (Bobbs Merrill 2d ed. 1960). Now a classic in the field, the author states as his goal, “to elucidate the basic ideas of criminal law in light of current knowledge and to organize the law in terms of definite theory.” (Preface, v.) The book centers on the general part of the criminal law.

H.L.A. Hart, *Punishment and Responsibility* (Oxford University Press 1968). This book contains previously published essays by the author, then Professor of Jurisprudence at Oxford University, regarding theories of punishment and legal standards of responsibility. These writings have greatly influenced thinking on the subjects.

Leo Katz, *Bad Acts and Guilty Minds: Conundrums of the Criminal Law* (University of Chicago Press 1987). Katz draws on insights from philosophy, psychology, and anthropology, as well as on well-known fictional incidents, to reflect on the basic concepts of the criminal law. Written for a general audience, the book provides considerable “food for thought.”

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¹ Copyright acknowledgements are separately listed.

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Nobody has provided me with greater support and love over the years than my partner in life, Dottie Kridler Dressler. I am not exaggerating when I say that this casebook would not have been born without her presence by my side.

Finally, I want to acknowledge two other persons who have influenced me. The first is David Dressler, who during his too-short life was Chief of Parole for New York State, a professor of both sociology and criminology, a scholar and talented writer (many of us are the former, but few are the latter), and, most importantly, my father. He never said, “Be as I am” or “Look at me,” but nobody has been a more powerful role model in my life than he.

The other person whose influence cannot be understated is Sandy Kadish, one of this country's most thoughtful criminal law scholars and legal educators. Nobody can look at this casebook without realizing his influence on it. And, how could it be otherwise? I studied criminal law from his casebook (Paulsen and Kadish; and then Kadish and Paulsen) and, for fifteen years, I taught the subject from his book (now, Kadish and Schulhofer). With the publication of my own casebook comes my professional bar mitzvah, but I can think of no higher accolade than if someone were to say of this book, “Why, it is a son-of-Kadish (and Schulhofer).”

JOSHUA DRESSLER