

The Criminologist

Official Newsletter of the American Society of Criminology

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Some questions on teaching “Minorities and Criminal Justice”

Ineke Haen Marshall
Vincent J. Webb
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American higher education has recently been under heavy attack from many different sides. There appears to be a general feeling that American (higher) education is in a general malaise; not only can Johnny not read or do math, he is also exposed to one-sided leftist indoctrination and brainwashed in universities that have been compared to “re-education camps” (Chronical of Higher Education, January 29, 1992;A33). Much of the controversy has centered on attempts to integrate a “multicultural” approach in undergraduate courses such as world civilization or literature; however, the emergence of black studies programs, women’s studies programs, and gay studies programs is also deplored by many critics as a sign of caving in to the demands of “political correctness.” Clearly, what is viewed by some as a long-overdue attempt to sensitize college students to the needs, experiences, and contribution of groups other than white, European males, is defined by others as an ideologically-motivated biased (and incorrect) view of reality. Stripped from its ideological overtones, the opposing camp argues that the present emphasis on issues of race, gender, and class in university curricula threatens the quality of American education. It is obvious that the debate has touched a raw nerve of the American public consciousness. Not only have the news media shown an unusual interest in this issue (typically, issues of curriculum content are hardly the stuff newspapers are interested in), the term “politically correct” has rapidly become a common part of the vocabulary of politicians and social critics who liberally use it when central issues raised in the recent debate are anything but new for college professors involved in teaching of issues related to race/ethnicity/gender and crime/criminal justice. At most, the current debate triggers an uneasy sense of *deja vu* — a “click” of recognition when we realize that this particular controversy simply epitomizes the problems and questions we have struggled with over the last decade or so when teaching undergraduate courses on “minorities and criminal justice.”

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To the Editor . . .

To the Editor:

The spirited exchange between "opposing camps" (Gould, et al. v. Jeffery et al.) in the January/February *Criminologist* points to the seemingly antithetical views of criminogenesis that have led to infighting within the discipline for years. Such exchanges strike me, in many ways, as simply exercises in polemics and rhetoric.

Jeffery's bioenvironmental perspective claims that variations within the environment, coupled with variations within the individual, produce variations in behavior — some of which might be labeled "deviant." The event-centered conception of crime, spoken of by Gould et al., asks one to consider, holistically, the offender, target, social control agent, and society in one's criminological unit of analysis.

Would not any student of criminology see a distinct similarity in the interactive, individual \longleftrightarrow society nature of both perspectives? And, on that note, would it not be better to strive for harmony among colleagues over the seemingly myopic "I'm right and you're wrong" argument one witnesses in the ASC from time to time?

Society is complex. In light of this, criminology should consider any theories that offer a number of exogenous independent variables. The quest for a "master" variable has led to .20 correlations for years. The academicians's egoistic mind set should be shed — let's help our colleagues isolate a strong set of causal variables within this difficult world of social science.

Stephen K. Rice

To the Editor:

I am writing in response to Finn-Aage Esbensen's letter to the Editor that appeared in Vol. 17, No. 1, January/February, 1992 of *The Criminologist*.

As someone who has been involved in the homelessness movement since 1983 and as someone who has researched and written extensively on the topic (see my book, *Gimme Shelter: A Social History of Homelessness in Contemporary America*, 1991, Praeger), I believe that Finn-Aage Esbensen's liberal proposal of collecting voluntary donations from ASC members at national meetings and forwarding same to a homeless shelter in the convention city, while being of some value to the shelter, is not an appropriate policy for the ASC to adopt. Why support the homeless as opposed to the underclass of the city, the unemployed, the illiterate, etc.? In addition, I would argue that politically speaking, Finn-Aage Esbensen's proposal could be viewed as helping to sustain the perpetuation of temporary shelters for the homeless, when what is called for is a national policy of permanent low income, low cost housing. In this regard, I would rather see the ASC support the efforts of such organizations as the National Coalition for the Homeless that lobby full-time on behalf of not-for-profit permanent housing solutions for the homeless.

Sincerely,
Gregg Barak

AROUND THE ASC

Paul Friday, formerly of the faculty at Western Michigan University will become Chair of the Department of Criminal Justice at the University of North Carolina at Charlotte effective July 1, 1992. He can be reached at the Department of Criminal Justice, University of North Carolina at Charlotte, 28223, phone (704) 545-4776.

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Unlike world civilization or world literature (topics which leave most people cold), crime is a topic of great interest to a large segment of the population. Street crime, in particular, is viewed as a potential direct threat to our health and well-being. We know that fear of crime has an impact on how people go about their daily lives, it is directly linked to our perception of quality of life. Crime, drugs, gangs — these are currently highly politicized buzz words, the mere mentioning of which immediately gets people's attention. In our society, people's fear of crime, more than ever, appears to focus on racial minorities — African Americans in particular. Many people associate gangs, drugs, assaults and public disorder with black innercity violence. This popular imagery is all too frequently fueled by politicians, either in a very open fashion (e.g. David Duke) or somewhat more covertly (George Bush' Willie Horton). Racism and bigotry are on the rise in the U.S., and college campuses are no exception to this general disturbing trend. In view of the fact that a link between race and (street) crime a well-accepted part of contemporary popular culture; that it is an highly emotionally-charged issue' and that most students arrive at the college campus with firmly-entrenched preconceptions about race and crime, how then should we responsibly "profess" to our students about this topic?

Race remains somewhat of a taboo topic in criminology. Whereas the race/crime link is routinely assumed of discussed by politicians, mass media and the general public, many academic criminologists, with some notable exceptions to be sure, tend to tiptoe around the issue. Many college instructors who came of age in the sixties and seventies feel ill at ease with discussing the issue of race and crime. After all, it is much easier to emphasize the unique cultural heritage of African Americans, for example their contributions to literature and art, than to zero in on the association between race and involvement in violent crime. Discussions with colleagues at other institutions indicate that we are not alone in our difficulties of coming to grips with the problems of trying to reconcile sensitivity of racial (and gender) issues with the objective, value-free approach so much a part of our training as research-oriented criminologists. The purpose of this brief paper is to present for discussion some of the questions we continue to encounter in teaching "minorities and criminal justice." We present these questions as a vehicle to initiate a more focused dialogue in the criminological community on the teaching of race (and gender) and crime.

QUESTION 1: WHO ARE "MINORITIES?" One popular view defines "minorities" as groups who are relatively powerless, visibly different from the majority, and subject to negative stereotyping and discrimination. Using this definition, African Americans, Hispanics, and Native Americans should be included in a course on minorities and crime. These groups also tend to be over-represented in police statistic and prison populations. More problematic is the group of Asian-Americans, a group which, on the average, tends to be more affluent than white Americans and, if anything, is under represented in arrest statistics and prison populations. In this context, it should be noted that the bulk of research and written material appropriate for university teaching focuses on African Americans' in comparison, there is a paucity of pertinent material on Hispanics and Native Americans, which may

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result in very little attention being given to these minorities in a college course focusing on crime and minorities.

If the definition of minorities given above is used, then what about other non-racial/ethnic groups that are relatively powerless and subjected to stereotyping and discrimination such as homosexuals? Should they be included in a course on minorities and crime? After all, gays have been the victims of hate crimes long before criminology started using the hate crime label. What about the mentally ill, the homeless, the poor? Is the best teaching strategy one that includes all minorities in a single course, or one that deals with racial minorities as a separate category?

Should women be included as a distinct minority group, separate from racial/ethnic issues? Women satisfy the criteria of a minority group (i.e., they are relatively powerless, visibly different, subject to negative stereotyping and discrimination); on the other hand, their role as criminal offenders, victims, defendants, and criminal justice personnel appears dramatically different than that of, for example, African Americans or Hispanics. We can, of course, draw parallels, both theoretically and empirically, between some of the experiences of women and racial minorities. In our own experience, however, we have found that students frequently express frustration at the "jumping back and forth" between race and gender issues. For students, a middle-class white female shoplifter and an innercity black youth arrested for involvement in a gang fight have absolutely nothing in common. Instructors who, using theoretical arguments, try to point out the similarities between these two groups, are easily viewed as hopelessly naive by their student audience. Combining women and racial/ethnic minorities in one single course, as we have done at our university, does not work very well.

QUESTION 2: WHAT IS THE ROLE OF IDEOLOGY AND VALUES IN THIS COURSE? This course, more so than most other criminology and criminal justice courses, lends itself to a politicized presentation of the subject matter. Even if in a genuine attempt to be completely objective, we limit our focus or discussion strictly to "sound empirical research" and abstract legal theories, we still tend to present a biased, or at best a partial, view of the crime/race link. For example, "hard facts" on criminality among racial minorities may be presented by discussing arrest statistics of the UCR and National Crime Survey: however, both sources focus on street crime only and therefore overemphasize the involvement of minorities in criminality in general. The bulk of readily available crime statistics focus on index crimes — crimes which are skewed away from criminal opportunities where whites are overrepresented (Harris, p. 98, 1991).

A more obvious example of how personal values enter into the teaching of a course on minorities and criminal justice relates to the choice of the required textbook for such a course. An instructor who selects Wilbanks' *The Myth of a Racist Criminal Justice System* (1987) probably represents a different value position than her counterpart who assigns MacLean and Milovanovic's *Racism, Empiricism, and Criminal Justice* (1990) as the required text for the course. (We do realize, of course, that either text may be used to fit either a conservative or liberal ideology, depending upon how the instructor used this particular text.)

In addition to the difficult issues of avoiding bias in selection and

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presentation of class material, we also have to reflect on the degree to which we, as professors, have the responsibility to incorporate and express our own values and beliefs on inequality, prejudice and discrimination. To be sure, this is not a new issue; yet, it becomes particularly urgent in the highly-politicized area of race and crime. Few would disagree that racism is immoral and undesirable and that it is a characteristic of society that should be eliminated. But just what is the responsibility of the criminologist teaching about race and crime? We believe that the scope of such teaching should not be limited to "just the empirical facts," but should include instruction on principles premised on moral, rather than only empirical grounds.

QUESTION 3: WHAT TOPICS SHOULD BE COVERED IN THIS COURSE? This question is related to the issue of personal values and ideology, but in a different manner. Needless to say, there is a wide range of different issues that would comfortably fit under the umbrella of "minorities and crime." In our teaching of the course, we focus on four topics: (1) minorities as victims; (2) minorities as offenders; (3) minorities as criminal defendants; and (4) minorities as criminal justice personnel. In fact, it appears that most of the texts on crime and race, or crime and gender, in one way or another, subdivide their materials in this way (e.g. Hahn Rafter and Stanko, 1982; Moyer, 1985; Flowers, 1988?). This results in a fairly narrow focus, where there is the implied choice of ignoring the "a priori bias" involved in the criminal law stressing street crime (Harris, 1991). In most texts (and we suspect in most courses) minorities as offenders receive the greatest amount of attention followed by minorities as defendants and victims, with only a small amount of attention given to minorities working in the criminal justice systems. This tends to give an overwhelmingly negative message to students about the role of minorities in the criminal justice system. The positive message about the many accomplishments that minorities have made as criminal justice professionals are commonly overlooked. Omitting such information along with the negative message that comes from focusing on the minority offender, defendant and victim, may be very counterproductive if one function of courses in criminology and criminal justice is to attract minority students to criminal justice careers.

In addition to choices with regard to the relative importance of the subsections of any course on minorities and crime, it is imperative we make careful decisions with regard to what information to present. Especially in a time when students to a large extent support punitive criminal justice policies that emphasize personal responsibility for illegal behavior, it is extremely important to clearly identify and lay out the structural sources of minority involvement in crime and the criminal justice system. Although it is very important to do so, it also is very difficult to do, because the social processes that result in criminality and victimization are so very complex. The problem is one of carefully (and honestly) selecting facts that are potent enough to challenge students to change their thinking about race and crime (or gender and crime). If we expect students to think independently and to change their belief system as a result of critical thought, then we must lay out arguments and information that are clear, credible, and withstand careful

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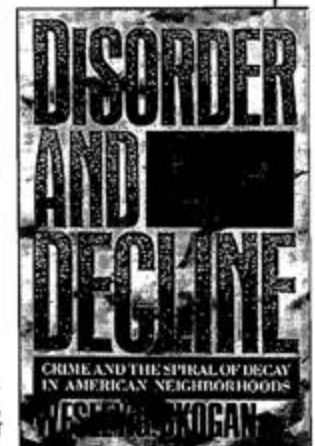
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student scrutiny. Appealing to the authority of the professorate ("Believe me, I'm a criminologist, and I know what I'm talking about . . .") is not likely to change deeply ingrained values about race, gender, and crime and criminal justice.

How do we most effectively present "the preponderance of the evidence" to the students with regard to race and criminal involvement? Do we stress arrest statistics and victimization surveys (both indicating higher involvement of African Americans in property and violent street crime) or self-report surveys (which tend to minimize the racial differences in criminal involvement)? We find that, in a number of criminology/criminal justice texts, the racial differences are soft-peddled or the author left it to the student to make an "educated" guess as to which source of data is most trustworthy.

How do we present the research on discrimination by the criminal justice system? Even among highly sophisticated researchers, the verdict is not in. Most students are not able to intelligently evaluate the existing mountain of empirical research on discretion and discrimination by the criminal justice system. Students look for a "bottom line" type answer with a firm "yes" or "no." How do we go about providing students with straightforward and correct answers that debunk any misconceptions that they hold while at the same time avoiding the trap of oversimplification of reality?

What theories do we discuss? Do we equate "race" with "class" and simply discuss the "typical" mainstream theories, or do we stress explanations focusing on African American culture, slavery experience, subculture of violence, and so on. How do we best incorporate the perspective of African-American and other minority criminologists (see Barak, 1991)?

To what extent do we dwell on historical victimization (i.e., slavery, past discrimination) or economic victimization (i.e., minorities as victims of economic inequality) rather than more narrowly focusing on the criminal victimization experiences of minorities?

All too frequently, we zero in on "black-on-black" crime as a phenomenon in need of more in-depth treatment (while we tend to gloss over the fact that the bulk of street crime actually involves "white-on-white" incidents). Or we single out for discussion the observation that more than half of the robbery incidents involve the victimization of a white victim by a black offender. If we stress the intraracial nature of violent victimization, how much time do we spend discussing "hate crimes" — thereby emphasizing criminal victimization of racial/ethnic minorities by whites?

Finally, how should theoretical perspectives that rest on biological foundations to explain criminality be incorporated? We suspect that biological explanations still hold a good deal of appeal for students who are seeking simple explanations of criminality and the involvement of racial minorities in crime and the criminal justice system. Biological explanations also hold a strong intuitive appeal when considering the relationship between gender and crime. We also suspect that many criminologists tend to gloss over the body of literature surrounding such explanations and in doing so implicitly or explicitly urge their students not to take such explanations seriously. Indeed, we know of at least one author of a criminology text who consciously excluded serious consideration of biological explanations of crime because the author viewed them as silly, and didn't want to taint the text by including them. The net effect of neglecting biologically based explanations in courses on race and crime (and gender and crime), may be to reaffirm the appeal that such explanations hold for students. Pooh-poohing such explanations, and failing to provide detailed assessments of the work of contemporary researchers who use these perspectives may result in a critique that lacks credibility and appears to conservative students to be part of a "liberal" cover up.

QUESTION 4: WHO SHOULD TEACH THIS COURSE? The arguments with regard to this question are all too familiar: Do you have to BE one (fill in the blank — women, African American, Native American, Hispanic), to TEACH about them? Is a member of a racial minority group, by definition, more qualified to teach this course than a non-minority? Is a woman better able to teach about women and crime than her male counterpart? We certainly don't think so, but some of our colleagues would strongly disagree. We don't think that **any** topic area (be it race, gender, or class) should be treated as being only the rightful territory of criminologists with particular characteristics.

QUESTION 5: SHOULD WE HAVE ANY COURSE ON RACE AND CRIME (OR GENDER AND CRIME)? By teaching a separate course on race and crime, or gender and crime, or some combination of both, don't we magnify the importance of race (or gender)? In our view, there is no doubt that by spending an entire course on crime and race (or crime and gender), we contribute to the reification of the importance of race (gender) in our society. We can only hope that this effect is offset by the eye-opening and debunking impact of such a course.

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The alternative appears to be a thorough integration of material on the topic(s) in every criminology and criminal justice course. Our concern with this strategy is that few criminology and criminal justice texts do an adequate job of integrating and presenting material on minorities and women, and therefore they tend to understate their importance. This appears to be especially true when one considers that very few texts are written from a minority or feminist perspective. Finally, we wonder how many of us who are teaching in criminology and criminal justice programs are pedagogically equipped to do an adequate job in integrating such perspectives into our teaching.

In this brief essay, we have raised some questions which may seem rather simplistic or obvious; yet, they are at the heart of the ongoing discussion we have had with fellow criminologists on this topic and as such represent key concerns. There are, of course, many other questions which could (or should) be raised with regard to how to integrate issues of race (and gender) into the criminology/criminal justice curriculum. For example, what is the role of the minority student in such courses, or how to deal with racist (and sexist) student jokes and comments.

We started our presentation with a reference to the current discussion of political correctness on college campuses. It is not our purpose to defend one "politically correct" way of teaching students about race (gender) and crime. (Although we do, of course, have our own preferred approach to the topic). To the contrary. If nothing else, we wanted to make explicit some of the choices faced by the instructor of a course on race (gender) and crime — choices which represent a (conscious or unconscious) value position. If the buzz word of "politically correct" means anything at all, it is that we need to be constantly on guard against any compromises to the value of academic freedom, professional integrity, and honesty, particularly when politically charged issues such as racism or sexism are involved.

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Editor and Book Review Editor Sought for *The Criminologist*

The term of the current editor of *The Criminologist* will end December 31, 1992 and applications for **Editor** of *The Criminologist* are being solicited by the Editorial Board of the ASC.

In addition, beginning with the 1993 issues, a book review section is planned for *The Criminologist*. A **Book Review Editor** is also being solicited to begin January 1992.

The successful candidate for **Editor** will be responsible for the solicitation and selection of materials, the design of each issue, and for ensuring that members receive the newsletter in a timely fashion. The successful candidate is also expected to guarantee support from his/her employer in the form of secretarial assistance, expenses for telephone and postage, and other resources as needed.

The **Editor** of *The Criminologist* plays an important role in the affairs of the Society. Aside from the dissemination of news and information likely to be of interest to members, the Editor is in a position to make a significant contribution to the professional life of the Society. At present, the Editor is also a member of the Editorial Board.

The best way to find out more about the position and its responsibilities is to contact the present Editor at (615) 929-6807 or write him at Box 70,555, East Tennessee State University, Johnson City, TN 37614.

The **Book Review Editor** will be responsible for soliciting, reviewing, and making decisions regarding book reviews. It is anticipated that up to 12 pages per issue will be available for reviews.

Members interested in either position should send their application to Charles Wellford, Chairperson, ASC Editorial Board, Institute of Criminal Justice and Criminology, University of Maryland, 2220 Lefrak Hall, College Park, MD 20742 by June 30, 1992.

Papers Solicited for Monograph Series

Papers are now being solicited for an edited book of readings entitled **Hate Crime: International Perspectives on Causes and Control**. Hate Crime is part of the ACJS/Anderson Monograph Series on crime and criminal justice. Papers which examine the criminology of modern day hate crime in Germany, Britain, France, Canada, or the United States are welcome. Also welcomed are papers that examine the contemporary criminal justice response to hate crimes in those countries. For a copy of the "Guide for Contributors" contact Mark S. Hamm, Criminology Department, Indiana State University, Terre Haute, IN 47802, phone 812-237-2191, fax 812-237-2567.

CALL FOR NOMINATIONS

The ASC Nominations Committee announces a call for nominations from the membership for the 1993 elections. Positions on the ballot include President-Elect, Vice President-Elect, and two Executive counselors.

You may use the nominations form below or place names in nomination by writing a letter. All such nominations should be received by August 1, 1992, and should be sent to the address below. In your nominations it would be helpful if you would provide some brief background information on the candidate(s) and reasons for their nominations. Thank you for participating in this important part of our Society.

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CALL FOR PAPERS

Ad Hoc Task Force on Hate-Related Acts

The Ad Hoc Task Force on Hate- or Bias-Related Acts on Campuses is compiling materials that illustrate contributions sociologists can make to prevent, de-escalate, or interrupt bigotry-related campus violence, for inclusion in a guide, **MATERIALS FOR CAMPUS ACTIVISM TO PREVENT AND END BIGOTRY-MOTIVATED CAMPUS VIOLENCE**, to be available from the ASA Teaching Resources Center. The Task Force solicits assessment tools (e.g., instruments for documenting the prevalence of bigotry-motivated violence and vandalism, checklists for registering the procedures and protocols for reporting incidents on campus, administrative accountability, appropriate sanctions for perpetrators, services to hate crimes survivors and to target communities); ideas and programs for collective action; and materials on coalition-building. Send submissions no later than June 1, 1992 to:

Claire M. Renzetti, Department of Sociology, St. Joseph's University, Philadelphia, Pa, 19131, 215-660-1688 (fax), 215-660-1680 (voice); or, Marcia Texler Segal, Indiana University Southeast, 4201 Grant Line Rd., New Albany, IN, 47150, 812-941-2475 (fax), 812-941-2210 (voice).

Special Issue on Civil Competencies

Behavioral Sciences and the Law announces a special issue devoted to **CIVIL COMPETENCIES**. The issue will cover empirical, legal, ethical, and clinical-legal aspects of the various civil competencies including competency to consent/refuse medical and psychiatric treatment, manage personal or financial affairs, write a will, etc. Manuscripts are now being solicited for this special issue with a deadline of **OCTOBER 1, 1992**. Manuscripts should be twenty to thirty double-spaced pages adhering to the style of the Publications Manual of the American Psychological Association or the Harvard Law Review. They should contain a 150 word abstract and be submitted in triplicate to Robert M. Wettstein, M.D., Editor, *Behavioral Sciences and the Law*, Law and Psychiatry Program, Western Psychiatric Institute and Clinic, 3811, O'Hara Street, Pittsburgh, PA 15213 (telephone 412-624-2161). Detailed style sheets for the journal are available from the Editor.

NEW JOURNAL

The Gang Journal: An Interdisciplinary Research Quarterly is a new refereed journal that will release its first issue in September, 1992. *The Gang Journal* publishes research, theory, policy and discussion papers dealing with gangs. Authors of quantitative studies must be willing to allow journal subscriber access to their data for secondary analysis (covers those variables used in the paper) unless the dataset already has public access. Send four copies of the MS to: George W. Knox, Ph.D., Editor-in-chief, Gang Crime Research Center, Chicago State University, 95th & King Drive, HWH 329, Chicago, IL 60628. There is a \$10 MS processing fee, make check payable to the: Gang Crime Research Center. For order information call: (616) 473-1510.

Curriculum Materials Available

The Ad Hoc Task Force on Hate-or Bias-Related Acts on Campuses is compiling a set of classroom resources for inclusion in **CURRICULUM MATERIALS FOR TEACHING ABOUT HATE CRIMES** to be available through the ASA Teaching Resources Center. The Task Force solicits course syllabi, classroom exercises and assignments, examinations and evaluations, simulations, audio-visual suggestions, and other curriculum materials that offer ways to teach about hate crimes and related topics or that are designed to increase students' awareness of such acts through their course work. Brief essays which address successful pedagogical techniques for teaching about hate crimes or which discuss problems in teaching about such topics and how to resolve them are also welcome. Send submissions no later than June 1, 1992 to: Claire M. Renzetti, Department of Sociology, St. Joseph's University, Philadelphia, PA, 19131, 215-660-1688 (fax), 215-660-1680 (voice); or, Marcia Texler Segal, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN, 47150, 812-941-2475 (fax), 812-941-2210 (voice).



GO GLOBAL

Join the
**The United Nations Criminal Justice
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The United Nations Criminal Justice and Crime Prevention Branch of the United Nations Office in Vienna is pleased to invite applications for membership in the United Nations Criminal Justice Information Network. The Network is served by the U.N. Regional Institutes around the world located in Austria, Italy, Finland, Costa Rica, Australia, Saudi Arabia, and Japan.

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- Tables of Contents of forthcoming issues of criminal justice journals.
- Directories of criminal justice organizations active around the world.
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- A listing of training workshops and seminars.
- Selected bibliographies and rare data sets.
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For more information and an application form, please write or call:

Graeme Newman, UNCJIN Co-ordinator, School of Criminal Justice, State University of New York,
 135 Western Avenue, Albany, N.Y. 12222. U.S.A.

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POSITION ANNOUNCEMENTS

THE CRIMINOLOGIST will regularly feature in these columns position vacancies available in organizations and universities, as well as positions sought by members of the Society.

A charge of \$50 for up to 40 column lines and \$1 per additional line will be made for each announcement. The charge will be waived for institutional members of ASC.

It is the policy of ASC to publish position vacancy announcements only from those institutions or agencies which subscribe to equal educational and employment opportunities and those which encourage women and minorities to apply.

Institutions should indicate the deadline for submission of application materials.

The Professional Employment Exchange will be a regular feature at each Annual Meeting. Prospective employers and employees should register with the Society no later than three weeks prior to the Annual Meeting of the Society. Appropriate forms may be obtained by writing to the ASC offices in Columbus, Ohio.

To place announcements in **The Criminologist**, send all material to: Stephen E. Brown, Editor, **THE CRIMINOLOGIST**, Dept. of Criminal Justice and Criminology, Box 70,555, East Tennessee State University, Johnson City, TN 37614-0555. FAX 615-929-5770.

MIDDLE TENNESSEE STATE UNIVERSITY - The Criminal Justice Department seeks applications for a tenure-track, assistant professor position beginning Fall 1992 (contingent upon funding). Qualifications include a Ph.D. in criminal justice or a related field. Qualified ABDs will be considered. JD only will not be considered. Experience or knowledge in computers is desirable. The Search Committee will begin screening applications on March 23, 1992 and the position will remain open until filled. Send resume, official transcripts, and three letters of recommendation to: *Deborah Wilkins*, Chair of Search Committee, Criminal Justice Administration Department, P.O. Box 238, Middle Tennessee State University, Murfreesboro, TN 37132. Women and minorities are encouraged to apply. MTSU is an affirmative action/equal opportunity employer.

UTICA COLLEGE OF SYRACUSE UNIVERSITY - Growing Criminal Justice Program has one and possibly two tenure track positions opening for Fall 1992 at the assistant or associate professor level. Doctorate in criminal justice or related field, prior college teaching and practical experience preferred. Specialization in corrections or law enforcement

highly desirable. The salary is competitive and dependent on qualifications. Consideration of applications will begin March 9, 1992. Send letter of application, current vita, and three references to: *Dr. Gary R. Gordon*, Director, Criminal Justice Program, Utica College of Syracuse University, 1600 Burrstone Road, Utica, New York 13502-4892. Women and minorities are strongly encouraged to apply.

TRENTON STATE COLLEGE - The Department of Law and Justice at Trenton State College invites applications for tenure track position at the Assistant Professor level. The Department has a strong legal component and many of its graduates go to law school. It has over 300 full-time students and faculty of six. The position currently available requires twelve hours of undergraduate teaching each semester, student advising, curriculum development and participation in various Department and College activities. Preference will be given to applicants who possess a J.D. and a Ph.D. Degree in the social sciences at the time of applying. Applicants possessing a J.D. and a certified A.B.D. or a Masters Degree in the social science will be considered. In addition to teaching law-related courses such as Criminal Law I and II, Judicial Process and Criminal

Evidence, the Candidate will be required to develop and teach a course(s) in community-based intervention strategies. The Department is heavily committed to community service and is developing programs to prepare students for leadership roles in community-based self-help organizations. Experience related to assisting families in crisis, "at risk" juveniles, crime victims, etc. would be helpful. Send a letter of application, vita and the names, addresses and telephone numbers of three references to: *Dr. Robert J. McCormack*, Chair, Search Committee, Department of Law and Justice, Trenton State College, CN4700, Trenton, New Jersey 08650-4700. Applications will be accepted through May 15, 1992. Applications will be accepted through May 15, 1992. To enrich education through diversity, Trenton State College is a AA/EOE.

SALEM STATE COLLEGE invites applications for an Assistant professor position in the undergraduate Criminal Justice Program to teach, advise majors, mentor students and conduct research. The position is available for the fall of 1992 and may be filled as a tenure track, depending on the credentials of the successful candidate. Preferred qualifications include a Ph.D. in Criminal Justice or a closely related field, college teaching and research/professional experience, and sensitivity to and experience with persons of diverse cultural background and learning styles. Preferred specialties may include: Criminology, Judicial Administration, Legal Issues, and/or Statistics/Research Methods. To apply, send letter expressing teaching and research interests, a Curriculum Vita, and three letters of reference to: *Office of Affirmative Action*, Attn: Criminal Justice Position, Salem State College, 352 Lafayette Street, Salem, MA 01970. Application review will begin on February 15, 1992 and continue until the position is filled. Salem State College is an affirmative action/equal opportunity employer. Persons of color, women and persons with disabilities who can teach in a multicultural environment are strongly encouraged to apply.



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