

# The Criminologist

The Official Newsletter of the American Society of Criminology

Vol. 21, No. 5

September/October 1996

## A DISCUSSION OF FINDINGS ON A STUDY OF MULTICULTURAL EDUCATION

Dorscine Spigner Littles, Ph.D.  
University of Oklahoma

**Editor's note:** In this issue, we devote the lead essay to a topic normally addressed in our column, "In the Classroom": multicultural education. The importance of multicultural education in the field of criminology and criminal justice has been a popular topic in the past several years (see selected bibliography below). Littles lead essay adds to this discussion by presenting the findings of a study that surveyed human services instructors (including criminology/criminal justice) on what pedagogical techniques are used in teaching multicultural topics. A follow up essay in the next issue will discuss multicultural education in one field of criminal justice: law enforcement. In addition, note that the book reviews in this issue compliment the focus on the lead essay by evaluating books on the topics of race, ethnicity and gender.

Please see *EDITOR'S NOTE* on page 4

For the past twenty five years, both university and college educators and personnel within the human services professions have attempted to determine the kinds of curricular changes that are needed to comprehensively study the dynamics of race and ethnic relations and thus create an environment that is more equitable, inclusive, responsive and accountable in its treatment of ethnic, cultural and racial minority groups.

The pragmatic goal of educating a force to understand cultural diversity for personal, professional and organizational development requires that the appropriateness of existing theories and practices be identified to ensure necessary knowledge as well as skill in working effectively with multiethnic groups are being taught. Aligned with this idea are the related notions that an environment must be created to lessen resistance and encourage learners to "increase awareness through challenging cultural assumptions; acquire knowledge through ascertaining factual knowledge and information and develop behav-

ioral skills through the identification of right actions based on appropriate awareness and accurate knowledge" (Pedersen, 1992). This article is a brief synopsis of a study recently completed to identify and assess pedagogical efforts that increase multicultural literacy and competence.

Proponents of multiculturalism have determined that effective multicultural education requires comprehensive efforts that integrate knowledge, attitudes, values, content and actions and should permeate all dimensions of the educational system simultaneously. However, they have been unable to transfer philosophy and pedagogy into the overall curricular framework and make cultural and ethnic diversity an integral part of the educational process. It is left to individual courses, either multicultural, criminological, psychological, sociological, or anthropological, to offer the most comprehensive framework for understanding and studying the internal dynamics of ethnic and racial groups and locating these groups in terms of the economic, political and cultural character of American society.

In view of the growing interest in multicultural issues in the academic arena, I conducted a survey to determine what pedagogical methods were being used by selected universities to teach human service and education majors (both graduate and undergraduate) multicultural concepts and enhance their intercultural competencies. The development of the survey instrument was based on the following premise: 1) Multicultural pedagogy is a systematic approach to teaching students about the nature of culture and cultural variation in the context of human commonality, 2) The content is delivered using multiple instructional methods that operate on the principle of using relevant materials that are factual in their representation of ethnic, racial and cultural groups,

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## AROUND THE ASC

**Shaun L. Gabbidon** was recently named Chair of Criminal Justice at Coppin State College in Baltimore, Maryland. He has published in the past year articles such as "Blackphobia: What is It, and Who are Its Victims?" His dissertation at Indiana University of Pennsylvania, *The Criminological Thought of W.E.B. DuBois*, is being revised for publication as a book. Gabbidon was also a co-recipient of a University of Maryland System grant to research the Nation of Islam (NOI) Security Force.

**Dick Monk**, Professor of Criminal Justice at Coppin State College in Baltimore, Maryland, had two edited books published in 1996. The first is his *Taking Sides: Clashing Views on Controversial Issues in Race and Ethnic Relations* (2nd. Edition), and *Clashing Views on Controversial Issues in Crime and Criminology* (4th Edition), both published by Dushkin Publishing Group. He co-edited with Elizabeth Gray and O. Elmer Polk, Coppin State College, a special issue on "Police Training and Violence," to be published in the *Journal of Contemporary Criminal Justice* in August, 1996. Monk co-authored an extended review essay on philosophy of science in criminology with Alex Hooke of Villa Julie College in *Social Pathology: A Journal of Reviews* (Fall, 1995).

**Dennis P. Rosenbaum**, professor of criminal justice at the University of Illinois at Chicago, has been appointed head of the Department of Criminal Justice. His appointment begins Sept. 1 and he will continue to hold his rank of professor on indefinite tenure. Before joining UIC's Department of Criminal Justice in 1986, he was an assistant professor at Northwestern University's Center for Urban Affairs and Policy Research.

**N. Prabha Unnithan**, Professor of Sociology (Criminal Justice), Colorado State University; **Lin Huff-Corzine**, Associate Professor of Sociology, Kansas State University; **Jay Corzine**, Professor of Sociology, University of Nebraska-Lincoln; and **Hugh P. Whitt**, Professor of Sociology, University of Nebraska-Lincoln, were awarded the 1995 Distinguished Book Award by the Mid-South Sociological Association for their book, *The Currents of Lethal Violence: An Integrated Model of Suicide and Homicide* (1994, State University of New York Press).

## CONFERENCES/WORKSHOPS

The 1995 Fall Semi-Annual Meeting of the Association for Criminal Justice Research (California) is to be held on October 23 and 24 at the Bahia in San Diego. Themes are community planning options/alternatives and privatization. Contact Welton Jones, Program Chair, 310/492-1022 or Dale K. Sechrest, 909/880-5566.

## The Criminologist

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**MULTICULTURAL EDUCATION, continued from page 1**

and 3) a supportive classroom environment is established that reduces group hierarchy through shared leadership, open discussion, co-operation and collaboration. For purposes of this article, the discussion of the findings touch on three areas: the course materials, instructional techniques, and classroom management of emotion-laden issues.

One hundred and fifty (150) education and social science departments at universities that comprise the Big Eight, Big Ten and Southwest Conference were surveyed to assess issues and pedagogical practices related to teaching multicultural courses. Seven (7) departments returned their surveys indicating they did not teach multicultural courses bringing the eligible sample down to one hundred and forty three (143). Of that number, forty five (45) usable surveys were returned for a thirty one percent (31%) return rate. The study revealed that courses listed as multicultural were from a wide variety of disciplines: criminal justice, sociology, education, communication, social work, psychology, political science, English literature and women studies. Recurring course titles are classified under the rubric of Human/Cultural Diversity, Minority-Majority Relations and Women Studies.

The diversity of topics, which included thirty (30) distinct titles coming from different disciplines, reveal that cultural diversity is a characteristic trait of American society, consequently, knowledge analyzed through the study of relationships which form the social fabric of this society give students an integrated conception of the human experience. The common course objectives were both cognitive and affective and included learning about relationships between self and other, between intersecting histories, between politics, power and empowerment, between identities and differences and between homogeneity and heterogeneity.

Flowing from these general principles were more specific objectives such as 1) develop greater self-understanding; 2) study of issues that are faced by most of the people in the society and those that are faced by identified groups; 3) understand and respect the world view of different population groups and the useful modes of coping and treatment that are indigenous to specific groups; 4) develop critical thinking, decision-making skills and a moral commitment to human dignity and equality and 5) begin the process of translating this knowledge into decisions and actions to combat "isms" in both overt, covert and systemic forms.

### 1. Course Materials

Materials used for the courses reveal that there is an equal reliance upon textbooks and other professional created materials. Culturally pluralistic articles and film and video, focusing on historical events, stereotyping, prejudice, discrimination and other related issues as they exist in our society, are used to reflect and articulate the issues of diversity, and provide a frame of reference for ethnic and cultural groups. The media materials serve as lenses through which students and teachers look at cultural groups and problems from a perspective other than that of their own group.

### 2. Instructional Techniques

Survey questions related to format of the courses were asked in order to determine whether traditional instructional techniques were being used or whether an environment was created that structured a more cooperative and less hierarchical setting. A high percentage

of respondents, forty (40) or eighty-eight percent (88%), indicated they used lecture with discussion as the main pedagogical technique. However, when asked this question in another form, respondents indicated they used a variety of other techniques, videos, twenty four percent (24%), simulation, nine percent (9%), role playing, seven percent (7%), guest panels, eleven percent (11%), guest speakers, twenty two percent (22%), small group dynamics, two (2%), cooperative learning, four percent (4%), cultural immersion, two (2%) and other experimental methodologies to teach multicultural concepts. The percentages for respondents using the various techniques were relatively low and indicate that the courses are more content oriented than process oriented.

Lecture, dialogue and discussion may provide an empathic environment, but the survey results indicate that the majority of the classes remain traditionally structured. One of the problems with the didactic or content driven classroom is that while it may frame conversations and infuse students with new perspectives and ideas and increase the chances for valuable insights, Pruegger and Rogers (1994) point out that primarily using lecture discussion is not sufficient to cultivate cross cultural sensitivity.

The teaching methodology is not surprising when viewed in conjunction with another survey question related to training and experiences respondents received relative to teaching the multicultural courses. Twenty seven (27%) reported they received no training, thirty one percent (31%) received training through experientially working with ethnic and cultural populations, eleven percent (11%) were self taught, twenty four percent (24%) attended workshops and summer institutes and seven percent (7%) had a doctorate in the area. The obvious conclusion is that multiculturalism was a peripheral issue in most of the respondents fields of study, consequently, some of the educators may have gaps in their knowledge base or have been trained to teach using the traditional methods of their discipline. Accordingly, in addition to accumulating a knowledge base, faculty may have a need to develop techniques for exploring relationships between various aspects of reality and structuring a cooperative setting designed to enhance students' autonomy.

### 3. Classroom Management of Emotion-laden Issues

There were several questions on the survey related to how faculty respond to emotional issues that arise in their classrooms. Thirty eight percent (38%) use discussion method, twenty seven percent (27%) relate discussion to existing topic, concepts, theory and experiences or reframe the subject matter to relate to concepts, twenty four percent (24%) have agreed upon ground rules for class, thirteen percent (13%) believe in validating student's feelings and eleven percent (11%) have conference with students after class. Several other methods were discussed by individual respondents. The majority of the respondents use the misunderstandings, conflict, and contradictions that are inherent in diversity oriented classrooms to encourage students to learn to deal with conflict constructively by allowing students to address and discuss difficult issues.

Discussion of difficult issues is sometimes risky, however multicultural pedagogy includes learning about personal and social issues from an emotional, personal and cognitive standpoint and provides greater congruence between content and process. With the faculty member serving as a role model, many of the techniques listed by the respondents promote constructive feedback from other stu-

dents and encourages students to take more risks in exploring issues as a means of learning to reconcile cross-cultural differences. Such actions within a learning environment enhance the development of tolerance, acceptance of others and empathy by addressing students attitudes and beliefs in operational, non-judgmental terms.

#### Discussion

The study reveals that specific educational content that reflects the underlying assumptions of multicultural pedagogy is present within the courses that are taught. However, the multicultural philosophy and pedagogy of establishing structure, and practices that achieve more egalitarian instructional relationships and rapport with students is a process that is still developing. Unfortunately, the integration of multicultural perspectives into the curricula is developing rather slowly.

Another notable limitation to the current academic curricula is that courses that are offered are often taught as separate and isolated classes. Arguably, the limitation of offering single, isolated courses is that the process of undergoing personal change which will evolve into social action is often a long-term process that requires a coherent, comprehensive course of study that is a mutually reinforcing whole. However, the study does indicate that in the course offerings, knowledge and skill are seen as expected outcomes of multicultural education and exhibit some discernible patterns of developing communication skills and critical thinking skills as well as cultural literacy.

By and large, the call from Gurnah (1987) for content and pedagogy radically different that will provide a clear route from knowledge to action has only been partially answered. These findings as well as the research of Banks and Banks (1993) indicate that the process of providing all students with a balanced curricula integrating multicultural precepts is an on-going process that requires long-term investments of time and effort as well as carefully planned and monitored actions.

Clearly, college disciplines should attempt to incorporate as many pedagogically sound multicultural education efforts into their programs as possible. Multicultural classes should engage students in more interactive modes of learning that teach behavioral skills. In addition, these efforts must be individually self-renewing with multicultural education helping students systematically structure their own culture learning to appreciate diversity.

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Dorscine Spigner Littles, Ph.D. is an assistant professor in the department of human relations, University of Oklahoma, Norman. Her publications include articles on multiculturalism and multicultural education. She has co-authored "A Practitioner's Guide to Understanding Indigenous and Foreign Cultures". She is involved in research concerning an anti-racism training model for the reduction of prejudice and discrimination and creating a dialogic process that will enhance multicultural understanding. Dr. Spigner Littles received her master of education degree in counseling psychology and her Ph.D. in higher education administration from the University of Oklahoma.

#### EDITOR'S NOTE, continued from page 1

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## REMINDER

### TOWN MEETING: THE FUTURE OF ASC

Chicago, IL  
Friday, November 22, 1996  
12:30 to 1:30 p.m.

**John H. Laub, Vice President of ASC**

The American Society of Criminology is a healthy, vibrant organization, but what does the future hold for this association? Reading the statements from the various candidates running for the elected offices of the ASC, it is evident that there are a number of possible "futures" for this organization. While no one denies the past accomplishments, there is increasing recognition of the challenges and opportunities that lie ahead. Indeed, the question of the future of the American Society of Criminology is especially opportune given the recent growth of the organization, the myriad of changes in the various disciplines and professions it serves, and the elevated attention to issues of crime and justice among politicians, policy-makers, and the media both in United States and around the world.

From time to time, it is critical for professional organizations to take stock of where they have been and where they are going. Recognizing the need for a "strategic plan" for ASC as an organization, this past year Charles Wellford, President of ASC, formed an ad hoc committee to consider the future of ASC. John Laub, ASC Vice President, was asked to chair the committee. Other members of the committee are: Robert Bursik, Marcia Chaiken, Chris Eskridge, Timothy Flanagan, Vernetta Young, and Marjorie Zatz. The committee thought it would be useful (and fun) to hold a "town meeting" at the annual conference to hear from ASC members about their views of the future of the organization. The idea is to have an open discussion and lively exchange of ideas with as many ASC members as possible. Meda Chesney-Lind has graciously agreed to serve as the moderator for the meeting, which will take place on Friday, November 22, from 12:30 to 1:30.

There are several serious issues that face this organization and these controversial matters need to be addressed head on if ASC is to remain a healthy, vibrant organization in the future. Some of the questions we plan to discuss at the town meeting are:

What future organizational changes should we consider? For instance, some members think we should abolish all divisions, while others contend that more divisions are needed. What are the advantages and disadvantages of divisions within ASC?

What should our growth goals be and how can we achieve them? What more can we do to make the ASC appealing to students? What efforts are needed to enhance diversity among the membership and leadership of ASC?

What new services should we consider for our members? Should we modify or eliminate any current services? Some members think we should raise our dues and provide more services, while others want to keep our dues low and offer the current level of services. How do we generate revenue for any new services? Are we happy with the length, timing, or structure of our annual meeting?

What should be the role of the ASC in public policy debates? Some members argue that as a professional society we should take stances on such issues as the death penalty and racial bias in sentencing, while others believe that ASC as a whole should not offer an opinion on any topic.

These topics as well as others brought to the meeting by the membership will be discussed. Hope to see you there! Remember the ASC is your organization and your ideas and concerns as to the future of ASC are important.

**JOINT BOOK EXHIBIT  
1996 ASC Annual Meeting**

The 48th Annual Meeting of The American Society of Criminology will be held Wednesday, November 20, through Saturday, November 23, 1996, at the Chicago Marriott Downtown Hotel in Chicago, Illinois. We expect to draw more than 2000 persons to our Annual Meeting.

The Society is making every effort to attract exhibitors. If you have written a book that you would like to have displayed at our Annual Meeting, please send your publisher the attached form and urge them to complete the form and send it to us by **October 15, 1996**.

We appreciate your help and assistance in this matter. We look forward to seeing you in Chicago.

**DUE OCTOBER 15, 1996**

To: Sarah Hall  
American Society of Criminology  
1314 Kinnear Road, Suite 214  
Columbus, Ohio 43212

From: \_\_\_\_\_  
\_\_\_\_\_  
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Year Published: \_\_\_\_\_ Price: \_\_\_\_\_

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## **NEWS FROM THE DIVISIONS**

### **DIVISION HIGHLIGHTS AT THE 1996 ASC ANNUAL MEETING**

#### **DIVISION OF CRITICAL CRIMINOLOGY**

Thursday, November 21

8:00-9:30 a.m.      Division of Critical Criminology Steering Committee Meeting  
(10th Floor - Midway Room)

Friday, November 22

3:15-4:45 p.m.      Division of Critical Criminology Business Meeting  
(5th Floor - Room E)

9:00 p.m.            Division of Critical Criminology Social  
(Midway Room)

#### **DIVISION ON INTERNATIONAL CRIMINOLOGY**

Thursday, November 21

8:00-9:30 a.m.      Division of International Criminology Executive Board Meeting  
(10th Floor - Erie Room)

12:30-1:30 p.m.      Division of International Criminology Luncheon  
(3rd Floor - Room 8)

#### **DIVISION ON PEOPLE OF COLOR AND CRIME**

Thursday, November 21

8:00-9:30 a.m.      Division on People of Color and Crime Steering Committee Meeting  
(10th Floor - Huron Room)

Saturday, November 23

12:30 p.m.            Division on People of Color and Crime Luncheon  
(3rd Floor - Room 8)

#### **DIVISION ON WOMEN AND CRIME**

Wednesday, November 20

3:15-4:45 p.m.      Division on Women and Crime Executive Board Meeting  
(10th Floor - O'Hare Room)

6:30 p.m.            Division on Women and Crime Social Hour  
(3rd Floor - Room 8)

Thursday, November 21

8:00-9:00 a.m.      Division on Women and Crime Business Meeting I  
(5th Floor - Room D)

Friday, November 22

8:00-9:00 a.m.      Division on Women and Crime Business Meeting II  
(5th Floor - Room D)



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## BOOK REVIEWS

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- Marvin D. FREE, Jr., author. *African Americans and the Criminal Justice System*. David V. BAKER, reviewer.
- James E. HENDRICKS and Bryan BYERS, editors. *Multicultural Perspectives in Criminal Justice and Criminology*. Chinita A. HEARD, reviewer.
- Susan Ehrlich MARTIN and Nancy C. JURIK, authors. *Doing Justice, Doing Gender: Women in Law and Criminal Justice Occupations*. Frances P. BERNAT, reviewer.
- Evelyn K. SOMMERS, author. *Voices from Within*. Mara DODGE, reviewer.

**Marvin D. FREE, Jr., author.** *African Americans and the Criminal Justice System*. New York, NY: Garland Publishing Company. 1996. 251 pages.

Marvin Free's comprehensive examination of *African Americans and the Criminal Justice System* corroborates the notion that American justice is tantamount to white justice. In light of the black experience in US society, Free finds the historical vestiges of whiteracism in the American criminal justice system in the legalism of slavery and Jim Crow, the savagery of black lynchings and the terror of white violence, a convict lease system, and in the impotence of civil rights legislation to mitigate the effects of institutional racism. Black access to the resources required for legitimate participation within American social institutions remains extremely limited. Blacks are still systematically denied full and equal economic, educational, and political participation in US society. As a result, countless Blacks are still socio-environmentally plagued by a ghettoization process involving third-world poverty and its violence, inadequate housing and overcrowding, unemployment, the economic deprivation of female-headed households, illiteracy, unsanitary conditions, the lack of health care facilities and maternal and child health programs. In addition, blacks must still endure the reprehensible indignation of white supremacist organizations.

Free explores the intersection between race and the US criminal justice system by examining the representativeness of blacks as the perpetrators of crime, as incarcerated offenders, as victims of crime, and as agents of social control. Free uses representativeness as a contrastive device for detecting the numerical correspondence of the black population in the US criminal justice system with

their numerical representation in the overall US population. By using a contrastive framework, Free finds that compared to whites, blacks are overrepresented as violent criminals, that blacks are overrepresented in the nation's jails and prisons, and that blacks are overrepresented as victims of violent crime. On the other hand, blacks are underrepresented as criminal justice professionals in such important positions as police officers, correctional officers, lawyers, judges, and even jurors. Free recognizes, however, that indicators of racial disparity in the criminal justice system do not demonstrate necessarily that criminal justice processes and procedures are racially discriminatory. Free questions the operation of such extralegal factors as biased attitudes and perceptions in the processing of blacks by the criminal justice system. This book brings forth compelling evidence that in the case of blacks, racial disproportionality in the criminal justice system results from the differential treatment blacks receive in the US criminal justice system.

Justice statistics show that blacks are disproportionately involved in crime. But Free reminds us that the extant data on crime in the United States are methodologically problematic and, therefore, unreliable measures of the quantity of black crime. Yet, these data remain our official estimate of crime in the United States. Much of the racial disparity found in justice statistics is attributable to selective law enforcement. Free finds that police often times arrest blacks simply because they hold disapproving attitudes toward blacks. In this regard, police frequently arrest blacks without sufficient evidence to support criminal charges, and police often overcharge in criminal cases involving black defendants. Cases involving black juveniles are more frequently waived to

criminal court than cases involving white juveniles; black juveniles are more routinely designated as youthful offenders than white juveniles; and courts are more apt to sentence black juveniles to confinement than white juveniles. Prosecutors dismiss criminal charges against white defendants more so than against black defendants, and they often elevate the seriousness of criminal cases involving whites victimized by blacks. The race of the defendant consistently biases sentencing decisions in capital cases involving white victims. A black who kills a white is far more likely to be executed than a white who kills a black. No white executions have taken place for the killing of a black since 1976, and only thirty executions in the history of capital punishment in the United States involved a white defendant sentenced to death for killing a black. Racial bias in the application of the death penalty in the United States has been especially acute in rape cases. Nearly 90 percent of all executions for rape since 1930 were black executions.

Differential treatment of blacks in the adjudication of criminal cases results in their overrepresentation in city, county, and federal jails, in state and federal prisons, and in juvenile detention facilities. This means that blacks are disproportionately subjected to the violence, tension, and conflict of prison life than whites. In fact, nearly one-third of the nation's young black men are incarcerated, serving parole, or on probation. Since prison conditions reflect the hostile environments of the greater society under which many young blacks are constrained to live out their lives, black inmates adapt better to prison life than white inmates. Yet, racial bias influences disciplinary actions against black inmates and it often times hampers a black inmate's opportunity to participate in prison programs and work assignments.

Racial discrimination precludes many blacks from improving their socioeconomic standing in US society. As a result, blacks are twice as likely as whites to live in areas with high crime rates. It is not surprising, then, that blacks more than whites are victims of crime. Young blacks and elderly blacks are particularly vulnerable to crime. Murder is the leading cause of death among young black men in the United States, and an alarming proportion of elderly blacks suffer crime victimization at least once. Appropriately, Free includes police violence and hate crimes in his discussion of the victimization of blacks. Black males are disproportionately the victims of police shootings; police are five to thirteen times more likely to kill black suspects than white suspects. Blacks are the most victimized persons of *hate crimes*. Last year 2,815 incidents of anti-black crimes occurred in the US -- entailing 3,410 offenses and 3,559 victims.

Blacks are underrepresented in the administration of justice at the local, state, and federal levels. Black representation in many urban police departments is less than their proportionate representation in the community served. The proportion of black correctional officers is far below their representation among inmate populations. Racial discrimination in jury selection procedures, socioeconomic barriers preventing full-community participation in juries by blacks, judicial discrimination that allows racially distinguished jury representation, and institutional racism and bureaucratic discrimination all perpetuate jury race inequality in the United States.

Free rejects much of the established criminological theory as inappropriate explanations of black criminality because it remains the construction of white scholars mostly insensitive to the history and life experiences of black people in US society. Mainstream criminology has failed to address the differential impact of law on blacks, the structural conditions leading to racial bias in sentencing, and the effect of institutional racism on the distribution of crime. Free calls for a "Black Criminology" that would rectify the inadequacy of conventional criminology to explain both the *epidemiology* and *etiology* of black crime. Alternative perspectives on black crime must take into account the *exploitative structural system* in which blacks live out their lives. It is not surprising that minority views on crime have

been mostly ignored by contemporary criminologists given the paucity of non-white scholars. Free recognizes that racism is orchestrated by white faculties and administrators to hinder minority participation in academic programs.

*African Americans and the Criminal Justice System* paints a troubling portrait of the intersection between race and crime in the US criminal justice system. The book's most important contribution to criminology is that Free recognizes that criminologists can no longer ignore a fundamental truth of American justice -- that the US criminal justice system is an *inherently* racist social institution. This book would prove valuable for students in criminology and criminal justice courses as a supplemental reader and to social researchers exploring the *structure* and *dynamics* of race and racism in criminal justice processes. More advanced scholars would find Free's criticisms of criminological theory and his appeal for a Black Criminology challenging.

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James E. HENDRICKS and Bryan BYERS,  
editors. *Multicultural Perspectives in  
Criminal Justice and Criminology*.  
Springfield, IL: Charles C. Thomas.  
1994. 257 pages.

This book, *Multicultural Perspectives on Criminal Justice and Criminology* is a rare and timely publication designed to examine the nature of the criminal justice system as a whole with a focus on multiculturalism. This volume consists of twelve chapters written by scholars from diverse backgrounds who make attempts to expose the reader to criminal justice diversity issues such as race, gender, ethnicity, sexuality, college curricula, and training.

The first chapter, "Multicultural Perspectives and Issues," is an important one because it attempts to provide the reader with a comprehensive overview of multiculturalism, diversity, and definitional issues. Since this chapter is designed to lay the foundation for chapters to follow, it is important that the relevance for multiculturalism to criminal justice is presented with truths and objectivity when focusing on the philosophy of criminal

justice, descriptions of victims and offenders, and definitions of concepts relevant to multiculturalism.

In this chapter, the Wynkoop and Kiselica neglected to discuss why minority criminal justice clients discount other cultural influences and take the position that they are subject to a European "Anglo System of Justice." Just as it is important for students to know early Hebrew, Greek, Roman, and European codes, it is equally important to discuss the early historical and social roots of minority experiences with the American criminal justice system, which is based on English tradition. It is important for students to know how American laws were instituted to promote exclusion of African-Americans, Indians, Latinos, Asians, and women from political and economic opportunities in order to maintain the advancement of capitalism. Further, the authors did not discuss the American legal system as it relates to the impact of slavery for African-Americans, stolen land and forced reservations for Native-Americans, and among other issues, immigration restrictions for Latinos. By discussing these issues, it will help students to understand the reasons why minorities discount other cultures and form the realization of an "Anglo System of Justice."

Further, there is concern that too much attention was devoted toward the biological basis of stereotypes, while not enough attention was given to the issue that stereotypes are learned. Stereotypical perceptions are learned through others who reinforce certain attitudes and images. These clarifications are useful toward advancement of students understanding of how longstanding and harmful stereotypes have not only helped fuel American racism, but have also aided white society in justifying oppression. To ensure a smooth knowledge transformation process, accurate descriptions and interpretation must be presented.

We must make sure that an accurate picture of victims, offenders, and professionals is provided. The authors show how minorities are overrepresented as victims and offenders within the criminal justice system. Yet, they neglected to show how minorities and women are underrepresented in the criminal justice profession.

Chapter 1 would have benefited from discussion on the historical, social, political, and economic foundation which provides evidence on why difference is such an inte-

gral issue in multiculturalism to the extent that some minority authors may express concern about mainstream researchers who choose to write on multiculturalism. Difference is a central issue in this multiculturalism debate because people of color in America have been subjected to an oppressive philosophy which adopts the view that we are a society with shared norms and values. While similarities must be recognized as the authors suggest, the benefits of differences must be identified and recognized as a means to promote inclusion, not separation. Difference is a central issue because it is predicated on inclusion of knowledge which has been historically distorted, neglected or ignored by mainstream writers. To minimize misinterpretations of cultural differences and experiences, the inclusion of people of color writing on diversity issues must be given credence. Once one thinks of the distorted images of Blacks depicted in "Ethnic Notions: Black People in White Minds," the oppression of Mexicans depicted in "Salt of the Earth," and the destruction of Indian heritage depicted in "In the White Man's Image;" then the reader should understand why it is natural for minority authors to view mainstream writers research with caution.

Chapter 2 focuses on "Gender, Feminism, and Criminology." Early on, Eigenberg, Mullings, and Scarborough point out that multiculturalism is similar to feminism because both argue that disenfranchised groups have been excluded from criminology. However, this chapter specifically examines the exclusion of women in criminology and discusses a number of ways feminist scholarship has challenged traditionally held assumptions about women in general, their role in criminology, and the entire criminal justice system.

To expose the reader to "Gender, Feminism, and Criminology" the authors proceeded to identify key feminist challenges in existing bodies of literature related to various theories of criminality, victimization, the criminal justice system response, and criminal justice occupations. In doing so, the authors recognized the need for voices of women of color to share race and gender experiences in criminology. The authors caution the reader that multiculturalism, like feminism, will experience resistance because it challenges longstanding theoretical paradigms. These par-

adigms have contributed to the marginalization of disenfranchised groups in criminology.

Chapter 3 is on "Race, Ethnicity, and Criminal Justice." Through the use of UCR and NCVS data McKean attempts to describe patterns of crime victimization and the relationship to variables of race and ethnic identity. In order to dispel myths and stereotypes people often have about a Black person victimizing them, and without calling much attention to weaknesses in the data, the author provides data to show that African-Americans and Hispanic-Americans are more likely to suffer victimization. Victimization within a member's own ethnic or racial group occurs more frequently than victimization outside of ones own ethnic or racial group.

The author demonstrates that racial and ethnic identity of crime victims may be of crucial importance in explaining patterns of victimization. Further, the author provides evidence to show the influence of racial or ethnic identity of the victim in the response of victims by agents with the criminal justice profession. While minorities have high victimization patterns, an added burden is that they are less likely to receive a response for service, assistance, and compensation from agents within the criminal justice system. In essence, the author shows how minorities are likely to be victimized twice: first by the offender, followed by officials within the criminal justice profession. As a result of these findings, the author attempts to provide insight on how officials of criminal justice might improve their response to all victims by implementing a multicultural approach within agencies that are sensitive to victims from diverse backgrounds.

Chapter 4, "Native Americans in Criminal Justice," gives voice to an important and often forgotten social group. This chapter is of value because it details the past and present involvement of Native Americans within the American criminal justice system by concentrating on historical and social processes, status of Indians as justice practitioners, victims, offenders, and citizens. Siedschlaw and Gilbert provide insight on the definition and concept of Indian multiculturalism, the linkage of Indian spirituality to criminal justice concepts, and conflicting cultural values often misunderstood by Euro-Americans. Since Native American spirituality is something to be lived, the problem is that those who have not lived the experience tend to

define Native American spirituality and its relationship to justice in Euro-American terms. Therefore, the importance of history, value, quality, and spirituality can enrich our understanding of the truth and rightful place of American Indian heritage and multiculturalism.

Chapter 5 is entitled "Latinos: The Conceptualization of Race." Meyers, Cintron, and Scarborough expose the issues concerning the conceptualization of Latino as a racial group along with how Latinos are forgotten in traditional criminal justice and criminology scholarship. Although the authors did not provide much detail, the issues of conceptualization and scholarship are hampered by the low number of Latino researchers who can offer unique insight related to Latino culture.

Within this chapter the authors bring to our attention some of the cautions in race conceptualization, including methodological, and policy implications relevant to Latinos. To shed more light on methodological and policy implications for Latinos, it would have been useful to include more discussion on the role of governmental officials in the historical development and maintenance of racial/ethnic group databases. However, the authors do warn all of us that if diversity within races is not taken into account, then our knowledge concerning the relationship between race and crime will continue to be inaccurate and result in misleading policy implications.

"Race in Crime Stories" is the title of chapter 6. This chapter seeks to provide better understanding of the relationship between race and the production of news about crime. To accomplish this, Romet and Chermak presented previous research on the images of race and crime in the news, along with a discussion on the news production process which shows that "Crime is one of the most celebrated topics that news organizations use to sell its product" (185). Actually, this chapter is mainly limited to discussion on negative mass media and crime images of African-Americans rarely appear in the white owned media. Further, increased understanding of the relationship between race and crime in the media would occur once a discussion on media images (positive and negative) of all racial groups is included.

Chapter 7 is on "Gays and Lesbians in the Criminal Justice System." Within this chapter Arnott attempts to promote a better

understanding of gays and lesbians within the law enforcement profession by addressing myths and stereotypes related to mental state, culture, sexual preference and orientation. Further, the author's discussion on the professional and personal experiences of gay and lesbian law enforcement professionals seeks to increase understanding of their life experiences on and off duty. In conclusion, this chapter offers suggestions for policy changes designed to foster a better work environment for gays and lesbians.

Chapter 8 is entitled "Hate Crimes: A Legal Perspective." Prior to any discussion related to the problem of hate crimes, it is important to recognize up-front that hate crimes have existed for centuries. Yet, the terminology and criminal justice response to hate crimes is a recent development. Within this chapter, Spillane stresses the importance of knowing what is described as a hate crime. Likewise, an accurate description of characteristics of hate crime offenders and victims is useful in promoting a better criminal justice response to hatred.

Despite the lack of attention paid to the historical significance of hate crimes by agents within the criminal justice system, the author attempts to provide the reader with an important move toward understanding of hate crime from a legal perspective including recent state and federal case law. Last, the author stresses the importance of specific hate crime investigative techniques used when interviewing the victim, searching the crime scene, and investigating the neighborhood.

Chapter 9 is entitled "Juvenile Justice: Multicultural Issues." Corley and Smitherman offer an assessment of racial/ethnic disparity in processing and sanctioning by first focusing on the police response to juvenile delinquency and note sanctioning differences based on race. The authors admit that findings from arrest data and juvenile delinquency research prompt a broader question of determining how race interacts throughout various stages of the juvenile justice process.

The study of racial/ethnic disparity in juvenile crime is hindered by the fact that the Uniform Crime Report does not include Hispanics as a racial/ethnic category in data collection efforts. Despite this limitation, the authors provided a cross-cultural examination of processing and sanctioning patterns including Anglos, African-American, Asians, and Native Americans. As a result of the

authors' assessment of racial/ethnic disparity, a multicultural response designed to operate within a social and cultural system is offered to empower agents within the juvenile justice system to develop primary and secondary prevention strategies to better meet the diverse needs of youths of color.

Chapter 10, "Invisibility and Marginalization of Women of Color," is about how the field of criminal justice and criminology is constructed in such a manner that gatekeepers control the production of knowledge in textbooks. In this chapter Eigenberg and Baro seek to help the reader understand how many criminologists have ignored race in general and particularly the interactive effect of race, gender, and class. Although prior researchers have examined the race, class, and gender variable separately, the authors argue that there still exists a lack of complex theoretical understanding of interaction. It is important to realize that only a few researchers are just beginning to explore the interactive effect of race, class, and gender. By doing so, it will require challenging existing scientific tradition within the discipline.

In this chapter the authors present the results of their study on images of women of color as offenders, victims, and professionals in introductory criminology and criminal justice textbooks. This study found that women of color are underrepresented as professionals, victims, and offenders. While gender biases consider all women invisible, the interactive effects of race and gender operate to marginalize the presence of women of color in criminology and criminal justice. Textbook images continue to show white men at the center of interest in the profession. Therefore, this study suggests that women of color interested in studying criminology or criminal justice will, early in their academic careers, be confronted by a discipline that has considered them invisible. The authors conclude by offering ways to make women of color more visible in the discipline and argue that curriculum transformation plays a critical role in the movement toward understanding the interaction between race, class, and gender.

Chapter 11, "Criminal Justice Curricula" questions the level of support for inclusion of multicultural perspectives in undergraduate criminal justice education. Likewise, Brown reveals how the current state of criminal justice education rarely addresses multiculturalism by marginalizing issues on

women and racial/ethnic minorities. In this chapter the author provides justifications for including multicultural perspectives in criminal justice education by focusing on issues such as improved classroom environment, diversity of American society, better prepared students for employment in criminal justice, and theoretical development.

This chapter is unique because it attempts to describe the attitudes and perceptions of criminal justice educators about multicultural education for undergraduates. Utilizing a sample with 205 respondents, of which almost 90 percent are white, the author found widespread support for including multicultural perspectives in undergraduate criminal justice education. The results show a large majority of the respondents considered of importance educating Ph.D. candidates in multicultural perspectives, hiring women and racial/ethnic minority faculty, making available textbooks on multicultural perspectives with traditional perspectives, and actively recruiting women and racial/ethnic minorities into criminal justice programs. Overall, these findings help determine at what stage criminal justice education is in regarding the process of curricular transformation.

Chapter 12 is on "Cultural Sensitivity Training," in law enforcement. This chapter is designed to assist the reader in understanding the important role and function of teaching tolerance in law enforcement training. Cultural awareness training and attempts to educate police officers to be more sensitive to different races are necessary toward understanding the ever changing diversity of the communities law enforcement officers are sworn to protect and serve. Since communities are changing fast, combined with an increased emphasis on community policing, law enforcement agencies need to be sensitive to the fact that many traditional strategies which have worked before, don't work now.

Hennessy makes clear that the study of diversity and tolerance in law enforcement means not only going back to the basics of understanding the historical nature of law enforcement, power, community representation, and community wants, but also understanding the nature of American culture. To accomplish this, the author makes it clear that understanding the basis of one's own cul-

ture becomes important to beginning to understand how other cultures differ in language, emotion, communication, and time.

It comes as no surprise that the process of changing attitudes about traditional law enforcement and cultural diversity issues will be long and difficult. To be effective, however, a long term commitment to tolerance within and among diverse cultures needs to be implemented throughout the law enforcement organization as well as other agencies throughout the criminal justice system.

Overall, this book is important step toward our understanding of multiculturalism and the criminal justice system. It focuses on diverse issues previously ignored, neglected, distorted, or simply marginalized. Without a doubt, this publication is a contribution to the discipline because it helps to fill gaps in existing literature on challenging issues related to race, ethnicity, gender, sexuality, curricula, and training.

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**Susan Ehrlich MARTIN and Nancy C. JURIK, authors.** *Doing Justice, Doing Gender: Women in Law and Criminal Justice Occupations.* Thousand Oaks, CA: Sage Publications. 1996. 270 pages.

A number of books on women in the criminal justice system have been published in recent years. Most of these books present three types of information on women: women as offenders, women as victims and, women working in the criminal justice system. Martin and Jurik's recent contribution to the field, *Doing Justice, Doing Gender*, provides an in-depth analysis of the genderization of the criminal justice workplace. The authors cogently depict an employment system which is not gender-neutral, but is instead gender stratified. To the extent that data were available, the authors also attempt to present and analyze the working conditions of women of color.

Martin and Jurik begin with a theoretical and historical analysis of gender inequality in the workplace. The authors argue that gender inequality is a social process in which gender subordination is a part of an historical, accumulated pattern of gender interactions encompassing the division of labor, power and culture. According to Martin and

Jurik, "[G]ender relations in the family, state, and labor market are inextricably connected to the production of gender in work organizations" (p. 36). Thus, how women working in the system are viewed and treated by others, and how women themselves behave or respond to their work conditions cannot be understood outside the context of our gendered society. To the extent that the justice professions are based upon male definitions of competence, women's contribution to the workforce is undervalued and ignored.

Despite the past several decades of legal changes which have opened the doors to women desirous of entering the fields of policing, law and corrections, glass walls and glass ceilings continue to prevent women from full participation in the justice professions. *Doing Justice, Doing Gender*, confronts the day-to-day inequities which women face in the male defined and dominated criminal justice workplace. Women police officers, lawyers, judges and corrections officers continue to be viewed as "outsiders." When women's job performances are evaluated, the gendered workplace in which they work does not recognize the specific gender contributions that they make as women. Rather, they are depicted as incompetent, shrill, or physically and emotionally weak workers. In addition, sexual jokes and innuendoes, and sexual harassment exists in each of the three fields and reinforce the workplace setting in male terms. Consequently, formal and informal social controls continue to disenfranchise women who work in the justice system. Instead of being embraced for the similarities and differences they bring to the various justice fields, women continue to face resistance to their presence.

Much to their credit, Martin and Jurik recognize that it is too simplistic to argue that women's contribution to the justice professions is uniform across the fields, or uniform within each field. Male and female work patterns vary from field to field and from individual to individual. Martin and Jurik also suggest that when racial and ethnic orientations of workers are considered, further differentiation among and between female workers' orientations will occur.

If gender does make a difference in the way that the justice fields are organized, managed, maintained and, indeed, reformed, then variations among and between males and females must be more fully understood

and appreciated. Martin and Jurik's work is a significant step forward in this direction. It focuses our attention on the social and cultural intersection of race, gender, power, and the workplace. It provides a comprehensive analysis of the justice workplace and is a must read for criminal justice scholars, educators, and anyone interested in a criminal justice career.

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**Evelyn K. SOMMERS, author.** *Voices from Within.* Toronto: University of Toronto Press. 1995. (\$40.00 cloth; \$16.95 paper)

For the last two decades, feminist criminologists have been constructing a critique of the treatment of women within mainstream criminology. Until very recently, the voices of female criminal subjects were difficult to locate. As Frances Heidensohn noted over a decade ago, "Important studies of female crime have been published which contain no case study of equivalent material." (1) The result was either pure speculation or pure theory (however one chose to look at it). In *Voices from Within*, Evelyn K. Sommers argues eloquently that, "[w]omen in conflict with the law have their own ideas about why and how they became lawbreakers." Unfortunately however, "[w]omen are rarely credited with having any real knowledge, even knowledge of themselves." (2) Criminal women have been doubly silenced, as women and as lawbreakers. Sommers hopes that her book will help to break this silence. As a counseling intern at a Canadian women's medium-security prison, Sommers conducted a series of four, one hour interviews with fourteen women "lawbreakers." In these interviews, Sommers began with the straightforward, open-ended question, "What led to your lawbreaking?" and then proceeded to analyze the women's own words, looking for the common threads to their stories.

The first two chapters address theoretical and methodological issues. In "Women Knowing, Knowing Women" Sommers describes her research design, discusses the issue of "objectivity" in qualitative research, and provides background on the psychological theory of Carol Gilligan. Gilligan, known for her pioneering work, *In a Different Voice: Psychological Theory and Women's Devel-*

opment, argues that male psychologists have posited a model of "healthy" development based on an atomistic worldview, stressing individualism and autonomy over connection and relationship. In contrast, Gilligan emphasizes the developing capacity for relationship rather than separation as the vehicle behind women's psychological development. Gilligan's psychological framework is the lens through which Sommers interprets the women's lives. Sommers then provides a brief yet incisive overview of criminology's approach to women historically, concluding with a discussion of feminist criminology. She is critical of Pat Carlen and other feminist criminologists who, she argues, have focused too exclusively on poverty and structural factors as the primary causes behind women's lawbreaking, while ignoring the psychological aspects of the lives of criminal women.

Chapters three through seven form the core of her book. Sommers identifies four common "threads" in answer to the question, "[w]hat made you break the law?" The first is "need." Four of the five women profiled in this group broke the law in order to provide necessities of life for their children or themselves. However, Sommers is troubled by the fact that, on an absolute level of want, these women were not necessarily the most impoverished, nor were their children "close to starvation." However, all of these women were single mothers who were expected to be independent and capable of providing for their children and who wanted to provide a certain lifestyle for them.

A second group of women were all convicted of drug-related offenses. For these women, "loss, disconnection, and the influence of others" were identified as the primary motivating factors behind their drug use.

The Stories told by these women are filled with personal histories of horrific physical and sexual abuse, losses of loved ones, emotional pain and isolation. For the third group of women, anger is identified as the common theme, and loss and childhood abuse also dominate their stories. In the fourth group, which consisted of only one case, "fear" was identified as the motivation factor.

In her conclusion, Sommers returns of Gilligan's model, positing two underlying psychological issues behind women's lawbreaking: women's efforts to maintain connection within relationships and their personal quest for empowerment. In this re-

spect, she argues that women who have broken the law are no different than most other women; they are seeking to fulfill shared needs for connection, relationship, belonging, and efficacy. However, their personal psychological histories have led these women to attempt to meet these needs through self-defeating and misguided means. Sommers concludes, "For these women lawbreaking was an outgrowth of a complex interaction of relationships, feelings, and situations, of being denied the essential components of empowerment that might have led to a sense of effectiveness in a inherently disempowering world." (3)

Sommers provides invaluable glimpses into the lives of some women lawbreakers. Students will find this slim volume easy to read and thought-provoking. The fourteen stories reveal the unique complexities of individual lives, while demystifying the stereotype of "criminal women." However, this reader felt that the author's interpretative framework was not completely satisfactory. While psychological and sociological levels must be combined in any analysis, Sommers clearly privileges psychological explanations. Moreover, the issues of how women's "voices" are interpreted and presented needs to be more critically addressed. The individual stories which Sommers "records" have clearly been highly crafted and carefully constructed. While Sommers hopes to allow the uncensored voices of the women to be heard and attempts to avoid the imposition of any rigid interpretive schema, her psychological framework, like any framework, distinctly shapes her presentation of the women's life histories. However, despite these reservations, *Voices from Within* remains an extremely illuminating, eloquently written, wide-ranging and provocative work which will challenge the assumptions and stereotypes of many readers.

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#### References

1. Frances Heidensohn, *Women and Crime*, (London: MacMillan Publishers Ltd., 1985), 13.
2. Sommers, p. 3.
3. Sommers, p. 124.

### ACADEMY OF CRIMINAL JUSTICE SCIENCES ANNUAL MEETING

The Academy of Criminal Justice Sciences will hold its 34th annual meeting at the Galt House in Louisville, Kentucky, March 11-15, 1997. The conference theme is "Criminal Justice: Education, Research, and Technology." To obtain a Call for Presentations call 800-757-2257. The deadline to submit abstracts is October 1, 1996.

In addition to the past usage of panels, roundtables, workshops, book exhibits, author meets critic, and poster sessions, conference program highlights include 6 major addresses, 6 professional development seminars, technology expo, lead panels, conference papers posted to the world wide web, and the spectacular southern hospitality of Louisville.

Major address themes and presenters include:

"Navajo Justice and Peacemaking" - the Honorable Robert Yazzie, Chief Justice of the Navajo Nation

"Criminal Justice Education, Research, and Technology" - Dr. Donna Hale, ACJS President

"Scope and Evaluation of Technology in NIJ Sponsored Research and Impact on Teaching, Research and Policy" - Mr. Jeremy Travis, Director, National Institute of Justice

Two major addresses presented via satellite:

"Youth, Gender, and Crime" - Dr. Christine Alder, University of Melbourne, Australia; second satellite address and presenter TBA

"Capital Punishment" - Sister Helen Prejean, author of *Dead Man Walking*

Professional development seminars include "Designing, Teaching and Evaluating Courses in Criminal Justice Ethics," "Using the Internet for Criminal Justice Teaching and Research" (two internet seminars are scheduled - one each at the introductory and intermediate level; both seminars will be held in PC labs on the campus of the University of Louisville), "Your Students Can Too Write - If You Show Them How," "Data Management in an Internet World," and "Qualitative Methodology: Applications in Teaching and Research." Seminar enrollment is limited.

On behalf of ACJS President, Dr. Donna Hale, and the Program Committee I invite you to participate.

John Ortiz Smykla  
Chair, 1997 ACJS Program Committee  
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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 125 words and \$10 for each additional 25 words will be made. 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: Angela Patton, Managing Editor, *THE CRIMINOLOGIST*, Department of Criminal Justice, University of Nebraska at Omaha, 60th and Dodge Streets, Omaha, NE 68182-0149. Telephone: (402) 554-2610, FAX (402) 554-2326. E-mail address: [apatton@fa-cpacs.unomaha.edu](mailto:apatton@fa-cpacs.unomaha.edu).

When sending announcements, please include a phone number, fax number and contact person in the event we have questions about an ad. The deadline date for the November/December is **October 1, 1996**.

**American Bar Foundation (Chicago)** invites applications from highly qualified scholars to join its community of resident research fellows. Please note that ABF Research Fellowships are continuing, not visiting, appointments. At least one appointment will be made. Both rank and field are open. Part-time appointments undertaken in cooperation with area institutions, as well as full-time appointments, can be considered. Candidates must have completed a law degree or a PhD in a relevant discipline. Senior candidates must be able to demonstrate outstanding scholarship; junior candidates must demonstrate outstanding potential. Salaries and fringe benefits (including TIAA-CREF) are competitive with those at leading research universities. Applications from minorities and women are especially encouraged. The American Bar Foundation is an independent research institute focused on the social scientific study of law. ABF research fellows initiate, develop, conduct and publish their own and collaborative scholarly research funded through the ABF's own financial resources or through grants made to individual projects by government agencies and private foundations. The Foundation also provides extensive support services, including research assistance and technical support. Research fellows have full use of the libraries and computer facilities at Northwestern University and the University of Chicago. Research currently under way includes both basic and applied empirical research on law, legal institutions, and legal

processes, undertaken from a variety of disciplinary and interdisciplinary perspectives: anthropology, criminology, economics, history, law, political science, psychology, and sociology. All applications must include: (1) covering letter, (2) 400-word statement of current research activities and future plans, (3) resume/cv, (4) copies of the applicant's three leading publications (senior applicants) or other evidence of scholarship (junior applicants). All applicants should also request two referees to forward confidential letters of support directly to the Foundation. Screening of applications will commence immediately and continue until an appointment is made. Applications received after 15 November will not be considered. All application materials should be sent to: Christopher L. Tomlins, Chair Appointments Committee, American Bar Foundation, 750 North Lake Shore Drive, Chicago, Illinois 60611.

**Bowling Green State University.** The Department of Sociology invites applications for a tenure-track position at the Assistant Professor level to begin August 1997. A primary specialization in criminology and/or deviant behavior is required; secondary areas of specialization are open. The Ph.D. is required by the time of appointment. Bowling Green State has a large and active doctoral program; a strong commitment to scholarly research, substantial research skills, and a clear research agenda are necessary. Bowling Green State University is a major residential institution with approximately 18,000 stu-

dents, including about 3,000 graduate students. The Sociology Department has approximately 250 undergraduate majors and 60 graduate students in the M.A. and Ph.D. programs. There are currently 17 full-time faculty members including five who specialize in criminology/deviance, which is one of four major emphases in the doctoral program. Interested candidates should send a letter of application including a statement of research interests, a vita, and three letters of reference to: Prof. Peggy Giordano, Chair, Criminology/Deviance Search Committee, Department of Sociology, Bowling Green State University, Bowling Green, OH 43403. Review of applications will begin November 1, 1996. Bowling Green State University is an Affirmative Action/Equal Opportunity employer, and has a strong commitment to diversity among its faculty; applications from women and minority scholars are strongly encouraged.

**California State University, San Marcos.** The Sociology Program invites applications for a full-time, tenure-track Assistant/Associate Professor in criminology/criminal justice to begin in August 1997 contingent upon approval. Candidates must show interest in developing innovative pedagogical strategies, teaching undergraduates and graduates, and maintaining an active research agenda. A focus on youth gangs or on other issues pertinent to Southern California is desirable. Ph.D. in Sociology or closely related fields is required. The position remains open until filled. Application review begins on November 5, 1996. Please send a letter of application describing your teaching interests and approach, and your research agenda, along with a vita, samples of written work, a course syllabus you have developed and three letters of reference to: Professor Therese Baker, Search Committee Chair, CSU San Marcos, CA 92096-0001; (619) 750-4117, FAX (619) 750-4111. CSUSM is committed to diversity and equal opportunity. AA/EOE/Title IX.

**Drury College.** The Department of Behavioral Sciences invites applications for a tenure track position in criminal justice beginning fall of 1997. Rank and salary are open. Candidates must have completed a Ph.D. in criminal justice or criminology. In addition to teaching courses in applicant's general area of expertise, the successful applicant will



have the opportunity to explore the feasibility of a masters in criminal justice. Send a letter of application, vita, graduate transcripts, and three letters of recommendation to Dr. Victor Agruso, Chair, Department of Behavioral Sciences, Drury College, 900 North Benton, Springfield, MO 65802. Review of applications will begin on November 1, 1996; applications will be accepted until position is filled. Women and minorities are especially encouraged to apply. Drury College is an equal opportunity employer.

**Georgia State University.** Criminal Justice Department: Full time assistant professor. Starting September, 1997. Nine-month appointment with annual review and possibility of summer teaching. Teach undergraduate and graduate courses in at least two specialty areas within criminal justice, conduct research, publish scholarly work, advise students, direct graduate research, and participate in university-related service. Areas of specialty are open. Ph.D. in Criminal Justice or related field is required. (ABDs may apply but must have Ph.D. by start of employment). University teaching experience and a demonstrated record of research and publication required. Salary is commensurate with qualifications. Deadline to submit letter of application, C.V., and complete contact information on at least three references is November 26, 1996. Send to: Dr. Michael S. Vaughn, Chair, Search Committee, Department of Criminal Justice, Georgia State University, P.O. Box 4018, Atlanta, GA 30302-4018. Georgia State University, a unit of the university system of Georgia, is an equal opportunity educational institution and an equal opportunity/affirmative action employer.

**Indiana University.** Our Fort Wayne campus invites applications for the following positions. Applicants must have an appropriate terminal degree, be committed to high teaching standards, engage in professional service, community service, and research activities. Teaching at graduate and undergraduate levels is expected. *Public Administration:* (Assistant Professor) Ph.D. in public administration, political science or related field with research interest in public management. Experience in public sector and/or publications, and demonstrated interest in budgeting, state and local government finance, and ability to teach introductory un-

dergraduate statistic is preferred. *Criminal Justice:* (2 Assistant Professor positions) Prefer focus on law and public policy, policing, juvenile justice, or criminal justice administration. SPEA is a multi-disciplinary, university-wide division of Indiana University, organized as a professional school committed to excellence in teaching, research, and service addressing critical issues of environmental science, public and environmental policy and management. With well over 100 faculty (tenured or tenure-track) on six campuses, SPEA is the largest school in the nation offering programs in environmental science and public affairs. The graduate program consistently ranks among the best in the country. Review of applications begins on October 1, 1996, continuing until suitable candidates are identified. Send a letter of interest, curriculum vitae, and names, addresses, and phone numbers of four references to: Stephen D. Gottfredson; Associate Dean for Academic Affairs; Job Code: FW9; School of Public and Environmental Affairs; Indiana University; Bloomington, IN 47405. See: <http://www.indiana.edu/~speaweb> Indiana University is an Affirmative Action/Equal Opportunity employer, and strongly encourages applications from members of historically underrepresented groups.

**Indiana University.** Our South Bend campus invites applications for the following positions. Applicants must have an appropriate terminal degree, be committed to high teaching standards, engage in professional service, community service, and research activities. Teaching at graduate and undergraduate levels is expected. *Criminal Justice - Corrections:* (Rank Open) Primary teaching and research focus in criminology and corrections. Candidates should have a terminal degree in Criminal Justice, Sociology, or a related field. An established research record and skills in quantitative analysis are essential. Preference will be given to candidates who have applied research experience or who have practicable experience in the field of corrections. *Criminal Justice - Law Enforcement Administration:* (Rank Open) Primary teaching and research focus in Law Enforcement Administration. Candidates should have a terminal degree in Criminal Justice, Sociology, or a related field. An established research record is essential. Skills in quantitative analysis are desirable. Preference will be given to candidates who have undertaken

research or who have had practicable experience with crime scene investigations and criminal justice investigation technology. SPEA is a multi-disciplinary, university-wide division of Indiana University, organized as a professional school committed to excellence in teaching, research, and service addressing critical issues of environmental science, public and environmental policy and management. With well over 100 faculty (tenured or tenure-track) on six campuses, SPEA is the largest school in the nation offering programs in environmental science and public affairs. The graduate program consistently ranks among the best in the country. Review of applications begins on October 1, 1996, continuing until suitable candidates are identified. Send cover letter, curriculum vitae, and names, addresses, phone numbers of four references to: Stephen D. Gottfredson, Associate Dean for Academic Affairs; Job Code: 9; School of Public and Environmental Affairs, Indiana University Bloomington, IN 47405. See: <http://www.indiana.edu/~speaweb>. Indiana University is an Affirmative Action/Equal Opportunity employer, and strongly encourages applications from members of historically underrepresented groups.

**Loyola University Chicago.** The Department of Criminal Justice invites applications for two tenure-line positions at assistant or associate levels. Demonstrated interest and competence in teaching, scholarly research and publications required; demonstrated ability to secure grants preferred. Relevant experience and involvement in the criminal justice system also required. Duties involve teaching undergraduate and graduate courses, student advisement and community service. Candidates must possess a Ph.D. in Criminal Justice or a related discipline. Applicants for both positions will be evaluated according to their competence in any combination of the following areas: management and organizational aspects of criminal justice, theories in crime and delinquency, substance abuse, gang violence and control, crime and racial/ethnic minorities, economic and environmental crime. One position is in policing. It has the additional requirement to teach courses in policing, police management and administration. Salary: competitive. Closing date: January 10, 1997 or until positions are filled. Submit letter of application, *curriculum*

*vitae*, college transcripts (copies), examples of scholarly writing to Dr. Gad Bensinger, Chairperson, Criminal Justice Department, Loyola University Chicago, 820 N. Michigan Ave., Chicago, IL 60611. *An EO/AA Employer.*

**Mercyhurst College.** The Criminal Justice Department invites applications for a full-time, tenure track position at the Assistant Professor rank. Preferred candidates will be able to teach undergraduate and graduate courses in law enforcement issues, criminal justice administration, juvenile justice, and specialty areas. Ph.D. in Criminal Justice, Criminology, or Sociology with teaching excellence and professional experience desired. Women and minorities are encouraged to apply. Mercyhurst is one of the nineteen Mercy Colleges and is a fully accredited, four-year, coeducational residential college with a Catholic liberal arts tradition. Applicants should send vita and list of references by November 15, 1996, to Peter Benekos, Criminal Justice Department, Mercyhurst College, Erie, PA 16546. (814 824-2328.) AA/EOE.

**New Mexico State University.** The Criminal Justice Department invites applications for two tenure-track, assistant professor positions beginning Fall 1997. The department has eight faculty, 420 undergraduate majors, and 40 graduate students, and offers Associates, Bachelors, and Masters degrees. **QUALIFICATIONS:** Candidates must have a Ph.D. in criminal justice, criminology, or a closely related social science. ABDs will be considered if degree requirements are completed prior to August 18, 1997. Teaching and research areas are open, but for one position preference will be given to candidates who can teach and conduct research in policing. Candidates are sought for either position who can teach undergraduate and graduate research methods and graduate statistics. **HOW TO APPLY:** Send cover letter, vita, and list of three references to Dr. Tara Gray, Dept. of Criminal Justice, New Mexico State University, Box 30001--Dept. 3487, Las Cruces, NM 88003; Telephone: (505) 646-1013; E-mail: tgray@nmsu.edu. Dr. Gray will be attending the ASC meeting in Chicago and will be available to prospective candidates. Review of applications will begin on November 8, 1996 and continue until positions are filled. New Mexico State

University is an Affirmative Action/Equal Opportunity. Women and minority candidates are urged to apply.

**North Carolina State University.** The Department of Sociology & Anthropology invites applicants for a tenure-track position at the assistant or associate level for a Fall 1997 appointment. A Ph.D. in sociology with specialization in crime and social control is required. The undergraduate and graduate programs in crime and social control are embedded in a sociology curriculum that stresses development in the core areas of sociological theory and analysis. Responsibilities include undergraduate and graduate teaching, active engagement in research, and service. Candidates at the assistant professor level must show clear promise of outstanding teaching and scholarship. ABDs with expected completion of degree by July 1, 1997 will be considered. Candidates at the level of associate professor must show evidence of successful scholarship. We offer attractive salaries, administrative commitment to facilitate research productivity, excellent area amenities, and substantial undergraduate and graduate interest in crime and social control. Formal screening of applicants begins August 1, 1996. We plan to interview by the end of November. Send vita (including names, addresses, and telephone numbers of references) and a statement outlining expected teaching and research agenda to Matthew Zingraff, Chair, Recruitment Committee, Department of Sociology & Anthropology, Box 8107, North Carolina State University, Raleigh, NC 27695-8107. Please do not send letters of reference or other written materials until requested. NCSU is an Affirmative Action and Equal Employment Opportunity Institution.

**Northern Arizona University.** The Department of Criminal Justice invites applications and nominations for a senior scholar to serve as Department Chair. Minimum qualifications are: (1) a Ph.D. in criminal justice, criminology, sociology or a closely related discipline, (2) commitment to quality undergraduate and graduate education, (3) a strong record of published scholarship, (4) administrative experience and/or evidence of leadership at the departmental level, and (5) an overall record consistent with appointment at the rank of Professor or Associate Profes-

sor. Candidates should also be prepared to serve as a mentor to faculty, and to contribute to further development of the department's educational programming through distance education. Because of the increasing ethnic diversity of the Arizona population, the Department particularly encourages applications from individuals prepared to continue the department's commitment to creating a welcoming educational environment for students from all backgrounds. The Department of Criminal Justice currently has eleven full-time faculty and is part of the College of Social and Behavioral Sciences at Northern Arizona University. The department offers a B.S. and M.S. degrees in Criminal Justice to 600 undergraduate students and 25 graduate students. The department also contributes to statewide academic programs through Interactive Instructional Television and provides course work for the Bachelor of Liberal Studies, the Masters of Liberal Studies, Environmental Studies, Women's Studies, and Pre-law programs at Northern Arizona University. Northern Arizona University offers a range of Bachelors, Masters, and Doctoral programs to an increasingly diverse population of 19,000 students between its campus in Flagstaff, Arizona and statewide educational programs. In addition to a full range of disciplinary degrees, the University offers interdisciplinary programs in Asian Studies, Latin American Studies, Women's Studies, Liberal Studies, Gerontology, and sponsors a Native American Institute. Flagstaff, Arizona is a mountain community of 55,000 residents that enjoys a four-season climate and easy access to a variety of cultural and recreational amenities. Northern Arizona University is a committed Equal Employment Opportunity/Affirmative Action institution. Minorities, women, persons with a disability, and veterans are especially encouraged to apply. The search will remain open until the position is filled; however, the Screening Committee will begin reviewing applications on November 1, 1996. Applicants should send a letter of interest, a curriculum vita, and the names, addresses, and telephone numbers of three professional references to Chair, Screening Committee, Department of Criminal Justice, Box 15700, Northern Arizona University, Flagstaff, AZ 86011.

**Northern Michigan University.** The Department of Criminal Justice invites applications for two positions: 1) department head, and 2)

tenure-earning senior (associate or full professor) faculty member. Minimum requirements for the two positions are: an earned doctorate in criminal justice or related field, substantial full-time teaching experience at the University level, and evidence of significant contributions to scholarship in the criminal justice discipline. Applicants with relevant professional experience are preferred. For the department head, area of specialization within the criminal justice field is open. For the senior faculty position, specialization in law enforcement is desired, but strong applicants in other areas are encouraged to apply. The faculty seek individuals who can provide the energy and leadership to support the department's growth potential while insuring high standards of education for its students. The Criminal Justice Department has approximately 360 majors and offers baccalaureate and associate degrees. A masters degree program is presently under development and is expected to be implemented in the near future. The department is currently comprised of seven full time faculty and three full time administrative professionals. The senior faculty position is being created to aid in the development of the new graduate program. In addition to the academic programs the department contains the Criminal Justice Institute which provides law enforcement academy training and advanced in-service training for law enforcement and corrections personnel, the Correction Officer Development Center which is dedicated to improving educational opportunities for correctional officers, and the regional office of the state Office of Highway Safety Planning. During the last academic year, the department received over \$800,000 in research and program grants. Northern Michigan University is a comprehensive institution of approximately 7,500 students located in the city of Marquette on the shore of Lake Superior. Marquette is a community of 24,000 and is the cultural, commercial, medical and governmental center of Michigan's beautiful Upper Peninsula. The region offers unexcelled outdoor recreational opportunities in all seasons. Access to the Upper Midwest's major population centers of Milwaukee, Minneapolis, Chicago, and Detroit is available through Marquette County Airport. The planned appointment date for both positions is August, 1997. Applications will be reviewed beginning December 31, 1996, and the search will continue until the positions are filled. Interviews are

anticipated in early February with final selection in April. Salaries are competitive with unusually good benefits. Applicants must submit a letter of application, curriculum vitae, and the names, addresses and phone numbers of five (5) references, to: Personnel Selection Committee, Attention: Linda L. Zupan, Ph.D., Criminal Justice Department, 1401 Presque Isle Avenue, Northern Michigan University, Marquette, MI 49855-5335, (906) 227-2660. NMU is an AA/EOE.

**Penn State Harrisburg.** The School of Public Affairs invites applications for a tenure-track, assistant professor position beginning Fall semester, 1997. Teaching responsibilities include undergraduate courses in Criminal Justice with the possibility of graduate teaching in the School's NASPAA-accredited Master of Public Administration Program. The School of Public Affairs emphasizes excellence in teaching, research, service, and outreach. In addition to teaching, all tenure-track faculty are expected to advise students, pursue scholarly research and publication, participate in curricular development and other university service, and provide outreach and service to the community and their profession. The Ph.D. is required (ABD considered) with specialization in public law and court processes. Prior teaching experience is preferred. Acceptable candidates should be prepared to teach courses from a range of topics on the American Legal System. An ability to teach methods in social research is desirable. Penn State Harrisburg, located eight miles from the state capital at Harrisburg, has an enrollment of approximately 3,600 students and is a multi-disciplinary upper division college and graduate center. This unique college serves the citizens of southcentral Pennsylvania and is easily accessible via interstate routes from Philadelphia, Baltimore, Washington, D.C. and New York. Penn State Harrisburg offers students the opportunity to earn baccalaureate degrees in 30 academic majors. As a graduate center, Penn State Harrisburg offers 14 Master's degree programs, the D.Ed. in adult education and the Ph.D. in public administration. Review of applications will begin November 1, 1996 and will be accepted until the position is filled. Please submit a full curriculum vitae and letter of interest with the names, addresses and telephone numbers of four references to: Chair, Criminal Justice Search Committee, c/o Ms. Dorothy Guy,

Manager of Human Resources, Penn State Harrisburg, Dept. Crim, 777 West Harrisburg Pike, Middletown, PA 17057-4898. An Affirmative Action/Equal Opportunity Employer. Women and Minorities Encouraged to Apply.

**Southern Illinois University at Carbondale.** The Center for the Study of Crime, Delinquency, and Corrections has two openings for tenure-track Assistant Professors. Successful applicants must have a doctorate in criminal justice or a closely related social or behavioral science by the date of appointment. Experience and potential in teaching and research are important; all candidates should demonstrate a commitment to undergraduate and graduate education within a Liberal Arts context. Candidates with a broad range of criminal justice expertise are encouraged to apply; however, preferences are for one candidate with a specialization in corrections and one candidate with a specialization in judicial processes. Other areas of expertise that will receive positive consideration are: research and analysis, criminal justice administration, juvenile delinquency, law and society, and multi-cultural perspectives on crime and justice. Salary is negotiable, according to qualifications and experience. Deadline for applications is Dec. 1, 1996; appointments begin Aug. 16, 1997. Send letter, vita, and the names, addresses, and phone numbers of three references to: Chair, Faculty Search Committee, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University at Carbondale, Mailcode 4504, Carbondale, IL 62901. SIUC is an Equal Opportunity/Affirmative Action Employer. Applications from women and minorities are encouraged. Visit the Department's Web site: <http://www.siu.edu/~ajsiuc/> or phone (618) 453-5701.

**University of California, Irvine.** The Department of Criminology, Law and Society in the School of Social Ecology invites applications for two tenure-track assistant professor positions to begin in Fall, 1997. For the first position, we are seeking candidates in the area of violence prevention, which we intend broadly to include those who focus on the causes, dynamics, and prevention of violence, whether it be gang violence, domestic violence, hate crimes, political/terrorist violence, or any other violent behavior.

Candidates' research should have substantive policy implications. The second position search seeks candidates in the general areas of criminology, and law and society. Candidates' research and teaching interests may include, but are not limited to: policing, criminological theory, social control of crime, juvenile delinquency, law and society, courts, criminal justice policy, legal history, psychology and law, and policy analysis. Candidates must have a Ph.D. in a relevant academic field (such as sociology, criminology, anthropology, psychology, political science) and must be able to teach undergraduate and graduate courses in criminology and/or law and society. Submit a letter of application, curriculum vitae, and three letters of recommendation to the appropriate search committee: Paul Jesilow, Chair; Violence Prevention Search Committee; AND/OR Henry N. Pontell, Chair; Criminology, Law and Society Search Committee; Department of Criminology, Law and Society; School of Social Ecology; University of California; Irvine, CA 92697-7080; Web address: <http://www.communications.uci.edu/~inform/>. Closing date of applications is November 1, 1996. The University of California is an equal opportunity employer committed to excellence through diversity.

**University of Nebraska at Omaha.** The Department of Criminal Justice invites applications and nominations for the position of Professor and Chair, beginning with the fall semester of 1997. The position is at the professor level. The individual appointed to the position will be responsible for undergraduate and graduate teaching, research, community service, and departmental administration. A Ph.D. in criminal justice or a related field or a Ph.D./J.D. is required. A record of research and publication appropriate for appointment at the rank of full professor is required. A record of administrative effectiveness or a demonstrated high promise of leadership is also required. All areas of specialization will be considered. The Department of Criminal Justice is comprised of twenty one full time faculty members, and a complement of staff and graduate assistants on the Omaha and Lincoln campuses. The department offers a Bachelor of Science, Master of Science, Master of Arts, and Doctor of Philosophy in Criminal Justice. The Bachelor of Science degree is offered in its entirety on both the Omaha and Lincoln campuses. The University of Nebraska at

Omaha (UNO) is located in Nebraska's largest metropolitan area with a population of more than 650,000 people. UNO serves approximately 15,000 students, having over 100 undergraduate and 60 graduate programs. Persons interested in this position should send letter of application, curriculum vitae, and names of three references to: Criminal Justice Search Committee, c/o Dean's Office, College of Public Affairs and Community Service, University of Nebraska at Omaha, Omaha, NE 68182-0145. The review of applications and nominations will begin November 1, 1996, and continue until the position is filled. Salary is negotiable commensurate with qualifications. The University of Nebraska at Omaha is an Affirmative Action/Equal Opportunity Employer: minorities, women, handicapped, and Vietnam-Era veterans are encouraged to apply. For additional information about the department and university see the World Wide Web: <http://www.unomaha.edu>.

**University of North Carolina at Charlotte.** The Department of Criminal Justice invites applications for a tenure-track position as Assistant Professor beginning Fall 1997. Area of specialization is open but preference will be given to candidates specializing in corrections. Practical field experience is valued. A Ph.D. in the social sciences is required at appointment. We seek candidates with a strong research agenda and appropriate methodological skills who are prepared to teach at the undergraduate and graduate levels. The Department is comprised of 11 faculty and offers the B.A. and M.S. degrees in Criminal Justice. Planning is underway for an interdisciplinary doctoral program. Review of applications will begin December 1, 1996 and will continue until the position is filled. Representatives will be at the ASC meeting in Chicago and interested candidates are encouraged to submit credentials prior to the conference. Submit letter of application indicating pedagogical interests and research agenda, curriculum vita and arrange for three letters of reference to be sent to Katherine Jamieson, Search Committee, Department of Criminal Justice, University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte, NC 28223-0001. Inquiries may also be made through e-mail: [KMJAMIES@unc-cvm.uncc.edu](mailto:KMJAMIES@unc-cvm.uncc.edu). UNC-Charlotte is an EO/AA Employer.

**University of Wyoming.** The Administration of Justice Program invites applications for a full-time tenure-track Assistant Professor beginning fall of 1997. Candidates must have: a Ph.D. in criminal justice or closely related field; primary teaching and research interest in policing; and the ability to develop an undergraduate computer-based research methods course. The successful applicant will be required to teach in the on- and off-campus programs, develop a program of high quality research, and articulate with Wyoming law enforcement agencies. Salary and teaching load competitive. Please forward letter of interest, curriculum vitae, samples of published works or conference papers, and three letters of recommendation to: Malcolm D. Holmes, Search Committee Chair, Administration of Justice Program, P.O. Box 3197, Laramie, WY 82071-3197. Review of applications will begin November 15 and will continue until the position is filled. The University of Wyoming is an AA/EO employer. Women and minority candidates are encouraged to apply.

### St. Xavier University

The Criminal Justice Program announces an opening beginning January or September 1997, for a generalist to teach a variety of criminal justice courses and to supervise internships. This is a tenure-track appointment at assistant professor rank. Interest in developing professional programs off-campus desirable. Doctorate in related discipline required. Experience in the criminal justice system an advantage. Candidates should send a letter of interest, CV, graduate transcript and three letters of reference by October 20 to: Dr. Thomas Brockmann; Chair Department of Sociology; Anthropology and Criminal Justice; Saint Xavier University; 3700 West 103rd Street; Chicago, IL 60655. EOE.

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**Justice with Prejudice: Race and Criminal Justice in America**

*Edited by Michael J. Lynch and E. Britt Patterson*

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**New!**

**Close Control: Managing a Maximum Security Prison. The story of Ragen's Stateville Penitentiary**

*by Nathan Kantrowitz*

The most interesting and provocative book on prisons for many a decade. Not only is it a fascinating account of why firm prison control is needed, and how it works, but it is a history, of sorts, of how Warden Ragen controlled the Stateville-Joliet prison back in the 1960's. The original manuscript of this book was written by Kantrowitz when he was the resident sociologist in that prison. In the 1960s it was *politically incorrect* to advocate firm discipline and control in a prison. University presses rejected the manuscript. Kantrowitz has now revised the book to bring it into line with the latest writings on "corrections" — though the history and analysis itself is largely as it was written 30 years ago. CONTENTS: Biography of a Book. Preface Chapter 1. The Accidental Observer. 2. Chicago's Criminals, Politicians, and Joseph Ragen's Career. *The round of life: controlling time and space*. 3. An Overview. 4. Stateville's Schedule In Detail. *Control of the guards*. 5. An Overview. 6. Assignments And Events Which Were Critical For Security. 7. All Other Assignments. *Control of the inmates*. 8. An Overview. 9. Beatings and Violence. 10. Other Than Violence. 11. The Inmate Economy. 12. Conclusion: Where Do We Go From Here? List of Tables. List of Figures. Bibliography. Index. Approx. 200 pages. ISBN. 0911577319. Paper text, est. price: \$19.50. ISBN: 0911577-351, Hardcover text: est. Price: \$52.00. Release Date: November, 1996.

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**From Gangs to Gangsters: How American Sociology Organized Crime, 1918-1994 by Marylee Reynolds.**

Ever wonder why the famed Chicago School studied juvenile delinquency almost to the exclusion of all else, even though it was at the height of organized crime in Chicago? This book provides a penetrating analysis of the "influence" or lack thereof of organized crime on American academic sociology. 1. Nature of the problem. 2. The social disorganization paradigm of crime and deviance. 3. Early organized crime in Chicago and the development of American sociology: A chronology. 4. John Landesco: Chicago school sociologist. 5. The Landesco study: Its historical and sociological significance. 6. Organized crime: What the public knew and what sociologists studied, 1890-1994. 7. Organized crime as a topic of sociological interest. 8. Academic inattention toward the study of organized crime by American sociologists: some reasons why. ISBN: 0911577300. Hard Cover. Price: \$47.50.

## CALL FOR PAPERS

### An International Conference on Justice Without Violence: Views from Peacemaking Criminology and Restorative Justice

An innovative conference on crime, punishment, and justice from the views of Peacemaking Criminology and Restorative Justice will be held in Albany, New York from Thursday June 5th to Saturday June 7th, 1997.

The conference is sponsored by The Institute for Economic and Restorative Justice and the Department of Criminal Justice of Hudson Valley Community College.

The aim of the conference is to bring together all those interested in Peacemaking Criminology, Restorative Justice, and the Development of Communities of Human Concern to discuss views and practices of justice without violence.

Anyone interested in the development of social theories, social institutional arrangements and correctional practices that seek to achieve justice without violence is invited to send a proposal for a paper or some other form of presentation such as a slide show or video. Presentations might focus on alternatives to punishment and the criminal justice system; the peaceful resolution of conflicts in families and schools; social structural violence; alternate views and practices of family and community; peacemaking criminology; the nature, practice and future of restorative justice.

It is hoped that all the sessions will encourage as much dialogue and participation as possible from all present.

Five broad themes have been selected to help structure presentation and discussion:

1. Restorative Justice: Its Origins, Present Course, and Future Possibilities
2. Peacemaking Criminology: What is It? Where Does It Fit in the Scheme of Things? What is Its Potential as a Perspective on Justice?
3. Social Structural Analysis as the Basis for Examining Violence in Social institutions and Its Offerings for Fostering Peaceful Social Arrangements.
4. Growing Up Just: The Coming Redefinitions of Families and Schools Without Violence
5. Communities of Human Concern: Is "Restorative Economics" a Necessary Condition for Doing Justice Peacefully?

Those interested in making a presentation at the conference are invited to send a short proposal or abstract by January 15, 1997 to Dennis Sullivan, The Institute for Economic and Restorative Justice, P.O. Box 262 Voorheesville, New York 12186, (518) 765-2468; or Peter Cordella, Department of Criminal Justice, Saint Anselm College, 100 Saint Anselm Drive, Manchester, New Hampshire 03102-1310, (603) 432-9155; or Peter Sanzen, Department of Criminal Justice, Hudson Valley Community College, Troy, New York 12180, (518) 270-7342.

### *Journal of Contemporary Criminal Justice* Announces A Call For Papers Special Issue: Crime and Control in Modern China

The *Journal of Contemporary Criminal Justice* is now accepting papers for a special issue on crime and control in modern China, focusing on social forces that have been influencing crime rates and reshaping formal and informal control systems in this fast changing society. We welcome theoretical papers, as well as research studies using qualitative or quantitative methods.

Please submit four (4) copies of your manuscript to be considered for publication. Use the APA style of referencing. The manuscript should be 10-15 double-spaced pages, (excluding graphs and charts). An abstract of approximately 100 words, as well as a separate brief biographical paragraph of each author's affiliation, research interest(s) and recent publications must also accompany the manuscript.

Should your manuscript, be accepted you will be required to forward the final manuscript on a 3.5 diskette readable on IBM compatible computers. Graphs and charts should be on separate pages labeled and camera ready. Please specify your word processing program. If your paper is accepted, you will also be required to proofread your galleys. Authors will receive four copies of the journal. Please send all manuscripts to: Olivia Yu, Ph.D., Guest Editor, *Journal of Contemporary Criminal Justice*; Criminal Justice Department; Utica College of Syracuse University; Utica, NY 13502. Deadline: May 1, 1997.

**CALLFORPAPERS****Western Social Science Association  
Criminal Justice Section**

Albuquerque, New Mexico  
April 23-26, 1997  
Albuquerque Hilton and Holiday Inn

This is the first call for papers for the 39th Annual Conference of the WSSA. The Criminal Justice Section is expanding the number of sessions to include Women in Criminal Justice, Native Americans and the Law, Environmental Crime, and Gangs and Violence. Our traditional sessions on Crime, DWI Issues, Police Management and Correction will also be available. If you wish to participate in any of the above sessions or organize a session of your own, send your proposal or abstract to:

Larry A. Gould  
Department of Criminal Justice  
Northern Arizona University  
P.O. Box 15005  
Flagstaff, Arizona 86011-5005  
(520) 523-9508  
Fax (520) 523-6777  
larry.gould@nau.edu

The deadline for contacting Section Coordinator with panel, workshop, and special session proposals is **November 1, 1996**. Session participants must have their paper titles, abstracts, and related material, including presenter's name, address, telephone, E-Mail and Fax numbers, submitted prior to **December 1, 1996**.

**INVITATION AND CALL FOR PAPERS****Couch-Stone Symposium of the Society  
for the Study of Symbolic Interaction**

A multidisciplinary international conference on Postmodern Culture, Global Capitalism, and Democratic Action will be held at the University of Maryland from April 10 through April 13, 1997. This is the annual Couch-Stone Symposium of the Society for the Study of Symbolic Interaction. The conference already is operating on-line at website <http://www.bsos.umd.edu/css97/index.html>. For further information or to register for the April 1997 gathering, check the website or write to:

Richard Harvey Brown  
CSS Coordinator  
Department of Sociology  
University of Maryland  
College Park, MD 20742-1315, USA.

## UPDATE ON THE ASC E-MAIL MENTORING PROGRAM

First of all, we have some hot new mentors available for ASC students to talk to via e-mail. Recall that the ASC mentoring program was invented a few years ago, with the purpose being to provide mentors (faculty, researchers, administrators) to ASC students who have questions about career choices, research and theoretical issues, etc.

And, the ASC e-mail mentoring program is now available on the web. That means: ASC students can now be mentored by faculty, researchers, and administrators outside their own universities through the ASC homepage. All you do need to do is hunt for a likely mentor, hit the e-mail address, and you are hotlinked to that mentor right away. The address is: <http://sun.soci.niu.edu/~ascmentr>

Mentors. Non-students (faculty, researchers, administrators) can sign up to be mentors and be immediately placed on the web site.

Now, because we have the web site, you can sign up anytime to be mentors, and I'll just add you to the list. As soon as you tell me that you want to be a mentor to ASC students, you are. Just send me the following information: Your name, office or home address, e-mail address, areas of specialization within criminology (such as, critical theory, qualitative methodology, biocriminology, etc.), and demographic traits (age, gender, and race-ethnicity). See sample below:

Irene Schmoe  
Department of Durkheimian Studies  
Any University  
Anytown, Anystate 12345  
ischmoe@anyuniv.edu  
specializations: privatization, media and crime, and mathematical theory  
age 39  
female  
Asian American

Mentor of the Year Award. The ASC Student Affairs Committee will give this award to the person nominated as the best e-mail mentor. Some lucky mentor will receive a very nice plaque honoring her or him as the mentor of the year, which is presented at the ASC Presidential Reception.

So students... Be sure to nominate your choice for Mentor of the Year by **October 1, 1996**. Tell me who you think should receive the prize and why and I'll award the prize to the winner at the 1996 ASC annual meetings.

Students and Mentors can contact me at:

Bonnie Berry  
Department of Sociology  
Pacific Lutheran University  
Tacoma, WA 98447  
(206) 535-7394  
berrybl@plu.edu





## PH.D. PROGRAM IN CRIMINOLOGY AND CRIMINAL JUSTICE

The Department of Criminology and Criminal Justice at the University of Missouri-St. Louis announces a new doctoral program devoted to the study of crime and justice. The Ph.D. program will be small and cohesive with a low student-faculty ratio. Ph.D. recipients will hold positions as university and college professors, researchers in academic, governmental, and private settings, and other positions requiring knowledge of advanced theories and methods in criminology and criminal justice.

**ADMISSION:** Applicants to the doctoral program are required to present official transcripts of all undergraduate and graduate coursework, Graduate Record Examination (GRE) scores, three letters of recommendation from persons qualified to evaluate recent academic work and potential for advanced graduate study, and a personal statement. Admission to the Ph.D. program is competitive.

The Department of Criminology and Criminal Justice offers a variety of financial support to Ph.D. students, including teaching and research assistantships, university fellowships, and tuition remission. Financial award decisions are made annually at the time of application review.

**APPLICATION:** To receive additional information or an application packet, contact the Director of Graduate Studies, Department of Criminology and Criminal Justice, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, Missouri 63121. The deadline for Ph.D. admissions and funding decisions is March 1, 1997.

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### FACULTY

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Robert J. Bursik, Prof., Univ. of Chicago:  
Neighborhood dynamics and crime, social control, deterrence.

G. David Curry, Assoc. Prof., Univ. of Chicago:  
Organized violence, evaluation research, quantitative methods, juvenile justice.

Scott H. Decker, Prof. and Chairperson, Florida State University: Violence, substance abuse, evaluation research, crime control policy.

Bruce A. Jacobs, Asst. Prof., Univ. of Southern Calif: Vice, drug trafficking, social psychology.

Kimberly Kempf Leonard, Assoc. Prof. and Director of Graduate Studies: Criminal careers, equity issues in court decision-making.

Janet L. Lauritsen, Assoc. Prof., Univ. of Illinois:  
Victimization risk, the social context of crime, quantitative methods.

Jody Miller, Asst. Prof., Univ. of Southern Calif:  
Gender and crime, qualitative methods, gangs.

Richard Rosenfeld, Assoc. Prof., Univ. of Oregon:  
Violence and social organization, crime control policy, crime statistics.

Allen E. Wagner, Assoc. Prof., Washington Univ.:  
Crime prevention, community-oriented policing, police policy and history.

Richard T. Wright, Prof., Cambridge Univ.:  
Offender decision-making, qualitative methods, crime prevention theory and policy.

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### IN MEMORIAM - J.J. PANAKAL

Professor J.J. Panakal, an authority on Criminology and Social Work, a proponent of reform in the administration of justice, and who taught for a long time at the Tata Institute of Social Sciences, died on Monday, December 18, 1995 at his home in Bombay. He was 73.

He graduated from the Tata Institute of Social Sciences in 1946. Prof. Panakal was awarded a scholarship to study at the Ohio State University, where he became a student of Prof. Walter Reckless. Upon his return from the United States, he resumed a 30 year career as the Head of the Department of Criminology and Correctional Administration at the Tata Institute of Social Sciences, Bombay. During this period Prof. Panakal has also lectured in numerous universities, police training institutes, training schools for prison officers, and agencies dealing with judicial administration. He has served in many university bodies as member of boards of studies, boards of examiners, faculties, committees or commissions dealing with criminology, correctional administration, sociology or social work.

Prof. Panakal's expertise and interest in criminology was not purely academic. Indeed he played a key role in applied aspects of criminology both in India and overseas. Through active membership of committees, commissions, and boards appointed by the Central and State governments, and the Planning Commission, he helped shape criminal policies in India since the 1950s.

Internationally, he received wide recognition for his expertise. He was the first Indian academic to be appointed United Nations Correspondent in the field of Prevention of Crime and Treatment of offenders. His services were also sought by such bodies as the International Society of Criminology, International Society of Social Defence, International Penal and Penitentiary Foundation, etc. He is the only Indian criminologist and among a handful of non-North American scholars, to be nominated a Fellow of the American Society of Criminology.

For reform in the administration of justice, Prof. Panakal's prescription was realistic, persuasive and innovative at the time. He firmly believed that reform and change in the system of justice can be brought about through training and education. When the Tata Institute of Social Sciences developed and initiated the specialization of Criminology and Correctional Administration under Prof. Panakal's stewardship in 1953, only candidates deputed by state governments were accepted for the two-year post-graduate Diploma. He successfully demonstrated that enabling experienced officers from police services, prisons and probation services, and exposing them to new approaches, experiences, and research findings from India and overseas helped broaden understanding and improved work practices. While admitting fresh graduates from universities was an attractive option, he felt that if these candidates worked under professionally trained and experienced officers the long term prospects of professionalising these services were significant. This is but one example of Prof. Panakal's methodical style. Police officers, prison officers and probation officers have been trained in hundreds but the judiciary remained untouched until the early 1970s. Prof. Panakal showed his inventive and persevering skills when in 1972 he initiated the seminar series on correctional services for the judiciary. Many of the judges and other judicial officers who attended these seminars were quick to recognize the value of these seminars and congratulate Prof. Panakal.

As a teacher, Prof. Panakal was approachable, friendly and always helpful. These attributes not only made him a popular teacher to criminology students but to students from other specializations as well. Many of the hundreds of officers trained under Prof. Panakal reached the pinnacle of the agencies they served. Some teachers through creativity and loyalty help build institutions, others train their students to crystallize ideas, and still others see that their ideas and experiences assist in shaping policies and practices to deal with problems. Prof. Panakal accomplished all these and more.

Prof. Panakal helped establish the Indian Society of Criminology and became its first President, in 1970. He has published on a large number of subjects covering the fields of criminology and social work.

Prof. Panakal's professional achievements are enviable and until his death he remained the pre-eminent Indian criminologist.

Prof. Panakal was humane and caring. Many of those worked with him achieved their full potentials because of the interest he took in their personal development.

Professor Panakal also excelled in a dimension that is largely unheard of among professionals and busy academics. He helped create a 'wooded' environment for the Tata Institute. In his spare time and after retirement, through systematic plantation, he created a campus that is unique in a city like Bombay. Visitors to the Institute could not leave without admiring the greenery surrounding the Institute, which will be an abiding memory of Prof. Panakal's love for nature.

Prof. Panakal was born in Tatapuram, Cochin. He is survived by his wife, Mrs. Sindhu Panakal, who was also a member of the faculty of the Tata Institute of Social Sciences.

### IN MEMORIAM - DAN WALDORF

San Francisco drug researcher, Dan Waldorf, died of a heart attack on June 24, 1996 in Panajachel, Guatemala, where he had moved upon his recent retirement. He was sixty-six years old and is survived by his wife, Stephanie and three stepchildren.

A sociologist by training, Waldorf began studying street junkies in the late 1960s. From the beginning he was independent and not afraid to report research findings that would prove unpopular in conventional arenas. His classic 1973 book, *Careers in Dope* revealed that heroin users were not the depraved, sick, or criminal monsters of lore, but rational human actors whose addiction to an illegal drug made simple survival a struggle. In the course of this research, he was among the first to show that the moralistic ideologies of abstinence-oriented therapeutic communities often resulted in high drop-out rates and continued addiction. In 1974 he received a small grant from the Drug Abuse Council to develop a heroin maintenance plan and the resulting monograph, *Morphine Maintenance: The Shreveport Clinic, 1919-1923*, showed opiate maintenance to be a workable policy option that had been systematically suppressed by the Bureau of Narcotics.

Always a proponent of going into the field to "talk to the folks," Waldorf was instrumental in instituting ethnographic field methods in social science drug research. With Pat Biernacki, Waldorf developed the now widely used technique of snowball sampling for studying hidden populations (*Sociological Methods and Research*, 1981). Through this unique method, he was able to show that addicts often devised their own ways of cutting down or quitting without treatment or imprisonment.

In the late 1970s, Waldorf, with Craig Reinerman and Sheigla Murphy, conducted the first ethnographic study of cocaine users (*Doing Coke*, 1977). Later, they received another NIDA grant to study the naturally occurring processes of initiation to and cessation from cocaine use, including an 11-year longitudinal study (*British Journal of the Addictions*, 1989), and culminating in *Cocaine Changes: The Experience of Using and Quitting* (1991).

In the late 1980s and early 1990s, Waldorf continued to pioneer with his research on needle-sharing and the use of shooting galleries, documenting that addicts share out of necessity when clean needles are unavailable (*Journal of Drug Issues*, 1990; *Criminal Justice Policy Review*, 1991). Waldorf's research made him critical of media myths about drugs. One of his studies showed that the much feared "ice" epidemic never materialized (*Journal of Drug Issues*, 1993). Another showed that inner city youth were motivated to sell crack not because they used it, but because they were denied conventional employment (*Crime, Law and Social Change*, 1992).

Waldorf was the 1995 recipient of the Drug Policy Foundation's Lindesmith Award for lifetime contribution to scholarship. After nearly thirty years in the field, at the time of his death he was working on a book about gangs and drugs.

Scholarship aside, Dan Waldorf was a unique individual. He could not be bothered with superficial "niceties," saw through phonies, and was often seen as a gruff sort of urban research cowboy. At the same time he generously mentored many younger scholars, giving them the room to learn and the tools needed to succeed, insisting only that they recognize the full humanity of "dope fiends." Through his writing and mentoring Dan gave to criminology, sociology, and the drug field a more complex view of addicts and other deviants. His footsteps are huge. We will miss him greatly.

Marsha Rosenbaum, The Lindesmith Center  
Craig Reinerman, University of California  
Sheigla Murphy, Institute for Scientific Analysis

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