

DROP EVERYTHING AND READ:

READING AND CRIMINAL JUSTICE PEDAGOGY

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When I was in elementary school, the last 30 minutes of every Monday were dedicated to a program called “Drop Everything and Read.” A bell would ring at 2:45, which would be our cue to take out a book, magazine, or really, anything other than a textbook, and read. Admittedly, it was a bit Pavlovian, as we were rewarded with candy for completing a book. Still, it seemed a nice idea, as it demonstrated that the worlds of superheroes, adventure, and mystery were to be valued as much as spelling and science textbooks. I sense that my elementary school principal was onto an idea that has not yet fully taken hold in the social sciences of academe: namely, that reading within the curriculum need not be limited to textbooks.

In 1990, Hans Toch wrote an article for the *Journal of Criminal Justice Education* titled “Falling in

Love with a Book.” In it, he wrote:

“The most meaningful experience that a student can have...is to fall in love with a book. This experience requires an original book because it is hard to fall in love with a text, an annotated bibliography, or a printout. To fall in love this way means to appreciate what someone has to say and how it is said, whether one agrees with it or not. It means sensing the quality of an idea and of the way it is developed, just as one values a piece of good music or a great work of art” (p. 247-248).

The purpose of this brief essay is to consider how to foster the value of reading materials other than traditional textbooks in undergraduate criminal justice classes. To be sure, textbooks remain a



necessary tool of instruction. Good textbooks can synthesize a complex field, organize ideas in a useful way, and provide an overall structure to the study of a subject area (see McKeachie, 1999). However, there are (at least) three problems with textbooks. First, they may not convey the depth and nuances of ideas that are so important (Toch, 1990). Second, as all faculty certainly real-

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PRESIDENT'S MESSAGE

FALL 2008

Think Boston! This year's conference is being held at the Marriott Copely. Our Association Manager, Cathy Barth, our Executive Director, Mittie Southerland, and this year's program chair, Barbara Sims, are working hard to make this year's annual conference the best ever and are making special plans for you.

I just returned from the mid-year meeting of the ACJS Executive Board in New Orleans. All but one member of the board made the trip to and from New Orleans despite the efforts of Ike to postpone the meeting. I am happy to report the organization is financially strong and is continuing to benefit from having an engaged Executive Board, a national office and an energetic and committed management team. I would like to express my gratitude to each member of the board for their service to the organization. Some of the board members are serving their second term on the board, returning after several years away from the board. While there are very few extrinsic rewards involved in this service I believe the intrinsic rewards of board service make this volunteer experience worthy of your consideration. You are ACJS. Your commitment to conferences, mentoring your students, your presentations at conferences and participation in JQ, JCJE, ACJS NOW and ACJS Today impact both directly and indirectly the quality of justice and the culture of academic organizations.

In August, I participated in an interview with the Chronicle of Higher Education regarding evolving relations between sociology and criminal justice programs. There is some evidence that enrollments in sociology programs are declining and enrollments in criminal justice/criminology programs are increasing. A task force from the American Sociological Association researching this issue will be attending our annual conference in Boston seeking your input. I believe our discipline, as evidenced by the recent article in the Chronicle of Higher education, is grossly misunderstood, not only by the public, but by our colleagues in related disciplines both in the United States and abroad. I encourage you to take advantage of this opportunity to interact with this task force and provide them with your feedback. See <http://www.insidehighered.com/layout/set/print/news/2008/08/04/asa> for a copy of the article. I would also suggest a read of *Criminal Justice, Sociology and Academia* by Bill Farrell and Larry Koch in *The American Sociologist* (Spring, 1995) for additional background on this issue.

Such concerns are an indication that we are continuing to grow and are impacting academia. This is a good and bad thing. As society has become increasingly obsessed with crime and punishment, academia has responded to the market by adding various iterations of criminal justice and criminology programs. I suppose if we were really effective we would need less police, fewer correctional officers, and only a handful of criminal justice degree programs. The future of our discipline lies in the quality of education we provide in our degree programs. I think ACJS is a leader in this area, initiating the first move toward accreditation with its development of a program certification process. The movement to certify and accredit programs in criminal justice/criminology is gaining momentum. The need to more clearly define what we do and who we are has arrived. The move toward program accreditation is a step in the right direction. The success of this effort is dependent upon your participation in this process.

The Academy of Criminal Justice Sciences is involved in a number of ongoing initiatives. We need your help, your involvement, and your commitment to grow the organization. You are ACJS! There is much to be done. Feel free to contact me (william.w.johnson@usm.edu), executive board members (listed on the web <http://www.acjs.org/>), or our Executive Director, Mittie Southerland, if you want to get involved or if you have any concerns or observations about ACJS operations. We need and value your input. Remember.....THINK BOSTON!!! SEE YOU IN '09!!!

ize, students often simply do not read textbook assignments (Clump, Bauer, & Bradley, 2004); one wonders if this is because texts fail to engage students with interesting narrative. Third, and again coming as no surprise to faculty, textbooks are of variable quality. While content is often similar between books (see Withrow, Weible, & Bonnett, 2004), and there are some top-notch texts out there, we have all surely had the experience of wondering whether others were written solely to meet a desperate faculty member's promotion or tenure requirements. Accordingly, while textbooks do convey useful information, course designs that rely *solely* on textbook readings may not maximize student learning.

Indeed, Eble (1990) exhorts faculty to "keep in mind alternatives to assigning a text" (p. 127), and not to "inadvertently *confine* a student's reading to the text [emphasis added]" (p. 127). A quick review of the *Journal of Criminal Justice Education* yields a handful of articles about non-textbook criminal justice course readings: Engel (2003), Dorne and Cass (1994), and Smith (1993) advocate the value of novels and literary classics as teaching tools; Oliver (2002) describes the use of true crime novels about the Jeffrey MacDonald case in courses on criminal investigation and criminalistics; Riley (2002) suggests that various non-fiction accounts of prison life can help students understand issues related to institutional corrections; and finally, Owen, Fradella, Burke, and Joplin (2006) and Miller (1993) describe how non-textbook readings can be used in the introductory criminal justice course.

Given how prominently reading assignments (textbook or otherwise) are featured in so many undergraduate syllabi, it is surprising that more articles have not focused on the selection and use of effective readings. As an opening foray into what I hope will bring greater discussion of this issue, I propose that we encourage students and instructors

to periodically (though not permanently) drop their textbooks and read – to read something that can inculcate the love (or, at least, intellectual engagement and appreciation) that Toch so eloquently expressed.

Below, for four courses, I recommend two potential books (one academic, but not a textbook; one popular) that could engage students. For each book, I provide a brief summary, describe additional values that students may extract from it, and propose a sample assignment to help students grapple with the subject matter. These books represent *examples* of reading materials that can, by themselves or in conjunction with a good textbook, help students become more engaged learners. As a disclaimer, these are my choices, fitting my pedagogy; part of the fun is individualizing choices to select the best books that work for *you!*

Criminology

Cheating: Gaining Advantage in Video-games (Mia Consalvo, MIT Press, 2007). Given the number of students who play video games, this book may have particular resonance. The author examines cheating, which may be construed as a form of deviance; why players cheat; how they define cheating; and the formal and informal structures that emerge to dissuade cheating behaviors. As such, many issues presented in the book parallel those covered in criminology courses, and the relevance of course material may be enhanced by considering a common form of deviance with which students may have passing familiarity. An integrative writing assignment may help students see the applicability of course material, by asking them to apply theories of crime and social control to explain the behaviors described in the book.

The Laramie Project (Moisés Kaufman, Vintage Books, 2001). This is a play about the impact of the Matthew Shepard murder on Laramie, Wyoming. Based on interviews with townspeople, the play weaves a narrative about the nature, impact, and resolution of the high-profile hate crime,

including the subsequent trial and court proceedings. Assigning this work can help students appreciate diversity issues, allow an appreciation of the nexus between the arts and social science (students could do in-class dramatic readings, to enhance personal involvement), and provide an illustration of phenomenological research methodology. A timely assignment, which could be used in conjunction with reflective journaling, would be to frame a discussion (informed by the play) about the motivations for hate crime and what policies should be formulated to address hate crime, as a social problem.

Policing

Police Innovation: Contrasting Perspectives (David Weisburd & Anthony A. Braga, eds., Cambridge University Press, 2006). It's one thing to read a textbook definition of policing strategies; it's quite another to read about strategies from the perspective of their proponents and critics. This book provides the latter approach for eight strategies, including "community policing, broken windows policing, problem-oriented policing, pulling levers policing, third-party policing, hot spots policing, Compstat and evidence-based policing" (pp. 1-2). An added value of this book is that it shows students how intellectual debate, grounded in sound reasoning and evidence, may take place amicably between scholars. A useful assignment is to localize and apply the theoretical ideas, by asking students to discuss which strategies would be appropriate to address the most salient crime problems in their hometowns, or (perhaps as a group project) in their college town, with sound argumentation and justification.

The Choirboys (Joseph Wambaugh, Delta, 1975). This novel is a fictional account that follows a small

group of Los Angeles Police Department officers, both on- and off-duty. The police subculture is a recurrent theme of the book. As a novel, *The Choirboys* can raise discussion of how policing is treated in fiction and popular culture – a good exercise in the comparison of popular perceptions with reality. A natural assignment is to have students analyze whether the fictional portrayal corresponds with research literature on policing and the police subculture. Students can prepare a paper illustrated by examples from the book, analyzed in an academic frame.

Corrections

What Works in Corrections: Reducing the Criminal Activities of Offenders and Delinquents (Doris Layton MacKenzie, Cambridge University Press, 2006). This is a readable work that provides a current, evidence-based examination of numerous correctional strategies, ranging from incapacitation to rehabilitation to offense-specific interventions. A key value of this work is that it introduces students to the importance of data-driven policy, promoting critical evaluation and debate that can carry into a written assignment. A paper could explore two related topics, based on material presented in the book: First, what goals should corrections attempt to accomplish, and second, based on those goals and the evidence in the book, what is (or should be) the future of American corrections?

The Hot House: Life Inside Leavenworth Prison (Pete Earley, Bantam Books, 1992). Students love this book. The author was granted unprecedented access to Leavenworth, and he has constructed an engaging and dramatic narrative that follows the lives of selected inmates and staff. It is valuable as an example of popular ethnography, and it illustrates virtually every theme covered in introductory corrections courses. Like *The Choirboys*, an excellent assignment is to have students

prepare a paper explaining how concepts from class, textbooks, and the academic literature are (or are not) illustrated by the accounts of Leavenworth.

Courts and Law

The Brothel Boy and Other Parables of the Law (Norval Morris, Oxford University Press, 1992). This book contains a collection of eight stories that are best regarded as legal hypotheticals. In an homage to George Orwell, each story is set in Burma and narrated by protagonist Eric Blair; Morris utilized this distant setting in an effort to minimize reactions “based on knee-jerk political, religious, or social attitudes” (p. vii) as contextualized in modern American society. A host of legal issues are embedded in the stories, including: the death penalty; child custody decisions; the insanity defense; culpability in altered states of consciousness; the concept of negligence; cultural defenses; the necessity defense; police response to domestic violence; battered women’s syndrome; and good Samaritan laws. After each story, a brief commentary elucidates some of the finer points of law, while acknowledging areas of uncertainty and debate. Accordingly, the book is an excellent vehicle for promoting critical thought about legal theories and their applications. A natural assignment is to ask students how they would resolve each case. Instructors focusing on legal philosophy can ask students to ground their answers in theoretical arguments, while instructors taking a more applied approach might ask students to research and apply the laws of their jurisdiction in each case.

No Heroes, No Villains: The Story of a Murder Trial (Steven Phillips, Vintage Books, 1977). The author, a former prosecutor, traces the path of a murder trial from the commission of the crime to the appellate court’s ruling. Eminently readable, the narrative intersperses the story of the prosecution at hand with Phillips’ commentary about the various stages in the process. This makes *No*

Heroes, No Villains a nice supplement for a traditional courts textbook (such as Neubauer, 2005) – the relatively brief chapters can easily be keyed to corresponding reading assignments in the textbook, allowing students to immediately see an application of court processes. Potential assignments are varied, but include: journaling about reactions and critiques of each step in the process; using the book as the basis for a mock trial to conclude the semester; and as the basis for writing about potential reforms in the criminal process, to name a few.

Conclusion

The above examples are just that – *examples* of the kind of non-textbook reading materials that may engage students. A collection of readings of this sort may be more likely to hold students’ interest, and certainly can (with meaningful assignments) foster the sorts of critical thinking and intellectual appreciation that we should expect of well-read college graduates.

I conclude with an exhortation to browse book reviews (useful sources include *ACJS Today*, the *Journal of Criminal Justice Education*, and the *Chronicle of Higher Education’s* annotated listings of new books) and think creatively about how fresh reading material may be infused into a class, to achieve the benefits Toch (1990) described. Consider the pedagogical value of works as varied as true crime books (i.e., Bugliosi’s [2007] new tome on the Kennedy assassination could be the basis for a seminar in criminalistics), popular best sellers (i.e., “Harry Potter and Justice” would be an enjoyable learning experience for which there is a sound intellectual basis - see Schwabach, 2006; Millman, 2007), and academic books in and out of criminal justice. Regardless of which books you choose, drop everything and experiment with the pedagogy of reading!

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WHY TIFFANY CAN'T 'LIKE' FOCUS: THE MILLENNIAL STUDENT IN THE CONTEMPORARY CLASSROOM

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Traits of Millennial Students

Social scientists often identify cohorts by their generational characteristics and the historical events that shaped their personalities and values. The millennial generation, identified as individuals turning 18 or entering college after the year 2000, is estimated at over 100 million, 33 percent larger than the baby boom (Howe & Strauss, 2000). Experts also estimate that those born after 1982 are 39 percent more ethnically diverse, watch four times the average mean for television (Atkinson, 2004), are less likely to read a traditional newspaper and are more concerned with their future jobs than with education. As one reporter noted, everyone on the soccer team got a trophy regardless of the season's performance, grades were inflated, and teachers stopped using red pens so that self-esteem would not suffer (Hylmo, 2007).

The differences between today's college students and those of previous generations may be attributed to more competitive application procedures, increased college tuition, and fears of school violence as well as general 9–11 insecurities. Perhaps with higher drinking ages, concerns about safe sex, and the preference for spending on cell phones, cars and other lifestyle conveniences, college apartment living and an independent social life are now less attractive than they were before. The decision to continue living with one's parents beyond the age of 18

seems to enhance this failure to become self-directed. One survey found that 95 percent of high school students rated their parents as involved or very involved in their college planning. While 60 percent were content with that level of involvement, 30 percent wanted even more assistance (Randall, 2007).

In their previous experiences, students received immediate feedback and, more importantly, immediate gratification. Various mediocre accolades (good citizen, good student) were festooned upon youngsters with increasing frequency (student of the year, month, day) until the students were incapable of distinguishing a truly worthy accomplishment. Their parents bought Hallmark cards celebrating routine activities, and the family car was peppered with bumper stickers highlighting mundane achievements. Around the house, parents solicited their children's opinions on every decision and infused their self-esteem like injections of collagen into Hollywood lips. As a result, millennial students have a hard time understanding why their college instructors deduct credit for spelling, grammar, and punctuation errors. One university official complained that professors cannot even assume that millennial students know that they have to purchase books for class (Shellenbarger, 2005). At one of the coauthor's institutions, the bookstore estimates that over 40 percent of the students never buy books (when they do, they sell the books back at the end of the semester — "renting" would be a better term). Although students complain about the

ever-increasing cost of textbooks, these same students eagerly download songs for their iPods at 99 cents each.

Because of the way these young people have been treated at home and at school, they are confident, sheltered, and high-achieving. They seek to be mentored and view their teachers more as tutors, coaches, and agents who should be assisting them 24/7 with instant messages, emails, and voice-mail. To obtain the high paying jobs they deserve and need to support a materialistically-intensive lifestyle, many proceed directly from undergraduate to graduate programs. Discussions focused on today's workplace (Hammill, 2005; Wasserman, 2007) yield insight into the characteristics of different generations. Faculty who define collegiate academic style and expectations are primarily from the "Silent Generation" (born up to 1945) or "Baby Boomers" (born 1946 to 1964). Those faculty members are oriented to work hard and identify themselves in terms of their work. They can be collectively described as disciplined and focused on individual achievement. They don't generally expect feedback and rewards for work other than satisfaction from the job itself. As a result, these faculty can find their way of "doing business" in conflict with millennium students that value self-esteem, immediate feedback and praise, teamwork, and multi-tasking. Newer "Gen X" faculty will have an easier time, but still face conflict because of their emphasis on independence and work ethic.

Implications for Coursework

Overall, traits describing the millennial group, the way that they assess themselves and are assessed by others, have substantial meaning for the way that we teach at the university level. Many questions arise about adapting to the personality and learning differences of a particular generation. Even whether universities *should* adapt, much less how much, is a controversial matter among academics. Perhaps less controversial, middle-of-the-road strategies can be used to address the strengths and weaknesses of millennial students without compromising educational standards.

There is substantial evidence that many of the traits of millennial students developed from elementary and high school education trends and fads. According to Smith and Elliott (2001) the self-esteem movement of the post-1960s resulted in curricula in which students were chanting the mantra of "I am special" and "I love me." In 1989, the National Council of Teachers of Mathematics called for decreased attention on "one answer and one method," teaching by telling (less lecturing), and written practice (actually solving problems). At the same time, teachers were discouraged from having students rely on "outside authority" (teacher or an answer key), finding exact forms of answers, and memorizing procedures or formulas (Sykes, 1995). Thus, even in a college statistics class, an instructor might find it necessary to emphasize that there *is* a correct answer and a correct process to get it. More traditionally-oriented faculty may be somewhat unsettled by the way students now need more direction, require more reminders in class, and take a more adversarial approach to grades.

Millennium students expect more negotiation in the classroom and more democratic decision making with both course content and processes. Hypersensitivity to criticism or correction may

mean that professors do more consultation with students on their work before and after class, as well as through email, and less during classroom discussion. Socratic discussion no longer includes an instructor's response that an "answer is not correct" but, instead, that an answer is "interesting but not the exact answer I'm looking for." In response to students not buying textbooks, some publishers have added CDs or DVDs to the textbook package filled with study aids or case scenarios that are supposed to enlighten (and probably entertain) the students. Additionally, publishers have experimented with providing students with e-chapters that students can purchase and download to their iPods.

Class assignments may be more effective when they match the students' expectations of short-term gratification and reward for small efforts. Thus, assignments are best couched in incremental parts and short time-frames. This allows the instructor to give timely feedback, more direct guidance, mentoring, and quicker email response. Longer papers can be assigned, but may require this incremental approach. Handling piece-meal assignments can be tiring for instructors and almost impossible with large class sizes. Thus, one implication is that faculty workloads will have to be adjusted to reflect new demands created by the expectations of this generation. Faculty senate leaders, academic affairs personnel, student advisors, and college administrators are all going to have to work together to fairly adjust course loads around the changing character of teaching. Departmental goals should also consider the ways in which this generation approaches their education and develop strategies that are fair to faculty as well as students.

Because millennial students have been educated with standardized tests in which teachers, schools, and districts had direct stakes in the outcomes, the

goal was to get as many students to pass as possible (and with the highest scores). Spoon-feeding the answers before a test was the way sagging school districts improved their ratings, teachers received merit increases, and districts increased funding. Thus, it is difficult for some students to adjust to a more competitive environment where testing weeds out underachievers and teachers have little incentive to pass a greater number of students or assign a high proportion of "As". This is particularly true in open enrollment institutions where students might perceive that competitiveness does not apply. Millennium students expect more support in testing, detailed study guides, practice tests and pre-notice of the actual test questions. They also expect testing formats that allow missed exams to be made up, the worst test scores to be dropped, and re-testing of undesirable results. For the tests themselves, students expect flexibility in answers (the "creativity" for which they were previously rewarded), hints and clues on the test, and individual item scoring beginning with "baseline" points. Moreover, given the feedback many of our colleagues have received on evaluations, each returned exam grade should also include a cumulative performance score, otherwise, the instructor isn't "keeping the students apprised of their standing in class."

These expectations are frustrating for professors who are unaccustomed to evaluating performance the way secondary schools have for the past decade. This often makes for argumentative sessions if professors review exam results in class, with corresponding pressure for partial credit, extra credit, and the elimination of questions which a certain percentage of students did not answer correctly. In self-defense, many instructors have simply stopped an item-by-item post-mortem on exams during class and, instead, review them privately with students or hur-

riedly in the last five minutes of class.

Graduate faculty may argue that adapting to the millennial student has been even more difficult. Students admit to struggling in the adjustment to college life after the pampered and highly supportive family experiences of high school. Atkinson (2004) surveyed students and found that they noted problems with time management, workload prioritization, and information overload. These are the types of problems that diminish chances of success at the graduate level.

Many departments have restructured thesis requirements into "projects" or "papers." This is often an attempt to raise completion rates or perhaps avoid misrepresenting the products. Another reason for this change is that students are fearful of undertaking independent, self-directed work and respond with too much anxiety to the official titles of the thesis. Some disciplines have even changed dissertations into a combination of group work and projects.

Exactly how faculty might adapt to millennium students, or help students adapt to faculty, is not precisely clear. To avoid arguments and confrontations over requirements and grading, a solution seems to be the construction of a clear and concise syllabus with specific language about how tests will be given, scored, the availability of extra credit, use of study guides, make-up exams, and the like. Posting the course syllabus on a website or emailing them to students prior to the start of a course offers them the opportunity to gauge their level of commitment and insures a better match with faculty expectations.

In one program, the faculty developed a very condensed one-unit required basic skills course or "boot camp" for new students that covered performance expectations at the college level, what skills and techniques they would need and how to study and to improve writ-

ing, all specifically designed for criminal justice majors. Students practiced outlining, summarizing, constructing a bibliography, identifying appropriate online resources and selecting reasonable paper topics. Tips for style, editing, note taking and testing were also covered. Faculty throughout the department all noticed overall improvements in student performance for subsequent classes and faculty spent less time covering basic material in orienting students toward expected performance goals. Since the implementation of that course, textbooks have become available with content covering much of the subject matter.

Years of being prepped for standardized exams in primary and secondary schools have made even the best students reliant on "study guides," or samples of test items to be practiced. Having test material handed to them in the past, means that taking notes and organizing materials may no longer be a skill we can assume students possess. Consequently, they are easily overwhelmed and less prepared to sift through and prioritize information in a way that facilitates studying. Less capable and attentive students capitalize on the trend and attempt to substitute the study guide for class attendance and focus. The key may be to make less secure students confident enough in their note taking and their outside reading to prepare their own study guides. Encouraging them to cull out the most important concepts for test preparation is a way to not only wean them off of study guides but to build trust in their study skills. It also teaches them the importance of critically distinguishing among types of information.

Expectations of rapid feedback mean that traditional mid-term and final exams may no longer be the best approach to evaluation. A series of smaller exams, covering recent class material, is more likely to meet the students' views of how they should be

evaluated. Quizzes in real time using individual remote tally systems (sometimes called classroom performance systems or "clickers") are another way to provide the type of self-assessment students seem to desire. The technological ease of these products and their assessment value may make them attractive for faculty, even those who eschew its "game-showesque" context.

The deterrent-effect of partial credit and deduction of points varies between students. Most calculate in the most Benthamian way how to get the minimum number of points without jeopardizing other commitments and interests outside of school. Thus, when one of the authors offered students the opportunity to turn in parts of their major paper in a cumulative sequence over the semester with feedback and corrections, many initially signed up for this option but none actually followed through to the end and, ultimately, a better grade. A colleague, who insists that each assignment be turned in perfectly for "all" credit or "none," seems to get much better results on his assignments but suffers from more student complaints. When one of us tried this criterion with a small assignment, students seemed responsive and there was better follow-through.

While some of the undergraduate solutions might work at the graduate level, the differences in educational goals may obviate others. One option is to use an overview or "issues" class as an initial gate keeping course that focuses on skills preparation and enforcement of expectations or standards for writing, critical thinking and reading comprehension, organization and time management. One faculty member becomes the focal point for this process and saves others from having to repetitiously deal with foundation material. Offering the program over extended periods with half-time and quarter-time status may encourage those who have schedules that allow a limited com-

mitment to graduate education, while helping protect the department from pressure to compromise standards and push students to finish. Thesis and comprehensive exams may also be approached in increments and with a built-in class structure. This serves not only student needs but also gives the department a way to capture and capitalize on student credit hours more efficiently in the thesis process. Continued enrollment in a thesis or comps class ensures that structure is provided and progress encouraged while avoiding the assignment of these responsibilities to faculty outside a credit-producing formula. Although thesis in a class format is not a new concept, it seems to match the needs of millennium students whose progress requires encouragement, monitoring and celebration. While students still have individual chairs and committees, the course instructor of record guides and directs the unifying aspects of the process and treats the seminar like a “group-think” experience in which problems are solved in a team fashion and standard instructions can be explained. In a collegial department this can be done without undermining a chair’s or committee’s authority. In fact, most faculty members appreciate the way routine tasks can be shifted from them and they are more likely to participate on thesis committees because their role is more clearly defined and the workload is diminished.

In conclusion, we can complain about these “young kids” and how different it was from when we were students, or we can adjust — making only those necessary adaptations we find academically consistent with the standards we hold. Students should be able to complete meaningful academic degrees in ways that complement their style without compromising intellectual integrity. Creative approaches are necessary as well as clear communication about expectations and reasonable assistance.

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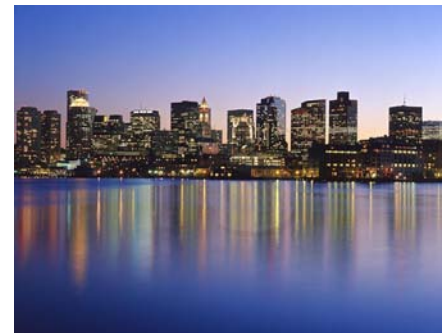
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Don't Forget
the
Boston
Meeting!!
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IN MEMORIAM



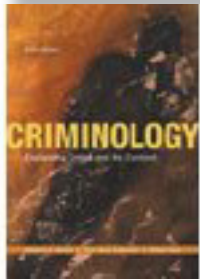
Dr. Jose A. Marques, age 73, professor and founding member of the criminal justice program at the Florida International University (FIU) died January 12th, 2008. Dr. Marques received a jurist doctorate from the University of Havana, Cuba in 1956. Since migrating to the United States, Dr. Marques worked in academic settings making substantive contributions in the area of policing and public policy. He published numerous articles in internationally recognized journals while mentoring hundreds of students who are now successful professionals in the criminal justice system and academic settings. While at FIU, he had an active role in several organizations including the Academy of Criminal Justice Honor Society--Alpha Phi Sigma.

In addition to his scholarly contributions, Dr. Marques was very active in the community. He served on the governor's task force in Florida while working on the U.S. Department of Justice's grant to increase students' involvement in the criminal justice field. He also participated in numerous studies relevant to public housing, social policy, and crime prevention.

In addition to being a scholar, Dr. Marques was a kind and soft spoken man who with a gentle word, offered advice to his fellow students and colleagues. As a student, I remember with much appreciation, his eloquent lectures which were often carried out with passion and conviction. He was particularly inspiring to many of us who were first generation immigrants seeking the American dream in our newly adopted country. Reflecting on my undergraduate years at FIU, it is clear that Dr. Marques' inspiring guidance and instruction, served as a solid foundation to my academic formation. It is evident that the Academy lost one of its most valuable members. He will be missed by his family and by many of us who also regarded him as a friend.

Alejandro del Carmen, Ph.D.
Chair and Associate Professor
The University of Texas at Arlington
Department of Criminology and Criminal Justice
P.O. Box 19595
Arlington, Texas 76019

BOOK REVIEW



Criminology: Explaining Crime and Its Context

by
Stephen E. Brown, Finn-Aage Esbensen, and Gilbert Geis.

Lexis Nexis Publications.

Reviewed by:

Anthony L. Sciarabba

Research Assistant
Department of Criminal Justice,
Molloy College
Rockville Centre, New York

When I received *Criminology: Explaining Crime and Its Context* by Stephen E. Brown, Finn-Aage Esbensen, and Gilbert Geis, for review, I was pleasantly surprised. This is because many general criminology books are either notably brief or very in-depth as far as subject material is concerned. Considering this, *Criminology: Explaining Crime and Its Context*, is, as other readers may find, an appropriately sized text that effectively carries out its intended purpose of providing an exhaustive overview of criminology. The reader will take note of various aspects of the text that serve as welcomed additions to such a book. Firstly, the addition of a brief, but concise, student study guide is a great feature. With textbook prices sometimes spiraling out of control, most readers will agree that any additional ancillary material is certainly welcomed. A second welcomed aspect to this text is the very meticulously designed table of contents. Such detail is welcomed in a book that is tasked with explaining a significant amount of subject material.

Moving into the actual content of the

text, the reader will immediately notice the writing style. Essentially, the book reads as it should, as a college-level text. As the book begins, the reader is first introduced to the foundation of the study of criminology. Serving as the cornerstone of the following chapters, this section is tasked with examining some of the more basic, yet complicated, aspects of criminology. For instance, "criminology as a science" fits in very nicely with some of the recent debate featured in the *Journal of Criminal Justice Education* regarding the "coming of age" of criminology as a science. Readers, perhaps on the graduate-level, may recall these recent discussions and can relate them to the discussion that appears in the text. Also discussed are issues relating to ideology, paradigms, and policy.

As the text advances, the discussion turns to explaining crime and criminality. As most readers will immediately know, nearly every criminology text has its own, and sometimes, very unique way of presenting criminological theory. Some texts will feature the discussion using the "standard" umbrella categories (sociological, psychological, and biological). Others may choose to use other terms (micro or macro types). Some may choose to use both types. Either way, these differences are noticeable to the observant reader. In *Criminology: Explaining Crime and Its Context*, the authors go into great detail explaining some of the most prominent theories of crime causation and criminality. This discussion is rich in scholarship and also features an important section that presents some of the more modern advances in criminological theory. This addition is a necessity in any text discussing theory as it essentially acts as a "placeholder" in that it informs the reader of the current state of theoretical understanding.

Graduate students as well as professors who are avid readers of academic journals, including *Criminology*, *Criminology and Public Policy*, *Justice Quarterly*, *Journal of Quantitative Criminology*, and *Police Practice and Research: An International Journal*, to name a few, will truly appreciate this section.

The third section in this text presents an overview of criminal offenses. The authors separate the various crimes into three categories: violent crimes, economic crimes, and victimless crimes. This is an interesting method of separation when compared to other texts. However, this method may be somewhat confusing when considering some offenses that are classified as nonviolent. For example, is domestic violence equivalent to domestic abuse? What about psychological domestic abuse? Additionally, criminal justice philosophical thinking challenges the notion of "victimless crimes." Although very minor, some further separation may be needed in a future addition. Nevertheless, the authors do an excellent job in presenting each offense. The addition of an economic crime section demonstrates the urgency to discuss such offenses in the same context that more violent offenses are discussed. As many readers know, great debate exists as to the overall impact of economic and financial crime, and as many are also aware, some scholars argue that such impact is just as great or even greater than some violent offenses.

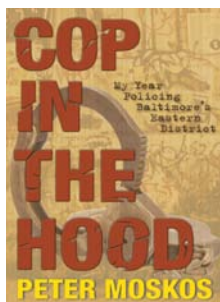
Overall, *Criminology: Explaining Crime and Its Context* is an excellent addition to the body of knowledge of criminology. The authors have contributed to the field, a text that can be used on advanced undergraduate levels as well as in graduate courses. Additionally, the book would be a fine selection for sociology courses in which knowledge

BOOK REVIEW

of crime and criminality are required. By using up to date scholarly material and by citing key research studies, the text is efficient in bridging the gap between textbook discussion and continuously evolving body of criminological literature, an important factor when considering the quality of academic textbooks (see Sciarabba and Eterno, 2008).

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Submitted by:

Monica J. Massey, Graduate Student
Virginia State University

The world of policing is one of extreme mystery and fascination. Often times, police officers are viewed by the communities that they police as personal security ready to respond to major and minor issues at the stroke of a finger, while others may view police officers as a nuisance to the productivity of illegal acts and violations. In a world of crime and deviance, it is the responsibility of

police officers to ensure public safety within the means of the law while thinking fast and using discretion when determining the severity of each situation he or she encounters. With the recent acquittal of three New York City police officers in the shooting death of Sean Bell, the field of policing has again been placed under an ever-growing magnifying glass, suitable for both praise and criticism.

Cop In The Hood, by Peter Moskos offers readers a riveting insight on experience as a police officer in Baltimore, Maryland's crime infested eastern district. Moskos organized his debut book into seven chapters in addition to an epilogue.

The first chapter entitled "The Departed" is a first person introduction of the author that offers some background on how Moskos came to transform from a sociology graduate student seeking to observe and research "job-related police behavior" (p. 4) to a full fledged Baltimore police officer.

Chapter two entitled "Back to School," is an outline of Moskos' academy experience and his encounters with fellow classmates and superiors. It is in this chapter when Moskos first provides the reader with a glimpse into the overwhelmingly discretionary and subjective nature of policing in Baltimore's mean streets. Moskos describes the thin line of how things should be done as taught in the academy, and the informalities of how things are actually done on the streets. Additionally, in this chapter, the author touches on issues of professional courtesy, demeanor and vernacular amongst police officers in different precincts across the city of Baltimore and surrounding cities.

Appropriately titled "New Jack: Learning To Do Drugs," chapter three encompasses the author's first experiences

as a patrol officer and his day-to-day experience with drug addicts and race relations. In addition to discussing the probability and purpose behind arresting drug addicts in order to combat the "war on drugs," Moskos provides the reader with a detailed look at how officers both black and white viewed criminals in the primarily African-American neighborhood while exploring the racially associated biases that exist. Additionally, Moskos discusses the debilitating impact that street patrol has on the desire for officers to serve and protect; this is what the author described as the shift "from a public-centered ideal to more police centered ideals" (p.49). This shift is later highlighted in the chapter when the author discusses the swayed perceptions of the community those police officers develop due to an overwhelming amount of exposure to the criminal elements. Throughout this chapter, the reader is offered multiple personal accounts from police officers on issues of race, public service and the disconnection between policing and the court system.

Chapter four, "The Corner," dives further into street life from a police officer's perspective while placing a magnifying glass on the structure of the drug trade in the eastern district and the technicalities in the justice system that often discouraged Moskos' fellow officers from pursuing drug dealers and addicts. Moskos stresses the resounding view that the arrest of street level drug dealers had very little, if any, impact on the complicated drug trade of the city of Baltimore. Although police corruption is often perceived as a pervasive problem the author only dedicated a small portion of this chapter to discuss it. While managing to preserve the integrity of his fellow officers, the author still provides the reader with a brief synopsis of police impropriety.

Chapter five entitled “911 Is a Joke,” takes a straightforward approach in discussing the 911 system and its hindrance on police work. Moskos goes on to discuss that although created to ensure public safety by expediting calls for emergency and police assistance, that often times police officers would be dispatched to calls that ended in no arrest or that could have been resolved without police assistance. Throughout this chapter, the author further examines how the overflow of 911 calls hinders *true* police work and furthers the gap between patrol officers and the community.

The sixth chapter, “Under Arrest: Discretion in the Ghetto,” is dedicated to discussing the level of discretion that police officers are given as it pertains to who to arrest and who to let go with a simple warning. Issues discussed in this chapter range from motivation for arrest, how police officers use their discretion and make what some may refer to as unnecessary arrest, and officers who choose not to arrest at all due to time constraints and paperwork. First person accounts coupled with statistics help the author provide the reader with a brief synopsis of discretionary arrests.

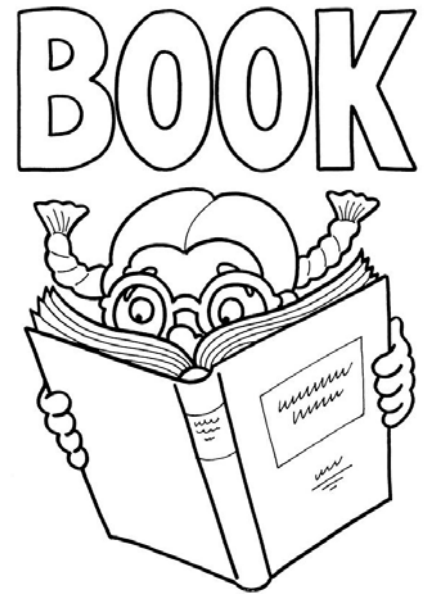
The final chapter in this book, “Prohibition: Al Capone’s Revenge,” includes a history of drug prohibition in America. The author cites multiple historic drug acts and drug enforcement agencies that will ring a familiar bell to readers who have taken an introduction to criminal justice course, while still offering information that is clear and concise and can be easily understood by readers with little or no background in criminal justice.

Lastly, in the epilogue, the author returns to first person to reflect on both the favorable and not so favorable experiences he had while policing one of Baltimore’s most dangerous areas.

Cop In The Hood would be a great

addition to any curriculum in the field of criminal justice, criminology, and sociology, with an even larger benefit for individuals interested in the sociology of policing, police administration, as well as urban studies. The structure of the book allows for easy reading and would be suitable for students at all levels of higher education.

Although this work is based on first person accounts of officers in Baltimore’s eastern district, the experiences, activities, and reality of the information presented can be found in many police precincts across the country. The insight of the author coupled with the actual quotes of real police officers provides the reader with an exceptional view of police behaviors and the day-to-day obstacles that officers face while policing the communities they patrol.



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 (i.e. tone) and length. Articles
 should be relevant to the field
 of criminal justice, criminology,
 law, sociology or related
 curriculum and interesting to
 our readership. Please include
 your name, affiliation and email
 address, which will be used as
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Minimum length: 700 words
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 related curriculums. Also identify
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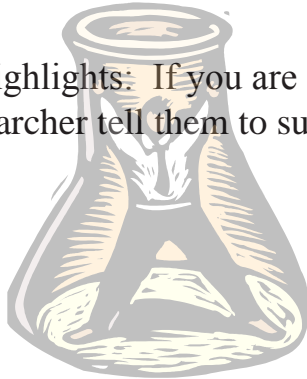
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Upcoming ACJS Annual Meetings

March 10-14, 2009
Marriott Copley Place
Boston, Massachusetts



February 23-27, 2010
Town & Country Resort &
Convention Center
San Diego, California

March 1-5, 2011
Sheraton Centre Toronto
Hotel
Toronto, Canada

March 12-17, 2012
New York Marriott Marquis
New York, New York

March 19-23, 2013
Adam's Mark Dallas
Dallas, Texas

The Gerhard O.W. Mueller International Award

The Awards Committee of the International Section is soliciting nominees for the 2008 Gerhard O.W. Mueller Award. This award is given annually to an individual who has made significant contributions to international/comparative criminal justice. The award includes a cash prize of \$1000 to help defray the recipient's travel costs to the ACJS Annual Meeting. The award recipient addresses the International Section when the award is presented.

The deadline for nominations is December 1, 2008. Please send a letter of nomination detailing the outstanding contributions of the nominee along with a current copy of his/her resume to:

Alida V. Merlo

Indiana University of Pennsylvania

Department of Criminology

441 North Walk

Indiana, PA 15705-1075

or e-mail the relevant documents to amerlo@iup.edu.

Related International Section News



As the Boston ACJS meetings are rapidly approaching, we welcome new members to join and encourage existing members to please ensure they renew their membership as soon as possible - if you haven't done so already. Contact Cathy at: manager@acjs.org

The 'new' IS website is up and running.

See <http://www.acad.mtroyal.ca/healthcomm/acjsinternational/board.htm>

Thank you. If you require anything else please let me know.

Cheers,
John Winterdyk
IS Chair



**Academy of Criminal Justice Sciences
Minorities and Women Section**

**Dr. Lorenzo M. Boyd, Chairperson
Dr. Ronald O. Craig, Vice Chair**

ACJS Minorities and Women Section Esther Madriz Student Travel Awards

The Minorities and Women Section, of the Academy of Criminal Justice Sciences is accepting applications for the Esther Madriz Student Travel Awards. These two student awards are designed to encourage the participation of undergraduate and master's level minority and women students in the academy and will permit two students to attend and make presentations at the 2009 ACJS Annual Meeting in Boston. Each award will be a maximum of **\$600**. Recipients shall be required to submit receipts to receive reimbursement for their expenses.

To be eligible for an award, an applicant must meet the following criteria:

1. Be a woman or a member of an under represented minority group in the criminal justice/criminology, juvenile justice discipline, including African Americans, Native Americans, Hispanics, and Asian Americans.
2. Be enrolled in an undergraduate program of criminal justice/criminology or juvenile justice during some part of the 2008-2009 academic year; or
3. Be enrolled in a master's degree program of criminal justice/criminology or juvenile justice during some part of the 2008-2009 academic year.

To be eligible for the award, an applicant must submit

1. Letter of Application
2. Personal Resume
3. Official Transcript of degree being pursued at the time of submitting the application
4. Faculty Letter of Nomination
5. Original single authored manuscript (4 paper copies). The presentation may be either a roundtable, or a research paper session. The paper should not exceed twenty typewritten double-spaced pages using APA format. Each paper will be blindly reviewed by a national committee.

The first and second place authors will receive a **\$600** travel reimbursement for their expenses to attend the ACJS conference in 2009. Both the first and second place papers will be presented at a special Student Minorities and Women Section panel. Other papers may be invited to participate on the panel.

All application materials must be received no later than November 15, 2008.

All application materials should be sent to:

Dr. Arrick Jackson
University of North Texas
Department of Criminal Justice
1155 Union Circle #305130
Denton, TX 76203-5017
940-565-4593
arrick.jackson@unt.edu



School of Criminology and Criminal Justice

<http://chs.asu.edu/ccj/>

The ASU School of Criminology and Criminal Justice offers the BS, MA, MS and PhD in Criminology and Criminal Justice. The School offers excellent support for masters and doctoral students. Faculty research examines criminological theory, the ecology of crime, criminal justice policy and quantitative methods. The faculty are engaged in diverse and exciting research activities across the discipline and have secured funding from the Office of Juvenile Justice and Delinquency Prevention, National Science Foundation, National Institute of Justice and agencies of state and local government.

For information contact

Faculty

Scott H. Decker, Director. (Florida State). Criminal Justice Policy. Gangs.
Cassia Spohn, Graduate Director. (Nebraska). Race, Criminal Justice and Sentencing.
Mike Reisig, Professor. (Washington State). Social Ecology of Crime Control. Theory.
Frances Bernat, Associate Professor. (Washington State). Criminal Law. Domestic Violence.
Marie Griffin, Associate Professor. (Arizona State). Corrections. Gender.
Robert J. Kane, Associate Professor. (Temple). Environmental Criminology. Policing.
Charles Katz, Associate Professor. (Nebraska). Policing. Crime Control Policy.
Travis Pratt, Associate Professor. (Cincinnati). Theory. Crime Control Policy.
Nancy Rodriguez, Associate Professor. (Washington State). Juvenile Justice. Sentencing.
Mike White, Associate Professor. (Temple). Evaluation. Criminal Justice Policy.
Robert J. Fornango, Assistant Professor. (UM-St. Louis). Violence. Theory.
Kristy Holtfreter, Assistant Professor. (Michigan State). Theory. White Collar Crime.
Jessica Saunders, Assistant Professor. (John Jay). Quantitative Methods. Criminal Justice Policy.
Jennifer Shafer, Assistant Professor. (Penn State). Victimization. Theory.
Gary Sweeten, Assistant Professor. (Maryland). Theory. Quantitative Methods.
Xia Wang, Assistant Professor. (Florida State). Quantitative Methods. Social Ecology of Crime.
Min Xie, Assistant Professor. (University at Albany). Victimization. Nature of Crime.

Justice Studies Association Eleventh Annual Conference

“Immigration, Sanctuary, Worlds Without Borders”

The president, advisory board, and members of Justice Studies Association are pleased to announce that the association’s 11th annual conference will be held at the Best Western Sovereign Hotel in Albany, New York, May 27-30, 2009. The theme of the conference is “Immigration, Sanctuary, Worlds Without Borders.”

Those interested in presenting at the conference might explore any aspect of the lives of those forcibly transformed into stateless, undocumented, and displaced persons. The creation and migration of displaced persons might be discussed in relation to non-needs-based nation-state and transnational policies, that is, state crimes, human rights violations, and economic triage politics.

Similarly, presenters might focus on how NGOs, scholar-activists, and religious congregations act to provide different forms of hospitality and sanctuary for immigrants and their families, especially when “bread winners” in those families are jailed or forced into deep hiding.

Recognizing that forced displacement is so often caused by intra-nation-state conflicts and unjust transnational policies, presenters might don their “sociological imagination” caps and speak of visions of social life in which people are not bound by border-based identities. Of course presenters are encouraged to develop their own panel related to the conference theme.

Criminologists and sociologists interested in economic crime, nation-state crime, human rights violations, transitional justice, restorative justice, social justice, family social relations, the just distribution of resources, the obsolescence of geopolitical boundaries, and visions of justice that include the needs-meeting of all, will find soul mates in this convivial and friendly—we have a Friday evening talent show—conference.

Interested presenters are urged to go to the Justice Studies Association website (www.justicestudies.org) for a full description of the conference theme and a full listing of suggested topic areas as well as additional information about JSA. If you find professional conferences alienating because of their size and content of their programs, you will find JSA a hospitable alternative.

Please send your presentation (or session) title with a 200-word abstract electronically to Program Co-chair Dennis Sullivan at dsullivan6@nycap.rr.com by February 15, 2009. For further information go to www.justicestudies.org or query the program chair or JSA President John F. Wozniak JF-Wozniak@wiu.edu

Call for Participants

Proposal for the 90th Anniversary of the Police Strikes in the United Kingdom and Boston, August and September, 1919, at the ACJS Conference in Boston, March 10-14, 2009.

The annual ACJS conference is in Boston this coming year. 2009 will also be the 90th anniversary of two labor strikes that are significant historical events and cornerstones in Policing. Labor dispute between the Police officers and their employers, in both countries, was nothing new. Labor unrest for a variety of reason had been a reality for the “Modern Police” almost since their inception. What is different about the period of the First World War and immediately following it was the economic and social pressures that the Police, on both sides of the Atlantic, found themselves under.

Much has been written about the foundation of the “Modern Police” by Sir Robert Peel, its spread throughout the Western World and the changes it under went in the United States. These strikes (actually three August, 1918, July, 1919, UK and September, 1919, Boston), were to bring radical changes on the Police Services of both countries and continue to have their effects felt today.

I have proposed to ACJS, as part of our annual conference, a panel, or two, to mark this anniversary, especially since our meeting is in Boston. The Theme could well be titled, ***Police Strikes of the Early Twentieth Century and their effects on the Officers, Departments and the Public.*** As part of this, we are issuing this Call for Participants in this project. This call will look at the historical development of these forces, both in the United States and the United Kingdom and the situation that these officers found themselves in as WW1 came to a conclusion. Additionally, what were the outcomes of the strikes to both the officers and the Departments, the winner and losers? Indeed the then Governor Coolidge used the Boston Strike and his famous comment about “no right to strike”, to propel himself into the Presidency of the United States.

Of great interest is the final outcome to the Departments and its officers was the divergent outcome in these Strikes. The UK was given a “Policemen’s Charter”, the Desborough Report and the Police Act of 1919, assuring universal standards of employment and eventually a centralized police service for the entire country. In the US, the “Localness” of the various jurisdictions was reinforced and no national organization or force would emerge, even till today, to speak for the police.

My proposal could be expanded to include papers on the strikes in both counties and/or the various forces in the United Kingdom that took part in the strike of 1919. I would be happy to discuss these issues with anyone who is interested in this project. I can be reached at 212 237 8403 or jking@jjay.cuny.edu. Thank you; look forward to seeing you in Boston.

Press Release

Tenth Meeting of the World Criminal Justice Library Network (WCJLN)

Swedish National Police Academy,
Solna, Stockholm, Sweden
9 to 11 June 2008

Contact: Dennis C. Benamati, Rapporteur
World Criminal Justice Library Network
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Forty-two librarians, documentation specialists and researchers from 17 countries met at the Swedish National Police Academy for the tenth meeting of the World Criminal Justice Library Network (WCJLN). The meeting was generously sponsored by the Swedish National Police Academy. Special thanks are due to Ms. Ebba Sverne Arvill, Director of the Academy for her support and welcoming remarks and to Ms. Heelena Nilsson, Director of the Academy's Library for organizing the meeting.

Highlights of the meeting included presentations by **Marianne Hilton**, Director of Studies, Swedish National Police Academy, and **Thomas Johansson**, IT Educationalist, Swedish National Police Academy, *Flexible Learning in the Swedish Police Further Education*. **Lars Korsell & Johanna Skinnari**, Swedish National Council for Crime Prevention, *Unlawful Influence—Threats to Democracy?* **Professor Mahesh Nalla**, Director of Graduate Studies, School of Criminal Justice, Michigan State University, *Police Education and Reform in Emerging Markets: The Case of India*. **Professor Dr. Marcelo F. Aebi**, University of Lausanne, School of Criminal Sciences, Switzerland, *The European Sourcebook and the Council of Europe Annual Penal Statistics (SPACE)*. **Prof. Graeme Newman**, School of Criminal Justice, University at Albany, State University of New York, *A New Translation of Beccaria's "On Crimes and Punishments*. **Ms. Anissa Belgacem**, Chief Librarian, INHES, France, *Does Community Safety Exist in France?* **Ms. Janet Smith**, Library Manager, Australian Institute of Criminology, *Australian Criminal Justice Information Online*. **Mr.**

Markku Heiskanen, Senior Researcher, European Institute for Crime Prevention and Control (HEUNI), Finland, *Violence Against Women*. **Mr. Hans Van Netburg**, Chief Editor Electronic Media, WODC, Ministry of Justice, Netherlands, *A New WODC-site in English: First Phase and Plans for the Future*. **Frans-Jan Mulschlegel**, Project Manager, IPEP, *International Police Expertise Platform at the Netherlands Police Academy*.

The World Criminal Justice Library Network meets every two years and has been hosted in the United States, Italy, Germany, Netherlands, Australia, Finland, Slovenia, Canada, and Sweden. The Network was formed at a meeting of librarians and criminal justice information professionals in April, 1991, at the Rutgers School of Criminal Justice, Newark, New Jersey, U.S.A. Those who attended the inaugural meeting at Rutgers were unanimous in their recognition of the increasing demands and pressure placed on criminal justice libraries because of the globalization of crime and responses to it, and because of an information explosion in these fields. It was clear that no library can hope to collect everything, or to serve the diverse and increasingly international needs of its clients. Furthermore, the duplication of efforts on the part of all libraries is not cost beneficial in an era of information explosion accompanied by ever scarce resources. The need to save resources through pooling of information and services is therefore a major reason for establishing WCJLN.

The Mission of the WCJLN is to: 1. To develop specific ways of sharing services and criminal justice information on a global scale and 2. To enhance communication among WCJLN members.

For more information about the WCJLN contact: [Phyllis Schultze](mailto:Phyllis.Schultze@andromeda.rutgers.edu), Co-chair, WCJLN Steering Committee
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Student Writing Competition

2008 International Call for Student Papers

Cash Prizes

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2009 Annual Seminar

Deadline and Notification:

Submission Due Date
December 15, 2008

Notification of Winners
January 20, 2009

Questions?
Contact
foundation@asisonline.org

In cooperation with the ASIS Council on Academic Programs in Colleges and Universities, the student writing competition is open to any undergraduate or graduate student enrolled in a college or university during all or part of the academic year.

Cash prizes are awarded and the winning papers are submitted to *Security Journal* for possible publication.

The competition is open to all students, full-time and part-time, studying at a recognized accredited institution and pursuing a baccalaureate or graduate (master's) degree. Doctoral candidates are not eligible. Students in fields of study other than security—such as business, engineering, architecture, criminology, international affairs, law, and public administration—are encouraged to participate. Perspectives from these fields and others are clearly relevant to assets protections in today's global environment, and offer valuable insights to contemporary issues of interest to the ASIS community.

Topics:

Undergraduate

- *The Most Promising Technologies to Meet Tomorrow's Security Challenges*
- *Adapting All Hazards Planning and Preparedness to the Small Business Sector*
- *Repairing Security's Image*
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Graduate

- *The Most Promising Technologies to Meet Tomorrow's Security Challenges*
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Format:

Submissions are welcome from any country, but papers must be written in English and follow accepted standards for academic papers.

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- Times New Roman, Book Antigua or Arial 12-point font (tables, charts & footnotes may use smaller font size)
- Word count between 3,000 and 6,000 words, not including appendices or attachments
- Illustrations, charts, tables, graphs that reinforce content are acceptable
- 1½ or double-spaced
- Use of recognized styles, such as APA, Chicago/Turabian, or MLA

Application Process:

Each student's completed application must be mailed to the Foundation by the competition deadline. An application includes a completed paper e-mailed to bbuzzell@asisonline.org and mailed to the Foundation along with the application, an official transcript, and a letter of recommendation from a faculty member. No late applications or parts of the application will be accepted. The application form (pdf) can be downloaded from the website.



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Applicants must include a vita and cover letter describing their background and interest in using Bureau of Justice Statistics data resources housed at the National Archive of Criminal Justice Data. Review of application materials begins in early March. Space is limited to 12 students.

Details and application will be available in early 2009 at www.icpsr.umich.edu/sumprog.

The ICPSR Summer Program in Quantitative Methods is a comprehensive, integrated program of studies in social science research design and statistics. The seminar is managed by the National Archive of Criminal Justice Data (NACJD) and sponsored by the Bureau of Justice Statistics (BJS), U.S. Department of Justice.



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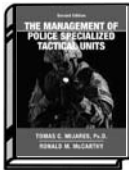
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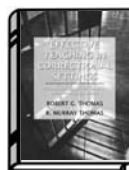
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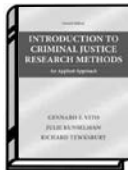
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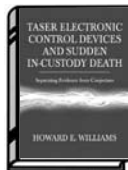
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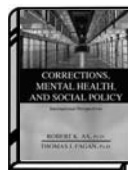
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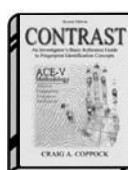
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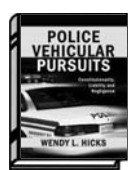
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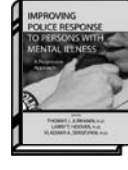
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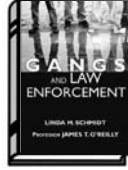
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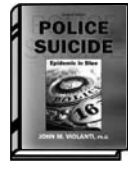
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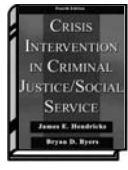
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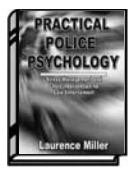
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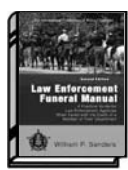
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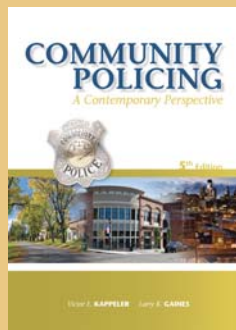
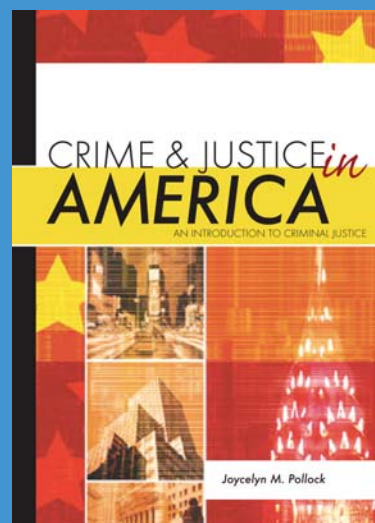
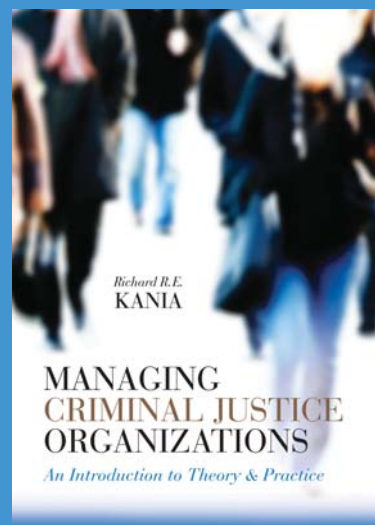
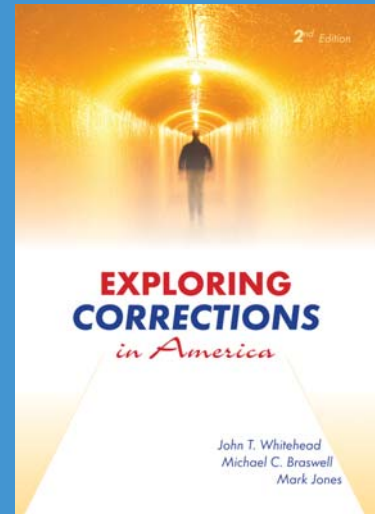
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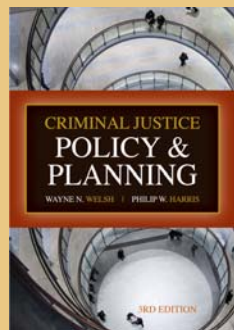
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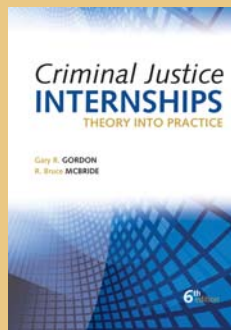
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