

ACJS Today

Academy of Criminal Justice Sciences

Field Trips: Pedagogical Gold or Drive-By Education?

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It is well established that students process information in a variety of ways (Knowles 1998; Payne et al. 2003). There is additional evidence that one of the key ways in which students learn is through active experiences that include a “hands-on” component (Knowles, 1998). In essence, students do not just learn from sitting in classes passively listening to lectures (Knowles, 1998). Research suggests that students retain 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say and do (Rief, 1993). Learning is thought to be optimal when students are mentally and actively engaged in the process.

Active learning helps students to retain information, apply knowledge, and develop higher order thinking skills. According to Payne et al. (2003), active learning in criminal justice is derived from “class
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President's Message



Greetings fellow ACJS members! It is a privilege to serve you as president of the Academy of Criminal Justice Sciences. Two years and two months into this adventure that began with my election as second vice president by a *very* narrow margin, I can tell you that I consider it my great good fortune to have been granted this opportunity to get to know and work with so many of the wonderful people who make the ACJS the outstanding organization that it is. We are a diverse organization with a wide array of interests, goals and perspectives. We also have a lot in common, and not just our official shared interest in promoting education, research, and policy analysis in criminal justice. We are an organization of people who care about justice and I am very grateful that I've been given the chance to get a closer look at what that means.

I want to congratulate Jim Marquart, Leanne Alarid, the 2011 program committee, and, of course, Cathy Barth and Mittie Southerland for providing us with an excellent conference in Toronto. In the face of the challenges posed by tight budgets and

restrictions on travel that impacted many of our members, the conference was a great success. Mittie's unexpected health-related hiatus was a special challenge on the road to Toronto, not only because of all Mittie does as executive director to keep us moving forward, but especially because Mittie is such a beloved member and friend to so many in the ACJS, and she gave us a real scare. I'm happy to report that Mittie's recovery has been phenomenal. I have to add that Cathy Barth absolutely went into overdrive in Mittie's absence. She and Jim are to be commended for pulling everyone together for a very successful year in the ACJS.

The Academy of Criminal Justice Sciences has made great strides in the last two years with respect to our profile in Washington D.C. As part of the Criminology and Criminal Justice Policy Coalition (CCJPC), along with the American Society of Criminology, we are working to educate policy makers about the importance of evidence-based practice in criminal justice and to make them aware of the resources our two organizations can provide for making informed policy decisions based on reliable social science research. Coalition representatives periodically visit Washington D.C. for meetings with key Congressional staffers and with leadership for the Office of Justice Programs, the National Institute of Justice, and the Bureau of Justice Statistics. On March 24th of this year, we held a Congressional Briefing entitled "Lessons from the Field: Criminal Justice Research & Policing Strategies for Safer Communities," for which we brought together a panel of law enforcement experts to discuss the "real life" impacts of federally-funded research. Our goal in the March briefing was to demonstrate how basic and applied research is used to inform policing strategies and interventions. Future briefings will emphasize the importance of research to other

components of the criminal justice system. The focus of all of the activities of the CCJPC is to build support for valid and reliable social scientific research regarding crime and criminal justice. In support of these efforts, we will continue to reach out to ACJS members from the particular states of key congressional leaders and hope that, when asked, you will consider signing on to letters of support for crime and justice research funding.

In a context of deep budget cuts at every level of government, a central theme of the work of the CCJPC is the importance of investing in crime and justice research in order to develop cost-effective justice policy solutions. As such, this work fits well with our conference theme for the 49th Annual Meetings of the Academy of Criminal Justice Sciences, to be held in New York City at the Marriott Marquis in Times Square on March 13-17, 2012. The theme for the 2012 conference is *Sustainable Justice* and I hope that you will consider how your work relates to this theme as you prepare to submit your abstracts for presentation. The idea for the theme of sustainable justice has its roots in research and writing related to the massive increases in U.S. incarceration rates of the past four decades, and emerging developments around the concept of justice reinvestment. Simply put, there is much in these emerging and related areas of research and policy to suggest that current justice practices that contribute to our high levels of imprisonment in the United States are unsustainable, not only from a fiscal perspective but also in relation to justice and public safety. If sustainable development is economic development that meets the needs of the present without compromising the ability of future generations to meet their needs, then sustainable justice includes justice practices that achieve justice in the present without compromising the possibility for justice in the

future. Put another way, sustainable justice is justice for one that doesn't preclude the possibility for justice for all. As I have begun to explore the literature on sustainable development, it strikes me as especially relevant to matters of crime and justice that sustainable development is about reducing social exclusion and promoting social cohesion. Unfortunately, we don't have to look far to find justice practices that do the opposite – promoting social exclusion and damaging social cohesion. As a result, I expect that those of you doing work in the areas of community justice, restorative justice, and collective efficacy will have much to contribute in support of the conference theme for 2012.

At the same time, having begun to look at the world of crime and justice through this sustainable justice lens, I am starting to see that this is not a theme just for those of us whose work is typically cast as part of the “left wing” of the criminal justice ideological spectrum. Therefore, I am especially hopeful that those of you who may not have immediately connected with the conference theme will think about how and in what ways your work contributes to sustainable justice, either as I have begun to define it or according to your own definition. If that happens, we are sure to have the kind of lively and enlightening discourse that we have come to expect from the annual meetings of the Academy of Criminal Justice Sciences.

The abstract submission portal is open. Program Chair Heather Pfeifer and members of the 2012 Program Committee await your submissions with great interest. Please submit your abstracts by September 10, 2011, if not sooner.

I look forward to seeing you in New York!

Melissa Hickman Barlow
ACJS President

Field Trips, Continued from Page 1

discussion, collaborative learning activities, extra-curricular events (ride-alongs or tours), guest speakers, brainstorming, case studies, role playing, and demonstrations” (p. 329). According to Payne et al. (2003), through these activities, the “real world” is brought into the classroom. It is arguable that some of the techniques enumerated by Payne et al. are actually classified as “active learning,” especially the field trip.

In many disciplinary areas, the impact of the field trip has been debated. This essay examines the pedagogical impact of the use of field trips in criminology and criminal justice. In particular, this essay examines the efficacy of the prison/jail field trip as a mechanism of teaching students about corrections and various correctional concepts. The next section explores the use of field trips across disciplinary boundaries.

The Field Trip

Every year millions of students participate in school field trips at all levels; these trips are most common in grade school. Learning in the field can “increase students’ interest in a subject, comprehension of the subject matter, observation skills, powers of recall, abilities to think critically, and understand their community” (Payne et al., 2003, p. 330). Tan (2005) defined a field trip as “an excursion made outside of the classroom, laboratory or greenhouse and can be used to complement material taught or be a primary teaching activity for students in a semester-long, field-oriented course in order to learn and apply content taught from previous coursework” (<http://www.edtl.nus.edu.sg/ideas>).

Students at all levels generally enjoy traveling to field trip sites and consider them the highlights of the semester in many cases.

According to Lei (2010), the major benefits of traditional field trips include: useful/important teaching tool, supplement to classroom teaching, reinforcement of in class teaching, promoting peer

interactions, and promoting faculty-student interactions. These benefits must be weighed against the drawbacks of field trips (Lei, 2010). Administrative reservations about field trips include: Safety issues, liability issues, lack of sufficient funding, and severe budget constraints. Faculty reservations include: Financial expense, field trip quality, obtaining permission, time constraints, purchasing food, arranging transportation, arranging lodging, long travel times, problems with large classes, and poor weather conditions. From the students’ perspective, reservations include: Job obligations, family obligations, social obligations, academic obligations, maturity level, motivation level, topic interest level, and field trip interest level. From a pro/con list, or ideological, point of view, field trips have far more drawbacks than the potential positive outcomes.

Making field trips meaningful is difficult, more so than most teachers realize (McLoughlin, 2004). The goal of any field trip is to be both well managed and motivational, while adhering to the course curriculum. McLoughlin argued that just taking a student on a field trip is not enough to ensure learning takes place. Field trips should be about constructing knowledge, not receiving it. Teachers must get students invested in the learning experience offered by a field trip. McLoughlin (2004) argued that for any field trip, the teacher should outline “what the students are expected to learn, how the trip ties into the curriculum, and how the destination and its activities relate to student interests” (p. 161).

Kisiel (2006) argued that many teachers have a difficult time connecting field trips with the classroom. A field trip should include the provision of new experiences, the promotion of lifelong learning beyond school, and the provision of connection to the classroom. Unfortunately, the field trip is generally left as a stand-alone experience without connection to the classroom.

ACJS 2012 Annual Conference

“Sustainable Justice”

**March 13-17, 2012
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Program Chair: Heather L. Pfeifer, University of Baltimore, acjs2012@ubalt.edu

***** Requested Submission Deadline: September 10, 2011 *****

***** Final Submission Deadline: October 1, 2011 *****

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Grobman (1992) argued that field trips should not be utilized unless instructors can make them educationally worthwhile. This can only be done through course expectations and following up on the trip with feedback. The expectations of how the field trip applies to the course must be clear to students (Stout, 1999). The field trip is not the end of the learning experience for students. Thus, the follow-up to the trip is just as important as the trip itself. It is the follow-up period that ultimately determines what the student learned (McLoughlin, 2004). For field trips to be meaningful, student must process the link between curricular content and the field trip within the framework of teacher and peers according to McLoughlin (2004). Students should discuss what they have learned and teachers should allow the students to display what they have learned; through this synthesis, the field trip takes on a larger meaning for the student.

Field trips should provide a framework for learning (Nabors et al., 2009, p. 662) as they “enrich and expand the curriculum, strengthen observation skills, and expand awareness of the community.” According to the research, it is arguable if this occurs on a regular basis across field trips at all levels. In fact, the impact of field trips on student learning, positively or negatively, is questionable. While most studies on field trips are conducted on grades school students and their experiences with field trips, many studies indicate that students fail to connect classroom material with the field trip or happenings in the real world (Anderson et al., 2002; Slavin 2003).

Davidson et al. (2010) found that learning was strongly influenced by “the sociocultural context of the classroom, the teacher’s learning agenda, views on learning and pedagogy, and the values they promoted”(p. 135). Most disturbing, they found that for students, the most important aspect of the trip was associating with their friends/peers. Because of this, teachers must have a clear learning goal tied to both the field

trip and classroom discussion about the field trip and subject matter that is the base of the field trip; however, this is no guarantee that the field trip will still have a meaningful impact.

In addition, the current work in this area points to the impact of economic constraints field trips place on academic institutions and student absence from other courses. Field trips in any area utilize money from schools and parents and take time away from classroom learning. In an era when budgets are tightening, field trips have been some of the first items that are eliminated. More importantly at the university level, a field trip in one course can impact a student’s attendance in another course. While often times professors will give a pass to absentee students away on trips, professors are under no obligation to do so. In some instances, missed class time can have a deleterious effect on student outcomes in other courses. Thus, field trips have pervasive logistical issues to contend with before any field trip should be contemplated.

By college, most field trips are utilized in the traditional sciences (biological or physical). The mainstream sciences (architecture, biology, etc.) and the humanities (art, communication, etc.) seem to have more meaningful field trip experiences. In the social sciences, the utility of field trips is questioned by many. Indeed, Bracey (1995) asked if students do anything on field trips other than flirt. Most of the research discussed above would support Bracey’s query.

Bracey’s contentions echo the sentiments of many criminologist professors today. Field trips in criminology and criminal justice are questionable as to their active or experiential learning (often used interchangeably) functions. The next section examines the basis of experiential learning.

Experiential Education

According to McKeachie (2002) experiential learning “refers to a broad spectrum of educational experiences such as community

service, fieldwork, sensitivity training groups, workshops, internships, cooperative education involving work in business or industry, and undergraduate participation in faculty research”(p. 246). The abstract ideas presented in the classroom setting should become clear to students when they see the ideas in a “real-life” setting. As McKeachie (2002) argued, “actual learning should link learning, thinking, and doing”(p.246).

McKeachie suggests the key criterion of experiential education is learning that is transferrable to other times and places. These “transferrable outcomes” should be considered when incorporating an experiential education component into new or existing courses and the costs likely born to other educational activities. While experiential learning can be a powerful technique in the education of students, it requires finding the balance of student independence and teacher control. A secondary goal of experiential learning is to increase student commitment to service. To be effective, experiential learning must be carefully considered, pedagogically guided and perpetually evaluated.

For the purposes of this paper, Nabors et al. (2009) argued that field trips are a form of experiential learning, one that gets students away from the classroom and into a different environment of learning. Professors who use experiential learning techniques must ensure that students reflect on the relationship between the abstract and the real-world. Like field trips, students must think about the meaning of the experiences and how that fits into their reading, classroom experiences, writing and other educational activities. Considering field trips to be experiential learning is debatable.

The key problem with experiential learning is a lack of consideration of the outcomes to be achieved. This is the same problem indicated above with field trips. There is seldom consideration for linking the field trip

experience to the content of the course. While the active learning/experiential education component of field trips is questionable, field trips are still utilized across varying school levels, different disciplines (natural sciences, humanities, etc.), and with questionable success, professors in criminal justice and criminology still utilize field trips in a wide range of courses. Payne et al. (2003) argued that criminological field trips “allow for the integration of content by demonstrating concepts being taught, bridging theory and practice”(p. 342). Because most students will not go on to graduate school, they will spend their lives as practitioners with only four to five years spent in the classroom. According to Payne et al. (2003), how the class is structured impacts how the students learn and retain information and how successful they will become in their career choice. The next section explores one of the primary field trips criminological students will have the chance to engage in: The prison/jail field trip.

The Prison/Jail Field Trip

Very little research has been conducted on the impact of field trips on student learning in criminal justice/criminology programs, especially with regard to the prison/jail field trip. In one of the small number of studies, Payne et al. (2003) examined the use and expansion of field trips, ride-alongs, and guest speakers. They suggest that some professors view all of these as entertainment rather than education and thus shy away from them. Payne et al. argued that, when used appropriately, these strategies can be invaluable in linking theory to practice. Payne et al.’s (2003) chief conclusion was that how students are reached and how they learn/retain information makes a difference on how successful student career choices are.

Some have argued that a prison field trip helps to open students’ minds about the reality

of prisons (Anthony, 1990; Carey-Webb, 1990). In one of the few studies on the efficacy of prison/jail field trips, Smith et al. (2009) examined the utility of prison tours as a pedagogical technique. Smith et al. (2009) defined correctional tours as

pedagogical endeavors designed to link a classroom-based theoretical pedagogy to existing systems, processes, and practices via *a brief exposure*. Correctional tours enable students *the opportunity* to observe, deliberate, and form new understandings of the criminal justice system. This is related to, although distinct from, service learning that requires longer exposure to criminal justice agencies in order to cultivate career paths” (Smith et al., 2009, p. 294, italics added).

Smith et al. (2009) examined students’ perceptions of the goals of punishment of prisons and perceptions of prisons and prisoners with respect to student preconceived notions about prisons. The convenience sample of students (N=69) from three different courses went on a prison tours in Spring 2007. Each class went to a different type of correctional institution. Surveys were administered before and after the field trip. Interestingly, 43% of the students had been to a correctional institution before, possibly impacting the final results.

Smith et al.’s key findings were that students were able to identify the correctional philosophy being utilized by the facility they toured. While the system often has multiple goals, “the limited exposure of students to a particular correctional facility might result in fewer goals being observed” (Smith et al., 2009, p. 308). Smith et al. (2009) also discussed the media portrayals of prisons, inmates, and correctional officers because students heavily rely on media depictions of corrections as their chief source of knowledge about what goes on in prisons. Pre-tour survey results indicated commonality amongst student

views of prison, views that were routed in media depictions.

These findings suggest underlying problems with the ideology that serve as the basis for prison/jail field trips. Several questions should be considered. First, is the ability to distinguish the penal philosophy of a correctional institution worth the cost and loss of time associated with prison field trips? While this knowledge is important, it is arguable that this one learning objective does not uphold the need of a correctional field trip. Second, should a correctional tour be used as a manner of disabusing students of their wrongful notions about the correctional system? It is even arguable that a prison field trip, which can last from 2-4 hours, has the potential to disabuse students of preconceived notions about correctional settings and concepts. A prison/jail tour will not bear witness to prison rapes, inmate beatings by correctional officers, etc., which are some of the most stereotypical ideas individuals have about prison settings. Third, if the answer to these question is no, what then is the purpose of the prison/jail field trip in criminology and criminal justice? Above was discussed the myriad problems with field trips, empirically and anecdotally. This would suggest that field trips, especially the prison/jail field trip, are insufficient to merit both the time and cost associated with the small return in terms of learning. The next section examines the conclusions that can be drawn from this review of field trips and experiential learning.

Conclusion

In the end, the traditional field trip places many strains on administrators, faculty, and students. From an ideological perspective, field trips have many problems. While there is anecdotal evidence that field trips can be effective or are effective, the research in this area seems to suggest that traditional field trips are

pedagogically ineffective. Indeed, the primary outcome of traditional field trips is about solidifying the bond between faculty and students or between students. There would seem to be little else gained from a two-four hour trip. Field trips are mostly just as passive a technique as simply lecturing students. As well, even if conducted perfectly, a traditional field trip lacks the necessary elements to be considered experiential learning.

An additional ideological problem for traditional field trips is in relation to the reputation of field trips. For some, the field trip is to be avoided as more entertainment than education. Grobman (1992) argued that learning objectives should not be equated with amusement. This takes on a larger problem in the academic field of criminology and criminal justice which has been attempting to untangle itself from its “cop shop” heritage. Field trips to prisons perpetuate the stereotype that criminal justice professors train rather than educate students. This may be the single most important reason to be very careful when employing field trips in courses.

From a logistical angle, field trips generate additional problems. Field trips are a waste of limited resources. With the cost of fuel ever increasing and the extended economic downturn, field trips, based on the ideological issues above, are a drain on resources that may be better used in other areas (some of these are discussed below). Second, there is often extensive travel associated with trips to prisons. While law enforcement agencies, courts, and jails are close to most academic institutions, even the universities closest to prison institutions are at a minimum of an hour away; most institutions are much further away than this. Thus, a great deal of time is wasted on travel to the field trip site. Finally, students lose out on traditional class time in not just the course that the field trip is occurring, but in other courses. This can impact students learning in other courses, which is a problem, especially if the student is blowing off an algebra class to go to a prison tour.

To understand a disease, one does not have to be infected with that disease. To some degree this is the underlying concept of traditional field trips. For some professors, the argument comes down to quality vs. quantity; field trips can service many students at one time. Unfortunately, just because many students can be serviced at a single time, that does not mean the results are any better. True experiential learning is limited in the number of students who can be impacted, but the impact is much greater than for those who go on drive-by field trips.

There are several recommendations for those considering traditional field trips. First, there must be a great deal of guidance and preparation for the field trip. It must be more than simply setting up the trip and letting the students do the walk through. The research suggests without this, the field trip will necessarily fail in its ability to transmit knowledge. Second, field trips should be used sparingly. A class on criminal justice ethics, for example, should never go on a field trip. One is simply not going to “see” ethics in action. Thus, only specific topics merit field trips, and only then with thoughtful preparation. Third, professors should consider alternate approaches to the field trip. Wetterlund (2008) argued that the internet is now a viable manner in which to engage in primary teaching, rather than just as a supplement. While Wetterlund was discussing art museums, this is just as true in criminal justice where virtual tours of various criminal justice agencies are readily available online. There is also a proliferation of reality criminal justice television, especially for prisons and jails that can be utilized in lieu of field trips.

In light of the problems associated with field trips, service learning may be a more focused manner of providing experiential learning. Jacoby (1996) defined service learning as “a form of experiential education in which students engage in activities that address human and community needs together with structure

opportunities, intended to promote student learning and development” (p. 24). A one time or short-term experience can count as service learning provided there is reflection and reciprocity. Reflection includes considering an experience in relation to information provided in the classroom (e.g., goals of the course). This means that students become active rather than passive learners just taking notes. Reciprocity requires that the service learning help the needs of the community. It is this community aspect that differentiates service learning from active and experiential forms of learning. Students learn and become involved at the community at the same time. (Hartmus et al., 2006). Some studies suggest this has an impact on academic performance in general and in the classroom specifically (Sax & Astin, 1997; Fredericksen, 2000; Markus et al., 1993).

The immersion field trip is a service-learning project and is part of an engaged learning community (Jakubowski, 2010). The immersion field trip includes articulation and experience, critical thinking and reflection, and action on the part of the student. One of the places that achieves true praxis of in-class and out-of-class learning is in the area of courts. According to Hartmus et al. (2006), student monitoring of court processes is one of the areas where students can learn by witnessing the process of an offender's passage through the system. Viewing court proceedings is much more interactive than simply being guided through a prison. As well, when the student has to view an entire case from beginning to end, it is much more than a brief exposure to the workings of courts. Service learning is far superior, but dependent on how it is done can cost much more. When fiscally possible, it is service learning that acts as an enhanced learning opportunity for students and one that criminology should embrace over the traditional field trip.

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In Memoriam



Michael Blankenship, 1955-2011

Michael Blankenship, a professor of criminal justice and former dean of the College of Social Sciences and Public Affairs at Boise State University, passed away on April 21st at the age of 56.

Michael was dean from June 2002 until December 2006, when he joined the Department of Criminal Justice on a full-time basis. He came to Boise State from East Tennessee State University, where he served as chair of the Department of Criminal Justice and Criminology, associate dean of the College of Arts & Sciences and director of the Teaching and Learning Center. During his tenure as dean, he initiated new research centers focused on urban and regional planning, aging, and Idaho history and politics. He also helped launch graduate programs in urban and regional planning, gerontology and anthropology.

A native of Asheville, N.C, his was an amazing journey from GED to Ph.D. He served as a police officer for seven years, eventually earning a bachelor of science in criminal justice and a master's in public affairs from Western Carolina University, and a Ph.D. in criminal justice from Sam Houston State University.

He was highly respected by his students, his colleagues, and the Treasure Valley community. He leaves behind a wife, Sheila, and son, Ian.



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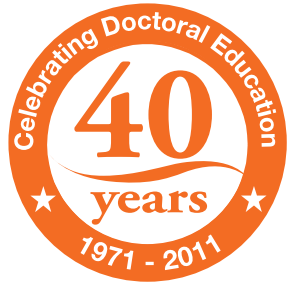
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Book Review

Colosi, R. (2010). *Dirty dancing: An ethnography of lap-dancing*. New York, New York: Willan Publishing.

ISBN: 978- 1-84392-817-1, pp. 196, hbk.

In this ethnographic study, Rachel Colosi, provides readers with a glimpse into the world of high end, adult entertainment in the United Kingdom. Colosi, a former stripper and lap-dancer, conducted her research while employed as a dancer at a chain-operated club, which she refers to throughout the book as 'Starlets.' Since the author had been working at this club for approximately two years before embarking on her research project, she was already an established insider and did not face traditional problems in gaining entrée or acceptance. Colosi employed an overt participant observational approach during the course of her study. The author informed all of the dancers and staff members with whom she worked about her research project, though she opted not to tell the customers. This seemed to be done primarily for reasons of practicality and convenience. As Colosi explains, it would have been difficult, if not impossible, to inform every potential customer about her research project. Also, it is likely that this might have impeded the normal routine of everyday business.

It is apparent that the author was very committed to her research project, as she spent over 2,000 hours collecting data. Unlike most other studies which have examined the world of stripping, Colosi employed a complete participant observational approach. She gave lap-dances, conversed with customers, and was at times topless during the course of her research. This gave the author a tremendous advantage, since she did not have to spend

valuable field time becoming familiar with the culture or winning approval from key informants. Early on in the book, she makes a fascinating observation about an informal dancer hierarchy. It is likely that Colosi was able to identify this phenomenon solely because of her status as an insider. Also, the author's dual role as both a dancer and researcher may have given her access to areas that would have been forbidden to outsiders. She writes extensively about the social and emotional rituals that adult performers engage in, while also describing an informal code of conduct recognized by her subjects. Had Colosi been merely an outsider, it is highly likely that she would have failed to make these important connections.

Perhaps one of the most unique aspects that Colosi uncovered during the course of her study is that established dancers were often able to exert authority over lower-status dancers. According to the author, *old-school dancers* were at the top of the club hierarchy. They were usually permitted to engage in some form of sexual contact with customers with impunity, even though this was technically against the club rules. This behavior, referred to throughout the book as *dirty dancing*, ranged from sitting on a patron's lap to allowing a guest to touch private areas, such as, the breasts, buttocks, or vaginal region. Colosi contends that these infractions were overlooked, as long as they were being committed by established dancers. Newer girls, however, were seldom afforded any leniency and were often subjected to fines and even termination for engaging in similar types of sexual contact with clients. According to Colosi, *old-school dancers* would often monitor new performers, who struggled to gain acceptance as they became socialized into the lap-dancing culture. In some cases, new girls formed friendships with established dancers, who acted as their informal mentors. There were, however, instances where new employees were ostracized for not following the rules. If a new girl wanted

to be accepted in the long term, it was important for her to abide by the tacit rules of the club, which in turn reinforced a subcultural hierarchy among the dancers.

In *Dirty Dancing*, the author acknowledges the fact that many of her subjects found their work to be a source of pleasure. For example, when one dancer was asked why she chose to work in an adult-oriented club, this respondent stated that she enjoyed being able to drink alcohol and smoke while on the job. The author writes that other dancers used illicit drugs, such as, ephedrine, amphetamines, and ecstasy during the course of their shifts. According to Colosi, this often took place in either the club dressing room or bathroom. Throughout the book, the author recalls countless instances where she observed illegal drug use firsthand. For instance, she candidly discusses one evening where a few of her fellow dancers casually divided up three lines of cocaine and began ingesting this substance in plain view. Colosi also writes about the *cocaine parties* that many dancers would partake in at the end of the night. At times, the author depicts the lap-dancing culture as a never-ending party, where employees are getting paid to play.

Despite the fact that many of the dancers who Colosi studied engaged in hedonistic pursuits, the author nevertheless contends that working in a lap-dancing club does have its drawbacks. For example, all performers were expected to pay a *house fee*, regardless of their customer intake or income generation during their shift. Also, dancers often had to endure insults and other forms of demeaning behavior from club managers. These managers, who were almost always male, often used profanity and abusive language as scare tactics to keep dancers in line. Throughout the book, club managers were portrayed as using arbitrary and capricious forms of discipline. It was also not

uncommon for managers to use drugs while at work and have sexual relationships with their employees. In fact, Colosi argues that established dancers often gave managers both sex and drugs as bargaining chips for power and control. This often blurred the lines and permitted some dancers to run amok, while others were severely disciplined for committing the smallest infractions.

This book, which presents one of the first accounts of lap-dancing within the United Kingdom, was very interesting. Because the vast majority of studies related to stripping and strippers are confined to the United States, this work offers invaluable insights for both scholars of deviance and comparative criminal justice alike. Colosi's examination of the lap-dancing subculture proves to be unique and offers an in-depth, insider's perspective of adult entertainment. In spite of the fact that Colosi was employed as a dancer during the course of her study, she presents her findings in an objective and unbiased manner. Her work is also comprehensive in that it examines lap-dancing from the perspectives of managers, customers, and of course, the dancers themselves. It is likely that this book will find a strong audience within the disciplines of sociology, human sexuality, and criminal justice and may very well be regarded as a classic in the years to come. For these reasons, I strongly recommend *Dirty Dancing*.

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Book Review

Miller, J.M. (2010). *21st century criminology: A reference handbook*. Thousand Oaks, CA: Sage Publications.

ISBN: 141296-193, pp. 960, hbk.

The book, *21st Century Criminology: A Reference Handbook* incorporates some of the more recent work that has been done in the field of Criminology, from discussing new ideas on old theories, to exploring brand new ideas associated with old theories. As stated in the preface, the series "provides straightforward and definitive overviews of nearly 100 key topics comprising traditional criminology and its more modern outgrowths"(page xi). The articles are written by a wide range of authors, from well known and respected researchers, to professors, to even knowledgeable scholars, all of which contribute unique perspectives in detailing such the criminological area.

The series covers the main focuses of the subject through six different sub-categories, ranging from the different theories, to measurement and research, to the different types of crime. Each of the different sub-categories is comprised of multiple articles from authors that address the various aspects of each.

Part I of the series addresses the discipline of criminology through three different articles, each of which contributes to the general overview of criminology. Miller begins the handbook with the first article, "Criminology as a Social Science." Miller, who is a widely known and respected name in criminology, having previously held higher positions in two different Universities, as well

as being a President of the Southern Criminal Justice Association. Before Part I is finished, Miller is joined by authors Charles Wellford, the former president of the American Society of Criminology, as well as Natasha Frost, and Todd Clear, the founding editor of the journal *Criminology & Public Policy*. These first four authors set high expectations for authors in the next five parts of the text, to which the articles readily fulfill.

Part two of the text discusses the "Correlates of Crime and Victimization" through 17 different articles that cover both typical and obscure aspects relating to crime. Such frequently addressed topics as age, gender, and race in relation to crime are all covered throughout this section, as well as some secondary topics such as weather, religion, and immigration. Overall the section provides insight into the different factors that cause crime as well as the ways in which crime control can be implemented to prevent them.

This section also features highly respected authors, with contributors such as Meda Chesney-Lind who has won numerous awards from various prestigious institutions and organizations, Gary Kleck and his work is also featured in this section focusing on "Guns and Crime"; a prior book by Kleck on this topic won the American Society of Criminology's the Michael J. Hindelang Award.

The next section of the series explores theories of crime and justice, as well as explanations and solutions of crime. Biological and Classical theories/perspectives are topics that are covered within this section, with both articles focusing on not only the history and original ideas of the theories, but also examining the theories with respect to society today. Relatively new ideas to the

criminological field are also addressed in articles such as "Cultural Transmission Theory" and "Life Course Criminology." Another new theory to the criminology world is the Social Learning Theory, which is also included in the section in an article by Ronald Akers. Like many of the other authors, Akers has accumulated many awards, but unlike many of the other contributors, Akers is one of the originators of the theory in which his article focuses. Akers developed the theory based on Sutherland's widely known differential association theory.

The following section focuses on the research that has been done in designated fields within criminology. The majority of the topics focus on widely recognized criminal justice databases or methods of data collection, for example, the National Incident-Based Reporting System (NIBRS) and the Uniform Crime Report (UCR) databases. Other articles focus on brand new avenues in research, such as ethnography and the Drug Abuse Warning Network. The sub-topics covered in this category all help to transition to the second volume, where part five begins.

Part five covers the wide range of categories of crimes that exist within the world today. Every major type of crime is covered within this series, and even those topics that are just beginning to gain recognition. Again, wide recognition has graced the names of many of the authors that have added contributed articles to Miller's endeavor.

The final section examines the justice aspect of criminology. The justice system is discussed through articles such as, "Crime Prevention, The Police: Historical and Contemporary Perspectives, and Offender Classification, and Public Health.

The Handbook series provides an in depth view of almost 100 different topics

important to the field of Criminology. Miller does an excellent job using articles that mesh well together to completely cover six major categories pertaining to Criminology. The set is a must have for university libraries, as it can help students understand criminology and criminal justice and provides a resource for any assigned paper on criminological topics.

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