

ACJS Today

Academy of Criminal Justice Sciences

Authoritarianism in Criminal Justice Majors and Professionals is a GOOD Thing!

Mitzie Forrest-Thompson, Austin Peay State University
Jeffrey P. Rush, Austin Peay State University
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In the February 2009 issue of *ACJS Today*, Wagner in his article “Combating Authoritarianism in Criminal Justice/Criminology Majors” suggests that authoritarianism in criminal justice students is not a good thing. In fact, he suggests “The frequent appearance of authoritarian personalities in our classes is a matter of very serious importance” (2009, p.2). We would disagree. In fact, we would argue that authoritarianism is exactly what we should be seeing in criminal justice majors; especially those going into law enforcement and institutional corrections. We would ask, “Is not a degree of the authoritarian personality trait required for law enforcement officers to fulfill their duties and obligations?”

Most would agree that a police officer’s role is to bring order out of chaos; to return people to the rails of decency and appropriate behavior, or in the alternative to hook and book (Thompson, 2000). Given the kinds of people most cops deal with most of the time, an authoritarian personality is an absolute need. Whether it’s a terrorist, a gangster or a pulp wooder, a soft approach in the midst of chaos is

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ACJS 2010 Annual Conference

Preparations have begun for the 2010 Annual ACJS Conference in San Diego. This year's Meeting is titled "Beyond our Boundaries: The Inclusivity of Criminal Justice Sciences." The ACJS Program Topics/Sub-Topics have again been expanded in 2010 to include a broader range of topics to meet the needs and interests of our expanding membership.

Hotel Accommodations
ACJS 47th Annual Meeting
February 23-27, 2010

Town and Country Resort and Convention Center
500 Hotel Circle North
San Diego, CA 92108
Main Phone: 619-291-7131
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The hotel group rate of **Single and Double Occupancy: \$149.00 per night** is available three days prior to and following the conference dates of February 23-27, 2010. Group rates are available only until January 24, 2010, subject to available space in the ACJS room block. The room tax totaling 12.5% per night and any applicable state taxes are not included in these rates.



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perceived as weakness and as an invitation to create even more chaos by continuing the attack or by fleeing. Either way, it is not a good thing for anyone involved.

Twersky-Glasner (2005) notes that “A stable sense of self and personal ideology is definitely an important aspect of psychological functioning, particularly for a police officer” (2005, p. 57). We would suggest that an authoritarian personality helps the police officer have a stable sense of self which in turn makes them better able to do their jobs. The last thing we need to do as criminal justice professors is minimize that. As Wagner (2009) appropriately noted, Dr. Robert Altemeyer (1996), describes three facets of the authoritarian personality of particular importance. First, there is the idea of conventionalism. Altemeyer (1996) describes this as a high degree of adherence to social conventions endorsed by society and its established authorities. Second is the idea of authoritarian aggression. This is a general aggressiveness directed at various people, which is perceived to be positively sanctioned by established authorities. Third is the idea of authoritarian submission, which is a high degree of submission to the authorities who are perceived to be established and legitimate in the society in which one lives.

Police officers enforce the law. While there are bad apples in the profession, as there are in all professions, police officers do this objectively and without regard to their personal feelings regarding the law being enforced. No doubt, there are pro-life police officers that in the course of their duties protect abortion clinics and abortionists. No doubt, there are police officers who believe in drug legalization, and yet, they enforce laws against drug abuse. The list goes on. The point here is that police officers enforce the law that is passed by the legislature; laws that presumably reflect the will, the morals, and the values of a majority of the citizens. For law enforcement officers to be effective, a certain degree of conventionalism is necessary. If there were not a high degree of adherence by these officers to the social conventions established by a civil society, one can easily see how the officers would be rendered useless as enforcers of civil law. Conventionalism aids officers in becoming a part of

the culture and society in which they are sworn to protect and serve.

Authoritarian aggression, while it sounds very negative in a limited context, is actually the job of law enforcement. It is important to remember the definition of authoritarian aggression, which is a general aggressiveness directed against various persons (criminals, for example) that is perceived to be sanctioned by established authorities. Without varying degrees of authoritarian aggression, officers could not do their jobs. This aggression, which is focused on those who do not adhere to the rules of society, is part of what empowers law enforcement officers to carry out their duties safely and successfully.

Additionally, while officers should possess the traits of conventionalism and the ability to exert authoritarian aggression when needed, another important trait to possess is that of authoritarian submission. Law enforcement officers must have the ability to submit to the law, no matter what their personal beliefs or ideologies might be regarding particular laws. Also, officers must be able to submit to superior authority figures. The ability to submit is what keeps everyone within the agency in check and assures a certain degree of balance within the ranks of law enforcement. Otherwise, chaos would exist because no one would submit to a higher authority. While it is important not to be blindly submissive, it is important for an officer to be able to take and follow orders for the greater good of society, as well as aiding in cooperative attitudes among the law enforcement ranks.

Twersky-Glasner (2005) identified “the personality qualities least likely to lend themselves to successful careers in law enforcement: excessive absences, tendency towards disciplinary infractions, derelictions, *lack of assertiveness*, a history of driving violations, civilian complaints, poor supervisor evaluations and time on restricted duty (p. 59, emphasis added). Noting that unsuccessful and successful police officers differed on many characteristics, she also identified the characteristics of a successful police officer:

- The police officers were more assertive (dominance);

- Had more potential for social mobility (capacity for status);
- More social poise and self confidence (social presence);
- A more pronounced sense of self worth (self-acceptance);
- More need for autonomous achievement (achievement via independence);
- More functional intelligence (intellectual efficiency);
- More psychological-mindedness (psychological-mindedness);
- More masculine (femininity);
- and, Possessed greater social acuity (empathy) (p.60, citing Hogan and Kurtines, 1975).

We believe that Altemeyer's (1996) conceptualization is indeed part of what makes successful police officers. Why would anyone, especially criminal justice faculty, want to reduce that in students? Indeed, we should be finding ways to instill it in our students not remove or mitigate it. The Oprahization of our society cannot include the police, for who will be the watchmen, if we are all Oprahized? Additionally, Kessler and Cohrs (2008) noted the following:

Authoritarian processes foster coordination of activities and cooperation in large-scale groups. Well-functioning groups provide an environment in which their members can reap higher benefits compared with members of less coordinated groups. Moreover, in times of external threat, well-coordinated groups may be more likely to cope with these challenges successfully (p. 75).

Despite the perceived negative tag "right wing authoritarianism," authoritarianism in and of itself is not negative. Indeed, we would argue that the positive of an authoritarian personality far outweighs the negative. First, authoritarian individuals/leaders are well versed in planning, directing, and informing. Second, he/she decides on the group's goals (police chief and or Sheriff) and motivates the group to accept and use his/her suggestions, requests or demands. In addition,

he/she (police chief, Sheriff, and/or line officer) assumes control and generally is confident in his/her decisions. Finally, an authoritarian is efficient, gets things done quickly which **may be necessary** if extreme conflict exists (and is conflict not the reason people call on law enforcement).

It should also be noted that more often than not the police officer is reacting to the citizen. If the citizen demonstrates a calm demeanor, so too will the officer. It is when the citizen, especially the villainous citizen, becomes aggressively hostile that the police officer turns on their authoritarian personality. In most cases where the police are called, the citizens involved are, brain-damaged (Thompson, 2000). At that point in their life, in their unique situation, they are under the influence of rage, jealousy, alcohol, drugs, anger and a plethora of other negative influences. Thus, they are incapable of taking control and making good decisions. Police officers in those instances think for others as they might think for themselves (Thompson, 2000). Frequently many of these situations are dangerous, or involve deadly external threats such as riots, crowd control, natural disasters, and other situations where brain-damaged individuals or multitudes of people must be managed and/or brought into compliance in an effort to secure a safe environment for all concerned. Fostering large-scale cooperation through authoritarian processes during these times is added protection, not only to law enforcement, but to society as well. Twersky-Glasner (2005) suggests that "officers maintain the edge by employing a take-charge approach to their work as they create, display and maintain their authority to be 'one up' on citizens (the outsiders)"(p. 65).

Lastly Wagner (2009) states, "Authoritarianism involves attitudes and tendencies antithetical to a college education as well as characteristics which threaten the criminal justice system of a constitutional democratic society. As such, combating authoritarianism in our students is the duty of all conscientious teachers in our field"(2009, p. 5). We would submit that Wagner (2009) is simply wrong. He's wrong that authoritarianism threatens anything related to the criminal justice system of a constitutional democratic society. In fact, it helps to maintain a constitutional democracy and keeps

“People sleep[ing] peaceably in their beds at night only because rough men stand ready to do violence on their behalf” (George Orwell, n.d. retrieved online from <http://www.brainyquote.com/quotes/quotes/g/georgeorwe159448.html>, 28 June 2009).

Wagner (2009) is also wrong that “combating authoritarianism is the duty of all conscientious teachers.” Even if authoritarianism was a bad thing (which it is not), the duty of a teacher is to teach, not to proselytize students (Williams, 2008). If Wagner (2009) thinks that authoritarianism is a bad thing, then there are many avenues available to him to combat such. The classroom is NOT one of them.

The job of a police officer is not easy. Wagner (2009) is right in noting that media portrayals are not usually close to what is experienced on the job. We would disagree, however, that the perceptions of fear and danger inherent in an authoritarian personality is a media creation. While this article was being written, four police officers in San Francisco were killed in the line of duty by the same offender, and three were killed in Pittsburgh in the line of duty by the same offender. Unfortunately, that list goes on.

As if the job doesn't have its own built in hazards, recently The Department of Homeland Security told police officers that veterans, pro-lifers, Second Amendment supporters, those who voted for Ron Paul or Chuck Baldwin, and a variety of other characteristics were to be considered possible right wingers and should be considered dangerous (Winter, 2009). Clearly then, the job of a police officer is dangerous and they need all the tools possible to mitigate that dangerousness. Authoritarianism is one of those tools.

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RESPONSE: The Specter of Authoritarianism in Criminal Justice Students: Not a Friendly Ghost

Kenneth Wagner, Lynchburg College

In responding to Forrest-Thompson, Rush, and Jenkins-Cruz, I would like first to try to quickly move to the heart of the matter, as I discern it, by briefly pointing out where I agree with Forrest-Thompson et al. and share their reasonable concerns to a large, if not total, extent. Forrest-Thompson et al. repeatedly stress that law enforcement work involves at least some obligations that inherently involve danger, physicality and the exercise of authority in the name of enforcing the law. I agree. Perhaps police work should be more like social work, but I agree with Forrest-Thompson et al. that there are certainly inherent components of such work that call for fundamentally different behavior and perhaps attitudes than other types of work.

I'll also only briefly note some areas where I find less agreement with Forrest-Thompson et al.'s views, but feel that these areas

are probably not part of our more central disagreements, which I think involve a rather fundamental misunderstanding of the concept of authoritarianism as used in my original article. For example, I think in stating that “police officers enforce the law that is passed by the legislature; laws that presumably reflect the will, the morals, and the values of a majority of the citizens” Forrest-Thompson et al. ignore a great deal of literature on the centrality of police discretion in enforcing “the law passed by the legislature.” Police do more than simply enforce laws on the books; they make crucial decisions about which laws to enforce when and against whom (Walker, 1983; Wilson, 1968). Secondly, I must assert some degree of disagreement on how police can best contribute to a model of liberal constitutional democracy. Forrest-Thompson et al., quoting George Orwell, extol the part played by “rough men [who] stand ready to do violence” in upholding such liberal constitutional democracies. The original impetus for social scientists to study authoritarianism has been largely centered in attempts to understand the alarmingly large role played quite aggressively in the major fascist, anti-democratic movements of the last century by such “rough men [who] stand ready to do violence” (Fromm, 1941; Adorno et al., 1950).

The bulk of this response however will be based on shining a spotlight on what I think is Forrest-Thompson et al.’s fundamental misunderstanding of the conceptualization of right-wing authoritarianism, the origins of this personality type and cognitive characteristics that often accompany it. Simply put, while I appreciate the boldness of their argument (that authoritarianism, as they understand it, is a good thing in criminal justice college majors and practitioners) I think that it rests squarely on an ignorance of much research on the topic. These misunderstandings about right-wing authoritarianism, once dispelled, would in my opinion more than adequately support the argument made in my original article that there is no more appropriate response to authoritarianism manifested in our field than great alarm and that this personality type is incompatible with the desired outcomes of an academic criminal justice/criminology program.

Forrest-Thompson et al. seem at least aware

of the work focused on in my original article, the meticulous life-work of Robert Altemeyer who first conceptualized right-wing authoritarianism. Though they directly cite Altemeyer’s (2006) important conceptualization as involving the three attitudinal clusters of conventionalism, authoritarian aggression and authoritarian submission they seem to miscomprehend what these three attitudinal clusters involve. These misunderstandings are magnified by ignoring his many detailed findings of troubling characteristics empirically associated with the clusters making up the personality type.

As an example, Forrest-Thompson et al. correctly cite Altemeyer’s definition of the first cluster, conventionalism, “as a high degree of adherence to social conventions endorsed by society and its established authorities.” Forrest-Thompson et al. extol this characteristic as bolstering the ability of police to identify their personal beliefs with the law to be enforced. This is a major misunderstanding: right-wing authoritarians (RWAs) base their conventionalism not on what the current majority or the legal conventions in America might be, but on what the conventions they were largely exposed to in their upbringing were. Altemeyer’s (2006) research finds that RWAs tend to originate in conservative religious enclaves that often have conventions contrary to the nation as a whole and which more importantly may not be consonant with our laws. RWA’s find certain authorities (those they were raised to follow) to be more compelling than others when setting the conventions they adhere to. This can easily lead to a slavish devotion to conventions that are NOT representative of the law to be enforced. Knowing the great deal of discretion involved in enforcing the law, we should be greatly worried by personality types with absolutistic, myopic, narrow views of “what’s right” wielding such discretion under the color of legal authority. What they may think is “obviously true” about right and wrong behavior is increasingly likely not to be what the law or even our majority social conventions call for.

Secondly, while correctly describing the conceptualization of Altemeyer’s second attitudinal cluster of authoritarian aggressiveness as “a general aggressiveness directed at various people, which is perceived to be positively sanctioned by established authorities” Forrest-Thompson et al. then

troublingly go on to laude “[t]his aggression, which is focused on those who do not adhere to the rules of society, is part of what empowers law enforcement officers to carry out their duties safely and successfully.” The misunderstanding here is that, according to Altemeyer’s research, the aggressiveness of RWAs will not always be focused on “those who do not adhere to the rules of society.” Were this aggression simply limited to them that the police see as “those who do not adhere to the rules of society” I would be less, though not entirely free from trouble over such a statement. In our laudable system of “innocent before proven guilty” I would not want to see authoritarian aggression exercised based on the targets being merely seen by the police as “those who do not adhere to the rules of society;” we have had too many examples of misidentification by police of “those who do not adhere to the rules of society.” This is why we have trials, because those concluded by the police to be persons “who do not adhere to the rules of society” are often not law-breakers. However, more to the point, Altemeyer (1996; 2006) finds that RWA’s aggressiveness is aimed squarely, vehemently and broadly not only at law-breakers, but at any groups which are disliked by traditional authorities and are seen as living according to conventions outside of those endorsed by such authorities. Given the monopoly on force granted to our law enforcement and correctional officers it is frightening to imagine it in the hands of a personality type which harbors aggression at people for simply being, for example, homosexuals, feminists, nudists, or any other group which happens to be disapproved of by traditionalist groups.

Thirdly, while again correctly citing Altemeyer’s description of authoritarian submission as “a high degree of submission to the authorities who are perceived to be established and legitimate in the society in which one lives” Forrest-Thompson et al. appear to make another crucial mistake in understanding what this entails. While Forrest-Thompson et al. note that “it is important not to be blindly submissive” they also endorse this characteristic because in their opinion “it is important for an officer to be able to take and follow orders for the greater good of society, as

well as aiding in cooperative attitudes among the law enforcement ranks.” But authoritarian submission does not simply mean a willingness to follow statutory law, despite personal predilections. Would that were all that it meant! Instead, what is meant by authoritarian submission is best exemplified in an example much pointed to by Altemeyer, the famed experiments by Stanley Milgram. In that well known research, subjects were asked to deliver an electric shock to other persons (who were actually confederates of the researchers) upon orders from a seeming authority figure (another confederate of the researchers) as punishment for incorrect answers to a contrived memory test. An alarming number of subjects were willing to administer the shocks upon orders, even at levels that were made to seem harmful to the one shocked.

RWAs have been demonstrated to be characterized by this form of submission to authority, one that blindly follows the orders of authority figures even if those orders are contrary to all ethical or legal theories. Contrary to a slavish devotion to the law generally, RWAs simply submit to traditional authority. Interestingly such devotion often leads to support of law-breaking, as long as the breaking is done by those with the support of traditional authorities. For example, and of crucial relevance for those of us in the criminal justice field, RWAs were shown in several studies to have “blissfully tolerated many illegal and unjust governmental actions” such as “a police burglary of a newspaper office to get confidential information... drug raids carried out without search warrants because judges wouldn’t give them... placing *agents provocateurs* in organizations to create dissension and bad press relations...[and] unauthorized mail openings”(Altemeyer, 2006). In other studies RWAs were found to support harsher sentences and law enforcement treatment for members of groups seen as disfavored by traditional authorities (homosexuals, radicals) than for members of groups favored by traditional authorities (business professionals, anti-gay activists) (Altemeyer, 1996). Given the extraordinary amount of power to inflict harmful

force and dire legal consequences on other citizens granted to law enforcement and correctional officials and the moral and legal imperative of equal protection under the law, the prevalence of such a personality type in our field suggests a conflict that warrants nothing less than the alarm expressed in my original article.

Lastly I submit that Forrest-Thompson et al., in arguing that right-wing authoritarianism poses no challenge for instructors in academic criminal justice programs, have likely failed to take into account the results of research documenting many troubling characteristics right-wing authoritarians have been shown to be especially prone to compared to those registering low in right-wing authoritarianism. There has been a great deal of study into the origins and essence of the personality type of right-wing authoritarianism which has revealed cognitive inadequacies that could easily be said to be contrary to desired academic outcomes. According to Altemeyer (2006) "research reveals that authoritarian followers drive through life under the influence of impaired thinking a lot more than most people do, exhibiting sloppy reasoning, highly compartmentalized beliefs, double standards, hypocrisy, self-blindness, a profound ethnocentrism, and, to top it all off, a ferocious dogmatism that makes it unlikely anyone could ever change their minds with evidence or logic."

The prevalence of these characteristics in RWAs can be explained by the findings of research examining where authoritarian beliefs come from and how they are maintained. This research describes how the social, political and cultural beliefs of RWAs are founded in a process of blind acceptance of what they are told by authorities in their lives as well as how these beliefs are maintained by social reinforcement. This process is described by Altemeyer:

High RWAs generally have not determined for themselves what is true and false, to the extent that others have. Instead they are more likely to absorb the teachings of the authorities in their lives. They subsequently maintain their beliefs against challenges by limiting their experiences, and surrounding themselves

with sources of information that will tell them they are right-including like-minded people (Altemeyer, 1996, p. 111).

These processes make it more likely that those scoring high in right-wing authoritarianism will not be practiced in, and indeed will be more resistant to, the process of arriving at beliefs through an examination of all relevant sources, logical reasoning and critical thinking. While I agree with Forrest-Thompson et al.'s point that the bare political and ideological positions of professors should not determine objectives and goals in college classrooms, surely valuing a willingness to fairly investigate all sources, reason correctly and think critically are appropriate goals for criminal justice programs striving to achieve the goals of a liberal education and professional preparedness. Since right-wing authoritarianism demonstrates a high prevalence of cognitive behaviors and belief that impedes the attainment of these goals, I re-submit the call for alarm expressed in my original article concerning the challenge of right-wing authoritarians in our classrooms.

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In Memoriam

Dr. Carl Pope

Carl died on July 27, 2009. After completing his undergraduate degree at CSU-Long Beach, he pursued graduate studies in criminal justice at CSU-Los Angeles and SUNY-Albany, where he received the Ph.D. in 1975. His entire 33-year academic career was at the University of Wisconsin – Milwaukee, where he advanced through the professorial ranks, worked tirelessly and successfully to develop a nationally recognized criminal justice program, and served as Chair of the Criminal Justice department for eleven years. He retired as Emeritus Professor last year.

Carl had an outstanding career. Supported by more than \$3 million in federal, state and foundation grants and contracts, Carl's research focused on delinquency and youth violence, and especially on the issues of minority overrepresentation in the juvenile justice system. *Minorities in the Juvenile Justice System*, which Carl co-authored with Kimberly Kempf-Leonard and William Feyerherm, received the 1997 Gustavus Meyers Award for Outstanding Book on the Subject of Human Rights in America. In 2002, Carl received the Western Society of Criminology's W.E.B. Dubois Award for significant contributions to the field of race and ethnic issues in criminology. The eulogy posted by OJJDP noted that Carl "was an articulate advocate for equitable treatment under the law. A pioneer in our nation's efforts to reduce disproportionate minority contact (DMC) in the juvenile justice system, he assisted states in identifying decision points where disparity might occur and worked with communities to resolve problems. His extensive writing on DMC-related matters informed initiatives to reduce it and included the seminal Bulletin 'Disproportionate Minority Confinement: A Review of the Research Literature From 1989 to 2001,' among other OJJDP publications. Dr. Pope's life-long efforts on behalf of youth constitute a noble and enduring legacy."

Throughout his career, Carl was strongly committed to teaching, although his idea of teaching leaned more to tutorials and mentoring than to traditional instructional techniques. He favored no one; he favored them all. Carl's legacy includes the many important contributions to criminal justice policy and practice, as well as to academic scholarship, by his former students. Carl also was heavily engaged in service to a number of professional organizations and, in 1996, he was awarded the distinction of becoming a Fellow in the Western Society of Criminology.

But, the measure of one's life is more than funded research, publications, and professional recognition. As successful as Carl was in the professional arena, he was vastly more successful in his personal relationships with friends and colleagues. Few can equal Carl's sense of humor and laid-back demeanor, and none can exceed his compassion and concern for others. Carl was a cherished friend and an unwavering colleague. Carl was devoted to his wife, Jane, and son, Brendon. Carl will be missed by all.

Rick Lovell, John Hepburn, Julius Debro, John Conley

Findings From the 2009 Panel Chair Reporting System

Barbara Sims, ACJS Program Chair (2009; Boston)

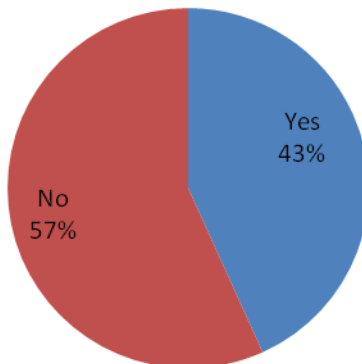
For the 2009 Annual Meeting of ACJS (Boston , MA), the Executive Board, upon recommendation of the Program Chair, Barbara Sims, implemented a panel chair reporting system that would give the membership some information about the extent of the problem associated with so-called “no shows”, or those papers listed on the program for which there were no presenters. The form that was used by panel chairs also included questions about the quality of the presentations, whether any problems with technology were encountered as a result of moving to the use of LCD projectors, and the number of people (not counting the presenters) attending the panel session. A final question asked chairs to provide any additional comments about their overall perceptions of the program in general. The forms were sent electronically to the chairs ahead of the conference and hard copies were available in the breakout rooms. Chairs were asked to either complete the form on site and drop it off at the ACJS registration booth, to complete it electronically post-meeting and forward to the Program Chair, or to complete hard copies and send them to the Program Chair via snail mail.

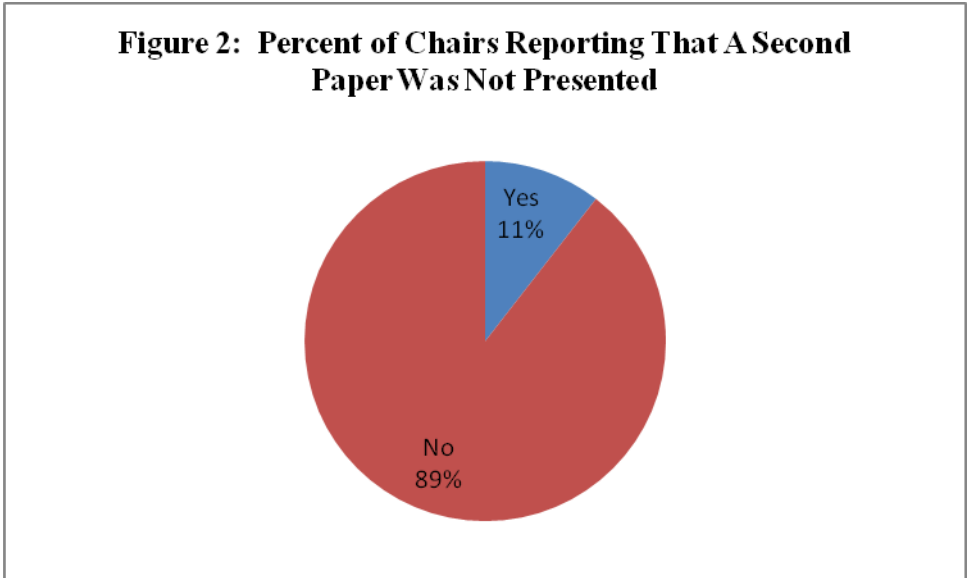
There were approximately 380 published panel chairs (roundtable moderators were excluded from the process). A total of 119 completed forms were returned to the Program Chair, or about one-third. No additional efforts were made to encourage chairs to participate in the process since the purpose was to merely get some basic, baseline information about these issues. Future chairs may wish to consider using multiple attempts to encourage participation, however, since the ACJS Executive Board has now implemented a policy that will require future program chairs to continue this chair reporting system.

A summary of the first effort to retrieve information from panel chairs about the overall nature and quality of ACJS paper presentations is presented here. Any questions about this process or these reported findings should be directed to Barb Sims at bas4@psu.edu.

Chairs were first asked two questions related to the issue of papers being listed on the panel for which no one was present to present those papers. The first question asked, “Was there at least one paper listed for your panel that was not presented?” A follow up question asked, “Was there a second paper that was not presented?” As shown in Figures 1 and 2 below, 43% of panel chairs reported at least one paper that was not presented. When it comes to a second paper on that same panel for which there was no presenter, 11% responded “yes” to that question.

Figure 1: Percent of Chairs Reporting That At Least One Paper Was Not Presented





The membership has long expressed some concerns about the overall quality of papers that are presented at the ACJS annual meeting. In order to get a sense of that issue from the chairs of panels at the ACJS meeting, a question was included that asked, “On a scale of 1 to 10, with one being the lowest rating and 10 being the highest rating, how would you rate the overall quality of the papers that were presented on your panel?” Very few chairs (about 1%) rated papers at below a six. Thirty-eight percent of chairs rated papers at eight or lower; 94%, however, rated papers presented on their panels at seven or higher. An argument can be made that, in light of these findings, those presenters who do show up and participate in the ACJS panels are doing a good job at preparing for those presentations.

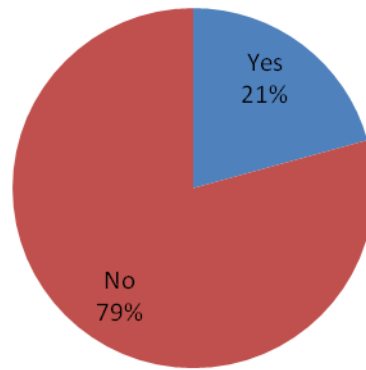
Problems Due To Technology

For the 2009 annual meeting, LCD projectors were used in the panel sessions and replaced the use of overhead projectors (complete with transparencies). A question was included in the chair reporting form that asked, “Did you encounter any problems or time delays within your panel due to problems with technology?” A clear majority of chairs (almost 80%; see Figure 3) responded “no” to that question. An open-ended follow up question asked chairs who did report problems to comment on what those might be. Those comments are summarized here:

- Computer was not able to see the projector;
- Did not have a computer for a presenter;
- Time delays due to presenters switching out laptops, saving all to a single USB drive, etc.;
- Projector was not MAC compatible;
- No speakers to allow audio clips; and,
- No cord available for connecting the laptop to the projector.

Other comments, however, indicated that most chairs were able to get immediate support from the technical staff that were on site to trouble shoot these types of problems.

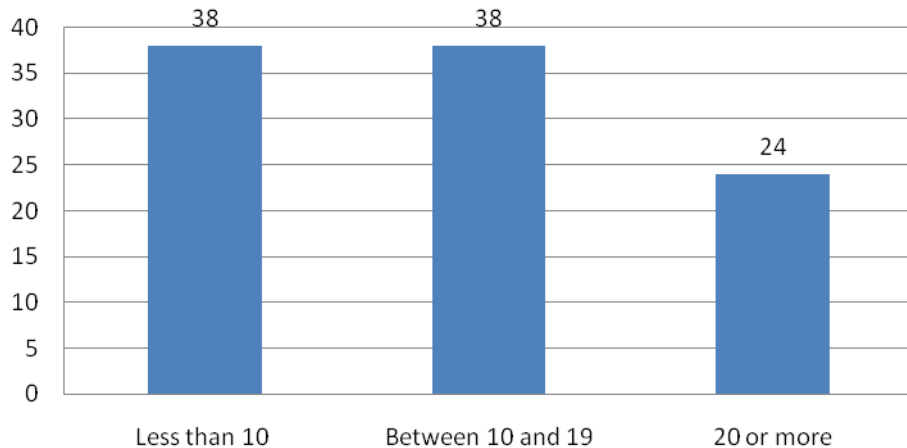
Figure 3: Percent of Chairs Reporting Problems Due to Technology



Number of Attendees Present at Panels

Another issue of importance to the ACJS membership and the Executive Board is low attendance at panel sessions. The chair reporting form included a question about this and asked, “How many people attended your panel session, not counting those who presented?” As shown in Figure 4 below, 38% reported attendance at less than 10; another 38% reported between 10 and 19 people in attendance; and 24% reported attendance as 20 or more. It should be pointed out, however, that two chairs reported zero attendance beyond those presenting and that another 18 chairs reported attendance at less than five.

Figure 4: Number of Attendees at Panels - Not Counting Presenters (Percentages reported)



Closing Comments

Panel chairs were given a final opportunity to provide feedback to the program chair regarding the overall quality of the 2009 Annual Meeting. Much can be learned from those comments and perhaps utilized by future program chairs. There was a sense from a couple of chairs that the panel title did not match up with the papers that were actually presented on it. One chair asked the question, "Might we have too many panels scheduled at the same time; that could be one reason why attendance is down in some of them." Both of these issues are important and, based on my experience having now gone through the program planning process, are related to the sheer number of abstracts received. Sometimes it is difficult to group papers in such a way that the title is absolutely appropriate. At the same time, we want to avoid having a one- or two-paper panel. This is not to say that future chairs cannot be more diligent in this regard.

Most comments were positive or offered insightful suggestions. One panel chair, for example, noted that his/her Saturday morning panel was nicely attended. At least three chairs suggested that future program chairs have panel chairs contact presenters in advance of the meeting and ask them to send him/her e-copy of the papers. The panel chairs could then be responsible for loading all papers on to a USB drive or on his/her laptop. Or, the panel chair could ask one person within the panel to take on that responsibility. This will not work for everyone, but for those presenters and/or panel chairs who would be willing to take this responsibility, the panel sessions could be much improved and not be faced with delays due to technology.

It should be pointed out here that hard copies of instructions for how to use the technology are left at the speaker's table or next to the LCD projector in all of the breakout rooms. Perhaps a reminder of this could go into one of the many "messages to annual meeting attendees" that commonly circulate in the time leading up to the meeting.

As for the issue of "no shows," some chairs commented that people did contact them ahead of time while some chairs expressed outrage because they were not contacted. It is recommended that future reporting forms include a question about this. Emergencies happen; institutions pull funding at the last minute; and problems occur with data collection, etc. These are all legitimate reasons for not being able to show up and present a scheduled paper. Other than dire circumstances befalling a person, however, there really is no reason not to be courteous enough to alert the panel chair that circumstances will now not allow a paper to be presented. Or, if the chair him/herself cannot attend, that person should contact someone on the panel and ask him/her to step into that role.

Perhaps with the implementation of the chair reporting system for all ACJS annual meetings, these issues will become of less importance. For now, however, the membership continues to express some concerns and efforts are underway to collect meaningful data about those concerns.

Announcements

CONTEMPORARY JUSTICE REVIEW

CALL FOR PAPERS

“ATTICA REDUX: Remembering Attica 40 Years Later”

The editors of *Contemporary Justice Review* are honored to announce a special issue of CJR commemorating the 40th anniversary of the Attica Prison riot. Prospective authors are asked to re-examine the already-existing literature and filmography on “Attica” for the purpose of offering fresh insights into the state’s use of force to quell the “dissent run-amok” that represents twentieth-century American corrections at its worst.

Authors are encouraged to re-examine the conditions that led to groups of prisoners taking control of the prison from September 9-13, 1971; the negotiations that took place between prisoners and state officials; the “retaking” of the prison by the New York State Police; the retaliation of state officials during and after the retaking; the subsequent lawsuits of prisoners against the state; and the eventual exoneration of some prisoners.

Authors might focus on the decision-making of Governor Nelson Rockefeller in his reliance on key correctional personnel: Commissioner Russell Oswald; Deputy Commissioner Walter Dunbar; and Attica Warden Vincent Mancusi to negotiate with the prisoners. The effectiveness of spokespersons for the prisoners such as William Kunstler and Tom Wicker might also be examined. Was it possible for the hostage-taking to have been prevented? Could the bloodshed of hostages and prisoners have been avoided?

Authors might wish to examine the writings of social critics such as Howard Zinn and Tom Wicker (*A Time To Die*) and key films such as Cindy Firestone’s “Attica,” Brad Lichtenstein’s “Ghosts of Attica,” and Marvin Chomsky’s “Attica” for their insights into the slaughters—as well as their “take” on the current “corrections industrial complex.” What new insights do recent films such as “William Kunstler: Disturbing the Universe” (2009) (by the attorney’s daughters Emily and Sarah who directed the film), offer about those times as well as ourselves?

The New York State Special Commission on Attica stated that, “With the exception of Indian massacres in the late 19th century, the State Police assault which ended the four-day prison uprising was the bloodiest one-day encounter between Americans since the Civil War.” What were the key “race” issues underlying these encounters? What role did groups such as the Black Panthers play in inciting dissent and subsequently resolving the conflict once it escalated? Were other outcomes possible?

In short, any key issue that helps us better understand the event called “Attica” 40 years later, both practically and theoretically, will be considered for inclusion in this special issue of CJR.

Interested authors should send a title/abstract to Editorial Assistant Brandi Vigil (brandi.vigil@gmail.com) by January 15, 2010. Authors whose work has been selected will be notified by February 15, 2010. Completed essays (see www.justicestudies.org for format requirements) will be due by October 1, 2010 for inclusion in subsequent issue(s) of the journal. Queries about the appropriateness of specific topics should be directed to Editor-in-Chief Dan Okada <dokada@csus.edu>.

The Critical Criminology Section Has a New Name

I am pleased to announce that the membership of the ACJS Critical Criminology Section recently approved six amendments to the section's constitution, including a new name: "The Critical Criminal Justice Section." The other changes are:

- Annual membership dues have been reduced from \$35.00 to \$10.00.
- The section on dues has been removed from the constitution.
- The officer structure has been changed to include a chair, vice chair, secretary-treasurer, and 2 executive counselors.
- The term of each elected officer will be two years.
- Officers' terms will be staggered so that the vice chair and one executive counselor are elected in alternate years in which the chair, secretary-treasurer, and the other executive counselor are elected.

The purposes and objectives of the Section are:

- A. To bring together the Academy of Criminal Justice Sciences members to further the interest of critical criminal justice.
- B. To facilitate and encourage research and theory development related to critical criminal justice.
- C. To encourage the development of teaching practices and issues pertaining to critical criminal justice.
- D. To encourage sensitivity to the issues pertaining to critical criminal justice.
- E. To serve as a resource network for and encourage interaction among academic, research, practitioner policy-making sectors to further knowledge about critical criminal justice.
- F. To assist in organizing conference sessions related to critical criminal justice.
- G. To encourage representation of critical criminal justice and access to opportunities throughout the A organization.

Membership in the Section is open to all ACJS members in good standing. I invite all ACJS members to join the Critical Criminal Justice Section and to attend our annual meeting at the ACJS annual meeting in San Diego in February.

Sincerely,

Robert M. Bohm, Chair

**Collective Transformation: Building Just Communities from the Inside Out
A Special ASC Pre-Conference Event to be Held at Graterford Prison
on Tuesday November 3, 2009**

Anyone interested in reentry, crime prevention, community building, social justice, grassroots change or experiential learning should plan to attend this special pre-conference to the American Society of Criminology annual meetings that will be held at Graterford Prison outside Philadelphia, PA, on November 3rd. This event provides an excellent opportunity to explore the innovative anti-crime strategies of the L.I.F.E.R.S. Inc., Public Safety Initiative (PSI) and the Inside-Out Prison Exchange Program's powerful approach to pedagogy. PSI members work to achieve cognitive transformation through positive peer intervention, to equip men returning to the community with the skills necessary to help prevent youth from being drawn into the culture of street crime and to empower those currently involved in crime to give up those activities. The Inside-Out Prison Exchange Program works across the country to bring incarcerated men and women together with college students to learn as peers in the same classrooms. Pre-registration is required and attendance will be limited. Additional information about this event can be found at [www.asc41.com/Annual Meeting/2009/Temple_seminar.pdf](http://www.asc41.com/AnnualMeeting/2009/Temple_seminar.pdf). For questions or information on how to register, please email prisonworkshop@temple.edu or call 215-204-5163.

ACJS Journals

ACJS offers two journals: *Justice Quarterly (JQ)* and *Journal of Criminal Justice Education (JCJE)*. Individual subscriptions to *JQ* and *JCJE* are part of the benefit of regular, institutional, lifetime, and sustaining membership in the Academy of Criminal Justice Sciences. Student members may choose to receive the journals by paying extra dues to receive the ACJS journals. For additional information for a particular journal, including contact information for the editors and information on submitting manuscripts, visit the page for the corresponding journal.

Justice Quarterly & *Journal of Criminal Justice Education* are now available online and the complete back archive of both journals has been digitized. ACJS members and institutional subscribers can enjoy online access from volume 1 of both journals.

Job Announcements

JOHN JAY COLLEGE- Located steps from Lincoln Center at the cultural heart of New York City, with 12,000 undergraduates and 2,000 graduate students, John Jay College offers 21 majors and 7 master's programs and houses two doctoral programs. John Jay is a liberal arts college with a specialized mission in criminal justice, forensic psychology, forensic science, public service, and related areas. Under the leadership of its fourth president, Jeremy Travis, John Jay College is undergoing a transformation that includes unprecedented faculty hiring, new undergraduate majors, including many in the humanities, and master's programs, and a new 600,000 square foot building ready for occupancy in 2011. For more information about the college visit: www.jjay.cuny.edu.

Position/Rank and Salary: Assistant or Associate Professor, commensurate with experience

Qualifications: PhD in Criminal Justice or closely related area with a strong quantitative background

Appointment/Start Date: Fall 2010

Application Deadline: Open until filled

Application Process: Send a letter of application, curriculum vitae, sample of scholarly writing, a one-page statement of teaching philosophy and three letters of recommendation to:

*Todd Clear and James Lynch, Chairs of the Search Committee
c/o Evan Mandery, Chairperson
Department of Criminal Justice
John Jay College of Criminal Justice/CUNY
899 Tenth Avenue
New York, NY 10019*

Additional information may be found on our website: www.jjay.cuny.edu/jobs

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Post September 15- October 15, 2009



ARIZONA STATE UNIVERSITY

The School of Criminology and Criminal Justice

invites applications for (1) tenure-track position to begin in the Fall of 2010. The position will be filled at the rank of Assistant or Associate Professor. Required Qualifications include: PhD in criminal justice, criminology, or related field; evidence of strong record in or promise of scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is strongly desirable. A successful applicant must demonstrate the ability to contribute to the core research strengths of the School in the substantive areas of criminology, criminal justice, violence in society or program evaluation. The School of Criminology and Criminal Justice has a twenty member faculty and is in a period of dynamic growth, with outstanding support for research. The School of Criminology and Criminal Justice offers undergraduate, masters and doctoral degrees. Please visit our web site at <http://ccj.asu.edu> Application Deadline: October 16, 2009; if not filled, each Monday thereafter until the search is closed. Application Procedure: All application materials should be submitted electronically to Betty.Sedillo@asu.edu Application materials include: letter of application, curriculum vitae, and writing sample. ASU is an Equal Opportunity/Affirmative Action employer in policy and practice and the School actively seeks and supports a diverse workforce. Background check required prior to employment.

**Faculty Vacancy
School of Criminal Justice
The University of Cincinnati**

Assistant Professor

The School of Criminal Justice at the University of Cincinnati is seeking applications for a position at the rank of assistant professor, with the appointment starting September 1, 2010, although the start date is negotiable. Areas of specialization are open, but preference will be given to applicants with research and teaching expertise in one or more of the following areas: corrections, crime prevention, criminal justice, criminology and policing. Applicants must have a strong record of scholarship or provide evidence of the potential to develop a strong research program. Exceptional applicants who are ABD will be considered, but preference will be given to applicants who have a Ph.D. in Criminal Justice or a related discipline in the social or behavioral sciences by the time of appointment.

The University of Cincinnati is a Research I Institution that grants doctorates in 98 areas. The School of Criminal Justice grants the BS, MS, and PhD degrees. The School also houses the Criminal Justice Research Center and the Institutes for Policing and Corrections.

Further information about the University and the School is available at www.uc.edu/CriminalJustice. The city of Cincinnati offers a range of multi-cultural activities and amenities in addition to attractive and affordable housing.

Interested persons should send curriculum vitae and three letters of recommendation to:

Dr. John Wooldredge, Search Committee Chair
School of Criminal Justice
University of Cincinnati
P. O. Box 210389
Cincinnati, OH 45221-0389

Review of applications will begin on November 15, 2009 and will continue until the position is filled. Position is contingent on available funding. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer. Women, minorities and veterans are encouraged to apply. Apply at www.jobsatuc.com. Position control number: 29UC4370



Ph. D. in Criminology and Criminal Justice University of Arkansas, Little Rock

The University of Arkansas, Little Rock announces a PhD in Criminology and Criminal Justice. Applications are currently being accepted for Fall 2010. The program is designed for **completion with 3 years. All full-time doctoral students receive funding, ranging from tuition waivers to nationally competitive fellowships.**

The PhD program requires 57 hours of coursework beyond a master's degree, including core courses in advanced topics in criminal justice, research methods and statistics, and teaching practicum. Research practicum includes both writing proposals under the guidance of faculty and seminars in grant acquisition. Elective areas include neighborhoods and crime, criminal justice specific areas, and an opportunity to obtain a graduate certificate in statistics.

UALR is a metropolitan university in the capitol of Arkansas with strong and long-term links with the community. The Department of Criminal Justice at UALR is the oldest, largest, and most successful criminal justice program in the state. It houses a vibrant undergraduate program and two masters programs in addition to the PhD. The Department also contains a Juvenile Justice Center, Center for Computational Criminology, Senior Justice Center, and Victims Assistance Academy. Faculty in the program are widely recognized in the areas of criminology (especially neighborhoods and crime), corrections, juvenile justice and delinquency, law enforcement, criminal law, and others.

Join the Living Lab of Crime and Justice

The PhD program is a part of the living lab that is criminal justice and criminology in Little Rock and Arkansas. Little Rock was one of the original cities included in Shaw and McKay's research on social disorganization. The city continues to be a working laboratory for research on neighborhoods and crime. Department faculty are actively linked with the Arkansas Department of Corrections, state and local juvenile justice and juvenile delinquency agencies, and with state and local law enforcement agencies. Faculty have access to data sets that are perfect for dissertations, grants, and publications. Doctoral students will work with faculty or in the centers within the Department on projects that can make a difference in policy and can result in publication in top journals in the field.

Application Deadline February 15

For information, contact:
Dr. Jeffery T. Walker
Doctoral Coordinator
jtwalker@ualr.edu
501-569-3083

To apply on line, go to:
<https://boss.ualr.edu>

For admission requirements and information, go to:

<http://ualr.edu/criminaljustice/index.php/home/programs/phd/>



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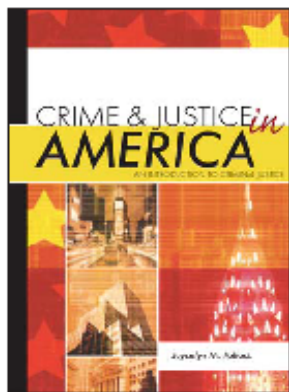
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"Finally, there is a book where race and gender are treated as an integral part of the text and not just as side-bars. In addition, Dr. Pollock recognized that the US is not one monolithic justice system but in reality is 51 different systems. My students like the book because it is easy to read, tells it like it is and does not cost a fortune. Finally, her treatment of the 'system' is refreshing, unbiased and reality based."
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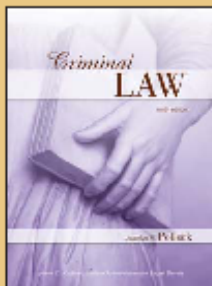
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Joycelyn M. Pollock

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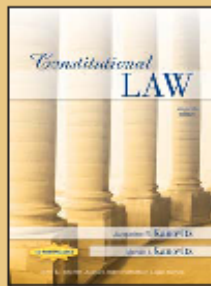
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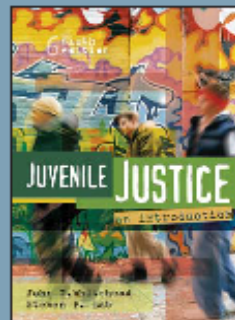
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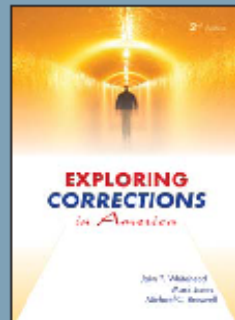
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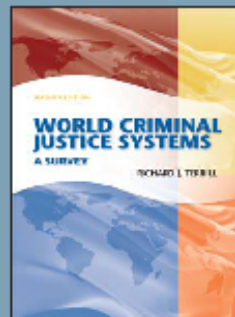
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Book Review

Morin, J.L. (2008). *Latino/a rights: Justice in the United States: Perspectives and approaches*. Durham, NC: Carolina Academic Press. ISBN 9781594604065, pp. 376, pb.

Jose Luis Morin's *Latino/a Rights and Justice in the United States* provides a description of the history and effects of the United States justice system on Latinos/as and how this relationship has changed over time, detailing the hardships Latinos/as have faced and are continuing to overcome. Morin also discusses different forms of racial discrimination and how the lack of Latino/a presence within the criminal justice and judicial systems leads to further problems. *Latino/a Rights and Justice in the United States* would be an excellent teaching tool in upper level undergraduate classes focused on race, ethnicity and the criminal justice system.

In the first chapter, Morin provides a description of Latinos/as within the United States and their interactions with the justice system. As of 2003, Latinos/as are the largest minority in the United States. They are also overrepresented within the criminal justice system. Ultimately, Latinos/as have become subjected to racial bias from Americans due to a lack of understanding about their culture. What most Americans do know about Latinos/as is through education and the media, and most of this information takes a negative form. Morin analyzes some of the common misconceptions regarding Latinos/as in arguing that more information should be understood about Latinos/as given their rate of growth and large numbers within the United States. The lack of understanding most Americans currently possess contributes to the discrimination and prejudice Latinos/as endure. Another area of controversy that Morin points out is the terms "Latino" and "Hispanic" and how they are used and misused. The term "Hispanic," meaning a person whose heritage consists of Spanish roots, has historically been used by the United States government. This term has been used inaccurately, according to Morin, because millions of people from different origins are grouped together and the term does not

pertain to Latin American countries. Morin feels that when the United States government uses the term "Hispanic," they are doing so to exhibit social control. As a response, the term "Latino" is being used more often by Latinos/as in an attempt to establish their identity and separate themselves from the Hispanic population. During recent years, the use of this term has increased.

Chapter two provided a detailed history of conquests against Latinos/as. Despite popular beliefs, Latinos/as are not in the United States solely because of immigration. According to Morin, they were in the United States even before European settlement. Morin then described the wars that achieved territorial conquests involving the United States. In 1848, the United States-Mexican War resulted in Mexican land and citizens becoming property of the United States. Also, in 1898 Puerto Ricans became subjects and their land became property of the United States as a result of the Spanish-American War. Morin described America's justification for this imperial expansion as Manifest Destiny, which used racial and cultural superiority as their justification. Also, to ensure American power over Latinos/as, their rights have been restricted, much like how African Americans used to exist before the Civil Rights Movement. Eventually, some rights were granted to Latinos/as. For example, Puerto Ricans were made United States citizens as a result of the Jones Act. According to Morin, the United States' political and economic policies were designed to preserve its control over Latin American countries. The North American Free Trade Agreement (NAFTA) was a prime example, benefiting the United States but harming developing nations, including those in Latin America.

In chapter three, Morin examines the different types of discrimination Latinos/as face within the United States. He sums up the relationship between the United States and Latin America with just one word: unequal. Conveniently, race has been used as the foundation for this unequal relationship. At one time, Latinos/as were segregated in schools, denied full citizenship rights and lacked equal housing opportunities. Morin explains how Latinos/as have challenged the legal system and made advances in

gaining more equal rights. For instance, in *San Antonio Independent School District v. Rodriguez*, Latinos/as were granted equal education resources. Morin also points out that people of color are most often depicted as criminals, even though whites commit more crimes. He also states that people of color are subjected to police brutality more often due to the presence of discrimination. Conflict surrounding the border between the United States and Mexico, where some of this police brutality is taking place, has been fueled by negative media attention. Although some advances have been made, Latinos/as continue to face racism and discrimination that prevents them from obtaining full and basic rights.

Morin discusses the presence of Latinos/as in the criminal justice system in chapter four. He suggests that if Latinos/as have a greater presence within the justice system, they will be more likely to attain equal rights. Morin wrote that Latinos/as are currently overrepresented in the criminal justice system, even though whites are committing more crimes; this is attributed to mass incarceration. One of the most popular crime fighting strategies today is the “war on drugs”. This has led to an increased number of arrests of minorities, even though whites are more likely to engage in illegal drug use, according to Morin. Morin goes on to describe a reason for the increase in incarceration rates for Latinos/as: discrimination. He states that minorities are more likely to be prosecuted to the fullest extent and receive the most severe charge possible for that crime. Morin also indicates the fears people have that illegal immigration will increase crime rates. While no actual link exists between illegal immigration and an increase in crime rates, people perceive a link due to the negative media attention. Morin also mentions the lack of Latinos/as in the criminal justice system. He believes that if more Latinos/as get involved within the system, becoming lawyers, judges and jurors, their voice can more readily be heard and they will have equal representation. Morin writes that it is also very important for Latinos/as to be on juries because Latino/a defendants should be judged by their peers. This would allow for less discrimination during the trial process. It is also crucial for Latinos/as to become involved in law

enforcement because it would reinforce the idea of advancement that they wish to achieve, according to Morin.

Chapter five of illustrates how the Latino/a populations of New York City and Los Angeles are accurate representations of the Latino/a population of the United States as a whole. Los Angeles and New York City have the largest Latino/a populations as of 2000, with most of the Latino/a population being younger. According to Morin, both cities have a very diverse Latino/a population, originating from many different Latin American countries. Latinos/as from Los Angeles and New York City share the same economic and social deficiencies with the remainder of Latinos/as in America. Morin also describes gang related crimes in these large cities as a myth, especially in regards to black and Latino gangs. Most of the population believes that minorities make up most gangs, while whites actually account for most gang members.

In chapter six, Morin addresses the struggles Latino/a youth and their families face on a daily basis and how they are attempting to overcome the prejudice they face. He addresses *Palenque*, a program designed to deal with feelings commonly felt by members of the Latino/a community. It addresses the lack of community programs aimed at Latinos/as and reaffirms the belief that more cultural awareness is needed to promote community bonding between Latinos/as. Morin writes that this cultural awareness can be achieved by learning the language and customs of Latin American countries. Some of the benefits of *Palenque* mentioned by Morin include better performances in academics, improved attitudes, exposure to a culture that was previously unknown and learning how to cope with anger.

Morin discusses international human rights law in chapter seven. While Americans continue to take culture away from Latinos/as, they impose their own culture upon them. International human rights law states that people have the right to determine everything about their culture, including their social and economic advancement. Morin believes that Americans have been denying Latinos/as this basic right. He also goes on to list the different aspects of Latinos/as

lives that are affected by international human rights, including discrimination, immigration, women’s rights, language rights and criminal justice. International human rights are crucial in protecting the rights that every person is entitled to.

In the final chapter, Morin discusses ways to correct the injustices that have been committed against Latinos/as. Some of these include providing more humane treatment to immigrants, increasing public awareness of Latinos/as and their culture, debunking myths, ending racial profiling and ending mass imprisonment. Even though some of these actions are taking place today, Morin believes that Latinos/as are still susceptible to the treatment they have received throughout the history of the United States. Following the attacks of September 11, 2001, many basic freedoms and rights have been forfeited, especially to immigrants within the United States. Morin believes that if Americans adopt international human rights laws and policies and adhere to them, a large amount of progress would be made between Latinos/as and Americans.

Jose Luis Morin’s *Latino/a Rights and Justice in the United States* would be an ideal teaching tool for college professors to use in upper level undergraduate classes. It could be used in political science, criminal justice or Latin American studies courses to help students further understand the complicated lives of Latinos/as in America.

April Robson
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Haiku For Statisticians in Love
John Klofas

Perfect opposites
Differences can be the same
Still too close to call

Need room to wiggle
There’s nothing else to explain
Grasp the difference

Where size matters most
You can’t reach significance
If N is too small

She thinks I love her
But it’s me who’s done the math
Inter-rater reliability is low

Your love frightens me
If our r were much higher
We’d be one point oh

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 September 15th
 November 15th

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Articles may vary in writing style (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 your biographical information. Submission of an article to ACJS Today implies that the article has not been published elsewhere nor is it currently under submission to another publication.

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