

A NOTE FROM THE EDITOR

While my time at Virginia Commonwealth University (VCU) was some of the best years of my life (as a student and faculty member), it was time to start anew. I am pleased to announce that my new home and the new home of ACJS Today is at Virginia State University (VSU).

VSU was founded in 1882 and began with 126 students, 7 faculty members, and 1 building. Today, VSU has a student body of approximately 5,000 students, 250 faculty members, and more than 50 buildings that sit on a 236-acre campus. The university's twelfth president is Dr. Eddie Moore, Jr., the former Treasurer for the Commonwealth of Virginia. Dr. Moore has been the president since 1993. The university is located in Chesterfield County, on a bluff across the Appomattox River from the city of Petersburg.

Just this week U.S. News & World Report ranked VSU 15th among the nation's top historically black colleges and universities and 5th among historically black public universities. As you can see VSU is a progressive and supportive home for ACJS Today.

Please be aware that the contact information for ACJS Today has changed. Please see page 7 in this issue for up to date information.

I'd like to thank my deputy editor, Shana Mell, for her hard work and dedication. Shana will continue to work on the newsletter although she is in a doctoral program, works full-time at the Richmond Police Department, and is a parent. She remains an integral part of the ACJS family.

I look forward to continuing to serve the readership of ACJS Today in any way possible.

THE UTILITY OF A CRIMINAL JUSTICE INTERNSHIP FOR THE PREVENTION OF SCHOOL BULLYING

by
Martin Alan Greenberg
The College of Saint Rose

This article includes an overview of the utility of creating a criminal justice internship program for the express purpose of reducing bullying in schools. Criminal Justice programs have a long history of providing interns to a variety of agencies. The placement of criminal justice students as interns in schools to assist school resource officers would appear to be a logical activity in order to facilitate the development of an all-encompassing program for the reduction of school bullying.

The topics addressed include: the problem of school bullying, preferred intervention methods, different types of internships, the various roles of school resource officers, the types of roles and responsibilities student interns might be assigned to undertake, the benefits of an internship, and a list of preferred qualifications for school criminal justice interns. This paper should be of value to college students, their advisors, police



administrators, and University and school officials who are interested in augmenting the safety and security of schools and communities.

The Problem of School Bullying

Bullying is a pervasive problem for school children in the U.S. as well as internationally. Bullying involves an ongoing pattern of physical or psychological aggression that is threatening, coercive, relentless, and leaves the victim feeling powerless (Fox, Elliot, Kerlikowske, Newman, & Christeson, 2003). The most effective intervention program requires focusing on the bully, the victim, the peer culture, and the school and home environments

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PRESIDENT'S MESSAGE



As a professional organization the Academy of Criminal Justice Sciences

is dependent under the service of its membership in order to function. We are fortunate to have many members who volunteer their services. I wish to take this opportunity to thank those dedicated individuals who are contributing their time and efforts to ACJS for 2007-2008. A heartfelt thank you goes out to the following members:

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Janice Joseph

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(Garrity et al, 1996). Bullying behavior often goes undetected. Bullies are adept at avoiding the observations of their teachers and hall monitors. Adult investigation and recognition of the problem are essential for initiating an effective prevention program.

Childhood bullying seems to be predictive of future aggression, antisocial behavior (Kokkinos & Panayiotou, 2004), and delinquency (van der Wal, de Wit, & Hirasing, 2003). In fact, in one recent study 60 percent of individuals identified as school bullies in grades six through nine were convicted of at least one crime by age 24; and 40 percent of those individuals had at least three convictions by that age (Fox et al, 2003).

Survey research indicates that about 30% of children are either bullies, victims of bullies, or both and that the number of victims is increasing (Fox et al, 2003). Other reported studies of the incidence of bullying range from a high of 80%, where "only 20% reported no bullying behavior" in a 30 day period (Bosworth et al, 1999) to studies showing a conservative 10% of kindergarten through high school students being bullied (Hodges and Perry, 1996). Some groups of children are also at greater risk, for example, Garrity and Barris (1996) reported "that 33% of mainstreamed, special-needs children had been targets of bullying, compared to 8% of their normal classmates" (p. 97). Bullying is more than just one single act of aggressive teasing or fighting. Current definitions of bullying behavior stem from the original research conducted with Norwegian and Swedish students by Dan Olweus (1995). A major emphasis in his definition of bullying is exposure by the bullied to repeated negative actions on the part of one or more other students. Negative actions can include physical contact, words, making faces or dirty gestures, and intentional exclusion from a group. An additional criterion of bullying is an imbalance in strength (an asymmetric power relationship) and the student who is exposed to the negative actions has difficulty defending him or herself (Olweus, 1995). Bullying behaviors themselves have been further classified as either direct or indirect, with direct bullying characterized by open attacks and indirect bullying

characterized by social isolation, exclusion, or nonselection (Bosworth et al, 1999).

Preferred Intervention Methods

A great variety of bullying prevention programs and models exists. For example, a current program exists in the Seattle area involving the placement of 34 full-time national service volunteers to prevent youth violence, domestic violence and hate crimes. The "JustServe AmericaCorps" members commit to working for 11 months, averaging at least 40 hours per week. The Seattle program is focused on five priority areas—school safety, youth skill building, victim support, community outreach, and volunteer generation. For the purposes of school safety, the volunteers have been assigned to work in middle and senior high schools in order to initiate violence prevention efforts, such as peer mediation, educational forums, and support groups. In particular, several volunteers at the middle school level are implementing the Olweus anti-bullying curriculum, serving on the school safety committee, and assisting with lunchtime and after school enrichment activities. Moreover, one volunteer has been assigned to take the lead role in developing a first-year bullying prevention program for a citywide K-8 program. The volunteer is expected to work closely with the Bullying Prevention Coordinating Committee, write class meeting curriculum, leading class meetings, conducting school-wide events, as well as training playground "student conflict managers" and parent volunteers. Concise job descriptions for each of the volunteer Seattle positions can be found at <http://www.fremontpublic.org/publications/jsacshorlist05.pdf>.

In addition to the ongoing comprehensive program, a variety of specific school intervention plans have been developed to reduce the incidence of bullying. Some of the more common approaches include:

- Establishing a no tolerance policy for bullying¹
- Creating and enforcing rules of respectful and responsible behavior
- Educating students about the issue
- Encouraging of reporting

- Training of educational staff
- Involving parents and the community

The use of peer mentors is a program that goes beyond the simple reporting of incidents. Students who are perceived to hold high social status within the particular school are sought out to receive training as "safe school ambassadors" because of the influence that they wield. They are trained how to intervene when witnessing bullying and receive consistent supervision in their volunteer roles (Levin-Epstein, 2003b; OMNI Research and Training, Inc., 2004). This type of activity can be especially helpful because bullying typically does not occur during the presence of a teacher's observant eye. However, any such program needs to be carefully designed and implemented so it is not perceived as a program composed of tattle tales and peer spies.

Furthermore, students need to see respectful behavior, student to student, student to teacher, as well as teacher to student. The "safe school ambassadors" may provide useful peer role models. But the teachers and other school personnel need to be vigilant as role models as well. It is unfortunate that teachers sometimes resort to bullying students, themselves. While most teachers probably do not fit into this category, the few that do can create much harm. In fact, the term "poppy head syndrome" has been used to describe how some "less-than-gifted-teachers" sometimes bully a gifted child. The term alludes to a beautiful flower that is cut down to be like the rest (UK National Workplace Bullying Advice Line, 2005).

A review of bullying prevention programs and feedback from educators in the field has been digested into various strategies that represent "best practices" in bullying prevention and intervention (Limber, 2004). For example, programs should focus on the social environment of the school. In order to reduce

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PROFESSIONAL PROFILE: CURTIS BLAKELY



By Spencer Oswald

Since taking his first criminal justice course, Curtis has remained interested in the unique manner by which the American prison system operates. This interest has been the motivating force behind acquiring undergraduate and graduate degrees from the University of Nebraska at Omaha, the University of Central Missouri and Southern Illinois University. Curtis has also held positions with the Union Pacific Railroad Police Department, the Missouri Board of Probation and Parole, the New Mexico Corrections Department and with Eastern Kentucky University's Regional Community Policing Institute.

Not one to sit idle, Curtis has also written two books. The first entitled *America's Prisons: The Movement Toward Profit and Privatization* deals with the growing trend of privatizing correctional services. The second, *Prisons, Penology and Penal Reform: An Introduction to Institutional Specialization* deals with the potential benefits of creating and operating specialty prisons that deal with specific types of offenders.

Current Position: Assistant Professor, University of South Alabama - Department of Political Science and Criminal Justice

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First Job: Union Pacific Railroad Police (1993) followed shortly by Probation and Parole Officer (1994 - State of Missouri)

Best Advice Received: Slow and steady wins the race; Think things through then act accordingly.

Your Motivation: My wife and four kids- they keep me moving forward and provide inspiration when I need it - I do what I do for them

If I could have done anything else for a living.... I would have chosen to have been a grade school teacher.

Curtis continues to serve ACJS. Most recently he sat on several awards committees and chaired the William L. Simon/Anderson Publishing Award Committee for Outstanding Student Paper (Annual Meeting, 2007). Similarly, he served as a Section Chair (Offender Behavior) for the 2006 Meeting. Curtis has been honored for his teaching and service activities by Chi Omega Sorority and was recognized as a "Top Prof" by the Gold Key Chapter of MortarBoard.

Curtis was born in St. Joseph, Missouri and is an Assistant Professor in the Department of Political Science and Criminal Justice at the University of South Alabama (USA). At USA his courses are consistently over capacity because of his positive interaction with students and his willingness to help them in and out of the classroom. When asked about his best career advice he states, "don't be afraid to take on new challenges – even when they appear daunting." Curtis enjoys

serving as a mentor for current and former students. Many of his students have successfully secured employment with local, state and federal agencies and are pursuing advanced degrees. Curtis has been married 16 years and has 4 children (yes, I said four)! In his free time, he enjoys the family's two horses.

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bullying, it is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment—teachers, administrators, counselors, school nurses, the students, parents, and other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians). All school staff should learn effective strategies to intervene to stop bullying. Staff members should be designated to hold sensitive follow-up meetings with students who are bullied and (separately) with students who bully. Staff members should involve parents whenever possible.

It is necessary to obtain staff and parent buy-in and support for bullying prevention. Bullying prevention should not be the sole responsibility of any single individual at a school. However, bullying prevention efforts should still begin even if immediate buy-in from all isn't achievable. Usually, more and more supporters will join the effort once they see what it's accomplishing.

In general, a successful bullying program is built around a multi-system approach that sends a clear and consistent message that bullies are not in charge and that all children will be safe (Bully free, 1996). Relationships among the bullies, the bullied, and the bystanders are complicated and may vary considerably across situations. This fact underlines the importance of developing broad-based school-wide interventions.

Unfortunately, bullying does not begin and end at the schoolhouse doors. Therefore, involvement of organizations external to the school is crucial. The recognition of the community's role in bullying prevention is highlighted by the community intervention suggestions provided on the Health Resources and Services Administration's (HRSA) National Bullying Prevention Campaign website (http://stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_25.pdf). In fact, a visit to the site can provide the interested person with the material necessary to implement a multi-media anti-bullying campaign, including radio, television, and newspaper public service announcements as

well as brochures, and fact sheets.

Types of Internships

For better or worse, the field of academia is filled with a variety of different terminology when it comes to the provision of real world work experiences for students. A basic internship is a work-related learning experience for individuals who wish to develop practical, hands on experience in a certain occupational field. While most internships are temporary assignments, lasting for only a few weeks or months, some may last a lot longer. The majority of internships last approximately three months. Generally, an internship helps students gain valuable experience to increase their marketability after graduation. The experience is expected to help them narrow down their career choices. Students usually earn a minimum of three college credits for part-time internship work or may be eligible for up to 12 credits for the completion of a full-time semester internship. The granting of college credits is typically contingent to having a faculty member who will be responsible for supervising the completion of an academic project that is related to the internship focus. This project is in addition to the regular internship requirements. In order to facilitate the placement of interns, many colleges maintain the services of at least one full-time career advisor to assist students with their internship applications (iSeek Solutions, 2007; Benes, 2007).

One type of internship experience that does not take place over one or more semesters is known as an "externship." Generally, externships are not for credit and exist to provide students opportunities to explore fields of potential interest for a brief period (iSeek Solutions, 2007; Benes, 2007). Thus, it might be useful for criminal justice advisors to establish a "School Resource Extern Program." In such a program a student volunteer engages in a brief "job shadowing" experience. This type of experience might appeal to freshmen and sophomores. For example, students would spend one week during school recess breaks (e.g., in March or late December) observing and working with school

resource officers and/or current school resource interns. These types of programs offer the chance to investigate the nature of a career opportunity without risk and without a semester-long commitment. Of course, this can benefit some students by enabling them to get their "feet in the door" for such an internship at a later date.

On the other hand, some internships may involve full-time work as well as a salary and other benefits. These types of internships are often categorized as "cooperative education," since they involve a three-way partnership between a college, an employer and a student. Furthermore, students can get college credit for this type of real-world work experience.

Still another internship format is known as the practicum experience. Practicums are used when students apply their academic experience to a real-world project. For the most part, students work in teams or individually with an employer and academic supervisor. "This short-term experience allows a student to demonstrate their knowledge and ability through performance-based measures. It also gives the student the opportunity to take advantage of state-of-the-art technology and resources which businesses and industries use to remain competitive, but are too expensive for schools to purchase" (iSeek Solutions, 2007).

The common term "apprenticeship" is most often applied when students are assigned to an agency or employer for the specific purpose of learning a skilled trade to get practical experience and in-school training at the same time. Sometimes internships may be referred to as "doing fieldwork" or "service learning." Service learning takes place when students work in an organized service within a community in order to fulfill specific course requirements (iSeek Solutions, 2007). Such interns might work at a school, university or community service program. On the other hand, the term "fieldwork" is often associated with the fulfillment of specific programmatic requirements such as the need for students in the sciences to develop skills observing,

recording and interpreting data. It is also commonly used to refer to applied work requirements in the fields of social work, counseling, and teaching.

Another type of internship is the fellowship which does not coincide with formal undergraduate degree work, but rather is undertaken after obtaining a graduate degree or as part of a program of graduate education (on the doctoral or post-doctoral level). Most fellowships are restricted to recent graduates (within five years of graduation). The primary goal of such a program is to provide advanced professional training and/or opportunities for early-career entry. Fellowship positions are usually for one year and may sometimes be renewed or extended for up to one additional year on a case-by-case basis. Fellows usually receive financial compensation and even some fringe benefits. Fellowships are typically highly selective and applicants must be U.S. citizens or hold a visa permitting permanent residence in the U.S. (e.g., see: <http://www.gf.org/fellow.html>; <http://www.wilsoncenter.org/index.cfm?fuseaction=fellowships.welcome>).

Grants may be written involving any of the foregoing types of internships and some opportunities exist for federal funding, such as through AmeriCorps. The Seattle area "JustServe AmeriCorps" project involves a partnership for the 2005-2006 program years between the Fremont Public Association, the Seattle Police Department and the Corporation for National and Community Service (CNCS).

Role of School Resource Officers (SROs)

SROs are police officers who work in schools. Their specific duties may vary somewhat from location to location (McDaniel, 2001). Research suggests that the first SRO program was launched in Flint, Michigan during the late 1950s. The goal of this initial program was to improve youth/police relations by placing SROs in schools on a full-time basis. The role of these pioneers included both teacher and counselor. The program was considered a tremendous success and led the way to a limited establishment of similar programs around the nation (Sherling, 1998). SROs made

a particular presence in Florida and it is thought that in the 1960s a Miami police chief actually coined the term "school resource officer" (McDaniel, 2001).

During the last decade there has been a phenomenal increase in the use of regular police officers in schools. Many are serving as school resource officers who were recruited because of salary and training grants administered by the U.S. Department of Justice's Office of Community Oriented Policing Services (COPS) beginning in the 1990s (Griffin, 2000; Morrison, 2003; see <http://www.cops.usdoj.gov/>). By 1998, there were 40 states represented at the National Association of School Resource Officers' annual conference (McDaniel, 2001). It is estimated that there are currently over 15,000 SROs employed throughout the country (Morrison, 2003).

School resource officers are actively engaged in three important roles: law enforcement, counseling, and teaching. However, many of these officers are overworked and could greatly use the services of competent college student interns for help in developing and implementing a school bullying prevention program. Interns can provide useful support for the "whole school approach" that requires the involvement of all school personnel (Coy, 2001; Rigby & Bagshaw, 2003). Working with school resource officers, the interns are in a unique position to help spearhead a school intervention program.

Roles and Responsibilities of Student Interns

One of the most compelling aspects of utilizing criminal justice students for bullying prevention is the fact that many of these students will be in an age group that is much closer to the school population than any other school personnel. Therefore, they may be better able to relate to and understand the problems of both the bullied and the bully. On the other hand, they will need to be carefully trained and supervised so that they stay within the proper bounds of their assignments. In this regard, it would seem highly important for criminal justice instructors contemplating the establishment of such a program to enlist the services

of those colleagues who specialize in human relationship education (e.g., psychologists, social workers, etc.). Their assistance would be of great value in setting-up an appropriate internship training and orientation program.

The primary responsibilities of student interns will be to serve as role models and mentors for students as well as resource persons for school personnel. In particular, they may be called upon to: 1) help with the organization of a Bullying Prevention Coordinating Committee; 2) advocate for youth victims of violence; 3) help coordinate after-school events and academic support programs; 4) provide support for students with special needs and coaching support for school teams and/or clubs (e.g., Model U.N., etc.); and 5) perform additional duties as may be deemed practical by their supervising school resource officer.

Benefits of a School-Based Internship

An internship can provide an important competitive edge in the occupational marketplace. The opportunity to gain work experience is the most beneficial advantage that can be acquired by completing an internship. Both traditional and non-traditional college students can benefit and having work experience on a resume may result in more job offers as compared to individuals who lack such experience. For adult career changers, an internship is often a method to bridge past career history to a new career objective, often without having to complete lengthy additional schooling.

In particular, internships can help students: 1) learn about a career field from the inside 2) decide if this is the right career 3) gain new skills and add to their knowledge base 4) gain confidence in their own abilities 5) apply some of the ideas learned in school 6) practice their communication and teamwork skills 7) meet new people and practice networking skills 8) demonstrate their initiative and their sense of responsibility 9) bridge the gap between school and the professional world 10) obtain a valuable addition to their resumes 11) enhance their applications for graduate

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school 12) stimulate new interest in their own academic course work 13) investigate organizational cultures 14) obtain a mentor who can help them learn on the job and 15) receive a job offer or a recommendation about the next step(s) to take on a career path.

Generally internships help students gain a richer understanding of the relationship between theory and practical application. Students have the opportunity to develop good professional work habits and to become acquainted with people employed in professional occupations. The relationships may grow into a network of contacts for future career pursuits. An internship should also enhance the self-confidence of interns as they learn self-reliance and independence and develop skills necessary to interact with more diverse populations. At the very least, they can provide a meaningful experience to discuss during job and graduate school interviews.

The individual police officers assigned to the schools may also benefit. It takes time to nurture relationships with people and to recruit interns and other types of volunteers, but these resources can become an integral part of the organizational structure necessary for an effective anti-bullying program. They give police officers the opportunity to engage in activities that they might otherwise not be able to do and provide a sense of empowerment to participating citizens. In line with the concept of an all-school anti-bullying program, SROs can design and adapt volunteer opportunities for all age and ability levels, including children as well as adults. Moreover, the proliferation of criminal justice degree programs provides SROs with unparalleled opportunities to recruit college and university students to help implement their initiatives.

For agencies, criminal justice student interns can provide the labor and skill needed to complete special projects that would otherwise not be finished or undertaken. Moreover, schools and police agencies involved in training interns may find that their own employees experience professional growth as a result of their necessary supervisory roles. In turn, such efforts can help

establish a pool of potential employees who have demonstrated their abilities. Additionally, these agencies may benefit from an introduction of fresh, new ideas. At the same time, they have an opportunity to send goodwill ambassadors back to the campus community.

The University benefits by the enrichment to its educational program that results from a strong internship program. In particular, criminal justice schools and departments have the opportunity to reinforce positive relationships within the community and hopefully, gain community support for University programs. Moreover, faculty and campus administrators will receive student feedback which can effect curriculum change.

Qualifications for Internship

While conditions and circumstances will vary from location to location, it is highly recommended that the following minimum qualifications be established for school-based criminal justice internships:

- Demonstrated experience in community service or volunteer work
- Completion of state mandated background check for school personnel
- Some experience in project development
- Strong organizational skills
- Superior written and oral communication skills
- Proficient with Microsoft Office software
- Have own transportation or access to transportation
- 2.5 GPA or higher and completion of 30 credits by the end of the semester prior to intern semester
- Commitment to devote the equivalent of at least 16 weeks to internship (approximately 25 hours each week)

College internship advisors will need to work closely with local police agencies regarding the initiation and placement of students with SROs for the express purpose of reducing school bullying. A good place to start is for both police and college administrators to review the 36 slide PowerPoint Presentation "Bullying Among Children and Youth" available at <http://www.stopbullyingnow.hrsa.gov>.

Summary and Conclusions

There should be no "end date" for bullying prevention activities. Bullying prevention should be continued over time and woven into the fabric of the school environment. School resource officers (SROs) can provide the leadership for school bullying prevention. They can and should avail themselves of partnerships with a variety of community groups. Moreover, school officials (e.g., principals), college internship advisors and school resource officers need to understand each other's role. It is appropriate to enter into an agreement that describes in detail the areas of responsibilities and the expectations of the school and the local police. If such a document is prepared between the superintendent and police chief or sheriff, it should also be agreed upon by the school's administrator, college internship representative, and the SRO. In particular, such an agreement or "memorandum of understanding" should specify the responsibilities of criminal justice student interns.

There is growing a consensus that bullying involves: 1) aggressive behavior or intentional wrongdoing by one person or a group 2) that it is carried out repeatedly and over time and 3) that it is directed toward someone less powerful (Fox et al, 2003). Estimates indicate that 3 out of 10 children are bullies, victims of bullies, or both and that the number of bullying victims is rising (Fox et al, 2003). On the other hand, much can be done to reduce bullying behavior. A bullying prevention college internship program is affordable for many school districts and in the long run will likely save money. All that is needed is for police, schools, and college personnel to act. Every school in America needs to harness all available resources to prevent bullying.

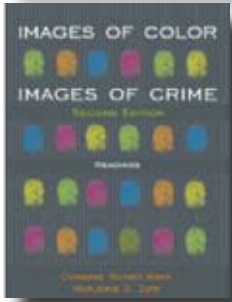
Notes

¹A zero tolerance policy is not recommended because it creates an atmosphere where the reporting of bullying can be greatly inhibited. In addition, it is also inadvisable to utilize peer mediation for the resolution of a bullying complaint. The very nature of bullying involves an imbalance of power and peer mediation presumes that both parties share an equal power relationship.

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BOOK REVIEW



Mann, C. R., Zatz, M. S., & Rodriguez, N. (2007). *Images of Color, Images of Crime: Readings*, 3rd ed. Oxford University Press.

By Christina M. Barnes

“Hatemonger”, “savage”, “spick”, “chink”, “nigger” and “bigot”- In the newest edition of *Images of Color, Images of Crime* the authors do not hesitate in exposing the harsh realities and consequences of racial and ethnic discrimination, oppression, exploitation and marginalization. The book includes the collective effort of over 20 diverse contributors, which allows for a multitude of perspectives blending personal experiences, theory, research and practice.

In addition to an introduction and conclusion chapter, the book is divided into four distinct parts. Part I, *Images of Color*, provides chapters on the personal experiences of the contributors as a racial or ethnic minority. Part II, *Stereotyping by the Media*, focuses on the social construction of offender and victim stereotypes by mass media, cinema, and television shows. Part III, *Stereotyping by Politicians*, concentrates on the effects of racial/ethnic stereotypes on legislation, as well as, concentration on sensationalized events involving minorities that further fuel racial and ethnic fears. Finally, Part IV, *Images of Crime and Punishment*, covers the effects of racial/ethnic images on the administration of justice by those involved in the criminal justice system. Specific issues among groups, such as cultural and language barriers, drug problems, significant incarceration rates, immigration laws, and unique victimizations throughout history are

also discussed. Each part includes five chapters, one for each race and ethnicity that the book concentrates upon (American Indians, African Americans, Latinos and Latinas, Asian Americans and Euro-Americans). At the end of each chapter, discussion questions, notes and a bibliography are made available.

Images of Color is unique compared to other texts on the topic. Specifically, it is more comprehensive by including a variety of racial and ethnic categories viewed through multiple lenses. The theme of the book provides linkages between color and crime made by media and politicians, which then trickle down to individuals, society and its institutions. It discusses how various types of racism (i.e., personal, ideological and institutional) lead to a number of disparities, such as economic status, arrest and conviction rates, incarceration rates and unemployment rates. The editors also discuss responses to the power of images by citizens, media, the three branches of government and the criminal justice system. Further, they highlight the ‘intersectionality’ of racism with the roles of gender, sexual orientation, class, religion, region and ethnicity, as evidenced in the contributions of the various authors.

The concluding chapters address policy, recommendations and thoughts concerning the future of racism. The editors bring forth a cautious optimism that institutional racism will be improved beyond the millennium. They specifically recommend that major, comprehensive reforms are needed for America’s education system. They offer possible short-term solutions for juvenile justice, criminal justice, and media, as well as, possible long-term solutions involving the inter-related social institutions of education, housing, health, family, religion, economics and political systems. The editors believe that the long term goals are worth pursuing so future generations will not be lost to the cycle of poverty, systemic racism, poor health care and education.

Certain portions of the text will

need to be read with a critical eye as the perspectives set forth are not necessarily the “truth”, but rather the unique experiences of the chapter authors. Also, the chapters all include discussions on discrimination against and among their particular racial/ethnic group; however, little to none discuss their groups’ discrimination towards other groups. While most of the chapters strike a healthy balance between personal experiences and empirical research/data, there are some that are unbalanced. Then again, this approach is not necessarily a flaw but rather something to be taken into consideration. Also, the book does not significantly reflect experiences of discrimination towards and among whites. It mentions very briefly the discrimination that occurred toward the early 20th century immigrants, such as the Italians and Irish; however, it would have been interesting to provide a chapter on an authors’ experience with ethnic discrimination as a supposed majority member. Finally, future editions may wish to include a chapter on discrimination towards those of Middle Eastern descent.

Overall the book is appropriate for both undergraduate and graduate classroom environments. It is useful for any critical thinking course, courses focusing on minority issues, as well as, various criminal justice/criminology courses. With its unique approach including a blending of personal experiences, theory and practice, it is a good *supplemental* reading for many types of courses. It is set up in a manner that allows for flexibility in how a reader can choose to read through the book. For instance, she can read it straight through or decide to read chapters race by race. The book will challenge and confirm readers’ belief systems and can encourage a number of readers to explore issues in more depth than they would if they had not read the book. In sum, it appears that the book is intended to raise more questions than it answers, which should ‘plant the seed’ for many meaningful discussions in the classroom.

Continued from Page 2

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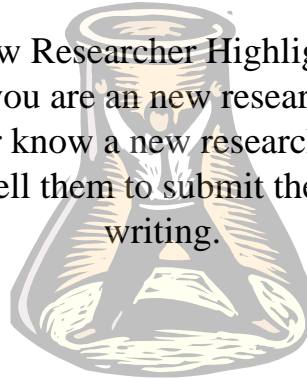
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** Due to the large number of members who are serving, I apologize for any omissions and/or misspelling of names.*

*** Per the ACJS Constitution and Policies, only current members in good standing may serve on the Executive Board, committees, editorial boards, and as section officers.*


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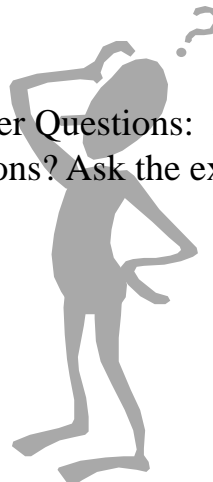
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Upcoming ACJS Annual Meetings

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March 10-14, 2009
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February 23-27, 2010
 Town & Country Resort &
 Convention Center
 San Diego, California

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

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

March 19-23, 2013
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ACJS NEWS

On the Web

ACJS Employment Bulletin

If you have visited the ACJS Employment Bulletin recently, you will notice that employment ads are now posted in order of posting date, with the most recent postings at the top of the page. Also, we have included information on how to search the listings based on your specific criteria.

We post every Tuesday and Thursday, so be sure to check back often for the most recent job openings. If you wish to post an ad, all information on format, procedure, and rates can be found at: http://www.acjs.org/pubs/167_670_2919.cfm

NEW! Recently Added International and Assessment Pages to the ACJS Website

The International Page includes direct links to international organizations, journals, and upcoming conferences. The Assessment Page provides information on the ACJS Ad-Hoc Committee on Assessment. Both of these pages will be updated and expanded in the months to come. I'm sure these new additions will become valuable resources for all members.

Looking For Something? Try The Site Map!

If you have any difficulty locating information on the ACJS Website, click the link to the Site Map (http://www.acjs.org/pubs/167_2077_13529.cfm), which will show you a listing of all ACJS Website Pages and what is contained on each one. Just click the blue links, and you will be directed to the page with the information you're looking for!

Annual Meeting Information

The 45th ACJS Annual Meeting will be held in Cincinnati, Ohio, March 11-15, 2008. The ACJS website, www.acjs.org, has all the information on abstract submissions, exhibitor and program advertising, and hotel reservations.

Just click on the link under "Hot Topics" or on the "Annual Meeting" link on the left side of the ACJS homepage.

Minorities and Women: Resurgence in the academy



In keeping with the vision of our section founders and our contemporary goal of inclusion, the Minorities and Women Section of ACJS has taken on the mantle of mentoring young scholars, students and under represented minorities in the academy.

At the 2007 annual meeting in Seattle, the section recognized and honored two scholars for their contributions to the section, to the academy and to the discipline. The Minorities and Women Section *Coramae Richey Mann Leadership Award* was presented to Dr. Helen Taylor Greene (Texas Southern University) and the *Becky Tatum Excellence Award* was presented to Dr. Roslyn Muraskin; (C.W. Post Campus-Long Island University).

With a special thanks to the ACJS Affirmative Action committee, the Minorities & Women Section is again proud to announce that we are accepting applications for the *Esther Madriz Student Travel Awards*. These two student awards are designed to encourage the participation of undergraduate and master's level minority and women students in ACJS and will permit students to attend and make a presentation at the 2008 ACJS Annual Meeting in Cincinnati, Ohio. For more information and submission information, please visit the "announcements" page of the sections' website: <http://mws-acjs.org.unt.edu/Announcements.htm>. The 2007 *Esther Madriz Student Travel Awards* winners were: Deeanna M. Botton (Old Dominion) and Darron Mason (George Mason U.).

On behalf of the Minorities and Women Section of ACJS we look forward to seeing you in Cincinnati in March 2008.

Lorenzo M. Boyd, Ph.D.
Fayetteville State University
Chair: Minorities and Women Section
Academy of Criminal Justice Section

Awards

Deadline for nominations for the ACJS Academy Awards is extended to October 15, 2007. Go to the website for more information http://www.acjs.org/pubs/167_770_3512.cfm.

The Gerhard O.W. Mueller International Award

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

The deadline for nominations is December 1, 2007. Please send a letter of nomination detailing the outstanding contributions of the nominee along with a current copy of his/her resume to: Alida V. Merlo, Indiana University of Pennsylvania, Department of Criminology, 441 North Walk, Indiana, PA 15705-1075 or e-mail the relevant documents to amerlo@iup.edu.

ANNOUNCEMENTS

Crime and Justice Summer Research Institute:

Broadening Perspectives & Participation
July 7 – 25, 2008
The Ohio State University

Faculty pursuing tenure and career success in research intensive institutions, academics transitioning from teaching to research institutions, and faculty members carrying out research in teaching contexts will be interested in this Summer Research Institute. Organized by Lauren J. Krivo and Ruth D. Peterson and funded by the National Science Foundation and Ohio State University, the institute is designed to promote successful research projects and careers among faculty from underrepresented groups working in areas of crime and criminal justice. During the institute, each participant will complete an ongoing project (either a research paper or grant proposal) in preparation for journal submission or agency funding review. In addition, participants will gain information that will serve as a tool-kit tailored to successful navigation of the academic setting.

The Summer Research Institute will provide participants with:

- Resources for completing their research projects;
- Senior faculty mentors in their areas of study;
- Opportunities to network with junior and senior scholars;
- Workshops addressing topics related to publishing, professionalization, and career planning;
- Travel expenses to Ohio, housing in a trendy Columbus neighborhood, and living expenses.

The institute will culminate in a research symposium where participants present their completed research before a scholarly audience.

Completed applications must be postmarked by February 8, 2008. To download the application form, please see our web site (<http://cjrc.osu.edu/summerinstitute>).

Eligibility: All applicants must hold regular tenure-track positions in U.S. institutions and demonstrate how their participation broadens participation of underrepresented groups in crime and justice research. Graduate students without tenure track appointments are ineligible for this program.

Please direct all inquiries to:
cjrcinstitute@osu.edu.

CALL FOR PAPER

International Journal of Social Inquiry

Uludag University Social Sciences Institute in collaboration with RMIT University and James Cook University is proud to announce the inaugural issue of the International Journal of Social Inquiry and is seeking contributions focused on criminology and criminal justice for its first edition.

This series has identified a number of themes that it will be publishing in future issues. These are globalization, gender, work ethics and values.

While each edition of the Journal will have a particular emphasis, each edition will also include other social science based papers outside of the identified theme and contributions across any aspect of social science will be always welcomed.

This peer-reviewed Journal will specialize in the publication and dissemination of high-quality papers that

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The thematic editors of the first issue are:

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PRESS RELEASE

Justice Studies Association Presents Awards at Annual Conference

Members of the Justice Studies Association presented awards to six scholar/social activists at its ninth annual conference in June at Salve Regina University in Newport, Rhode Island.

Peace activist, Marv Davidov, an energetic part of the Freedom Rider Movement in Mississippi in 1961 and later founder of the peace activist Honeywell Project in Minnesota, was presented with the 2007 Noam Chomsky Award. At the convivial Chomsky Award dinner Davidov described to those in attendance his involvement in the Freedom Rider Movement and encouraged young and old alike to dedicate at least a part of their lives to peaceful social activism.

The late Philip Berrigan called Davidov "a firm advocate for non-violent civil disobedience" and Noam Chomsky remarked how Davidov "has committed himself with a kind of dedication that has rarely been matched to reversing the drift toward global destruction, and his

ANNOUNCEMENTS

work has been extremely effective.”

The annual JSA Social Activist Award was presented to three members of the Catholic Worker movement: Alexandra Pinschmidt and Judith Laris of Haley House in Boston and Fred Boehrer of Emmaus House, the Albany, New York Catholic Worker community.

The community of live-in and external volunteers at Haley House is involved in running a soup kitchen and bakery café as well as producing an alternative arts and media magazine called WHATS UP. Fred Boehrer with his wife Diana Conroy and three children, in addition to offering a place for homeless families to live in community, are engaged in social activism and nonviolent conflict resolution in the Albany area. The Emmaus House community was a catalyst in moving the Albany Roman Catholic Diocese to adopt a restorative justice format in its response to the needs of victims of clergy sexual abuse.

Justice Studies Association president Susan Krumholz remarked how the inspiring work of all three Catholic Workers with the poor and homeless fitted well with the theme of the 2007 conference “The Poor in the Lap of Luxury: Responding to Inequalities.”

The members of JSA also presented an award for the first time at this year’s conference, the Sullivan/Tift Vanguard Award. In January the executive board of the association established this award as a way to recognize the inspiring service of individuals in furthering the work of the association in a significant way. Not surprising to some but certainly to the recipients of the award, the first such award was presented to Dennis Sullivan and Larry Tift, two of the co-founders of JSA. The award will be given periodically.

The Justice Studies Association was established in 1999 as a venue for progressive scholars, activists, and practitioners of nonviolent, restorative forms of justice to come together an-

nually to share information about their current work in the context of a convivial, caring, conference community. Those interested in attending next year’s conference, seeking more information about the association, or becoming a member can look at the association website (www.justicestudies.org) or contact association president Susan Krumholz skrumholz@umassd.edu.

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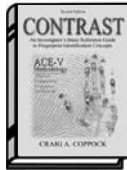
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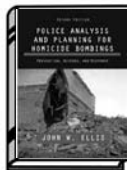
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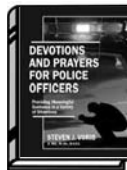
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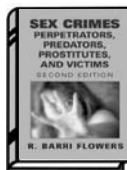
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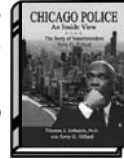
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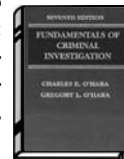
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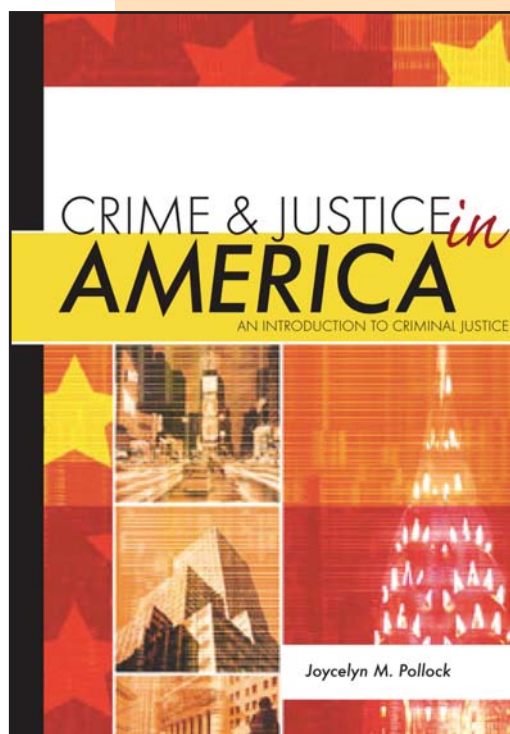
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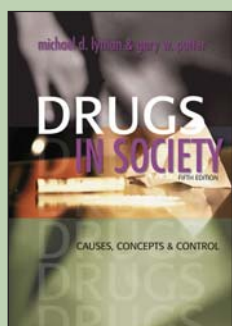
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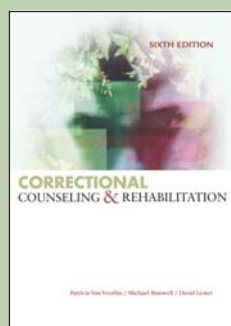
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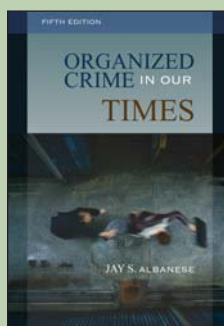
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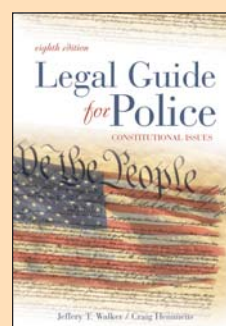
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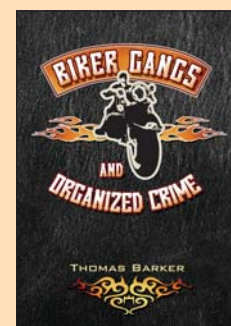
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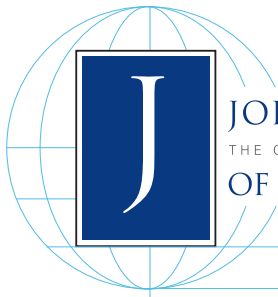
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Justice and Policing in Diverse Societies

June 9-12, 2008

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Dear Colleagues:

John Jay College of Criminal Justice is pleased to announce its 8th International Criminal Justice Conference titled Justice and Policing in Diverse Societies, to be held in San Juan, Puerto Rico, June 9-12, 2008.

The conference has been arranged in collaboration with the University of Puerto Rico, Interamerican University of Puerto Rico, Catholic University of Puerto Rico, University of the Sacred Heart of Puerto Rico, and the University of Turabo.

The intention of the conference is to bring together scholars and practitioners from around the world to share their knowledge about the global nature of crime and criminal justice. (Please see the call for papers). We hope the conference will result in the development of dynamic partnerships and collaborative efforts in conducting research, sharing best practices, identifying training needs for criminal justice agencies, and developing policies to control and reduce crime and human rights violations world wide.

John Jay's earlier international conferences were held in New York, Ireland, Russia, Hungary, Italy, England and Romania. In this conference we are seeking to put together a high quality scientific and intellectual program, with contributions from all parts of the world, on the topics listed in the call for papers.

We are soliciting your assistance in disseminating the above information to your colleagues and students. More information is available at our conference website www.jjay.cuny.edu/ic

Please contact:

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Chair, International Conference Program Committee
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You may also contact: Ken Lewandoski, Director of International Studies & Programs
tel: 212.484.1339
e-mail: klewandoski@jjay.cuny.edu



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CONFERENCIA INTERNACIONAL

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9 al 12 de junio, 2008

San Juan, Puerto Rico

Estimados Colegas:

John Jay College of Criminal Justice se complace en anunciar su VIII Conferencia Internacional de Justicia Criminal titulada Justicia y Trabajo Policial en Sociedades Diversas, que se celebrará en San Juan, Puerto Rico, del 9 al 12 de junio, 2008.

La conferencia ha sido planificada en colaboración con la Universidad de Puerto Rico, la Universidad Interamericana de Puerto Rico, la Pontificia Universidad Católica de Puerto Rico, la Universidad Sagrado Corazón y la Universidad del Turabo.

El objetivo de la conferencia es reunir a académicos y profesionales del mundo entero para compartir sus conocimientos acerca de la naturaleza global del crimen y la justicia criminal. (véase la convocatoria adjunta). Confiamos que la conferencia de lugar a un dinámico intercambio de ideas y resulte en el desarrollo de asociaciones y colaboraciones fructíferas en la investigación, la puesta en común de 'buenas prácticas', la identificación de necesidades de capacitación para las agencias de justicia criminal y el desarrollo de políticas de control y reducción de la delincuencia y de las violaciones de los derechos humanos alrededor del mundo.

Las conferencias internacionales anteriores organizadas por John Jay College of Criminal Justice se realizaron en Nueva York, Irlanda, Rusia, Hungría, Italia, Inglaterra y Rumanía. En esta conferencia los organizadores aspiramos a ofrecer un programa científico e intelectual de alta calidad, con aportaciones de todas las regiones del mundo sobre los temas mencionados en la convocatoria de ponencias.

Agradecemos de antemano su inestimable participación en la divulgación de esta información entre sus colegas y estudiantes. Más información está a su disposición en nuestra página de web: <http://www.jjay.cuny.edu/ic>.

Favor de comunicarse conmigo si precisan más detalles.

Profesora Dra. Mangai Natajaran
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También pueden comunicarse con la Lcda. Rosemarie Maldonado, Tel.: (1) 212-237-8911;
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Call for Papers

At the dawn of the 21st Century, societies across the globe find themselves facing an array of challenges based on differences in wealth, military power, faith, and ideology, as well as gender, race and ethnicity. These intensifying disparities can lead to oppression, crime, terrorism, conflict, and instability, and are often magnified by the very efforts used to combat them. The strategies that scholars use to understand these issues and the policies that governments, civic institutions, and the international community use to address them form one of the essential challenges facing the world today. In June 2008, John Jay College of Criminal Justice will host an International Conference in San Juan, Puerto Rico on *Justice and Policing in Diverse Societies*, in collaboration with the University of Puerto Rico, Interamerican University of Puerto Rico, Catholic University of Puerto Rico, University of the Sacred Heart of Puerto Rico, and the University of Turabo. This conference will seek to provide a framework through which civic leaders, International Governmental Organizations, government officials, police, legal actors and scholars can discuss our collective concerns in this area. Papers for this conference may address a broad range of issues including but not limited to:

- The challenges of scholarship on international criminal justice
- Justice reform and citizen security in democratizing societies
- Historical studies of justice and political initiatives in diverse societies
- The rule of law and human rights
- Globalization, crime, and inequality
- Capital Punishment in the international system
- International law enforcement cooperation and training
- Gender inequality, the gendered nature of conflict, and gender, sexual orientation, and justice
- Age, race, ethnicity, class, and social justice
- The challenges to political order posed by transnational trafficking in drugs, arms, and human beings
- International and domestic terrorism in diverse societies
- Comparative efforts in the adjudication and reintegration of offenders
- Media, social conflict, and justice
- Social movements and social justice
- Border security
- Migration
- Corruption, financial crimes, and international financial organizations
- Transitional justice
- Psychology and law
- Therapeutic Jurisprudence

Papers and panel proposals (in both English and Spanish) that address these and other issues are welcome from all disciplines in the social sciences, humanities, and natural sciences. Please submit your 500 word paper abstract or panel proposal to www.jjay.cuny.edu/ic/submission by December 1st, 2007.

About John Jay College of Criminal Justice: An international leader in educating for justice, John Jay College of Criminal Justice of The City University of New York offers a rich liberal arts and professional studies curriculum to upwards of 14,000 undergraduate and graduate students from more than 135 nations. In teaching, scholarship and research, the College approaches justice as an applied art and science in service to society and as an ongoing conversation about fundamental human desires for fairness, equality and the rule of law. For more information, visit www.jjay.cuny.edu.

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