

New Jersey Criminal Justice Educator

VOLUME 40, ISSUE 1

MAY 2007



President's Corner

As we finish an exciting academic year, the New Jersey Association of Criminal Justice Educators, is proud of our ongoing progress in serving our members and associates. At our next meeting we will hold elections of officers for the 2007-2008 year. All the present officers, with the exception of the secretary, have been nominated to serve another year, providing continuity as we build on this year's program. Matthew Sheridan will succeed Frank Murphy as secretary, as Frank takes on other responsibilities at Ramapo College.

During 2006-2007, the association gained members from four new institutions, revised our newsletter the *New Jersey Criminal Justice Educator* under the direction of Venessa Garcia from Kean University, and hosted a great conference at Georgian Court University under Dr. Robert Loudon, conference chair. The conference speakers included Congressman Frank Pallone, State Police Superintendent Fuentes and other public officials and academicians sharing the latest information on gangs and their affect on our communities. We are enhancing our effort to serve and include students in the association. The Criminal Justice Scholarship Award Program will continue as structured.

We are actively working in conjunction with the recruiting unit of the New Jersey State Police on a new outreach initiative for students and criminal justice student organizations. Please read the Student Corner for more details.

As summer approaches, we all long for a respite from the semester's activities; so after a short vacation, your executive committee will start the actual organizational work for next year, please share any suggestions or comments on how we can improve our association.

Criminal Justice Program News

KEAN UNIVERSITY

Kean University and its Department of Criminal Justice hosted a very successful **New Jersey State Parole Board Offender Re-entry Conference for UNION County** (Using Networks In Our Neighborhoods: Parole Community Strategies in Offender Re-entry) on December 8, 2006. The conference was attended by over 200 people with an interest to successfully reintegrate offenders throughout the state of New Jersey. The conference had six breakout sessions covering important topics from education to job skills. As a result of December's conference, Kean is hosting the Union County Task Force for Women. This semester the Department of Criminal Justice brought in two very charismatic and accomplished speakers. Cherie Castellano, MA, CSW, LPC, AAETS, Program Director for **Cop2Cop**, WTC-RSVP, NJ Fire/EMS Lifeline and 4-PA-Cops, gave a talk on police stress and suicide to a captivated audience of over 100 students and faculty. Castellano described New Jersey's Cop2Cop program; its development and progress. Staff at Cop2Cop understand the stresses that officers experience and are dedicated to providing support. You can learn more about the program at <http://ubhc.umdnj.edu/cop2cop/main.htm>. The Departments of Psychology and Criminal Justice also brought in alumnus Dr. Steven Band to talk about his career as Director of the **Behaviorial Science Unit of the F.B.I.** Again, the seminar was attended by over 120

INSIDE THIS ISSUE

President's Corner	1
CJ Program News	1
Research	3
Pedagogy	4
Student's Corner	9
Member Profile	16
Employment Corner	17
Calls for Paper	18
Conferences	21
Membership Application	23

EXECUTIVE BOARD 2006-2007

President

Ray Rainville, Ph.D.
St. Peter's College
rayrainville@verizon.net

Vice President

Charley Flint, Ph.D.
William Paterson University
drflint@aol.com

Secretary

Frank Murphy, M.A.S., M.A.
Ramapo College
fmurphy@ramapo.edu

Treasurer

Joe Linskey, Ph.D.
Centenary College
linskeyj@centenarycollege.edu

Membership Chair

Lenny Ward
lennyward@yahoo.com

Immediate Past President

Venessa Garcia, Ph.D.
Kean University
vgarcia@kean.edu

**New Jersey
Association of
Criminal Justice
Educators**

Committee Chairs

Awards:

Peter Horne, Ph.D.
hornep@mccc.edu

Conference:

Robert Loudon, Ph.D.
loudenr@georgian.edu

Directory:

Harold Launer, Ph.D.
launerha@shu.edu

Historian:

Jay Berman, Ph.D.
jberman@njcu.edu

Law and Public Safety:

Jiles Ship
jship@plainfield.com

Newsletter:

Venessa Garcia, Ph.D.
vgarcia@kean.edu

Cavit Cooley, M.A.
cooleyc@mccc.edu

Demetress Holmes
holmesd@kean.edu

Nominations:

Jay Berman, Ph.D.
jberman@njcu.edu

Student Affairs:

Charley Flint, Ph.D.
drflint@aol.com

Good and Welfare

Joe Linskey, Ed. D.
linskeyj@centenarycollege.edu



Criminal Justice Program News

students and faculty. Kean is also accepting applications for graduate studies in the **Masters of Public Administration program with the option in Criminal Justice**. For more information go to <http://www.kean.edu/~keangrad>.

MERCER COUNTY COMMUNITY COLLEGE

As part of our college's **Distinguished Lecture Series**, Professor Candace McCoy spoke to about 100 students and community members in early April. She spoke about "Pre-Trial Reform in New Jersey: Can it Reduce Incarceration Disparity?" Dr. McCoy, of John Jay College of Criminal Justice, stressed that much of the disparity could be alleviated through sentencing reform. The Criminal Justice Club was quite active this spring. Club members visited the NJSP crime laboratory and also participated in our annual trip to a local gun club for several hours of pistol shooting and pizza! Several members also participated in the day-long conference at Georgian Court University sponsored by NJACJE. They really enjoyed it and learned quite a lot about gangs in NJ. A note of thanks to Seton Hall Professor, Dr. John Paitakes who came to Mercer in early March and acted as the outside evaluator of our Criminal Justice Program. Mercer does program evaluations every five years and Dr. Paitakes was kind enough to spend a day on our campuses interviewing a number of people including students from the C.J. Club. He then issued a very incisive report about our Program. So thanks again John for the professional assistance!

ROWAN UNIVERSITY

The **Master of Arts in Criminal Justice Program** at Rowan University is accepting applications now for the Fall 2007 semester. This new approach to the traditional master's degree focuses on the growing emphasis on research evidence in the system. Graduates of this program will be prepared for leadership positions in police, court and corrections agencies; research positions at public and private research institutes; and further study in doctoral programs. Courses will be offered in the evening, and students can attend full or part time and compete for Graduate Assistantships providing tuition coverage and a stipend. For further information please contact Program Coordinator, Wanda D. Foglia, J.D., Ph.D., at foglia@rowan.edu or 856-256-4399, or follow the link for the M.A. in Criminal Justice at www.rowan.edu/lawjustice

THOMAS EDISON STATE COLLEGE

Thomas Edison State College is now offering a **BA degree in Criminal Justice**. This degree focuses on the interdisciplinary study of crime and the functions of the criminal justice system. It includes study in the professional and theoretical areas, as well as the development of critical thinking skills and knowledge of the research findings and methods specific to the field. required course areas include Social Policy and Criminal Justice, Criminal Behavior and Victimology, Research Methods, Terrorism, and White Collar Crime. Electives focus on all specialty areas of the components of the criminal justice system, as well as specific areas such as narcotics, forensic sciences, private security, ethics, sex crimes, etc. Students may choose courses that satisfy these requirements through Online courses, TECEP Exams, Prior Learning Assessment (for criminal justice professionals), and Guided Study. No practicum or internship is required. For further information, please contact James M. McCarty, Assistant Dean for the School of Arts and Sciences at Thomas Edison State College, (609)984-1130 Ext. 3177.

PLEASE SEND US YOUR PROGRAM NEWS!

RESEARCH

Can Arrest Procedures affect Arrest Decisions? A Look at the NYPD

By Edith Linn, Ph. D.

Dozens of factors have been linked to arrest discretion since its “discovery” by scholars in the 1960s (LaFave, 1965; Walker, 1993, Chappell et al, 2006). One review of the quantitative research in this area examined over 48 arrest variables, in 388 studies. The majority of research has explored factors specific to the potential arrest situation, such as the offense involved, and characteristics of the suspect and victim. Other studies explored administrative variables, such as mandatory arrest policies and level of supervision. Still others examined community variables, such as population transience and tolerance for deviance. A fourth category considered officer characteristics, such as race, education, and patrol style (Riksheim & Chermak, 1993).

Prolific as this research has been, it rarely addressed the influence of the *arrest process itself*, and how it impacts the officer’s outside life and comfort level. In some police departments, arrest procedures are long and arduous. Officers are then faced with such arrest incentives of overtime money, and such disincentives as paperwork, prisoner contact, and a disruption to personal life.

These influences are perhaps most extreme in the New York City Police Department. Due to redundant paperwork, antiquated computer systems, turf battles between police and prosecutorial agencies, and other problems, arrest processing may take as long as *ten hours*. After observing officer reactions to these procedures (as a member of the NYPD), this writer sought to quantify its effects. (Linn, 2004).

This research examined (1) whether the length and duress of arrest processing in the NYPD exerts an undesirable effect on officers’ arrest-making decisions, and (2) whether other police agencies face this issue. The study consisted of two surveys. The first anonymously inquired about the arrest-making practices of 506 officers who were assigned to routine patrol at least three times per week. The second examined the arrest processing procedures of 130 police departments in cities of over 100,000 people. This essay provides some of the major findings of the two surveys.

Findings

For some officers, particularly the more active ones, the potential for overtime influenced their arrest decisions. Officers maximized their OT by making arrests at twice the expected proportions in the last hour of their tour - 25.1% versus the anticipated 12.5%. Among 95 officers who had made three or more arrests in the previous month, the last-hour arrest acceleration was greater - 27.5%. For this high-arrest subgroup, overtime was rated as second in importance, just after offense seriousness, among 31 possible arrest considerations.

The length of arrest processing was far more often a *deterrent* to making arrests than a positive incentive. A subgroup of 151 officers, or 30.2%, reported making *no* arrests in the previous month. Officers with pressing post-work concerns, such as commuting, child care, or social engagements, were more likely to feel that they could not extend their tour with an arrest. In fact, 26.5% of the officers reported that their outside commitments prevented them from *ever* prolonging their tour.

Similarly, the duress of processing dissuaded officers from making arrests. Among the administrative issues that most discouraged them were fatigue, followed by repetitious arrest forms, complicated procedures, and fear of being disciplined or reprimanded. Also of great concern was the need to write a complex narrative, or to testify. Among the prisoner-related issues that most deterred arrest-making were the fear of prisoner allegations, followed by prisoner illness, and disturbed or violent behavior.

For the 506 officers, the need to get off work on time for a social commitment, and the prospect of a difficult, dangerous, filthy, or sick prisoner, were rated high in importance on the list of 31 arrest factors. These areas of concern were surpassed in importance by only the broadly-recognized arrest factors of crime seriousness, complainant cooperation and attitude, and suspect demeanor.

Officers used a number of tactics to avoid making an arrest, such as foregoing street interrogations and car stops, ignoring minor violations, avoiding high-crime

“Dozens of factors have been linked to arrest discretion since its “discovery” by scholars in the 1960s.”

Can Arrest Procedures affect Arrest Decisions? A Look at the NYPD

(continued from page 3)

areas, hanging back from crimes in progress, and ignoring pick-up complaints. The subgroup that made no arrests used these methods most frequently.

Officers were highly cynical about arrest-making, strongly agreeing with statements that their arrests were manipulated by careerist Assistant District Attorneys, commanding officers, and government officials. The more cynical their beliefs the greater their likelihood of engaging in adaptive tactics to avoid arrests or boost arrest overtime.

Conclusion

From the survey responses of the 130 police agencies, it appeared that New York City's ten-hour arrest procedures may be the longest in America. The mean arrest processing time in other large cities was about one-and-three-quarter hours.

The processing methods used by other police agencies may contribute to their greater efficiency. Unlike the NYPD, many have officers directly input their own arrest data, use a single arrest form, have readily-linked computer systems, and transfer

more processing duties to other individuals or agencies.

Some of the police agencies surveyed reported that their officers were deterred from arrest making by even a relatively brief procedure. And, in subsequent communication with police colleagues in Great Britain and Australia, they also reported that processing times lead to overtime-seeking and arrest-avoidance.

Thus, all police agencies need to be concerned with the negative effects of long or arduous arrest procedures. They are costly in terms of overtime dollars, and the loss of patrol coverage when officers go out-of-service with an arrest. They force the officer to

choose whether to be true to the professional values of policing, or true to the needs of themselves

and their families. Finally, difficult processing distorts arrest behavior, and thus it compromises justice.

References

Chappell, A.T., Mac-

Donald, J.M. and Manz, P.W. (2006). The organizational determinants of police arrest decisions. *Crime and Delinquency*, 52: 287-306.

Lafave, W.R. (1965). *Arrest*. Boston: Little, Brown.

Linn, E. (2004). *What works for me? Arrest decisions as adaptive behavior*. Ann Arbor, Michigan: University Microfilms International.

Ricksheim, E.C. and Chermak, S.M. (1993). Causes of police behavior revisited. *Journal of Criminal Justice*, 21: 352-382.

Walker, S. (1993) *Taming the system: The control of discretion in criminal justice 1950-1990*. New York: Oxford Press, 1993.

Biography

Dr. Edith Linn joined the Kean faculty in 2004, after earning her M.A. and Ph.D. in Criminal Justice from the City University of New York. Her 25-year criminal justice career includes work as an adjunct professor at John Jay College, a paralegal in Family Court, a New York State correction officer, and a member of the NYPD, from which she retired as a lieutenant.

"it appeared that New York City's ten-hour arrest procedures may be the longest in America"

PEDAGOGY

Health, Crime, and Criminal Justice Education

By Bronwen Lichtenstein

Teaching Health and Crime

Criminal Justice courses typically focus on courts, corrections, juvenile crime, and law enforcement. In the wake of 9/11 and

recent financial scandals in corporate America (think Enron and WorldCom), courses on terrorism, homeland security, and corporate crime are being added to criminal

justice programs. The appeal of these new courses includes the potential of attracting state and federal dollars to criminal justice programs. New avenues to funding, however,

Health, Crime, and Criminal Justice Education

(continued from page 4)

and new teaching possibilities exist as well. One emerging possibility is to combine health and crime as a sub-disciplinary focus. The rationale for this integration is twofold: first, much government funding supports health-related research, and, second, students are generally interested in health as a life and career issue. Integrating health and crime in criminal justice curricula has the potential to expand student-learning opportunities and promote departmental growth.

Courses on health and crime in criminal justice programs might, at first glance, seem antithetical to disciplinary goals. Should not the emphasis be educating students primarily about policies, practices, and structures of the criminal justice system? Still, few would disagree that health problems are both precursors and sequelae of law violations and incarceration. A case for integrating health and crime courses into criminal justice programs can be made on the basis of new realities – the HIV/AIDS epidemic reaching into incarcerated populations, high numbers of mentally and physically ill people in jails and prisons, and the mental health precursors of a multitude of crimes ranging from petty misdemeanors to sexual offenses and serial murder.

Health and criminal justice concerns may be conceptualized as closely related and mutually reinforcing. Studies have found that inmates have poorer health and shorter life spans than most people (Drucker 2002); that ex-prisoners often suffer similar fates; that child victims of sexual crimes suffer high rates of mental and physical health problems (Mullen, Romans-

Clarkson, Walton & Herbison 1988); and that areas with high crime rates usually have higher mortality rates from all causes (Kawachi, Kennedy & Wilkinson 1999). Prisons have been labeled warehouses for the mentally ill in recognition of social problems that emerged after deinstitutionalization of psychiatric patients in the 1960s and 1970s, and the health and well-being of many African-American communities have been adversely affected by high crime rates and mass incarceration.

The intersections between health, crime, and the criminal justice system offer new avenues for teaching at both undergraduate and graduate levels as well as for research and inter-disciplinary collaborations. Criminal justice students may have broader perspectives to think about careers in law enforcement or as administrators in the criminal justice system. A

“Integrating health and crime in criminal justice curricula has the potential to expand student-learning opportunities and promote departmental growth.”

pedagogical focus on the nexus between crime and health is potentially valuable for highlighting the role of health problems in law-breaking, and the impact of law-breaking on individual, family and community health. As a result, a course on health and crime was developed at the University of Alabama. This essay addresses a preliminary assessment of this course.

A Health and Crime Course*

A cross-listed senior/graduate course in health and crime was added to the criminal justice curriculum of the University of Alabama in 2004. Students were intro-

duced to a sociological theory of the body (Shilling 2003), and to Foucault’s (1975) theory of the carceral in *Discipline and Punish*. Shilling’s book *The Body and Social Theory* illustrates how “deviant bodies” are constructed in law, media, and society, and Foucault’s book shows how disciplinary power is exercised through discourses of bodily self-discipline, and, if this strategy fails, through the coercive discipline of the prison. Articles on health care for prisoners, on crimes such as infanticide, drug use, sex crimes and organs trafficking, and on victimization through domestic violence, child abuse, and rape filled out the syllabus. The readings were mainly selected to illustrate either the health effects of crime on victims, or the health-related precursors and sequelae of crimes such as infanticide and felony drug use.

Students from criminal justice and related disciplines (e.g. psychology-law and social work) signed up for the course. Although seated in sociology and criminal justice pedagogy, the course melded two areas of study normally covered by discrete disciplines – criminal justice and community health – that increased its relevance to students. Each student selected a topic of his or her choice at the beginning of the semester and crafted it into a theory paper for the first assignment, a literature review for the second assignment, a PowerPoint presentation for main findings, and a final research paper. Students covered popular criminal justice topics in some cases such as the health and crime effects of illicit drug use, but in other cases took a novel or personal approach to investigating their particular project. For example, two student athletes researched the effects of steroids on bodybuilders and new categories of crime involving steroids and elite athletes. An-

Health, Crime, and Criminal Justice Education

(continued from page 5)

other student, who had struggled with ADHD during his college career, researched the links between ADHD and juvenile crime. A minority student whose rural community was being threatened by the twin epidemics of incarceration and HIV/AIDS, wrote about ethnicity, HIV/AIDS, and imprisonment. Still another student wrote about the Andrea Yates trial involving filicide, the insanity defense, and postpartum psychosis. She won a national student essay award and published her paper in a disciplinary journal titled *Feminist Criminology* (West & Lichtenstein 2006). Student enrollment has increased since the course was first listed, and student evaluations have been positive.

Early Outcomes

The course was offered as an elective for criminal justice seniors and graduates and is capped at 15 students. The cross-listing for seniors and graduates and limited enrollment lent several advantages to the program. First, criminal justice majors and graduates were introduced to a new course listing and to the specific area of study of the new faculty member teaching the course. Second, the course was offered in seminar format, which is infrequently available to undergraduates in the UA Department of Criminal Justice. The small-group setting appealed to students who flourished in smaller class sizes and graduate-style research and writing projects. Third, in offering a taste of graduate work, the course became a vehicle for attracting seniors into the master's degree program in criminal justice. It also provided students with opportunities to submit written assignments to competitions at the university and national level.

In this third year of teaching Health and Crime, the course has been restricted to graduate students in response to increased demand for graduate course electives in the department. This change maintains the structure of research-based assignments and the small-group seminar format that allows enhanced contact with professors. It remains to be seen whether the change is permanent, or whether increased student enrollment at the university will force a change from the small class environment to the standard lecture class with shorter assignments and more students. The course is clearly a work in progress; still too new to be in the core

curriculum and subject to change because of expanding priorities at the college and university level.

"With over two million U.S. citizens in jail or prison, ... the study of health and crime in criminal justice programs addresses exponential growth in health problems..."

Future Directions

This note has highlighted some of the ways in which health and crime can be incorporated into criminal justice pedagogy. With over two million U.S. citizens in jail or prison, with growing levels of crime, and with relatively new categories of crime (e.g. computer hacking, on-line child pornography, and identity theft), the study of health and crime in criminal justice programs addresses exponential growth in health problems in incarcerated populations associated with being imprisoned or being victimized by crime. The scope is open for teaching and research on health and crime. It may even be uncharted territory.

*The syllabus is available from the

author on request.

References

Drucker, E. (2002). Population impact of mass incarceration under New York's Rockefeller Drug Laws: An analysis of years of life lost. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 79 (3): 1-10.

Foucault, M. (1975). *Discipline and Punishment: Birth of a Prison*. New York: Random House.

Kawachi, I., Kennedy, B.P., and Wilkinson, R.G. (1999) Crime: social disorganization and relative deprivation. *Social Science & Medicine*, 48 (6): 719-731.

Mullen, P.E., Romans-Clarkson, S.E., Walton and Herbison, G.P. (1988). Impact of sexual and physical abuse on women's mental health. *Lancet*, 1(8590): 841-845.

Shilling, C. (2003). *The Body and Social Theory*. 2nd Edition. London: Sage Publications.

West, D and Lichtenstein, B. (2006). Andrea Yates and the Criminalization of the Filicidal Body. *Feminist Criminology*, 1 (3):173-187.

Biography

Bronwen Lichtenstein is Assistant Professor in the Department of Criminal Justice at the University of Alabama in Tuscaloosa, Alabama, and a visiting research fellow at the Rural Center for AIDS Research at the University of Indiana-Bloomington. She teaches courses in criminal justice, conducts research on the social dimensions of HIV/AIDS, and publishes articles on STDs and HIV/AIDS in scholarly journals.

Just Talking? Adding an International Dimension to Criminal Justice Teaching

By Helen Jones, Kathy Johnson, and Julie Kunselman

As educators we all face three inter-connected demands: to improve quality, to use technology innovatively, and to enhance student higher order skills such as critical thinking and deep understanding. In this process, care has to be taken to ensure that faculty are not overloaded with extra work. The use of communication and information technology offers innovation while recognizing these competing demands and offers the potential for genuinely borderless classrooms. Innovators in one Florida university have devised a project which manages to deliver on all these issues and gives students an international dimension to their studies. It all began in 2004 when a British colleague contacted them asking if they would be interested in collaboration. The pilot project that emerged from these initial discussions was launched in the Fall of 2004 and involved email exchanges between students at the University of West Florida (UWF) and Manchester Metropolitan University (MMU) in Britain (Jones et al., 2005). After another roll-out of the project on a small scale in 2005, the project was transported to a WebCT platform in the spring semester of 2006 and expanded to involve 7 Universities and a total of 375 students in the US and UK.

This International E-communication Exchange (IEE) links students studying similar degree programs, with a core focus on criminology and criminal justice, its organizational components and processes, and its legal and public policy contexts. The main aim of the project is to enable students to

interpret and understand contemporary concerns around crime, with an added international dimension. Students are allocated into small discussion groups and discuss three specific topics over six weeks (two weeks per topic). The associated website provides a space for the discussions and a repository of supporting materials, including a FAQ list and guidance for students.

Working Online

The online group work design aims to encourage less confident students to participate at their own pace and in a reflective manner, without more vocal members of the class dominating the time available. Although working on-line involves different organization, it is worth exploring whether the best aspects of group work can be achieved within online and collaborative learning platforms. Students who are new to on-line learning will be as anxious in

"The use of communication and information technology offers innovation while recognizing these competing demands and offers the potential for genuinely borderless classrooms."

using the technology as traditional freshmen entering their first classroom. As educators we know that students often struggle with group work requiring collaboration in the classroom. So it was important that, just as any new learning cohort needs time to get to know each other, the project was structured to include 'buddy time'. This was achieved through the availability of a 'Student Coffee Bar' area of the discussion board. This helped to achieve the following:

- practice in posting, reading and replying to messages,

- recognition of the importance of using clear subject headings and the need to thread messages, and
- beginning to share information about a topic and respond to each other's messages.

It was important that the topics set for discussion were relevant. While all students were following courses related to Criminology and Criminal Justice, the topics had to be carefully chosen to bring out cultural differences between the US and the UK. The first topic (which proved the most popular with students) related to gun controls and their relationship to crime rates. The immediate relevance of the discussion topics encouraged student engagement and proved to be an innovative medium to give students real life experience in articulating their national 'taken-for-granted' understandings and in building their confidence in expressing views. Other topics for this session included a focus on victims of crime and "what to do about" sex offenders. All three topics allowed students to compare and contrast both the legal responsibilities and personal/public opinion surrounding these topics. Clearly, the greatest disparity between the US and the UK was on the topic of gun controls.

Faculty Involvement

In addition to the provision for engaging students, the project places demands on staff and this is a key issue for anyone considering using this model in their own teaching. Over 4,000 messages were generated during the 6 week period and this has to be considered seriously if faculty are to avoid overload (Fox and MacKeogh, 2003). This new

Just Talking? Adding an International Dimension to Criminal Justice Teaching

(continued from page 7)

form of delivery and assessment needed clear mechanisms of support for both students and teachers. The faculty agreed on a policy of minimal intervention. Subsequent feedback from students during a post-project evaluation suggests that this approach was favored because students felt more autonomous and responsible for their own learning experience. However, most staff felt the need to intervene at least on a couple of occasions, particularly when students were posting late messages.

Institution	Number of Teachers	Number of Messages Posted
A*	1	210
B	2	48
C	1	16
D	1	4
E	2	22
F	1	28
G	2	55

Table 1 Number of messages posted by teachers

*Teacher at Institution A was coordinating the project which explains the greater number of postings.

Faculty involvement in monitoring is, however, important in terms of screening messages for unacceptable or offensive content, as well as tracking the number of postings made in order to identify who is not posting at all, who has not posted recently, who posted once but has not posted further and who is posting 'too much' (although no maximum number of postings was set). It is important to note that there were no instances of offensive

or unacceptable content in this session. However, there were a few rather "heated" discussions within the groups.

Student Evaluations

As with all pilot programs, an assessment of the course was necessary. Students were asked to complete an online questionnaire at the end of the project in 2006. Students welcomed the innovative form of teaching and spoke of the benefits of hearing viewpoints of people in different locations to themselves. Many students also spoke of the need to read and research before responding in order to prepare themselves. In fact, one student told the instructor that she "didn't want the British students to think she was stupid." Most students saw this as a positive aspect of the design:

"More than 90% of the respondents remarked positively on what was learned."

students may otherwise have felt did not have the confidence to articulate their thoughts and opinions constructively. It also allowed participants to see issues and develop arguments from another's perspective which help provoke a responsive and healthy debate on the topics under discussion (Respondent 127).

More than 90% of the respondents remarked positively on what was learned. Students realized the benefit of having to conceptualize issues for themselves, to having their own ideas and opinions challenged and having to respond to such challenges in a considerate manner. Students focused on aspects as diverse as effective communication, time-management, tolerance of different viewpoints, improved computer skills and increased knowledge of the legislation of other countries:

It was beneficial because I had to research areas the same way I would've had to do if I was doing an exam or an essay but it was better because if I didn't understand an area, the other people in my group would post information and this would further my understandings (Respondent 115).

I think it gave students the opportunity to engage with each other outside the classroom environment which enabled us to express and demonstrate any 'hidden' skills and abilities of communication which some

I learnt how to give a grounded opinion on certain issues and be prepared to have them challenged by the other members in your group. I also learned to look at other arguments brought by other members and value them as an opinion or offer relevant criticism if I didn't agree with something they said (Respondent 145).

Conclusion

This model has now been piloted three times: twice on a small scale involving just two institutions and, more recently, on a larger scale

Just Talking? Adding an International Dimension to Criminal Justice Teaching

(continued from page 8)

involving a considerable number of students from seven institutions in the US and UK. What can be claimed is that this approach represents a significant innovation in learning and teaching within criminology and has proven to stimulate critical awareness, analytical thought and reflective practice. The project will run again in Spring 2007.

References

Fox, S. and MacKeogh, K. (2003) Can eLearning Promote Higher-order Learning Without Tutor Overload? *Open Learning*, Vol. 18 (2) pp121-134.

Jones, H., Kunselman, J., Johnson, K. and Wowk, M. (2005). Communicating Across the Atlan-

tic. *Issues in Information Systems*, Vol. VI, (1) pp163-169.

Biography

Dr Helen Jones Principal Lecturer in Criminology and Senior Learning and Teaching Fellow – Manchester Metropolitan University, UK. Dr Jones is a consultant to the UK government on legislative and policy issues on gendered violence and teaches on a range of criminal justice issues. She is a fellow of the UK Higher Education Academy and takes a particular interest in designing innovative learning opportunities for her students.

h.jones@mmu.ac.uk

Dr Kathy Johnson Associate Professor Criminal Justice and Legal

Studies– University of West Florida, US. Dr Johnson has expertise in pedagogy in criminal justice, the use of technology for monitoring community offenders and general corrections issues. She is a popular teacher and has won a number of awards for her teaching. kjohnson@uwf.edu

Dr Julie Kunselman Associate Dean, Criminal Justice and Legal Studies – University of West Florida, US. Dr Kunselman specializes in policy and data analysis, research methods and juvenile justice. She has recently involved students from UWF in the creation of an extensive database on traffic crash statistics to develop strategic responses to the problem. jkunselman@uwf.edu.

Student Corner

Student Editor Demetress Holmes

Alcohol Ignites Deviant Behavior

By Joseph Ortiz

Introduction

Drinking alcohol is an old tradition has lived on through the centuries into modern day. Alcohol today is extremely popular. The amount of money put into the production, sale, and advertisement of alcohol is almost unprecedented for such an item. Millions of dollars are spent to sell an item that was once prohibited under law. Prohibition of the 1920s saw a strong rebellion as pubs went underground and alcohol became even more popular. This era did not last long as prohibition

came to a halt in the mid nineteenth century.

Today our criminal justice system faces a similar problem. The problem at hand is the one that sparked controversy in the 1920's. Does alcohol influence deviant behavior and if so what types of crimes does it directly influence? Trying to figure out ways to lower the crime rate varies over time and place; however, the study of alcohol and its effect on crime is a good place to start. It is important for any society to try to figure out ways to

lower its crime rate. Lowering the crime rate helps to create a safer atmosphere for the members of the society.

Common knowledge suggests that societies with high crime rates will likely attempt to lower the crime rate any way possible, which makes this study of alcohol and its effect on deviant behavior important. The research question presented here is simple, Does alcohol influence criminal/deviant behavior? This study sets out to discover whether or not alcohol plays an

Alcohol Ignites Deviant Behavior

(continued from page 9)

influential role in criminal/deviant behavior.

Literature Review

Drinking alcohol is a common behavior within society. Although there is a law that states that the legal drinking age is twenty-one, minors still drink. Alcohol consumption is a learned behavior which is then broken down into sub-concepts to help define the problem. The most common of these sub-groups is socialization. One of the major similarities amongst the researchers was the fact that most college students tend to follow the trend set by former students.

As stated by Wechsler et al. (2002, pg. 225), binge drinking is a result of socialization. They believed that binge drinking is a direct result of the social atmosphere that students surround themselves with, whether it is in their living arrangements or the bars and clubs that they attend, each includes their fellow classmates. In these social settings students tend to drink because that is what is expected in this atmosphere. Researchers also believe that socialization is a key factor in why students binge drink by stating that binge drinking has been passed down from class to class, like the passing of the torch (Wechsler et al., 2004, pg. 159). Researchers believe that deviant and criminal actions are a direct result of binge drinking. Wechsler et al. (2004) included an interesting statistic exemplifying how college students really do not understand the effects of their binge drinking. They found that 30% of

students admitted to participating in criminal behavior to some extent and sometimes not remembering what they did or their overall actions during the night.

Theory and Hypothesis

Social learning theory is defined as “a general perspective emphasizing reciprocal interaction between cognitive, behavioral and environmental determinants” (Bandura, as cited in Cao, 2004, pg. 91). This theory shows how a behavior is learned through the atmosphere in which the individual lives. As summarized by Cao, “Criminal behavior is learned, criminal behavior is learned through interaction with other persons in a process of communication, the principle part of

“In these social settings students tend to drink because that is what is expected in this atmosphere.”

learning criminal behavior occurs within intimate personal groups” (2004, pg. 90). These are a few of the main components of the theory. It focuses on the intimate close interpersonal relationships; these relationships are where the learning comes from. When a person becomes close with another over a duration of time, a behavior may be learned, especially with greater frequency and duration of the behavior.

Something that an ordinary person might not know is that learning criminal behavior involves similar mechanics that are incorporated in learning conventional behaviors. There have been variations of social learning theory.

Akers created a revision of Bandura’s social learning theory; his revision included four central

components: differential association, differential reinforcement, imitation, and definition (as cited in Cao, 2004, pg. 92). Akers suggested that specific characteristics will point to which group a person will likely become a part of. These characteristics included, but were not limited to, age, sex, race, and class. These variables could help predict which group a person would likely become a member of and which behavior model they would conform to, or whether or not it would be law-violating behavior.

This theory, combined with previous research, and the research to be conducted leads this study in the direction that alcohol does in fact play a role in deviant behavior. These behaviors are learned through observation and the individual imitating the behavior. When socializing with a group for a certain period of time an individual will observe certain behaviors and ultimately learn these behaviors.

Methods

In order to collect data for this study, ten classes from a university were surveyed. The students were asked to recall any situations in which they were under the influence of alcohol and involved in some type of criminal or deviant act. This study took place from the time of Institutional Review Board approval until December 21, 2006. Using a random numbers table, ten classes from the university’s Fall 2006 course bulletin were selected. The selection of classes was done at random to guarantee privacy and that at least 100 students will be surveyed. This sample frame was chosen because the study focuses on college students over the age of 18. These students selected supplied the information necessary.

Alcohol Ignites Deviant Behavior

(continued from page 10)

Findings

The findings in this research project were comparable to those of past research. The survey was administered to 100 students at the University. The age range of the survey was 18-24+. A large percentage, approximately 44%, responded as 18-19 years of age thus putting them under the legal drinking age. Another number which was parallel to the student body was that of gender. The student body at the University is largely represented by females, as was the survey. Out of the 100 survey's taken 61 percent of the respondents were female while only 39% were males.

An important question to ask is whether or not people believe that alcohol enhances their time at a party. This is relevant because in order to have a good time in a social atmosphere the person might be dependant on a large amount of alcohol. Of the 100 people surveyed, 63% said that they felt alcohol enhanced their time at a party. When asked if they had ever used illegal drugs while under the influence of alcohol, 30% said yes. There was a similar response in whether the individual had fought under the consumption of alcohol, 32% said that they had done so.

Conclusion

Prior research was found to be consistent through the research conducted here. There were a total of 100 people surveyed from the University. Almost all of those who responded drank alcohol weekly. The hypothesis stating that alcohol influences deviant behavior was

supported as 30% of the respondents admitted drug abuse, 27% admitted damaging property, and 32% admitted to fighting after the consumption of alcohol. These numbers were found to be reliable through the use of SPSS.

These findings help support past research as well as the hypothesis that alcohol does indeed influence criminal/deviant behavior. They help to show that steps must be taken to help limit the negative results that come from drinking alcohol. Society as a whole must realize that a change must occur otherwise alcohol could cause a downward spiral in society with nothing but negative outcomes.

"Of the 100 people surveyed, 63% said that they felt alcohol enhanced their time at a party."

Our government once tried to take steps in eliminating alcohol through prohibition, which did not last too long. A suggestion would be to stiffen punishments that are alcohol related. Crime "A" and crime "A under the influence of alcohol" should be punished differently so that when under the influence of alcohol that crime is more severe. Another suggestion would be to raise the price of alcohol. Alcohol is fairly cheap today allowing anybody to easily afford it. If the price was higher then maybe that would deter people from buying it and therefore consuming it.

Just like with any other study there were limitations to this study. One major limit to this study was the very small sample. A study like this should include at least five hundred people to enable the researcher to grab a strong base from the society, a mere one hundred

people just does not supply the researcher with an adequate mark. This being the researcher's first real research of any kind the inexperience played a factor in the process. The process is always more important than the result and if something goes wrong in the process there will undoubtedly be an error in the result, this research project was far from perfect but with time and more experience a better research can be conducted.

Reference:

Cao, L. (2004). *Major Criminological Theories: Concepts and Measurements*. Belmont, California: Wadsworth Publishing.

Wechsler, H., Seibring, M., Liu, I-Chao., and Ahl, Marylin. (2004). Colleges Respond to Student Binge Drinking: Reducing Student Demand or Limiting Access. *Journal of American College Health*, 52(4), 159.

Wechsler, H., Lee, J., Nelson, T., and Kuo, M. (2002). Underage College Students' Drinking Behavior, Access to Alcohol, and the Influence of Deterrence Policies. *Journal of American College Health*, 50(5), 223-225.

Biography

Joseph Ortiz is a graduate from the Department of Criminal Justice at Kean University. His goal is to obtain a master's degree in public administration and then go on to Law School.

Where Do We Go From Here: Life After Undergrad

By Demetress Holmes

It can take anywhere from three to five years average to complete requirements for obtaining an undergraduate degree but it can take a lifetime to figure out what to do after obtaining the degree. One of the biggest issues for all majors is what the next step should be. For criminal justice majors the first response by many people is "So are you going to be a cop or a lawyer?" It is as if all of the hundreds of thousands of criminal justice majors are limited to two career paths. This is so far from the truth. There are several career paths criminal justice majors can choose. So as a graduating Criminal Justice major, the question should be, what are my options?

First, there is a big sigh of relief to be taken at the thought of completing undergraduate level work. Then is the idea of furthering that education by pursuing a master's and even a doctorate degree. Some of the concentrations in criminal justice beyond the undergraduate level include: forensics, criminology, terrorism, and victim research. If moving to the next level of education is not in the scope of things, then an individual can use his/her criminal justice degree to work at the local, state, or federal level. There are several positions available ranging from working in the Federal Bureau of Prisons to being a local administrator in the county jails or in the courts. Similar to well known advertising companies' methods to get consumers to buy products, real life testimonials can be used to get people on the correct road to success. With this in mind I have contacted former Kean University graduates to see what life has been like for them after obtaining their undergraduate degrees.

Testimonials

Looking through the telescope of continuing education I decided to contact Kean University graduate and current Graduate student Darol Vasquez. Darol received his Bachelor's degree from Kean as a criminal justice major in 2005. While pursuing his undergraduate degree Darol kept himself busy by being an active member of Kean University's Office of Residence Life as a Desk Assistant and then a Resident Assistant. In addition to his work outside the classroom, Darol remained active on campus as a member of the Criminal Justice Club, now the Criminal Justice Student Association, and the Delta Upsilon Chapter of Alpha Phi Sigma National Criminal Justice Honor Society. So what is he doing now? Darol is currently a graduate student in the College of Business and Public Administration at Kean University pursuing his Masters in Public Administration/Nonprofit Management Option. Darol has not fled from Kean University academically or work wise because he remains a member of the Office of Residence Life as a Graduate Assistant.

Monica Christensen is another Kean University graduate that majored in criminal justice. Monica left an academic legacy at Kean by graduating with honors and as president of the Delta Upsilon Chapter of Alpha Phi Sigma National Criminal Justice Honor Society. She truly made her mark by being active in the classroom as well as in several organizations on campus. So what is Ms. Mac (nickname) doing these days? Monica is currently working at a law firm that she has

been acquainted with since November 2006. She also has two other part-time jobs. The reason Monica is working so diligently is because she is saving up for graduate school at John Jay where she will start in September. She anticipates getting her Masters in Criminal Justice with a specialization in juvenile justice. Monica has hopes that she can one day work with a child advocacy group.

Monica still finds time to participate in volunteer services. She is active as an Ocean County Judicial Volunteer on the Juvenile Conference Committee as a panel member. As a committee they help make recommendations to the courts in juvenile cases. She is also a volunteer at Brick First Aid as a riding member and secretary. This year Monica was responsible for organizing a blood drive for the Red Cross and successfully

collected 50 pints. Looking at what graduates are doing gives many of us still on the road to graduation hope that there is life after undergrad. I would like to personally thank Darol and

Monica for their contributions as well as their roles as models for criminal justice majors all over the state.

"It is as if all of the hundreds of thousands of criminal justice majors are limited to two career paths."

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence." —Abigail Adams

Calls for Student Papers

The **New Jersey Criminal Justice Educator** is looking for student submissions. Requested are student papers and student organization news. See Calls for Papers on page 18.

The **American Society of Criminology**, Division of International Criminology Annual Student Paper Competition and the Division on Corrections and Sentencing, Annual Student Paper Competition are soliciting student papers. See Calls for Papers on page 19.

American Correctional Association's Student Poster Session is looking for student participants, for the 137th Congress of Corrections in Kansas City, Missouri, August 12, 2007. See www.aca.org for more information.

Criminal Justice Student Organization News

A Real Eye Opener: Police Suicide

The Criminal Justice Student Association and the Delta Upsilon Chapter of Alpha Phi Sigma National Criminal Justice Honor Society at Kean University sponsored a very insightful symposium on Police Suicide. The guest speaker for the event was Cherie Castellano, M.A.C.S.W., LPC. Cherie is the Program Director for Cop-2-Cop, the first legislated law enforcement crisis hotline in the United States. She is a faculty member of the New Jersey Medical School Department of Psychiatry-UMDNJ. She is outstanding in displaying her clinical skills and expertise in law enforcement psychological services and has been recognized for her contributions to the field of behavioral healthcare and crisis intervention for law enforcement professionals.

The symposium on police suicide was truly an eye opener to students and staff of Kean University. It provided a great deal of information about an issue that is often swept under the table. When considering suicide and police, most people initially vision a police officer's courage and sound judgment

in trying to talk someone out of committing the horrendous act. However, there is an ever growing population of police officers who have successfully committed the act or are suicidal. Policing and several law enforcement occupations demand a great deal of time and energy which can ultimately lead to high levels of anxiety and stress. "Becoming an officer is often a lifestyle choice rather than just a career and the role as an officer often dictates how personal time is spent as well" (Amaranto et. al., 2003, pg. 48). In addition to the demands of the job, police officers have easy access to weapons (firearms) which can be a contributor to high levels of suicide.

"Policing and several law enforcement occupations demand a great deal of time and energy which can ultimately lead to high levels of anxiety and stress."

Several topics were covered in the symposium such as warning signs, how to deal with stress and where to turn when things seem to be out of your control. Cherie Castellano is a remarkable asset to the fields of criminal justice as well as psychology and her presentation was very enlightening. The Delta Upsilon Chapter of Alpha Phi Sigma and the Kean University Criminal Justice Student Association extends gratitude to

Cherie Castellano for her talk on Police Suicide. She was instrumental in shedding light on the dark situation of police suicide.

"Police work is multifaceted, stressful, difficult and dangerous. Moreover, constant confrontation with the human face of our country's most severe social problems almost inevitably engenders in some officers such a dim view of the public they are supposed to serve that they eschew completely the role of the 'servant' for that of the 'warrior'" (Glasser, 1992 as cited in Amaranto et. al., 2003, pg. 48).

Reference:

Amaranto, E., Steinberg, J. Castellano, C., Mitchell, R. (2003) *Police Stress Interventions*. Brief Treatment and Crisis Intervention.3:1. Retrieved April 30, 2007 from : <http://brief-treatment.oxfordjournals.org/cgi/reprint/3/1/47.pdf>.

New Physical Challenge Issued for Criminal Justice Student Teams

This fall for the first time the association in cooperation with the New Jersey State Police, Recruitment Unit is sponsoring a physical challenge for teams of students to determine if the teams from the various college programs can stand up to the physical standards of the State Police Training Academy. The competition will be held at the New

Jersey State Police Academy, Sea Girt during the month of October 2007. The winning teams will earn trophies to bring home and the respect of their peers. Each team will be made up of ten students (each team must have at least three female members) enrolled in a participating college criminal justice program. All teams and coaches must be

sponsored by their criminal justice departments. For further information contact Dr. Raymond R. Rainville at St. Peter's College, Prof. Cavit Cooley at Mercer Community College or Sgt. Frank Cordero of the NJSP.

NJACJE's Annual Conference on Gangs

Gangs of New Jersey: A brief commentary on a topic and a conference

By Robert Loudon

Readers of these comments who are members of the New Jersey Association of Criminal Justice Educators (NJACJE) already know that on Friday, April 13, 2007, the NJACJE held its annual meeting and conference at Georgian Court University, Lakewood, NJ. This is the first time that the conference was conducted at Georgian Court.

The association was formed about forty years ago and among its many laudable endeavors is the annual conference which engages the membership, invited guests and criminal justice students in a comprehensive assessment of a topical issue. 2007 was the year of the gang. I was the conference chair.

In preparation for the conference, I found myself reviewing some collected material from my own forty year affiliation with the study of criminal justice (CJ). The items cited below as well as daily reporting nationwide on gang activity by the media, influenced the committee and helped to shape the



agenda that the conference adopted. My initiation to CJ related work occurred in June 1966 when I was sworn in as a rookie patrolman (cop) in the New York Police Department (NYPD). Coming to police work from the then still mainly pastoral Staten Island with a new undergraduate education in business, gangs were not on my mind. I also do not recall being exposed to any meaningful gang related material in the police academy curriculum.

NYC, had experienced its most recent manifestation of gang activity a decade earlier in the 1950's, was consumed with civil rights issues and pro-war / anti-war confrontations and demonstrations along with other more mundane policing tasks. Gangs were a phe-

nomenon of the past which would not begin to become prominent again until the 1970's.

It was during the late 1960's and early 1970's that I became aware of some of the gang related social science literature as a neophyte graduate student, thanks to the generosity of the tax payers through the federal Law Enforcement Assistance Administration, at a fairly new (1964) institution of higher education, John Jay College of Criminal Justice. Among other things, the



President's Commission on Law Enforcement and the Administration of Justice recommended increased educational opportunities for police in the U.S. and endorsed collaboration between academics and practitioners in exploring issues related to establishing and pursuing research agendas and in setting public policy.

Gangs, by some definition, have been a reality since the beginning of recorded history. Many dis-

NJACJE's Annual Conference on Gangs

Gangs of New Jersey: A brief commentary on a topic and a conference

(continued from page 14)

ciplines have chronicled a vivid and comprehensive literature of their existence and activities. Criminal justice in the U.S. is a conglomeration of multiple branches of learning and the CJ system benefits from a cross fertilization of ideas and approaches.

Gang membership has most often been about belonging, loyalty, affiliation, territoriality, economic advancement, self-preservation, fear, bravado, risk taking, challenge to authority and rejection of the status quo. A major difference in the late 20th and early 21st century is the availability of sophisticated weapons coupled with a ready-to-use attitude; life is cheap. The gangs of 2007 are not only more ready, willing, and able to use weaponry that would have been unimaginable not too long ago, but they are much better organized and disciplined than most of their predecessors. In some communities the gang has become the new organized crime. The gang – drug nexus is well established. Gangs have been known to affiliate with and support foreign involvement in our country that can only be equated with material support for terror.

All of society, the criminal justice academic and practitioner

community should be in the vanguard, has a duty and responsibility to recognize and continue to study the problem while simultaneously attacking their illegal activities as well as the underlying factors that contribute to the need of so many to identify with gang culture and lifestyle.

“By looking forward and backward simultaneously, we may be able to learn how to make a difference.”



setting the scope of the activities for the day. The subject matter was considered from various academic points of view: law, psychology, sociology, criminology. Governmental actions and activities were represented by local, county and state perspectives and included policing, prosecution and correction related components. A national perspective was presented through a review of new gang related legislation that had been introduced in the House and the Senate just weeks before (March 26, 2007).

Readers are encouraged to consult current academic research reports and the national press for

up-to-date data on gangs. They are also encouraged to look back at some of the classic works in the field. By looking forward and backward simultaneously, we may be able to learn how to make a difference.

My favorite ‘Gang’ related literature includes:

- Bloch, H.A., and Niederhoffer, A. (1958). *The Gang: A Study in Adolescent Behavior*. New York: Philosophical Library.
- Cloward, R.A., and Ohlin, L.E. (1960). *Delinquency and Opportunity: A Theory of Delinquent Gangs*. Glencoe: The Free Press.
- Collins, C. (Ed.). (1979). *Street Gangs: Profiles for Police*. New York: NYPD Publication.
- Martin, J.M., and Fitzpatrick, J.P. (1965). *Delinquent Behavior: A Redefinition of the Problem*. New York: Random House.
- Mickens, F.A. (1995). *It Doesn't Have To Be This Way: A Handbook on How to Create a Positive Environment in Our Schools*. New York: NYC Board of Education.
- President's Commission on Law Enforcement and Administration of Justice. (1967). *The Challenge of Crime in a Free Society*. Washington, DC: US Government Printing Office.
- Stott, D.H. (1953). *Saving Children from Delinquency*. New York: Philosophical Library.

The
2 0 0 7
N J A C J E
Gang Confer-
ence took
advantage of
the multiple
contributors'
multiple per-
spectives
approach in

licensing, prosecution and correction related components. A national perspective was presented through a review of new gang related legislation that had been introduced

Member Profile

Robert Louden at Georgian Court University

Georgian Court University, founded in 1908 and sponsored by the Sisters of Mercy, provides comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of Justice, Respect, Integrity, Service and Compassion, locally and globally.

Georgian Court University provides students with:

- a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- an environment for the entire university community to grow through shared educational, cultural, social and spiritual experiences;
- the will to translate concern for social justice into action.

Criminal Justice courses

and a minor in CJ have been offered at Georgian Court since 1996, through the then Department of Sociology and Anthropology. Sociology majors could also pursue a concentration in CJ. In 2003, the University and the State of New Jersey approved the addition of a BA in Criminal Justice and the department was renamed Sociology, Anthropology and Criminal Justice. In 2005, the current Program Director for CJ was added to the faculty, joining two sociologists and an anthropologist. In addition to interdisciplinary courses taught by full time faculty from other academic departments, the CJ students are also taught by a cadre of adjunct faculty, most of who are currently employed in positions of responsibility in various CJ related agencies. The adjunct faculty has earned Master's degrees, Law Degrees, and Doctoral degrees.

Robert J. Louden, Ph.D., is Professor of Criminal Justice and

the Program Director for the BA in CJ at GCU. His position immediately before GCU was as a Professor of Public Management at John Jay College of Criminal Justice where he taught undergraduate and graduate level courses in Criminal Justice and in Protection Management. While at John Jay he was also the Director of the Criminal Justice Center and Security Management Institute. From 1966 – 1987 Dr. Louden was a member of the NYPD. His last position was as Lieutenant, Commander of Detective Squad and Chief Hostage Negotiator. His varied research interests include various aspects of hostage negotiation. He earned his Bachelor of Business Administration degree from Baruch College; MA in Criminal Justice from John Jay College of Criminal Justice; M.Phil. and Ph.D., from the City University of New York.

2006 Jack Mark Award Winner

Dr. Joseph Linskey

Jack Mark Award

The Jack A. Mark Award is named for one of the founders of the Council of Educational Institutions for Law Enforcement (CEILE), which was the predecessor of the NJACJE. It is periodically awarded to an individual who has contributed to the Association and/or contributed to the criminal justice system and supports criminal justice higher education in New Jersey.

"Depending on how one figures it Joe has had at least three different careers."

The Mark Award committee received several worthy nominations but presented the 2006 Mark Award to a person who has contributed to the Association and who has strongly supported criminal justice higher education, Dr. Joseph Linskey, Associate Professor of Criminal Justice & Sociology at Centenary College in Hackettstown.

Depending on how one figures it Joe has had at least three different careers. His first was a

four year stint in the U.S. Air Force as a law enforcement specialist. He completed his military service as a sergeant with tours of duty in upstate New York and Korea. His second career was as a police officer in Franklin Township. He had a varied 21 year career in policing and ending in 1998 as second in command (Operations Commander) to the Chief of Police of a 90-officer department. Along the way, he obtained a B.S. from Thomas Edison State College, an M.A. from Seton Hall, and an Ed. D. from Nova Southeastern University. In 1998 Joe started his current third career at Centenary College where he was

2006 Jack Mark Award Winner

(continued from page 16)

hired to develop and implement a new criminal justice program at the college. The program has grown over the years and currently there are about 140 criminal justice majors and 4 full-time faculty members. An M.A. degree in Leadership and Public Administration was created in 2002. Today he is an Associate Professor and Chair of the Department of Social and Behavioral Sciences.

Over the years, Joe has written numerous training curricula and has journal articles published

on a various topics. Before he went to Centenary he was an adjunct professor and faculty consultant at such schools as Thomas Edison State College, Caldwell College, Raritan Valley Community College, Essex County College, Somerset County Police Academy, and the N. J. Regional Community Policing Institute. Also, during in the summers of 2003 and 2006, he taught six-week leadership courses at EWHA University in Seoul, Korea. Joe has also worked extensively for the NJACJE. He served as Secretary for two years and served as President

from 2001 to 2003. He was involved in the planning of several of our annual conferences. Recently Joe re-joined the Executive Committee as Treasurer (this guy is a "glutton for punishment"!)

However one looks at Joe's various accomplishments, it should be very clear that he has been very much involved in supporting and strengthening the NJACJE and criminal justice education in general. Dr. Joseph Linskey is a worthy recipient of the 2006 Jack A. Mark Award!

Employment Corner

Bergen Community College Anticipated Adjunct Positions Fall 2007

Bergen Community College, a large comprehensive community college located in Northern New Jersey, anticipates a number of adjunct faculty vacancies for the 2007-2008 academic year. Please log onto www.bergen.edu/employment for more information about openings, demographics, programs and our state of the art instructional environment.

All positions require a Master's degree in discipline (except where noted). Both day and evening classes unless otherwise specified. College teaching experience preferred.

- Anthropology
- Criminal Justice
- Psychology
- Sociology

Departments are reviewing applications and will continue until positions are filled. Send letters of interest (including day or evening

preference), curriculum vitae, a copy of transcripts, and three (3) professional references including addresses, telephone numbers, and e-mail addresses to employment@bergen.edu, or fax to: 201-612-8225 or by mail to: Office of the Academic Vice President, Bergen Community College, 400 Paramus Road, Room A-310, Paramus, NJ 07652. AA/EOE

College of New Jersey

Criminology: The Department of Criminology and Justice Studies at The College of New Jersey is accepting applications for a tenure-track Associate or Full Professor starting September 2007. An earned doctorate in criminology, criminal justice, or related discipline is required. Professional or academic experience in policy analysis is preferred. The candidate will be expected to assume the responsibilities of department chair, following election as specified within the collective bargaining agreement. Preference will be given to those who bring scholarly substance, leadership experience, and

intellectual depth to the department's emerging emphasis on criminology. The department has endorsed a new vision for the curriculum founded on both quantitative and comparative study. Offering the Bachelor of Science degree exclusively, the department seeks to become a national exemplar among undergraduate criminology programs. The applicant will be expected to support the development of a new curriculum that brings criminology, research methods, and statistical reasoning into a meaningful program conducive to student learning and student-faculty research. The applicant will be expected to promote the development of interdisciplinary connections beyond the department, including members of criminal justice agencies and local community groups, in order to bring the richness of applied science and comparative studies into the educational process. The Criminology and Justice Studies Department values diversity and appreciates the perspective that members of a diverse community can bring to the enhancement of learning. The College of New Jer-

Employment Corner

(continued from page 18)

Bergen Community College Anticipated Adjunct Positions Fall 2007

Bergen Community College, a large comprehensive community college located in Northern New Jersey, anticipates a number of adjunct faculty vacancies for the 2007-2008 academic year. Please log onto www.bergen.edu/employment for more information about openings, demographics, programs and our state of the art instructional environment.

All positions require a Master's degree in discipline (except where noted). Both day and evening classes unless otherwise specified. College teaching experience preferred.

- Anthropology
- Criminal Justice
- Psychology
- Sociology

Departments are reviewing applications and will continue until positions are filled. Send letters of interest (including day or evening

preference), curriculum vitae, a copy of transcripts, and three (3) professional references including addresses, telephone numbers, and e-mail addresses to employment@bergen.edu, or fax to: 201-612-8225 or by mail to: Office of the Academic Vice President, Bergen Community College, 400 Paramus Road, Room A-310, Paramus, NJ 07652. AA/EOE

College of New Jersey

Criminology: The Department of Criminology and Justice Studies at The College of New Jersey is accepting applications for a tenure-track Associate or Full Professor starting September 2007. An earned doctorate in criminology, criminal justice, or related discipline is required. Professional or academic experience in policy analysis is preferred. The candidate will be expected to assume the responsibilities of department chair, following election as specified within the collective bargaining agreement. Preference will be given to those who bring scholarly substance, leadership experience, and

intellectual depth to the department's emerging emphasis on criminology. The department has endorsed a new vision for the curriculum founded on both quantitative and comparative study. Offering the Bachelor of Science degree exclusively, the department seeks to become a national exemplar among undergraduate criminology programs. The applicant will be expected to support the development of a new curriculum that brings criminology, research methods, and statistical reasoning into a meaningful program conducive to student learning and student-faculty research. The applicant will be expected to promote the development of interdisciplinary connections beyond the department, including members of criminal justice agencies and local community groups, in order to bring the richness of applied science and comparative studies into the educational process. The Criminology and Justice Studies Department values diversity and appreciates the perspective that members of a diverse community can bring to the enhancement of learning. The College of New Jer-

Calls for Papers

New Jersey Criminal Justice Educator

The *NJ – Criminal Justice Educator* is the Official Bulletin of the New Jersey Association of Criminal Justice Educators. The *Educator* is a professional periodical dedicated to providing members with information pertinent to teaching criminal justice in New Jersey. The *Educator* releases timely information regarding criminal justice program development and innovation. The *Educator* is dedicated to providing

members with articles which provide new and innovative ideas and practices in the areas of teaching, research, and criminal justice practice. Other information provided includes member profiles, member publications and current projects, book reviews, upcoming conferences, and job/internship opportunities. The *Educator* welcomes papers from academics, practitioners, researchers, and students. Papers should be double spaced, not to exceed 1,000 words. Please send

your submission to: Venessa Garcia, Editor-NJ Criminal Justice Educator, vgarcia@kean.edu.

American Society of Criminology, Division of International Criminology, Annual Student Paper Competition

Any student currently enrolled in an academic university or college program is invited to participate in the ASC Division of International Criminology Student

Calls for Papers

(continued from page 18)

Paper Competition. Paper topics must be related to international or comparative criminology or criminal justice. Submissions must be authored by the submitting student (only) and submissions will be evaluated in three categories: undergraduate, master's and doctoral levels. Papers must be previously unpublished and cannot be submitted to any other competition or made public in any other way until the committee reaches its decision. Manuscripts should include a 100 word abstract, be double-spaced (12-point Times New Roman or Courier font), written in English, and should be no more than 7500 words in length. Submissions should conform to APA format for the organization of text, citations and references. **Students from all over the world are strongly encouraged to submit papers.**

Submissions should be accompanied by a cover sheet which includes the author's name, department, university and location, contact information (including e-mail address whenever possible) and whether the author is an undergraduate, master's level, or doctoral student. Winning submissions in each category will receive a monetary award and be recognized at the 2007 ASC meeting in Atlanta, Georgia. Winning papers will also be considered for publication in the *International Journal of Comparative and Applied Criminal Justice* (although winning the competition is not a guarantee of publication as the manuscript will have to go through the journal's regular peer-review process).

We prefer that manuscripts are submitted as an e-mail attachment in any of the following formats: WordPerfect, Word, .pdf file or .rtf file. For those who are unable to submit via e-mail, a hard copy may be submitted, as long as it arrives by the deadline. An e-mail

confirmation will be sent when the manuscript is received and logged as a submission.

The new deadline this year is June 15, 2007. Please send all submissions to: Joanne Savage jsavage@american.edu, Department of Justice, Law and Society American University, 4400 Massachusetts Avenue, NW, Washington D.C., 20016-8043, U.S.A.

American Society of Criminology, Division on Corrections and Sentencing, Annual Student Paper Competition

Students enrolled on a full-time basis in academic programs at either the graduate or undergraduate level are eligible for the competition. Co-authored papers are acceptable if all authors are students. The most outstanding submission will receive an award of \$200 and the author(s) of the paper will be recognized at the Division's awards ceremony at the 2007 annual meeting of the American Society of Criminology in Atlanta, Georgia November 14-17, 2007.

Papers directly related to the area of corrections and/or sentencing will be considered for this award. The author(s) of the paper must be a student(s). Entries are limited to a single submission. The paper may not be submitted to more than one ASC student competition for the same year. The *CRIMINOLOGY* format for the organization and preparation of text, citations, and references should be used. Papers may not exceed 7,500 words. The author's name, department and advisor (optional) should appear only on the title page. The next page of the manuscript should include the title of the paper and a 100 word abstract. Please submit 2 copies of the manuscript along with a letter indicating the author's enrollment status co-signed by the

student's dean, department chair, or program director. An electronic copy of the manuscript must also be sent to bjohnson@crim.umd.edu.

Procedure for Judging Entries:

The DCS Student Affairs Committee will judge entries based on the following criteria: the significance of the topic; contribution to the area of corrections and/or sentencing; command of the relevant work in the field of study; appropriate use of methodology; and the quality of the writing.

Deadline: Papers must be post-marked on or before **September 1, 2007** to: Brian D. Johnson, Department of Criminology and Criminal Justice, University of Maryland 2220 LeFrak Hall, College Park, MD 20742, 301.405.4709 (TEL) 301.405.4733(FAX), bjohnson@crim.umd.edu.

Crime, Law and Social Change: An International Journal

Crime, Law and Social Change is a peer-reviewed journal that publishes essays and reviews dealing with the political economy of organized crime whether at the transnational, national, regional or local levels anywhere in the world. In addition, the Journal publishes work on financial crime, political corruption, environmental crime, and the expropriation of resources from developing nations. The Journal is also committed to publishing in the general area of Human Rights including studies of genocide, essays of compensation and justice for survivors of mass murder and state-sponsored terrorism, analyses of international human rights organizations (both governmental and NGO's), and essays focused on gender, racial and ethnic equality.

Crime, Law and Social

Calls for Papers

(continued from page 19)

Change invites scholars from all disciplines to submit book reviews. The Journal recently expanded its book review section, and will work with scholars to match their research interests with books we have received for review. Furthermore, *Crime, Law and Social Change* will, on occasion, solicit books from publishers at the request of prospective authors. Young scholars looking for publishing opportunities are also encouraged to submit reviews. For further information, please contact: Nikos Passas, Professor, Northeastern University, College of Criminal Justice, 400 Churchill Hall, Boston, MA 02115-5000, tel. 1-617-373-4309, fax: 1-617-373-8998, Email; n.passas@neu.edu. Or Peter Manning, Elmer V. H. and Eileen M. Brooks Trustee Professor, Northeastern University, College of Criminal Justice, 400 Churchill Hall, Boston, MA 02115-5000, USA, tel. 1-617-373-7748, pet.manning@neu.edu.

ERCES Online Quarterly Review

The Online Quarterly Review of Crime, Ethics and Social Philosophy, an interdisciplinary international journal, is the official journal of the European & International Research Group on Crime, Ethics and Social Philosophy (ERCES). ERCES was founded as a satellite of the European Society of Criminology. On account of the specific nature of its missions and objectives, ERCES is committed to set up a structure of organization which shall remain closely in link with the ESC, but acquire progressively relative independence and autonomy. The ERCES-Online-Journal is a quarterly published review.

The journal is dedicated to investigation & fundamental theo-

retical discussion of crime and deviance, providing a focal centre for ethics, social philosophy and social theory discussion; in particular it is committed to provide criminologists and deviancy-theorists with fundamental ethical, historical and social philosophical issues. Ethics is thought as a broad range of morals in the various fields of social life - politics, justice and economics. Ethics and social philosophy issues which have received less consideration in contemporary discussions on crime and deviancy than other issues.

The Review seeks submissions on issues that contribute to development of empirical and theoretical knowledge within the field of ethics, crime/deviance and Social Philosophy. The Reviews aims to develop investigation of the relation between norms & values and the relevance of norms and values to social control, crime and criminal justice issues.

Specific foci might be the relation between facts and norms; the ethical, philosophical and religious aspects of crime and deviancy; universals, collective values and multicultural societies, value-systems in pre-modern, modern and late-modern society; social control and political/economical ethics; morally deplorable acts and formal / informal social reaction; criminality and religion; common consciousness, social philosophy and justice; history of crime - concepts; history of moral philosophy, of criminology and deviance-theory.

The Review is a pluralistic, interdisciplinary international journal. It is an inherent part in the interactive strategy of ERCES; the ERCES-site provides authors and lecturers with an interactive roundtable discussion. The access to the ERCES Online Quarterly Review is free. The Revue is a peer-reviewed

journal. Considering that the access to scientific knowledge shall be equal for all and free, we are not seeking for subscription fees. But we are pleased to receive donations and / or funds which help to maintain free access and to reach our goals. All submissions must be in English and submitted electronically (in Microsoft Works, Microsoft Word (6.0 or higher), or Word Perfect format). All submissions and enquiries should be addressed to Thomas Gilly, chief-editor at editorgreverces@yahoo.fr. Online journal address: <http://www.erces.com/journal/Journal.htm>.

Journal of Criminal Justice Education

Special Issue: Scholarly Influence in Criminal Justice

Guest Editors: Ellen G. Cohn, Florida International University and David P. Farrington, University of Cambridge

The *Journal of Criminal Justice Education (JCJE)* invites scholars to submit manuscripts for a special issue on **Scholarly Influence in Criminal Justice** for Volume 18, Issue 3, in honor of the late Dr. Richard Wright's important contributions to the field. The editors invite manuscripts on topics such as citation analysis, content analysis, and scholar productivity, as well as trends in criminology/criminal justice research. All articles submitted for this special issue will be subjected to a peer review process. For publication consideration, please submit four hard copies, a \$10 check for processing made payable to ACJS, and a cover letter stating the originality of the work to: Ellen G. Cohn, Ph.D., School of Criminal Justice, Florida International University, PCA 261A, Mi-

Calls for Papers

ami, FL 33199. The deadline for submissions is June 15, 2007.

The Prison Journal

An official publication of the **Pennsylvania Prison Society**. Scholars are invited to submit manuscripts for a SPECIAL ISSUE on SUPERMAX PRISONS. Manuscript Submissions: Send original manuscript plus three copies, not exceeding 30 double spaced typed pages, with a 100-word abstract and

a brief author biographical sketch. Notes, references, tables, and figures should also be double spaced and on separate pages. Manuscript and references should follow the Publication Manual of the American Psychological Association (5th edition). Submission to THE PRISON JOURNAL implies that the manuscript has not been published elsewhere nor is it under consideration by another journal. Authors in doubt about what constitutes prior publication should con-

sult the editor. Submission of a manuscript implies commitment to publish in the journal. A copy of the final revised manuscript saved on an IBM-compatible disk should be included with the final revised hard copy. MANUSCRIPTS AND INQUIRIES SHOULD BE ADDRESSED TO: Special Issue Editor, Kate King, Director of Criminal Justice, Murray State University, 101S Applied Science Building, Murray, KY 42071, kate.king@murraystate.edu.

Conferences for 2007

New Jersey Association of Criminal Justice Educators—will hold its annual conference next year during the March or April month. Please keep your eyes open for details in the next issue of the *New Jersey Criminal Justice Educator*. Or visit our website at www.njacje.org

Academy of Criminal Justice Sciences—Annual Conference will be held on March 11 - 15, 2008 in Cincinnati, Ohio. www.acjs.org.

American Correctional Association is holding its 137th Congress of Correction Summer Conference on August 11-16, 2007. It will be held in Kansas City, Missouri. Theme: Perceptions of Corrections. www.aca.org

American Society of Criminology—Annual Conference on November 14-17, 2007 in Atlanta, Georgia. The meeting will be held in the Atlanta Marriot Marquis. www.asc41.com

Fund for American Studies announces its fourth annual public policy seminar for college professors. "Insider's Look at Washington Politics" will be held June 20-22, 2007 in Washington, D.C. Visit www.tfas.org/professors. The final deadline to register is June 1, 2007.

Justice Studies Association—Ninth Annual Conference at Salve Regina University in Newport, R.I. on June 7-9, 2007. Theme: The Poor in the Lap of Luxury: Responding to Inequalities. For more information, please visit: <http://www.justicestudies.org/JusticeConf-theme.html>

Northeastern Association of Criminal Justice Sciences—Annual Conference on June 6-9, 2007 at Roger Williams University in Bristol, Rhode Island. www.neacjs.org

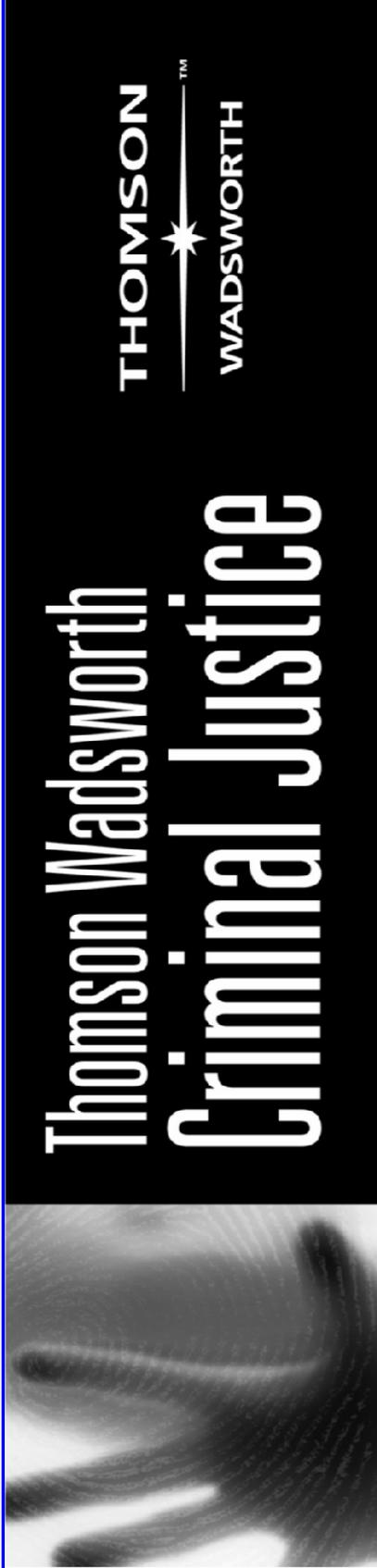
The National Institute Of Justice Conference—July 23-25, 2007 at the Marriott Crystal Gateway in Arlington, VA. Visit

www.ojp.usdoj.gov/nij to register.

8th National Conference On Preventing Crime—October 3-5, 2007 at Hilton Atlanta in Atlanta, Georgia. Theme: Helping Build Safer Communities. Visit: www.ncpc.org/NationalConference2007

The 10th International NGCRC Gang Specialist Training Conference—August 14-16, 2007 in Chicago, Illinois. Call for proposals and conference information available at: <http://www.ngcrc.com>. Contact: George Knox, Ph.D., GangCrime@aol.com

University of Oklahoma & University of Georgia—Third Annual Summer Workshop on Teaching About Terrorism (SWOTT). First Workshop will be held on June 4-12, 2007 at University of Maryland, College Park. Second Workshop will be held on July 10-18, 2007 at University of Oklahoma. See website for more information: <http://www.swott.com>



**Introduction to Criminal Justice,
11th Edition**

Larry J. Siegel, Joseph J. Senna

©2008 • ISBN: 0-495-09541-9 • Available January 2007

An Introduction to Policing, 4th Edition

John S. Dempsey, Linda S. Forst

©2008 • ISBN: 0-495-09545-1 • Available March 2007

**Community Policing: Partnerships for
Problem Solving, 5th Edition**

Linda S. Miller, Kären M. Hess

©2008 • ISBN: 0-495-09544-3 • Available May 2007

**Management and Supervision in Law
Enforcement, 5th Edition**

Wayne W. Bennett, Kären M. Hess

©2007 • ISBN: 0-495-09341-6

**Police Operations: Theory and Practice,
4th Edition**

Kären M. Hess, Henry M. Wroblewski

©2006 • ISBN: 0-534-63222-X

**Introduction to Law Enforcement and
Criminal Justice, 8th Edition**

Henry M. Wroblewski, Kären M. Hess

©2006 • ISBN: 0-534-64668-9

**Effective Communication for the Law
Enforcement Professional**

Robert E. Grubb, Jr., K. Virginia Hemby

©2004 • ISBN: 0-534-14993-6

www.thomsonedu.com/criminaljustice

