

FROM THE EDITOR

A few days ago, I had the opportunity of traveling to New York City and witnessing first hand what was once known as "ground zero." Although I thought I had prepared myself for the feelings I would experience, I became convinced that nothing can ever prepare a human being for the sense of loss and sadness that easily overcomes one when witnessing what remains of the World Trade Center towers. While reflecting on the tragedy of 9/11, I was also struck with a sense of duty. I believe that as criminologists and criminal justice practitioners, we have a duty and an obligation to advance research with the aim of addressing the challenges produced in a time period unique to history. It is clear to me, that this is our era! It is the time when our discipline has become more relevant and timely than probably any other academic field at any other time.

Given this, during my tenure as editor of *ACJS TODAY*, I have promoted the submission of articles that are considered timely and responsive to the issues affecting all of us today. Specifically, I have tried to include manuscripts that have focused on different topics ranging from education to terrorism. My aim has not only been to diversify the manuscripts available to our membership but also to create an atmosphere where intellectual exchange can be enhanced by ingenuity and creativity. As I leave the post of editor to the capable hands of Nicolle Parsons-Pollard, I depart with a sense of satisfaction and confidence that she will continue to improve on my efforts and those of previous editors, to enhance the quality and increase the availability of the newsletter. It has been a pleasure serving all of you for the past three years as editor of *ACJS TODAY*. I am very grateful for your contributions, support, and most importantly, for your friendship.

Alex del Carmen, Editor
ACJS TODAY, 2002-2005

HOZHOOJI WALK: A SHARED VALUE PARTNERSHIP IN SERVICE LEARNING AND FIELD EDUCATION AMONG THE NAVAJO PEOPLE

by O. Randall R. Butler,
Philip A. Hieger &
R. Steven Jones
Southwestern Adventist University

Current literature in the field of criminal justice education indicates that communities outside the educational mainstream can benefit from a combination of distance education and service-learning opportunities. Hozhooji Walk – a cooperative effort between the Navajo Nation and three educational institutions – is a model of how varied entities can benefit from such a shared-value partnership. The Navajo Nation is ideal for the program due to its geographic and economic isolation, limited opportunities for higher education, and the fact that Navajos prefer the traditional teaching style (an extension of their oral heritage) over electronic methods. In return, the main colleges involved benefit from the model because it will provide service-learning to a variety of students. As proposed, the model is truly reciprocal and one that other groups, agencies, or institutions can replicate.

The Navajo – or Dine' (People) as they call themselves – live among the ruggedly beautiful mountains, canyons, and deserts of northeastern Arizona, and parts of Utah and New Mexico. They have persisted there despite the rigors of nature and the challenges of history. Now the Dine', who have survived wars, forced removal, and natural disasters, face the challenge of making a modern life while retaining cultural traditions, all the while buffeted by the culture of the United States that surrounds them.

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PRESIDENT'S MESSAGE

In this, my third of four presidential messages, I am updating you about the midyear board meeting, the annual program, and ACJS certification. As you may remember, I postponed the midyear meeting because of Hurricane Rita. This turned out to be a very prudent decision as we had planned to meet in Dallas, Texas. Although Houston and Dallas were spared from the wrath of Rita, Dallas was inundated with evacuees with hotel space desperately needed for those without shelter. Finding another time when the board could meet was a challenge but we needed to be mindful of those who had no other place to go – and leave the hotel space for them. We were able to reschedule the midyear meeting at the Holiday Inn in Greenbelt, MD on October 28. We moved quickly through the agenda, and I am happy to report that the program is right on schedule and that we are moving forward with the ACJS certification. Some details about each follow.

The program chair, Jill Gordon, could not make this rescheduled meeting, so I reported to the board about the program. It was reported that the program planning committee (Jill, Mittie Southerland, Jeff Walker, Craig Hemmens, Cathy Barth, and me) would meet over the weekend of November 11-12 to assemble the program. We had that meeting, assembled the program, and have since notified participants about their presentation(s) date(s)/time(s). Jill sent all the electronic files to Cathy the week of November 28, and now Cathy is working diligently to format the program. We hope to have the preliminary program posted in due time to the ACJS website. As I am sure you are beginning to sense, the 43rd Annual Meeting is shaping up to be one of the best meetings in recent history! Of course, every president thinks his or her meeting will be the best, and this keeps us motivated to try different ideas to improve the program. For this meeting, several factors have contributed to making this program a real success – We have an excellent executive board, a dynamite association manager, a diligent and competent executive director, a dedicated and skilled program chair, and active and responsible committee chairs and committee members. Their great work and effort has resulted in a truly outstanding annual meeting. We have over

300 events occurring at the meeting. These “events” include workshops, tours, featured presentations, panels, roundtables, posters, and complete panels. I thank everyone for their support and assistance including all of you who will participate in the meeting. We will be posting the Program-at-a-Glance on the webpage very soon. Please take a few moments to look it over. I think you will be as impressed as I am with the quality of the program, the diversity of the offerings, and the volume of events.

I also want to remind you to pre-register for the meeting. All pre-registrations will be entered into a drawing for a free overnight stay at the Baltimore Marriott Waterfront Hotel to be used during the meeting, if so desired.

Now on to ACJS certification: We will be training the first group of ACJS program reviewers on December 3, 2005. These individuals will be our first set of trained reviewers who will be able to review programs that have indicated an interest in going through the certification process. These reviewers will then help us train other reviewers at the annual ACJS meeting.

We have had many inquiries about the certification process. I believe we will be very busy with the ACJS Certification once we have the reviewers trained. I am very pleased that we had the foresight to hire an executive director, in this case, Dr. Mittie Southerland, to shepherd us through this process. As a discipline, we are ready to move forward with certification, and ACJS is the perfect entity to take on this task. We are eager to engage in the certification process and look forward to the first ACJS certified program. Maybe it can be your program/department? If you would like to learn more about ACJS certification, please see the standards and process forms that are posted on the web.

As we put the finishing touches on the annual program, continue to work on certification, and I personally continue to collect data for my presidential address, we are also mindful that we are in the midst of the holiday season. From all of us at ACJS, I wish you all a happy and safe holiday season!

*Laura J. Moriarty
November 2005*

BOOK REVIEW SUBMISSION GUIDELINES FOR *ACJS Today*

- Provide a review that will help the readership determine how useful the book will be for teaching of particular courses.
- Identify how the book is applicable to criminal justice, criminology, sociology, and other related curriculums.
- Identify the courses for which the book will be useful and why.
- Identify the level of students most likely to find the book useful.
- Identify the teaching style most consistent with the book's approach.
- Send reviews to Nicolle Parsons-Pollard, the *ACJS Today* Editor, at Virginia Commonwealth University; Box 842028; Scherer Hall, 313; Richmond, VA 23284-2028; parsonspolyn@vcu.edu
- Book review should be limited to no more than three (3) single-spaced pages with references in APA style.
- Reviews sent as e-mail attachments in Word are acceptable.
- Submission of a review to *ACJS Today* implies that the review has not been published elsewhere nor is it currently under submission to another publication.

ACJS DEADLINES

The deadline for submissions to be included in the **January/February, 2006 *ACJS Today*** is **January 15, 2006**. Submissions, in **Microsoft Word** format, should be e-mailed or sent to:

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ANNOUNCING

J. Mitchell Miller (Ph.D., 1996, University of Tennessee, Sociology) of the University of South Carolina is the new editor of the *Journal of Criminal Justice Education*, an official publication of the Academy of Criminal Justice Sciences. **Wilson R. Palacios**, University of South Florida, and **Mathieu Deflem**, University of South Carolina, will serve as the deputy editors. Book review editors are **Patricia Hill**, Virginia Commonwealth University, and **Holly E. Ventura**, University of South Carolina. Miller succeeds **Craig Hemmens** of Boise State University. The Editorial Board, submission and review information, as well as past, current, and forthcoming issues are available at <http://www.cas.sc.edu/crju/jcje.html>. Miller, who will direct *JCJE* through 2008, is planning two guest-edited thematic issues and increased inclusion of interdisciplinary and traditional criminological topics relevant to criminal justice higher education.

The *Social Science Journal* (SSJ), the official journal of the Western Social Science Association, will be moving to Colorado State University in Fort Collins for a three year term beginning January 2006. **N. Prabha Unnithan** (Department of Sociology), a criminologist and a former editor of the *Journal of Criminal Justice Education* will serve as editor of SSJ. **Alexandra Bernasek** (Department of Economics) and **Stephen P. Mumme** (Department of Political Science) will be the new deputy editors. SSJ is published by Elsevier.

Academy of Criminal Justice

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The Dine' are subject to the perils that seem to plague all communities: drug and alcohol addiction, gangs, family violence, and depression. Unemployment and lack of opportunity worsen the situation. Dine' youth who leave the Nation to get an education frequently do not return, depriving the community of their skills and knowledge. Dine' who remain often resign themselves to marginalized lives. Dine' law enforcement personnel, social workers, and other civil agents see their respective entities — all understaffed — swamped with nearly impossible case loads. Typical of the resilient Navajo, they move ahead, but they also acknowledge they could use some outside help. That willingness to accept help and work with other institutions makes the Dine' an excellent element in the service-learning equation.

Thus, the Hozhooji Walk model will enhance social services in the Navajo Nation while providing college students with valuable service-learning opportunities they need to enhance their experiential training. Southwestern Adventist University (SWAU), Keene, Texas; the University of Texas at Arlington (UTA) and Dine' College near the Navajo capital of Window Rock, Arizona, have teamed to facilitate the success of the model.

The project name embodies its spirit and goals. Navajos believe that people should live in harmony with nature as well as the secular and spiritual realms of life. To do so is to "walk in beauty" (Iverson, 2002). Such harmony is "hohooji" [pronounced ho-zhoo-nee] (Navajo Nation Office of the Chief Prosecutor, 2001). Thus, Hozhooji Walk captures the spiritual commonality that project members share in their commitment to "walking together in beauty." It also reflects the project's objectives: to provide classroom-based educational opportunities for Navajos; to provide internship/practicum opportunities for college students; and to promote multicultural diversity and respect.

Service learning is central to the model. Service learning, which gives students a chance to apply classroom concepts in real life situations, is an increasingly popular mode of education throughout the United States (Chapman & Ferrari, 1999). The call for service learning is at the heart of President George W. Bush's 2002 State of the Union Address in which he exhorted Americans, "to seek a common good beyond your comfort . . . to serve your nation, beginning with your neighbor" (Kwak, Shen, and Kavanaugh, 2002). Also, as federal and state

funding for social services dwindles in this era of "New Federalism" and the responsibility for helping at-risk poor and needy Americans shift more and more from the public to the private sector, service learning has assumed a new importance.

A long-term commitment to service-learning is central to the Hozhooji Walk model. A goal of the model is a dynamic partnership based on respect between educational institutions and communities. Indeed, social service providers see service learning as a way to impart community values and a sense of social responsibility to students and service recipients alike (Chapman and Ferrari, 1999).

As an effective means to prepare professionals while addressing social problems (Mettetta and Bryant, 1996), service learning works best when it is not confined to an eight-hour-day, five-day-per-week schedule. Hozhooji Walk seeks to avoid such compartmentalization. Critical to the success of the program is the number of hours each student will work. The model calls for 500 hours of contact by social work and criminal justice students over a four-month semester.

Reciprocity is key to the model. Service-learning programs should reflect a relationship in which both students and communities engage in service and learning directly and through reflective exercises (Jacoby, 1999; Peterson and Schaffer, 1999). As such, Hozhooji Walk endeavors to strengthen the quality of life in the Navajo Nation by promoting critical thinking, responsive skills within a service context, community-focus skills, group work, and community relationships. The model is both multi-disciplinary and multi-agency structured. It is the result of nearly two years of on-site visits and interviews with potential participants, including Navajo public service department and agency leaders.

Hozhooji Walk is not just a partnership of academics and students. Primarily it is an opportunity for both groups to strengthen their communities. All participants stand to benefit from a shared "walk in beauty" which enhances cultural understanding, enables the exchange of technical skills, and promotes personal and professional growth.

Field research suggests the Dine' could benefit from student internships that enhance agency staffing and continuing education in a variety of areas. However, many Navajo agency leaders are discontent with the programmatic offering of regional uni-

versities which promote typical curricula for mainstream students. Rather, Navajo leaders would like to have courses tailored for the specific needs of the Dine'. Such courses might include chemical dependency, ethics, family case management, crisis intervention, workplace violence — post-traumatic stress disorder, advanced writing and computer skills, juvenile delinquency, constitutional and Navajo law, media relations, interviewing skills, public administration, and anger management or conflict resolution.

Hozhooji Walk is designed to meet the needs of the Navajo Nation while providing internship opportunities for the students of Southwestern Adventist University and its educational partners. All participants hope to avoid the common pitfall of educational institutions forging ahead with service initiatives without thoroughly involving local communities in the development and evaluation process (Kezar & Rhoads, 2001). In their design stage, similar models should seek a high-level of participation by communities in planning, execution, and evaluation.

The Hozhooji Walk model benefits from a multi-organizational structure. SWAU and UTA are fully accredited institutions of higher learning. The former is a faith-based institution affiliated with the Seventh-day Adventist (SDA) church, while the latter is a publicly supported institution. Their educational partner in the project, Dine' College, is a fully accredited two-year institution owned and operated by the Navajo Nation. Completing the core of the program is the Arizona Conference of Seventh-day Adventists and the Window Rock/St. Michaels SDA Church. The Arizona Conference and the Window Rock church will provide a field site for instruction and housing of interns and an on-site coordinator. Additional classroom space may be provided at selected sites by Dine' College.

SWAU and UTA will share management of the program. Southwestern will be responsible for operation of the program and UTA will contribute its expertise to evaluation and assessment activities. SWAU will also provide instructors and courses for the first two-year pilot program to avoid any potential conflict of interest with UTA acting as the evaluator. After completion of the pilot project, UTA may also choose to provide instructors and courses on-site.

The Hozhooji Walk internship component requires the placement of student participants across a range of Navajo social and human service agencies. The program's

field education experience permits agency supervisors to effectively “match” their supervisory styles with the learning styles of students. Before placement in the Navajo community, interns will undergo background checks and a cultural orientation which the Dine’ will facilitate. All interns will live in a facility on the property of the Window Rock church. An in-house coordinator and instructor will also live in the facility and provide local supervision. Ultimately Hozhooji Walk will hire a qualified (MSW) Navajo to serve as the local coordinator.

Students in the educational program can work toward a Certificate in Public Service. The course of study suggested by a field assessment will focus on two public service fields, social work (SOWK) and law enforcement (CJLE). Core classes will include values and ethics, professional report writing, and management skills for supervisors. Electives include social policy analysis, conflict resolution, case management, constitutional rights of the accused, criminology, and family issues and intervention.

Hozhooji Walk coordinators hope the project will not only be a “walk together in beauty” but also a walk toward broadened educational horizons. By integrating service-learning with high educational standards and a faith-based initiative, Hozhooji Walk offers Dine’ people accessible, socially relevant educational opportunities. By involving the Navajo in the structure of the project, it will also offer cultural experiences that span the participating communities.

Finally, Hozhooji Walk is a model that other communities, educational institutions, and service providers can follow. By applying the central tenets of the Hozhooji Walk model – service learning, beneficial reciprocity, and shared cultural values – and tailoring them to fit their own needs, other entities may successfully implement similar projects.

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FYI

PROFESSOR MICHAEL PALMIOTTO is looking for contributors for an *Encyclopedia on International Security Studies*. Contributors who are willing to write on a pool of topics or who have security as a specialty can make suggestions for topics. The encyclopedia will deal with all aspects of security, private, government, political, geo-political, criminological, psychological, natural disasters, home land security, financial security, border security, etc.

Contributors should be individuals who are willing to write any where from 1,000 words to 5,000 words or more. Individuals could contribute more than one topic or collaborate with a colleague. Contributors will receive an honorarium for each topic accepted based on the word count.

ACJS members willing to contribute to the *Encyclopedia on International Security Studies* should contact Professor Palmiotto at **Michael.palmiotto@wichita.edu** or phone 316-978-6524.

THE 4TH INTERNATIONAL CONFERENCE ON CRIME AND JUSTICE IN THE CARIBBEAN will be held at The University of the West Indies, St. Augustine Campus, Trinidad and Tobago **February 8-11, 2006**. The conference website is <http://sta.uwi.edu/conferences/criminology>.

We look forward to welcoming ACJS members to this 4th International Conference on Crime and Justice in the Caribbean in Trinidad and Tobago. For more information, please contact:

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UPCOMING ACJS MEETINGS

Baltimore, MD
February 28-March 4, 2006

Seattle, WA
March 13-17, 2007

Cincinnati, OH
March 11-15, 2008

Boston, MA
March 10-14, 2009

San Diego, CA
February 23-27, 2010

Toronto, Canada
March 1-5, 2011

MAJORING IN CRIMINAL JUSTICE: I WANT A JOB

by Mark Dantzker

University of Texas Permian Basin

Abstract

During the past twenty years, one of the fastest growing majors in colleges and universities has been criminal justice. This has also been one of the most debated majors with the main issue focusing on whether curriculum should be theory/liberal arts oriented or paraprofessional such as social work and education. Interestingly, this debate seems to reflect the background of the educators in this field than the needs of the students. This study sought simply to ascertain whether students majoring in criminal justice were doing so for employment purposes. Over 700 students from 10 universities were surveyed. Results found that 88% agreed with the reason they were majoring in criminal justice was employment related. If there is one thing that I have definitely learned in my life is that the truth is difficult to accept, regardless of who we are. This is certainly the case with respect to the academic discipline of criminal justice. Although barely 40 years old as "criminal justice" its foundation, police science/law enforcement began in the early 1900s when a California police chief, August Vollmer, believed that police officers should possess some degree of college education. Since that time, the debate over just what type of curriculum should be offered at the college and university levels has been arduously debated. The heart of the debate is, should the curriculum be practical, theoretical, or a combination thereof?

In most recent years, particularly since the transition from police science to criminal justice, it would appear that the theory supporters have taken control. The majority of criminal justice degrees appear steeped in "theory" oriented coursework with a strong "liberal arts" component. However, a question that I have long asked is whether this degree is practical for students who major in criminal justice. That is, does this degree help them accomplish their ultimate goals? A question here is do we know, what is that goal? I have long believed that the criminal justice student's goal is to complete a degree and then gain employment in the criminal justice system (CJS). If this is truly the goal, then I question whether criminal justice degrees actually prepare our students for employment in the CJS. However, before that question can be answered, we

must first address the question of the goal. This study does just that; it examines criminal justice students' goals with respect to why they are seeking a degree in criminal justice.

Literature Review

For whatever the reasons, there is a very limited amount of published research regarding why students major in criminal justice related fields. While the education literature offers research as to why and how students choose a major (e.g., see Pope & Fermin, 2003), little emphasis is placed on particular majors. Nonetheless, the research that does exist tends to suggest similar findings; students who major in a criminal justice-related field do so for the purpose of enhancing their employment chances in the CJS. This goal seems to mirror the development of higher education in this country.

Initially, colleges and universities were created to spread knowledge and information but in more recent times to provide skills (Pulliam & Van Patten, 1995). Obviously as education itself changes, so must the major fields of study. Criminal justice as a discipline has changed considerable in the past 30 years (Morn, 1995) but not necessarily for the good of the student.

In a survey of graduates from a criminal justice program that offered both a bachelor's degree and an academy option, Gordier (2004) found that the majority seeking the degree did so more with the idea of increasing their salary, and the academy option was for those more interested in obtaining employment. The college degree was viewed only minimally as an aide to obtaining employment. The survey results suggested that the most valuable courses to students were the academy courses, internship, criminal investigations, and law. The least valuable were statistics and ethics courses. Respondents overwhelming indicated that more hands-on courses were desirable. However, this goes against the long time battle of the "true academician" to convert what once was a more "applied" program to a more "theoretical" program (Morn, 1995).

But, is this type of program what students really need or want? Krimmel & Tarturo (1999) found that 69% of respondents majoring in criminal justice were interested in employment in the criminal jus-

tice field. Forty-five percent of this group was interested in law enforcement jobs.

To gain insight into the occupational views of criminal justice and law enforcement students as they consider working in the policing field, Bumgarner (2002) found that 92.6% of respondents were intending or already were employed in a criminal justice field. Forty-nine percent were interested or already employed as police officers. In particular, Bumgarner's assumption was that four-year students were professionally minded in their orientation toward policing. However, the findings indicated that the two-year student had a greater affinity toward professionalism than the four year student.

Brawner (2004), in a survey of senior criminal justice students, found that 86% of the respondents were pursuing careers in some area of criminal justice. Again, the majority, 49.2%, were pursuing a law enforcement career.

As to gender, race or ethnicity, Lord and Friday (2003) found that females thought college was more of a necessity for employment than males, who actually saw college education as a barrier to employment. Gabbidon, Penn, and Richards (2003) found that African-American students majoring in criminal justice were interested in careers in the field, but primarily for economic reasons. Finally, Dantzker (2003) found that among predominantly Hispanic students majoring in criminal justice, an overwhelming 94% advised they were majoring in criminal justice for the purpose of seeking employment in the CJS. Among this group, 57% expressed an interest in seeking a federal law enforcement job, for which most positions require a college degree.

Regarding the question at hand, Tontodonato (2004) sought rationale to understand why students choose to major in criminal justice. She found the top five reasons for majoring in criminal justice were:

- (1) it's an interesting subject
- (2) fits career plans
- (3) interest in attending law school
- (4) interest in law enforcement, and
- (5) desire to help others.

More than half of her respondents had plans to work in the field after completing their degree.

Finally, in a study of graduated majors, Buttram and Davis (2005) found that the majority were no longer working or had

never worked in the criminal justice field. Furthermore, they suggested that a criminal justice degree, in itself, did not play an important role on attaining employment.

It would appear from the limited literature that a major reason for students to choose criminal justice as their major is employment goals. While a comparison of similar findings can be made, each survey was different thus raising concerns about how the information was gathered and just how truly comparative are the results. Therefore, to determine whether criminal justice students at various schools offered similar interests, in particular the reason for choosing to major in criminal justice, this study was conducted.

Methodology

To examine why students were majoring in criminal justice, I approached colleagues from several universities seeking their assistance in conducting the survey. Colleagues from nine universities agreed to assist by distributing the survey in all the criminal justice classes they each taught providing a purposive sample of approximately 800 students.

The survey was actually a two-pronged survey in that the first part sought students' perceptions to their fear of experiencing five different criminal justice situations while the second part requested students to indicate how much they agreed to the statement: "The reason I'm majoring in criminal justice is because I want to work somewhere in the criminal justice system." Respondents were also requested to indicate what type of starting salary they would expect to earn and in which area would they be seeking employment (Dantzker, 2003).

Results

The surveys were completed in the Fall semester 2003. The number of useable surveys was 761, of which 98 indicated that they were not majoring in criminal justice, leaving a sample of 663 students who claimed to be majoring in criminal justice. The gender, racial/ethnicity, and age of the respondents appeared fairly consistent with the national rates of college students, although I won't go as far as to say the sample was representative of all criminal justice students, but I felt confident that it was close enough for broad assumptions. The percentage of males was 56%, Caucasians made up 57% of the sample, and almost 67% were 25 years old or younger.

The major question of interest was how agreeable respondents were to the statement, "The reason I'm majoring in criminal justice is because I want to work somewhere in the criminal justice system." Either agreeing or strongly agreeing to this statement was 88% of the respondents. As for starting salaries, 76% are looking for salaries between \$25,000 to \$55,000, with 57% expecting to start between \$25,000 to \$40,000. With respect to the area of employment, 39% was looking toward a job in federal law enforcement. Interestingly, 5% indicated that they did not plan on employment in the CJS. Among those looking at employment in federal law enforcement, the largest percentage (13.7%) was interested in the FBI, followed by 5.9% interested in the U.S. Marshals.

Conclusions

Do criminal justice students major in CJ just because they like the topic? From the results of this study, one would have to say the answer is a resounding NO! The interest in this field seems to be related to employment rather than the subject matter.

Was this a randomly selected sample of all criminal justice students? No! Yet despite this shortcoming, students from ten universities were surveyed with a sample composition that would appear close to that of the national student body, but there is no available data to confirm this one way or the other. Therefore, for those who were surveyed, I believe the answer is evident the majority are interested in employment in the CJS and apparently believe that majoring in criminal justice will aid them in their pursuit of employment. Unfortunately, this suggests whether a bachelor's degree in criminal justice actually aids the student or even remotely prepares the same for a career in criminal justice. My stance is that it does not but the empirical support for that needs to be gathered. In the meantime, I will continue to take the stance that criminal justice programs need to be more aware of their students' goals and taper programs to fit that need, regardless of whether it's the direction in which the faculty would prefer to go. The reality is, it's not for them, it's for the students.

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BOOK REVIEWS

Doerner, William G. & Lab, Steven P. (2005). *Victimology* (4th ed.), Cincinnati, OH: Anderson.

REVIEWER: DERRELYNN PERRYMAN

The University of Texas at Arlington & Victim Assistance Coordinator, Arlington Police Department

Victims of crime are fully half the 'equation' in most types of interpersonal crime, yet they are the focus of proportionately much less attention in the criminal justice system, in legislation, and in the study of criminal justice and criminology. Victimology, as a research subject, philosophical argument, emerging field, or state of being, is undeniably complex. Schools of thought have collided with highly emotional and political events that continue to affect the landscape of the study of victimology. For example, the events of September 11th, 2001, had the effect of creating a national sense of victimization that focused awareness on powerful emotional response, including grief, anger, frustration, and helplessness. The aftermath of hurricanes Katrina and Rita have largely shifted the public focus to natural disasters and their aftereffects. Although similar in the capacity to create harm and impact communities, the two types of events — crime and natural disaster — have diverging effects and have focused the attention on different areas of concern. In the criminal justice field, as newer areas such as law enforcement based victim services continue to emerge, some obvious implications for community based policing begin to arise. As victims' rights and victims' services continue to evolve, progress, and expand, there are continuous adaptations that the system has to make.

Doerner and Lab have released the 4th edition of *Victimology*, a basic text for students at the undergraduate level. The text attempts to capture this multifaceted subject matter in an overview, and for the most part succeeds ably. Chapters are well laid out, with introductory Learning Objectives for each chapter, and Key Terms for student review at the end of each chapter. Historical information is presented that includes multiple viewpoints and competing arguments. Major issues that are the authors' focus of attention include secondary victimization, prosecutor based victims' ser-

vices, victims' compensation, victims' rights, and restorative justice. Particular aspects of six types of victimization are explored more in-depth. One limiting factor, although a seemingly minor detail, is the authors' selection of the term 'spouse abuse' instead of the broader 'family violence' or 'domestic violence' to address this subject. Given the complexity of family and household forms and the increasing variance in the type of relationships that may include violence, the term 'spouse abuse' seems outdated and is currently not widely used in the field of family violence advocacy. Additionally, there are other types of victimization that deserve at least some further exploration. Survivors of drunk driving crashes and victims of robbery or other types of violent crime are not discussed as separate content in any kind of depth.

After working in law enforcement based victim services for over 13 years, I have come to the realization that victimology is a deepening and widening area of study. Case in point, there are a few 'new' areas of victimization that are currently the focus of some attention for specific differentiation: human trafficking, children's exposure to the manufacturing of methamphetamine, and the detrimental developmental effects of young children's exposure to violence in the family.

In one course it would be impossible to address all of the emerging issues in victimology in any detail. Doerner and Lab's text is a solid overview. Reviewing this text did reinforce my conviction that a single victimology course may not be nearly enough to consider a criminal justice education balanced. ■

Stinchcomb, Jeanne B. ISBN 1-56991-218-1 (pbk) (2005). *Corrections: Past, Present, and Future*. Lanham, MD: American Correctional Association, 599 pp.

REVIEWER: JAMES AUSTIN

The JFA Institute

With all of the major textbooks on American corrections available today, one has to wonder how another lengthy tomb (nearly 600 pages) would add much to what is currently available in most traditional correctional textbooks. Yet Stinchcomb's recently released text does offer much more than many traditional books. Published by the American Correctional Association (ACA),

her book is clearly directed not only at college level students but also at today's correctional professional.

This is evidenced by the section on accreditation and standards which is the hallmark of the ACA. It also has a major chapter on correctional staff as well as another chapter on litigation issues. There are a number of "close-up on corrections" inserts that help the reader understand the practical applications of the text to real work correctional situations. The focus on such day-to-day correctional practices from a staff or agency's perspective is unique. As such, its potential audience is far broader than most academic texts and can be readily used for many juvenile and adult correctional agencies as part of their in-service training programs.

The length and detail of the book makes it virtually impossible to complain about a subject matter not to be addressed by Professor Stinchcomb. What I particularly like about the book are the very detailed and exhaustive sections on each major form of correctional supervision (prisons, jails, probation, and parole), including the history of each form of correctional control and current trends. As such, these major sections serve as excellent stand-alone treatises which the instructor or student can narrowly or independently focus on without having to have read all of the preceding chapters. In a book of this length and depth it's reasonable to assume that most instructors and students will not be able to cover all of the materials in the book.

I would have liked to have seen more pages allocated to some of the major controversies in corrections today. For example, the extreme disproportionate rates of incarceration by race and gender, the war on drugs, and the wisdom mandatory sentencing are either ignored or receive short shrift. Nor is there much presented on the extent of historic increases in the use of imprisonment and its numerous impacts on our society. I would have hoped that the text would have encouraged the student to at least consider these effects and the wisdom of our nation's grand experiment in mass incarceration.

But with these caveats, Professor Stinchcomb's book represents a major contribution to our knowledge of the American Correctional System. ■

Kelly, Caitlin. (2004) *Blown Away: An Unbiased Exploration of the Right to Bear Arms-Through the Eyes of American Women*. New York: Simon & Schuster Trade.

REVIEWER: MELISSA KALE
Arlington Police Department

Many times the words “women” and “guns” are not used in the same sentence, unless describing how a battered wife killed her abusive husband. The idea of women owning guns for self-defense, much less sport shooting, is not thought to be commonplace in our society. Because of this societal ideation, many women may not feel comfortable discussing the issue of guns or actually owning one. Some may believe women owning guns may take away from their femininity; however, the two really have nothing to do with each other. Caitlin Kelly begins the discussion of women and guns in *Blown Away: An Unbiased Exploration of the Right to Bear Arms-Through the Eyes of American Women*.

Though everyone may have a differing opinion about gun ownership, *Blown Away* gives a deep look at the way society views women with guns along with how women gun owners view themselves. Though, Kelly indicates that she, too, owns at least one gun, the book gives an opportunity for both sides of the issues. Women of all ages and race are interviewed, including pro-gun activists and those who lobby for tougher gun laws. The reasons why some women own guns and why some women do not are explored. The reasons range from sport shooting to self-protection.

Kelly begins by providing a history of gun laws and ownership. Kelly also describes many of the recent incidents of gun violence. Kelly examines gun use by women throughout history, such as embarking on new territory with their husbands during the 1800s and women participating in combat. Further, she shows how the media affects gun ownership and ideas. Kelly describes everything from comic books to current films and how women are depicted in the many different mediums.

In her discussion of women owning guns for self protection, Kelly includes statistics for rape, attempted rape and assault. However, she does make a note that many of the crimes go unreported; therefore, the statistics may not be an accurate indicator. Kelly explores the many different reasons women

choose to arm themselves as well as compelling reasons they choose not to arm themselves.

Kelly shows that not all women who own guns purchased guns for self protection. One chapter is dedicated to educating the reader on the less publicized sport of shooting as well as hunting. Many women participate in shooting contests, some even in the Olympics. Kelly also provides an insight to the very elusive and private gun clubs and explores both the positive and negative aspects of the National Rifle Association and its political clout. She also provides information regarding women in all facets of law enforcement. The women interviewed describe their job duties and lengths of service, as well as their salaries. Not only does Kelly explore the sport and defense aspects of owning a gun, but also the financial impact guns have on the U.S. economy. *Blown Away* shows the reader how expensive it is to own a gun, including participation in gun clubs or contests, while also providing information and statistics showing how expensive gun related violence is to our society.

Blown Away concludes by providing readers an agenda of what needs to happen in society to make non-gun owners feel more comfortable about law-abiding citizens owning guns, including women. Kelly suggests the following in the last chapter of her book: “make women’s safety a priority; protest depictions of violence against girls and women; address domestic violence; address youth violence, determine your child’s access to weapons; when depression enters, remove guns (and alcohol) from the home; commit to knowing your gun intimately; and speak out for safer gun use.”

The conversation regarding gun ownership is usually a volatile one, especially when coupled with the idea of women owning guns. Caitlin Kelly provides an honest look at the issue of women and guns as a whole. She includes commentary from women of all aspects of American society. Whether you agree or disagree with women owning guns, the book provides a nonbiased opinion and provides facts for both sides of the argument. This book is beneficial to the fields of criminology and social work, especially in the area of public policy. While it provides a balanced look at the issue, this book is probably most suited for undergraduate studies. ■

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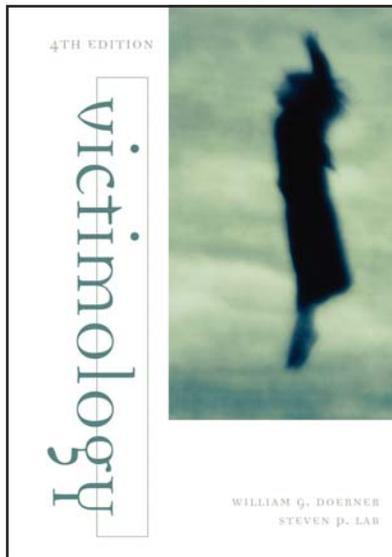
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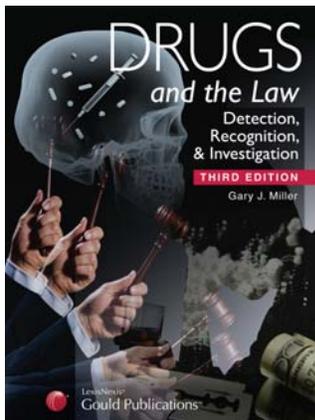
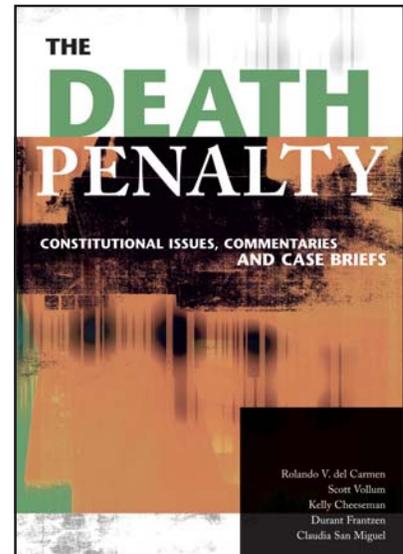
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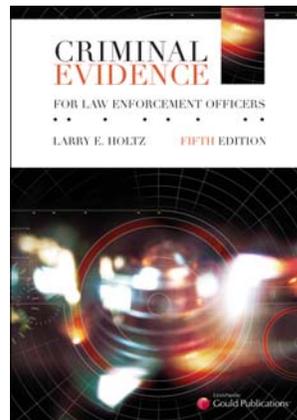
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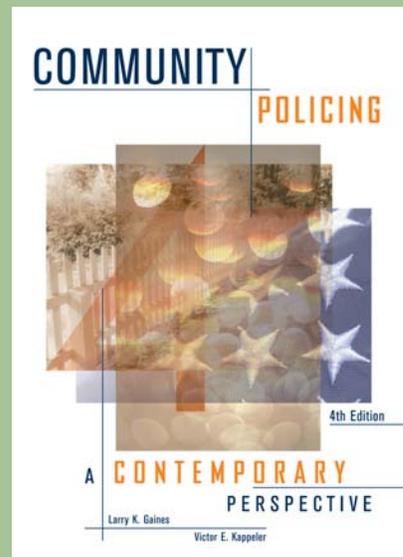
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