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DivisioNews

**Summer 2003
Issue #12**



AMERICAN SOCIETY
OF CRIMINOLOGY

**Division
on Women
and Crime**

Est. 1984

Inside this issue:

News and Announcements

Book Reviews

Ask a Tenured Professor

Member Profiles

**Special Column -
Gender Related Issues in the
Classroom**

Past Issues of DivisioNews

Division on Women and Crime

Questions About Listserv

Column Contacts

Suggestions and Comments

DivisionNews

News

Letter from the Editor

Book Reviews

Ask a Tenured Professor

Grad Student Corner

Profiles



Summer 2003 - Issue #12

News and Announcements

Recent Publications:

ANNOUNCING A COMPLETELY NEW 3rd EDITION

The Criminal Justice System and Women: Offenders, Prisoners, Victims/Survivors, and Workers
Barbara Raffel Price and Natalie J. Sokoloff, Eds.
McGraw-Hill
Pub. Date: July 2003

FEATURES:

- Enlarged Volume with 36 Chapters
- Complete new section on Women and Prison
- Emphasis on Race/Class/Gender/Sexuality Intersectionalities
- Attention to Globalization
- International Focus - including Canada, Cuba, Netherlands and Colombia, South America
- Lesbians and the Criminal Justice System
- Many more chapters written specifically for this volume

Partial list of contributors: Joanne Belknap, Kum-Kum Bhavnani, Angela Browne, Meda Chesney-Lind, Shamita Das Dasgupta, Angela Y. Davis, Karlene Faith, Jeanne Flavin, Nancy Jurik, Lisa Maher, Jody Miller, Susan L. Miller, Barbara Owen, Luana Ross, Julia Sudbury, Jennifer Wriggins

To order a desk copy, go to:
<http://www.mhhe.com/catalogs/0072463996.mhtml>

Barbara Raffel Price, Ph.D.
Professor Emerita
John Jay College of Criminal Justice
bprice@jjay.cuny.edu

ASC Conference - 2003:

Women in Law Enforcement Action Agenda Roundtable - Call for Participants

Collaboration between practitioners and researchers at the National Center for Women & Policing April 2003 conference in L.A. produced an Action Research Agenda for women in law enforcement. More than 26 research topics emerged during a daylong workshop culminating in a consensus group of 7 areas considered most critical and timely to investigate. A roundtable

at the 2003 ASC meetings will seeks to acquaint researchers with this agenda, further prioritize and clarify the topics and establish linkages to practitioners and agencies for research collaborations.

Women in Law Enforcement Action Research Agenda

Carole Garrison, Professor and Chair of Criminal Justice and Police Studies, Eastern Kentucky University.

Research on women in policing increased significantly following women's allowance and greater utilization on patrol in the late 60's and early 70's. Much of this increase was not necessarily due to an interest in how or to what extent women were being used, but rather, the research was to evaluate women's competency in this male-dominated role in the police organization. Prior to the allowance of women on patrol, women were primarily relegated to stereotypical positions, such as police matrons or support positions.

The initial research examining police women on patrol found women to be as equally capable as their male counterparts, with only a few exceptions. Unfortunately, these findings did not result to a significant increase in women in policing. As a matter of fact, the results may have been a disincentive because women were then seen as competitive threats, which had not previously been the case.

With the exception of Martin's seminal work and follow-up works (1980), Schulz's historical work (1995), Heidensohn and Brown's comparative studies (2000), and Miller's work on gender and community policing (1999), there has been only sporadic and minimally concentrated efforts examining the current status of women and policing. The National Center for Women and Policing (NCWP) and Eastern Kentucky University have annually surveyed a limited number of organizations in a recent attempt to describe the current status of women in policing, but this only gives a very limited piece of the big picture.

In an attempt to identify important issues for women in policing and facilitate research by both practitioners and academics, the NCWP hosted a workshop at their annual conference to gather information toward these efforts from attendees. Below is a summary of that session.

The process began with a research summit held at the 2003 conference hosted by the National Center for Women & Policing, which brought together researchers together with women from law enforcement agencies of varying type, size, rank, and geographic region. Approximately 40 women participated in the research summit, where they listened to researchers describing the existing literature and practitioners identifying their needs and priorities for future research. Through a process of discussion and voting, participants then generated a list of topics that represent the range of existing needs and priorities for future research in the area of women and policing. This list is provided below.

The next step in this process is to present the agenda to researchers at the American Society of Criminology 2003 Annual Meeting in Denver on Thursday, November 20th. The format will be a roundtable so that we can further clarify and prioritize these research topics. It's my hope that members of the Women and Crime Division will join this session and help facilitate research that reflects the needs and interests of women in law enforcement. See you in Denver, Carole Garrison, Professor and Chair of Criminal Justice and Police Studies, Eastern Kentucky University.

1. Recruitment and Retention

Evaluate the effectiveness of various innovative practices for successfully recruiting top quality applicants and retaining valued employees - especially women and minorities.

2. Advantages of Women vs. Men in Law Enforcement

Expand the existing research on the advantages that women bring to law enforcement, and compare with the advantages that men bring to the field. Using quantitative and/or qualitative methods, explore the comparative strengths of male versus female personnel within law enforcement agencies. Explore the effect that women in law enforcement have on their community, especially with respect to community organizations.

3. Women in Upper Level Positions

Identify women in upper level positions within law enforcement and analyze the variables that explain their presence and/or absence within an agency. Determine the point at which a "critical mass" of women is achieved within the upper ranks of law enforcement agencies, and explore the ways in which their presence has an effect on the culture, policy and practice of those agencies. Examine potential differences in the leadership style of men versus women in law enforcement.

4. Perceptions of Women in Law Enforcement

Measure perceptions of women in law enforcement -- among practitioners, political elites and within the community. Determine whether these perceptions differ from those of men within law enforcement, and explore potential similarities and differences with traditional gender stereotypes.

5. Sexual Hostility/Harassment in the Workplace

Expand existing research on sexual harassment in the law enforcement workplace, by documenting how often it occurs, what it looks like, what kind effect it has on women, and the potential costs for law enforcement agencies. Explore potential avenues for addressing this problem and analyze the links with women's "sexual status" (e.g., married, single, divorced, dating, heterosexual, lesbian).

6. Physical Agility Testing/Training

Measure the impact of physical agility testing and/or training requirements on the recruitment, performance and retention of female law enforcement officers. Analyze the existing standards for physical agility testing/training within law enforcement agencies, and the recommendations and/or requirements of state regulatory agencies (i.e., POST's). Examine the validity of physical agility tests by researching the potential link between test standards and various criteria for successful job performance.

7. Women's Networks and Competition

Explore the question of formal and informal networks available to women within law enforcement agencies - and between agencies. Document any consequences for the relationships among women. Examine the competition between women in law enforcement agencies, and determine whether there is any link with the existing formal and/or informal networks. Evaluate whether there are consequences of women's networks and/or competition for the workplace environment, level of performance, opportunities for promotion, and retention.

8. Gender and Excessive Force

Document any link between gender and the likelihood of using excessive force. Explore possible gender differences in the type of excessive force used by law enforcement personnel, and the consequences for law enforcement agencies and community relations.

9. Effect of Consent Decrees on Increasing the Number of Women

Expand existing research on the effects of consent decrees on increasing the number of women within law enforcement, throughout the rank structure. Explore potential links between consent decrees mandating the hiring and/or promotion of women and/or minorities. Analyze the factors that make a consent decree more or less likely to have a positive effect on women's representation, and document what happens when the consent decree expires.

10. New Information on Police Officer Domestic Violence

Expand the existing research on domestic violence perpetrated by law enforcement officers, to better understand how often it happens, what it looks like, what the consequences are for victims, and the response of law enforcement agencies. Explore the unique dynamics of domestic violence that is perpetrated by a police officer against a partner who is also a police officer, possibly even within the same agency.

11. Extent and Impact of Sexual Assault on Women in Law Enforcement

Sexual assault always has a wide range of serious negative effects on victims, but research has not focused on the unique dynamics that are experienced by victims who are police officers - especially if the perpetrator is also a police officer. Explore this topic, by examining how often this happens, whether it is linked with sexual harassment within the workplace, and what the consequences are for the physical, psychological, and professional well-being of victims.

12. Gender and Non-Traditional Occupations

Expand the existing research on women in non-traditional occupations, and explore potential links with the experiences of women within law enforcement specifically.

13. Critical Mass of Women in Law Enforcement

Document the effects of increasing the number of women recruited and retained within a law enforcement agency. Identify the variables that explain their increasing numbers, and determine the point at which a "critical mass" of women is achieved within a law enforcement agency. Explore the effect of this "critical mass" on the culture, policy and practice of law enforcement agencies.

14. Effectiveness of Restraining Orders

Evaluate the effectiveness of restraining orders in preventing domestic violence and homicide. Analyze the factors that influence a victim's likelihood of obtaining a restraining order and the effectiveness of that order in deterring future violence.

15. Enhanced Communication for Domestic Violence Victims

Evaluate the effectiveness of providing cell phones and other communication devices to victims of domestic violence, to increase their access to law enforcement and other services.

16. Effectiveness of Inter-Agency Collaboration

Evaluate the effectiveness of partnerships between law enforcement and victim services, in areas such as domestic violence, sexual assault, and child abuse.

17. Impact of Child Abuse on Victims

Expand the existing research on the many negative effects of child abuse on victims, both in childhood and into adulthood. Measure negative effects on the physical and psychological well-being of victims and explore the positive effects of intervention.

18. Conflict Resolution within Law Enforcement Agencies

Explore the process for internal conflict resolution within law enforcement agencies. Examine the types of conflicts that men and women experience within law enforcement organizations, how they resolve these conflicts with co-workers, whether and how they utilize the resources within the law enforcement agency, and whether there are differences by gender.

19. Access to Information Within and Between Law Enforcement Agencies

Although a great deal of information within law enforcement agencies is supposed to be accessible -- to those within the organization, in other law enforcement agencies, or in the community - this access is only inconsistently achieved. Explore how men and women within law enforcement agencies access the information they need to perform their jobs successfully, and determine whether there are any implications of gender for providing and/or obtaining information.

20. Lack of Women in Special Operations/Intelligence

Measure the representation of women in specialized positions such as intelligence and operations (e.g., SWAT). Determine whether men and women in these positions perform their duties differently, and what the consequences are for the quality of law enforcement services and community relations.

21. Use and Impact of Technology

Technology in the field of law enforcement is changing at an incredible pace, yet research has not explored any potential effect of gender on its use and impact. Explore whether men and women in law enforcement utilize technology differently, determine whether there are any consequences for women's performance and promotion, and document any effects on the quality of law enforcement services and community relations.

22. Women in Small/Rural Agencies

To date, virtually all research on women in law enforcement has been conducted in large, urban police agencies. Explore the experiences of women within small/rural law enforcement organizations, and document similarities and differences with their female counterparts in larger urban agencies.

23. Women in State/Federal Agencies

To date, virtually all research on women in law enforcement has been conducted in municipal police agencies. Explore the experiences of women within state and federal law enforcement organizations, and document similarities and differences with their female counterparts in municipal police agencies.

American Society of Criminology - Paper Competition Announcement

Division on Women and Crime Student Paper Competition

Eligibility: Any student currently enrolled at the undergraduate or graduate level.

Paper Specifications: Papers must be about or related to feminist scholarship; gender issues; or women as offenders, victims or professionals. Papers must be no longer than 7500 words (30 pages) with an acceptable referencing format such as APA or MLA. Papers must contain an abstract of 100 words. Papers must be typed double-spaced and submitted with verification of student status. Papers by multiple authors are acceptable as long as all of the authors are students.

Deadline: Papers must be submitted by September 15, 2003 to the Awards Committee.

Judging: The Awards Committee will evaluate the papers based on significance of the topic, conceptualization, analysis (if appropriate) and clarity of the writing.

Award: A winner will be presented a \$500.00 cash award and plaque by the Division on Women and Crime at the American Society of Criminology annual meeting in Denver, CO. In cases in which there are multiple authors, the award will be divided among the recipients.

Please Provide 3 copies of Submissions to:
Angela M. Moe, Chair of DWC Student Paper Competition
Department of Sociology, Western Michigan University
1903 W. Michigan Ave., Kalamazoo, MI 49008-5257
Ph: (269) 387-5275 Fx: (269) 387-2882
Email: angie.moe@wmich.edu

Funding Opportunities

Bureau of Justice Assistance

FY 2003 Tribal Courts Assistance Program

Solicitation [Program Information](#)
<https://grants.ojp.usdoj.gov> - Apply Online

Deadline extended
Online Registration: July 3, 2003
Application due by: July 7, 2003

National Institute of Justice

Paul Coverdell National Forensic Science Improvement Act: Solicitation for Discretionary Funding, FY 2003

Solicitation [Text](#) or [PDF](#)
<https://grants.ojp.usdoj.gov> - Apply Online

Deadline: July 15, 2003

Solicitation for Evaluations of Office of Juvenile Justice and Delinquency Prevention Discretionary Funds Projects

Solicitation [Text](#) or [PDF](#) [Read the Six Project Assessments](#)
<https://grants.ojp.usdoj.gov> - Apply Online

Deadline: July 15, 2003 (11pm EST)

Graduate Research Fellowship 2003 Program

Solicitation [Text](#) or [PDF](#)
Deadline: September 15, 2003

Data Resources Program 2003 Solicitation: Funding for the Analysis of Existing Data

Solicitation [Text](#) or [PDF](#)
Deadline: October 24, 2003

Office of Juvenile Justice and Delinquency Prevention

FY 2003 Enforcing the Underage Drinking Laws Discretionary Program: Community Trials Initiative

Solicitation [Text](#) or [PDF](#)
<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: June 23, 2003
Application due by: July 3, 2003

Office For Victims of Crime

Helping Outreach Programs to Expand

Application Kit [More Info](#)

Deadline: (No deadline: contingent upon fund availability)

Continuation of Court Appointed Special Advocates (CASA) in Indian Country

Solicitation: [Text](#) or [PDF](#)

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: June 25, 2003
Application due by: July 9, 2003
Note: OVC will only accept an application from the National Court Appointed Special Advocates Association.

Basic Victim Advocacy Web-Based Training Course

Solicitation
<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 1, 2003
Application due by: July 9, 2003

Database of Federal, State and Tribal Crime Victims' Rights Laws

Solicitation

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 1, 2003
Application due by: July 9, 2003

Indicators of Financial and Physical Elder Abuse: Training Curriculum for Probation and Parole Officers

Solicitation

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 1, 2003
Application due by: July 9, 2003

Judicial Training

Solicitation

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 1, 2003
Application due by: July 9, 2003

State Victim Assistance Academy Initiative

Solicitation

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 1, 2003
Application due by: July 9, 2003

FY 03 OVC Discretionary Continuation Grants

Solicitation

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline Online Registration by: July 22, 2003
Application due by: August 7, 2003

Antiterrorism and Emergency Assistance Program for Terrorism and Mass Violence Crimes

Application Kit [Text](#) or [PDF](#)

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline September 30, 2003

Executive Office for Weed and Seed

FY 2003 EOWS Program Guide and Application Kit: Continuation Sites

Solicitation Text or PDF

<https://grants.ojp.usdoj.gov> - Apply Online

Deadlines:

(Group A: Online Registration by: April 16, 2003 Application due by: April 30, 2003)
(Group B: Online Registration by: August 22, 2003 Application due by: September 5, 2003)

Office for Domestic Preparedness

Urban Areas Security Initiative Grant Program II

Solicitation Text or PDF

<https://grants.ojp.usdoj.gov> - Apply Online
Deadline July 7, 2003

Urban Areas Security Initiative Port Security Grant Program

Solicitation Text or PDF
<https://grants.ojp.usdoj.gov> - Apply Online
Deadline August 14, 2003

FY 2003 Domestic Preparedness Training and Technical Assistance Program

Solicitation Text or PDF
<https://grants.ojp.usdoj.gov> - Apply Online
New Deadline September 30, 2003

Fiscal Year 2000 State Domestic Preparedness Equipment Program for: District of Columbia, Puerto Rico, Guam, American Samoa, Northern Mariana Islands, U.S. Virgin Islands.

Solicitation Text or PDF
<https://grants.ojp.usdoj.gov> - Apply Online

Fiscal Year 2001 Domestic Preparedness Exercise Program

<https://grants.ojp.usdoj.gov> - Apply Online

Fiscal Year 2001 Nunn-Lugar-Domenici Domestic Preparedness Equipment Program (Cities 69 - 105 ONLY)

Solicitation PDF
<https://grants.ojp.usdoj.gov> - Apply Online

Fiscal Year 2001 State Domestic Preparedness Equipment Program Solicitation (Fiscal Year 2000 and 2001 Funding)

Solicitation PDF
<https://grants.ojp.usdoj.gov> - Apply Online

DivisionNews

News
 Letter from the Editor
 Book Reviews
 Ask a Tenured Professor
 Grad Student Corner
 Profiles



Summer 2003 - Issue #12

Division of Women and Criminal Justice Book Review

IT'S A CRIME: WOMEN AND JUSTICE (THIRD EDITION)
 BY: ROSLYN MURASKIN
 PEARSON EDUCATION 2003 PRENTICE HALL
 REVIEWED BY: ROSE MARIE ROTONDI
 MPA STUDENT, AMERICAN UNIVERSITY

It's a Crime: Women and Justice is a comprehensive book that addresses a variety of issues related to women as victims, offenders and law enforcers. It also provides extensive historical references regarding women's rights. I found this book extremely interesting and informative. The compilation of articles in this book will benefit students, scholars and practitioners.

This book is divided into eight sections covering diverse topics, each making up eight sections of the book. These include historical developments of women's issues, women and the law, drugs and AIDS, women in prison, women as domestic violence victims, women in criminal justice professions, women as offenders, and delinquency among girls. With 34 chapters and a page constraint on this book review, I have chosen to briefly highlight the breadth and depth of information provided by each section of this work.

Section 1, introduces the long journey of women's rights. It begins with Sojourner Truth's speech at the Women's Rights Convention in 1815, the organization of the feminist movement at Seneca Falls, and the struggle of women to earn the right to vote. The section proceeds to document the nature of women's rights issues and ends with an acknowledgement of how far women have come. It also identifies the long road that women still have to go to achieve constitutional protection that is equal to that of men.

Section 2 encompasses the many ways that women can come into contact with the law, for example through cases of postpartum syndrome, sexual harassment and abortion. This section does a wonderful job of explaining these situations and discussing how the law influences women's decisions in these situations. The historical references help the reader grasp the existence of these problems and how they have affected women for centuries.

Section 3, titled "Women, Drugs, and AIDS" discusses just that. The section begins with images of crack mothers as portrayed by evening news programs from 1983 to 1994. It then proceeds with a discussion of the criminal justice response to women with AIDS. In my opinion, this section will be particularly effective in grasping the attention and interest of students in a classroom as well as practitioners in the field. Students will be introduced to the impact of drugs and AIDS on women and the media portrayal of female victims and mothers on drugs. This section also provides a great deal of information for practitioners on how to respond to this group of women.

Section 4 -- the largest section of this book -- is titled, "Women in Prison." The large number of chapters included in this section allowed for the identification of a wide variety of issues facing incarcerated women. Issues of inequality and disparate treatment of women to sexual abuse in prisons and the death penalty are explored. This section will be

quite useful in providing students with a breadth of information about the special issues concerning women and prisons as well as provide a critique of legal and correctional policies that disparately impact women.

Section 5 is devoted to examining issues related to women as victims of violence. College instructors seeking a way to create discussion in the classroom will find this section of the book helpful. In recent years a great deal of research has been conducted exploring issues related to women as victims, and this section raises intriguing questions about the impact of legal and social policy on victims of violence. This section examines a number of questions that will also be of interest to scholars and practitioners relating to the impact of arrest policies as well as stalking, a typology of forced sexual intercourse, and the influence of culture on wife abuse.

Section 6 discusses women in criminal justice professions. This section examines women and various criminal justice professions, i.e., as judges, in the legal profession, as police officers and correctional officers. The articles in this section take historical, critical and policy perspectives on women in these criminal justice roles. This section will be particularly interesting for students who are considering a career in criminal justice.

Sections 7 and 8 of the book, "Women and Crime" and "Girls and Delinquency" respectively, seem to be provided as follow-up to the issues raised in Section 2 by discussing the many reasons why women, young and adult, turn to a delinquent lifestyles. Section 7 provides several articles that introduce such unique discussions as females in organized crime, females as serial killers and an exploration of the reasons women kill their children. In exploring these topics, the authors provide a number of examples which will grasp the attention of students and promote class discussion.

Section 8 explores three issues related to female delinquency -- prevention, career types and transitions to adult crime, and media portrayals of females as delinquents. Much remains unknown about female delinquency and this section provides a nice review of three important issues concerning this topic.

Overall, this book provides a valuable contribution to the field due to the breadth of information explored concerning issues of women and criminal justice. This book will provide scholars and practitioners with fundamental resources on a variety of topics and will be useful as a text for students in a course on women and criminal justice.

DivisionNews

News
 Letter from the Editor
 Book Reviews
 Ask a Tenured Professor
 Grad Student Corner
 Profiles



Summer 2003 - Issue #12

Member Profiles

In this issue I am honored to present member profiles for Natalie Sokoloff, Nancy Wonders and Vickie Jensen. Thank you Natalie, Nancy and Vickie for sharing a bit about yourselves with the rest of us. I hope the DWC membership will find these profiles as interesting and inspirational as I did. I also hope that those of you who have yet volunteered to participate in this column will do so very soon! Please email me at angie.moe@wmich.edu if you are interested. This is most certainly a time to (re)connect with one another, as well as build collaborations and support networks.

Wishing each of you peace,

Angie

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**Natalie J. Sokoloff, Professor of Sociology, John Jay College of Criminal Justice and Graduate School, CUNY ([nsokoloff@jjay.cuny.edu](mailto:nsokoloff@jjay.cuny.edu))**

**What has been your involvement in the American Society of Criminology? The Division on Women and Crime? Other ASC divisions?**

I didn't come to my first ASC meeting until about 18-20 years ago-a year when I was on sabbatical. My husband and I have always had a commuting relationship (for 31 years). We had a young child (Josh is now 20) and so I could only come to meetings when either he or I were on sabbatical. Otherwise, my life was too hectic. For 20 years Fred commuted down to Baltimore from NYC (he is a sociologist at UMBC), so I was teaching full time and taking care of our son in the middle of the week by myself (no family in town). Now that I have been commuting for the last 6 years, I also find it very hard to go to ANY conferences while I'm commuting. This year I am again on sabbatical and love being able to come to ASC meetings, and especially DWC.

When I came to my first ASC meeting I fell in love with the people in the DWC section. It was sheer joy to meet so many progressive people who shared much of my own intellectual and political commitment-including around women in prison. I had always had contact with people from ASC and the DWC-by telephone, snail mail and email. It has been a joy getting to meet all these wonderful people in person at the ASC meetings.

I am also a member of Critical Crim and People of Color Divisions-since their inceptions. They are also very important to me as a member of ASC. While I have not taken on leadership roles in ASC or DWC, I have always felt that what I do best, mentoring young faculty, is something I am able to do.

**Why/how did you get into this field and why do you stay in it? (i.e., What drives you?)**

I began teaching at John Jay College 31 years ago in 1972. The grant that was paying my salary at Mount Sinai

School of Medicine in NYC was about to end and the Soc Dept at JJC needed a last minute adjunct to teach Intro Soc. I'd never taught before and was terrified about teaching, but I loved the job so much that I asked (brazenly, I was later told since I only had an MA and wasn't enrolled in a PhD program at the time) for a full-time job and got one.

Most of my work until I got to JJC was in the area of Women and Work. I actually did research and teaching in that area until 1992 when my last book on Black Women and White Women in the Professions: Occupational Race and Gender Segregation in the U.S. came out (Rutledge).

While I was doing research on women and work, I decided that since I was teaching at a College of CJ that I should do something related to issues of women and crime. So I started teaching a course in that area. In 1978, Barbara Price and I met (she had just come to the college) and we both taught the Women and Crime course (alternate semesters). There were no books in the field and we decided that based on our course materials, we would try to put a book together. It was the beginning of a 25 year collegial relationship and friendship that has been very rewarding. Not only did we work together on three editions of the book (# 3 will be out in July, 2003), but we also held each other's hands through many college and personal crises and many joyous occasions.

I stay because I love the field. At first I thought one had to teach about the CJS from a very straightforward perspective. That didn't thrill me. When I realized I was able to apply my own theoretical and political perspectives to the work, I climbed on board and felt like I could make a difference. With my original work on women and work, it was natural to focus on women who work in the cjs, I quickly became more interested in women who end up ensnared in the cjs-especially women prisoners. My heart is with women prisoners and I find that this is the most humbling and fulfilling place for my energies.

On my last sabbatical I volunteered with the Alternatives to Violence Project and did work in both men's and women's prisons in Baltimore and in Jessup, MD. I wanted to get outside of the classroom and into the place where women caught in the system lived and survived. It was a wonderful experience for me. I became more interested in prisons in general and began teaching a doctoral course on prisons upon my return from sabbatical seven years ago.

I have been lucky to work with wonderful people at my school. It is very exciting to be there right now. We have lots of good people in administration these days, the new young women (and men) faculty are wonderful, fabulous to have around and to exchange ideas with. We have just hired a number of Domestic Violence scholars, for which I and others have been pushing for a number of years-and they are finally here!

The things that keep me going are: 1) my undergraduate students - I feel like I help to legitimize their lived experiences and challenge them to take more rigorous perspectives on how to understand (and hopefully change) the world they live in. My students are 2/3-3/4 Black and Latino; the remainder are white working class students. Many of them come from very difficult lives and while they often don't have traditional academic skills, they do have street smarts that they need to hone to make their knowledge and action more useful to them. 2) I love teaching my graduate students because they come from such interesting backgrounds, have often had full lives themselves, and many are working in areas of real concern to me: prisons, domestic violence, crime and justice, etc. Working with them is wonderfully challenging and exciting. (They are, as a rule, much more privileged than my undergraduate students-so I get to experience different slices of life with both groups).

I love teaching and can't imagine giving it up-and as I have frequently said: they pay me to learn (because isn't that what doing research and teaching is all about?) However, the amount of work (4/3 teaching load) is outrageous and the administrative duties are horrendous. I am well aware of the difficulties young faculty have to go through. And while I am quite content these days as a "senior" member in my department, I went through some grueling hassles in my younger years getting tenure (ask me about my tenure war stories-I was actually fired at one point!) and getting promoted especially to full professor. I was often the "first" woman in my department-like the first woman full prof (another story!)

#### **How do you define yourself as a scholar/activist/educator?**

I see myself as all of these: scholar, activist, and educator. In addition, I am able to mentor younger faculty at my school and I take that as one of my most important jobs.

#### **What are your current projects or interests?**

Just finished the third edition to The Criminal Justice System and Women (McGraw-Hill). It has a completely new section on Women in Prison because of my interest in that topic; we have three chapters on lesbians in the cjs; we focus on globalization and international issues. I am working on a book on multicultural domestic violence. It too is a reader and is entitled Domestic Violence: At the Intersections of Race, Class, and Gender in the United States

(Routledge). I am doing this book because there is nothing like it out yet and it is so needed. One of the advantages of being a senior person is that I can do what I want. And while this book will be very controversial in different circles, I am able to take the chance and put it out, knowing that there will be lots of criticism, but also knowing that it is a much needed book-and others can build from it. While there are individual studies on DV in different communities, there is nothing around that looks at the issue from many different community and personal perspectives. I have a Bibliography on Multicultural Domestic Violence which continually is updated and is available at [www.lib.jjay.cuny.edu/research/DomesticViolence/](http://www.lib.jjay.cuny.edu/research/DomesticViolence/).

While I am on sabbatical I am taking a Blackboard course to learn how to partially be able to teach on-line (I hope to use it as an adjunct to my class, not as a substitute for it). My ultimate goal is that when I retire I'll be able to live in Baltimore, where my home has been for the last 10 years, and teach a John Jay class from down there-with both me and the students completely available to each other since we will be in class together with cameras focused on us-just in different physical locations. Using distance-learning techniques will help me in this goal.

I am writing an article on the impact of the prison industrial complex on women, and focusing on Black (and Latina) women because they are most affected by the mass imprisonment of the last 30 years. I will be presenting a version of this paper at the upcoming Columbia University conference on African Studies and Imprisonment

#### **Do you have any kids, pets, and/or significant partner?**

I have one of each! My son, Josh Pincus-Sokoloff, is 20, a junior at University of Maryland (in College Park) who has been a true joy in my life. He now struggles with what he wants to do as he embarks out into the world as a young man. We have a 9 year old lovable mutt named Jessie. We got her from the pound in Woodstock, NY when we lived there. She is 75 pounds, was the runt of a litter of 9, and is a very sweet animal.

My husband, Fred Pincus, is a sociologist, and has taught at the University of Maryland Baltimore County (UMBC) since 1968. He teaches courses on diversity, race relations, and education and at one time was a China scholar. Fred and I met at the Radical Caucus of the American Sociological Association in 1970! He and I both have books coming out this summer-the first time this has happened together. His latest book is Reverse Discrimination: Dismantling the Myth (Lynne Reiner Publishing). One of our favorite things lately is going to conferences in the summers together and traveling as we do that! Recently we went to Amsterdam and Hawaii and we hope to go to Cuba this summer. It is great combining work, politics, meeting people, travel, and pleasure.

#### **How do you wind down after a stressful day?**

I'm not very good at this! But 2 years ago-on our trip to Amsterdam (and Paris), we started reading novels. We have tried to keep that up so that in the late evening when we get in bed, we don't watch TV anymore. Instead we read novels. It is really nice. While on sabbatical this year I have joined a women's reading group for the first time-I love it. The other way I relax is spacing out in front of the TV. I wish I were more creative (artistically, musically, etc), but I'm not.

#### **What is your most embarrassing moment (if willing to share)?**

There are so many! I finally learned how to deal with my aging and difficulty remembering things sometimes. In the middle of a class, when I am saying something and forget what it was, I just tell my students that a few brain cells just died, and we will just have to move on. They all laugh. (My brother, a big time lawyer in Boston who is 2 years older than me, told me that when he forgets what he is saying he turns it back on his clients or audience and says "now let's see if you got what I was saying" Sneaky these lawyers.)

#### **What is your favorite word? Least favorite?**

I don't like the saying "picking your brains." If you want to ask my opinion about something, just ask-but don't try to "pick my brains"-Ugh. My dissertation adviser said I used the word "wonderful" too often so I guess it's a favorite.

#### **What is one of your lifelong goals or dreams?**

To make the world a better place for the more disadvantaged and destitute in this world, to strive for greater equality and to expose the privileged and how that privilege is structured in ways that hurt other people. And how to work to change that.

#### **Anything else you'd like to share?**

I just want to say that I admire, respect, and value so many of the people I have met in the DWC. I feel privileged to have been able to meet and know so many young scholar activists from this community.

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**Nancy Wonders, Professor of Criminal Justice, Northern Arizona University ([nancy.wonders@nau.edu](mailto:nancy.wonders@nau.edu))**

**What has been your involvement in the American Society of Criminology? The Division on Women and Crime? Other ASC divisions?**

I first attended the ASC in 1983 as a first semester Master's student. The first Division that I became involved in was the Division on Critical Criminology; in fact, I attended the first meeting of the DCC and served as secretary-treasurer and on the executive council during the early years of the Division. Initially, the DCC provided an important space for me intellectually; it was there that I first met many of the amazing critical AND feminist scholars who now play a strong role in the DWC, including Mona Danner, Meda Chesney-Lind, Marjorie Zatz, Drew Humphries, Susan Caringella MacDonald and many others.

From the mid 80's to the early 90's, I became increasingly influenced by the work of feminist scholars; at the same time, I became increasingly frustrated by the relatively narrow focus on social class that permeated much critical analysis. Like many others, I found that many critical criminologists could understand some of the intellectual arguments made by feminists, but they just didn't "get it" (maybe didn't want to get it) when it came to the micropolitics of gender and racial inequality. Among both mainstream and critical criminologists, I observed an on-going failure to integrate gender and race concerns into teaching or research, and a relegation of the service work to women, not just in Departments and within the ASC, but also in their home lives. I also experienced a challenging situation in my first academic position as the only woman in my Department (though women are now the majority!). It was at this time that I discovered the DWC.

At the first DWC meeting I attended, several women spoke about sexual harassment they were experiencing within their Departments. We spontaneously organized an open forum about the issue for later in the day and immediately created a safe space for women to speak about the harassment and sexism (as well as racism and homophobia) they were experiencing in their work lives. The 40-50 women who attended listened to one another, cared about each other, respected the diversity of identities and challenges faced by those present, and strategized to create change. These qualities so impressed me that, from that day on, I became devoted to the DWC.

Since then I have served the ASC as Chair and as a member of the Student Affairs Committee, as a member of the Affirmative Action Committee and Membership Committee, and as a member of the Editorial Advisory Board for Criminology. I am also an enthusiastic and active member of the Division on People of Color and Crime, and a member of the International Division. Within the DWC, I have served on the Executive Council and on several committees, including as Co-Chair of the Program Committee, as a member of the Awards Committee, as Chair of the Task Force on Sexual Harassment. And it was an incredible privilege to serve as Chair of the Division on Women and Crime from 1999-2001.

**Why/how did you get into this field and why do you stay in it? (i.e., What drives you?)**

In the 1970's, my mom became the first woman ever admitted into a correctional facility as a regular worker in the State of Michigan. Because she was a librarian, she would bring home books on race relations, poverty, incarceration and other social issues. My mother left her first position after experiencing sexual harassment directed toward her, not by the prisoners, but by the superintendent of the prison. My stepfather served 10 years in prison and, as an African American man, faced profound cultural discrimination that played a role in his experience with the "justice" system and shaped my early perceptions of the social world. Because of these early influences, by the time I was a teen, I knew that I wanted to work to effect change in the justice system, but especially to reduce the deep inequities in our culture that create and maintain race, class and gender divides.

My mom still works in a prison and continues to be my most important role model. She runs a program that gives about 30 long term prisoners the opportunity to give something back to society - they make Braille books for the blind. My mom struggles daily to treat those who are incarcerated with dignity and respect and to provide them with meaningful work. She often works seven days a week to ensure that the men won't be trapped in their cells on the weekend. Her work humbles me. But we both agree that it would be better if we could simply reduce our culture's reliance on incarceration. I believe deeply that education and the written word can play a significant role in creating social change, so I write and teach as a strategy to motivate others to reduce inequality and to further the broad goal of social justice for all.



**How do you define yourself as a scholar/activist/educator?**

I am first of all an activist. Deeply and passionately. For me, teaching and scholarly work (and other activities) are vehicles for my activism for social justice. I absolutely love watching others arrive at new understandings of the social world and am very, very passionate about teaching for empowerment. It is not enough for people to know more, they need to know how to use what they know for social change. I work hard to help students develop greater knowledge AND practical skills for action. I also love the written word, and though I am somewhat discouraged about the disciplinary quality of scholarly writing (generally, the more narrow the audience the more valued it is!?!), I do believe that advancing theory and research is valuable.

Recently, I have begun to seek out more diverse venues for written and expressive work on social justice. In addition to traditional outlets, my writing has recently turned toward songs, poetry, and theater. I'm currently assisting a playwright who has written an original script based on interviews with women who have killed their abusers and I recently participated in staged readings of the script both locally and in LA. In the fall, I will direct a play on stalking at our local community theater. I am constantly searching for more effective ways to educate and motivate a broad public to care about social inequality and social justice.

**What are your current projects or interests?**

Most of my scholarly work to date has focused on the relationship between inequality and (in)justice with the U.S.. This has included research on difference (gender, race and class) and justice, feminist and postmodern theory, social class and justice (especially corporate crime and regulatory law), age inequality and justice (especially focusing on school violence), and inequality in the justice system (especially in law, sentencing and incarceration). My current work explores the impact of globalization (and the inequalities associated with globalization) on social justice, both here and abroad. Some of my most recent publications address the link between globalization and sex tourism, as well as the disproportionate impact of globalization on women. Along with my dear friend and frequent co-author Mona Danner, I have also been focusing on the way that globalization is re-shaping U.S. justice policy and is exacerbating existing inequalities of race, gender and class. I am just beginning research on the impact of new technologies (particularly technologies of surveillance and digital communication) for creating new inequalities and new injustices across the globe.

In the classroom, I am involved in a variety of service learning initiatives that provide students with activist skills. The last two years, my classes have received Northern Arizona University's Service Learning Award for work they have done in the local community. I am very proud of their willingness to use what they are learning to achieve social change.

**Do you have any kids, pets, and/or significant partner?**

I live with my soul mate and best friend, Fred Solop. We met during graduate school at Rutgers. He is one of the best feminists I know, as well as an amazingly intelligent and progressive political scientist. He currently serves as Director of the Social Research Laboratory at NAU. His primary research interests are social movements, citizen participation and digital democracy. We have published together, played together, parented together, and protested together. It is such a gift to live with someone who is exactly the same age, has exactly the same job, and who shares absolutely equally in all household tasks, parenting, and the bittersweet joys of everyday life. Our offices are four doors apart and I still can't get enough of him!

Our son Aaron is 12 - he loves to read, performs in theater, plays chess, is a great student, is a genuine social butterfly among his friends, and still tells me (and his dad) that he loves us every day. Our daughter, Brooke, turns 21 this month. She is graduating from the University of Arizona this semester with a degree in creative writing, with a Spanish minor. She loves to write (and has just received two writing awards from her Department); her current occupational goal is to be a nonfiction writer who brings social issues to the masses....the next Barbara Ehrenreich! She's also a fabulous musician and is involved in theater and improvisational comedy. I consider my children to be among my best friends and favorite companions. I also have several friends who have achieved family status and they enrich my life beyond measure.

**How do you wind down after a stressful day?**

My daily life integrates a lot of fun. Virtually every day, I make time for an at-home-coffee-hour with my partner and an end-of-the-evening glass of wine together sometime after midnight. I also unwind by being very involved in my local community. I take modern dance classes and work out at the health club. I am typically involved as a director, actor, stage manager (or in some other capacity) in a production at our local theater for 2-3 months each year. Some evenings I pick up my guitar and play a little music. Other evenings, I go downtown to have sushi, maybe an apple

martini, and then play a little pool before heading off to find some music that makes me want to dance. Lately, I've been painting a lot. I also love to hike both on the mountains in Flagstaff and 35 minutes away in the beautiful red rocks of Sedona. Over the last two years, I've also taken art workshops, participated in African dance and drumming workshops, and went on a river rafting trip. I love new adventures! Whatever I am doing, it is always more fun to do it with others - often my companions are my partner, Fred, and one or both of my children, but I am fortunate to have many other friends to play with as well. In fact, we often have other folks staying our house for months or a year at a time - it makes life so much more interesting!

**What is your most embarrassing moment (if willing to share)?**

Several years ago I sprained my ankle and had to hobble around on crutches. Of course everyone asked what had happened and it was pretty embarrassing to tell them that it had occurred when I tried to jump over my couch at a party at our house. (We have VERY good parties). I also added that the first time I jumped, I made it over just fine, as did a number of other guests! It was the second try that did me in!

**What is your favorite word? Least favorite?**

My favorite words are "peace" and "justice." My least favorite word is "war."

**What is one of your lifelong goals or dreams?**

To matter. To make a difference in the lives of others. To become someone better each and every day. To love and to be worthy of being loved.

**Anything else you'd like to share?**

I want to thank all of the individuals who make the DWC my intellectual home, my professional sanctuary, my inspiration to do more. Thank you to the women who founded the DWC, who came before me; I have learned and continue to learn so much from your worthy lives. Thank you to all of the young feminists who now populate the DWC; you stimulate me to think differently, to challenge myself to know more. Thank you to the members who have raised the organization's awareness of the complex identities we occupy; I am forever grateful for your calls for inclusion and coalition - our diversity will make us stronger. And a special thank you to those women who share my birthyear (you know who you are!) - the '58 connection - you have been the lifeline between my biography and my professional identity... and you are SOOOO funny! And finally, if you are new to the Division and have waded through my reflections, I want to encourage you to get involved and to make the DWC your own! Wishing you - and the world - peace and justice,

Nancy Wonders

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**Vickie Jensen, Assistant Professor of Sociology, California State University, Northridge**

**What has been your involvement in the American Society of Criminology? The Division on Women and Crime? Other ASC divisions?**

I have attended every ASC meeting since 1993 with presentations or discussant activity at about half of them. I have been a member of DWC during that time, but this is the first time (gulp) I have gotten involved at all. That is going to change, though!

**Why/how did you get into this field and why do you stay in it? (i.e., What drives you?)**

I have been trying to figure that one out for years. I developed an interest in the topic of crime and criminal justice while taking classes as an undergraduate. I guess my interest in the area of criminology and gender in particular was solidified during my year plus ethnography of a women's prison in Oklahoma done for my master's thesis. It doesn't take long - meeting too many women in prison for the murder of their abusers, taking the fall for men, and otherwise disadvantaged by society and life for being women - to make things click. I became interested in women and homicide from there and have evolved into a gender-centered scholar. After reading Messerschmidt's Masculinities and Crime, I became quite enthusiastic about examining masculinities as they affect crime and experiences in the criminal justice

system. I stay in criminology and gender and crime because it holds my interest, and I think the research and teaching make a difference.

#### **How do you define yourself as a scholar/activist/educator?**

This is a difficult question as the answer differs over time (and sometimes over a day). I am a researcher who seeks to do meaningful work that improves people's lives. At this point, that work includes gender study (including masculinities) that has been so neglected over time. I see my teaching as providing building blocks for students to go into the world, as practitioners or scholars, and bring insight and perspective to a very one-sided criminal justice system. If I can get them to see things in one more way, that is one more tool they have for dealing with offenders, victims, and suspects in the "real world." I would love to say that I am an activist in the old sixties tradition, but I am not. It seems as though people went out of their offices and out of the classrooms looking for social problems to address. I see them come into my classes and offices every day, every semester. I feel that the change I bring to the world is through my work with my own students and assisting them in dealing with issues of domestic violence, sexual assault, other abuse, and other crisis in their lives. A semester does not go by that I don't talk with a student in crisis over current or past experiences like those. Through that kind of work, and through mentoring students in general, I feel like I make my contribution and make a difference. I am hopeful that some of my students will go out there and make a big splash in visible, activist-oriented ways.

#### **What are your current projects or interests?**

Two primary areas of study right now are sibling violence and masculinities and violence. In particular, I am in the beginning theoretical and data gathering stages to do a gender centered analysis of men and homicide, drawing heavily upon the work of scholars like Messerschmidt. The men and homicide project, if all goes well, is my next book project. I have other interests in correctional culture, lethal violence in general, and about anything having to do with theory in criminology, especially phenomenological and gender related.

#### **Do you have any kids, pets, and/or significant partner?**

Interesting question for an interview for DWC. I wonder how many such questions would be asked amongst positivist, non-gender oriented criminologists.... I'll answer the question. No kids, two cats, and a husband who wasn't originally going to be a husband. We did it for the insurance, and I have found myself fighting everyone since to assert that I did not change my name, identity, or anything about me as a result of getting married. I am otherwise happily married :) He is very supportive and is good at typing data tables.

#### **How do you wind down after a stressful day?**

Game show network and Cartoon network. That is, if I am winding down at all. Mindless comedy always works. Then there is my Lemmings obsession too.... I did read the Lord of the Rings trilogy over break, but I didn't quite feel like it was winding down for me. I am an extremely strange person, aren't I?

#### **What is your most embarrassing moment (if willing to share)?**

Just one? There are several I am a little too embarrassed about, but I guess I can talk about the time that I completely forgot exams that I was supposed to take to an evening class at a satellite campus. It was during my Ph.D. years, and I was anxiously awaiting word on this job. I taught at the main campus of Metropolitan State College, in Denver, and then an evening class at a satellite twenty miles away. I left the main campus for the night class and completely forgot the exams. I couldn't go back either. This was after failing to take two required exits to get on and off the interstate. I was quite out of it. I had to come up with something to do with the class on the spur of the moment and confess that I had no exams for them to take. It was pretty embarrassing.

#### **What is your favorite word? Least favorite?**

Favorite word? Right now, I would say "peace" for obvious reasons. I also like the word "tenure" for more personal reasons :) Least favorite...well, the opposite of peace is "war"; I also really dislike words such as "can't", "won't", and the like, coming from students who are resistant or afraid to do challenging work.

#### **What is one of your lifelong goals or dreams?**

Well, one is about to happen (cross your fingers)...tenure as a professor at a university. I want to have a lasting

influence on the field of criminology through my work in gender, particularly masculinities, and really show the field and society that, in order to begin really addressing some of the issues we face, that we have to address how men experience gender as well. 90% (give or take) of homicide offenders are men as are a majority of homicide victims. That tells me something, and I hope I can help others see the same thing.

**Anything else you'd like to share?**

I have been quite blessed to be part of several good networks in criminology, and I cannot overemphasize the importance of being networked in the field. That is a bit of advice to anyone untenured, pre-Ph.D., or otherwise disconnected. I get inspired talking with people who share my interests and have benefited from the advice, input, and general mentorship of several good friends out there. That is what is best about academia, and it is what constitutes true survival for those of us making our way in criminology.

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# DivisionNews

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| <p>News</p> <p>Letter from the Editor</p> <p>Book Reviews</p> <p>Ask a Tenured Professor</p> <p>Grad Student Corner</p> <p>Profiles</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------|



Summer 2003 - Issue #12

## Special Column

### Gender Related Issues in the Classroom

Friends and colleagues:

As many of you know, we recently had a wonderful discussion on the listserv about dealing with gender-related problems in the classroom. At the suggestion of Becky Block and Sally Simpson, I have compiled the responses in order to make the discussion available to everyone. I have taken the liberty to edit some of the answers to keep this a manageable size, and I offer my apologies for that. I would like to express my thanks to those who participated in the discussion and the compilation of the answers, including:

Karin Kaercher, Shosanna Pollack, Jeanne Flavin, Patti Adler, Mona Danner, Meda Chesney-Lind, Jim Messerschmidt, Dick Ayre, Susan Sharp, Susan Krumholz, Joanne Belknap, Sandra Stone, Ted McNeilsmith, Jim Hackler, Myrna Dawson, Susan Miller, Tara Gray, Susan Caringella-McDonald, and Amanda Burgess-Proctor.

Susan Sharp

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QUESTION:

This is an appeal for suggestions on how to deal with a situation unfolding in my Women and Criminal Justice course. I have a class of 32 students (5 of whom are males) that has become silenced by the behavior of a few males having difficulty with the subject material.

Specifically, all students were required to read an account of provincially sentenced women who had some horrific histories of abuse that were used to provide insight into their involvement in criminal behavior (the pathways approach). In a class dedicated to exploring the ideas and stories presented in this book, I had a couple of males state "the book was a bunch of bullshit" and questioned the credibility of the author and the stories included in the book. I and other students in class responded to this (of course!) as respectfully as possible and spent another half session discussing the issues raised and what this was doing to the classroom atmosphere and the perception of whether this was now a safe place for open discussion of the material contained in this course. Despite my best attempts, I regret to report that the guys in class have shut most of the women down. As a result I (and some other students) am being exhausted as I attempt to restore some balance in class and engage in respectful learning. I fear that the process has become derailed. Women are quiet, and the same men if they aren't challenging something I or other presenters have said, are sitting there with body language that speaks volumes.

Has anybody had this experience, and if so, how did you handle it? Does anyone have any suggestions for me to get this class back on track? Any advice or suggestions that can be offered will be appreciated.

## RESPONSES:

Oh my god, that is so awful. I've had that happen before, and once I've lost the class, it's really hard to right the ship. I welcome what other people have to say. My best recommendation is to go in there the next time and address the situation head on and say you are uncomfortable with what's hanging on out there in the air. Tell the class what your feelings and your policies are. Use direct emotion and don't pull your punches in talking about it. You have the bulk of the class, but they're silent. So don't be shy. They will appreciate it. Tell them that you don't like their attitudes, and you find the things they have said offensive. See if that works.

I'm really careful now not to let this happen. I try to nip it in the bud if I see a bunch of guys starting to act out towards each other in a way that they think is cool and funny, because it has bad potential written all over it. It helps that I am 50 years old. If you're younger, you can't throw your authority around quite as easily. I had a guy in my class last fall, a small class, who kept talking and saying things that were inappropriate, and just way too much. He would shoot off his mouth without thinking and no one else could get a word in. I spoke to him several times about it after class privately, and when that didn't work, I started giving him teasing digs during class to think first, or let others get a word in. Finally one day we were talking about why men have more power in society than women, and of course they all go to the physical, biological, psychological explanations before the sociological. I'm used to and expect these; it's one of the ways that I teach them what sociology is. But when I discounted the physical explanation and gave reasons, I heard this guy say that he didn't agree, he didn't believe me, and that "let's just see these women try to take back the night" (there was a march coming up that week).

I just stopped dead in my tracks, and let the blood drain from my face. I turned to face right at him and in a totally emotionally-charged voice I asked him if he knew how offensive that remark was. I drew out the implications of it. I said what it meant to me, and what it possibly meant to other women in the room. I said there was no space in the class for remarks like that. I just ripped into his hide. The next class he didn't show, and the next one he came with a drop slip. I was thrilled. Everyone got the point. For the rest of the semester I had guys tripping over themselves backwards to make sure that they didn't say anything offensive and apologizing in advance if they thought something was near the line, even when it wasn't. I was thrilled. So I say, go on the offensive, and do it early. It's late now, but I would still try it. What have you got to lose? Good luck!

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I had a similar situation develop in my U.S. Prison Community class this semester. I handled it by emailing every student in the class and posting the following statement to the class Blackboard:

SUBJECT: R.E.S.P.E.C.T.

Part of what one hopefully learns in a college environment is how to respectfully disagree with people whose opinions are different from our own.

I recognize that it must be scary for some of you to reconsider your deeply held opinions or to have your opinions challenged (John and Alex, I'm thinking of you) and that is why some comments seem knee-jerk reactions designed to hurt and criticize rather than advance understanding of an issue.

The tone of some posts reflects a lack of respect for the importance of the subject matter this class addresses, for other students, and to some extent, for me. I feel I have been very tolerant to date, but am drawing the line.

Here's a rule of thumb: If you wouldn't want Dean von Arx to read your post, then don't submit it. If you wouldn't want Dean von Arx to hear your comment, don't say it. That doesn't mean you can't take an opposing or unpopular view, but it does require that you consider whether your tone and your content are reflective of a university student.

Note, too, that in order for participation to favorably contribute to your grade, it must be thoughtful and contribute to the class's understanding. (Remember, you have the power to edit or delete one of your own posts. I built that feature in to the Discussion Boards recognizing that sometimes we say things that we later regret or realize we could have said more tactfully or clearly.)

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Just my two cents - look in your university's undergraduate catalog. There may be a rule or practice that allows professors to dismiss students from their classes due to disruptive behavior that gets in the way of teaching the class. If you can't find something like this, you may want to check the Dean of Students for a similar policy. Then, tell the guys after class what the policy is and that you plan to follow it unless they shape up (or tell the whole class about the policy).

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Hi there, I concur with the others in regard to dealing with the issue head on. If you have not set ground rules at the beginning of the class (i.e., how to create a respectful and comfortable learning environment) it is not too late to do so now. What I have done in similar situations is placed the responsibility on the class to generate solutions to the classroom difficulty. For example, I would articulate the problem, talk about why the current dynamics are not conducive to respect and free exchange of ideas, and then ask students, with you of course, to come up with a list of what makes a safe and respectful classroom. Then I might ask them to generate concrete strategies guiding their interaction for the remainder of the class in order to meet these goals. I don't know if this will help, but it might cause the female students to assert their learning needs and the disruptive/offensive ones to hear that it is not just the professor who has an issue. Then the whole class must agree to guidelines AND they must take responsibility for following them and challenging those who do not.

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I once co-taught a class with a friend, and we had a somewhat similar situation develop. I have sometimes called it the cop/social worker divide that can crop up in CJ courses. At times like this, I tend to go to a more formal teaching style; that is, I present lectures with less time for discussion. I also bring in videos (a.k.a. the "teacher's friend") in classes like these since they can be quite compelling, and they also don't offer the opportunity to be discounted in such a public way. Finally, failing all else, I'd approach one of the students (the leader of the group if there is one) to discuss civility and class climate. I'd open the conversation (in your office, if possible) with a question about how he's experiencing the class and then express your concern that he seems somehow angry. I'd only do this as a last resort, though, since these conversations can also empower him...by rewarding bad behavior.

A tip on videos that they might find hard to dismiss...how about Jackson Katz' TOUGH GUISE, which talks about masculinity and crime (among other things)? Finally, recall that these classes--as awful as they are--eventually end.

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First, check out your institution's policies as they can be remarkably helpful. The college/university's mission statement often has something along the lines of "a commitment to learning" and "a spirit of respect." These goals in its mission statement are often buttressed by the code of student conduct in sections about appropriate and inappropriate student behavior, and this often includes classroom behavior which is disrespectful or disruptive to the learning environment. Review these policies so that you know what's in them well when you take Step 2.

Step 2 is to talk to the folks at your level and above you and ask for immediate assistance in enforcing the policy. Know exactly what you're charging, the evidence to support your charge, and exactly what you want to have happen. You're charging inappropriate, disruptive, and disrespectful student behavior. The issue is not that this is a course about women and the boys are being bad. The issue is that a very few students are disrupting the education of the majority of students, and whether this is a women's studies or a chemistry course is irrelevant. The evidence of the disruptive nature of their behavior should include statements of other students, especially those who've voiced their frustration to you, as well as your own statement. And, finally, you want the students charged to cease and desist their behavior or leave the class either voluntarily or under order of the college.

You may be hesitant to take Step 2 because you feel like it'll suggest that you can't control your class, you're not a good teacher, you're incompetent and an imposter -- at least those are the very things I thought about my own self when I was dealing with a disruptive student. Let those feelings go; nearly everyone's had to deal with such student problems, and faculty generally first look to the students as the problem, not the professor. Concentrate on how good it'll feel to have effectively stood up for yourself and the majority of the students, and what a good role model you'll have set for the other students. Think about empowerment.

Please note that you might have to be insistent as you take Step 2. Some people might downplay the seriousness of the behaviors, others might not want you to rock any boat, or require them to do any work (such as their actual job). Remember, and remind them, that what is at stake is the education of the majority of the students and their feelings about the college both now and in the future (i.e., alumni donations or lack thereof). Please know that even if everyone is supportive and helpful, this will be a hassle. Take charge of the situation and make the college get involved.

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My response to disruptive and disrespectful behavior is usually threefold.

- First, I talk to the antagonistic student(s) individually and explain that disruptive and disrespectful behavior will not be tolerated and if it continues they will be removed from the class.

- Second, I make a point to explain to the class that a comment like "that book is a bunch of bullshit" is inappropriate in a classroom setting because it's not a proper academic response. What we as academics should require of students is that they be able to support their opinions with evidence. In other words, ask the student in front of the entire class what led him (or her) to that conclusion and then discuss whether or not their response is intellectually sufficient to warrant such an opinion.

- Finally, an effective teaching practice is to "divide and conquer." This entails dividing the class into small discussion groups with approximately 5 students in each group. I usually have students number off so that those who sit together do not become members of the same group. The result will most likely be one male student in five of the six groups. Then I ask each group to address the same or different question(s) about a reading or set of readings. I also make sure that each group member has a chance to offer her/his contribution. This is a way of somewhat degendering the classroom because:

- 1) it hinders the possibility of an alliance among the men,
- 2) I always suggest that the male member of the group serve as "secretary" (which inevitably leads to discussion of the gender division of labor).
- 3) it forces each individual male to work with women to come up with a group answer.

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One method of addressing victim blaming that I've found to be very successful in relation to rape and domestic violence is to ask students whether they would treat robbery victims (or any other crime victim) the same way. Is it the responsibility of the store owner to move his/her business, if it has been repeatedly victimized? If the store wasn't moved, would we ever think of arguing that the store owner was complicitous in his/her victimization?

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I assign students to groups. I have the advantage of having a picture roster before the semester begins, so I always try to balance out the groups by gender. I give them opposing viewpoint readings that they have to critique. They discuss their critiques in the small groups, which seems to be very effective at toning down any disrespectful attitudes.

The ground rules that I set in my classes include:

- Critiques must address strengths and weaknesses of each side in paired readings. I count off if they only discuss their opinions. Many find themselves in the position of discovering that the argument they support is the weaker of the two.
  - In discussions, opinion must be supported by facts and research we have discussed in class. Hostile students often go out to do their own research, thinking they will be able to shoot down the opposing side, only to find that the research they locate supports it.
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I have had this happen, too. I ended up telling the men in my class that I needed to speak with them outside of class. I told them that their behavior was very disrespectful to me and the other people in the class and it was disrupting the learning process. I reminded them that their grade was partially on participation and that given their behavior, they were not going to do well on that part of the grade.

Another option is to try this and if it doesn't work to get your department chair involved and have her/him explain that it is not okay to say something is "bullshit" in class and to be disrespectful to you and/or the other students.

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I had a similar situation in a class. It became pretty clear to me that there was one male who was instigating the problem; the rest were going along. At someone's suggestion, I met with this student and asked very bluntly (and of course very politely) why he was in this class, what his problem was with the material, and if he was aware of the impact he was having on the class. Getting him alone seemed to reduce the level of confrontation. In fact I learned that his hostility stemmed from a personal problem he had (not surprising) that I was able to discuss with him (and maybe even help him see past).

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I can certainly empathize with your situation. I am teaching that course this semester and have one male student in my class who is also dominating the class, although not quite in the same way. He is probably in his 50s, a lifetime department of corrections employee who is now a prison warden, and has had some experience serving as warden in an institution that housed some women. He definitely presents a different perspective, and while his experience dealing with women in the system is limited, his experience is valid, nonetheless. He tends to talk a lot and go into long monologues about how things are in the system, and I know that what he is saying is mostly true. It's mainly his delivery that is off-putting to the women students -- strong, dominant, opinionated, "know-it-all."

Anyway, I try to pick up on some of what he is saying that is not as "emotion-provoking" and then elaborate from a different perspective, trying to validate him as well as the women in class. Sometimes it works, sometimes not. Sometimes I just interrupt him and tell him we need to move on because we are running out of time and there is still a lot of material to cover for that class. I have thought about taking him aside and asking him to tone down a bit, telling him that while I know that he has a lot of "inside information," that sometimes the level of detail is beyond what we need to address in that class.

Sometimes when I have students who are trying to discount what I am trying to teach, I challenge them to do their class paper on their particular perspective, providing hard evidence to back up their argument, or sometimes I will say something like, "you're absolutely right, there are a lot of people who think about this issue in that way, which is why it is really important for us to address it in a setting where we can look at all different sides. Let's talk about all the different perspectives people could take and see what kind of evidence we can find to support each position."

I also try really hard to encourage the women to speak up, saying over and over that this is a safe space to disagree, and that that is part of what college is all about - learning about different points of view which may make you challenge your own.

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Here is what I just wrote to a colleague who responded privately to my response to you yesterday.

"I'm very impressed (but not at all surprised) by all the good responses \_\_\_ elicited from all her sisters (and brothers). I'll bet her classes will start off on very solid footing from now on. The very fact that she's the kind of teacher who has the courage to admit her problem and ask for help, tells me that she's in the right profession and that she will be a classroom star."

I've watched a lot teachers in all disciplines either bloom or wilt over my teaching career. It isn't innate. Those who want to be and choose to be good teachers, always do.

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Unfortunately, I suspect there is an increase in the number of weak students who use intimidation in class. Administrators are often very timid about dealing with this. One professor I spoke with suggested a one-on-one discussion with these males, if that were possible. I was wondering if you had a student newspaper and if a student reporter would interview each male separately to ask why the book was bullshit. Similarly, reporters might interview the women in the class. It would make an interesting article in the student newspaper.

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One thing I've learned from my 16 years of teaching these kind of courses is that it really matters who's in your class. It can go great for years, and then have some horrible people that try to ruin the class, and sometimes do.

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I, too, am teaching a gender, crime and justice course with five males and, while I haven't experienced what you have (as the males in my class have been very respectful of the subjects to date), a number of issues keep re-occurring. First, I struggle with why the men are so determined to argue that "husbands suffer abuse too." Second, I deal with the belief or insistence that there are so many false charges of rape out there.

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By way of introduction, I am a recovering sociologist who created a CJ major at Southern Methodist University back in the 70s and an emphasis in criminology at my present institution in 1993 or so. I've always incorporated issues of "race," class, gender and sexual orientation (and, of course, DV and sexual assault) into my sequence of crim. courses.

So I know whereof you speak and have created strategies to combat this kind of problem. On the first or second day of class, I invite my classes to lay out "ground rules for how to have a good discussion." I add a few things of pedagogical concern to the list, but get substantial agreement from the class. I also employ some techniques for active-listening and discussion. Julian Weissglass, a mathematician at UC-Santa Barbara who is heavily involved in equity issues, calls them "Constructivist Listening." <http://ncee.education.ucsb.edu/> <<http://ncee.education.ucsb.edu/>

Of course, there are lapses, but not many. When they occur, I gently point them out and rarely have any recidivism.

For your immediate problem(s), I have two immediate suggestions:

- First, I find the use of videos to reinforce readings to be very effective. There are a lot good (and graphic) videos on DV, sexual assault, and child abuse out there.
- Second, surely you have a male colleague (hopefully, more than one!) whom you consider an ally. If so, I'd discuss the problem with him and ask him if he would be willing to either come to the class or meet separately with the Bad Boys to have an open, frank discussion about sexism and male privilege.

I hope you don't interpret this as "rescuing" you. Your classroom (and mine) is a microcosm of sexism and male privilege, so let's make it explicit and turn it into a "teachable moment." I have to remind myself every time I teach RCG that I used to have racist, sexist, heterosexist values too. Resocialization is hard work, but it happens all the time.

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You might try an approach explained at [Jigsaw.org](http://jigsaw.org) or at [teambasedlearning.org](http://teambasedlearning.org) as a way of "breaking out" of a bad cycle and getting some more voices raised.

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Unfortunately, it is easier to learn how to prevent the problem than to undo the damage. I have learned through the school of hard knocks.

Deal with it straight on. I do tell my students that we have certain ground rules. One of the most important is to not attack the differing opinions of others, including me. We agree to disagree. I also tell them, when there has been any tension, that I am not comfortable with that occurring in my class.

One thing that I have found helpful is to very early on call on some of my black, Native American and Hispanic students to share their experiences. I will describe something, then I will ask for input. If there is none, I often call on particular students. One of the things that helps the most is that I call on the ones who are not usually vocal. When they share their personal experiences, it tends to grab the attention of the class.