ACJS *today*

Academy of Criminal Justice Sciences Newsletter

The ACJS Directory of Justice-Related Degree Programs: What's It All About and What's Next?

By Bonnie S. Fisher, PhD, John Sloan, PhD, Tim Engle, John L. Worrall, PhD, and Logan Lanson

Introduction

The ACJS Directory of Justice-Related Degree Programs (the Directory) originated with inquiries received by the ACJS national office about the availability of a directory of criminology and criminal justice (CCJ) programs in the United States. These inquiries may have resulted from people remembering that ACJS had published a bound *Directory of Graduate Programs in Criminal Justice* in the 1990s or because of renewed interest in having such a resource.

In response, during the Fall of 2019 ACJS made public a Request for Proposals "to develop a directory of degree programs in criminology, criminal justice, and other justice-related disciplines throughout the United States." The contract was awarded to the University of Cincinnati with Professors Bonnie

Fisher and John Sloan serving as co-PIs. After an 18-month pandemic-related delay, Professors Fisher and Sloan, along with graduate student Logan Lanson (who left during the summer of 2021), began work in the summer of 2020. Doctoral student Tim Engle joined in the summer of 2021.

The Directory Team submitted the completed Directory to ACJS in May of 2023. They also coauthored a two-part White Paper containing (1) the project's methodology and (2) selected top-line findings by type of degree (Sloan et al., 2023). The White Paper was distributed to the ACJS membership in September and is housed at the ACJS website.

Project Goals and Tasks

The goals of the Directory are to (1) improve ACJS institutional member benefits and (2) support and strengthen justice-related education in the U.S. by creating, maintaining, and updating as needed a directory of justice-related degree programs (JRDPs) operating at postsecondary institutions (PSIs) in the U.S.

The four tasks the Directory Team completed were (1) identifying the universe of JRDPs, (2) creating a list of degree-granting Title IV–eligible two- and four-year public and private PSIs that offered JRDPs, (3) collecting information about each JRDP, and (4) converting the compiled information into a updateable Excel-based Directory of JRDPs that is accessible online.

An Overview of the Project's Methods

The Directory Team used multiple sources to create the Directory. First, we accessed publicly available information compiled by the Na-tional Center for Education Statistics' (NCES) Classification of Instructional Programs (CIP) to identify justice-related instructional programs and the Integrated Postsecondary Education Data System (IPEDS) to identify all Title IV–eligible degree-granted PSIs operating during the 2021–2022 academic year. Second, we used the Department of Education's College Navigator to identify PSIs that had at least one JRDP. Third, we invited JRDP listed points-of-contact to participate in an online survey about the characteristics of their program(s). Fourth, we conducted hand-lookups of the JRDPs for which no survey was returned.

The Directory includes 103 pieces of information on 2,350 social-, natural-, and computer-science JRDPs, representing 29 different program types ranging from general criminal justice to computer forensics. These programs were housed at 1,673 two- and four-year public and private Title IV–eligible degree-granting PSIs during academic year 2021–2022.

Descriptions of JRDPs: Program Types and IPEDS Institutional Classifications

Among the 40 CIP codes identified as JRDPs, 72.5% (n = 29) were accepting students during 2021–2022. Table 1 lists the 29 JRDPs. Among the main takeaways from Table 1:

- Eleven JRDPs comprised nearly 95% of the total number of program types, with criminal justice-related programs, including corrections, being the largest (n = 1,611; 68.7%). Within the criminal-justice related programs, criminal justice/safety studies was the largest (n = 476; 29.5%).

Justice-Related Degree Programs

- The remaining 18 program types comprised just over 5% of the total.

Table 1. Distribution of Justice-Related Degree Programs (2021–2022)

Program Type[a]	Number of Programs	Percentage	Percentage of Total (Number of Program Types)
Criminal Justice – Safety Studies	476	20.3	20.3 (1)
Criminal Justice/Law Enforcement Admin.	394	16.8	
Criminal Justice – General	361	15.4	
Criminal Justice – Police Science	329	14.0	46.2 (3)
Criminology	180	7.7	
Forensics[b]	125	5.3	13.0 (2)
Cyber/Computer Forensics	92	3.9	
Legal Studies	79	3.4	
Cybersecurity	70	3.0	
Homeland Security	56	2.4	
Corrections	51	2.2	14.9 (5)
Crisis/Disaster Management	26	1.1	
Corrections/CJ – Other	23	1.0	
Homeland Security/Law Enforcement – Other	20	0.7	
Natural Resource Law Enforcement	8	0.3	
Forensic Psychology	8	0.3	
Security/Loss Prevention	7	0.3	
Homeland Security – Other	7	0.3	
Financial Forensics	7	0.3	
Criminalistics and Criminal Science	5	0.2	
Law Enforcement Investigations	4	0.2	
Security Science and Technology – General	4	0.2	
Terrorism Operations	4	0.2	
Protective Services	3	0.1	
Security Services Admin	3	0.1	
Law Enforcement Intelligence	3	0.1	
Juvenile Corrections	2	0.1	
Critical Infrastructure Protection	2	0.1	
Geospatial Intelligence	1	< 0.1	5.6 (18)
Total	2,350	100.0	100.0 (29)

[a] Based on U.S. Dept. of Education (2022) CIP.

[b] Includes laboratory-based "wet" forensics (e.g., biology, chemistry, forensic science).

Justice-Related Degree Programs

Table 2. Justice-Related Degree Programs by IPEDs Classification of Postsecondary Institutions (2021–2022)

IPEDS Institutional Classifications		Legal Studies	General CJ	Corrections	CJ/Law Enforcement Admin.	CJ/Safety Studies	Laboratory Forensics	CJ/Police Science	Homeland Security
					Programs				
Two Year Private For-Profit	Count	0	2	0	0	1	0	1	1
	% Within Class	0.0%	40.0%	0.0%	0.0%	20.0%	0.0%	20.0%	20.0%
	% of Total	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two Year Private Non-Profit	Count	0	2	0	2	1	0	0	1
	% Within Class	0.0%	28.6%	0.0%	28.6%	14.3%	0.0%	0.0%	14.3%
	% of Total	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Two Year Public	Count	9	117	38	110	185	24	224	12
	% Within Class	1.1%	14.8%	4.8%	13.9%	23.4%	3.0%	28.4%	1.5%
	% of Total	0.4%	5.4%	1.8%	5.1%	8.6%	1.1%	10.4%	0.6%
Four Year Private For-Profit	Count	5	6	1	7	8	0	1	3
	% Within Class	13.5%	16.2%	2.7%	18.9%	21.6%	0.0%	2.7%	8.1%
	% of Total	0.2%	0.3%	0.0%	0.3%	0.4%	0.0%	0.0%	0.1%
Four Year Private Non-Profit	Count	24	82	1	134	124	52	32	17
	% Within Class	4.1%	14.2%	0.2%	23.1%	21.4%	9.0%	5.5%	2.9%
	% of Total	1.1%	3.8%	0.0%	6.2%	5.7%	2.4%	1.5%	0.8%
Four Year Public	Count	20	100	5	66	101	37	34	15
	% Within Class	3.9%	19.3%	1.0%	12.8%	19.5%	7.2%	6.6%	2.9%
	% of Total	0.9%	4.6%	0.2%	3.1%	4.7%	1.7%	1.6%	0.7%
Four Year Primarily Associate Degree Private For-Profit	Count	1	2	0	10	3	0	1	0
	% Within Class	5.3%	10.5%	0.0%	52.6%	15.8%	0.0%	5.3%	0.0%
	% of Total	0.0%	0.1%	0.0%	0.5%	0.1%	0.0%	0.0%	0.0%
Four Year Primarily Associate Degree Private Non-Profit	Count	2	2	0	4	7	1	1	1
	% Within Class	8.3%	8.3%	0.0%	16.7%	29.2%	4.2%	4.2%	4.2%
	% of Total	0.1%	0.1%	0.0%	0.2%	0.3%	0.0%	0.0%	0.0%
Four Year Primarily Associate Degree Public	Count	2	29	6	48	27	8	28	5
	% Within Class	1.1%	16.0%	3.3%	26.5%	14.9%	4.4%	15.5%	2.8%
	% of Total	0.1%	1.3%	0.3%	2.2%	1.3%	0.4%	1.3%	0.2%
Total	Count	63	342	51	381	457	122	322	55
	% of Total	2.9%	15.8%	2.4%	17.6%	21.2%	5.7%	14.9%	2.5%

ᵃ There were 153 PSIs that offered 191 JRDPs not included in the IPEDS dataset and therefore did not have an IPEDS Institutional Classification.

Table 2 shows the different IPEDS institutional classifications of PSIs that housed at least one JRDP during 2021–2022. As seen in this table, JRDPs are found at many different types of PSIs. Specifically, the findings show the following:

- The vast majority of JRDPs (87%) were housed at two-year public PSIs (36.6%), four-year private, nonprofit PSIs (26.8%), and four-year public PSIs (23.9%).

- Only general/CJ and CJ/safety studies were available at all types of PSIs.

- Modal JRDPs include CJ/police science at two-year public PSIs (28.4%), CJ/law enforcement administration at four-year private non-profits (23.1%) and CJ/safety studies at four-year public PSIs (19.5%).

Programs (cont.)

Cyber/ Computer Forensics	Cybersecurity and Defense Strategy	Criminology	All Others	Total[a]
0	0	0	0	5
0.0%	0.0%	0.0%	0.0%	100.0%
0.0%	0.0%	0.0%	0.0%	0.2%
1	0	0	0	7
14.3%	0.0%	0.0%	0.0%	100.0%
0.0%	0.0%	0.0%	0.0%	0.3%
18	26	5	22	790
2.3%	3.3%	0.6%	2.8%	100.0%
0.8%	1.2%	0.2%	1.0%	36.6%
1	0	0	5	37
2.7%	0.0%	0.0%	13.5%	100.0%
0.0%	0.0%	0.0%	0.2%	1.7%
17	25	33	38	579
2.9%	4.3%	5.7%	6.6%	100.0%
0.8%	1.2%	1.5%	1.8%	26.8%
35	10	51	43	517
6.8%	1.9%	9.9%	8.3%	100.0%
1.6%	0.5%	2.4%	2.0%	23.9%
0	1	0	1	19
0.0%	5.3%	0.0%	5.3%	100.0%
0.0%	0.0%	0.0%	0.0%	0.9%
1	1	0	4	24
4.2%	4.2%	0.0%	16.7%	100.0%
0.0%	0.0%	0.0%	0.2%	1.1%
8	3	4	13	181
4.4%	1.7%	2.2%	7.2%	100.0%
0.4%	0.1%	0.2%	0.6%	8.4%
81	66	93	126	2159
3.8%	3.1%	4.3%	5.8%	100.0%

A Summary of the Directory Project's Findings

Following is a summary of the general findings contained in Part 2 of the White Paper:

- JRDPs represent a wide range of disciplines, including forensic science, criminology, and computer forensics. That JRDPs encompass such range of disciplines may be unique in higher education and potentially explains their popularity among college students.

- JRDPs reveal broad variability in the distribution of the number of credit hours required by the major, not only across JRDPs but within them. For example, one may earn a bachelor's degree in general criminal justice by completing a program in which all of the hours are required, one in which a majority of hours are elective credits, or a program with about equal division between required and elective hours.

- PSIs hosting JRDPs award multiple different degrees to students completing the requirements of a JRDP, with traditionally available associate, bachelor's, master's, and doctoral degrees such as the AA, BA, MA, and PhD awarded most often.

- At the associate, bachelor's, master's, and doctoral levels, in-person only was the modal delivery mechanism.

What's Next for the Directory Project

Beyond the two-part White Paper and a Presidential Roundtable that occurred at the Southern Criminal Justice Association's annual meeting in September of 2023, additional Directory-related activities are planned. For example, a Roundtable is planned at the ACJS annual 2024 meeting that will include a rollout and demonstration of the Directory Dashboard currently being finalized by the Directory Team. This Dashboard allows users to filter their searches of the Directory by, among other

characteristics, type of program, state, and degree type. Users will also be able to view select census-based population characteristics of the area where a JRDP is located.

A special issue of the *Journal of Criminal Justice Education* with guest editors Fisher and Sloan is scheduled for release in March. The theme of the special issue is "The Past, Present, and Future of CCJ Education" and commemorates the 50th anniversary of the ACJS Working Group on Criminal Justice Education Standards and its effort to develop quality standards for CCJ programming. More than 20 highly distinguished scholars who have held leadership positions in ACJS, ASC, and the regional associations are contributing articles or commentaries on various topics (e.g., the evolution of ACJS standards, the history of ACJS and ASC involvement in CCJ education, and program certification and accreditation).

The ACJS Directory of Justice-Related Degree Programs affords current and prospective students, academic department chairs, program directors, and faculty access to a database rich with information about justice-related degree programs in the U.S. With the Directory as the premiere source of information on justice-related education, ACJS has taken a bold step that rightfully places it at the pinnacle of justice-related higher education in the U.S. The Directory provides opportunities for diverse and inclusive exchanges of ideas and open discussions about the future of JRDPs and their characteristics, and importantly, about the quality of justice-related degree programs in the U.S. ■

Reference

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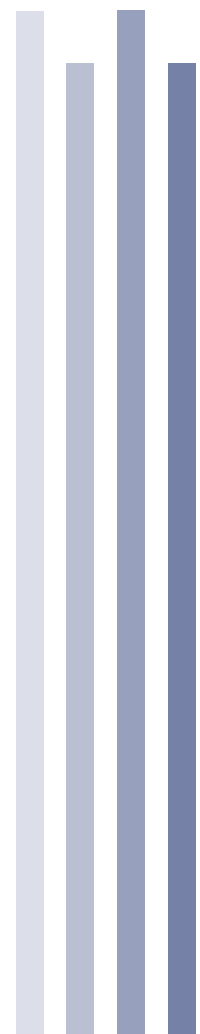
Bonnie S. Fisher, PhD, is Distinguished Professor in the School of Criminal Justice at the University of Cincinnati. Her research interests span victimological topics ranging from the measurement of interpersonal violence against college students to the identification of theory-based predictors of interpersonal victimization to the evaluation of crime prevention strategies, and most recently, to the design and implementation of longitudinal study of interpersonal violence against and by emerging adults.

John Sloan, PhD, is Professor Emeritus of criminal justice and Senior Scientist at the Institute for Human Rights at The University of Alabama at Birmingham (UAB) where he spent 30 years as a faculty member, graduate program director, center co-founder and director, and department chair. His research interests include crime and security issues on college campuses, the police, and professional ethics. His most recent book is *Cops on Campus: Rethinking Safety and Confronting Police Violence* (in press; University of Washington Press). He earned a Ph.D. in sociology from Purdue University.

Tim Engle completed his master's degree in criminal justice in 2021 in the School of Criminal Justice (SCJ) at the University of Cincinnati (UC). He is now a doctoral student in the SCJ at UC, where he is concurrently completing a master's degree in information technology and a graduate certificate Data-Driven Cybersecurity. His research interests include cybercrime and victimization, the intersection of immigration and cybercrime, and cryptocurrency-related offending.

John L. Worrall, PhD, is Professor of Criminology and Criminal Justice at the University of Texas at Dallas. He has published articles and book chapters on a variety of topics ranging from legal issues in policing to crime measurement. He is also the author of several books, including the popular *Crime Control in America: What Works?* He currently serves as Editor of the journal *Police Quarterly* and as Executive Director of the Academy of Criminal Justice Sciences.

Logan Lanson is an Investigative Agent at the Wood County (OH) Board of Developmental Disabilities. He has experience as a practitioner and researcher in an array of criminal justice related topics including the development of criminal justice as an academic study. He has also instructed undergraduate-level criminal justice courses on law enforcement, corrections, and race and crime. He earned a Master of Science in Criminal Justice from Bowling Green State University.

JUSTICE QUARTERLY

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https://doi.org/10.1080/07418825.2023.2267633

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https://doi.org/10.1080/07418825.2023.2247479

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https://doi.org/10.1080/10511253.2023.2272471

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Rick Dierenfeldt, Chance Reasonover, Tammy S. Garland, Jared Rosenberger, Ellee Jackson & Kyle A. Burgason

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JUSTICE EVALUATION JOURNAL

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Christopher A. Kierkus, Brian R. Johnson, Harvey Hoffman & Jessica Parks

Published online: August 30, 2023

https://doi.org/10.1080/24751979.2023.2251558

ACJS 61st Annual Meeting
Sessions, Events, and Networking!

We invite you to join us for the **ACJS 61st Annual Meeting** in Chicago, IL March 19 – 23, 2024. The theme for the annual meeting is *Represent: Pursuing Equitable Justice for Families, Schools, Communities, and Marginalized Populations and Individuals.*

Along with 300+ educational sessions, the annual meeting has pre-conference workshops and special events like Trivia Game Night, Karaoke Night, the President's Reception, and more! Attendees will have ample time to learn, network, and have some fun.

SAVE on the conference rate by registering before the cutoff date, **February 9**. Please don't wait until the last minute! **Go to https://www.acjs.org/page/ACJSAnnualReg2024 to learn more.**

Hotel information and reservation link -
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Empowering Criminology/Criminal Justice Educators and Students: The Case of Read-Me.Org Open Access Criminology and Criminal Justice Resources as a Tool to Promote DEI

By Mahesh K. Nalla, PhD and Graeme Newman, PhD

Introduction

There has been an evolution in American higher education that reflects not only the nation's changing demographics but also the concerted efforts, following the civil rights movement of the 1960s, of educational institutions such as Carnegie Mellon University and policymakers to promote diversity and inclusion in higher education. One of the key initiatives is Diversity, Equity, and Inclusion (DEI), which encompasses the three key values all organizations, including educational institutions, embody to meet the needs of people from all walks of life. As universities strive for greater diversity and inclusivity, these trends underscore the ongoing commitment to foster a more representative and equitable learning environment for all students.

A second related initiative, but integral to the essence of DEI values, is Open Educational Resources (OER), which play a critical role in supporting and enhancing DEI initiatives in higher education. OER are educational materials that are freely accessible, openly licensed, and available for anyone to use, adapt, and share. These resources include textbooks, course modules, lecture notes, videos, software, and other learning materials that support teaching, learning, and research. OER is central in bolstering and enriching DEI efforts in higher education.

In this short essay, we draw attention to the benefits of OER and highlight the initiatives of one nonprofit organization, Read-Me.Org, and its efforts to bring OER to criminology, criminal justice, and, more broadly, justice studies students.

The Two Initiatives of Equitable Access to Education

1. *Diversity, Equity, and Inclusion (DEI)*

Over the last five decades, American universities have undergone a noteworthy transformation in their student body composition. In 1980, the demographic landscape of college campuses was predominantly white, with white students accounting for approximately 80% of the student population. However, between 1980 and 2022, there has been substantial increase in students from diverse racial and ethnic backgrounds. Recent data, as reported by Nam (2023), highlight these remarkable shifts in student demographics.

The substantial increase in Hispanic and Latino student representation is among the most notable changes. In 1980, this group comprised a mere 4% of the college student population, but by 2020, their presence had surged to more than 20%. This represents an astonishing 408% increase in Hispanic and Latino student enrollment over four decades. Significant gains in representation have also been observed among other racial and ethnic groups during this period, except for Native American/Alaska Native college students. Black,

Asian, and Pacific Islander student populations have substantially grown their representation within the student body.

More significant is that at one time, the student population was primarily full time and supported by parents, but 46% of today's students are first-generation, and more than two-thirds work to support themselves while in school (Watson et al., 2023).

2. *Open Educational Resources (OER)*

Ensuring equitable access to education is a core aspect of DEI initiatives. Chief among them are initiatives related to Open Educational Resources (OER), which play a pivotal role in supporting and enhancing DEI initiatives within higher education. OER encompass materials in the public domain or licensed for free sharing and adaptation and empower educators to customize their classroom materials to meet individualized needs. According to the Education Data Initiative, the cost of a college textbook ranges from $80 to $400 for hardcover (Hanson, 2022).

Beyond relieving students and institutions of financial burdens (Hilton III et al., 2016), providing freely accessible educational materials for faculty and students to employ, adapt, and exchange can promote academic fairness. It holds the potential to bridge academic gaps and diminish performance disparities (Colvard et al., 2018). However, despite their shared pursuit of comparable outcomes, there is often a conspicuous lack of deliberate integration between OER initiatives and the broader spectrum of DEI initiatives.

Research suggests that adopting OER yields more significant benefits beyond cost savings and addressing student debt issues. OER not only enhances final course grades but also reduces the rates of DFW (D, F, and Withdrawal letter grades)

for all student demographics, including Pell recipient students, part-time students, and historically underserved populations within higher education (Colvard et al., 2018).

One of the benefits of OER is that professors can customize OER materials to accommodate various learning styles, languages, and accessibility requirements to highlight inclusive teaching and learning (Colvard et al., 2018). This adaptability empowers educators to design courses that are inclusive and responsive to the unique needs of their students. Additionally, Miao et al. (2019) note that OER encourages students to play an active role in shaping their educational experiences and aligns with this empowerment by giving them a voice in their learning. Students can contribute to creating and improving educational materials, ensuring that diverse perspectives are included.

In recognition of the benefits of OER and in the spirit of aligning universities' efforts to meet their DEI, the American Association of Colleges and Universities (AAC&U) endorsed using open-access materials for teaching and research. The AAC&U report (Spitalniak, 2023) highlights Delaware State University, which is designated as a historically Black and minority-serving institution, as a compelling case study. The university stands out for its proactive approach, having developed resources to assist its students in locating open-source textbooks (Richardson & Sakho, 2022). Furthermore, Delaware State University offers grant awards to faculty members who effectively integrate OER into their teaching practices.

Read-Me.Org, DEI, and OER

Read-Me.Org is a nonprofit corporation registered in New York State as a public charity. Its mission is to make freely available online all books,

articles, unpublished items and correspondence, and archives of special collections (e.g., the growing Emeritus Professor Hans Toch special collection).

Although several websites are dedicated to open access, none focus on DEI, which guides the selection of items for Read-Me.Org. The website contains thousands of items (books, articles, unpublished essays, etc.). Two kinds of access are provided:

1. DOWNLOAD open-access books or articles.

2. READ items that may be under copyright, as in a free library. These cannot be downloaded.

All items are pdf files. Every item displays an image of the cover, title, author, publisher, and a summary of its contents. Items are arranged according to categories as follows.

> FACT, containing subjects such as human rights, victimization, criminology, juvenile justice, punishment, terrorism, weapons, crime prevention and policing, social sciences

> FICTION containing crime and war fiction, true crime, biographies, media and literature, history of crime and punishment, philosophy and religion, etc.

These categories are under constant revision. Furthermore, of course, one can use the Search option to search all items on the website. Read-Me.Org is also currently working on a third search option, an AI-driven search engine.

Supporting OER

One can contribute to Read-Me.Org's OER mission in three ways:

1. Use the website resources for classes and encourage students to take advantage of its rapidly growing and diverse resources focusing on DEI.

2. Take advantage of the free publishing services offered by Read-Me.Org (see below).

3. Make an online tax-deductible donation to Read-Me.Org.

CCJ educators can play a pivotal role in creating and enhancing the OER of Read-Me.Org. By actively participating in the OER ecosystem of Read-Me.Org, educators contribute to the broader educational community and empower themselves and their colleagues to provide high-quality, affordable, and customizable educational experiences for students. CCJ faculty members have the potential to transform education and make it more accessible and inclusive for learners worldwide.

Their contributions can profoundly impact the accessibility, quality, and relevance of educational materials. These contributions can be in the form of content creation. Most CCJ faculty members contribute to the criminology and criminal justice body of knowledge. Through institutional support for DEI activities, which most universities are committed to, faculty members may be able to negotiate contracts with publishers to make it open access. Furthermore, Read-Me.Org publishes for free all works submitted to it.

Best practices in OER suggest that educators who use OER exhibit four dimensions: balancing privacy and openness, developing digital literacies, valuing social learning, and challenging traditional teaching role expectations (Cronin, 2017).

OER material is designed to be flexible. CCJ faculty can adapt, remix, and customize existing resources to suit their students' pedagogical orientations and needs. Adding case studies and new culturally relevant examples can make the material more germane and pertinent to the semester. Faculty can be creative in developing new courses and curricula

with the availability of a broad range of comprehensive and cost-effective material to enhance the educational experiences of a diverse student body.

Conclusion

In conclusion, Open Educational Resources are valuable for advancing Diversity, Equity, and Inclusion initiatives in higher education. The alignment between OER and DEI principles is evident in their shared focus on accessibility, representation, inclusivity, and continuous improvement. By embracing OER, educational institutions can create a more equitable and inclusive learning environment where every student has the opportunity to thrive. ■

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An Authentic Learning Examination of Police-Community Relations and Practical Aspects of Criminal Justice Curriculum Blended on a University Campus in Northeastern Pennsylvania

By Richard A. Ruck, Jr., PhD and Kerri A. Ruck, PhD

Law enforcement and criminal justice in the United States has had several turbulent years recently. High-profile use of force incidents, numerous episodes of social disorganization and community unrest, calls for reimagining police funding, and a high level of officer attrition, just to cite a few examples, have created an overall decline in public trust in the police. During this same time, there have been fewer opportunities for police to reaffirm bonds and reconstruct community trust through engagement and partnerships.

Recent reports from law enforcement agencies suggest that current recruits and applicants are failing background checks and are lacking qualifying factors in the hiring process (Bureau of Labor and Statistics, 2019). It is important to bridge the gap between students in the classroom and the experts in the field to create connections before the employment process begins.

The purpose of utilizing a novel and innovative teaching method is to create a learning bridge for students between studying criminal justice theories, topics, and applications in the academic classroom and conducting practical observations, conversations, and enriching experiences without leaving the academic campus. This "authentic learning" and teaching method can be applied to various aspects of criminal justice—police, courts, corrections—and is not confined to one specific class or topic.

As we emerge from the COVID-19 global pandemic, we must pursue novel approaches to teaching community-oriented policing philosophies to university students pursuing a criminal justice degree and, in many cases, a professional career in criminal justice. In 2015, the President's Task Force on 21st Century Policing urged that law enforcement officers transition their approach from a "Warrior to a Guardian" mindset and employ firm commitments to adopting a community-inclusive approach to policing.

A mid-300-level undergraduate course titled "Police and Community Relations" is currently the subject in this active learning process. The goal of the learning technique is to provide students with an active and authentic learning experience in a "flipped" community policing activity where students combine community policing philosophies, techniques, and practices gained in the traditional classroom with law enforcement's best and emerging practices currently applied in the professional field.

Authentic learning is a process of making meaning through real-world experiences and interactions. In this way, the learning is social, involving collaboration and participation in "authentic practices of communities." The instruction in this educational environment is designed to reflect experiences found outside the classroom. The environment resembles a real-world situation and provides opportunities for performance feedback. The students have the

opportunity for social interaction, communication, and collaboration. The instructor builds on prior knowledge and experience to bridge the gap between classroom instruction and outside expert participation in real-world learning experiences.

Authentic learning bridges the gap between classroom learning and real-world experiences for students. The authentic learning experience involves participation in a community of practice, which provides the students with real-world experiences without any of the detrimental factors of a real-world setting that could inhibit their learning (Stein et al., 2004). Furthermore, authentic learning experiences occurring outside of the classroom can be classified as experiential learning (Wurdinger & Carlson, 2010), including field-based experiences, wherein they interact with others to understand the larger context and setting.

A campus-wide criminal justice community partnership event was held with a community of experts including police officers, local district magistrates, probation officers, and social workers who provided information and an expert perspective to the students who attended the event. The experience was held as an extension of the academic classroom and the information provided by the professor on community policing and the larger community of the criminal justice system.

This campus criminal justice event is an example of an educational experience that occurred outside of the university classroom and is a field-based experience with a community of practitioners and applied experts. Students were able to network with applied experts in the community policing and wider criminal justice field. This event was held on campus and gave students an opportunity to interact with the participants formally and informally resulting in reflective learning and promoting connections for future career opportunities.

Students were tasked with communicating and collaborating with the participants by taking pictures and posting information to the participants' agency public social media platforms. In this way, the use of technology facilitates the authentic learning environment by having students sharing and presenting their ideas. Additionally, students conducted interviews that materialized into deliverable and demonstrative academic learning products. Further, the students were expected to reflect on their experiences by participating in a reflective exercise on the classroom discussion board located within the classroom web-based learning platform. This portion of the activity was referred to as Active Ways (Students) Are Learning—AWARE. In this way, experiential learning concepts and implementation of authentic learning activities were being conducted using Kolb's (1984) theory of experiential learning wherein the student participates in the real-world experience, reflects upon it, and develops new insight that they can implement in the future.

The "flipped" community policing experiment brings criminal justice practitioners to the university or college campus with the objective of providing students with an enhanced method of learning and applying best practices in police and community relations and by engaging in a litany of real-time applications which will enhance learning, understanding, information retention, and student engagement. This learning process was referred to by participating research faculty as Active Learner Immersive Reinforcing Tasks—ALERT.

The learning process was measured and assessed for effectiveness by several metrics: (1) student verbal feedback on site, (2) student group verbal feedback in classroom, (3) student classroom surveys, (4) student social media postings, (5) practitioner

on site feedback, (6) practitioner after-action verbal feedback, (7) practitioner social media postings. A practitioner after-action survey will be developed for a future replication study. Students would also provide a written reflection utilizing the current Learning Management System (LMS) employed by the site university. The LMS at the time of the active learning event is widely used in higher education within the United States and is licensed for use by students and faculty at the site university and in higher education settings nationally.

Student verbal feedback on site was collected during the authentic learning event. The feedback was collected by three participating criminal justice faculty members. The interaction between faculty and student attendees on site was randomized and based on spontaneous faculty-initiated or student-initiated informal conversations with one of the three participating criminal justice faculty members. Students were informally asked by the faculty member several "generalized" questions regarding what criminal justice agency and practitioner they had been engaged with during the event. No student was preassigned to a practitioner or agency. No practitioner had been preassigned to a student or group of students prior to the authentic learning event occurring on a specific date and time. All student and practitioner interactions were random and undetermined.

Student group verbal feedback in the classroom was conducted in the first session post-event within an open and regularly scheduled criminal justice class that is participating in the authentic learning experience. Criminal justice faculty members who participated on site also engaged with the same group of students in the classroom setting. Students were asked "generalized" questions by the participating professor pertaining to their (students')

collective observations and perceptions of the event. As the student conversations were generated, specific questions were introduced such as "who did you engage with," "what did you learn," and "how did you learn it."

Student surveys were conducted using the current learning management system licensed and authorized by the site university. The LMS software currently licensed and used at the site university affords faculty a survey function that can be administered to those students currently enrolled and registered in the participating criminal justice classes that attended and interacted with practitioners at the on-campus active learning event. The surveys used were for academic classroom purposes and results were shared with participating faculty and students.

Students who were attending the participating authentic learning criminal justice classes were provided instructions in several forms of engagement and interaction during the learning session. Students could select to interview a practitioner, engage with a practitioner in a social media demonstration, or the student could gather information and media from a practitioner to construct an infographic that would provide details of the event or agency in several forms.

The survey titled, "East Stroudsburg University Criminal Justice Day 2022 Survey," was distributed to university students in three criminal justice classrooms using Survey Monkey. The survey had been validated using a set of seven validated questions and three validated demographic questions from a previous criminal justice survey and approved by the Institutional Review Board for use in this research project.

Approximately 125 criminal justice students attended the field and clinic event on campus. The

total population sample respondents included 79 students from East Stroudsburg University within the sociology, social work, and criminal justice departments. The survey questions were developed to determine attendance, participation, and overall satisfaction, and whether such a clinical program or event enhanced their (students') understanding of criminal justice academic classes and theory delivered in classes held on campus. The survey also included some general demographic questions, including age, gender, and ethnicity.

Data from the survey showed that 87% of students responding to the survey attended the event held in the Fall of 2022. Of those students participating in the survey, 43% said they visited the police-related areas of the event and another 43% said they visited all criminal justice–related areas of the event, which included police, probation, courts, and corrections.

Ninety-seven percent of students stated that the event enhanced their understanding of criminal justice, while another 97% of respondents said that they were satisfied with the Criminal Justice Day event held at the East Stroudsburg University (ESU) campus. All survey respondents said that the ESU Criminal Justice program should hold this event in the future.

The survey respondents were 59% female and 39% male; 94% of students responding to the survey were between the ages of 19 and 24 years old; 54% of survey respondents were White/Caucasian, 21% were Hispanic, 17% were Black/African American, and 6% were of multiple ethnicities.

Based on the results of this study, it is recommended to provide additional authentic learning opportunities for students in the future. The on-campus field and clinic event held with the criminal justice agencies and other criminal justice professionals provided real-world experience with an experiential learning component that students were able to bring back into the classroom setting.

The students who participated in the survey provided data that supports the information that the real-world experience enhanced their learning and knowledge of criminal justice. The variety of criminal justice professionals on campus for this event provided many opportunities for students to interview and interact with them. Reflecting on the students' levels of satisfaction with the event, it is also recommended to invite a variety of criminal justice professionals to future events on campus for students to learn from and interact with.

Lastly, having assessment and reflection components to the authentic learning experience is imperative for the students to have an experiential learning opportunity. For the students to interact with the agency experts and their classroom professors in verbal feedback individually and collectively, as well as have the opportunity to respond in a written discussion board with their fellow classmates, provides assessment and reflection. Students were also able to create infographics describing the event. A final recommendation would be to continue this practice of assessment and reflection with future authentic learning experiences to include feedback, classroom discussions, interviews, infographics, and discussion boards. ■

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ACJS National Criminal Justice Month Awards

By Zachary A. Powell, PhD

The United States Congress established March as National Criminal Justice Month in 2009 to promote societal awareness regarding the causes and consequences of crime, as well as strategies for preventing and responding to crime. Each year, the Academy of Criminal Justice Sciences' National Criminal Justice Month Committee honors academic departments, schools, colleges, and universities for events and programs that focus on education and community engagement with three awards: The Education Award, The Community Education Award, and the Program of the Year Award.

The intent of the Education Award is to recognize a National Criminal Justice Month event for the educational impact on students and the community. The intent of the Community Education Award is award is to recognize a National Criminal Justice Month event that meaningfully engages the community on criminal justice issues and topics. Successful events typically include student engagement with a local criminal justice agency. The intent of the Program of the Year Award is to recognize an academic department that successfully showcases a range of National Criminal Justice Month events. For example, many local community colleges and universities host hands-on crime scene investigation simulations, documentary screenings, expert guest speakers, and job fairs. They may also bring in other academic departments from across their campuses to better understand their intersection with criminal justice.

The University of Texas at Tyler Department of Criminal Justice received the 2023 Education Award after developing an interactive, fictitious crime scene that allowed participants to collect evidence, visit with professional crime scene technicians, and interview volunteers who played suspects and witnesses. The event's educational theme centered on the dangers of counterfeit prescription drugs and was inspired by the Drug Enforcement Agency's One Pill Can Kill Campaign. Participants also explored information booths featuring local law enforcement and criminal justice agencies and conducted forensic science activities such as fingerprint analysis, impairment simulations, and bloodstain analysis.

In 2022, the Criminal Justice Department at Monmouth University received recognition for its educational impact after hosting "Policing in Communities of Color: A Panel Conversation on Police Violence, Black Lives Matter, and Police Reform." ACJS appreciated Monmouth's commitment to incorporating practitioners, researchers, and students to discuss long-standing racial disparities in police-community relations and the criminal justice system. The panel provided an opportunity for students to engage in a critical learning opportunity that broadened their worldview.

The 2022 Program of the Year award was presented to the Criminal Justice Department at the University of Central Florida in recognition of their annual Criminal Justice and Public Service Conference. The event welcomed local, state, and federal agencies as they advertise employment, internships, and volunteer opportunities. All UCF students are welcome to attend the day-long event and showcase their leadership skills, interact with professionals, and network with others. John Jay College's second annual Women in Law Enforcement Symposium was

recognized with the Community Engagement Award in 2022. This symposium brought together members of academia, the criminal justice field, and law enforcement to acknowledge, showcase, and celebrate the pivotal role women law enforcement officers play in the field and our communities.

Arizona State's School of Criminology and Criminal Justice's Center for Correctional Solutions (CCS) was recognized for their community engagement efforts in 2020. The Center has supported community involvement by participating in "inside-out" programs, publishing a biannual magazine centered on people who live and work in the correctional system, and displaying creative arts produced by incarcerated people in galleries. CCS's ongoing advocacy of justice-involved persons has a profound impact on the public's view of a crucial part of the criminal justice system.

Each past awardee demonstrates the wide-ranging impact of criminal justice issues in our society and uses novel approaches to advertise the broader impacts of the field. Program efforts to educate the public show the critical role the public plays in criminal justice. All events promote ACJS's emphasis on justice, policy, and advocacy.

In light of the upcoming award year, all colleges and universities are invited to seek recognition for their outstanding contributions to education and community engagement. Any teaching or research-oriented program is welcome to advertise how they define the future of criminal justice through their service to students or the community. ACJS strongly urges criminal justice professionals, victim services, nonprofits, and similarly situated individuals to point out the importance of effective criminal justice programs, outreach, and policies.

Departments are eligible to apply for all three awards:

1. The person submitting the application must be a current member of ACJS.

2. The event(s) must have taken place during the month of March 2023 (National Criminal Justice Month).

Application Process*:

1. Submit a letter of application to the Chair of the National Criminal Justice Month Award Committee describing the National Criminal Justice Month event(s). The narrative of the letter should address the background of the academic department and provide a full description of the event in the context of the award category.

2. Submit any supplement material to support the application, such as pictures, video links, survey results, and letters of support from local criminal justice agencies.

*Applications may be made for each of the three awards, but departments are only eligible to win one award per year.

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Understanding Nonconsensual Dissemination of Intimate Images and the Growing Threat of Artificial Intelligence: An Overview

By Troy Smith, PhD

The nonconsensual dissemination of intimate images (NCDII), which is commonly misnamed "revenge porn," has gained considerable prominence within the last decade. This form of image-based sexual abuse (IBSA) refers to the dissemination of explicit media without the consent of one or more involved individuals, primarily with the intent to inflict harm and distress (Maddocks, 2023). This article aims to introduce the multifaceted aspects of NCDII, the persistent challenges associated with managing the digital footprint of such content, and how this form of deviance may be exacerbated by the rise of artificial intelligence (AI), particularly deepfake technology.

According to a report published by the Cyber Civil Rights Initiative, approximately 10% of the American population has been affected by NCDII (Ruvalcaba & Eaton, 2020). It's worth noting that this form of IBSA disproportionately affects women, as approximately 90% of recorded victims belong to this demographic (Goldstein, 2020). Victims are often initially unaware of their images being shared until they encounter them online or are contacted by acquaintances who have received the explicit media. Surveys indicate that in approximately 60% of NCDII cases, the perpetrator is known to the victim. Although former intimate partners are frequently associated with these incidents, perpetrators can also include

friends of the victim (Said & McNealey, 2023). Additionally, in cases involving scams or extortion attempts, the offender may be someone known only through online interactions.

NCDII finds its dissemination through various digital platforms, including social media and messaging applications. This mode of sharing creates two critical challenges: the exponential spread of content and the enduring nature of its online presence. The rapidity with which these images can circulate, coupled with the flexibility of online media, makes it exceedingly difficult to eradicate the content once it has been uploaded. Consequently, victims face an arduous task in managing their digital footprint. Even if explicit content is successfully removed from certain platforms, it may persist on other websites or be downloaded by individuals. This ongoing presence exacerbates the trauma experienced by victims, inhibiting their ability to move forward, and leaves a lasting reminder of the violation endured.

NCDII offenders can also use AI algorithms to identify and extract personal information and images of their victims from social media or other sources. With this information, offenders can create deepfake content that looks and sounds like their victims in compromising situations. Deepfake refers to the manipulation of human images and videos using AI algorithms, creating

highly convincing fake content that is difficult to distinguish from real footage (Mustak et al., 2023; Nasir, 2019). Offenders can then use this content to harass, embarrass, or blackmail their victims by disseminating it on social media or posting it to pornographic websites (Garrido, 2022). Moreover, AI algorithms can be used to automate the production of deepfakes, enabling offenders to create large volumes of fake content quickly. With the increasing sophistication of deepfake technology, it may become almost impossible to detect the authenticity of an image or video, making it easier for offenders to perpetrate NCDII, manipulate public opinion, or even influence political outcomes (Chesney & Citron, 2019). The rapid increase in the number and availability of nonconsensual deepfake pornographic videos raises alarming questions about privacy and consent in the digital future. AI in the wrong hands can be the perfect tool for somebody seeking to exert power and control over a victim.

The impact of deepfake NCDII can be lifelong, with far-reaching consequences for victims' lives, relationships, and employability. Theses consequences can be short term and long term, causing emotional, psychological, social, and even physical harm (Zeleski, 2019). Victims of NCDII often experience intense emotional distress, including feelings of shame, embarrassment, humiliation, and betrayal (Murça et al., 2023). They may also experience anger, fear, depression, anxiety, and a sense of powerlessness due to the violation of their privacy and the loss of control over their personal images. NCDII can have severe psychological consequences on its victims. They may develop symptoms of post-traumatic stress disorder (PTSD), such as intrusive thoughts, nightmares,

and flashbacks related to the incident (Zeleski, 2019). Victims may also struggle with body image issues, low self-esteem, and a loss of trust in others. Being a victim of NCDII can lead to social stigma, victim-blaming, and online harassment. The public exposure of intimate content may result in negative judgment from friends, family, colleagues, and acquaintances (Mckinlay & Lavis, 2020). This social stigma can lead to isolation, withdrawal from social activities, damaged relationships, and difficulties in forming new connections. Victims of NCDII are often subjected to cyberbullying and online harassment, including hateful messages, threats, and derogatory comments (Bates, 2015). The relentless nature of online harassment can further exacerbate the emotional distress and psychological trauma experienced by the victims (Drouin & Vogel, 2019).

This form of deviance is exacerbated by the propensity of users to accept, share, and not verify nonconsensual intimate images released of persons known or unknown to them on social media or via messengers such as WhatsApp. The existing data, though limited, suggest that although most users would not accept or share nonconsensual pornography, a significant number of users are willing to share intimate images or videos without the individuals involved being aware (Bates, 2017; Henry et al., 2019; McGlynn et al., 2017). This shows a disturbing lack of respect for the privacy and dignity of the individuals involved. The fact that men were more likely to share nonconsensual pornography than women reflects the patriarchal norms of a society in which men are often socialized to view women as objects of sexual desire (DeKeseredy & Schwartz, 2016). It also demonstrates the need for education and

awareness-raising campaigns to change attitudes toward women and nonconsensual pornography.

Legal and legislative responses to both NCDII and the deepfake issue have been initiated in various jurisdictions. For example, several U.S. states, such as California, New York, Georgia, and Virginia, have enacted specific laws that prohibit nonconsensual deepfakes (Halm et al., 2019). However, as the pace of technology exceeds the legislative process, many jurisdictions have yet to implement comprehensive legislation, thereby leaving victims with limited legal recourse. The effectiveness of these laws in countering the challenges posed by deepfake pornography/intimate images remains a topic of ongoing analysis and debate. In terms of traditional NCDII, various states across the U.S. have enacted laws to criminalize the nonconsensual distribution of intimate images (Mania, 2022). For instance, the Illinois Non-Consensual Dissemination of Private Sexual Images Act criminalizes NCDII, with violators facing felony charges (Sweeney, 2016). Similarly, California enacted the first law in the United States specifically targeting NCDII in October 2013 (Citron, 2014; Citron & Franks, 2014). However, the enforcement of these laws often confronts challenges due to the international scope of online platforms and the anonymity of offenders, which pose obstacles to holding perpetrators accountable (Sweeney, 2016). Internationally, efforts are also underway to tackle both NCDII and deepfake NCDII. The UK Law Commission (2022), for instance, is currently reviewing laws related to online abuse with a view to expanding the existing prohibition on NCDII to encompass all forms of manipulated intimate imagery, including deepfakes. Despite the progress made in various jurisdictions, it is worth noting that the evolving nature of technology and its concomitant abuses necessitates ongoing legal and policy adaptations. Both the broader issue of NCDII and the relatively new phenomenon of deepfakes illustrate the persistent challenge of aligning legal frameworks with the rapid advancement of digital technologies.

In the European Union, efforts are being made to introduce legislation to address NCDII and deepfake porn. The proposed Directive on Gender-Based Violence aims to criminalize the nonconsensual sharing of intimate images, including deepfakes, and perpetrators could face imprisonment. Additionally, the European Parliament is discussing the Artificial Intelligence Act, which requires clear disclosure when content has been artificially generated or manipulated (European Commission, 2023; Weatherbed, 2023). These legislative measures aim to protect individuals from the harmful effects of nonconsensual pornography and provide legal remedies for victims. Australia has also taken steps to combat NCDII by criminalizing the distribution of nonconsensual intimate images. In 2018, laws were enacted to address this issue and provide legal protections for victims. Advocacy groups and activists are actively pushing for similar legislation in other countries to criminalize deepfake porn and hold offenders accountable (Williams, 2023).

However, despite the increasing recognition of the problem, very few nations have enacted specific legal restrictions on nonconsensual pornographic deepfakes (NPDs) or AI-generated pornographic media in general. Some countries, like Australia and Canada, have included NPDs under NCDII laws, which cover various forms of explicit content

captured without the subject's consent, such as "revenge porn" and "up-skirt" images. However, in many parts of the world, victims have limited legal recourse when their images are used without their consent to create pornographic videos. There are a few notable exceptions to this trend. The United Kingdom is anticipated to introduce the Online Safety Bill, which aims to address online harms, including nonconsensual pornography. South Korea revised the Act on Special Cases Concerning the Punishment, Etc. of Sex Crimes in 2021 to incorporate measures against NPDs. In the United States, California's Assembly Bill 602 and Virginia's House Bill No. 2678 also focus on addressing this issue (Williams, 2023).

To effectively combat the challenges posed by nonconsensual pornography and deepfakes, comprehensive laws that specifically criminalize these activities are needed. These laws should be carefully designed to strike a balance between protecting victims and respecting free speech and privacy rights. Additionally, international cooperation is crucial for effective law enforcement, as the global nature of the Internet necessitates collaboration among countries to enforce laws, share information about perpetrators, and ensure justice for victims across borders. Harmonization of laws (and norms, rules, and principles), confidence-building measures, and capacity-building efforts are essential for such collaboration, which, when combined with the identification of the emerging threat of the misuse of AI, aligns with the five pillars work as recommended by the United Nations Groups of Governmental Experts to deal with the threats posed by the use of information and communication technologies in the context of international security.

To compliment any changes to the existing legal framework, law enforcement agencies need to be equipped with the knowledge and tools to investigate cases of nonconsensual pornography. This includes training in digital forensics to track down perpetrators, understanding how to work with online platforms to quickly remove offending content, and using AI tools to detect and prevent the spread of nonconsensual pornography (Nasir et al., 2021). Technology companies play a critical role in this issue. They need to take responsibility for the content shared on their platforms and take proactive measures to detect and remove nonconsensual intimate images. They also need to cooperate with law enforcement agencies in investigations and provide clear and easy-to-use mechanisms for victims to report abuse. Further, as the issue is exacerbated by users who share nonconsensual intimate images, there's a need for public education campaigns to raise awareness about the seriousness of the issue, the harm it causes, and the legal consequences of sharing such content. These campaigns should also promote positive norms about consent, respect for privacy, and the responsible use of technology (Bates, 2017). Finally, there's a need for support services for victims of nonconsensual pornography. This could include legal advice, psychological counseling, and assistance with removing content from the Internet. These services need to be easily accessible and sensitive to the needs and experiences of victims (McGlynn et al., 2017).

In conclusion, it is crucial to acknowledge the gravity of NCDII and the implications that emerging artificial intelligence technology poses for its proliferation and extending its reach beyond traditional intimate partner contexts. An effective response

strategy requires a multifaceted approach involving new laws and regulations, international cooperation, better law enforcement tools and knowledge, responsible technology companies, public education, and support for victims. However, this must be driven by a greater understanding through research into not only short- and long-term effects on victims but also public response and perceptions. It's a complex issue that requires concerted effort from all stakeholders, but with the right approach, it's possible to make significant progress in preventing and addressing this form of abuse. ■

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Troy Smith, PhD, is a seasoned professional in the field of national security, boasting a strong academic foundation and a wealth of diverse experiences. He has emerged as a respected industry expert and a valuable asset for both organizations and the community at large. His research primarily centers around cybercrime and online behaviors, with a secondary focus on online addictions, which are closely linked to risky online behaviors and cybercrime victimization. Dr. Smith's illustrious career includes key positions within the Ministry of National Security, where he proficiently analyzed crime-related data from various sources, prepared briefs for internal and external stakeholders, and crafted operational and strategic reports. Beyond his professional achievements, Dr. Smith's expertise shines through his extensive certifications and memberships in leading bodies, working groups, and multi-stakeholder committees related to cybersecurity, cybercrime, analysis, and specialist program development.

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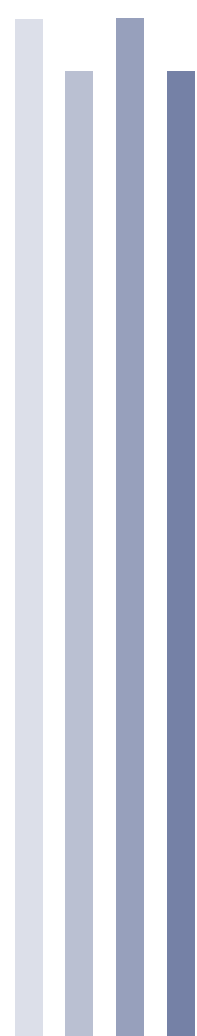
Albert Woodfox's
Solitary

Review by Christopher Williams, PhD

Solitary by Albert Woodfox is a powerful and deeply moving memoir that offers a harrowing glimpse into the horrors of the American prison system and the resilience of the human spirit. Woodfox's story is a testament to the enduring capacity for hope and activism, even in the most dehumanizing of circumstances. This memoir is a poignant exploration of the American prison system and the indomitable human spirit. His book review delves into the intricacies of this powerful narrative, examining the themes of injustice, resilience, and activism that define the book. Throughout the review, I will draw upon 10 carefully selected references to illuminate and support my analysis.

The book primarily revolves around Woodfox's four decades of wrongful incarceration, much of which was spent in solitary confinement. His journey begins with a minor offense but quickly escalates when he becomes involved in the Black Panther Party. Alongside Herman Wallace and Robert King, Woodfox was accused of the murder of a prison guard, a crime he vehemently denied.

What sets *Solitary* apart is its unflinching portrayal of life behind bars, especially in solitary confinement. Woodfox describes the brutal conditions, the psychological toll, and the dehumanization he endured, which is both heart wrenching and infuriating. His vivid descriptions make the reader feel as if they are right there with him in the cell, enduring the endless isolation and torment. Woodfox's chilling account of spending 43 years in solitary confinement highlights the inhumanity of such conditions. As we reflect on the impact of isolation, it is essential to reference the research of Craig Haney (2018), a social psychologist who has extensively studied the psychological effects of solitary confinement. His work underscores the urgency of addressing the grave issue of prolonged isolation within the prison system.

As Woodfox reflects on his life and the injustices he faced, he also delves into the importance of hope, activism, and the power of the human spirit. His unwavering commitment to justice and his determination to prove his innocence are awe-inspiring. The book shines a spotlight on the flaws and biases in the criminal justice system, highlighting the urgent need for reform. Woodfox's remarkable resilience in the face of extreme adversity is a testament to the strength of the human spirit. His unwavering commitment to activism, even from behind bars, is reminiscent of other iconic figures like Nelson Mandela (1994), who also endured long periods of imprisonment. This parallel allows us to appreciate the enduring impact of individuals who strive for justice in the most challenging circumstances.

To further contextualize Woodfox's activism, Angela Y. Davis's (2003) scholarly work on prisons and the broader criminal justice system is invaluable. Her insights help us comprehend the significance of Woodfox's dedication to advocating for the rights of prisoners. However, there are some shortcomings to *Solitary*. The narrative occasionally becomes repetitive, with certain events and emotions revisited multiple times. Additionally, some readers might find Woodfox's writing style to be somewhat straightforward and

lacking in literary flourish.

Solitary is not merely a personal memoir but also a searing critique of systemic problems within the American prison system. Woodfox illuminates issues such as racial disparities, corruption, and the dehumanization of inmates. His experiences align with the findings of legal scholar Michelle Alexander (2010), whose seminal work, *The New Jim Crow,* explores the disproportionate impact of mass incarceration on Black Americans. Woodfox's story serves as a stark reminder of the pressing need for comprehensive prison reform, a topic extensively discussed by criminologist Marie Gottschalk (2015).

Prolonged isolation in solitary confinement can have devastating effects on mental health. Woodfox's memoir provides a firsthand account of this distressing experience, shedding light on the psychological toll it takes. Drawing from the research of psychiatrist Stuart Grassian (2006), we gain a deeper understanding of the psychiatric consequences of extreme isolation. This perspective underscores the urgency of reevaluating the practice of solitary confinement within the criminal justice system.

Woodfox's story is interwoven with legal battles and advocacy efforts. To appreciate the broader implications of his struggle, we can turn to the works of legal scholars Bryan Stevenson (2014) and Anthony Amsterdam (Amsterdam & Bruner, 2000). These authors offer insights into the role of legal advocacy in challenging systemic injustices and the power of perseverance in seeking justice.

Solitary forces readers to confront uncomfortable truths about the American prison system. It prompts us to consider the collective responsibility of society in addressing these issues. Sociologist Loïc Wacquant's (2009) exploration of the penal state and its societal implications provides a valuable framework for understanding the broader context of Woodfox's narrative.

Throughout *Solitary*, the theme of hope shines brightly. Woodfox's enduring hope, even in the darkest of circumstances, resonates with the philosophy of theologian Howard Thurman (1976). Thurman's writings on the enduring nature of hope offer a lens through which we can appreciate Woodfox's unwavering spirit.

In conclusion, *Solitary* is a compelling and essential read for anyone interested in the criminal justice system, prison reform, and the human capacity for resilience. Albert Woodfox's story is a stark reminder of the injustices that persist within the system, but it is also a testament to the strength of the human spirit. His story serves as a powerful call to action, urging us to confront the injustices within the prison system and work toward a more just and compassionate society. Despite its minor
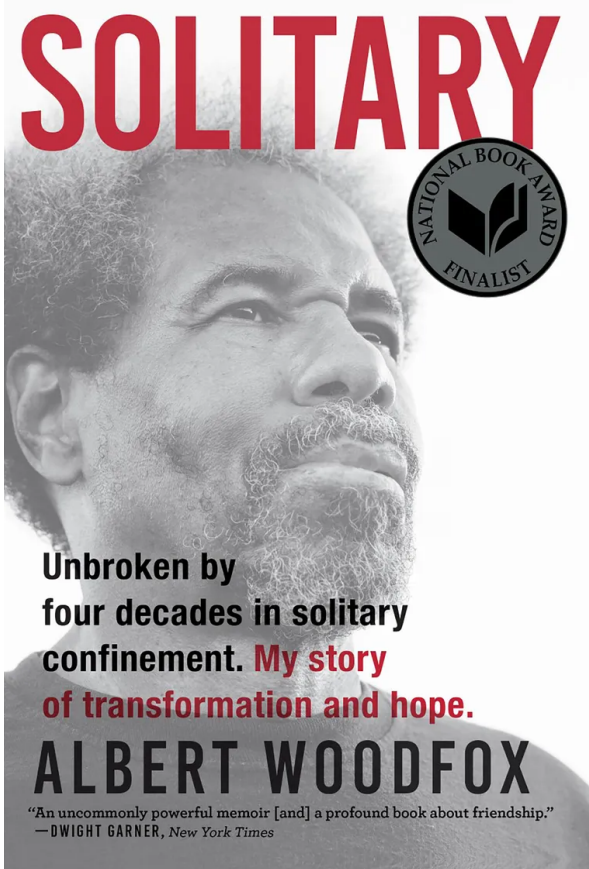
flaws, this memoir is an important contribution to the ongoing conversation about criminal justice reform and the abolition of solitary confinement. ■

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