

FINAL REPORT  
OF THE  
TRAINING PROGRAM  
IN  
CRIMINAL JUSTICE EDUCATION  
1978-1979

DONALD J. NEWMAN, PROJECT DIRECTOR  
Dean, Graduate School of Criminal Justice  
State University of New York at Albany

October 1, 1979

Prepared under Grant Number 78-CD-AX-0005  
from the Office of Criminal Justice Education  
and Training, Law Enforcement Assistance  
Administration, U.S. Department of Justice.

Points of view or opinions in this  
document are those of the authors  
and do not necessarily represent  
the official position or policies  
of the U.S. Department of Justice.

NCJRS

JAN 23 1980

ACQUISITIONS

64692  
c.

## State University of New York at Albany

October 26, 1979

Dr. J. Price Foster, Director  
Office of Criminal Justice Education  
and Training  
Law Enforcement Assistance Administration  
4330 E. West Highway  
Bethesda, Maryland 20014

Dear Price:

Attached is the final report for the second year of our Minority Education Grant. The project went much more smoothly this year than in the first go-around. Part of this, would you believe, is because we learned from mistakes we made in structuring and implementing the first year efforts. Sometimes old dogs can learn new tricks. Another part of our better success this year can probably be attributed to word-of-mouth reports about the program which spread among minorities in academic programs across the country. While some participants, both college instructors and graduate students (particularly those who flunked out) were disenchanted with our efforts, in general our project has earned a good reputation and is enthusiastically supported by most minority persons who learn of it. The prestigious reputation of the program did not just grow because of ever widening participation of students and other college faculty, but in large part was the result of very hard work, including extensive traveling, on the part of Scott Christianson, the Project Coordinator, and his assistant, Barry Sample. Scott and Barry attended meetings and visited college campuses across the entire United States, actively recruiting minority students and carefully and ably explaining the aims and purposes of our program. They are still at it, with, if anything, renewed vigor.

In any event, whatever the reasons, the second year experience was generally good and valuable. As you know, there are many facets to this project, but by far the most important and most successful has been the recruitment and retention of high quality minority graduate students. This year's roster of applicants was qualitatively better, on almost any measure, than last year's. Furthermore, we have received numerous inquiries for next year indicating a potentially even higher quality entering class. In regard to students, I think we have done at least two things right: we have been extremely active in recruitment and the School has developed a rigorous graduate student summer program, the first in our history. This enables minority students, particularly those from very small schools, to enter highly competitive graduate training at a slower pace, but with no less intense preparation, than if they were merely to show up in the fall. Our summer efforts have proved to be excellent for training as well as a

valuable screening experience. Students likely to have trouble in our program are spotted early so that they can receive remedial help. If this fails, they are encouraged to withdraw from the program before they have committed a large segment of their life to it. Those who have participated in the summer program, students and faculty alike, think it is working very well.

Other parts of the project, curriculum development and monograph production, while important, will never approximate the significance of the graduate fellowship segment of this project. At present, we have fourteen minority students in various stages of progress while five additional minority fellows have graduated with masters degrees. Four of the minority fellows, having received masters degrees, have been admitted to our doctoral program. Each of these is a first rate scholar. Indeed after this year, there will probably be no need for project support for these advanced students; they will successfully compete for research assistantships or teaching fellowships in the normal channels of the School.

The curriculum development part of the project this year, as last, was probably the weakest. However, eight courses were developed by visiting and resident professors and submitted to our National Advisory and Evaluation Panel and some of these are excellent. One, "Judicial Process," (produced by Professor Luis Salas from Florida International University with the cooperation of Professor Fred Cohen of our faculty) is attached to this final report as an exemplary undergraduate course. The other seven course syllabi will be sent to you on this same date under separate cover.

Most of these courses were built to some extent on work done last year, but each is far better, more polished and complete in both organization and bibliography than those produced the first year. And, unlike the experience last year, the entire task we set out to do was completed on schedule and as planned. It must be frankly admitted, however, that most of us are still somewhat disappointed with some of the courses which were developed so laboriously. I must confess that this entire effort is less than cost-effective, and I doubt that this kind of activity should be continued in any future endeavors under this project. I think we have gone about as far as we can and, although some of the courses are weak in spots, they do provide both conceptual approaches and bibliographies that give a minority perspective, something not typically found in criminal justice courses anywhere.

The effort to complete the monographs, begun last year, is still underway. All told there are nine monographs in final draft form and it may turn out that these documents will make a major contribution to the field. Largely as the result of staff work under the general direction of Scott Christianson, these monographs represent the most exhaustive analysis of all research and writing dealing with minority issues in criminal justice to be found anywhere. The major contribution of them collectively is that, in one place will be found the best annotated bibliographies around central issues in our field which reflect minority experiences in criminal justice. I hope these will prove to be worth publishing and disseminating widely across the country.

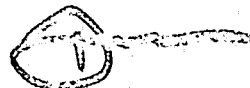
October 26, 1979

Generally, we are satisfied with our second year's effort and I believe we are continuing to make progress this year. We made mistakes in the past, and have faltered at times, but, on balance, it is my opinion that this project may be the best major effort to date in our society in getting minority involvement in criminal justice research and planning and in reflecting minority perspectives in criminal justice literature.

This is not meant to be self congratulatory in any way. The efforts to shape and develop this program have rested solely with staff and the participants, both students and faculty, not with the project director.

I hope you find the report satisfactory. You will be receiving the curriculum package simultaneously with this report. The monographs will be sent to you as they are produced.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Donald J. Newman". The signature is written in a cursive style with a large initial "D" and "N".

Donald J. Newman  
Dean  
Project Director

DJN:cw

Attachments

1

~~X~~ FINAL REPORT  
OF THE  
~~X~~ TRAINING PROGRAM  
IN  
CRIMINAL JUSTICE EDUCATION  
1978 - 1979

DONALD J. NEWMAN, PROJECT DIRECTOR  
Dean, Graduate School of Criminal Justice  
State University of New York at Albany

October 1, 1979

Prepared under Grant Number 78-CD-AX-0005  
from the Office of Criminal Justice Education  
and Training, Law Enforcement Assistance  
Administration, U.S. Department of Justice.

Points of view or opinions in this  
document are those of the authors  
and do not necessarily represent  
the official position or policies  
of the U.S. Department of Justice.

## PROJECT STAFF AND ADVISORS

From the School of Criminal Justice, State University of N.Y. at Albany:

DIRECTOR - Dean Donald J. Newman

MAJOR PROFESSORS - Prof. Donald Newman  
 Prof. Michael J. Hindelang  
 Prof. Marguerite Warren  
 Prof. Patrick D. McAnany

AD HOC FACULTY ADVISORS - Prof. David Duffee  
 Prof. William P. Brown

COORDINATOR - Scott Christianson

ASSISTANT COORDINATOR - Barry Sample

COORDINATOR/WRITER OF MONOGRAPH SERIES - Prof. Daniel E. Georges

SENIOR STENOGRAPHERS - Judy Pisarski  
 Dottie Hackett

GRADUATE ASSISTANTS - David Parry  
 Barbara Rockell  
 Larry Haas  
 Gerald Stowell  
 Barry Defoe  
 Mary Anne Carnival  
 John Mabb  
 Maria Casapini

From outside the School of Criminal Justice:

NATIONAL CURRICULUM EVALUATION PANEL -

Agenor L. Castro, N.Y.S. Dept. of Correctional Services  
 Dr. Mary Harper, National Institute of Mental Health  
 Frank Jasmine, Office of the Governor of New York  
 Dr. Paul Takagi, University of California at Berkeley  
 Philip Tarbell, Indian Affairs, N.Y.S. Dept. of Education  
 Hon. Bruce Wright, N.Y.C. Criminal Court

CURRICULUM TASK FORCE -

Dr. Roy Austin, Pennsylvania State University  
 Prof. Luis Salas, Florida International University  
 Dr. Frank Pogue, State University of N.Y. at Albany  
 Ernest Costa, Michigan Council on Crime & Delinquency  
 Dr. Alexander Hawkins, University of Pittsburgh

RESEARCH ASSISTANTS - Donna Petronovich  
 Geniece Rhodes  
 Maria Bologna

## TABLE OF CONTENTS

Introduction .....	4
National Curriculum Evaluation Panel .....	7
Curriculum Task Force .....	9
Resource Development Program .....	12
Fellowship Program .....	14
Recruitment .....	15
Announcement of Fellowships .....	16
List of Colleges Receiving Announcements ...	17
Black Studies Directors Receiving Notices...	25
Black Colleges Receiving Notices .....	41
On-Site Visits .....	45
Schedule of Visits .....	46
Statistics on Fellowship Program 1977-79 .....	47
New Fellows for 1979-80 .....	48
Announcement of Summer Program Courses .....	50
Summer Program Report .....	51
Fellows Successfully Completing 1st Year .....	54
Fellowship Status Report in Brief .....	55
Appendix .....	56
Agenda of January Meeting .....	57
"Judicial Process" (Sample Course in Curriculum Development), by Prof. Luis Salas.....	58
Summer Program Questionnaire Instrument .....	99

## INTRODUCTION

The Training Program in Criminal Justice Education, which has now completed its second year and about to enter its third, represents a comprehensive effort to meet the compelling national need in American colleges and universities, as well as in research, administrative and policymaking setting, for persons who are knowledgeable about, and sensitive to, minority concerns and problems in criminal justice.

The recruitment, selection and graduate-level education of a significant number of minority persons in criminal justice remains one of the primary objectives and accomplishments of this program. In addition, the Project has worked for two years to develop undergraduate curricula which are infused with minority perspectives on crime and criminal justice, and to develop scholarly resource materials that examine the minority experience within the context of criminal justice-- both to improve the quality of undergraduate criminal justice education, particularly in historically black colleges, and to promote better understanding of criminal justice problems affecting minorities and non-minorities alike.

The need for these contributions is well-established and longstanding and already has been recognized by LEAA/OCJET by virtue of its funding of Phase I and Phase II of this program, as well as other programs. Minorities are disproportionately arrested, convicted, and sentenced to prison or death; they are also disproportionately



victimized by crime and grossly underrepresented in virtually every sphere of criminal justice employment. While some agencies have made significant gains in employment in recent years, the overwhelming majority of minority persons hired continue to enter at the bottom level, as police or correction officers, often with rather limited likelihood of advancement. Minorities in research, teaching, and policymaking positions remain few and far between.

Bolstering criminal justice education programs at the nation's approximately one hundred historically black colleges has been and should remain an important vehicle for increasing the number of college-trained blacks in criminal justice. President Carter's memorandum dated January 17, 1979 and addressed to the heads of executive departments and agencies, underscored the present Administration's commitment to enhancing the strength and prosperity of these historically black colleges, through increased accessibility to and participation in Federal grant and contract programs.

However, the black colleges cannot be expected to meet the task alone. Criminal justice programs in such institutions are comparatively new and unestablished on their own campuses; they also are generally relatively small, both in terms of student enrollment and number of courses taught and degrees awarded. They rely heavily upon traditional liberal arts course offerings in other departments, such as sociology, political science, and urban affairs. And they suffer from severe shortages of resources, with small faculties that are tremendously overburdened with heavy teaching loads that often prevent instructors

from engaging in desired research and writing. As yet, there does not exist a Ph.D. program in criminal justice at any historically black college, and only two or three offer even a Master's degree in the field.

Thus, the need has continued for Federal funding of the comprehensive program for advanced graduate education of minority persons at the School of Criminal Justice of the State University of New York at Albany. In this way, it is hoped that graduate-trained minority persons can be injected into the field in significant numbers to assume positions of consequence in criminal justice education, research, and policymaking. As this report will indicate, this effort already has begun to pay off and prospects for Phase III are bright indeed.

Curriculum development remained another facet of the program in 1978-79, as did resource development. By the end of Phase III it is hoped that graduates of the program will enter the field with these materials, and that some will use the curriculum materials in the courses they teach.

## NATIONAL CURRICULUM EVALUATION PANEL

For guidance in this curriculum development effort, the Project solicited the assistance of six individuals, each of whom is a minority group member prominent in criminal justice education, to serve on an advisory committee called the National Curriculum Evaluation Panel.

These members included:

- (1) Mr. Agenor L. Castro, Special Advisor on Intergroup Relations, New York State Department of Correctional Services;
- (2) Dr. Mary S. Harper, Center for Minority Mental Health Problems, National Institute of Mental Health;
- (3) Mr. Frank Jasmine, Program Associate for Criminal Justice, Office of the Governor of the State of New York;
- (4) Dr. Paul Takagi, Professor, School of Education, University of California at Berkeley;
- (5) Mr. Philip Tarbell, Special Advisor on Indian Affairs, New York State Department of Education;
- (6) Hon. Bruce McM. Wright, Judge in the Criminal Court of the City of New York.

Most of these individuals were already familiar with the Project and one (Mr. Jasmine) had served on last year's Advisory Committee. After individual communication was established, plans were made for the first plenary session, which was held in Albany on January 29, 1979. Composition of the panel was more balanced than last year's, in that it included three Blacks, one Native American, one Hispanic, and one Asian American; and the educational and professional backgrounds of the members spanned several

disciplines, including criminology, law, public health, sociology, political science, public administration and ethnic studies, with all of them being deeply involved in various aspects of criminal justice education.

The panel was designed to serve a double function: at a preliminary meeting it was to act as an advisory panel for the curriculum development efforts to be undertaken during the year, and at the end it was to evaluate the written work products of the Curriculum Task Forces described below. The latter meeting was held on May 19-20, 1979 in Albany. Panel members also helped to provide useful materials for the Project's resource development efforts and referred several potential Fellow candidates to the School for consideration.

## CURRICULUM TASK FORCE

The Curriculum Task Force Program was designed to collect and refine minority perspective materials and to prepare detailed course outlines, reading assignments, bibliographies, and other materials which would carry a minority perspective into central core courses universally found in undergraduate criminal justice programs.

During Phase I, the curriculum development effort brought together eight (8) "professor associates" (i.e. consultants from relatively high quality, established four-year programs in criminal justice, irrespective of minority population), and twenty (20) "college instructors" (i.e. instructors from four-year colleges or universities having significant minority populations, who in most cases were themselves minority group members), with four (4) "major professors" (i.e. senior faculty from the SUNYA School of Criminal Justice). These three groups, totaling thirty-two (32) people, worked together for several months to prepare a model curriculum in criminal justice (i.e. a comprehensive curriculum of high-quality materials which were infused with a sensitivity to, and demonstration of, minority perspectives on crime and social justice).

The end result of this ambitious venture was somewhat disappointing to many of the participants. The initial design, which called for a three-tiered system of ranks, may have produced some conflict between the workers, and it was later concluded that there was not enough time or financial support for the volume of work which had to be completed. As a result, although fourteen (14) course outlines were prepared in four major substantive areas, their quality varied markedly from one course to

another. Therefore, in Phase II a number of modifications were made to facilitate the working process, to save money, and to hopefully produce a higher quality product. Some of these modifications included the following:

(1) Distinctions between faculty -- i.e. major professor, professor associate, college instructor-- were effectively eliminated, both to reduce potential perceptions of inequality and to encourage closer collaboration among the members.

(2) The number of faculty was significantly reduced, from 32 to 8 persons, in order to facilitate the working process and ensure greater individual accountability.

(3) Research assistants were provided to all of the faculty, including those outside the Albany campus. Non-Albany faculty were given the opportunity to select their own research assistants and all assistants were paid at the same rate.

(4) The number of meeting days was substantially reduced and the number of back-home working time was substantially increased.

(5) The goal of developing a comprehensive model curriculum was abandoned in favor of an attempt to prepare eight (8) major core courses universally found in undergraduate criminal justice programs.

(6) Task forces were established in four major areas, including (a) Criminology and Introduction to Criminal Justice, (b) Introduction to Policing and Special Issues in Policing, (c) Corrections and University/Agency Relationships, and (d) Law and Social Control and the Courts. Each task force was composed of two faculty and two research assistants who were responsible for preparing two courses.

Selection of the members of these Task Forces was made by the participating Albany faculty and staff, as follows:

- (1) Criminology and Juvenile Delinquency - Prof. Roy L. Austin, Ph.D., Dept. of Sociology, Pennsylvania State University (with Prof. Michael Hindelang of SUNYA School of Criminal Justice);
- (2) Introduction to Criminal Justice - Mr. Ernest A. Costa, director, Michigan Council on Crime & Delinquency (with Dean Donald J. Newman);
- (3) Introduction to Policing - Dr. Frank Pogue, director, Dept. of African/Afro-American Studies, SUNYA (with Prof. William Brown, SUNYA Criminal Justice);
- (4) Corrections - Dr. Alexander Hawkins, School of Social Work, University of Pittsburgh (with Prof. David Duffee, SUNYA Criminal Justice);
- (5) Judicial Process - Prof. Luis Salas, Dept. of Criminal Justice, Florida International University (with Prof. Patrick D. McAnany, SUNYA Criminal Justice);
- (6) Judicial Procedure - Prof. Patrick McAnany, SUNYA Criminal Justice (with Prof. Luis Salas, Florida International University);
- (7) University/Agency Relationships - Prof. David Duffee, SUNYA Criminal Justice.

All of the members were experienced teachers in the field and all, with the exception of Professor Hawkins and Mr. Costa, had previously been involved in the Education Project, so that most were already familiar with the first year's experience as well as the Project goals.

The Task Force met for three days in January and May 1979, but most of their work was completed at their home bases with the assistance of researchers of their own choice. The resulting 373-page document, consisting of eight undergraduate courses, was presented to the Curriculum Evaluation Panel and Project Staff and forwarded, with their suggestions, in the form of a separate document to LEAA/OCJET. (See sample course in Appendix of this Report.)

### THE RESOURCE DEVELOPMENT PROGRAM

The Resource Development Program was designed to continue research and development of the nine (9) research monographs on minorities and criminal justice which were begun during Phase I.

During the early weeks of Phase II, the writer-coordinator of this series -- Dr. Daniel Georges, then an assistant professor at SUNYA's School of Criminal Justice-- resigned from the Project, citing other responsibilities. He was replaced in this role, which in Phase II was not supported by LEAA funds, by Project Coordinator Scott Christianson.

Following consultation with LEAA/OCJET, the decision was made to continue working toward the completion of nine monographs, although it was recognized that the original timetable would have to be revised in favor of a staggered plan by which three monograph drafts would be submitted during each of the first three quarters of Phase III.

Under this new arrangement, work on the monographs was substantially increased, particularly during the summer of 1979. A total of approximately twelve hundred (1200) published sources on minorities and criminal justice have thus far been identified and examined, which makes it the most extensive bibliography yet compiled on this topic. These sources have been registered on cards, and copies of most of the publications have been obtained and filed; they are now being annotated and sorted for probable use as a master bibliography.

In addition, a finished draft has been prepared by Dr. Georges; it is entitled, "The Criminal Justice System and Minority Crime: The Extent of



Minority Crime and Victimization; the Components of the Criminal Justice System; Actual and Perceived Fairness of the System," and runs to 95 typed pages.

Research for an annotated bibliography on Theories of Race, Crime and Delinquency was also conducted by the Staff research team. By the end of Phase II this consisted of about 425 entries from the scholarly literature.

A similar annotated bibliography, on the topic of the criminal justice system's processing of minority persons, is also nearing completion; as is an annotated bibliography on police response to racial disturbances. In addition, a major monograph on the black incarceration rate in the U.S. is presently in first draft form and tentatively scheduled for submission during the second quarter of Phase III.

Another annotated bibliography, on Hispanic Inmates in State, Federal and Local Correctional Facilities in the U.S., has already nearly exhausted the published literature on the subject and staff members in Phase II began to interview experts on the topic for additional information.

Several other topics were under consideration during Phase II, some of them outgrowths of the curriculum development effort.

### FELLOWSHIP PROGRAM

The Minority Fellowship Program is a long-term effort of the Graduate School of Criminal Justice and its Education Project in Criminal Justice. During the first year it involved the attempted recruitment and support of ten (10) minority students as Fellows to pursue a program of graduate study in the School of Criminal Justice of the State University of N.Y. at Albany. The students were to be selected from applicants having a Black, Puerto Rican, Mexican American, Native American, or Asian American heritage.

The program began with a nationwide recruitment effort aimed at identifying and bringing to the School a minimum of ten highly qualified minority applicants to the School's Master's degree or Ph.D. degree program. In this ambitious endeavor, the Project sought (1) to obtain wide geographical representation from across the United States, (2) to achieve balanced representation from all of the major minority groups mentioned above, (3) to establish working contact with colleges and universities having significant minority populations, (4) to improve communication with existing criminal justice programs and departments at the undergraduate and graduate levels, (5) to establish close working contact with the significant minority groups, (6) to assist in the processing of applications from students to the School's Admissions Committee, (7) to organize and help to direct a Summer Program for entering students, including entering Minority Fellows, (8) to ease and improve the transition of minority students into the School through the use of special educational and financial assistance, (9) to provide as

much assistance as possible to these, or any other, students for the furthering of their academic and professional careers at the School, and (10) to help to provide job placement, career counseling and other post-graduate or transitional services to persons leaving the program.

On the basis of the first-year experience, significant strides were made in each of these areas. Indeed, staff devoted more of their time and energies to the Fellowship component than to any other single activity.

During the second year, these efforts began to produce improved results. Under the direction of the Assistant Project Coordinator, Barry Sample, all of the activities mentioned above were continued and expanded.

#### RECRUITMENT

In the area of recruitment, for example, the Project expanded its outreach efforts through a growing number of personal contacts which had been established during the first year. The College Instructors, Professor Associates, Advisory Committee Members, and Consultants were solicited for the names of prospective students. Advertising was also continued, on a somewhat modest scale, in newsletters and popular and professional media. Flyers were distributed by mail, both to individual contacts, and to established undergraduate and graduate schools and departments scattered throughout the United States. The following colleges and universities were among those to receive these mailings:

MINORITY FELLOWSHIPS  
IN CRIMINAL JUSTICE

Up to \$7,900 per year (includes stipend, tuition waiver, travel and other expenses)

at

THE GRADUATE SCHOOL OF CRIMINAL JUSTICE  
State University of New York at Albany

Classes begin June, 1979

PROGRAMS OF STUDY:

The School of Criminal Justice, founded in 1967, is regarded as the nation's leading graduate school of criminal justice. Offering a rigorous, interdisciplinary program of study and research, culminating in the M.A. and Ph.D. degrees, it seeks to cultivate intelligent and innovative thinking about the nature of crime and the problems of crime control in a democratic society. Major areas of study include criminology, law and social control, the criminal justice process, and strategies of individual, organizational and social change.

RESEARCH FACILITIES:

Field research is a central thrust of this program. Students are trained in advanced research techniques and receive valuable field experience in policy analysis, planning, and theory construction. Faculty are selected for their distinguished achievements in teaching and research and their service in noteworthy organizations in the field.

Studies begin in the Summer of 1979 with a six-week introductory session, worth six credit hours, to be followed by two 15-week semesters. Admission is highly competitive.

APPLICATIONS, ACADEMIC TRANSCRIPTS, AND GRADUATE  
RECORD EXAMINATION SCORES SHOULD BE SUBMITTED BY  
APRIL 1, 1979.

FOR FURTHER INFORMATION, PLEASE CONTACT:

Education Project, Admission Office  
School of Criminal Justice  
State University of New York at Albany  
1400 Washington Avenue  
Albany, New York 12222  
Telephone (518) 457-5271/79

LIST OF COLLEGES & UNIVERSITIES  
RECEIVING DIRECT MAIL ANNOUNCEMENT  
OF FELLOWSHIPS FOR MINORITY APPLICANTS

Alabama

- Auburn University
- Auburn University at Montgomery
- Jacksonville State University
- Samford University
- Troy State University
- University of Alabama at Birmingham
- University of Alabama Huntsville
- University of South Alabama

Arizona

- Arizona State University
- Northern Arizona University
- University of Arizona

Arkansas

- University of Arkansas, Little Rock

California

- California Lutheran College
- California State College
- California State College, San Bernardino
- California State College, Stanislaus
- California State University, Fresno
- California State University, Fullerton
- California State University, L. A.
- Chapman College
- College of the Redwoods
- Golden Gate University
- Loma Linda University
- San Diego State University
- San Jose State University
- University of California - Irvine
- University of California - Santa Barbara
- University of Southern California

Connecticut

Eastern Connecticut State College  
University of Connecticut  
University of New Haven

Delaware

University of Delaware  
Wilmington College

District of Columbia

American University  
Trinity College

Florida

Biscayne College  
Florida Atlantic University  
Florida International University  
Florida State University  
Florida Technological University  
Rollins College  
University of Florida  
University of South Florida

Georgia

Armstrong State College  
Columbus College  
Georgia Southern College  
Georgia State University  
Savannah State College  
Valdosta State College  
West Georgia College

Hawaii

Chaminade College

Idaho

Boise State University  
Lewis-Clark State University

Illinois

Aurora College  
Governors State University  
Illinois State University  
Lincoln College  
MacMurray College  
McKendree College  
Sangamon State University  
Southern Illinois University  
University of Illinois at Chicago Circle  
Western Illinois University

Indiana

Ball State University  
Indiana State University  
Indiana University  
Indiana University-Purdue University

Iowa

Iowa Wesleyan College  
Simpson College  
State University of Iowa

Kentucky

Eastern Kentucky University  
Murray State University  
Thomas Moore College  
University of Louisville  
Western Kentucky University

Louisiana

Loyola University  
Louisiana State University  
Northeast Louisiana State University

Maryland

Coppin State College  
Towsan State College  
University of Baltimore  
University of Maryland

Massachusetts

American International College  
Clark University  
Northeastern University  
Westfield State College

Michigan

Eastern Michigan University  
Ferris State College  
Grand Valley State College  
Madonna College  
Michigan State University  
Northern Michigan University  
Saginaw Valley College  
Wayne State University

Minnesota

Mankato State College  
Moorhead State College  
St. Cloud State College  
University of Minnesota (Duluth)  
University of Minnesota

Mississippi

University of Mississippi  
University of Southern Mississippi

Missouri

Avila College  
Central Missouri State University  
Drury College  
Lincoln University  
Maryville College  
Metropolitan College  
Rockhurst College  
University of Missouri (Kansas City)



Montana

Carroll College  
College of Great Falls  
University of Montana (Missula)

Nebraska

Chadron State College  
University of Nebraska  
University of Nebraska-Omaha

Nevada

University of Nevada, Las Vegas  
University of Nevada, Reno

New Jersey

Glassborg State College  
Jersey City State College  
Monmouth College  
Rutgers University  
Stockton State College  
Trenton State College  
William Patterson College

New Mexico

New Mexico Highlands University  
New Mexico State University  
University of Albuquerque

New York

City University of New York  
Elmira College  
Marist College  
Mercy College  
New York Institute of Technology  
Niagara University  
Pace University in Westchester  
Russell Sage College  
St. Johns University  
S.U.N.Y. at Buffalo  
S.U.N.Y. at Brockport  
S.U.N.Y. at Oswego

North Carolina

Campbell College  
East Cardina University  
Guilford College  
Pfeiffer College  
University of North Carolina at Charolette

Ohio

Bowling Green State University  
Kent State University  
University of Akron  
University of Cincinnati  
University of Dayton  
University of Toledo  
Xavier University  
Youngstown State University

Oklahoma

Northeastern State College  
Oklahoma City University  
University of Oklahoma  
University of Tulsa

Oregon

Eastern Oregon St. College  
Portland State University  
Southern Oregon College

Pennsylvania

Alvernia College  
Gannon College  
Indiana University of Pennsylvania  
Kings College  
LaSalle College  
Mansfield St. College  
Mercyhurst College  
Penn State University  
Saint Joseph's College  
Temple University  
University of Pennsylvania  
Villanova University  
York College of Pennsylvania

South Carolina

Central Westleyan College  
University of South Carolina

Tennessee

East Tennessee State University  
Memphis State University  
Middle Tennessee State University  
University of Tennessee at Martin

Texas

Abilene Christian College  
American Technological University  
Baylor University  
Bishop College  
Dallas Baptist College  
East Texas State University  
Hardin-Simmons University  
Lamar University  
Midwestern University  
Pan American University  
Sam Houston State University  
Southern Methodist University  
Southwest Texas State University  
Stephen F. Austin State University  
Texas Christian University  
Tyler State College  
University of Texas at Arlington  
University of Texas, El Paso  
University of Texas, Permian Basin  
West Texas State University

Virginia

George Mason University  
Old Dominion University  
Virginia Commonwealth University

Washington

Central Washington State University  
Seattle University  
University of Puget Sound  
Washington State University

Wisconsin

Carthage College  
College of Racine  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee  
University of Wisconsin-Platteville  
University of Wisconsin-Superior

Information about the Fellowship Program was sent to each of the above programs, notifying them of the terms of the awards and soliciting qualified applicants.

Letters were also sent to each of the following departments of black studies:

FELLOWSHIP ANNOUNCEMENTS WERE ALSO MAILED TO THESE  
NATIONAL UNIVERSITIES AND BLACK STUDIES DIRECTORS

25

UNIVERSITY

DIRECTOR

1. ABILENE CHRISTIAN UNIVERSITY  
Box 8245  
Abilene, Texas 79601  
Professor B. F. Speck
2. UNIVERSITY OF AKRON  
Afro-American Studies  
Akron, Ohio 44325  
Professor Lascelles Anderson
3. ALBANY STATE COLLEGE  
Afro-American Studies  
Albany, Georgia 31705  
Professor Lois B. Hollis
4. UNIVERSITY OF ALBUQUERQUE  
Multi-Cultural Enrichment Program  
St. Joseph Place, N. W.  
Albuquerque, New Mexico 87109  
-----
5. AMHERST COLLEGE  
Afro-American Studies  
Amherst, Massachusetts 01002  
Professor Douglas V. Davidson
6. UNIVERSITY OF ARKANSAS AT  
LITTLE ROCK  
Black Studies  
Little Rock, Arkansas 72205  
Professor Patricia W. McGraw
7. ATLANTA UNIVERSITY  
Afro-American Studies  
Atlanta, Georgia 30314  
Professor Richard Long
8. AUGSBURG COLLEGE  
Black Student Affairs  
731-21st Avenue  
Minneapolis, Minnesota 55455  
Professor Ralph L. Crowder
9. AUGUSTA COLLEGE  
Afro-American Studies  
Augusta, Georgia 30901  
Professor John L. Hayes
10. OSA AUGUSTINE COLLEGE  
P. O. Box 572  
Raleigh, North Carolina 27611  
Professor Douglas C. Gills
11. BAKER UNIVERSITY  
Minority Studies  
Baldwin City, Kansas 66006  
Professor Claude Walker
12. BALL STATE UNIVERSITY  
Afro-American Studies  
Special Programs House  
Muncie, Indiana 47306  
Professor Hal Chase

13. BENNETT COLLEGE  
Afro-American Studies  
Greensboro, North Carolina 27420  
Professor P. E. Adotey
14. BINGHAMPTON-SUNY  
Afro-American & African Studies  
Binghampton, New York 13901  
Professor Cedric Robinson
15. BOSTON UNIVERSITY  
Department of Afro-American Studies  
Boston, Massachusetts 02109  
Professor Adele Gulliver
16. BOWDOIN COLLEGE  
Afro-American Studies Program  
Brunswick, Maine 04011  
Professor John C. Walter
17. BOWLING GREEN STATE UNIVERSITY  
Ethnic Studies Department  
Rm. 424 Student Services Bldg.  
Bowling Green, Ohio 43403  
Professor Robert Perry
18. BRADLEY UNIVERSITY  
Black Studies  
Peoria, Illinois 61606  
Professor Leonard Crooks
19. BRIDGEWATER STATE COLLEGE  
Afro-American Society  
Cultural Center  
Bridgewater, Massachusetts 02324  
Professor Paul A. Gray
20. BRONX COMMUNITY COLLEGE-CUNY  
Cultural Affairs  
University Avenue & West 181st Street  
Bronx, New York 10453  
Professor Glenn Ray
21. BROOKLYN COLLEGE-CUNY  
Department of African Studies  
Brooklyn, New York 11201  
Professor Willie F. Page
22. BROWN UNIVERSITY  
Afro-American Studies  
Box 1904  
Providence, Rhode Island 02905  
Professor Rhett S. Jones
23. CALIFORNIA STATE COLLEGE  
Black Studies Program  
Hayward, California 94541  
Professor Edward France

24. CALIFORNIA STATE UNIVERSITY  
Pan-African Studies Program  
Sacramento, California 95813  
Professor Otis Scott
25. CALIFORNIA STATE UNIVERSITY, FULLERTON  
Department of Afro-Ethnic Studies  
800 N. State College Blvd.  
Fullerton, California 92634  
Professor Carl E. Jackson
26. UNIVERSITY OF CALIFORNIA  
Afro-American Studies Department  
Berkeley, California 94720  
Professor Reginald Jones
27. UNIVERSITY OF CALIFORNIA  
Black Studies  
Davis, California 95616  
Professor Carl Mack, Jr.
28. UNIVERSITY OF CALIFORNIA  
Center for Afro-American Studies  
3105 Campbell Hall  
Los Angeles, California 90024  
Professor Claudia Mitchell-Kernan
29. UNIVERSITY OF CALIFORNIA  
Center for Black Studies  
Santa Barbara, California 93107  
Professor Ronald Bailey
30. CAPITAL UNIVERSITY  
Ethnic Studies Program  
Columbus, Ohio 43209  
Professor Thomas C. Maroukis
31. CENTRAL COLLEGE  
Afro-American Studies  
Pella, Iowa 50219  
Professor Wilbur T. Washington
32. CHATHAM COLLEGE  
Black Affairs  
Pittsburgh, Pennsylvania 15232  
Professor Emma T. Lucas
33. CHICAGO STATE UNIVERSITY  
Black Cultural Center  
Division of Cultural Studies  
95th Street at King Drive  
Chicago, Illinois 60620  
Professor Lillie Alexis
34. UNIVERSITY OF CINCINNATI  
Afro-American Studies  
Cincinnati, Ohio 45221  
Professor F. A. Botchway
35. CLEMSON UNIVERSITY  
Afro-American Studies  
105 Hardin Hall  
Clemson, South Carolina 29631  
Professor Allan Schaffer

36. THE CLEVELAND STATE UNIVERSITY  
Black Studies  
1983 East 24th Street/Rm. SS-220  
Cleveland, Ohio 44115  
Professor Curtis Wilson
37. COE COLLEGE  
Afro-American Studies  
Cedar Rapids, Iowa 52402  
Professor James H. Randall
38. UNIVERSITY OF COLORADO  
Black Education Program  
Boulder, Colorado 80302  
Professor William Pitts
39. CONNECTICUT COLLEGE  
Student Special Programs  
Box 1453  
New London, Connecticut 06320  
Professor Ernestine Brown
40. UNIVERSITY OF CONNECTICUT  
Center for Black Studies  
U-162  
Storrs, Connecticut 06268  
Professor Floyd Bass
41. COPPIN STATE COLLEGE  
Center for Minority Studies  
Baltimore, Maryland 21216  
Professor Nick Aaron Ford
42. CORNELL UNIVERSITY  
African Studies & Research Center  
310 Triphammer Road  
Ithaca, New York 14853  
Professor James Turner
43. COLLEGE AT CORTLAND-SUNY  
Black Studies  
Cortland, New York 13045  
Professor Chestyn Everett
44. CREIGHTON UNIVERSITY  
Black Studies  
Omaha, Nebraska 68108  
Professor A. W. Welch
45. CITY COLLEGE OF CUNY  
Department of African & Afro-  
American Studies  
New York, New York 10031  
Professor Leonard Jeffries
46. DEPAUW UNIVERSITY  
Black Studies  
609 S. Locust Street  
Greencastle, Indiana 46135  
Professor Stanley Warren
47. UNIVERSITY OF DAYTON  
Afro-American Studies  
Dayton, Ohio 45469  
Professor James A. Stock



48. UNIVERSITY OF DELAWARE  
Black American Studies  
Newark, Delaware 19711  
Professor James E. Newton 29
49. DENISON UNIVERSITY  
Center for Black Studies  
Granville, Ohio 43023  
Professor Charles P. Henry
50. UNIVERSITY OF DETROIT  
Center for Black Studies  
Detroit, Michigan 48221  
Professor Mary H. Washington
51. DICKINSON COLLEGE  
Afro-American Studies  
Carlisle, Pennsylvania 17013  
Professor William R. Sloan
52. DILLARD UNIVERSITY  
Afro-American Studies  
Coss Hall  
2601 Gentilly Blvd.  
New Orleans, Louisiana 70112  
Professor Earl D. A. Smith
53. DUKE UNIVERSITY  
Black Studies  
Durham, North Carolina 27701  
Professor William C. Turner
54. EARLHAM COLLEGE  
Pan-African Studies  
Richmond, Virginia 47374  
Professor James Harris
55. EASTERN MICHIGAN UNIVERSITY  
Center for Afro-American Studies  
225 King Hall  
Ypsilanti, Michigan 48197  
Professor Anthony Ingram
56. EASTERN NEW MEXICO UNIVERSITY  
Black Studies Program  
Portales, New Mexico 88130  
Professor Michael Davies
57. EASTERN WASHINGTON STATE COLLEGE  
Black Education Program  
Monroe Hall 104  
Cheney, Washington 99140  
Professor Linda E. Edward
58. EMORY UNIVERSITY  
Department of Black Studies  
Clifton Road  
Atlanta, Georgia 30304  
Professor Delores Aldridge
59. FAYETTEVILLE STATE UNIVERSITY  
Black Studies  
Fayetteville, North Carolina 28301
60. FLORIDA STATE UNIVERSITY  
Afro-American Studies  
Tallahassee, Florida 32302  
Professor William Jones

61. FORDHAM UNIVERSITY  
Afro-American Studies  
644 Commonwealth Avenue  
Bronx, New York 10473  
Professor Claude J. Mangum
62. GEORGE WILLIAMS COLLEGE  
Afro-American Studies  
Downers Grove, Illinois 60515  
Professor Sharon C. Thomas
63. UNIVERSITY OF GEORGIA  
Afro-American Studies  
Athens, Georgia 30601  
Professor Mary Hutton
64. GETTYSBURG COLLEGE  
Box 2068  
Gettysburg, Pennsylvania 17325  
Professor Janet Gemmill
65. GOVERNOR STATE UNIVERSITY  
Pan-African Studies  
Park Forest South, Illinois 60466  
Professor Charles Mosley
66. GRINNELL COLLEGE  
Black Studies Program  
Carnegie Hall  
Grinnell, Iowa 50112  
Professor Charles N. Davis
67. HAMPDEN-SYDNEY COLLEGE  
Hampden-Sydney, Virginia 23943  
Professor George F. Bagby
68. HAMPTON INSTITUTE  
Ethnic Studies  
Box 6371  
Hampton, Virginia 23668  
Professor Patrick A. Lewis
69. HARVARD UNIVERSITY  
Afro-American Studies  
Cambridge, Massachusetts 02138  
Professor Eileen J. Southern
70. HEIDELBERG COLLEGE  
Tiffin, Ohio 44883  
Professor Leslie Fishel
71. HIGHLAND PARK COMMUNITY COLLEGE  
Afro-American Studies  
160 Glendale  
Highland Park, Michigan 48203  
Professor Howard Lindsey
72. UNIVERSITY OF HOUSTON  
Afro-American Studies Program  
4800 Calhoun  
Houston, Texas 77004  
Rev. Americus V. Hawkins
73. HOWARD UNIVERSITY  
Department of Afro-American Studies  
P. O. Box 746  
Washington, DC 20001  
Professor Russell L. Adams

74. HUMBOLDT STATE UNIVERSITY  
Arcata, California 95521  
Professor Gregory Branch
75. UNIVERSITY OF ILLINOIS  
Black Studies  
Chicago Circle  
Box 4348, Rm. 1401 University Hall  
Chicago, Illinois 60680  
Professor Grace Holt
76. ILLINOIS WESLEYAN UNIVERSITY  
Department of History  
Bloomington, Illinois 61701  
Professor Paul E. Bushnell
77. INDIANA STATE UNIVERSITY  
Afro-American Studies Program  
Terre Haute, Indiana 47808  
Professor Wesley Lyda
78. INDIANA UNIVERSITY  
Afro-American Studies  
Memorial Hall East M37  
Bloomington, Indiana 47401  
Professor Joseph J. Russell
79. INDIANA UNIVERSITY-NORTHWEST  
Afro-American Studies Department  
3400 Broadway - PM11  
Gary, Indiana 46408  
Professor Joseph C. Pentecoste
80. UNIVERSITY OF IOWA  
Afro-American Studies  
Iowa City, Iowa 52240  
Professor Darwin T. Turner
81. JACKSON STATE UNIVERSITY  
Afro-American Studies  
Jackson, Mississippi 39217  
Professor Leslie B. McLemore
82. KANSAS STATE UNIVERSITY  
Department of History  
Manhattan, Kansas 66502  
Professor Kenneth Lewallen
83. UNIVERSITY OF KENTUCKY  
Minority Student Affairs  
Rm. 1, Miller Hall  
Lexington, Kentucky 40506  
Professor Jerry L. Stevens
84. KNOX COLLEGE  
Afro-American Studies  
Box #51  
Galesburgh, Illinois 61401  
Professor Phyllis B. Helms
85. LANDER COLLEGE  
P. O. Box 265  
Greenwood, South Carolina 29646  
Professor Gonza L. Bryan

86. LINCOLN UNIVERSITY  
Freshman Studies  
Cannon House 302  
Lincoln University, Pennsylvania 19352  
Professor Phyllis E. Jackson
87. LINFIELD COLLEGE  
Black Studies  
P. O. Box 2708  
McMinnville, Oregon 97128  
Professor James Michael Taylor
88. UNIVERSITY OF LOUISVILLE  
Pan-African Studies  
Louisville, Kentucky 40201  
Professor Thomas Green
89. UNIVERSITY OF LOWELL  
Equal Opportunity  
Lowell, Massachusetts 01954  
Professor June Gonsalves
90. LOYOLA UNIVERSITY OF CHICAGO  
Afro-American Studies  
5525 N. Sheridan Road  
Chicago, Illinois 60626  
Professor Milton A. Gordon
91. LUTHER COLLEGE  
Black Studies Dept.  
Decorah, Iowa 52101  
Professor Orchard M'dzonga
92. UNIVERSITY OF MARYLAND  
National Association for Black Professors  
College Park, Maryland 20742  
Professor Eugenia Colliers
93. UNIVERSITY OF MASSACHUSETTS  
W. E. B. DuBois  
Department of Afro-American Studies  
Amherst, Massachusetts 01002  
Professor John H. Bracey
94. MIAMI UNIVERSITY  
Afro-American Studies  
Oxford, Ohio 45056  
Professor W. Sherman Jackson
95. MICHIGAN STATE UNIVERSITY  
College of Urban Development  
East Lansing, Michigan 48823  
Professor Robert Green
96. UNIVERSITY OF MICHIGAN  
Afro-American & African Studies  
Ann Arbor, Michigan 48184  
Professor Harold W. Cruse
97. MIDDLEBURG COLLEGE  
Old Chapel  
Middlebury, Vermont 05753  
Professor Arnold McKinney
98. UNIVERSITY OF MINNESOTA  
Afro-American Studies  
Minneapolis, Minnesota 55401  
Professor Geneva Southall

99. MISSISSIPPI STATE UNIVERSITY  
Afro-American Plus  
P. O. Box 1516  
Mississippi State, MS 39762  
Professor Sidney L. Evans, Jr.
100. MOORHEAD STATE UNIVERSITY  
Department of Minority Group  
Moorhead, Minnesota 56560
101. MOREHOUSE COLLEGE  
Afro & African American Studies  
Atlanta, Georgia 30314  
Professor Ida-Faye Mukenge
102. MORNINGSIDE COLLEGE  
Minorities Counselor  
Sioux City, Iowa 51106  
Professor George Boykin
103. NASSAU COMMUNITY COLLEGE  
Stewart Avenue  
Garden City, New York 11530  
Professor Jewelle H. Greshan
104. UNIVERSITY OF NEBRASKA AT OMAHA  
Black Studies  
1115 North 60th Street  
Omaha, Nebraska 68108  
Professor Lillian A. Welch
105. UNIVERSITY OF NEW HAVEN  
Minority Affairs  
300 Orange Avenue  
West Haven, Connecticut 06516  
Professor Peter Rogers
106. NEW JERSEY INSTITUTE OF TECHNOLOGY  
Educational Opportunity Program  
323 High Street  
Newark, New Jersey 07102  
Professor Lonnie Morrison
107. UNIVERSITY OF NEW MEXICO  
Afro-American Studies  
Albuquerque, New Mexico 87101  
Professor Harold Bailey
108. NEW MEXICO HIGHLAND UNIVERSITY  
Black Studies  
Las Vegas, New Mexico 87701  
Professor Willie Jacks
109. NEW MEXICO STATE UNIVERSITY  
Black Programs  
P. O. Box 4188  
Las Cruces, New Mexico 88003  
Professor Andrew L. Wall
110. SUNY-NEW PALTZ  
Black Studies Department  
New Paltz, New York 12561  
Professor James Bowen
111. UNC-CHAPEL HILL  
Afro-American Studies  
Chapel Hill, North Carolina 27514  
Professor Sonja Stone

112. UNIVERSITY OF NC AT CHARLOTTE  
Black Studies Center  
UNCC-Station  
Charlotte, North Carolina 28233  
Professor Herman Norman
113. NORTH CAROLINA CENTRAL  
2906 Beechwood Drive  
Durham, North Carolina 27702  
Professor Ruth Kennedy
114. UNIVERSITY OF NORTHERN COLORADO  
Afro-American Studies  
Greeley, Colorado 80639  
Professor Alfred E. McWilliams
115. NORTHERN ILLINOIS UNIVERSITY  
Center for Minority Studies  
535-1 Lucinda  
DeKalb, Illinois 60115  
Professor Philip T. K. Daniel
116. NORTHWESTERN UNIVERSITY  
Black Studies  
Education Building  
2003 Sheridan Road, Rm. 1-320  
Evanston, Illinois 60201  
Professor Cyrus Colter
- X117. UNIVERSITY OF NOTRE DAME  
Black Studies  
345 O'Shanghnessy Hall  
Notre Dame, Indiana 46556  
Professor James B. Stewart
118. OBERLIN COLLEGE  
Afro-American Studies  
Oberlin, Ohio 44074  
Professor Michael Weaver
119. OHIO STATE UNIVERSITY  
Department of Afro-American Studies  
Columbus, Ohio 43210  
Professor William E. Nelson
120. OHIO UNIVERSITY  
Afro-American Studies  
312 Lindley Hall  
Athens, Ohio 45701  
Professor James Barnes
121. OLIVE-HARVEY CITY COLLEGE  
7609 S. Normal  
Chicago, Illinois 60607  
Professor Armstead Allen
122. OTTAWA UNIVERSITY  
Afro-American Studies  
Ottawa, Kansas 66067  
Professor George Waddles
123. UNIVERSITY OF THE PACIFIC  
Department of Black Studies  
Stockton, California 95211  
Professor Mark E. Ealey

124. PARK COLLEGE  
Black Studies  
Kansas City, Missouri 64152  
Professor Edythe H. Grant
125. PASADENA CITY COLLEGE  
Pan-African Affairs  
1570 E. Colorado Blvd.  
Pasadena, California 91106  
Professor Jarvis Johnson
126. UNIVERSITY OF PENNSYLVANIA  
Afro-American Studies Program  
Philadelphia, Pennsylvania 19174  
Professor Houston Baker, Jr.
127. PENNSYLVANIA COLLEGE  
OF OPTOMETRY  
Minority Studies Affairs  
1200 W. Godfrey  
Philadelphia, Pennsylvania 19141  
Professor Robert E. Horne
128. PHILANDER SMITH COLLEGE  
Freshman Studies  
Little Rock, Arkansas 72203  
Professor Rapheal O. Lewis
129. UNIVERSITY OF PITTSBURGH  
Black Studies  
400 South Craig Street  
Pittsburgh, Pennsylvania 15213  
Professor Curtiss Porter
130. PORTLAND STATE UNIVERSITY  
Black Studies Center  
P. O. Box 751  
Portland, Oregon 97027  
Professor William Little
131. PRAIRIE VIEW COLLEGE  
Black Studies  
P. O. Box 2545  
Prairie View, Texas 77445  
Professor Howard J. Jones
132. PRINCETON UNIVERSITY  
Black Studies Department  
Princeton, New Jersey 08540  
Professor Howard Taylor
133. PURDUE UNIVERSITY  
Afro-American Studies  
ENAD 417  
West Lafayette, Indiana 47904  
Professor Sam Hay
134. REED COLLEGE  
~~Black Studies~~ NO MORE BLACK STUDIES Professor W. H. McClendon  
Fortland, Oregon 97202
135. RICKER COLLEGE  
Afro-American Cultural Society  
Haulton, Maine 04730  
Professor Francesca D. Singler

136. RHODE ISLAND COLLEGE  
Black Studies  
Providence, Rhode Island 02908  
Professor William H. Robinson
137. UNIVERSITY OF RHODE ISLAND  
Black Studies  
313 Roosevelt Hall  
Kingston, Rhode Island 02881  
Professor Mel K. Hendrix
138. ROLLINS COLLEGE  
Afro-American Studies  
Winter Park, Florida 32789  
Professor Alzo Reddick
139. ROOSEVELT UNIVERSITY  
African-Afro-American &  
Black Studies  
530 S. Michigan Avenue  
Chicago, Illinois 60605  
Professor S. Miles Woods
140. SAN DIEGO STATE UNIVERSITY  
Afro-American Studies  
San Diego, California 92182  
Professor Shirley N. Weber
141. SAN FRANCISCO STATE  
Black Studies  
1600 Holloway  
San Francisco, California 94132  
Professor Sheila Mayers
142. SAN JOSE STATE UNIVERSITY  
Afro-American Studies Department  
San Jose State, California 95192  
Professor Carlene Young
143. UNIVERSITY OF SANTA CLARA  
Ethnic Studies  
Santa Clara, California 95051  
Professor Cy Edwards
144. SEATTLE PACIFIC COLLEGE  
Minority Affairs  
Peterson Hall  
Seattle, Washington 98199  
Professor Authella Collins
145. SHAW UNIVERSITY  
Afro-American Studies  
Raleigh, North Carolina 27602  
Professor John Fleming
146. WELBY STATE COMMUNITY COLLEGE  
Afro-American Studies  
Memphis, Tennessee 38104  
Professor Jerome D. Jamerson
147. SIMMONS COLLEGE  
Afro-American Studies Program  
300 The Fenway  
Boston, Massachusetts 02191  
Professor Marva G. Carter



148. SMITH COLLEGE  
Afro-American Studies Department  
Northampton, Massachusetts 01060  
Professor Raymond H. Giles
149. UNIVERSITY OF SOUTH CAROLINA  
Afro-American Studies  
Columbia, South Carolina 29208  
Professor Willie Harriford
150. SOUTHERN ARKANSAS UNIVERSITY  
Black Studies Office  
Box 1369  
Magnolia, Arkansas 71753  
Professor David Sixbey
151. SOUTHERN ILLINOIS UNIVERSITY  
Black American Studies  
Carbondale, Illinois 62901  
Professor Clifford Harper
152. SOUTHERN METHODIST UNIVERSITY  
African American Studies  
Dallas, Texas 75275  
Professor Jeremiah W. Moses
153. SPELMAN COLLEGE  
Black Studies  
Atlanta, Georgia 30314  
Professor Martin Yanuck
154. SPRINGFIELD TECHNICAL COMMUNITY COLLEGE  
Afro-American Resource Center  
P. O. Box 402 Highland Station  
Springfield, Massachusetts 01109  
Professor Al Carter
155. STANFORD UNIVERSITY  
African & Afro-American Studies  
Stanford, California 94305  
Professor Sylvia Wynter
156. STATE UNIVERSITY COLLEGE  
AT BUFFALO  
179 Richmond Avenue  
Buffalo, New York 14222  
Professor Mary A. Twining
157. STATE UNIVERSITY OF NY AT BUFFALO  
Department of Communication  
4226 Ridge Lea Road  
Buffalo, New York 14226  
Professor Malefi K. Asante
158. STATE UNIVERSITY OF NEW YORK  
AT ALBANY  
African & Afro-American Studies  
Albany, New York 12222  
Professor Frank G. Pogue
159. STATE UNIVERSITY OF NEW YORK  
Black Studies  
SUNY-Cortland  
Cortland, New York 10345  
Professor James McKee

160. STATE UNIVERSITY COLLEGE  
10 Georges Place  
Fredonia, New York 14063  
Professor Alvin Aubert
161. SWARTHMORE COLLEGE  
Black Cultural Center  
Swarthmore, Pennsylvania 19081  
Professor Leandre Jackson
162. SYRACUSE UNIVERSITY  
Afro-American Studies  
735 Ostrom Avenue  
Syracuse, New York 13210  
Professor Harry Morgan
163. TEMPLE UNIVERSITY  
Pan-African Studies  
College of Liberal Arts  
Philadelphia, Pennsylvania 19122  
Professor Odeyo O. Ayaga
164. University of Tennessee  
Black Studies  
Knoxville, Tennessee 37916  
Professor Marvin Peek
165. UNIVERSITY OF TEXAS  
Minority and Foreign  
Studies Affairs  
UTA Box 19337  
Arlington, Texas 76019  
Professor Reby Cary
166. THE UNIVERSITY OF TEXAS  
AT AUSTIN  
African & Afro-American Studies  
& Research Center  
Jester Center A231A  
Austin, Texas 78712  
Professor John Warfield
167. UNIVERSITY OF TOLEDO  
Minority Affairs  
2801 Bancroft Street  
Toledo, Ohio 43606  
Professor Wil Grant
168. TRENTON STATE COLLEGE  
African American Studies  
Lake House  
Trenton, New Jersey 08625  
Professor Gloria H. Dickinson
169. UPSALA COLLEGE  
Black Studies  
East Orange, New Jersey 07019  
Professor Carolyn Thorburn
170. UNIVERSITY OF UTAH  
Black Studies  
1130 Annex  
Salt Lake City, Utah 84112  
Professor Michael J. Clark

171. VASSAR COLLEGE  
Urban Center for Black Studies  
Poughkeepsie, New York 12601  
Professor Patricia Karouna
172. UNIVERSITY OF VIRGINIA  
Afro-American and African Studies  
Rm. 528-530  
Cabell Hall  
Charlottesville, Virginia 22901  
Professor Vivian V. Gordon
173. VIRGINIA COMMONWEALTH UNIVERSITY  
Department of Afro-American Studies  
901 W. Franklin Street  
Richmond, Virginia 23219  
Professor Rutledge M. Dennis
174. WASHBURN UNIVERSITY  
Afro-American Studies  
Topeka, Kansas 66621  
Professor Roderick A. McDonald
175. WASHINGTON STATE UNIVERSITY  
Black Studies Program  
Pullman, Washington 99163  
Professor Talmadge Anderson
176. WASHINGTON UNIVERSITY  
Black Studies  
334 McMillan Hall  
St. Louis, Missouri 63130  
Professor Robert L. Williams
177. WAYNE STATE UNIVERSITY  
Center for Black Studies  
586 Student Center Building  
Detroit, Michigan 48202  
Professor Geneva Smitherman
178. WESLEYAN UNIVERSITY  
African American Institute  
Middletown, Connecticut 06457  
Professor Ronald McMullen
179. WELLESLEY COLLEGE  
Black Studies Department  
Wellesley, Massachusetts 02181  
Professor Tony Martin
180. WEST VIRGINIA UNIVERSITY  
Black Studies  
Morgantown, West Virginia 26505  
Professor Charles L. Samuels
181. WESTERN MICHIGAN UNIVERSITY  
Counselor Center  
Kalamazoo, Michigan 49008  
Professor Wyatt D. Kirk
182. WICHITA STATE UNIVERSITY  
Student Affairs  
Box 81  
Wichita, Kansas 67208  
Professor R. W. Blake, Jr.

183. WILLIAM PATERSON COLLEGE  
Faculty of Black Studies  
Wayne, New Jersey 07470  
Professor Muruku Waiguchu
184. WILLIAMS COLLEGE  
Afro-American Studies Program  
Williamston, Massachusetts 01267  
Professor William H. Exum
185. UNIVERSITY OF WISCONSIN  
Afro-American Studies  
Madison, Wisconsin 53703  
Professor Charles Anderson
186. UNIVERSITY OF WISCONSIN  
Afro-American Studies  
Wilwaukee, Wisconsin 53201  
Professor Maxine Nimitz
187. COLLEGE OF WOOSTER  
Black Studies Program  
Wooster, Ohio 44691  
Professor Benjamin D. Berry
189. WRIGHT STATE UNIVERSITY  
Bolinga Center  
Dayton, Ohio 45431  
Professor Arthur E. Thomas
190. YALE UNIVERSITY  
Afro-American Studies  
493 College Street  
New Haven, Connecticut 06510  
Professor Dwight D. Andrews
191. YORK COLLEGE  
City of New York  
Afro-American Studies  
Jamaica, New York 11451  
Professor Milton Lane

The Directory of Traditionally Black Colleges and Universities  
in the United States provided names of contact persons at the  
following institutions:

- (1) Alabama Agricultural and Mechanical University,  
Normal, Alabama;
- (2) Alabama State University, Montgomery, Alabama;
- (3) Albany State College, Albany, Georgia;
- (4) Alcorn A. & M. College, Lorman, Mississippi;
- (5) Allen University, Columbia, South Carolina;
- (6) Arkansas Agricultural Mechanical & Normal College,  
Pine Bluff, Arkansas;
- (7) Arkansas Baptist College, Little Rock, Arkansas;
- (8) Atlanta University, Atlanta, Georgia;
- (9) Barber-Scotia College, Concord, North Carolina;
- (10) Benedict College, Columbia, South Carolina;
- (11) Bennett College, Greensboro, North Carolina;
- (12) Bethune-Cookman College, Daytona Beach, Florida;
- (13) Bishop College, Dallas, Texas;
- (14) Bowie State College, Bowie, Maryland;
- (15) Central State University, Wilberforce, Ohio;
- (16) Cheyney State College, Cheyney, Pennsylvania;
- (17) Claflin College, Orangeburg, South Carolina;
- (18) Clark College, Atlanta, Georgia;
- (19) Coppin State College, Baltimore, Maryland;
- (20) Delaware State College, Dover, Delaware;

- (21) Dillard University, New Orleans, Louisiana;
- (22) District of Columbia Teachers College, Washington, D. C.
- (23) Edward Walters College, Jacksonville, Florida;
- (24) Elizabeth City State University, Elizabeth City, North Carolina;
- (25) Fayetteville State University, Fayetteville, North Carolina;
- (26) Federal City College, Washington, D. C.;
- (27) Fisk University, Nashville, Tennessee;
- (28) Florida Agricultural and Mechanical University, Tallahassee, Florida;
- (29) Florida Memorial College, Miami, Florida;
- (30) Fort Valley State College, Fort Valley, Georgia;
- (31) Grambling College, Grambling, Louisiana;
- (32) Hampton Institute, Hampton, Virginia;
- (33) Howard University, Washington, D. C.;
- (34) Huston-Tillotson College, Austin, Texas;
- (35) Jackson State College, Jackson, Mississippi;
- (36) Jarvis Christian College;
- (37) Johnson C. Smith University, Charlotte, North Carolina;
- (38) Kentucky State College, Frankfort, Kentucky;
- (39) Knoxville College, Knoxville, Tennessee;
- (40) Lane College, Jackson, Tennessee;
- (41) Langston University, Langston, Oklahoma;

- (42) Le Moyne-Owen College, Memphis, Tennessee;
- (43) Lincoln University, Jefferson City, Missouri;
- (44) Lincoln University, Lincoln University, Pennsylvania;
- (45) Livingston College, Salisbury, North Carolina;
- (46) Miles College, Birmingham, Alabama;
- (47) Mississippi Industrial College, Holly Springs, Mississippi;
- (48) Mississippi Valley State College, Itta Bena, Mississippi;
- (49) Morehouse College, Atlanta, Georgia;
- (50) Morgan State College, Baltimore, Maryland;
- (51) Morris Brown College, Atlanta, Georgia;
- (52) Morris College, Sumter, South Carolina;
- (53) Norfolk State College, Norfolk;
- (54) North Carolina Agricultural and Technical State University, Greensboro, North Carolina;
- (55) North Carolina Central University, Durham, North Carolina;
- (56) Oakwood College, Huntsville, Alabama;
- (57) Paine College, Augusta, Georgia;
- (58) Paul Quinn College, Waco, Texas;
- (59) Philander Smith College, Little Rock, Arkansas;
- (60) Prairie View A. & M. College, Prairie View, Texas;
- (61) Rust College, Holly Springs, Mississippi;
- (62) Saint Augustine's College, Raleigh, North Carolina;

- (63) Saint Paul's College, Lawrenceville, Virginia;
- (64) Savannah State College, Savannah, Georgia;
- (65) Shaw University, Raleigh, North Carolina;
- (66) South Carolina State College, Orangeburg, South Carolina;
- (67) Southern University, Baton Rouge, Louisiana;
- (68) Southern University in New Orleans, New Orleans, Louisiana;
- (69) Spelman College, Atlanta, Georgia;
- (70) Stillman College, Tuscaloosa, Alabama;
- (71) Talladega College, Talladega, Alabama;
- (72) Tennessee State University, Nashville, Tennessee;
- (73) Texas College, Tyler, Texas;
- (74) Texas Southern University, Houston, Texas;
- (75) Tougaloo College, Tougaloo, Mississippi;
- (76) Tuskegee Institute, Tuskegee, Alabama;
- (77) University of Maryland, Eastern Shore, Princess Anne, Maryland;
- (78) Virginia State College, Petersburg, Virginia;
- (79) Virginia Union University, Richmond, Virginia;
- (80) Voorhees College, Denmark, South Carolina;
- (81) West Virginia State College, Institute, West Virginia;
- (82) Wilberforce College, Wilberforce, Ohio;



- (83) Wiley College, Marshall, Texas;
- (84) Winston-Salem State University, Winston-Salem,  
North Carolina;
- (85) Xavier University of Louisiana, New Orleans,  
Louisiana.

ON-SITE VISITS

In addition to this mail, print and telephone campaign, Project members continued to make frequent recruitment visits to colleges and universities throughout the country in search of prospective applicants. The following schedule indicates the dates and places of these visits:

## RECRUITMENT VISITS, YEAR #2 (1978-79)

1978:

- Oct. 11-12: Pennsylvania (Lincoln Univ., Cheyney State Univ.)
- Oct. 17: North Carolina (Fayetteville Univ.)
- Oct. 26: Washington, D.C. (Howard Univ.)
- Nov. 2-3: North Carolina (Univ. of North Carolina at Charlotte; Johnson C. Smith Univ.)
- Nov. 9: New York (Queens College)
- Dec. 6-10: Tennessee (Fisk Univ., Tennessee State Univ., Vanderbilt Univ.)

1979:

- Jan. 15-16: Georgia (Fort Valley State College)
- Feb. 11-15: Chicago (Univ. of Chicago, Univ. of Chicago Law School, Roosevelt Univ., Univ. of Illinois at Chicago Circle)
- Feb. 20-23: Louisiana-Mississippi (Grambling State Univ., Louisiana Tech., Jackson State Univ.)
- Feb. 27-28: Western New York State (S.U.N.Y./Buffalo, Rochester Institute of Technology, Canisius College)
- March 12-21: California (U.C.L.A., Sacramento State, Long Beach State)
- March 15: NYC/Long Island (John Jay College of Criminal Justice, Hunter College)
- March 13-19: Cincinnati, O (Academy of Criminal Justice Sciences)
- March 28-April 11: Pennsylvania (Cheyney State Univ., Univ. of Pa., National Association of Blacks in Criminal Justice)
- April 10: NYC/LI (C.W. Post College, Hofstra Univ.)
- May 2-5: Wisconsin (Univ. of Wisconsin LaCrosse, National Association of Ethnic & Interdisciplinary Studies)
- Aug. 17-24: California (Long Beach State, Irvine, Mexican American Correctional Association, Chicano Pinto Research Project)

## MINORITY FELLOWSHIP PROGRAM, 1977-79

	Year #1	Year #2
Inquiries	110	185
Applicants	65	72
Applicants Accepted	15	11
Attending in Summer Session	7	9
Attending in Fall Session	8	8
Afro-American Applicants	56	53
Hispanic-American Applicants	5	19
Asian-American Applicants	1	0
Afro-American Attending Summer	6	7
Afro-American Attending Fall	8	6
Hispanic-American Attending Summer	1	2
Hispanic-American Attending Fall	0	2

## NEW MINORITY FELLOWS, 1979-80

## 1. BOXLEY, KENNETH A. (Seattle, Wash.)

B.A., Univ. of Washington. Preparing for a career in teaching and applied research in criminal justice. Goal: Ph.D.

## 2. LAKE, JACQUELINE A. (Staten Island, N.Y.)

M.P.S. (Criminal Justice), C.W. Post College. Seeks to affect policy for handling juvenile offenders. Goal: Ph.D.

## 3. LEWIS, DONNIE (Minden, La.)

B.S. (Criminal Justice), Grambling State Univ. Wants to pursue a career in teaching of criminal justice. Goal: M.A.

## 4. MEDINA, RENE (Buffalo, N.Y.)

B.A. (Sociology), State Univ. of N.Y. at Buffalo. Would like to pursue a career which would allow him to remedy or alleviate factors that have a causal relationship to crime. Goal: Ph.D.

## 5. NUNEZ, RICARDO J. (Havertown, Pa.)

B.S. (Administration of Justice), Pennsylvania State Univ. Interned as a prison counselor and as a staff member for a criminal court administrator. Seeks to become involved in criminal justice planning. Goal: M.A.

## 6. OLI, SAMPSON (Brooklyn, N.Y.)

L.L.B., Univ. of Nigeria; B.L. Nigeria Law School; M.A. (Criminal Justice), John Jay College; M.A. (Public Administration), Russell Sage College. Wants to reform the criminal justice system of Nigeria. Goal: Ph.D.

## 7. ROBINSON, CHARLES E. (Chicago, Ill.)

B.A. (African Studies), Wesleyan Univ., Middletown, Conn. Interested in pursuing a career in law. Goal: Ph.D.

## 8. THOMAS, CHERYL A. (New York, N.Y.)

B.A. (Sociology), State Univ. of N.Y. at Albany. Would like to initiate research in various agencies of the criminal justice system. Goal: M.A.

## 9. HOLIFIELD, WASHINGTON (Jackson, Miss.)

B.A., Univ. of Michigan; M.S.W., Univ. of Michigan. Preparing for a career in correctional counseling. Goal: Ph.D. (Successfully completed Summer 1979 Session, elected not to attend in Fall Semester but seeks to re-enter in Spring 1980 Semester).

## OTHER NEW ADMISSIONS IN 1979-80, NOT ATTENDING:

## 10. JIMINEZ, LUISA (Bronx, N.Y.)

B.A. and B.S. (Sociology and Criminal Justice), Mercy College. Completed internship at the Bronx House of Detention for Men. Interested in a career in correction and juvenile justice. Goal: M.A.

## 11. MORALES, SANDRA C. (Bronx, N.Y.)

B.A. (Sociology), City College of N.Y.; M.A. (Criminal Justice), John Jay College of Criminal Justice. Has worked for the New York City Police Department, Community Action for Legal Services, and the Community Service Society of New York. Goal: Ph.D.

NOTE: Ms. Jiminez elected to undertake graduate work in sociology at New York University; Ms. Morales has requested to have her admission deferred until the Summer of 1980.

M E M O R A N D U M

TO: NEWLY ADMITTED STUDENTS

FROM: JOHN MORGAN, ASSISTANT DEAN  
SCHOOL OF CRIMINAL JUSTICE

DATE: FEBRUARY 6, 1979

SUBJECT: SCJ-SUMMER 1979 COURSE OFFERINGS

For summer 1979, the School of Criminal Justice is offering two (2) three credit courses that will be applicable to either the M.A. or Ph.D. program. These courses are open to all newly admitted students. Course descriptions are as follows:

CRJ 700 (8 AM to 9:20 AM Daily) SEMINAR IN THE NATURE OF CRIME AND SPECIAL  
ISSUES IN CRIMINAL JUSTICE (3 cr.)

The first part of this seminar will deal with theories of crime causation and with various ways of measuring the incidence and distribution of various types of crime in our society. The second part of the seminar will deal with strategies of planned change including the use of research techniques to evaluate change efforts and to suggest directions for future modifications of policies and practices.

CRJ 720 (11 AM to 12:20 PM Daily) SEMINAR IN LAW AND ADMINISTRATION OF  
CRIMINAL JUSTICE (3 cr.)

The first part of this seminar will deal with analysis of jurisprudential issues relating to the deprivation of liberty. Students will become familiar with legal doctrine and will be exposed to case analysis and legal research. The second part of the seminar will provide an in depth examination of a currently significant problem in criminal justice administration such as sentencing, incarceration or parole. Students will become familiar with research relating to the problem and will be expected to prepare well documented position papers on significant dimensions of it.

If you will be able to register and attend either or both courses, kindly inform my office by June 9, 1979.

JEM:jfg

REPORT ON THE SUMMER PROGRAM

The successful results achieved by the Summer Program initiated last year convinced the School and the Project to repeat this program in 1979. The intent remained to provide (a) course work worth six graduate credit hours; (b) orientation for any and all students who wish to participate; (c) skill development in analysis and writing, particularly for those students admitted on a conditional basis; (d) an overview of criminal justice from an interdisciplinary approach, with special emphasis upon the Nature of Crime and the Law and Social Control; and (e) an opportunity for entering students to get to know each other and the Albany environment.

The Project continued to provide each Fellow with a stipend of \$1500 for the six-week session to encourage their participation. This factor, combined with the carefully designed nature of the summer offerings and the established record of success, may have accounted for the high level of participation by the Fellows. (All nine new Fellows attended.)

Again, the School invited all entering students, minority and non-minority, to attend this summer program. This year, however, only one non-minority student participated, compared to four non-minority students in 1978. The reason for this low attendance by non-minority, unfunded entering students, appears to have been economic, in that many students reported that they would have to work at a job over the summer in order to be able to meet upcoming expenses. The School has always made clear that the six-week course is open to all entering students who wish to attend and all new students have been encouraged to attend.

For the second straight year, the Summer Program was taught by Professors Fred Cohen and William Wilbanks, with occasional guest lectures from other faculty. (Course descriptions, syllabi, and other descriptive materials about this program may be found in the Appendix.)

Professor Fred Cohen is a senior faculty member of the Graduate School of Criminal Justice at SUNYA, where he is a specialist in criminal law, psychiatry and law, and correctional and juvenile law. A former faculty member at the University of Texas Law School, he had recently returned from a year as Ida Beam Distinguished Professor at the University of Iowa Law School. Professor Cohen is editor-in-chief of the Criminal Law Bulletin and the National Law Review Reporter and a prolific author on legal issues. His experience with the Education Project dates back to the inception of the program, when he served as a Major Professor in the College Instructors' Program and as an instructor in the Summer Program.

Dr. William Wilbanks, a graduate of the Graduate School of Criminal Justice, had recently completed teaching in the Department of Criminal Justice at Florida International University in Miami, and was about to join the Center for the Study of Crime at Southern Illinois University in Carbondale. He, too, had a longstanding involvement in the Project, having formerly served as a Professor Associate in the College Instructors' Program and as an instructor in the Summer Program.

Eight of the nine Minority Fellows enrolled in the Summer Program successfully completed their six-credit course of study and resumed full-time graduate study during the Fall semester. The ninth student



elected not to continue beyond the summer, but he has since reapplied for entry into the degree program. Thus, compared to the first-year experience, the second year of the program for entering Fellows showed significant improvement: more Fellows participated, more Fellows successfully completed the program, and more of those who had succeeded elected to continue their studies.

In addition, seven Fellows from the previous academic year continued their studies during the Summer Program, all of them taking courses in other departments or pursuing independent study under a faculty advisor in criminal justice. It should be noted, that of the total 16 Minority Fellows enrolled over the summer of 1979 (by far a school record for this Graduate program), only one grade lower than a "B" was received, and it now appears that even that grade will eventually be raised. Questionnaires were again submitted to all entering Fellows and again, their responses to the Summer Program were overwhelmingly positive. (A copy of the instrument is found in the Appendix.)

#### Summary and Conclusion

The recruitment of minority students as Fellows showed marked improvement during the second year. The number of students enrolled reached as high as 16 during the Summer of 1979, and all students continued to progress toward their respective terminal degrees. The number of Hispanic fellows also increased, and a wider geographical distribution was also achieved. In short, the Fellowship experience must be regarded as the high point of the Project's activities during the second year; by all criteria, it was an enormous success.

STUDENTS WHO HAVE SUCCESSFULLY COMPLETED THEIR FIRST YEAR  
OF STUDY AT S.U.N.Y.A.

1. BAILEY, FRANKIE Y. (Danville, Va.)

B.S. (Psychology), Virginia Polytechnic Institute and State Univ.;  
B.A. (English), Virginia Polytechnic Institute and State Univ.  
Served four years in the U.S. Army. Received M.A. from the School  
of Criminal Justice in May 1979 and currently enrolled in Ph.D.  
program.

2. BALLARD, MARGIE B. (South Carolina)

B.A. (Sociology), Clark College; M.A. (Criminal Justice), Univ. of  
South Carolina. Worked for N.Y. State Dept. of Probation. Hopes  
to serve in an advisory capacity to federal government. Currently  
completing work for the M.A.

3. GREEN, ALICE P. (Albany, N.Y.)

B.A. (Education), State Univ. of N.Y. at Albany; M.A. (Education),  
State Univ. of N.Y. at Albany. Formerly served as director of Trinity  
Institute. Completed M.A. degree in May 1979, now enrolled in the  
Ph.D. program.

4. JACKSON, CYNTHIA J. (Charlotte, Va.)

B.A. (Political Science), Cheyney State. Now completing requirements  
for the M.A. degree.

5. OLIVER, WILLIAM (Utica, N.Y.)

B.S. (Political Science), Tuskegee Institute. Worked as legal assistant  
and outreach worker. Received M.A. degree in May 1979, currently  
enrolled in the Ph.D. program.

6. SMALLWOOD, STANLEY (Amityville, N.Y.)

B.A. (Political Science), Lincoln Univ. Worked with the U.S. Census  
Bureau. Wishes to pursue a career in law. Awarded M.A. in August  
1979.

7. WRIGHT, VROMAN L. (Albany, N.Y.)

B.A. (Sociology), Hamilton College. Has worked as a youth counselor.  
Awarded M.A. in May 1979; currently enrolled in Ph.D. program.

## MINORITY FELLOWSHIP PROGRAM - STATUS REPORT

1. A total of twenty-one (21) students have been enrolled in the program during Phase I and Phase II.
2. Seven (7) students entered in the Summer 1978 Session, of which two (2) students were denied admission on the basis of unsatisfactory academic performance and one (1) student withdrew to pursue doctoral study in another program, and another (1) withdrew to attend law school.
3. Four (4) new students entered in the Fall 1978 Session, of which one (1) student was terminated due to unsatisfactory academic performance. These new admissions and the admissions from the Summer brought the total Fall 1978 contingent to eight (8) students.
4. Of these eight (8) students, five (5) have successfully completed the requirements for the M.A. degree and two are completing these requirements. The total number of Fellows pursuing Ph.D. study has risen to four (4), which is an all-time high at the School.
5. During Phase II, an additional eleven (11) new Fellows were admitted to the program. Of these, nine (9) attended the 1979 Summer Session and all nine successfully completed this Session.
6. Eight of the nine Fellows who began study in the Summer 1979 Session returned to resume their studies in the Fall. The ninth Fellow elected to withdraw from the School and has applied for readmission.
7. Student performance improved dramatically from 1978 to 1979, as evidenced by the percentage of students successfully completing the Summer Program and by the marked increase in grades over time.
8. The number of Minority Fellows presently pursuing graduate study at the School stands at fourteen (14), which is far greater than the number enrolled here in any previous semester.
9. Five (5) master's degrees have been awarded thus far to Minority Fellows and two (2) more are expected to be awarded by the end of this semester.
10. Both the number of master's degrees awarded and the number of Fellows enrolled in the Ph.D. program are expected to increase substantially by May 1979; in addition, it is hoped that a minimum of ten (10) new Fellows will be admitted by June 1980.

## APPENDIX

A G E N D A

First Meeting of the Education Project in Criminal Justice, Jan. 29, 1979  
Alumni Center, State University of New York at Albany

- 9:30 a.m. - Welcome by Dean Donald Newman, SUNYA  
Introduction to the History, Problems and Goals of the Project
- 10:30 a.m. - Coffee
- 10:45 a.m. - Discussion of targets (Dean Newman)
- 11:00 a.m. - Models and Approaches - Prof. David Duffee, SUNYA
- 11:15 a.m. - Roundtable Discussion
- 12 noon - Lunch
- 1 p.m. - Basic Constraints - Dean Newman
- 1:15 p.m. - Group breaks into Teams
- A) National Curriculum Evaluation Panel meets with Scott Christianson  
Mr. Castro, Dr. Harper, Mr. Jasmine, Dr. Takagi, Mr. Tarbell  
Mr. Christianson, Ms. Casapini
  - B) CURRICULUM TASK FORCES:
    - (1) Hindelang, Austin, Parry
    - (2) Duffee, Hawkins, Stowell
    - (3) Newman, Costa, Pogue, Sample
    - (4) McAnany, Salas, Mabb
- 2:15 p.m. - Members of Evaluation Panel join their respective Task Force
- 2:45 p.m. - Coffee
- 3 p.m. - Plenary Session - Report by National Curriculum Evaluation Panelists
- 3:15 p.m. - Reports by Curriculum Task Forces
- 3:30 p.m. - Summary and Wrapup - Dean Newman
- 3:45 p.m. - Mechanics, Plans for the Future
- 4 p.m. - Final adjournment

JUDICIAL PROCESS

by: Prof. Luis Salas  
Florida International University  
Miami, Florida

(A SAMPLE COURSE PREPARED FOR THE CURRICULUM DEVELOPMENT  
EFFORT in 1978-79)

## CONTENTS

## JUDICIAL PROCESS - by Prof. Luis Salas

Purpose of the Course .....	60
Introduction to the Legal & Judicial Process	61
Week #1 - History & Rationales .....	61
Week #2 - Subjects of the Judicial System.....	64
Role of the Courts	
Week #3 - Adjudicative Function .....	67
Week #4 - Adjudicative Function .....	67
Judicial Policymaking	
Week #5 - Appellate Function .....	71
Week #6 - Appellate Function .....	71
Judges	
Week #7 - Selection, Training, Background .....	75
Week #8 - Removal, Discipline, Socialization ...	75
Lawyers	
Week #9 - Lawyers in General .....	80
Week #10 - Minority Lawyers .....	83
Enforcement	
Week #11 - Enforcement Agents, Prosecutors.....	85
Other Participants	
Week #12 - Grand Juries, Petit Juries, etc.....	89
Lower Courts	
Week #13 - Lower Courts .....	94
Special Issues	
Week #14 & Week #15 - Sentencing .....	97

### PURPOSE OF THE COURSE

The purpose of this course is to analyze judicial systems and actions in the United States within their legal, social and political context. It is assumed that this will be a required course which presents some basic concepts about the judicial system. In most curricula this course is usually taught from a law or political science perspective. The intent of this course is to breach the gap between both disciplines and to incorporate social science and legal traditions into one coherent course outline.

Among the primary objectives of this presentation shall be the following:

- 1) to evaluate attempts to pursue social reform through the judicial process;
- 2) to identify the nature of representation and participation at all levels of the judicial structure, with special emphasis on the role of interest groups and minorities;
- 3) to identify the factors impeding the judicial implementation of social redistribution;
- 4) to assess the impact of judicial processes upon both racial and ethnic minorities and upon the judiciary itself.



1. Introduction to the Legal and Judicial Process (First Week) - History and Rationales.

The first two weeks are devoted to an analysis of the role of courts and the legal authorization for their existence. Emphasis is placed on the development of American criminal law from its common law origins to its present state.

In order to clarify some of the meanings used throughout it would be useful for the student to be exposed to some of the different definitions of law, since many instructors assume that the student understands what law is, when this is not necessarily the case. For our purposes we shall adopt Pound's definition of law as the systematic and orderly application of force by the appointed agents of politically organized society. Pound noted that law has been used to mean at least three things: 1) the legal order, or the regime of adjusting relations and ordering conduct by politically organized society; 2) the authoritative materials (including rules) that guide administrative and judicial decisions, and 3) the judicial process. Within this definition the rules and other authoritative materials are tools that constitute an important part of the legal order, and the judicial process refers to the operations of an essential part, the courts and law enforcement machinery. Others have concentrated on the formalistic nature of law by focusing on the rules and its trappings rather than its enforcers. Pound's concept incorporates both of them into a systematic organism which may or may not be circumscribed by formal and traditional boundaries.

Although there are a variety of notions as to the functions of law, the dominant notion sees it as a social control system which enforces legislated rules of conduct through legitimized coercion. While law is only one of many social control mechanisms found in any society, perhaps one of the least important, it has come to be viewed as a primary tool.

Traditional beliefs in the American judicial system perceive a system of checks and balances in which the Framers of the Constitution designed a tripartite form of government in which the judiciary was to play an equal role with the other two partners (the legislative and executive branches). This is quite a change from European traditions in which the judiciary is subservient to the other branches of government. Extension of this traditional concept perceives the court system as independent of the other parts. Thus, American courts are apolitical and autonomous from the rest of the system. The student should be exposed to other hypothesis about the judicial system and its role within the political state, for some of these traditional beliefs are subject to challenge. One method of doing so is to present to the reader a variety of readings which outline the development of different norms of conduct. The development of such laws as theft or vagrancy may be used to illustrate the rationale for the legal culture in which the courts operate and some of the influences on the development of law.

#### Required Readings

1. Oliver Wendel Holmes, "The Path of Law", in The Sociology of Law: Selected Readings, ed. by Rita James Simon (N.Y.: Chandler, 1978), pp. 19-29.
2. Karl N. Llewellyn, "Some Realism About Realism", in The Sociology of Law: Selected Readings, op. cit., pp. 29-46.
3. F. James Davis, E. Eugene Davis and Henry H. Foster, Jr., "Law as a Type of Social Control", in Law and Control in Society, ed. by Ronald L. Akers and Richard Hawkins (N.J.: Prentice-Hall, 1975), pp. 17-33.
4. Either of the following: Jerome Hall, "Theft, Law and Society: The Carrier's Case", William J. Chambliss, "The Law of Vagrancy", Edwin Sutherland, "The Diffussion of Sexual Psycopath Laws", all in William J. Chambliss, Crime

and the Legal Process (N.Y.: McGraw-Hill, 1969), pp. 12-32, pp. 51-63, pp. 63-74.

5. A. Leon Higginbottom, "Racism and the Early American Legal Process 1619-1896", Annals 407 (1972): 1-18

#### Suggested Readings

1. Lawrence Friedman, A History of American Law (N.Y.: Simon and Schuster, 1972) - Section on colonial criminal law: pp. 248-258, pp. 502-524 - Section of development of criminal law during the nineteenth century.

2. Percy W. Winfield, The Chief Sources of English Legal History (N.Y.: Burt Franklin and Co., 1972), pp. 158-173.

3. John Monahan, "Controlling Dangerous People", Annals 423 (1976): pp. 142-

4. Haywood Burns, "Racism and American Law", in Charles Harris and John Williams, eds., Amistad 2 (New York: Random House, 1971).

5. H. Moore, Jr., "Does Justice Have a Color - Law: Is it a Skin Game? - For Real", N. Carolina Central Law Journal (1973): 2-

6. "Symposium on Crime and Punishment in Minority Communities", Howard Law Journal 17 (1973): 758

7. C. Vann Woodward, The Strange Career of John Crow, 3d rev. ed. (N.Y.: Oxford University Press, 1974).

8. H. Dilliard, "The Emancipation Proclamation in Perspective of Time", Law in Transition 23 (1963): 95

9. J. E. Fisher, "Legal Status of Free Black in Texas, 1836-1861", Texas Southern University Law Review 4 (1977): 342-362.

### The Subjects of the Judicial System (Second Week)

In many courses on courts the primary emphasis has been placed on the official actors within the system, almost to the total ignorance of those persons who are the subject of social control. This section seeks to deal with this issue, albeit perfunctorily.

Special emphasis should be placed on judicial and legal attempts to regulate the behavior of persons and groups perceived as threats to the system. Specific examples may be used for discussion purposes. Some of these may be: racial and ethnic minorities, the handicapped, the insane, homosexuals, and women. A prime example might be the Joan Little case, since it incorporates many of the issues of concern (i.e., rape, race and sex discrimination).

#### Required Readings

1. James Reston, Jr., The Innocence of Joan Little (N.Y.: Bantam Books, 1979).
2. Manfred S. Guttmacher, "The Homosexual in Court", in The Sociology of Law..., op. cit, pp. 478-493.
3. Herbert Jacob, "Black and White Perceptions of Justice in the City", Law and Society Review (1979): 68-89.
4. J.B. Safford, "No Comprendo: The Non-English Speaking Defendant and the Criminal Process", Journal of Criminal Law and Criminology 68 (1977): 15-30.

#### Suggested Readings

1. Sarah L. Boggs and John F. Galliher, "Evaluating the Police: A Comparison of Black Street and Household Respondents", Social Problems 22 (1975): 393-406.

2. Lyle Knowles and Jesse Brewer, "The Black Community: Attitudes Toward Community Problems, Crime and the Police", The Police Chief 40 (1973): 48-51.
3. Harlan Hohn, "Ghetto Assessments of Police Protection and Authority", Law and Society Review 6 (1971): 183-194.
4. Armando, Criminal Injustice from the Chicano Point of View (Fairlawn, N.J.: R. E. Burdick, 1972).
5. William J. Mathias, "The Ghetto Resident's View of Police Procedures and their Constitutionality", Police Chief 38 (1971): 64-67.
6. John J. Berman, "Parolees' Perception of the Justice System: Black-White Differences", Criminology 13 (1976): 507-520.
7. Comment, "Negro and the Indian: a Comparison of their Constitutional Rights", Arizona Law Review 7 (1966): 244-
8. J. A. Davis, "Justification for No Obligation: View of Black Males Toward Crime and the Criminal Law", Issues in Criminology (1974): 69-85.

#### Other Subjects of the Criminal Law

##### Political-

1. William J. Preston, Aliens and Dissenters: Federal Suppression of Radicals, 1903-1933 (Camb., Mass: Harvard University Press, 1963).
2. Stephen Schaffer, The Political Criminal: The Problem of Morality and Crime (N.Y.: MacMillan, 1974).
3. John P. Roche, "The Red Hunt", in Criminal Behavior Systems: A Typology, Marshall B. Clinard and Richard Quinney, eds., (N.Y.: Holt, Rinehart and Winston, 1967), pp. 193-205.
4. Joseph C. Moudelos, "Political Crime and the Negro Revolution", in Marshall B. Clinard, op. cit., pp. 217-231.

Official Agents and White Collar

1. Marshall B. Clinard, The Black Market: A Study of White Collar Crime (N.Y.: Holt, Rhinehart and Winston, 1952).
2. H. Laurence Ross, "Traffic Violation: A Folk Crime", Social Problems 8 (Winter 1960-1961): 231-241.
3. Gilbert Geis, "White Collar Crime: The Heavy Electrical Equipment Anti-Trust Cases of 1961", in Corporate and Governmental Deviance, ed. by M. Richard Ermann and Richard J. Lundman (N.Y.: Oxford U. Press, 1978), pp. 59-78.
4. Edward C. Banfield, "Corruption as a Feature of Governmental Organization", The Journal of Law and Economics 18 (1975) 587-606.
5. Marshall B. Clinard and Richard Quinney, "Crime by Government", in Marshall B. Clinard and Richard Quinney, op. cit., pp. 137-150.
6. Arthur L. Kobler, "Police Homicide in a Democracy", Journal of Social Issues 31 (1975): 163-179 and 183-184.

Many of the above are actually case studies which can be used by the instructor as a method of illustrating perceptions which the subjects of control have toward the system and the process of defining dangerous behavior through the criminal law.

### The Role of Courts - The Adjudicative Function (Third and Fourth Weeks)

These two weeks shall be spent examining the systemic processes and structure of the state and federal systems. A thorough understanding of the structures is crucial to any other courses on the criminal justice system.

One of the most difficult concepts to grasp is the diversity of American jurisdictions. If one were to ask any American lawyer what the law is in the United States regarding any specific problem, he/she probably would be unable to do so since it varies from state to state and even within the states. There is also a federal court structure functioning within each state and in the District of Columbia. The fact that these federal and state courts may share dual jurisdiction over the same crime further adds to the confusion. There are certain structural concepts which are found in most jurisdictions: 1) procedure is fairly standard across states, except for variations within the basic notions; 2) each state has trial and appellate courts with the lower courts usually trying misdemeanors, or minor crimes and trial courts which preside over felonies or more serious offenses. The reasons for this diversity and its impact on the functioning of American courts should also be reviewed.

In recent times there has been increased concern over court administration. Courts previously resisted what they perceived as "outside interference", and it is only recently that there has been some effort to deal with the judicial system as a bureaucratic organization. The following topics should be covered: jurisdiction of trial courts, conflicts arising from jurisdictional disputes, flow of cases into the system, and the power of courts to regulate input through judicial and extrajudicial means, and judicial control over trials. Some time should be devoted to the actual daily operation of courts, which is often ignored by legal scholars. In this regard, special emphasis should be placed on plea bargaining as an integral part of the administration of justice.

### Required Readings

1. Marbury v. Madison, 1 Cranch 137 (1803).
2. Maureen Mileski, "Courtroom Encounters: An Observation Study of a Lower Criminal Court", Law and Society Review 5 (May 1971): 473-538.
3. Richard J. Richardson and Kenneth N. Vines, "The Politics of Federal Court Development", in Judicial Administration: Text and Readings, ed. by Russell R. Wheeler and Howard R. Whitcomb (N.J.: Prentice-Hall, 1977), pp. 33-47.
4. Donald J. Newman, "Pleading Guilty for Considerations: A Study of Bargain Justice", Journal of Criminal Law, Criminology and Police Science (1956): 780-790.

### Suggested Readings

#### Courts

1. Roscoe Pound, "The Causes of Popular Disatisfaction with the Administration of Justice", American Bar Association Reports XXIX (1906), p. 395.
2. Allan Ashman and Jeffrey A. Parness, "The Concept of a Unified Court System", De Paul Law Review 24 (1974): 1-
3. Henry R. Glick and Kenneth N. Vines, State Court Systems (Englewood Cliffs, N.J.: Prentice-Hall, 1973).
4. Lewis Mayers, The American Legal System, rev. ed. (N.Y.: Harper & Row, 1964).
5. Benjamin N. Cardozo, "A Ministry of Justice", Harvard Law Review 35 (1921): 113-



6. Peter G. Fish, The Politics of Federal Judicial Administration (Princeton, N.J.: Princeton University Press, 1973).

7. Carl McGowan, "The Shape of Reform: Drafting the Court Organization Standards", Judicature 58 (1974): 28-32

8. Maureen Solomon, Caseflow Management in the Trial Court (Chicago: American Bar Association, 1973).

9. Marc Galanter, "Why the Haves Come Out Ahead: Speculation on the Limits of Legal Change", Law and Society Review 9 (1974): 127-

10. Donald M. McIntyre, "A Study of Judicial Dominance of the Charging Process", Journal of Criminal Law, Criminology and Police Science 59 (1968: 466-

11. R. Stanton Whettick, Jr., "A Study of the Assignment of Judges to Criminal cases in Allegheny County - The Poor Fare Worse", Duquesne Law Review 9 (1970): 51-

12. Malcolm M. Freeley, "Two Models of the Criminal Justice System: An Organizational Perspective", Law and Society Review 7 (1973): 418-

13. Roscoe Pound, Organization of Courts (Boston: Little, Brown, 1940).

14. Law Enforcement Assistance Administration, National Survey of Court Organization (Washington, D.C.: U. S. Government Printing Office, 1973).

#### Proposals for Change

1. John Griffiths, "Ideology in Criminal Procedure, or a Third Model of the Criminal Process", Yale Law Journal 79 (1970): 359-

2. Richard Danzig, "Toward the Creation of a Complimentary, Decentralized System of Criminal Justice", Stanford Law Review 26 (1973): 1-

3. William Felstiner, "Avoidance as Dispute Processing: An Elaboration", Law and Society Review 9 (1975): 695-

4. John Reed, *The Applications of Operations Research to Court Delay* (N.Y.: Praeger, 1973).

5. Richard Posner, "An Economic Approach to Legal Procedure and Judicial Administration", Journal of Legal Studies 2 (1973): 399-

#### Plea Bargaining

1. Santobello v. New York, 404 US 257 (1971).

2. Milton Heumann, "A Note on Plea Bargaining and Case Pressure", Law and Society Review 9 (1975): 525-

3. Raymond Moley, "The Vanishing Jury", Southern California Law Review 2 (1928):

4. Michael Finkelstein, "A Statistical Analysis of Guilty Plea Practices in Federal Courts", Harvard Law Review 99 (1975): 293-

5. Dominick R. Vetri, "Guilty Plea Bargaining: Compromise by Prosecutors to Secure Guilty Pleas", University of Pennsylvania Law Review 112 (1964): 896-908.

6. Arnold Encker, "Perspectives on Plea Bargaining", in President's Commission, Task Force Report: The Courts, Appendix A, pp. 111-112.

7. Alan F. Arcure, "Lawyers, Judges and Plea Bargaining: Some New Data on Inmates Views", International Journal of Criminology and Penology 4 (1976): 117-191.

8. Arthur Rossett and Donald R. Cressey, Justice by Consent: Plea Bargains in the American Courthouse (Philadelphia, Penn.: J. B. Lippincott, 1976).

### Judicial Policymaking: The Appellate Function (Fifth and Sixth Weeks)

Two weeks will be devoted to this topic. Once again the American system stands as a unique example of a judicial system in which the judiciary takes a common law and autonomous approach in dealing with appellate matters. Primary emphasis shall be placed on the federal system due to the great diversity of the state systems.

The impact of judicial pronouncements on lower courts and their operations should be examined.

One of the misconceptions promulgated by those who espouse a naive view of the judicial system is that courts are not influenced by external forces. Central to this issue is an examination of lobbying groups and their impact on judicial decision-making.

The readings address the following issues: 1) the organization of the federal appellate system; 2) jurisdiction of these courts; 3) conflicts between federal and state courts and among state courts, and; the courts' response to lobbying efforts. Emphasis will also be placed on the roles of courts as social change agents. Specific examples include:

- a) Minority groups which have utilized litigation strategies to pursue social reform (e.g., NAACP, MLDF, etc.)
- b) Problems surrounding lower courts' implementation of school desegregation decisions.

#### Required Readings

1. Anthony Lewis, Gideon's Trumpet (N.Y.: Random House, 1964).
2. Stephen Wasby, The Impact of the United State Supreme Court (Homewood, Ill.: Dorsey Press, 1970) Good summary of the research in the field of implementation of the Miranda decision, pp. 149-162.

3. Nathan Hakman, "Lobbying the Supreme Court - An Appraisal of Social Science Folklore", Fordham Law Review 35 (1966): 15-50 (lobbying for commercial interests). Stuart A. Scheingold, The Politics of Rights: Lawyers, Public Policy, and Political Change (New Haven, Conn.: Yale University Press, 1974) (activist lawyers).

4. Bradley C. Cannon, "Reactions of State Supreme Court to a U.S. Supreme Court Civil Liberties Decision", Law and Society Review 8 (1973): 109-134.

5. Henry J. Abraham, The Judicial Process, 3rd ed. (N.Y.: Oxford University Press, 1975): pp. 169-243. A thorough analysis of the appellate function and the inputs on these courts.

#### Suggested Readings

##### Appellate Court Organization

1. James Eisenstein, Politics and the Legal Process (N.Y.: Harper & Row, 1973): pp. 176-203.

2. Alan Westin, ed., The Supreme Court: Views from the Inside (N.Y.: Norton, 1961).

3. Alexander Bickel, The Least Dangerous Branch (Indianapolis: Bobbs-Merrill, 1962): especially pp. 1-33. An explanation of how the Supreme Court developed as an institution of national policy-making.

4. Geoffrey Hazard, "After the Trial Court - Realities of Appellate Review", in The Courts, the Public and the Law Explosion, ed. by Harry Jones (Englewood Cliffs, N.J.: Prentice-Hall, 1965).

5. Daryl Fair, "State Intermediate Court: An Introduction", Western Political Quarterly 24 (1971): 415-

6. Henry Glick and Kenneth Vines, State Court Systems (Englewood Cliffs, N.J.: Prentice-Hall, 1973).

#### Impact of Appellate Decisions

There is extensive literature on the implementation of *Miranda v. Arizona*:

Michael Ward, Richard Ayres, David W. Hess, Mark Schentz and Charles H. Whitebread, II, "Interrogations in New Haven: The Impact of *Miranda*", Yale Law Journal 76 (1967): 1519-1648; Richard H. Seeburger and R. Stanton Whettick, Jr., "Miranda in Pittsburgh - A Statistical Study", University of Pittsburgh Law Review 29 (1967): 1-26; Richard J. Medalie, Leonard Zeitz and Paul Alexander, "Custodial Police Interrogation in Our Nation's Capital: The Attempt to Implement *Miranda*", Michigan Law Review 66 (1968): 1347-1422; Neal A. Milner, "Comparative Analysis of Patterns of Compliance: *Miranda* and the Police in Four Communities", Law and Society Review 5 (1970): 119-134; Neal A. Milner, The Court and Local Law Enforcement: The Political Impact of *Miranda* (Beverly Hills, Cal.: Sage, 1971); Otis H. Stephens, Jr., The Supreme Court and Confessions of Guilt (Knoxville, University of Tenn. Press, 1973); James W. Witt, "Noncoercive Interrogation and the Administration of Criminal Justice: The Impact of *Miranda* on Police Effectuality", Journal of Criminal Law 64 (1973): 320-332; David W. Neubauer, Criminal Justice in Middle America (Morristown, N.J.: General Learning Press, 1974), pp. 163-178.

#### Brown v. Board of Education:

S. Sidney Ulmer, "Earl Warren and the *Brown* Decision", Journal of Politics 33 (1971): 689-702; Kenneth N. Vines, "The Role of Circuit Courts of Appeal in the Federal Judicial Process: A Case Study", Midwest Journal of Political Science 7 (1963): 305-319; Jack W. Peltason, Fifty-Eight Lonely Men: Southern Federal Judges and School Desegregation (N.Y.: Harcourt Brace Janovich, 1961); Comment, "Judicial Performance in the Fifth Circuit", Yale Law Journal 73 (1963): 90-133; Charles V. Hamilton, The Bench and the Ballot: Southern Federal Judges and Black Voters (N.Y.: Oxford University Press, 1973); Harrell R. Rodgers, Jr., Law and Social Change: Civil Rights Laws and Their Consequences (N.Y.: McGraw Hill, 1972), pp. chapter 4; Ibid, Racial Equality in America: In Search of a Unified Goal (Pacific Palisades, Cal.: Goodyear, 1975)

#### Mapp v. Ohio:

Michael M. Ban, "Local Compliance with *Mapp v. Ohio*: The Power of the Supreme Court", Ph.D. Dissertation, Harvard University, 1973; Bradley C. Cannon, "Is the Exclusionary Rule in Failing Health? Some New Data and a Plea Against Precipitous Conclusion", Kentucky Law Journal 62 (1973-1974) 681-730.

Bradley Cannon, "Reactions of State Supreme Courts to a U.S. Supreme Court Civil Liberties Decision", Law and Society Review 8 (1973): 109-134; Donald L.

Horowitz, The Courts and Social Policy (The Brookings Institution, 1976), pp. 220-225. A very thorough discussion into the Mapp decision and the role which the courts played as well as the rationale for the decision. Cecile Ruth Stolbof, "The Impact of Mapp and Escobedo on Law Enforcement in New Jersey", Ph.D Dissertation, Rutgers University, 1972.

#### In General:

Jerry K. Beatty, "State Court Evasion of United States Supreme Court Mandates During the Last Decade of the Warren Court", Valparaiso University Law Review 6 (1972): 260-285; Donald E. Wilkes, Jr., "New Federalism in Criminal Procedure: State Court Evasion of the Burger Court", Kentucky Law Journal 62 (1973-1974): 421-451; Stephen L. Wasby, "Communication of the Supreme Court's Criminal Procedure Decisions: A Preliminary Mapping", Villanova Law Review 18 (1973): 1086-1118.

#### Lobbying:

Jonathan D. Casper, Lawyers Before the Warren Court (Urbana: University of Illinois Press, 1972); Ibid, The Politics of Civil Liberties (N.Y.: Harper & Row, 1972); Ann Fagan Ginger, ed., The Relevant Lawyers (N.Y.: Simon and Schuster, 1973); Clement E. Vose, "Litigation as a Form of Pressure Group Activity", 319 Annals of the American Academy of Political and Social Science 20-31 (Sept., 1958); Ibid, Caucasians Only: The Supreme Court, the NAACP, and the Restrictive Covenant Cases (Berkeley: University of Los Angeles Press, 1959); Walter F. Murphy and Joseph Tanenhaus, "Public Opinion and the United States Supreme Court", in Frontiers of Judicial Research, ed. by Joel Grossman and Joseph Tanenhaus (N.Y.: Wiley, 1969), pp. 277-

#### The Press and Its Influence:

Chester A. Newland, "Press Coverage of the United States Supreme Court", Western Political Quarterly 17 (1964): 15-36; David L. Grey, The Supreme Court and the News Media (Evanston, Ill.: Northwestern University Press, 1968)

### JUDGES (Seventh and Eighth Weeks)

Two weeks have been designated for the study of the judicial profession. Readings will be addressed to the selection, training and removal mechanisms applicable to judges in the United States. These systems will be viewed in light of their practical and political implications. Time will also be devoted to the background of judges and the impact which same has on their decision-making. The following topics should be addressed: racial and ethnic characteristics; economic and geographic distribution; religious and political affiliations; and prior work experience.

Specific topics which should be covered are: 1) background differences of black and white trial judges (if other minorities can be used they should also be used but there is very little literature on other minority judges - a probable explanation is their limited number): 2) problems peculiar to minority judges on local, state and federal courts; public perceptions and expectations as factors affecting the behavior of minority judges. Comparison of minority judges with their white counterparts has been chosen as a special topic of discussion for a variety of reasons. First, it is a topic which is seldom if ever discussed in most texts. Second, it provides a unique opportunity to view how background characteristics affect judicial behavior.

#### Required Readings

1. Thomas Uhlman, "Race, Recruitment and Representation: Background Differences in Black and White Trial Judges", Western Political Science Quarterly (Dec. 1977): 457-470.

2. Bradley C. Canon, "The Impact of Formal Selection Processes on the Characteristics of Judges Reconsidered", Law and Society Review 6 (1972): 579-593.
3. Sheldon Goldman, "Judicial Backgrounds, Recruitment and the Party Variable: The Case of the Johnson and Nixon Appointees to the United States District and Appeals Courts", Arizona State Law Journal (1974): 211-
4. Karl B. Grossman, "Judicial Selection and the Socialization of Judges", in The Federal Judicial System, ed. by Thomas P. Jahniger and Sheldon Goldman (N.Y.: Holt, Rhinehart and Winston, 1968): 5-16.
5. Sheldon Goldman and Thomas P. Jahniger, The Federal Courts as a Political System, 2d ed. (N.Y.: Harper & Row, 1976): 47-155). A good discussion of backgrounds, selection processes and other issues.

#### Suggested Readings

##### Minority Judges:

1. Coalition of Concerned Black Americans, "A Preliminary Report on the Experience of the Minority Judiciary in the City of New York", Howard Law Journal 18 (1975): 495-541.
2. Beverly Blair Coot, "Black Representation in the Third Branch", Black Law Journal 1 (1971): 260-279.
3. George W. Crockett, Sr., "Commentary: Black Judges and the Black Judicial Experience", Wayne Law Review 19 (1972): 61-71.
4. Ibid, "The Role of Black Judges", Journal of Public Law 20 (1971): 391-399.
5. J. J. Kennealy, "Negro Judge in Massachusetts", Massachusetts Law Quarterly 50 (1965): 137-
6. Wilder and Ashman, "The Black Judge in America: A Statistical Profile", Judicature 57 (1973): 8-21.
7. Bruce Wright, "A Black Brood on Black Judges", Judicature 57 (1971): 21-22.



8. George W. Crockett, "Racism in the Court", Journal of Public Law (1975):

Selection and Recruitment of Judges:

1. Henry Abraham, Justices and Presidents (N.Y.: Oxford University Press, 1974)
2. Lawrence Walsh, "Selection of Supreme Court Justices", American Bar Association Journal 56 (1970): 555-
3. Harold Chase, Federal Judges: The Appointing Process (Minneapolis: University of Minnesota Press, 1972).
4. Sheldon Goldman, "Judicial Appointment to the United States Court of Appeals", Wisconsin Law Review (1967): 186-
5. Joel Grossman, Lawyers and Judges (N.Y.: John Wiley, 1965) ( role of the ABA in the judicial selection process).
6. Glenn Winters, "Merit Selection of Federal Judges", Kentucky Law Journal 60 (1972): 872-
7. Evan Haynes, "The Democratic Revolution in America, 1830-1850", in The Selection and Tenure of Judges (Newark, N.J.: National Council of Judicial Councils, 1944), p. 60.
8. James Herndon, "Appointment as a Means of Initial Accession to Elective State Courts of Last Resort", North Dakota Law Review 38 (1962): 60-
9. Edward Kostikyan, Behind Closed Doors: Politics in the Public Interest (N.Y.: Harcourt-Brace, Janovich, 1966) (an insider's view of the selection process in New York).
10. Richard Watson and Rondal Dowling, The Politics of the Bench and Bar (N.Y.: John Wiley, 1969) (examination of the merit system in operation).
11. Allan Ashman and James Alfini, The Key to Judicial Merit Selection: The Nominating Process (Chicago: American Judicature Society, 1974).
12. Wesley G. Skogan, "The Politics of Judicial Reform: Cook County, Illinois", The Justice Systems Journal 1 (1975): 11-
13. Sheldon Goldman, "American Judges: Their Selection, Tenure, Variety and Quality", Current History 61 (July, 1971): 3-
14. James Eisenstein, Politics and the Legal Process (N.Y.: Harper & Row, 1973), pp. 13-84.

### Background of Judges and Its Implications:

1. John R. Schmidhauser, "The Justices of the Supreme Court: A Collective Portrait", Midwest Journal of Political Science 3 (1959):
2. Sheldon Goldman, "Characteristics of Eisenhower and Kennedy Appointments to the Lower Federal Courts", Western Political Quarterly 18 (1965): 757-
3. Sheldon Goldman, "Johnson and Nixon Appointees to the Lower Federal Courts: Some Socio-Political Perspectives", Journal of Politics 34 (1972): 940-
4. Charles G. Haines, "General Observations on the Effects of Personal, Political and Economic Influences in the Decisions of Judges", Illinois Law Review 17 (1922): 96-116.
5. Sidney Ulmer, "Social Background as an Indicator to the Votes of Supreme Court Justices in Criminal Cases: 1947-1956 Terms", American Journal of Political Science 17 (1973): 622-630.
6. S. Sidney Ulmer, "Dissent Behavior and the Social Background of Supreme Court Justices", Journal of Politics 32 (1970): 58-598.
7. Kenneth N. Vines, "Federal District Court Judges and Race Relations Cases in the South", Journal of Politics 26 (1964): 338-357.
8. Thomas G. Walker, "A Note Concerning Partisan Influences on Trial Judge Decisionmaking", Law and Society Review 6 (1972): 645-649.
9. Stuart S. Nagle, "Multiple Correlation of Judicial Backgrounds and Decisions", Florida State University Law Review 2 (1974): 258-280.

### Judicial Discipline and Removal:

1. Burke Shartel, "Federal Judges - Appointment, Supervision and Removal - Some Possibilities Under the Constitution", Michigan Law Review 28 (1930): 723-870.
2. Glenn Winters and Richard Hanson, ed., Selected Readings on Judicial Discipline and Removal (American Judicature Society, 1973).
3. Robert Shogan, A Question of Judgement: The Fortas Case and the Struggle for the Supreme Court (Indianapolis: Boobs-Marrill, 1972).
4. William Braithwaite, Who Judges the Judges? (Chicago: American Bar Foundation, 1971).
5. Edwin Gasperini, Arnold Anderson, and Patrick McGinley, "Judicial Removal in New York: A New Look", Fordham Law Review 60 (1971): 1-

Removal and Discipline Continued:

6. "Judicial Ethics", Law and Contemporary Problems 35 (1970).
7. Beverly Blair Cook, "Perceptions of the Independent Trial Judge Role in the Seventh Circuit", Law and Society Review 6 (1972): 615-
8. Note, "Federal Courts-Procedure - Review of the Actions of the Judicial Council of the Circuit", Fordham Law Review 62 (1973): 477-

Socialization of Judges:

1. Warren Burger, "School for Judges", 33 Federal Rules Decisions 139 (1963).
2. Barbara A. Franklin, State Judicial Training Profile (National Center for State Courts, 1974).
3. Beverly Blair Cook, "The Socialization of New Federal Judges: The Impact on District Court Business", Washington University Law Quarterly (1971): 253-
4. Robert Carp and Russell Wheeler, "Sink or Swim: The Socialization of a Federal District Court Judge", Journal of Public Law 21 (1972) 359-

## LAWYERS

Two weeks will be devoted to a study of the legal profession in America. Attention will be given to: selection of law students, background of lawyers (racial, ethnic, religious, socioeconomic, etc.), Training and ethics, bar associations and disciplining mechanisms. These topics should be discussed in light of their impact on the judicial system. Public defenders and poverty lawyers should be discussed as a subgroup, with the discussion centering on their relationship to other principal actors in the system. The reactions of these actors to each other should be a focus of this study.

Specific issues include: political controversies surrounding publicly financed legal services programs, consequences of a defendant's use of a public defender versus a private attorney, perceptions of attorneys and their roles, and the role of minority attorneys within the legal profession. The De Funis case and its aftermath could be discussed as a specific case example to be analyzed by the student. Of special interest should be the weighing of the need for more minority participants in the legal system against the effects on majority applicants to entrance.

### Required Readings

1. Abraham S. Blumberg, "The Practice of Law as a Confidence Game: Organizational Cooptation of a Profession", Law and Society Review 1 (1967): 15-39.
2. Harry P. Stumpf and Robert J. Janowitz, "Judges and the Poor: Bench Responses to Federally Financed Legal Services", Stanford Law Review 21 (1969): 1059-  
or Harry P. Stumpf, Henry P. Shoerluke, Forrest D. Dill, "The Legal

Profession and Legal Service: Explorations in Local Bar Politics", Law and Society Review 6 (1971): 47-67.

3. Lynn Mather, "Some Determinants of the Method of Case Disposition: Decision Making by Public Defenders in Los Angeles", Law and Society Review 8 (1974): 187- or David Sudnow, "Normal Crimes: Sociological Features of the Penal Code in a Public Defender Office", Social Problems 12 (1965): 209-

4. Walter J. Leonard, "The Development of the Black Bar", The Annals of the American Academy of Political and Social Science 134 (1973) or Maynard Jackson, "The Black American and the Legal Profession: A Study of Commitment", Journal of Public Law 20 (1971): 377-380.

#### Suggested Readings

##### Lawyers in General:

1. Ralph Nader and Mark Green, ed., Verdicts on Lawyers (N.Y.: Thomas Y. Crowell, 1976).

2. Jerome E. Carlin, "Lawyer's Ethics: Formal Controls"; Theodore Becker, "Legal Training and Stare Decisis", in The Federal Judicial System, ed. by Thomas P. Johnige and Sheldon Goldman (N.Y.: Holt, Rinehart and Winston, 1968).

3. James W. Hurst, The Growth of American Law (Boston: Little Brown, 1950): 285-294.

4. Jerome Carlin, Lawyers on Their Own (New Brunswick: Rutgers University Press, 1962).

5. Geoffrey C. Hazard, "Reflections on Four Studies of the Legal Profession", in "Law and Society", supplement to Social Problems 13 (1965): 50-

6. Jack Ladinsky, "Careers of Lawyers, Law Practice and Legal Institutions", American Sociological Review 28 (1963): 53-

7. Kenneth J. Reichstein, "Ambulance Chasing: A Study of Deviation and Control Within the Legal Profession", Social Problems 13 (Summer, 1965): 3-17.

8. Arthur Lewis Wood, "Informal Relations and the Practice of Criminal Law", American Journal of Sociology 62 (1956): 48-55.

9. Rita J. Simon, Frank Koziol and Nancy Joslyn, "Have there Been Significant Changes in the Career Aspirations and Occupational Choices of Law School Graduates in the 1960's?", Law and Society Review 8 (1973): 95-108.

10. Erwin O. Smigle, Wall Street Lawyer (N.Y.: The Free Press, 1965).

11. Stuart Nagel, "Effects of Alternative Types of Counsel on Criminal Procedure Treatment", Indiana Law Journal 48 (1973): 404-426.

#### Legal Services - Legal Aid:

1. Harry P. Stumpf, "Law and Poverty: A Political Perspective", Wisconsin Law Review 6 (1968): 98-

2. Comment, "Neighborhood Law Offices", Harvard Law Review 80 (1967): 805-

3. Barlow F. Christiansen, Lawyers for the People of Moderate Means (Chicago: American Bar Foundation, 1970).

4. In re Griffiths, 413 US 717 (1973).

5. Harry P. Stumpf, Community Politics and Legal Services: The Other Side of the Law (Beverly Hills, Cal.: Sage, 1975).

6. Ted Finman, "OEO Legal Services Programs and the Pursuit of Social Change: The Relationship Between Program Ideology and Program Performance", Wisconsin Law Review (1971): 1001-1084.

7. Earl Johnson, Jr., Justice and Reform: The Formative Years of the OEO Legal Services Program (N.Y.: Basic Books, 1974).

8. S. K. Huber, "Thou Shall Not Ration Justice: A History and Bibliography of Legal Aid in America", George Washington Law Review 44 (1976): 754-

#### Activist Lawyers:

1. Jonathan D. Casper, Lawyers Before the Warren Court (Urbana: University of Illinois Press, 1972).

2. Ibid, The Politics of Civil Liberties (N.Y.: Harper & Row, 1972).

3. Ann Ginger Fagan, The Relevant Lawyers (N.Y.: Simon and Schuster, 1973).

4. Stuart A. Scheingold, The Politics of Rights: Lawyers, Public Policy and Political Change (New Haven Conn.: Yale University Press, 1974).

Minority Lawyers:

1. J. T. Baker, "Black Lawyers and Corporate and Commercial Practices: Some Unfinished Business of the Civil Rights Movement", Howard Law Journal 18 (1975): 685-
2. D. A. Bell, Jr., "The Black Lawyer: An American Hero", Howard Law Journal 117 (1972): 266-
3. "Black Lawyers in America Today: A Symposium", Harvard Law School Bulletin 22 (Fall 1971): 6-
4. A. Brecht and R. Mills, "Minorities Employed in Law Libraries", Law Library Journal 71 (1978): 283-288.
5. L. D. Clark, "Minority Lawyer: Link to the Ghetto", ABA Journal 55 (January 1969): 61-
6. R. Delgado and L.M. Romero, "Legal Education of Chicano Students: A Study in Mutual Accomodation and Cultural Conflict", New Mexico Law Review 5 (1975): 177-231.
7. E. Gellhorn, "Law Schools and the Negro", Duke Law Journal (1968): 1069-
8. H. T. Edwards, "New Role for the Black Law Graduate: A Reality or an Illusion?", Michigan Law Review 69 (1979): 1407-
9. W. Goodman, "National Lawyers Guild as an All White Organization", Guild Practitioner 30 (1973): 74-86.
10. W. T. Gossett, "Bar Must Encourage More Negro Lawyers", Trial 4 (1968): 22-
11. Ann Ginger Fagan, "Combatting Racism in American Law Schools", Guild Practitioner 31 (1974): 701-706
12. Henry W. McGhee, "The Problems and Promises of Black Men of Law", Black Law Journal (1971): 28-37.
13. L. S. Hinds, "National Legal Network: Organizing for Change; Black Lawyers and the Criminal Justice System", Black Law Journal 3 (1973): 96-102.
14. "Minority Candidate and the Bar Examination: A Symposium", Black Law Journal 5 (1976): 120-201.
15. Comment, "Negro Lawyers in Virginia: A Survey", Virginia Law Review 51 (1965): 521-

16. Kellis Parker and Betty Stebman, "Legal Education for Blacks", American Academy of Political and Social Sciences 144 (1973):

17. H. J. Richardson, "Black Law Professors and the Integrity of American Legal Education", Black Law Journal 4 (1975): 495-505.

18. J. Shuman, "Black Lawyers Study", Howard Law Journal 16 (1971): 225-

19. H. R. Washington, "History and Role of Black Law Schools", Howard Law Journal 18 (1974): 385-422 and North Carolina Central Law Journal 5 (1974): 158-189.

20. C. A. Cabranes, "Careers in Law for Minorities: A Puerto Rican's Perspective on Recent Developments in Legal Education", Revista Central de Abogados Puerto Rico 37 (1976): 727-738.

21. Irvin Bromall, "Black and Minority Law Students: Stratum for Social Change", Journal of Nonwhite Concerns 3 (1975): 114-120.

22. K. S. Tollett, "Black Lawyers: Their Education and the Black Community", Howard Law Journal 17 (1972): 326-

#### De Funis and Beyond:

There are a number of cases dealing with the impact of Baker and De Funis - only those which specifically deal with minorities in law schools are found herein:

1. Kent Greenwalt, "Judicial Scrutiny of 'Benign' Racial Preference in Law School Admissions", Columbia Law Review 75 (1975): 559-602.

2. Comment, "Increasing Minority Enrollments in Law Schools", Buffalo Law Review 20 (1971): 473-

3. M. H. Redish, "Preferential Law School Admissions and the Equal Protection Clause: An Analysis of the Competing Arguments", UCLA Law Review 22 (1974): 343-400.



### Enforcement Agents, Prosecutors

This area shall be covered during one week. It addresses the roles and functions of the primary enforcement agents affecting the judicial system. Although the police are often an integral part of the prosecutorial decisions following arrest, they are not specifically covered here. The only discussion dealing with police deals with police attitudes toward the judicial system and judicial attempts to control police behavior.

The backgrounds of prosecutors, their attitudes and method of selection shall be addressed. One of the primary areas of examination should be the relationship between prosecutors and other agents in the system, including such issues as judicial review of prosecutorial discretion to initiate and control criminal prosecutions.

The following examples may be illustrative of factors influencing the decision to prosecute:

- a) Contrast actions taken against white-collar crime as opposed to traditional crimes.
- b) Rape prosecutions also offer a unique opportunity to examine a number of relevant issues.
- c) One of the most interesting examinations of the prosecutorial process is provided by the Nixon case and the decision by the Attorney General not to indict the President.

### Required Readings

1. Kenneth Culp Davis, Discretionary Justice in Europe and America (Urgana: University of Illinois Press, 1976), pp. 16-75. An excellent comparison of the functions of German and American prosecutors.

2. David W. Neubauer, "After the Arrest: The Charging Decision in Prairie City", Law and Society Review 8 (1974): 495- and Donald McIntyre, "A Study of Judicial Dominance of the Charging Decision", Journal of Criminal Law, Criminology and Police Science 59 (1968): 463-

3. Sheldon Goldman and Thomas P. Jahnige, The Federal Courts as a Political System (N.Y.: Harper & Row, 1976): 78-84. Organization of the U.S. Attorneys offices or James Eisenstein, Politics and the Legal Process (N.Y.: Harper & Row, 1973): 36-42. Same.

4. George F. Cole, Politics and the Administration of Justice (Beverly Hills: Sage, 1973), Chapter 4. Discussion of the state prosecutors.

#### Suggested Readings

##### Prosecutors in General:

1. Jack M. Kress, "Progress and Prosecution", Annals (1976): 99-

2. Jeffrey A. Burt, and Irving Schless, "Government Legislation in the Supreme Court: The Role of the Solicitor General", Yale Law Journal 78 (1972): 1442-

3. Duance P. Nerud, "The Career Prosecutors", Journal of Criminal Law and Criminology 51 (1969-1971): 344-

4. Albert W. Alschuler, "The Prosecutor's Role in Plea Bargaining", University of Chicago Law Review 36 (1968): 50-112.

5. George F. Cole, "The Decision to Prosecute", Law and Society Review 4 (1970): 331-343.

6. Ken Ori, "The Politicized Nature of the County Presecutor's Office, Fact or Fancy? - The Case of Indiana", Notre Dame Lawyer 40 (1964-1965): 289-

7. Richard H. Kuh, "Careers in Prosecuting Offices", Journal of Legal Education 14 (1961): 175-190.

8. John Kaplan, "The Prosecutorial Discretion: A Comment", Northwestern Law Review 6 (1965): 180-

9. A. B. Weissman, "Discriminatory Application of Penal Laws by State Judicial Officers Playing the Shell Game of Rights and Reminders", Northwestern University Law Review 69 (1974): 489-

10. Kenneth C. Davis, Discretionary Justice: A Preliminary Inquiry (Baton Rouge, La.: Louisiana State University Press, 1969), especially 188-214.

11. William A. Hamilton and Charles R. Work, "The Prosecutor's Role in the Urban Court System: The case of Management Consciousness", Journal of Criminal Law, Criminology and Police Science 64 (1973): 183-189

#### Discretion and Differential Treatment:

1. Abrams, "Internal Policy: Guiding the Exercise of Prosecutorial Discretion", University of California at Los Angeles Law Review 19 (1971): 1-

2. La Fave, "The Prosecutor's Discretion in the United States", American Journal of Comparative Law 18 (1970): 532-

3. Comment, "Prosecutorial Discretion - A Reevaluation of the Prosecutor's Unbridled Discretion and Its Potential for Abuse", De Paul Law Review 21 (1971): 485-

4. Symposium, "The Discretion of the Prosecutor in Criminal Procedure", American Journal of Comparative Law 13 (1970): 483-

#### Diversion:

1. Elizabeth W. Vorenberg and James Vorenberg, "Early Diversion from the Criminal Justice System: Practice in Search of a Theory", in Prisoners in America, ed. by Lloyd Ohlin (Englewood Cliffs, N.J.: Prentice Hall, 1973): 152-183.

2. Diversion from the Judicial Process: An Alternative to Trial and Incarceration, The Departmental Committees for Court Administration (N.Y. State Supreme Court, 1975).

3. Note, "Pretrial Diversion from the Criminal Process", Yale Law Journal 83 (1974): 827-

#### Watergate:

There are now books published by virtually all of the participants to the Watergate breakin. One of the best remains: Carl Bernstein and Bob Woodward, All the President's Men (N.Y.: Warner Pub., 1974). Other accounts of governmental misuse of power are:

1. Theodore L. Becker and Vernon G. Murray, ed., Governmental Lawlessness in America (N.Y.: Oxford University Press, 1971).
2. Nelson Blackstock, Cointelpro: The FBI's Secret War on Political Freedom (N.Y.: Random House, 1976).
3. Jethro K. Lieberman, How the Government Breaks the Law (Baltimore; Penguin, 1972).
4. Dan Rather and Gary Paul Gates, The Palace Guard (N.Y.: Warner, 1975).
5. Abraham S. Blumberg, "Covert Contingencies in the Right to the Assistance of Counsel", Law and Society Review 2 (1967): 15-39

Other Participants:

This week shall be spent on a discussion of other participants with special emphasis on the role of the general public. The following should be discussed: juries, grand juries, interest groups (particularly advocate groups such as Court Watch and others) and the news media. All of these will be considered in light of their roles and actual impact on the system. Case studies should be considered in the following areas:

1. Discriminatory practices in the selection of Petit juries and the approaches undertaken by the courts to remedy these practices. Recent attempts to expand the original fair representation doctrines have been curbed by new court decisions. Of special interest are those which affect aliens and prisoners. A recent California Supreme Court case dealing with both of these issues should be considered. The case was decided against the appellant on a 4 to 3 decision and both the dissents and majority opinion can be reviewed. Other state and federal courts have also considered this issue and reached the same conclusion. A thorough review of these cases appears in the California opinion.

2. Discriminatory practices in the use of grand juries in the United States may also be examined. Within this context the role of the grand jury and its cooptation as a tool of the police should also be considered. The activities of the Watergate grand jury might prove a worthwhile case study.

3. In recent years substantial research has been devoted to actual decision-making practices of petit juries. While much of the material is speculative, it has opened new grounds of research. A number of civil rights cases in which social science data has been used in jury selection may be considered.

Juries In General:

1. Harry S. Kalven and Hans Zeisel, The American Jury (Boston: Little Brown, 1966). Still one of the most thorough studies reviewing the role and functioning of American juries.
2. Michael H. Walsh, "The American Jury: A Reassessment", Yale Law Journal 79 (1969): 142-
3. Howard S. Erlanger, "Jury Research in America: Its Past and Future", Law and Society Review 4 (1970): 345-370.
4. Howard N. Beiser and Rene Varrin, "Six Member Juries in the Federal Courts", Judicature 58 (1975): 424-433.
5. Harry Kalven, "The Dignity of the Civil Jury", Virginia Law Review 50 (1964): 1055-1075.
6. Dale W. Broeder, "University of Chicago Jury Project", Nebraska Law Review 38 (1959): 748-
7. Stanley Sue and Ronald E. Smith, "How Not to Get a Fair Trial", Psychology Today 7 (May 1974): 86-90.
8. Hans Zeisel, "...And Then There Were None: The Diminution of the Federal Jury", University of Chicago Law Review 38 (1971): 710-
9. Henry J. Abraham, The Judicial Process (N.Y.: Oxford University Press, 1975): 104-133. Fairly good description of the role of the trial jury and its functioning mechanisms.

Grand Juries In General:

1. Marvin E. Frankel and Gay P. Naftalis, The Grand Jury: An Institution on Trial (N.Y.: Hill & Wang, 1977).
2. Jeffrey Lubbers, Annotated Bibliography on the Grand Jury (American Judicature Society, 1973).
3. Robert Carp, "The Behavior of Grand Juries: Acquiescence or Justice?" Southwestern Social Science Quarterly 60 (1975): 853-
4. "The Harris County Grand Jury: A Case Study", Houston Law Review 12 (1974): 90-

Bias in Selection of Juries:

1. Comment, "El Chicano and the Constitution: The Legacy of Hernandez v. Texas", University of San Francisco Law Review 6 (1971): 129-
2. A. Avens, "Fourteenth Amendment and Jury Discrimination: The Original Understanding", Federal Bar Journal 25 (1967): 257-
3. Comment, "Congress the Court and Jury Selection: A Critique of Titles I and II of the Civil Rights Act of 1966", Virginia Law Review 52 (1966): 1069-
4. Comment, "Discriminatory Jury Selection: Reversible Error Regardless of Defendant's Own Race", University of Miami Law Review 27 (1972): 238-242.
5. Comment, "Fair Jury Selection Procedures", Yale Law Journal (1965): 322-
6. R. S. Kuhn, "Jury Discrimination: The Next Phase", Southern California Law Review 41 (1968): 235-
7. L. H. LaRue, "Jury of One's Peers", Washington and Lee Law Review 33 (1976): 841-876.
8. J. A. Martin, "The Fifth Circuit and Jury Selection Cases: The Negro Defendant and his Peerless Jury", Houston Law Review 4 (1966): 448-
9. Comment, "Arkansas' Key-Man Jury Selection Procedures: Opportunity for Discrimination", Arkansas Law Review 30 (1977): 527-536.
10. Comment, "Jury Discrimination in the South: A Remedy?" Columbia Journal of Law and Social Problems 8 (1972): 589-
11. D. Potash, "Mandatory Inclusion of Racial Minorities on Jury Panels", Black Law Journal 3 (1973): 80-95.
12. S. Sidney Ulmer, "Supreme Court Behavior in Racial Exclusion Cases: 1936-1960", American Political Science Review 56 (1962): 325-330.
13. Hans Zeisel, "Dr. Spock and the Case of the Vanishing Woman Juror", University of Chicago Law Review 37 (1969): 1-18.
14. Edwin S. Mill, "A Statistical Profile of Jurors in a United State District Court", Law and Social Order 1 (1969): 329-339
15. Howard L. Alker, Carl Hoslicka and Michael Mitchell, "Jury Selection as a Biased Social Process", Law and Society Review (1976): 9-

Voir Dire and Jury Discrimination:

1. Comment, "Voir Dire: the Due Process Clause of the Fourteenth Amendment Does Not Require that Prospective Jurors Be Questioned as to Possible Racial Prejudice When the Defendant is Black unless Special Circumstances are Present", American Journal of Criminal Law 4 (1975-1976): 180-193.

2. Comment, "Peremptory Challenge: Systematic Exclusion of Prospective Jurors on the Basis of Race", Mississippi Law Journal 39 (1967): 157-

3. Comment, "Prosecutor's Exercise of the Peremptory Challenge to Exclude Non-White Jurors: A Valued Common Law Privilege in Conflict with the Equal Protection Clause", University of Cincinnati Law Review 46 (1977): 554-571.

4. Comment, "Racial Discrimination in Jury Selection: Limiting the Prosecutor's Right of Peremptory Challenge to Prevent a Systematic Exclusion of Blacks from Criminal Trial Juries", Albany Law Review 41 (1977): 623-638.

5. J. B. Conahy, "Uses of Social Science in Trials with Political and Racial Overtones: The Trial of Joan Little", Law and Contemporary Problems 41 (1977): 205-229.

6. Comment, "Constitutional Law: The Right of an Accused to Question Prospective Jurors Concerning a Specific Prejudice at Voir Dire", Howard Law Journal 20 (1977): 527-536.

7. Hicks, et. al., "Voir Dire on Racial Prejudice", American Journal of Criminal Law 4 (1975-1976): 180-183.

8. J. M. Gaba, "Voir Dire of Jurors: Constitutional Limits to the Right of Inquiry into Prejudice", University of Colorado Law Review 48 (1977): 525-545.

Grand Jury Discrimination:

1. P. W. Sperlich, "Grand Juries, Grand Jurors and the Constitution: Statistical Decision Theory and the Selection of Grand Jurors: Testing for Discrimination in a Single Panel", Hastings Constitutional Law Quarterly 1 (1974): 63-95; and 2 (1975): 75-112.

2. Comment, "Civil Petitioner's Right to Representative Grand Juries and a Statistical Method of Showing Discrimination in Jury Selection Cases Generally", UCLA Law Review 20 (1973): 581-

3. Comment, "Constitutional Law - Juror Selection - Equal Protection Denied When Master Grand Jury Lists Significantly Underrepresents Defendant's Race", Mississippi Law Journal 46 (1975): 539-548.



**CONTINUED**

**1 OF 2**

Community Courts and Citizen Participation:

1. National Institute of Law Enforcement, Citizen's Court Watching: The Consumer's Perspective (Washington: Government Printing Office, NILE, 1977).

2. Law Enforcement Assistance Administration, Citizen Dispute Settlement: An Exemplary Project (Washington: LEAA, 1974).

A number of other reports have been issued on both of these types of projects but both of these government publications present a thorough discussion of the types of programs in operation in the United States.

### LOWER COURTS

This week shall be devoted to a discussion of the lower criminal courts in the United States. Although these are the courts with which the majority of citizens come in contact, there is little research available about them. Lower courts are defined as those courts which have the smallest monetary and penal jurisdictions. Their development and actual practices shall be examined. Comparisons should be made between American lower courts, communist popular courts (in which justice is administered by lay citizens) and the recent growth of citizen dispute settlement centers in the United States.

If time permits, some attention should be devoted to settlement societies which have existed in the United States. Many of these societies have operated in communities in which a section of the population had little or no access to the traditional court system. For many, these societies became the judicial system. Their operation and development presents an interesting opportunity to review voluntary participation in local judicial administration. Some of these courts are: Asian societies, rabbinical courts among the Jewish population, and Indian tribal courts.

Other issues which may be considered are: compensation formulas for lower court judges and their impact on the administration of justice, qualifications of lower court judges and the relevance of training to due process concerns.

#### Required Readings

1. Maureen Milecki, "Courtroom Encounters: An Observation Study of a Lower Criminal Court", Law and Society Review 5 (1971): 473-

2. John A. Robertson, ed, Rough Justice: Perspectives on Lower Crime Courts (Boston: Little Brown, 1974). A thorough book of readings.

### Suggested Readings

1. Edward Barrett, "Criminal Justice: The Problems of Mass Production", in The Courts, the Public and the Law Explosion, ed. Harry Jones (Englewood Cliffs, N.J.: Prentice-Hall, 1965):

2. The Judicial Research Foundation, Struggle for Equal Justice: A Report on Neglect and Crisis in the Lower Courts (Washington, D.C.: 1969).

3. Lucinda Long, "Innovation in Urban Criminal Courts", and Wesley Skogan, "Traffic and the Courts: Social Change and Organizational Response", both in The Potential for Reform of Criminal Justice, ed. by Herbert Jacobs (Beverly Hills, Cal.: Sage, 1974).

4. Jamea A. Gazell, "A National Perspective on Justices of the Peace and Their Future", Mississippi Law Journal 46 (1975): 795-

5. Jerald W. Cloyd, "Misdemeanor Drinking Drivers: The Bureautization of the Arrest, Prosecution and Plea Bargaining Situations", Social Forces 56 (1977): 385-407.

### Socialist Comrade's Courts:

1. Berman and Spendler, "Soviet Comrade's Courts", Washington Law Review 38 (1963): 842-910.

2. John N. Hazard, Communists and Their Law: A Search for the Common Core of the Legal Systems of the Marxian Socialist States (Chicago: University of Chicago Press, 1969): 103-127. A thorough and simple review of the development of the popular court concept in Marxist societies.

3. Peter H. Juviler, "Criminal Law and Social Control", in Contemporary Soviet Law, ed. by Donald D. Barry, William E. Butler and George Ginsburg (The Hague, Netherlands: Martinus Nijhoff, 1974). A brief review of some of the current changes in the operation of popular courts in the Soviet Union.

4. Jesse Berman, "The Cuban Popular Tribunals", Columbia Law Review 69 (1969): 1317-1356.

5. Lubman, "Mao and Mediation: Politics and Dispute Resolution in Communist China", California Law Review 55 (1967): 1284-

6. Jerome Cohen, "The Criminal Process in the People's Republic of China: An Introduction", Harvard Law Review 79 (1966): 469-

7. Leng, "Post-Constitutional Development of People's Justice in China", Journal of the International Commission of Jurists 6 (1965): 103-

8. Jack Spence, "Institutionalizing Neighborhood Courts: Two Chilean Experiences", Law and Society Review 13 (1978): 139-182.

9. Ibid, Search for Justice: Neighborhood Courts in Allende's Chile (Boulder, Colo.: Westview Press, 1978).

#### Ethnic Courts:

1. L. W. Doo, "Dispute Settlement in Chinese American Communities", American Journal of Comparative Law (1973): 650-

2. E. Balderman, Jewish Courts (UCLA Law School, unpublished manuscript, 1974).

3. E. Gisher, "Community Courts: Alternatives to Conventional Criminal Adjudication", Law and Society Review 9 (1975): 695- Although not on the point of these ethnic courts it raises some interesting points very closely related to the issue of community justice presented by the ethnic courts.

### SPECIAL ISSUES

The final two weeks will be devoted to a thorough discussion of sentencing practices in American courts with special emphasis given to disparities in criminal sentences. Topics should include: a critique of the rationales underlying existing sentencing provisions; a summary and critique of the empirical research on race (and other extra-legal factors) as an issue in criminal sentencing decisions; the significance of inter and intra racial crimes relative to sentencing; and the potential impact of fixed sentences as well as other proposed reforms on criminal defendants. Special emphasis should be placed on systemic moves to cope and coopt many of these reforms once they pass the legislative stage and are actually implemented.

### Required Readings

1. Note, "The Presentence Report: An Empirical Study of Its Use in the Federal Criminal Process", Georgetown Law Journal 58 (1970): 451-
2. Shari Diamond and Han Zeisel, "Sentencing Councils: A Study of Sentencing Disparity and Its Reduction", University of Chicago Law Review 43 (1975): 109-
3. Gary G. Koch, "The Influence of Income and Other Factors in Whether Criminal Defendants Go to Prison", Law and Society Review 11 (1976): 67-
4. Corrections Magazine 3 (3) (1977): Entire issue is devoted to many of the current sentencing reform in easy-to-understand, nonlegalistic language.

Suggested Readings

1. Rutherford Campbell, "Sentencing: The Use of Psychiatric Information and Presentence Reports", Kentucky Law Journal 60 (1972): 285-
2. Marvin Frankel, Criminal Sentences (N.Y.: Hill and Wang, 1973).
3. Anthony Partridge and William Eldgrige, The Second Circuit Sentencing Study: A Report to the Judges of the Second Circuit (Washington, D.C.: Federal Judicial Center, 1974).
4. Marvin Wolfgang and Marc Riedel, "Race, Judicial Discretion and the Death Sentence", The Annals of the American Academy of Political and Social Science
5. Isaac Balbus, The Dialectics of Legal Repression: Black Rebels Before the American Criminal Courts (N.Y.: Basic Books, 1973).
6. John Hagan, "Extra-Legal Attributes and Criminal Sentences: An Assessment of a Sociological Viewpoint", Law and Society Review 8 (1974): 357-383. This article questions the validity of much of the research literature indicating race as a strong factor in sentencing.
7. Stuart Nagel and Leonore J. Weitzman, "Double Standard of American Justice", Society 9 (1972): 18-
8. Ibid, "Women as Litigants", Hastings Law Journal 23 (1971): 171-198.
9. Willard Gaylin, Partial Justice: A Study of Bias in Sentencing (N.Y.: Knopf, 1974).
10. Keith D. Harries and Russell P. Lura, "The Geography of Justice: Sentence Variations in U. S. Judicial Districts", Judicature 57 (1974): 392-401.
11. Beverly Blair Cook, "Sentencing Behavior of Federal Judges: Draft Cases - 1972", University of Cincinnati Law Review (1973): 597-633.
12. Julius Debro, "Institutional Racism on Federal Sentencing", Unpublished D. Crim. Just. Dissertation, University of California at Berkely, 1976.
13. Henry Allan Bullock, "Significance of the Racial Factor in the Length of Prison Sentence", Journal of Criminal Law, Criminology and Police Science 52 (1961): 411-

## SUMMER PROGRAM QUESTIONNAIRE

1. How did you first learn of the program?
2. What was your first contact with the Education Project?
3. Was the decision to attend difficult for you? (If so, please explain)
4. Has the Education Project staff been helpful to you? (Please explain)
5. Has the Summer Program been worthwhile for you?
6. Has the Summer Program met, exceeded, or failed to live up to your expectations? How so?
7. What, if anything, do you think you have gained as a result of your participation in the Summer Program?
8. Are the courses offered in the Summer Program appropriate as an introduction to the School of Criminal Justice?
9. How do you rate the overall quality of instruction in the Summer Program?



10. Was the amount of work expected of you more, less, or about what you anticipated?
11. Has the Summer Program enhanced your reading, analytical, or writing abilities? (Please explain)
12. What changes would you suggest for the Summer Program?
13. Should the program be repeated in some form next year?
14. Are the terms of your Fellowship fair?
15. Are you satisfied with your performance in the Program thus far? (Please explain)
16. Do you intend to continue your studies at the School?
17. What is your ultimate career objective?
18. Please state any other comments you wish to make about the Summer Program?

## COURSE ASSESSMENT QUESTIONNAIRE

Course # CRJ 700 Nature

Please rate this course according to the following dimensions by circling the appropriate number.

	Very Poor		Average			Very Good	
	1	2	3	4	5	6	7
Course objectives clearly specified	1	2	3	4	5	6	7
Requirements clearly specified	1	2	3	4	5	6	7
Quality of lectures	1	2	3	4	5	6	7
Student participation	1	2	3	4	5	6	7
Your participation	1	2	3	4	5	6	7
Fairness to students	1	2	3	4	5	6	7
Please rate your ability to handle the amount of work required for this course	1	2	3	4	5	6	7
Overall evaluation of this course	1	2	3	4	5	6	7

What did you like most about this course?

What did you like least about this course?

Should this course be offered again next summer?

How could this course be improved?

## COURSE ASSESSMENT QUESTIONNAIRE

Course # CRJ 720 Admin/Law

Please rate this course according to the following dimensions by circling the appropriate number.

	Very Poor		Average				Very Good
	1	2	3	4	5	6	7
Course objectives clearly specified	1	2	3	4	5	6	7
Requirements clearly specified	1	2	3	4	5	6	7
Quality of lectures	1	2	3	4	5	6	7
Student participation	1	2	3	4	5	6	7
Your participation	1	2	3	4	5	6	7
Fairness to students	1	2	3	4	5	6	7
Please rate your ability to handle the amount of work required for this course	1	2	3	4	5	6	7
Overall evaluation of this course	1	2	3	4	5	6	7

What did you like most about this course?

What did you like least about this course?

Should this course be offered again next summer?

How could this course be improved?

## INSTRUCTOR ASSESSMENT QUESTIONNAIRE

Name of Instructor Wilbanks

Please rate this instructor according to the following dimensions by circling the appropriate number.

	Very Poor			Average			Very Good
Availability to students	1	2	3	4	5	6	7
Knowledge of subject matter	1	2	3	4	5	6	7
Ability to present abstract ideas	1	2	3	4	5	6	7
Ability to present concrete material	1	2	3	4	5	6	7
Organizational skill	1	2	3	4	5	6	7
Oral delivery	1	2	3	4	5	6	7
Encourages independent student thinking	1	2	3	4	5	6	7
Tolerant of divergent student viewpoints	1	2	3	4	5	6	7
Stimulates interest in subject	1	2	3	4	5	6	7
Overall evaluation of this instructor	1	2	3	4	5	6	7

What did you like most about this instructor?What did you like least about this instructor?

## INSTRUCTOR ASSESSMENT QUESTIONNAIRE

Name of Instructor Cohen

Please rate this instructor according to the following dimensions by circling the appropriate number.

	Very Poor		Average			Very Good	
Availability to students	1	2	3	4	5	6	7
Knowledge of subject matter	1	2	3	4	5	6	7
Ability to present abstract ideas	1	2	3	4	5	6	7
Ability to present concrete material	1	2	3	4	5	6	7
Organizational skill	1	2	3	4	5	6	7
Oral delivery	1	2	3	4	5	6	7
Encourages independent student thinking	1	2	3	4	5	6	7
Tolerant of divergent student viewpoints	1	2	3	4	5	6	7
Stimulates interest in subject	1	2	3	4	5	6	7
Overall evaluation of this instructor	1	2	3	4	5	6	7

What did you like most about this instructor?

What did you like least about this instructor?

**END**