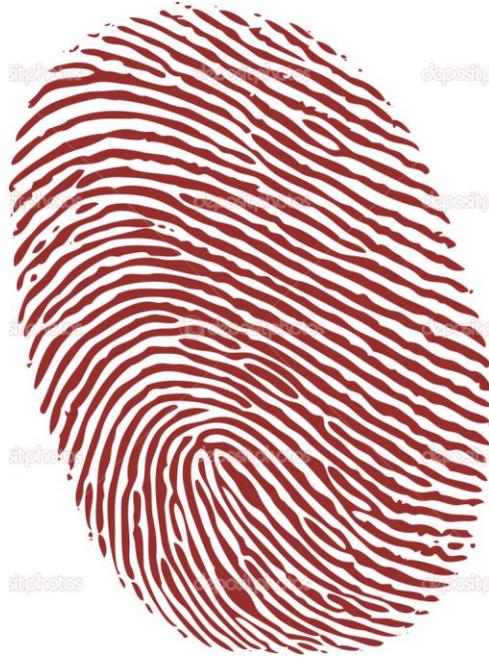


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Criminology

**POLICING WITH THE COMMUNITY, DREAM OR REALITY:
PERSPECTIVES
OF THE POLICE SERVICE OF NORTHERN IRELAND IN WEST BELFAST
BY: TOM CAREY '11**



This report is a culmination of three weeks of intensive primary research on community policing methods suggested in the Patten Report and the perspectives concerning police and policing in west Belfast held by Police officers as well as members of the community. My research question was: Is the Police Service of Northern Ireland (PSNI) policing with the community as the Patten Report suggested in 1999? I set out to find if the active partnerships between the Police Service of Northern Ireland and the community were actually being realized. Data was collected through interviews with both the Police Service of Northern Ireland officers from the Woodbourne Station in west Belfast, and also community representatives and activists who work and live within

Woodbourne's jurisdiction. The community representatives spoke for The Falls Community Council/West Belfast Community Safety Forum, Community Restorative Justice Ireland, Suffolk Lenadoon Interface Group, Lenadoon Community Council, and Eirigi. An understanding of the culture of west Belfast through informal observation, was also used by exploring the area and collecting data in informal settings such as pubs, shops, taxis, and even as simply as walking through the area to gauge the PSNI's presence. Informal interviews and discussions were also conducted with Professors from Queens University Belfast and University of Ulster Jordanstown.

The findings of this research show that the historical background of the largely Republican area of west Belfast creates issues of trust, respect, and disconnect between the community and those who police it. The Police Service of Northern Ireland feels unwanted and therefore is sometimes unwilling to extend their hand, and the community has found it hard to reconcile their past history with the former Royal Ulster Constabulary, and the hurt that was caused to their community. There are also those issues still alive today such as parades, stop and search, and composition of the Police Service of Northern Ireland, that are present and living in the minds of both the community and police officers, making it difficult for either side to engage. The findings show that there are bridges being built between the State and the community, but there is vast room for improvement. It became apparent during the research that perceptions within both the PSNI as well as the Republican community in west Belfast are extremely diverse and dynamic. Therefore, this report attempts to portray the perceptions of each organization and individual, as to illustrate this dynamic conflict.

Introduction

The question this research set out to answer is whether or not the PSNI is “policing with the community” in west Belfast, as the Patten Report suggested, or merely policing the community. Recommendation 44 within the Patten Report, published in 1999, reads, “Policing with the community should be the core function of the police service and the core function of every police station.

The topic of community policing, has been a recent interest to me through my studies at Stonehill College. I am a Sociology/Criminology major, and the field of Criminal Justice has always been appealing to me for a career. However, I have recently gone through somewhat of an inner conflict of whether or not communities are made safer by state institutions such as the police, or simply targeted by them as causes, rather than symptoms of societal problems. Although west Belfast is a long way from my home community of Weymouth, Massachusetts, both physically and metaphorically, I believe I can apply the findings of this project to my own community. I may not be able to apply it through the unique framework of Northern Ireland, but broader issues of conflict regarding the police and class, race, and gender, et cetera are universal. Therefore, this project was as much about self-exploration into a career field that I have been wondering about for quite some time, as it was about researching the specific organizations I contacted.

The academic reason for focusing on this particular area of the ongoing transition towards peace in Northern Ireland is because of its contentious nature and relevance in recent political debate regarding devolution of Policing and Justice to Stormont on April 12, 2010. The motivation to focus on west Belfast is because of that particular area’s

demographic of a large amount of Catholics, and its history within the Republican movement. Historically, Catholics, and in particular, Republicans, have had an extremely tumultuous history with policing structures in Northern Ireland. The fact that much of west Belfast is made up of the Catholic/Nationalist/Republican community has led to much of its population having, “limited experiences of policing, which was usually confrontational. These communities were unable to identify with the policing and criminal justice system in a positive manner” (Byrne 2009).

Excerpt

This is an excerpt derived from my report on community policing methods in west Belfast, Northern Ireland. The reforms of the police have been vast and overarching and have strived to create a service rather than a political force, and now the devolution of policing and justice powers to the local government will also bring about more change. The following is a write up of the perceptions I gained from interviewing members of the PSNI on these issues. I was able to meet with a number of officers from Woodbourne Police Station as well as participate in a ride along through one of the most staunchly Republican neighborhoods in Northern Ireland, The Falls. Most of the officers expressed serious statements of rejection from the community such as the statement from Tanya of the traffic division, “Well, it’s simple, they don’t want us”. Again and again, I ran into quite negative responses when asking about community partnership, such as the aforementioned. Most of these responses placed the blame not with the PSNI, but with the community. This was reflected in a bold statement made by Davey, of the traffic division, “If they want something they will, you know use you and all of a sudden expect your help” (Davey). This comment shows that Davey fails to realize that if the PSNI

truly wants to be seen as a service rather than a force, this kind of being used is what should be expected with the job.

In my interview with Allen, a neighborhood officer, he expressed frustration towards the community, specifically in the Lenadoon neighborhood. He spoke of how hard it is to offer any sort of proactive help towards that community when only one community group out of about five or six will openly engage with the police. I witnessed some of this non-cooperation first hand on my ride-along with Tanya and Davey of the traffic division, and I cannot say that Allen's statement was unfounded. Since it was few days after Easter, the high holiday of Republicanism, there were Tricolors and Starry Plough flags on many of the houses in Lenadoon, and dirty looks on many of the faces when a police car came down their street. There was also a certain corner in Lenadoon where Davey joked, "Now we'll probably get stoned to death coming up this road." Tanya then explained to me that no matter what happens, not to get out of the car, and to simply stay put. I felt extremely uneasy at this moment and luckily nothing ended up happening. Once we were in the clear Tanya and Davey explained that especially during the summer months, children will stand on that specific corner, literally all day, waiting for a police car to throw stones and debris at. I realized that this was the reality in which these people were expected to perform their job, and allowed me to empathize with the officers' feelings of frustration.

Another particular event during my ride-along was very demonstrative of the walls put up against the PSNI. We stopped at a gas station/convenience store for Tanya to run in and grab lunch, and as Davey and I were waiting in the car, three more police vehicles pulled in. I jokingly asked if this was the hang out spot for all the PSNI, and

was then told the unfortunate reason for the influx of police vehicles. Davey explained that they will only stop at certain establishments if they need to buy anything while out on patrol because some stores will simply refuse them service. They also feel that by going into a random store they are putting the management in a potentially bad situation to be blacklisted by the community for serving officers, and possibly compromising their safety. Again, I was hit with the harsh reality of policing west Belfast, and was wondering how any police officer walking a beat in west Belfast would be able to build up rapport with shop owners in his area if he or she was never allowed in the shop. As we drove out of the parking lot, a man walking out of the store shot us a look of disdain. Tanya and Davey were able to make light of it, even though it served as another harsh reminder of the still present conflict:

Tanya: Do you know that guy?

Davey: No, why?

Tanya: He had that look.

Davey: What look? The look of love? (Laughter)

Every officer I was able to interview expressed the perception that west Belfast is one of the most difficult areas of Northern Ireland to police. When I asked each one why this was, the answer was always the same: history. Tanya stated, “There is a lot of history here...and a lot of it involves the police” (Tanya). This history is of course referring to issues of collusion, state killings, and harassment. Tanya is not from Belfast, but used to work in north Belfast and she explained to me that five years ago the north would have been seen as almost as difficult to police as the west, but there have been many success stories, stating, “Those small breakthroughs make working in a tough neighborhood, and all the hard work with it all worthwhile”. Lisa, who is an officer in the neighborhood

division, fresh out of the academy, told me that she is from north Belfast, and that sometimes simply being in west Belfast, she feels like a tourist.

Although it was disheartening to hear about how far behind west Belfast is in bridge building, the statement made by Tanya about the “small breakthroughs” was very encouraging because of the fact that Patten suggests that those small breakthroughs should be the function and focus of every police station and every police officer (ICP 1999). Allen also expressed this feeling of accomplishment when a bridge is built because, “At the end of the day, all you’re trying to do is make people safe” (Allen).

With the issue of community (non)acceptance being what it is, certain structures such as the District Policing Partnerships (DPPs) still end up being very successful from the PSNI’s point of view. DPPs are monthly public meetings of elected representatives, police personnel, and citizens that act as an accountability mechanism for the community. All the officers that had recently been assigned to Woodbourne, and were coming from different areas of Belfast commented that in other areas you may have a handful of people show up to ask questions or spectator when the DPP in their area holds a meeting. However in west Belfast this is not the case. Large crowds will turn out, and it had been a landmark occasion the first few times a DPP was held on the Falls Road. The officers attributed this to the fact that policing issues are not as alive in other areas such as south Belfast, where the majority of the community has never had experience, good or bad, with the police. The officers also seemed to have a positive view of the DPPs to help them do their job. The key point I brought away from conversations with the officers concerning DPPs is that it helps by allowing you to learn from others and gain different perspectives. Lisa stated, “Listening to the community can

be difficult, but it is necessary". Lisa also told me about during her time in training in the Police College, every recruit was made attend DPP meetings, and learn their function as well as the members' roles. This seemed to be an effective way to get the PSNI actively involved in the DPP structures, by teaching them the usefulness of them right out of the gate. Therefore, the new officers can learn how to engage with the community before the old RUC "canteen culture" can manifest itself in their perception of the community. Inspector Peters also pointed out that DPPs have increased the accountability of the PSNI. He likened it to how in America, there are Sheriffs, who are elected representatives overseeing law enforcement. He realizes that the DPPs are not close to that kind of accountability, but he also said it is a step in the right direction towards accountable policing. Mark was the only officer who saw devolution as anything more than a political goal set by Sinn Fein, and said that devolution along with active partnerships, like DPPs will create a much different atmosphere of accountability in Northern Ireland (Mark). There were comments made by other officers regarding the pointlessness of devolution from their point of view. I think the reason for this difference in perspective within the PSNI, between Inspector Peters, of the administration, and the other officers, can be chalked up to the hierarchical nature of policing. Inspector Peters will see more of the impact of devolution from his administrative post, while the average officer on the ground sees the effects of devolution as the same thing they have always done, they will still be simply taking orders from above.

There was talk from some officers about how as much as DPPs can help the community control the way they want to be policed, it can also prove useful to the PSNI to explain why they acted a certain way in a certain situation. Most of the officers talked

about how they sometimes seem like bullies by putting on their uniform and doing their job. But they have also had experiences of explaining why they have done certain things at public meetings, like the DPPs, and the community has come away with understanding of why certain situations are treated the way they are treated. In this way, the DPPs seem to be serving their role as an active two-way partnership between the PSNI and the west Belfast community. Issues such as DPPs demonstrate how perception comes into play concerning police in west Belfast. The police, mostly from a Unionist/Protestant background and the population of west Belfast mostly coming from a Nationalist/Catholic background have very different views on the world around them. I think the interviewee who embodied this disconnect in world view the most was Allen from the neighborhood division. Allen used to be in the RUC Reserve, and still seems to have very much of the RUC “canteen culture” engrained in his mind. He saw the phasing out of reserve officers as tragic, because people lost their jobs. He failed to realize that by phasing out the reserve, it was step towards creating a service rather than a force, and getting rid of the remnants of the dreaded, and borderline paramilitary B-Specials. I think this along with the statement by Davey, mentioned earlier, about how the community uses them only in times of need reflects poorly on the officers’ transition to a service from a force.

Allen also went on to tell me how the previous weekend he was assigned to a policing detail for the Easter 1916 Commemorations held by Sinn Fein and various other Republican organizations. Allen told me of how he was standing in the street, stopping traffic in order to allow the marchers to get through and get on with their commemoration and he realized that after living in Northern Ireland his whole life, and policing these

events almost every Easter since becoming an officer, he still did not know what the Easter Rising was! This was extremely troubling to me as I began to worry, how this man could police with a community, that he seemingly did not know the first thing about. With all due respect to Allen, I think he found this somewhat troubling as well, and described how he went home that night and looked up “Easter 1916” on Google from his iPhone. If it was not for some convenient technology, one may wonder, would Allen ever know what the Easter Rising was?

The most encouraging interview I conducted as far as seeing progress being made in terms of community policing was with Chief Inspector Mark Peters. The issue of respect was the over arching theme of my interview with Peters. Mark’s appearance alone caught me off guard. A tall, thin man, with a full beard, who sat slightly insecurely across from me and if it was not for his badge I may have mistook him for some sort of professor or intellectual. The first way in which the issue of skimming off the old attitude and appearance of the RUC manifested itself was through a discussion about restructuring and resources. I asked Mark how he has encountered challenges since the Patten Report because of the decrease in number of personnel by nearly one half. Mark quickly refuted that this was an obstacle at all. He spoke of how the PSNI no longer needs that many officers for a country that has the lowest crime rate in the United Kingdom. Mark also said that the RUC needed all those officers because there were, “terrorist atrocities” that posed a serious security threat, and extra officers were engaged in security as opposed to now when they are able to engage in “active policing”. What Mark was basically saying was that the need for all those officers has gone away if the PSNI is to truly follow through on what he termed “active policing” or policing with the

community. Now the PSNI is able to focus on crime “treat it as a problem, and see it through.”

Mark also told me some personal anecdotes about how he sees the PSNI and Republican community as being able to coexist in west Belfast after I asked if it is hard to actively engage with certain individuals that in the past would have seen you as a “legitimate target”. He replied by telling me that he used to work in Newry and was there in 1985 when the IRA killed nine officers in a mortar attack. It would have been hard for Mark to engage with the Republican community in Newry, because he would have known some of them to be personally responsible for killing his coworkers and friends. Being able to work in Belfast has given him some distance from the way in which the conflict affected him personally, and he is able to now see that he will, “never agree with what the IRA did. But sitting down with former members and listening to their stories helps me do my job the right way.” Inspector Peters told me of how just earlier that day he had a man in his office who was an admitted former member of the IRA. He had been convicted of killing to British soldiers, and now works as a community organizer in west Belfast. Mark explained that he does not have to agree with this man politically, but he must treat him with respect and listen to his concerns about policing in west Belfast.

Peters also pointed out that it would be disrespectful for an officer to say he or she is uncomfortable working in an area such as west Belfast with a high concentration of Republicans. This is because although many in the area supported the actions of the IRA, there was only a handful actually involved in the armed conflict. Although it may be naturally easier for a police officer to work in a heavily Protestant/Unionist/Loyalist

community, given the communities pro-state political agenda, if they respect and treat the two communities in Northern Ireland differently, then “We are right back in 1966 where the whole thing started with a two tiered police system.” I think it took courage for Inspector Peters to admit, as a former member of the RUC, that he was part of this two tiered system, but he feels he must admit his wrongs in order to move forward.

This attribute of courage that Inspector Peters displayed was also important to him. He said that “In west Belfast, the community may be Republican. But I must work for them. It takes courage and risk taking, but I realize that it is a two way street and the community also displays courage and risk taking when engaging with the police.” He believes that many organizations are doing a great service to their communities by starting to actively engage with the policing structure of Northern Ireland, but also pointed out that the PSNI cannot police some communities because they still do not have the consent to do so. He brought up one particular story of when drugs were found near a playground in Woodbourne’s jurisdiction. He would have wanted to do something about that, and pro-actively tackle the problem of drugs in the area, but the first time he heard about this incident was when he read it in the newspaper, because the residents never reported it to the police.

As I made small talk with two neighborhood officers, I saw that they were both scrolling through a list on their computers entitled, “Dissident Activity”. This type of intelligence gathering and targeting of so called “dissidents” is not what I would think that a neighborhood officer should be spending his or her time on. It served as a dim reminder that after my positive interview with Inspector Peters, the PSNI as a body may not be as respectful of their community as Peters is. If you are spending your time

figuring out how many stop and searches a “dissident” is worth, and who so-and-so hangs around with and what they may be up to, that is not policing with, but rather against, the community.

Davey, two other officers I had not met, and I got into an armored land rover and headed back to my dorm in south Belfast, for me to be dropped off. We were all in conversation when all at once the three officers began talking about a gray Honda that had been following us for some time. I could not notice the car, and in fact could barely see out the tiny windows. As we neared the entrance to my dorm Davey asked the officer in the back if she had her baton. She replied “Yeah, why?” Davey jokingly responded, “Now when we let Tom out I want you to hit him on the back and yell: Now don’t do that again!” I had to laugh at the idea of this, but also took it as a reminder that being seen as an informer to the police could have put me in real danger. The events of the return car ride reminded me that these officers, while trying to engage with the community do have to deal with a very real, and increasingly violent threat from dissident Republicans. The PSNI certainly operates under unique circumstances and while there are very many shortcomings within the organization there are also many encouraging examples, such as Inspector Peters of officers truly wishing to police with the community.

References

Interview with PSNI officers (Tanya, Davey, Allen, Lisa, Mark Peters) at Woodboune Station, West Belfast, April 7, 2010, 1PM-4PM
“The Report of the Independent Commission on Policing in Northern Ireland”, September 1999.

PSYCHOLOGY'S ROLE IN NATIONAL SECURITY INTERROGATIONS: A HEATED DEBATE

BY: SONDRA DAVIS '11

Haney, Banks, and Zimbardo's infamous 1973 Stanford Prison Experiment evaluated the then prominent dispositional hypothesis, which contends, the inmate and correctional population are largely responsible for the deplorable conditions, violence, degradation, and dehumanization within the social institution of prison. The empirical study was designed to simulate a new prison, populated by individuals in the normal-average range of the population; thereby, separating the effects of the prison milieu from the dispositions of its traditional inhabitants. Haney et al. (1973) had only one general hypothesis that the designation of prisoner or guard would produce significantly different responses in behavior and emotion, as well as variations in coping and adaptation to the novel situation.

Twenty-one subjects voluntarily agreed to participate as whichever role they were randomly assigned, prisoner or guard, for 15 dollars per day, for up to two weeks. Each group was issued identical uniforms to enhance group identity and decrease individuality (Haney et al., 1973). The mock prison was constructed in the basement of the psychology building at Stanford University, comprised of three small cells, housing three prisoners each. There was an extremely small closet across from the cells, serving as a solitary confinement resource. In addition, several rooms in a nearby wing were designated as guards' quarters (Haney et al., 1973). Haney et al. (1973, p.4) stated, "We believed that we could create a situation with sufficient mundane realism to allow the role-playing participants to go beyond the superficial demands of their assignment into the deep structure of the characters they represented." A critical note of the (Haney et al.,

1973, p.7) study is that the prison's superintendent and warden, assumed respectively by Zimbardo and a research assistant, oriented the eleven subjects assigned as guards, providing the minimal instruction that, as guards, they must "maintain the reasonable degree of order within the prison necessary for its effective functioning;" the only other rule prohibited physical punishment or aggression.

The results of the Haney et al. (1973) study showed that both guards and prisoners demonstrated a tendency towards heightened negativity of affect; nearly all of communication within groups was directly related to prison topics. Prisoner and guard interaction tended to be destructive, aggressive, confrontational, and dehumanizing; prisoners assumed a passive role, while guards were antagonistic in all interactions; less direct aggressive behavior, creative cruelty, and harassment was observed frequently on behalf of the guards, who later commented they were simply playing the role. Additionally, as early as the second day of mock imprisonment, five prisoners were released due to extreme emotional depression, crying, rage, and acute anxiety. The experiment was terminated prematurely after only six days (Haney et al., 1973). In a later attempt to explain the disturbing behavioral reactions that occurred during the experiment, Zimbardo reflected, "We failed to provide adequate top-down constraints to prevent prisoner abuse, and we set an agenda and procedures that encouraged a process of dehumanization and deindividualization that stimulated guards to act in creatively evil ways" (2007, p. 329).

While the Stanford Prison Experiment (Haney et al., 1973) did not and could not simulate conditions that mirror those of the actual penal system, the study's limitations seem to strengthen its results. The profound psychological effects of both guards and

prisoners observed within the mock prison, bearing a close resemblance to abuse and suffering, force one to consider the momentous impact of incarceration in actual detention facilities. In fact, the Stanford Prison experiment eerily foreshadowed the abuses that have come to light in recent years, specifically those that occurred at the notorious prison in Iraq, Abu Ghraib. Zimbardo described the unsettling similarities between images from the 1973 mock prison project he designed and the photos released of prisoner abuse at Abu Ghraib, “Naked, shackled prisoners with bags over their heads, guards stepping on prisoners’ backs as they did push-ups, guards sexually humiliating prisoners, and prisoners suffering from extreme stress. Some of the visual images from my experiment are practically interchangeable with those of guards and prisoners in that remote prison...” (2007, p. 19-20).

Controversy erupting in the last decade has spawned ethical concerns and heated debate about psychology’s role in the interrogation of detainees at United States military prison camps, such as Guantanamo Bay and Abu Ghraib. It seems the question everyone wants to answer, or wants an answer to, is whether or not psychologists should be involved in detainee interrogation and to what extent. Before delving into arguments against and in support of psychologists’ involvement, in order to fully comprehend this controversial issue, it is essential to examine the legal prohibitions against torture, as well as the relevant associations’ position statements, namely the American Psychological and Psychiatric Associations. The history of psychology’s connection with the military and the development of interrogation tactics, as well as how questionable interrogation methods spread from Cuba to Iraq, lays the foundation for the shocking abuses perpetrated at Abu Ghraib. Furthermore, the role of dispositional, situational, and

systematic factors in the abuse contribute to a better understanding of why American Military Police were able to engage in unfathomable human behavior (Zimbardo, 2007). It is also crucial to consider the effects torture has on those it has been exercised. It is only then, arguments opposing and in favor of psychologists' involvement in detainee interrogations may be fully grasped and evaluated. Moreover, due to the current nature of this subject, recent developments have emerged, and with them come a bounty of new questions.

As the 2005 Physicians for Human Rights (PHR) report summarized, there are legal prohibitions against the use of psychological torture and cruel, inhuman, and degrading treatment. The long established Geneva Conventions direct the treatment of detainees in times of armed conflict. The Third Geneva Convention exclusively prohibits mental torture and all other forms of coercion, requiring that prisoners of war are treated humanely at all time. The Fourth Geneva Convention protects civilians in times of war, similarly banning coercion, particularly to obtain information (PHR, 2005). Likewise, United States law, outlined in the Federal Criminal Anti-Torture Statute, prohibits the use of torture outside of the United States; the statute defines torture as, "an act committed by a person acting under the color of law specifically intended to inflict severe physical or mental pain or suffering...upon another person within his custody or physical control" (PHR, 2005, p.103). Moreover, the United States is bound, by Article sixteen of the Convention against Torture, to prevent "cruel, inhumane or degrading treatment or punishment," prohibited by the Fifth, Eighth, and Fourteenth Amendments in the Constitution (PHR, 2005, p. 106). Furthermore, both the Uniform Code of Military Justice and Army Field Manual 34-52 have specific guidelines prohibiting the use of

actions intended to degrade or humiliate, cruelty, oppression, and maltreatment, and use of force, mental torture, threats, and inhumane treatment respectively (PHR, 2005).

In response to confusion surrounding the role of psychologists in interrogations, the American Psychological Association (APA) created the Psychological Ethics and National Security (PENS) task force to examine whether the current Ethics Code effectively addresses the dimensions of psychologist's involvement in detainee interrogation (American Psychological Association, 2005). The PENS task force report endorsed the 1985 Joint Resolution Against Torture of the American Psychological Association and the American Psychiatric Association, stating further that in any situation psychologists are bound by the APA Ethics Code. Specifically, the task force cited Principle A, Beneficence and Nonmaleficence, Principle B, Fidelity and Responsibility, Principle D, Justice, and Principle E, Respect for People's Rights and Dignity, concluding that, "the Ethics Code is fundamentally sound in addressing the ethical dilemmas that arise in the context of national security-related work" (APA, 2005, pp. 2-3). What is more, the PENS task force deduced, that psychologists' consultative role was not in conflict with the APA Code of Ethics. Hence, psychologists could continue their involvement in military interrogations (Kalbeitzer, 2009). In contrast, the American Psychiatric Association issued a 2006 opposing position statement clarifying their belief that it is in fact unethical for psychiatrists to participate in military investigations in any capacity; "Psychiatrists providing medical care to individual detainees owe their primary obligation to the well-being of their patients, including advocating for their patients, and should not participate or assist in any way, whether directly or indirectly, overtly or covertly, in the interrogation of their patients on behalf of

military or civilian agencies or law enforcement authorities” (Kalbeitzler, 2009, p. 158).

The Office of the Inspector General of the Department of Defense (DoD) presented a detailed background of the origin of interrogation techniques that have provoked the current debate (2006). Counter-resistance techniques were developed because personnel questioned the effectiveness of methods used by the organization in charge of interrogations at Guantanamo, the Joint Task Force 107 (JTF-170). An external review by the Chairman of Joint Chiefs of Staff found that the traditional interrogation techniques, described in the Army Field Manual 34-52, employed by the JTF-170, proved ineffective (Office of the Inspector General of the DoD, 2006). Consequently, in September, 2002, together, the Army Special Operations Command and the Joint Personal Recovery Agency hosted a SERE psychologist conference for JTF-170 personnel along with the Army’s Behavioral Science Consultation Team (BSCT) from Guantanamo (Office of the Inspector General of the DoD, 2006). As accounted by Soldz (2008), SERE stands for the military’s Survival, Evasion, Resistance, Escape program, designed to train counter resistance and better prepare American officers in the instance they were captured by an enemy that did not adhere to the Geneva Conventions. SERE training includes physical and psychological pressures in attempt to replicate those the officer may encounter in such situations (Officer of the Inspector General of DoD, 2006). The 2002 conference briefed JTF-170 members on the exploitation of SERE techniques and instructed that they learn to determine when SERE techniques may be valuable in interrogations at Guantanamo; Guantanamo’s BSCT personnel were responsible for integrating SERE techniques into standard operating procedures (Officer of the Inspector General of DoD, 2006). As Soldz

highlighted, psychologists' involvement was key in developing, conducting, and regularizing what seemed to be abusive interrogations. Furthermore, the BSCT psychologists and others at Guantanamo consulted to interrogators in Iraq, causing a migration of these enhanced techniques from one theatre or operation to another (2008).

The shocking photographic evidence that rocked the world in 2004 provided a glimpse of that abuse that occurred at Abu Ghraib; trophy photos circulated of guards exploiting tortured prisoners and seemingly enjoying it (Zimbardo, 2007). Zimbardo (2007) analyzed dispositional, situational, and systematic explanations as to why things went so wrong. Zimbardo challenged the administration's bad apple excuse with his bad barrel, or situational explanation (2007). To combat the dispositional hypothesis, the Stanford Prison Experiment was comprised of normal-average participants, what Zimbardo (2007) termed, good apples; in contrast, the Abu Ghraib scandal was swarmed by reports that a few bad apples or rogue soldiers were responsible for the abuse.

Firstly, Zimbardo concluded that Staff Sergeant Frederick, nicknamed "Chip," was indeed a "Chip off the best block" and brought no pathological influences to the situation (2007). Staff Sergeant Frederick was in charge of a small group of Military Police on the night shift. He was responsible for four hundred prisoners in October, 2003, which drastically increased to greater than a thousand by December, of that year, because an escalation in insurgency violence had led to mass arrests (Zimbardo, 2007). During an interview, Staff Sergeant Frederick revealed that he had no guard training, no structured guidelines, no formal policies, no support system, and no supervision. Additionally, the Sergeant disclosed that his life revolved entirely around the prison, which caused him stress, fatigue, and horrendous conditions. (Zimbardo,

2007). Traditionally, the role of Sergeant and that of the Military Police were not involved with interrogations; however, details from the interview asserted that Staff Sergeant Frederick and his Military Police witnessed countless enhanced interrogations by a variety of anonymous visitors and even more significantly, military intelligence commended their behavior and encouraged them to help in interrogations but failed to clarify to what extent (Zimbardo, 2007). This uncertainty coupled with anonymity and dehumanization ultimately led to the abuse. Military Police felt as though they could get away with anything because responsibility was diffused and unmonitored. The high volume of prisoners, their uniform appearance and imposed nakedness, along with the language barrier all contributed to their dehumanization (Zimbardo, 2007). Similar to the Stanford Prison Experiment, the lack of protective situational factors fostered an atmosphere free from traditional social and moral limitations on abusive behavior; however, the factors of the system such as leadership failure, lack of mission specific training, inadequate resources, interrogation-confession priorities, and higher military and government chains of command facilitated the abuse (Zimbardo, 2007). Furthermore, only the Military Police were brought to justice; none of those responsible for the ideology and permission of the abuses have been held accountable for their actions (Zimbardo, 2007).

The abuse at Abu Ghraib, as well as reports of abuse at Guantanamo, compel one to wonder how prisoners are affected; however, it is nearly impossible to study those held in such detention centers or the actual mental health provisions at the facilities, or lack thereof. Furthermore, the information that is available seems to be in conflict. However, Steel et al. (2009) conducted a relatable review and meta-analysis of the mental health

effects of torture and traumatic events. The goal of the study was to account for variations in rates of Post Traumatic Stress Disorder (PTSD) and depression in populations exposed to major conflict and displacement (Steel et al., 2009). Inclusion criteria required that the articles' publication date was between 1980 and May 2009, surveys assessing prevalence of PTSD, depression, or both among conflict-affected populations, surveys of adults 18 years or older, and a sample size of 50 or more (Steel et al., 2009). Of the 101 articles extracted, 181 surveys were provided that included 81,866 persons (Steel et al., 2009). The most significant of the findings of Steel et al., to the issue at hand, is that torture and other potentially traumatic events are associated with mental disorder across the population (2009). After controlling for methodological factors, torture was the strongest substantive factor associated with variance in PTSD, which may be explained by the reliance on self-reports, most commonly used in the surveys analyzed. This variation may be accounted for by cultural and personal variation in the understanding of the term (Steel et al., 2009). Steel et al. suggested that health professionals should use these results, highlighting the mental health needs of affected populations, and advocate for the prohibition of torture (2009).

Psychologists opposing involvement in military interrogations contended that external pressures prevent psychologists from intervening in abusive interrogation techniques, and persuade psychologists to use their expertise to support interrogation practices (Marks, 2005; cited by Kalbeitzer, 2009). Some psychologists advanced this initial argument forward as a basis for an absolute principle, prohibiting psychologists from consulting on military interrogations at all times, under all circumstances, and with no exceptions (Kalbeitzer, 2009). Costanzo, Gerrity, and Lykes agreed, reiterating that,

“Psychologists’ involvement in designing, assisting with, or participating in interrogations that make use of torture or other forms of cruel, inhumane, or degrading treatment is a violation of fundamental ethical principles, a violations of international and domestic law, and an ineffective means of extracting reliable information. Torture produces severe and lasting trauma, as well as other negative consequences for individuals and for the societies that support it” (2007, p. 7). Supporting the conclusion of Costanzo et al., Olson and Soldz (2007) proposed that a bright line rule should completely separate psychologists from national security interrogations. While it has been suggested that without psychologists’ involvement, the reported abuse of detainees would be exceedingly worse; as Behnke (2006, p. 67; cited by Kalbeitzer, 2009) claimed, psychologists’ education in human behavior creates a unique role within the scope of military interrogations to “guard against ‘behavioral drift’ on the part of the interrogators.” Olson and Soldz rejected the idea that psychologists can act as safeguards, ensuring safe and ethical interrogations, characterizing the claim as a positive illusion (2007).

Those in favor of psychologists’ involvement in military interrogations have argued that psychologists’ unique skills are beneficial in the search for answers related to the interrogation process (Kalbeitzer, 2009). In direct response to the 2007 conclusion of Costanzo et al., Hubbard argued, “Their statement is ironic, for torture is illegal in the United States;” more significantly, their statement oversimplified the issue and failed to address the current demands of war (2007, p. 29). Hubbard adamantly opposed any bright line rule banning psychologists’ involvement in interrogations; rather, he argued, circumstantial pressures, the values and intentions of terrorists, require an innovative

approach to develop non-coercive reliable ways to extract information from those attempting to withhold it (2007).

Kalbeitzer explained that, while Principles A and B of the APA Ethics Code are not bright line rules, the guidelines do present the question of who psychologists owe their duty, to the individual or to the larger society; however, because the APA Ethics Code presents both principles, it seems to allow psychologists to function in dual roles without conflict (2009). Furthermore, forensic psychologists differ from the traditional treatment provider role; rather, they operate under external pressures and must also balance the duty to the individual and to society much like psychologists consulting to military interrogations (Kalbeitzer, 2009). Forensic psychologists have long established standards to direct the span of their roles, whereas psychologists consulting to military interrogations have not had direct guidance; however, the PENS task force report seems to be working towards a parallel direction (Kalbeitzer, 2009). Hubbard endorsed the movement towards a proactive future. He declared, “I certainly see no reason why psychologists cannot assist in developing effective, lawful ways to obtain actionable intelligence in fighting terrorism,” and, “If the information can be obtained non-coercively, the better” (2007, p. 33). Greene and Banks (2009) concurred, by teaching and enforcing the use of ethical and efficient interrogation techniques there is hope to reduce the probability of future harm. They recounted the 2004 Abu Ghraib fiasco’s absence of psychological resources for any persons implicated, deducing, “to knowingly allow that set of dynamics to exist again without psychological oversight is clearly unethical...We repeat the old question. If not us, then who?” (2009, p. 30).

Although Abu Ghraib was closed and returned to the Iraqi government in 2006, its

detainees were only moved to other United States detention centers (Hrubos, 2006). Similarly, President Obama signed executive orders to close Guantanamo prison, within a year, and requiring that all interrogations follow the non-coercive methods of the Army Field Manual. Then again, what will become of the remaining 245 detainees at the military prison has yet to be resolved (Shane, Mazzetti, & Cooper, 2009). These developments aid in settling several issues that once contributed to the ongoing debate of psychology and interrogations; still, in spite of the prisons' closures, detainees will inevitably be held elsewhere and the necessity of national security interrogations seems inescapable. Therefore, future research endeavors should explore and develop effective interrogation strategies, and somewhere in the midst of this heated arena, psychology must find its place.

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A DISCUSSION OF EFFECTIVE & INEFFECTIVE YOUTH PREVENTIVE PROGRAM STRATEGIES RELATING TO BROCKTON'S PROMISE

BY: KELLY SULLIVAN '11

In our present society, the well being of our youth is declining dramatically. Many youth are experiencing a lack of support, encouragement and beneficial relationships from both their family and their community. In simple terms, our culture today is raising youth who are experiencing an overabundance of negative assets and a serious deficit of positive assets (Benson, 2006, 2). In our current juvenile justice system, it has become the norm to only deal with delinquent youth once they have already come into contact with the criminal justice system (OJJDP Model Programs Guide). While this reactive approach remains a necessary part of our society, it is also important to focus on proactively addressing the problem of juvenile delinquency. That being said, it is essential for us as a community to implement positive youth programs that will help to nurture and support youth, thus preventing them from making destructive decisions and ultimately committing crime. We must put into practice preventive programs that offer a positive curriculum and work with youth to reduce their risk factors and increase their levels of support and empowerment, as well as their positive interpersonal relationships (Benson, 2006, 30).

By increasing these protective factors, there is a greater chance that a youth's problem behavior will be reduced. However, just because a preventive program's mission states that it will reduce various delinquent behaviors in youth and morph their risk factors into protective factors, does not mean that this objective will always be the outcome. Regardless of intentions, some prevention programs can seemingly do more harm than good if not implemented, organized, or operated in a sufficient manner. Conversely, there

are a handful of notable programs that are successfully reducing juvenile delinquency by incorporating a steady balance of both risk and protective factors. In other words, these programs focus on improving a youth's resiliency to negative behaviors but also address the source of said negative behaviors; or they concentrate on decreasing a youth's risk factors while also focusing on the protective factors that can help decrease negative behavior (OJJDP Model Programs Guide).

One organization that strives to make a lasting difference in the lives of youth is Brockton's Promise. During the fall semester of my junior year, I held the position of research intern at the Center for Nonprofit Management at Stonehill College, in conjunction with Brockton's Promise. My internship was originally formed as an outcome of a job that I had held the preceding summer in Brockton, entitled the Community Youth Mapping Project. I was hired by the Brockton Police Department as a Community Youth Mapping Supervisor. In concise terms, I supervised fifteen at risk youth as they walked around the city, collecting surveys from area businesses and community nonprofit organizations for the police. Every single one of the youth hired displayed some sort of risk factor, such as individual, familial, educational, community related or peer related, that caused them to be considered "at risk" for becoming involved in criminal activity. Although my internship was physically at the Center for Nonprofit Management at Stonehill College, a lot of the work that I did was with Brockton's Promise. Brockton's Promise is a coalition of dozens of local partners in the Brockton area that try to ensure that all youth in Brockton graduate from high school and go on to lead successful lives. Every program and service that they offer includes five developmental assets: Caring Adults, Safe Places, A Healthy Start, An Effective

Education, and Opportunities to Help Others. This is because research suggests that the more promises that are fulfilled for a youth, the less likely they are to take part in dangerous behaviors or actions (Brockton's Promise Main Page). The Brockton's Promise website also offers the public an opportunity to utilize an interactive search engine and map, which allows both youths and adults to find the various resources that they need in Brockton (that offer one or more of the five promises) by using different filters and categories. This map was originally created using the surveys obtained by the Community Youth Mappers. Throughout the semester, my work involved continually researching and placing telephone calls to various nonprofit organizations in order collect the data that was crucial to adequately updating the Mapping Website.

The Center for Nonprofit Management then became involved because they try to help the community become aware that these organizations, like Brockton's Promise, exist and seek to create a lasting, ongoing relationship between the public and the diverse range nonprofits that are present in the community. However, it is vital that the Center for Nonprofit Management, as well as Brockton's Promise, only promote and support effective preventive programming. There are many characteristics of successful youth programming. One important quality of beneficial programs is that they are built upon relevant, proven theories and not assumptions or myths (Hughes and Ong, 1995, 1).

Throughout this semester, my internship has given me the opportunity to witness the formal and informal processes utilized by the Brockton's Promise organization in order to achieve their mission. There is lot of work that must be done in order to ensure that Brockton's Promise only partners with agencies exemplifying effective program strategies. In order to successfully accomplish this, Brockton's Promise is composed of

five promise teams, each representing a single promise, which serve as the organization's administrative leadership. This arrangement is modeled after the national organization: America's Promise – The Alliance for Youth. Each team works independently of one another, meeting regularly to discuss how best to fulfill their promise goals. Nonetheless, representatives from each team also attend a monthly Steering Committee meeting in order to discuss joint projects and common goals (Brockton's Promise – About Us). It is in these Steering Committee meetings that decisions about funding and marketing are made. There is also a large emphasis on strategic planning and the distribution of current youth development data. Each team, as well as Brockton's Promise as a whole, follows the national standards established by America's Promise as well as standards set about in the Steering Committee meeting. Because their work affects so many people and organizations in Brockton (Students, Local Government, School System, Nonprofit organizations, Social Service Organizations, etc), it is crucial for Brockton's Promise to promote a systematic organizational structure and remain dedicated to providing the community with exceptional leaders and a message of optimism.

By maintaining an efficient organizational structure, Brockton's Promise greatly improves its chances of achieving its mission and accomplishing its desired results of decreasing risky behaviors among youth and increasing the graduation rate in Brockton. All organizations have meetings where goals and potential outcomes are discussed, but it takes an effective organization to successfully implement those goals. I have witnessed the transition from talking about a potential outcome to the successful execution of that result over the course of my internship. One example of this would be a development that occurred during the Opportunities to Help Others Team meeting that occurred at the

Center for Nonprofit Management. Members continually discussed that it would be very beneficial to reward youth in Brockton that volunteered their time and energy volunteering in the community. So, over the course of several months, preparations were made and in early November, Brockton's Promise sponsored and held The Promise in Action Awards for Exceptional Youth Volunteers. The hard work and dedication of numerous youths was acknowledged by over sixty guests, various organizations, the Mayor of Brockton, and the Deputy Superintendent of Brockton Public Schools. Youths received a certificate, a medal and a profession of appreciation from the community for all that they have accomplished. For me personally this was a very rewarding night because two of the Community Youth Mappers decided to attend the ceremony. It was nice to catch up with them and make sure that they were doing alright in the months following the end of the program. Youth empowerment is a very crucial asset, and it is one of the least common assets for juveniles to experience (Benson, 2006, 39). Many communities do not see youth as positive contributors or give them any useful roles the community (39). By hosting this event, Brockton's Promise hoped to show kids that the community is grateful for them and sees all of their actions as important.

Brockton's Promise aspires to create a system of support within the community by trying to provide all youth with the services that they need in order to live happy, successful lives. Personally, I feel that Brockton's Promise is an effective organization in itself because through its collaborative efforts with well established organizations, that are being run in an effective way (i.e. Big Brothers Big Sisters), it is trying to get as many people involved in the lives of Brockton youth as possible. This is vital to reducing juvenile crime and delinquency because it has been proven that supportive, long term

relationships with adults in the community can help to curb delinquent behavior in young kids and help them develop a positive sense of self (Benson, 2006, 35). For example, it has been over eighteen months since the end of the Community Youth Mapping program yet I still receive the occasional text message from several of the teens. Sometimes they are just checking in, other times they are looking for praise or congratulations in order to reinforce a good decision that they have made.

Brockton's Promise differs from the traditional preventive program in that it is a collaborative, shared effort that combines the missions of various programming agendas across the city. By incorporating multi-agency strategies and missions, Brockton's Promise allows itself to capture the effects of various programs that have been proven beneficial to youth. As long as Brockton's Promise continues remains organized and offers its member agencies a forum to voice their concerns and opinions, it can prove to be one of Brockton's greatest benefits for youth.

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Sociology

ENVIRONMENTAL JUSTICE AS APPLIED TO SUSTAINABILITY AND RECYCLING PRACTICES AT STONEHILL COLLEGE

BY: JULIA CRANE '13

Introduction

The recycling program at Stonehill College is so poor that “The College Sustainability Report Card” gave the institution an overall D+ in sustainability (Sustainable Endowment Institute, 2010). Moreover, the lack of recycling opportunities on the campus of Stonehill College creates a problem of environmental justice that connects to the nearby city of Brockton. In investigating the reasons for such a designation, it proves to be useful to employ David Naguib Pellow’s framework for environmental justice. Pellow’s *Garbage Wars* defines environmental justice as referring to “those cultural norms and values, rules, regulations, behaviors, policies, and decisions to support sustainable communities where people can interact with confidence that the environment is safe, nurturing, and productive,” (Pellow 2002, p. 8). This situation is clearly not evident in Brockton because of the myriad power plants and waste facilities. Daniel Faber notes that Brockton residents suffer from a “disturbing pattern of elevated health problems” due to the three hundred forty-seven hazardous waste sites dispersed throughout the city (2008, pp. 5,8). One may recognize that this situation is perpetuated further because the lack of recycling on Stonehill College’s campus creates more garbage to be brought to the Brockton plants (Morrison Interview, 2010). It is clear that the sociological imaginations of the seemingly apathetic students of Stonehill College must be employed to mobilize the student body with motivation for the issue. They must

challenge the administration to enact change on the current recycling program so as to increase the college's sustainability and reduce its detrimental effects on Brockton and the environment at large.

The Problem

The lack of currently available resources on Stonehill College's campus with respect to the recycling program is a largely significant factor contributing to the overall sustainability of the college. Stonehill College may be considered "environmentally unjust" because of the unsatisfactory amount of effort designated to this issue. Currently, there are recycling bins for plastic in all of the residence halls and dispersed throughout the academic buildings and around campus. However, the availability and accessibility of these blue bins can be extremely limited. At times, the recycling bins will not be emptied for a week; not only do the bins fill up and people start throwing bottles in the garbage, but also some people begin to lose the meager amount of faith that they have in the recycling program. The facilities department brings all recyclables collected from the bins across campus to Clock Farm, located across the street from the college. Four work-study students are in charge of sorting all the recyclables into those that can be redeemed for scholarship money and those that will be thrown away. Recyclables must be thrown away if they are not fully cleaned, so if the people who recycle their bottles or to-go containers do not take the time to clean their containers, then their efforts are negated. The Clock Farm is understaffed by students, which causes the excess of recyclables to litter the farm, which further points towards Stonehill College's lack of environmental responsibility (Howard Interview, 2010). One may understand that the administration does not deem the reformation of the recycling program to be of the

utmost importance, and thus negligible funds are designated to its improvement. The corresponding lack of motivation and widespread apathy due to insufficient education about the issue on the part of the students creates a stagnant atmosphere largely bereft of activist energies.

The history of the recycling program at Stonehill College is rather short, considering that it was implemented in 1991. One may infer that the college was relatively concerned with its sustainability before this time, which precipitated the creation of the recycling program; however, because institutions like Stonehill College must go through long processes involving various stakeholders from different levels of the administration to change virtually any aspect of the institution, it probably took a long time to even implement the recycling program. Therefore, any change that may occur in the future will have to incorporate each of the multiple stakeholders, including, the administration, individual students, and clubs and organizations.

Theories of Stakeholders

The idea of multiple stakeholders may be understood using Robert Dahl's theory of pluralism. In his theory, Dahl (1961) asserted that society is full of distributed inequality: that power and resources are widely distributed among competing groups. Each stakeholder has power, just as each member in a society has power, but those who designate the rules generally have a certain type of power over those they rule. Dahl wrote: "Leaders influence the decisions of constituents, but the decisions of leaders are also determined in part by what they think are, will be, or have been the preferences of their constituents," (1961, p. 89-90). In order to enact change, the other stakeholders in this situation, those outside the administration, would have to mobilize and pressure

the administration, the stakeholder with the power to alter policies, to conform to the will of the masses.

However, there exists a great trend of apathy with regard to the environmental issue of sustainability amongst the students of Stonehill College, according to survey data on the topic. One may interpret this apparent disengagement from the issues not directly affecting their milieu as a manifestation of Putnam's theory of declining social capital, which explores the possibility that American associations are becoming scarce and no longer fueling social capital, the idea that people can network to "cooperate for mutual benefit" (Putnam, 1995, p. 67). Putnam asserts that the decline is due to women in the labor force, increased family mobility and more frequent dissolutions of these basic societal units, and particularly technology like the television. He says that technology had precipitated the privatization of leisure time and that people no longer form interpersonal associations because of it (Putnam, 1995, p. 74). This may be translated to be understood in terms of problems on Stonehill College's campus by noting that large numbers of students are preoccupied with class work and Facebook, and not necessarily joining lots of organizations that foster community within the greater Stonehill College student body. If there is not a great sense of community, then the students do not feel that they have enough connection with each other to mobilize as a group to challenge and pressure the administration to implement changes to further environmental justice on campus.

Theories of Action

In order to combat these apathetic, individualist ways of thinking, those students who are motivated to mobilize the student body as a whole could employ Doug

McAdam's notion of tactical innovations to get the attention of the dispassionate student body and unconcerned administration. Social activists, like the concerned students on campus, develop creative tactics to disrupt society's normal functioning. Such tactics "oppose the interests of the group's opponents" and gain publicity and power for the movement (McAdam, 1983, p. 735). Tactical success relies on an adequate level of indigenous organization within a group for it to affect change with its own resources, and the climate of the larger political environment, namely whether the system itself is in a condition that makes it open to change. Tactical adaptation is the extent to which the state, or in this case, the administration, has the power to suppress or counter the threats to the system's stability.

Assuming that the activist students, or the student body in general, gain the attention of the administration and pressure them to improve the recycling program, the administration could eventually enact the demanded changes to the program. This situation could be understood using Fred Block's modification of the Marxist theory of the state; in this circumstance, the students would act in a manner parallel to the "workers" of Block's theory. The administration of Stonehill College could theoretically act as the capitalists and the state managers because they have to keep the college running (while making profit) in terms of money, and they also want to preserve order like the state managers do in Block's theory (Block, 1977). If it were likely that the administration might profit financially from changing the recycling program, it would be more likely that they would enact these changes, just as the capitalists will concede to the demands of the workers if the capitalists know that eventually they will benefit from the demands as well.

Finally, if the administration completed significant structural changes, such as instituting more regulations on the recycling process at Stonehill College, then one might assume that the people who would have to follow the new program would start watching each other to ensure its implementation. This would create an environment that corresponds with Michel Foucault's panoptic theory of power. Foucault's conception of panopticism as a form of social organization and regulation stems from Jeremy Bentham's panopticon, a tall viewing tower centered in a circular ring of prison cells which were flooded with light. Although only one person monitors all of the prisoners, the prisoners self-regulate their behaviors because they are theoretically always being watched. Foucault takes this concept of subjection and maintains that disciplinary power is employed in all areas of society because it is highly economically efficient, the disciplinary power's effects will extend everywhere, and it will increase the "docility and utility" of people in the system (Foucault, 1979, p. 202-203). If people have to follow the new protocols for recycling, then they would presumably watch each other to make sure that everyone else does it, too.

History of the Movement

The national history of the environmental movement on college campuses began in 1989 at the first National Student Environmental Conference, which was held in Chapel Hill, North Carolina. In addition, the Students for Environmental action Coalition was formed by students who sought to "uproot environmental injustices through action and education," (The Student Environmental Action Coalition, 2008). Stonehill College itself does not have a long history of recycling practices; the administration introduced the recycling program on October 10, 1991, but it was not until 2006 that the demand for

recycling increased enough for some students to form a personal connection with the issue (Stonehill College, 2010). On September 24, 2008 Stonehill College officially announced that it was “Going Green” and launched a multi-faceted program to combat the college’s state of poor sustainability. The Environmental Stewardship Council constituted one of these facets, the mission of which was “to foster proactive, environmentally sustainable policies, approaches, and practices by the campus community that are consistent with Stonehill’s mission, guiding principles, and student learning goals and outcomes,” (Stonehill College, 2010). The Council is formed by fifteen people including faculty, students who are involved in raising environmental awareness through clubs and organizations, and staff from offices of Campus Ministry, Student Activities, Admissions, IT, Human Resources, Marketing, and Purchasing. Other facets of the “Go Green” initiative supposedly concerned a full day of training for the fifty-six resident assistants who staff the residence halls on campus. Theoretically, they would gain information about the recycling opportunities on campus and be able to transfer their knowledge and fervor to each of their residents, thereby dispersing the “Go Green” movement throughout the student body. However, when questioned about the amount of effectiveness this program had, the resident assistants with whom I spoke denied the existence of such training (Allen Interview, 2010). This, unfortunately, raises some suspicions regarding the effectiveness and legitimacy of other aspects of the administration-run “Go Green” movement. With regard to present student initiatives, the Students for Environmental Action Club and the Activism Club are dedicated to raising awareness about issues on campus and generating motivation to create change (Stonehill College, 2010).

Stakeholders at Stonehill

The multiple stakeholders in the situation at Stonehill College could be understood to be the administration, the students, and the clubs and organizations that seek to raise awareness within the student body. The people of Brockton may be stakeholders, too, but they are not as directly part of the conflict because they must encounter gatekeepers that physically keep them off the college's campus. In accordance with Dahl's pluralism, the power is distributed amongst the different groups. The administration has power because they are the ones who make the rules that the students have to follow. However, the students of Stonehill College do have a special kind of power because the college requires their tuition money in order to run and to make profit to pay the administration. Therefore, the administration must concede to some of the requests of the students in order to keep them content enough so as not to withdraw from the college. Robert Putnam's theory of social capital applies to this situation as well because the students who are not socially involved and who promptly decline in social capital create an atmosphere that does not foster social change. According to a survey about practices and attitudes regarding recycling at Stonehill College, at least 20 percent of students feel no motivation to recycle because they do not feel as though they are making any impact. If the students feel powerless and do not recognize their power as valid stakeholders, they will not mobilize, but remain apathetic.

The constituency of Stonehill College is predominantly white students from middle to upper middle class families. Therefore, Pellow's notion of social stratification by race and class is not necessarily applicable at the campus, but it becomes rather evident if one takes into account the people of Brockton who are eventually affected by

the actions of the people at the college. Faber (2008) notes that 38.5 percent of the residents of Brockton are classified as minorities, and the average yearly income of the residents is low, at \$39,507; correspondingly, it is clear that in this situation, they do not have as much power as the other stakeholders to enact change.

Possible Solutions

Pellow recognizes the ability of communities to shape the struggle; with regard to this situation, one may focus on the abilities of students to shape the struggle in terms of enacting reform in Stonehill College's recycling program. As a group, they have power as a stakeholder in this situation, and they simply must be mobilized with tactical innovations. An effective way to create enthusiasm for the movement (aside from activating the students' sociological imaginations) would promote recycling as popular behavior—a sustainable “fad”—to which the masses would subscribe. Additionally, if the students could show the administration that they are serious about increasing the efficacy of the recycling program (such as more brightly colored bins and more regulated and efficient ways to transition the collected recyclables to actual recycling facilities), then they could work towards the eventual implementation of a “sustainability office.” This office would theoretically solidify recycling as a mandatory part of everyday life at the college. It would implement reform and would work to secure a status for the college as more environmentally just with respect to recycling and the minimized effect on the city of Brockton.

Conclusion

Stonehill has a profit-centered administration, an apathetic student body, and a poor recycling program. I have shown through the aforementioned analysis of data and

observations that students have little initiative in terms of recycling. Their passive attitude and poor effort need to be reformed if the college's sustainability is to improve. It is clear that the different components of the college require some sort of structural change to add a sustainability office that could systematically regulate the college's sustainability through the implementation of various practices even once the "fad" of trends towards environmental justice is over, for the effects on the city of Brockton will not fade in correspondence with the decline in the amount of popular interest in the issue.

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LUCK OF THE DRAW: MY AFFORDABLE HOUSING MIRACLE
BY: ALICIA DUFFANY '11

We followed Mom into the gymnasium at the Oak Ridge Elementary School, my hand grabbing Robby's, sweaty with nerves and anticipation. We had been waiting for this day for what seemed like an eternity. The three of us sat down in the front row of folding chairs in the room. I looked around hesitantly as people slowly filtered in behind us, quietly talking with one another. "What if we don't get it, Mom?" I asked. "Well, then we keep our fingers crossed for the next one," she replied, a minor shake in her voice. We sat together, the Three Musketeers, Mom in the middle, holding our hands as we waited for the lottery to begin. "What's our number, again, Mom?" asked Robby. "WVLP115...115."

The room we were in was a marked off half of the school's gymnasium. Rows of folding chairs were set up facing a large table with a bunch of official-looking people sitting at it, staring back at us. There were a lot papers on the table, and a large glass punch bowl with small pieces of paper in it. The room was hot, filling with people, but no other single moms with kids, like us. I looked around and wondered what they were thinking. What were they thinking of us? Of my mom? Then my attention turned back to that deep unanswered question, what if we didn't get it? What if we didn't get any of them? Where would we go? But then I told myself it will all be okay, Mom will figure it out. She always does.

It was July 28, 2004. And we were waiting for the news that could change the course of our lives. We were waiting for an affordable housing lottery to begin.

The room was called to attention, everyone hushed right on cue. I squeezed Mom's hand

hard and closed my eyes. The moderators explained how the process would work. All of the applicants that already lived in Sandwich would have a chance at one of seven houses. Then all of the nonresidents would be added to the mix, their numbers being added and mixed into the punch bowl. Then four more numbers would be called. The last four numbers of the night.

This was an affordable housing lottery. More like housing bingo, with emotions. Each family entered into the housing lottery was assigned a special number. The moderators would literally reach into the punch bowl and pull out a piece of paper. They read the number, and repeated it for clarification, giving people a chance for it to process, before the sighs and “oh my God’s” were released from thankful lips.

As a moderator mixed the paper in the bowl, I could feel my heart pounding in my chest, as I tried to recite our number in my head. “WVLP115.” The first seven houses came and went. None of them were for us. With each family that got a new home, my doubts increased. I could feel my heart becoming faint. Once those first seven were chosen, the families were able to go up to the table one by one and hand-pick the house they wanted. I watched with envy as they all did so. Mom caught on, however I was convinced to my emotions; I’m pretty sure and I’m pretty she was beginning to feeling the same way though.

“There’s four more to go. We still have a chance, don’t lose hope.” She squeezed our hands and looked at us both with that “it will all be okay” look that mothers always seem to give at all the right times. I took her advice, and kept praying to the unknown God I tend to turn to when I feel lost. I thought of how far we had come, and how one little piece of paper could take us that extra step.

The room was called to order again, once all seven families had chosen their home. *Four more to go. Four more to go. We could be one of those four. Things always work out, Mom makes sure of it. It will work out this time too,* I thought. The first number was called. Not our number. The second number was called. Not our number. I looked at Mom with fear and felt that it was all over. We lost. It's not our time. I felt my hope fading faster and faster. The third number was called. "WVLP115." Then repeated. "WVLP115." *Wait, what? Was that us?* I looked at Robby, then at Mom, eyes wide. "That's us. That's us!" Mom whispered to us both. Relief. The biggest feeling of relief I have ever known. We will have a home. We will *own* a home. *Our home.* I grabbed Mom and started to sob. I could see her eyes tearing up as well. And Robby is always so quiet with his emotions, but I knew how he was feeling too. We were all feeling it. It was going to be okay.

We went up to the table when it was our turn to pick a house. They showed us a map of the neighborhood, which we already knew well from our weekly drive through it. Mom told us which three houses she liked, and asked us which one we wanted. We got to pick! Robby and I chose the tall one closest to the bus stop, and the one that would be ready to move into first. The three Musketeers made their choice, and made it final.

Mom filled out some paper work and then we headed were on our way back to the rental home we couldn't afford. On the drive home we made a detour to our new home. We would be able to move in, in less than three months. Only three small months away and it was ours. We pulled into the drive way and all jumped out of the car and snuck into the house. It was still being built, drywall still hadn't been put up, but we could see where the rooms would be. Robby and I called "dibs" on our rooms, and started telling Mom

how we were going to decorate. We walked through the house together, taking turns describing what we thought it would look like; what color paint, where the furniture would go, where we would hang our art. We embraced each other and cried more tears of joy. We had a home.

Born and raised on Cape Cod, I have often been referred to as a “Cape girl.” That I am. Just not the stuck up, snotty, rich kind. I come from a single parent household, and have watched my mother struggle to put food on the table, and keep the heat on. She never let us go hungry. She never let us go cold. But the threat always loomed; at least until we got our home. And we knew it. Mom told us everything –a principle some parents wouldn’t agree with. But I’d have it no other way. It made us strong, and it kept us close. The Three Musketeers shared everything. Even poverty.

Poverty on Cape Cod is seen by Cape Codders, only. Not by the tourists and aristocrats who stay the summer months and supply our economy (Stocker, 2009). Yet it exists. The 2000 U.S. Census reported that more than 16,000 individuals live in poverty in Barnstable County, accounting for 7.6% of the population (Stocker, 2009). Poverty becomes a serious issue in areas where housing prices are high, such as Cape Cod, yet this is rarely noticed by those who are unaffected (Stocker, 2009). This created a division between the classes of Cape Cod, between those who need goods and services and those who offer them (Stocker, 2009).

Housing is an immediate indicator of the separation between the social classes that gather on Cape Cod (Stocker, 2009). The 2000 U.S. Census for Barnstable County reported that 32% of housing consists of homes that are uninhabited during the off season, typically October through April (Stocker, 2009). When there is opportunity on

the market for home buying, the impoverished never win the battle; homes will go to the most qualified and cash heavy buyer (Stocker, 2009). The Housing Assistance Corporation on Cape Cod (HAC) stated that the median cost of a single family home on the Cape is \$362,000 (Stocker, 2009). Yet prices on Cape Cod have varied in recent years anywhere from \$50,000 to \$25,000,000 (Stocker, 2009).

Homelessness is also a major concern on Cape Cod. There has been a recent spike in foreclosures, which is typically attributed to nontraditional mortgages and a reduction of income (Stocker, 2009). Affordable homeowner's insurance policies are also harder to come by. The Boston Globe reported an increase of nearly 200% in insurance costs for families living on Cape Cod, and that 2,300 homeowners may have their policies dropped, because of their coastal community status (Stocker, 2009). Families that have lived on the Cape for generations are at great risk of losing their homes due to being unable to afford or qualify for home owner's insurance (Stocker, 2009). This creates another obstacle in the search for and obtainment of affordable homes in the Cape Cod region, as well as in other coastal communities around the United States.

The first federally funded housing program was a result of the U.S. Shipping Act of 1917 (Martens, 2009). Workers were needed to help produce supplies for World War I, and housing was needed for the workers. Over 16,000 homes were built for workers on 120 sites (Martens, 2009). The goals of the involved housing reformers were to create communities that home owners would invest in, so that they wouldn't leave or go on strike (Martens, 2009). Yet in 1918 Congress order the production of housing to stop, with only 27 of the projects completed (Martens, 2009). The Great Depression sparked another housing movement in the 1930s. President Roosevelt and created the Public

Works Administration as part of his New Deal initiatives, which built over 25,000 housing units in four years (Martens, 2009). Next came the U.S. Housing Act of 1949 which focused on providing a “decent home for every American” (Martens, 2009, p. 11). Yet efforts were concentrated in slum clearing and “downtown development;” boosting property values and tax revenues (Martens, 2009). President Kennedy’s administration enacted the Section 202 program which legislated public housing for the elderly; a political move thought to have reestablished the nation’s faith in public housing (Martens, 2009). Yet the Brooke Amendment of 1969 allowed for financial problems in funding public housing; marking the beginning of the crippling of the public housing efforts, leaving many unable to attain affordable housing since (Martens, 2009).

A modern and popular solution to the affordable housing crisis across the United States comes in the form of inclusionary zoning (Lerman, 2006). Inclusionary zoning is a form of community development that *includes* low-income residents (Lerman, 2006). There are two popular models of inclusion housing, the eastern approach and the western approach. (Lerman, 2006). The eastern approach, used in Massachusetts, New Jersey and Maryland, employs the concept of a “fair share” of affordable housing, but does not have a systematic plan for development (Lerman, 2006). The western model employed by Oregon and California incorporates planning for communities that include affordable housing, and requires it (Lerman, 2006). Mandatory inclusionary zoning may be the best proposed solution to the affordable housing crisis, and to ensuring that every American has a place to call home.

The Housing Assistance Corporation on Cape Cod played the single largest role in our ability to own our own home. Founded 35 years ago, HAC has been working to

help Cape Cod and islands residents to acquire safe and healthy housing at an affordable cost (HAC, 2010). In the past few years HAC has been responsible for bringing 318 affordable housing units to Cape Cod and the islands, including those in Woodside Village, where my affordable home is today (HAC, 2010). Today HAC has roughly another 100 affordable housing units planned for the area which is sure to make a huge impact on the lives of 100 deserving Cape Cod families (HAC, 2010).

The Housing Assistance Corporation defines affordable housing as costing 30% or less of a worker's income (Stocker, 2009). The HAC annual report indicated that 36 million American families rent their housing, an indicator that they may be unable to purchase a home on their own for financial reasons (Stocker, 2009). This was the case for us, and without the lottery, homelessness may have been the next step.

Mom's fiancé left and he left us in a rental home we could not afford. Mom immediately got to work investigating our options before our time ran out. We had to have a plan. Her friend Jane helped her to find out about three local affordable housing lotteries; two in Sandwich, where we were living at the time, and one in Mashpee, the next town over. Mom did everything she could so that we would qualify to enter the three lotteries. My grandparents helped us to save up some money, and pay the bills we already had, and Mom tried to free up her resources.

In order to qualify for the lotteries, she had to complete a first time homebuyer's course offered by the Housing Assistance Corporation on Cape Cod. So while Robby and I were home doing schoolwork, Mom was doing hers as well. We were all striving toward a better future. In the meantime my great uncle Bobby moved in with us, to help us with the rent. We converted the family room into his bedroom, and he stayed with us

up until just before we moved into our new home. His presence was also key in helping us stay on our feet before we broke the lease to move. Without him we would have been evicted, and we had nowhere else to go.

We won our home at the first housing lottery we attended. It would cost us \$135,000, but because Mom completed the first time homebuyer's course, we had a free \$10,000 down payment. We finally had a place to call a home of our own. No more moving, unless we want to. No more packing up boxes in a few days notice. We were heading home.

Our new home is a beautiful, brand new salt box style colonial house. We each have our own bedrooms, and a beautiful yard to play in. We've painted the walls of our home more times than we can count, and I'm sure Mom has planted over a thousand flowers since we moved in. I finally feel at ease knowing the carpet can't be pulled out from under our feet. It is ours, all ours. The lives of the Three Musketeers have changed dramatically, and in the best way possible.

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A Day in the Life

A Day in the Life Series: Washington D.C. Experience **By: Matt Marotta '11**

The Washington Experience is one of the many opportunities offered by Stonehill College. A student is given the chance to live and work in this amazing city for a semester of their college career. During my time working in this busy city, I had the opportunity to participate in many different activities that I would not have been able to outside of DC. Having the ability to see famous historical monuments, access to the Smithsonian Museums anytime I wanted and just being in the heart of our nation's capitol are experiences that I could not get anywhere else.

Although there were many great activities to be a part of in DC, by far the best experience for me was working with the United States Secret Service. As a criminology major, working with this premier federal law enforcement agency is something that I could only dream of achieving. The fact that I had the opportunity to do so in Washington DC made this experience all the more rewarding. While working with the Secret Service, I was tasked with many exciting projects. I had the opportunity to participate in active criminal investigations with Special Agents involving counterfeit United States currency and cases relating to defrauding the United States government. One of my daily duties, for example, was to collect mail from banks sent to the Secret Service, open the mail, determine if the currency inside was counterfeit or genuine and then sort them into folders. While doing this, I was asked to compile groups of certain counterfeit notes as part of an ongoing trial in order to provide more evidence for the prosecution. The individuals who produced these notes were charged with

counterfeiting over nine million dollars. I thought it was amazing that I got a chance to actively participate in work that Special Agents would do and I felt like the work I performed was making a difference.

Although there were many exciting and interesting opportunities working for the United States Secret Service, by far the most interesting to me was getting to participate in a protection site for President Barack Obama. Every year during the beginning of December, the President and his family come down to the field in front of the White House called the Ellipse to light the National Christmas Tree. For every presidential protection site, there is always a great deal of work with regard to planning and setting up. The Special Agent in Charge of the field office believed that it would be a great opportunity for my fellow interns and me to see how the whole operation works. Therefore, a couple of Special Agents took us out to see the site. We were allowed access to the area where the President's motorcade would be driving in, and also where he would walk when he got out of the Presidential Limo. It was really exciting to be in all the areas that President Obama would be, and also get to walk around the site like the rest of the Special Agents could. Getting to participate in a sweep of a Presidential protection site would have been privilege enough but the Special Agent in Charge had something else planned. He was impressed that two other interns and I came in on Veterans Day, a day when most employees were not in the office, to help a couple of Special Agents with the counterfeit problem, and he gave us tickets to sit in on the ceremony. Our seats were just a couple of rows behind President Obama. This made the experience that much more amazing.

I believe that this semester in Washington DC was an experience that I will always be glad I had the opportunity to be part of. The things that I have learned during my time here I can apply to the workplace as well as life after Stonehill. Getting the opportunity to work with the Secret Service in DC has been an excellent opportunity and I believe that I have learned more interning with them here than I could if I had done so in Boston. I was also able to participate in so many activities that I would not be able to do in Massachusetts. For instance, visiting a Presidential protection site and touring the Secret Service headquarters, which is stationed here. Working with the Secret Service has opened my eyes to the possibility of working in federal law enforcement and taught me what I need to do to get there. These are experiences that I can discuss with prospective employers in the future. I believe that they will set me apart from other applicants.

A Day in the Life Series: New York Experience
By: Samantha Lynott '12

This semester I was fortunate enough to receive an internship with the St. Barnabas Children's Advocacy Center in the Bronx, New York City. The CAC provides aid for children who have experienced sexual and/or physical abuse. When abuse is suspected, the CAC attempts to identify evidence through forensic interviews, medical examinations, and also tries to create a safer home environment for children. This is accomplished by removing abusers from their lives, or in simpler ways, referring stressed parents or caregivers to different services and programs. These programs can help teach them proper discipline practices, anger management, or give them a place to talk with other parents who have experienced similar issues with their children. The CAC receives these abuse cases from New York's Administration of Children Services (ACS), Special Victim Services (SVS), Children Protective Services (CPS), schools, and anonymous tips.

The first two weeks at the CAC can be simply defined as an eye opening experience to say the least. My typical day was broken up into two parts: The first of which is work responsibilities and the second is observation opportunities. The work responsibilities grew each day as I became familiar with the system, and with such an understaffed center, I did a bit of everything. My job responsibilities included greeting patients, registering new patients, listing new cases, organizing files, and providing childcare during family conferences. All of these tasks happened all at once, meaning things got hectic! Believe it or not, answering the phone was the most difficult task. There were only three employees to handle dozens of calls each day, which were all

important. They might better be described as painful. For example, mom hit her son with a belt, or three teenagers raped a five year old autistic child, whom the police do not believe is credible. I never thought the day would come when I would answer a phone and hear that a child was “only” hit with a belt and feel relieved. I have come to realize that this type of work can only be handled by certain kinds of people. In fact, I have come to believe that I might be one of those people.

When not working on cases, I was allowed to observe initial interviews with potential clients. Every day I observed about one to ten interviews depending on the caseload. An interview will occur when a guardian or teacher strongly believes physical or sexual abuse has occurred. Interviews are conducted in a room furnished with a furry carpet, space ships drawn on the wall, and soft comfortable chairs to sit in. There is a two-way mirror so I usually sat on the other side. I took notes, gave my input in regards to the child’s answers, and suggested any other possible questions I thought my supervisor missed or should re-visit. She always started the interview with questions such as, “How old are you?” “Where do you go to school?” “Do you like your teacher?” Then she progressed to questions like, “Who do you live with?” “Do they fight?” “Do they use words or hands when they fight?” “What happens when you get in trouble?” It is at this point that children’s eyes start looking up at the ceiling and fewer words come out. You can barely get a yes or no without asking three more times. If only they knew you were not trying to ruin their life, you were trying to save it.

Second Journal of A Day in the Life Series: New York Experience
By: Samantha Lynott '12

The second week here at the Children's Advocacy Center was just as interesting as the first. This week I felt much more adjusted and I am starting to feel more like an employee rather than a new intern. Unfortunately, I was introduced to the Bronx culture firsthand on Monday. While using the restroom, my phone was stolen from a hidden file cabinet. The only advice I received from my co-workers was, "You need to start locking your stuff up" and, "Welcome to the Bronx!" Although the week started out with a less than favorable life lesson, the rest was fascinating with a number of new cases. Some of these cases were disturbing, some were sad, and some were just unbelievable.

One of the most disturbing cases that sticks out in my mind involved a brother and sister. Alex was eight years old and Isly was five. According to their mother, on more than one occasion, she walked in on her son, Alex, sexually assaulting his sister. Finally she realized her son needed help. Both children were taken in for an interview and a medical exam where nothing was disclosed. However, it was evident that both children knew something had happened.

Next, we had a twelve-year-old boy named Roy and his eight-year-old sister Patricia. They were brought in by their uncle. The children lived at home with their forty-year-old mother and her twenty-one-year-old boyfriend. The girl Patricia, clearly asserted that her mother's boyfriend touched her inappropriately and said that she would like to live with her uncle. She seemed so mature when she spoke during the interview. Patricia's mom also arrived, without an appointment, which frightened her children, and caused hysterical crying. It was heart breaking.

As an intern I watched the children who came into the CAC. Some days I was with the children for as long as three hours. I really got to know them. Some kids acted out and constantly found ways to misbehave, while some kids were less affected by their circumstances. They were smart, motivated and knew they deserved more than they currently had. Patricia and Roy were two of the most resilient children I came across, and I made a note to follow up with their case before leaving my internship in December.

This next case was very different from what we typically saw. In this case, the victim was a five-year-old girl, whose father was allegedly sexually abusing the girl. However, according to an official report, the real criminal was the mother. We discovered that this young girl, Mary, was unfortunately being pulled a number ways in a child custody battle. When they came into the center, the mother brought in a videotape as evidence of abuse. The video was nothing but traumatizing to the child to say the least. It had Mary with her legs open and the mother pointing out the damage of abuse which was impossible to see. An interview was conducted immediately. Mary disclosed that “Mommy tricks me sometimes into saying things that never happened, and I just want to live with my dad.” That was enough for the case to be dismissed and subsequently led to a consideration of charges against the mother for production of child pornography. This poor child had not been sexually abused, yet she was coerced into believing she was.

Overall, I found that it did not matter if the child was introverted or extroverted, shy or excessively talkative; these cases were difficult to talk about. A common question asked of a child in an interview was, “When your parents fight in their lives, do they fight with hands or with words?” The answer was 99% of the time the same, “They fight with hands and words.” It became evident to me that the children who were physically or

sexually abused were almost always exposed to domestic violence. There was an overlap among different kinds of abuse.

All of the children who visit the advocacy center who are exposed to domestic violence are deeply affected by it. According to the Family Prevention of Violence Group, “The concurrent incidence of domestic violence and child abuse within the same families is well documented. In a national survey of over 6,000 families, researchers found that 50 percent of the men who frequently assaulted their wives also frequently assaulted their children.” (Carter, 2000) The worst part of this statistic is that it’s only representative of men. Families come in everyday and children say mommy hits them with a belt or in one case a child was almost blinded when his mother hit him in the face with a cable cord. Children in such violent and hostile environments have much higher chances of regressing developmentally.

Third Journal of A Day in the Life Series: New York Experience
By: Samantha Lynott '12

This week, the drama peaked at the CAC. We usually have between one and three appointments per day, and depending on how many siblings of the child in question need to be seen, it can be nearly chaotic. Tuesday was the craziest day so far, and I realized why I enjoy this field. Tuesday began like any other day. We had a number of appointments scheduled but like all Children Advocacy Centers in the Bronx, 50 percent are no-shows, so we always overbook. Ordinarily, by scheduling five interview and medical appointments from 9:30 AM to 2:00 PM, we would be busy but not overwhelmed. Tuesday was the exception.

At 9:30 AM, we expected a five-year-old girl named Elanec, who first came in for physical abuse when she was slapped in the leg by her father. When our doctor examined her they discovered that she had a medical condition known as labial fusion which constricts the child from urinating. This is an extremely dangerous issue and without immediate care, it could lead to emergency surgery. The mother was given cream to administer to Elanec, but missed her next four appointments, prompting my supervisor to notify the state registry and call a case on Elanec's mother for medical neglect. Despite this, she was a no-show.

Our next appointment was at 11:00 am with a 13-year-old girl named Joalie who needed a medical examination. She was seen a month before for being sexually abused by her step-grandfather, and at this time, she refused the medical. My supervisor insisted that she schedule an appointment, and today Joalie's mother and stepfather brought her. However, her mother asked for an appointment at another hospital because she did not

feel comfortable here. This sometimes happens when parents think of what their children said in the interview room. The place itself becomes associated with bad feelings so they want to change locations because they believe it will change their state of mind.

Then at noon, an 8-year-old boy named Zair came in. He required both a medical exam and an interview. His file was full of unfounded cases against his mother for suspected physical abuse. It was very upsetting because it was so apparent that the child was being abused, but he was far too afraid to tell. Although very frustrating for the staff, it was understandable that he felt that way. We saw so many of these cases and it was heartbreaking each and every time.

It was here that the craziness began. We received a phone call from an ERT (Emergency Response Team) coordinator, that a 6-year-old girl had just been whipped by her stepfather with a belt in the genital area leaving a mark. Moments later, the girl, Yaretza showed up and she was accompanied by her father and an ACS (Administration of Children Services) worker. Zair was still here with his mother, baby sister, and an ACS worker. The CAC was getting crowded. It was 1:00 PM and with two appointments we were all busy but comfortable. Then Elanec's mother walked in with Elanec, four hours late. So now, we had a total of nine people in the small waiting room that consisted of five adult chairs and four children's chairs. As I tried to expand our waiting room into the hallway, a woman walked in completely out of breath. Whether I wanted to or not, I asked her "How can I help you?" She said she needed documents for six children. This task consisted of me having her sign releases for the documents and then running up and down five flights of stairs to retrieve medical records.

At 2:00 PM, a twelve-year-old girl, Malissa, along with her aunt made the head count eleven. She was referred to the CAC by the Bronx District Attorney. They requested that Malissa be seen because as of next month, she had agreed to testify in court against her sixteen-year-old uncle for sexual abuse. They wanted to make sure that she was telling the same story three months after her incident to assess her credibility and determine what charges to file. In this case, Malissa's uncle asked if Malissa wanted to do something for him, guided her to his room, and then had her perform oral sex. It was questionable as to whether or not it was consensual or forced. My supervisor was still very unsure after the interview and after I watched the interview, so was I. This interview was very different from any other twelve-year-old victim interview I have watched. In this dialogue, the girl straight out discussed her sexuality. She stated how she was friends with all gay girls and that she believed she was bisexual. These statements were another example of the Bronx culture and how much children are exposed to at such an early age. At that age, I was still in elementary school and I had no idea what any of those words were even referring to, let alone be aware of my sexuality.

Additional pressure to my chaos arrived at 2:30 PM. The Vasquez family was referred to the CAC because the mother and stepfather physically abused their three and five-year-old children named Roberto and Stephanie. Apparently the stepfather would step on them and burn them with cigarettes. This was a very terrible case. A custody removal actually took place in the office and the children were sent home with their biological father, who was later awarded sole custody. Within this time, Elanec's mother got up and left the office. She was tired of waiting, and eventually all the families began

to finish up and head home. By 5:30 PM, this had been my craziest and favorite day at the CAC.

Fourth Journal of A Day in the Life Series: New York Experience
By: Samantha Lynott '12

My role developed quickly over my first four weeks at the CAC. When a new graduate intern and professional liaison arrived to work with us, I was given the responsibility to train them on the policies of the CAC. Working with these women over these weeks allowed me to ask questions, receive advice, and examine the routes they followed to get to where they are. At the same time, the number of children referred to our Center increased immensely, a result of school being in session for nearly a month, teachers began to notice signs of abuse in their students.

We received two of the most horrific cases of physical abuse on the last day of the month, my birthday. The first was a six-year-old boy named Gabriel who was very cute and a huge fan of Justin Bieber! He came into the CAC because he complained to his biological father of pain in his groin area. When his father checked, he found a black bruise which was tender to the touch. When Gabriel was interviewed, he disclosed that his stepfather woke him up in the middle of the night with a closed fist punch to the back of the head and a kick straight to his genitals. The reason given for such a punishment was a call from a teacher saying that Gabriel stood on his desk in class. Gabriel was highly credible and was instantly removed from his mother's custody when he stated that he was afraid to go home because he feared further injury.

The second case came in at what should have been quitting time, 5:00 PM. There were three children China (age 9), Venus (age 7), and Marquise (age 5), who were brought straight from school by an emergency response child protection team. According to a disclosure made by Marquise to his teacher, he was kicked in the face by his mother. The bruises and swollen areas on his face directly confirmed his story. Marquise said that

he ran ahead of his mom on the way to school and tripped and fell. In a frustrated state, she repeatedly kicked him. It was horrible, but the truth was that when I saw the mark on his face, I felt relieved because this was clear confirmation that he had been abused. Many kids have nothing to prove their stories because they visit us days or even weeks following the abuse. These circumstances allowed for an instant removal. This had been the second removal I had ever seen at the CAC, all in one day.

I also had a number of encounters this week with the Bronx SVS (Special Victims Squad), which evaluates cases prior to arrest. Unless it is a “slam dunk” per se, they do not even waste their time. It is very disheartening to see situations so damaging to a child that are not pursued by the SVS. Such situations involve cases which there is no physical evidence or when a child recants his or her story. For example, we had a case of an eleven-year-old boy who had disclosed to a teacher that he was raped by three boys in the school’s bathroom. When later brought to the CAC, he gave the same story to my supervisor and added more detail and even added a picture which portrayed what he had experienced. However, when he had an interview with the police, he took back his story after the police asked him questions such as, “Maybe you weren’t raped, maybe you liked it?” “Are you sure you weren’t just masturbating?” It was as if they forgot that they were talking to a victim. My supervisor must have seen my face in shock, because immediately after she said to me, “Well don’t be surprised.” The Special Victims Squad does this all the time and then in a few months the child will come back here, tell me the story again, and go to the police and recant again. It is really sad in cases where it is apparent that abuse has occurred. However, the police think that by being so brutal and upfront at the

start, they will weed out weak cases. It is evident that SVS detective do not want to waste their time.

I hope to be exposed to these officers and their line of work more often to get a better feel of what they go through. At the moment, I feel negatively biased toward them, but I want to hold off these feelings. If there is one thing I've learned from working at the CAC, it's that there are always three sides to a story: his, hers, and the truth.

Faculty Spotlight

THE PERSONAL IS POLITICAL

BY: DR. CHRISTOPHER WETZEL

To what extent do we see ourselves connected with the lives and experiences of others? Whether it's the ability to understand how the time bind caused by corporatization profoundly affects our family lives or how institutionalized racism leads to significantly different sentencing and incarceration rates, common forces shape everyone's lives. A key promise of sociology and criminology is to help people make the critical link between self and other, and thereby recognize that the personal is political. The best research demands that we look beyond our personal lives to see how our experiences are shaped by social structures and, in turn, how these structures impact other people around the world.

SOCIOLOGY ON THE CUTTING EDGE

BY: DR. SUSAN GUARINO-GHEZZI



This year, Prof. Patricia Leavy was awarded “New England Sociologist of the Year” by the New England Sociological Association, which honors sociologists for professional contributions to the discipline of sociology. Prof. Leavy was recognized, in particular, for developing and promoting arts-based research (ABR) methods for studying sociological phenomena. Professor Leavy discusses how to combine the performance and visual arts with traditional research methods, such as questionnaires or in-depth interviews, in her recent book *Method Meets Art: Arts-Based Research* (Guilford Press, 2009). Professor Leavy’s book has been very well received by her peers across the discipline. As one critic noted, “In reading Leavy’s book I can now see that all forms of research can inform, perform, reform, and transform what we think we know about the world around as well as ourselves as researchers and readers.”

References

<http://www.nova.edu/ssss/QR/WQR/leavy.pdf>

**LOCAL LEGAL CULTURE AND THE DISTRICT COURT CASE PROCESSING
BY: DR. KATHLEEN CURRUL-DYKEMAN**

When you enter the doors of a busy district court you may be greeted by the smiles of friendly security guards. Alternatively, you may be surprised by the snarls of an angry security guard commanding you to remove your belt. Which treatment will you endure depends, in part, on the local legal culture of the particular court you enter! Eisenstein, Flemming, and Nardulli (1988) first discussed how different courts can have vastly different cultures. These cultures are characterized by variances in norms, values, and language. They become rules of the court which are passed down in an informal way through communication between court workgroup members. The primary court workgroup members are judges, prosecutors, and defense attorneys.

Knowledge of the rules of court is necessary for all court workgroup members to successfully navigate their clients' cases. For example, in some courts, cases are called alphabetically and the first call begins at 8:30am sharp. If an attorney fails to appear or misses his case being called informal sanctions can result (like being forced to wait until 4pm to have their case heard). The rules can also have a more substantive affect on cases.

For example, going rates (or typical disposition for a given case) exists in courts across the country and varies by court. Even with the same state, which operates under the same laws, the going rate can be very different. Which cases are deemed to be serious and get more attention is generally agreed upon by the court workgroup members over time. Additionally, the going rate for a specific crime type is generally agreed upon by court workgroup members. It is passed down over the years, is often an internalized

norm which becomes resistant to change. Not having knowledge of the going rate can be detrimental to a defense attorney's case if he asks for something that is thought to be unreasonable to the court. Likewise, prosecutors, who fail to adhere to the going rate and always seek the maximum penalty, may suffer from a "bad reputation" from court work group members within their local legal culture. Even Judges who violate the norms of a court can suffer from varying from its rules.

One day, I happened upon an example while standing in the hallway of Brockton District Court. I heard one defense attorney asks another defense attorney, "Do you know who is sitting in session 8 today?" His colleague responded, "I am not sure, but if it's _____ we should both run for the elevator!" In this manner, the reputation of the judge was passed down from one attorney to the next. This reputation is built over time for all court workgroup members. It is derived, in large part, from being mindful and respectful of the local legal culture of the court. Like, Eisenstein, Flemming, and Nardulli stated, "You've got to know when to rumba and when to waltz" and on this day, these attorneys were trying to prepare for dance class by sharing this valuable information with each other.

References

Eisenstein, J.M., Flemming, R.B., Nardulli, P.F. (1988) *The contours of justice: Communities and their courts*. Boston: Little, Brown.

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