

Teacher Scenario 1: You are the instructor of an introductory class. One of your students is very confrontational toward the other students in class and, despite repeated requests, has not changed his/her interactional style. Although the student often makes worthwhile comments in the class, their style is off-putting to the other students and has led to a few complaints.

Student Scenario 1: You are a student in an introductory class. You believe strongly in the issues you discuss, and you don't believe students should get away with saying inaccurate or ill-informed things in the class— therefore, it is your job to point out stupid comments. You also don't believe the teacher has been adequately addressing some of the comments made in class.

Teacher Scenario 2: It is two-thirds of the way through the semester, and you just realized how far behind you are in covering class material. You decide to try to move through the lectures more quickly, but one student keeps raising his/her hand and asking questions that you really don't want to take the time to answer as they don't seem central to the discussion. When you tell him/her that the question isn't relevant to the topic or that it's an issue that you'd rather discuss outside of class, he seems to get irritated and then spends a few minutes making comments to students around him. His whole demeanor toward you has become irritable and sarcastic, and you don't know what to do.

Student Scenario 2: You started out enjoying the class but now, two-thirds of the way through the semester, you find yourself frustrated by the speed at which the teacher is moving through the material. The discussions you used to have in class were helpful in that they made the class less boring and they illustrated some of the more complicated points presented in the lecture. Now, however, it's like the teacher doesn't want to talk to students anymore. You have grown increasingly frustrated by being shut down when you ask a question.

Teacher Scenario 3: You have a firm policy against cell phones in class. Nevertheless, three weeks into the semester, a student's cell phone rings and she/he answers it and has a 1 minute conversation with the caller before she/he hangs up. The student does not apologize.

Student Scenario 3: You know your teacher dislikes cell phones in class, but you have been expecting a phone call from a prospective landlord that you have to take or you might lose the apartment. Given that your lease runs out in less than two weeks, taking the call is very important to you.

Teacher Scenario 4: You believe that arriving late to class is a sign of disrespect to the teacher and the other students in the class. Unfortunately, because of the class size, you do not take attendance so you do not have a way to make tardiness count against an attendance grade. Every day, 5 or more students arrive after class has started, which you find very distracting, although you haven't said anything to the late arrivals. You decide that enough is enough— you want this to stop immediately.

Student Scenario 4: You had trouble finding a parking place this morning so you arrived at class a few minutes late. This doesn't seem to matter to the Teacher, who has never said anything to anybody about coming in late, and several students arrive late every day. In fact, this isn't your first time to be tardy either. You do suspect that the teacher finds tardiness annoying, however, as his/her face looks annoyed when students walk in late.

Teacher Scenario 5: Two or three students in your large introductory class seem to enjoy talking to each other more than listening to you. You've asked them once before to pay attention to the class, but the next day they went back to having their private conversation. From the body language of students around them, you can tell that some of the other students are bothered by the distraction and others are enjoying the conversation. You're afraid you're losing control of that part of the class.

Student Scenario 5: You find your large introductory class to be relatively boring, but at least you have made some friends in there that share jokes and comments about the class with you to pass the time. Of course, once in awhile the teacher seems frustrated by your conversation, but, really, if the teacher was more interesting you wouldn't have to find some way to stay awake. You don't see anything wrong with having these brief conversations with your friends while the teacher is talking— in fact, you're often talking about the lecture material anyway.

Teacher Scenario 6: Every time you ask your students a question during class, they just look at you as if you are talking about something they've never heard of before, even though you discussed that very topic in class last week. This is so frustrating for you that you are tempted to start giving pop quizzes just to punish the students for not paying attention.

Student Scenario 6: You hate it when the teacher calls on you or the other students when no one answers his/her question in class. But, you hate it even more when he/she berates the class for not knowing the answer and not paying attention in class. One of your fellow students actually tried answering a question once; the teacher's response was to humiliate them for getting the answer wrong. You certainly have no intention of being humiliated in front of the class, so you won't be answering questions anytime soon. Besides, the questions are about random facts we learned last week; the teacher never gives us the time to review our notes to see if we can find the answer before he/she blows up about us not knowing it.

Professor Scenario 7: You are teaching a large introductory class. Because of the class size, you don't really feel like you know any of your students that well. You recently lectured on the issue of sexuality and sexual diversity.

Student Scenario 7: You are a student in a large introductory class. Although you don't feel you know your professor very well, during his/her recent lecture on sexuality you decided you might be able to talk to him/her. You think you are gay/lesbian, but your parents and your friends have consistently led you to believe that they think homosexuality is wrong. You are unsure what to do.

Teaching Sociology and WGS: Are These Instructor Choices Ethical?

Examples mostly adapted from Keith-Spiegel et al. (2002)

Instructions: You have 3 minutes to jot down your answers to the following questions for your scenario:

- a) What is/are the ethical issue(s) illustrated by the scenario?*
- b) Is the instructor choice in the scenario ethical? Why or why not?*
- c) How might the instructor's behavior be more ethical and/or how could this ethical issue be avoided?*

1. In Introduction to Women's Studies you show an explicit (and graphic) videotape about child sexual abuse.
2. Because you want to use the same exams in your Introduction to Sociology class each semester, you do not return the exams to the students, except for a brief period in class. Students who want to spend more time reviewing their exams must come to your office hours.
3. You require students in your Social Problems course to complete a term project from a list of several possibilities. All options involve visits to actual sites where contemporary issues are "happening," such as a gay bar, an Alcoholics Anonymous meeting, a militant political group gathering, and a homeless shelter. Students are required to write a paper about their experiences.
4. In your Statistics class students collaborate on a group project worth 25% of their final grades. Each group submits a single report and all group members receive the grade assigned.
5. In returning students' papers to them in class, you always make a point of saying aloud "great work" or "good job" to those who did well on the assignment. You also say "come see me" or "you needed to spend more time on this" to those who did poorly.
6. You're teaching Human Sexual Behavior to 70 students. When you grade your students' final term papers you give them a grade without writing comments on their papers.
7. You have a non-traditional student in your class that you believe is interested in you, personally, due to some things they have said and their body language during interactions. You also are beginning to have feelings for the student. You are considering whether you should cancel your standard coffee house office hours on Friday, as this student always comes to talk with you about the class.
8. You have a student who has consistently done C-level work in class, yet the student's final paper is flawless and sophisticated. You give the student a C on the paper as that is what they earned on all of their other assignments.
9. Four separate students in your Introduction to Sociology class call with excuses about why they need to miss the exam scheduled for that day. You do not believe all four students are telling the truth, so you decide to not give anyone a make-up exam.
10. You have recruited some undergraduate majors in your classes to go to the Regional Sociological/Women's Studies meetings. At the meetings, you hang out with the students, eat a few meals with them, and go out to the bars with them on the final night in town.

11. A student asks you what you think about a colleague's teaching style. You give them your honest opinion.
12. You have a book that needs to be returned to the library and you ask a student who has mentioned she is going to the library to return it for you. Last week you asked a different student if they could give you a ride to the car repair shop after class.
13. You feel strongly that students who specialize in certain sub-disciplines within sociology are not choosing a rigorous or intellectually worthwhile specialty, so you advise them not to go into that sub-field.
14. A student last year shared a heart-breaking story with you privately about growing up black in an all white community. This year, while teaching Social Problems, you share this story (anonymously) with your students to illustrate a point about residential segregation.
15. You know that to get tenure at your university you have to get high teaching evaluations, so you go out of your way to get to know each student, to spice up your lectures, to tell jokes, to hold special tutoring sessions for students, to smile every time you run into a student, and to bite your tongue rather than calling students on their inappropriate behaviors.
16. You have been given a TA for the semester. You require your TA to create and grade all of the exams in your class, grade the writing assignments, and teach the class every few weeks when you are out of town. You also require your TA to hold office hours and you frequently refer students who come to you with questions to the TA for help.
17. You decide that you do not have time to teach everything in Introduction to Interdisciplinary Social Sciences, so you intentionally skip the chapter on Research Methods, rationalizing that students really do not need to know about social science research in the introductory class.
18. A student who has missed your class for a month has asked you for a letter of withdrawal so that she can increase the amount of her tuition refund. You like the student, so you write the letter.
19. You are the TA for Dr. Brilliant. A student in Dr. Brilliant's class is a friend of yours. Your friend has been missing Dr. Brilliant's class regularly, and you know from private communication with him that he is contemplating dropping out of school because of emotional and economic stress. You do not share this information with Dr. Brilliant.
20. After three warnings, you tell a student who refuses to stop quoting the Bible about the "sin of homosexuality" in your Introduction to Women's Studies class that no biblical references will be allowed in their papers or their exams and further in-class discussion on the topic will not be allowed.
21. A student in your large section of Statistics confesses to you that she shared her paper with another student in the class. She is afraid the other student copied it and she doesn't want to get in trouble.
22. Upon discovering that a Grand Wizard from the Ku Klux Klan is visiting campus, you urge your Introduction to ISS students to show up to his talk and "boo him down."

My favorite so far this semester has been the perpetually hostile student who insisted that Teresa Lewis was alive. I was using her as an example of an "evil woman" and the response of the court for her violations of traditional gender. I stated that, despite her 72 IQ (close to the legal limit of 70 now for execution), her gender violations won and she was executed. He quickly spoke up, seemingly insulted, and said "No, it says here she hasn't been executed yet." All I could do is look at him and say, "No, she was executed in 2010...it was in the papers." A knee jerk, rude response, but he is a piece of work. It is my second semester with him. The last time I had him, he complained vehemently and loudly during class break and anytime he could to his fellow students about how unfair I was and about how the class was "a joke". He is an angry white guy, about 30-ish.

Hope it is useful. I have others, but he is one of the more difficult lately.

Vickie

Hello,

I had a student that was determined to run the classroom, she often interrupted to ask about petty nonsense ("you didn't capitalize 'district attorney' on the third bullet point")...I was lecturing about courts and describing how they are organized by county and I said that we had "93, oops 92, counties in Indiana"..she interrupted and absolutely demanded that I google it **right now**...there was no pacifying her and she would not let me move forward...

-Sara (Walsh)

Hi Dr. Lenning,

Your email was very timely. I got the attached email this morning from a student questioning the nonparticipant field observation assignment. We've had many ethics discussions and I stressed the nonparticipant observation aspect of the assignment in its description and in class when I talked about it in detail.

Julie Yingling

Hello Emily - Interesting assignment. I have a true story for you, springing from my one semester at Fayetteville State.

Three young men, relatively active and productive classroom contributors, appeared to enjoy getting baked before many class meetings. One day they arrived about 5 minutes late, with the fanfare that usually accompanied their arrival, but this time the aroma of ganja added to the event. Most of us were on to them before this particular day, but this day was special. Some students giggled as the three popular students greeted their friends in class. I welcomed them, smiled, and moved on. Perhaps I should have been more offended, and some would say this student behavior was a personal attack, but at the time I was more amused than anything else - and I honestly did like these young men and enjoyed the spark (no pun intended) they brought to many class discussions.

Enjoy the assignment!

Ken

True story. In an intro to feminist theory class, a young, white man was presenting on multicultural feminism. He chose to wear a "black face" mask and use a whip as his "pointer" for his slides. It was obviously incredibly inappropriate and was shut down quickly. Good luck!

Dear Emily,

I don't know if these would be helpful at all - but I had two situations that spring to mind, and yes they are true stories:

1) I was teaching Introduction to Criminology and we were discussing some of the physical stigmata that Lombroso said were indicative of being criminal. I had a male student that started asking lots of questions as to what Lombroso thought about certain physical characteristics - he then proceeded to tell the class that Lombroso would have thought he was criminal as he has a "third nipple." He then, and without warning lifted up his shirt and exposed his third nipple to the class. I didn't know what to do - or quite how to respond, he didn't seem to be making a joke as he seemed quite upset that Lombroso would consider him a criminal.

2) The second story in a Violence Against Women class. It was the first class of the semester and I had some students in the class that I had taught before. As I was waiting for the time for class to begin, one of the students I had taught before, asked me if I had a good summer. I responded that "yes I had, how about you?" In front of the whole classroom full of students, who were quiet as they usually are at the beginning of the first class of the semester, told me that his four brothers had gone fishing the preceding weekend and one of them had fallen in the water. His brother was usually a strong swimmer but the current pulled him under. He then said that one of his other brothers had jumped in the water after him, trying to find him. The second brother while attempting to rescue the first was also sucked under the water. The third brother, one of the ones remaining on the boat, jumped in trying desperately to find both his brothers who were no where to be found, and he too ended up being dragged under the water. The fourth brother left on his own, went back to shore to try and get help, but all three brothers drowned. This was very upsetting and the student recounting his loss was crying when he finished telling the story. The other students in the classroom were also very upset. I then had to begin a new class at the start of a new semester and suddenly my opening talk about classroom etiquette and course requirements seemed very insignificant in the scheme of things.

I think these are the two strangest/most tragic events I have had while teaching.

This sounds like a great exercise.

Victoria

Emily,

I'm going to have to use this in my seminar now. This is a great idea.

Here is one for you that unfolded over a series of weeks in one of my summer classes. I taught every day, then students did an online essay quiz over the internet on Fridays. I received an email from one of my students that another student in the class was actually not the student who was enrolled and whose name that I was calling, but instead was the sibling of that student and was not even enrolled at the institution. Ironically, the "informant" disclosed upon follow-up, that the "real" student (who had never attended my class) had slept with his (informant's) girlfriend - who was also enrolled and knew what was transpiring.

Ultimately, I contacted the Dean of Student's Office, who pulled photo ids, I provided roll sheet sign ins with signatures (that didn't match enrolled student), and the Associate Dean of Students arrived at the end of one of my classes, with a university police officer, to address the situation. Fun stuff!

I know of another faculty member who had to call security to break up a fight that was occurring between students after a class discussion.

This is such a great idea.

Peace,

Brenda Sims Blackwell

Hi Dr. Lenning,

Unfortunately this is a true story that occurred last year in my Introduction to Criminology class.

In my Introduction to Criminology class every week we would have an in-class discussion on a topic that related to the lecture that week, from the Taking Sides Issues in Criminology and Criminal Justice reader. Due to unfortunate timing, the topic for discussion was the use of racial profiling in law enforcement and it was only two weeks after the news of the Trayvon Martin shooting. I already had a student who had shown to be very hardliner conservative, but would keep her opinion in class mainly to herself, instead she waited to talk to me after class every day just to talk. She would tell me about how her 145lb Rottweiler and AK-47 were the best things her husband could ever buy her for when she was home alone and he was deployed...she slept with both every night. Right after the Trayvon Martin case hit the news she told me that her family was preparing for a "race riot" over the case, including stock piles of food...just in case it got too out of hand like the LA or Detroit riots. So the day of the racial profiling discussion comes, (I should mention that this was not the first discussion, we had done several before, and had established/emphasized respect in sharing opinions), the discussion starts out OK, then Travyon Martin gets brought up. After some civilized debate, my AK-47 loving student says "I would have shot him too." It was pandemonium, several people were crying, most were yelling, many were verbally attacking her, calling her a racist.

Hope your clas activity goes well!

Thanks

Anne

All true stories:

The Cannibal:

In class, we were discussing sociological perspectives applied to the Arab-Israeli conflict. A student, "Todd" raised his hand and said "it isn't about religion, or land, or colonization, culture or anything like that...You gotta eat!" I was puzzled, I thought perhaps he was going to talk about social stratification or SOMETHING relevant, so I said "what do you mean?" and he said, its about food supply, they are eating each other." The class was horrified, and I just said that cannibalism was certainly not a part of the issue. He shook his head and said he thought it was. He turned in pictures of bloody screaming people with all

of his assignments, that were unrelated to any of the course material. A couple more weeks on in the semester, the class was discussing intimate partner violence, and Todd said "It isn't about man/woman, gender, power--none of that. It's about food supply, you gotta eat!" And, wary from the last experience, I said "do you mean you think economic stress can worsen partner violence?" And he said "NO, it aint about any of that, they are killing each other for food." There was one more classroom instance where he had the same response--"you gotta eat" but I don't recall what it was now.

Satellite Boy

Upon passing back the first exam, a student raised his hand and said "excuse me, this is not my test." And I said, isn't "Bob" your name?" I knew it was his handwriting and his test. He said "yes, but this test is a 53. It has no nines in it. My phone number has nines, my address has nines, my credit cards have nines--everything has nines, so this can not be my test." I said, "is that your name, is that your handwriting? That is your test." He let it go for the time being. A week later, he said he couldn't come to class because the government was spying on his apartment with satellites and he didn't want to leave his apartment. He said he thought maybe it was the government that swapped his test out, because they wanted him to fail, or to make me think he was crazy. He came back two weeks later, and said he had to leave early because he thought government agents were following him, and trying to track him to where he lived. He wanted to throw them off track by leaving early.

Foot Fetish

My online classes all take on-campus midterm and final exams. Most of the class was finished within the hour and a half allotted, but one student remained. I was sitting in the front of the classroom, waiting for him to finish. When he was done, I asked him "how do you think you did?" and he said, "I don't know, I don't think I did too good. But I'd do anything for an A." And before I know it he drops to the floor and has my shoe off, and is attempting to rub my foot.

The "What in the World is going on here?" student.

I have a student--current-- who in the second week was using some nun-chucks outside the classroom. I told him that was very interesting, but it could be considered a weapon and he had to put it away. He showed me they were plastic, and had them in his bag because his son had been with him that morning. That seemed reasonable, so he put them away. Things progressed normally for the next few weeks. Then, he arrived to class one day with a large wooden staff/walking stick. He also had on what looked like a Halloween-style turban (not a real one) with a costume jewel in the center. He wore leopard print shawl and a red fishnet sweater. This was in mid-September. Now, I support everyone's right to dress as they please, but I thought it was odd simply because he had not been dressing that way previously, ie, it was inconsistent. He left his staff at the door, so I let it go, but I became a bit wary. Two weeks later, he walks into class 15 minutes late, with a pint vodka bottle, in the same outfit he'd been wearing for two weeks. He says loudly "HEY TEACH" and cuts in front of the class to take his seat. I told him that was highly inappropriate and he had to leave the classroom, and was to meet with me after class. He tells me it's a fake liquor bottle, and he was just trying to be funny. We discussed his behavior, he said he wouldn't do it again, and I reported it to my Chair. He was not removed from my class. In the next class period, he arrived in the same get-up, and we were discussing partner violence. At first, he said he was an abuser, and the Bible said that's how it had to be, then he changed his story and insisted that he was abused by the woman he was living with. He was talking incoherently, and said he was homeless. I walked him down to counseling at that point, and again reported the disruptive behaviors. He has still not been removed from my class.

Satellite Boy, "What in the World", and The Cannibal were all walked down to the counselor's offices, because they clearly suffered from mental illness and needed help. Their behaviors were also documented and reported to the relevant administrators, as was Foot Fetish.

You may share these true stories with anyone. They are from my teaching experiences at St. Louis Community College.

~Andrea

Hi, these two stories involving the same student actually happened without consequence to him:

1. Nursing student who is also an active duty soldier, came to simulation lab to demonstrate that he knew how to perform urinary catheterization for women and men had a gun on his side holster. To my knowledge, they asked only that he not bring the gun to school again, but no counseling or real intervention. Although the nurse running the lab was very upset and shaking, etc.

2. This same student was in a class when I was giving a lecture. During the lecture, the Assoc. Dean for Academic Affairs came into the classroom and took a seat, though I knew and liked her, it was still a little unnerving. Part of my lecture included describing a program in Texas that paired older Mexican immigrant mothers with young Mexican immigrants. One of the things I described prompted the Assoc. Dean to speak up and say that she was part of developing that program, and corrected one of the pieces of information I had mentioned. That would have been fine, it wasn't anything earthshaking, and actually I was in the process of starting a similar program with another vulnerable group of women so I was glad to hear the information. However, the student mentioned above was sitting in the very last row in the corner, jumping for joy in his seat, thrusting his fist in the air, saying things like "yeah, set her straight" "get her." Honestly, I was scared to say anything as I was standing on an elevated podium and I had no idea if he had the gun. I told the Assoc. Dean after the class ended and she basically blew it off.

Ironically, I ran into this young man at a grocery store after he graduated. He recognized me right away and came up to speak to me. To my relief he told me that he'd gotten married, loved practicing nursing in the Army, and basically, life was good. I will never ever forget this guy. I'm sure he's been deployed by now, maybe more than once, and if a university education stressed him out, imagine how he might have reacted in Iraq or Afghanistan?? It wasn't long after that when a student irritated was openly derisive about his nursing program instructors at the University of Arizona in Tucson because of his poor grades, but also because they espoused beliefs that offended him. One of the main professors he wanted to kill is very well known nationally for ideas about peace, and caring within nursing. Ultimately, he came to school and killed three professors, then killed himself. As I knew the professor who was #1 on his list, I was relieved that she wasn't killed. He made the other three beg for their lives, laughed at them, and then shot them to death. Still, they apparently knew he was a ticking time bomb from some earlier comments he'd made to faculty and other students.

Now, I feel very uneasy and uncomfortable with disruptive students, even when it's a relatively innocent disruption. And, I've stopped teaching at a university. Though, ironically, I conduct research at a VA medical center where no guns, knives, or any kind of weapons are

allowed, and all patients are inventoried upon admission. I feel safer there than I did at the University.

Anyway, that's my story on disruptive students. I don't know the answers, but will be interested in what you find out from others.

Best, Kathy

Great class discussion idea!

How about this one:

Students were asked to participate in an in class activity where they were assigned to groups of 4 to 6 students. Two students in one group at that back of the class got into a verbal argument. The first student, a male, made a sarcastic and patronizing comment to the second student, a female. The female then yelled at him, "You don't talk to me that way! I'm a grown-ass woman, mother fucker!!!"

Or this one:

I was telling students about a time I was eating a bowl of cereal and had already taken a few bites only to look down and discover there were tiny bugs infesting my raisin bran. I was trying to make an analogy about the "Dark Figure of Crime," to demonstrate the point that it is better to know about the disturbing things that are happening as opposed to being oblivious. As I was telling the story, I got to the part where I had taken a few bites and then I looked down into the bowl. I asked the students, "And guess what I found in the bowl along with my raisin bran?" A student raised his hand and said, "A vibrator." Hope these help. I'd be happy to offer a few more if you need additional scenarios. By the way, both stories are "Reality."

:)

Cary

Emily,

A colleague of mine had a little problem with students pointing laser pointers at her.

Jerome McKean, Ph.D.

Hi Emily,

Here are a couple from a variety of classes:

1- a non-trad student who insists in using the N-word when referring to African Americans--both when speaking in class and in writing assignments

2- while discussing gender issues, a young man says that virgins are the only thing a man wants followed up by "After all, who wants somebody that is all used up." His remark was followed by many angry stares from the women in class.

3- a student who insists that all CJ statistics are made up, and it is Mexicans who make up the bulk of offenders in jails & prisons

4- similar to #3, stats are made up by liberals and there are actually very few non-whites in jails & prisons

5- disabled Vietnam veteran (trying college now as a retired person) who curses (f-bombs all over the place/etc.---not just "crap" etc.) with every comment he makes & he refuses to raise his hand (so you can avoid him now & then) and speaks out at will.

6- students that come into class 10, 15 20 minutes late/text in class/leave the room to take a phone call & return over and over

Hope some of those help. Feel free to contact me if you want any more details/parameters.

Bob

Hi Emily,

At my college, we have other faculty members hand out our student evaluations, which is usually done in the beginning of a class. The faculty member who did mine was chatting with the students who were finished with their evaluations. I was not in the room at the time, but apparently there was a misunderstanding between the faculty member and one of the students. It is unclear exactly what transpired but from what I understand, the student was being disruptive and the faculty member was a little curt in her response to get him to stop (so both sides were at fault here). It escalated when the faculty member stated something along the lines of "I hope you don't ever do that in a class of mine...if you are still here" and the student took it to mean that she didn't think he was going to graduate. The faculty member finished the evaluations and left the room, after which the student followed her out and started yelling at her that she should not speak to him like that. A shouting match ensued in the hallway while classes were in session where the faculty member threatened to call security, etc. Just as background, the student was an African American male football player and I work at a predominantly white school in a fairly rural area.

Given that I was not in the classroom at the time, I didn't know what to do. But afterwards, I was told that several of the students felt uncomfortable in the class with the student afterwards (although he was never a problem prior to or after that incident in my class).

Unfortunately, this was not a good moment for my school, as it resulted in a disruptive student policy being passed...

I thought it might be an interesting example because it was against a female faculty member (who didn't really deal with the situation appropriately either) concerning an African American male student and students feelings about perceived dangerousness. I never heard from any student that they felt unsafe taking the female faculty member's classes after that incident...

If you do use this example, I would appreciate it if (obviously) you do not use my school's name.

Hope that helps!

Have a good weekend!

Kerry

Here's one for you:

When I was teaching one of my first graduate seminars ("Proseminar in CJ": our grad intro), I gave a lecture on police discretion and decision-making. We were discussing how police make decisions about whom to stop, question, etc. by whether they appeared to "belong" in that area.

One of the African-American students in the class pointed out that these decisions could be based on race, or even be racist. A black man walking through a predominately white neighborhood may be stopped, even if he lives there. He wondered whether the "belonging" criteria was actually a pretext for race-based profiling.

The student sitting directly behind him (white female) raised her hand and said, "Well, I understand why police would stop that person. I mean, they'd probably stop a white person walking through a majority black neighborhood because their safety would be at risk. That person would probably be jumped or something."

The black student sitting in front of her turned around verrrrrrrry slowly and confronted her about her statement. She immediately realized that she said something horribly wrong, and was visibly upset (in

fact, she left the room crying).

As a relatively new professor (and a white female), I wasn't sure how to approach the issue of race in this context. I gave the class a break, and when we came back we had an interesting--at times, difficult--discussion of race, stereotypes, and criminal justice.

Later in that SAME semester, a different student in the class (white male police officer) was suspended from duty for getting into a fight off-duty with a black civilian, in which he was accused of using racial epithets toward the citizen. This became common knowledge among our students--the officer's name was in the paper, and everyone knew he was in our class.

The same African-American student who was riled at the "belonging" discussion confronted me before class just after the incident, and insisted that we discuss this incident and ask the officer to justify his behavior. I explained to my student that our classroom was a safe space, and that bringing that discussion into the classroom was inappropriate. I also told him that the officer had been accused but not found guilty, and that the incident was under review. There was a chance he was being charged incorrectly, and the process would sort itself out.

That was one heck of an interesting semester, I tell you what.

CD

Hi Emily,

I have a couple of examples...

The first occurred when I was teaching a Comparative Criminal Justice course. The class project was a reenactment of the South African Truth and Reconciliation Commission hearings. Each student took the role of someone that was involved in the TRC (officer, victim, or perpetrator). Shortly before class was to begin one day, a student mentioned that he was planning on "dressing up" for his role as Archbishop Desmond Tutu. By dressing up, he meant that he planned to give his presentation in blackface.

The second occurred when I was a TA in graduate school for a more advanced graduate student instructor. A student in the class rose abruptly and ran into the hallway. The class heard the sounds of vomiting. The student poked her head back into the classroom and to tell us, "Be careful when you go into the hallway, I just threw up everywhere."

The third wasn't in my class but during office hours. I had called a student in to meet with me because he had plagiarized an assignment in class. (His plagiarism was blatant. He had cut and paste information word-for-word from a website. The website was for a photography exhibit that had a similar theme to the topic his paper. He neglected to delete the date and location of the exhibit.) When I attempted to discuss the plagiarism with the student he became enraged and began cursing at me and gesturing aggressively.

Hope these help!

Elyshia Aseltine

ANGEL: Field Research

Fri, Nov 2, 2012 at 1:52 AM

You received the following message in your ANGEL account. This message originated from FS12-CJ-292-002 Meth of Criminal Justice Res. If you wish to respond, please do so using the ANGEL message utility.

From: [REDACTED]
Subject: Field Research
To: Yingling, Julie

Hello Professor

I've been doing a lot of reaserch on human attracton and the dating world. I've done several leadership courses (Dale Carnegie, Steven Covey, etc) and i've noticed how many of these leadership concepts apply with human attraction.

So far, last thursday through saturday, i've been at 3 seperate clubs. There I did personal observation on how many girls i interacted with.

talk, dance, kiss, and get their phone number.

Also with the attempts i recorded many of my failures,

I've recorded that i had about an 80 percent success rate with dancing and followed with a 70 % success rate with kissing with the women i dance with. As for numbers just dancing i have a lower success rate as oppose to supplementing it with a kiss i have a higher success rate.

Do you believe this field reaserch is ethical or even possible since it's soley based upon my experiences?

Thank you