

Although it is important to integrate women's issues into all courses across the criminal justice curriculum, a focus class such as Women and Criminal Justice provides the depth and discussion necessary to access the nuances involved in the evolution of gender equality. Allowing students to view the chronology of legislation, judicial intervention, law enforcement policy, and punitive corrections practices provides not only a clearer picture of the progress made, but also points out continuing struggles, challenges, and imbalances in the justice system. Thus, this text informs an interdisciplinary course and offers diverse perspectives drawn from history, economics, law, political science, sociology, psychology, and, of course, criminal justice and criminology.

As an author, I am sensitive to the criticisms that have been raised about gender-based courses, particularly in a field as traditionally male-dominated as criminal justice. In *A Room of One's Own*, Virginia Woolf wrote about the difference between writing in the "red light of emotion" rather than the "white light of truth." While reading emotionally tinged work often helps to ignite us to critique and condemn, it prevents us from perhaps more constructively and objectively working within reality. Anyone teaching in this field has experienced the potential for spirited if not volatile discourse when issues of crime and gender are combined. In addition, high-profile social events and the social media sources that exploit them consistently challenge classroom discussions over academic perspectives derived from evidence-based research.

In the third edition, this book attempts to challenge our students to think creatively and critically and to imagine effective problem-solving strategies across topics without abandoning the traditional and classical frameworks of criminological theory and victimization. Moreover, it sensitizes students to contemporary topics such as Theories and Myths About Rape (Chapter 4), Supply and Demand at the Heart of Sex Trafficking (Chapter 4), Social Learning as an Explanation of Battering (Chapter 5), Motherhood on Trial (Chapter 6), Mental Health, Abuse, and Family Support Issues (Chapter 7), Female Parolee/Probationer Needs and Experiences (Chapter 8), Factors Leading to Increased System Involvement (Chapter 9), Women Working in a Male-Dominated Field (Chapter 10), #MeToo Movement and Its Impact (Chapter 11), Discrimination and Tokenism (Chapter 11), and The Changing Complexion of America (Chapter 12), which require demonstrating and practicing the balance between emotional life experience, factual and academic learning, and theoretical application and explanation. Throughout, the text manifestly values raising awareness of gender inequity and inequality not only locally and nationally, but globally. Hopefully, stu-

dents realize that the delicate and slow process of building gender equity and equality still faces significant barriers and requires the concerted and systematic efforts of all agencies in social and criminal justice fields.

As always, I welcome feedback and suggestions for future work in this area. I would like to thank my colleagues across the country for their support and their encouragement for courses and academic research on Women and Criminal Justice. I am grateful for the publishing efforts of Aspen, particularly Irene Elias, as well as my kind and gentle managing editor, Denise Clinton. And finally, I would like to express heartfelt appreciation to all the female mentors in the field of criminology and criminal justice who have paved the way for the careers we enjoy today.