

# *The Criminologist*

The Official Newsletter of the American Society of Criminology

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**Editors Note:** In this essay, Shawn Bushway speaks directly to Rick Rosenfeld’s call in the January 2010 issue of the *Criminologist* to examine the nature of crime when institutions are functioning as well as when they are malfunctioning. Bushway challenges the contention that there is a “natural rate of crime” and doubts the benefits of the search for the “equilibrium rate.” Instead, he argues that those interested in the relationship between the economy and crime would better be served by examining market structures and the forces that create incentives for crime and violence. Thanks to Shawn for contributing to this series on social institutions and crime. Up next: Crime and Education, by Allison Payne.

Cheryl Maxson, ASC Vice President

## ECONOMY & CRIME

Shawn Bushway, University at Albany, SUNY

Rick Rosenfeld has used the bully pulpit that is the ASC presidency to ask about the relationship between social institutions and crime (Rosenfeld, 2010). In so doing, he has been careful to differentiate between the social institution, such as the economy, and the organizations that make up that institution, like a commercial bank. But, he has done something striking. He has not asked about the crime that happens when these institutions fail or change - but rather, he has asked about the level of crime that one can expect when the institution is functioning as designed (see also Rosenfeld and Messner, 2010).

This is an important question because it explicitly recognizes that there will be crime even when an economy is working. Crime is not just something that happens when the economy fails. This perspective is very consistent with the economic approach to the study of crime. Gary Becker (1968) argued that any society in which crime prevention is costly would have non-zero levels of crime. Economists often write about the “optimal” level of crime for society, which exists when the cost of preventing the next crime is equal to the benefits from preventing that crime (Donohue, 2009). Moreover, economists have actually tried to identify the equilibrium level of crime that occurs in the U.S. economy, known as the “natural rate”.

In this article, I applaud the desire to find the normal, non-zero rate of crime, but I argue that there is in fact no one “natural rate of crime” for most national economies. Crime goes up and down in long slow trajectories and it does not appear to be drawn to an equilibrium level. The “normal” rate may vary considerably from period to period, which will make it hard to identify.

Instead of focusing on the relationship between the economy and crime, I suggest a shift in focus to the relationship between markets and crime. Markets are observable social institutions with many actors, and a market economy is essentially the agglomeration of many separate but interconnected markets. Government rules that structure an economy, whether it be a command economy or capitalist one, will be affected by and affect the market forces of supply and demand. Moreover, economists have tools for studying markets that have been underexploited in criminology.

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## 2010 CONFERENCES AND WORKSHOPS

For a complete listing see [www.asc41.com/caw.html](http://www.asc41.com/caw.html)

**CRIME AND VIOLENCE ACROSS THE LIFE COURSE CONFERENCE**, July 26 - 27, 2010, Griffith University, Brisbane, Australia. For more information please visit: <http://www.griffith.edu.au/arts-languages-criminology/key-centre-ethics-law-justice-governance/news-events/crime-and-violence-across-the-life-course>

**COMMUNITIES & JUSTICE: PARTNERSHIPS & CHALLENGES FOR THE 21st CENTURY**, July 28 - 29, 2010, John Jay College of Criminal Justice, New York, NY. Website: <http://manhattanda.org/conference>

**SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS**, August 7 - 9, 2010, Atlanta Sheraton Hotel. For info, contact: Glenn Muschert, [muschegw@muohio.edu](mailto:muschegw@muohio.edu)

**WORKSHOP ON RESEARCH DESIGN FOR CAUSAL INFERENCE**, August 16 - 20, 2010, Northwestern Law School, Chicago, IL. For more information, please visit : <http://www.law.northwestern.edu/faculty/conferences/workshops/causalinference/>

**INTERNATIONAL SOCIETY FOR JUSTICE RESEARCH BIENNIAL CONFERENCE** , August 21-24, 2010, Banff, Alberta, Canada. Please visit the conference website for details regarding the Intention to Submit, <http://wcmprod2.ucalgary.ca/isjr2010/>

**BRITISH CRIME HISTORIANS SYMPOSIUM**, September 2-3, 2010, University of Sheffield, United Kingdom. For further information, contact Paul Knepper, University of Sheffield, [p.knepper@sheffield.ac.uk](mailto:p.knepper@sheffield.ac.uk), or Heather Shore, Leeds Metropolitan University, [h.shore@leedsmet.ac.uk](mailto:h.shore@leedsmet.ac.uk).

**POLICING IN CENTRAL AND EASTERN EUROPE**, September 22-24, 2010, Ljubljana, Slovenia. For more info, visit: [www.fvv.uni-mb.si/conf2010/](http://www.fvv.uni-mb.si/conf2010/)

**SYMPOSIUM ON CRIME AND JUSTICE: THE PAST AND FUTURE OF EMPIRICAL SENTENCING RESEARCH**, September 23 - 24, 2010, Albany, New York. For info: [www.albany.edu/scj/SentencingSymposium.htm](http://www.albany.edu/scj/SentencingSymposium.htm)

**HUMAN TRAFFICKING CONFERENCE**, September 30 - October 2, 2010, University of Nebraska; Contact: Dwayne Ball at [dball1@unl.edu](mailto:dball1@unl.edu) Website: <http://humantrafficking.unl.edu>

## *The Criminologist*

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### **The Natural Rate of Crime**

The concept of natural rate of crime has been used in the economics and crime literature to refer to the long-run equilibrium rate of crime (Buck et al. 1983, 1985; Friedman et al., 1989). It gets its name from the well-developed theory of a natural rate of unemployment (Friedman, 1968). According to this theory, the natural rate of unemployment exists when the economy is a long-run equilibrium. There will still be unemployment due to "friction", as people move between jobs and in and out of the labor market (for school, family formation etc.) Unemployment can decrease below this point, but natural forces will return it to the "natural rate".

Buck et al. (1983, 1985) hypothesized that property crimes have a similar relationship to unemployment and that while increases in government expenditures can deter crime in the short run, crime will always return to its natural level. Philipson and Posner (1996) suggest that there is a natural rate because of the observed simultaneity between crime and crime prevention. They assume that crime prevention expenditures, both public and private, depend in part on crime. When crime goes up, crime prevention expenditures will increase - and when crime goes down, these expenditures should decrease before crime reaches zero, which suggests to them that there might be an "equilibrium" level of crime.

The natural rate of unemployment has been studied extensively in economics using time series tests for permanent shocks. A series with permanent shocks does not, by definition, return to an equilibrium level. The general consensus in economics after years of testing is that the unemployment rates in most western countries do return to an equilibrium level— there is a natural rate of unemployment - although the equilibrium level may change slowly over time as indeed it did between the 1970s and 1990s in the U.S.

Similar tests have been applied to national time series in criminology. However, the conclusion is very different with respect to crime than it is with respect to unemployment. There is a consensus that there are permanent shocks in the U.S. time series of crime, meaning that crime does not return to a "natural" level over time. There is more evidence for a stable equilibrium in Europe, but the evidence is not compelling. Simply put, there is no natural rate of crime in national time series analyses (Spelman, 2007).

Perhaps this is not surprising. There have been massive changes in the economy since 1960. Women have joined the workforce in large numbers, union influence has shrunk, manufacturing has moved overseas, and computers and the internet have changed the way that resources are created and distributed. Most importantly, from a crime perspective, there has been a shift away from the heavy dependence on less-educated, male workers. These trends were especially pronounced for young black men (Bound and Freeman, 1992).

All of these changes can have a fundamental impact on crime rates, through the creation of inequality (strain theory), or changes in opportunity and guardianship. Unfortunately, because each new economic equilibrium or set of conditions brings with it a new rate of crime, the task of finding "the equilibrium rate" can only be done post hoc. A post hoc identification of an equilibrium rate would not allow for the type of analysis imagined by Dr. Rosenfeld (2010), whereby deviations from the rate could be both identified and studied as a sign of "economic" difficulty. Useful cross-sectional comparisons can be made, however, between countries with different economic systems. Or, when changes such as the end of the Cold War occur, we can track the changes in crime rates in transitional states (Stamatel, 2009). Of course, economic systems tend to be correlated with political systems and numerous other factors – more factors than we can sort out with the available data in a cross section. Ultimately, this type of cross-national comparison will be descriptive, but not analytic with respect to the causal connection between the economy and crime.

### **The Value of Markets**

Where does this state of disequilibrium leave the criminologist interested in the relationship between "the economy" and crime? It is certainly not the case that economic factors do not matter for crime. As reviewed in Bushway (forthcoming), research has consistently found a significant causal relationship between individual employment and crime in the short run. And although research on this connection is limited, local economic conditions clearly affect the probability of employment in the short run (Raphael and Weiman, 2007) and in the long run (Wilson, 1987).

Such a discussion is greatly helped by the concept of a labor market. A labor market is the process by which suppliers of labor (workers) interact with demanders of labor (employers) to determine equilibrium levels of employment and wages. In any given place, there may be many "labor markets" for different kinds of labor. The equilibrium level of these markets in aggregate creates a certain level of demand for labor. Because opportunities for legal income affect the decision to commit crime, understanding these local labor markets can be helpful to understanding the levels of crime in these places.

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Consideration of labor markets will not only help to resurrect Dr. Rosenfeld's valuable idea of equilibrium, but it should also provide a caution about thinking too locally. Labor markets may be geographically limited in the short run, but in the long run, even labor markets for low-skill workers may be national in scope as people move to take advantage of new labor market opportunities. These large scale migrations of workers to jobs (for example, the migration of blacks to the urban north post World War II, or the migration of Latin Americans into the U.S., both legally and illegally) are important parts of the U.S. crime story. The migration of workers in Europe as part of the European Union is also an important story that needs to be told.

Note also that workers can compete in multiple labor markets. Moreover, legal labor markets are not the only labor markets. Illegal drugs and sex are both sold in markets, and require workers. Freeman (1996) argues that the rise of the highly profitably crack market can account for at least some of the movement of young black males out of the legitimate market and into crime. Robert MacCoun's and Peter Reuter's (1992) ground breaking analysis of the labor market for drug dealers in DC made it clear that this illegal labor market provided substantial financial incentives relative to what was available in the legal labor market. Recent ethnographic work regarding sex work by Eva Rosen and Sudhir Venkatesh (2008) adds much to the discussion of crime by considering the labor market conditions of sex work, relative to work in the legitimate market.

From labor markets, it is an easy step to start thinking about the markets for the illegal goods themselves. Demand and supply of these illegal goods happen in markets, and it is important to understand these markets if we are going to understand the criminal activity for which they are responsible. Peter Reuter's and Mark Kleiman's (1986) work on illegal drug markets demonstrates the importance of understanding the nature of illegal markets when creating crime prevention strategies.

These types of market analysis are often thought of as economic, as opposed to criminological, because the science of economics was created to develop tools to describe and explain markets. But illegal markets often have unusual features that present major challenges to conventional market models. These challenges include extreme price dispersion, the use of physical coercion, selection into the occupation by risk taking of a particular kind, and ties to other kinds of crime, topics for which criminologists bring specific expertise. A recent collaboration among two economists, an ethnographer and a criminologist (Cook, Ludwig, Venkatesh, and Braga, 2007) examining the market for illicit guns in Chicago is indicative of what can be learned by explicitly focusing on markets. The authors explain some of the key facts of the illegal gun market by showing that the market is very thin (in which transactions occur at a rate two or three orders of magnitude less frequently than in drug markets). As a result, the market is inefficient with high transaction costs, and most gun purchases are controlled by gangs.

Gangs use guns as part of their larger economic enterprises. As Dr. Rosenfeld argues in his recent article in the *Journal of Quantitative Criminology* (Rosenfeld, 2009), violence can be part of the production function for both legal and illegal markets. This is particularly true in markets with different kinds of market structure, particularly those that are amenable to monopolization. Monopolies are a type of market structure in which one seller, or a group of sellers, organized in a cartel, become the main source of any one good, and are able to earn extra profits. Although standard economic texts do not discuss this source of monopoly power, crime and violence can be used to create monopolies in both illegitimate and legitimate businesses. Peter Reuter's description of organized crime in the waste (cartage) industry in New York City is an example of this type of market analysis (Reuter, 1993). Attempting to control crime and violence in these situations without an understanding of the market forces that have created the incentives for violence is a recipe for failure.

The need to understand market and market structure also speaks to the heart of the government function to even define crime. The peak year for homicide in modern US history is 1933. Not coincidentally, 1933 was the year that Prohibition was repealed, effectively ending the mob's monopoly control of the market for liquor. At least some of the violence during the period prior to 1933 was a direct result of the fight by organized crime to both create and maintain its control over the sale of liquor. A reasonable (albeit not the only) interpretation of the post 1933 decline in crime is that the repeal of Prohibition eliminated the ability of the mob to control the alcohol market, and much of the incentive for violent crime disappeared. Good government policy demands that the government understand how its laws can shape market forces that can be responsible for the creation of crime and violence.

In closing, I would argue for re-titling this essay, *Markets and Crime*. Markets are identifiable social institutions that shape and create incentives for individuals to participate in crime. Market forces are strong: ignorance of their existence does not mitigate their effect. While I do not believe that crime is solely the result of market forces, I think that formal attempts to study the interaction of market forces that create crime levels would greatly enhance the study of crime.

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## **CALL FOR NOMINATIONS FOR 2011 ELECTION SLATE OF 2012-2013 OFFICERS**

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC. Send the names of nominees, position for which they are being nominated, and if possible, a current c.v. to Stephen Mastrofski, Chair, Nominations Committee, at the address below (e-mail strongly preferred). Nominations must be received by **September 15, 2010** to be considered by the Committee.

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## THE ASC SYLLABUS COLLECTION UPDATE AND SOLICITATION

By Rachel Cunliffe Hardesty, Ph.D  
Portland State University  
ASC Teaching Committee (member)

A couple of years ago, when the teaching committee first formed, one of the requests of it was that it initiate a syllabus collection project. When I became chair a year later, Bonnie Berry explained that new faculty often appreciated being able to scan syllabi for courses they were now expected to teach. The syllabus project had begun by soliciting syllabi for two courses: Introductions to Criminology and Introductions to Criminal Justice. These syllabi can be found on the ASC website. Along with the syllabi are lists of films, classroom activities, and suggested reading assignments collected in documents co-edited by Denise Paquette Boots of the University of Texas, Dallas and William Reese of Augusta State University.

Here may be found examples of not only the content that such syllabi have covered, but also an interesting range of ways to present syllabi to students, along with ideas for distributing points across assignments and activities in these classes (although examples of rubrics are still quite scarce); examples of the faculty policies which can do so much to save time and hassle when busy with new courseloads, advising, and the general orientation that is necessary as a new faculty member negotiates a place in a new department.

Courses included range in length from a six week course offered by Dr. Christie Gardiner during an abbreviated summer session to full semester length offerings such as those offered by Dr. Boots and Dr. Alan Bruce, providing an opportunity to think about how content can be condensed or extended during different term lengths. Altogether, there are 13 courses introducing criminology and nine syllabi introducing criminal justice.

Even those of us who are experienced can learn something from looking at these syllabi about a way to more clearly present our own communications for students regarding expectations, boundaries, and opportunities within the classes we teach, or a more interesting way to meet an objective we have for a particular learning outcome.

However, in addition to the interest we may have as teachers in the syllabi which have been collected, we are also building an interesting resource for scholars who would examine and document the breadth of our field. No two syllabi are exactly alike, with the result that the syllabus collection provides a unique opportunity for us to consider trends in the content which is being shared with students in our discipline.

The current committee, on which I am still serving, now chaired by Candace Batton, is continuing this project. We would like to continue to solicit syllabi for these introductory courses. The syllabi in the collection at present are all syllabi for teaching classes in the face to face modality, yet many of us are under increasing pressure to include web-based teaching in our tool kit. However, most of us have little to no experience of having been taught that way ourselves and so blending web and traditional modalities, or teaching entirely online, may feel intimidating. Syllabi for hybridized and online courses are often extremely comprehensive and can be mined for information on course set up. In addition, they provide ready access to those who have gone before should it be helpful to make direct contact for the purposes of sharing tips and ideas for effective web-based teaching. We are hopeful of including these varieties in the syllabus collection.

In addition, we would welcome direction as to syllabi the Society would like to see collected. Undoubtedly, it will be helpful to continue to build a sense of the core syllabi for our programs. The two we will focus on this year are crime analysis (to include research methods, data analysis, uses of crime data etc), and theories of crime. It would also be interesting to see the breadth of courses we teach and so we'd like to encourage anyone who is teaching classes considered a bit outside the ordinary to contribute their syllabi.

Please send your syllabi and your thoughts and comments on the collection project to Rachel Hardesty at [hardesty@pdx.edu](mailto:hardesty@pdx.edu) who will sort them and categorise them, creating a directory and resource on the ASC website.

In case you are not aware of it, some of the divisions are producing very rich syllabus collections of their own. Two of the Division collections can be found under the division tab on the homepage of our website. The Division of Critical Criminology includes links to faculty sites, some of which include class related materials created by those faculty, and the Division of Women and Crime has links to teaching resources on its homepage including documentaries, free online videos, lists of fiction and non-fiction and examples of syllabi in a compendium which includes syllabi on gender, armed conflict, security, and international relations. We would be delighted to directly link Division syllabus collections from the central ASC syllabus page if Divisions would notify me of their desire that we do so.

I look forward to hearing from you.

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## AROUND THE ASC

### CALL FOR PAPERS: *CRIMINOLOGY & PUBLIC POLICY*

The American Society of Criminology journal *Criminology & Public Policy (CPP)* is planning a special issue on mass incarceration. Authors are invited to submit papers by August 1, 2010 for possible inclusion in the issue. Submissions will be peer reviewed and must conform to the journal's guidelines, which are available at [cpp.fsu.edu](http://cpp.fsu.edu). Three to five papers will be selected for inclusion. Once notified, authors of accepted manuscripts will have a limited time in which to make revisions. Additional information about the special issue can be requested from Special Issue Editor Marie Gottschalk (University of Pennsylvania Political Science Department), [mgottsch@sas.upenn.edu](mailto:mgottsch@sas.upenn.edu).

Authors should be aware that the central objective of *CPP* is to strengthen the role of research findings in the formulation of crime and justice policy by publishing empirically based, policy-focused articles. Authors are encouraged to submit papers that contribute to a more informed dialogue about policies and their empirical bases.

Authors should submit papers directly to the *CPP* editorial office ([cpp@fsu.edu](mailto:cpp@fsu.edu)) as a single Microsoft Word ("doc") e-mail attachment. Be sure to note in your e-mail that the manuscript is intended for special issue consideration.

### DONATIONS TO ASC MINORITY FELLOWSHIP FUND

The following individuals have recently made donations to the Minority Fellowship Fund:

Joanne Belknap  
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 Michael Lynch as Editor, and representing all contributors to the book, Racial Divide  
 Orlando Rodriguez

### PH.D. GRADUATES IN CRIMINAL JUSTICE, CRIMINOLOGY AND RELATED FIELDS

**Lockwood, Brian.** "Too Far to Travel? An Investigation of the Effects of Distance to Community-based Treatment Programs for Juvenile Offenders." Chaired by George F. Rengert, May 2010, Temple University.

**McCord, Eric S.** "Isolating Opportunity from Demographics: A Case Study of Motor Vehicle Theft in Philadelphia." Chaired by Jerry H. Ratcliffe, May 2010, Temple University.

**Salvatore, Christopher.** "Emerging Adulthood and the Arrested Adolescent Offender." Chaired by Wayne N. Welsh, August 2010, Temple University.

**Taniguchi, Travis A.** "Policing a Negotiated World: An Empirical Assessment of the Ecological Theory of Policing." Chaired by Jerry H. Ratcliffe, May 2010, Temple University.

**Truman, Jennifer L.** "Examining Intimate Partner Stalking and use of Technology in Stalking Victimization." Chaired by Dr. Jana Jasinski, May 2010, University of Central Florida.

**Wyant, Brian R.** "Micro-level Spatio-temporal Relationships between Firearm Arrests and Shootings in Philadelphia: Implications for Understanding of Crime, Time, Place, and Policing." Chaired by Ralph B. Taylor, August 2010, Temple University.



## AROUND THE ASC

### THE ANN LUCAS LECTURE SERIES IN LAW & JUSTICE DEPARTMENT OF JUSTICE STUDIES AT SAN JOSÉ STATE UNIVERSITY

In January 2009 the Justice Studies Department at SJSU has established a Lecture Series in Law & Justice to honor the memory of our friend and colleague Dr. Ann Lucas (1962-2009). The *Ann Lucas Lecture Series in Law & Justice* consists of four annual symposia hosted by the Justice Studies Department at San José State University, and features internationally renowned scholars whose recent books offer outstanding contributions to the advancement of critical perspectives in the fields of law, social theory, and the humanities. All the events are open to students, faculty, and the broader community. Justice Studies Department.

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Email: jsdept@casa.sjsu.edu

### THE PENNSYLVANIA STATE UNIVERSITY

The Pennsylvania State University recently established the **Justice Center for Research**. A cooperative venture of the College of the Liberal Arts and University Outreach's Justice and Safety Institute, the Center's mandate is to initiate, fund and conduct applied research in criminology and criminal justice—assisting local, Commonwealth, state, federal and international policymakers. It will serve as a grant acquisition and management resource for faculty and students, to aid in their pursuit of research as aligned with the vision of the Center. **Doris Layton MacKenzie** is the Center's Director. **Gary Zajac** (formerly Chief of Research and Evaluation at the Pennsylvania Department of Corrections) recently joined the staff as Managing Director. The Center is in keeping with the University's tradition of service to the justice community, and complements other University initiatives and affiliates, including the Department of Sociology/Crime, Law and Justice, the Justice and Safety Institute (JASI), the Pennsylvania Commission on Sentencing, the International Center for the Study of Terrorism, and the Dickinson School of Law.

For further information, contact: The Justice Center for Research, The Pennsylvania State University, 327 Pond Building, University Park, PA 16802. Phone: 814-867-3292. Website: <http://JusticeCenter.psu.edu>.

### ASC MID-YEAR BOARD MEETING

The ASC Mid-Year Board Meeting was held in San Francisco (site of this year's Annual Meeting), on April 30 and May 1. The minutes from the Board Meeting are posted on the ASC website at: [http://www.asc41.com/Board\\_Minutes/boardmin.html](http://www.asc41.com/Board_Minutes/boardmin.html)





## GRADUATE PROGRAMS IN CRIMINAL JUSTICE AT THE UNIVERSITY OF CINCINNATI

*Master of Science Program*  
*Distance Learning Master of Science Program*  
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**For information, contact:** [www.uc.edu/criminaljustice](http://www.uc.edu/criminaljustice)

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**Michael L. Benson** (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology  
**Susan Bourke** (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness  
**Sandra Lee Browning** (University of Cincinnati) Race, Class, Gender and Crime; Law and Social Control; Drugs and Crime  
**Mitchell B. Chamlin** (University at Albany, SUNY) Macro-Criminology; Structural Sociology; Time-Series Analysis  
**Francis T. Cullen** (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime  
**John E. Eck** (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation  
**Robin S. Engel** (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration  
**Bonnie S. Fisher** (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement  
**James Frank** (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation  
**Paul Gendreau** (Queens University, Visiting Scholar) Correctional Rehabilitation; Organization of Knowledge; Program Evaluation  
**Edward J. Latessa** (The Ohio State University) Correctional Rehabilitation; Offender/Program Assessment; Community Corrections  
**Paula Smith** (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta Analysis  
**Christopher J. Sullivan** (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods  
**Lawrence F. Travis, III** (University at Albany, SUNY) Policing; Criminal Justice Policy; Sentencing  
**Patricia Van Voorhis** (University at Albany, SUNY) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime  
**Pamela Wilcox** (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime  
**John D. Wooldredge** (University of Illinois) Institutional Corrections; Sentencing; Research Methods  
**John Paul Wright** (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods  
**Roger Wright** (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness

**2010 ASC Annual Meeting  
San Francisco, California  
November 17-20, 2010**

See You in San Francisco!

Kenna Quinet, Program Co-Chair  
Crystal Garcia, Program Co-Chair

We are excited about hosting the largest ASC Annual Meeting ever! This year's theme, *Crime and Social Institutions*, includes several exciting panels. Presidential Panels will be held in five areas: family, education, religion, economy and polity. The program chairs in the five areas and ASC President, Rick Rosenfeld, selected excellent Presidential Panel and discussion papers which will be presented during special Presidential Panels at the meeting<sup>1</sup>. These papers will also be included in a Cengage publication, *Contemporary Issues in Criminological Theory and Research: The Role of Social Institutions* (edited by Rosenfeld, Quinet and Garcia) available to all registered conference attendees. How useful could a collection of essays from some of the leading scholars on the intersection of crime and social institution be? Very! Think about adopting it for one of your courses.

There will also be more than 3,000 individual papers, Author–Meets–Critics (AMC), roundtable and poster sessions. The 28 AMC sessions are sure to stimulate lively discussion and this year's poster session will include a wine tasting with some of the finest California wines. We will also have a number of panels sponsored by the United Nations, the Justice Department's Office of Justice Programs, a Stockholm Symposium session and tributes to the late John Irwin and James Inciardi. Also, for the first time, we will also be sponsoring five Student–Meets–Scholars sessions. In these sessions, students will have an opportunity to meet the scholars they asked to hear from in a setting less formal than a typical thematic panel. Finally, we are screening the documentary, *The Visitors*, directed by Melis Birder. It tells the story of individuals that ride a charter bus from New York City each weekend bound for the numerous prisons that are located in upstate New York. The *Visitors* reflects, "the struggles of a unique culture living at the intersection of confinement and the free world."<sup>2</sup>

Jeff Snipes, our local arrangements guru, has also provided a unique approach to help you organize your "things to do list," in San Francisco. His recommendations include dining and entertainment pairs (for a full evening of fun), information on museums (e.g., Museum of Modern Art, Asian Art Museum of San Francisco), nightly performances at Beach Blanket Babylon, and don't forget the ferries, buses, blimps, antique cars, and Segway tours! Excursion information for Alcatraz, Angel Island, Sausalito, wine country and more will be in your meeting packet.

Other DON'T MISS events include the panel devoted to the contributions of Al Blumstein in recognition of his 80<sup>th</sup> birthday, the awards ceremony on Wednesday evening, the poster session and wine tasting early Thursday evening and the Presidential Address and Reception on Friday. Note the earlier time for the Presidential address--see you at 6:30 PM for President Rosenfeld's address "The Big Picture." Afterwards, join us at the Minority Fellowship Dance. If you liked the bands in Philadelphia and St. Louis, you will love Big City Revue!

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1 Presidential Panel chairs are Ronald Akers, Shawn Bushway, David Farrington, Allison Payne, and Thomas Stucky.

2 For more information about *The Visitors* go to <http://www.visitorsdocumentary.com/menu1.htm#>.

**2010 ASC ANNUAL MEETING  
SAN FRANCISCO, CALIFORNIA  
NOVEMBER 17-20, 2010**

Annual Meeting packets will be mailed in early August and will include registration forms and all pertinent information regarding the meeting. All this information (and more) can be found now at:

<http://www.asc41.com/annualmeeting.htm>

*Meeting Registration Form*

*List of Registered Meeting Attendees*

*Pre-Meeting Workshops Registration Form*

*List of Registered Workshop Attendees*

*2010 Call for Papers (Submissions are now closed.)*

*Book Exhibit and Advertising Information*

*Employment Exchange Information*

*San Francisco Visitor Information*

*Hotel Information*

*San Francisco Ground Transportation Information*

*Roommate Search Discussion Board*

*Participant Instructions*

*Frequently Asked Questions*



# The American Society of Criminology

2010 Annual Meeting Registration Form – San Francisco, CA· November 17 - 20, 2010

[www.asc41.com](http://www.asc41.com)      [asc@asc41.com](mailto:asc@asc41.com)

Please mail to American Society of Criminology, 1314 Kinnear Rd, Ste. 212, Columbus, OH 43212, or fax to (614) 292-6767.

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_  
*(your badge will be prepared with the information on the two lines above)*

Mailing Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

## REGISTRATION FEES (payable only in U.S. dollars)

### Program Participants Are Required To Preregister and Pay Registration Fee

(Registration receipt will be included in registration packet)

#### Postmarked or faxed BEFORE October 1

- \_\_\_\_ ASC Member: \$120.00
- \_\_\_\_ Non-Member: \$160.00
- \_\_\_\_ ASC Student Member: \$40.00
- \_\_\_\_ Student Non-Member: \$90.00

#### Postmarked or faxed ON or AFTER October 1

- \_\_\_\_ ASC Member: \$150.00
- \_\_\_\_ Non-Member: \$190.00
- \_\_\_\_ ASC Student Member: \$50.00
- \_\_\_\_ Student Non-Member: \$100.00

#### Optional Special Events (Schedule TBA)

<b>Division of Experimental Criminology Dance:</b>	____ All Attendees: \$10.00	
<b>Division of International Criminology Luncheon:</b>	____ DIC Member: \$35.00 ____ Non-DIC Member: \$40.00	____ DIC Student Member: \$20.00 ____ Non-DIC Member Student: \$25.00
<b>Division on People of Color &amp; Crime Luncheon:</b>	____ DPCC Member: \$30.00 ____ Non-DPCC Member: \$35.00	____ Students: \$20.00
<b>Division on People of Color &amp; Crime / Division on Women &amp; Crime Social</b>	____ Non-Students: \$15.00	____ Students: \$5.00
<b>Minority Fellowship Dance:</b>	____ ASC Member: \$10.00 ____ Non ASC Member: \$20.00	____ ASC Student Member: \$5.00 ____ Non ASC Member Student: \$10.00

\*If you are paying by check or money order, please make it out to *American Society of Criminology*. (U.S. FUNDS ONLY)

\*Accepted Credit Cards: Visa, MasterCard, American Express, Discover

Credit Card #: \_\_\_\_\_

Exp. Date: \_\_\_\_\_ Security Code (on back of card): \_\_\_\_\_

Billing Address of \_\_\_\_\_

Credit Card: \_\_\_\_\_

**Refund Policy: Advance registration fees will be refunded for cancellations received up to October 1. No refunds will be made on cancellations received after this date.**

*Section to be filled out by ASC*

Total \_\_\_\_\_ Date \_\_\_\_\_ Check/MO # \_\_\_\_\_ Credit Card \_\_\_\_\_

DUES \_\_\_\_\_ DCC \_\_\_\_\_ DCS \_\_\_\_\_ DEC \_\_\_\_\_ DIC \_\_\_\_\_ DPCC \_\_\_\_\_ DWC \_\_\_\_\_

REG \_\_\_\_\_ DEC Dance \_\_\_\_\_ DIC Lunch \_\_\_\_\_ DPCC Lunch \_\_\_\_\_ DWC Social \_\_\_\_\_ MF Dance \_\_\_\_\_

**THE AMERICAN SOCIETY OF CRIMINOLOGY**

1314 Kinnear Road, Columbus, OH 43212 Phone: (614) 292-9207 Fax: (614) 292-6767  
Website: www.asc41.com E-mail: asc@asc41.com

**2010 PRE-MEETING WORKSHOPS, SAN FRANCISCO, CALIFORNIA**

**Title:** GROUNDED THEORY WORKSHOP

**Instructor:** Kathy Charmaz, Sonoma State University

**Date & Time:** Tuesday, November 16, 2010, 12 p.m. – 5 p.m. **Place:** San Francisco Marriott Marquis, Room: Salon 1, Lower B2 Level

**Fee:** \$50.00 (\$25.00 for students), **Enrollment Limit:** 50

**\*\*No laptops provided. Power strips will be available.\*\***

Many qualitative researchers receive excellent training in data collection but not in data analysis. Grounded theory methods offer strategies for making qualitative analysis manageable, engrossing, and enjoyable. This workshop adopts a social constructionist perspective and focuses on how to use grounded theory methods in qualitative research. You will gain: (1) practical guidelines for handling inductive data analysis, (2) an understanding of the logic of grounded theory, (3) strategies to increase the theoretical power and reach of your work and (4) an awareness of the distinctive features of grounded theory that distinguish it from other types of qualitative research. Grounded theory guidelines help you to expedite and systematize your research. Engaging these guidelines will spark fresh ideas about your data. We will discuss relationships between qualitative coding, developing analytic categories and generating theory. You will receive guided practice in using the grounded theory method. Specific grounded theory strategies of coding data, memo-writing, theoretical sampling, and using comparative methods will be introduced. Participating in the workshop will provide you with the basic tools to conduct your own grounded theory analysis.

**Title:** SOCIAL NETWORK ANALYSIS FOR CRIMINOLOGISTS

**Instructors:** Sharique Hasan, Stanford University, Kiminori Nakamura, University of Maryland, and George Tita, University of California, Irvine

**Date & Time:** Tuesday, November 16, 2010, 12 p.m. – 4 p.m. **Place:** San Francisco Marriott Marquis, Room: Salon 3, Lower B2 Level

**Fee:** \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

**\*\*No laptops provided. Power strips will be available.\*\***

The importance of social networks for a variety of important individual and societal outcomes has been recognized in sociology, anthropology, economics, and increasingly in criminology. This workshop provides an introduction to social network analysis and methods for addressing research questions that are of concern to criminologists. We will cover some of the fundamental theoretical and methodological concepts that constitute modern social network analysis. The workshop will consist of five basic topics. Foundational topics include (1) how to visualize complex networks, (2) methods and procedures for collecting network data and entering it into formats that can be analyzed in existing software packages, and (3) the meaning and computation of important network measures such as centrality and power. Next, we will discuss how (4) network structures affect individual level outcomes such as delinquent behavior. Finally, we will conclude by explaining (5) how network structure affects dyadic outcomes such as violence between gangs. Topics will be illustrated using two software packages, UCINET and R. Since the workshop will be hands-on, participants are encouraged to bring a PC laptop on which they can install the software. No prior experience with social network analysis or the software is required.

**Title:** STATISTICAL METHODS FOR ANALYZING CRIMINOLOGICAL PANEL DATA

**Instructor:** David Greenberg, New York University

**Date & Time:** Tuesday, November 16, 2010, 1 p.m. – 5 p.m. **Place:** San Francisco Marriott Marquis, Room: Salon 5, Lower B2 Level

**Fee:** \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

**\*\*No laptops provided. Power strips will be available.\*\***

The workshop will provide an introduction to a variety of statistical methods for analyzing panel data, including both econometric and structural equation modeling approaches. The methods will be illustrated by using Stata, LISREL and HLM to analyze criminological data sets. Registrants for the workshop should have had previous exposure to regression methods.

*Return this form (via fax or mail) and your check (in U.S. Funds or International Money Order), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). **Cancellation Deadline: October 1, 2010***

**\*Please note that registration for this seminar is NOT registration for the Annual Meeting which begins November 17.**

**Name:** \_\_\_\_\_ **Phone #:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Circle Seminar of your choice:**      GROUNDED THEORY                  SOCIAL NETWORK                  STATISTICAL METHODS

**Payment Total:** \_\_\_\_\_ **Circle Payment Type:** Check/Money Order      Visa      MasterCard      AmEx      Discover

**Credit Card #:** \_\_\_\_\_ **Exp. Date:** \_\_\_\_\_ **Security Code (on back):** \_\_\_\_\_

**Billing Address:** \_\_\_\_\_

## GUIDELINES FOR THE ANNUAL MEETING

### **Instructions for Session Chairs**

The following are suggestions to session chairs:

- Arrive at the meeting room a few minutes early and meet briefly with the presenters.
- The session is 80 minutes long. Allow at least 10 minutes for questions and comments from the audience. Divide the time evenly between the presenters and inform them of the amount of time available to them.
- Convene the session promptly at the announced time.
- Introduce each presenter with a title and institutional affiliation.
- Politely inform the presenters when their time limit is approaching. Many chairs pass a note to the presenter as they are approaching the end of their allocated time.
- When the announced presentations have been completed, invite questions and comments from the audience. Some chairs invite speakers from the audience to identify themselves by name and institutional affiliation.
- Adjourn the session promptly at the announced time.

### **Instructions for Presenters**

- Screens and LCD projectors will be available in all meeting rooms (except roundtables and posters). Overhead projectors, computers, monitors, the internet, VCRs/DVDs are not provided.
- If your session includes a discussant, send her/him a copy of the paper at least a month before the meeting.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Please plan a brief presentation. Sessions are scheduled for one hour and twenty minutes (80 minutes). Divide by the number of people participating in your session to figure out how long you have to speak. Leave some time for audience participation.
- Have a watch and keep presentations to their allotted time.

### **Instructions for Poster Sessions**

- Poster sessions are intended to present research in a format that is easy to scan and absorb quickly. This session is designed to facilitate more in-depth discussion of the research than is typically possible in a symposium format.
- The Poster Session will be held on the Thursday of the week of the meeting.
- ASC will not provide AV equipment for this session and there are no electrical outlets for user-supplied equipment.
- Arrive early to set up and remove materials promptly at the end of the session. At least one author is in attendance at the poster for the entire duration of the panel session.
- The poster board is 3 feet high and 5 feet wide. Each presentation should fit on one poster. Push-pins will be provided. Each poster will be identified with a number. This number corresponds to the number printed in the program for your presentation.
- The success of the poster session depends on the ability of the viewers to understand the material readily. Observe the following guidelines in the preparation of your poster:
  - ◆ Prepare all poster material ahead of time.
  - ◆ Keep the presentation simple.
  - ◆ Do not mount materials on heavy board because these may be difficult to keep in position on the poster board.
  - ◆ Prepare a visual summary of the research with enough information to stimulate interested viewers rather than a written research paper. Use bulleted phases rather than narrative text.
  - ◆ Prepare distinct panels on the poster to correspond to the major parts of the presentation. For example, consider including a panel for each of the following: Introduction, methods, results, conclusions, and references.
  - ◆ Number each panel so that the reader can follow along in the order intended.
  - ◆ Ensure that all poster materials can be read from three feet away. We suggest an Arial font with bold characters. Titles and headings should be at least 1 inch high. DO NOT use a 12 point font.
  - ◆ Prepare a title board for the top of the poster space indicating the title and author(s). The lettering for this title should be no less than 1.5 inches high.

## CRIME AND IMMIGRATION

Ramiro FTP Martínez, Jr.  
Florida International University

The current anti-immigrant climate reminds us that the relationship between immigration and crime is clearly an important but under-examined research area. That's no surprise to those who study immigration and are familiar with the research findings that immigrants typically commit fewer crimes than native-born Americans and immigration at the community level has a negative or null effect on violence (Lee et al., 2001; Rumbaut, et al, 2006; Sampson 2008). What should be surprising to most criminologists is that architects of a divisive new Arizona law argue that preventing "illegal alien" crime is a justification for passing SB 1070 or the so-called Support Our Law Enforcement and Safe Neighborhoods Act. The SB 1070 legislation creates new crimes and expands police powers by compelling police officers to investigate, detain, and arrest people for perceived immigration violations based on an un-defined "reasonable suspicion" that they are in the country without documentation. Moreover, the Arizona law makes it a state crime to lack immigration papers, requires police to determine whether people they encounter are in the country illegally, and makes "attribution through enforcement" the policy of all state and local agencies. This legislation moves beyond federal law by creating new and more severe penalties than seen in current enforcement of immigration policy and civil violations of immigration law.

A prominent claim by politicians and anti-immigrant supporters is that SB 1070 is needed to fight immigrant crime given rising levels of violence. There is little if any systematic evidence to support this claim<sup>1</sup>. Violent crime reported to the police and measured in victimization surveys has plummeted across the country since at least 1995 and that decrease is evident in places with large Latino and immigrant populations including the city of Phoenix Arizona (Phoenix Police Department, 2010; for more see Sampson 2008). In a forthcoming *Criminology & Public Policy* article, Lauritsen and Heimer (2010) report that serious violence victimization rates among White, Black and Latino males are several times lower now than when the National Crime Victimization Survey began in 1973 – trends made all the more remarkable when considered in the context of the dramatic rise in immigration over the past four decades.

Or is it remarkable that rising immigration and declining crime rates co-exist? Not anymore. Several recent investigations report negative or null longitudinal immigration effects on crime at the metropolitan, city, and community level (see Martinez, Stowell and Lee, 2010; Ousey and Kubrin, 2009; Stowell, Messner, McGeever, Raffalovich, 2009; Wadsworth 2010). These researchers report that more immigration across time often translates into less violent crime.

Some immigration opponents imply that the southwestern border is a dangerous place due to its location and proximity to Mexico. Again, empirical evidence raises doubt that the border is a hyper violent place (Martinez 2010). Consider the state of Texas which shares the longest stretch of the U.S. border with Mexico. A recent examination of county-level homicide data demonstrates Texas border counties have significantly *lower* homicide rates than non-border counties and Texas counties with *higher* levels of immigration concentration had lower levels of homicide. Not only are Latino homicide rates lower in these areas, so are those of non-Latino Whites and Blacks. No compelling support was found for the claim that border areas are more violent due to proximity or immigration (Martinez 2010).

Still other evidence contradicts the "dangerous border" rhetoric. A forthcoming *Criminology* article examines the longitudinal effects of immigration on neighborhood-level homicide trends in the border city of San Diego, California, one of the largest cities in the nation (see Martinez et al., 2010). The results show that increases in the size of the foreign-born population are associated with *reductions* in lethal violence over time, among both Latinos and non-Latino whites.

In direct contradiction to the new crime myths, then, the bulk of the immigration and crime findings suggest that the country as a whole, including the border area, has become safer since recent immigrants crossed into Arizona and moved across the nation. The reasons why immigration may reduce violent crime are not fully understood. But it is worth noting that researchers in health, mental health, and education have spent years touting the virtues of the "immigrant paradox" and are actively engaged in examining that thesis ( Rumbaut, 1999). Criminology and criminal justice researchers are just starting to value the many ways in which contemporary immigration has strengthened institutions of social control, fostered economic development, and sparked a revival of previously high-crime inner city neighborhoods (see Martinez, et al., 2010; Ousey and Kubrin, 2009; Stowell, Messner, McGeever, Raffalovich, 2009). This is an important line of research that should be developed further.

(Continued on page 17)



(Continued from page 16)

## The Consequences of Anti-Immigrant Legislation

The potential consequences of Arizona's SB 1070 are unambiguous and unequivocal. Immigrants or those who look "illegal" will be targeted by local and state agencies for civil immigration violations. In turn, this will propel deportation for minor or civil offenses among those largely attached to native-born Americans and legal immigrants, resulting in family disruption, economic hardship, and other unintended consequences across many communities. The probability exists that legislation aimed at immigrants will proliferate and that the latest immigration hysteria will become more intense, exacerbating relations between Latinos, the police, and other criminal justice agencies. SB 1070 does little to help police keep communities safe and turns the clock back on criminal justice initiatives to enhance trust and cooperation between the police and the communities they serve.

Still, even with the implementation of Arizona's draconian legislation and related policies, the ethnic and immigrant composition of communities across the country will continue to change, as the Mexican border supplants Ellis Island as the predominant entry point into the nation. In addition to continuing to study the connection between immigration and crime, now more than ever research is needed to learn why and how concern about immigration and crime persists in an era when crime is low, and why politicians and pundits target low-crime, immigrant-heavy communities with punitive legislation.

### References

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1. Some SB 1070 proponents contend border violence by "illegal aliens" is flourishing. Other than anecdotes or impressions, systematic evidence to support this claim falls short. In keeping with impressionistic data, supporters of SB 1070 have also yet to comment on the killings of Raul J. Flores and his 10-year-old daughter on May 30, 2009 in Arivaca, Arizona by local Minutemen militia members or even the more recent May 15, 2010 Phoenix killing of Juan Varela by Gary Thomas Kelley after being told "to go back to Mexico" or he would die. Oddly enough, the growth in anti-Latino/Hispanic hate crimes reported by the FBI (see UCR, 2007; Southern Poverty Law Center. 2008) not only parallels the rise in anti-immigrant legislation, but, that crime increase has generated little attention in the national media and gone relatively unnoticed by politicians.

## THE SUPREME COURT AND VIDEO GAME VIOLENCE: WILL REGULATION BE WORTH THE COSTS TO THE FIRST AMENDMENT?

Christopher J. Ferguson  
Texas A&M International University

Cheryl K. Olson  
Harvard University

In the fall of 2010, the Supreme Court of the United States (SCOTUS) will hear arguments regarding a California law which seeks to limit the sale of "violent" video games (rather broadly and unclearly defined) to minors. This law, like a number of similar state and local laws, had been struck down by a lower court both on constitutional grounds and expressed skepticism regarding the research used to support the law. The California law was based on the belief that the scientific evidence clearly links violent video game playing to "violent antisocial and aggressive behavior" among youth. The State of California has now taken the case to the SCOTUS in hopes of overturning the lower court ruling. Specifically, California wants a ruling on 1) whether "extremely violent video games" can be held to the same standard as obscene materials, and 2) whether it must show proof of a "direct causal link" between violent video games and "physical and psychological harm" before it can ban their sale to minors. If SCOTUS upholds the California law, this will involve a remarkable new exception to the First Amendment, in which violent as well as sexual content will become the subject of government-based regulation. In the current essay, we do not consider the constitutional or legal merits of this case, as neither of us are legal scholars. Rather, as video game violence researchers, we consider the scientific merits behind the California law.

Research on video game violence is an off-shoot of the long tradition of media effects research on television, movies, comic books and other media. This research has always been controversial and polarizing, with some scholars asserting media effects are a certainty, and others dismissive of the very same research. Several scholars have raised the concern that some studies of video game and other media violence amount to "science on demand" (1,2). Just how solid is the research used to support the California law?

In the case of video game violence research there is, unfortunately, considerable distance between the rhetoric employed by politicians and some scholars and the actual data available to support the belief that video game violence causes harm. To be sure, some studies do find evidence of a relationship between video game violence exposure and some outcome measures related to aggression. However, many others do not, and some even find evidence that video game violence exposure may *reduce* aggression.

One issue has always been how to measure "aggression" (and how to subsequently relate aggression to youth violence). Obviously, human research committees won't condone actual violent behavior in the laboratory. As a result, most experiments use "proxy" measures of aggression, including popping balloons, filling in the missing letters of words, or giving non-painful bursts of white noise to a person who has consented to receive them. Recent evidence suggests laboratory measures of these sorts do not correlate well with violent crimes or physical aggression, limiting the utility of such measures (3). Similarly, not all correlational aggression measures are equal, and some are not properly validated. This issue of validity problems, widespread in the media violence field, is no small matter. It has been known for some time that the measures with the best validity, those that most approximate to violent behavior, are the least likely to support a link between media violence and violent crime (4). Recent studies using some of the best available outcome measures for youth violence, such as the Child Behavior Checklist, have also found that video game violence does not predict violent behavior, particularly when other factors such as family environment, poverty, peer delinquency and mental health are controlled (5-8). In other words, when well-supported contributors to violence are controlled for, the relationship between video game violence exposure and youth violence is negligible.

Recent longitudinal studies largely support this conclusion. Only a single longitudinal study (involving just two measures, 3 to 6 months apart) has found any evidence for direct video game violence effects (9). The effects from this study were very weak (with beta values between .07 and .15), failed to control for other predictor variables, and used poorly validated outcome measures. Of the other longitudinal studies currently available, one found inconclusive results (10), one found no significant effects (11) and one suggested that exposure to video game violence is related to *reduced* aggression over time (12). To be clear, *none* of the longitudinal studies are what we would consider convincing, irrespective of their results, as none use well-validated measures of youth violence, nor control well for other relevant variables.

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Naturally, this conclusion that video games are unrelated to youth violence is contested by some scholars. From one recent meta-analysis (13) several scholars have concluded the evidence for video game violence effects is clear and strong. However, as noted in a critique of their meta-analysis published in the same issue (14), the authors excluded many studies from groups whose results have conflicted with their own while including many of their own unpublished studies, did not examine controls for third variables, and included numerous studies with poorly validated outcome measures: all factors likely to increase the effect size results of their analysis. Even under these conditions, the meta-analysis outcome was only  $r = .15$ , far smaller than those found for many other important correlates of youth violence (which, notably, were not measured in the vast majority of included studies). Further, this finding conflicts with other recent meta-analyses, which noted an absence of tangible influence of video game violence on youth violence (15, 16).

Perhaps most telling is the data from real-world youth violence statistics. In the past twenty years, as video games became increasingly popular, and as technology allowed ever more detailed depictions of violence, youth violence rates have plunged--not only in the United States, but in most industrialized nations. We make no claim that video games are responsible for this decline; in fact, we highly doubt that this is anything more than a chance correlation. However, we can state with certainty that violent video games have not sparked an epidemic of youth violence, because there is no epidemic of youth violence. At this point, a large majority of preteen and adolescent boys play violent video games at least sometimes (17). If the causal hypothesis is true, one might reasonably ask where all the violent youth are. Advocates of the causal position were quick to point to rising crime rates in the 1970s and 1980s when discussing television violence, and in the early 1990s with video game violence. By contrast, the decline in crime has passed without comment by many of the same scholars.

In sum, the research linking violent video games with youth violence is weak, inconsistent and beset with methodological problems. The best studies--those that use well validated measures of youth violence, and those which control for other important variables such as family violence, mental health and peer delinquency--tend to find no evidence for a relationship between video game violence and youth violence. In the real world, the explosion of video games as a popular medium for today's youth has been met, not by a wave of riotousness and violence, but by declining youth violence, increased civic engagement among youth (18), and better standardized academic test scores (19). How then have we found ourselves in the current predicament, with the Supreme Court considering a law that will have no discernible effect on youth well-being, but may do harm to the First Amendment?

The British criminologist David Gauntlett probably elucidated this best in his excellent book on media violence research (20). Gauntlett notes that media, particularly new forms, tend to elicit a cycle of moral panic. In a typical pattern, society elders focus on a new medium used by youth as a source of societal ills. It's a given that the new medium is "bad," and research is called for to support the *a priori* belief. Simpatico activist groups may fund some of the research, potentially compromising scientific objectivity. Even if this research ultimately proves ambiguous, it is cited as "clear proof" of the *a priori* belief. Only over the course of several decades does the fear subside, only to re-emerge trained on yet another new medium. Fears of dime novels, movies and jazz music give way to fears of Elvis Presley, comic books, *Teenage Mutant Ninja Turtles* cartoons, and now to video games and the Internet.

With this in mind, we have several policy recommendations.

1. There is great potential for the discussion on media violence, and video game violence specifically, to distract from well-documented causes of crime, including poverty, family violence, and academic failure. Considerable time and funds, particularly remarkable given California's financial woes, have already been expended on the video game issue. Even if California prevails in the Supreme Court case, this time, attention and money will have been squandered on an outcome of little true value to today's youth.
2. The scientific community has too often abrogated the responsibility to carefully scrutinize the sweeping claims made by anti-game activists. Several of these have taken on the aspect of urban legends, such as the claim that the effects for video game violence are similar in magnitude to that of smoking on lung cancer, despite multiple debunkings of this fallacy in the published literature (21, 22). Even the American Academy of Pediatrics (AAP) has repeated the discredited (23), out-of-thin-air claim that 3500 studies of media violence exist, with only 18 not finding effects. To our knowledge, the AAP first referred to this 3500/18 statistic in the year 2000, then repeated it in a 2007 policy paper on media violence. Even if this claim had been accurate in 2000, it could not still be true in 2007 unless zero studies took place in the intervening 7 years. The minimal level of fact checking by the scientific community on this issue threatens to make a mockery of objective science. Given that the general public and politicians lack the knowledge or resources to effectively fact-check, scholars must step up to the plate on their behalf. Grandiose claims demand intense skeptical scrutiny.

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3. Ultimately, this case shows the great damage that social science can do when weak in methodology, but strong in ideology. The issue of video game violence illustrates widespread weaknesses in social science research, where blinkered disciplinary dogma, political and scientific ideology, and bias too often hold sway. In such cases, social science runs the risk of becoming little more than “opinion with numbers.” Individual scholars will inevitably fixate on particular hypotheses or theories; this is the human condition, to which scholars are not immune. But too often we see policy committees comprised of scholars reviewing their own research, issuing predetermined conclusions. This type of exercise adds little scientific value but carries great potential risk, given the considerable impact such claims may ultimately have on public policy.

The case of SCOTUS and the California law is a cautionary tale of the damage that can be done when ideological claims outsize the quality and consistency of available data. The ending of this tale is yet to be written. We hope that SCOTUS, like the appeals court, will take notice of the problems and biases inherent in the highly selective research presented to support the California law. But this is far from certain. After all, SCOTUS consists entirely of societal elders--and we suspect few of them have ever played video games.

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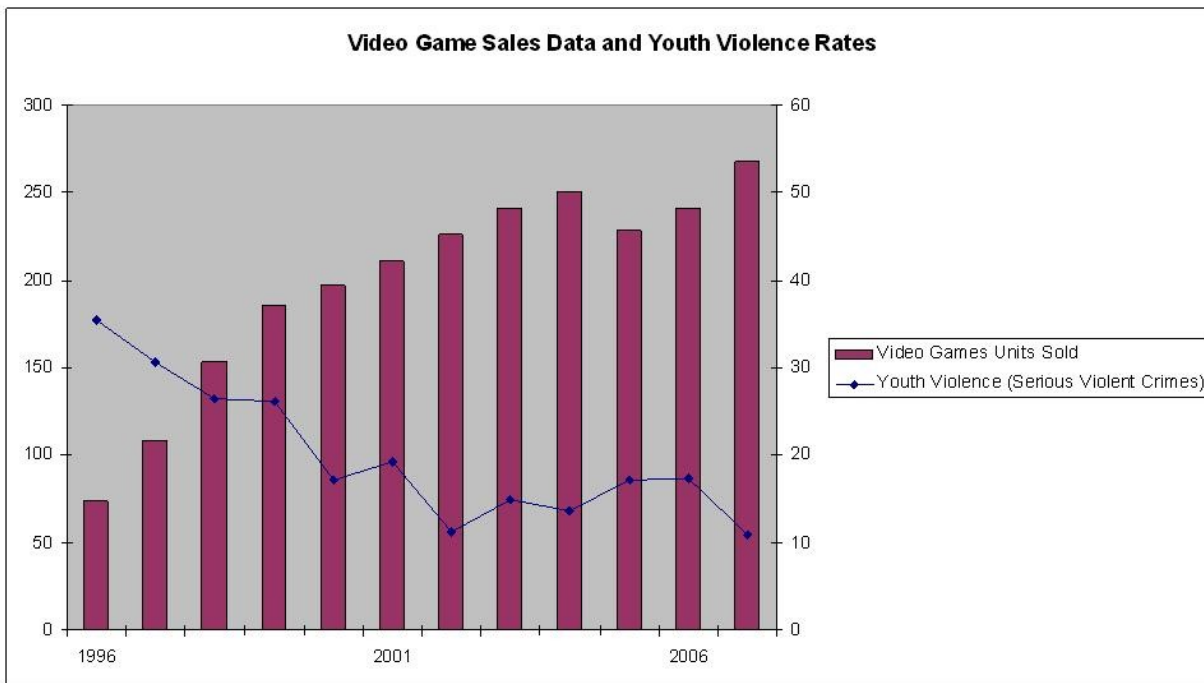
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Figure 1

Trends in Youth Violence and Video Game Sales in the United States

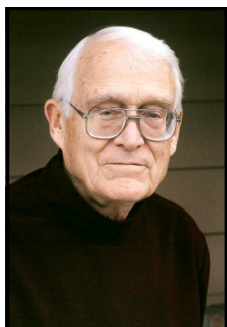


Video game sales data source: The NPD Group, Inc./Retail Tracking Service

Youth violence data source: Childstats.gov

## ***HERBERT BLOCH AWARD RECIPIENT***

### **JAMES F. SHORT, JR.**



James F. Short, Jr. (Jim, to all who know him) is Professor Emeritus of Sociology and Director Emeritus of the Social and Economic Sciences Research Center at Washington State University, where he first joined the faculty as an “acting instructor” in 1951. Inspired by William F. Ogburn, Clifford R. Shaw, and other “Chicago School” sociologists, Jim has described his becoming a criminologist as aleatory, the result of numerous life experiences, most of them fortunate. He is an ASC Fellow, recipient of the Sutherland Award, and a past-president of ASC and of the American Sociological Association. He has served as an advisor, staff member, and/or committee member to presidential commissions, NAS/NRC committees, state and federal agencies, and as editor for and a fellow and office holder of professional and scholarly associations. Jim’s scholarly publications began in 1950 and continue to this day, due largely to the support and encouragement of friends and colleagues. He is very grateful for all such favors.

## ***EDWIN H. SUTHERLAND AWARD RECIPIENT***

### **FRANK CULLEN**



Francis T. Cullen currently is Distinguished Research Professor in the School of Criminal Justice at the University of Cincinnati, where he holds a joint appointment in Sociology and his colleagues refer to him as the Extinguished Research Professor. His college education started at Bridgewater State College in Massachusetts, where he majored in psychology and played tennis (well) and hockey (poorly). In 1979, he received his Ph.D. in sociology of education from Columbia University, where he was fortunate to have Richard Cloward as his advisor. His dissertation extending Cloward and Ohlin’s work was published in 1984 as *Rethinking Crime and Deviance Theory*. Across his career, Cullen has continued to have a deep interest in theory, developing social support theory, testing other theoretical models, and writing and editing texts. He stumbled into the field of corrections when he became persuaded that, despite all its shortcomings, a system based on rehabilitation would be more human and effective than a system that explicitly tried to inflict pain on offenders. Initially set forth in *Reaffirming Rehabilitation* (1982, with K. Gilbert), this view has seemed increasingly prescient as the years have passed. His other research has focused on public support for rehabilitation, the racial

basis of punitiveness, the prosecution of corporate criminals, the sexual victimization of college women, the sources of stress and job satisfaction among criminal justice employees, the stigma of mental illness, and the organization of criminological knowledge. An ASC member since 1977, he was honored to serve as the Society’s President in 2003-2004.

## ***RUTH SHONLE – CAVAN YOUNG AWARD RECIPIENT***

### **JOHN HIPPI**

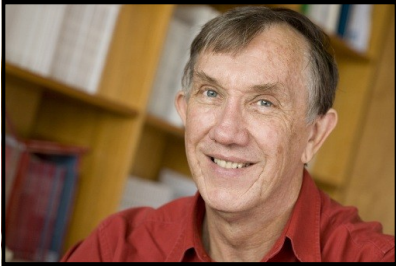


John R. Hipp is an Associate Professor in the departments of Criminology, Law and Society, and Sociology, at the University of California Irvine. His research interests focus on how neighborhoods change over time, how that change both affects and is affected by neighborhood crime, and the role networks and institutions play in that change. His research agenda ranges from a focus on the question of how to measure “neighborhoods” to an assessment of the consequences of these neighborhood processes for city-level crime rates. He approaches these questions using quantitative methods as well as social network analysis. He has previously taught a graduate-level Simultaneous Equation Models course during the summers at the Inter-University Consortium for Political and Social Research (ICPSR), and currently teaches both cross-sectional and longitudinal graduate structural equation modeling courses. He has published substantive work in such journals as *American Sociological Review*, *Criminology*, *American Journal of Public Health*, *Social Forces*, *Social Problems*, *Social Networks*, *Journal of Research in Crime and Delinquency*, *Journal of Quantitative Criminology*, *Mobilization*, *Health & Place*, *City & Community*, *Crime & Delinquency*, *Urban Studies* and *Journal of Urban Affairs*. He has published methodological work in such journals as

*Sociological Methodology*, *Psychological Methods*, and *Structural Equation Modeling*.

## **THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD RECIPIENT**

### **ROSS HOMEL**

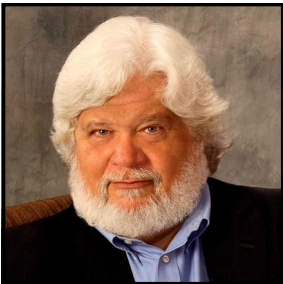


Ross Homel is Foundation Professor of Criminology and Criminal Justice at Griffith University in Brisbane, Australia, and Director of the Griffith Institute for Social and Behavioural Research, a multi-centre network of 200 researchers. He has served as Head of the School of Criminology and Criminal Justice; Director of the Australian Research Council Key Centre for Ethics, Law, Justice and Governance; a Commissioner of the Queensland Criminal Justice Commission; and in 2003 worked with the Australian Research Alliance for Children and Youth to establish a research network to promote child wellbeing. He is a Board member of the Council for Humanities, Arts and Social Sciences, a Fellow of the Academy of Social Sciences, and has won numerous awards for his research on the crime prevention. He has published three monographs and six edited collections on crime and violence prevention, as well as more than one hundred peer-reviewed papers and numerous high impact government reports. His accomplishments were recognised in January 2008 when he was appointed an Officer in the General Division of the Order of Australia (AO) “for service to education, particularly in the field of criminology, through research into the causes of crime, early intervention and prevention methods.” In May 2008 he was recognized with an award from the Premier of Queensland as a ‘Queensland Great’, “for his contribution to Queensland’s reputation for research excellence, the development of social policy and justice reform and helping Queensland’s disadvantaged communities.” In December 2008 he was shortlisted for 2009 Australia of the Year.

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## **AUGUST VOLLMER AWARD RECIPIENT**

### **HOWARD SNYDER**



Dr. Howard N. Snyder is Chief of Recidivism, Reentry and Special Projects at the Bureau of Justice Statistics. Established in 2008, this unit is implementing a multi-faceted program of recidivism/reentry research building on information housed in the Nation’s criminal history repositories, court and correctional information systems. Throughout his career he has worked into improve the quality of administrative data and to harvest these data to support research and policy information needs. At the National Center for Juvenile Justice he founded the National Juvenile Court Data Archive and served as its Director for over 25 years. In 1989 he began an effort to identify and then fill national juvenile justice information gaps, an effort that has functioned for nearly 20 years as the Nation’s primary source of juvenile crime and justice statistics. He is a national expert on juvenile crime and the juvenile justice system. His work has set the standard for the dissemination of research and statistical information to practitioners, decision makers, the media and the general public. He was honored in 1998 by the U.S. Department of Justice for his achievements in service to families and children, in 2004 by the American Correctional Association with its *Peter P. Lejins Research Award* for his lifetime contribution to research, and in 2009 with the *Assistant Attorney General’s Award* for outstanding contributions to the Department of Justice. He has served as the Chair of both the American Correctional Association’s Research Council and the American Statistical Association’s Committee on Law and Justice Statistics.

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## **GRADUATE MINORITY FELLOWSHIP RECIPIENTS**

AMADA ARMENTA, University of California, Los Angeles

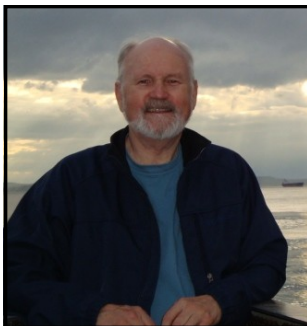
VICKI COFFEY, University of Illinois, Chicago

AKWASI OWUSU-BEMPAH, University of Toronto



## ***ASC FELLOW RECIPIENTS***

### **COLIN LOFTIN**



Colin Loftin received his Ph.D. in sociology from the University of North Carolina at Chapel Hill. He has held faculty positions at Brown University, University of Michigan Ann Arbor, University of Maryland, and University at Albany (SUNY). He is currently a Professor in Albany's School of Criminal Justice, where he also serves as Co-Director of the Violence Research Group. His teaching and research interests are measurement of crime and justice, structural factors in crime, and policies designed to reduce violence. He is currently doing research on the quality of official measures of violent crime.

### **STEPHEN MASTROFSKI**



Stephen Mastrofski is University Professor in the Department of Criminology, Law and Society and Director of the Center for Justice Leadership and Management at George Mason University. His research interests include police discretion, police organizations and their reform, and systematic field observation methods in criminology. For several years Professor Mastrofski has led a team of researchers supporting and evaluating the transformation of the Trinidad and Tobago Police Service. He is also engaged in research projects on measuring the quality of street-level policing, assessing the role of first-line police supervisors, and measuring police organization development and change. He has been a Visiting Fellow at the National Institute of Justice and the Office of Community Oriented Policing and has consulted for a variety of public and private organizations. In 2000 he received the O.W. Wilson Award from the Academy of Criminal Justice Sciences for education, research, and service on policing. He served on the National Academy of Sciences panel on Police Services and Practices that published the 2004 book, *Fairness and Effectiveness in Policing: The Evidence*. In 2008 he and his coauthors received the Law

and Society Association's article prize for their article using different organizational theories to explain Compstat's implementation as a police reform.

### **PER-OLOF WIKSTROM**



Per-Olof H. Wikström (*PhD, Docent*, Stockholm University) is Professor of Ecological and Developmental Criminology at the *University of Cambridge*, Institute of Criminology. He is the Principal Investigator of the UK Economic and Social Research Council (ESRC) financed Peterborough Adolescent and Young Adulthood Development Study (PADS+) – see [www.pads.ac.uk](http://www.pads.ac.uk). His current main research interest includes developing unified theory of the causes of crime (Situational Action Theory), its empirical testing (including developing methodologies to better measure environmental exposure) and its application to devising knowledge-based prevention policies. Recent publications include; *Explaining Crime as Moral Action*. In (Eds) S. Hitlin & S. Vaysey: *Handbook of the Sociology of Morality*. New York. Springer verlag (2010); *Activity Fields and the Dynamics of Crime. Advancing Knowledge About the Role of the Environment in Crime Causation*. *Journal of Quantitative Criminology* 25 (1) (2010, with Ceccato, Hardie &

Treiber); *Crime Propensity, Criminogenic Exposure and Crime Involvement in Early to Mid Adolescence*. *Monatschrift für Kriminologie und Strafrechtreform* 92: 2/3 (2009); *Individuals, Settings and Acts of Crime. Situational Mechanisms and the Explanation of Crime*. In (Eds) Wikström Per-Olof H. & Sampson Robert. J. *The Explanation of Crime: Context, Mechanisms and Development*. Cambridge. Cambridge University Press (2006). In 1994 Wikström received the Sellin-Glueck Award from the American Society of Criminology and in 2002 he was elected a Fellow of the Centre for Advanced Study in the Behavioural Sciences (Stanford).



## ***OUTSTANDING ARTICLE AWARD RECIPIENTS***

Winning Article:

Bill McCarthy and Teresa Casey

“Love, sex, and crime: Adolescent romantic relationships and offending,”

*American Sociological Review* 73 (6): 944-969, 2008.

### **BILL MCCARTHY**



Bill McCarthy works in the sociology department at the University of California Davis. In addition to studying adolescent romantic relationships, his current research includes analyzing patterns in homicide in the 20th century with Rosemary Gartner, investigating the relationship between adolescent homelessness and crime with John Hagan, and exploring the consequences of working in the sex trade with Cecilia Benoit and Mikael Jansson.

## ***PRESIDENT'S AWARD FOR DISTINGUISHED CONTRIBUTIONS TO JUSTICE***

### **ANDREW L. SONNER**



*Judge, Court of Special Appeals, 7th Appellate Circuit (Montgomery County), November 1996 to July 11, 2004. Retired July 11, 2004.*

Chair, State Commission on Criminal Sentencing Policy, 1999-2003. Member, Pretrial Release Project Advisory Committee, 2000-01. Chair, Maryland State Drug and Alcohol Abuse Council, 2004.

Deputy State's Attorney, Montgomery County, 1967-71. State's Attorney, Montgomery County, 1971-96. Member, Governor's Commission on Law Enforcement and the Administration of Justice, 1979-82; State's Attorneys' Coordination Council, 1979-91; Maryland Criminal Justice Coordinating Council, 1982-85. Chair, Criminal Justice Commission, Montgomery County, 1985-87. Member, Task Force on Sentencing and Intermediate Sanctions of the Cabinet Council on Criminal and Juvenile Justice, 1996; Maryland Commission on Criminal Sentencing Policy, 1996.

American University, B.A., 1957; American University School of Law, J.D., 1963. Member, American Bar Association; Maryland State Bar Association (criminal law & practice section council, 1990-, past chair); vice-chair, special committee on citizenship & law-related education, 2002-; Montgomery County Bar Association. Private law practice, 1964-66. Member, American Judicature Society, 1969-. Board of Directors, Maryland State's Attorneys' Association, 1971-96 (president, 1973-76). Member, Advisory Committee on the National Consortium on Violence Research, 1996. Instructor, American Academy of Judicial Education, 1970-76. Professorial Lecturer, American University School of Law, 1971-79. Lecturer, University of Maryland, 1975-; Montgomery College, 1977-87. Numerous publications in professional journals. Distinguished Alumni Award, American University School of Law, 1979. Robert C. Heeney Memorial Award, Maryland State Bar Association, 1988. Certificate of Merit for outstanding contributions in the field of victims rights and services, Governor of Maryland, 1988. Wasserstein Public Interest Fellowship Award, Harvard University School of Law, 1992. Maryland Leadership in Law Award, Daily Record, 2002.

## The ASC Email Mentoring Program

The ASC email mentoring program is free to all ASC students, offering a range of mentoring services. The site lists about 100 ASC members (university faculty, researchers, and administrators) who have volunteered to serve as mentors to our students. These mentors represent ASC experts in the US and internationally, from a variety of demographic features (age, race, and gender). We have a search feature that allows ASC students to search the site for mentors by specialization. So, type the word theory (for instance) in the search bar and, voila, up pops all the mentors who do theory. Also, the site is more accessible than ever as well as being password protected.

Please utilize the web site at <http://ascmentor.anomie.com> (or access it via the ASC main page).

### Current Mentors

If you have changed your affiliations, email addresses, or areas of specialization, please let me know and I'll make the updates. Also, if you want off the list, tell me and I'll remove you.

### Call for New Mentors

If you're an ASC non-student member and you'd like to sign up for the ASC email mentoring program as a mentor, please email me the following information (below). The program has been a very rewarding experience for those of us serving as mentors and we always welcome new people. We seek not only university faculty but also those working in research institutes (private or public), practitioners, and administrators in any field related to the discipline of Criminology. Students need mentors from a variety of specializations as well as various ages, races, and genders. Interested? Email me your:

Name

Affiliation

Email address

Areas of specialization (e.g., women and crime, technology, community corrections, etc.)

Month and year of birth (optional)

Gender

Race/ethnicity

### Students

The program is available and free to all ASC student members. We encourage you to make use of our top-notch national and international experts. The ASC developed the mentoring program in 1994, with the purpose being to link ASC students with experts in the field of Criminology outside their own universities. Students may ask mentors about career choices, research and theoretical issues, personal-professional concerns (such as what it's like to be a minority Criminologist in a variety of work settings).

### The ASC Email Mentor of the Year Award

Students, please nominate the mentor who has been most helpful to you via the ASC email mentoring program. I will forward your recommendation to the ASC Board. The award is then delivered at the ASC annual meetings, along with a very impressive plaque. Please make your nominations to me by **September 1** of every year.

Let me know if you have any questions or suggestions for improvement.  
Students and Mentors are encouraged to contact me at:

Bonnie Berry, PhD

Director

Social Problems Research Group

[Mentor\\_inbound@socialproblems.org](mailto:Mentor_inbound@socialproblems.org)

## TEACHING TIPS COLUMN CALL FOR CONTRIBUTIONS

Edited by Candice Batton  
University of Nebraska at Omaha  
[cbatton@unomaha.edu](mailto:cbatton@unomaha.edu)

The ASC Teaching Committee is responsible for the “Teaching Tips” column, which is geared toward sharing ideas that will help improve teaching in both undergraduate and graduate level criminology and criminal justice courses. Tips can consist of:

- Pedagogical or curriculum resources (e.g., helpful books, websites, agencies)
- In-class, small group exercises
- Ideas for stimulating and leading discussion on difficult, challenging, or controversial topics
- Innovative teaching techniques (e.g., using music, videos, clickers, television dramas, or newspapers in the classroom)
- Examples of service learning, experiential learning, or problem-based learning activities
- Examples of writing assignments that help students understand theories, concepts, and/or processes related to the field
- Tips for making teaching more manageable and enjoyable (e.g., time savers, topics that generate discussion, ways for engaging students)

Please send submissions for “Teaching Tips” to Candice Batton at [cbatton@unomaha.edu](mailto:cbatton@unomaha.edu). Submissions should be approximately 500-1,000 words, but can deviate from this guideline.

Thanks – Candice Batton, Chair, ASC Teaching Committee

### TEACHING TIP: Making it Click: Using Technology to Promote Active Learning in the Classroom

Devon Johnson, George Mason University

Student response systems (SRS), commonly called clickers, are becoming popular in classrooms across the nation. Clickers are remote control-like devices that record student responses electronically. Once student answers are captured, they can be aggregated and displayed graphically to the whole class, and saved in a data file. Clickers are particularly useful in large classes, where it can be difficult to encourage and measure student participation. While clickers can be used for a variety of activities (e.g., taking attendance, conducting quizzes, opinion polling, testing recall), I describe how I have used them to encourage participation, improve student learning, and develop critical thinking skills in my introductory criminal justice course (200 students).

I begin each class session with two or three factual clicker questions on the previous day’s material as a way to remind the students of the key concepts covered. Usually these are multiple choice or true/false questions, and students have about a minute to respond. I then intersperse additional factual questions throughout the period to review material and test student knowledge. Instantly displaying the aggregate responses to the whole class provides immediate feedback. Students can use this as an anonymous self-diagnostic tool, and I gain a clear understanding of how well the class is learning the material. When student responses indicate some confusion, I review and clarify the material immediately. I often use the same questions in objective exams to further assess student learning. Students appreciate these questions, as indicated by their comments on course evaluations: “Clicker questions help test knowledge and show me what to review.” “Having the clicker questions helped clear up any issues regarding confusing material.”

I also go beyond the basic elements of critical thinking by using clicker questions that require students to apply knowledge. For example, after a short lecture on the elements of crime, I give students various scenarios and ask them whether the person in the scenario can be convicted of a crime. I use a similar format when discussing search and seizure issues. Many application questions help promote class discussion. For instance, during a lecture on policing styles, I ask students to imagine having been hired as a consultant to the university’s police department, and to then recommend a policing style (e.g., watchman, legalistic, service). I may ask students to answer individually, or may have them discuss the issue with a partner, and then make a selection. Student responses are often divided, and this naturally prompts a discussion about *why* students selected the style they did.

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(Continued from page 27)

The liveliest class discussions are often triggered by opinion-related clicker questions. For example, “Do you think the death penalty is a deterrent to murder?” The class is usually divided on this issue, which prompts mini-debates and allows me to discuss the research evidence on this subject. Having students answer such questions via an anonymous clicker system rather than by a show of hands eliminates the possibility that a student’s initial response will be swayed by their peers. Seeing the aggregated class results also makes students feel more comfortable about speaking up during the discussion, since they know ahead of time that other students share their views. As one student noted in an evaluation: “Clickers help us see what other students think and compare our answers to the majority.”

Although I have had a positive experience with clickers, I know that some instructors are reticent to try them because they worry about the hassle of learning a new technology or the cost to students. I found the technology to be very user-friendly and easy to learn, and appreciate how it works seamlessly with other instructional materials (e.g. PowerPoint, Blackboard). Also, many textbook publishers include clicker questions in their instructor guides. A handful of my students have raised concerns about the cost of the units (approximately \$30), but the cost will likely become less of an issue as their use continues and students are increasingly able to purchase used clickers, or to use them in more than one course. In addition, publishers often include coupons for clickers in their course packets.

Overall, I have found that clickers enhance both student learning and my own teaching strategies, and students in my courses have been overwhelmingly positive about using clickers.

### **TEACHING TIP: Incorporating Empirical Research into Undergraduate Courses**

Jessica Singer and Michael S. Barton, University at Albany

Empirical research is a cornerstone of the discipline, yet students are rarely exposed to it in a comprehensive manner until the graduate level. Additionally, incorporating empirical research into undergraduate courses encourages students to be critical consumers of knowledge. How can this be done successfully? First, the instructor must teach students how to read empirical articles. After being in graduate school and academia for a number of years, it is easy to forget how difficult reading empirical research is for beginners. Second, the instructor must incorporate the information in the article into classroom discussion. To do this, it is necessary to both discuss the results as a class *and* relate the article to important class concepts.

#### *Selecting the Article*

Instructors should consider the length, difficulty, and potential student interest in the article. It is important to maintain a balance between these features. A lengthy article can be used, if it is not too difficult to read and students find it at least moderately interesting. Similarly, a complicated article can be used, if it is not too long or dense. If any of these features overwhelms the others, students are likely to give up and not finish reading, or skim without developing a deeper understanding.

Good examples can be found in the literature. Pager’s (2003) article “The Mark of a Criminal Record” is 39 pages, which is a bit long, but the experimental design and interesting subject matter make it easily accessible and relevant to students. A good counter example is seen with Sampson, Raudenbush and Earls (1997) and “Neighborhoods and Violent Crime: A Multi-Level Study of Collective Efficacy,” which is only six pages long but the complicated methodology makes it less manageable for students. However, this seminal work is important to the field and has the potential to increase students’ exposure to quantitative empirical research methodology, which is why it should be included in undergraduate courses.

#### *Reading Empirical Articles*

Empirical articles have a common structure, and it is important for students to understand that structure before attempting to understand the content. Therefore, the first step is to discuss the structure of empirical articles. Empirical articles generally have six components: (1) introduction, (2) literature review and theory, (3) statement of hypotheses, (4) methods, (5) results, and (6) discussion and conclusions. It is important to review each of these areas with the students, so that they become familiar with the purpose of each section. Giving students an idea of the types of questions they should be thinking about while reading these sections guides them while they complete the assignment. Providing students with a handout is a good way to help them navigate empirical research, and also prepare them for the future classroom discussions. An example of a handout is below:

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1. Research Question
  - What is the general topic of the article?
  - What question does the author want to answer?
2. Literature Review/Theoretical Background
  - What theory is being used? Why does the author believe this argument is correct?
  - What does past research say about the topic?
  - What does the author take from past literature to help shape their own research?
3. Hypotheses
  - What is the dependent variable? Independent variables? Control variables?
  - What relationship is predicted between variables?
4. Methods
  - Is the work qualitative or quantitative?
  - What methodological technique is being used?
  - How does the author measure important concepts? Are these good measures?
  - What are the limitations of the chosen methodology?
5. Results
  - Was the author able to support the stated hypotheses?
  - Were there any unexpected/unanticipated results?
6. Conclusions/Future Research
  - What conclusions does the author draw?
  - Did the author accomplish the original research goal?
  - What recommendations are made for future research?

#### *Incorporating Articles into Class Discussions*

It is not enough to have students read an article and spit the results back out; it must also be placed within a larger sociological context. As instructors, a primary goal is to help students improve their lifetime learning skills – that is, to help them develop skills that will be useful regardless of what field or profession they eventually pursue. Memorization will only take students so far, but being able to analyze complex concepts and apply them to a larger perspective will last a lifetime.

The difficulty of incorporating research into classroom discussions can vary. In smaller, more advanced classes, it is possible to simply have an open classroom discussion about the article. In larger, lower level courses, it may be helpful to have students break into small groups and discuss the article on their own for ten minutes. They can then come back together as a class and students will feel more comfortable answering questions. After discussing the article, have students integrate the findings back into the original lecture. How has their understanding of course topics changed based on what they have read? Using this method, students apply concepts that have already been discussed in class, which facilitates a deeper understanding of the material.

In conclusion, empirical articles can supplement lectures by helping students think outside of a narrow sociological box. Instead of learning the instructor's interpretation of theories and research, students are awarded the chance to develop their own thoughts and opinions about the field of criminology.

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## CRIMINOLOGY AROUND THE WORLD

**CALL FOR PARTICIPATION**

Western Society of Criminology

38th Annual Conference

February 3-5, 2011 Vancouver, BC Canada

➤ *Please note that the deadline to send abstracts to topic chairs is October 11, 2010* ◀

<p><b>TEACHING ISSUES IN CRIMINAL JUSTICE &amp; CRIMINOLOGY</b></p> <p>John Hipp 2367 Social Ecology 2 University of California – Irvine Irvine, CA 92697 hippj@uci.edu</p>	<p><b>POLICING AND FORENSIC SCIENCES</b></p> <p>Dimitri Bogazianos Division of Criminal Justice CSU – Sacramento 6000 J Street Sacramento, CA 95819-6085 dbogazia@csus.edu</p>	<p><b>LAW, COURTS, AND SENTENCING</b></p> <p>Paul Kaplan School of Public Affairs San Diego State University San Diego, CA 92182-4505 pkaplan@mail.sdsu.edu</p>
<p><b>CORRECTIONS</b></p> <p>Matthew Hickman Seattle University Department of Criminal Justice 901 12th Ave. PO Box 222000 Seattle, WA 98122 hickmanm@seattleu.edu</p>	<p><b>JUVENILE JUSTICE</b></p> <p>Kristy Matsuda Criminology &amp; Criminal Justice University of Missouri, St. Louis 324 Lucas Hall St. Louis, MO 63121 matsudak@umsl.edu</p>	<p><b>GEOGRAPHY OF CRIME</b></p> <p>Matt Nobles Washington State University Criminal Justice Program Johnson Tower 801, P.O. Box 644880 Pullman, WA 99164-4880 mnobles@wsu.edu</p>
<p><b>RACE, CLASS, GENDER, &amp; CRIME</b></p> <p>Cassia Spohn School of Criminology and Criminal Justice Arizona State University 411 N. Central Ave. Phoenix, AZ 85004 cassia.spohn@asu.edu</p>	<p><b>SEX, ORGANIZED, AND WHITE COLLAR CRIME</b></p> <p>Charles Katz School of Criminology and Criminal Justice Arizona State University 411 N. Central Ave. Phoenix, AZ 85004 charles.katz@asu.edu</p>	<p><b>THEORY</b></p> <p>Mary Maguire Division of Criminal Justice CSU - Sacramento 6000 J Street Sacramento, CA 95819-6085 maguirem@csus.edu</p>

In deciding the most appropriate place to send your abstract, think about the main focus of your paper and how it might fit with the topic of the panel. For example, if your paper examines both race and juvenile issues, think about whether you would like to be placed on a panel with other papers discussing race issues or other papers dealing with juvenile issues and then send to the most appropriate topic chair. Electronic submissions are preferred to hard copies being mailed or faxed. All presenters are asked to submit an abstract of **150 WORDS OR LESS** to only one of the panel topics listed above. **In addition to the abstract, please include the name, mailing address, email address, and phone number for ALL authors on the submission for the participant directory.**

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**CRIMINOLOGY AROUND THE WORLD**  
**WESTERN SOCIETY OF CRIMINOLOGY**  
**CONFERENCE REGISTRATION!**

**Discounted conference rates will be honored on a 'space available basis' until January 4, 2011....so make your room reservations early!** Information about the Four Seasons Hotel can be found on the hotel website ([www.fourseasons.com/vancouver](http://www.fourseasons.com/vancouver)). To receive the conference rate of \$175CAD +tax/night, call 604-689-9333 and indicate that you are with the **Western Society of Criminology Annual Conference**. This code cannot be utilized to make on-line reservations. This rate will be available four nights prior and four nights after the conference *at both Vancouver & Whistler Four Seasons locations* subject to availability.

### **STUDENTS**

The Western Society of Criminology provides several opportunities for students in conjunction with the annual conference, including travel money and a paper competition. Please see the following for requirements and application information. *Application and submission information for all scholarships, awards, and competitions can be obtained by consulting "Student Information", which is in the "Conference" section of the WSC website ([www.sonoma.edu/ccjs/wsc/conference.htm](http://www.sonoma.edu/ccjs/wsc/conference.htm)).*

**June Morrison Scholarship Fund:** The June Morrison Scholarship provides supplemental funds (\$100) to support student member participation at the annual conference. A maximum of five awards will be made to students attending the annual meeting of the WSC. In the event that there are more than five eligible applications, the awards committee will randomly select five recipients. To be eligible for the June Morrison Award, students must present a paper at the annual conference. Conference registration and membership dues must be paid prior to the scholarship being awarded. Please submit your application by October 11, 2010, to Charles Katz at [ckatz@asu.edu](mailto:ckatz@asu.edu).

**Miki Vohryzek-Bolden (MVB) Student Paper Competition:** Students are eligible to compete in a Student Paper Competition sponsored by WSC. Papers co-authored by faculty will not be considered. Appropriate types of papers include but are not limited to policy analyses, original research, literature reviews, position papers, theoretical papers, and commentaries. Students selected for this award will be recognized at the conference and will receive a cash award (\$125 for first place and \$75 for second place) and registration reimbursement. Additionally, if the award recipient desires, the best paper will be submitted for review to the Western Criminological Review. Abstracts should be submitted to the appropriate topical chair by October 11, 2010 and a final paper should be emailed to Charles Katz ([Charles.katz@asu.edu](mailto:Charles.katz@asu.edu)) by October 29, 2010. Award winners will be notified in writing by December 1, 2010.

**Libby Deschenes Prize for Applied Research:** Throughout her career, Professor Libby Deschenes sought to strengthen the link between theory, research, and practice. This prize honors her dedication to informing policy through rigorous research. Students with an interest in applied research are invited to submit an application for the \$500 award.

To apply:

1. Submit an essay, no longer than 750 words, indicating how you will pursue policy or applied research.
  2. Submit a letter of support from a faculty member (must be emailed directly from faculty member to Awards Chair).
  3. Application materials should be submitted electronically to the WSC Awards Committee Chairperson Charles Katz ([Charles.katz@asu.edu](mailto:Charles.katz@asu.edu)) by December 15, 2010 (please put "Deschenes Prize" in subject line).
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## CRIMINOLOGY AROUND THE WORLD



**16th WORLD CONGRESS**  
International Society for Criminology

August 5th-9th 2011 Kobe, JAPAN

**Global Socio-Economic Crisis and Crime Control Policies:  
Regional and National Comparison**

The Japan Federation of Criminological Associations (JFCA) cordially welcomes you to participate in the forthcoming 16<sup>th</sup> World Congress of the International Society for Criminology to be held Aug 5<sup>th</sup>-9<sup>th</sup>, 2011 in Kobe, Japan.

The congress will be held in the Kobe Int'l Conference Center on Port Island, a man-made island off the coast of Kobe, a port city located near Osaka in western Japan.

General theme of the Congress is "Global Socio-Economic Crisis and Crime Control Policies: Regional and National Comparison". Under this theme four sub-themes are set to be examined in the plenary sessions, in which internationally recognized experts are invited to make presentations:

1. Global Economic Crisis and Criminology
2. Models of State and Crime Prevention Strategies
3. Corporate and Business Crime
4. Frontiers of Clinical Criminology

Three kinds of sessions are provided: paper sessions, roundtable sessions and poster sessions. For paper sessions, we accept both individual papers and proposals for complete sessions. We are now calling for submissions. For details, please visit our site: <http://wcon2011.com> On-line submission, registration, hotel, and tour bookings will commence on August 1, 2010.

Please plan ahead to attend this important event for the world community of criminologists.

Inquiries:

Congress Secretariat (att: Ms.Osawa/Sakagami)

TTS Center 3F, 1-4-4 Mikuriya-sakaemachi, Higashi-osaka, OSAKA 577-0036 JAPAN

Tel : +81(0)6-6618-4323 Fax : +81(0)6-6781-8883 E-Mail : [wcon2011@oucow.daishodai.ac.jp](mailto:wcon2011@oucow.daishodai.ac.jp)

### Catholic University of Milan

The Faculty of Sociology at the Catholic University of Milan developed the International Programme in Crime and Security (IPCS) in 2005. The program is directed by Ernesto Savona. The IPCS program includes the M.A. in Crime Science and Security Technologies, and a Ph.D. program in Criminology.

The M.A. in Crime Science and Technologies for Security follows a multidisciplinary approach which focuses on the prevention and control of crime through the implementation of scientific methodologies. The M.A. program dedicates special attention to the use of computer techniques (ie., spatial analysis, geographic profiling) enabling a specific understanding of crime. The M.A. lasts two years, including internship opportunities, and a final master thesis. Approximately 50 percent of the courses are in English. International students are welcome.

The Ph.D program specialises in criminology, criminal justice and crime prevention. The Ph.D. program comprises of standard classes and seminars, which includes a number of lectures by visiting professors. There are the standard applied research activities, as well as teaching duties (tutoring and seminars). The Ph.D. program lasts three years and is entirely in English, and as with the M.S. program, international students are welcome.

The IPCS program benefits from its close relationship with Transcrime (a multicampus Joint Research Centre on Transnational Crime). Transcrime provides innovative and specialized research in the sectors of criminology and criminal justice, working at the regional, national and international level. For further information about the IPCS program, go to [www.transcrime.it](http://www.transcrime.it) and/or contact Ernesto Savona ([ernesto.savona@unicatt.it](mailto:ernesto.savona@unicatt.it)).



## IN MEMORIAM

## JEAN-PAUL BRODEUR



Jean-Paul Brodeur, Professor at the School of Criminology, Université de Montréal, and Director of the International Centre for Comparative Criminology, passed away on April 26. One of the rare francophone researchers to regularly participate in ASC meetings, Jean-Paul completed his Ph.D. in Philosophy in 1975 at the Université de Paris and was a professor of Philosophy at the Université du Québec à Montréal until 1978. Even as a philosopher, his fight was against the abuse of power, misery, and violence. His transition to Criminology was based on his belief that his work would be more relevant within this younger discipline that was in search of greater critical assessments at the time. Jean-Paul would move on to become an authority in the fields of policing, security, sentencing, and social justice. He was a productive scholar and well-known public figure through his participation in various public commissions, regular radio appearances, and newspaper editorials. Friends and colleagues will remember Jean-Paul for the passion that he brought to his work and his love of ideas, poetry, music, theatre, cinema, and poker. His work ethic was unmatched. Even during the past year, as the physical toll of his sickness became increasingly apparent, he pursued his teaching, research, and writing with the same drive that depicted him for so many years. Jean-Paul finished correcting the final proofs of his last book less than a week before he passed away. This book, *The Policing Web* (Oxford University Press, 2010), is the product of close to a decade of work and the culmination of Jean-Paul's determined pursuit to produce the most comprehensive treatise on the police. We lost a wise man at the Université de Montréal, yet we are all appreciative of the legacy that he left us and his relentless message to establish *la pensée juste*.

Submitted by Carlo Morselli, University of Montreal

## MARSHALL B. CLINARD, 1911 – 2010

One of the world's preeminent criminologists, Marshall Clinard, died in Santa Fe, NM, May 30, at 98. In a career of unsurpassed breadth, Marshall studied both conventional and white-collar crimes, and conducted research in developing and advanced countries alike. An inveterate traveler and endlessly curious about the human condition, he posed fresh questions about crime—such as how to explain low crime rates in modern (Swiss) cities—and mounted ambitious and creative research projects to answer them—including his monumental investigation of offenses by America's largest industrial corporations. Born in Boston, Marshall studied at Stanford and Chicago, where he took his doctorate in sociology working with Edwin Sutherland, Herbert Blumer and Ernest Burgess. He spent most of his university life at the University of Wisconsin, Madison, from which he retired in 1979. During a research career that produced 11 books and numerous articles, Marshall won many fellowships and awards, including the ASC's Sutherland Award and the Gilbert Geis Lifetime Achievement Award for his research on corporate crime, the focus of his last three decades of research. Marshall inspired his many graduate students with an infectious quest to understand criminality so that societies could abate it. He engaged them with high expectations and a teasing jocularity, and co-authored a number of books with former students, including *Criminal Behavior Systems* (Richard Quinney), *Corporate Crime* (Peter Yeager), and *Sociology of Deviant Behavior* (Robert Meier). The 14<sup>th</sup> edition of the latter book was published this year, more than a half-century after its inaugural edition in 1957. A special session commemorating Marshall is being planned for the ASC meetings in San Francisco this fall.

Submitted by Peter Cleary Yeager, Boston University

## DEBRA ANN CURRAN

Debra Ann Curran (May 3, 1954-April 2, 2010), an active member of the criminological community, passed away at the Mayo Clinic in Jacksonville Florida. Debbie earned her BA from the University of South Florida, where she was active in local and state politics, was a member of the National Organization for Women, and was a fervent supporter of the Equal Rights Amendment. In 1980, she earned an MA in Sociology from Florida Atlantic University, where she concentrated on criminological studies with Charles Tittle. She conducted research in the following years for several DC based survey organizations and for the DC Superior Court and saw her research on the judicial treatment of female criminal offenders and on sentencing disparities in the Florida juvenile court published in *Criminology* and *Social Forces*. Over the years, Debbie's relationship with Charles Tittle grew from the early one of student and teacher, and they wed in 1985. In 1988, they moved to Pullman, Washington, where Debbie was the Academic Advisor for the Department of Sociology at Washington State University. She also served from 1992-1997 as the Managing Editor of *Criminology*. She became the Undergraduate Coordinator for the Department of Sociology and Anthropology at North Carolina State University in 2001. She was responsible for many administrative duties, including scheduling classes, graduation, and her favorite, advising students, not only on academic issues but on many aspects of their lives. Debbie also informally mentored graduate students in Criminology. She took many of those students under her wing, providing professional socialization and introducing them to networks of sociologists and criminologists. She will be missed dearly by the many students whose careers and lives she enhanced, her colleagues who consider her to be among the dearest of friends, and her beloved husband, Charles.

Submitted by Stacy De Coster, North Carolina State University

## CRIMINOLOGY DEGREES FROM REGIS UNIVERSITY

### BACHELOR OF SCIENCE IN CRIMINOLOGY

This degree program is an **in-depth analysis of the criminal mind** with the goal of preparing career-minded adults for jobs working to improve society and protect communities.

- Available both online and on-campus
- 5-and 8-week accelerated course formats
- Several start dates per year

### ABOUT REGIS UNIVERSITY

One of only a few select institutions to offer degree programs in Criminology, Regis is a regionally accredited, 130-year-old Jesuit university in Denver, Colorado. We strive to meet the needs of working professionals like you. Regis has been recognized as a **national leader in education for adults**, and we are committed to programs that are accessible and affordable.



### FACULTY PROFILES

#### Jack McGrath, PhD

Dr. McGrath is the Program Director of Criminology at Regis. His professional background includes work as a special agent with the FBI, where he investigated bank robberies, public corruption, and white collar crime, as well as a year in Iraq in 2008 as a law enforcement contractor investigating suicide attacks. He holds a BS in Accounting from the University of Colorado, Boulder, and a MCJ in Executive Leadership and a PhD in Public Affairs, both from the University of Colorado at Denver.

#### Don E. Lindley

Mr. Lindley is an Assistant Professor of Criminology at Regis. His experience includes over 30 years as

### MASTER OF SCIENCE IN CRIMINOLOGY

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- Ranked by *US News & World Report* as a **Top University in the West for 15 consecutive years**
- The convenience of classes offered online and on-campus
- Campuses located in Colorado and Nevada
- A curriculum that is constantly evolving to reflect recent research and student needs
- Experiential learning that encourages the application of theories to real problems
- A supportive faculty and staff made up of practitioners in the field
- Financial aid assistance for those who qualify

a police officer and a college-level instructor and service as a naval officer in Vietnam. He holds an MA in Sociology from the University of Colorado, Boulder, and an MPA in Criminology from the University of Colorado at Denver.

#### James D. Ponzi

Professor Ponzi's work experience includes 35 years with the Denver Police Department. His areas of expertise include police psychology, family violence, and violence prevention. He holds bachelor's degrees in Psychology and English from the University of Colorado and a Master of Special Studies in Applied Communication from the University of Denver.

## DIVISION NEWS

### DIVISION ON PEOPLE OF COLOR & CRIME

#### 2010 Division on People of Color and Crime Awards

The Division on People of Color and Crime (DPCC) offers five awards in recognition of outstanding contributions to our discipline. To nominate someone for one of the DPCC awards described below, please send a brief note by e-mail to Victor Rios at [vrrios@soc.ucsb.edu](mailto:vrrios@soc.ucsb.edu) explaining your reasons for the nomination. The awards committee will follow up with the nominee for more information. The **deadline** to nominate someone for a DPCC Award is **September 1, 2010**. Early nominations are strongly encouraged!

- The **Lifetime Achievement Award** recognizes an individual who has a record of sustained and significant accomplishments and contributions in (1) research on people of color and crime and the field of criminology or criminal justice; (2) teaching and/or mentoring scholars in this field; and (3) service to the discipline and to the community of people of color.
- The **New Scholar Award** recognizes an individual who is in the early stages of her or his career and has made significant recent contributions to the literature on people of color and crime. Scholars who have earned a Ph.D. in the past five years are eligible for this award.
- The **Julius Debro Award** recognizes a professional member of the DPCC who has made outstanding contributions in service to professional organizations, academic institutions, or the advancement of criminal justice.
- The **Coramae Richey Mann Award** recognizes a professional member of the DPCC who has made outstanding contributions of scholarship on race/ethnicity, crime, and justice.
- The **Outstanding Student Award** recognizes outstanding student research on race/ethnicity, crime, and justice.

#### 2009-2010 DPCC Board

**Chair:** Hillary Potter, University of Colorado at Boulder, Department of Sociology

**Vice Chair:** Terri Adams-Fuller, Howard University, Department of Sociology and Anthropology

**Secretary/Treasurer:** Jennifer Christian, California Lutheran University, Department of Criminal Justice and Legal Studies & Department of Sociology

**Executive Counselor:** Elsa Chen, Santa Clara University, Department of Political Science

**Executive Counselor:** Victor Rios, University of California, Santa Barbara, Department of Sociology

**Executive Counselor:** Nathaniel Terrell, Emporia State University, Department of Sociology, Anthropology and Crime and Delinquency Studies

**Immediate Past Chair:** Everette Penn, University of Houston – Clear Lake, School of Human Sciences and Humanities, Criminology Program

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## DIVISION NEWS

### DIVISION ON CRITICAL CRIMINOLOGY

#### 2010 Division on Critical Criminology Awards

The DCC Awards Committee invites you to consider nominating individuals for one of the following awards:

- The **Lifetime Achievement Award** honors an individual's sustained and distinguished scholarship, teaching, and/or service in the field of critical criminology.
- The **Critical Criminologist of the Year Award** honors a person for distinguished accomplishments which have symbolized the spirit of the Division in some form of scholarship, teaching, and/or service in a recent year or years.
- The **Undergraduate Student Paper Awards** recognize and honor outstanding theoretical or empirical critical criminological scholarship by undergraduate students.
- The **Graduate Student Paper Awards** recognize and honor outstanding theoretical or empirical critical criminological scholarship by graduate students.

All Nomination Materials are to be submitted in electronic file format (where originals are only paper please scan material) to Michael Coyle (mjcoyle@csuchico.edu) no later than **September 15, 2010**.

- To nominate for the **Lifetime Achievement Award** or the **Critical Criminologist of the Year**, please send e-copies of the nominee's vita, nomination letter and supporting materials.
- To nominate for the **Undergraduate or Graduate Paper Awards**, please submit e-copies of the paper and a brief bio. Please do not submit materials as email text but rather as attachments.

An email response will acknowledge the receipt of your nomination.

Look for this receipt to ensure your nomination was received!

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**POSITION ANNOUNCEMENTS**

THE CRIMINOLOGIST will regularly feature in these columns position vacancies available in organizations and universities, as well as positions sought by members of the Society. A charge of \$175.00 with the absolute maximum of 250 words allowed will be made. Half pages and full pages may also be purchased for \$225 and \$300 respectively. **It is the policy of the ASC to publish position vacancies announcements only from those institutions or agencies which subscribe to equal education and employment opportunities and those which encourage women and minorities to apply.** Institutions should indicate the deadline for the submission of application materials. To place announcements in THE CRIMINOLOGIST, send all material to: [ncoldiron@asc41.com](mailto:ncoldiron@asc41.com). When sending announcements, please include a phone number, fax number and contact person in the event we have questions about an ad. The Professional Employment Exchange will be a regular feature at each Annual Meeting. Prospective employers and employees should register with the Society no later than three weeks prior to the Annual Meeting of the Society. The cost of placing ads on our online Employment Exchange is \$200 for the first month, \$150 for the second month, and \$100 for each month thereafter. To post online, please go to [www.asc41.com](http://www.asc41.com) and click on Employment.

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**SAN DIEGO STATE UNIVERSITY** *Tenure-Track Position in Public Affairs/Public Administration*

The School of Public Affairs at San Diego State University is seeking an assistant professor tenure-track faculty member for a Fall 2011 appointment. The position requires expertise to teach courses in urban management and/or criminal justice policy. Some interest in developing online and distance courses and an interest in international/border issues is desirable. In order to complement and enhance the School's goal of community connectedness and interdisciplinary teaching and scholarship, it is highly desirable for successful candidates to have the ability to teach in one or more of the following areas: law enforcement/criminal law, constitutional law, urban organizations/environmental policy, and intergovernmental relations. A doctoral degree in public administration, criminal justice, or a related field is required. Application review begins **October 15, 2010**. For a more detailed description of the position announcement go to the SDSU job site: <http://affiliated.sdsu.edu/ColPSFA/publicaffairs.htm> Please submit (hard copies) of your curriculum vita, teaching effectiveness, writing samples and three letters of reference to: Dr. Sherry Ryan, Chair, Recruitment Committee, School of Public Affairs, San Diego, State University, 5500 Campanile Drive, San Diego, CA 92182-4505. San Diego State University is an equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, gender identity and expression, marital status, age, disability, pregnancy, medical condition, or covered veteran status.

**UNIVERSITY OF ALASKA ANCHORAGE** invites applications for a tenure track assistant or associate professor position in the Justice Center, beginning in August 2011. A strong preference will be given to applicants with a substantive specialty in courts or in law and society. Ph.D. in appropriate discipline or J.D.; ABD considered if substantial progress towards completion is demonstrated. This position is responsible for (1) teaching courses in courts or in law and society, (2) organizing, conducting, and reporting justice research; and (3) providing service to the University, community, and profession. This position will be expected to organize and teach undergraduate courses, to design and implement applied quantitative and/or qualitative research, and to provide technical assistance to justice agencies. Applicants must be comfortable working in a cooperative, organized research setting with other faculty, public officials, and practitioners. We especially encourage applications from candidates who reflect the increasing diversity present in our community and student body, and who will enhance and promote engagement with other cultures. The standard instructional workload is three courses per semester, with course reductions granted for increased obligations. The Justice Center maintains very strong research relationships with the justice community in Alaska. Applicants should submit a cover letter, university application form, a detailed resume, a writing sample, a statement of teaching philosophy, and three references to: <https://www.uakjobs.com>. Review of applications will begin October 11, 2010. The University of Alaska Anchorage is an Affirmative Action / Equal Opportunity Employer and Educational Institution.

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**UNIVERSITY OF HOUSTON - CLEAR LAKE****Assistant Professor of Criminology**

The Criminology Program at the University of Houston–Clear Lake (UHCL) is seeking one or two faculty at the rank of Assistant Professor. Employment may begin as early as January 2011 for one position and August 2011 for the second. A PhD in Criminology, Criminal Justice or justice related fields is required prior to employment. Preference given to candidates with teaching experience and established scholarship agenda. The desired candidate is a generalist with ability to teach graduate and undergraduate courses. Special consideration given to candidates who can teach research methods and statistics, juvenile delinquency, white collar crime or computer crime. Teaching some online and off-campus classes is required. Review of applications will commence on August 15, 2010; however, applications will be accepted until positions are filled. UHCL is a beautiful campus approximately 20 minutes southeast of downtown Houston, Texas. Applications accepted only online at <https://jobs.uhcl.edu>. To apply, please complete the online faculty application, and attach a cover letter that addresses teaching philosophy, curriculum vitae, and list of three professional references. Also, three letters of recommendation, to be submitted online by the reference, are required. During the application process, you will be asked to submit the names and email addresses for these references. In addition, please mail a copy of graduate transcripts to Criminology Search, Box 416, UHCL, 2700 Bay Area Blvd., Houston, TX 77058. Unofficial copies will be initially accepted but finalists will be asked to provide official transcripts. For additional information contact Dr. Steven A. Egger, Chair of Criminology Search Committee at [egger@uhcl.edu](mailto:egger@uhcl.edu) or 281-283-3416. Proof of eligibility to work in U.S. must be provided. UHCL is an Affirmative Action/Equal Opportunity employer who values diversity in faculty and students. We reserve the right not to fill either position. Only candidates selected for further consideration will be contacted.



## ARIZONA STATE UNIVERSITY

### **The School of Criminology and Criminal Justice**

invites applications for (3) tenure-track positions to begin in the Fall of 2011. One position will be filled at the rank of Full or Associate Professor, one at the rank of Assistant or Associate Professor, and one at the rank of Assistant Professor. Required Qualifications include: At the rank of Assistant Professor: PhD in criminal justice, criminology, or related field; evidence of strong record in or promise of scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is strongly desirable. At the rank of Full or Associate Professor: PhD in criminal justice, criminology, or related field; evidence of strong record of scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is strongly desirable. At the rank of Associate Professor or Assistant Professor: PhD in criminal justice, criminology, or related field; evidence of strong record in or scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is strongly desirable. Successful applicants must demonstrate the ability to contribute to the core research strengths of the School in the substantive areas of criminology, criminal justice, violence in society or program evaluation. The School of Criminology and Criminal Justice has a twenty member faculty and is in a period of dynamic growth, with outstanding support for research. The School of Criminology and Criminal Justice offers undergraduate, masters and doctoral degrees. Please visit our web site at <http://ccj.asu.edu> Application Deadline: October 15, 2010; if not filled, each Monday thereafter until the search is closed. Application Procedure: All application materials should be submitted electronically to [Betty.Sedillo@asu.edu](mailto:Betty.Sedillo@asu.edu) Application materials include: letter of application, curriculum vitae, and writing sample. ASU is an Equal Opportunity/Affirmative Action employer in policy and practice and the School actively seeks and supports a diverse workforce. Background check required prior to employment.

Job # 9556

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# SEATTLE UNIVERSITY

# Criminal Justice Department



**SEATTLE UNIVERSITY** invites applications for an Assistant or Associate Professor in the Criminal Justice Department starting Fall 2011. The Criminal Justice Department offers BA and BS degrees with specializations in Administration of Justice, Criminology, Forensic Psychology, and Forensic Science, and a MA degree in Criminal Justice with concentrations in Investigative Criminology, Victimology, and Criminal Justice Research and Evaluation. The department also has a Crime Analysis Certificate program, and a joint MA/JD Degree with the Seattle University School of Law. Our faculty is comprised of accomplished teachers and active scholars. See Seattle University Criminal Justice Department Website: <http://www2.seattleu.edu/artsci/criminal/>

Requirements for the position include: PhD in Criminal Justice/Criminology, substantial record or promise of excellence in scholarship and teaching, and ability to teach a range of courses across the curriculum including research methods and statistics. Research specialization is open. JDs (without PhD) and ABDs will not be considered. Applicants should submit a letter of interest including teaching philosophy and scholarship agenda, curriculum vitae, three letters of recommendation, and academic transcripts. Review of applications will begin immediately. Application deadline is October 1<sup>st</sup> 2010. Applicants should submit applications online at <https://jobs.seattleu.edu>, with a cover letter and curriculum vitae.

Seattle University, founded in 1891, continues a more than four hundred and fifty year tradition of Jesuit Catholic higher education. The University's Jesuit Catholic ideals underscore its commitment to the centrality of teaching, learning and scholarship, of values-based education grounded in the Jesuit and Catholic traditions, of service and social justice, of lifelong learning, and of educating the whole person. Located in the heart of dynamic Seattle, the University enrolls approximately 7,200 undergraduate and graduate students in eight colleges and schools. Students enjoy a university ethos characterized by small classes, individualized faculty attention, a strong sense of community, a commitment to diversity, and an outstanding faculty. Seattle University is an equal opportunity employer. A statement of the Seattle University mission can be found at: [http://www.seattleu.edu/home/about\\_seattle\\_university/mission/](http://www.seattleu.edu/home/about_seattle_university/mission/).



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**THE UNIVERSITY OF CINCINNATI**  
**SCHOOL OF CRIMINAL JUSTICE**  
**Faculty Vacancies**

**Associate Professor:** The School of Criminal Justice at the University of Cincinnati is seeking applications for a position at the rank of associate professor, with the appointment starting September 1, 2011, although the start date is negotiable. All areas of expertise will be considered. Applicants must have a strong and sustained record of scholarship. Applicants must have a Ph.D. in Criminal Justice/Criminology or a related discipline in the social or behavioral sciences.

**Assistant Professor:** The School of Criminal Justice is also seeking applications for a position at the rank of assistant professor, with the appointment starting September 1, 2011, although the start date is negotiable. Areas of specialization are open, but preference will be given to applicants with research and teaching expertise in one or both of the following areas, crime prevention and policing. Applicants must have a strong record of scholarship or provide evidence of the potential to develop a strong research program. Exceptional applicants who are ABD will be considered, but preference will be given to applicants who have a Ph.D. in Criminal Justice or a related discipline in the social or behavioral sciences by the time of appointment.

The University of Cincinnati is a Research I Institution that grants doctorates in 98 areas. The School of Criminal Justice grants the BS, MS, and PhD degrees. The School also houses the Criminal Justice Research Center and the Institutes for Policing and Corrections.

Further information about the University and the School is available at [www.uc.edu/CriminalJustice](http://www.uc.edu/CriminalJustice). The city of Cincinnati offers a range of multi-cultural activities and amenities in addition to attractive and affordable housing.

Interested persons must apply online at [www.jobsatuc.com](http://www.jobsatuc.com) and must apply to each position for which applicant wishes to be considered. All required documents must be attached to your online application. Please forward your three letters of recommendation to:

James Frank  
Search Committee Chair  
School of Criminal Justice  
University of Cincinnati  
P. O. Box 210389  
Cincinnati, OH 45221-0389

Review of applications will begin on October 1, 2010 and will continue until the position is filled. Positions are contingent on available funding. The University of Cincinnati is an Affirmative Action/Equal Opportunity Employer. Women, minorities and veterans are encouraged to apply. Apply at [www.jobsatuc.com](http://www.jobsatuc.com).

Position control number – Associate Professor: 210UC0704

Position control number – Assistant Professor: 210UC0703

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**UNIVERSITY OF TORONTO**  
*St. George campus (downtown)*  
**SOCIOLOGY**

**Position Title / Rank:** *Assistant Professor*  
**Division:** *Faculty of Arts and Science*  
**Deadline:** *September 20, 2010*

The Department of Sociology at the University of Toronto invites applications for a full-time tenure-stream appointment at the Assistant Professor level with primary interests in Crime, Deviance, and Socio-Legal Studies, starting July 1, 2011. A PhD in Sociology or primary graduate background in Sociology is required. Candidates must have an excellent research and teaching record. Salary is commensurate with qualifications and experience. Applicants should either have a Ph.D. or expect to finish the Ph.D. at time of appointment.

We encourage applications from candidates with strong secondary interests in one of our other departmental areas of specialization ( immigration and ethnicity, gender, work and stratification, crime and law, culture, political sociology, and networks).

The University of Toronto is a research-intensive institution offering faculty the opportunity to conduct research, teach and live in one of the most diverse cities in the world. The University includes programs and faculties in a number of cognate fields, including the Centre of Criminology and the University of Toronto Faculty of Law.

Successful candidates will teach in both the undergraduate and graduate programs and they will be expected to develop an independently funded program of research. Evidence of excellence in teaching and research is required. Additional information on the Department can be obtained at [www.utoronto.ca/sociology](http://www.utoronto.ca/sociology).

The University of Toronto is strongly committed to diversity within its community and especially welcomes applications from visible minority group members, women, Aboriginal persons, persons with disabilities, members of sexual minority groups, and others who may contribute to the diversification of ideas. All qualified candidates are encouraged to apply; however, Canadians and permanent residents of Canada will be given priority.

To be considered for this position, please apply online at the University of Toronto Academic Career Opportunities site [www.jobs.utoronto.ca/faculty](http://www.jobs.utoronto.ca/faculty) (job # 1000347) by clicking on the link below. If you are unable to apply online, please submit your application and other materials by to the following address:

Chair, Search Committee in Crime and Sociology of Law  
Department of Sociology  
725 Spadina Avenue  
University of Toronto  
Toronto, Ontario, Canada  
M5S 2J4  
[tina.colomvakos@utoronto.ca](mailto:tina.colomvakos@utoronto.ca)

Applications should include a Curriculum Vitae, samples of publications and writing, and evidence of teaching ability and experience. We encourage applicants to combine PDF or MS WORD documents in one or two files. Applicants should also ask three referees to e-mail letters to the departmental address above. Faxes of letters of recommendation are accepted at 416-978-3963, but must be followed by hard copies.

Applications materials must be received by **September 10, 2010**.

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 Columbus, OH 43212-1156  
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**MARK YOUR CALENDAR**  
*FUTURE ASC ANNUAL MEETING DATES*

2011	November 16 – 19	Washington, D.C.	Hilton Washington Hotel
2012	November 14 – 17	Chicago, IL	Palmer House Hilton Hotel
2013	November 20 – 23	Atlanta, GA	Atlanta Marriott Marquis
2014	November 19 – 22	San Francisco, CA	San Francisco Marriott
2015	November 18 – 21	Washington, D.C.	Hilton Washington
2016	November 16 – 19	New Orleans, LA	New Orleans Hilton
2017	November 15 – 18	Philadelphia, PA	Philadelphia Marriott Downtown
2018	November 14 – 17	Atlanta, GA	Atlanta Marriott Marquis

**2010 ANNUAL MEETING**

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