

# *The Criminologist*

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**Editors Note:** In the following essay, Allison Payne deftly previews the upcoming Crime and Education Presidential Plenary Panel. She demonstrates that student discipline practices increasingly reflect a criminal justice model; harsh and exclusionary responses to student misbehavior are widespread and evidence disturbing patterns of racial inequality. The solution, Payne argues in anticipation of panel presentations, lies in a transformational shift to a restorative justice approach to discipline problems. Thanks to Allison for whetting our collective appetites for November's Presidential panels. Up next: Ron Akers on Crime and Religion.

Cheryl Maxson, ASC Vice President

## **CRIME AND EDUCATION: MOVING SCHOOL DISCIPLINE FROM EXCLUSION AND CRIMINAL JUSTICE TO RESTORATION AND SOCIAL JUSTICE**

**Allison Ann Payne**, Villanova University

More money is put into prisons than into schools. That, in itself, is the description of a nation bent on suicide. I mean, what is more precious to us than our own children? We are going to build a lot more prisons if we do not deal with the schools and their inequalities. (Jonathan Kozol, as interviewed by Strong, 1992)

### Student Exclusion

Student discipline in American schools has grown increasingly severe, as evidenced by the greater use of exclusionary punishments like expulsion and suspension (Gottfredson and Gottfredson, 2001; Kupchik and Ellis, 2008), despite clear indications of a decrease in student delinquency and victimization (DeVoe et al., 2005; Dinkes et al., 2009). Research has demonstrated that the increase in the severity of school discipline is not related to increases in student delinquency, whether serious or minor (Kupchik and Monahan, 2006; Schiraldi and Zeidenberg, 2001; Skiba and Peterson, 1999). Yet, students are frequently punished by schools aiming to reduce delinquency in a manner that mirrors the treatment of criminals by the criminal justice system, as school policy has taken a crime control approach to student violations (Giroux, 2003; Kupchik and Monahan, 2006). A consequence of these changes in student discipline is that schools are becoming more like prisons focused on punishment and are banishing students through exclusionary punishments much the same way that society banishes criminals through incarceration (Giroux, 2003; Nogera, 2008; Watts and Erevelles, 2004).

Certain education policies are partially to blame for this increase in harsh punishments. In particular, several goals of the No Child Left Behind (NCLB) act create incentives for schools to exclude certain students. For example, in an effort to increase school safety and avoid the label of "persistently dangerous," some schools may simply expel those students who cause the most trouble (Cook et al., 2010). In addition, schools may "push out" students who threaten to pull down academic test scores and hinder schools' efforts in achieving adequate yearly progress (AYP); by suspending or expelling low-performing students, schools can increase their test scores without any additional resources (Carroll, 2008). Although President Obama has called for a major redesign of NCLB, these changes are unlikely to alter this "pushing out" phenomenon. One proposed change calls for a focus on individual student growth rather than overall school performance on standardized tests (Quaid, 2010); this would presumably lead to a decrease

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## 2010-2011 CONFERENCES AND WORKSHOPS

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

**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>

**2nd CEPS INTERNATIONAL CONFERENCE**, October 7 - 8, 2010, Canberra, Australia. For more info, visit: <http://www.ceps.edu.au/?q=events-at-CEPS/2010-CEPS-International-Conference>

**ASSOCIATION FOR THE STUDY OF THE MIDDLE EAST AND AFRICA (ASMEA) 3rd ANNUAL CONFERENCE**, November 4 - 6, 2010, Washington, D.C. For more info, please visit: [https://www.asmeascholars.org/index.php?option=com\\_content&view=article&id=1306&Itemid=91](https://www.asmeascholars.org/index.php?option=com_content&view=article&id=1306&Itemid=91)

**AMERICAN EVALUATION ASSOCIATION**, November 10-13, 2010, San Antonio, TX. For more info, please visit: <http://www.eval.org/eval2010/default.asp>

**ASIAN CRIMINOLOGICAL SOCIETY 2nd ANNUAL CONFERENCE**, December 8 - 11, 2010, University of Madras, Chennai, India. For more info, please contact: [rthilagaraj@gmail.com](mailto:rthilagaraj@gmail.com)

**MORAL PANICS IN THE CONTEMPORARY WORLD**, December 10-12, 2010, Brunel University, London. For further information, please: [www.moral-panic.co.uk](http://www.moral-panic.co.uk)

**1st INTERNATIONAL CONFERENCE OF THE SOUTH ASIAN SOCIETY OF CRIMINOLOGY AND VICTIMOLOGY (SASCV)**, January 15 - 17, 2011, Jaipur, Rajasthan, India. For more information: <http://www.sascv.org/conf2011>

**ACADEMY OF CRIMINAL JUSTICE SCIENCES**, March 1 - 5, 2011, Toronto, Canada. For more info, visit: [www.acjs.org](http://www.acjs.org)

**SOCIETY FOR APPLIED ANTHROPOLOGY (SFAA)**, March 29 - April 2, 2011, Seattle, WA. For meeting information visit: <http://www.sfaa.net/sfaa2011.html>

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in the exclusion of under-performing students by allowing them to be judged on their own change not by how they impact the larger school's progress. However, the heart of the overhaul focuses on linking NCLB to the Administration's newer education policy, Race to the Top, which has dedicated \$4.35 billion in grant money to reward schools if they demonstrate action to improve academic standards (Dillon, 2010). Making the receipt of grant money conditional upon improved overall school efficiency would again seem only to increase the pushing out of undesirable students.

NCLB also confirms student exclusion as a valid disciplinary response by incorporating the 1994 Gun-Free Schools Act (GFSA), which mandated immediate suspension or expulsion for the possession of a firearm (Carroll, 2008). In addition, the passage of the GFSA led to another form of disciplinary response partially responsible for the increase in student exclusion: an influx of zero tolerance policies (Kupchik and Ellis, 2008; Noguera, 2008). While the details of these policies are established by individual schools, they generally require the automatic expulsion or suspension of students who are found in possession of various contraband, such as tobacco, alcohol, drugs, guns or other weapons (Gregory and Cornell, 2009; Skiba and Peterson, 1999). Although there is some individual and school level discretion in the application of zero tolerance responses (Hirschfield, 2008; Vavrus and Cole, 2002), the implementation of these policies have certainly increased the overall use of exclusionary punishments as a reaction to both minor deviance and serious threats to school safety (Stinchcomb et al., 2005; Sughrue, 2003).

Studies have demonstrated the consequences of exclusionary disciplinary responses to misbehavior. Students who are suspended or expelled experience a range of negative academic outcomes, such poor school performance, grade retention, negative attitudes toward schools, and dropping out (Schiraldi and Zeidenberg, 2001; Skiba and Peterson, 1999). In addition, suspended or expelled students also experience negative behavioral outcomes, including more physical fighting, weapon-carrying, smoking, alcohol and drug use, and other delinquent acts (Nichols, 2004; Schiraldi and Zeidenberg, 2001). The increase in student exclusion clearly has serious consequences for students who are punished in this manner.

#### Exclusion and Race

In addition to the rise of student exclusion overall, it is evident that the proportion of minority students who are being excluded is disproportionate to their proportion of the school population (Carroll, 2008). For example, research has documented black students receive more punitive responses for misbehavior that is similar or even less serious than that of white students (Nichols, 2004; Noguera, 2003; Skiba et al., 2002). This racialized use of student exclusion has been shown for both suspensions and expulsions (Gregory and Weinstein, 2008; Gottfredson and Gottfredson, 2001; Nichols, 2004; Skiba, 2001; Skiba and Peterson, 1999; Vavrus and Cole, 2002). Some have argued that this is a result of minority students' disproportionate involvement in overall delinquency or that race is merely a proxy for socio-economic status. However, studies examining these possibilities have shown neither thesis to be a valid explanation for the overrepresentation of minority students in the use of exclusionary discipline (Gregory and Weinstein, 2008; Skiba and Peterson, 1999; Vavrus and Cole, 2002). Other explanations for this inequality are needed.

The previously discussed policies may partially explain this racial discrepancy. Minority students tend to score lower on standardized tests, thus leading to disproportionate rates of "pushing out" (Carroll, 2008). Ironically, this means that students explicitly identified for assistance in the NCLB purpose statement are the ones most hurt by it. In addition, because most zero tolerance policies were developed quickly with little guidance, it is likely that the very policies intended to improve consistency and predictability in student exclusion have instead actually increased discretion (Casella, 2003; Bazemore and Schiff, 2010; Vavrus and Cole, 2002). Because minority students are often perceived by teachers and administrators as more deviant and delinquent (Nichols, 2004), this discretion may lead to the targeting of these "troublemakers." This, in turn, leads to an increase in the suspension and expulsion of minority students and an increase in referrals of these students to the juvenile and criminal justice systems, thereby strengthening the school-to-prison pipeline (Bazemore and Schiff, 2010).

One of the Crime and Education Presidential Plenary sessions at the upcoming ASC meetings offers another possible explanation for both the increase in student exclusion and the racial discrepancy in the application of this punishment: Welch (2010) argues that the racial threat hypothesis can account for this phenomenon in school discipline. Originating from the work of Blalock (1969), racial threat proposes that an increase in the ratio of minorities in an area will intensify public punitiveness, due to the economic and political competition and criminal threat that the growing minority population represents (Blalock, 1969; Liska, 1992). Research exploring this hypothesis supports this explanation for increased social control in terms of a variety of criminal justice outcomes, including rates of arrest, incarcerations, and executions (Baumer et al., 2003; Jacobs and Kleban, 2003; Mosher, 2001).

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Recent studies have applied the racial threat hypothesis to school contexts, essentially finding that schools with a greater proportion of black students were more likely to use punitive disciplinary responses, such as suspension and expulsion, even while controlling for student delinquency and victimization (Kupchik, 2009; Welch and Payne, 2010; Payne and Welch, 2010). Although empirical and theoretical questions remain, as discussed by Kupchik (2010) and Hughes (2010) on this Presidential Plenary, the findings of these studies support Welch's (2010) presentation of the racial threat hypothesis as a viable explanation of punitive school discipline.

#### From Exclusion to Restoration

Given both the negative consequences of suspension and expulsion as well as the racial discrepancy in the use of student exclusion, it is clear that schools need to reconsider their responses to student misbehavior. Again, an upcoming Crime and Education Presidential Plenary suggests a solution: Bazemore and Schiff (2010) offer an alternative to such punitive discipline by arguing for the use of restorative justice practices in schools. Originally applied to the criminal justice system, restorative justice interventions attempt to repair the harm caused by an offense while preventing further offenses from occurring; this is generally accomplished through conferences that seek to produce reconciliation between offenders, victims, and community members (Sherman, 2003). Results of randomized controlled trials of restorative conferences showed lower levels of recidivism, particularly in the case of violent offenses (Sherman, 2003).

Restorative justice practices were first implemented in schools in Australia in 1994 and studies since then have illustrated the effectiveness of restorative justice conferences as a response to student misbehavior (Blkood and Thorsborne, 2005; Queensland Education Department, 1996; Strang, 2001; Youth Justice Board, 2005). Completely counter to student exclusion, restorative practices focus on relationships, shifting from punishment and isolation to reconciliation and community (Morrison et al., 2005). Some have argued that restorative justice is best applied to the school context because of the nature of relationships in these institutions, where students see each other day after day and encounters can turn dangerous if not adequately managed (Morrison et al., 2005). Thus, Bazemore and Schiff (2010) propose that a restorative justice approach to discipline, combined with a focus on routine activities (Felson, 1993; Eck, 1994) and communal school organization (Gottfredson, 2001; Payne et al., 2003), offers a model of inclusionary dialogue that repairs harm and creates a whole-school environment of supportive relationships, accountability, and peace-making values.

Bazemore and Schiff (2010), along with the two discussants on this Presidential Plenary (Morrison, 2010; Cremin, 2010), do caution that the implementation of a full restorative approach to discipline will require a fundamental shift in thinking, one that addresses not just school discipline and student delinquency but the entire school climate and community as well. This shift from "authoritarian and punitive to democratic and responsive" (Bazemore and Schiff, 2010, p.8; Morrison, 2002) must take into account the complicated nature of education as an institution, acknowledging schools' focus not just on safety but, of course, on teaching and learning as well (Cremin, 2010). Thus, in order for restorative practices to be successful, schools must fully change how they think of discipline, viewing it not as a function of a student's ability to follow a set of rules but rather as a student's capacity to consider how their behavior is impacting the greater school community (Morrison et al., 2005) and, in fact, the overall achievement of social justice.

Despite these cautions, or indeed *because* of the need for this transformative shift, restorative justice remains a promising approach to school discipline. If schools emphasize social engagement over social control (Morrison, 2010), the use of exclusionary discipline could be reduced, the reintegration of "problem" students could be accomplished, and a true school community could be created. If attitudes toward student discipline are broadened beyond exclusion and punishment to restoration and community, education could become a primary social institution capable of achieving social justice (Morrison, 2005). In order to do so, however, questions regarding the inherent inequalities among our nation's schools, such as those presented by Welch (2010), must be explored. Only by addressing these questions can schools retain their primary focus on education and achieve the ultimate goal of social justice. There is little doubt that "[t]he kind of schooling that we give to children is the most important determinant of their future options in life" (Kozol, as interviewed by Martelle, 2005). Moving school discipline from a criminal justice model focused on exclusion to a social justice model focused on restoration would dramatically reduce the flow of the school-to-prison pipeline and significantly increase the future options for all of our nation's children.

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#### 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.

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

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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.



## 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.

---

# CRIMINOLOGY

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- G. David Curry**, Professor (University of Chicago)  
Organized violence; Juvenile justice and youth violence; Evaluation research
- Stephanie DiPietro**, Visiting Assistant Professor (University of Maryland)  
Immigration and Crime; Juvenile delinquency; Criminological theory
- Finn Esbensen**, E. Desmond Lee Professor in Youth Crime & Violence (University of Colorado)  
Youth violence and gangs; Evaluation research; Cross-cultural research
- Beth Huebner**, Associate Professor (Michigan State University)  
Prisoner reentry; Criminal justice decision making; Quantitative methods
- David Klinger**, Associate Professor (University of Washington)  
Policing; Terrorism; Use of deadly force
- Janet L. Lauritsen**, Professor (University of Illinois)  
Victimization; Gender and violent crime trends; Quantitative methods
- Timothy Maher**, Associate Teaching Professor (University of Missouri-St. Louis)  
Policing; Police deviance and sexual misconduct
- Kristy Matsuda**, Assistant Research Professor (University of California, Irvine)  
Youth violence and gangs; Comparative criminology; Impact of incarceration
- Andres F. Rengifo**, Assistant Professor (CUNY Graduate Center – John Jay College)  
Communities and crime; Social networks; Sentencing and corrections policies
- Richard Rosenfeld**, Curators' Professor (University of Oregon)  
Social sources of violent crime; Crime control policy; Crime trends
- Lee A. Slocum**, Assistant Professor (University of Maryland)  
Quantitative methods; Criminological theory; Individual patterns of offending over time
- Terrance J. Taylor**, Assistant Professor (University of Nebraska)  
Victimization; Youth violence and gangs; Race/ethnicity and crime
- Richard Wright**, Curators' Professor (University of Cambridge)  
Offender decision-making; Drug markets; Cross-cultural and qualitative research

For more information, please visit: <http://www.umsl.edu/~ccj/>

Department Chair: Finn Esbensen 314-516-4619 ([esbensen@umsl.edu](mailto:esbensen@umsl.edu))

Graduate Program Director: Beth Huebner, 314-516-5043 ([huebnerb@umsl.edu](mailto:huebnerb@umsl.edu))

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## AROUND THE ASC

### 2010 ASC ELECTION RESULTS

2011-2012 President - Robert Sampson

2011-2012 Vice President - Ross Matsueda

2010-2013 Executive Counselors - Lisa Broidy, Colin Loftin, Susan Sharp

### ASC MEMBER ELECTED TO BOARD OF DIRECTORS OF AMNESTY INTERNATIONAL USA

Dr. Laura Finley has been elected to the Board of Directors of Amnesty International USA. She joins the board in summer 2010 for a three year term. Dr. Finley earned her Ph.D. in Sociology from Western Michigan University in 2002. She also holds an M.A and B.A. from WMU. Dr. Finley is currently Assistant Professor of Sociology and Criminology at Barry University in Miami Shores, Florida. She is author or co-author of eight books and numerous journal articles and book chapters. Dr. Finley is also on the board of directors of No More Tears, a non-profit that assists victims of domestic violence, UNIFEM East Florida Chapter, and is the Liaison to K-12 educators for the Peace and Justice Studies Association.

Dr. Finley is happy to speak on behalf of the board about Amnesty International's human rights work. For more information about Amnesty International USA, see [www.amnestyusa.org](http://www.amnestyusa.org). For additional information or to contact Dr. Finley for a speaking engagement, please email [lfinley@mail.barry.edu](mailto:lfinley@mail.barry.edu) or call 305.899.3412.

### SAGE TO SUPPORT ASC MINORITY FELLOWSHIP

In conjunction with its 45th anniversary celebration and in light of its recent agreement with the ASC Division on People of Color and Crime to publish their journal, *Race and Crime*, SAGE has agreed to completely underwrite the cost of one of the 2010 ASC Minority Fellowships.

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

**Barnes, J.C.**, "Analyzing the Biosocial Selection into Life-course Transitions." Chaired by Dr. Kevin M. Beaver, August 2010, Florida State University.

**Bolden, Christian**. "Evolution of the Folk Devil: A Social Network Perspective of the Hybrid Gang Label." Chaired by Dr. Lin Huff-Corzine, August 2010, University of Central Florida.

**Boutwell, Brian**, "School-Level Moderators of Genetic Influences on Antisocial Behaviors." Chaired by Kevin Beaver, August 2010, Florida State University.

**Covington, Michele W.**, "Correlates and Causes of Violence against Police Officers: A Criminal Events Analysis." Chaired by Dr. Jay Corzine, August 2010, University of Central Florida.

**Johnson, Amanda D.**, "Police Organizational Failure: Toward Explaining Dysfunction and Failure through the Theoretical Framework of Coupling Utilizing Case Study Analysis." Chaired by Dr. Michael S. Vaughn, August 2010, Sam Houston State University.

**Kremling, Janine**, "An analysis of drug use estimates contained in the DUF and ADAM data: Implications for research and policy." Chaired by Tom Mieczkowski, June 2010, University of South Florida.

**Reid, Joan A.**, "A pathway to child sex trafficking in prostitution: The impact of strain and risk-inflating responses." Chaired by Christine Sellers, Summer 2010, University of South Florida.

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**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**

FIND EVERYTHING YOU NEED TO KNOW 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 on page 14)

<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

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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

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

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### *The Faculty*

- Steven C. Beck** (University of Cincinnati) Organizational Theory; Personnel Selection and Development; Domestic Violence  
**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, and Crime; Law and Social Control; Drugs and Crime  
**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  
**Scott Jacques** (University of Missouri-St. Louis) Drugs and Crime; Comparative Criminology; Qualitative Methods.  
**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

## 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 TIPS COLUMN Elizabeth Griffiths, Guest Editor

#### **TEACHING TIP: Crest, Colgate, or Arm & Hammer: Using Symbolism to Teach Crime Control**

Amy I. Cass, California State University, Fullerton

Have you ever had this question in class: “Professor, how do we stop crime?” Given the complexities of today’s society, there is no easy way to answer this question. The response could warrant a long, elaborate discussion that students may soon forget. In efforts to enhance student understanding and recollection, I recommend an active learning exercise that only requires a trial size tube of toothpaste and a paper napkin. In this exercise, the toothpaste symbolizes crime in society and the napkin symbolizes the populous.

##### *The Activity*

First ask students to empty all of their toothpaste onto the napkin. Crime has spilled out onto society and the next generation (the students) must fix it. To do that, without modifying the tube, they must put all the toothpaste back. They can use any tools at their disposal to make this happen, such as bobby pins, pen caps, toothpicks, etc. I then offer 5 extra credit points to the first person who can get all the toothpaste back into the original tube. If a student forgets his/her toothpaste, he/she can still participate if someone is willing to share the extra credit points. Students may also form teams to increase their chance of solving the problem, but they too must split the reward by the number of team members.

##### *Lessons to Be Learned*

1) Perhaps nothing can be done to completely fix crime even when an individual or group is extremely motivated to do it (extra credit, a.k.a - community safety). In fact, sometimes competition among peers for rewards hinders true cooperation. Given politics and discrimination, not all groups will be satisfied with an approach to crime control. No one solution exists that will please everyone.

2) It may be possible to fix parts of the crime problem (put some toothpaste back). A variety of methods may need to be used to attain this goal (toothpick, bobby pin). For different crimes and different types of criminals, different crime control approaches are necessary (restorative justice, surveillance, capital punishment, sex offender notification laws). One method will never work for all offenders. It is critical we test each approach over time and among groups to see where it can be most effective.

3) There is only one way to get *all* the toothpaste back in the tube. The toothpaste and the napkin must go back in the tube together. The caveat is by fixing crime, you are taking civilized society with it. Total crime control will likely infringe on due process of law. Civil liberties and rights are eroded by a Big Brother society, but greater safety is secured against criminals.

4) Crime can be functional, so we may not want to eliminate all of it. It can provide a catalyst for progress and positive social change, as well as preserve social solidarity and reaffirm collective sentiment.

(Continued on page 19)

(Continued from page 18)

In the end, students must consider the type of society they want for their future. Society will undoubtedly change with or without their input, but they should feel compelled to be part of the process. One thing they certainly will remember from this classroom activity is: fixing crime takes time and it's very messy.

### **TEACHING TIP: Using Movies as the Basis for a Writing Assignment: A Course on Crime and Gender as an Example**

Rosemary Gartner, University of Toronto

I've been using movies as the basis for the writing assignment in my course, Crime and Gender, for two years with great success. Students love to watch movies, so are generally enthusiastic about the assignment; the t.a.s and I enjoy reading the papers more than papers using other formats; and problems with plagiarism seem to have dropped dramatically. Here is how I describe the assignment to students:

Film is one of our primary sources of ideas about the nature of crime and the meanings of gender. Most movies have something to say about gender, about culturally appropriate and inappropriate ways of doing gender, and about individuals' and the criminal justice system's responses to different ways of doing gender. In crime movies, gender plays an important role, because they often draw on taken-for-granted assumptions about gender to suggest motives for crime, justify or explain reactions to crime, or convey messages about non-obvious aspects of personalities or interactions.

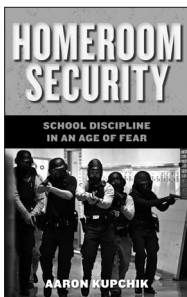
"Your task is to analyze the behaviors, situations, events, and/or persons portrayed in your assigned movie, drawing from course material and outside sources. Don't critique or review the film in terms of its value as a work of art or entertainment. Instead, discuss some of the ways in which gender – as an individual, relational, and/or institutional concept – plays a role in the movie and how notions about gender are implied, illustrated or challenged by certain characters, behaviors, interactions and social contexts. Questions you might address include: How would different perspectives on crime and gender explain the behavior of a character? In what ways does a scene/event/character illustrate a concept, perspective or theme from the course? Can a scene or event be interpreted in different ways by different perspectives on crime and gender? How might an interaction or scene unfold differently if it was 'gendered' differently?"

Students must use both outside academic sources and course readings in their papers. I assign the movies they review, because I want to be familiar with what they write about. I divide my class of 100 students into 3 or 4 groups and assign a different movie to each group. This helps relieve the monotony of reading 100 papers on the same film. It also means students have less difficulty finding a copy of the movie in a video store or library. Movies that have worked well for this assignment include: *Monster*, *Gangs of New York*, *Eastern Promises*, *Traffic*, and *Gran Torino*. I change the movies every year, so students cannot 'recycle' papers from previous years. Requiring them to incorporate course readings and lecture material reduces the chances of plagiarism.

As I'd hoped, students find the movies to be rich sources of insight into crime and gender. Their papers tend to be creative and thoughtful. I ask students who earn As if I can post anonymized copies of their papers on the course website the following year. This helps answer the time-honored questions: "What do you expect in the paper?" "How can I get a good mark?"

A number of former students have told me they now look at movies – and not just crime movies – in a different way and think about how different notions of masculinity and femininity are embedded in them. That, to me, is good evidence that using movies as the basis for written assignments is a useful way to engage students with the course material.

# CRIME IS UP at NYU PRESS

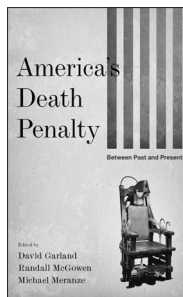


## Homeroom Security

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FORTHCOMING!

## America's Death Penalty

*Between Past and Present*

EDITED BY

DAVID GARLAND, RANDALL MCGOWEN  
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*America's Death Penalty* examines the historical and theoretical assumptions that have underpinned the discussion of capital punishment in the United States today. Edited by leading scholars of crime and justice, these original essays pursue different strategies for unsettling the usual terms of the debate.

\$22.00 paper > Available January 2011

## The School-to-Prison Pipeline

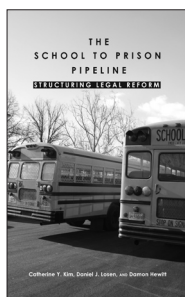
*Structuring Legal Reform*

EDITED BY

CATHERINE Y. KIM, DANIEL J. LOSEN  
AND DAMON T. HEWITT

In this study of the relationship between American law and the school-to-prison pipeline, three prominent civil rights attorneys specializing in juvenile justice analyze the current state of the law for each entry point on the pipeline and propose legal theories and remedies to challenge them.

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*Interrogation, Incarceration, and Abuse*

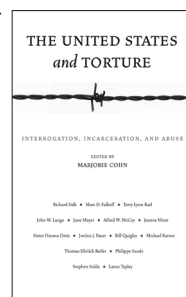
EDITED BY

MARJORIE COHN

"Accountability is the first step in healing as a nation. The last line of the final chapter says it all: 'Let us begin.' Indeed, we must."

—Janis L. Karpinski, former Brigadier General, U.S. Army, and author of *One Woman's Army: The Commanding General of Abu Ghraib Tells Her Story*

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## Strip Club

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Price-Glynn spent fourteen months at The Lion's Den working as a cocktail waitress. Her uncommonly deep access reveals a conflict-ridden workplace fueled by competing interests and agendas and stereotypical ideas about women, men, sexuality, race, labor, and economic value.

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## Violence Against Latina Immigrants

*Citizenship, Inequality, and Community*

ROBERTA VILLALÓN

"By locating the experiences of immigrant women and their advocates within a rich ethnographic study of state policies and organizational practices, Villalón paints a complex picture of the contradictions that contribute to the reproduction of inequality. This is activist scholarship at its best." —Nancy A. Naples, author of *Grassroots Warriors*

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## Our Biometric Future

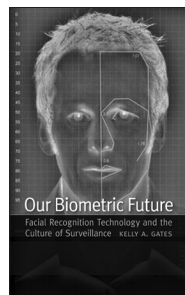
*Facial Recognition Technology and the Culture of Surveillance*

KELLY A. GATES

"This book represents a significant contribution to our understanding about the ongoing elaboration of surveillance society throughout the globe."

—Anne Balsamo, author of *Technologies of the Gendered Body*

\$24.00 paper > *Critical Cultural Communication Series*  
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NEW IN PAPERBACK!

## The Technology of Policing

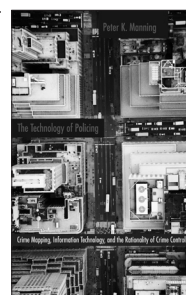
*Crime Mapping, Information Technology, and the Rationality of Crime Control*

PETER K. MANNING

"Manning's work is both sophisticated in its approach and tremendously rich in the detail of its empirical inquiry. Few scholars take the time and have the access and ability to research police practices so meticulously and with the advantages that come with many years of energetic experience."

—*American Journal of Sociology*

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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 12<sup>th</sup> 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.*** *Note that all presenters MUST pre-register for the conference by January 4, 2011.*

**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. **Note: No refunds for registration will be given less than 31 days prior to the conference.** For more information see: <http://westerncriminology.org/conference.htm>

**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" section of the WSC website* (<http://westerncriminology.org/students.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).




## CRIMINOLOGY AROUND THE WORLD

### Western Society of Criminology Conference

In February 2011, the Western Society of Criminology (WSC) will hold its annual meeting at the Four Seasons Hotel in Vancouver, British Columbia. Several topic areas will be covered including: policing and forensic sciences, law, courts, and sentencing, corrections, juvenile justice, and white collar crime. For a full listing of conference topics, visit the WSC web page at [www.sonoma.edu/ccjs/wsc](http://www.sonoma.edu/ccjs/wsc). Participants must submit abstracts of 150 words or less by **October 11, 2010**. Conference registration includes admission into our awards luncheon honoring outstanding professionals working in criminology and criminal justice; and an enjoyable brunch allowing participants to connect with friends and colleagues. If you have questions about the WSC conference, please contact our program co-chairs: Dr. Christine Gardiner at [cgardiner@fullerton.edu](mailto:cgardiner@fullerton.edu) or Dr. Paul Kaplan at [pkaplan@mail@sdsu.edu](mailto:pkaplan@mail@sdsu.edu) or visit the WSC web page. The WSC is a student-friendly organization with two awards for students to consider: 1) The June Morrison Scholarship Fund which provides supplemental funds to support student member participation at the annual conference; and 2) The Miki Vohryzek-Bolden (MVB) Student Paper Competition which recognizes excellent student work including, but not limited to, policy analyses and original research. All conference participants need to make reservations by *January 4, 2011*. Information about the Four Seasons Hotel can be found on the hotel website ([www.fourseasons.com/vancouver](http://www.fourseasons.com/vancouver)) or by calling 604-689-9333. Skiers should also note that the conference room rate is being extended to the beautiful Four Seasons property in Whistler, BC for 4 nights pre- and post-conference. We are looking forward to seeing you soon—and don't forget your passport!

### Slovak Society for Penal Law and Criminology Established


The Slovak Society for Penal Law and Criminology was established earlier this year at a meeting held at the Bratislava School of Law in Slovakia. The aims of the Society are to study state justice institutions, to review the development of penal law, and explore the development, prevention and control of crime. While the general focus of the Society is upon Slovakia, the need for international understanding and interaction is obviously paramount. Consequently, the Society seeks to work together with sister criminological organizations around the world. Jaroslav Ivor, from the Bratislava School of Law was elected as Chair. For more information regarding this new organization and its activities, contact the Executive Vice-Chair, Peter Kuruc ([p.kuruc@crime-justice.sk](mailto:p.kuruc@crime-justice.sk)).



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Northeastern's College of Professional Studies, in collaboration with the School of Criminology and Criminal Justice, offers the online **Master of Science in Criminal Justice Leadership**. This innovative master's degree provides a path to excellence for leaders in law enforcement, courts, private security, and corrections organizations. Our flexible format combines online courses with a one-week on-campus summer workshop.

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College of Professional Studies

**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)

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### **Successful Symposium in Stockholm**

The fifth annual Stockholm Criminology Symposium took place in Stockholm, Sweden June 14-16. Over 600 delegates took part in the largest symposium ever.

The three day long event was filled with more than 150 presentations covering a variety of topics under the main tracks: Improving Policing and Contemporary Criminology. Researchers, practitioners and policymakers from all over the world shared their knowledge and experiences and took a chance to meet new and old colleagues.

The inaugural discussion with the Swedish Minister for Justice (Beatrice Ask) and four well-renowned researchers, filled the auditorium to the brim. The Minister discussed how to improve policing in the future and received advice from Gloria Laycock (UK), Monika Smit (the Netherlands), Nicholas Fyfe (UK), and David Weisburd (Israel and USA).

The social events were well attended. In particular the prize ceremony and gala dinner for the Stockholm Prize in Criminology, which was presented to David Weisburd by the Minister for Justice in the City Hall on June 15. Professor Weisburd was awarded the prize primarily for his research focusing on the analysis of crime "hot spots".

The next symposium takes place June 13-15 in Stockholm, Sweden. Make sure to mark your calendars for these dates!

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## UNIVERSITY OF SOUTH FLORIDA

### GRADUATE PROGRAMS IN CRIMINOLOGY AND CRIMINAL JUSTICE AND THE UNIVERSITY OF SOUTH FLORIDA

*Master in Criminology*  
*Master in Criminal Justice Administration*  
*Ph.D. in Criminology*

#### **Main Areas of Specialization:**

*Juvenile justice and delinquency, Policing, Substance use and abuse, Macro-level models of criminal behavior, Race and social control, Violence.*

For information contact: <http://criminology.cbcs.usf.edu/message/>

**Journals:** Journal of Crime and Justice, International Journal of Drug Testing

#### ***The Faculty***

**Lyndsay Boggess-** (University of California, Irvine) Community context of crime, Race/ethnicity and crime

**Max Bromley-** (Nova University) Campus policing, campus community crime

**John Cochran-** (University of Florida) Death penalty, Micro- social theories of criminal behavior, Macro- social theories of crime and crime control

**Richard Dembo-** (New York University) Alcohol and drug use, Juvenile justice

**Lorie Fridell-** (University of California, Irvine) Police use of force, Violence against police, Racially biased policing

**Kathleen Heide-** (State University of New York at Albany) Juvenile homicide, Adolescent parricide offenders, Violent offending

**Wesley Jennings-** (University of Florida) Trajectories, Hispanics, Sex offending

**Shayne Jones-** (University of Kentucky) Personality and antisocial behavior, Jury and judicial decision making

**Michael Leiber-** (State University of New York at Albany) Race, Juvenile Justice, Delinquency

**Michael Lynch-** (State University of New York at Albany) Radical criminology, Environmental and corporate crime, Green criminology, Racial bias in criminal justice processes

**Tom Mieczkowski-** (Wayne State University) Drugs and crime, violent sexual offenders

**Ojmarrh Mitchell-** (University of Maryland) Race and crime, Drug policy, Meta analysis

**William R. Palacios-** (University of Miami) Adult hidden populations, Qualitative research methods and Analysis, Social epidemiology of drug use/abuse

**Christine Sellers-** (University of Florida) Criminological theory, Juvenile Delinquency, Intimate partner violence

**M. Dwayne Smith-** (Duke University) Homicide, Capital punishment, Structural correlates of violent crime

## DIVISION NEWS

### DIVISION ON CORRECTIONS AND SENTENCING

The Division on Corrections and Sentencing requests nominations for two annual awards. Nominees should be scholars who do research in the area of corrections and/or sentencing.

The “**Distinguished Senior Scholar Award**” recognizes a lifetime of achievement, with particular emphasis on a ground-breaking contribution (e.g., book or series of articles) in the past 5 years. The award will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have 8 or more years of post-doctoral experience.

The “**Distinguished New Scholar Award**” recognizes outstanding early career achievement in corrections and sentencing research. The award will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have less than 8 years post-doctoral experience.

Nominations for all awards should be submitted to the DCS Awards Committee Chairperson, Beth Huebner ([huebnerb@umsl.edu](mailto:huebnerb@umsl.edu)) no later than Monday **September 20, 2010**. Nominations should include a nomination letter and the candidate’s curriculum vitae.

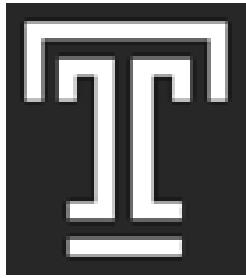
### **Crime & Justice Summer Research Institute: Broadening Perspectives & Participation July 11 – 29, 2011, Ohio State University**

Faculty pursuing tenure and career success in research intensive institutions, academics transitioning from teaching to research institutions, and faculty members carrying out research in teaching contexts will be interested in this Summer Research Institute. Organized by Lauren J. Krivo and Ruth D. Peterson and funded by the National Science Foundation and Ohio State University, the institute is designed to promote successful research projects and careers among faculty from underrepresented groups working in areas of crime and criminal justice. During the institute, each participant will complete an ongoing project (either a research paper or grant proposal) in preparation for journal submission or agency funding review. In addition, participants will gain information that will serve as a tool-kit tailored to successful navigation of the academic setting. The Summer Research Institute will provide participants with:

- Resources for completing their research projects;
- Senior faculty mentors in their areas of study;
- Opportunities to network with junior and senior scholars;
- Workshops addressing topics related to publishing, professionalization, and career planning;
- Travel expenses to Ohio, housing in a trendy Columbus neighborhood, and living expenses.

The institute will culminate in a research symposium where participants present their completed research before a scholarly audience.

Completed applications must be postmarked by February 11, 2011. To download the application form, please see our web site (<http://cjrc.osu.edu/rdcj-n/summerinstitute>). All applicants must hold regular tenure-track positions in U.S. institutions and demonstrate how their participation broadens participation of underrepresented groups in crime and justice research. Graduate students without tenure track appointments are not eligible for this program. Please direct all inquiries to Amanda Kennedy at [kennedy.312@sociology.osu.edu](mailto:kennedy.312@sociology.osu.edu).



# TEMPLE UNIVERSITY

Department of Criminal Justice

SCIENCE, GOVERNANCE AND JUSTICE

**Temple University Criminal Justice would like to congratulate our new PhD graduates, all of whom obtained positions in this competitive job market.**

Six of our graduates obtained tenure-track positions, while another won a very prestigious analysts' position with one of the most innovative police departments in the country.

- **Brian Lockwood, PhD** (2010) Assistant Professor, Monmouth University  
West Long Branch, New Jersey
- **Eric S. McCord, PhD** (2010) Assistant Professor, University of Louisville  
Louisville, Kentucky
- **Christopher Salvatore, PhD** (2010) Assistant Professor, Towson University  
Towson, Maryland
- **Travis A. Taniguchi, PhD** (2010) Criminologist, Redlands Police Department  
Redlands, California
- **Brian R. Wyant, PhD** (2010) Assistant Professor, LaSalle University  
Philadelphia, Pennsylvania
- **Jonathan S. Gaines, PhD** (2009) Assistant Professor, Towson University  
Towson, Maryland
- **Linda Shuo Zhao, PhD** (2009) Assistant Professor, Louisiana State University  
Alexandria, Louisiana

### **Some of the most productive faculty in America**

Temple's PhD program in Criminal Justice ranks among the best in the nation (*America's Best Graduate Schools: 2010 Edition, U.S. News & World Report*) and our faculty rank among the very best in scholarly and research productivity.

According to the most recent Faculty Scholarly Productivity Index (*Chronicle of Higher Education*), Temple's Criminal Justice faculty is third in the country in journal publications per faculty.

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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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**INDIANA UNIVERSITY—BLOOMINGTON** Indiana University-Bloomington's Department of Criminal Justice invites applications for one tenure-track position at the assistant professor level. The successful candidate is expected to have developed an innovative research agenda, a dedication to excellence in undergraduate and graduate/professional education consistent with the expectations of a Research I university, and a multidisciplinary approach to the study of law, crime, and justice. IU Bloomington ranks nationally among top research institutions. Salary, fringe benefits, research and teaching opportunities are consistent with our peer Research I institutions. Send a letter of application, curriculum vitae, and three letters of reference to: Roger J.R. Levesque, J.D., Ph.D., Professor and Chair, Faculty Search Committee, Department of Criminal Justice, 1033 East 3<sup>rd</sup> Street, Sycamore Hall 302, Indiana University, Bloomington, IN 47405. Send inquiries to [rlevesqu@indiana.edu](mailto:rlevesqu@indiana.edu). Applications completed before October 10<sup>th</sup>, 2010 will be assured full consideration. Indiana University is an Equal Opportunity / Affirmative Action Employer committed to excellence through diversity.

**UNIVERSITY OF TENNESSEE—KNOXVILLE** The Department of Sociology at the University of Tennessee - Knoxville invites applications for one tenure-track position at the level of Assistant Professor in the areas of criminology and criminal justice. We are particularly interested in candidates who can contribute to the Department's strength in social justice (<http://web.utk.edu/~utsocdep/>) in affiliation with the new Center for the Study of Social Justice (<http://cssj.utk.edu/>) and whose research in criminology intersects with political economy/globalization and/or environmental sociology. Applicants must demonstrate promise of distinguished scholarship and excellent teaching, as well as a commitment to seeking external funding. The Ph.D. in sociology, criminology, or other relevant field is required at the time of appointment. The Knoxville campus of the University of Tennessee is seeking candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University. Review of applications will begin September 24, 2010. Position will remain open until filled. Please send letter of application, *curriculum vitae*, three letters of reference, a research statement, and a teaching statement to Search Committee Chair Lois Presser via e-mail ([lpresser@utk.edu](mailto:lpresser@utk.edu)) and/or surface mail (901 McClung Tower, Knoxville, TN 37996-0490). The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.



# UNIVERSITY AT ALBANY

State University of New York

## School of Criminal Justice

The School of Criminal Justice invites applications for a full-time tenure-track faculty position, at the Assistant or Associate level, to begin Fall 2011. Area of specialization is open. A Ph.D. in criminal justice or a related discipline is required, and candidates must have a demonstrated potential for excellence in teaching and research.

The School of Criminal Justice has an internationally renowned doctoral program, offers a small MA program, and provides a select group of undergraduates the opportunity to earn the BA in criminal justice. The University at Albany is one of the four University Centers of the State University of New York. Its approximately 17,000 students include some 5000 graduate students, and its full-time faculty numbers about 700. Albany, the capital of New York, is in a metropolitan area with a population of approximately 800,000. Located in beautiful upstate New York, it is in close proximity to the Berkshires, the Catskills, the Adirondacks, and the Hudson River Valley and is also convenient to Boston, Montreal, and New York City.

Applicants should send a letter of application, statement of research and teaching interests, curriculum vitae, and the names and contact information of three references to **Professor Colin Loftin, Chair, Search Committee, School of Criminal Justice, University at Albany, SUNY, 135 Western Avenue, Albany, NY 12222**. Review of applications will begin September 15 and will continue until the position is filled. Position is contingent upon funding availability.

For more information: <http://www.albany.edu/scj/>

*The University at Albany is an EEO/AA/IRCA/ADA employer.*

## UNIVERSITY OF MISSOURI-ST. LOUIS

The Department of Criminology and Criminal Justice invites applicants for an Assistant/Associate Professor beginning fall 2011. Candidates from all substantive areas will be considered. The successful candidate must have the Ph.D. at the time of appointment, outstanding promise as a research scholar, and demonstrated teaching effectiveness. The department provides an active, theoretically and methodologically diverse research environment and strong support for research scholars beginning their careers. Applicants should submit a letter of interest, vita, and three letters of reference. Review of applications will begin on October 1, 2010 and continue until the position is filled. The University of Missouri-St. Louis is an affirmative-action, equal opportunity employer committed to excellence through diversity.

Please send application materials to:

Finn Esbensen  
Professor and Chair  
Department of Criminology and Criminal Justice  
University of Missouri-St. Louis  
One University Boulevard  
St. Louis, MO 63121-4499

## THE UNIVERSITY OF TEXAS AT DALLAS

### Criminology

The Criminology Program invites applications for a tenure-track faculty position at the Assistant Professor level to begin Fall 2011. We seek to hire a scholar to join a growing undergraduate and graduate program in Criminology. We are seeking a broadly trained criminologist with strong demonstrated skills in quantitative methods and who is dedicated to both undergraduate and graduate education. The candidate should also have a demonstrated proficiency in the core areas of criminology such as causes and correlates, race and ethnicity, gender, criminal careers, victimization and child maltreatment, and crime and justice policy. Applicants must hold a PhD in Criminology, Criminal Justice, or an allied discipline and must have (or demonstrate the potential for developing) a strong publication and teaching record.

UT Dallas offers competitive salaries, and the surrounding DFW Metroplex offers a temperate climate, reasonably price real estate, excellent public schools, a good quality of life, and communities for every lifestyle.

The screening process will begin October 1, 2010, and will continue until the position is filled. Informal inquiries may be directed to Dr. John Worrall at [Worrall@utdallas.edu](mailto:Worrall@utdallas.edu), but all applications must be submitted electronically. Individuals interested in the position should submit their current curriculum vitae, a letter of interest, and five letters of reference (or the names and contact information for at least five professional references). Indication of gender and ethnic origin for affirmative action purposes is requested as part of the application process but is not required for consideration.

To apply for this position, applicants should point their browsers to <http://go.utdallas.edu/pep100617> where they will submit their preferred email address to receive instructions to access a personalized application profile website. Applicants also receive instructions for having letters of reference sent in support of their applications. All available faculty positions are posted at <http://provost.utdallas.edu/facultyjobs>.

The University of Texas at Dallas is an Equal Opportunity / Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age, citizenship status, Vietnam era or special disabled veteran's status, or sexual orientation.



PENNSTATE



Penn State Shenango

**Penn State Shenango** invites applications for a faculty position in Administration of Justice, rank open, (tenure-track or tenured, 36 weeks) to begin August 2011, or as negotiated.

**Responsibilities:** Teach three courses (9 credits) each semester in Administration of Justice (AOJ) baccalaureate degree program using traditional and hybrid delivery modes. Teaching assignments may require teaching day, evening and/or Saturday classes as needed. Publish in refereed journals. Participate in professional organizations and in course, curriculum, and program development. Advise students and provide career guidance. Participate in campus, university, and community service activities.

The candidate hired will be one of four faculty members delivering a regional baccalaureate program in Administration of Justice. This program will be offered jointly by three Penn State campuses in Western Pennsylvania: Penn State Shenango, Penn State Beaver, and Penn State New Kensington. The successful candidate will work collaboratively with AOJ faculty at the other campuses to deliver a portion of the curriculum to multiple campuses using various forms of distance education. For information about the other two campuses, visit [www.beaver.psu.edu](http://www.beaver.psu.edu) and [www.nk.psu.edu](http://www.nk.psu.edu).

**Qualifications:** Ph.D. in Administration of Justice, Criminal Justice, or related field with the same research experience. (Candidates with only a Juris Doctor will not be considered.) Evidence of potential in research and publication is expected for a tenure-track position. A strong publication record, history of excellence in teaching, and record of active engagement in service is expected for a tenured position. Interest in active and collaborative learning, the instructional use of technology, and hybrid and online teaching is an advantage. Prior college-level and online teaching experience is preferred. Enthusiasm for working in a multidisciplinary environment is important.

**Campus Information:** Penn State Shenango's 14 acre-campus is located in downtown Sharon in picturesque Western Pennsylvania near the Ohio border. It is about one hour from Pittsburgh, ninety minutes from Cleveland, and twenty minutes from Youngstown, Ohio. The campus currently serves approximately 850 students; about 50% of the students are adult learners. Students and faculty at Penn State Shenango have all of the resources of a major research university at their disposal, but in a small college atmosphere. Class sizes are small and our faculty members are committed to providing a high-quality educational experience to their students and are actively engaged in research. Our students receive a world-class education delivered in a small campus setting. The campus delivers six baccalaureate degrees, seven associate degrees, and the first two years of study for nearly all of Penn State's 160+ degree programs. The B.S. in Administration of Justice is the most recent baccalaureate degree program, debuting Fall 2010. For more information about the campus, visit [www.shenango.psu.edu](http://www.shenango.psu.edu).

Penn State University is a multi-campus public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world. Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

**Application:** To apply submit a letter of application and *curriculum vitae*. Applications should be submitted as a Microsoft WORD or PDF file to [ccsearch@psu.edu](mailto:ccsearch@psu.edu). Finalists will be asked to provide a list of references.

**Inquiries:** Dr. Ira S. Saltz, Director of Academic Affairs, Penn State Shenango. E-mail: [isaltz@psu.edu](mailto:isaltz@psu.edu). Telephone: (724) 983 – 2825.

**Closing Date:** Application review begins October 1, 2010 and continues until a suitable candidate is found.

**Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.**



# PENNSTATE



## Penn State Beaver, Penn State New Kensington, and Penn State Shenango

**Penn State Beaver, Penn State New Kensington, and Penn State Shenango** invite applications for a faculty position in Administration of Justice, Instructor (multi-year appointment; 36 weeks; renewable) to begin August 2011, or as negotiated.

**Responsibilities:** This position entails teaching, supervising internships, and providing administrative support for the Administration of Justice baccalaureate program (AJCSS) jointly delivered by three Penn State campuses. The person in this position will teach a range of undergraduate courses in the AJCSS program, including introductory and possibly upper-division courses, depending on qualifications, using traditional and hybrid delivery modes. Also, oversight will be provided for the required student internships for the three campuses. In addition, the person in this position will serve as the Program Coordinator for the AJSCC program for the three campuses with some administrative support duties. The successful candidate also is expected to participate in course, curriculum, and program development; advise students and provide career guidance; participate in campus, university, and community service activities; and engage in activities to stay current in the discipline.

This position is one of four full-time faculty positions delivering the AJSCC program in the western region of Pennsylvania. The three Penn State campuses offering this degree are Penn State Beaver, Penn State New Kensington and Penn State Shenango. The successful candidate will work collaboratively with faculty members and administrators at the three campuses to deliver a portion of the curriculum to multiple campuses using various forms of distance education and instructional technologies.

**Qualifications:** The minimum requirement is a Master's degree in Administration of Justice, Criminal Justice or related field with the same research experience; ABD or Ph.D. and field experience in criminal justice are desirable. Commitment to high-quality instruction in a student-centered environment is expected. Interest in active and collaborative learning, the instructional use of technology, and hybrid and online teaching is an advantage. Prior college-level and online teaching experience preferred. Enthusiasm for working in a multidisciplinary environment is important.

**Campus Information:** Penn State University is a multi-campus public land-grant university committed to improving the lives of the people of Pennsylvania, the nation, and the world. The three Western Pennsylvania campuses have a history of successful collaboration. Students and faculty at the three campuses have all of the resources of a major research university at their disposal, but provided in a small college atmosphere. Class sizes are small and the student/faculty ratio is low, and students can receive much individual attention. Our faculty members are committed to providing a high-quality educational experience to their students and are actively engaged in research. Our students receive a world-class education delivered in a small campus setting.

[Penn State Beaver](#), a 100 acre suburban campus located 30 miles north of Pittsburgh and 20 miles north of the Pittsburgh International Airport, is a student-centered campus of approximately 800 students; about 12% are adult learners. [Penn State New Kensington](#), located on a 70 acre campus in scenic rural Westmoreland County, is only 30 minutes from downtown Pittsburgh, and offers a wide range of lifestyles from urban to rural. The campus serves over 900 students. [Penn State Shenango's](#) 14 acre-campus is located in downtown Sharon, Pennsylvania near the Ohio border, about one hour from Pittsburgh, 1.5 hours from Cleveland, Ohio, and twenty minutes from Youngstown, Ohio. The campus serves students of all age groups and backgrounds who have different goals and responsibilities. For more information about the three campuses, visit <http://www.psu.edu/ur/cmppcoll.html>.

**Application:** To apply submit a letter of application and *curriculum vitae*. Applications should be submitted as a Microsoft WORD or PDF file to [ccsearch@psu.edu](mailto:ccsearch@psu.edu). Finalists will be asked to provide a list of references.

**Inquiries:** Dr. Arlene E. Hall, Director of Academic Affairs, Penn State New Kensington. E-mail: [ae3@psu.edu](mailto:ae3@psu.edu). Telephone: (724)334-6031.

**Closing Date:** Application review begins October 30, 2010 and continues until a suitable candidate is found.

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PENNSTATE

**Penn State Wilkes-Barre**

**Penn State Wilkes-Barre** invites applications for a faculty position in Administration of Justice, Assistant Professor, (tenure-track, 36 weeks) to begin August 2011, or as negotiated.

**Responsibilities:** Teach three classes (9 credits) each semester of undergraduate courses in the baccalaureate degree program in Administration of Justice (AOJ). These will be introductory and upper division courses, including some upper-division courses in candidate's field of expertise. Teaching assignments may require teaching day, evening and/or Saturday classes as needed, as well as using traditional and hybrid delivery modes. Publish in refereed journals. Participate in professional organizations and in course, curriculum, and program development. Recruit and advise students and provide career guidance. Participate in campus, university, and community service activities.

The campus is serving a growing population of students in the Administration of Justice major. Although the department is small, AOJ colleagues are available at other Penn State campuses (Beaver, Fayette, New Kensington, Shenango, and University Park). While the successful candidate will work collaboratively with faculty at Wilkes-Barre, opportunities to deliver some courses to multiple campuses using various forms of distance education are being explored. For information about Wilkes-Barre and the other campuses, visit <http://www.wb.psu.edu>; <http://www.br.psu.edu>; <http://www.fe.psu.edu>; <http://www.nk.psu.edu>; <http://www.shenango.psu.edu>; and <http://www.psu.edu>.

**Qualifications:** Earned Ph.D. in Administration of Justice or Criminal Justice is required. (ABDs with an expected completion date of no later than June 2011 will be considered. Candidates with only a Juris Doctor will not be considered.) Evidence of potential in research and publication is expected, as is commitment to high-quality instruction in a student-focused environment. Interest in active and collaborative learning, the instructional use of technology, and hybrid and online teaching is an advantage. Prior college-level teaching experience preferred. Experience teaching courses either online or using other distance education delivery methods also is a plus. Enthusiasm for working closely with colleagues in a small department and in a multidisciplinary environment is very important.

**Campus Information:** Penn State Wilkes-Barre has been a presence in the Wyoming Valley since 1916. Currently located on a former estate in the scenic Wyoming Valley area, the campus is about 2 hours from both the New York City and Philadelphia metropolitan areas, and is near many outdoor activities. The campus serves about 770 students who are primarily commuters, with a student to faculty ratio of about 13:1. We offer eight baccalaureate degree programs, including the Administration of Justice degree, five associate degree programs, and the first two years of Penn State's 160+ baccalaureate degree programs. Many of our graduates have taken leadership roles in the local area as well as in the state and the nation. Our alumni are particularly qualified to compete in various professional arenas because of their preparation in theoretical as well as practical learning. Many majors, including AOJ, require substantive internships. Our international faculty and staff are committed to academic and research excellence, have access to all of Penn State's libraries, and work with colleagues locally and at other campuses. We consider PSU Wilkes-Barre to be a regional leader in student-centered learning, and we strive to develop a culture of excellence, accountability, and collegiality. Our faculty of 35 and our staff strive to make everyone, especially students, feel at home.

Penn State University is a multi-campus public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world. Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions. For more information about Penn State University, visit <http://www.psu.edu/>.

**Application:** To apply submit a letter of application and *curriculum vitae*. Applications should be submitted as a Microsoft WORD or PDF file to [ccsearch@psu.edu](mailto:ccsearch@psu.edu). Finalists will be asked to provide a list of references.

**Inquiries:** Dr. Theodora A. Jankowski, Director of Academic Affairs, Penn State Wilkes-Barre. E-mail: [taj12@psu.edu](mailto:taj12@psu.edu). Telephone: (570) 675-9254.

**Closing Date:** Application review begins October 30, 2010 and continues until a suitable candidate is found.

***Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.***



## Associate or Assistant Professor of Criminal Justice

The Criminal Justice Department at University of Wisconsin-Parkside (<http://uwp.edu/departments/criminal.justice>) invites applications for a full-time tenured associate professor or tenure track assistant professor of Criminal Justice beginning August 2011.

**Position/Rank and Salary:** Associate or Assistant Professor of Criminal Justice.

**Required Qualifications:** A doctorate degree in criminal justice, criminology, or a closely related field (a law degree is not appropriate for this position). Demonstrated ability to teach juvenile delinquency/juvenile justice, research methods, criminology and/or race/crime. Evidence of scholarly record or scholarly promise. Demonstrated interest in implementing curricula that address multicultural issues.

**Preferred Qualifications:** Experience with a variety of teaching methods and/or curricular perspectives at the college level.

Primary responsibilities include teaching core and upper division criminal justice courses, research and publication, academic advising, and participation in departmental, campus, and community service. Knowledge, Skills and Abilities: Current knowledge in technological advancements as they relate to pedagogical issues in higher education; ability to work on a computer for extended periods of time. Ability to engage in appropriate instructor-student relationships and interactions and collegial conduct; ability to effectively communicate with students, staff and colleagues both orally and in writing.

For appointment at the associate professor rank, the applicant must have these requirements and provide evidence of an active research/publication record that is commensurate with department requirements for this rank. At the assistant professor rank, an ABD will be considered for a one-year terminal appointment as a Lecturer with conversion to tenure track Assistant Professor if all requirements for the degree have been successfully completed by **March 1, 2012**.

**Salary:** Commensurate with qualifications and experience. The University of Wisconsin System provides a liberal benefits package, including participation in a state pension plan.

**Review of Applications:** Review of applications will continue until position is filled. For full consideration submit all materials by November 29, 2010.

Representatives from UW-Parkside will be attending the following conferences to promote the position:

Midwest Criminal Justice Association – Chicago, IL – September 2010  
American Society of Criminology – San Francisco, CA – November 2010

**To Apply:** Electronic submission is strongly encouraged. Please send cover letter of application, curriculum vitae, statement of teaching philosophy, course syllabi, teaching evaluations, examples of scholarly work and names and contact information for three references to:

Professor Susan Takata  
Criminal Justice Search Committee  
Criminal Justice Department  
University of Wisconsin, Parkside  
900 Wood Road, Box 2000  
Kenosha, WI 53141-2000

E-mail: [takata@uwp.edu](mailto:takata@uwp.edu)  
Telephone: (262) 595-3416  
FAX: (262) 595-2471

**About the University:** The University of Wisconsin-Parkside is committed to student success, academic excellence, community engagement and diversity - inclusiveness. It currently enrolls approximately 5,100 students, many of whom are first generation and nontraditional students. UW-Parkside benefits from the ethnic and racial diversity of the communities it serves in Kenosha, Racine and Walworth Counties. Located in northern Kenosha County in the Chicago-Milwaukee urban corridor, much of the university's 700-acre campus has been preserved in its natural wooded and prairie state. UW-Parkside is strongly committed to creating and maintaining a multicultural, pluralistic campus environment.

*UW-Parkside is an AA/EEO employer D/M/V/W*



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