

The Criminologist

The Official Newsletter of the American Society of Criminology

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Editors Note: In the essay below, Ronald Akers provides an expansive primer on the history of the treatment of religion in criminological theory and research. He points to the integral role that faith plays in rehabilitation and restorative justice responses to both juvenile and adult offending. However, religion does not always promote a pro-social, anti-criminal impact on crime; Akers highlights the upcoming ASC Presidential Panel presentations on the distortion or radicalization of religion to justify criminal acts. Thanks to Ron Akers for offering this thorough overview of the religion and crime.

Cheryl Maxson, ASC Vice President

RELIGION AND CRIME

Ronald L. Akers, University of Florida

Religion is a set or system of transcendent beliefs, faith, practices, customs, and institutions that has both collective and individual expressions. The notion that religion is wholly private and therefore should not intrude into the public arena mistakes the private spiritual dimensions of faith with the institutional and very legitimate public expression of that faith which overlaps with and is intertwined with other social institutions of education, economy, family, and government. Common sense observations indicate that religious traditions, affiliations, expressions, and beliefs always have played and continue to play an important role in society, although varying from society to society and culture to culture. While religious extremism (as is true for extremism of any type), can provide motivation and support for deviant actions, crime, and violence (Miller, 2006), and religious groups and beliefs can develop in direct opposition to the established and prevailing society and culture, the expectation is that religion generally provides institutional support for conformity to conventional culture. That is, religious beliefs, worship, doctrines, commitment, and activities work against violating the laws and norms of good and civil behavior in society. Certain Christian doctrines, for instance, teach respect and obedience to both government and religious authorities, and if one truly believes such doctrines as “do unto others as you would have them do unto you,” and “love your neighbor as yourself,” it is difficult to bring oneself to cheat, defraud, or do violence against others.

The social sciences from their very inception have included religion as a sociological, psychological, or social psychological variable that is studied both as a dependent and independent variable in society along with other social behavior and institutions. In criminology religion has been treated primarily as an independent variable with variations in delinquency, crime, and deviance as the dependent variables. Typically the expectation is that religious faith and participation in religious worship, prayer, fellowship, Bible study, and other activities will have an anti-delinquent effect constraining initial law violation and restraining repetition if it occurs. There are both theoretical and empirical foundations for this expectation. In my view, the “core” social psychological theories of criminal and delinquent behavior in criminology, control, social learning, and strain theories (Cullen et al., 2006; Cullen and Agnew, 2011), as well as other mainstream criminological theories, would hypothesize (or have tenets consistent with a hypothesis of) a negative, direct or indirect, relationship between non-extremist religion and law violation. It seems it took criminology a while to get to this theoretical point, however. If the overview by George B. Vold (1958) in the first book devoted entirely to reviewing all of theoretical criminology is any indication, extant theory at the mid-point of the twentieth century did not pay much attention to the effects of religion on criminal behavior. The only focused discussion by Vold on religion was his brief portrayal of “demonological explanations,” as non-scientific, religiously based accounting of behavior relying on unseen supernatural forces with which he con-

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2010-2011 CONFERENCES AND WORKSHOPS

For a complete listing see www.asc41.com/caw.html

ASIAN CRIMINOLOGICAL SOCIETY 2nd ANNUAL CONFERENCE, December 8 - 11, 2010, University of Madras, Chennai, India. For more info, please contact: 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

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>

EVELYN M. DUVALL FAMILY STUDIES CONFERENCE, February 17-19, 2011, University of South Florida Sarasota-Manatee. To submit a proposal or for more information, go to: <http://www.sarasota.usf.edu/Academics/CAS/DuvallConference.php>

ACADEMY OF CRIMINAL JUSTICE SCIENCES, March 1 - 5, 2011, Toronto, Canada. For more info, visit: 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>

THE YORK DEVIANCY CONFERENCE, June 29 - July 1, 2011, University of York, UK. For more information, please visit: <http://www.york.ac.uk/depts/soci/newyork/>

CRIME & JUSTICE SUMMER RESEARCH INSTITUTE: BROADENING PERSPECTIVES & PARTICIPATION, July 11 - 29, 2011, Ohio State University. Please see our web site to apply (<http://cjrc.osu.edu/rdcj-n/summerinstitute>)

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ASC President: RICHARD ROSENFELD

Criminology & Criminal Justice
University of Missouri-St. Louis
1 University Blvd.
St. Louis, MO 63121

Membership: For information concerning ASC membership, contact the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156, (614) 292-9207; FAX (614) 292-6767; asc@asc41.com; <http://www.asc41.com>

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-trasted naturalistic explanations relying on observable forces variously expressed in the biological, psychological, or sociological versions which he reviewed in the book. Travis Hirschi (1969) in his initial theoretical developments in social control theory left out religious bonds (also neglected in Gottfredson and Hirschi's self-control theory, 1990). But I don't think he would object to the ideas that have since been advanced that there is room in social bonding theory, and research on it, for religious factors. The concept of "attachment" in the theory is readily adaptable to inclusion of religion along with family, peer, and school. Religious beliefs would seem to be clearly implied if not specifically included in the "beliefs" concept of bonding, and the concepts of "commitment" to conformity and "involvement" in conventional activity have room for participation in conventional religious activities, groups, and practices. All of these are social bonds to society that the theory would predict have a controlling or constraining effect on delinquency and if weak or broken would increase the probability of social deviance and law violations. Although Sutherland (1947) did not incorporate any specific reference to religion in his theory of differential association, he did pay some attention to the "religious institution" and reported some early research on the topic. In our work on the behavioral reformulation of Sutherland's theory, Burgess and I (Burgess and Akers, 1966) did not devote much attention to the religious factor. However, as I developed and tested social learning theory, I came to pay more attention to religion to include religious norms and influences in measures of social learning concepts (Akers et al., 1979; Krohn et al., 1982) and have conducted other research and written on religion and delinquency (Cochran and Akers, 1989; Akers et al., 2008). Social learning theory would hypothesize that religion is negatively related to crime and delinquency because religious beliefs provide general (and in some cases specific) "definitions unfavorable" to crime and deviance, more participation with others in religious groups and activities indicate "differential association" with conforming others rather than with deviant groups, greater exposure to law-abiding role models for "imitation", and greater social "differential reinforcement" for conforming over criminal behavior. Johnson and Jang (2010; see below) point out that the institutional anomie theory proposed by Steven Messner and Richard Rosenfeld (2001) does not make much use of religion, focusing on the economy and the political, family, and educational institutions. However, Messner and Rosenfeld do include religion as part of "civil institutions" and a "type of moral code" (with primarily negative consequences if it becomes dominant producing institutional imbalance and "hypermoralism"). It would seem to be consistent with the logic of the theory to include religion as an institution capable of countering the crime-inducing effects of anomie generated through the dominance of the economic institution. Also, general strain theory today (Agnew, 2006) would see religious faith and practices as perhaps buffering criminal or delinquent adaptations to stresses and strain.

Given these observations about religion in criminological theory (and others could be made), it should not be surprising that research evidence in criminology consistently shows that there is a negative relationship (of varying strength) between religion and delinquent/criminal behavior. However, early research by Hirschi and Stark (1969) rejected the hypothesis that the "hell fire" of religious beliefs had any significant controlling effect on delinquent behavior. This set off an accumulating body of research that continues to the present time, to see if the counter-intuitive finding of Hirschi and Stark would be replicated. While there have been some mixed findings and some of the research has reported weak or negative findings, the preponderance of evidence from this research supports the hypothesis that the more persons hold to religious beliefs and regularly participate in religious practices and activities, the less likely they are to engage in crime, delinquency, substance use, and violence (see Cochran and Akers 1989; Ross 1994; Evans et al. 1995; Johnson et al. 2000a; 2000b; 2001; Baier and Wright 2001; Benda 2002; Smith et al. 2005; Welch et al. 2006). "[M]ost research confirms the ability of individual religiosity to predict adherence to the law, absence of alcohol and drug abuse, and obedience to other social norms such as school-based rules and mandates for appropriate juvenile conduct" (Welch et al. 2006:1605). A review of research up to the end of the twentieth century by Johnson et al. (2000b) reported most studies found a statistically significant negative relationship between religion and delinquency. A meta-analysis of research findings in that same period of time concluded that "religious behavior and beliefs exert a significant, moderate deterrent effect on individuals' criminal behavior (Baier and Wright (2001:14).

It is this body of knowledge on religion and crime to which Byron R. Johnson and Sung Joon Jang contribute in their Presidential Panel paper at the 2010 ASC meetings, "Crime and Religion: Assessing the Role of the Faith Factor." Although they note that the influence of religion was recognized early on in classical criminology and that there has been a considerable amount of empirical research on it, they also point out that religion can be seen as something of a "forgotten" factor in micro and macro criminological theory for a long time and even to the present. Johnson and Jang consider the faith factor not only with regard to the question of criminal behavior but also with regard to involvement in pro-social behavior; not just contributions of religion to conformity as measured by absence or low presence of criminal or deviant behavior but also to involvement in active pro-social behavior.

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They list 270 reports in the literature on religion and crime, almost all done since the late 1960s, up through the first decade of this century. These ranged across cross-sectional and longitudinal studies, experimental and survey designs, clinical trials, as well as random, systematic, and purposive sampling designs. Some study samples were very small but most have good sample sizes and some have very large samples of respondents. The populations studied have included children, adolescents, college students, and adults in different cities, states, regions, and countries as well as some populations of known or adjudicated delinquents, addicts, and inmates. A variety of measures of religion have been used, including religious beliefs and practices, religiosity, denomination, and others. Only two of the articles reported a harmful or undesirable behavioral outcome of religion, a few reported mixed or no effects, but the overwhelming majority of the studies found beneficial, anti-delinquent and pro-social effects. Johnson and Jang demonstrate again that the great preponderance of evidence leads to the conclusion that the greater the religious beliefs, customs, practices, activities, and engagement with religious groups the lower the probability of crime and deviance; religious beliefs and involvement constitute "protective" factors among at-risk or vulnerable groups who experience pro-crime and delinquency influences in their families, neighborhoods, or communities.

Johnson and Jang view "religious turning points" as faith factors in rehabilitation and treatment programs, arguing that perhaps some part of the effect of religious faith on the behavior of criminal offenders and their reform or rehabilitation is direct and unmediated by the social psychological processes proposed in criminological theories to which it can be related. This is similar to what Sumter and Clear (2005) suggest. They propose that in addition to operating through the cognitive-behavioral processes of pro-social socialization and associations recognized in criminological theory, the mechanisms by which faith-based rehabilitation programs have an impact may include a "transcendence" effect in which "religion might transform the individual spiritually from a worldly person concerned with self to a devout person concerned with inward sacred matters" (Sumter and Clear, 2005:106). It may also relate to the "threshold" or "epiphany" effect producing an inner change that moves the individual away from criminal involvement (Mears et al. (2006).

There are constitutional and human rights justifications for allowing and providing for religious expression in incarcerated populations without regard to effects on inmate behavior. However, the belief that finding or strengthening religious beliefs and commitment will have a reforming and rehabilitative effect on offenders underlies the early penitentiary reform movement and continues to underlie the chaplaincy, religious counseling, and worship services provided for in federal and state institutions for both juveniles and adults. This is the assumption on which the long-standing efforts of faith-based programs in prisons and the community, carried out by the volunteer efforts of prison ministries by churches and other faith-based organizations, are based (Cullen et al., 2001). It is also right in line with the restorative justice movement, and participants in major prison ministries organizations were among the earliest and strongest proponents of restorative justice programs (Van Ness and Strong, 2006; Sumter and Clear, 2005). Whatever the theoretical perspective on which restorative justice programs are based (Braithwaite, 2002), the underlying philosophical principles of re-integrative shaming and restorative justice of forestalling punishment, instilling a sense of remorse and empathy in offenders, forgiveness, redemption, not accepting the offense but accepting the offender, reconciliation and repair of both victim and offender, and others have obvious affinity and roots in Judeo-Christian and other faith traditions. The role of faith in both rehabilitation and restorative justice programs in sentencing, institutional, re-entry, and community programs for juveniles and adults, then, is an integral part of the study of religion and crime (Akers, 2008).

The primary focus of criminological attention to religion has been and is on this pro-social, anti-criminal impact on society. But some attention has been given to those extreme cases in which it can have an anti-social impact. Johnson and Jang (2010) briefly comment on the long-recognized phenomenon of the misuse and distortion of religion to justify criminal acts. Mark Hamm focuses entirely on that phenomenon in the "Prisoner Radicalization and Sacred Terrorism: A Life Course Perspective" paper for another ASC Presidential Panel on religion and crime. His research reminds us that sometimes religion can motivate criminal and deviant behavior and demonstrates that some of the faith-oriented prison groups, far from fostering pro-social attitudes, in fact are training networks for indoctrinating participants to carry out radical, militant, violent, and terrorist goals. The fact that fanatical and extremist ideology can play an anti-social role in promoting criminal and violent behavior rather than counteracting it is not, of course, peculiar to religious beliefs. Radical or fanatical adherence to any ideology or belief system, whether political, economic, cultural, nationalistic, or racist, and extremist positions on the environment, animal rights, and other causes may become motivations to participate in terrorist and criminal acts (Barlow, 2007). In recent times, the extremist religious impetus toward terrorism and other violence has been most identified with extreme jihadist Islamic fundamentalism, and this is the principal subject of Hamm's paper. While the use of radical ideology as rationalization and justification for violence and other aspects of jihadist terrorism has been viewed from social learning and other perspectives (Akers and Silverman 2004; Winfree and Akins, 2008; Zahn et al., 2004), Hamm conceptualizes the involvement in a series of radical social networks over time leading to terrorist acts within the framework of life course criminology. His work on "prison Islam" (Hamm, 2009) and other issues has led Hamm to develop a database on individuals who were "radicalized in prison and subsequently involved in either executed or attempted acts of terrorism upon release or while in custody...who were not terrorists when they went to prison but became terrorists upon release or during confinement" in prisons in the United States and elsewhere. In ways similar to the process involved in the Aryan brotherhood gangs in prison,

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the process of radicalization involved tutelage in Islamic studies and participation in radical Islamic networks and gangs. The religious radicalization in prison is part of a process that takes place at different life stages through participation in Islamist networks before and after prison incarceration.

Conflict criminology is targeted to a large degree on the relationship between class/race and crime, and Marxist theory focuses on capitalism (class) and crime. Feminist criminology sees the most significant questions about crime as revolving around gender differences and the patriarchal structure of society. Life-course criminology contends it all revolves around age. With the continuation of research and theory on the relationship between crime and religion, and as a number of criminologists continue to mark this off as an important specialty in the field, will we see the development of a religion-focused criminology?

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AROUND THE ASC

A TRIBUTE TO SARAH HALL

Sarah Hall passed away on October 10, 2010. She was the heart and soul of ASC for 30 years, serving as the Executive Administrator from 1976 until her retirement in 2006. While ASC Presidents and Board members came and went, Sarah was the constant who oversaw the growth and development of ASC into what it is today. The consummate professional, she worked with the highest level of devotion and dedication. Sarah was always just a cheerful phone call away, helping committee chairs and executive officers to understand and fulfill their duties, and the new members to find their way. For 30 years, Sarah Hall was ASC, and we all benefited immeasurably because of it. She was greatly loved and will be greatly missed.

Donations in Sarah's name can be made to:

Kobacker House
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www.ohiohealth.com/body.cfm?id=4208

CHANGES AT CRIMINOLOGY: NEW EDITORIAL TEAM, NEW WEBSITE FOR SUBMISSION AND REVIEW

Beginning the first of November, a new editorial team is receiving submissions to *Criminology*. At its spring meeting, the ASC board selected the team of Wayne Osgood, lead editor, Rosemary Gartner, co-editor, and Eric Baumer, co-editor, to lead our flagship journal for the 2012 – 2014 volumes. Osgood, of Pennsylvania State University, Gartner, of the University of Toronto, and Baumer, of Florida State University, are long-time members of *Criminology*'s editorial board, and Osgood has been one of the journal's associate editors in recent years.

Many thanks to current editor Denise Gottfredson for her fine stewardship of *Criminology*, which has continued its success as the top journal in our field under her direction. Gottfredson's term runs through 2011, during which she will be in charge of the review process for manuscripts originally submitted before November 1, 2010 (including any invited revisions), as well as the production process for manuscripts accepted for the 2011 volume.

New website for submission and review. *Criminology* is moving to a new website in order to use the Scholar One system to manage the submission and review process. New submissions now go to the website <http://mc.manuscriptcentral.com/criminology>. The new team decided that the editorial transition was a good time to move to this sophisticated system, which is used by hundreds of other journals and supported by our publisher, Wiley-Blackwell. The team has worked with Wiley-Blackwell and Scholar One to take advantage of the system's flexibility to develop a site and procedures well suited to our needs.

Sign up to review for *Criminology*! *Criminology* owes its success to ASC members' contributions as reviewers and authors. The new editorial team would like you to help keep the journal strong by reviewing manuscripts (and of course also by sending *Criminology* your best work!). If you already review for the journal, they would like you to let them know your areas of interest so they can select relevant manuscripts for you to review. Please go to the new website, <http://mc.manuscriptcentral.com/criminology>, and click on "register here" to sign up. If you have reviewed in the past, your name and email address may already be in the system, in which case you can ask the system to send you a password to log in.

2011 ICPSR RESEARCH PAPER COMPETITIONS

ICPSR and the Research Center for Minority Data are pleased to announce our 2011 Research Paper Competitions. This year, ICPSR and RCMD are holding three competitions – two for undergraduates and one for master's students. The purpose of these competitions is to highlight student research papers using RCMD or ICPSR data. The objective is to encourage students to explore the social sciences by means of critical analysis of a topic supported by quantitative analysis of a dataset(s) held within ICPSR or the RCMD archive and presented in written form. One of the undergraduate competitions is for papers using data in the RCMD archive; the other can use dataset(s) from any ICPSR archive. The master's competition can use data from any ICPSR archive. Competitions awards are \$1,000 for first place and \$750 for second place. The deadline for submission is January 31, 2011. For details, please see <http://www.icpsr.umich.edu/icpsrweb/ICPSR/prize/index.jsp>.

AROUND THE ASC

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

- Bucht, Rebecca.** "Qualitative and Quantitative X-Ray Diffraction Analysis for Forensic Examination of Duct Tapes." Chaired by Thomas Kubic, August 2010, CUNY Graduate Center/John Jay College of Criminal Justice.
- Caspi, David.** "Extremist Networks and Lethality: A mapping of violent white supremacist group networks and investigation of relationship between network location and ideologically motivated murder." Chaired by Joshua Freilich, April 2010, CUNY Graduate Center/John Jay College of Criminal Justice.
- Decarlo, John.** "A Study Comparing the Eyewitness Accuracy of Police Officers and Citizens." Chaired by Jennifer Dysart, August 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Kim, Richard.** "Cyber-Surveillance: A Case Study in Policy and Development." Chaired by Warren Benton, January 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Kroll, Rainer.** "Shiftwork: A Survey of Motivation in Police Officers." Chaired by Maria Haberfeld, June 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- McCarthy, Jennifer.** "The Relationship between Possessing Child Pornography and Child Molestation." Chaired by Karen Terry, February 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Melzer, Sharon.** "Counterfeit and Contraband Cigarette Smuggling: Opportunities, Actors, and Guardianship." Committee Louise Shelley (chair), Brian Forst, & Laura Langbein, June 2010, American University.
- Moult, Kelley.** "Gatekeepers or Rights Keepers? Domestic Violence, Court Clerks and the Administration of Justice in South Africa." Chaired by Brian Forst, June 2010, American University.
- Patten, Meredith.** "American Sports Fans: What Makes Them Tick, and Sometimes Explode, and What Attributes of the Arena Contribute to Fan Incidents," Chaired by Joshua Freilich, November 2009, CUNY Graduate Center/John Jay College of Criminal Justice.
- Pfaff, Debora Jill.** "Investigating the Determinants of Police Corruption in Three Caribbean Nations." Chaired by Richard R. Bennett, May 2010, American University.
- Rizzo, Brian.** "Serving at the Pleasure of the Mayor: An Exploration of Political Involvement in New York Police Commissioner Departures 1901-2001." Chaired by Todd Clear, February 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Sacks, Meghan.** "Don't I have a Right to Bail? A Study of Bail Decisions/Outcomes and the Potential Effects on Plea Bargaining and Sentencing." Chaired by Candace McCoy, August 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Vollman, Brenda.** "Identity and Behavior: Exploring an understanding of "Being" and "Doing" for Catholic Priests in the United States Accused of the Sexual Abuse of Minors." Chaired by Jock Young, August 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Waldron, John.** "Social and Legal Determinants on the Enforcement of Domestic Violence Laws by the Police: A Study of New Jersey Police Officers." Chaired by Maria Haberfeld, May 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Wilder, Kideste.** "Building a Model for Policing Communities with Competing and Converging Interests." Chaired by Todd Clear, August 2010, CUNY Graduate Center/ John Jay College of Criminal Justice.
-



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or contact Professor Julie Horney, Graduate Program Officer (jhorney@psu.edu)

Faculty

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Richard Felson (Ph.D. Indiana University)

Julie Horney (Ph.D. University of California, San Diego)

John H. Kramer (Ph.D. University of Iowa)

Derek A. Kreager (Ph.D. University of Washington)

D. Wayne Osgood (Ph.D. University of Colorado)

Doris L. MacKenzie (Ph.D. Penn State University)

Michael Massoglia (Ph.D. University of Minnesota) 

R. Barry Ruback (Ph.D. University of Pittsburgh, J.D. University of Texas)

Eric Silver (Ph.D. University at Albany, State University of New York)

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FACULTY PROFILES

Jack McGrath, PhD

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

Don E. Lindley

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

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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 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.

2010 ASC AWARD WINNERS

TEACHING AWARD RECIPIENT



Photo by Linda Nyland

Mark Israel, *University of Western Australia*

Mark Israel has a degree in law and postgraduate qualifications in sociology, criminology and education from Oxford, Cambridge and Flinders Universities respectively. He is a Senior Fellow of the Higher Education Academy in the United Kingdom, a Fellow of the Australian College of Educators (2010) and both an Associate Fellow (2009) and a Discipline Scholar (2010) of the Australian Learning and Teaching Council.

GENE CARTE AWARD RECIPIENTS

First Prize – *Amy Nivette, University of Cambridge*
"Cross-National Predictors of Homicide: A Meta Analysis"

Second Prize – *Casey T. Harris, Pennsylvania State University and Michael T. Light, Pennsylvania State University*
"Race, Space, and Violence: Exploring Spatial Dependence in Structural Covariates of White and Black Violent Crime in U.S. Counties"

Third Prize – *Matt Vogel, University at Albany, SUNY and Michael S. Barton, University at Albany, SUNY*
"Impulsivity, School Context and Adolescent Behavior: Is the Association between Impulsivity and Misconduct Moderated by School Characteristics?"

MICHAEL J. HINDELANG AWARD RECIPIENT

Winning Book:

Jonathan Simon

Governing Through Crime: How the War on Crime Transformed American Democracy and Created a Culture of Fear, Oxford University Press, 2007

Jonathan Simon is the Adrian A. Kragen Professor of Law at UC Berkeley. He is currently on leave from Berkeley as a MacCormick Research Fellow at the Edinburgh University School of Law where he is writing a book on legal challenges to mass incarceration.



OUTSTANDING ARTICLE AWARD RECIPIENTS

Winning Article:

Bill McCarthy and Teresa Casey

"Love, sex, and crime: Adolescent romantic relationships and offending,"
American Sociological Review 73 (6): 944-969, 2008.

Teresa Casey is a graduate student at the University of California, Davis. Her current research focuses on the consequences of offending for relationships. She is also continuing her research on the relationship between emotions and juvenile crime. Her other interests include incarceration, re-entry into the community, and desistance from crime.



NOMINATIONS FOR 2011 ASC AWARDS

These Awards will be presented during the Annual Meeting of the Society. The Society reserves the right to not grant any of these awards during any given year. Current members of the ASC Board are ineligible to receive any ASC award.

Nomination submission dates and rules are the same for awards on this page.

The ASC Awards Committee invites nominations for the following awards. In submitting your nominations, provide the following supporting materials: a letter evaluating a nominee's contribution and its relevance to an award, and the nominee's c.v. (short version preferred) by **March 1** to the appropriate committee chair. The awards are:

EDWIN H. SUTHERLAND AWARD, which recognizes outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Committee Chair: **JULIE HORNEY** (518) 312-2604 (P)
Penn State University **jzh11@psu.edu**

AUGUST VOLLMER AWARD, which recognizes a criminologist whose research scholarship has contributed to justice or to the treatment or prevention of criminal or delinquent behavior, either through a single outstanding work, or a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Committee Chair: **JOANNE BELKNAP** (303) 735-2182 (P)
University of Colorado, Boulder **joanne.belknap@colorado.edu**

HERBERT BLOCH AWARD, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology.

Committee Chair: **JOHN P. WRIGHT** (513) 556-5829 (P)
University of Cincinnati **john.wright@uc.edu**

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD, which is given in order to call attention to criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given for scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, his/her work must be available in part, at least, in the English language (either by original publication or through translation).

Committee Chair: **ELLIOTT CURRIE** (949) 824-1387 (P)
University of California, Irvine **ecurrie@uci.edu**

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Nomination submission dates and rules may differ.

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Prentice-Hall) This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2006). The Award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send eight (8) CDs of the following to the Committee Chair: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's CV; and (c) no more than 3 published works, which may include a combination of articles and one book. The deadline for nominations is **March 1**.

Committee Chair:	ROBIN ENGEL School of Criminal Justice University of Cincinnati PO Box 210389 Cincinnati, OH 45221-0389	(513) 556-5850 (P) robin.engel@uc.edu
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OUTSTANDING ARTICLE AWARD This award honors exceptional contributions made by scholars in article form. The award is given annually for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2009 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology and Public Policy*. Accordingly, we are soliciting nominations for this award for articles appearing in other journals. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Article Award Committee Chair. The deadline for nominations is **February 15**.

Committee Chair:	WILLIAM PRIDEMORE Indiana University	(812) 361-7426 (P) wpridemo@indiana.edu
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MICHAEL J. HINDELANG AWARD is given annually for a book, published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in criminology. For this year, the book must have been published in 2008, 2009, or 2010. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please send the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Hindelang Award Committee Chair, noted below. The deadline for receiving nominations is **February 15**.

Committee Chair:	RICHARD WRIGHT University of Missouri – St. Louis	(314) 516-5034 (P) surfer@umsl.edu
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ASC FELLOWS The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). All materials should be sent to the Committee Chair, noted below. Any questions should be directed to the Committee Chair. The deadline for nominations is **March 1**. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair:	MICHAEL TONRY University of Minnesota	(612) 625-1314 (P) tonry001@umn.edu
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Nomination submission dates and rules may differ.

GRADUATE FELLOWSHIP FOR ETHNIC MINORITIES

Eligibility: The fellowships are designed to encourage students of color, especially those from ethnic minority groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Hispanics, to enter the field of criminology and criminal justice. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies. Generally three (3), \$6,000 fellowships are awarded each year.

Application Procedures: A complete application package must be sent to the Committee Chair no later than **March 1**. A complete application must contain (1) up-to-date curriculum vita; (2) indication of race or ethnicity; (3) copies of undergraduate and graduate transcripts; (4) statement of need and prospects for financial assistance for graduate study; (5) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (6) three letters of reference.

Committee Chair: **SHAUN GABBIDON** (717) 651-1443 (P)
School of Public Affairs slg13@psu.edu
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

GENE CARTE STUDENT PAPER COMPETITION, Sponsored by McGraw-Hill

This award is given to recognize outstanding scholarly work of students.

Eligibility: Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and or institution) are ineligible.

Paper Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers must be no longer than 7,500 words. The CRIMINOLOGY format for the organization of text, citations and references should be used. Authors' names, departments and advisors (optional) must appear only on the title page, since papers will be evaluated anonymously. The next page of the manuscript should include the title and a 100-word abstract. The author must submit an electronic copy of the manuscript, as well as a hard-copy letter verifying the author's enrollment status as a full-time student, co-signed by the dean, department chair or program director.

Judging Procedures: The Student Awards Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology.

Awards: The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting. The Committee may decide that no entry is of sufficient quality to declare a winner. Fewer than three awards may be given. Prize-winning students will be acknowledged at the Annual Meeting Awards Ceremony.

Submission Deadline: The author must submit the electronic copy of the manuscript, as well as the hard-copy letter verifying enrollment status, by **April 15**. These items should be sent to:

Committee Chair: **THOMAS STUCKY** (317) 274-3462 (P)
Public & Environmental Affairs tstucky@iupui.edu
Indiana Univ. Purdue Univ. Indianapolis
801 W. Michigan St. BS 4069
Indianapolis, IN 46202

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Nomination submission dates and rules may differ.

TEACHING AWARD

The Teaching Award (established in 2008) is a lifetime-achievement award designed to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award is meant to identify and reward teaching excellence that has been demonstrated by individuals either (a) at one educational institution where the nominee is recognized and celebrated as a master teacher of criminology and criminal justice; or, (b) at a regional or national level as a result of that individual's sustained efforts to advance criminological/criminal justice education.

Any faculty member who holds a full-or part-time position teaching criminology or criminal justice is eligible for the award, inclusive of graduate and undergraduate universities as well as two- and four-year colleges. In addition, faculty members who have retired are eligible within the first two years of retirement.

Faculty may be nominated by colleagues, peers, or students; or they may self-nominate, by writing a letter of nomination to the Chair of the ASC Teaching Award Committee. Letters of nomination must include a statement in support of nomination of not more than three pages. The nominee and/or the nominator may write the statement.

Nominees will be contacted by the Chair of the ASC Teaching Award Committee and asked to submit a teaching portfolio of supporting materials, preferably in electronic form. The teaching portfolios should include:

- (1) a table of contents,
- (2) curriculum vita, and
- (3) evidence of teaching accomplishments, which may include:
 - student evaluations, which may be qualitative or quantitative, from recent years or over the course of the nominee's career
 - peer reviews of teaching
 - nominee statements of teaching philosophy and practices
 - evidence of mentoring
 - evidence of research on teaching (papers presented on teaching, teaching journals edited, etc.)
 - selected syllabi
 - letters of nomination/reference, and
 - other evidence of teaching achievements.

The materials in the portfolio should include brief, descriptive narratives designed to provide the Teaching Award Committee with the proper context to evaluate the materials. Student evaluations, for example, should be introduced by a very brief description of the methods used to collect the evaluation data and, if appropriate, the scales used and available norms to assist with interpretation. Other materials in the portfolio should include similar brief descriptions to assist the Committee with evaluating the significance of the materials.

Letters of nomination (including Statement in Support of Nomination) must be received by **April 1** of the award year.

Eight (8) CDs containing the nominee's portfolio and all supporting materials are due by **June 1** to:

Committee Chair: **GREG POGARSKY**
School of Criminal Justice
University at Albany
135 Western Ave.
Albany, NY 12222

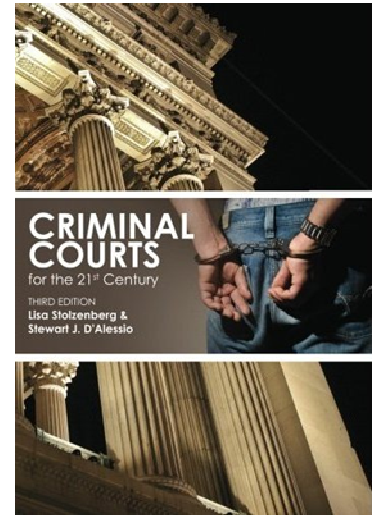
(936) 294-1667 (P)
pogarsky@albany.edu

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3. *A Moral Standard for the Prosecutor's Exercise of the Charging Discretion*, Bennett L. Gershman
4. *Capital Murder: A Prosecutor's Personal Observations on the Prosecution of Capital Cases*, Ronald J. Sievert
5. *The Criminal Defense Lawyer: Zealous Advocate, Double Agent, or Beleaguered Dealer*, Rodney J. Uphoff

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12. *The American Jury: Handicapped in the Pursuit of Justice*, Saul M. Kassin
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IV. PUNISHMENT AND SENTENCING

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19. *Sentencing Eddie*, Gerard E. Lynch
20. *'Three-Strikes and You're Out': A Good Political Slogan to Reduce Crime, but a Failure in its Application*, Ilene M. Shinbein

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THE SALIENCE OF COMPARATIVE CRIMINAL JUSTICE

David Nelken¹, *University of Macerata, Italy, and Cardiff University, UK*

Comparative studies of criminal justice seek to describe, explain, interpret and evaluate differences in the way offensive conduct is defined and sanctioned. We may, for example, be interested in differences in what is and is not forbidden, in the justifications of punishment or regulation, in measures used to deal with deviant conduct, in who is involved in the process (e.g. lay people - or private business), or in how crime and criminal justice are reported by the media. It is easy enough to find striking examples of contrasts in criminal justice. The USA is still sending people to their death in the electric chair, but, in 2008, a fairground owner in Italy was convicted of a crime against public decency for exhibiting a pretend one! But what is less clear is how highlighting such differences can contribute to make up a coherent subject matter. Recent years have seen a welcome growth in comparative criminal justice texts and readers ²(not to mention comparative case- studies of specific countries). But there are a variety of theoretical and methodological issues relevant to this task that deserve more discussion amongst criminologists.

How far, for example, is it possible to make sense of another place except against some background of previous expectations? Any cross-cultural comparison emerges from a given cultural context and has to be able to make sense to the audience(s) for whom it is intended. What is found interesting or puzzling will often depend on local salience. Comparative research often uses other places as a foil for example seeking to understand differences in prison rates in Europe so as to prove that growing punitiveness is not the only game in town. What tends to get picked out for this purpose is what can be helpful for us (e.g. the significance of state investment in industrial training, the difference between multi -party and two party polities), but not what is specific or not easily transferable (e.g. the importance of religion or family structures in Italy). But even questions couched in terms that *are* salient in both (or more) cultures being compared may lead to different answers depending on which culture one starts from. Someone from Mexico might find Italian criminal justice relatively efficient, someone from Denmark is unlikely to do so.

Failure to attend to this issue often means that researchers cheerfully ignore the complexities of comparing 'like with like'. On the other hand, what could it even mean to understand a society only in (or on) 'its own terms'? Even the society being reported on may also -reflexively- understand itself in relation to points of similarity and difference in relation to (certain) other places. Taken too far, however, this line of argument becomes self-defeating. The reasons we do comparisons cannot provide the only criterion of a successful comparison. If we have failed to understand another system properly we can hardly make use of 'it' to throw light on our own arrangements. And it would be a drastic step indeed to say that there is no way of judging this (even if it is not obvious who should be the judge). Such agnosticism would also raise the question of why we even try to make sense of other places. Even if we admit that there is no view from nowhere, this does not prove that any starting point is just as good as any other, still less that all interpretations are of equal value.

The question of why we engage in comparisons is again linked to the problem of the local salience of what we are talking about. Trying to understand one place in the light of another can allow us to move closer to a holistic picture of how crime and its control are connected (what do they know of England who only England know?) Thus in England and Wales or in the Netherlands the answer to failures in the system is normally thought to be even more concern about efficiency and speed. In Italy a re-thinking or defence of 'values' - but hardly ever 'more managerialism' - is invoked as the way forward when problems arise. Every society has its internal critics and every culture is composed of a variety of not entirely consistent values, But to avoid the problem of ethnocentrism it is not enough just to be critical of one's own legal system. A better way of trying to avoid ethnocentrism is to ask ourselves whether we have fallen into the so-called 'evil causes evil fallacy'. Just as with the search for the causes of crime, we should not assume that aspects of criminal justice that we disapprove of are inevitably the consequence of causes that we would also want to criticise (and vice versa for those practices that we admire)- even if this often will be the case.

Ethnocentric chains on our imagination can prevent us from finding or wanting to find a place in our theories for certain kinds of variables. Criminologists who try to explain which states in the US have the highest prison rates tend to single out factors that most criminologists would consider negative in their own right such as lower welfare levels, less effort to ensure economic equality, and less public participation in political life, or the power of only certain groups to participate where it matters. But it can also be linked to the rise in concern for victims, or the introduction of determinate sentencing through sentencing guidelines (intended to reduce arbitrariness in decision- making and create more national standardisation). Prison building restarted in the Netherlands in part to keep faith with the principle of one person to a cell. In any case, comparative research should be seen not only as a means of identifying best practices to be adopted wholesale but also as an opportunity to reflect on our own practices and values in the light of what others do. Other places' practices can be a potential resource for this without hypothesising that either their problems or solutions are necessarily universal. The best practice for 'us' to learn from may not always be best practice as such, but rather that which stretches our imagination about what is possible. Moving a little nearer to what we would otherwise never normally think of doing may be just what we need to re-evaluate our own priorities.

(Continued on page 19)

(Continued from page 18)

1. Distinguished Professor of Sociology, University of Macerata, Italy, and Distinguished Research Professor of Law at Cardiff University, UK.
2. See e.g. Cavadino Michael and Dignan James (2006) Penal systems: A comparative approach, London, Sage; Harry Dammer, Erika, Fairchild, and Jay S. Albanese (2006) Comparative criminal justice, Belmont, CA: Thomson; Jan Van Dijk (2007) The World of Crime; London, Sage; Nick Larsen, and Russell Smandych, eds. (2008) Global Criminology and Criminal Justice: Current Issues and Perspectives, Buffalo NY, Broadview Press; John Pratt, et. al. The New Punitiveness, Cullhampton, Willan; Deborah Drake, John Muncie and Lousie Westmorland eds. (2010) Criminal Justice, Local and Global, Milton Keynes, Willan/ Open University Press; Phillip L. Reichel, (2008) 5th ed. Comparative Criminal Justice Systems, Upper Saddle River, NJ: Prentice Hall; Sheptycki, Jim and Ali Wardak (2005) Transnational and comparative criminology, London, Glasshouse Press; Michael Tonry's annual edited Crime and Justice volumes for University of Chicago Press; Richard Vogler, (2005) A World View of Criminal Justice, Aldershot, Ashgate; and John Winterdyk, Philip Reichel and Harry Dammer (2009) A guided reader to research in comparative criminology/criminal justice, Bochum, Germany, Brockmeyer Verlag. For further discussion of the problem raised here and more about is meant by 'comparing like with like' see David Nelken Comparative Criminal Justice: Making Sense of Difference, London and NY, Sage, 2010.



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Assistant Professor
Sonja Siennick and
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Stupi discuss their
research on mentor
programs for at-risk kids.

TEACHING TIPS COLUMN

Edited by Candice Batton
University of Nebraska at Omaha
cbatton@unomaha.edu

As my stint as editor of Teaching Tips draws to a close, I would like to thank everyone who submitted a “tip” this year. There have been a lot of great ideas and it has been my pleasure to be able to pass many of them along to our colleagues in the discipline. I also want to take this opportunity to welcome the incoming editor of “Teaching Tips” – David Klinger. It has been a delight to work with David on the Teaching Committee and I am delighted to pass the torch to him.

Best wishes to all - Candice Batton, (Outgoing) Editor, Teaching Tips

TEACHING TIP: Engaging Students in Criminological Theory

Kristine Levan Miller
Plymouth State University

“Why do we need to know this?” It’s a question that is all too commonly heard by teachers of various subject matters. Unfortunately, it is often the fundamental subjects and essential courses that induced apprehension and hesitancy in students.

In my experience, many criminal justice and criminology students are anxious to take a course in criminological theory. This class is not only often required for majors, but is an essential building block for later courses and contains information that is vital for understanding crime and criminality. As such, it is vital for us, as teachers, to actively engage our students in learning not only the major tenets of these theories, but also in understanding how to apply them. Toward that end, the following strategies assist in engaging students in the subject and illustrating their utility.

1. Have students write a short response paper relating current events back to major theories. Students can link major events back to theories as discussed in class to understand potential reasons why crime occurs. For example, a local convenience store robbery can be easily linked back to anomie theory, social disorganization theory or routine activities theory. A high-profile homicide may be connected to deterrence theory (or a lack thereof) or various psychological theories.
2. Movies can be an entertaining and educational way to reinforce and apply knowledge. Some examples of the movie-theory link include social learning theory (*American History X*), biological theory (*The Bad Seed*), and social disorganization theory (*Boyz in the Hood*). These movies can either be watched during class or assigned as an outside project. Have the students write short response papers explaining the veracity of linking the theory to the movie, using specific examples from either their assigned readings or class lectures.
3. Have students re-design an existing board game to illustrate their understanding of criminological theories. This makes an excellent end of the semester project for the students and can be done in small groups. It also can be used as a tool for preparing for final exams. For example, students may redesign the game *Trivial Pursuit*, making each “pie” category a criminological theory, creating question cards with the appropriate questions for each theory. Or, students may redesign the game *Life* to illustrate strain theory by starting each player out with different amounts of money, various types of job and income levels, and family structures/sizes.

The types of activities used to illustrate theory obviously vary by class size, level of the course, and the individual style of the teacher. These are just a few of the examples that I have found that can engage students in active learning on this important topic.

(Tips continued on page 23)

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TEACHING TIP: Integrating Student Engagement - Without Resorting to an Overly Applied Focus

Lisa T. Briggs
Western Carolina University

Legislative reforms have promoted a growing national emphasis on increasing students' involvement with their local communities, and linking this engagement to academic study through service-learning (see CNCS, n.d.). Service learning is defined as curriculum-based community service - integrating classroom instruction with community activities (NCES, 1999). The U.S. Department of Education encourages projects to be organized in relation to an academic course or curriculum, address real community needs and assist students in learning from the service via critical analysis assessments.

The task of incorporating service learning can be challenging; however, for criminal justice/criminology, it needs to be accomplished in a manner that prevents discipline digression. The rapid growth of CJ in the 1960s was due to an applied focus and the resultant "cop shop" outlook took years of rigorous theoretical and methodological development to overcome. The discipline has been committed to "shedding" this strictly applied focus and embedding the discipline in academic vigor.

A Victimology course can facilitate the opportunity to engage students experientially and learn more about the field from the standpoint of the victim, while simultaneously providing an avenue for students to experience a sense of self-reward, enlightenment, and humanitarianism. In short, experiential learning occurs in a forum with less "handcuffing 101" typecast.

Recently, I have implemented a 10-hour experiential learning component whereby we participate as a class, or as individual students, at victim-based organization or program. I have gathered qualitative and quantitative data to assess this new component. Some of the findings are worthy of sharing.

1. *Required/Optional:* Before designating a course as "service-learning", check university requirements as they vary in the number of hours required to meet the service learning designation. Two primary methods of service learning prevail: a) as an official service learning designated course, or b) as a course option. For example, my students have the option of 10 hours of experiential learning OR take the comprehensive final exam. If they choose the experiential component, oral and written academic portfolios are also required. Students prefer that service learning be a course choice, which also helps them take ownership. Providing community project options is also beneficial.
2. *Documentation:* It is important to secure agency contact and verification of student work hours and performance, "release of liability forms", "field trip assumption of risk forms", and IRB approval (if research is involved) in advance of starting the project.
3. *Assessment:* For possible options, consider a letter grade deduction for every three-hour reduction from the total required work hours; students' grades will vary within based on the quality of their portfolio. If a student is unable to complete 10 hours, which would equate to the A range, then explain s/he has the option to work only 7 hours for the B range, and so on. This provides flexibility while empowering and motivating students. Articulate to students that their grade is reflective not only of their completed hours/performance, but the quality of their academic portfolio.
4. *Avoid Alienation:* It is important to be inclusive of students as some service learning activities have the potential to estrange particular groups (e.g., males and domestic violence or rape reduction campaigns). Sensitivity to this issue and crafting projects that are gender neutral (for example) can curb discomfort. Remind organizers of community/university victim-awareness events to focus on uniting disparate groups with insightful deliberation.
5. *Assessment Evaluations:* The students' portfolios need to connect their experience to the academic literature.
 - a. How did the experience connect with a theory/research presented in the course?
 - b. What did the student learn which might not have been covered in a class setting?
 - c. Identify some of the restraints impeding the achievement of goals of the project or agency.
 - d. What are some suggestions to overcome these impediments?
 - e. What is one of the most meaningful things that the student learned about himself/herself, or Victimology, based on experiential learning?

(Tips continued on page 24)

(Tips continued from page 23)

6. *Personal Participation*: The qualitative analysis confirms the importance of faculty involvement in the project in part because it eases student inhibitions. Involvement by the professor suggests to them that “it” is a worthy cause.

While initial attempts to integrate an experiential learning or service learning component into a course can be somewhat taxing on the professor, the benefits to the students, victims and the community greatly outweigh the challenges to the instructor.

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Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 11th, 2011

Posters and roundtable abstracts due:
Friday, May 13th, 2011

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2011 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Poster Presentation, (4) Roundtable Submission, or (5) Author Meets Critics Session.

Complete Thematic Panel: For a thematic panel, you must submit titles, abstracts (no more than 200 words) and author information for all papers together. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- **PANEL SUBMISSION DEADLINE:**
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Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract of no more than 200 words, along with author information. Please note that these presentations are intended for individuals to discuss work that has been completed or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for roundtable discussion (see below).

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Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC. Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- **AUTHOR MEETS CRITICS SUBMISSION DEADLINE:**
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Poster Presentations: Submissions for poster presentations require only a title and abstract of no more than 200 words, along with author information. Posters should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material.

- **POSTER SUBMISSION DEADLINE:**
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Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. Roundtable sessions are generally less formal than panels. Thus, ASC provides no audio/visual equipment for these sessions.

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 13th, 2011

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You may submit **ONLY ONE FIRST AUTHOR PRESENTATION** and make only one other appearance as either a chair or discussant on a panel. Appearances on the program as a co-author, a poster presenter, or a roundtable participant are unlimited. **Only original papers that have not been published or presented elsewhere may be submitted to the program committee.**

The meetings are Wednesday, November 16th, through Saturday, November 19th. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1st to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go on the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials will be sent to you by September 1st, 2011.

SUBMISSION DEADLINES

- **Friday, March 11th, 2011** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics.
- **Friday, May 13th, 2011** is the **absolute** deadline for the submission of poster and roundtable sessions.

ABSTRACTS

All submissions must include an abstract of no more than 200 words. They should describe the general theme of the presentation and, where relevant, the methods and results. **Please note that due to the large volume of submissions, no late submissions will be accepted.**

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. *Overhead projectors will no longer be provided.* **Please note that ASC does not provide any audio/visual equipment for roundtable sessions.**

GUIDELINES FOR ONLINE SUBMISSIONS

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 43) in one of 11 broader areas listed below. Please select the area, and sub-area if relevant, most appropriate for your presentation and only submit your abstract once. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area (i.e., Areas IX, X, or XI); no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

- Tips for choosing appropriate areas and sub-areas:
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The area and/or sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with the process by which juveniles are transferred to adult court in a particular jurisdiction, you would likely choose Area V, sub-area 30.

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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). 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.

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) 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) by December 15, 2010 (please put "Deschenes Prize" in subject line).

CRIMINOLOGY AROUND THE WORLD

August 5th-9th 2011 Kobe, JAPAN



16th WORLD CONGRESS
International Society for Criminology

**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 16th World Congress of the International Society for Criminology to be held Aug 5th-9th, 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



U.S. Department of Justice
Office of Justice Programs
National Institute of Justice



**The National Institute of Justice congratulates its
2010 Graduate Research Fellowship recipients:**

Chanin, Joshua. "Negotiated Justice - The Legal, Administrative, and Policy Implications of 'Pattern or Practice' Police Misconduct Reform." Chaired by Dr. David Rosenbloom; Ph.D. expected August 2011, American University.

Johnson, Lallen. "Journeys to Buy and Sell Illegal Narcotics in Philadelphia Drug Markets." Chaired by Dr. Jerry Ratcliffe; Ph.D. expected May 2011, Temple University.

Ruther, Matthew. "Immigrant Concentration and Homicide Mortality: A Spatial and Temporal Analysis of the Effects of Ethnic Enclaves." Chaired by Dr. John MacDonald; Ph.D. expected August 2011, University of Pennsylvania.

Sexton, Lori. "Under the Penal Gaze: An Empirical Examination of Penal Consciousness Among Prison Inmates." Chaired by Dr. Valerie Jenness; Ph.D. expected June 2012, University of California, Irvine.

Socia, Kelly. "Residence Restriction Legislation and Sex Offender Residential Locations in New York." Chaired by Dr. Alan Lizotte; Ph.D. expected December 2011, University at Albany, SUNY.

For more information on NIJ, see <http://ojp.usdoj.gov/nij>. To learn more about the Graduate Research Program or other funding opportunities at NIJ, please e-mail marie.garcia@usdoj.gov or call (202) 514-7128.

NIJ



ICPSR SUMMER PROGRAM In Quantitative Methods of Social Research

June–July, 2011

The annual ICPSR Summer Program in Quantitative Methods is a comprehensive, integrated program of studies in research design, statistics, data analysis, and social science methodology. In 2011, the program will include three **criminal justice workshops** organized by the National Archive of Criminal Justice Data (NACJD).

- **Quantitative Analysis of Crime and Criminal Justice**
A six-week course including hands-on analysis of major national data collections such as the National Crime Victimization Survey, sponsored by the Bureau of Justice Statistics, Department of Justice.
- **Using National Juvenile Corrections Data**
A workshop sponsored by the Office of Juvenile Justice and Delinquency Prevention, Department of Justice.
- A workshop sponsored by the **National Institute of Justice** on a data-based topic to be announced.

Dates, details, and applications will be available at www.icpsr.umich.edu/sumprog by early 2011. All workshops provide a modest stipend for lodging and travel; space is limited.

For More Information (*after January 1, 2011*)

Contact the ICPSR Summer Program

sumprog@icpsr.umich.edu

734.763.7400

www.icpsr.umich.edu/sumprog



Visit the NACJD booth to see what's new!



MARYMOUNT UNIVERSITY

Arlington, Virginia

ONLINE CRIMINAL JUSTICE PROGRAM

Criminal Justice Administration and Policy (M.A.)

Seeking a leadership role in criminal justice?

Marymount University's new graduate program in Criminal Justice Administration and Policy is designed for individuals with at least two years of work experience in the field. It is ideal for professionals seeking a management position, managers who wish to advance, and individuals planning to teach in the field.

Program Strengths

- online format – conveniently delivers the analytical, technical, and communication skills needed for leadership
- summer seminar – a week-long session on Marymount's campus, just minutes from Washington, DC
- networking opportunities – collaboration with faculty and fellow students with real-world expertise and professional connections in the law enforcement, corrections, and intelligence communities



According to the U.S. Department of Justice and the U.S. Department of Labor, there is an increased demand for leaders in criminal justice, due in part to baby boomer retirements and an enhanced need for security in the post-9/11 world.

For more information about the program or the summer 2011 cohort, contact grad.admissions@marymount.edu, (703) 284-5902



MARYMOUNT
UNIVERSITY

www.marymount.edu

GREAT EDUCATION • CAPITAL LOCATION

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. 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 and click on Employment.

KANSAS DEPARTMENT OF CORRECTIONS, Topeka, KS - Evaluation Administrator (Public Service Executive III)

The Kansas Department of Corrections (KDOC) is recruiting for an unclassified Evaluation Administrator. Position will be responsible for developing, overseeing execution of and monitoring a strategy for comprehensively evaluating the fidelity and impact of the Kansas Offender Risk Reduction & Reentry Plan (KOR3P) and related programs, services and practices. For Information about KOR3P please see <http://www.dc.state.ks.us/reentry>. **Qualifications:** Doctoral degree in evaluation or related field. Master's degree in corrections, CJ, Law Enforcement, or other social science Four years of exp. in collecting, evaluating, studying or reporting statistical, economic, fiscal/budget, legislative or administrative data as evidenced by publication in peer-reviewed journals; Two years experience designing, planning and conducting evaluations; Two years experience preparing reports reflecting results of evaluation; Two years experience using statistical methodology tools and analyzing qualitative/quantitative data; Two years experience in applied research techniques, including database set up, data entry, data cleaning, data integrity processes, and data analysis; Experience in project development or project management; Strong technical writing, editing and oral communication skills; Knowledge of the application of evaluation research methods and theory. **Salary:** \$68,000 – \$75,000 depending on experience and education; Excellent benefits. **To Apply:** Submit an electronic application: www.jobs.ks.gov. Requisition #167189; Or mail application, resume and transcripts to KDOC, 900 SW Jackson, LSOB 4th floor, Topeka, KS 66612; Or fax to 785-368-6565; Or E-mail HR@doc.ks.gov. POSITION Open Until Filled. EOE

PURDUE UNIVERSITY The Department of Sociology invites applications for a tenure track position of Assistant Professor of Sociology to begin August 2011. We seek candidates with a Ph.D. whose research and teaching interests are in law and society or criminology/criminal justice. The teaching load is two courses per semester and includes teaching graduate and undergraduate students. Purdue offers competitive salaries. Applicants should send a letter of application, curriculum vitae, sample publications, statement of research and teaching interests, any information regarding teaching approach, experience, and effectiveness, and three letters of reference to: Sociology Faculty Search Committee, Department of Sociology, Purdue University, 700 W. State Street, West Lafayette, IN 47907-2059. Inquiries also may be directed to Elizabeth A. Hoffmann (ehoffman@purdue.edu), Search Committee Chair. The university is located in an affordable metropolitan area of 167,000 people, conveniently located between Indianapolis and Chicago. Review of applicants will begin on October 15, 2010, but applications received after this date will be accepted until the position is filled. Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.

SETON HILL UNIVERSITY Assistant Professor of Criminal Justice

Seton Hill University invites qualified applicants for a tenure track position in Criminal Justice at the Assistant Professor level to begin August 2011. An earned Ph.D. in Criminal Justice, Criminology or related field is required. Prefer background in law enforcement and corrections. Responsibilities include teaching a variety of criminal justice courses and research methods, advising, and field supervision. Send a letter of application, curriculum vitae, official transcripts for undergraduate and graduate course work, a statement of teaching philosophy, a description of research program with sample publications, and 3 current letters of reference to Dr. Victoria Marie Gribshaw, S.C., Chair of the Social Sciences Division, Seton Hill University Box 307K, Greensburg PA 15601-1599. Email: gribshaw@setonhill.edu. Review of applications will begin December 1, 2010 and continue until the position is filled. Seton Hill University is a Catholic, liberal arts university. The campus is located 35 miles east of Pittsburgh. *Seton Hill University is committed to a faculty, staff and student body that reflect the diversity of our global population.* AA/EOE

UNIVERSITY OF COLORADO AT BOULDER The Institute of Behavioral Science, in collaboration with the Departments of Sociology and Psychology at the University of Colorado-Boulder, invites applications for a tenured position to direct the established and internationally recognized IBS Problem Behavior Program beginning Fall of 2011. The full professor level is targeted. The Director leads the Program in conducting and fostering nationally recognized interdisciplinary and collaborative research and securing external funding and serves as a member of the IBS Board of Directors. We are seeking applicants with a specialization in one or more areas of problem behavior, such as: criminology, social/developmental psychology, mental health, epidemiology, social policy, program evaluation, and quantitative research methods. Candidates are expected to have an established and ongoing program of original research, a distinguished publication record, and demonstrated ability to obtain external funding, as well as a record of high-quality teaching. Tenure will be held in Sociology or Psychology. Review of candidates will begin October 25, 2010 and continue until the position is filled. Professors Delbert Elliott and Richard Rogers co-chair the Search Committee. University of Colorado applications are submitted online: www.jobsatcu.com, posting #811108. Applicants should upload the following: 1) a cover letter outlining their research specializations and teaching interests; 2) curriculum vitae; 3) evidence of teaching effectiveness (evaluations and syllabi); and 4) a list of three references.

UNIVERSITY OF MARYLAND, Department of Criminology & Criminal Justice - *Lecturer*

Duties: Position in the Department of Criminology & Criminal Justice for a full-time lecturer. This position is expected to start the Fall 2011 semester with the possibility of a part-time appointment earlier. We seek a candidate who is an excellent teacher and will provide expert teaching support for the Criminology & Criminal Justice's College Park and Shady Grove campuses. The salary range is \$36,000-\$41,000, depending on experience. The position is a full time 9 month appointment with the possibility of renewal. The University offers a comprehensive benefits package. **Qualifications:** Minimum requirements are a Ph.D. in Criminology & Criminal Justice or related field, extensive professional experience in the criminal justice field, and excellent teaching credentials. Candidate must be able to teach both lower and upper level undergraduate classes covering the basic field of criminology & criminal justice. **To Apply:** Submit letter of application and a resume with the names and telephone numbers of three references. For best consideration applications are due no later than **November 30, 2010** but the search will continue until suitable candidates are appointed. **Applications from women and minorities are particularly sought. The University of Maryland is an Equal Opportunity Affirmative Action Employer.** Further information on this position and on academic and research programs of the Department may be obtained at <http://www.ccjs.umd.edu>. To apply, please visit: <http://jobs.umd.edu/applicants/Central?quickFind=52493>.

UNIVERSITY OF PENNSYLVANIA Jerry Lee Assistant Professorship in the Department of Criminology - We invite applications for the Jerry Lee Assistant Professorship, an endowed tenure-track position in the Department of Criminology, effective July 1, 2011. As an interdisciplinary department in the School of Arts and Sciences, Criminology is closely linked to Penn's top-ranked schools of law, medicine, social policy, and business (the Wharton School). Criminology also has close research ties with the departments of Psychology, Sociology, Economics, and Political Science, as well as the Center for Neuroscience and Society. We are particularly interested in candidates with expertise in neuroscientific, biosocial, and psychological approaches to the study of the causes and prevention/treatment of crime, although applicants from all areas of research on antisocial behavior will be given consideration. We seek outstanding junior candidates with strong research records, an interdisciplinary research perspective, and a strong commitment to contributing to the diverse needs of the Criminology undergraduate and graduate teaching programs. Potential exists for secondary appointments with other departments. Applicants should apply online at <http://facultysearches.provost.upenn.edu/applicants/Central?quickFind=50811> and submit a Curriculum Vitae; a brief statement on research and teaching interests; and the names and contact information for three individuals who can provide a letter of recommendation. While review of applications will begin immediately and will continue until the position is filled, candidates are strongly encouraged to apply by December 1, 2010. For additional information, contact Adrian Raine (chair of the search committee) at janelm@sas.upenn.edu. The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are especially encouraged to apply.

WESTERN MICHIGAN UNIVERSITY The Department of Sociology at Western Michigan University seeks candidates for a tenure-track Assistant Professor position in Sociology for Fall 2011, pending budgetary approval. The position requires a PhD degree in Sociology or a related field or evidence of imminent award. We are seeking candidates with experience or demonstrated potential for teaching and scholarship. A potential for successful pursuit of funded research is desirable though not required. We are particularly interested in someone with expertise in methods with an emphasis in quantitative methods. Additional substantive interest in a core area of sociology including but not limited to criminology is expected. The department of Sociology offers the MA and PhD in Sociology and has undergraduate majors in Sociology, Criminal Justice, and Social Psychology. Western Michigan University, an Equal Opportunity Employer, is a Carnegie Classification Research Extensive Institution. Please visit www.wmich.edu/hr/careers-at-wmich.html for detailed information and application procedures. Review of applications will begin November 1, 2010 and will continue until the position is filled. For more information see <http://www.wmich.edu/sociology>. *Western Michigan University is an affirmative action/equal opportunity employer consistent with applicable federal and state law. All qualified applicants are encouraged to apply.*

California State University, Fresno State - Social Sciences
Law Enforcement – Vacancy# 11566
Assistant Professor – Criminology

Available for Academic Year: 2011/2012.

Position Characteristics: The Department is seeking a criminologist with an emphasis in law enforcement. Primary teaching responsibilities will be in undergraduate and graduate criminology courses. Substantive area in criminology is open, although there is a particular need for an individual who can develop and teach courses related to law enforcement. Specific assignments will depend on departmental needs. Other duties will include, but are not limited to, advising criminology and pre-law students, participating in program development, actively engaging in research and problem solving activities, and committee service at all levels of university governance. The successful candidate may be called upon to teach in a distance education mode and will be encouraged to develop web-enhanced and/or web-based instruction. Outcomes assessment and service learning are important components of the university curriculum. The successful candidate will be expected to work cooperatively with faculty and staff in the department and college.

Academic Preparation: An earned doctorate (Ph.D.) in Criminology or other related social or behavioral science disciplines is required for appointment.

Teaching Or Other Experience: Candidates are expected to demonstrate a commitment to and potential for teaching excellence and scholarly activity at the university level. Those with a record of publications, presentations, and/or participation in grant activities are strongly preferred as are candidates with professional and/or research background in law enforcement. The successful candidate must have the ability to work effectively with faculty, staff, and students from diverse ethnic, cultural, and socioeconomic backgrounds.

Application Instructions: Complete application online at <http://jobs.csufresno.edu>. Attach curriculum vitae with cover letter, transcripts (unofficial), and three current letters of reference (dated within the last 6 months).

Open Until Filled: To ensure full consideration, applicants should submit all materials by 12/1/2010. Searches automatically close on 4/30/2011, if not filled.

California State University, Fresno-Social Sciences
Law Enforcement - Forensic Behavioral Sciences –Vacancy #11558
Assistant Professor – Criminology

Available for Academic Year: 2011/2012.

Position Characteristics: The successful applicant for this interdisciplinary Law Enforcement position will have expertise in forensic behavioral sciences. Individuals with academic and experiential background in forensic and/or investigative psychology are especially encouraged to apply. Primary teaching responsibilities will be in undergraduate and graduate law enforcement, legal studies, forensic behavioral sciences, and criminology courses. Specific assignments will depend on departmental needs. Other duties will include, but are not limited to, advising criminology and pre-law students, participating in program development, actively engaging in research and problem solving activities, and committee service at all levels of university governance. The successful candidate may be called upon to teach in a distance education mode and will be encouraged to develop web-enhanced and/or web-based instruction. Outcomes assessment and service learning are important components of the university curriculum. The successful candidate will be expected to work cooperatively with faculty and staff in the department and college.

Academic Preparation: An earned doctorate (Ph.D.) in Psychology, Criminology, Criminal Justice or other related social or behavioral science discipline is required for appointment.

Teaching Or Other Experience: Candidates are expected to demonstrate a commitment to and potential for teaching excellence and scholarly activity at the university level. Those with a record of publications, presentations, and/or participation in grant activities are strongly preferred as are candidates with an emphasis in law enforcement. The successful candidate must have the ability to work effectively with faculty, staff, and students from diverse ethnic, cultural, and socioeconomic backgrounds.

Application Instructions: Complete application online at <http://jobs.csufresno.edu>. Attach curriculum vitae with cover letter, transcripts (unofficial), and three current letters of reference (dated within the last 6 months).

Open Until Filled: To ensure the full consideration, applicants should submit all n materials by 12/1/2010. Searches automatically close on 4/30/2011, if not filled.



Northern
Michigan
University

Marquette • Upper Peninsula
NMU is an EOE

CRIMINAL JUSTICE

Position type: Assistant/Associate Professor, Tenure Earning

Department: Criminal Justice

Description/Requirements: Visit <https://employMe.nmu.edu>

Application deadline: The position will be posted until March 1, 2011



University of
Massachusetts
UMASS Lowell

Careers with **Mass Appeal**

Associate Professor Criminal Justice & Criminology

The University of Massachusetts Lowell is a comprehensive university with a national reputation in science, engineering and technology, and committed to educating students for lifelong success in a diverse world and conducting research and outreach activities that sustain the economic, environmental and social health of the region. In February 2009, a campus-wide strategic planning initiative was launched to reposition UMass Lowell as a world-class institution over the next decade. A major component of that initiative is to ensure that diversity and inclusion are in every aspect of our strategic plan. We seek a diverse talented candidate pool to be part of our mission and achievements.

Position Title & Description:

The Department of Criminal Justice and Criminology at the University of Massachusetts Lowell seeks to fill a tenure-track or tenured, associate professor position beginning spring 2011 semester or fall 2011 semester. Candidate must have a Ph.D. and experience teaching terrorism and security courses. This person will work closely with faculty in other departments to support and facilitate the development of new graduate courses and degree program(s).

We are seeking a candidate with an established reputation in the field of terrorism and security studies as demonstrated by an extensive record of scholarly publications. The successful candidate must exhibit the ability to collaborate with faculty in interdisciplinary programs, to conduct research projects, and to obtain external funding.

Minimum Qualifications:

- Ph.D.
- Extensive experience teaching terrorism and security courses.
- Extensive record of scholarship through publications of books and/or refereed journal articles in the area of terrorism and security studies.
- Experience developing and working in an interdisciplinary program.
- Ability to work collaboratively with faculty to obtain external funding.

Preferred Qualifications:

- National recognition as an expert in the field of terrorism and security studies with the ability to attract graduate students.

How to apply: Interested applicants should apply online at <https://jobs.um.edu>. Thank you for considering the University of Massachusetts Lowell as an employer of choice. We look forward to receiving your application.

The University of Massachusetts Lowell is committed to increasing diversity in its faculty, staff, and student populations, as well as curriculum and support programs, while promoting an inclusive environment. We seek candidates who can contribute to that goal and encourage you to apply and to identify your strengths in this area.



Careers with Mass Appeal

Tenure-Track Associate or Full Professor

The University of Massachusetts Lowell is a comprehensive university with a national reputation in science, engineering and technology, and committed to educating students for lifelong success in a diverse world and conducting research and outreach activities that sustain the economic, environmental and social health of the region. In February 2009, a campus-wide strategic planning initiative was launched to reposition UMass Lowell as a world-class institution over the next decade. A major component of that initiative is to ensure that diversity and inclusion are in every aspect of our strategic plan. We seek a diverse talented candidate pool to be part of our mission and achievements.

Department Overview:

We are located near the NH-Mass. border. This favorable location gives our faculty the choice of living in a rural NH environment, along the seacoast, or in Boston or a Boston suburb. If you fancy living in New England, UML is an ideal place to enjoy the region.

Our Department has 13 tenured and tenure-track faculty and hope with this search to add two more to our ranks. Our university tenure decision making system could be applied for highly qualified candidates including those with an outstanding record of scholarship and sponsored research.

Our faculty has expertise in a wide range of topics in the field of criminal justice and extensive research and scholarly productivity. We currently offer a Bachelor of Science and a Master of Arts in criminal justice as well as graduate level certificates in specialized areas. Our enrollment has been growing and our Provost has encouraged us to submit a plan for a Ph.D. program and other interdisciplinary initiatives.

UML offers faculty the option of pretenure sabbaticals. In addition, our Department has also worked diligently to arrange for our faculty the most

favorable schedule and course load possible to maximize research and scholarly activities. We expect all faculty to produce a record of quality scholarly research. Members of the Department work together on numerous joint projects in a helpful and collegial environment.

Position Description:

The Department of Criminal Justice & Criminology at the University of Massachusetts Lowell seeks to fill one or more tenure-track positions at the rank of Associate or Full Professor. Candidates must demonstrate an extensive record of quality scholarship and publications, sponsored research funding, and excellence in teaching. Applicants should demonstrate their ability for quality scholarship and teaching in core areas in criminal justice and criminology. The salaries at University of Massachusetts Lowell are highly competitive.

Qualifications:

- Ph.D. in criminal justice, criminology or related field (degree must be conferred at the time application is submitted).
- Demonstrated record of quality scholarship, publication, and teaching experience.

How to apply: Interested applicants should apply online at <https://jobs.uml.edu>. Thank you for considering the University of Massachusetts Lowell as an employer of choice. We look forward to receiving your application.

The University of Massachusetts Lowell is committed to increasing diversity in its faculty, staff, and student populations, as well as curriculum and support programs, while promoting an inclusive environment. We seek candidates who can contribute to that goal and encourage you to apply and to identify your strengths in this area.

UNIVERSITY OF NEW HAVEN

CRIMINAL JUSTICE FACULTY POSITIONS

Department of Criminal Justice

Henry C. Lee College of Criminal Justice and Forensic Sciences

The Department of Criminal Justice, Henry C. Lee College of Criminal Justice and Forensic Sciences, University of New Haven is recruiting for multiple tenure-track faculty positions as follows:

Multiple Tenure-track Assistant Professor or Associate Professor Faculty Positions

Specialty Areas of Greatest Interest Include:

- Investigative Services
- National Security or Security Studies
- Digital Forensics or Forensic Computer Investigations
- Crime Scene Investigations or Crime Scene Forensics
 - Forensic Psychology
 - Criminal Justice Policy
 - Policing

These tenure track positions all require a doctoral degree. A Ph.D. in Criminal Justice is strongly preferred. Another earned doctorate in a discipline other than criminal justice, that is otherwise consistent with the stated specialization, may also be considered. Doctoral Candidates ("A.B.D.") who are nearing the completion of their doctoral degree program may also be considered for the Assistant Professor rank. A J.D. degree alone is not sufficient for any of these positions.

For the Policing position, the ideal Policing candidate will have completed the Ph.D. and possess an extensive background as a police practitioner with considerable managerial experience, including attaining the rank of Chief of Police. The Policing candidate should also have demonstrated scholarship capability in the form of academic conference paper presentations and published scholarly articles. Past experience as a police trainer is also desirable (e.g. Certification as a Police Office Standards and Training instructor), as is prior college-level teaching experience and instruction in the on-line environment. Demonstrated ability to teach research methods and/or statistics at the undergraduate and graduate level is also highly desirable for this position.

All faculty positions require teaching, scholarship, service and other duties consistent with the University's Faculty Handbook.

Application Procedure: Send a cover letter indicating position or positions applied for and summarizing relevant background, a vita, and contact information for three references to:

Human Resources, Search #10-63

University of New Haven

300 Boston Post Road

West Haven, CT 06516

Or via e-mail to hrdept@newhaven.edu





**ASSISTANT PROFESSOR OF CRIMINAL JUSTICE
DEPARTMENT OF JUSTICE STUDIES
POSITION #117700**

The University of West Florida Department of Justice Studies invites applications for the position of Assistant Professor of Criminal Justice, a nine-month, tenure-track position.

Qualifications for Position: Ph.D. in Criminal Justice or Criminology. Ph.D.s in related fields with documented specialization in Criminal Justice or Criminology will be considered. ABDs will be considered if requirements for the Ph.D. are completed by the starting date. The successful candidate must demonstrate a commitment to quality undergraduate teaching, the ability to conduct research and publish, and the ability to contribute to our Master of Science in Criminal Justice program. Area of specialization is open, but preference will be given to candidates who can teach across the criminal justice core and possess strong backgrounds in theory and quantitative or qualitative research. This position requires a commitment to collegiality, innovation in teaching and learning, scholarship and publication, professional development, and academic citizenship. Interest in sponsored research that opens avenues for our students is highly desirable. Evidence of a commitment to cultural diversity is expected. Starting date is August 2011. Salary is commensurate with experience and pending available funding. Summer teaching assignments are offered. Priority consideration will be given to applications received by November 15, 2010, but review will continue until the position is filled. A criminal background screening is required.

The University of West Florida is located on a 1,600 acre nature preserve in Pensacola on Florida's Gulf Coast. The Pensacola metro area has a population of over 300,000 and is home to numerous local, state, and federal law enforcement, court, and correctional agencies. UWF is a Carnegie doctoral/research university.

For more information about the department, please see our website at <http://uwf.edu/justice>.

Application: Applicants must apply online at <https://jobs.uwf.edu>. Be prepared to attach your cover letter, vita, and name/email address for three references in electronic format. References will be contacted to provide letters of recommendation. Position is open until filled contingent upon available funding.

Any person requiring special accommodations to respond may contact the UWFADA Office at 1-850-473-7469 (Voice) or 1-850-857-6114 (TTY). Reference Position #117700.

UWF is an Equal Opportunity/Access/Affirmative Action Employer

Apply online at <https://jobs.uwf.edu>.



TEXAS A&M INTERNATIONAL UNIVERSITY (TAMIU)**Department of Behavioral Sciences**

The Department of Behavioral Sciences at Texas A&M International University (TAMIU) has two tenure-track Assistant Professor positions available beginning Fall 2011. Salary is commensurate with qualifications.

JVN #11020 Assistant Professor in Criminal Justice (tenure-track): Duties include teaching courses and performing research in criminal justice; serving on departmental, University, and professional committees. Additional responsibilities include academic advising, scholarly activities, and service. Potential courses include Introduction to Criminal Justice, Research Methods, Statistics, Police Systems and Practices, Criminological Theory, and Police Personnel Management. **Required Qualifications:** Earned doctorate in Criminal Justice or closely related field. Strong commitment to undergraduate and graduate teaching, research, and service appropriate for appointment at the rank of Assistant Professor in the Department. Persons with an ABD may apply. **Preferred Qualifications:** 1) Demonstrated ability to teach courses in policing; 2) Demonstrated commitment to teaching excellence at the undergraduate and graduate levels; 3) Demonstrated ability to perform research in policing; and 4) Record of publication in peer-reviewed journals in the field.

JVN #11024 Assistant Professor in Criminal Justice (tenure-track): Duties include teaching courses and performing research in criminal law and comparative criminal legal systems at the graduate and undergraduate level; serving on departmental, University, and professional committees. Additional responsibilities include academic advising, scholarly activities, and service. Potential courses include Fundamentals of Criminal Law, Law and Society, Courts and Criminal Procedures, and Comparative Criminal Justice Systems. **Required Qualifications:** Earned doctorate in Criminal Justice or closely related field **and** a J.D. or L.L.M or closely related international law degree. Record of accomplishment in research, teaching, and service appropriate for appointment at the rank of Assistant Professor in the Department. **Preferred Qualifications:** 1) Demonstrated ability to teach courses in comparative criminal law, comparative criminal procedure law, and dispute resolution or restorative justice; 2) Demonstrated commitment to teaching excellence at the undergraduate and graduate levels; 3) Demonstrated ability to perform research in criminal law and criminal procedure law; and 4) Demonstrated ability to publish in appropriate peer-reviewed journals in the field.

Application Procedure: Application deadline is November 30, 2010 or every Monday thereafter until filled. Submit 1) a letter of application describing teaching and research interests, addressing each required and preferred qualification for the position, and identifying the particular position you wish to be considered for; 2) current vitae; 3) one writing sample; and 4) names, addresses, and contact information of three professional references to: Chair, Criminal Justice Search Committee, Dept. of Behavioral Sciences, Texas A&M International University, 5201 University Blvd. Laredo, TX 78041-1900. Complete application materials or email inquiries may be sent to gvillagran@tamiu.edu. Visit www.tamiu.edu for more information about our University.

TAMIU is an equal opportunity employer.

All TAMIU positions are security-sensitive. Applicants are subject to a criminal investigation, and employment is contingent on the results of the criminal history investigation.

WEST CHESTER UNIVERSITY, PENNSYLVANIA

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University is seeking two Assistant Professors of Criminal Justice. West Chester University is one of fourteen universities in the Pennsylvania State System of Higher Education. Located in bucolic Chester County, we are approximately 45 minutes west of Philadelphia. The University enrolls approximately 14,000 students; the Department of Criminal Justice serves approximately 400 undergraduates in the BS program, and 50 students in the MS program.

Position/Rank: Assistant Professors (two positions), Criminal Justice, tenure track

Qualifications: The successful candidates must possess a Ph.D. in Criminal Justice or Criminology (A J.D. will not suffice for these positions.) In addition, the successful applicants must (1) have extensive relevant criminal justice field experience; (2) possess a strong and demonstrated commitment to teaching excellence and scholarship; (3) demonstrate the desire and ability to work cooperatively and collegially with colleagues and staff; (4) demonstrate a genuine interest in student welfare and success; and (5) have the expertise to teach primary assignments in introduction to criminal justice, criminological theory, and research methods. We are seeking one candidate who is qualified to teach law enforcement-related courses. The area of specialization is open for the second position. Priority will be given to those candidates with field experience and expertise in areas that complement the current faculty members' areas of specialization.

Appointment/Start date: Earliest start date is fall of 2011.

Application deadline: Screening of applicants will begin November 15, 2010 and continue until the position is filled.

Application process: Applicants should submit a current vitae and supporting letter describing suitability to the position to Dr. Mary Brewster, Department of Criminal Justice, 200 Ruby Jones Hall, West Chester University, West Chester, Pennsylvania 19383. Applicants selected for interview must submit three letters of recommendation prior to interview. Finalists must successfully complete an on campus interview and teaching demonstration. Requests for additional information can be sent to mbrewster@wcupa.edu.

West Chester University and the Department of Criminal Justice have a strong commitment to diversity and multi-culturalism. Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic *Plan for Excellence*. The University is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.



VACANCY ANNOUNCEMENT
Criminal Justice, Legal Studies Program
Tenure Track Faculty Position

UW-Superior is committed to make excellence inclusive in every aspect of the institution. Diversity, inclusion and equity are prioritized learning resources for all community members. We strive to offer quality programs in an environment of trust and cooperation that centers on the worth of all individuals. The University is seeking candidates who will contribute to the achievement of this goal.

POSITION: Tenure track assistant professor faculty in the Department of Human Behavior, Justice and Diversity.

DUTIES:

1. Instruction of 12 credits or their equivalent per semester in the criminal justice curriculum
2. Ongoing commitment and documentation of quality teaching and innovate learning methods
3. Student academic advisement except in the first year of appointment
4. Advisement to student organizations as needed except in the first year of appointment
5. Administrative and curricular program development and maintenance
6. Service to the University community
7. Continued professional growth as evidenced by an appropriate combination of the following: publication, presentations at academic conferences, involvement in professional associations and relevant contributions to local, regional and national justice related organizations and groups
8. Participation in New Faculty Orientation and mentoring program

REQUIRED QUALIFICATIONS INCLUDE:

- Ph.D. in Criminal Justice or Criminology. A J.D., LL.M., or S.J.D. alone does not fulfill this requirement
- Experience in teaching at the university level along with a demonstrated commitment to quality teaching and learning methods.

DESIRABLE QUALIFICATIONS INCLUDE:

- Willingness to engage in community partnership and to take active roles within the academic field of criminal justice.
- Broadly trained criminal justice or criminologist.
- A generalist with competence to teach a variety of courses in policing, corrections, juvenile justice and delinquency, as well as in other relevant subfields.

The successful candidate will be dynamic, energetic, creative, and engaging. The successful candidate will demonstrate commitment to the public liberal arts mission and to quality teaching and learning methods. Willingness and interest in utilizing technology in the classroom strongly preferred. The successful candidate must be committed to the highest ethical standards and demonstrate effective leadership and teamwork skills. Willingness to teach evening and weekend courses, as well as commitment to the First Year Experience is essential. Candidates that incorporate issues of inclusive excellence and diversity within their curriculum are especially encouraged to apply.

SALARY: UW-S offers a competitive salary and benefits package, including health insurance coverage for domestic partners and their eligible dependents.

STARTING DATE: August 29, 2011.



VACANCY ANNOUNCEMENT
Criminal Justice, Legal Studies Program
Tenure Track Faculty Position

ADDITIONAL INFORMATION:

For additional information visit www.uwsuper.edu.

HOW TO APPLY:

Send an application packet including:
letter of application,
detailed statements of education and teaching philosophy and research agenda,
resume or curriculum vita,
unofficial transcripts, and
the names of three references with telephone numbers and email addresses

to: Professor Gary N. Keveles, Chair
Search and Screen Committee
Department of Human Behavior, Justice and Diversity
University of Wisconsin-Superior
Belknap & Catlin, PO Box 2000
Superior, Wisconsin 54880-4500
Phone: (715) 394-8483/8336
E-mail: gkeveles@uwsuper.edu

For priority consideration, completed applications must be received by January 15, 2011. Screening will continue until position is filled. A representative from UW-Superior will be attending the annual meeting of the American Society of Criminology in San Francisco, CA, November 2010, to promote the position.

UW-Superior: A Special Place:

The University of Wisconsin-Superior is Wisconsin's leading public liberal arts college. Established in 1893 with a mission to train teachers, it later became a part of the University of Wisconsin-System, and in 1998 was designated as Wisconsin's Leading Public Liberal Arts College by the University of Wisconsin System Board of regents. The University serves 2,900 traditional and non-traditional students and is dedicated to the integration of liberal and professional studies and serving a diverse student population. UW-Superior maintains the values of its founding as a teacher education college through emphasis on excellence in teaching as well as service to the community and region. The core mission is student-centered and values oriented, as the institution fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices. The richness of programs lend to a very personalized educational environment that integrates theory and practice, liberal and professional education, teaching, scholarship, and creativity. At UW-Superior, we promote the values of academic excellence, integrity, and community within a collegial environment. At the core of our values is the appreciation for, and examination of diversity, inclusivity and equity.

The names of nominees and applicants who have not requested in writing that their identities be kept confidential, and of all finalists, will be released upon request.

The University reserves the right to check additional references with notice given to the candidates at the appropriate time in the process.

Employment will require a criminal background check. A pending criminal charge or conviction will not necessarily disqualify an applicant. In compliance with the Wisconsin Fair Employment Act, the University does not discriminate on the basis of arrest or conviction record.

Employment is subject to federal laws that require verification of identity and legal right to work in the United States as required by the Immigration Reform and Control Act.

For UW-Superior campus safety information and crime statistics/Annual Security Report, see www.uwsuper.edu/wb/safety/report or contact the Office of Campus Safety at (715) 394-8114 for a printed copy.

UW-Superior is an Affirmative Action/Equal Opportunity Employer and Educator

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Univ. of California-Irvine, 2309 Social Ecology II, Irvine, CA 92697-7080

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Nicole Coldiron - Deputy Administrator ASC

Nicole Coldiron

Date

9/3/10

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2015	November 18 – 21	Washington, D.C.	Hilton Washington
2016	November 16 – 19	New Orleans, LA	New Orleans Hilton
2017	November 15 – 18	Philadelphia, PA	Philadelphia Marriott Downtown
2018	November 14 – 17	Atlanta, GA	Atlanta Marriott Marquis
2019	November 20 – 23	San Francisco, CA	San Francisco Marriott Marquis

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