

The Criminologist

The Official Newsletter of the American Society of Criminology

Vol. 36, #6

November/December 2011

Editor's Note: Phil Cook and Jens Ludwig conclude the essay below with an economist's exercise that illustrates how savings from modest reductions in average sentence length might profitably be invested in more effective crime control activities. Wouldn't we all love to spend that \$12 billion a year! These scholars depart from a "bad guys/good guys" conceptualization of crime to focus on the ways in which offending environments and individual crime preferences might be reshaped with cost effective interventions. With this issue, the editorship of the *Criminologist* passes into the able hands of ASC's incoming Vice President, Ross Matsueda. I wish him well, and hope that he enjoys the collaboration of stellar lead essay writers similar to those with whom I've had the pleasure to work. My thanks go to Phil Cook and Jens Ludwig for providing this issue's very timely essay on the economics of crime control as well as all the scholars that contributed lead articles over the past two years. Finally, Nicole Coldiron in the ASC business office has provided wonderful support to this endeavor.

Cheryl Maxson, ASC Vice-President

ECONOMICAL CRIME CONTROL

Philip J. Cook, Duke University and NBER
Jens Ludwig, University of Chicago and NBER

The unprecedented surge in incarceration since 1980 has stimulated a national debate between those who claim that locking up over 2 million people is necessitated by public safety concerns, and those who say the human and financial burden of imprisoning so many of our citizens is intolerable. The recent declines in the prison population do not reflect a "win" for prison-reduction advocates so much as the extraordinary stringency of state budgets resulting from the Great Recession. The issue will remain after the recession finally recedes and state revenues pick up. Then what? How should we determine how large a prison population is "right"?

One danger is that we may all get drawn into a debate that is much too narrow. The question of more versus less imprisonment emphasizes the division between those who worry about crime and those who worry about the costs of controlling crime, and distracts from areas of potential agreement that arise when the focus instead is on the full range of policy choices that affect the crime rate. If the primary purpose of imprisonment is indeed crime control, then what are the alternatives and what are their social costs? Are there ways to re-allocate our society's resources to reduce the burden on society from both crime and crime control?

With these questions in mind, we have (together with Justin McCrary of Berkeley Law School) organized a new Working Group on the Economics of Crime under the auspices of the National Bureau of Economic Research (NBER). One of our working group's first products is an edited volume just published by the University of Chicago Press (*Controlling Crime: Strategies and Tradeoffs*). Our authors, a group of distinguished economists and other social scientists, review concepts and findings relevant to crime control in a number of domains, including the courts, schools, mental health, income transfer programs, and business improvement districts, with a particular emphasis on paying attention to results from randomized experiments or "natural experiments" – what Angrist and Pischke (2010) call "design-driven" studies. The over-riding conclusion is that there is "money on the table" – crime could be controlled at the current level at lower financial and human cost. Here we sketch our conceptual framework for approaching crime control, and highlight some of the most interesting empirical conclusions.

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2011-2012 CONFERENCES AND WORKSHOPS

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

3RD ANNUAL ASIAN CRIMINOLOGICAL SOCIETY ANNUAL CONFERENCE, December 17 - 19, 2011, Taipei, Taiwan. For more info: For more information, please see <http://asia2011.ntpu.edu.tw/>

26th ANNUAL SAN DIEGO INTERNATIONAL CONFERENCE ON CHILD AND FAMILY MALTREATMENT, January 21 - 27, 2012, San Diego, CA. For more info: <http://www.sandiegoconference.org>.

ACADEMY OF CRIMINAL JUSTICE SCIENCES, March 12 - 17, 2012, New York, NY. For more info: www.acjs.org

THE SOCIETY FOR APPLIED ANTHROPOLOGY (SFAA) 72ND ANNUAL MEETING, March 27 - 31, 2012, Baltimore, MD. For more info: <http://www.sfaa.net/sfaa2012.html>

20th ANNUAL INTERDISCIPLINARY MEN AND MASCULINITIES CONFERENCE, March 29 - April 1, 2012, Minneapolis, MN. For more info: http://mensstudies.org/?page_id=941

INTERNATIONAL GRADUATE LEGAL RESEARCH CONFERENCE (IGLRC), April 19 - 20, 2012, King's College London. For more info: <http://www.iglrc.com>

CENTRE FOR INTERDISCIPLINARY JUSTICE STUDIES (CIJS), May 10 - 12, 2012, University of Winnipeg, Manitoba, Canada. For more info: <http://theorizingjustice.uwinnipeg.ca/cijs>

JUSTICE STUDIES ASSOCIATION 14th ANNUAL CONFERENCE, May 30 - June 1, 2012, Loyola University Chicago. For more info: Dan Okada, dokada@csus.edu

STOCKHOLM SYMPOSIUM, June 11 - 13, 2012, Stockholm City Conference Center. For more info: <http://www.criminologyprize.com/extra/pod/>

CRIME & JUSTICE SUMMER RESEARCH INSTITUTE: BROADENING PERSPECTIVES & PARTICIPATION, July 9 - 27, 2012, Ohio State University, Columbus, OH. For more info: <http://cjr.osu.edu/rdcj-n/summerinstitute/>

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American Society of Criminology

THE CRIMINOLOGIST (ISSN 0164-0240) is published six times annually - in January, March, May, July, September, and November by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156 and additional entries. Annual subscriptions to non-members: \$50.00; foreign subscriptions: \$60.00; single copy: \$10.00. **Postmaster:** Please send address changes to: The Criminologist, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156. Periodicals postage paid at Toledo, Ohio.

Editor: Cheryl Maxson
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Published by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156. Printed by Leshner Printers.

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CONCEPTUALIZING CRIME AND CRIME CONTROL

Our vision for this volume began with the view that crime is a complex, multifaceted phenomenon for which the most productive portfolio of responses is likely to be quite diverse. Traditionally much of the work by psychologists has focused on understanding which individual attributes put some people at elevated risk for criminal offending, while most of the research in our own field (economics) has focused on the role played by environmental conditions. A more helpful way to imagine the optimal crime-control portfolio is to think of observed crime rates as the outcomes of an *interaction* between potential criminals (which is to say, most everyone), and the environment of opportunities, licit and illicit, for achieving individual goals. In this account the promising crime-reducing interventions include both those that focus on changing the structure of opportunities, and those that invest in individuals to improve their access to licit opportunities while strengthening their resistance to criminal enticements.

Much of the public conversation about crime has focused on just one aspect of this framework, which has also been the focus of much of the psychology literature – the character of the youths. In the simplistic version, the population consists of good guys and bad guys. The bad guys commit crimes and the good guys do not. The crime rate is proportional to the number of bad guys who are at large. Crime control then is a matter of locking up as many bad guys as possible (or, when the bad guys are immigrants, deporting them). If offenders are made, not born, the number of “bad guys” can also be reduced through better parenting. In any event, the natural tendency is to seek explanations for crime increases in the character of the youths, and some version of the old refrain of “What’s the matter with kids today?” This sort of explanation, in more nuanced form, has also been prominent in analyzing the crime drop, where the legalization of abortion in the early 1970s and the reduction in lead ingestion since it was removed from gasoline are offered as mechanisms that helped produce cohorts of children with lower criminal propensity.

What is missing from the “good guys, bad guys” account of crime is that crime is a choice, and as such is influenced by incentives as well as character. Indeed, the theory of crime developed by economists begins where the “character” analysis leaves off, and focuses on how incentives influence crime-related choices for someone of given character (or, as economists would say, “preferences”). The notion that crime is proportional to the number of “criminals” provides no more illumination than asserting that farm output is proportional to the number of “farmers.” Just how many farmers are active, and how much they produce, depends on incentives mediated by the relevant input and product markets. Similarly, the incentives to engage in crime relate to the perceived payoff to crime, the opportunity cost of time spent doing crime, and the risks associated with crime – including inherent risks (gang warfare, victim retaliation) and the risk of punishment. Those incentives depend on individual circumstances and are subject to change with changes in criminal and licit opportunities.

In short, by focusing on crimes as choices made in response to the available options and individual circumstances, the economists’ framework provides guidance in understanding trends and patterns, and also in identifying some of the interventions that are likely to be effective in reducing crime. The relevant interventions go well beyond expanding enforcement efforts, although law enforcement is a vital part of the mix. The proximate goal can be loosely expressed as taking the profit out of crime, which invites discussions on such topics as how to incentivize installation and use of better locks and alarms, how to shrink illicit markets for drugs or stolen property, and how best to provide at-risk youths with attractive licit opportunities. Incidentally, this list makes clear that much of the relevant action is in the private sector.

For violent crime it is useful to understand that “criminal opportunity” is influenced by social context. Youths typically commit their crimes in groups, and organized criminal gangs are contributors to crime and violence in some cities. Addressing the interactions and social consequences that induce criminal violence provides a richer menu of possible interventions. For example, Boston’s Operation Ceasefire of the 1990s sought to create a group deterrent to gun misuse by threatening the entire gang with negative consequences for gun misuse by any member. Street mediation of violent conflicts has been an important element of a number of interventions, including the Crisis Intervention Network implemented in Philadelphia in the 1970s, the Chicago Crisis Intervention Services Project that Irving Spergel implemented in the 1980s, and the more recent Chicago Ceasefire project by Gary Slutkin.

Curtailing criminal opportunity is an important goal for much of the crime-control portfolio of interventions, but not the whole story. The choice to commit crimes also reflects the opportunity cost of crime involvement, which is to say the quality of licit opportunities, as well as personal qualities encapsulated in the term “personality.” The notion that some youths enter adolescence with a greater propensity to crime than others takes us back to the focus on character, but with this proviso – character is not destiny, and does not in itself determine crime involvement.

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In any event, making well-directed investments in child development, and in skill building at all ages, can shape character, and be part of the crime-control portfolio. There are a variety of interventions that may help direct individuals away from a crime trajectory, starting at birth or even before. A common feature of these efforts is that to a greater or lesser extent, these programs supplement and support the traditional role of the family in providing for children and instilling human and social capital. And the possibility of preempting or derailing criminal careers through investing in individuals at risk does not end with childhood. Intervention opportunities continue for adults who are deemed likely to be attracted to crime due to mental illness, drug dependence, lack of marketable skills, criminal associates, or other reasons.

SPECIFICS

The findings in our volume can be organized into two large and somewhat overlapping bins, which we label “changing the offending environment” and “changing individual propensities towards crime.” Here we recap the list of topics and identify some of the programs that appear particularly promising based on current assessments of costs and benefits, together with a few cases where assessments are negative or indeterminate. We conclude with a back-of-the-envelope exercise that helps highlight the potential magnitude of the inefficiency within our current policy approach – that is, how much extra crime-prevention could be achieved by simply reallocating resources from less-efficient to more-efficient uses.

Changing the offending environment

1. *Swiftness and certainty, not severity, of punishment*: Much of the increase in America’s prison population since the 1970s comes from an increase in average sentence lengths. Yet new data from the randomized Hawaii HOPE experiment found that frequent drug testing followed immediately by a very short jail stay for dirty urine was successful in reducing drug use and criminality among probationers. Studies of the federal government’s COPS policing program provides further empirical support for the growing suspicion that swiftness and certainty of punishment may actually be most important for controlling crime. The notion that crime is reduced by simply putting more police on the streets without changing what they do, and that deterrence (rather than simply incapacitation) may be an important mechanism behind this result, also overturns the conventional wisdom that prevails in many criminology circles.

2. *Demand curves for criminogenic goods are negatively sloped*: The federal and state excise tax rates on beer and liquor have declined markedly (in real terms) during the post-War period. These rates are considerably below the marginal external social cost, even if effects on crime are not considered. Many people outside the economics profession are skeptical that modest changes in the price of alcohol can do much to change use, given the social context in which drinking so frequently occurs (which would seem to undermine much role for a price effect), the possibility that many of the highest-risk alcohol users may have some level of dependency, and how little attention so many people may pay to a 5, 10 or even 20 percent change in prices. Yet the empirical evidence that raising taxes and prices would reduce some types of crime is very strong.

3. *Private co-production*: Most of the criminology literature around crime control strategies has focused on the role played by government and non-profit interventions. But as noted above, private citizens and businesses account for a surprisingly large share of all the time and money devoted to preventing crime. State and local governments can thus indirectly help reduce crime by encouraging private action that makes law enforcement more productive. Two examples for which the benefits exceed costs by an order of magnitude are creation of the police-tracking infrastructure for Lojack, and creation of the legal framework that facilitates successful Business Improvement Districts (where local businesses are subject to mandatory tax payments that go towards things like hiring extra private security to patrol the area).

Changing individual propensities towards crime

1. *The difficulties of changing poverty and adverse mental health*: While a large body of criminological and psychological theory has emphasized the role of economic disadvantage and mental health problems in contributing to criminal behavior, empirical evidence suggests that job training and mental health courts are not the most cost-effective ways to control crime – not because these disadvantages don’t matter, but because they are so difficult to modify in practice.

2. *Compulsory schooling age*. The average high school graduation rate in the America’s 50 biggest urban school systems is about 50 percent (Swanson, 2009). One of the few levers available to policymakers to get youth to stay in school is to raise the compulsory schooling age, although it is natural to wonder what good schooling will do for youth who are being forced to go against their will. It is thus striking that we have strong quasi-experimental evidence from both the United States and Great Britain that cohorts exposed to an increased compulsory schooling age have reduced crime involvement. That benefit augments the usual list of benefits associated with more schooling, and provides a surprising complement to the more widely-appreciated benefits of early childhood interventions like Perry Preschool and Head Start.

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3. *Social-cognitive skill interventions*: Most of the economics-of-crime literature has focused on ways of reducing crime by changing the incentives that confront potential offenders, with very little attention devoted to whether there are ways of helping people respond more productively to the incentives they already face. Yet there is a growing body of correlational evidence showing that social-cognitive skills that influence how people respond to incentives, such as impulse control, inter-personal skills and future orientation, are predictive of criminal involvement, schooling, and employment. Moreover intervention research also suggests that efforts to change the social-cognitive skills of youths and to modify the social systems that may contribute to or reinforce delinquency can reduce crime and generate benefits that are a multiple of costs for high-quality programs in this area.

Note that the list above is far from exhaustive, but sufficient to provide a sense of the diverse menu of possibly effective interventions, drawing on a wide variety of domains. And it bears repeating that the goal is not to identify the “best” option, but rather the best portfolio of options.

What the status quo costs us

Our review of the best available social science suggests that America’s current approach to crime control is inefficient – more crime control could be accomplished with the same level of resources. To help illustrate the potential gains from improving the efficiency of the current system, consider the following hypothetical policy experiment.

Imagine that we changed sentencing policies and practices in the U.S. so that average prison sentence lengths reverted back to the levels of 1984 – i.e., midway through the Reagan presidency. We estimate that this policy change would reduce the size of our current prison population by around 400,000 people and reduce total prison spending (currently equal to \$70 billion annually) by about \$12 billion per year.

What would we give up by reducing average sentence lengths back to 1984 levels? In terms of crime control, the answer may be: not all that much. For the sake of argument, assume that society “breaks even” on the \$12 billion we spend per year to have average sentence lengths at 2009 rather than 1984 (so that the benefits to society are just worth \$12 billion), although more pessimistic assumptions are also warranted.

What could we do instead with this \$12 billion in freed-up prison spending? One possibility would be to put more police on the streets. Currently the U.S. spends around \$100 billion per year on police protection, so this hypothetical policy switch would increase the police budget by 12% and put perhaps as many as 100,000 more police officers on the streets. The estimated elasticity of crime with respect to police is far larger (in absolute value) than even the most optimistic assessment of what the elasticity of crime would be with respect to increased sentence lengths. This resource reallocation would lead to a decline of hundreds of thousands of violent and property crime victimizations each year. A different way to think about the potential size of the efficiency gain here is to note that the benefit-cost ratio for increased spending on police may be on the order of 4:1. If the benefit-cost ratio for marginal spending on long prison sentences is no more than 1:1, then reducing average sentence lengths to 1984 levels in order to increase spending on police could generate net benefits to society on the order of \$36 billion to \$90 billion per year.

Suppose instead that we devoted the resources freed up from a \$12 billion cut in prison spending towards Head Start. This 17 percent cut in the prison budget would support a 150 percent increase in the annual Head Start budget (currently around \$8 billion per year). Current Head Start funding levels are enough to enroll only around one-half of poor 3 and 4 year olds in the U.S., and provide them with early childhood education services that are far less intensive than widely-cited and well-regarded model programs like Perry Preschool and Abecedarian in terms of the number of years of program participation (usually 1 for Head Start, vs. 2-5 for the others) and the quality (schooling attainment) of teachers. A 150 percent increase in Head Start’s budget could dramatically expand the program on both the extensive and intensive margins. No one really knows what would be accomplished by an increase in Head Start funding that is so much larger than anything in our historical experience, but our best guess is that the benefit-cost ratio might be from 2:1 to 6:1. A defensible guess is that re-allocating resources from long prison sentences to early childhood education might generate from \$12 billion to \$60 billion in net benefits to society.

If crime reduction is a key goal then we might do even better still by focusing on human capital investments in the highest-risk subset of the population – namely, trying to address social-cognitive skill deficits of young people already involved in the criminal justice system. Research going back to Marvin Wolfgang’s seminal study of a Philadelphia birth cohort from the 1950s has found that a small fraction of each cohort commits the bulk of all crime. While early childhood interventions have the benefit of targeting people during the time of life in which they may be most developmentally “plastic,” interventions directed at adolescents and young adults enables us to more tightly target those who have emerged as the most likely members of that high-offending subset through their arrest histories. Another relative benefit of targeting criminally active teens and adults is the immediate (rather than long-delayed) payoff from reductions in crime.

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What sort of social-cognitive skill development could we provide to high-risk young people with \$12 billion per year? With around \$1 billion annually, we could provide functional family therapy (FFT) to each of the roughly 300,000 youths on juvenile probation each year. Drake, Aos and Miller (2009, p. 186) report that FFT costs something on the order of \$2,500 per youth, with a benefit-cost ratio that may be as high as 25:1 from crime reductions alone. With the remaining \$11 billion we could provide multi-systemic therapy (MST) to almost every person age 19 and under who is arrested each year. Drake and colleagues estimate the cost of MST is around \$4,500 per year, with a benefit cost ratio of around 5:1. These estimates if taken at face value indicate that diverting \$12 billion from long prison sentences to addressing social-cognitive skill deficits among high risk youth could generate net social benefits on the order of \$70 billion per year. Even if FFT and MST were only half as effective as previous experiments suggest when implemented at large scale, this resource switch would still generate perhaps on the order of \$30 billion in net benefits to society.

Our calculations are intended to be illustrative rather than comprehensive benefit-cost analyses. The estimates are self-evidently subject to a great deal of uncertainty. But they provide a suggestion of the efficiency gains that could result from reallocating resources from prison to other uses that will, among other outcomes, reduce crime.

A key challenge we currently face is that our government systems are not well suited to converting the fifth year of a convicted car thief's prison term into an extra year or two of Head Start for a poor child. Government agency heads have strong incentives to maximize the budgets of their agencies, and pour any resources that are freed-up from eliminating ineffective program activities back into their own agencies. This is the intrinsic difficulty of rationalizing policies across domains, agencies, and levels of government. If we could solve this problem – and orient the policy system to up-weight evidence from design-driven research – then in our quest for effective crime control, it appears possible that we could have more for less.

References:

Note: a complete list of references is available from the authors

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Cook, Philip J., Jens Ludwig, and Justin McCrary, Eds. (2011) *Controlling Crime: Strategies and Tradeoffs*. Chicago: University of Chicago Press

Drake, Elizabeth K., Steve Aos and Marna G. Miller (2009) "Evidence-based public policy options to reduce crime and criminal justice costs: Implications in Washington State" *Crimes and Victims* 4(2): 170-96.



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ANNOUNCEMENTS

The *European Journal of Criminology* announces a new editorial team. Paul Knepper, at the University of Sheffield, is the new editor, and Prof Julian Roberts, University of Oxford; Jan de Keijser, Leiden University; and Leonidas Cheliotis, University of London, are associate editors. The journal publishes theoretical discussions, policy evaluations, analyses of quantitative data and comparative studies. Priority is given to articles relevant to European crime and criminal justice issues and general criminological topics of interest to members of the European Society of Criminology. Submissions should be made to the managing editor, Lisa Burns, at the Centre of Criminological Research, University of Sheffield, at eurocrim@sheffield.ac.uk. Consult the journal's webpage for full particulars: <http://euc.sagepub.com>.

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

Ansari, Samiullah. "Understanding and Modeling the convergence of the UCR and NCVS: A Time Series Analysis." Chaired by Ni He, 2010, Northeastern University.

Currul-Dykeman, Kathleen. "Understanding the Effects of the Court Community on the Processing of Domestic Violence Cases." Chaired by Amy Farrell, 2010, Northeastern University.

Edwards, Kerry L. "Male Offenders' Work Experiences, Pre-prison, In-prison, and upon Reentry: Interactions between Work and Crime." Chaired by Dr. Beverly H. Burris, 2011, University of New Mexico.

Gustafson, Joseph. "Diversity in Municipal Police Agencies: A National Examination of its Determinants and Effects." Chaired by Jack McDevitt, 2010, Northeastern University.

Morris, Camie. "A Cross-National Study on Public Confidence in Police." Chaired by Jack McDevitt, 2011, Northeastern University.

Pruitt, William. "Toward a Modified Collective Action Theory of Genocide: A Qualitative Comparative Analysis." Chaired by Donna Bishop, 2011, Northeastern University.

Rocheleau, Ann Marie Kelley. "Prisoners' Coping Skills and Involvement in Serious Prison Misconduct and Violence." Chaired by Donna Bishop, 2011, Northeastern University.

Santos, Saskia D. "Misdemeanant Probationers' Perspectives on the Severity of the Conditions of Probation." Chaired by Jodi Lane, August 2011, University of Florida.

Savage, Jenna Marie. "Gendered Pathways from Strain to Delinquency During Adolescence: An Integration of General Strain Theory and Differential Gender Socialization." Chaired by Donna Bishop, 2011, Northeastern University.

Vegh, Deborah. "College Students and the Illicit Use of Prescription Drugs: A Test of General Strain Theory." Chaired by Carlos Cuevas, 2010, Northeastern University.

AROUND THE ASC

NEW EDITOR SOUGHT

FOR CRIMINOLOGY & PUBLIC POLICY

The American Society of Criminology invites applications for the position of Editor of *Criminology & Public Policy*, one of its official journals. The new Editor will be responsible for three volumes, beginning with the February 2014 issue. It is anticipated that new manuscript submissions will transfer to the new Editor around November 2012.

The Editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process and the final selection of articles for publication. The American Society of Criminology pays for copy-editing and final proof-reading, typesetting, providing PDF files, and up to \$35,000 per year toward full-time equivalent Managing Editor/graduate student assistance. The Editor's supporting institution might propose to provide office space, file storage, equipment, and funds to cover office expenses such as postage, phone, copying, additional graduate student assistance, and release time for the Editor. ASC will provide a \$5,000 honorarium to the Editor each year. Supporting institutions may propose to assume some of the expenses now provided by the ASC.

Interested applicants may contact the current Editor, Thomas Blomberg (tblomberg@fsu.edu or 850-644-7365), for additional information regarding the logistics or operational details of editing and producing the journal. Applicants are also encouraged to contact Ross Matsueda, Chair, ASC Publications Committee (206-616-2432, matsueda@u.washington.edu), to discuss their applications before submissions.

Application materials should include:

- (1) a statement of editorial philosophy,
- (2) resumes of all proposed personnel, including the Editor and Associate Editors, and
- (3) assurances and details of institutional support. Application materials are due March 1, 2012 and should be sent to:

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2011 ASC AWARD WINNERS

TEACHING AWARD RECIPIENT

DAVID MCDOWALL



David McDowall is a Professor in the University at Albany's School of Criminal Justice, where he also serves as Co-Director of the Violence Research Group. At Albany, his primary teaching responsibilities are for statistics and quantitative analysis courses in the School's graduate program. He also taught these courses when he was a faculty member at the University of Buffalo and the University of Maryland. He is a former editor of the *Journal of Quantitative Criminology* and a Fellow of the ASC.

MICHAEL J. HINDELANG AWARD RECIPIENT

WINNING BOOK: AMERICAN HOMICIDE BY RANDOLPH ROTH



Randolph Roth is a professor of History and Sociology at Ohio State. He specializes in the history of the United States from colonial times to the present, with an emphasis on the history of crime and violence. Randy is the author of *American Homicide* (The Belknap Press of the Harvard University Press, 2009), which received the 2010 Allan Sharlin Memorial Prize from the Social Science History Association for an outstanding book in social science history, and which was named one of the Outstanding Academic Books of 2010 by Choice. He is currently completing *Child Murder in America*, a study of homicides of and by children from colonial times to the present. He is also interested in the biology of interpersonal violence. He is the author of "Biology and the Deep History of Homicide," *British Journal of Criminology* (2011) 51: 535-555.

Randy is co-founder and co-director of the Historical Violence Database. The HVD is a collaborative project to gather data on the history of violent crime and violent death (homicides, suicides, accidents, and casualties of war) from medieval times to the present. The web address for the Historical Violence Database is: <http://cjrc.osu.edu/researchprojects/hvd/>

The HVD is supported by the Criminal Justice Research Center at Ohio State. It is described in "The Historical Violence Database: A Collaborative Research Project on the History of Violent Crime and Violent Death," *Historical Methods* (2008) 41: 81-97, co-authored with Douglas L. Eckberg, Cornelia Hughes Dayton, Kenneth Wheeler, James Watkinson, and Robb Haberman.

2011 ASC AWARD WINNERS

EMAIL MENTOR OF THE YEAR

JON SHANE



Jon Shane is an assistant professor in the Department of Law, Police Science and Criminal Justice at John College of Criminal Justice in New York City. Mr. Shane received his Ph.D., M.A and B.S. degrees in criminal justice from Rutgers University School of Criminal Justice. Prior to his faculty appointment he had career in policing, where he retired as a captain from the Newark police department. Professor Shane is also a graduate of the 193rd session of the FBI National Academy and a graduate of the 25th session of the Senior Management Institute for Police held by the Police Executive Research Forum at Harvard's John F. Kennedy School of Government. His research interests include program and policy evaluation related to police policy and practice, situational crime prevention and problem-oriented policing. He is also a senior research associate for the Police Foundation, Washington, D.C. Mr. Shane is a frequent contributor to network and cable television and national radio (WABC, WNBC, Fox News Channel, Regional News Network, National Public Radio) on police policy and practice issues.

OUTSTANDING ARTICLE AWARD RECIPIENT

WINNING ARTICLE: "CRIME, CASH, AND LIMITED OPTION: EXPLAINING THE PRISON BOOM" BY WILLIAM SPELMAN



Bill Spelman bridges the gap between theory and practice. As a professor at the LBJ School of Public Affairs at the University of Texas, he teaches courses in applied math and statistics, urban policy, and public management. As a member of the Austin City Council, Spelman advocates performance budgeting, continuous improvement practices, and value for taxpayer dollars. His police training center at UT trained 13,000 police officers throughout Texas in the practice of community policing; before coming to UT in 1988, Spelman spent seven years with the Police Executive Research Forum, a national association of big-city police chiefs, working with local police departments nationwide to develop the (then-new) concepts of community policing and the epidemiology of crime. Spelman holds a B.A. in political science and economics from UCLA, an M.P.P. from the Kennedy School of Government at Harvard University, and a Ph.D. in public policy from Harvard.

GENE CARTE STUDENT PAPER AWARD RECIPIENTS

First Place - *Lauren Porter & Matt Vogel, University at Albany, SUNY*
 "Residential Mobility and Delinquent Peers Revisited: Causation or Selection"

Second Place - *Kelly M. Thames, North Carolina State University*
 "Examination of the Effects of Social Support on Homicide Across European Regions Over Time"

Third Place - *Syndee Knight, Indiana University*
 "Trading Spaces: Drug Markets, Homicide, and Economic Context across U.S. Counties"

Third Place - *Dena C. Carson, University of Missouri – St. Louis*
 "Examining the Effect of Peers on Changes in Delinquent Attitudes: A Longitudinal Study"

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THE ASC SYLLABUS COLLECTION UPDATE AND SOLICITATION

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

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

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

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

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

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

The current committee, on which I am still serving, now chaired by David Klinger, 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.

VVG RESEARCH IN THE AFTERMATH OF BROWN V EMA: LESSONS FOR THE FIELD OF CRIMINOLOGY

Christopher J. Ferguson
Texas A&M International University

Approximately a year ago I wrote (with colleague Cheryl Olson) in *The Criminologist* of my concerns that politicians in California had vastly overstated the scientific case linking violent video games (VVG) with “harm” to minors. California sought to defend a law banning the sale of VVGs to minors. Despite increasing evidence to the contrary (1), advocates of the causal view pushed the case to the Supreme Court (2). As the case worked its way through the court, other scholars expressed concern that the academic community was at risk of expending considerable credibility by pushing an ideological view not supported by data (3). Eighty-two scholars including a number of criminologists joined in an amicus brief opposing the California law on scientific grounds. In September 2010 the Australian Government performed what is, to date, the only comprehensive and independent review of the literature on the topic (policy statements by the American Psychological Association and American Academy of Pediatrics were composed by non-inclusive committees of anti-game scholars reviewing their own work and declaring it beyond further debate). This review declared the research evidence is inconclusive at best, riddled with flaws, and that some scholars had made statements on the topic that were misleading and not data-supported (4). And, finally, the Supreme Court rendered its decision on June 27, 2011, declaring the California law invalid on First Amendment grounds. The Supreme Court also called into question the credibility of the science, just as many scholars had predicted saying of the research “These studies have been rejected by every court to consider them, and with good reason.”

The VVG research field has experienced one of the more stunning reversals of an academic discipline in some time. Further, for all the hype about “harm to minors” youth continue to show less and less evidence of being harmed (5). Scholars opposed to VVG once asserted that rises in societal violence could be attributed to television, and some scholars continue to assert, without evidence, that as much as 30% of societal violence can be directly attributed to violent media including VVG (6). Yet the data suggest otherwise. As I write this the Bureau of Justice Statistics has just released data that in 2010 violent crimes fell by a staggering 13% (7), continuing a nearly 20-year decline in societal violence during the video game epoch to the lowest levels of societal violence since the mid-1960s.

Serious errors were made by the scholarly community and I suggest here that the time has come for us to learn from the past rather than repeat past mistakes. Indeed one of the fundamental disappointments of the video game research epoch was the failure to learn from past patterns of media based moral panics, whether on dime novels, movies, comic books, etc., in which scholars proclaimed impending harm to minors that never materialized. Criminologists may take some satisfaction in that most of the errors in this case can be laid at the feet of the psychological and pediatrics communities (ASC’s policy of avoiding public statements on controversial policy issues seems presciently wise in retrospect). However I believe that there are lessons we can all take from the aftermath of Brown v EMA.

At issues is that too often scholars and professional advocacy organization such as the AAP and APA released statements concluding that the research was consistent and comparable in strength to smoking and lung cancer research, despite the existence of scholarly papers which had discredited such claims (e.g. 8). One scholar, in an interview, compared scholarly criticisms of his views as akin creationism and to denial of global warming or evolution (9)! This continued in the misleading and incomplete presentation of the research by the state of California to the US Supreme Court, which has, as predicted by Hall, Day and Hall (3), resulted in significant loss of credibility to social science more generally.

In addressing the failures within the scientific community, I focus on three main issues: the intermingling of science with advocacy, the inability of null-hypothesis significance testing (NHST) to falsify dogmatically defended theories, and failures of peer review.

Mixing Science With Advocacy is the Death of the Former

One of the issues to emerge in the Brown v EMA case was that several of the scholars upon whom the state of California had relied heavily had received research funding from anti-media lobbying/advocacy groups such as the National Institute of Media and Family or Center for Successful Parenting. Just as scholars receiving funding from media or video game industries would call into question the objectivity of their findings, scholars receiving funding from groups whose existence is predicated to the existence of negative links is similarly problematic.

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As discussed elsewhere (10) the processes of science and advocacy are quite different and diametrically opposed. The purpose of science is to study an issue objectively, with little preconception of a “desired” research outcome. However, advocacy is about “selling” a specific view with the intent that others will rally to a cause. There is little emphasis on the careful consideration of all views and data that is fundamental to science. Nothing prevents individuals with PhDs from accepting research funding from advocacy groups and to switch from functioning as objective scholars to advocates who happen to hold academic appointments. This is not to say individuals may not have done so in good faith; the blending of science and advocacy may have seemed like a “meeting of the minds” and wherein universities have been pushing aggressively for external research funding, such arrangements may have seemed innocent to scholars. I note also that groups such as the AAP and APA are themselves advocacy groups; for them identifying a problem and offering up their own members as part of the solution may seem a natural means to advocate for their profession. However advocacy groups are not, by nature, standard bearers of objectivity, however worthy their causes may be. Scientists may wish to reconsider such links in the future.

The Failure of Peer Review

The process of peer-review is fundamental to science and when it works well, can help maintain the vigor of a research field. However when peer review works poorly, it can serve instead to maintain ideologically rigid positions held by small groups of highly influential scholars. Systematic flaws in a research field can be reified and repeated endlessly, and attempts at falsification aggressively rebuffed. To illustrate, imagine researchers A, B, C and D are close colleagues and come to monopolize a particular research field. On a paper authored by A and B, C and D act as reviewers. A paper authored by B and C is reviewed by A and D, etc. Together such a group would also potentially serve as reviewers for papers critical of their work, naturally demolishing such papers in the review process.

Thus it has come to light recently that systematic flaws in video game research have persisted for years. For example, most experimental studies of VVG systematically failed to match video games for confounding variables, introducing threats to interval validity (11). Systematic validity problems with aggression measures has also been identified as a serious issue which has persisted despite being known for some time (5). Having reviewed more papers on video games myself in the months since *Brown v EMA*, I see scholars continue to use the same sorts of “aggression” measures repudiated during the *Brown v EMA* case despite the availability of better measures. Further, it is now known that better measures more often return non-significant results for VVG (12).

Editors may wish to become more alert to insularity in the peer-review process in which peer-review may be used (even inadvertently) as a kind of ideological force protection for beloved theories. I suggest that, as scholars, we all are human and are prone to making mistakes. We depend upon peer review to help us avoid such mistakes. When it no longer functions objective, and begins to function ideologically, we are all done a disservice.

NHST and the Misuse of Theory

The VVG field has largely relied on social cognitive models of aggression, which purport that aggression is learned through the modeling and activation of cognitive scripts. Empirical support for this position has largely collapsed (5) and aggression may have less to do with cognitions than it does with a combination of personality dispositions and environmental stress and strain. Nonetheless, I argue that proponents of such views have followed largely in the path of psychoanalysis in denying all evidence to the contrary and even waging ad hominem attacks on detractors (9, 13) and proclaiming themselves and colleagues as “true experts.” On this latter point, some scholars have even devised detailed criteria for which scholars may constitute “true experts” on VVG (14). Somewhat whimsically I note I now meet, on paper at least, all those criteria but haven’t yet received my badge as a “true expert.”

Part of the issue is the weakness of NHST, in which null studies are rather easily rejected as “Type II error” no matter how small the effect sizes seen. Such a state of affairs can make even very weak theories remarkably resilient to disconfirmatory data. This appears to have been the case with social cognitive theories of aggression which probably should have long ago been considered falsified. In the absence of a rigorous evaluation with insistence on strong data, theories which are beloved by one group of scholars or another can become “undead theories” surviving on long past their time. In this sense I suggest that the scholarly community continue to press for more rigorous evaluation of theory, particular based on data which presents robust effect sizes. Furthermore the limitation of theories as beloved objects to be protected rather than objectively studied, a natural human inclination for scholars who develop theories and stake their reputations on them, should be acknowledged to a greater degree.

The data on VVG, both from empirical studies and from real world data, are increasingly out of sorts with the causal hypothesis of “harm” to minors. This “harm” view of VVG is beginning its descent into the same end as past moral panics over comic books, dime novels, even Greek plays. When the scholarly community insists on rigid ideological views in spite of evidence to the contrary, significant credibility is expended. We can only hope to learn from past mistakes.

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ONLINE CRIMINAL JUSTICE PREDICTION MARKET LAUNCHED

By Matthew J. Hickman, Ph.D., and Stephen K. Rice, Ph.D.,
Department of Criminal Justice, Seattle University

Prediction markets are speculative trading places whose purpose is to aggregate dispersed information to yield an accurate prediction about a particular topic or issue. While the working of markets may not seem to be related to solving problems in criminal justice, in fact prediction markets may help focus the collective wisdom of many on a particular issue. Will the FBI's next release of crime statistics show that crime is increasing? Is the prison population still growing? These types of questions are well-suited to analysis within a prediction market.

Typically prediction markets work by creating a small economic incentive for people to use their information within a marketplace. Some research has demonstrated that prediction markets can outperform quantitative prediction models due to their ability to harness less accessible and/or privately held information.

We created the Criminal Justice Prediction Market (CJPM; located at <http://cjmarkets.net>) with the following goals: (1) to provide a marketplace in which interested academics, criminal justice practitioners, and others can "trade" (i.e., take positions on) interesting questions/issues in criminology and criminal justice and contribute to collective prediction; (2) to provide a pedagogical tool for criminal justice educators and students who wish to explore the utility of prediction markets with regard to criminal justice topics; and (3) to address the quality and timeliness of crime statistics by exploring the potential for creating market-based incentives for their improvement. CJPM poses a variety of questions, and participants can take positions on those questions based upon their knowledge, research, and tools of the trade (such as forecasting models). Participants additionally stake an amount of token currency on their position, with the "price" reflecting the current market consensus. Participants can also suggest new questions to be posed in the marketplace.

Approximately 25 leading scholars were invited to serve as a type of "expert panel" to help get the marketplace up and running. CJPM has since expanded its marketplace more broadly to include criminologists and criminal justice practitioners. Some questions will have limited access to just members of the expert panel, and others will be open to all market participants. Criminal justice professors/instructors are also being encouraged to use this marketplace as a teaching tool, having their students participate and perhaps even compete with other schools.

In the long term, CJPM may be used to investigate the question of whether the quality and timeliness of crime statistics can be improved by attaching them to a marketplace and creating the financial incentive for their improvement. The marketplace might also be useful for evaluating new criminal justice policy, as suggested recently by some scholars working in this area (see Henderson et al., 2008; Wolfers & Zitzewitz, 2004).



For more information and to see how CJPM works, go to cjmarkets.net and sign-up for a free and anonymous trading account. Please contact us with questions and comments (Hickman: hickmanm@seattleu.edu, Rice: ricest@seattleu.edu).

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Please note: Content in this article appeared previously in the September 2011 *JRSA Forum* newsletter.



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NOMINATIONS FOR 2012 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. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate (or manuscripts in the context of the Hindelang and Outstanding Paper awards). Current members of the ASC Board are ineligible to receive any ASC award.

(Nomination submission dates and rules may differ.)

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Pearson Education) This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LLD, 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 2007). 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: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. The deadline for nominations is **March 1**.

Committee Chair:	LORI HUGHES School of Criminology & Criminal Justice University of Nebraska 310 Nebraska Hall 910 N 17th St. Lincoln, NE 68588	(402) 472-9606 (P) lhughes3@unl.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 2010 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & 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. The deadline for nominations is **February 15**.

Committee Chair:	KENNETH LAND Duke University	(919) 660-5615 (P) kland@soc.duke.edu
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MICHAEL J. HINDELANG AWARD This 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 2009, 2010, or 2011. 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 submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation. The deadline for nominations is **February 15**.

Committee Chair:	CANDACE KRUTTSCHNITT University of Toronto	(416) 978-8487 (P) c.kruttschnitt@utoronto.ca
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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 submitted in electronic format. The deadline for nominations is **March 1**. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair:	PEGGY GIORDANO Bowling Green State University	(419) 372-2320 (P) pgiorda@bgsu.edu
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(Nomination submission dates and rules may differ.)

TEACHING AWARD

The Teaching Award 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 should 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 Teaching Award Committee and asked to submit a teaching portfolio of supporting materials. 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 statements in support of nomination) should be submitted in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted in electronic format and must be received by **June 1**.

Committee Chair: **GAYLENE ARMSTRONG**
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CALL FOR PAPERS

**Annual Meeting 2012
Chicago, IL
November 14th – 17th, 2012
Palmer House Hilton**

**THINKING ABOUT CONTEXT:
CHALLENGES FOR CRIME AND JUSTICE**

Program Co-Chairs:

PAMELA WILCOX and JOHN WOOLDREDGE
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ASC President:

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Harvard University

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 9th, 2012

Posters and roundtable abstracts due:
Friday, May 11th, 2012

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 2012 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:
Friday, March 9th, 2012

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).

INDIVIDUAL PAPER SUBMISSION DEADLINE:
Friday, March 9th, 2012

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:
Friday, March 9th, 2012

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:
Friday, May 11th, 2012

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 11th, 2012

APPEARANCES ON PROGRAM

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 14th, through Saturday, November 17th. 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 September 29th 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 August 31st, 2012.

SUBMISSION DEADLINES

Friday, March 9th, 2012 is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics.

Friday, May 11th, 2012 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.*

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 44) in one of 11 broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If there is no relevant sub-area listed, then select only the broader area. 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:
 - * Review the entire list before making a selection.
 - * Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

The area and 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 31.

AREAS AND SUB-AREAS

Area I. Causes of Crime and Criminal Behavior

1. Biological, Bio-social, Psychological Perspectives	Matt DeLisi	delisi@iastate.edu
2. Micro-social Perspectives (Learning, Control, Strain, Rational Choice)	Dana Haynie	haynie.7@sociology.osu.edu
3. Macro-social Perspectives (Cultural, Disorganization, Anomie)	Barbara Warner	warner@gsu.edu
4. Routine Activities and Situational Perspectives	John Eck	john.eck@uc.edu
5. Developmental, Integrated and Life Course Theories	Christopher Browning	browning.90@osu.edu
6. Neighborhood Effects and Urban Change	David Kirk	dkirk@prc.utexas.edu
7. Critical, Conflict and Feminist Perspectives	Molly Dragiewicz	molly.dragiewicz@uoit.ca

Area II. Types of Offending

8. Violent Crime	Karen Parker	kparker@udel.edu
9. Property Crime	Heath Copes	jhopes@uab.edu
10. Family and Domestic Violence	Emily Wright	EWright@mailbox.sc.edu
11. Sex Crimes	Mary Finn	mfinn@gsu.edu
12. Public Order Crimes	Jody Miller	jodymill@newark.rutgers.edu
13. White Collar, Occupational and Organizational Crime	Mike Benson	michael.benson@uc.edu
14. Organized Crime	Andrew Papachristos	andrewp@soc.umass.edu
15. Hate Crime and Intergroup Offending	Valerie Jenness	jenness@uci.edu

16. Terrorism and Political Violence	Laura Dugan	ldugan@crim.umd.edu
Area III. Correlates of Crime		
17. Gangs, Peers, and Co-offending	Jean McGloin	jmcgloin@crim.umd.edu
18. Substance Abuse	Scott Jacques	scott.jacques@uc.edu
19. Weapons	Ed McGarrell	mccgarrel@msu.edu
20. Mental Health	Eric Silver	exs44@psu.edu
21. Race, Gender, and Social Class	Stacy DeCoster	smdecost@yahoo.com
22. Immigration/Migration	John MacDonald	johnmm@sas.upenn.edu
Area IV. Victimization		
23. Victimization Patterns and Trends	Janet Lauritsen	janet_lauritsen@umsl.edu
24. Victimization Policy and Prevention	Abigail Fagan	fagana@mailbox.sc.edu
Area V. Social Responses to Crime		
25. Crime Policy and Prevention	Brandon Welsh	bcwelsh66@msn.com
26. Policing and Law Enforcement	Anthony Braga & William Terrell	braga@andromeda.rutgers.edu terrillw@msu.edu
27. Prosecution, Courts and Sentencing	Cassia Spohn	cassia.spohn@asu.edu
28. Prisons and Jails	Ben Steiner	steinerb@mailbox.sc.edu
29. Community Corrections	Jamie Fader	jfader@albany.edu
30. Prisoner Reentry	Xia Wang	xiawang@asu.edu
31. Juvenile Justice System	Judith Ryder	ryderj@stjohns.edu
32. Capital Punishment	David Jacobs	jacobs.184@sociology.osu.edu
Area VI. Perceptions of Crime and Justice		
33. Fear of Crime and Perceived Risk	Mark Warr	mwarr@mail.utexas.edu
34. Media and the Social Construction of Crime	Kevin Buckler	Kevin.Buckler@utb.edu
35. Attitudes about Punishment and Justice	Alex Piquero	apiquero@utdallas.edu
36. Convict Criminology	Jeffrey Ian Ross	jross@ubalt.edu
Area VII. Comparative and Historical Perspectives		
37. International and Cross-National Com- parisons	Mitchell Chamlin	Mitch.Chamlin@txstate.edu
38. Historical Comparisons	Manuel Eisner	mpe23@cam.ac.uk
39. Transnational Crime, Justice, and Hu- man Rights Violations	Sheldon Zhang	szhang@mail.sdsu.edu
Area VIII. Methodology		
40. Advances in Quantitative Methods	David MacDowall	mcdowall@albany.edu
41. Advances in Qualitative Methods	Patrick Carr	pcarr@sociology.rutgers.edu
42. Advances in Evaluation Research	Lynnette Feder	lfeder@pdx.edu
43. Advances in Experimental Methods	Ellen Cohn	cohne@fiu.edu
44. Advances in Teaching Methods	Sheetal Ranjan	ranjans@wpunj.edu
Area IX. Roundtable Sessions	Volkan Topalli	vtopalli@gsu.edu
Area X. Poster Sessions	Susan Case	asc@asc41.com
Area XI. Author Meets Critics	Robert Nash Parker	robert.parker@ucr.edu

A black and white portrait of Walter B. Miller, a man with glasses and a mustache, looking slightly to the right. The background is a blurred window with a grid pattern.

City Gangs

By Walter B. Miller

Edited and with an Introduction by Scott H. Decker
School of Criminology and Criminal Justice
Arizona State University

www.gangresearch.asu.edu/citygangs

The School of Criminology and Criminal Justice is proud to announce the availability of Walter Miller's *City Gangs*. This book examines gang issues in the 1950's from the first federally funded gang program in Boston, Massachusetts. We are excited to make the book available online and free of charge. Additional unpublished materials from Miller's work will also be available online.

TEACHING TIPS COLUMN

Edited by David Klinger
University of Missouri-St. Louis - klingerd@umsl.edu

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

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

Please send submissions for “Teaching Tips” to David Klinger at klingerd@umsl.edu. Submissions should be approximately 500-1,000 words, but can deviate from this guideline.

Thanks – David Klinger, Chair, ASC Teaching Committee

TEACHING TIP: What is a Gang? The Difficulty in Defining Gangs and Gang Members

Geraldine M. Hendrix-Sloan, PhD
Minnesota State University Moorhead
sloan@mnstate.edu

Undergraduate students’ perceptions of gangs and gang membership are often shaped by media portrayals of gang members as young, male, minority members in large metropolitan regions. This exercise attempts to broaden students’ perceptions of gang membership through examination of legal definitions of gangs and gang membership. Also, this exercise serves well as a catalyst for rich discussion regarding the potentially problematic use of gang databases by Criminal Justice practitioners. Although this exercise was designed for a small (25 students) introductory juvenile justice course, I believe this exercise can be easily implemented in classrooms of 80 or more students for a variety of criminal justice, deviance, and delinquency courses.

Separate students into pairs or small groups. Instruct them to discuss the following five items and decide whether they would define them as a gang or gang members. Ask that they come to a consensus regarding their decision (also a good way to discuss conflict versus consensus models of law). Once they have agreed on the five scenarios, they should prepare answers to items a through e.

- 1) Five to ten 16 year-old boys hang out at the mall and talk each other into stealing items from different stores. They are dressed similarly in jeans, ball caps worn backwards, and colored shoelaces. Three of them are arrested for theft. _____
- 2) Six to ten members of a religious group picket a clinic every Saturday; they conspire to commit arson and three of the members succeed in burning down the clinic. _____
- 3) Twenty-five members of a non-secular group meet to discuss the oppressive and unjust political practices of “the government.” As a group, they decide the government leaders must be overthrown, and a new, libertarian government system should be created. Five of the members create and implement a plan to bomb the State Capital, as the first step in this process of creating a new government. _____
- 4) 15 motorcyclists, between the ages of 16 and 18, hang out together in a specific parking lot and insist that others outside their group are not welcome in the area. They wear similar clothing, and often engage in drunk-driving, street-racing, vandalism, harassment of citizens and physical fights. _____

(Tips continued on page 30)

(Tips continued from page 29)

5) A group of young boys, members of a group called the “Big Dogs,” have claimed a two-block radius as “their territory.” The majority of the time, they listen to loud music, play basketball, and keep unwanted people out of their territory with the threat of physical force. Two or three of them sell marijuana to people in the neighborhood, and occasionally the group gets into violent fights. _____

a. Once your team has decided whether the above groups should be defined as “gangs,” explain why you did or didn’t define them as such, and provide a definition of “a gang.”

b. In many states, individuals defined as gang members will be placed in a gang database created by law enforcement officials. Look at the definition below and re-evaluate 1-5 above according to this legal definition of gangs.

- Criminal street gangs are “any organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of [specific criminal acts]...” California Penal Code

c. Subsequently, the crimes they commit will carry harsher punishments, such as felony status and mandatory incarceration due to legislative changes. Is this an appropriate response by juvenile/criminal justice practitioners to deal effectively with gang-related crimes?

d. How might gang databases disadvantage people are members of minority groups?

e. Do you see any problems with the CA penal code definition of gangs and gang members? If so, how would you change it?

I spend a few moments with each team until I am confident that they are making good progress. Once students are finished with their written team responses, I have them share their individual answers with the rest of the class. This generally leads to discussion for the remainder of a 50-minute class period. Of course, you can always allow students to take the work home if you run out of time and resume discussion during the next class period. Please feel free to take liberties with items 1-5, changing them to suit your students or expanding them to include more groups.

TEACHING TIPS: Utilizing Problem-Based Learning in Criminal Justice Courses

Tod W. Burke & Stephen S. Owen
Radford University

What is Problem-Based Learning?

Problem-based learning (PBL) is a pedagogical technique designed to engage students in their own acquisition of knowledge through classroom exercises – real or hypothetical. Torp and Sage (2002) note that PBL is a minds-on, hands-on teaching strategy “organized around the investigation and resolution of messy, real-world problems” (p. 15).

Conventional teaching often involves the presentation (usually via lecture) of a concept or theory followed by an application exercise, if practical. In PBL, students are *first* presented with a case to resolve, *after* which the instructor draws out key lessons and identifies relevant theoretical perspectives. In this way, conventional approaches are more deductive in nature, while PBL is more inductive.

PBL has proven successful in disciplines as varied as chemistry, marketing, art history, and international relations, to name just a few (See Burch, 2000; Lindner, 2005, Wee, Kek, & Kelly, 2003; and Williams, Woodward, Symons, & Davies, 2010), and for good reason. Current students in the “net generation” of learners desire pedagogies encouraging discovery and collaboration (see Tapscott, 2009, p. 121), a major component of PBL. In addition, PBL promotes problem-solving and critical thinking skills (see Duch, Groh, & Allen, 2001), retention of knowledge surpassing rote memorization (see Dochy, Segers, Van den Bossche, & Gijbels, 2003), and professional skills desirable for criminal justice agencies (e.g., communication, collaboration, and analytical abilities).

(Tips continued on page 31)

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How can Problem-Based Learning be used in criminal justice courses?

There are numerous techniques by which PBL can be integrated into the classroom, including:

Discussion Scenarios. Students are asked to reflect upon a real or hypothetical scenario *in advance* of class discussion of the particular topic. Discussion flows from student responses to the scenario, through which theoretical concepts are unveiled.

Tabletop Simulations. In real time, students work collaboratively to problem-solve an issue. The activity proceeds in stages “allowing for ‘stop action’ discussions at critical points to assess results and address questions progressively....” (Owen & Burke, 2011, p. 121).

Role Playing Activities. Students take on roles from which they must frame responses to an issue(s). Students are expected to conduct prior research relating to their role so they can better frame their problem-based response.

Case Method. The course is conducted through analysis of a collection of case studies that explore thematically related ideas or concepts. Discussion, role playing and/or written exercises provide students the opportunity to think beyond the case, transcending lecture and moving towards critical analysis and development of theoretical understandings.

PBL relies on the selection and development of good case studies, as it is the cases that become the primary teaching tool. Rather than feeling that their analysis *must* conform to concepts previously discussed in lecture or readings, students have the freedom to explore cases in depth, taking ownership of their own learning and exploring how theoretical ideas emerge from their explorations. Some examples include:

Policing. Provide students with a case study about increased burglary rates in a residential neighborhood, in which police administrators have received public and political pressure to respond. Using guided questions, have students work through potential ways to address the dilemma (e.g., “what is the problem?”; “how do we know it’s a problem?”; “what are potential causes?”; “how do we know if a cause actually contributes to a problem?”; “what are some potential solutions?”; “how do we know if they work?”). Afterwards, draw upon discussions of the case study to introduce the concept of problem-oriented policing, with its proactive stance, emphasis on partnerships, and use of the SARA model.

Courts/Corrections. Allow students to discover sentencing by providing cases calling on them to play the role of a sentencing judge. Inquire as to how the student-judges would sentence each offender, including a consideration of what factors are most important, how much discretion students feel the judge should have, and so on. From these discussions, the instructor can introduce concepts of indeterminate and determinate sentencing, and the evolution and role of sentencing guidelines, mandatory minimums, truth-in-sentencing, and other strategies.

The above are offered as illustrative examples, and are by no means intended to be exhaustive. The key is that cases, rather than lectures, are the starting point, from which theoretical lessons are extracted. For instance, in both examples above, students work through a case first, prior to the presentation of the problem-oriented policing or sentencing concepts.

Problem-Based Learning can enhance student understanding and appreciation of course material through individual class assignments or as an all-inclusive course teaching strategy. Perhaps it is best to integrate the PBL strategy through one class assignment, evaluating its effectiveness afterwards. Once you have successfully evaluated the assignment and made the necessary modifications, expand to other class assignments or courses. It’s important to note that the key to PBL’s success is creativity in its implementation; providing students challenging and collaborative problem solving exercises; and allowing students a means to explore concepts and ideas in a fun and interesting manner. Careful and intentional efforts in course preparation and facilitation of student learning through PBL will likely yield rewards that will last a lifetime for both the student and you.

(Tips continued on page 32)

(Tips continued from page 31)

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DOCTORAL AND MASTER'S PROGRAMS

Areas of Concentration: Crime and Crime Policy; Justice and Law; Justice Organizations, Administration and Leadership

Department of Criminology, Law and Society

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Faculty

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DEVON JOHNSON (University of California, Los Angeles) — *Director of Graduate Programs and Associate Professor*. Public opinion on criminal justice issues, race and criminal justice, politics of crime and justice policy, survey methods

CHRISTOPHER S. KOPER (University of Maryland) — *Associate Professor*. Firearms, violence, and public policy, police and crime control, organizational change in policing, policy and program evaluation, assessment of crime trends

BRIAN LAWTON (Temple University) — *Assistant Professor*. Geographic correlates of crime, theories and explanations of deviance, police discretion

CYNTHIA LUM (University of Maryland) — *Associate Professor*. Policing, crime and place, criminal justice evaluation research, democratization and justice, counterterrorism

STEPHEN MASTROFSKI (University of North Carolina Chapel Hill) — *University Professor*. Director of the Center for Justice Leadership and Management. Police discretion, police organizations and their reform, systematic field observation methods in criminology

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SHANNON PORTILLO (University of Kansas) — *Assistant Professor*. Interim Director of the Center for Justice, Law & Society. Law and society, social equity and diversity issues, organizational theory, public management, qualitative methods

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C. ALLANTURNER (University of Southern California) — *Research Professor*. Corrections, homeland security, security technology, threat, risk and vulnerability assessment

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JAMES WILLIS (Yale University) — *Assistant Professor*. Police organizations, police reform, police decision making, punishment in an historical context

DAVID B. WILSON (Claremont Graduate University) — *Department Chair and Professor*. Crime prevention and correctional treatment programs, meta-analysis, quantitative research methods

MATTHEW T. ZINGRAFF (Bowling Green State University) — *Associate Dean for Research and Graduate Programs*. Crime and social control, police behavior, biased-based policing, racial profiling

DOCTORAL STUDENT FORUM

Submitted by: Jennifer E. Cobbina, Michigan State University

Incoming doctoral students who have been admitted into the doctoral program often do not know what to expect. However, doctoral students who have already been admitted have a lot of advice but often do not feel as if their voices are heard. Thus, I recently conducted a mini-study in which doctoral students from two institutions were asked one question: "Knowing everything that you know now, what advice would you give others entering or in the early years of graduate school?" I would like to share some of the feedback I received from students, which I think might be common sentiments among students at other universities. I hope the suggestions provided will help incoming and already admitted doctoral students to have an enjoyable and successful graduate experience.

1. Students have to learn how to manage their time. With multiple research projects going on simultaneously, classes with high reading loads, and grading exams and papers from undergraduate classes, setting priorities and organizing one's time is crucial.
2. However, taking care of oneself and setting up some "me" time is necessary for one's physical, emotional, and mental well-being. This can help to alleviate stress and reduce the likelihood of burning out, which is common among doctoral students.
3. Finding a mentor early on is necessary to help students navigate their way through graduate school. Mentorship is important for students, as they will need continual guidance, support, and encouragement.
4. Forming friendships with other students in one's cohort or more senior graduate students going through the same process is helpful. While family and friends who are not in graduate school can sympathize, they do not understand all that students have to endure. Forge networks with your peers!
5. Students should be prepared to read material in and out of the discipline to enhance one's research ideas and knowledge. Incoming students should read with comprehensive exams in mind and organize study notes throughout the semester.
6. Be prepared for how perplexing and challenging graduate school can be. Talk to faculty members, mentors, advisors, and graduate students early on to know what to expect.
7. Take part in departmental meetings, seminars, workshops, brownbags, etc. They are all designed to help students succeed. Plus, students' presence or lack thereof will be noticed.
8. Students should not be afraid to ask questions. Students are in graduate school to learn so ask for help if needed.
9. Converse with fellow students and faculty members about research ideas and interests. Not only can this shed light on research ideas but it can forge potential collaborations that can ultimately lead to publications! And we all know that publications make one marketable!
10. Students should not pursue a doctorate if they are not passionate about social science and their field of study. Graduate school is challenging and entails a lot of work. Without the motivation or passion, students may not finish. However, when students get overwhelmed, it is important to keep the reason for entering graduate school in mind.

Submissions for future "Doctoral Student Forum" columns are encouraged.

Please contact Joanne Savage: jsavage@amerian.edu (Chair of the Student Affairs Committee)



Seeking your Master's or Ph.D. in Criminology?

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- The *Chronicle of Higher Education* lists the USF Criminology Department as among the top ten criminal justice and criminology Ph.D. programs in the nation in terms of faculty productivity (see also Steiner & Schwartz, 2006). Many of the faculty publications are co-authored with graduate students.
- Our curriculum has both standard and innovative elements. Students will become well-grounded in criminological theory, research methods (including evaluation methods), and statistics. Students can supplement this core curriculum with the study of diverse topics such as Juvenile justice and delinquency, Macro-level models of criminal behavior, Race and social control, Substance use and abuse, and Violence.
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For more information go to <http://criminology.usf.edu>

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.

FLORIDA STATE UNIVERSITY The College of Criminology and Criminal Justice at Florida State University is a growing and vibrant academic community which fosters an environment of collaborative research and intellectual stimulation among its faculty and students. The College invites applications for a tenure-track, open rank professor position to begin Fall 2012. The area of specialization is open. Applicants are expected to have a demonstrated ability to conduct and publish significant research, as well as contribute to an environment committed to collegiality, diversity, and graduate education. Women and minority candidates are strongly encouraged to apply. Review of applications will begin immediately and will continue until the position is filled. Interested persons should submit a letter of application, a statement on research and teaching, a curriculum vitae, and three letters of recommendation to: Dr. Eric Stewart, Search Committee Chair, College of Criminology and Criminal Justice, Florida State University, 634 West Call Street, Tallahassee, FL 32306-1127. To be considered, applicants must also apply online through FSU's employment site <http://jobs.fsu.edu/>. For further information about the College, please visit our website at <http://crim.fsu.edu/>. Florida State University is an Equal Opportunity/Access/Affirmative Action Employer.

NIAGARA UNIVERSITY The Department of Criminology and Criminal Justice at Niagara University, which offers a Master's Degree in Criminal Justice Administration and a Bachelor's degree in Criminology and Criminal Justice, invites applications for a tenure track Assistant professor position to start in fall 2012. The areas of specialization for the positions are open although we are especially interested in scholars who focus on any of the following: juvenile justice, crime mapping, computer crimes, victims, alternatives to incarceration, sentencing, private security, or organizational crime. Responsibilities for the position include teaching undergraduate and graduate courses (3 courses per semester) in areas of criminal justice or criminology, an active program of research leading to published articles, and service to the University, the profession and the community. Required qualifications include: a Ph.D. in Criminology, Criminal Justice, or a closely related discipline (at time of appointment), and demonstrated potential for excellence in teaching and research. Applications received by December 1, 2011 will receive full consideration, but all applications will be reviewed until the position is filled. To view posting and further application instructions go to Niagara University's electronic application <http://jobs.niagara.edu/JobPostings.aspx>. Niagara University is a private, Catholic University run by the Vincentian Order and is located in Western New York on the Niagara River gorge. To learn more about the Department of Criminology and Criminal Justice visit: <http://www.niagara.edu>. Niagara University is an equal opportunity/affirmative action employer. Men and women, and members of all racial and ethnic groups are encouraged to apply. In accordance with the Clery Act, a copy of the annual security report is available at: <http://www.niagara.edu/safety>

SAGINAW VALLEY STATE UNIVERSITY *Assistant Professor of Criminal Justice* Expanding Department of Criminal Justice at Saginaw Valley State University is seeking applicants for tenure-track positions beginning Fall 2012. Teaching load includes introductory and upper-level courses in criminal justice. Generalists or those specializing in policing, security, courts, corrections, or research methods/statistics preferred. Demonstrated competencies: engaged learning experiences for a broad range of students; research or evaluation; department and university citizenship; and/or outreach to the community. For further information and to apply for this position please visit www.jobs.svsu.edu. Interested individuals must apply online at <http://www.jobs.svsu.edu>. SVSU is an EO/AA employer.

SAINT ANSELM COLLEGE invites applications for a tenure-track position at the rank of Assistant Professor in the Criminal Justice Department beginning August 2012. Candidates must have a Ph.D. in Criminal Justice, Criminology or related discipline. ABDs will be considered but the degree must be completed by the effective date of the appointment. The ideal applicant should have college-level teaching experience, evidence of scholarly contributions to the fields of criminal justice and/or criminology and a commitment to undergraduate student research. Candidates with an interdisciplinary approach to the study of crime and justice are especially encouraged to apply. The primary teaching area for this position is criminal justice research methods. In addition, the ability to teach in one or more of the following areas is desirable: introduction to criminal justice, corrections, statistics, police & society and comparative criminal justice systems. Saint Anselm College is a private, Catholic and Benedictine college located in southern New Hampshire approximately 50 miles from Boston. Review of applications will begin November 20, 2011 and continue until the position is filled. Apply online at www.anselm.edu by attaching a cover letter indicating areas of expertise, curriculum vitae, names of three references and a statement of research and teaching. Saint Anselm College is committed by its mission to actively building a diverse academic community that fosters an inclusive environment and therefore encourages a broad spectrum of candidates to apply.

ST. JOSEPH'S COLLEGE, Patchogue, Long Island, New York. The Criminal Justice Department at St. Joseph's College invites applications for a tenure-track position in Criminal Justice to begin January 2012. Ph.D. in Criminal Justice or Criminology preferred. ABD considered. JD not applicable The successful candidate must be a generalist and able to teach Research Methods. Knowledge of Community Corrections and web-based instruction a plus. The preferred candidate will demonstrate excellence in teaching undergraduate criminal justice courses, active research/scholarship, and a commitment to academic and community service. Equal Opportunity Employer. Please send Curriculum Vitae and supporting materials to: Office of the Provost, St. Joseph's College, 155 West Roe Boulevard. Patchogue, N.Y. 11772. For more information, go to www.sjcnyc.edu

UNIVERSITY OF ALABAMA The Department of Criminal Justice at the University of Alabama invites applications for a position at the rank of Assistant or Associate Professor, whose research is in the area of cybercrime (e.g., internet fraud, cyber bullying, identity theft, crime mapping, computer forensics, etc.). Applicants at the rank of Assistant Professor will be expected to have earned a Ph.D. in Criminology, Criminal Justice, or a related academic discipline prior to the time of appointment, must demonstrate a coherent research program, and the ability to publish in leading academic journals. Applicants at the rank of Associate Professor should have a Ph.D. in Criminology, Criminal Justice, or a related academic discipline, an established record of excellent scholarship, and a record of successful external funding. The Department is housed in the College of Arts and Sciences, and offers B.S. and M.S. degrees in Criminal Justice and a minor in Sociology. To apply, to go <http://facultyjobs.ua.edu> and complete the online application. Attach a letter of application, curriculum vitae, and sample publication/writing sample. Three references must send letters directly to Prof. Mark Lanier, Chair, Department of Criminal Justice, University of Alabama, Box 870320, Tuscaloosa AL 35487-0320. For more information contact Prof. Mark Lanier at mmlanier@as.ua.edu. Review of applications will begin Oct. 30, 2011 and will continue until the position is filled. *The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are encouraged to apply.*

UNIVERSITY OF IDAHO, *Academic Faculty Opening, Assistant Professor—Sociology, Department of Sociology & Anthropology.* We seek applicants with a specialization in criminology or deviance who demonstrate the ability to pursue a strong research and publication agenda and a commitment to teaching excellence. A Ph.D. in sociology, or in a closely related field with a demonstrated background in sociology, is required by the time of appointment. Required qualifications include evidence of the ability to pursue a strong research and publication agenda; an ability to contribute to departmental strengths in inequalities/diversity, globalization or human communities; a commitment to teaching excellence; and an ability to contribute to the diversity and excellence of the academic community. The teaching load is five courses per year including courses in criminology, core sociology courses, and other courses consistent with the candidate's scholarly interests. Effective teaching experience at a four-year higher education institution and an interest in grant seeking are preferred. Closes December 12, 2011 or until a suitable candidate is identified. Please seek additional information at: <http://sitecore.uidaho.edu/class/socanthro>. Position starts Fall 2012. AA/EEO. To be considered, applicants will complete the online application including a letter of application, Curriculum Vitae, three letters of recommendation, and summaries of teaching evaluations if available. Copies of recent publications or submissions are welcome although not required. Apply online at: <http://www.hr.uidaho.edu>. Documents that cannot be submitted online should be mailed to: John Mihelich, Search Committee Chair, Department of Sociology & Anthropology, University of Idaho, P.O. Box 441110, Moscow, ID 83844-1110. 208.885.5046

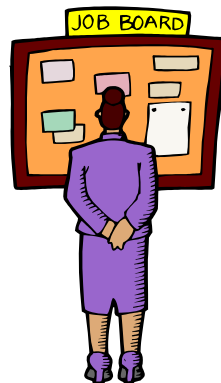


The Department of Criminal Justice at Temple University is seeking candidates for a tenure-track appointment as an assistant professor of Criminal Justice to begin in the fall semester of 2012. The ideal candidate will hold a Ph.D. in Criminal Justice, Criminology, or a related social science discipline. Highly qualified ABDs may be considered if evidence can be shown that completion of the Ph.D. will occur prior to fall 2012. Review of applications will begin immediately and continue until the position is filled.

Candidates with a solid grounding in theory and strong skills in methods (quantitative and/or qualitative), a demonstrated record of scholarly and research productivity, and a commitment to teaching excellence will be given preference. We are especially interested in candidates with inter-disciplinary expertise in the broad areas of safety and security, regulation, and crime prevention, including focus on specialized (e.g. urban crime patterns, youth crime, 'white collar' crime) and emerging areas (e.g. global security threats, transnational law enforcement).

Applications should include a statement of interest and scholarly goals, teaching experience and philosophy, curriculum vitae, selected publications/writing samples, a preferred contact number and three letters of reference. Materials should be mailed to Ms. LaSaundra Scott, Temple University, Department of Criminal Justice, 1115 Polett Walk, 5th floor Gladfelter Hall, Philadelphia, PA, 19122 (lscott01@temple.edu). Persons interviewed for the position will be required to provide official transcripts. More information about the department can be found on the web at www.temple.edu/cj.

Temple University is an Affirmative Action/Equal Opportunity employer and is committed to diversity and especially welcomes applications from women and members of under-represented groups. The University has pledged not to discriminate on the basis of race, color, sex, age, religion, national origin, sexual orientation, marital status, or disability.



**Department of Criminal Justice, Assistant Professor or Associate Professor (position #1713)**

Bridgewater State University's Department of Criminal Justice invites applications for a full-time tenure-track position to begin Fall 2012. A large, growing and dynamic department in the College of Humanities and Social Sciences seeks faculty committed to teaching, mentoring, research and publication.

We seek candidates who are active and productive scholars with a demonstrable, significant commitment to teaching. As our university has a 4-4 teaching load (most often implemented with a three-course preparation), the successful applicant should have the ability and desire to mentor undergraduate and graduate students and demonstrated abilities in research and publication. Applicants should be interested in a department with a strong social justice orientation in both theory and practice.

Required Minimum Qualifications:

Prefer Ph.D. in Criminal Justice, but will consider candidates with a Ph.D. in Criminology, Sociology, Public Policy, Political Science or other closely related fields. A law degree is not considered an appropriate terminal degree for this position. Doctoral students who are ABD and who are nearing completion of the dissertation will also be considered.

Preferred Qualifications:

Open Specialization (with preference given to applicants with substantial scholarship in Quantitative Data Analysis).

Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. They should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

Salary: Commensurate with qualifications and experience.

TO APPLY: Interested applicants should apply online at <http://jobs.bridgew.edu>

Special Instructions to Applicants:

Applicants must submit at least one substantive writing sample, preferably from an area of research or teaching specialization. Position will remain open until filled.

Bridgewater State University is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce.



Department of Criminal Justice, Assistant Professor or Associate Professor (position #1714)

Bridgewater State University's Department of Criminal Justice invites applications for a full-time tenure-track position to begin Fall 2012. A large, growing and dynamic department in the College of Humanities and Social Sciences seeks faculty committed to teaching, mentoring, research and publication.

We seek candidates who are active and productive scholars with a demonstrable, significant commitment to teaching. As our university has a 4-4 teaching load (most often implemented with a three-course preparation), the successful applicant should have the ability and desire to mentor undergraduate and graduate students and demonstrated abilities in research and publication. Applicants should be interested in a department with a strong social justice orientation in both theory and practice.

Required Minimum Qualifications:

Prefer Ph.D. in Criminal Justice, but will consider candidates with a Ph.D. in Criminology, Sociology, Public Policy, Political Science or other closely related fields. A law degree is not considered an appropriate terminal degree for this position. Doctoral students who are ABD and who are nearing completion of the dissertation will also be considered.

Preferred Qualifications:

Open Specialization (with preference given to applicants with substantial scholarship in Homeland Security or Violence & Victimization).

Applicants should be strongly committed to excellence in teaching and advising, and to working in a multicultural environment that fosters diversity. They should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

Salary: Commensurate with qualifications and experience.

TO APPLY: Interested applicants should apply online at <http://jobs.bridgew.edu>

Special Instructions to Applicants:

Applicants must submit at least one substantive writing sample, preferably from an area of research or teaching specialization. Position will remain open until filled.

Bridgewater State University is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce.

UNIVERSITY OF NEW HAVEN

WEST HAVEN, CT

Criminal Justice Faculty Positions Announcement

**Department of Criminal Justice
Henry C. Lee College of Criminal Justice and Forensic Sciences
University of New Haven
300 Boston Post Road, West Haven, CT 06516**

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

Tenure-track Assistant/Associate Professor of Forensic Accounting

The University of New Haven's Henry C. Lee College of Criminal Justice and Forensic Sciences seeks faculty candidates with expertise in Forensic Accounting. Tenure track positions require an appropriate Ph.D. degree. Doctoral Candidates ("A.B.D.") who are nearing the completion of their doctoral degree programs may also be considered. This Tenure track appointment requires substantial experience in Forensic Accounting Investigations, and either a record of published scholarship or evidence demonstrating the ability to develop a research agenda leading to substantial publications.

This position may be filled with a non-tenure track faculty member, a visiting professor, lecturer, or another position other than a tenure-track position if this is deemed advisable by the University. Candidates who hold a related graduate or professional degree, and/or professional certification/licensure, and have substantial experience in Forensic Accounting Investigations may apply for a non-tenure track appointment.

All faculty positions require classroom teaching, scholarship, service and other duties consistent with the University's Faculty Handbook. Applicants should provide evidence of teaching, scholarship, service, and any sponsored research.

Application Procedure: Send a cover letter summarizing relevant background, a vita, and contact information for three references to:



**Human Resources, Search #11-76
University of New Haven
300 Boston Post Road
West Haven, CT 06516
Or via e-mail to hrdept@newhaven.edu**



Scan QR Code with
smartphone for
more information.

UNIVERSITY OF NEW HAVEN

WEST HAVEN, CT

Criminal Justice Faculty Positions Announcement

Department of Criminal Justice
Henry C. Lee College of Criminal Justice and Forensic Sciences
University of New Haven
300 Boston Post Road, West Haven, CT 06516

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:

Multiple Tenure-track Assistant Professor or Associate Professor Faculty Positions.

Specialty Areas of Greatest Interest Include:

- National Security • Forensic Computer Investigations
- Corrections • Law Enforcement/Policing • Investigative Services

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 record of scholarship or the clear potential to publish is expected. A J.D. degree alone is not sufficient for any of these positions. In each specialty area, additional experience and expertise is desirable:

National Security

Doctorates in related disciplines will also be considered, preferably in International Relations, Anthropology, Policy Analysis, and Political Science. Practitioner experience in one of the 16 agencies of the Intelligence Community (CIA, DIA, FBI, NSA, military intelligence, etc.), or practitioner experience related to national security or terrorism in a major international agency is strongly desired. Holding or having previously held a Top Secret or higher security clearance is also desirable.

Forensic Computer Investigation

Doctorates in related disciplines will also be considered, preferably, Computer Engineering and Computer Science. Hands-on experience with PC & Mac forensic software such as EnCase, FTK, PTK, BlackLite and other leading-edge applications is strongly desired. Practitioner experience in a law enforcement forensic computer investigation unit or corporate equivalent is also desirable.

Corrections

Experience in Corrections related research and practitioner experience are highly desired for this position.

Law Enforcement / Policing

Experience as a police practitioner, particularly with managerial experience, including attaining command rank, is strongly desired. Past experience as a police trainer is also desirable (e.g. Police Office Standards and Training instructor).

Investigative Services

Practitioner experience in law enforcement investigations at the local, state or federal level is strongly desired. Research in investigative techniques is desirable.

All faculty positions require classroom teaching, scholarship, service and other duties consistent with the University's Faculty Handbook. Applicants should provide evidence of teaching, scholarship, service, and any sponsored research.

Application Procedure: Send a cover letter indicating position CSJ or specialization(s) applied for and summarizing relevant background, a vita, and contact information for three references to:

Human Resources, Search #11-77

University of New Haven

300 Boston Post Road

West Haven, CT 06516

Or via e-mail to hrdept@newhaven.edu



Scan QR Code with
smartphone for
more information.

CRIMINOLOGY AROUND THE WORLD



**Asian Criminological Society
3rd Annual Conference
December 16 - 19, 2011
Taipei, Taiwan**

The 3rd annual ACS conference is organized by the Graduate Institute of Criminology, National Taipei University. ACS invites you to submit papers around the common theme “Asian Innovations in Criminology and Criminal Justice”.

Abstract submission deadline: **August 15, 2011**

Full paper submission deadline: **October 15, 2011**

All abstracts and papers should be written in English. References, citations, and general style of manuscripts should follow the APA style. The abstract is limited to 200 words and should describe the purpose of the paper and where applicable, the methods and results. Please also include: (1) Title of the paper; (2) Name of the author(s); (3) Author Affiliation; (4) Brief bio of the author(s); and (5) Contact e-mail, tel. & address.

Please email your abstracts/papers and any inquires regarding paper submission to program cochairs:

Professor Ivan Y. Sun
Department of Sociology
& Criminal Justice
University of Delaware
isun@udel.edu

Or

Professor Yuning Wu
Department of Criminal Justice
Wayne State University
yuningwu@wayne.edu

For conference registration and general information, please email to our Secretary General and local organizer:

Professor Susyan Jou
Graduate Institute of Criminology
National Taipei University
sjou@mail.ntpu.edu.tw

The Asian Criminology Society was formed in 2009 in Macau, China. The main missions of ACS include (1) promoting the study of criminology and criminal justice across Asia; (2) enhancing co-operation in the fields of criminology and criminal justice by scholars and practitioners; (3) encouraging communication between criminologists and criminal justice practitioners in Asia and the world through publications and conferences; and (4) fostering training and research in criminology and criminal justice in institutions of learning, and in criminal justice agencies. For more information about ACS, please visit its official website at <http://www.ntpu.edu.tw/college/e4/acs/home.php>

CRIMINOLOGY AROUND THE WORLD

BRITISH SOCIETY OF CRIMINOLOGY CONFERENCES

The annual British Society of Criminology conference took place at the University of Northumbria in the northern city of Newcastle-upon-Tyne between 3-6th July 2011. The conference theme was 'Economies and Insecurities of Crime and Justice' with a particular focus on the recessional climate, public spending and the landscapes of criminal enterprise. Keynote Speakers included Jock Young, currently at the University of Kent, who kicked off with 'Why is the Crime Rate going down? Ethnocentrism, Conceptual Floundering and Theoretical Inadequacy in trying to explain the Key Criminological Problem of the early 21st century'; Loic Wacquant, Professor of Sociology at the University of California, Berkeley and researcher at the Centre de sociologie européenne, Paris, who spoke about 'Social Insecurity, Ethnic Anxiety and the Penal Boom'; Ian Loader, Professor of Criminology and the Director of the Centre for Criminology at the University of Oxford, who addressed 'Private Security: Democracy's Dirty Little Secret'; and Liz Kelly, Professor of Sexualised Violence and Director of the Child and Woman Abuse Studies Unit, London Metropolitan University, on 'Still Boys doing business? Feminist contributions to public criminology'. The conference also saw the opening of an exhibition of prisoner art - *Insider Art*. Organizer Charlotte Bilby said: "Each year the BSC conference try to pull something new out of the bag. This year, the team at Northumbria University held an art exhibition with pieces primarily coming from prisoners housed in the North East's institutions." Preparations are already underway for the BSC 2012 conference which will be held at the University of Portsmouth between 4-6 July 2012. Already booked as plenary speakers are Katja Franko Aas, David Garland and Roger Hood. Highlights include special workshops on marine crime and military justice, readings from local crime writers to commemorate the 200th anniversary of the birth of Charles Dickens in Portsmouth, access to the Portsmouth City Museum Sherlock Holmes collection and a gala dinner hosted on board the nineteenth-century ship HMS Warrior. For more information regarding the upcoming conference and/or about the British Society of Criminology, contact Charlotte Harris (charlotte.harris@britsocrim.org).

LITHUANIAN ASSOCIATION OF CRIMINOLOGY

The Lithuanian Association of Criminology was established in May of 2010. There are several centers of criminological studies in Lithuania that were developed after the restoration of Independence in 1990. They operate in Vilnius University, the Law Institute of Lithuania, and Mykolas Romeris University. Joint efforts of Vilnius University and Law Institute of Lithuania have led to the establishment of an interdisciplinary master studies in criminology.

The short term-priorities of the Association are the creation of a web-page, launching of a criminological research journal (in Lithuanian and English), expanding of international cooperation, and building a tradition of annual conferences of Lithuanian criminologists. The first annual conference is planned for June 29-30, 2012. It should also be mentioned that Vilnius hosts conferences of Baltic criminologists every 4th year, the next being held in 2014.

For more information about the upcoming conferences, and about the Lithuanian Association of Criminology, contact Gintautas Sakalauskas (gintautas@teise.org)

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Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

1. Publication Title The Criminologist	2. Publication Number 0 1 6 4 - 0 2 4 0	3. Filing Date 9/7/11
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4. Issue Frequency Bi-monthly	5. Number of Issues Published Annually 6	6. Annual Subscription Price \$50.00
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7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) American Society of Criminology 1314 Kinnear Rd., Ste. 212 Columbus, OH 43212-1156 (Franklin County)	Contact Person Nicole Coldiron Telephone (Include area code) (614) 292-9207
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8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
**American Society of Criminology
1314 Kinnear Rd., Ste 212
Columbus, OH 43212-1156**

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)

Publisher (Name and complete mailing address)
**American Society of Criminology
1314 Kinnear Rd., Ste 212, Columbus, OH 43212-1156**

Editor (Name and complete mailing address)
**Cheryl Maxson
Criminology, Law & Society, University of California, Irvine
2309 Social Ecology II, Irvine, CA 92697-7080**

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American Society of Criminology	1314 Kinnear Rd, Ste. 212 Columbus, OH 43212-1156

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box None

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12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
 Has Not Changed During Preceding 12 Months
 Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

13. Publication Title The Criminologist		14. Issue Date for Circulation Data Below Vol. 36 No. 6 Nov/Dec 2011		Distributed approx Nov 20	
15. Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months		No. Copies of Single Issue Published Nearest to Filing Date July/Aug '11	
a. Total Number of Copies (Net press run)		2233		1900	
b. Paid Circulation (By Mail and Outside the Mail)	(1)	Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	1812	1515	
	(2)	Mailed In-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	3	3	
	(3)	Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	0	0	
	(4)	Paid Distribution by Other Classes of Mail Through the USPS (e.g. First-Class Mail®)	256	239	
c. Total Paid Distribution (Sum of 15b (1), (2), (3), and (4))		2071		1757	
d. Free or Nominal Rate Distribution (By Mail and Outside the Mail)	(1)	Free or Nominal Rate Outside-County Copies included on PS Form 3541	0	0	
	(2)	Free or Nominal Rate In-County Copies Included on PS Form 3541	0	0	
	(3)	Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g. First-Class Mail)	0	0	
	(4)	Free or Nominal Rate Distribution Outside the Mail (Carriers or other means)	0	0	
e. Total Free or Nominal Rate Distribution (Sum of 15d (1), (2), (3) and (4))		0		0	
f. Total Distribution (Sum of 15c and 15e) ▶		2071		1757	
g. Copies not Distributed (See Instructions to Publishers #4 (page #3)) ▶		162		143	
h. Total (Sum of 15f and g) ▶		2233		1900	
i. Percent Paid (15c divided by 15f times 100) ▶		100%		100%	

16. Publication of Statement of Ownership

If the publication is a general publication, publication of this statement is required. Will be printed in the Nov/Dec 2011 issue of this publication.

Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner

Nicole Coldiron, Deputy Administrator ASC



Date

9/7/11

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

The Criminologist
Official Newsletter of the
American Society of Criminology
 Vol. 36, No. 6

PERIODICAL
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 TOLEDO, OHIO

AMERICAN SOCIETY OF CRIMINOLOGY
 1314 Kinnear Rd., Suite 212
 Columbus, OH 43212-1156
 ISSN 0164-0240

MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

2013	November 20 – 23	Atlanta, GA	Atlanta Marriott Marquis
2014	November 19 – 22	San Francisco, CA	San Francisco Marriott Marquis
2015	November 18 – 21	Washington, D.C.	Washington Hilton
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
2020	November 18 – 21	Washington, D.C.	Washington Hilton
2021	November 17 – 20	Chicago, IL	Palmer House Hilton

2012 ANNUAL MEETING

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NOVEMBER 14 - 17, 2012

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