

The Criminologist

The Official Newsletter of the American Society of Criminology

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Editor's Note: This issue of *The Criminologist* marks a transition from the editorship of Ross Matsueda, who leaves us with the lead essay, below. Thank you, Ross, for a job well done; I hope to be able to walk in your footsteps. Thanks, also, to the wonderful "corner" editors, who continue to bring us insightful thoughts and useful information from around the ASC - Jay Abanese for *Criminology around the World*, Bianca Bersani for *Doctoral Student Forum*, Todd Clear for *Policy Corner*, Charisse T. M. Coston for *Teaching Tips*, and the team of Eric Baumer, Wayne Osgood, and Rosemary Gartner for *Editor's Corner*. Although the *Early Scholar's Keys to Success* corner is skipping this issue, expect to see it return in the next issue. As you can see from the multitude of "corners," the ASC is definitely not square! And, to further reflect the diversity of ASC members and points of view, this issue inaugurates two more - a *Collaboration Corner* with news and notes about research collaborations, and *A View from the Field*, a corner about what's happening in criminology outside of academia, which this issue is *What Works to Curb U.S. Street Gang Violence?* by James C. (Buddy) Howell and Michelle Arciaga Young. In addition, look for the first *Thoughts about Books*, occasional essays inspired by provocative reading; an obituary of Gilbert Geis written by eight of his colleagues and friends; and an update on what's happening *Towards a Greener ASC*. We welcome your feedback, comments and suggestions.

Carolyn Rebecca Block, ASC Vice-President

THE MACRO-MICRO PROBLEM IN CRIMINOLOGY REVISITED

By Ross L. Matsueda, University of Washington

Over 20 years ago, sociologist James S. Coleman (1990) published his monumental work, *Foundations of Social Theory*, which brought together lines of research he had been working on throughout his career. Two important themes running through *Foundations* were Coleman's development of a theory of social capital and his articulation of the macro-micro problem using a diagram, often referred to colloquially as "the Coleman boat." The micro-macro problem poses the question of whether models should be specified at the macro-level (e.g., social context causes aggregate social outcomes), the micro-level (e.g., individual experiences cause individual outcomes), or both. For example, a methodological individual solution might specify causality at the individual level and view macro-level outcomes as mere aggregations of individual outcomes (e.g., Sutherland 1947). A methodological holistic solution might specify causality at the macro-level and view individuals as mere abstractions from the group (e.g., Durkheim 1951).¹

In criminology, the implications of social capital have been developed principally by Sampson (e.g., 2012) (and colleagues) in his collective efficacy theory of informal neighborhood control, but also by others in explaining cross-national crime rates (e.g., Messner, Baumer, and Rosenfeld 2004). The implications of Coleman's writings on the micro-macro problem, while being addressed in economics, have not been fully developed in criminology. In this brief essay, I hope to draw attention to this important issue and show (1) how it can address crucial problems in the study of crime, with examples from the criminology literature, (2) how it often implicates tipping points and non-linear systems, and (3) how it can stimulate additional cross-disciplinary theory and research in criminology.

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UPCOMING CONFERENCES AND WORKSHOPS

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

ACJS 50TH ANNUAL MEETING: "THE POLITICS OF CRIME AND CRIMINAL JUSTICE", March 19-23, 2013, Sheraton Dallas Hotel, Dallas, Texas Please visit www.acjs.org for more details.

POLICING THE CRISIS THIRTY-FIVE YEARS ON, March 27 - 2013, Middlesex University, London (UK). For more information, please contact Dr Emma Dowling at E.Dowling@mdx.ac.uk or Professor Vincenzo Ruggiero at V.Ruggiero@mdx.ac.uk

ASIAN CRIMINOLOGICAL SOCIETY ANNUAL MEETING, April 14 - 16, 2013, Mumbai, India. For more information, contact tiwari_a@tiss.edu.

2013 JUSTICE STUDIES ASSOCIATION CONFERENCE: "FAMILY AND COMMUNITY IN A FRACTURED WORLD: ROOTING FOR JUSTICE, RESTORING THE ROOTS", May 30 - June 1, 2013, Arcadia University, Glenside, PA

GROVES CONFERENCE FOR MARRIAGE AND FAMILIES, 2013 "AND JUSTICE FOR ALL" - FAMILIES AND THE CRIMINAL JUSTICE SYSTEM, June 2 - 6, 2013, Boston Marriott Newton. Please visit <http://grovesconference.org/> for more information.

INTERNATIONAL CONGRESS ON GENDER VIOLENCE: INTERSECTIONALITIES, July 10 - 12, 2013, Oñati, Spain

SOCIAL REHABILITATION AND RE-INTEGRATION OF PRISONERS, August 30 - 31, 2013, Kampala, Uganda. Theme: "Deepening and Strengthening Professionalism in Prisons". For more information, contact annteddie@yahoo.com or mmacentre@yahoo.com.

EUROPEAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING, September 4 - 7, 2013, Budapest, Hungary. Please visit www.esc-eurocrim.org/ for more information.

EUROPEAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING, September 2014, Prague, Czech Republic. Please visit www.esc-eurocrim.org/ for more information.

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The Micro-Macro Problem

Figure 1 presents Coleman's (1990) diagram of the micro-macro problem. Link 1 depicts the usual macro-to-macro (group-level) effect of social context on macro-outcome, such as crime rates. Link 2 depicts the usual micro-to-micro (individual-level) effect of an individual characteristic on individual purposive action, such as a criminal act. Link 3 depicts the effect of macro-level context on a micro-level process (here referred to as a micro-level predictor from the standpoint of link 2). This is a cross-level effect often estimated within hierarchical linear models. I have also drawn a dotted line (link 5) to indicate the effect of macro-level context on a micro-level outcome while holding constant the micro-level process producing the outcome. This allows us to distinguish two kinds of contextual effects: the effect of context on an individual-level outcome without controlling for the entire micro-level process (link 1), and the effect of context while controlling for the appropriate micro level-context (link 5). The addition of link 5 suggests that the total effect of macro-context on a micro-outcome can be decomposed into the direct effect (link 5) plus the indirect effect through the micro-process (link 1 x link 2). Each of these links has been addressed in conventional criminological research that examines micro-models, macro-models, and cross-level contextual effects. Coleman's (1990) major insight was to focus on link 3, the micro-macro transition, in which individual actions somehow combine to produce macro-level outcomes such as social organization and social structure.

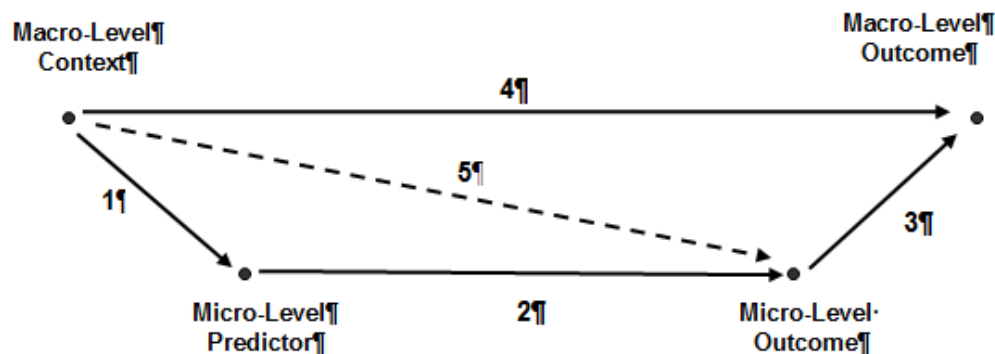


Figure 1. Links Between Micro- and Macro-Level Mechanisms. Source: Coleman (1990).

A rudimentary solution to the problem of specifying link 3 follows methodological individualism: causality operates at the individual level and macro outcomes are merely the aggregations of individual outcomes. This reductionist position has been taken traditionally by classical economists, and is implied by Sutherland's (1947) theory of differential association as well as early versions of social learning theory. This position rules out the possibility of *emergence*—in which “collective phenomena are collaboratively created by individuals yet are not reducible to individual action”—in the transition from individual action to group outcomes (Sawyer 2001). For Coleman (1990, p. 5), emergence can be traced to purposive action—but not always: “The interaction among individuals is seen to result in emergent phenomena at the system level, that is, phenomena that were neither intended nor predicted by the individuals.”

Although this framework can be used for a variety of micro-models, Coleman (1990) begins with a rational choice micro-model, and then poses the question of how do you go from a rational actor to the production of macro-level structure and organization? The most elementary micro-macro transition entails two actors who enter a dyadic exchange and the agreement or contract is an intended macro-level outcome. However, dyadic exchanges can produce unintended outcomes, such as smokers creating second-hand smoke for third party stakeholders, a negative externality.² Dyadic exchange can be generalized to multilateral exchange, such as a market, in which the system-level outcome is a set of prices. This is perhaps the prototypical micro-to-macro transition because it demonstrates that certain outcomes (such as the exchange price of goods) cannot be reduced to aggregations of individual behaviors, but rather entail a broader social organization—in this case, the organization of the market. Prices are an emergent explained by equilibrium theory, in which individual capital and preferences combine to produce equilibrium prices through competitive exchange.

Other micro-macro transitions include the development of authority and control, which forms the basis of social norms and hierarchical bureaucratic organizations. Individuals who trust others may give up rights of control of certain actions to those others. Such vesting of authority in others provides the basis for the emergence of social norms, an emergent property of social systems based on common interests of individuals. Authority relations and norms governing those relations are, of course, key elements of hierarchical organizations, authority structures, and formal organizations.

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A Simple Example of a Micro-Macro Transition: Cascades

An early model of a micro-macro transition was Schelling's (1971) model of residential segregation. Schelling showed that, in principle, residential in-migration and out-migration could produce extreme residential segregation even though all residents in a community preferred to live in a racially-mixed neighborhood. His logic is revealed in a simple example of a neighborhood composed of 52 percent whites and 48 percent blacks. In a hypothetical larger population of whites and blacks, each prefers to live in a mixed-race neighborhood, but each also prefers not to be the minority, with a varying tolerance level. Suppose that whites move in, replacing some blacks who had a low tolerance for being the minority, shifting the race split to 64-36. The split is acceptable to the white residents but unacceptable to black residents with a very low tolerance level of 35 percent minority. They move out, are replaced by whites, altering the split further, which is unacceptable to black residents with a tolerance of 30 percent. This continues until the entire neighborhood is white. Thus, despite all residents preferring to live in a mixed-race neighborhood, all end up in completely segregated neighborhoods, which no one wanted.

Granovetter (1979) applied this threshold model to collective action. Suppose that a group of potential rioters on the street each has a personal threshold for joining the action. The distribution of thresholds follows a uniform distribution, beginning with 0 and increasing by increments of 1 (0, 1, 2, ..., N). A zero threshold means the individual is a rabble rouser and will riot even if he or she is the only rioter. A one-unit threshold means the individual will riot if at least one other person has rioted, and so on, until reaching N. High thresholds reflect something like a belief of safety in numbers. Following Schelling's logic, Granovetter points out that, given the distribution of thresholds, all individuals will riot. If, however, we make a minute change in the distribution and eliminate the person with a threshold of 1, the result will be that only one person will riot. In the first example, if N is 2,000, the headline in the paper reads, "thousands of rioters wreak havoc on city street"; whereas in the second, the headline reads, "lone individual makes a scene on the street."

Bikhchandani, Hirschleifer, and Welsh (1992) developed the concept of information cascades—people observe the actions of others, make the same choice as others, and abandon their privately held information—and applied it to behavior under the assumption that agents make decisions sequentially, do not have access to private information of others, and are rational given their information (bounded rationality). Suppose, based on the information one has collected, one has a slight preference for eating at Charles Trotter's over the restaurant next door, the Ptomaine Palace. Upon arrival, however, one sees that the Palace is half full, while Trotter's has only one seedy-looking diner. Based on the new information one observes, one decides to dine at the Palace, and is followed by likeminded diners, until the Palace is filled and Trotter's is empty. Note that the order in which potential diners—armed with disparate pieces of private information—show up determines the outcome according to an information cascade. Economists have used the concept of an information cascade to explain market bubbles, such as the high tech bubble, the housing bubble, and subsequent market collapse.

Micro-Macro Transitions in Criminology

The micro-macro transition is a crucial issue for many questions in criminology, including the genesis of crime waves, the diffusion (e.g., learning) of information about crime (including risks, rewards, and justifications), the genesis of collective violence, and the creation of organized crimes, such as crimes of the Mafia, Ponzi schemes, insider trading, and financial crimes. Here, I illustrate the importance of the micro-macro problem with four examples drawn from criminological research.

In their classic study of group process and gang delinquency, Short and Strodtbeck (1965) addressed the micro-macro transition. Using a model of bounded rationality of a gang leader's decision to join a gang fight, they used a risk-reward matrix that traded off the risk of losing street status as a result of remaining aloof against the risk of getting shot. Furthermore, the gang norms, combined with threats to the status of the gang, motivated other members to act collectively in joining a gang fight. One can imagine a cascading effect depending on the distribution of individual thresholds of gang members, which are strongly influenced by gang norms.

In a similar vein, Anderson's (1999) description of the code of the street, a system of norms governing status and violence on the inner-city streets of Philadelphia, has important implications for the micro-macro transition. From a situated transaction on the street in which streetwise males exchange insults and threats to status—a zero-sum game of chicken—a winner emerges, with his reputation enhanced, as does a loser, with his self-esteem in tatters. The system of norms rewarding winners with high status and punishing losers with loss of respect motivates the combatants to challenge and attempt to prey on others. At the same time, the process of allocating respect reproduces that system through a micro-macro transition. Precisely how that system is reproduced, how it reaches an equilibrium point, and what prevents it from collapsing are important questions for future research and theory.

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In his excellent study of the Sicilian Mafia, Gambetta (1993) shows that the Mafia's core existence relies on a market for protection, which arises in the absence of trust. When the state outlaws a certain commodity or exchange of goods, the exchange must take place outside the purview of conventional markets and its institutional arrangement of trust. Buyers pay the Mafia to protect themselves from being cheated or sold lemons; sellers pay for protection against buyers failing to pay (at times even buying protection against themselves, to ensure they don't yield to temptation, cheat the seller, and soil their own reputations!). Gambetta uses the concepts of a market for lemons, signaling, and social capital to show how the Mafia manipulates information, uses the threat of violence, and maintains a reputation in creating a social organization that supplies protection and in part creates demand for protection.

In their stunning analysis of genocide in Darfur, Hagan and Raymond-Richmond (2009) explicitly frame their model of collective action using Coleman's micro-macro framework. They argue that, at the macro-level, competition for land and resources between Arabs and black-Africans and a state-led pro-Arab ideology emphasizing the supremacy of Arab-Muslims over African-Muslims has produced two conflicting organized interest groups—Arabs and black-Africans. Individual members of the Arab groups, having internalized the racist ideology, engage in violent acts accompanied by dehumanizing racial epithets—micro-level purposive action consistent with their interests in the competition for land and resources. Moreover, such individual actions coalesce into collective action, including collective violence, rape, and other atrocities, justified by a collectivized racial intent, culminating into a "fanatical fury." This collective action, which occurs with not only the tacit knowledge, but also active participation of the Sudanese state, creates widespread genocidal victimization.

Finally, collective efficacy theory is usually specified as a macro-to-macro theory of neighborhood social organization and neighborhood crime (e.g., Sampson, Raudenbush, and Earls 1997). However, in his elegant new monograph, Sampson (2012) has framed the study of neighborhood effects explicitly in terms of the Coleman boat. In particular, he uses the framework to examine methodological issues such as sample selection bias into neighborhoods and how residential movement across neighborhoods creates network social ties or exchanges. Sampson maintains that macro-level neighborhood mechanisms have a social logic of their own that are not reducible to individual actors. Elsewhere, I have tried to specify a rational choice model of individual investment in social capital, which produces positive externalities for neighborhoods, such as increasing their capacity for informal social control. Thus, social capital may provide the basis for a system of generalized exchange, local norms of being a good neighbor, and normative solutions to free rider problems (Matsueda 2013).

Interdisciplinarity and Methodological Approaches

In considering the micro-macro transition in their work, criminologists can benefit from the research being conducted in other disciplines. Game theory, the mathematical analysis of strategic interaction, provides a theoretical framing of the micro-macro transition, showing how rational micro-decisions can produce irrational macro-outcomes. For example, the ultimatum game, in which two players decide how to divide a sum of money—the first player makes a proposal, the second can either accept the proposal or reject, in which case both players receive nothing—reveals that fair offers (50-50 splits) are typically made, small offers are rejected, and that, in repeated games, reputation matters. Some have argued that such results reveal an aversion to injustice and the importance of honor and respect. Social psychology has drawn from game theory to theorize about group processes. For a discussion of applications of game theory to crime, see McCarthy (2002).

The subdiscipline of behavioral economics, which seeks to increase the realism of the psychological underpinnings of economic analysis, has grown exponentially in the last 25 years. Behavioral economists begin with a standard economic principle—such as utility maximization, Bayesian updating, or discounting—identify anomalies in practice (violations of assumptions or predictions), and then create alternative, more general models. Using experimental designs, behavioral economists have built a growing body of findings concerning judgments made about probabilities, hyperbolic time discounting, and the role of awareness of self-control problems.

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Economists have examined the role of social interactions—neighborhood effects, contagion, peer effects, or bandwagons—in which a person's behavior varies by the prevalence of the behavior in the group. Manski (1995) distinguishes three separate sources of such effects: (1) endogenous effects, which are social interaction effects; (2) contextual effects in which an individual's behavior varies with exogenous aggregate characteristics of group members; and (3) correlated effects, in which individuals in a group behave similarly because they share individual characteristics or they face similar environments. Each of these effects accounts for dependence across individuals in a group, but each implies a distinct causal mechanism producing that dependence. Relying on behavioral outcome data on individuals does not differentiate social from nonsocial effects. An identification problem arises—Manski (1995) calls it the “reflection problem”—because the mean behavior of the group is itself determined by the behavior of group members and one cannot tell whether group behavior affects individual behavior or group behavior is merely the aggregation of individual behaviors. In other words, group behavior and individual behavior are endogenous to each other. To solve this problem, individual behavior would have to vary nonlinearly with mean group behavior in a way known by the researcher, an instrumental variable must be available that would satisfy exclusionary restrictions, or a quasi-experimental design can be used to ensure the exogeneity of a key variable. This approach has been applied to problems in criminology by Glaeser et al. (1996) and Sirakaya (2006).

Conclusion

Although criminologists have historically addressed the levels of explanation problem, recent advances in criminological theory are introducing processes of collective action, group processes, and social dilemmas, which require a reassessment of the micro-macro problem to emphasize the micro-to-macro transition. A focus on individual actors may have greater payoffs for public policy, because interventions targeting lower-level units, such as individuals, are more readily available than interventions at systems as a whole (Coleman 1990). Does causality lie at the macro or micro level? I believe this is both a theoretical and empirical question and models consistent with Figure 1 will help researchers to be precise in defining purely macro-level effects, contextual effects operating net of micro-processes, and macro-level total effects that are mediated by micro processes.

In sum, a focus on micro-macro transition opens new theoretical puzzles and raises difficult methodological issues for criminologists. It also provides a way of integrating with exciting work being conducted in social psychology, game theory, behavioral economics, and econometrics.

ENDNOTES

¹For a classic treatment of integrating levels of explanation in criminological theories, see Messner, Krohn, and Liska (1989).

²Schelling (1978) has studied settings in which group members are unaware of how their own choices and those of others produce negative externalities for the entire group.

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

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AROUND THE ASC

TOWARD AN EVEN GREENER ASC

by Meredith Worthen, University of Oklahoma and
Jessica Hodge, University of Missouri-Kansas City

Over the past year, a greater interest in discussing innovative ways to reduce waste at the American Society of Criminology Annual Meetings has developed. The ASC Executive Board is supportive of these continued efforts toward an even greener ASC. At the 2012 annual meetings, Worthen designed "Recycling is Not a Crime" posters that were placed near the registration tables to remind attendees of greener choices including:

Recycling paper products in designated recycling bins located near the registration tables,

Returning unwanted ASC bags to be reused, and

Returning unwanted ASC name badge holders to be reused.

The 2012 ASC staff at the registration tables noticed a marked increase in the amount of programs, paper products, bags, and name badge holders that were returned to them to be reused and recycled. This is a step in the right direction and we hope that meeting attendees will continue to choose these green options at future ASC meetings.

Looking toward the future, smart phone applications are of great interest to the ASC Executive Board and could help reduce the number of paper programs and ultimately, reduce waste. We welcome ideas to reach our goals so please join the conversation by email: Meredith Worthen, mgfworthen@ou.edu.

Thank you,
Jessica Hodge and Meredith Worthen

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

Ali, Mohammad, "*Analysis of the Labeling Discourse between the Jamaat ud Dawa and its Critics Seen Through the Pakistani Print Media.*" Chaired by Merry Morash, May 2012, Michigan State University.

Cavanaugh, Michael R., "*The 'Worst of Both Worlds': Increased Law Enforcement Presence, Reasonable Suspicion, and Searches of Students in Public Schools.*" Chaired by Dr. Michael S. Vaughn, December 2012, Sam Houston State University.

Chi-Fang, Tsai, "*Civil Liability for Inefficacious Correctional Medical Care.*" Chaired by Dr. Michael S. Vaughn, December 2012, Sam Houston State University.

Demirkol, Ismail, "*Examining the Antecedents of the Work Motivation in the Context of the Turkish National Police.*" Chaired by Mahesh Nalla, August 2012, Michigan State University.

Johnson, Joseph, "*From the Streets to Street Worker: Transitions and Transformations In and Out of Crime.*" Chaired by Mahesh Nalla, May 2012, Michigan State University.

Kang, Wook, "*Determinants of Officers' Attitudes Toward Community Policing in South Korea.*" Chaired by Mahesh Nalla, August 2012, Michigan State University.

Kwak, Dae-Hoon, "*Putting Neighborhood Contexts into the Mix: A Multi-level Analysis of Job Satisfaction among South Korean Police Officers.*" Chaired by Mahesh Nalla, May 2012, Michigan State University.

Tasgin, Serkan, "*Assessing an Age-Graded Theory of Informal Social Control: Qualitative Study of Exploring Pathways to Juvenile Incarceration in Turkey.*" Chaired by Merry Morash, May 2012, Michigan State University.

AROUND THE ASC

2013 ELECTION SLATE FOR 2014 - 2015 ASC OFFICERS

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2013 election:

President-Elect

Candace Kruttschnitt, University of Toronto
Alex Piquero, University of Texas at Dallas

Vice President-Elect

Eric Baumer, Florida State University
Steve Mastrofski, George Mason University

Executive Counselor

Jay Albanese, Virginia Commonwealth University
Laura Dugan, University of Maryland
Beth Huebner, University of Missouri St. Louis
Valerie Jenness, University of California, Irvine
Aaron Kupchik, University of Delaware
Jodi Lane, University of Florida

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot.

Fax or mail a hard copy of the signed nominations by **Friday, March 22, 2013** (postmark date) to the address noted below. Email nominations will NOT be accepted.

American Society of Criminology
1314 Kinnear Road, Suite 212
Columbus, Ohio 43212-1156
614-292-9207 (Ph)
614-292-6767 (Fax)

CALL FOR NOMINATIONS FOR 2014 ELECTION SLATE OF 2015 - 2016 OFFICERS

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (*preferably via email*). Nominations must be received by **August 1, 2013** to be considered by the Committee.

Jody Miller
School of Criminal Justice
Center for Law and Justice, Suite 555
123 Washington Street
Rutgers University
Newark, NJ 07102
jody.miller@rutgers.edu

OBITUARIES

Gilbert Geis 1925 - 2012



Gilbert Geis, Professor Emeritus at UC, Irvine, passed away on November 10, 2012, after battling complications from heart surgery. Gil was one of the most respected scholars and widely beloved colleagues in criminology. He served as ASC President in 1976, and received the Sutherland Award in 1985. For over a decade he served as President of the Association of Certified Fraud Examiners, the largest professional fraud prevention group in the world.

An incredibly prolific social scientist, Gil produced more than 500 articles and chapters, dozens of research monographs, and 26 books during a highly distinguished academic career. He was a brilliant writer, an elegant wordsmith, skills he had honed as a sports journalist. His work spanned eight decades, and is notable for its interdisciplinary quality, quantity, and remarkable breadth in a number of fields, including sociology, psychology, history, criminology, criminal justice, law, media studies, education, and policy studies. A partial list of topics includes education issues, race relations, Scandinavian studies, the death penalty, film censorship, prisons, prostitution, crime and crime victims, policing, community corrections, rehabilitation, organized crime, prisoner rights, evaluations, rape, homicide, victimless crimes, legal ethics, drugs, violence, social problems, good Samaritans, compensation, restitution, deterrence, witch trials, criminal justice policy, research methods, medical fraud, comparative criminology, and white-collar and corporate crime. It is this last area for which he became best known, and indeed, which he kept alive.

Born Jan. 10, 1925 in New York City, as a teenager Gil worked as an usher on Broadway and collected tickets at NY Yankee and Giant baseball games before becoming a radioman in the Navy during World War II. He attended college under the GI Bill, earning a bachelor's degree at Colgate University in New York (where he ran track), a master's at Brigham Young University and a Ph.D. at the University of Wisconsin-Madison. He was a faculty member at the University of Oklahoma and California State University, Los Angeles, before joining the UCI faculty in 1971, where he played a significant role in establishing the School of Social Ecology and the Department of Criminology, Law and Society.

A member of the Lyndon Johnson's President's Commission on Law Enforcement & Administration of Justice, Gil was responsible for the white-collar crime section of the report. He was also a member of the National Council on Crime & Delinquency from 1973 to 1976.

Gil collaborated with scores of scholars and students throughout the world. His work on white-collar crime spawned a new generation of researchers who have broadened the scope of criminology. His major professional achievements and intellectual influences were saluted in a collection of original works (*Contemporary Issues in Crime and Criminal Justice*). The National White-Collar Crime Research Consortium named its distinguished scholar award in his honor.

Gilbert Geis was not only a giant in the field whose keen sense of justice and humanity was evident in everything he wrote, but an ideal mentor, colleague and dear friend to many. His legacy will guide scholars for many years to come.

Henry Pontell, Paul Jesilow, Joseph DiMento, and Arnold Binder, UC, Irvine
 John Braithwaite, Australian National University
 Robert Meier, University of Nebraska at Omaha
 Mary Dodge, University of Denver
 Sally Simpson, University of Maryland
 Richard Wright, University of Missouri, St. Louis
 David Shichor, California State University, San Bernardino

More complete obituaries can be found at http://asc41.com/obituaries/obituaries_home.html

**2012 AMERICAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING
IN CHICAGO, ILLINOIS**



Poster Session



Poster Session



Presidential Plenary



Ice Cream Social

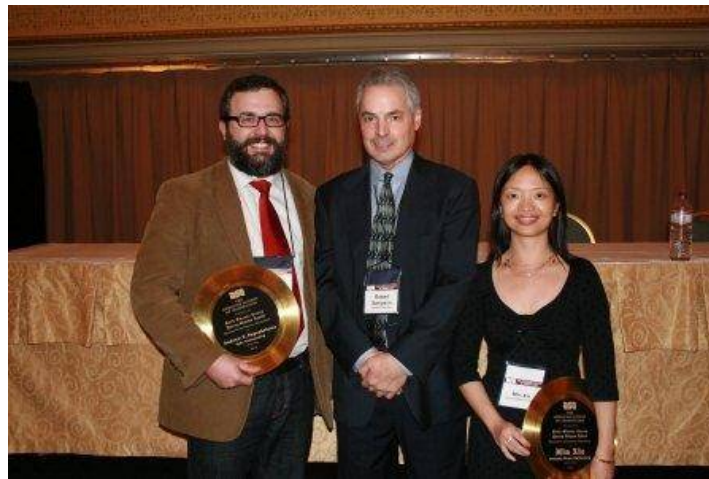
**2012 AMERICAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING
IN CHICAGO, ILLINOIS**



Minority Fellowship Recipients, Chris Dum, Alana Gunn and Jay Kennedy



Gene Carte Student Paper Award Recipients, Sarah Brayne and Noah Painter-Davis



Ruth Shonle Cavan Award Recipients, Andrew Papachristos and Min Xie



Outstanding Article Award Recipients, Darrell Steffensmeier, Jeffrey Ulmer, Ben Feldmeyer, Casey Harris, Harland Prechel and Theresa Morris

**2012 AMERICAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING
IN CHICAGO, ILLINOIS**



Michael J. Hindelang and Edwin H. Sutherland Awards Recipient,
David Garland



New ASC Fellows, Scott Decker, Marvin Krohn and Mark Warr

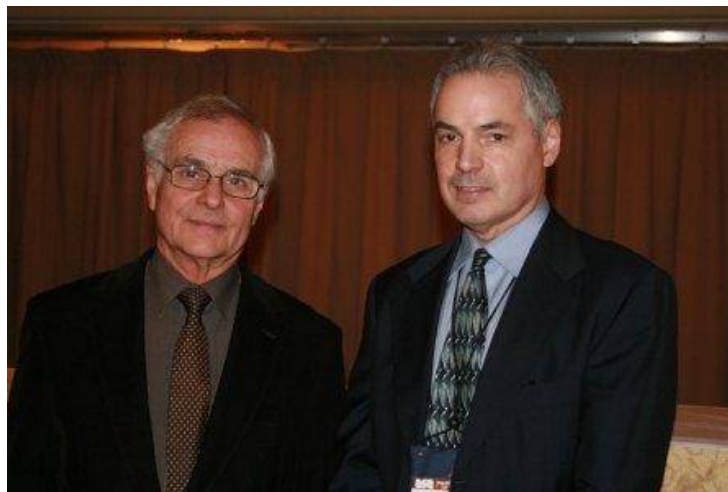


Herbert Bloch Award Recipient, Julie Horney

**2012 AMERICAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING
IN CHICAGO, ILLINOIS**



August Vollmer Award Recipient, the late John Goldkamp, received by his wife, Elena Rely Vilcica



Thorsten Sellin and Sheldon & Eleanor Glueck Award Recipient, Marc Le Blanc



Susan Sharp and Shawn Bushway

AN UPDATE ON THE AD HOC COMMITTEE FOR ACCREDITATION OF SECURITY STUDIES

By Frank Taylor

The Partnership Initiative, or Ad Hoc Committee for accreditation of security studies, introduced in the prior issue of the *Criminologist* focused upon initial thoughts and beginning a dialogue with interested parties relating to accreditation of what may be called security studies. Sub disciplines such as homeland security, cyber security, retail security, contract security, bio security, public safety, securities management and emergency management share commonalities but have distinct directions, missions, and audiences that must be addressed when attempting to facilitate a common structure within which the accreditation process may occur.

There has been considerable discussion in the past regarding whether an academic discipline such as the security studies or criminal justice should consider program accreditation as a mechanism of assurance of quality. It has been said that program accreditation is for professional fields rather than academic disciplines. In many ways the argument goes back to the education vs. training dichotomy discussed in the prior issue.

This committee has adopted the position that education for security and justice is primarily serving an audience desiring professional preparation for the job market and, as such, the program content should meet the needs of the student and potential employer rather than adhere to a subjective position taken by an academic department and its faculty. It is unfortunate that many programs are designed by taking into consideration what individual faculty members wish to teach as opposed to what is needed for proper job performance in the professional environment after degree completion. As an integral part of the standards document, it is recommended by myself, speaking for the committee, that professional certification be linked to any model curriculum. Each of the partnership associations may recommend its course offerings as may be included in its professional development model be designated as a core requirement for degree completion (eg ISC2 designates CISSP for evaluation and inclusion, or ASIS may designate CPP).

In order to assure that standards for program accreditation are in accordance with expectations and interests of the work place, we have established partnerships with professional associations, governmental agencies, business and industry. Each sub discipline must have a professional association or body to coordinate the process of determining what should be acceptable standards for academic preparation institutionally. My ad hoc committee works to establish a structure while the advisory sub committees determine content. Definition of standards is the critical step for the subcommittee and is necessary for accreditation to be considered. At this point we have identified and established working relationships with several appropriate professional associations in the following sub areas:

Retail Security:

Loss Prevention Foundation President, Gene Smith proposed that appointment of an educational advisory committee for the accreditation of Loss Prevention studies will be made and that the composition of the committee will consist of:

- (1) Four academics currently teaching full time in higher education and who have a major area of interest as demonstrated by both teaching and research, retail security. Tom Schneid of Eastern Kentucky University and Chris Walker of North Eastern Univ have been designated at this time;
- (2) two part time academics who are employed in securities management of retail establishments;
- (3) two senior executives of major retail corporations; and
- (4) four board members of Loss Prevention Foundation who are or have been executives of retail corporations. Joining this group will be President Smith, Jim Ramsay and myself.

The committee will be charged with development of minimal degree standards including assessments, learning objectives and a model curriculum for retail security. The document resulting will be submitted to the retail and academic community for comment and revised as necessary before being submitted to the Board of Directors of Loss Prevention Foundation for final approval. At this point it will be recognized that a degree which meets the standards outlined in this effort will be the standard of the industry and HR departments will be so informed with the consent of top corporate management. At this point petition will be made to the Foundation for Higher Ed Accreditation or ABET and the proliferation of recognized degrees will begin as they should at that point be required by the largest retail corporations world wide in order for the employment applicant to claim to have a degree in field.

(Continued on page 17)

(Continued from page 16)

Cyber Security

Hord Tipton executive director of ISC2 has agreed in principle to appoint an academic advisory group similar in composition and charge to the above. We have had considerable success in moving forward in this area with assistance from NIST in the US Commerce Dept, C3 the computer entity representing all major computing corporations and others. The committee is not yet complete but will include:

Raymond Albert Professor and department chair Computer Science Univ of Maine Ft Kent,
Corey Schou, Assoc Dean Idaho State Univ. Director National Information Assurance Training and Education Center,
Robert Spear, Senior Advisor National Cyberwatch, and professor Prince George CC
Marc Nobel,, Vice Chair C3 director of governmental affairs ISC2,
Ernest Mc Duffie Lead National Initiative for Cyber Security, NIST US Department of Commerce,
Alex Yasansic, Dean Computer Studies Univ of South Alabama
John Weiler Vice Chair IT Acquisition Advisory Council, Founder and Exec Dir Ichnet

The cyber security advisory committee will have a charge similar to that of the retail security group excepting that they will report to C3, ISC2 and NIST.

Contract Security

The International Foundation for Protection Officers is taking the lead on this effort a committee is being set up from that organization and the ASIS Council of Security Services and Council of Academic Programs. The initiative committee members Tom O Reilley Director of NJ Police Inst , Jeff Rush ACJS Southern Association Secretariat, Chris Hertig ASIS Council of Academic Programs and Professor York Univ will join Sandi Davies Executive Director IFPO and others to be appointed from ASIS and IFPO. The committee will include securities executives from private contract companies.

The charge remains similar to the above but reporting to IFPO and the ASIS councils named above.

I have proposed to the Ad Hoc Committee that we become involved in creation of a professional organization representing the interests of academics and practitioners teaching in and working in the various aspects of homeland or human security. These may include emergency management, cyber security, public health management etc. mentioned as security studies sub disciplines. I stated above that it is necessary for a field, or even sub-field, of academic study to define its standards for accreditation. This must be based on current research, academic program development, policy and procedures of government and industry filtered through social or political reality. Standards for each sub discipline of security will be different from the standards of criminal justice even though they should recognize commonalities and intersections of interest. Loss prevention, cyber security, security management and others must agree as must homeland security on a common core of knowledge and the desirability of practitioners to have an understanding on, at least, an introductory level of the X. Accreditation will require that the various sub groupings of HS will differ in model curricula but if the architecture is in place details are just details. We are working to develop a structure not dictate contents of related areas.

I had originally asked the ACJS to sponsor this effort and include it as a related part of the annual meeting to be held in March of 13 in Dallas. As this was not approved by the ACJS Executive Committee, The Center for Defense and Homeland Security at the Naval Post Graduate School in Monterrey Ca. will sponsor a separate conference in Spring of 13 probably at Penn State. At this conference I will hope to help establish this group to not only represent homeland security faculty but will additionally, serve as a model of integration for all aspects of security. Jim Ramsay and other homeland security organizers will choose the advisory committee composition at this time with the advice of the Naval Post Graduate School and the Center named above.

In the next article, I will discuss the process of accreditation and our connection to the US Dept of Ed.

DEVELOPMENTAL AND LIFE-COURSE CRIMINOLOGY: A NEW DIVISION FOR ASC

By David Farrington and Tara Renae McGee

At the November 2012 meeting of the ASC in Chicago, the ASC approved the establishment of the new Division of Developmental and Life-Course Criminology (DLC). The aims of the DLC are: (a) to advance developmental and life-course criminology and the study of criminal careers, (b) to bring together ASC members interested in discussing and supporting developmental and life-course research in criminology, (c) to facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and (d) to organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

The first meeting of the DLC in Chicago was well attended and prospective members expressed enthusiastic support for the Division and the activities that might be undertaken. An interim Executive Board was established and it will be the responsibility of these members and their constituent committees to get the Division up and running by the next ASC meeting in November 2013:

Chair: David Farrington (chair, awards committee): dpf1@cam.ac.uk

Vice chair: Tom Arnold (website and chair, newsletter committee): arnoldtk@mail.uc.edu

Secretary and Treasurer: Tara Renae McGee: tr.mcgee@griffith.edu.au

Past chair: Adrian Raine (chair, journal committee): araine@sas.upenn.edu

Executive counselors:

1. Joanne Savage (chair, program committee) savagejo@comcast.net
2. Arjan Blokland (chair, membership committee) ablokland@nscr.nl
3. Jesse Cale (chair, nominations committee) j.cale@griffith.edu.au

ASC Executive Board Liaison: Lisa Broidy: lbroidy@unm.edu

Student Representative: Christoffer Carlsson: Christoffer.Carlsson@criminology.su.se

Elections for the first official Executive Board (to take office at the ASC in November 2013) will be held during 2013.

In 2013 we plan to have meetings, panel presentations and activities in a range of locations including the Stockholm Criminology Symposium in Stockholm in June (www.criminologysymposium.com), the European Society of Criminology conference in Budapest in September (www.eurocrim2013.com), and the Australian and New Zealand Society of Criminology conference in Brisbane in October (www.griffith.edu.au/anzsoc2013), and of course at the ASC meeting in Atlanta in November. We will update members about these activities as plans develop.

We encourage all ASC members with an interest in developmental and life-course criminology and criminal careers to join the Division (through your ASC membership form renewal). The dues have been set at \$10 for full members and \$5 for students. If you would like to get involved with the activities of the Division, please contact Tara Renae McGee (tr.mcgee@griffith.edu.au) or any of the Board members listed above. You can also find out more about the Division on our website (www.dlccrim.org).

NOMINATIONS FOR 2013 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 are the same for awards on this page.)

The ASC Awards Committee invites nominations for the following awards. In submitting your nominations, provide the following supporting materials: a letter evaluating a nominee’s contribution and its relevance to an award, and the nominee’s curriculum vitae (short version preferred) by **March 1** to the appropriate committee chair. All materials should be submitted in electronic format. The awards are:

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

Committee Chair: **JANET LAURITSEN** **(314) 516-5427 (P)**
 University of Missouri – St. Louis **Janet_Lauritsen@umsl.edu**

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

Committee Chair: **PATRICIA VAN VOORHIS** **(513) 556-5831 (P)**
 University of Cincinnati **pat.vanvoorhis@uc.edu**

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

Committee Chair: **KAREN HEIMER** **(319) 335-2498 (P)**
 University of Iowa **Karen-Heimer@uiowa.edu**

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

Committee Chair: **ROSEMARY GARTNER** **(416) 978-7124 (P)**
 University of Toronto **rosemary.gartner@utoronto.ca**

NOMINATIONS FOR 2013 ASC AWARDS (Cont.)

(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, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2008), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. 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: **AARON KUPCHIK** (302) 831-3267 (P)
Department of Sociology akupchik@udel.edu
University of Delaware
329 Smith Hall
Newark, DE 19716

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 2011 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. 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: **PATTY MCCALL** (919) 515-9010 (P)
North Carolina State University patty_mccall@ncsu.edu

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 2010, 2011, or 2012. 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: **JEFFERY ULMER** (814) 865 6429 (P)
Pennsylvania State University jtu100@psu.edu

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). Please limit nominations to a single cover letter and the nominee's curriculum vitae. All materials should be submitted in electronic format. The Board may elect up to four (4) persons as Fellows annually. Large letter-writing campaigns do not benefit nominees and unnecessarily burden the Committee. 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. The deadline for nominations is March 1. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair: **DENISE GOTTFREDSON** (301) 405 4717 (P)
University of Maryland gott@umd.edu

NOMINATIONS FOR 2013 ASC AWARDS (Cont.)

(Nomination submission dates and rules may differ.)

GRADUATE FELLOWSHIP FOR ETHNIC MINORITIES

The Graduate Fellowship for Ethnic Minorities is designed to encourage students of color to enter the field of criminology and criminal justice

Eligibility: Applicants are to be from ethnic minority groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Hispanics. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies.

Application Procedures: A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) indication of race or ethnicity; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (7) three letters of reference. All application materials should be submitted in electronic format.

Awards: Generally three (3), \$6,000 fellowships are awarded each year.

Submission Deadline: All items should be submitted in electronic format by March 1.

Committee Chair: GEOFF WARD (949) 824-4695 (P)
University of California, Irvine gward@uci.edu

GENE CARTE STUDENT PAPER COMPETITION

The Gene Carte Student Paper Award is given to recognize outstanding scholarly work of students.

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

Application Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 7,500 words. The *Criminology* format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

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

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

Submission Deadline: All items should be submitted in electronic format by April 15.

Committee Chair: AMY FARRELL (617) 373-7439 (P)
Northeastern University am.farrell@neu.edu

NOMINATIONS FOR 2013 ASC AWARDS (Cont.)

(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 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: **AMY ANDERSON**
University of Nebraska at Omaha

(402) 472-6757 (P)
amyanderson@unomaha.edu



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

Annual Meeting 2013
Atlanta, GA
November 20th – 23rd, 2013
Atlanta Marriott Marquis

***Expanding the Core: Neglected Crimes, Groups, Causes and
Policy Approaches***

Program Co-Chairs:

TIMOTHY BREZINA, Georgia State University
and
SUSAN F. SHARP, University of Oklahoma

asc_program2013@ou.edu

ASC President:

ROBERT AGNEW
Emory University

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:

Friday, March 15th, 2013

Posters and roundtable abstracts due:

Friday, May 17th, 2013

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 2013 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 15th, 2013

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 15th, 2013

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 (note: the book should appear in print before the submission deadline so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). 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 15th, 2013

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 17th, 2013

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. Submissions for a roundtable must include a title and abstract of no more than 200 words, along with participant information. Roundtable sessions are generally less formal than panels. Thus, ASC provides no audio/visual equipment for these sessions.

ROUNDTABLE SUBMISSION DEADLINE:

Friday, May 17th, 2013

APPEARANCES ON PROGRAM

Individuals may submit **ONLY ONE FIRST AUTHOR PRESENTATION**. Ordinarily individuals may make 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 for presentation consideration.**

The meetings are Wednesday, November 20th, through Saturday, November 23rd. 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, 2013.

SUBMISSION DEADLINES

Friday, March 15th, 2013 is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics.

Friday, May 17th, 2013 is the **absolute** deadline for the submission of poster and roundtable sessions.

ABSTRACTS

All submissions, including roundtables, 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, Carter Hay, chay@fsu.edu

- | | | |
|---------------------------------------------------------------------------|---------------------|---------------------------------|
| 1. Biological, Bio-social, Psychological Perspectives | John P. Wright, | john.wright@uc.edu |
| 2. Micro-social Perspectives (Learning, Control, Strain, Rational Choice) | Lisa Broidy | lbroidy@unm.edu |
| 3. Macro-social Perspectives (Cultural, Disorganization, Anomie) | Matthew Lee | mlee@lsu.edu |
| 4. Routine Activities and Situational Perspectives | Tamara Madensen | tamara.madensen@unlv.edu |
| 5. Developmental, Integrated and Life Course Theories | Jukka Savolainen | jsavolainen@unomaha.edu |
| 6. Critical, Conflict and Feminist Perspectives | Christopher Mullins | mullinsc@siu.edu |
| 7. Neighborhood and Place Effects | Elizabeth Griffiths | elizabeth.griffiths@rutgers.edu |

Area II. Types of Offending, Stacy DeCoster, smdecost@yahoo.com

- | | | |
|-------------------------------------------------------------------------|------------------|--------------------------|
| 8. Violent Crime | Richard Block | crblock@rsn.com |
| 9. Property and Public Order Crime | Heith Copes | jhopes@uab.edu |
| 10. Family and Domestic Violence | Molly Dragiewicz | molly.dragiewicz@uoit.ca |
| 11. Sex Crimes | Jody Clay-Warner | jclayw@uga.edu |
| 12. White Collar, Cyber, Occupational, and Organizational Crime | Nicole Piquero | npiquero@utdallas.edu |
| 13. Organized Crime | Klaus von Lampe | kvlampe@jjay.cuny.edu |
| 14. Terrorism, Political Violence, Hate Crime, and Intergroup Offending | Randy Blazak | blazakr@pdx.edu |
| 15. Green Criminology | Nigel South | soutn@essex.ac.uk |
| 16. State Crime | Dawn Rothe | drothe@odu.edu |

Area III. Correlates of Crime, Shaun Gabbidon, slg13@psu.edu

17. Gangs, Peers, and Co-offending	Jean McGloin	jmcgloin@crim.umd.edu
18. Substance Abuse	John Hoffmann	john_hoffmann@byu.edu
19. Weapons	David May	david.may@eku.edu
20. Mental Health	Brent Teasdale	bteasdale@gsu.edu
21. Gender, Race, and Social Class	Claire Renzetti	claire.renzetti@uky.edu
22. Immigration/Migration	Maria Velez	mvelez@unm.edu

Area IV. Victimology

23. Victimization Patterns and Trends	Min Xie	min.xie@asu.edu
24. Victimization Policy and Prevention	Bonnie Fisher	bonnie.fisher@uc.edu

Area V. Social Responses to Crime, Daniel P. Mears, dmears@fsu.edu

25. Crime Policy and Prevention	Natasha Frost	n.frost@neu.edu
26. Policing and Law Enforcement	Robin Engel	robin.engel@uc.edu
27. Prosecution, Courts and Sentencing (including miscarriages of justice)	Brian Johnson	bjohnson@crim.umd.edu
28. Prisons and Jails	Beth Huebner	huebnerb@umsl.edu
29. Community Corrections	Paula Smith	paula.smith@uc.edu
30. Prisoner Reentry	Jennifer Cobbina	cobbina@msu.edu
31. Juvenile Justice System	Donna Bishop	d.bishop@neu.edu
32. Capital Punishment	Kim Cook	cookk@uncw.edu

Area VI. Perceptions of Crime and Justice, Jeff Ferrell, j.ferrell@tcu.edu

33. Fear of Crime and Perceived Risk	Mark Warr	mwarr@mail.utexas.edu
34. Media and the Social Construction of Crime	Emily Lenning	elenning@uncfsu.edu
35. Attitudes about Punishment and Justice	James Unnever	unnever@sar.usf.edu
36. Convict Criminology	Richard Jones	Richard.jones@marquette.edu

Area VII. Comparative and Historical Perspectives, Liqun Cao, liqun.cao@uoit.ca

37. International and Cross-National Comparisons	Andres Rengifo	rrengifo@rutgers.edu
38. Historical Comparisons	Geoffrey Ward	gward@uci.edu
39. Transnational Crime, Justice, and Human Rights Violations	Phil Reichel	Philip.Reichel@unco.edu

Area VIII. Methodology, Richard Wright, surfer@umsl.edu

40. Advances in Quantitative Methods	Robert Brame	rbrame@uncc.edu
41. Advances in Qualitative Methods	Scott Jacques	scott.jacques@uc.edu
42. Advances in Evaluation Research	Raymond Corrado	corrado@sfu.ca
43. Advances in Experimental Methods	Cynthia Lum	clum@gmu.edu
44. Advances in Teaching Methods	Susan Krumholz	skrumholz@umassd.edu

Area IX. Roundtable Sessions**Area X. Poster Sessions****Area XI. Author Meets Critics**

Callie Burt	chburt@asu.edu
Susan Case	asc@asc41.com
Josh Hinkle	jhinkle@gsu.edu

POLICY CORNER

WHY THE ASC WILL NOT TAKE A STAND IN THE COMING GUN CONTROL DEBATE

By Todd Clear, Chair, ASC Policy Committee

It is becoming apparent that one result of the horrific shooting tragedy in Newtown, Connecticut, in which 20 young children were shot to death, is a call for a renewed debate about gun control. Many commentators, after an initial reaction of shock and revulsion, have seen this unfathomable calamity as the precise signal for a new national conversation about gun violence—its causes and how to prevent it. If President Obama's early reactions are any indication, there will be a call for a national debate about gun control, as well as a national conversation about gun violence. Many of us will welcome such a national, self-reflective soul-searching as long past due.

Regardless of the ebb and flow of the coming debate, the ASC will not be taking a position on gun control—or anything else about gun violence, for that matter. Why not? Why is the world's largest body of scientists who think about criminal violence not going to be taking a stand on the policy implications of this heartrending event, now gripping the nation? To not do so is especially interesting, given that gun violence is such an important policy issue, one that falls directly in our area of expertise.

It is not that ASC members have little to say on the topic. After all, numerous papers and books have been written by our membership on gun violence and school violence. Any *Who's Who* of experts in the area would surely include people from our ranks.

The ASC will not take a position on gun violence policy, because the Society's executive leadership has become increasingly leery of such stances. It is true that the ASC is officially opposed to the death penalty, as a result of executive board action taken many years ago. That decision itself was disputed by various members, and the process for committing the Society to that position has been heavily criticized as well. Members disagreed.

Likewise, among our members, there are substantial disagreements about what ought to be the foundation for gun policy and violence crime state intervention. Moreover, there is disagreement about what the *evidence* shows on this issue. So for the ASC to take a position would mean, in effect, that the Society would be taking sides in an evidentiary dispute among our own members. Add to that the fact that we, as a society, have no obvious public platform for explaining our views, and it can be easily seen why—even with an issue as important as this—there is no momentum for leading the ASC to take a policy position.

It may be that someday the ASC will, as a body, be active in taking positions on policy matters such as gun control. To get to that point, we will have to develop a careful process for deciding which issues we might address as a body and for vetting policy positions among the membership. (In my ASC presidential address, I suggested some criteria for both.) In the meantime, there are things we can do: devoting space in our journals and our meetings to policy discussions of the evidence, supporting good research on the topic, and making sure strong evidence is placed before the deliberative bodies.

But we will not take a stand.

EDITORS' CORNER

THE CASE FOR SUBMITTING TO *CRIMINOLOGY*

By Eric Baumer, Wayne Osgood, and Rosemary Gartner
Editors of *Criminology*

We have two objectives in this column: (1) to make a pitch for why you ought to consider submitting your excellent scholarship to *Criminology*; and (2) to lay out the types of papers we are eager to consider for publication in the journal.

Why *Criminology*?

Anyone who has been to an ASC meeting lately can attest that the field has grown by leaps and bounds over the past several years. As a consequence, the number of outlets in which you can place your scholarship has increased greatly. Indeed, there are now dozens of refereed journals devoted to crime and justice, and a variety of other forums (e.g., annual reviews, special collections, and edited volumes) that are viable alternatives. In short, we recognize that you have many options about where to send your best work. So why should you submit it to *Criminology*? We would emphasize three reasons.

First, though the standards we apply and the odds of rejection are relatively high at *Criminology*, we think the potential payoff makes it worth trying your luck. The payoff is obvious for those whose papers make it through the rigorous review process and are published. These authors can expect a wide readership and, based on citation-based prestige rankings, a high probability of having their work cited often in the years to come. But we think the benefits of submitting to the journal are not limited to the authors of papers that appear in *Criminology* (as well as our readers, of course). Indeed, aside from the lure of landing your scholarship in one of the field's top journals, the other two reasons for sending us your papers represent tangible benefits to you even if we "decline the opportunity to publish your work."

A second reason for submitting your polished work to *Criminology* is that, regardless of the editorial decision, you can expect to receive forthright input from reviewers regarding the theoretical and methodological strengths and weaknesses of your research, which serves as invaluable advice on how to improve your paper. We strive to provide consistently high quality and informative reviews for all papers and are able to deliver on that goal in the vast majority of cases because we have at our disposal a large, diverse, and talented reviewer pool. The reviewers we call on encompass both new and seasoned scholars in and outside of the U.S., and we routinely monitor the quality of the reviews to help us select those who provide the most appropriate and useful feedback. Thus, if you submit your work to *Criminology*, you can count on it being reviewed by talented scholars with expertise and interest in the type of work you do. In our judgment, the feedback authors receive from the review process is our greatest service to the field; even if we do not publish your paper, we aim to provide guidance that will give you the best chance that a revised version will be accepted at another strong journal.

A third reason for you to consider *Criminology* as an outlet for your next paper is that we offer prompt decisions. Publishing obviously is important to people's careers and long delays in the review process are frustrating and unfair. Though we prioritize making sound, highly informed editorial decisions, we also monitor the process closely to ensure a timely turn-around and will not let your paper be held hostage by unresponsive reviewers. We aim to send authors decisions on their manuscripts within two months of submission and have succeeded in doing so over 80% of the time. To date, the longest wait during our editorship has been 80 days.

We hope that the high prestige, excellent reviews, and prompt turn-around times we offer at *Criminology* are persuasive incentives for you to submit your work to us, especially if you have not done so in the past. Indeed, we would welcome the opportunity to consider your research and are eager to receive a wide variety of different types of scholarship. This latter point highlights the second general issue we wish to cover in the essay; let us elaborate a bit on the kinds of papers suitable for publication in *Criminology*.

What is Suitable for Publication in *Criminology*?

It is commonplace for authors to look through tables of contents to decipher what the editors of particular journals wish to publish. Doing so can be useful for identifying some basic parameters. For instance, even a cursory glance makes it readily apparent that *Criminology* is a scholarly and research-oriented journal and, as such, not amenable to pieces that are primarily advocacy or journalistic. Also, while we encourage submissions from perspectives not well known among criminologists, to be effective they must be understandable to our audience of criminologists, who have diverse social science backgrounds.

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Notwithstanding these useful lessons, scanning the table of contents of a journal for purposes of inferring publication preferences can be misleading. Remember the idiom that it can be unwise to “judge a book by its cover”? The papers published in journals partially reflect reviewer and editorial preferences, but in addition, they depend on what is submitted. We are especially eager to increase the diversity of scholarship submitted to *Criminology*, and so we encourage you to give us a try rather than assume we are not interested. We will seriously consider both well-known and brand-new areas of inquiry, especially work that reflects novel ideas or new approaches. The latter often brings an extra burden of requiring more explanation because readers (and reviewers) may be less familiar with key elements, but we welcome such contributions. Above all, we strive to publish work of the highest quality that appeals to the full range of interests of the ASC's membership. Our overarching criterion for judging manuscripts is whether they make an important and original contribution to the field.

We have a “bias” for novel, well-executed research, and we feel this can come in wide variety of topics and forms. For instance, we are strongly committed to publishing work on topics in both criminal justice (e.g., operation of justice system agencies, effects of sanctions and treatments, influences on justice policy) and crime (e.g., causes and consequences of). Though we typically receive more submissions that focus on the latter, we would like to receive more papers on criminal justice issues than we currently do. Within both of these general areas, we are eager to consider a wide variety of different types of papers, including forms of scholarship that have appeared in *Criminology* in the past but have been rarely submitted during our editorship. For example, we would welcome integrative reviews summarizing an area of the field and offering ideas for advancing it empirically and theoretically (e.g., Bursik 1988; Fishbein 1990). We also see significant value in new theoretical statements that have novel implications for research (e.g., Agnew 1992; Klinger 1997; Rose and Clear 1998; Thornberry 1987). Additionally, though we do not view *Criminology* as an appropriate outlet for papers directed primarily toward methodologists, we think it would be enriched by papers presenting new methodological approaches—including quantitative, qualitative, and mixed methods—useful to many of our readers (e.g., Nagin and Land 1993).

We also wish to emphasize that, although we expect papers in *Criminology* to be theoretically informed, not all papers need to test theory. We would welcome papers that address important policy questions or that document compelling new phenomena descriptively. All papers need strong introductions justifying the importance of their topics, and theory can be valuable for that purpose, but we recognize that there are other effective approaches as well. We also are very open to a wide range of methodologies. Though most of the papers we receive apply commonly used quantitative statistical techniques, we do not have a methodological preference for such approaches. Instead, we prefer that authors submit papers that address novel research questions in a rigorous way with *an appropriate method* for the task at hand. That method might encompass in-depth qualitative interviews, survey techniques, simulation methods, participant observation, formal mathematics, experiments (field or laboratory), network analysis, an examination of aggregate institutional records or historical archives, systematic social observation, or some other approach. In short, we welcome submissions that apply scientific methods, and we pledge to give due consideration to all papers that apply such methods appropriately and to seek input from reviewers with interest and expertise in the specific methods you use.

In conclusion, we are strongly committed to continuing the long history of publishing significant, outstanding research in *Criminology*. Though we recognize that you have many publication options, please consider submitting your work to us. We are interested in publishing a wide variety of different types of papers and forms of scholarship, and we offer all who submit a prompt turn-around. Additionally, while we cannot promise to accept your paper, we pledge to do all we can to foster insightful reviews on your work from a highly talented and constructive pool of reviewers.

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TEACHING TIPS COLUMN

Edited by Charisse T. M. Coston
University of North Carolina at Charlotte (ccoston@uncc.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 Charisse T.M. Coston at ccoston@uncc.edu. Submissions should be between 500-1,500 words.

Thanks – Charisse T.M. Coston, Chair; Kristi Holsinger, Heather L. Scheuerman and Christopher Taylor, Members, ASC Teaching Committee

TEACHING TIP: A Classroom Activity on School Characteristics and Delinquency

By Michael K. Ostrowsky, Ph.D., Southern Utah University

I'd like to share with you a fun, creative, and educational classroom activity that I do with students in my *Juvenile Delinquency* class. Chapter 15 of Agnew and Brezina's textbook (2012) discusses the association between school and delinquency. The following exercise is easy to do, students seem to enjoy it, and most importantly it makes the chapter come to life for students.

In my *Juvenile Delinquency* class we spend one week exploring the impact of school on delinquency. At the very beginning of the week I break the students into small groups of four. I ask each group to list all of the characteristics of their high schools that they believe reduced the amount of delinquency in their schools, as well as all of the characteristics of their high schools that they believe increased the amount of delinquency in their schools. Students are immediately drawn to this exercise because it involves their active participation and it conjures up memories of their high school years. I give each group as much time as they need, which usually translates to about 20-30 minutes. While the groups are working, I draw a vertical line on the white board. On the top of the left side I write “reduced” and on the top of the right side I write “increased.” I then walk around to each group, in order to answer any questions, as well as make sure they are completing their task. Once all of the groups are done, I ask a member of each group to write on the board one characteristic of their high school that they believe reduced the amount of delinquency in their school. After each group has written one characteristic, I ask each group to explain what they wrote on the board. Discussions involving the entire class often emerge at this point. After all explanations, discussions, and questions seem to taper off, I ask a different member of each group to write on the board one characteristic of their high school that they believe reduced the amount of delinquency in their school. After each group goes a second time, we stop again and I ask each group to explain what they wrote on the board. I repeat this cycle until all of the groups have exhausted all of the reduce delinquency characteristics. At this point we switch to the factors that increase delinquency and repeat exactly what we just did.

Once the entire exercise is complete, I believe that it is very important to relate my students' answers to the textbook. For example, Agnew and Brezina (2012: 272-273) discuss that in-school delinquency rates are lower in: “(1) small schools with good resources; (2) schools with good discipline; (3) schools that provide opportunities for student success and praise student accomplishments; (4) schools with high expectations for students; (5) schools with pleasant working conditions for students; (6) schools with good cooperation between the administration and teachers; and (7) schools with strong community involvement.” This debriefing allows students to make connections between their high school experiences and the textbook, which ultimately makes the book seem more relevant and lively.

I have done this activity several times, all with great success. A similar version of this activity could easily be done in other classes as well, such as *Criminology* and *Deviant Behavior*. Furthermore, this activity could be expanded upon. For example, in addition to school characteristics, Agnew and Brezina (2012: 265-266) also discuss specific school *experiences* that are associated with delinquency, including: “(1) low academic performance; (2) little school involvement; (3) low attachment to school; (4) poor relationships with teachers; (5) low educational/occupational goals; (6) dropping out of school; and (7) school misbehavior.” Whatever version of this activity you use, I suspect it will resonate with your students. It certainly has with mine.

References: Agnew, Robert and Timothy Brezina. (2012). *Juvenile Delinquency: Causes and Control* (4th edition). New York: Oxford University Press.

(Teaching Tips continue on page 32)

TEACHING TIP: Employing Visual Techniques to Teach in Criminology and Criminal Justice Classrooms: Notes from the Field

By J Wheeldon & G Burruss

INTRODUCTION

The use of and interest in visual means and methods in research is clearly growing (Umoquit, Tso, Burchett, & Dobrow, 2012). Based on the groundbreaking exploration of the pedagogy of maps and diagrams (Novak & Gowin, 1984), new contributions have attempted to further the use of visual methods in the social sciences (Wheeldon & Ahlberg, 2012). In recent articles, criminologists have described the use of concept maps to teach criminological theory (Burruss, 2009) and mind maps to explore values and ethics among criminal justice students (Wheeldon, 2011).

In this article, we seek to provide some context for the use of visual methods in criminology and criminal justice. By outlining some of our experiences, we hope to showcase some examples in which various maps, diagrams, and other visual techniques can be used to help students “see” difficult connections and relationships. The combination of the tactile process of putting pen to paper and the creative freedom encouraged when people make maps can reach students and reinforce conceptual relationships in novel ways. As technology enables instructors to use visual media (slide shows, video, statistical graphics, crime maps, etc.), the opportunity to capitalize on visual pedagogy has become easy and fairly cheap.

THE VALUE OF VISUAL PEDAGOGY in CCJ

As a starting point, it is useful to note that teaching and learning core concepts in criminology and criminal justice can be complicated. Theory is notoriously difficult for instructors and demanding for students (Lilly, Cullen, & Ball, 2011). Concepts and propositions can appear abstract and base assumptions can get missed. For many, the differences between theories (conflict or consensus) and what level of explanation (macro/meso/micro) a theory attempts are akin to learning a foreign language. Many CCJ students come into the classroom oriented toward the practical uses for their education; they are skeptical of the value of learning theory and methods. As a result, students are eager to know the “answer” rather than embrace the process of learning.

In our experience, students are often stymied by rather basic questions in theory and research about falsifiability, testable propositions, measuring concepts, and the difference between causation and correlation (Burruss, 2009). Without understanding the link between variables and theoretical concepts, theory and methods remain separate areas of knowledge in students’ minds. For students, learning a more experiential and visual approach to learning, revising, and testing, can offer them a more “hands on” way to explicitly “see” assumptions, concepts, and connections. For instructors, visualizing presented concepts provides another means to illustrate the relationships between theory, methodology, and methods.

Figure one shows a concept map of routine activities theory. The main concepts of the theory are listed in circles (concepts). The relationships between concepts are shown by the linking phrases. In this example, motivated offender, suitable targets, and lack of capable guardian are linked to crime commission through the phrase “converge in time and space.” In our experience, while students can name the three main concepts of routine activities, they often fail to grasp that it is their convergence, according to the theory, that is a necessary condition of a criminal event. Examples or sub-dimensions can also be included within the maps. In this case, suitable targets include the sub dimensions: value, inertial, visibility, and access. These are linked to suitable targets by the phrase, “include components.” These sub dimensions can further be elaborated by the student—value refers to monetary worth; inertia refers to lack of mobility. Finally, examples of suitable targets can also be listed: iPad, purse, gaming console, etc.”

In addition to using maps to teach theory, we have used maps in several practical ways in the classroom. One approach is to have students create a list of core concepts based on a lecture or specific section of a course. In this way, students can be encouraged to generate personal maps or “snapshots” of understanding. Using this approach over time can allow maps to change and grow as a student’s knowledge becomes more complex. Another approach is to use pre-test maps as an instructor approved visual ‘cheat sheet.’ Limiting maps to one side of an 8.5 x 11, students can list key concepts and relationships. In our experience often the process of creating the map during pre-test study sessions can make the use of these ‘cheat sheets’ in a test or exam unnecessary.

In smaller classes, following a test or midterm, another approach is to break the students into groups, allow them to compare their answers, and work together to construct a map that demonstrates the best or strongest answer. Having students put group maps on the board allows the class to recap key concepts. Maps can also be used in one-on-one meetings to allow for a quick means for instructors to get a sense of a student’s understanding. Through these meetings, instructors can clarify key concepts with students and explain missing or incomplete links between concepts within the map (Burruss, 2009).

For example, a student is asked to explain how changes in routine activities can lead to an increase in crime. First she is given a list of the relevant concepts and asked to map her response. The student can try different paths and the instructor offers feedback. The final student map does not need to match the instructor’s expert map precisely; rather, the student and instructor should negotiate a map that fits the stated theory. Student will seldom reproduce the exact structure of the instructor’s map.

(Continued on page 33)

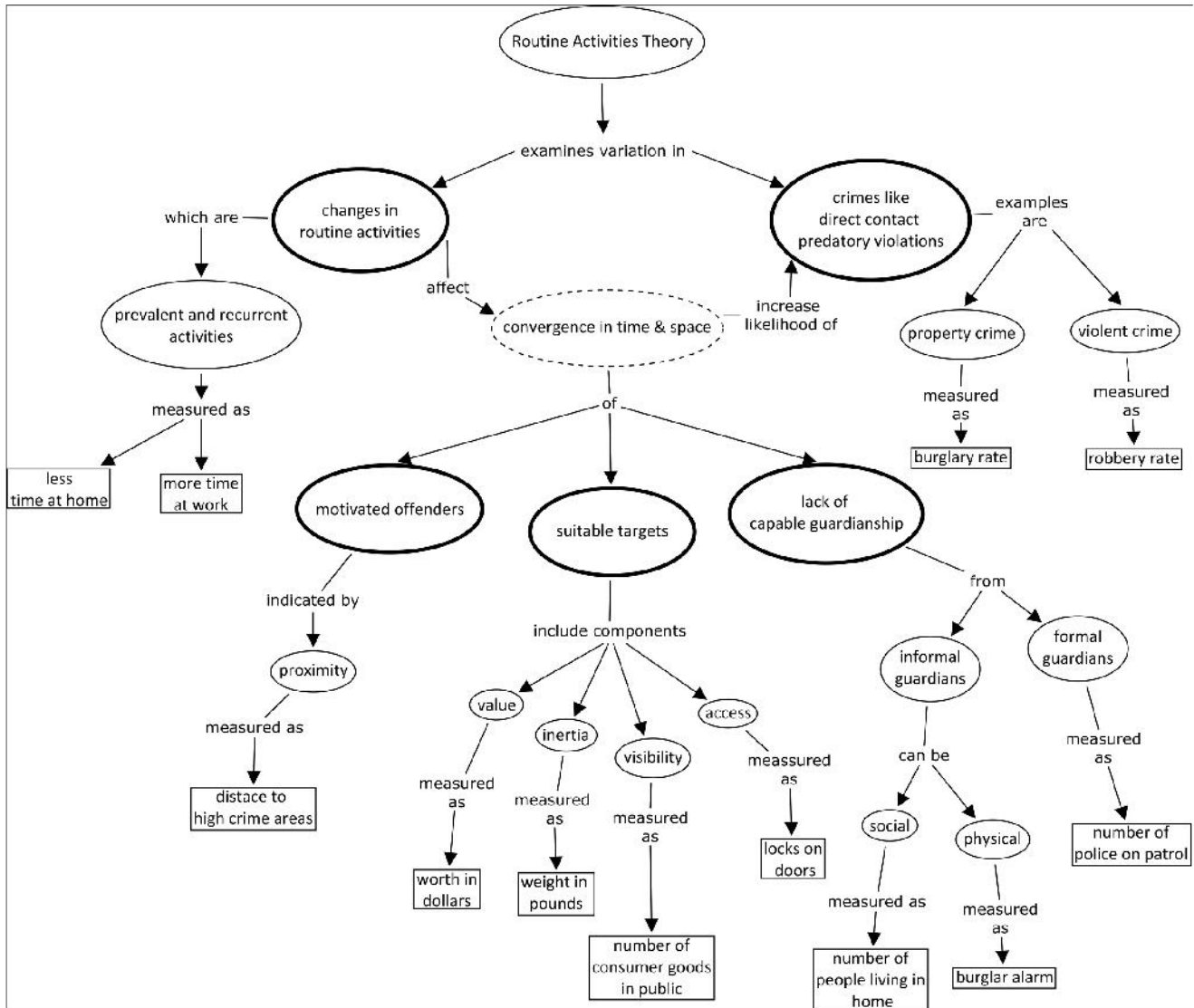
(Continued from page 32)

Beyond the immediate purview of this short article, maps have been shown to be versatile enough to plan research and outline assumptions and outline key structural requirements of a research report (Wheeldon & Ahlberg, 2012). In addition, maps can be used to collect qualitative data (Wheeldon & Faubert, 2009), and even in conjunction with other methods to develop quantitative mixed method measures (Wheeldon, 2010). Their flexibility allows maps to be used to conduct a pilot project in larger classes or as part of collaborative undergraduate research project. Please contact us if you are interested in employing maps in your teaching. We would be happy to offer advice and assistance.

CONCLUSION

Of course, like all other tools, maps have their drawbacks. While many students may appreciate another way to have information presented, others may balk. There is evidence that there are gender differences, and perhaps cultural differences in the acceptance and perceived utility of more visual approaches to teaching and learning. Despite the inevitable challenges, and sometime resistance, each of us has used map-making in the classroom and will continue to do so. Given the myriad of ways in which maps can be created and used, perhaps the only limitation is of imagination. It is apparent that visualization of complex concepts, networks, and data analysis is becoming more prominent in students' lives. Many students are now equipped with the kind of technologies that allow for easy data visualization; thus, incorporating this kind of pedagogy will only benefit our students who expect to 'see' how our discipline explains crime and, how the criminal justice system responds.

Figure 1: Mapping Routine Activities Theory



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ANNOUNCING

The 2nd Crime, Justice and Social Democracy International Conference 8 - 11 July, 2013

Queensland University of Technology, Garden Point Campus, Brisbane, Australia

The School of Justice, Queensland University of Technology is pleased to announce the dates for the 2nd Crime, Justice and Social Democracy International Conference. The conference will take place from 8–11 July 2013 at the Garden Point campus in Brisbane.

We are also pleased to announcement the following **International Key-note Speakers** for the conference:

Professor Loraine Gelsthorpe, University of Cambridge
Emeritus Professor Tony Jefferson, Keele University
Professor Walter S. DeKeseredy, University of Ontario

Additional international speakers will be announced later in 2012.

The First Call for Paper Submissions: Closing Date – 22 February 2013

A second call for papers will be announced early in 2013.

If you require further information at this time please visit the conference web-site at: www.crimejusticeconference.com or email the Conference Convenor, Juan Tauri on juan.tauri@qut.edu.au.

DOCTORAL STUDENT FORUM

SURVIVING THE ACADEMIC INTERVIEW PROCESS

By Matt Vogel, University of Missouri – St. Louis

The ASC employment page is teeming with postings from schools across the country. Your inbox is overflowing with job announcements that have been forwarded and re-forwarded through your professional listserves. The job market has once again opened, bringing with it anxiety, apprehension and self-doubt to another generation of soon-to-be minted PhDs. Having recently “survived” the job market, I can tell you first-hand that the process can be nerve-wracking, even for the best prepared of candidates - which I assure you I was not. Given my own experiences last fall, I find myself in a position to imbue you with some unsolicited advice as you search for that coveted tenure-track position. The job search raises a number of very important questions and concerns, many of which I have absolutely no business addressing. Instead, I will limit my discussion to three overarching topics: (1) what to expect while you’re on the market (2) tips to prepare for various steps along the way, and (3) suggestions to make the process more bearable.

Let’s begin by assuming that you have whittled down a list of potential schools to which you want to apply. You have compiled your application materials, solicited recommendations, and crafted an eye-catching cover letter. The materials have been submitted and you are anxiously awaiting the news. What happens next? If you’ve made the “long-short” list, you should expect to hear from the search committee within a few weeks. This will often lead to a preliminary screening interview to decide whether you will be invited out for a campus visit. Although the committee has seen your CV and has a vague understanding of your interests and accomplishments, this will be the first impression they will form of you as a person, an academic, and a future colleague. As such, it is important that you come across as confident and composed. Make sure that you can speak articulately about your dissertation research. The screening interviews are short, so you need to paint with broad strokes, but be absolutely sure that you can articulate the nuances of your research if pressed. Be able to clearly describe how your research and teaching will complement the core strengths of their program. To this end, it would be helpful to become familiar with current faculty research and have an idea of recent course offerings.

Once you have passed the initial screening, the next step is the campus visit. This is usually an exhausting two to three-day excursion, consisting of one-on-one meetings, awkward meals with faculty, and the dreaded “job talk.” It is common for the invitation to arrive two or three days before the visit is scheduled to take place, making it imperative that you are well-prepared beforehand. I strongly recommend that your job talk is ready to go around the time you submit your application. In general, you should be prepared to speak for forty minutes on your research. Even though you may not have completed your dissertation at this point, you want to be able to discuss preliminary findings. The more polished the presentation, the more professional you will appear. As many positions are contingent on having the degree in hand, this will demonstrate that you are in a good shape to defend before the appointment begins. The question and answer session is by far the toughest part of the job talk. Composure is your best weapon. Do not get defensive, address audience questions the best you can, acknowledge the limitations of your work, and *always* express gratitude for the feedback you receive. While it might seem otherwise, the faculty does not want to see you crash and burn. More often, they are trying to gauge how well you handle yourself under pressure.

While the job talk is the most nerve-wracking part, it makes up a very small portion of the entire visit. As for the rest of your time there – the best advice I can offer is to be yourself. By this point the faculty thinks you are a viable candidate. Now they want to see what kind of colleague you would make. Sure, it is important that you wow them with your talk, but it is also important you demonstrate what a great person you are to work with. Remain professional, but offer some insight into your personality. For instance, you might want to discuss your hobbies or look for common interests. Remember, the department is looking to make a serious investment in you. They are sizing up your potential as a long-term colleague. Show them you will make a pleasurable addition to the department. Be sure to ask questions that reinforce your interest in the program. Ask about the curriculum, the (geographic) area, and the collegiality of the department. The information you glean from the one-on-one meetings will help you decide whether the program is right for you. Don’t underestimate the importance of these sessions.

Be sure to express gratitude. The school has invested quite a bit on your travel, lodging and meals. Make sure to say thank you every time someone picks up the tab. Only order alcohol with meals if offered, but limit yourself to one drink. Some faculty members will consume quite a bit more, but that is none of your concern. Make sure you’re awake, alert and fresh well-before you are picked up for breakfast. No one wants to meet a cranky candidate. Take time for yourself throughout the day. I took some liberty with restroom breaks; you may find something that works better than forged incontinence. This was a great way steal a few moments to clear my head. Finally, be sure to decompress at the end of each night. For me this meant grabbing a drink at the hotel bar. Regardless of the outcome of the search, you’ve made it through the hard part. That minor victory deserves a celebration. Finally, I wish you the best of luck and I look forward to seeing you on the other side!

We invite you to continue this discussion and share your thoughts about the job market on the ASC-Student Affairs Facebook page <https://www.facebook.com/pages/American-Society-of-Criminology-Student-Affairs/321855684515486>

*Submissions of future “Doctoral Student Forum” columns are encouraged.
Please contact Bianca Bersani: bianca.bersani@umb.edu (Chair of the Student Affairs Committee).*

THOUGHTS ABOUT BOOKS:
OCCASIONAL ESSAYS INSPIRED BY PROVOCATIVE READING

***MORAL TIME* BY DONALD BLACK¹**

By Bonnie Berry, Director, Social Problems Research Group

Donald Black is known for his innovative and courageous approach to the social sciences. His latest work, *Moral Time*, is no exception. This work blends well with his earlier work, much of it of classic status (notably, *The Behavior of Law*), and shows the same open-mindedness as his forthcoming research article endorsing value-free social science. By “open-mindedness,” I mean the unusual quality common only to pure scientists to examine, without prejudice, an unlimited array of possible explanations for social phenomena. To be able to do this is rare enough, but to be willing to do it in the face of possible criticism by those unwilling to step outside the bounds is rarer still. Nonetheless, it is essential to the advancement of science.

Moral Time represents a search for an accurate understanding of social conflict by a scholar who is open to *scienticity*, an examination and re-examination of the rudimentary questions of social life. It explains everyday and disturbing parts of social life, from public grooming to murder, that stem, essentially, from movements of social time.

Moral Time explains behavior in terms of its social geometry, social geometry meaning the location and direction of behavior in a multidimensional space. Yes, I know that sounds weird, so let me elaborate. Black uses the concepts of time, space, and distance in ways that most social scientists (and most people) don't. Relational time, vertical time, and cultural time combine with space, with space including actual physical proximity as well as more abstract forms of inter- and intra-cultural distance. Moral time is indistinguishable from social time, with both referring to the ever-fluctuating dimension of social space, with every fluctuation being a movement of moral (or social) time. Moral time moves relationally, vertically, and culturally, resulting in dynamic features of intimacy, stratification, and diversity. All of these forms of dynamism, or movement and change, can cause conflict. Indeed, Black argues, conflict cannot occur in the absence of dynamism. At the center of Black's discussion of moral time is *conflict*, with conflict causing more conflict.

Of direct use for the reader as social being and as scholar, we come to understand social intimacy, stratification, and diversity in unique ways. We learn that social as well as personal problems may arise when we or our cultures experience over- and under-forms of intimacy, stratification, and diversity. Questions immediately arise, such as how can we have over-diversity if diversity is a good thing? Answer: cultural *differences*, when forced upon those who are ill-attuned to (intolerant of, intimidated by) such differences, cause conflict. The interaction of unlike people can cause conflict in the form of discomfort, crime, or even war.

How can under-stratification be a problem if it refers to a decrease in inequality? Change from a superior social position to a lesser social position threatens the status of the formerly superior. While some benefit from the change (those formerly in the inferior position), others do not; therein lies the conflict.

To cut to the chase, *change* causes social conflict, with change referring to an alteration in relational, vertical, or cultural time and with conflict referring to the unexpected and uncomfortable responses to change. Change in cultural time can cause change in diversity (change in the cultural dimension with greater or less exposure to various languages, customs, interests, religion, etc.), change in stratification (change in power structures), or change in intimacy (change in relational distance), any of which can cause conflict for those who want the equation of diversity, stratification, and intimacy to stay just like it was before.

Helpfully, Black applies *Moral Time* principles to describe more mundane forms of conflict than crime, such as uncivil behavior. Starting out broadly by stating that “what everyone dislikes is the movement of social time,” he then discusses “little movements of social time as matters of bad manners, bad judgment, or bad character” (p. 14). Here, the dislike is mild but more widespread, because we encounter these unpleasant behaviors and attitudes in everyday life. Besides being aggravating, these behaviors are more puzzling to us than crime. We may, wrongly, think we understand murder (“he flew into a jealous rage”) or we may dismiss murder as not understandable. But incivility is with us everywhere and always.

¹Oxford University Press, 2011.

(Continued from page 36)

“Social contamination” is the intersection of agreement and disagreement about acceptable social behavior, be that behavior uncivil or criminal (murder, rape, purse-snatching, etc.). Intrusive behavior, such as being forced to observe fellow subway passengers flossing their teeth or being exposed to people talking too loudly on their cell phones in an enclosed environment that we cannot escape, are cases of overintimacy. A form of overintimacy is “nakedness as relational time” or the overexposure of one’s body (p. 37). As a contemporary example, I am reminded of the rather negative reaction some have to the droopy, baggy pants that young men wear, exposing their underwear. Some see this as indecent exposure; others as a fashion statement. Nonetheless, it is troubling enough that ordinances have been enacted against it.

Underintimacy can be thought of as underinvolvement with, or underexposure to, others. Black provides examples including an absence of conversation, a divorce, cheating on one’s partner, ignoring others, or (I would offer) secession of a state or states from the larger society. I would add that professional ethics violations may be pertinent here. That is, failure to give credit for another’s work, as in the case of plagiarism or other copyright violations, may serve as underinvolvement. In the context of professional behavior, Black cites Merton (1973) as saying that members of a discipline have an obligation to share their thoughts, their findings, research plans, and so on with their colleagues; those who don’t are guilty of underexposure.

Intrusiveness as a catalyst for social conflict makes Black’s propositions intensely relevant for us all *because* we cannot escape other social members. Living in society — small or large, simple or complex — forces us to be in the same social universe with others. This is usually not problematic, since most of us know the rules and abide by them. But not all of us do.

Modern societies may be especially problematic and conflict-ridden. Simple societies have less competition, less diversity, less stratification; thus, humility can be imposed. People in simple societies, Black argues, *have to* take each other into account, because their social distance is less. Overcloseness is less problematic for simple societies but distinctly conflict-generating for modern societies, since modern societies have and demand more social distance. We want to be left alone, to own things, to achieve, to have our own religion or not, to express our own ideas without regard to others’ ideas. We are “physically close but socially distant” (p. 145). In such societies, law becomes the means of controlling social behavior. We have signs and regulations telling us what we can and should not do. We have a lot of rules, legally enforced or not. The modern picture is not a bleak one, however. The modern member of society exchanges closeness to others in everyday life for closeness (to themselves and) to the broader world as a whole. We may feel close to strangers, nonhuman animals, or nonhuman parts of the world, thus breeding altruism. Black further describes these “global citizens” as self-involved but not necessarily selfish, with a morality that has no boundaries.

Social change and social conflict are the main foci of *Moral Time*. In the context of moral time as a causal theory, we are reminded that something static cannot cause something dynamic. Black argues that static conditions, like poverty, are not dangerous: “nothing static causes crime or anything else” (p. 8). Here I am a bit uncertain: Even if one views poverty or other forms of inequality as static, it would seem that these conditions can generate other phenomena such as crime, suicide, and other social problems. It is the *movement* of social time that is conflict-generating, Black states. As I see it, however, under some circumstances stasis can be combusive. We have conflict if we free up gay rights, because some do not relish this change. Yet, if we continue to repress gay rights, we also have conflict. Movements in social time can be *eruptions*, but I would think that an absence of change that is based on oppression causes continuing conflict as experienced by the repressed class. Perhaps by “conflict,” Black means that which is experienced on a societal level; in that case, I would also include select categories of social members.

Black remarks that *loss* (downward mobility), not poverty, is the source of conflict. He writes, “Poverty alone does not cause crime and violence. Poverty is a static condition, and a static condition cannot cause crime, violence, or any other kind of conflict. ... what *is* dangerous is downward mobility: *becoming poor*” (p. 74, emphasis in original). While it is true that economic crimes, such as shoplifting, can increase during hard economic times, the argument can be made that a steady state of poverty can cause shoplifting and other economic crimes. In other words, one might argue that a steady state of poverty, or any state of oppression, causes frustration, conflict, and crime.

Professor Black concludes his analysis by saying that he is “alone.” Of course he is not alone in the usual sense; but his meaning, I think, is that, as global citizens, we are all alone. This is an unusual stance for a social scientist to assume, since we study social interaction, organization, and whole cultures. Yet we do experience the social world as individuals, in a world of time, distance, and space. And we interpret the troubles we face, large and small, as individuals given our own time, distance, and space. *Moral Time* interprets the world on an individual and societal level; with this form of understanding, we can see ourselves as social individuals, alone and not alone, part of the modern world yet separate from it.

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Black's work, overall, is inspirational, not only for those of us who enjoy reading tantalizing science, but for those who make use of solid analysis and run with it. Applying Black's principles of pure sociology, Mark Cooney's *Is Killing Wrong?* describes the relativism of taking human lives. As odd-seeming as this question is, Black, and those who apply his principles, venture into new territory, away from those who unquestioningly assume that there is an obvious and automatic answer to all questions of social life.

Black's enviable ability to write with precision and clarity, supported by historical and anthropological illustrations, leads to numerous "of course!" occasions for uniquely-combined concepts across social time and social space. Though complex, as it must be, scholars at all levels will find this book of interest and utility. The careful or even casual reader will apply Black's *Moral Time* propositions to confirm or cast doubt on their own observations. Perhaps that is why *Moral Time* won the "Outstanding Book Award" of the American Sociological Association's Section on Altruism, Morality, and Social Solidarity. I have recommended this book to my colleagues in the social sciences and members of the public, and now recommend it to the ASC membership at large.

We welcome suggestions for future issues. Please contact Carolyn Rebecca Block, crblock@rcn.com.

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A VIEW FROM THE FIELD: WHAT'S HAPPENING OUTSIDE OF ACADEMIA

WHAT WORKS TO CURB U.S. STREET GANG VIOLENCE?¹

By James C. Howell, Ph.D., Senior Research Associate, National Gang Center and
Michelle Arciaga Young, Senior Research Associate, National Gang Center²

Introduction

Annually, over the past five years, approximately 2,000 homicides have been reported to be gang-related across the United States (Egley and Howell, 2012). This is important: In contrast to the notable decline in the overall U.S. homicide rate from 2007 to the present, the gang homicide rate has remained virtually unchanged in large cities (populations of more than 100,000), where annually, one in four homicides are associated with gang activity (Howell, 2012). In addition, the number of gangs present in an area significantly relates to the area's overall level of violence and other crimes (Block, 2000; Block and Block, 1993). Gang-related victimization, including drive-by shootings, homicides, and other retaliatory violence, threatens everyone in the community. This evidence suggests that gang violence should be a priority public policy issue.

What can be done to reduce levels of gang violence? Andrew Papachristos (2009) and others suggest that a comprehensive, evidence-based approach will work. His research finds that "gangs are not groups of murderers per se, but rather embedded social networks in which violence ricochets back and forth . . . [and] what begins as a single murder soon generates a dozen more as it diffuses through these murder networks" (p. 76). These events become, in effect, "dominance contests" in which "violence spreads through a process of social contagion that is fueled by normative and behavioral precepts of the code of the street" (p. 81). This essay presents two gang violence reduction programs that work.

Cure Violence (formerly CeaseFire Chicago)

Cure Violence uses an evidence-based public health approach to reduce shootings and killings with highly trained street violence interrupters, outreach workers, public education campaigns, and community mobilization. It uniquely approaches violence as an infectious disease. "We're trying to interrupt the next event, the next transmission, the next violent activity" (founder Gary Slutkin, quoted in Kotlowitz, 2008, p. 1). Cure Violence works to identify, engage, and promote change among those gang members most likely to be involved in shootings or killings; detect and interrupt events that could lead to violence or retaliation; and change norms about the acceptance and use of violence.

Rather than aiming to directly change the behaviors of a large number of individuals, Cure Violence outreach workers concentrate on changing the behavior and risky activities of a small number of selected members of the community who have a high chance of either "being shot" or "being a shooter" in the immediate future. To stem the cycle of retaliatory violence, violence interrupters (mostly former gang members) work alone or in pairs mediating conflicts between gangs and high-risk individuals on the streets and in hospital emergency rooms. With reality therapy, they interject themselves into on-the-spot decision-making by individuals at risk of shooting others, helping potential shooters weigh the likely disastrous, life-changing outcomes against perceived short-term gains. Long-term change agents (outreach workers) address key immediate causes of violence, including norms regarding violence, and serve as positive role models for young people, steering them to resources such as job or educational training and needed services.

An independent evaluation (Skogan, et. al., 2008) found significantly reduced homicides and shootings in six of the seven Cure Violence sites, in some of the most violent, gang-ridden communities in Chicago. A later research update found that the program worked to decrease violence with 40 of the most violent gangs in Chicago (Ransford, Kane, Metzger et al., 2010). An evaluation of a sister program in Baltimore (Webster, Whitehall, Vernick et al., 2012) drew similar conclusions. Cure Violence has been replicated in six Illinois cities outside Chicago, and in neighborhoods in Baltimore, Maryland; Kansas City, Missouri; New Orleans, Louisiana; New York City and New York State; Philadelphia, Pennsylvania; and Puerto Rico.

¹Author note: The authors gratefully acknowledge contributions to this article made by Meena Harris, M.S., Director, National Gang Center, and Candice Kane, J.D., Ph.D., Chief Operating Officer, *Cure Violence*

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The Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model

In 1987, OJJDP initiated a project to design a comprehensive approach to reduce and prevent gang violence. Directed by Irving Spergel, Ph.D., at the University of Chicago, this project resulted in the Spergel Model of Gang Intervention and Suppression. This model was later renamed the OJJDP Comprehensive Gang Model (CGM or Model). The CGM provides a flexible framework for locally appropriate activities based on five integrated strategies: *Social Intervention* and *Opportunities Provision* activities are primarily delivered within the context of a multidisciplinary intervention team composed of personnel from several agencies including street outreach, law enforcement, social services, probation/parole, and education. *Community Mobilization* engages members of the community in addressing local gang issues. *Suppression* activities emphasize accountability and community safety. Last, *Organizational Change and Development* activities seek to improve information sharing between agencies and the delivery of services to gang members and their families.

Evaluations of the CGM have found reductions in gang violence and drug-related offenses (Spergel, Wa, and Sosa, 2007), and reductions in gang involvement and gang crime (Cahill and Hayeslip, 2010; Hayeslip and Cahill, 2009). Spergel, Wa, and Sosa found that, in the three sites in which the program was implemented with high fidelity (Chicago, Illinois; Riverside, California; Mesa, Arizona), there were statistically significant reductions in gang violence when compared with control groups of youth and neighborhoods; in two of the sites, there were statistically significant reductions in drug-related offenses. The Cahill and Hayeslip evaluation focused on four cities (Los Angeles, California; Richmond, Virginia; Milwaukee, Wisconsin; and North Miami Beach, Florida), and found reductions in one or more crime reduction indicators, though not in all sites.

Multiple replications of this Model have provided insight into CGM best practices. Core elements crucial to successful implementation of the Model include the following:

- An effective Steering Committee convened by community leaders and policymakers to share responsibility for addressing local gang problems.
- A methodical and comprehensive assessment for the purpose of identifying the unique social contexts in which gangs form, the risk factors associated with gang involvement, and an inventory of existing programs appropriate for reducing gang activities in the specific location. This step is critical to “efficient and effective targeting” of activities and strategies (National Gang Center, 2010).
- A multidisciplinary Intervention Team which manages cases for the coordinated delivery of targeted services to gang members who have been identified through screening criteria drawn from the assessment.
- Once the Intervention Team has been convened, street outreach workers play an active role in connecting gang members to necessary services. Outreach workers are not only the primary source of program referrals, but they often play an active role in delivering services and working closely with community service providers. In addition, outreach workers are the Intervention Team’s “eyes and ears” on the street, giving the team perspective on the personal aspects of gang conflicts and violence and how these affect the team’s clients (Arciaga and Gonzalez, 2012). Evaluations have substantiated that well-implemented outreach work is essential for success (Hayeslip and Cahill, 2009; Spergel, Wa, and Sosa, 2006).
- A project coordinator who can serve as liaison between the Steering Committee and the Intervention Team. Sustained leadership is critical for long-term program success and to ensure the effectiveness of the program coordinator (Hayeslip and Cahill, 2009).

Both of these programs aim to reduce criminal gang activities and individual gang involvement. Utilizing a public health approach, Cure Violence emphasizes intervention at the most “contagious” area of the cycle of retaliatory violence. The CGM implements multidisciplinary teams to share information, develop individualized intervention plans for gang members, and collaborate on a variety of strategies (Arciaga, 2007). Common to both programs is the significant role played by the outreach worker, a critical element in any community’s gang intervention activities.

Positive outcome evaluations cited here point to the strong potential for replication of these models across jurisdictions of various sizes in the United States. The CGM has been successfully adapted to school settings in Houston, Texas, and Pittsburgh, Pennsylvania. The states of Massachusetts (Gebo and Bond, 2012) and North Carolina (Howell and Lassiter, 2011) have implemented the CGM in multiple sites to varying degrees. Cure Violence, a newer program, is rapidly gaining attention across the country. If program evaluations continue to show promise for wide adaptation, Cure Violence, as well as the CGM, may provide answers to “What works to curb street gang violence?”

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For more information

Additional information on Cure Violence can be accessed at: cureviolence.org/. Or call Cure Violence Chicago at 1-866-TO-CEASE (866-862-3273), toll-free, 24 hours. Additional information on the Comprehensive Gang Model, including two manuals with detailed guidance for conducting an assessment (OJJDP, 2009a) and model implementation (OJJDP, 2009b), can be accessed at the National Gang Center (<http://www.nationalgangcenter.gov/>) or by email: information@nationalgangcenter.gov. For general gang information, email: information@nationalgangcenter.gov

We encourage submissions of future "A View from the Field" columns.
Please contact Carolyn Rebecca Block: crblock@rcn.com

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COLLABORATION CORNER

NEWS AND NOTES ABOUT RESEARCH COLLABORATIONS

Compiled by Carolyn Rebecca Block crblock@rcn.com

Kristiina Kangaspunta, UNICRI (UN Interregional Crime and Justice Research Institute) and Louise Shelley (George Mason University) have set up a working group within the World Economic Forum to brain-storm on human trafficking issues. They have been joined by Danah Boyd, Microsoft Research, who studies the role of technology in human trafficking; Chris Bain, who runs the human trafficking program at the Kennedy School of Government; and Dan Viederman, CEO of Verité, the global NGO that works with companies, suppliers and governments worldwide to create and maintain fair labor conditions. See <http://www.weforum.org/> or contact Louise Shelley at lshelley@gmu.edu.

In an example of interagency collaboration, the National Science Foundation (NSF) and the National Institute of Justice (NIJ) signed a Memorandum of Understanding (MOU) in September, to better coordinate their "distinct but complementary missions." This will facilitate proposal review and co-funding, and will help the agencies to share information about workshops or symposia. The MOU with NSF adds to previous memoranda that NIJ has signed with the Netherlands and with the Australia-New Zealand Policing Advisory Agency. John Laub (pictured below with Myron Gutmann of NSF) says that, "I believe we have established the framework for a partnership that will help our two agencies leverage our strengths." For more information, see:

<http://www.nij.gov/nij/about/director/nsf-mou.htm>

http://www.nsf.gov/pubs/2013/nsf13007/nsf13007.jsp?WT.mc_id=USNSF_25&WT.mc_ev=click



Those interested in computer crime should be aware of collaborative research being conducted by computer scientists at University of California, San Diego, the International Computer Science Institute at Berkeley and George Mason University. On September 25, 2012, the team received a prestigious \$10 million five-year grant from the National Science Foundation to study the "cybersecurity underworld and to understand how the mind of a cybercriminal works." (See Ioana Patringenaru, UC San Diego Public Relations:

http://ucsdnews.ucsd.edu/pressrelease/10_million_nsf_grant_to_help_computer_scientists_understand_the_world_of_cy

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: aarendt@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.

THE CRIMINOLOGIST seeks applicants for the position of Associate Editor. The Associate Editor will work under the guidance of the ASC Vice President, who is Editor of The Criminologist. The Associate Editor's responsibilities will include arranging for the publication of interviews with prominent criminologists; descriptions of criminology programs, research organizations, policy centers, or government agencies; and articles on new data sources in criminology, such as surveys and web sites. The Associate Editor will edit the Obituary page, compile international news for the Criminology around the World section, and explore possibilities for book reviews and other enhancements. The Associate Editor will work with the ASC Vice-President, Executive Committee, Publications Committee and others to generate ideas for these articles; and the Associate Editor will ensure that the articles are submitted in a timely manner and suitable form. The Associate Editor must be a member in good standing of the ASC, will serve a three year term, beginning in November of 2013, and will receive a stipend of \$3500 each year to support their work (e.g., travel to meetings, computer equipment, student assistants). Applicants should send a letter of interest and a CV by May 31, 2013 to Carolyn Rebecca Block at crblock@rcn.com.



Bloomsburg University of Pennsylvania
Criminal Justice Program
Department of Sociology, Social Work, and Criminal Justice

Bloomsburg University of Pennsylvania invites applications for three tenure-track Assistant Professor positions in the Criminal Justice program beginning August 2013. The specific duties and requirements of each are listed below. Bloomsburg is located in the rolling hills of central Pennsylvania, 2 hours from Philadelphia and 3 hours from New York City. The university consists of 10,000 mostly undergraduate students and our program is one of the most popular with 320 majors and 60 minors. Finalists for these positions must communicate well and successfully complete an interview process and/or teaching demonstration, as judged by the department faculty. Demonstrated ability to work with diverse populations is preferred. Recommendation for hiring is needed by the majority of the regular, full-time faculty in the department. Prior to a final offer of employment, the selected candidates will be required to submit to a background check including, but not limited to, employment verification, educational and other credential verification, and criminal background check. Completing these searches is contingent upon available funding. Instructional delivery can occur through traditional, online and alternative methods, and can occur on the main campus or off-site educational locations. Voluntary summer contracts may be available.

POSITION 1 (AA# 45-2-143): Finalists for position 1 must be able to teach Criminal Justice Research Methods and Introduction to Criminal Justice and two of the following courses, Organized Crime, Comparative Justice Systems, Evaluation Research or Statistics (with a knowledge of SPSS). Required for this position is an earned Ph.D. in criminology, criminal justice or a closely related social science field with a specialization in criminological issues from an accredited institution by August 24, 2013 with a strong academic background.

POSITION 2 (AA# 45-2-144): Finalists for position 2 must be able to teach Police & Society, Criminal Investigation, Interview & Interrogation, Criminal Justice Ethics, and Introduction to Criminal Justice. Required for this position is an earned Ph.D. in criminology, criminal justice or a closely related social science field with a specialization in criminological issues from an accredited institution by August 24, 2013 with an applied approach.

POSITION 3 (AA# 45-2-160): Finalists for position 3 must be able to teach Community Corrections, Juvenile Delinquency, Introduction to Criminal Justice, and develop courses in Juvenile Justice Systems and Juvenile Gangs and Intervention. Required for this position is an earned Ph.D. in criminology, criminal justice or a closely related social science field with a specialization in criminological issues from an accredited institution by August 24, 2013 with an applied approach.

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Jay Albanese, Chair, ASC Division of International Criminology - jsalbane@vcu.edu

MEET THE 2012 DIC AWARD WINNERS

The Division of International Criminology (DIC) began a new tradition this year with an “Awards Reception” at the annual meeting in Chicago at the Palmer House Hotel. The Friday lunchtime event was open to all ASC meeting registrants and attracted a large audience. The event presented the Adler Distinguished Scholar Award, Distinguished Book Award, and Outstanding Paper Awards.

Joachim J. Savelsberg of the University of Minnesota was recipient of the Adler Distinguished Scholar Award, named in honor of Freda Adler. In recent years, Professor Savelsberg has turned his focus to human rights crimes and legal responses that extend beyond national borders. In 2010 he published *Crime and Human Rights: Criminology of Genocide and Atrocities* (Sage), which links criminological literature with work in the area of human rights. In another book, *American Memories: Atrocities and the Law* (Russell Sage Foundation, 2011) he and his co-author analyze trials involving international suspects, showing how the intersection of collective memory and law help bring offenders to justice and nurture an evolving culture of human rights.

The Distinguished Book Award was *Sold Into Extinction: The Global Trade in Endangered Species* (Praeger) by **Jacqueline L. Schneider** of Illinois State University. Adopting a rational choice/routine activities framework, Schneider takes an innovative approach to studying this rarely examined topic by crossing through criminology and incorporating an environmental sciences/conservation biology context. The focus on endangered species - both animal and plant - and the legal and theoretical ramifications is original. Schneider bridges theory and policy, making this book a really good read.

There were two graduate student awards for Outstanding Student Papers. **Francis D. Boateng** won for his paper "Police Reform in Afghanistan after Nearly 30 Years of Civil War and Insurgences: Successes and Challenges." He is a graduate student in the Department of Criminal Justice & Criminology at Washington State University. **Thomas David Akoensi** won for "'When I'm in uniform, I don't doubt': A Qualitative Study of Power-holder Legitimacy among Prison Officers in Ghana." He is a graduate student at the Institute of Criminology, University of Cambridge.

The event was capped off by a free book raffle of 25 assorted new criminology books (with international themes). For more information about DIC, please see www.internationalcriminology.com. See you there next year in Atlanta!

ILLEGAL LOGGING IN GLOBAL CONTEXT NEW REPORT FROM INTERPOL AND THE UN

A new report, *Green Carbon, Black Trade: A Rapid Response Assessment on Illegal Logging, Tax Fraud and Laundering in the World's Tropical Forests*, has been released by the UN Environment Programme and INTERPOL. It focuses on illegal logging and its impacts on the lives and livelihoods of some of the poorest people in the world. It underlines how criminals are combining bribery with computer hacking of government web sites to obtain transportation and other permits. The report spotlights the increasingly sophisticated tactics being deployed to launder illegal logs through a web of palm oil plantations, road networks and saw mills. The report is available for FREE (in four different languages) at <http://www.grida.no/publications/rr/green-carbon-black-trade/>

CRIMINOLOGY AROUND THE WORLD

THE REMARKABLE CASE OF GEORGIA AND THE INTERNATIONAL CRIME VICTIMS SURVEY

Located at the crossroads of Western Asia and Eastern Europe, the country of Georgia has participated in the International Crime Victim Survey from the 1990s through 2011, and the victimization trends have been astonishing. There has been a dramatic decrease in the levels of crime there in virtually every crime category.

An excerpt from a recent report by Jan van Dijk and Tea Chanturia summarizes the amazing findings:

"The case of Georgia is of special interest since the crime curve between 1990s and 2010 has been particularly pronounced. The country has metamorphosed from a high crime country into a country that seems almost crimeless. It appears likely that in Georgia the crime dynamics have partly been shaped by the same factors as elsewhere, such as demographics and improved security and policing, but that other factors have been responsible for the unusually strong swings in reduced crime rates." (Pp.21-2).

Jan van Dijk, the report's co-author, discussed some further implications of the findings on the Ministry of Justice of Georgia website: http://www.justice.gov.ge/index.php?lang_id=ENG&sec_id=681

"The results of the Georgian crime survey carried out in 2011 confirm that public safety in the country has much improved in recent years. In fact, Georgia now emerges as one of the safest places in Europe. Against this background, it is noteworthy that relatively many victims refrain from reporting their victimizations to the police and that relatively many reporting victims are dissatisfied with the treatment received. The latter findings suggest that there is room for improvement in the services for crime victims rendered by the Georgian police and other authorities. New victim-friendly policies have recently been introduced by the Ministry of Justice including information desks and arrangements for restitution by the offender in plea bargaining decisions. Repeats of the survey in future years could be used to monitor whether these policies result in improved victim satisfaction and better reporting."

A 25-page report summarizing these data and their implication, co-authored by Jan van Dijk and Tea Chanturia, is available FREE at http://www.justice.gov.ge/files/Documents/analitikuri/Crime_Survey_Analysis_-_Jan_Van_Dijk.pdf

UPCOMING INTERNATIONAL CONFERENCES

ASIAN CRIMINOLOGICAL SOCIETY ANNUAL MEETING

April 14 - 16, 2013

Mumbai, India

For more information, contact Arvind Tiwari, tiwari_a@tiss.edu

INTERNATIONAL CONGRESS ON GENDER VIOLENCE: INTERSECTIONALITIES

July 10 - 12, 2013. Call for papers deadline 4th March 2013.

Oñati, Spain

<http://www.iisj.net/iisj/de/call-for-papers-7508.asp?cod=7508&nombre=7508&ppt=1>

SOCIAL REHABILITATION AND RE-INTEGRATION OF PRISONERS

August 30 - 31, 2013

Kampala, Uganda

Theme: "Deepening and Strengthening Professionalism in Prisons"

For more information, contact annteddie@yahoo.com or mmacentre@yahoo.com

EUROPEAN SOCIETY OF CRIMINOLOGY (ESC) 13th ANNUAL CONFERENCE

September 4 - 7, 2013

Budapest, Hungary

www.esc-eurocrim.org/

CRIMINOLOGY AROUND THE WORLD

STOCKHOLM CRIMINOLOGY SYMPOSIUM, STOCKHOLM, SWEDEN, JUNE 10-12, 2013
“RECOGNIZING KNOWLEDGE TO REDUCE CRIME AND INJUSTICE”

CALL FOR PAPERS

Researchers, policy makers, and practitioners are invited to submit papers within the following two themes:

- 1. Saved from a Life of Crime: Evidence-Based Crime Prevention**
Early-life intervention programs; Youth crime prevention; The prevention of reoffending; Systematic reviews of effects; Cost-benefit analysis; Developmental criminology; Crime in the life course; Risk and protective factors; Screening for delinquency; Longitudinal analyses of criminality; Applied theory in the field.

- 2. Contemporary Criminology**
Crime trends; Feelings of safety; Fraud; Violence; Economic crime; Drug crime; Victimization; Penal law – construction, implementation and outcomes; Measuring the efficiency of the police and the justice system; Monitoring confidence in the police and the justice system; Police efforts to investigate and counteract crime; Prosecuting practices; Systems of sentencing; Development of correctional services; international measures to combat crime.

Paper Submission

All abstracts must be submitted by March 1, 2013. You will find guidelines for submissions at:
www.criminologysymposium.com

The Stockholm Prize in Criminology

The Stockholm Prize in Criminology will be presented on June 11, 2013, at Stockholm City Hall. The jury is proud to award the 2013 prize to Professor David P. Farrington, Cambridge University, UK.

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MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

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
2022	November 16 – 19	Atlanta, GA	Atlanta Marriott Marquis

2013 ANNUAL MEETING

THEME: *EXPANDING THE CORE: NEGLECTED CRIMES, GROUPS, CAUSES AND POLICY APPROACHES*

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