

# *The Criminologist*

The Official Newsletter of the American Society of Criminology

Vol. 38, #4

July/August 2013

**Editor's Note:** In this issue of *the Criminologist*, we are fortunate to have, not only the “corners” filled with information and good advice that you are used to seeing, but also a new “President’s Corner,” where Bob Agnew outlines how the ASC is governed and tells us about some new initiatives of your society. In “Teaching about Victimization,” Alison Cares, Linda Williams & David Hirschel bring you up-to-date on a perennial issue for anyone who teaches victim-related courses – how to keep students (and you) safe in the classroom. I’m sure you will find it thought-provoking and helpful. Not only that – this issue offers you an essay by Anthony Braga, Laurie Robinson and Edward Davis on forming research partnerships with police departments, an essay by Walter DeKeseredy inspired by Jody Raphael’s *Rape is Rape*, and a provocative “View from the Field” by Steve Van Dine giving ASC members advice about how to influence policy. This issue also includes a summary of obituaries published recently, a feature that *the Criminologist* will update periodically. Please join me in thanking all of our colleagues who took the time and effort to help bring this issue to you!

Carolyn Rebecca Block, ASC Vice-President

## TEACHING ABOUT VICTIMIZATION

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### Introduction

Given the prevalence of victimization, especially among college-age populations, we all have students who have experienced their own victimization or the victimization of someone close to them. Violent victimization rates are highest among those age 18 to 24 (Truman & Planty, 2012), an estimated one in four to five women experience an attempted or completed sexual assault during their college career (Fisher, Cullen, & Turner, 2000), and most victims of rape, physical violence, and/or stalking by an intimate partner were first victimized before the age of 25 (69% of female and 53% of male victims, Black et al., 2011). Some victims may be visible, in that they choose to share their experiences with you or the class, or their experience is otherwise public, but many will remain invisible. Course material related to victimization holds the potential to trigger emotional reactions, which are not limited to victims and survivors. Students who have experienced other types of trauma, such as military veterans, as well as any student with the emotional capacity for empathy, could have a strong reaction to materials on victimization. For example, realizing that engaging in preventive efforts cannot guarantee safety can be very unsettling (e.g., O’Halloran & O’Halloran, 2001, p. 94). Given this reality, how can we teach about the often complicated nature of victimization in a manner that does not inflict additional harm?

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## UPCOMING CONFERENCES AND WORKSHOPS

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

**2013 NATIONAL GANG CRIME RESEARCH CENTER INTERNATIONAL GANG SPECIALIST TRAINING CONFERENCE**  
August 5 - 7, 2013, Chicago, IL. Please visit <http://www.ngcrc.com/2013.conference.html> for more information.

**THE SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS 63rd ANNUAL MEETING**, August 9 - 11, 2013, The Westin New York at Times Square, New York, New York. For meeting information visit: [www.sssp1.org](http://www.sssp1.org). For questions, email [sssp@utk.edu](mailto:sssp@utk.edu).

**INTERNATIONAL CONFERENCE ON BIODEFENSE & NATURAL DISASTERS**, August 21 - 23, 2013, Orlando, Florida. Please visit <http://www.omicsgroup.com/conferences/biodefense-natural-disasters-2013/index.php> for more information.

**CRITICAL CRIMINOLOGY IN A CHANGING WORLD**  
August 29 - September 1, 2013, Oslo, Norway. Please visit <http://www.jus.uio.no/ikrs/english/research/news-and-events/events/conferences/2013/CCIACW/> for more information.

**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](mailto:annteddie@yahoo.com) or [mmacentre@yahoo.com](mailto:mmacentre@yahoo.com).

**EUROPEAN SOCIETY OF CRIMINOLOGY ANNUAL MEETING**, September 4 - 7, 2013, Budapest, Hungary. Please visit [www.esc-eurocrim.org/](http://www.esc-eurocrim.org/) for more information.

**5th ANNUAL INTERNATIONAL CRIME, MEDIA AND POPULAR CULTURE STUDIES CONFERENCE: A CROSS DISCIPLINARY EXPLORATION**, September 23, 24, and 25, 2013, Indiana State University. For further Information, abstract submission and registration go to: <http://www.indstate.edu/ccj/popcultureconference/>.

**AUSTRALIAN AND NEW ZELAND SOCIETY OF CRIMINOLOGY CONFERENCE (ANZSOC)**, October 1 - 3, 2013, Brisbane, Queensland, Australia. Please visit <http://www.griffith.edu.au/conference/australian-new-zealand-society-criminology-conference-2013> for more information.

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The Official Newsletter of the  
American Society of Criminology

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

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Illinois Criminal Justice Information Authority, Retired

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

**Inquiries:** Address all correspondence concerning newsletter materials and advertising to American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156, (614) 292-9207, [aarendt@asc41.com](mailto:aarendt@asc41.com).

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Many faculty experience trepidation, mild distress, or are outright resistant to including victim issues in their courses. Some see this as too emotion-laden, or fear that raising these issues will open Pandora's Box to being overwhelmed with students sharing experiences of victimization. Faculty voice concern that they are not counselors, and some experience "role strain" in having to field student disclosures of victimization (Hayes-Smith, Richards, & Branch, 2010).

Faculty reluctance to engage in discussion of victim issues in courses could be costly. Our students often go on to employment in the criminal justice system or allied professions. In those careers, many will have extensive contact with victims of crime, some as the first person informed of, or encountered after, victimization. Insensitive treatment at the hands of law enforcement and other helpers increases victims' distress and has been characterized as a "second victimization" (Campbell, 2005; Campbell, 2008). Other students, such as correctional, probation, and parole officers, will deal with victimization in the context of work with offenders, a high proportion of whom have extensive abuse histories (e.g., Carlson & Shaffer, 2010; Weeks & Widom, 1998). Therefore, the content of our courses and how we model talking about victimization form the foundation of the improvement of service provision to future victims of crime. As some students will also become the next generation of researchers and teachers on victimization, we are also modeling for them.

Teaching about victimization requires careful course design, and a well thought-out plan for responding to situations in which students react emotionally to coursework. Although our students frequently work with victims, and training to conduct research in this area is critical to the field, there is little scholarship addressing how to teach this material. In this article, we aim to broaden and stimulate the conversation around teaching about victimization, and to provide suggestions on minimizing the likelihood of inflicting additional trauma.

### **Planning the Course**

Teaching responsibly about victimization starts before the first class. Careful thought needs to go into the design of the course, syllabus, activities, and assignments. The goal is to create a safe space for students to engage with course material (Miller, 2001; O'Halloran & O'Halloran, 2001). If this is not achieved, the result may be to silence some classroom members, particularly survivors of victimization (Konradi, 1993). A silenced student's learning is affected negatively, because that student is not fully engaged in the material; as a result, the class participation grade may suffer. There is also a cost for the class as a whole, since the silencing of victims deprives the class discussion of an important perspective on issues of victimization.

Creating a safe space means considering alternatives you would allow if students have trouble with aspects of the course. It also means, from day one, being clear about what content is going to be covered, how it may affect students, and that being affected in these ways is normal (e.g., Zurbriggen, 2011). This gives victims, as well as other students, control over their educational experience (Black, 2006; Newman, 1999). Feeling in control is crucial, as victimization may undermine an individual's feelings of control over themselves and the world around them (Janoff-Bulman & Frieze, 1983). Restoring a feeling of control is thought to help improve victims' psychological health (Janoff-Bulman & Frieze, 1983).

### **Trigger Warnings**

When lectures, guest speakers' presentations, multi-media demonstrations, activities, class readings, or other course materials hold the potential to trigger emotional reactions, warning students ahead of time provides them the opportunity to make decisions regarding how and when to engage with those materials (Jones, 2002). Warning early and often via multiple mediums provides students maximum opportunity to engage in informed decision-making and feel that they are in control. The first trigger warning should be on the first day of any course that includes information with the potential to emotionally trigger students. Trigger warnings should be given in at least the two classes before the presentation of potentially triggering material (or engagement with it outside of class, if that is the case), as well as at the beginning of the day when the material is presented. If an assignment is going to be shared with others, include that detail ahead of time (e.g., Hollander, 2000), so students can control how much of their experiences they share. These steps allow students time to think about what they need to do for self-care (see below) and give them an opportunity to talk to the instructor about their concerns and possible alternate arrangements.

Trigger warnings should state that anyone can be emotionally triggered, and that displaying an emotional reaction is not necessarily a sign of victimization, but could be the result of trauma from another source, a sign of stress, or an indication of empathy. It is also important to be liberal in giving trigger warnings, as material that may seem to have low potential for emotional impact may still trigger someone.

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As an example of how to implement trigger warnings, in a criminology course section on labeling theory and restorative justice, Alison assigns victim impact statements as reading and the class watches victim-offender mediations. To provide advance warning, she includes a statement in the syllabus and on the course webpage that she discusses in class the first day. This provides students the opportunity to think about how they want to handle that material and, if desired, talk to her about accommodations before the add/drop period passes. Later, in the two classes preceding presentation of the material, she reminds students of the forthcoming content and encourages them to think about self-care measures they might take.

### **Self-Care for Students**

Encourage students to think about steps they can take if the course material has an emotional impact on them. All students can benefit from this in the short-term and also over their life-course. To reinforce the importance of self-care, faculty can incorporate an assignment or class exercise where students develop self-care plans (e.g., O'Halloran & O'Halloran, 2001, p.94). Faculty can also facilitate the development of effective self-care plans (Zurbriggen, 2011) by sharing the general categories of self-care (biobehavioral, affective-cognitive, relational, and spiritual; O'Halloran & O'Halloran, 2001) and brainstorming examples of each. An example of an affective-cognitive and relational self-care strategy is watching a favorite comforting movie with a trusted friend or family member. It is also important to share examples of maladaptive self-care strategies (Zurbriggen, 2011), such as drinking, drug use, and overeating, to help students identify when they are not dealing effectively with stress. Finally, since self-care plans should include how to access outside support resources if normal mechanisms of coping are not effective, faculty should have a prepared list of resources available (see below for guidance on developing that list). In advance of potentially triggering material, after a trigger warning, remind students about their self-care plans.

### **Referral Resources**

Faculty should develop and make available a list of support resources with current contact information. This list should include campus, community, state, and national resources. Sometimes students do not want on-campus help, because they do not trust that confidentiality will be maintained. Therefore, it is helpful to indicate which resources provide confidential services. Again, this gives students control over their choices.

It is helpful to provide general resources (e.g., counseling services), victim-specific resources (e.g., rape crisis hotline), and culturally-specific resources (e.g., LGBTQ services agency). Campus resources to consider include counseling, health services, chaplain/faith community, residential life, dean of students, women's center, and campus police. Local community resources to consider include rape crisis centers, domestic violence shelters, child protection services, elder abuse services, criminal justice system based victim advocates (often based in the prosecutor's office), police, and local chapters of organizations such as MADD and Parents of Murdered Children. Including state and national resources helps students to access services when they are not at campus (and for those who teach online, students may be from anywhere). State and national resources may also provide support for types of victimization for which support may not be readily available on campus or locally, such as for identity theft or hate crimes. Statewide services are frequently toll free numbers that provide crisis counseling, referrals, and perhaps the option to report victimization. These numbers may be for all types of victimization, or focused on particular types of victimization, such as sexual assault, domestic violence, elder abuse, child abuse, or identity theft. State victim compensation boards and offices of victim assistance/victim advocates are also helpful to include. Many states have a website where visitors can search for services that meet their needs. National resources to consider also tend to be helplines and websites that provide services such as crisis counseling and referrals. Finally, many organizations, such as the federal Office for Victims of Crime and RAINN (Rape Abuse Incest National Network) are beginning to offer their services via mobile apps.

To insure students can access these resources whenever they need them and do not have to come to faculty to get them, make the list easily accessible. We recommend listing "Resources" in the syllabus (e.g., Gore & Black, 2009) and on the course webpage. Other ideas include dedicating a part of the whiteboard in each class to a listing of resources (e.g., Konradi, 1993), including resources on PowerPoint slides (e.g., Durfee & Rosenberg, 2009), and making materials from local resources available at the front of the room (Block, personal communication). When material is physically available in the class, making an announcement that information is available up front for anyone who wants to learn more about these organizations and what they do, makes it safe for a student to take information without "outing" themselves as a victim.

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## Handling Disclosures

During any course, some students may share their victimization experiences. Research suggests that the reactions of others to disclosures of victimization can have an effect on social psychological outcomes for victims and their future decision making, such as whether to report victimization to police (e.g., Greenberg & Ruback, 1992; Kocot & Goodman, 2003; Ullman, 2010). Thus, it is vital that faculty are prepared to handle such sharing in a manner that does no harm.

At the beginning of any course that will cover materials on trauma and victimization, make it clear that the class is an academic and not therapeutic setting (e.g., Miller, 2001; Seegmiller, 1995; Yllo, 1989). This helps students understand what is and is not appropriate to talk about in class. If the course is going to include a lot of talking about victimization, it may be helpful for the class to create ground rules (which can be via a class exercise) on confidentiality and the limits on disclosure of personal information (O'Halloran & O'Halloran, 2001). Guidelines in a syllabus, underscored the first day of class, can also set the tone related to sharing experiences of victimization (e.g., Barlow & Becker-Blease, 2012). For example, a syllabus may include a statement such as:

“Unfortunately, victimization is common, so many of you may have had personal experiences with victimization. This can be very difficult. While it is understandable that you may have strong reactions to the subject matter of the course, course discussions are not an appropriate place to process those feelings. I am available outside of class to provide support and referrals to appropriate resources. There are also resources listed in the syllabus and on the course website for you to consider using.”

It is also important to model for students what an appropriate response is to a disclosure of victimization. One way to do that is to cover the research on how responses to disclosures may affect victims (e.g., Greenberg & Ruback, 1992; Kocot & Goodman, 2003; Ullman, 2010), and to provide examples of appropriate ways to respond. When a student discloses in class, it is important to listen until they are finished. While listening, be aware of your body language – for example looking around the room while the student is sharing or looking at the floor and shifting from one foot to another would communicate that their sharing is making you uncomfortable or that you are not interested. Once they have finished, thank them for sharing with the class and try to tie something from their story to a point that is relevant to the class. For example:

“Thank you for sharing with us. Student A [name of the student] spoke very eloquently about a point I would like to expand on. Although each experience is different, what Student A shared illustrates a point that researchers have found.”

Occasionally a student may go on at length or use class time to inappropriately process their feelings. This can be a challenge for a faculty member. At the earliest opportunity, typically when a student pauses to take a breath, tactfully intervene and steer the conversation elsewhere. An example of how to do that is:

“Excuse me. I am sorry to have to have you stop here, since this is obviously important. Unfortunately, there is some additional material we simply have to cover today, so I need to move on to that. If you have a few minutes after class, I would love to talk to you more.”

If this becomes a repeated issue, it may be helpful to consult campus counseling services or a local victim services helpline for guidance in handling the situation.

Faculty and students need to know university/college, state and federal reporting requirements (Branch, Hayes-Smith, & Richards, 2011). These will include compliance with Title IX (which addresses gender discrimination in education, including college policies on sexual violence) and the Jeanne Cleary Act (which addresses issues of campus safety and security, including reporting of campus crimes). These requirements may extend to being a mandated reporter. Faculty may want to include limits on confidentiality on the syllabus, again to help victims maintain control when possible. When you are in a private setting and it is clear a student is going to share an experience, it is also important to share reporting requirements. Here is one example of language to use:

“I’m really glad you came to talk to me. What you tell me is confidential, meaning that I won’t tell anyone what you say to me, unless you want me to. However, there are a couple of exceptions: if you tell me that you plan to hurt yourself or others, the university requires me to report that” (Durfee & Rosenberg, 2009, p. 114).

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Students may disclose because they want to contribute information to the course or because they see a faculty member as a safe and supportive person who will not react negatively to their experience. When a student shares, the first step is to listen without judgment (Durfee & Rosenberg, 2009). How to respond beyond that depends on the setting. If it occurs in class, as outlined above, thank the student for being willing to share and try to tie something from the student's story to a point you are trying to make to the class (e.g., Miller, 2001; Newman, 1999). This acknowledges the student positively. Follow up with the student afterwards, in a more private setting. If a student shares outside of class, as before, acknowledge the student's story and trust in sharing with you. Then - safety first - insure that she/he is not in imminent danger. For example,

"The first thing I want to check is if you are safe now. Are you in any danger? Is it safe for you to go back to where you live?"

Next, provide referrals to relevant support resources, such as those listed on the syllabus. This supports the student but sets appropriate boundaries (Gore & Black, 2009). Then determine what the student needs related to your course and how to meet those needs. For example, "It sounds like parts of the course are difficult for you. Can you tell me what parts you have found difficult?" To wrap up, review any action plan agreed upon. Follow up with an email outlining the plan. Before sending the email, confirm with the student that it is safe to do so - in cases of intimate partner abuse, sometimes the perpetrator has access to the victim's email account.

### **Maintaining Appropriate Boundaries**

When a student comes to a faculty member with personal issues, which may include victimization, it is critical to establish and maintain appropriate boundaries so that you can provide the best possible support. Our role as faculty is to provide support related to academic concerns. Support beyond that must come from other resources, to which faculty should refer students (see above). Faculty cannot, and should not, take on the role of therapist or counselor (even if trained as one), because that is incompatible with our role as evaluators. In the end, we have to sit in judgment of a student's work in the course and assign a grade. What the faculty role is, and what faculty can and cannot do, should be made clear to a student from the outset. For example:

"Whenever a student shares with me, I talk to her/him about what my role is and what I can and cannot do, just so everything is clear. As your professor, I am happy to work with you to try and accommodate your needs related to the class, such as giving you an extension on a paper, and talk with you about your performance in the class. However, because part of my job is to evaluate your work in the class, I cannot also be the person with whom you process your feelings about your experiences. I am happy to provide you with resources for people who can do that, and then it is your choice if you want to use them."

### **Faculty Self-Care**

Remember to plan for your own self-care (e.g., Jones, 2002; Miller, 2001; O'Halloran & O'Halloran, 2001). Handling disclosures of victimization from students can be stressful (Hayes-Smith et al., 2010), as can be teaching about victim issues. In addition to the self-care techniques recommended above, faculty may want to find a trusted colleague to debrief with (Branch et al., 2011), or to pose hypothetical situations to when faced with a difficult student issue.

### **For More Information**

Additional resources are available through the website for ASC's Division on Women and Crime (<http://www.hts.gatech.edu/dwc/>), and in many of the articles listed below. In addition, the National Scope Demonstration Project on Integrating Crime Victims' Issues into University and College Curricula, funded by the DOJ Office for Victims of Crime, offers free materials to faculty on teaching about victimization, including more detailed guidelines than presented here. Those materials can be accessed in the faculty & advocates section at [www.uml.edu/vic](http://www.uml.edu/vic).

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**Bonnie S. Fisher** (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement  
**James Frank** (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation  
**Edward J. Latessa** (The Ohio State University) Rehabilitation; Offender/Program Assessment; Community Corrections  
**Sarah M. Manchak** (University of California, Irvine) Correctional interventions, Risk Assessment and Reduction, Offenders with Mental Illness  
**Joseph L. Nedelec** (Florida State University) Biosocial Criminology; Evolutionary Psychology; Life-Course Criminology  
**Paula Smith** (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta-Analysis  
**Christopher J. Sullivan** (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods  
**Lawrence F. Travis, III** (University at Albany, SUNY) Policing; Criminal Justice Policy; Sentencing  
**Patricia Van Voorhis** (University at Albany, SUNY; Emeritus) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime  
**Pamela Wilcox** (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime  
**John D. Wooldredge** (University of Illinois) Institutional Corrections; Sentencing; Research Methods  
**John P. Wright** (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods  
**Roger Wright** (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness



## AROUND THE ASC

### **HOMICIDE RESEARCH WORKING GROUP AWARDS GO TO GIPSY ESCOBAR AND DALLAS DRAKE**

Congratulations to Gipsy Escobar and Dallas Drake for winning the 2013 Homicide Research Working Group awards!

The 2013 Richard Block Award for Outstanding Dissertation Research on Homicide and Lethal Violence went to Gipsy Escobar for her dissertation, *Social Disorganization and the Public Level of Crime Control: a Spatial Analysis of Ecological Predictors of Homicide Rates in Bogota, Colombia*. This remarkable and methodologically sophisticated research focused on the applicability of social disorganization theory to the spatial distribution of homicides in Bogota, Columbia with implications for applications in the United States.

The 2013 Carolyn Rebecca Block Award for Outstanding Contributions to Homicide or Lethal Violence Research by a Practitioner went to Dallas S. Drake, Co-founder and Principal Investigator of the Center for Homicide Research (CHR). Through Dallas' leadership and direction, the CHR has become the preeminent research organization focusing on LGBT (lesbian, gay, bisexual, transgender) homicide in the United States. The CHR created and maintains a data archive on LGBT homicide cases that is used collaboratively for research with the FBI and large city police departments. Using these data, the CHR is also training the next generation of homicide researchers and publishes a series of research briefs.

Dr. Escobar received her Ph.D. from John Jay College of Criminal Justice, City University of New York, and is currently an Assistant Professor and member of the Graduate Faculty at Loyola University of Chicago. Previously, she worked at the John Jay College Criminal Justice Research and Evaluation, where her projects included an examination of the case processing of domestic violence cases in New York City; an examination of the case processing of sex offenses in New York State; an evaluation of a juvenile justice reentry program focused on juveniles with mental health problems in New York City; and an evaluation of a school-based gang prevention program in New Jersey. Dr. Escobar has also conducted research on homicide, collective violence and social disorganization in Columbia.

After a 22-year career as a firefighter, where he encountered many homicides by arson, Dallas S. Drake founded the Center for Homicide Research in 1999 as a volunteer, nonprofit organization to conduct research about LGBT homicide, supporting his vision by constant learning – including training with the Minnesota Bureau of Criminal Apprehension and earning a *magna cum laude* degree in Sociology: Law, Crime and Deviance from the University of Minnesota. The CHR has since become a major national resource for information and research about LGBT homicide and other lethal violence. (See <http://homicidecenter.org/>.) Drake has performed case reviews on active and cold-case homicides and other death cases in more than two dozen states, several major U.S. cities, and three foreign countries, for law enforcement agencies, prosecutors, and occasionally for the friends and families of homicide victims; trains a revolving staff of about 100 in techniques of data maintenance and analysis, and conducts training for law enforcement. In 2011, Drake was the recipient of the Brian Coyle Leadership Award by the Human Rights Campaign.

HRWG Block Award recipients receive \$500, a plaque commemorating the achievement, and an additional \$500 provided to help cover expenses for the recipient to attend the annual HRWG meeting or the ASC meetings and present about their research. Previous Richard Block Awardees were Patrice Morris (2010) for her dissertation, *An Analysis of Homicide in Urban Jamaica*; and Jaelyn Schildkraut (2011), for her MA thesis, *Homicide in the Headlines: An Analysis of the Newspaper Reporting of Baltimore Homicides of 2010*. John Jarvis, Federal Bureau of Investigation, Behavioral Sciences Unit, was the 2012 Carolyn Rebecca Block Awardee. For more information, see the HRWG web site, <http://homicideworkinggroup.cos.ucf.edu/>.

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## AROUND THE ASC

### 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](mailto:jody.miller@rutgers.edu)

### PARTICIPANTS NEEDED FOR RESEARCH ON SEXUAL VIOLENCE IN THE LGBTQ COMMUNITY

University of South Alabama researcher Corina Schulze requests your assistance in disseminating a survey on the perceptions and occurrence of sexual violence within LGBTQ communities. This research is the first step in a promising line of innovative and interdisciplinary research on sexual violence. The LGBTQ community has largely been neglected by researchers of sexual violence, who tend to focus on female victims in heterosexual encounters. The proposed research would make a substantial contribution to this literature by providing insight into this previously understudied group's experience of sexual violence. Please share the link provided below with any LGBTQ or Ally student organizations at your university or interested individuals. <https://www.surveymonkey.com/s/5QDLWXM>. For more information, please contact contacting Dr. Corina Schulze at [cschulze@southalabama.edu](mailto:cschulze@southalabama.edu).

RECYCLING  
 IS NOT A CRIME

Help the environment and reduce waste by:

- ❖ **Recycling Paper Products**  
 Place your unwanted paper products in designated recycling bins conveniently located next to the registration tables.
- ❖ **Returning your Unwanted ASC Bag**  
 Don't need yet ANOTHER bag from ASC? Consider giving the bag back to ASC by placing it in the bins next to the registration tables to be recycled.
- ❖ **Returning your Unwanted ASC Name Badge Holder**  
 Bring along your old ASC nametag from previous years and return your ASC name badge holder at the registration tables to be recycled.



Join the Conversation!

Find our group on Facebook!



Meredith Worthen, Ph.D.  
University of Oklahoma

Jessica P. Hodge, Ph.D.  
University of Missouri, KC

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## AROUND THE ASC

### TOWARD AN EVEN GREENER ASC

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

The continued discussion of innovative ways to reduce waste at the American Society of Criminology Annual Meetings has further developed. In April 2013, meeting co-chairs Susan Sharp and Tim Brezina worked closely with Susan Case and the rest of the ASC staff in the Columbus office to offer two exciting innovations for the 2013 meetings:

The size of the printed program has been reduced by 30 percent. Not only will the program book be a smaller size but the amount of white space and the size of margins have been adjusted. The co-chairs assure us that legibility will not be affected.

An app (i.e. application software for mobile devices) is currently in development and expected to be available for the 2013 meetings. The app will allow members to access the program in a friendly, searchable format. Information for access will be in your meeting bag.

*Please note that meeting attendees will get their choice – paper, app, or both.*

In addition to these advancements, we will also be displaying “Recycling is Not a Crime” posters to remind 2013 meeting attendees of greener choices including:

- Recycling paper products in designated recycling bins located near the registration area,
- Returning unwanted ASC bags, and
- Returning unwanted ASC name badge holders.
- The recycling boxes for these items will be placed in the registration area on the Marquis Level.

We also encourage attendees to reuse old ASC name badge holders by simply bringing one with you from a previous conference; this could also be done with ASC bags.

These are all exciting and innovative steps toward a greener ASC. We hope that meeting attendees will continue to choose these green options at future ASC meetings.

We welcome ideas to reach our goals, so please join the conversation by emailing Meredith Worthen at [mgfworthen@ou.edu](mailto:mgfworthen@ou.edu) or Jessica Hodge at [hodgejp@umkc.edu](mailto:hodgejp@umkc.edu) or by joining the discussion on Facebook (search for the title of the group, “Recycling is Not a Crime group at ASC”).

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## AROUND THE ASC

### RECENT PhD GRADUATES

- Blasko, Brandy L.**, "*The Uncharted Influence of Prison Staff Decisionmaking.*" Chaired by Ralph B. Taylor, May 2013, Temple University. \*(This dissertation began under the guidance of John S. Goldkamp)
- Bruell, Christopher**, "*Coercion, Social Support, and Self-Efficacy: Exploring Their Relationships with Crime.*" Chaired by Ineke Marshall, May 2013, Northeastern University.
- Colanese, Jennifer**, "*Shackled 'Round the Campfire: Girl Scouts in Detention Centers*". Chaired by Stephanie Kane and Marla Sandys, April, 2013, Indiana University.
- Gross, Laura Adams**, "*Struggling for Success: The Role of Social Support in Female Reentry Pathways.*" Chaired by Natasha A. Frost, May 2013, Northeastern University.
- Hill, Milton C.**, "*Examining the Influence of Religious Attendance and Religiosity on Adolescent and Adult Substance use: A Longitudinal Study Utilizing a National Sample,*" Chaired by Dr. Scott W. Menard, May 2013, Sam Houston State University.
- Hoke, Scott A.**, "*Place Management in a Correctional Setting.*" Chaired by Jerry H. Ratcliffe, May 2013, Temple University.
- Leechaianan, Yingyos**, "*Public Confidence in Legal Authorities: An Analysis of Individual-Level and Country-Level Variables in an International Perspective,*" Chaired by Dr. Dennis R. Longmire, May 2013, Sam Houston State University.
- Matusiak, Matthew C.**, "*The Dimensionality and Effect of Institutional Environment Upon Police Leaders,*" Chaired by Dr. William R. King, May 2013, Sam Houston State University.
- Pfeffer, Rebecca**, "*Autistic and At-risk: A Survey of the Public and Personal Safety of Children.*" Chaired by Nicole Rafter, January 2013, Northeastern University.
- Posick, Chad**, "*Untangling Offending and Victimization: A Comparative Study of the Victim-Offender Overlap.*" Chaired by Ineke Marshall, January 2013, Northeastern University.
- Rembert, David A.**, "*The Utility of the Positive Achievement Change Tool in Predicting Assault among State Committed Youths,*" Chaired by Dr. Dennis R. Longmire, May 2013, Sam Houston State University.
- Rivolta, Pierre M.**, "*Pretrial Diversion for First-Time DWI Offenders? An Evaluation of the 'Divert' Program,*" Chaired by Dr. Janet L. Mullings, May 2013, Sam Houston State University.
- Rocque, Michael**, "*Understanding the relationship between maturation and desistance from crime: A life-course developmental approach.*" Chaired by Ineke Marshall, January 2013, Northeastern University.
- Rousseau, Danielle**, "*Gender and Social Control: Examining the Federal Justice Process for Women Offenders.*" Chaired by Amy Farrell, August 2012, Northeastern University.
- Ryals-Keller, Shawn P.**, "*Epistatic Effects of Serotonin Transporter (5-HTT) and Monoamine Oxidase A (MAOA) on Antisocial Behavior,*" Chaired by Dr. Todd A. Armstrong, May 2013, Sam Houston State University.
- Summers-Dolliver, Diana**, "*Organized Crime, Culture and Social Institutions in Europe: An Application of Institutional Anomie Theory.*" Chaired by Jack R. Greene, May 2013, Northeastern University.
- Twyman-Ghoshal, Anamika**, "*Understanding Contemporary Maritime Piracy.*" Co-Chaired by Glenn Pierce and Nikos Pappas, May 2013, Northeastern University.
- Weiss, Andrea J.**, "*An Examination of the Effects of Military Service over the Life Course on Offending Behavior and Life Outcomes,*" Chaired by Dr. Scott W. Menard, May 2013, Sam Houston State University.
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# DIVISION OF EXPERIMENTAL CRIMINOLOGY

## AMERICAN SOCIETY OF CRIMINOLOGY

*Counting down to ASC-Atlanta 2013*



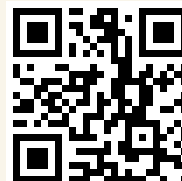
### **DIVISION MEMBERSHIP DRIVE 2013**

As ASC-Atlanta fast approaches, we encourage members to renew or start your membership to the Division of Experimental Criminology! The DEC seeks to promote and improve the use of experimental evidence and methods in the advancement of criminological theory and evidence-based crime policy. The Division is also home to the Academy of Experimental Criminology, which honors outstanding scholars who have advanced experimental research.

**TO DOWNLOAD THE FORM FOR YOUR ASC AND DEC MEMBERSHIPS:** Visit the ASC membership page located at <http://www.asc41.com/appform1.html> .

### **DEC @ ASC-ATLANTA 2013: MEETINGS, AWARDS, AND NEW BOARD**

We look forward to seeing everyone at the AEC Joan McCord Award Lecture and the DEC awards ceremony in Atlanta. The McCord lecture will begin at 2pm on Wednesday, followed by the DEC Awards Ceremony, Meet and Greet, and Announcement of the new 2014-2015 Board. We hope to see you there!



**DEC & aec**

David Weisburd (Chair), Lynette Feder (Vice Chair), Cynthia Lum (Secretary-Treasurer)  
Executive Counselors: Anthony Braga (President of AEC), Geoffrey Barnes, and Elizabeth Groff  
<http://cebcp.org/dec>





## The ASC Division on Corrections & Sentencing Requests Nominations for Annual Awards

### Lifetime Achievement Award

This award honors an individual's distinguished scholarship in the area of corrections and/or sentencing over a lifetime. Recipients must have 20 or more years of experience contributing to scholarly research. Retired scholars will be considered. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Pauline Brennan, Awards Committee Chair, at [pkbrennan@unomaha.edu](mailto:pkbrennan@unomaha.edu) no later than **September 2, 2013**.

### Distinguished Scholar Award

This award recognizes a lasting scholarly career, with particular emphasis on a ground-breaking contribution (e.g., book or series of articles) in the past 5 years. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have 8 or more years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Pauline Brennan, Awards Committee Chair, at [pkbrennan@unomaha.edu](mailto:pkbrennan@unomaha.edu) no later than **September 2, 2013**.

### Distinguished New Scholar Award

This award recognizes outstanding early career achievement in corrections and sentencing research. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have less than 8 years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Pauline Brennan, Awards Committee Chair, at [pkbrennan@unomaha.edu](mailto:pkbrennan@unomaha.edu) no later than **September 2, 2013**.

### Student Paper Award

This award is presented in recognition of the most outstanding student research paper. Eligibility is limited to papers that are authored by one or more undergraduate or graduate students and have not been previously published or submitted for publication. Submissions will be judged on five evaluative criteria, including: the overall significance of the work; its research contribution to the field; integration of prior literature in the area; appropriateness and sophistication of the research methodology (if applicable); and overall quality of writing and organization of the paper. Papers should not exceed 30 pages of double-spaced text. References, tables, and figures are not included in the page limit. Please send papers to Kate Fox, Student Paper Award Committee Chair, at [katefox@asu.edu](mailto:katefox@asu.edu) no later than **August 31, 2013**.



## Dissertation Scholarship Award

The Division on Corrections & Sentencing of the American Society of Criminology announces a dissertation scholarship award. The DCS will grant a monetary award of \$1,000 to assist a doctoral student with completion of his/her dissertation. *Doctoral students who have, or will have, successfully completed their dissertation prospectus defense at the time of the award are eligible to apply.* The award is aimed specifically at students who are working on a sentencing or corrections topic for their dissertation and we are looking for a dissertation with the potential to make a unique and important contribution to the field. These monies can be used to assist with data collection or to offset other costs associated with the dissertation research. To be eligible, students must have completed all required course work, passed qualifying comprehensive exams, and have successfully defended the dissertation prospectus by the award date (November, 2013).

Proposals should include the following:

1. Narrative: A 1500 word narrative outlining the dissertation topic as well as data collection methods and analytic strategy.
2. Budget: A separate detailed budget page. Students should also include a detailed explanation of how they expect the monies would be expended.
3. Curriculum Vitae: A current copy of the student's curriculum vitae.
4. Support Letter: The student's dissertation chair must submit a signed statement of support describing (a) the current status of the proposed work, and (b) the student's potential to successfully complete the dissertation (see eligibility requirements).

Applications should be submitted via e-mail to [dcs.dissertation@gmail.com](mailto:dcs.dissertation@gmail.com) no later than **Monday, September 2<sup>nd</sup>, 2013 at 5pm**. The narrative, budget, vitae, and letter of support should be submitted on separate pages in one pdf document. If necessary, the letter of support can be attached as a separate document or sent directly by the dissertation chair to the above email address. The winner will be notified in October 2013 and be recognized at the November ASC meeting in Atlanta, Georgia. Any questions regarding eligibility or appropriate dissertation topics should be directed to Natasha Frost, Dissertation Award Committee Chair, via email at [n.frost@neu.edu](mailto:n.frost@neu.edu) or to Aaron Kupchik, Division Chair, via e-mail at [akupchik@udel.edu](mailto:akupchik@udel.edu).



Marguerite Q. Warren and Ted B. Palmer  
Differential Intervention Award

The Differential Intervention Award is given to a researcher, scholar, practitioner, or other individual who has significantly advanced the understanding, teaching, or implementation of classification, differential assignment, or differential approaches designed to promote improved social and personal adjustment and long-term change among juvenile and adult offenders. The award focuses on interventions, and on ways of implementing them that differ from “one-size-fits-all,” “one-size-largely-fits all,” or “almost fits all,” approaches. The recipient’s contribution can apply to community, residential, or institutional within or outside of the United States.

Consideration for this award does not necessarily require a full-blown nomination (which usually requires quite a bit of work in preparation). Just send the award committee the person’s name, affiliation, and a couple of sentences on what that person has done to deserve consideration for the Warren/ Palmer Differential Intervention Award. Nominations should be sent to Benjamin Steiner at [bmsteiner@unomaha.edu](mailto:bmsteiner@unomaha.edu) no later than **September 1st, 2013**.

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## American Society of Criminology 2013 Division on Women and Crime Student Paper Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the Student Paper Competition. The 2012 competition had the highest number of paper submissions in the history of the competition – a total of 25 submissions! The winners will be recognized during the DWC breakfast meeting at the 2013 annual conference in Atlanta. The graduate student winner will receive \$500.00 and the undergraduate student winner will receive \$250.00. For submissions with multiple authors, the award money will be divided among co-authors.

**Deadline:** Papers should be RECEIVED by the committee chair by **September 10, 2013**

**Eligibility:** Any undergraduate or graduate student who is currently enrolled or who has graduated within the previous semester is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

**Paper Specifications:** Papers should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims or criminal justice professionals. Papers must be no longer than 35 pages including all references, notes, and tables; utilize an acceptable referencing format such as APA; be type-written and double-spaced; and include an abstract of 100 words or less.

Papers may *not* be published, accepted, or under review for publication at the time of submission.

**Submission:** One electronic copy using MSWord must be received by the co-chair of the committee by the stated deadline (please do not send a PDF file). In the reference line, identify whether this is to be considered for the graduate or undergraduate competition. Please refrain from using identifying (e.g., last name) headers/ footers, as the papers will be blind-reviewed.

**Judging:** Members of the paper competition committee will evaluate the papers based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identify any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of paper was well developed.

**Notification:** All entrants will be notified of the committee's decision no later than November 1<sup>st</sup>. Winners are strongly encouraged to attend the conference to receive their award.

### **Co-Chairs of Committee:**

Email all **paper submissions** to:

Angela R. Gover, PhD | School of Public Affairs | University of Colorado Denver |  
phone (303)315-2474 | [angela.gover@ucdenver.edu](mailto:angela.gover@ucdenver.edu)

For all other correspondence:

Lisa A. Murphy, Ph.D. | Department of Psychology | La Sierra University |  
phone: (951) 272-6300 x1008 | [lmurphy@lasierra.edu](mailto:lmurphy@lasierra.edu)

## !!! New Early Scholars Mentoring Program !!!

**Bonnie Berry, ASC Mentoring Committee chair**

Yes, my friends, we have expanded the ASC mentoring program, formerly limited to ASC students, to include free mentoring services for early scholars. I will admit that I shamelessly borrowed the idea of early scholars mentoring from the European Society of Criminology, which has a wonderful, highly effective program for mentoring those early in their careers.

**Do we need such a program?** Duh. Most of us need mentoring throughout our careers on some questions that we cannot completely resolve ourselves. Just because we have advanced degrees doesn't mean that we know everything. We may need mentoring on substantive (theoretical, statistical, etc.) questions as well as questions about funding, career and jobs, and publications. The designated mentors listed on the ASC mentoring site are waiting patiently to help.

**Where do I go to find these mentors?** Visit the ASC main page and you'll find the mentoring program (E-Mail mentoring Program). Or go to: [asc41.com/mentoring/locx/mentor.asp](http://asc41.com/mentoring/locx/mentor.asp). Help is just a click away.

**Who are these mentors anyway?** Only the best darn people in ASC, that's who. They are all ASC mentors who have volunteered to mentor ASC students and now a number of them have agreed to mentor non-students. Find them by going to the site and looking for those designated with an asterisk.

If you have any questions or suggestions, please contact me at: [mentor\\_inbound@socialproblems.org](mailto:mentor_inbound@socialproblems.org)

# NEW MEMBER WELCOME & MENTORING RECEPTION

ASC 2013 Annual Meeting  
Wednesday, November 20th @ 2-3:20 pm  
Marriott International B

**EXPERIENCED CRIMINOLOGISTS WANT TO TRANSFORM YOUR CAREER!**

New to ASC? Looking for mentorship in your career?  
Interested in getting the most out of your membership in the society?  
Join us for the inaugural ASC New Member Welcome & Mentoring Reception.

*Students, new members, and anyone in search of a mentoring relationship -*  
you are invited to network with ASC representatives including President Bob Agnew, the next President, Joanne Belknap, and Vice President Becky Block. Individuals from the Mentoring Committee, Student Affairs Committee and various ASC Divisions will discuss ways to help you navigate the annual meeting, meet fellow ASC members and potential mentors, and expose you to all that the *American Society of Criminology* has to offer.

**NETWORK**

**FREE  
REFRESHMENTS**

**MEET ASC  
MENTORS**

## OBITUARIES

In addition to obituaries that appear in this section of the *Criminologist*, the ASC web site also publishes obituaries back to 2007 on its web site. Below, we list people who have an obituary on the ASC web site, beginning in 2011. For the complete obituaries of the people listed below, and for earlier obituaries, please see [http://www.asc41.com/obituaries/obituaries\\_home.html](http://www.asc41.com/obituaries/obituaries_home.html). Also see the ASC Oral History Project page, at [http://www.asc41.com/videos/Oral\\_History.html](http://www.asc41.com/videos/Oral_History.html). If you would like to contribute an obituary for a criminologist who is not included among those on the ASC obituaries page, please contact Anne Arendt in the ASC office ([aarendt@asc41.com](mailto:aarendt@asc41.com)).

- Edwin W. Zedlewski, National Institute of Justice, helped form, shape, and nurture criminal justice research, including the design of the National Crime Survey and a test of the utility of DNA for high-volume non-violent crimes. April 14, 2013.
- Gerald R. Garrett, Emeritus Professor of Sociology at the University of Massachusetts, Boston, an expert in criminal justice, substance abuse studies, and homelessness, who helped build a strong legacy of applied sociology at UMass Boston. January 14, 2013.
- Carol Hirschon Weiss, considered the “founding mother” of program and policy evaluation; Beatrice Whiting Professor Emeritus of Education at the Harvard Graduate School of Education; and renowned for her work in knowledge utilization, fore runner to today’s focus on evidence-based policy. January 8, 2013.
- Stanley Cohen, Emeritus Professor of Sociology, London School of Economics, originator of the term and concept, “moral panic,” and winner of the ASC 1998 the Sellin-Glueck award in 1989 and the Outstanding Book award in 2001 for *States of Denial*. January 7, 2013.
- Gilbert Geis, Professor Emeritus at UC, Irvine, National Council on Crime & Delinquency, long-time President of the Association of Certified Fraud Examiners, 1976 President of ASC and winner of the Sutherland award in 1985. November 10, 2012.
- John Goldkamp, Professor of Criminal Justice at Temple University, whose work affected pretrial release and drug court policy, (posthumous) winner of the August Vollmer award in 2012. August 26, 2012.
- Hugo Bedau, Professor of Philosophy at Tufts University, founding member of the National Coalition to Abolish the Death Penalty, widely regarded as the most articulate opponent of the death penalty, and winner of the August Vollmer award in 1997. August 13, 2012.
- Robbin Ogle, Associate Professor of Criminal Justice at the University of Nebraska Omaha, a gifted teacher and tireless mentor, who was instrumental in developing new perspectives on crime that bettered our understanding of gender and violence. July 9, 2012.
- Roslyn (Roz) Muraskin, Professor of Criminal Justice, John Jay University, outstanding teacher and researcher, passionate about women’s issues and justice, 2010 Outstanding Mentor award, ACJS, ACJS Secretary, 2011. April 21, 2012.
- Tony Peters, Emeritus Professor at the Catholic University of Leuven, President of the International Society of Criminology from 2006 to 2010, travelled the world to lecture on detention, victimhood and restorative justice. March 2012.
- Dale K. Sechrest, Director of the Center for Criminal Justice Research at California State University, San Bernardino, also worked in applied research at the American Correctional Association and other agencies. November 12, 2011.
- William Earl Amos, Professor Emeritus, University of North Texas, Secret Service assigned to protect then President Dwight Eisenhower, US Parole Commission, and 1977 President of ASC. August 7, 2011.
- Allen Breed, expert in juvenile justice and corrections, National Council on Crime and Delinquency, National Institute of Corrections, California Youth Authority. July 23, 2011.
- Vince O’Leary, lead consultant on corrections to the 1973 National Commission on Criminal Justice Standards and Goals, a founding faculty member in the School of Criminal Justice at SUNY, winner of the ASC August Vollmer award in 1981. April 22, 2011.
- Josine Junger-Tas, “grande dame” of youth criminology, director of the Research and Documentation Center of the Dutch Ministry of Justice, first president of the European Society of Criminology and winner of the ASC Sellin-Glueck award in 1989. January 22, 2011.
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## OBITUARIES

### LOUIS A. MAYO

On Saturday, May 11, 2013, Dr. Louis A. Mayo passed away in his sleep after a long battle with cancer. Lou was known to many long-time employees at the U.S. Department of Justice's National Institute of Justice as "NIJ Employee #1." Lou's history with the agency dates to its earliest days in 1968. Famously, Lou was the author and signatory of "Regulation No. NI-1," the [very first policy memo](#) to be issued by the newly founded National Institute of Law Enforcement and Criminal Justice (NILECJ), which later became the NIJ. This was followed by a series of foundational policies, guidelines, and organizational plans authored by Lou that formed nothing less than the bedrock for what we now know as the National Institute of Justice. Lou was 84.

Dr. Lou Mayo served as a first Lieutenant in the U.S. Air Force during the Korean War as an electronics countermeasures expert and served three U.S. presidents as a Secret Service Agent on the White House detail. The day after President Kennedy was shot, Dr. Mayo received a call from the White House to immediately return to Washington to assist in the investigation. Upon leaving the Secret Service, Dr. Mayo joined the Office of Law Enforcement Assistance (OLEA) and subsequently co-founded the National Institute of Justice (then the NILECJ) where he was instrumental in developing and promoting Community Policing programs throughout the country. Dr. Mayo formed and operated PACE (Police Association for College Education – <http://www.police-association.org>) to encourage police departments to require BA degrees for their officers, and was founder and president of "Mayo Mayo and Associates" for over 30 years, promoting best practices in criminal justice and policing.

Lou was a thoughtful, active scholar. Some of his scholarship is archived in the National Criminal Justice Reference Service, including his paper, "Restrictive Policies for High-Speed Police Pursuits" (<https://www.ncjrs.gov/pdffiles1/Digitization/122025NCJRS.pdf>), and "Team Policing" (video, <https://www.ncjrs.gov/app/Search/Abstracts.aspx?id=82867>).

Lou's son offered this remembrance:

"My favorite story is that Dad lobbied a judge to set a small bail and then paid the bail so the person he arrested didn't have to spend Christmas eve in jail. I'm so very proud of my Dad. He was a great man and a wonderful father."

An OJP colleague who knew Lou for many years remarked that "the IACP Conferences won't even be the same without Lou there...who else, in the world of sole proprietors, believes in their work so much that they have a booth at IACP every year?"

Lou faithfully attended every recent NIJ Annual Conference, where he helped to host the informal NIJ Alumni event. He was also a regular attendee in recent years at NIJ holiday receptions held each year.

Lou is survived by his three children, Louis Allen Mayo III, Robert Lawrence Mayo, and Carolyn Jean Mayo Fritz, four grandchildren, Cara Mayo, Carleigh Mayo, Kelly Mayo, and Harrison Fritz, and his sister Eloise Mayo. Friends may call on Friday, May 17 from 5-8pm at Adams-Green Funeral Home in Herndon, VA. A service celebrating Dr. Mayo's life will be held at a later date. In lieu of flowers, the family requests that donations be made to the Louis A. Mayo Endowment for Community Policing, South Eastern Missouri University, Department of Criminal Justice and Sociology, One University Plaza, Cape Girardeau, MO 63701.

*More complete obituaries can be found at [http://asc41.com/obituaries/obituaries\\_home.html](http://asc41.com/obituaries/obituaries_home.html)*

**2013 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS****RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD RECIPIENT****CHRISTOPHER WILDEMAN**

Christopher Wildeman is currently an associate professor of sociology, a faculty fellow at the Center for Research on Inequalities and the Life Course (CIQLE), and a faculty fellow at the Institution for Social and Policy Studies (ISPS) at Yale University, as well as a Visiting Fellow at the Bureau of Justice Statistics. He received his Ph.D. in Sociology and Demography from Princeton University in 2008. As a graduate student, he received the Dorothy S. Thomas Award from the Population Association of America and graduate student paper awards from three sections of the American Sociological Association. From 2008-2010, he was a Robert Wood Johnson Foundation Health & Society Scholar and postdoctoral affiliate in the Population Studies Center (PSC) at the University of Michigan. His interests revolve around the consequences of mass imprisonment for inequality, with emphasis on families, health, and children. He is also interested in child welfare more broadly, especially as relates to child maltreatment and the foster care system. Some of his recent research includes: *Children of the Prison Boom: Mass Incarceration and the Future of American Inequality*, with Sara Wakefield (Oxford University Press, 2013); a forthcoming issue of the *Annals of the American Academy of Political and Social Sciences*, edited with Jacob S. Hacker and Vesla M. Weaver, on the consequences of the criminal justice system for civic and political life; and a forthcoming *American Sociological Review* article, with Kristin Turney, on how paternal incarceration does (and does not) shape the quality of parenting for mothers and mothers.

**AUGUST VOLLMER AWARD RECIPIENT****MARK W. LIPSEY**

Mark W. Lipsey is the Director of the Peabody Research Institute and a Research Professor at Vanderbilt University. He specializes in program evaluation with a focus on programs for at-risk children and youth. His research activities include the study of risk factors and effective interventions for antisocial behavior and delinquency. His meta-analysis research on interventions for juvenile offenders has identified many effective programs and led to recent initiatives to better translate this research into practice in collaboration with the Center for Juvenile Justice Reform at Georgetown University and the Office of Juvenile Justice and Delinquency Prevention. Prof. Lipsey is a member of the Tennessee Criminal Justice Coordinating Council, the Science Advisory Board for the federal Office of Justice Programs, chairing the OJJDP Subcommittee, and the Advisory Committee for the National Science Foundation Directorate for Education and Human Resources. He has served on the National Research Council Committee on Law and Justice, the Crime and Justice Coordinating Group of the Campbell Collaboration, and is co-editor-in-chief of

*Research Synthesis Methods* and *Campbell Systematic Reviews*. He has been a member of the American Society of Criminology for as long as an aging memory can recall.



## 2013 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

### ASC FELLOW RECIPIENTS

#### CASSIA SPOHN



Cassia Spohn is a Foundation Professor in the School of Criminology and Criminal Justice at Arizona State University. She is the author of five books, including *The Color of Justice: Race, Ethnicity and Crime in America* (with Samuel Walker and Miriam DeLone) and *How Do Judges Decide: The Search for Fairness and Equity in Punishment*. A sixth book, *Policing and Prosecuting Sexual Assault: Inside the Criminal Justice System* (with Katharine Tellis) will be published in 2013. Her research interests include judicial and prosecutorial decision making, the intersections of race, ethnicity, crime and justice, and sexual assault case processing decisions. She recently completed a National Institute of Justice-funded study of police and prosecutorial decision making in sexual assault cases (with Katharine Tellis) and is currently working on a National Institute of Justice-funded study examining the effect of a criminal record on offenders' employment prospects (with Scott Decker). Her work also has been funded by the National Science Foundation and the Robert Wood Johnson Foundation. She has been the editor of *Justice Quarterly* since 2011 and she serves on the editorial boards of several journals, including *Journal of Research in Crime and Delinquency*. In 2013 she received ASU's Award for Leading Edge Research in the Social Sciences.

#### JANET L. LAURITSEN



Janet L. Lauritsen is Professor of Criminology and Criminal Justice at the University of Missouri - St. Louis. Her research focuses on the causes and consequences of victimization, the social and historical contexts of crime and victimization, and quantitative research methodologies. She is also Visiting Research Fellow at the Bureau of Justice Statistics (US Department of Justice) where she is working with data from the National Crime Victimization Survey to measure patterns and trends in repeat victimization. Her current research with Karen Heimer and Joseph Lang analyzes how the correlates of violent victimization such as gender, race and ethnicity, and poverty status have changed in the US over the past four decades. Her most recent publications cover topics such as gender inequality and violence against women, long-term trends in reporting crime to the police, the relationship between changing economic conditions and violent victimization, and gender differences in risk factors for victimization. Her most recent research has been funded by the National Science Foundation, the Bureau of Justice Statistics, and the National Institute of Justice. Dr. Lauritsen is a member of the Committee on Law and Justice for the Division of Behavioral and Social Sciences and Education at the National Academies of Science. She serves on the Editorial

Boards of *Criminology* and the *Journal of Quantitative Criminology*. She has served on numerous committees of the ASC and was a member of the ASC Executive Board from 2005 to 2007.

### GRADUATE MINORITY FELLOWSHIP RECIPIENTS

**JORGE MARTINEZ**, University of Washington

**SHAUN OSSEI-OWUSU**, University of California Berkeley

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## ENCOURAGING A BROADER SET OF CRIMINOLOGISTS TO FORM RESEARCH PARTNERSHIPS WITH POLICE DEPARTMENTS

**Anthony A. Braga**, *Rutgers University and Harvard University*

**Laurie O. Robinson**, *George Mason University*

**Edward F. Davis**, *Commissioner, Boston Police Department*

There is a long history of working relationships between law enforcement agencies and academic researchers in the United States. Indeed, modern police practitioner – academic researcher partnerships were set in motion by August Vollmer, a criminologist and reform-minded chief in Berkeley, California from 1905 to 1932. As part of his efforts to professionalize the police, Vollmer developed educational relationships with faculty at the University of California, Berkeley to educate police officers on an assortment of subjects such as public administration, sociology, and criminology (Vollmer & Schneider, 1917). Over the course of the next several decades, these educational relationships eventually evolved into research collaborations. As Rojek et al. (2012) describe, police executives began to open their doors to academics during the 1950s and allowed them to access department records and interview, survey, and ride with police officers. The resulting research became the foundational literature in the study of policing.

As American police departments became more invested in the idea of community and problem-solving policing over the course of the 1980s and 1990s, they started to embrace working partnerships with community members and a wide range of other governmental and non-governmental actors. Police departments slowly began to engage academic researchers as important partners in their efforts to be more effective in addressing community concerns. Federal funding initiatives, such as the U.S. Department of Justice's Project Safe Neighborhoods and the Bureau of Justice Assistance's Smart Policing Initiative, provided support for police practitioner – academic partnerships that could both raise the quality of police crime prevention projects and improve the existing knowledge base on effective crime prevention practices. While not yet common features of modern police departments, these partnerships have certainly become more prevalent. A recent national survey of police departments found that nearly one third of responding agencies had participated in a research partnership in the past five years (Rojek et al., 2012)

The American Society of Criminology (ASC) recently established a collaborative relationship with the International Association of Chiefs of Police (IACP) to increase the number and quality of police practitioner – academic partnerships. Robinson and Davis serve as the co-chairs of the IACP's Research Advisory Committee (RAC); Braga was recently appointed by the ASC Policy Committee to serve as its IACP liaison. To facilitate the exchange of empirical research findings with the IACP membership, the RAC established the publication of "research in brief" abstracts in the *Police Chief* magazine. The RAC also manages the judging and selection of recipients of the IACP / Sprint Excellence in Law Enforcement Research Awards. Over the last three years, ASC members have served as research partners to police departments on rigorous evaluations of police crime prevention programs in Sacramento (Telep et al., 2012), Boston (Braga et al., 2011), and Philadelphia (Ratcliffe et al., 2011).

The IACP (2004) has established the goal of developing police practitioner – research partnerships for every law enforcement agency in the U.S. Relative to the roughly 18,000 law enforcement agencies regularly counted by the Bureau of Justice Statistics, the number of academics with experience and expertise in working with police departments on research projects is relatively small. Indeed, there is a relatively small cadre of criminologists who have partnered with police departments in the past and currently maintain highly productive research relationships. Clearly, more scholars are needed to carry out this very important work. This article serves as an invitation for criminologists in the broader ASC membership to get involved in research partnerships with police departments.

### **Criminological Research That Can Directly Help Police Departments**

Police departments have strong needs for research on a wide variety of complex organizational and operational challenges. For the purposes of this brief article, we simplify these needs into two broad categories of research activities that are relevant to the research agendas of most criminologists. Police departments need solid scientific evidence to (1) understand the nature of crime and disorder problems they seek to address and (2) establish a knowledge base on effective police crime prevention and control practices. In layman's terms, police executives need to understand "what is going wrong?" and "what should we be doing about it?"

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Policing scholars will immediately recognize these two broad categories as capturing key aspects of the work pursued by police officers implementing “problem-oriented policing” strategies: the analysis of crime problems to reveal underlying criminogenic conditions, and the assessment of implemented responses to determine whether recurring problems were reduced (Goldstein, 1990; Braga, 2008). Other scholars will hone in on the idea of program evaluation as a central activity of “evidence-based policing” (Sherman, 1998) and the broader move towards evidence-based crime policy. It is important to note here, however, that the scientific evidence that police executives need to support their decision making includes high-quality descriptions of the situations and dynamics that cause problems to recur. Program evaluation to establish “what works” in policing is clearly important. But it represents only one type of research product valued by police managers and line-level officers alike.

For convenience, we use the areas and subareas for paper submissions to the ASC 2013 annual conference to illustrate how criminologists’ research interests align closely with the research needs of police departments. We recognize that criminologists often make substantive contributions in multiple areas. For instance, a criminologist doing research on the role of social networks in driving gang violence may frame her inquiry within a neighborhood and place effects theoretical framework. Criminologists also strive to apply rigorous quantitative and qualitative research methodologies to the problems they seek to understand and the programs they seek to evaluate. As such, many research projects underlying the inquiries described below could also fit within the various Methodology subareas of the 2013 ASC conference.

### **Understanding the Nature of Crime and Disorder Problems**

Police departments are called upon to handle a broad array of societal issues. Indeed, the police are the most visible face of government in many neighborhoods, offer services 24 hours a day and seven days a week, and encourage citizens to “call the cops” when problems arise. To be effective in controlling crime and disorder, research suggests that police responses need to be focused and tailored to specific problems. The types of problems that the police routinely face closely align with many of the areas and subareas for paper submissions listed on the 2013 ASC conference. These areas (and subareas) include: Types of Offending (Violent Crime; Property and Public Order Crime; Family and Domestic Violence; Sex Crimes; Organized Crimes; Terrorism, Political Violence, Hate Crime, and Intergroup Offending), Correlates of Crime (Weapons; Mental Health; Substance Abuse; Immigration / Migration; Gangs, Peers, and Co-offending), Victimology (Victimization Patterns and Trends), and Perceptions of Crime and Justice (Fear of Crime and Perceived Risk). The results of scientific inquiries into all these areas can be of great interest to police executives and officers charged with controlling and preventing a diverse set of crime and disorder problems in their jurisdictions.

In conducting basic research on these types of crime problems, criminologists obviously can pursue analyses that support theoretical research agendas. However, it is important to note that police departments are more likely to support research agendas that privilege certain theories and perspectives over others. For police departments, the most pressing concerns are why particular offenders are committing crimes at particular places, selecting particular targets, and committing crimes at specific times (see, e.g. Clarke & Eck, 2003). While police officers are important entry points to social services for many people, they are best positioned to prevent crimes by focusing on the situational opportunities for offending rather than attempting to manipulate socio-economic conditions that are the subjects of much criminological inquiry and the primary focus of other governmental agencies. Theories that deal with the “root causes” of crime focus on interventions that are beyond the reach of most police departments. Theories that deal with opportunities for crime and how likely offenders, potential victims, and others make decisions based on perceived opportunities have greater utility in designing effective police crime control strategies.

With that caveat in mind, criminologists whose work would fit under the ASC 2013 program area of Causes of Crime and Criminal Behavior should be highly encouraged to develop research partnerships with police departments. Particularly relevant subareas of theoretical inquiries into the nature of crime and disorder would include: Micro-social Perspectives (particularly, rational choice and control perspectives), Situational and Routine Activity Perspectives, Neighborhood and Place Effects Perspectives, and Life Course Perspectives (especially inquiries that shed light on the life changes that influence the criminal careers of repeat offenders).

Police executives also will be interested in understanding the dynamics of related problems that affect their ability to keep communities safe. Police need the support and cooperation of citizens to be effective in dealing with crime problems and maintaining social order in public spaces (Tyler 2004). Unfortunately, police departments tend to have lower levels of legitimacy among minority residents residing in disadvantaged neighborhoods. These same neighborhoods often have low levels of collective efficacy and are challenged in maintaining informal social controls over potential offenders (Sampson et al., 1997). These are problems that are of great mutual interest to criminologists focused on Gender, Race, and Social Class issues as well as Neighborhood and Place Effects.

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### Establishing Effective Police Crime Prevention and Control Practices

The increasing openness of the police to the assistance of academics in understanding the nature of recurring problems provides an important opportunity for developing high-quality evaluations of interventions designed to prevent and control those problems. Many current police executives understand the importance of determining “what works” in police crime prevention and control efforts. Savvy police executives also understand that simple pre-post comparisons of crime data are not scientifically rigorous enough to provide strong evidence of a program effect. Indeed, the strong skepticism and dismissive assertions made by certain academics in their assessment of the role of innovative policing strategies in the 1990s crime drop (e.g., Levitt, 2004) made an impression on the police profession. While some police executives, most notably former New York Police Commissioner and former Los Angeles Police Chief William Bratton, attacked the credibility of “ivory tower” academics in assessing police crime prevention strategies, others, such as former Redlands, California, Police Chief James Bueerman and former Jersey City, New Jersey, Police Chief Francis Gajewski opened their departments to academics looking to conduct rigorous tests of their police crime prevention and control strategies (see, e.g. Braga et al., 1999; Weisburd et al., 2008).

The program evaluation inquiries described above will naturally appeal to criminologists interested in particular crime prevention and control subareas (such as Policing and Law Enforcement; Crime Policy and Prevention; and Victimization Policy and Prevention). However, it is important to recognize that the police programs evaluated will often be determined by the problems addressed. There could be opportunities for criminologists with interests in other substantive areas to be engaged. For instance, many police departments are concerned with prisoner reentry issues and have collaborated with correctional agencies on the development and implementation of programs to facilitate the successful transitions of former-inmates to their communities (e.g., see Travis et al., 2012).

### Concluding Thoughts

The personal rewards of engaging work that directly influences practice and helps address longstanding societal problems are substantial. Unfortunately, most universities place less emphasis on public service and more value on conducting sophisticated research studies that generate high-quality journal articles. For young scholars seeking tenure, the pressure to produce in a way that fits with well-established scholarly traditions may prevent some from getting involved. However, it is important to recognize that forming research partnerships with law enforcement agencies and conducting high-quality research that will stand up to peer review are not mutually exclusive enterprises. Basic problem analysis can be expanded to a more rigorous examination of larger criminological issues. Innovative crime prevention programs can be evaluated in ways that advance methods and models in criminology. Finally, the trust that is built between academics and the criminal justice practitioners they are serving can result in richer data being made available for new analyses.

Our invitation to join in police practitioner-academic research partnerships can thus be viewed as an important research opportunity that can forward one’s career, rather than a potential distraction from traditional scholarly pursuits. The ASC’s new relationship with the IACP RAC can serve as a venue through which interested scholars can be connected to police departments that will place a high value on their analytical skills. We will be reporting back to the ASC via *The Criminologist* with short updates on new initiatives and opportunities to collaborate with police departments via the IACP RAC. In the meanwhile, we highly encourage the ASC membership to attend the annual IACP meeting to be held in Philadelphia on October 19 – 23, 2013. The U.S. National Institute of Justice will be hosting several sessions highlighting the valuable work produced by police practitioner-academic research partnerships. We hope to see you there.

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## **THE PRESIDENT'S CORNER**

*An occasional column from the ASC President, Robert S. Agnew. Bob welcomes your thoughts and suggestions. Please contact him at [bagnew@emory.edu](mailto:bagnew@emory.edu).*

### **HOW THE ASC IS GOVERNED and NEW INITIATIVES**

**Bob Agnew, Emory University**

Having reached the midpoint of my Presidency, I'd like to describe the activities of the ASC Executive Board since the November 2012 meeting in Chicago. But before doing so, I want to provide an overview of how the ASC is governed for those unfamiliar with the process.

#### **How the ASC is Governed**

##### **The ASC Executive Board**

The ASC is governed by an Executive Board consisting of nine Executive Counselors; the Vice President and Vice President-Elect; and the President, Past President, and President Elect – all elected by the regular membership. (The Executive Director and Treasurer are non-voting members of the Board). The Executive Board meets on Tuesday and Saturday afternoons during the annual meeting, and for two days in late April (our “mid-year” meeting). The Board also regularly communicates via email. Much of our work involves discussing Committee reports and acting on their recommendations. This includes the awards committees (e.g., Sutherland, Bloch, and Minority Fellowships) and the service committees (e.g., Teaching, Mentoring, and Student Affairs). The Board also undertakes new initiatives, with the aim of improving services for members.

##### **We Welcome Your Input**

The impetus for these initiatives comes from both Board members and the general membership. If you have suggestions for improving the ASC, please feel free to email me ([bagnew@emory.edu](mailto:bagnew@emory.edu)) or the other Board members (see the ASC website for names and emails). Also, President-Elect Joanne Belknap and I will be holding a “**Meet the President and President-Elect**” session at the Atlanta meeting, where you are welcome to share suggestions and concerns in person.

##### **ASC Ethics Code?**

As an example of the impact you can have, last year a member emailed then-President Rob Sampson, asking why the ASC does not have an ethics code and making a strong case for such a code. The result was the creation of an ad hoc committee charged with examining whether the ASC should create an ethics code and, if so, providing advice on how to proceed (the ASC tried to create an ethics code in the past but was unsuccessful). Nancy Rodriguez, a Board member, chairs this committee and the committee will be holding a session at the 2013 meeting in Atlanta, designed to share the information they have gathered and receive your input.

##### **The Key Role of Committees in the ASC**

Much of what I do as President involves staffing and creating committees. I have now placed 235 people on 28 committees. Most of these are standing committees, described on the ASC website, but some are *ad hoc* committees created to pursue new initiatives (more below). I typically seek the advice of the Executive Board and others when staffing committees, and all committee members must be approved by the Board. These committees do much of the work of the ASC, including recommending award winners; overseeing the finances and publications of the ASC; nominating people to run for office; providing services in various areas, such as research, teaching and mentoring; and putting the program for the annual meeting together (Tim Brezina and Susan Sharp, the Program Committee Co-Chairs, have been working full time on this task in recent weeks). Quite simply, most of the business of the ASC is conducted by committee volunteers. And, as President, I was very pleased to discover that virtually everyone I asked to serve on a committee readily agreed to do so, with many stating that it would be their pleasure to serve. My predecessors have had the same experience and we have all come to appreciate what a special organization the ASC is.

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### New Initiatives

The Executive Board has launched several new initiatives, most of which are being pursued by *ad hoc* committees. Since the ASC Board is a large group that focuses on reports from the standing committees, we usually assign major tasks to *ad hoc* committees – although we provide direction to these committees and carefully review their activities and recommendations. New initiatives since the last annual meeting include the following:

#### Joint Policy Initiative with the Academy of Criminal Justice Sciences (ACJS)

The ASC and ACJS recently agreed to work together in an effort to encourage greater federal support for crime and criminal justice research and statistics. This effort will include educational/lobbying meetings with Executive Branch and Congressional staff; hiring and directing a half-time staff person at COSSA (Coalition of Social Science Associations), who will help coordinate educational and lobbying efforts; creating and directing a Council for the Support of Research and Statistics on Crime and Criminal Justice – with Council members representing a range of criminology and criminal justice organizations; and, *possibly*, managing the production of White Papers on key issues in crime and justice. We are now putting together a Joint Oversight Committee that will take responsibility for this effort, with four members from the ASC and four from the ACJS. Charles Wellford and Steve Mastrofski developed the plans for this joint initiative, in consultation with Todd Clear and the ASC National Policy Committee. An article in the next issue of *The Criminologist* will describe this initiative in more detail.

#### ASC/IACP Collaboration

The Research Advisory Committee of the International Association of Chiefs of Police (IACP) recently contacted the ASC, stating that they would like to work together to promote collaboration between the police and researchers and to encourage the use of crime research by the police. Anthony Braga is now the ASC liaison to the IACP, and he, with Ed Davis and Laurie Robinson, will soon be publishing an article in *The Criminologist* about this collaboration. The Council for the Support of Research and Statistics on Crime and Criminal Justice, described above, may result in similar collaborations with other criminal justice organizations.

#### Congressional Meeting

The IACP has already worked with the ASC and the ACJS in one critical area. Several ASC and ACJS members recently met with a senior staff person in Congressman Wolf's office, to describe the important work being done by the National Institute of Justice and the Bureau of Justice Statistics. (Congressman Wolf chairs the Appropriations subcommittee that oversees the Department of Justice.) John Firman, Director of the IACP Research Center, was there to describe how much the police rely on the crime research funded by these agencies and the statistics they collect.

#### Media Relations

The media, of course, devote much coverage to crime – a recent example being the coverage devoted to school violence, media violence, mental illness and violence, and guns and violence after the Newtown shootings. Unfortunately, such coverage often overlooks relevant criminological research. The *ad hoc* Media Relations Committee has been asked to consider whether the ASC should foster stronger ties between the media and criminologists, and, if so, how? The Committee is chaired by Ted Gest, a longtime ASC member and President of Criminal Justice Journalists.

#### Long Range Planning Committee (LRPC)

The ASC has quickly grown from a small organization to the leading criminology organization in the world, with about 3200 members and a large budget. The LRPC has been asked to examine how well the ASC is achieving its major goals, as described in the ASC Constitution (on the website), recommend ways it might better achieve its goals, and consider additional goals that the ASC might pursue. The LRPC also has certain more specific goals, including examining the feasibility and desirability of more often holding ASC meetings in cities beyond the four that dominate our rotation (Atlanta, Chicago, San Francisco, and Washington). Julie Horney chairs this important committee, which includes both former ASC Presidents and newer members. You will learn more about its deliberations over the next two years.

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### ASC-BJS Collaborative Research Program for Young Scholars

The ASC-BJS Collaborative is an experimental program that got underway last year. The young scholars chosen for the program spend a year doing a research project using BJS victimization or corrections datasets. Although small-scale, this program represents a new direction for the ASC, one that involves the sponsorship of research and an effort to foster collaborations with outside agencies (see page 9 of the July/August 2012 issue of *The Criminologist* for more information). An *ad hoc* Committee chaired by Cheryl Maxson is examining whether the ASC should continue to sponsor this collaboration and, if so, whether the collaboration should be expanded to other organizations, including those beyond the US Government.

### Associate Editor for *The Criminologist*

*The Criminologist* is edited by the ASC Vice-President, currently Becky Block, who has done much to increase its coverage. We hope to appoint an Associate Editor for *The Criminologist*, who will further increase the range of articles, including such things as interviews with prominent criminologists; descriptions of criminology programs, research organizations, policy centers, and government agencies; and articles on new data sources in criminology, such as surveys and web sites.

The ASC Board is considering still other initiatives, as are the Committees and Divisions that make up the ASC. And as President, I am working closely with the Program Co-Chairs, the Local Arrangements Committee, and others to plan the **annual meeting**. The September/October issue of *The Criminologist* will provide an overview of the meeting. Among other things, there will be ten Presidential Panels on the meeting theme: *Expanding the Core: Neglected Crimes, Groups, Causes, and Policy Approaches*. Also, Ambassador Andrew Young will speak at a plenary session on Wednesday at 11. And the meeting will end on Saturday at noon with an address by the recipient of this year's ASC Justice Award, Congressman John Lewis. Congressman Lewis is one of the heroes of the civil rights movement and has been called "the conscience of the U.S. Congress." So be sure to schedule your trip to Atlanta accordingly. I look forward to welcoming you to my hometown this coming November.

# Call for Papers From the *Journal of Gang Research*:

The *Journal of Gang Research* is an interdisciplinary journal and it is the official publication of the National Gang Crime Research Center (NGCRC). It is a peer-reviewed quarterly professional journal and the editors are well-known gang researchers or gang experts. It is abstracted in a number of different social sciences, including but not limited to: Sociological Abstracts (American Sociological Association), Psychological Abstracts (American Psychological Association), Criminal Justice Abstracts, National Criminal Justice Reference Service, Social Service Abstracts, and others.

For over twenty years, the *Journal of Gang Research* has published original quantitative and qualitative criminological research dealing with gangs and gang problems. These publications have included a wide range of topical areas including theory, qualitative and quantitative research, and useful policy analysis related to gangs and gang problems. A list of the articles previously published in the *Journal of Gang Research* is published at the NCGRC website: [www.ngcrc.com/ngcrc.page2htm](http://www.ngcrc.com/ngcrc.page2htm)

## INFORMATION FOR AUTHORS

We are inviting submissions of original research on gangs, gang members, gang problems, gang crime patterns, gang prevention, and gang social policy issues.

Authors should submit four (4) copies of the paper in ASA or APA format to: George W. Knox, Ph.D., Editor-in-Chief, *Journal of Gang Research*, National Gang Crime Research Center, Post Office Box 990, Peotone, IL 60468-0990. The review process takes between 2 to 3 months; sometimes longer.

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## **EDITORS' CORNER**

### ***CRIMINOLOGY & PUBLIC POLICY, PASSING THE TORCH TO NEW EDITORS***

**William D. Bales**, Florida State University  
**Daniel S. Nagin**, Carnegie Melon University  
Co-Editors

After six years under the skillful leadership of Editor Thomas G. Blomberg, the editorial responsibilities of *Criminology & Public Policy* (CPP) have been transferred to our tutelage. We are very fortunate to assume the reigns of a journal that has been on an upward trajectory and is now firmly established as a significant contributor to advancing the application of criminological research to public policy and practice. The purpose of this note is to clarify several aspects *CPP*'s mission and editorial policies.

First, with the exception of the one Special Issue of *CPP* in the fall of each year, the submission and publication of manuscripts is not based on an "invitation only" policy. Rather, we encourage all authors to submit their papers to *CPP* if they believe they are suitable for a journal that is devoted to publishing empirically based criminological research that has relevance to the policies and practices of the juvenile and criminal justice systems, crime control strategies, program evaluations, etc. Authors who have prepared manuscripts consistent with the goals of *CPP* should consider this outlet for their research given the enhanced visibility of the journal over the recent past. Specifically, *CPP* was accepted into ISI's Social Science Index in January 2012 and the number of libraries with subscriptions to *CPP* tripled to over 3,500 over the short period from 2008 to 2011. As *CPP*'s editors, we rely on your submission of quality manuscripts that will advance the relevance of our discipline in the policy arena and strongly encourage you to consider *CPP* as a viable outlet for your research.

There is no topical area in our field that is not appropriate for *CPP*. We embrace the submission of manuscripts on any subject area that will advance our knowledge and understanding of approaches to crime control, correctional strategies, organizational practices, etc. that will inform policies and practices. A small sampling of possible topics that are of interest to policymakers and practitioners as well as researchers and academicians include: policing strategies that reduce crime in communities; initiatives in the public schools that ameliorate the "school to prison pipeline"; the effectiveness of specialized courts; innovative community based strategies to reduce the prison population without jeopardizing public safety; crime victimization and best-practices in victim services; evaluations of the effectiveness of the privatization of an array or criminal justice functions.

We are enthused and energized about our opportunity to continue to foster the growth and relevance of *CPP* in the future and look forward to providing a worthwhile outlet for the important research you conduct.

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## POLICY CORNER

**Todd R. Clear, ASC Policy Committee Chair**

Throughout the 1980s and 1990s, crime policy was dominated by a dark political mood that made sensible policy almost impossible. Perpetually, it seemed, fear of crime occupied a high place on the list of public concerns. Nuanced stands by politicians on the issue of crime were almost non-existent, and the “get tough” agenda was fully bi-partisan. In far too many electoral campaigns, opposing politicians sought to outdo each other on “tough” ways to respond to crime. Some commentators observed cynically that presidential candidates talked as though they were running for county sheriff.

In this atmosphere, criminologists found it very difficult to talk about crime policy. Evidence about “what works” rarely had an influence on the nation’s policy agenda, and many scientists who studied crime bemoaned their irrelevance to the policy-making process.

Remembering these days from the today’s vantage point is quite fascinating. It is an understatement to observe that “things are different now.” Most political campaigns today are fought with little or no mention of crime. Expertise and evidence are regularly cited as the foundation for setting and changing crime policy. We criminologists are just as likely to be listened to about crime as other scientists working in other policy areas, such as health care.

What happened? Plenty of people have written about the “bad old days,” and a few of us have speculated about the forces that have driven those bad old days toward the past. Of course, any coherent analysis of the change in crime policy has to include as one of the key factors the sustained drop in crime that has been a salient feature of our public safety landscape.

That is why last week’s news about the small rise in the crime rate, as reported by the FBI, was so important. If a declining crime rate has been a key element in deescalating the rhetoric about crime policy, then what will it mean to have a rise in crime? Will this be the fuel for a change in the way politicians talk about crime policy?

California may foreshadow this dynamic. Two years ago, faced with an order by the Supreme Court that the prisons reduce its daily count by up to 40,000, Governor Jerry Brown designed a policy called “realignment” that moved a large number of people from the state prison system to county corrections systems—in California, this meant increasing the role of county probation and jail. (The full realignment proposal is considerably more complex than this, of course, but this localization of correctional activity is the central element of the strategy.) The number of people locked up in the California prison system came down, as the state led the nation in reduced numbers of prisoners.

As might be expected, the policy faced political pushback. In particular, prosecutors balked on realignment, as did some local political leadership and members of the opposition (Republican) party. They warned the public of a coming crime wave. However, faced with the finality of the Court order, while riding a tide of severe fiscal pressure, Brown mobilized expert support for the new policy along with enhanced funding for local correctional activity, to put the policy in place and move the people out of the state system. Years of dropping crime years were an unspoken foundation for pulling the new strategy off.

Then the crime data in California started to show increases in some of the cities. Realignment was cited by many of its detractors—and a few media outlets—as the cause of the seemingly unexpected rise in crime. Suddenly, Brown and his policies looked to be confronted with a return to the old politics of crime. Would the Governor’s prison reforms be able to survive an uptick in crime rates?

There are signs that the California story will not follow the familiar path of “get-tough” politicking. Already there are studies and media stories arguing that the increase in crime is due to factors beyond the realignment, and these seem to be getting more than their fair share of the airwaves. The early frothing about the new crime statistics seems not to have become rooted in the public consciousness—at least so far.

So, yes, the national rise in crime portends ominously for those who care about prison reform. That the rise in crime is nationally uneven—higher in the West and South than in the East and North—is certainly important. But what may be more important is the possibility that the public has moved on, and the siren call of the “get-tough” world is behind us.

Time will tell.

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## **TEACHING TIPS COLUMN**

Edited by Charisse T. M. Coston

University of North Carolina at Charlotte ([ccoston@uncc.edu](mailto:ccoston@uncc.edu))

The peer reviewed Teaching Tips column is geared toward sharing ideas that will help improve teaching in both undergraduate and graduate level criminology and criminal justice courses. Submissions should be between 500 and 1,000 words. 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](mailto:ccoston@uncc.edu).

Thanks – Charisse T.M. Coston, Chair; Natasha M. Ganem, Kristi Holsinger, Christopher Lyons, Stephen L. Muzzatti, and Heather L. Scheuerman, Members, ASC Teaching Committee.

## **TEACHING TIP: OFFERING A CROSS-DISCIPLINARY CAPSTONE PROJECT**

**Kim Marino**, Assistant Professor of Criminal Justice,  
Marist College, Poughkeepsie, New York

The capstone course is an important “benchmark” course included in most undergraduate criminal justice programs. I have offered my capstone students the opportunity to collaborate with students from other disciplines on a collaborative capstone project. Educators know that collaborative projects provide students with an opportunity to learn from and with one another while working together to accomplish a common goal (Jones, 2006). A collaborative structure is also a great way to engage students in problem-based learning, which promotes critical thinking skills. In this project, students are presented with a mock family court case involving prescription fraud by a juvenile. The court requests a review of the juvenile’s social history and a detailed intervention plan. Students are instructed to review the facts of the case and supplemental information and then provide a recommendation for interventions based on best practices.

One way to enhance the value of collaboration as a teaching tool is to have students representing different academic majors participate in team problem solving tasks. Such a model provides students with a broader and richer understanding of critical social issues as they are discussed from various inter-related perspectives. Implementing a cross-disciplinary capstone project requires the collaboration of students as well as faculty members across academic disciplines. Since most majors in the social and behavioral sciences offer undergraduate students a capstone course, this provides the ideal opportunity for faculty to integrate a cross-disciplinary research project into their course curriculum.

The following is a brief description of a cross-disciplinary project model. The project starts with the students’ assessment of a prepared case study, which addresses multiple social issues. The case study that was assigned to my students involved a juvenile offender in the Family Court system with a history of educational, social, and legal issues. A brief biography of the juvenile profiled in the case included: two drug addicted parents, an ailing grandmother with sole guardianship, special education services, academic failure, and a prior juvenile offense.

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Each project group consisted of one student from each of four majors in the social sciences; education, social work, psychology, and criminal justice. Each student in the group was assigned the role of a key stakeholder as it related to the case study. The students who participated in the capstone project were assigned the roles of a special education teacher, a social worker, a youth officer, and a school psychologist.<sup>1</sup> The participants were also provided with mock reports related to the case, including a pre-sentence investigation report (criminal justice), social history report (social work), psycho-educational evaluation report (psychology), and an individualized educational plan (education). These documents were created by the respective faculty from each of the four disciplines. Each student was responsible for developing a sophisticated understanding of the report and explaining the report to other members of the group. The students were instructed to draw upon their prior knowledge derived from their respective disciplines, current research, and field experiences to identify the key issues and appropriate interventions. Each group was expected to effectively manage the possibly different and conflicting suggestions and recommend an appropriate and balanced final intervention plan.

In this case, the final intervention plan required the following evaluations and recommendations:

- sentencing, including a recommendation for or against probation,
- learning needs and educational resources, and
- family needs and community resources.

The final intervention plan was then presented to and assessed by the faculty panel.

Presentations were graded using a rubric developed by the faculty to measure students on their ability to focus on the task, problem solve, integrate theoretical principles, and provide evidence of empirical support. There was little dissention among faculty; each group received a fair assessment of their work, including substantive qualitative comments from each faculty member. Overall, the final intervention plans exceeded the expectations of the faculty and affirmed the perceived value of the project. Anecdotal evidence indicated that students involved in the project enjoyed the experience and left with an appreciation for the value of collaboration in problem solving. One student reported that she learned to look at the case problem as a product of interrelated issues and not separate problems to be dealt with individually and in isolation from one another.

One complaint that was raised by the students participating in this project was difficulty with scheduling group meetings. The problem associated with group members not being able to identify mutually convenient meeting times requires greater flexibility and creativity on behalf of the participants. Obstacles such as this are what make group work so important, since students will likely encounter similar struggles during their career (Monk-Turner & Payne, 2005). A solution to the problem would be to match students with similar schedules or have the group establish a preliminary schedule of meeting times at the start of the project.

Research has shown that collaboration is in fact an effective learning method that can improve students' skills in teamwork, leadership, communication, organization and time management (MacCaulay & Nagley, 2008). The reality is that most social problems and solutions cross over multiple disciplines, making any single disciplinary approach insufficient to devise an effective solution. The use of cross-disciplinary collaboration will better prepare students to confront and solve real-world problems (Sternberg, 2008). With the rise in community-oriented approaches to social control, such as probation and parole, criminal justice majors should be trained to address crime from an integrative perspective (Birzer & Palmiotto, 2002). This type of pedagogical model provides students an opportunity to engage in critical thinking and problem solving while engaging in cross-disciplinary collaboration.

Cross-disciplinary projects like this can and should be offered to different majors. A dedicated group of faculty, regardless of the discipline, can work together to create a case study to use as a catalyst for student collaboration. Students will appreciate the value of critical thinking and interdisciplinary problem solving, and with these skills become lifelong learners.

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<sup>1</sup>Student roles were determined by their selected major. Another option would be randomly assigning students to the case study roles. This option would likely foster a greater desire for collaboration and provide students with the opportunity to take an alternative disciplinary perspective in their approach to problem solving.

## **DOCTORAL STUDENT FORUM**

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

### **MAKING THE MOST OUT OF RELATIONSHIPS WITH MENTORS**

**Shytierra Gaston**, University of Missouri-St. Louis

**Jennifer Lorentz**, University of Missouri-St. Louis

The most important relationship you will have as a doctoral student is one with your mentor(s). Mentors provide guidance and feedback, write letters of recommendation, keep you abreast of opportunities, and help propel you toward your career goals. Because mentoring is beneficial to the success of doctoral students, this column is devoted to learning how to develop and maximize those relationships. Mentoring takes on a variety of meanings to different people, so we use the word "mentor" loosely in hopes of capturing myriad mentor relationships, whether with colleagues, academic advisors, or scholars in the field.

Finding a suitable mentor may come easily or may take some time. Not only should your mentor possess the competency and expertise you need, but her/his personality, vibe, work style, and availability should mesh with yours (not all experts make the best mentors). As such, the characteristics of a "good" mentor are not the same for everyone. For example, some people prefer mentors who are structured versus relaxed, or outspoken instead of reserved. Determining which type of mentor is right for you is a matter of self-awareness, personal preference, and trial and error. Often these relationships begin organically with a connection in class, referrals from others, or interactions at conferences.

To start off on the right foot, it is good to keep a few things in mind. First, you must enter the relationship with goals and ideas, even if they are evolving. The extent of your preparedness shapes the quality of the mentoring you receive; the more you know about what you want and can communicate it, the better able your mentors are to assist you. As Professor Richard Wright remarked during a conversation about mentoring,

"The most important thing a student can bring to the mentoring relationship is a sense of what *they* want to accomplish... if a student comes to me with no interests of their own, I find that I have very little interest in them."

Therefore, it is crucial to tell your mentor where you are coming from, what you have already accomplished, and where you want to go. Imagine for a moment that you are in a new city for the first time and need directions. Your guide will first need to know where you are in order to direct you to your destination. The same holds true for your mentor. Help them help you.

A second way to be a good mentee is to respect your mentor and her/his time. Always be punctual and organized, have clear ideas about what you hope to accomplish during meetings, and stay in communication. This will demonstrate your willingness to work hard and your respect for the relationship. In addition, it is important that your mentor isn't working harder for you than you are working for yourself. Don't place unreasonable burdens on them to furnish all of the tools that might be useful to you. Be sure to look around to find others who may provide some of the information you want. While having one point of reference to rely on can keep you focused, diversity of information is rarely a negative.

Looking for supplemental mentors or other professionals to supply that diversity of information is important for a number of reasons. First, to obtain the best possible guidance for your career, your best bet is to glean input from a variety of mentors rather than only one. Doing so will give your main mentor some breathing room, and will also increase the scope of your professional development. Second, no mentor possesses all the knowledge, experience, or skills that you will ever need, so supplementing one perspective with others can be advantageous. Similarly, each mentor has access to a unique social network that could be beneficial to you. Let's pretend that each mentor is friends with 10 other professionals in the field. If you have only one mentor, then you only have 10 other vicarious connections. However, if you have 10 mentors, then you may have vicarious access to as many as 100 other connections! This access can immensely expand your professional network.

Understand that there are many avenues for diversifying your network of mentors. One way is to start within your department. Our department consists of outstanding faculty members, each with a specific specialty and a unique skill set. Rather than drawing exclusively from one faculty advisor, we diversify by seeking mentorship, whether formal or informal, from a variety of faculty members. But you mustn't feel limited to your department. Faculty from other fields provide knowledge and experiences from different theoretical and methodological perspectives that can help broaden your work. Moreover, connecting with faculty from other universities might be beneficial as they are immersed in an academic culture different from your own and can offer a unique perspective. You can meet these individuals via professors in your department, the American Society of Criminology annual conference and/or mentoring program<sup>1</sup>, or by simply introducing yourself via e-mail.

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Two years ago, although unsure how the gesture would be received, one of us initiated an e-mail exchange with a prominent criminologist. Refreshingly, the scholar responded enthusiastically and was more than willing to discuss his research further and provide guidance. Don't be afraid to reach out to scholars whom you admire or whose guidance you can use. It's very likely they will respond positively. Scholars in the field are typically excited about helping students and are particularly pleased that students other than their own are interested in their work. As with any professional contact, though, be prepared, know their work, and have concrete inquiries before contacting them. In addition to the assistance you get from them, you never know what opportunities could emerge from the interaction. Forging relationships with faculty from other universities early in your career could potentially improve your employment prospects when you go on the job market, simply because you made yourself known.

In closing, relationships with mentors are tremendously rewarding and can, and often do, last well beyond your career as a student. When handled well, the relationship is mutually beneficial. As a mentee, you can be inspiring, engaging, and exciting, but much of the onus is on you. Connections with mentors could change the course of your career, open your eyes to new opportunities, and even facilitate a lifelong friendship. The essence of mentoring, as succinctly stated by Professor Wright, "is about helping students figure out *how* to do what *they* want to do." It's your career; let the adventure begin!

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<sup>1</sup>For more information about the ASC mentoring program, please visit [asc41.com/mentoring/locx/mentor.asp](http://asc41.com/mentoring/locx/mentor.asp) or contact Bonnie Berry, ASC Mentoring Committee chair, at [mentor\\_inbound@socialproblems.org](mailto:mentor_inbound@socialproblems.org).

*Acknowledgements: We are grateful to Professors Richard Wright, Matt Vogel, Janet Lauritsen, and Jennifer Owens and anonymous reviewers for many helpful suggestions. None of the above persons is responsible for the content of this essay.*

## **EARLY SCHOLARS' KEYS TO SUCCESS**

*We encourage submissions for future editions of the "Early Scholars Keys to Success" column. Please contact Bonnie Berry, Social Problems Research Group, [research@socialproblems.org](mailto:research@socialproblems.org)*

### **HOW PARENTHOOD MADE US BETTER ACADEMICS**

**Tracy Sohoni**, University of Maryland at College Park

**Charis Kubrin**, University of California, Irvine

**Bianca Bersani**, University of Massachusetts Boston

Many people working in academia worry about the right time to have kids or whether they can manage to be successful academics if they choose to have children. Having a child while employed in academia is challenging, but that is true of any career. While certainly the sleepless nights and the drains on time and energy that accompany having children put significant strain on an academic career, we often overlook the ways in which having kids can help a person become a better academic.

We all had our children at different stages of our career – one had her first child a month before leaving her job to start a Ph.D. program, another had her child while finishing up her dissertation, and another had recently received tenure. While we braced ourselves for the challenges that lay ahead, we were all (pleasantly!) surprised to find that, in many ways, having a baby actually helped to make us *better* scholars. While all the career changes in our lives could have been made without having kids, and parenthood is certainly not a requirement for having a fulfilling and enhanced academic career, many of our experiences and how we changed were simply things we didn't think about, or we didn't effectively execute, until we became parents.

One of the toughest challenges in academia is learning to juggle all of the demands associated with research, teaching and service—and there are many. While everyone likes to believe they are good at prioritizing and being efficient, having children truly sharpens these skills. We could no longer rely on having time in the evenings or on the weekends to finish something up. While it would appear that diminishing hours to work would be a detriment, we found the opposite to be true. It forced us to be more efficient. We found we could accomplish more in an 8-hour day than we had in a 12-hour day. Instead of allowing work to linger (as is all too tempting in the world of academia), or letting distractions derail the day's goals, we were more focused in getting work finished. Since unexpected events (illnesses, sleepless nights, etc.) are pretty much par for the course when one becomes a parent, it was more critical than ever to use the time we did have effectively to finish tasks on time. The external demands that accompany having children are not going to make a person's career any easier, but having external demands can result in a person becoming a better judge of prioritizing tasks. Academics with other demands on their time and energy, such as taking care of an elderly parent, or a sick spouse or family member, may have a similar experience.

Having children also helps bring home the way in which work is a zero-sum game, and that ultimately saying "yes" to one project means saying "no" to another. This reality forced us to determine what work was most *meaningful* to us. Rather than saying "yes" to any and all requests (to committee work, to writing a book chapter, etc.) our situations led us to reflect on the meaning of the task, and to ask ourselves questions such as, "What inspires me?" "Would I have wanted to write this chapter if I had not been asked?" "Is this task important to the advancement of my career?" Of course, these are important questions for anyone, with or without kids, to ask, but we found that prior to having our time constrained by parenting responsibilities, it was all too easy to find ourselves spread too thinly with busy work that did not inspire us or help us achieve our main goals. Ultimately, we found that this helped make our research agendas stronger and more focused.

At the same time that we committed ourselves to more meaningful work in our academic career, we also noticed that parenthood relieved some of the pressure in terms of having our identity defined by our work. A negative review or a less than inspiring day in the classroom felt less painful after being greeted by a toothy grin at the end of the day (or even by a massive tantrum, which has its own ability to distract from workday travails). As a result, rather than getting hung up on the emotional toll of academic set-backs it was easier to move on and focus on making improvements.

In addition, having kids can be a great motivator—in so many ways. As a graduate student, there's nothing like daycare bills to motivate finishing up graduate school. There's also more pressure to be productive during work-hours so that there's no guilty feeling when we devote our evenings and weekends to our kids. And as another motivator - the busier and more productive we are while at work, the less we miss our kids.

Being a parent also gives us greater energy when we're at work. Prior to being a parent it was harder to get completely away from work; it was always lingering in the background. As parents, our kids demand our full attention, so we feel like we get more of a real break from our work. Also, being a parent exercises a different part of our brain, meaning that when we get back to work we feel refreshed and invigorated.

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Finally, parenthood made us better scholars, because it gave us a new perspective on interpersonal interactions. As a consequence of parenthood, we have become more empathetic, patient, and understanding, and more aware of how our behavior affects others. We are now more critical of our own actions and we've noticed that these changes translate into better interaction with colleagues, peers, and students. Again, having a child is not necessary for these changes, nor do they happen automatically for everyone who has a child, but it is true in our experiences.

Of course, just as everyone's experience of being a parent is different, there will be many factors that affect how parenthood affects a person's work. Experiences may differ markedly based on a person's gender, co-parenting experience, or special needs of their child(ren), and we invite a greater discussion within the field of criminology on these experiences. However, it is our goal with this comment to lend a voice to the idea that parenthood, and indeed other personal events that require demands on an academics time and energy, can have a positive impact on a person's work.

One final point: We do not in any way intend to dismiss the very real difficulties of having kids while working in academia. There's no way around the fact that parenting, with its sleepless nights and considerable demands on time and energy, brings with it significant challenges to being a successful academic. The same advantages that can make academia so favorable toward balancing kids and work, making it easier to deal with doctors' appointments or being able to attend a child's school recital, can also derail your career if you allow them to take too much time away from research and other academic responsibilities. Nor do we in any way mean to imply that a person with children is a better academic than a person without children (just as we would not assume the converse). But we do ourselves and the field a disservice if we do not also acknowledge the way in which this aspect of some academics' lives can also improve performance. While certainly these advantages do not depend on having a child, for some of us, having children helped us, or rather, forced us, to realize them.

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

*We encourage submissions of future "A View from the Field" columns.*

*Please contact Carolyn Rebecca Block: [crblock@rcn.com](mailto:crblock@rcn.com).*

**ASC MEMBERS**  
**AND THE DESIRE TO AFFECT CRIMINAL JUSTICE POLICY**

**Steve Van Dine**, Bureau of Research and Evaluation,  
Ohio Department of Rehabilitation & Correction

"A familiar complaint among the ASC membership is the limited degree to which social science knowledge informs crime policy. Too much of contemporary public policy legislation is based on mistaken ideas about the causes and prevention of crime, and far too much of the public debate on crime policy rests on fallacious images of criminality and criminal justice." Todd Clear, *The Criminologist*, Jan./ Feb. 2001, p. 3

Over my 37 years in ASC and 35 years as a government researcher, I have observed with a certain level of amusement several expressions of ASC leaders or members to the effect that "no one listens to us or takes our advice." These have been in *The Criminologist*, policy statements of the Society, numerous presentations at the annual session, and certainly the informal comments of many ASC members. I would like to offer some comments in response and guidance for those ASC members who wish to affect criminal justice policy.

**First, No One Listens Very Much to Anyone!**

ASC members need to lower their expectations. Imagine the most important person in setting criminal justice policy in the United States. You might choose U.S. Attorney General Eric Holder or a predecessor such as John Ashcroft, or perhaps the present or past chairperson of the Senate Judiciary Committee, Patrick Leahy or Orrin Hatch, or perhaps the Chief Justice of the U.S. Supreme Court, John Roberts. Alternately, pick the same kind of people at any state level or county level—a governor, or a key legislator, or a corrections chief. Sit with one of those persons for a while and ask them how much influence each has over setting criminal justice policy.

The answer you will consistently get is, "Not much! I push and push but things just don't change much." This is especially disconcerting for those who are managers of an agency. It can take a long time and a lot of effort to push a major change through the agency that a manager nominally controls. Legislators can work for years to push a single proposal through, and when it does become law it will probably be because a coalition of diverse interests has come to agree on the idea, not because of the efforts of only a handful of persons.

Experts (such as ASC members may be on particular issues) may be part of such a coalition, or they may try to stand in the gap against such a coalition. Experts can occasionally be effective behind the scene in alliance with key legislators. Still, I cannot remember any hard-fought issue—in criminal justice or any other public policy concern—where the opinions of isolated experts were adopted against a broader perspective.

**Experts Can Have an Impact.**

Experts can have an impact – if they have relevant expertise and they are willing to enter into a continuing advising relationship. Most often, such experts have a local connection. In Ohio, Simon Dinitz offered valued advice to Ohio's sentencing, law enforcement, and correctional systems for over 50 years. More recently, Ed Latessa and several of the faculty at the University of Cincinnati have played important roles in reshaping many aspects of criminal justice in Ohio, including local policing practices, Ohio's community correctional system and Ohio's drug court system. My perception is that Joan Petersilia has at times had a similar role in California over the last 25 years. (It may be necessary that academics provide advice for free on occasion, but it is an avenue to influence.) This can happen with national experts also, but less frequently. As an example, Jim Austin has provided advice that has been used to reshape the community corrections system and institutional classification systems in Ohio and several other states.

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### **Researchers in Agencies have Influence.**

Life is a matter of choices. As I have read articles or listened to speakers saying, “We don’t get to affect policy,” I have wanted to say, “Then go into government.” Researchers in state and local government have, sometimes, an excellent opportunity to help shape criminal justice policy and practices. One avenue to influence is to forego life in the academy and work in agencies as a researcher.

I started as a researcher in the Ohio Department of Rehabilitation and Correction, actually its sub-unit, the Adult Parole Authority (APA), in 1978. I was at that time the only researcher in the department. (We now have ten researchers and four other positions.) Since that time, I, or the research unit in which I work, has been involved in the consideration of several of the major criminal justice policy debates of the past 35 years. The unit has helped to save at least hundreds of millions of dollars; increase safety for staff, offenders, and the community; reduce recidivism; and increase justice.

### **How Have We Done This in Ohio?**

We test legislation, suggesting what it will do to the size of the prison population and, accordingly, the budget. Ohio’s fiscally frugal legislature looks skeptically at legislation that will require opening another prison. In one instance, our analysis was part of the basis for turning down major increases in penalties for crack possession, averting the need to build several new prisons or face catastrophic overcrowding. We also played a role in testing a proposed criminal code revision in the mid-1990s; as a result, Ohio was able to move to a “truth-in-sentencing” sentencing structure with no increase in prison population.

We have assisted in efforts to develop a strong community corrections network around the state and to shift non-violent offenders from prison to that network. In 1996, 44.4 % of admissions to Ohio’s prisons were “truly non-violent (TNV),” with no hint of violence in the current offense and no record of violence in the adult criminal history. In 2012, that TNV portion had fallen to 23.7 %.

Researchers have helped to build and put in place empirically valid classification instruments and systems to keep well-behaved and vulnerable inmates separated from those more prone to misbehavior and institutional violence. (We have been able to develop separate systems for male and female offenders.) Similar instruments have been used to help guide release decisions and to determine levels of supervision in the community.

We have been extensively involved in establishing, modifying, and evaluating rehabilitative programs, in prison, in alternatives, and in community supervision. This has included formal and informal program evaluations—both for process and outcome—helping to weed out ineffective programs and to encourage the expansion of those that are more successful. (Examples include boot camps, recovery services, prison nurseries, “Thinking for a Change,” and specific community or release alternatives.) Our NIJ-funded review of an APA progressive sanction grid provided useful information to our APA and to community-supervision agencies generally. We also have used some of these same evaluative techniques to judge the effectiveness of some managerial efforts in the department. We have served as “internal advisors” to those who want to implement “evidence-based” strategies in different aspects of the department, suggesting what the concept might represent for line activity and how it might be measured.

We also contract some large evaluative efforts for the department, and we are pleased to have been able to play a supportive role on some very significant studies. This includes recent work with the University of Cincinnati that not only suggested high and low performing Ohio community alternatives but also provided considerable empirical evidence of the soundness of the Risk/ Need/ Responsivity model.

Because we are so close to numbers that describe the department’s several populations, we often are first to notice unusual trends and suggest that managers might want to develop or consider alternatives. We had such a role in noticing a major increase in offenders coming to the prison system for the crime of “non-support of dependents.” In a somewhat similar fashion, we were able to use detailed information to craft a proposal to equalize the penalties for crack and powder cocaine, a proposal that became law in 2011.

A recent notable effort concerned jails, a relatively unresearched topic generally. The department has a small unit that inspects the state’s jails. Two of our researchers, Brian Martin and Brian Kowalski, and Sharon Schnelle of Ohio’s Office of Criminal Justice Services, began with the questions, “What is a good jail, and how can we measure jails to see how good they are?” After several worker years of effort, that information is now being used to develop new jail standards for the state. The research also suggests principles useful for operating and judging any jail or prison.

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### **Why do Agency Researchers have Influence?**

I need to be cautious in the impression that I make. When a new researcher joins an agency, line staff and even managers are not waiting to receive wisdom from the new staffer. The best managers have some idea what a researcher can accomplish, but many do not. What usually happens is that researchers begin to bring empirical information and analysis to a broad range of issues where the agency had been accustomed to make decisions by experience-based hunches. As the researcher is able to help managers refine proposals, discarding some and improving others, and to improve the quality of decisions, then the researcher becomes a valued part of a team effort.

Numbers, often simple summaries such as frequencies or percentages, can earn the researcher a seat at the table or a role in the process. Once that seat is earned, then a researcher's broader knowledge can be cautiously introduced. This can be from academic training. It can also involve skill at finding ideas and information on the web, assessing the worth of those ideas and proposals, and simplifying complicated topics and research findings.

In a related vein, researchers need to be aware that a contribution to sound decision-making in an agency often will not involve a full-blown study or technical report. If a researcher can demonstrate after ten minutes of pulling numbers from a database that a proposed 100 bed halfway house generally will be two-thirds empty, most managers will change the target population, change the capacity, or scrap the proposal. Contrary to public caricature, most managers really want to make wise and sound decisions on most issues. What they lack is much of the information needed to make those decisions well. Agency researchers are well-situated to help improve decision-making many times over the course of a month. This information can be from the agency's own records, from outside the agency, and, sometimes, from broad academic conceptualizations.

As a final point, agency researchers can play a valuable role in introducing, explaining, and evaluating ideas and scholars to the agency. Keeping agency researchers fully involved in the ASC, and especially the annual meeting, provides a valuable avenue for improving criminal justice policy in a large number of settings.

### **Summary**

How can persons in the criminological community or those with academic criminal justice training have influence over criminal justice policy? At the ASC level, the answer has tended toward finding ways to get experts to provide advice at the proper venue to provide input, or toward taking positions as a society. To this author, that seems likely to be a relatively unproductive effort. More promising is the NIJ and BJS initiatives to cultivate researcher-practitioner alliances that are sustained over time. These kinds of relationships seem more likely to help agencies develop wise external advisors who are available at least occasionally.

Finally, this article argues that criminal justice agencies need more researchers, and that more persons with strong academic criminological or criminal justice research backgrounds should go into agency research positions. Those researchers can greatly improve decision-making in criminal justice agencies and the policy that results. If that is a goal of ASC and its members, then there needs to be more encouragement of young scholars to become agency researchers instead of the existing strong preference to place graduates into faculty positions. Such a shift could be the nation's single greatest source for improved criminal justice policy.

*-- Steve would like to thank several of ODRC's research staff for their helpful comments but even more for their research contributions to the department that form much of the basis for this article.*

## **COLLABORATION CORNER:** **NEWS AND NOTES ABOUT RESEARCH COLLABORATIONS**

**Compiled by Carolyn Rebecca Block**

*Please send your research collaboration news to Carolyn Rebecca Block*

[crblock@rcn.com](mailto:crblock@rcn.com)

### **Statewide Collaboration of Academics and Practitioners in Oklahoma**

In September, 2012, 21,482 children in Oklahoma had a father in prison. Of those, 10,204 were living with their father at the time he was sent to prison. About 4,624 children had a mother in prison, and 2,430 of those were living with her when she was sentenced. These numbers do not include children with parents jailed or imprisoned in county jails and federal correctional facilities. They also represent only a snapshot view based on one point in time. Oklahoma currently ranks number one for female incarceration per capita and number four for male incarceration per capita in the United States. In addition, there are many Oklahoma children with a parent incarcerated in another state, increasing the scope of the problem.

Contact between an incarcerated parent and their child is an important aspect of maintaining the relationships and can be beneficial to both parent and child when it is in the child's best interest. For the parent, regular contact with their children helps reduce the anguish that results from separation. For the child, regular contact offers reassurance that the parent is doing okay and still loves the child (Sharp & Pain, 2010). Many of the children of incarcerated parents live with family members as their parent's serve out their sentences.



After several years of increasing collaborative efforts by practitioners and academics to define the problem and recommend action, the Oklahoma legislature formed The Children of Incarcerated Parents Task Force in 2011 to address this issue. The 27-member Task Force consists of parents who were formerly incarcerated, judges, and representatives from the faith community, the Chickasaw Nation, the Girl Scouts, the Governor's Office, the District Attorneys Council, the Tulsa Police Department, the Community Service Council, the Office of Juvenile Affairs, and the Departments of Commerce, Education, Human Services, and Mental Health. Task Force members Susan Sharp, University of Oklahoma, Laura Pitman, Oklahoma Department of Corrections, Ron Thrasher, Oklahoma State University, and Lisa Smith, Oklahoma Commission on Children and Youth, contributed research expertise. So far, the Task Force has published a widely-disseminated report analyzing the problem and making seven recommendations. The Task Force is now engaged in further research as well as tracking the specific efforts being made to follow these recommendations.

### **Reference**

Susan F. Sharp and Emily Pain, *Study of Incarcerated Women and their Children*. January 22, 2010. Oklahoma Commission on Children and Youth. [http://www.okkids.org/documents/Study%20of%20Incarcerated%20Women%20and%20Their%20Children%20-%20Report%20-%202010%20\(Final\).pdf](http://www.okkids.org/documents/Study%20of%20Incarcerated%20Women%20and%20Their%20Children%20-%20Report%20-%202010%20(Final).pdf)

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#### Jim Bueermann – John Laub Collaborations

As a result of collaboration between former NIJ director John Laub and Police Foundation president Jim Bueermann, NIJ has recently published a two-page bulletin, *Five Things Law Enforcement Executives Can Do To Make a Difference*, synthesizing many years of research and distilling evidence-based practices that can make a difference into a single list. Download the bulletin by clicking on: [http://www.policefoundation.org/sites/pftest1.drupalgardens.com/files/201303/Five%20Things%20Flyer%20-%20Law%20Enforcement\\_2.pdf](http://www.policefoundation.org/sites/pftest1.drupalgardens.com/files/201303/Five%20Things%20Flyer%20-%20Law%20Enforcement_2.pdf)

According to Laub and Bueermann's research, the following approaches have been proven to improve policing and save money.

- Crime is rarely random; patrols shouldn't be either.
- Quality is more important than speed.
- DNA works for property crimes, too.
- In police work, perceptions matter.
- Make officer safety and wellness a priority; safety training, certain shift lengths and using body armor prevent injuries and save lives.

Currently Laub and Bueermann are working together to figure out how Laub's research on desistance from crime can be used by police, probation, and parole to reshape policy and practice. Their April presentation at the Jerry Lee Symposium in Washington, D.C. was covered by veteran criminal justice reporter Ted Gest. See <http://www.thecrimereport.org/news/inside-criminal-justice/2013-04-jerry-lee-symposium>.

#### Did you Know?

There is a magazine devoted to showing examples of research-practitioner collaborations. Published by the Center for Evidence-Based Crime Policy in the Department of Criminology, Law and Society at George Mason University, *Translational Criminology* features articles written jointly by a researcher and a practitioner. The most recent issue can be viewed here: <http://cebcp.org/wp-content/TCmagazine/TC4-Spring2013>. Previous issues can be viewed at: <http://cebcp.org/tcmagazine/>.

Want to learn more about collaboration methods? Attend the 3rd International Symposium on Integrating Research, Education, and Problem Solving: Summer IREPS 2013 ([www.2013iisconferences.org/ireps](http://www.2013iisconferences.org/ireps)), held jointly with The 7th International Conference on Knowledge Generation, Communication and Management: KGCM 2013 ([www.2013iisconferences.org/kgcm](http://www.2013iisconferences.org/kgcm)), on July 9 -12, 2013, in Orlando, Florida, USA.

Here's a sample of the session topics:

- Action-Research; Action-Design; Action-Learning
- Research via Reflective Practice
- Integrating Research and Education
- Integrating Research, Education and Real Life Problem Solving or Consulting
- Informing via Consulting or Practice

Registered participants will receive a CD containing the proceedings of all collocated events, and will have a password to access any virtual session of these events, so they can comment on the papers presented at any of them. Each face-to-face session will have a corresponding virtual session.

The Executive Session on Policing, from 1985 to 1991 and from 2008 to 2014, brings together "the brightest and best" from academia and practice as working groups to ponder the great issues of public safety. Sponsored by the Kennedy School of Government and NIJ, the second Executive Session on Policing has debated the efficacy of community policing, and the challenge of reducing crime and reducing fear while being viewed as legitimate and just by the community. Scholars and practitioners collaborated on a series of papers called *New Perspectives in Policing*. For more detail on both the earlier and the current Executive Sessions, see <http://www.hks.harvard.edu/programs/criminaljustice/research-publications/executive-sessions/executive-session-on-policing-and-public-safety-2008-2014/policing2008-2011>.

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The current issue of the *NIJ Journal* (No. 272, posted May 2013, NCJ 241925) contains an article by Bethany Backes and Melissa Rorie, "Partners in Research: Lessons Learned in Los Angeles," that outlines benefits and barriers in a Los Angeles practitioner/ academic researcher collaboration (see Spohn & Tellis, 2012). Backes and Rorie interview participants in that collaboration - Michel Moore, Los Angeles Police Department, Tom Zuniga, Los Angeles County Sheriff's Department (retired), Cassia Spohn, Arizona State University, and Katharine Tellis, California State University, Los Angeles - about their study of the processes and outcomes of prosecuting sexual assault cases. Differing goals and expectations by practitioners and academics led to frustration on both sides. The collaborators offer advice to others about alleviating the frustration through effective and meaningful communication.

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Spohn, Cassia, and Katharine Tellis, "Policing and Prosecuting Sexual Assault in Los Angeles City and County: A Collaborative Study in Partnership with the Los Angeles Police Department, the Los Angeles County Sheriff's Department, and the Los Angeles County District Attorney's Office," (pdf, 535 pages), Final report to the National Institute of Justice, award number 2009-WG-BX-0009, February 2012, NCJ 237582.

## THOUGHTS ABOUT BOOKS

### Occasional Essays Inspired by Provocative Reading

*We welcome suggestions for future issues. Please contact Carolyn Rebecca Block, [crblock@rcn.com](mailto:crblock@rcn.com).*

#### RAPE IS RAPE: HOW DENIAL, DISTORTION, AND VICTIM BLAMING ARE FUELING A HIDDEN ACQUAINTANCE RAPE CRISIS

by Jody Raphael (*Lawrence Hill Books, 2013*).

Walter S. DeKeseredy, *University of Ontario Institute of Technology*

In her widely read and cited 1991 book, *Backlash: The Undeclared War Against American Women*, Pulitzer Prize-winning journalist Susan Faludi states,

"The force and furor of the backlash churn beneath the surface, largely invisible to the public eye" (p. xxi).

Faludi, too, argues that the backlash is not a well organized political movement. These claims and her entire book were subject to much debate two decades ago.

As is often said, "That was then and this is now." Today, the antifeminist counterattack around the world is very public, and many would agree with my observation that it is turbo-charged. Consider the recent assaults on women's control over their reproductive health in various parts of the U.S., and the vitriolic resistance to the reauthorization of the 1994 Violence Against Women Act (VAWA). In Canada, the federal government deleted the word *equality* from Status of Women Canada's list of goals and eliminated funding for the National Association of Women and the Law, which is a non-profit women's group that struggles to help end violence against women and other forms of female victimization. Moreover, as recently documented in Molly Dragiewicz's (2011) book, *Equality with a Vengeance: Men's Rights Groups, Battered Women, and Antifeminist Backlash*, conservative father's rights groups around the globe constitute a well-oiled machine. They aggressively attempt to undermine support services for battered women and rigorous research that documents the extent, distribution, sources, and consequences of male-to-female violence in private places.

This backlash is now a routine feature of mainstream popular culture. Consider what journalist Liz Trotta said on the Fox News television channel in February 2012, at a time when U.S. crime discussion was dominated by calls for more prisons, more executions of inmates, and more cries of "what about the victim?" Trotta quoted a Pentagon report uncovering that violent sex crimes against women in the U.S. military had increased by 64% in the past six years and said,

"Now, what did they expect? These people are in close contact, the whole airing of this issue has never been done by Congress, it's (*sic*) strictly a question of pressure from the feminists."

Given that there was no massive protest against Trotta's remarks, it is fair to conclude that it remains widely popular to belittle women when they are attacked by people they know, which is a central argument of Jody Raphael's new book *Rape is Rape: How Denial, Distortion, and Victim Blaming are Fueling a Hidden Acquaintance Rape Crisis*.

As Raphael reminds us, for sexual assault survivors, comments such as Trotta's are second rapes, and there is no way of knowing just how many women are scared of disclosing their brutal experiences for fear of enduring responses like hers. What we do know, however, from the data presented in Raphael's book and elsewhere, is that an alarming number of women do not get the help they need.

The cases described by Raphael, including one involving Dominique Strauss-Kahn, the former International Monetary Fund managing director who was charged with rape in New York City in 2011, are alarming examples of patriarchal injustice. Furthermore, *Rape is Rape* substantiates the continuing concern among feminist scholars, activists, and practitioners about using gender-neutral language promoted by antifeminist social scientists, politicians, and men's rights groups. More specifically, I am referring to terms like "domestic violence" and "spousal violence." In addition to terms such as "bad sex" or "regretted sex" discussed in Raphael's offering, these words degender the context in which women are victimized by acquaintances. Male sexual assaults on women, regardless of whether they are acquaintances or strangers, are about power and control.

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Raphael's scholarly monograph is a prime example of what the late sociologist C. Wright Mills refers to as using the "sociological imagination." She provides ample evidence generated by surveys that meet the highest methodological standards revealing that acquaintance rape is a major social problem. Also, she shows that many formal organizations, such as colleges and the military, contribute to much pain and suffering by hiding perpetrators' injurious behaviors and by allowing them to remain in their communities. One institution, in particular, that immediately comes to mind is Penn State University.

Speaking of Penn State, Raphael's book struck a nerve at this institution of higher learning. Some Penn State football fans and antifeminists not affiliated with that school recently participated in an organized effort to discredit *Rape is Rape* on Amazon.Com. Additionally, Raphael was threatened, harassed, and now fears for her personal safety. As some members of the American Society of Criminology's Division on Women and Crime have previously pointed out, these recent events are more evidence for what is documented in her book. Rape denial is widespread and is only getting worse.

Raphael's volume is, in many ways, unique, but it is also part of two relatively new scholarly areas: antifeminist backlash studies and organized sexual abuse studies. I urge my colleagues to read *Rape is Rape* alongside Dragiewicz's contribution and Michael Salter's new book, *Organised Sexual Abuse* (2013). I assure you that all three books will generate much intellectual food for thought and offer rich social scientific insight into current threats to feminist research, activism, and pedagogy.

This book will anger many progressive people, as it angers rape deniers. But, progressives won't be angry at Raphael or her arguments. Rather, they will be painfully reminded that despite the enormous time and effort devoted to giving voice to sexual assault survivors, they continue to be subjected to abuse, ridicule, and other types of psychological abuse. Anger, though, can be a powerful motivating factor and Raphael's book will influence many readers to join her and others in their efforts to help make women free from sexual assault and other forms of gender violence.

*Rape is Rape* has many strengths and those described here comprise just the tip of the iceberg. Still, there are some missing pieces. For example, Raphael makes explicit the degradation, humiliation, and hostility women experience during and after acquaintance rape. These three harms are also routine elements of contemporary pornography. In fact, acquaintance rape is one of the most common themes in cyber porn and in other pornographic material. A rapidly growing body of interdisciplinary research shows that it is now rare to view pornographic images that do not depict violent, degrading behaviors and that do not perpetuate the myth that "no means yes." Note that University of Arkansas Clinical Psychologist Ana J. Bridges and her colleagues recently discovered that 90% of the 304 scenes in 50 of the most popular pornographic DVDs contained physical aggression. Not surprisingly, females were overwhelmingly the primary targets and they often showed pleasure or responded neutrally to aggression (see the journal *Violence Against Women*, 2010, Vol. 16). *Rape is Rape* would be enhanced by adding a section on such pornographic images and suggesting ways of responding to them. Indeed, any book on violence against women should cover pornography, because millions of people around the world consume it and young men who do not view or read it are atypical. As well, new studies show that while pornography may not be a direct cause of woman abuse, it is definitely a powerful correlate.

What causes rape denial? Why is it endemic to North America and other parts of the world? To be sure, Raphael documents the widespread nature of rape denial and how it is used to fuel political agendas, but she does not offer sufficient answers to these questions. I hope that in her future work she will develop a theory of rape denial in contemporary society, one that integrates macro- and micro-level forces. Nonetheless, in fairness to her, this book was written for a broad audience with the intent of mobilizing the general public to take acquaintance rape seriously and to treat survivors with the dignity, compassion, respect, and care that they so rightfully deserve.

There is much more that can and will be said about *Rape is Rape*, but I can't emphasize enough that it should be mandatory reading for all college students, instructors, campus security personnel, and senior-level administrators. Acquaintance rape, obviously, occurs throughout our society and no group of women is completely immune to it. Nonetheless, some groups are at higher risk than others and this is undoubtedly the case with female undergraduates. Thousands of them are sexually assaulted each year and most do not receive the support they need for fear of victim blaming and other factors. Sadly, institutions of higher learning continue to be fertile breeding grounds of sexual assault and patriarchal male peer support. The myth that acquaintance rape is actually "regretted sex" or a function of alcohol-fueled miscommunication is still widely accepted on campuses throughout North America. For instance, in March 2006, psychologist Dr. William F. Flack Jr. and I met with a lawyer at a small private university in the United States to discuss sexual assault on his campus and its immediate surroundings. He stated that a study of unwanted sex among students at his school is flawed and, at best, reveals a high rate of "regretted sex." When I told him that unless his school developed an effective prevention plan, there was a strong likelihood that victims' parents would sue, this lawyer replied that he was more worried about lawsuits filed by "alleged perpetrators." As this case and Raphael's book reveal, we still have a lot of work to do.

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What is to be done about rape denial? Answers to this important question are provided in Chapter 10. If the solutions Raphael proposes are implemented, as I hope they will be, rape denial will, in her words, "become as unacceptable as Holocaust denial" (p. 194). It is easy to be jaded and skeptical, because the antifeminist backlash never seems to lose strength and is growing, due, in large part, to the Internet. Even so, Raphael's book gives us hope and encouragement, along with the research, practice, and activism done by our other sisters committed to truly achieving peace and gender equity throughout the world.

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## **POSITION ANNOUNCEMENTS**

THE CRIMINOLOGIST will regularly feature in these columns position vacancies available in organizations and universities, as well as positions sought by members of the Society. A charge of \$175.00 with the absolute maximum of 250 words allowed will be made. Half pages and full pages may also be purchased for \$225 and \$300 respectively. **It is the policy of the ASC to publish position vacancies announcements only from those institutions or agencies which subscribe to equal education and employment opportunities and those which encourage women and minorities to apply.** Institutions should indicate the deadline for the submission of application materials. To place announcements in THE CRIMINOLOGIST, send all material to: [aarendt@asc41.com](mailto: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](http://www.asc41.com) and click on Employment.

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**FLORIDA STATE UNIVERSITY** The College of Criminology and Criminal Justice at Florida State University is a growing and vibrant academic community which fosters an environment of collaborative research and intellectual stimulation among its faculty and students. The College invites applications for multiple open rank positions to begin Fall 2014. The area of specialization is open. Applicants are expected to have a demonstrated ability to conduct and publish significant research, as well as contribute to an environment committed to collegiality, diversity and graduate education. Women and minority candidates are strongly encouraged to apply. Review of applications will begin September 16th and continue until the positions are filled. Interested persons should submit a letter of application, a research and teaching statement, a curriculum vitae, and three letters of recommendation to: Dr. Eric Stewart, Search Committee Chair, College of Criminology and Criminal Justice, Florida State University, 634 West Call Street, Tallahassee, FL 32306-1127. For further information about the college, please visit our website at <http://crim.fsu.edu/>. Florida State University is an Equal Opportunity Employer committed to excellence through diversity. Florida State University complies with the Americans with Disabilities Act and is a public records agency pursuant to Chapter 118 of the Florida Statutes.

**GEORGE MASON UNIVERSITY** The Department of Criminology, Law and Society invites applicants for two full-time, tenure-track Assistant Professor positions to start August 2014. We are seeking individuals with active research agendas in any area of criminology, criminal justice, and law and society. A PhD in the social sciences or relevant field of study is required; we welcome applicants who hold both a PhD and JD degree. Applicants nearing the completion of their doctorate will be considered. The successful candidate should be strongly committed to teaching in a multidisciplinary undergraduate and graduate program and demonstrate significant promise in scholarly research and extramural grant activity. Review of applications will begin on September 15, 2013 and continue until the position is filled. Applicants must apply online at <http://jobs.gmu.edu> for position number F9039Z; complete the faculty application; and attach a cover letter, CV, and representative research articles. Also, three letters of reference should be submitted, either through e-mail to [alonetti@gmu.edu](mailto:alonetti@gmu.edu); or via USPS mail to Ms. Annie Lonetti, Criminology, Law, and Society, George Mason University, MS 4F4, Fairfax, VA 22030. Inquiries about the position can be addressed to the department chair, David Wilson, at [dwilsonb@gmu.edu](mailto:dwilsonb@gmu.edu). The Department of Criminology, Law and Society is a multidisciplinary unit located on the Fairfax campus that offers degrees at the bachelor's, master's, and doctoral levels. Our graduate program balances theory, empirical research, and policy applications. Our undergraduate program has concentrations in law and society, criminal justice, and homeland security. More information on the department and the research activities of the faculty and various research centers is available at <http://cls.gmu.edu/>. George Mason University is an equal opportunity employer encouraging diversity.

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**NORTHERN ARIZONA UNIVERSITY  
INVITES APPLICATIONS FOR MULTIPLE NON TENURE-TRACK LECTURER  
APPOINTMENTS BEGINNING AUGUST 2014**

**Special Information**

Northern Arizona University's Criminology and Criminal Justice Department invites applications for multiple non tenure-track lecturer appointments beginning August 2014 (subject to final budgetary approval).

**Job Description**

Lecturer Positions: We are seeking applicants for several full-time, nine month, non-tenure-track lecturer positions. Applicants must be willing and able to teach four courses per semester. However, depending on research and/or service activity level, this may be negotiable. The applicant must have a Master's degree by the time of appointment, although a Ph.D. in a related area is preferred. Although the area of research expertise is open, we are seeking individuals who can teach our core courses as well as a broad range of electives. We are particularly seeking those who demonstrate teaching experience or potential for teaching effectiveness in the following areas: research methods, our junior-level writing course on diversity and criminal justice, media and justice and who can teach a subset of the following courses: introduction to criminology and criminal justice, criminology, and law enforcement. The Lecturer appointment is a valued position within the NAU Department of Criminology and Criminal Justice, with full participation in faculty governance and service. Although the appointment is a one-year position, the option for continued renewal and promotion exists, based on performance, departmental need, and funding availability.

**Minimum Qualifications**

For all positions, a Masters degree in Criminology, Sociology, or Criminal Justice, or a closely related field and one year University teaching-related experience.

**Preferred Qualifications**

Preferred qualifications for all positions include: a Ph.D. in a related area and evidence of willingness to work with department faculty in learner-centered pedagogy (such as blended learning strategies; on-line instruction and short courses). One year of university teaching-related experience as the instructor of record. Evidence of scholarly research in candidate's area of specialization. We are also seeking candidates who are committed to working effectively within a diverse university community.

**Salary**

\$45,000 depending on qualifications and experience.

**Application Deadline**

This position will be open until filled or closed. Review of applications will begin on September 27, 2013.

**Application Procedure**

To apply, send a cover letter describing the position(s) of interest, research and teaching interests and experience. Also provide a curriculum vita, a teaching portfolio (e.g., statement of philosophy of teaching, sample syllabi, course assignments, course/student evaluations), transcripts of all college-level work and graduate degrees, and three letters of recommendations to: Criminology and Criminal Justice Department Lecturer (600375) Search Committee (Department of Criminology and Criminal Justice, Northern Arizona University, Box 15005, Flagstaff, Arizona 86011-15005). No on-line applications will be accepted.

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## **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*

### **Women Against Violence Europe**

Women Against Violence Europe (WAVE), a feminist network promoting human rights of women and children, serves as a point of contact between women's aid organisations in Europe and seeks to accelerate the flow of support and information on the prevention of violence against women and children. For more information, see <http://www.wave-network.org/>. To receive the WAVE newsletter or notices of projects or publications, contact the WAVE office, at: [office@wave-network.org](mailto:office@wave-network.org). Here are two current projects:

WAVE and UNFPA (the United Nations Population Fund) Eastern Europe and Central Asia have been partnering since 2011 to develop and promote a programmatic package to strengthen the health system response to gender based violence. The package provides service providers and decision makers in the health sector and related fields with background information and practical tools in the following areas:

1. Programming for integration of gender based violence within the health system,
2. Training program for health care providers,
3. Creating referral pathways integrated into health care, and
4. Monitoring and Evaluation.

The package is available in English and Russian at: [www.respondgbveeca.org](http://www.respondgbveeca.org) . For more information, contact Angelika Kartusch, WAVE project coordinator, [angelika.kartusch@wave-network.org](mailto:angelika.kartusch@wave-network.org).

“Capacity Building in Risk Assessment and Safety Management to Protect High Risk Victims,” funded by the EU Daphne program, aims at building the capacity of practitioners in the law enforcement, judicial and para-legal fields, such as forensic doctors and practitioners from women’s services, to provide counselling about victims’ rights, legal assistance, in the area of multi-agency work, risk assessment and risk management. Protect I, a best practice assessment to prevent homicide in high risk cases, has been completed. Protect II builds on the findings of Protect I. To download the main results of Protect I, available in eight languages (Bulgarian, Czech, English, French, German, Italian, Slovakian and Spanish) see:

<http://78.142.150.50/content/protect-identifying-and-protecting-high-risk-victims-gender-based-violence-overview>

### **Typologies of Intimate Partner Abuse: Theory and Practice**

The Queensland Centre for Domestic and Family Violence Research at Central Queensland University in Australia hosted a seminar on Typologies of Intimate Partner Abuse: Theory and Practice on February 21, 2013. The seminar engaged with two proposed typologies of intimate partner violence and considered their impact in family court. Speakers included Dr. Michael Johnson, Emeritus Professor of Sociology, Women’s Studies, and African and African American Studies, Penn State, USA; Dr. Shamita Das Dasgupta, adjunct Professor, NYU Law School, USA; Dr. Jane Wangmann, Lecturer, Faculty of Law, University of Technology, Sydney; Dr. Rae Kaspiew, Socio-legal researcher, family law research program, Australian Institute of Family Studies. Video of the presentations is available at <http://www.noviolence.com.au/index.html> and slides are posted at <http://www.noviolence.com.au/seminarpapers.html>

### **The Third East Asia Law & Society Conference and a New Journal\***

The Third East Asia Law & Society Conference was organized by the Collaborative Research Network 33 – East Asia Law & Society (EALS) and the SJTU Law and Society Center (<http://www.socio-legal.sjtu.edu.cn/En/>) in Shanghai on 22-23 March 2013. The KoGuan Law School of the Shanghai Jiao Tong University, a rising law school and one of the best in Mainland China, hosted this conference, and aimed to build a platform for intellectual dialogue and collaboration between socio-legal scholars engaged in Asia-related studies and scholars seeking to enrich their research with findings from these regions.

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## **CRIMINOLOGY AROUND THE WORLD**

In the last three decades the rapid economic development in Asia has attracted the attention of the whole world. Against such background, the establishment of the “Asian Community” has emerged on the political agenda. However, the common interest of East Asia, or even the whole Asia, has rested predominantly on economic interdependence and free trade. Common value recognition is nonetheless necessary for a super-national community. Therefore, the realization of the idea of the “Asian Community” depends not only on economic interest but also on political, institutional and cultural integration. Thus, the third EALS Conference set up the theme of “Building the Asian Socio-Legal Community: Theoretical Visions and Empirical Challenges,” and intended to push forward the law and society movement in Asia and to build a silk road of law and society.

Driven by this goal, the host institution, the KoGuan Law School, expanded the coverage of the conference to the whole Asia and did not limit itself to “East Asia”. In this regard, from all over the world, the two-day conference attracted around 300 academics, practitioners and governmental officials who are interested in Asia-related issues. More than 220 scholars presented their excellent research results in 43 forums or panels. Featured speakers included David Engel (State University of New York at Buffalo), Tom Ginsburg (University of Chicago), Andrew Harding (National University Singapore), Haicai Luo (former president of the National Committee of the Chinese People’s Political Consultative Conference), Setsuo Miyazawa (Aoyama Gakuin University), Simon Roberts (London School of Economics and Political Science), Frank Upham (New York University) and David Wilkins (Harvard University). Moreover, the conference offered a broad range of socio-legal discussions relating to Asia, such as “Law and Development,” “Legal Profession,” “Legal Pluralism,” “Globalization, Lawyers, and Emerging Economies,” “Education, Work Environment, Specialization, Stratification, Satisfaction, and Concerns of New Attorneys in Japan,” “Law and Disaster,” “International Economic Law and Asia,” “Judicialization of Politics in Asia,” and “Regulatory Enforcement and Compliance.”

Furthermore, the conference introduced three forums corresponding to its theme, which were the Soft Law Forum, the Financial Law Forum and the Southeast Asia and Northeast Asia Dialogue Forum. The Soft Law forum paid attention to Asia’s cultural diversity and variability in social structure that resulted in the plethora of non-formal or formal rules with weak binding force or lack of enforcement. Participants of this forum investigated the possible role of soft law in the process of economic integration and order reconstruction of the Asian Community both in theory and in practice. The Financial Law forum was set on the outbreak of the global financial crisis in 2008, and reflected on the global system of financial capitalism. The focus of the discussion was the institutional arrangements for Asian financial cooperation, the legal environment necessary for building a financial centre, as well as the institutional design of a financial judiciary. Moreover, the Southeast Asia and Northeast Asia Dialogue Forum sought for the win-win relation and deep cooperation between Southeast Asia and Northeast Asia in the future.

For the first time, this conference provided a Postgraduate Workshop in network activities of East Asia Law and Social Cooperation. Early-career scholars and students from Asian countries joined together in mutual communication of their research findings and observations, and received suggestions and critical comments from internationally renowned scholars. This activity has been well received and was proposed to be continued for future conferences.

During the conference, the KoGuan Law School and Cambridge University Press launched the Asian Journal of Law and Society which aims to build a cultural silk road for Asia to communicate with the world in the 21st century. This journal is purported to add an increasingly important Asian perspective to global law and society scholarship. It encourages empirical and multidisciplinary research on law and its relationship with society in Asia, contributions from an Asian perspective to socio-legal issues of global concern, and articles using Asia as a starting point for a comparative exploration of law and society topics. The journal will have its first issue in 2014. All contributions are encouraged to be submitted to [editors@asianjls.org](mailto:editors@asianjls.org).

Finally, in order to carry forward the legacy of the Third East Asia Law & Society Conference, the KoGuan Law School also established the Asian Law Centre (<http://asianlawcenter.sjtu.edu.cn/>), which had its debut at the conference. The Center wants to be at the foreground of a dialogue between scholars and practitioners across the different jurisdictions on this vast Asian continent, and aims to build a network connecting Mainland China with the other parts of Asia

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\*By Weidong Ji, Dean and Chair Professor of KoGuan Law School and Director of Law and Society Center, Shanghai Jiao Tong University.

## CRIMINOLOGY AROUND THE WORLD



### Did You Know?

The Post-Crash City: Urban Economies will be held from July 4 to 5, 2013, at the Centre for Urban Research (CURB), University of York, UK. A focus on the city as the epicenter of new economies has shifted in tandem with the broader move to employment in the financial, creative and service sector economies of many western nations. In countries like the US and UK the roll-out of thinking around economic development attached to these sectors has meant a kind of creative city franchise that has proved not only unsatisfactory, but also ineffective in combating the problems of structural unemployment, crime and disorder, educational priority setting and distinctiveness. The predominance of populations in global urban centers returns the question of economic vitality and logics to the centre-stage of debates about social futures, human security, sustainability and human dignity. How are we to understand the role, nature and re-working of urban economies? What models of economic activity, structure and imperatives appear likely to yield more positive and less crisis-prone economies? For information, see: <http://www.york.ac.uk/sociology/research/curb/events-old/2012/post-crash/#tab-6>

The second Crime, Justice and Social Democracy Conference will be held from July 8 to 11, 2013, in Brisbane, Australia, hosted by the Centre for Crime and Justice Research at the School of Justice, Faculty of Law at Queensland University of Technology. The conference aims to reinvigorate the intellectual and policy debates about the link between social justice, social democracy and the reduction of harm, crime and victimization through the alleviation of inequalities and building of more socially just and inclusive societies. Keynote speakers include Professor Lorraine Gelsthorpe, University of Cambridge, UK, Fellow of Pembroke College; Professor Walter S. DeKeseredy, University of Ontario Institute of Technology, Canada; Professor Emeritus Tony Jefferson, Keele University, UK; and Professor Máximo Sozzo, Universidad Nacional del Litoral, Argentina. For more information, see: <http://crimejusticeconference.com/>

The symposium, Policing in a World of Harm, Risk and Extremism will take place July 8, 2013, in conjunction with the "Crime, Justice and Social Democracy Conference" (see above). Keynote Speakers include Professor Frederick Lemieux, The George Washington University, USA; Dr. Karl Roberts, Director of Research at the Centre for Policing, Intelligence and Counter Terrorism, Macquarie University, Australia; and Professor Tore Bjorgo, Police Science, Norwegian Police University College. Full details about the symposium are available at <http://crimejusticeconference.com/program/policing-symposium/>

## CRIMINOLOGY AROUND THE WORLD

### New Book Announcements

*Patched: The History of Gangs in New Zealand*, by Jarrod Gilbert.

“Based on ten years of research among gangs, *Patched* is the first major history of gang life in New Zealand over the last five decades. Beginning with the bodgies and widgies of the 1950s, Jarrod Gilbert traces the story through the rise of the Hells Angels and other motorcycle clubs in the 1960s, the growth of the Mongrel Mob and Black Power in the 1970s and shifts towards organized crime over the last ten years. Throughout, Gilbert brings us the gang members, the police and the politicians in their own gripping and gritty words.”

Available in North America via IPG Books, <http://www.ipgbook.com/> and Amazon.com (<http://amzn.to/16M3f3W>).

*The Terrorist-Criminal Nexus: An Alliance of International Drug Cartels, Organized Crime, and Terror Groups* by Jennifer Hesterman.

“Examines current and future threats from international and domestic criminal and terror groups, and identifies specific instances in which these groups are working together or in parallel to achieve their goals. The book discusses the ‘lifeblood’ of modern organizations—the money trail, and describes how groups leverage both traditional funding methods and e-commerce to raise, store, move, and launder money. The book also explores the social networking phenomenon and reveals how it is the perfect clandestine platform for spying, communicating, recruiting, and spreading propaganda.”

CRC Press, 2013 <http://www.crcpress.com/product/isbn/9781466557611>

### International Criminology Meetings and Conferences

2-4 July, 2013

British Society of Criminology – Annual Conference 2013, Wolverhampton, West Midlands, UK: <http://www.britsocrim.org/annualconference.htm>

8-11 July, 2013

Second Crime, Justice and Social Democracy Conference, Brisbane, Australia: [www.crimejusticeconference.com/](http://www.crimejusticeconference.com/)

10-12 July, 2013

International Congress on Gender Violence, Oñati, Gipuzkoa, Spain: <http://www.iisj.net/iisj/de/international-congress-on-gender-violence-intersectionalities.asp?nombre=7514&cod=7514&sesion=1347>

15-19 July, 2013

International Human Rights Network Training - Monitoring and Evaluation: Applying Human Rights Based Approaches. Maynooth, Ireland: [http://www.ihrnetwork.org/monitoring-evaluation\\_238.htm](http://www.ihrnetwork.org/monitoring-evaluation_238.htm)

29-30 July, 2013

2nd International Serious and Organised Crime (ISOC) 2013 conference. Brisbane, Australia.

5-7 August, 2013

2013 National Gang Crime Research Center International Gang Specialist Training Conference, Chicago, Illinois, USA: [www.ngcrc.com/2013.conference.html](http://www.ngcrc.com/2013.conference.html)

15-19 August, 2013

International Society for the Reform of Criminal Law 26th Annual Conference. Hobart, Australia: <http://www.cvent.com/events/international-responses-to-social-and-justice-challenges/event-summary-b17f4228f53049efb44568853a39af1f.aspx>

29 August – 1 September, 2013

Critical Criminology in a Changing World. Oslo, Norway: <http://www.jus.uio.no/ikrs/english/research/research/cciacw.html>

4-7 September, 2013

The 13th Annual Conference of the European Society of Criminology, Budapest, Hungary: <http://www.eurocrim2013.com/>

## **CRIMINOLOGY AROUND THE WORLD**

### **International Criminology Meetings and Conferences (Cont.)**

23-25 September, 2013

Fifth Annual International Crime, Media & Popular Culture Studies Conference: A Cross Disciplinary Exploration. Terre Haute, Indiana: [www.indstate.edu/ccj/popcultureconference/](http://www.indstate.edu/ccj/popcultureconference/)

2-5 October, 2013

34th Canadian Congress of Criminal Justice, 21st Century Justice: The Economics of Public Safety, Vancouver, Canada: [www.ccja-acjp.ca/cong2013/en/cong\\_2013\\_call.pdf](http://www.ccja-acjp.ca/cong2013/en/cong_2013_call.pdf)

8-10 October, 2013

First World Congress on Probation. London, UK. The Congress is a “new initiative to bring together practitioners and those with an interest in probation and community justice from across the globe to share their knowledge and experience.” [http://www.worldcongressonprobation.org/default.asp?page\\_id=372](http://www.worldcongressonprobation.org/default.asp?page_id=372)

24-26 October, 2013

Eurasian Multidisciplinary Forum. Tbilisi, Georgia. Paper submission deadline October 1, 2013; [contact@emforum.eu](mailto:contact@emforum.eu). For more information, see: <http://www.emforum.eu/>

1-3 November, 2013

ISCRIP (International Symposium on Children at Risk and in Need of Protection). Antalya, Turkey. Theme: “Children and Violence: Children under the Pressure of Social Violence.” Abstracts up to 300 words due September 1, 2013. <http://www.cocuksempozyumu.info/English.html>

2-6 November, 2013

American Public Health Association, Boston, MA. Theme: “Think Global, Act Local: Best Practices Around the World. Registration opens June 3. <http://www.apha.org/meetings/AnnualMeeting/>

20-23 November, 2013

American Society of Criminology, 2013 in Atlanta, Georgia, Atlanta Marriott Marquis. Theme: “Expanding the Core: Neglected Crimes, Groups, Causes and Policy Approaches.” [asc\\_program2013@ou.edu](mailto:asc_program2013@ou.edu)

21-23 November, 2013

ASMEA (Association for the Study of the Middle East and Africa) Conference. Washington, D.C., Key Bridge Marriott Hotel. Theme: “Tides of Change: Looking Back and Forging Ahead in the Middle East & Africa.” For more detail, contact ASMEA at 202-429-8860 or [info@asmeascholars.org](mailto:info@asmeascholars.org). Papers from earlier conferences from 2008 are also available at [info@asmeascholars.org](mailto:info@asmeascholars.org).

2-4 December, 2013

Third International Conference on Nanotek. Las Vegas, NV, Hampton Inn Tropicana. <http://www.omicsgroup.com/conferences/nanotek-nanotechnology-2013/>

6-8 December, 2013

5th International Symposium on Terrorism and Transnational Crime: Perspectives on Strategy Security. Sponsored by the Turkish National Police Academy, International Center for Terrorism and Transnational Crime (UTSAM). Location: Antalya, Turkey. [www.utsam.org/images/upload/attachment/Bildirir%20%C3%87a%C4%9Fr%C4%B1s%C4%B1\\_2013\\_EN.pdf](http://www.utsam.org/images/upload/attachment/Bildirir%20%C3%87a%C4%9Fr%C4%B1s%C4%B1_2013_EN.pdf)

27-30 June, 2014

Asian Criminological Society. Osaka University of Commerce, Japan. <http://www.ntpu.edu.tw/college/e4/acs/home.php>

13-19 July, 2014

World Congress of the International Sociological Association, Deviance and Social Control Section. Yokohama, Japan. [http://www.isa-sociology.org/rcs/rc29\\_ht.html](http://www.isa-sociology.org/rcs/rc29_ht.html)

September, 2014

European Society of Criminology. Prague, Czech Republic. [www.esc-eurocrim.org/](http://www.esc-eurocrim.org/)



## NOTES REGARDING THE ANNUAL MEETING

**69th Annual Meeting  
November 20 - 23, 2013  
Atlanta, Georgia**

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



- The deadline for submissions has now passed.
- The Call for Papers, link to the submission site, and other Meeting information can be found on the ASC website, [www.asc41.com/annualmeeting.htm](http://www.asc41.com/annualmeeting.htm).
- Please direct all questions regarding the Program to the Program Committee email address, [asc\\_program2013@ou.edu](mailto:asc_program2013@ou.edu).
- The phone number for the Program Chairs is (404) 413-1031.
- You may register using the form on the opposite page, or using the online form on the ASC website. Registration fees are as follows:

**BEFORE OCTOBER 1**

ASC Member: **\$130**

Non-Member: **\$170**

ASC Student Member: **\$50**

Student Non-Member: **\$100**

**ON OR AFTER OCTOBER 1 OR ONSITE**

ASC Member: **\$180**

Non-Member: **\$220**

ASC Student Member: **\$60**

Student Non-Member: **\$110**

- You may register for the workshops using the form on page 57, or using the online form on the ASC website.

# The American Society of Criminology

2013 Annual Meeting Registration Form – Atlanta, GA · November 20 - 23, 2013

www.asc41.com      asc@asc41.com

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

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

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

City, State: \_\_\_\_\_

Country: \_\_\_\_\_

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

ASC will have a smartphone app to supplement the print program this year. Is this something you are interested in using?      \_\_\_ YES    \_\_\_ NO

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

***Program Participants Are Required To Preregister and Pay Registration Fee***  
 (Registration receipt will be included in registration packet)

**Postmarked or faxed BEFORE October 1**

- \_\_\_ ASC Member: \$130.00
- \_\_\_ Non-Member: \$170.00
- \_\_\_ ASC Student Member: \$50.00
- \_\_\_ Student Non-Member: \$100.00

**Postmarked or faxed ON or AFTER October 1**

- \_\_\_ ASC Member: \$180.00
- \_\_\_ Non-Member: \$220.00
- \_\_\_ ASC Student Member: \$60.00
- \_\_\_ Student Non-Member: \$110.00

### **Optional Special Events** (Schedule TBA)

<b>Division on People of Color &amp; Crime Luncheon:</b>	___ DPCC Student Member: \$30.00 ___ DPCC Member: \$35.00	___ Non DPCC Member: \$40.00
<b>Division on Women &amp; Crime Social</b>	___ All Students: \$5.00	___ Non-Students: \$15.00
<b>Minority Fellowship Dances: Hot Spots Band / A Band to be Announced (One ticket allows entry to both dances.)</b>		
	___ ASC Student Member: \$5.00 ___ Non ASC Member Student: \$10.00	___ ASC Member: \$10.00 ___ Non ASC Member: \$20.00

\*If you are paying by check or money order, please make it out to *American Society of Criminology*. (U.S. FUNDS ONLY). A service charge will be assessed for all returned checks.

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

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

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

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

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

**Refund Policy: Advance registration fees will be refunded for cancellations received up to September 30. No refunds will be made on cancellations received after this date.**

*Section to be filled out by ASC*

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

REG \_\_\_\_\_ DPCC Luncheon \_\_\_\_\_ DWC Social \_\_\_\_\_ Dances \_\_\_\_\_

**THE AMERICAN SOCIETY OF CRIMINOLOGY**

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

**2013 PRE-MEETING WORKSHOPS, ATLANTA, GA – TUESDAY, NOVEMBER 19, 2013**  
**All workshops will be held at the Atlanta Marriott Marquis Hotel**

**Title:** ACCOMPLISHING AND INTERPRETING QUALITATIVE INTERVIEW RESEARCH  
**Instructors:** Jody Miller, Rutgers University and Kristin Carbone-Lopez, University of Missouri-St. Louis  
**Date & Time:** Tuesday, November 19<sup>th</sup>, 1 – 5 p.m. **Place:** M101, Marquis Level  
**Fee:** \$50.00 (\$25.00 for students), **Enrollment Limit:** 50  
**\*\*No laptops provided. Power strips will be available.\*\***

The strength of in-depth interviews lies in what they are: reflective accounts of social life offered from the points of view of research participants. As such, they provide two intertwined kinds of data: descriptive evidence of the nature of the phenomena under investigation – including the contexts and situations in which they emerge – and insights into the cultural frames that people use to make sense of their experiences. Interviews have long been used in criminology in an effort to enter the worlds of crime and justice actors, and they continue to be a popular technique. In this workshop, we offer a practical guide to interviews and their relevance for criminology. In particular, we will explore the following topics: What makes in-depth interviewing a particularly useful approach for criminology? How is research that utilizes interview data put to use for understanding crime and justice? How do we conduct effective interviews, especially given the sensitive nature of the types of questions we ask? Finally, what are data analysis processes we can use to turn our data into meaningful theoretical contributions for the field? Throughout, we will focus on the successful collection and use of interview-based data for preparing scholarly articles for criminology and criminal justice journals.

**Title:** ITEM RESPONSE AND GRADED RESPONSE MODELS  
**Instructors:** Gary Sweeten, Arizona State University  
**Date & Time:** Tuesday, November 19<sup>th</sup>, 1 – 5 p.m. **Place:** M102, Marquis Level  
**Fee:** \$50.00 (\$25.00 for students), **Enrollment Limit:** 50  
**\*\*No laptops provided. Power strips will be available.\*\***

Item response and graded response models allow responses to dichotomous or multiple category questions to be related to an underlying latent trait such as criminality. They convey information on the extent to which each question (a.k.a. “item”) is related to the latent trait as well as the “seriousness” or “difficulty” of each question with respect to the latent trait. They can also be used to generate estimates of the latent trait for each unit of analysis or incorporated into a multi-level explanatory model. This workshop covers the history and theory of item and graded response models as well as their strengths and weaknesses relative to other scaling methods. Referencing recent applications of these methods in the criminological literature (e.g. Maimon & Browning, 2010; Osgood & Schreck, 2007; Pyrooz, Sweeten & Piquero, 2012; Sweeten, 2012), this workshop will cover estimation of these models in Stata 12.

**Title:** STRATEGIES FOR DEALING WITH MISSING DATA  
**Instructors:** Robert Brame, University of South Carolina  
**Date & Time:** Tuesday, November 19<sup>th</sup>, 1 – 5 p.m. **Place:** M104, Marquis Level  
**Fee:** \$50.00 (\$25.00 for students), **Enrollment Limit:** 50  
**\*\*No laptops provided. Power strips will be available.\*\***

Administrative and survey databases are almost always limited by incomplete information. In this workshop, we will consider a taxonomy of the different kinds of missing data problems commonly encountered by criminologists and an overview of methods used to address these problems -- including the use of maximum likelihood, imputation, weighting, and bounding. I will illustrate the use of these methods with a series of example problems. A detailed set of slides, data sets, and R code will be provided in advance of the workshop.

*Return this form (via fax or mail) and your check (in U.S. Funds or International Money Order), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). No refunds will be made on cancellations received after September 30, 2013.*  
**\*Please note that registration for a workshop is NOT registration for the Annual Meeting which begins November 20.**

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

**Circle workshop of your choice:** INTERVIEW RESEARCH      RESPONSE MODELS      MISSING DATA

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

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

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

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***The Criminologist***  
*Official Newsletter of the*  
*American Society of Criminology*  
 Vol. 38, No. 4

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

**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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