



Prison as Prologue: Reframing Mass Incarceration in terms of Parental Incarceration and Children’s Rights

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Children do not choose their parents and they are innocent of their parents’ crimes. Yet children share the punishing consequences of the imprisonment of parents. A realization of the impact of parental imprisonment on children raises important new questions about the short and longer term harmfulness of America’s mass incarceration policies. Evidence of progress in reframing the problem of parental incarceration emerged from an August 2013 White House Conference on “Parental Incarceration in the United States: Bringing Together Research and Policy to Reduce Collateral Costs to Children.”²

A conclusion from this conference was that the effect of the imprisonment of parents is disproportionately harmful to children (cf., Blumstein 1982). As an important example, we review evidence in this paper that mass parental incarceration is harmful to the educational opportunity rights of children. The White House conference where this argument was presented considered evidence about consequences for children’s health and well-being more generally.

The United States is the world leader in per capita imprisonment, with rates, for example, about seven times that of Canada - this nation’s nearest and in other ways most comparable counterpart. The reliance on high rates of imprisonment has also made the United States a world leader in the per capita imprisonment of parents. About half of all incarcerated persons in the United States are parents (Mumola, 2000; Glaze and Maruschak 2008). From 1991 to 2007, the number of incarcerated fathers increased 77 percent and the number of incarcerated mothers increased 133 percent (Glaze and Maruschak 2008). In many American schools, more than one in four fathers and one in ten mothers have been incarcerated.

Intergenerational inequalities in imprisonment by race and ethnicity have disparate as well as disproportional effects on children. Black children have far higher rates of parental imprisonment than non-Hispanic white children (Wildeman, 2009). Wakefield and Wildeman (2011:793) observe that, “the likelihood of experiencing parental incarceration at any point in childhood is staggeringly disparate with respect to parental race and educational attainment.” Thus, African American children are disparately likely to experience the disproportionate brunt of parental imprisonment. We argue that this disparate disproportionately connects human rights concerns to the concentrated racial and educational disadvantages of prisoners and their families.

(Continued on page 3)

2 Striking anecdotal evidence that America may have reached a turning point on the issue of parental incarceration recently emerged when the public television show Sesame Street acknowledged the importance of the topic by introducing a puppet character with an imprisoned parent (<http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration>) and when a YouTube video, Knock Knock by Daniel Beaty, went viral about the relationship of a son with his imprisoned father (www.youtube.com/watch?=8eGRj8LdMyg).

IN THIS ISSUE....

Around the ASC	10	Keys to Success	24
Item of Interest	15	Editor’s Corner	26
Position Announcement	15	Doctoral Student Forum	30
Obituaries	16	View From the Field	32
Nominations for 2014 ASC Awards	18	Criminology Around the World	38
ASC Call for Papers	20		

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The premise of this paper is that America's high parental incarceration rate disproportionately jeopardizes the rights of innocent children to educational opportunities. We argue that reframing mass incarceration in terms of the high rate of incarceration of parents and as an issue of human rights and the rights of children opens new possibilities for meaningful change in incarceration policies and resulting opportunities for parents and their children.

Mass Incarceration and the Violation of Human and Rights

The human rights violations involved in America's massively high incarceration rates became difficult to ignore when the United States Supreme Court decided the 2011 California based case of *Brown v. Plata*. The centrist Justice William Kennedy wrote the majority opinion in *Brown v. Plata*, contradicting a widely cited majority opinion that he previously wrote in the 1979 case of *Spain v. Procunier*. This earlier decision discouraged federal intervention into the administration of state prisons. In 2011, Justice Kennedy decided that the overcrowding of California's state prisons was cruel and unusual, and therefore inhumane.

Justice Kennedy wrote in his majority opinion that 33 of California's prisons had been operating at double their planned capacity, and he ordered that the state reduce its prison population by 46,000 inmates. His rationale was that the overpopulation of California's prisons created conditions of overcrowding and unhealthy consequences that were "the primary cause of the violation of a Federal right." The federally protected human right that Justice Kennedy cited was the 8th Amendment's prohibition of cruel and unusual punishment. In oral argument, Justice Breyer also called California's overcrowded prisons "a big human rights problem."

Since about one half of the imprisoned population in California, as in the rest of the United States, is made up of parents, any decision made about the incarceration of adults has implications for children. For example, the release of imprisoned parents increases the possibilities for contact between these parents and their children, which the U.N. Convention on the Rights of the Child protects under Article 9. Article 9 requires that national legal systems "respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests" (Boudin, 2011). This opens the door to consideration of the other rights protected by the U.N. Convention.

Article 28 of the U.N. Convention addresses the educational rights of children, regardless of whether their parents are imprisoned or not. This Article recognizes the right of the child to equal educational opportunity, making primary education compulsory and available to all, encouraging the development of diverse forms of secondary education, and mandating the provision of financial assistance in the case of need, while making higher education accessible through all appropriate means. This rights based approach to the educational opportunities of children has special implications for the children of incarcerated parents. Children exposed to consequences of the mass incarceration of parents have unique needs deriving from the absence of parents and the support and assistance that presence of parents normatively provides in the lives of children.

Although the United States helped develop and is a signatory of the U.N. Convention on the Rights of the Child, this Convention, like many others signed and encouraged by the United States, has not yet been ratified by the U.S. Senate. Still, there are good reasons to believe that the reframing of the issue of parental incarceration and its effects on children can lead to a new respect and appreciation of the need to expand opportunities for the children of imprisoned parents.

The Recursivity of Child and Human Rights Law Enforcement

The sociologists Terence Halliday and Bruce Carruthers (2007) make a convincing argument that norms embedded in international law can empower efforts to change policies and practices in sovereign nations, including the United States. Their argument is that international entities can lend notable moral authority and suasion to statutes and conventions that seek, for example, to extend rights to adults and their children. There is a very dramatic American example of this impact that is still unfolding in Chicago.

This example involves the case of Lt. Jon Burge and five detectives in the Chicago Police Department who from 1973 to 1991 engaged in systematic torture to extract confessions from more than 100 African American men. This case came to public attention through a long investigation beginning in 1988 as a result of the leadership and advocacy of Standish Kwame Willis and the Chicago Chapter of the National Conference of Black Lawyers. Burge and his detectives operated out of Area 2 Police Station of the Chicago Police Department and were found through anonymous information provided by police as well as victim reports to have repeatedly engaged in torture designed to force confessions by electrocution, burning, and temporary strangulation by placing plastic bags over the heads of suspects.

While Willis collected evidence of these practices and publicized them through complaints to legal authorities and media stories for several decades, he was stonewalled in his efforts to get charges filed against the known police perpetrators. In 2005, during the torture scandal in Iraq involving Abu Ghraib prison, Willis realized the legal connection between police torture in

Chicago and the then much discussed 1984 U.N. Convention Against Torture. Willis prepared a brief about the Burge case and took it in September of 2005 to the Inter-American Committee on Human Rights. In 2006, a colleague of Willis brought the case before the U.N. High Commission on Human Rights Committee on Torture in Geneva. The Committee issued a report citing evidence of torture in Abu Ghraib, Guantanamo, and in the Burge case in Chicago. As a result, the Chicago media renewed and intensified calls for prosecutions.

In 2008, Willis brought the Burge case to the U.N. Committee to Eliminate Racial Discrimination. Following a new round of media attention, the U.S. Attorney's Office in the Northern District of Illinois finally launched an investigation of Burge, reasoning that although the statute of limitations had lapsed on the original acts of torture, the possibility of perjury charges against Burge remained. These charges were upheld and the retired Burge was finally found guilty of perjury and was sentenced to prison. The City of Chicago is still today engaged in litigation for compensation to victims of this torture. The recursivity of the calls from Geneva for action citing violations of international human rights conventions are continuing to have results in the United States.

Universal Periodic Review and the U.N. High Commission on Human Rights

Standish Willis was a lawyer ahead of his time, but taking his Chicago case to international human rights venues was a turning point. Willis demonstrated the recursive capacity of international human rights institutions to influence criminal justice outcomes in domestic jurisdictions, including the United States. In 2006, the U.N. High Commission on Human Rights in Geneva created a new institutional process called Universal Periodic Review [UPR] that is well suited for addressing the issue of mass parental incarceration effects on children.

All member states of the United Nations are expected to participate every four years in Geneva in a review of their human rights practices. Individual nations are invited to formally report on their human rights practices, along with non-governmental organizations [NGOs], and all participating parties are asked to report on one another's practices. The process results in a summary report for each nation that, similar to the process described with regard to the Burge case in Chicago, recursively feeds back into the deliberations of member states about their own records and demands for remediation.

In 2010, the United States participated in UPR for the first time. President Barack Obama instructed his Secretary of State, Hillary Clinton, to prepare a Department of State report and to participate in deliberations in Geneva. In turn, Secretary Clinton instructed her lead legal counsel in the State Department, Harold Koh, the former Dean of Yale Law School, to oversee the preparation and presentation. Koh formally presented the report at the High Commission in Geneva, where he addressed many issues of criminal justice, including capital punishment and the death penalty.

In 2014, the United States will again participate in UPR and this will provide an opportunity to address issues of mass incarceration, including mass parental incarceration and the rights of children. The UPR process is a unique and potentially influential opportunity to present evidence about the unnecessary and disproportionate consequences of high rate parental incarceration for the educational rights and opportunities of children.

Evidence about the Educational Rights and Opportunities of Children

In the burgeoning research literature on parental incarceration effects, there is increasing evidence of the violation of the educational rights of innocent children (Bloom and Steinhart, 1993; Stanton 1980; Trice and Brewster 2004; Murray and Farrington 2008; Cho 2010, 2011). These effects appear more pronounced at older ages and on later educational attainments than they do at earlier stages and outcomes (Geller et al. 2009; Cho 2009a; Cho 2009b; Murray, Farrington and Sekol 2012). The literature on educational attainments of children demonstrates limitations for children of incarcerated parents and even for children who have not had a parent incarcerated but who attend schools where many other children have incarcerated parents. We argue that the latter impact of parental incarceration on children is transmitted through schools in the form of a "spillover" collateral effect which uniquely illustrates the disproportionality of mass incarceration policies. Spillover effects on communities and schools have emerged as central concerns in the literature on parental incarceration (Comfort, 2007; Wakefield and Wildeman 2011; Wildeman and Muller, 2012). Comfort's recent review noted that, "...the issues of schools filled with children and prisoners and parolees merit specific notice, as teachers and administrators are forced to spend more time managing the behavior of traumatized youth than providing academic instruction" (2007: 285). This observation suggests some of the mechanisms involved in spillover effects of mass incarceration in the educational environment. Children of prisoners are also directly at risk in school environments. Research reveals evidence of stigmatization of these children in school. For example, a recent study using vignettes reports lower expectations of child competency among teachers exposed to scenarios involving children with incarcerated parents (Dallaire, Ciccone and Wilson 2010).

Criminologists often organize their statistical work around criteria of causality (Hirschi and Selvin 1967). Their goals are, for example, to demonstrate that statistical associations between antecedent and outcome variables meet tests of non-randomness,

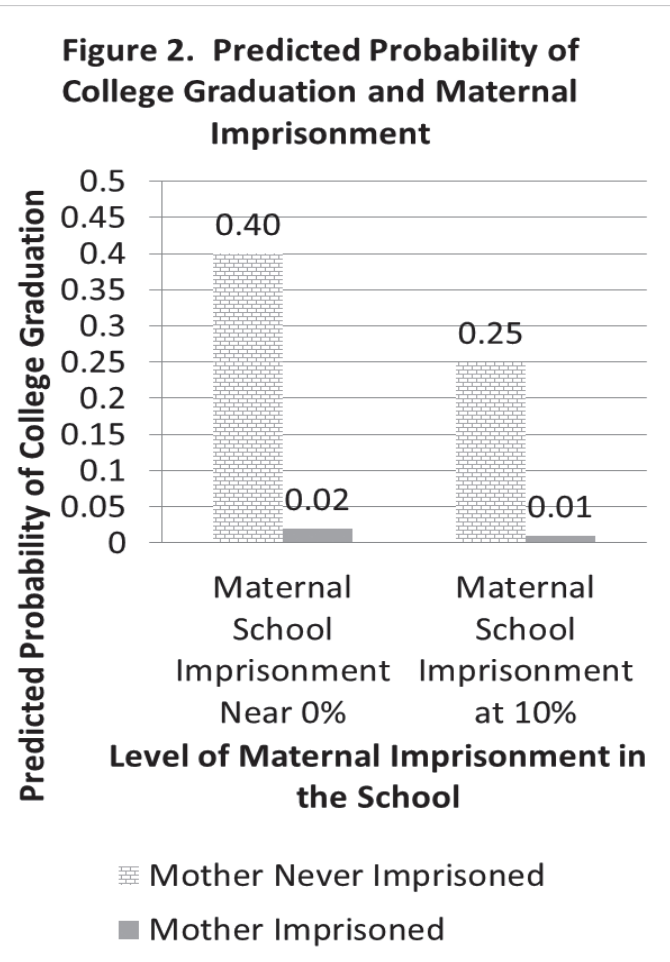
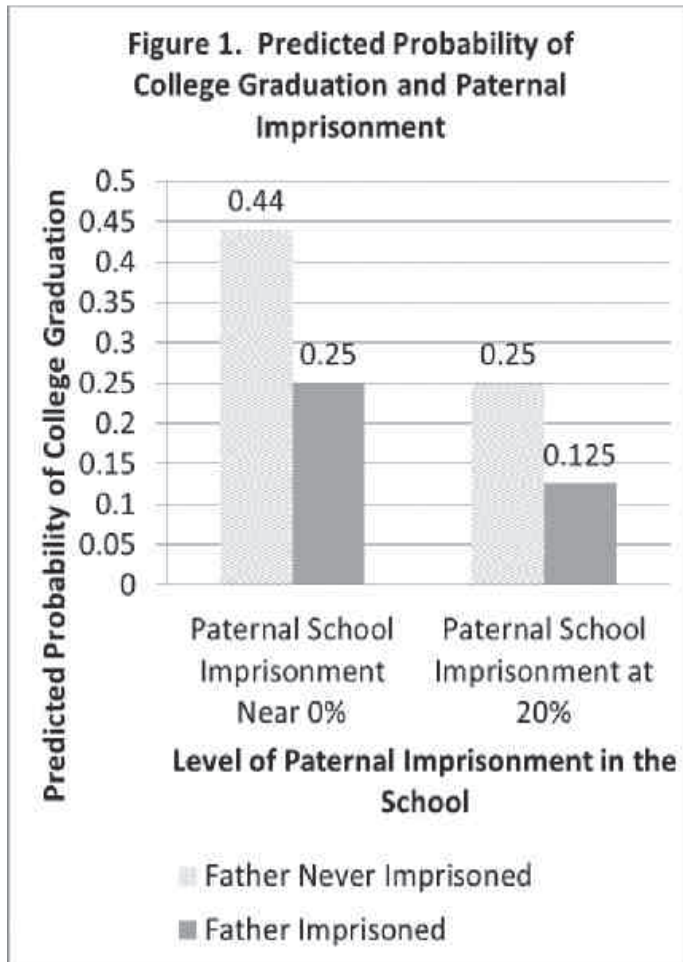
temporal priority, and non-spuriousness which take into account potential confounding sources of extraneous explanation for hypothesized effects, thereby at least provisionally justifying inferences about hypothesized causality. The research on parental incarceration effects on the educational achievement of children has applied and satisfied such criteria of causality, while this research also increasingly supports conclusions about disproportionality which often are at the core of demonstrating human and child rights violations.

Thus while determinations with regard to international human and children's rights laws are likely to be influenced by evidence of the causal impact of parental incarceration, at the same time, these determinations may be as much or more influenced by evidence that policies such as mass incarceration are disproportionate in the harms that they impose, for example, on children. It may well be that concerns about disproportionality can be even more effectively used in support of official admonishments for remediation through human and child rights law enforcement - in advance of meeting all possible concerns about the demonstration of causality. This likelihood is indicated by recent research on parental incarceration effects on child educational outcomes, especially college completion.

As high school graduation has become more common, college graduation is increasingly the educational credential that is most consequential for the occupational and therefore socioeconomic success of Americans who are entering and advancing through the labor market (Elder 1998). Between 1910 and 2012, the proportion of the population over age 25 completing college increased from less than three percent to more than 30 percent, ranging from about 15 percent among Hispanics, to about 21 percent for African Americans, and nearly 35 percent among non-Hispanic whites (National Center for Educational Statistics 2013). Absence of a college degree is an increasingly consequential barrier to upward mobility in American society, and children of incarcerated parents are significantly disadvantaged with regard to college completion.

As an example, in our research using the National Longitudinal Study of Adolescent Health [Add Health] (Hagan and Foster 2012a, 2012b; Foster and Hagan 2007, 2009) summarized in Figure 1, we have reported evidence that parental incarceration at the individual level diminishes chances of college graduation of children net of controls for a wide range potential confounding variables.

We have found that while the college graduation rate is more than 40 percent for American children whose parents are not imprisoned during their childhood and/or adolescence, among children of mothers who are incarcerated the college graduation rate drops to as low as one to two percent (Hagan and Foster 2012b). This individual student level effect of maternal incarceration is net of a range of potentially confounding variables that could raise questions about causality, including in addition to many child related risks, mother's incarceration, alcoholism, or own college education. We as well have demonstrated strong student level paternal effects on college graduation, in this case with parallel child controls and for father's incarceration, alcoholism, or own college education (Hagan and Foster 2012a).



This contributes to evidence of the causal impact of father or mother incarceration on child educational outcomes. However, perhaps even more importantly, our findings reveal further evidence of the disproportionality of the collateral consequences of parental incarceration for children. Thus in this same research, we have further found that even children of parents who are not imprisoned are greatly disadvantaged by being in schools where parents of many other children are imprisoned. Our research reveals that college graduation rates drop by nearly half – from about 44 percent to about 25 percent – for children who go to schools where from 10 to 20 percent of other fathers and mothers are imprisoned, even when their own parents are not imprisoned. These effects are net of not only student level characteristics noted above, but also school characteristics such as average household income, area crime rate, whether the school is public or private, size of school, and urbanicity, while also controlling for proportions of two parent families, teachers with masters degrees, dropouts, school attendance, and number of full-time teachers.

Conventional hypothesis testing is, of course, always premised on rejection of null hypotheses rather than acceptance of hypotheses or definitive inferences about causality. However, we have introduced the concept of disproportionality from international law as a potentially important counterpart to social science research on parental incarceration that emphasizes causality. The concept of disproportionality has an important parallel application signaled in the early and continued research of the criminologist Alfred Blumstein (1982; 1993; 1999).

Blumstein has used the concept of disproportionality to refer to unequal representation of African American men sentenced to prison for drug violations. There is a long standing argument in criminology about whether judges discriminate against African American men in their sentencing decisions (e.g., Hagan 1974 to Spohn 2000). The continuing debate in this literature is about whether discrimination can be inferred by applying criteria of causality. However, Blumstein's application of the concept of disproportionality makes the salient point that we can usefully identify suspected locations of discriminatory treatment as locations of disproportionality while proceeding with the ongoing search for more definitive evidence of discrimination.

In his own research, Blumstein shows that African American male imprisonment for drug crimes is disproportionately high net of controls for African American male arrests for drug crimes. For policy purposes, ongoing research which continues to find disproportionality in face of such controls, can provisionally serve the important interim purpose of identifying promising sites for action, short of the finally exhaustive and perhaps ultimately unreachable goal of definitively establishing discrimination.

Violating Rights of Children by the Mass Incarceration of Parents

Our point is that mass incarceration is associated with disproportionalities and disparities that extend far beyond parents and that include innocent children. As an example, we have reviewed evidence that these disproportionate outcomes include deficits in the educational attainments of the children of incarcerated parents, and beyond this, disproportionate losses in educational attainment in school settings with large numbers of incarcerated parents, even among children who do not have incarcerated parents. This evidence of disproportionality identifies settings imposing high levels of incarceration as high risk sites for children. Given that about half of all persons sentenced to prison in America are parents, and given the elevated rates of parental imprisonment among racial and ethnic minority youth, the disparity and disproportionality associated with parental imprisonment is an important foundation for reframing national and state level policies. The White House Conference on parental incarceration may mark a turning point in this reframing process.

A pressing question is where this turning point leads. We have argued that the Universal Periodic Review [UPR] conducted by the United Nations High Commission on Human Rights is an important venue where the issues of children's rights considered in this paper can be addressed. American criminologists doing research on the effects of parental incarceration on children can play an important role in the UPR that will occur in Geneva in 2014.² The U.S. State Department played a prominent role in 2010 at the direction of Secretary Hillary Clinton and under the supervision of Harold Koh in addressing concerns about human rights violations in the American criminal justice system. In 2014, the topic of mass incarceration can be especially effectively addressed in the context of parental incarceration effects on children.

Criminologists need not be held back in addressing parental incarceration effects by the ongoing nature of their research and the absence of final answers about causal processes. The extensiveness of this ongoing work and the pervasiveness of findings of disproportionality in high risk child outcomes are sufficient to support calls for remediation and reform of policies linked to parental incarceration.

The concept of collateral consequences that is frequently cited in the parental incarceration literature is aptly drawn from the documentation and prosecution of war crimes. The analogy is apt because it raises questions about the disproportionality of attacks that extend to uninvolved but effected civilian populations. The research literature on parental incarceration reveals robust evidence that the impact of parental incarceration is disproportionate in the risks that it imposes on children, especially the risks disparately imposed on racial and ethnic minority youth. This elevation of risk is an actionable violation of the rights of children.

² Recently, the U.N. Committee on the Rights of the Child (2011) made progress by devoting a Day of Discussion to the "Children of Incarcerated Parents." This forum sought to "raise awareness about and explore child rights issues related to children of incarcerated parents. It also aimed to provide policy and practical guidelines to States and other relevant actors on the respect, promotion and fulfillment of the rights of children in such situations." One of the topics the working group on children living apart from their incarcerated parents explored was: "The impact of parental incarceration on other aspects of a child's life, including education, finances and relationships with others."



White House Workshop, August 20, 2013

“Parental Incarceration in the United States: Bringing Together Research and Policy to Reduce Collateral Costs for Children”



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Authors' Note:

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AROUND THE ASC

2014 Election Slate for 2015 - 2016 ASC Officers

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2014 election:

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

Fax or mail a hard copy of the signed nominations by **Friday, March 21, 2014** (postmark date) to the address noted below. Email nominations will NOT be accepted.

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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.

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AROUND THE ASC

Selected Papers from the 2013 Presidential Panels Are Available on the ASC Website

The 2013 ASC Annual Meeting featured ten Presidential Panels on the program theme, Expanding the Core: Neglected Crimes, Groups, Causes and Policy Approaches. The panelists were invited to post their papers posted on the ASC website, so that they might serve as a resource for members. The papers listed below have been posted and additional papers may be posted shortly. To access these papers on the ASC website, click "Resources," then click "2013 Annual Meeting Presidential Papers." I encourage you to examine these papers, they provide excellent introductions to the theory and research in several areas, as well as guidance for those seeking to "expand the core" in the ways indicated below.

Finally, I want to thank the panelists and session organizers for their contributions.

Bob Agnew, ASC Past President

PAPERS FROM THE PRESIDENTIAL PANELS

Three Papers on the Definition of Crime

What is Crime? Why is Criminology? By Raymond Michalowski

Transcending the Conventional Definition of Crime: Toward a Twenty-First Century Criminology, by David O. Friedrichs

Expanding the Core: Blameworthy Harms, International Law and State-Corporate Crimes, by Ronald C. Kramer

Pushing the Envelope: The Current State of North-American Critical Criminology, by Walter S. DeKeseredy

Three Papers on Green Criminology

Animal Abuse, Animal Rights and Species Justice, by Ragnhild Sollund

The Antecedents and Emergence of a 'Green' Criminology, by Nigel South and Rob White

The Future of Green Criminology: Horizon Scanning and Climate Change, by Rob White and Nigel South

Two Papers on Crime and the State

Gender and Genocide, by Nicole Rafter and Kristin A. Bell

A Dynamic Life-Course Approach to Genocide, by Christopher Uggen, Hollie Nyseth Brehm, and Suzy Mceltath

Two Papers on Crime in Macro-social and Historical Context

The Importance of Testing Criminological Theories in Historical Context: The Civilization Thesis versus the Nation-Building Hypothesis, by Randolph Roth

The Uses of, and Technology for International Surveys (PowerPoint Slides), by Charles Tittle

Two Papers on Non-Western Crime and Justice

Non-Western Crime and Justice, by Mangai Natarajan

Sustainable Development through Crime Control: A New Challenge for Criminologists, by Jan Van Dijk

AROUND THE ASC

DIVISION OF EXPERIMENTAL CRIMINOLOGY

AMERICAN SOCIETY OF CRIMINOLOGY

Membership Drive 2014 , Awards, and ASC-San Francisco

DIVISION MEMBERSHIP DRIVE 2014

The Division of Experimental Criminology (DEC) seeks to promote and improve the use of experimental evidence and methods in the advancement of criminological theory and evidence-based crime policy. We welcome members with a broad range of interests in evaluation research methods, including **randomized controlled trials, quasi-experiments, and systematic reviews**, in all areas of crime and justice: **corrections, courts, policing, prevention and more!** Membership includes a subscription to the *Journal of Experimental Criminology*. Learn more at <http://expcrim.org>.

The Division is also home to the Academy of Experimental Criminology, which honors outstanding scholars who have advanced experimental research.



Now is an excellent time to renew or begin your 2014 membership to the ASC and the Division of Experimental Criminology! Download the ASC membership form at <http://www.asc41.com/appform1.html> or scan the code on the left.

We also offer **organizational memberships** for departments, centers, and institutions interested in supporting DEC. Contact us at expcrim@gmail.com for more information.

CALL FOR NOMINATIONS: DEC AND AEC AWARDS DUE APRIL 15

The DEC and the Academy of Experimental Criminology (AEC) are now accepting nominations for AEC Fellows and Honorary Fellows, the Joan McCord Award (AEC), the Outstanding Young Experimental Scholar Award (AEC), the Jerry Lee Lifetime Achievement Award (DEC), the Award for Outstanding Experimental Field Trial (DEC), and the Student Paper Award (DEC). Please send all nomination letters to the DEC Secretary-Treasurer at expcrim@gmail.com.

ASC-SAN FRANCISCO 2014

We encourage DEC members to submit presentations and panels to the Experimental Methods sub-area for ASC (deadline: March 14). Contact us at expcrim@gmail.com if you are interested in volunteering at the DEC table!



2013 Outstanding Experimental Field Trial award winners Jerry Ratcliffe, Liz Groff, and Jennifer Wood with DEC past president David Weisburd at ASC-Atlanta.

DEC & AEC

Lorraine Mazerolle (Chair), Cynthia Lum (Vice Chair), Charlotte Gill (Secretary-Treasurer)
Executive Counselors: Christopher Koper, Akiva Liberman, and Susan Turner
<http://expcrim.org>



AROUND THE ASC

The Division of International Criminology (DIC) Opens Nominations for 2014 Awards For Distinguished Scholar, Book, and Student Papers

The DIC is pleased to offer a variety of ways to encourage scholarship on international and comparative crime and justice. These methods include competitive monetary awards for outstanding graduate student papers, and recognition of outstanding books and distinguished individuals who have contributed to the body of knowledge in the field.

Sesha Kethineni, Chair

ASC Division of International Criminology
www.internationalcriminology.com

Freda Adler Distinguished Scholar Award

The Division of International Criminology (DIC) of the American Society of Criminology is currently soliciting nominations for the Freda Adler Distinguished Scholar Award. This prize is awarded annually to an international scholar, who has made a significant contribution to international criminology, including international criminal justice, comparative, cross-border and transnational crime or justice research. Nomination requires a letter of nomination and a complete CV to be sent electronically to the **Adler Award Committee chair, Dr. Rosemary Barberet**. She can be contacted at: rbarberet@jjay.cuny.edu. The nomination letter must explain why the candidate is qualified to be considered for the award. Letter-writing campaigns by multiple nominators are discouraged. Self-nominations are also discouraged. Current DIC Executive Board members are excluded from being considered for the Award. **The deadline for nominations is July 31, 2014.** The award will be presented at the annual meeting in November, 2014 in San Francisco.

2014 Distinguished Book Award

The Division of International Criminology (DIC) is seeking nominations for the **2014 Outstanding Book Award**. The award is given to the author of a book published on any topic relating to the broad areas of international or comparative crime or justice with a formal publishing date in calendar years 2012, 2013, or 2014. Nominations are reviewed by a committee of the DIC. We encourage nominations from publishers, colleagues and authors. Nominations from any country are welcome, but the book must be published in English. Multiple-authored books are also eligible, but edited books are not. Nominated books for the 2014 award must be received by the committee chair, **Dr. Anamika Twyman-Ghoshal** no later than **May 1, 2014**. She can be contacted at email: atwymanghoshal@stonehill.edu. Copies must be made available to the members of the Book Award committee. The award will be presented at the annual meeting in November, 2014 in San Francisco.

2014 Outstanding Student Paper Awards

The Division of International Criminology conducts a student paper competition each year. This year we are accepting submissions from students enrolled in Master's and doctoral programs, studying subjects related to international crime and justice. The paper topics must be related to international or comparative criminology or criminal justice.

Submissions must be authored by the submitting student (only) and should not be submitted if student will have graduated by the November ASC annual conference. Co-authorships with professors are not accepted. Papers must be previously unpublished and cannot be submitted to any other competition or made public in any other way until the committee reaches its decision. Manuscripts should include a 100-word abstract, be double-spaced (12-point Times New Roman or Courier font), written in English, and should be no more than 7500 words in length. Submissions should conform to APA format for the organization of text, citations and references. Eligible students worldwide are strongly encouraged to submit papers in English only.

Manuscripts must be submitted as an e-mail attachment in Word or as a .pdf or .rtf file only. Submissions should be accompanied by a cover sheet which includes the author's name, department, university and location, contact information (including e-mail address) and whether the author is a Master's or doctoral student, and the precise name of the degree program in which the student is enrolled. Winning submissions in each category will receive a monetary award and be recognized at the meeting of the American Society of Criminology in November. Nominations should be sent to the committee chair, **Laura Hansen**, DIC Student Paper Award Committee no later than **June 1, 2014**. She can be contacted at: lauralynn.hansen@wne.edu. The awards will be presented at the annual meeting in November, 2014 in San Francisco.

AROUND THE ASC

The Division of Victimology

One of the newest Divisions to the American Society of Criminology (ASC) is the Division of Victimology (DOV). The mission of the Division of Victimology is to promote the professional growth and development of its members through scholarship, pedagogy, and practices associated with the field of Victimology. The mission of the Division of Victimology is to bring together members of the American Society of Criminology who will strive to ensure that its members will: 1) contribute to the evolution of the Victimology discipline by supporting and disseminating cutting edge research; 2) develop and share pedagogical resources; 3) support professional enhancement workshops and activities; 4) embrace the development of evidence-informed programs and services; 5) advance victims' rights; and 6) encourage the advancement of the intersection of scholarship and practices.

The establishment of this Division is long overdue and has garnered a great amount of excitement and participation. Only beginning its second year of operation this past November, the DOV has almost 300 members and continues to grow. The Division has six established standing committees and various ad hoc committees. At the last ASC annual conference in Atlanta, GA the DOV provided four different awards in the Victimology field that recognized the accomplishment of its members, including: Practitioner/Activist of the Year award winner, Dr. Becky Hayes; Faculty Teacher of the Year award winner, Dr. Carrie Cook; Faculty Researcher of the Year award winner, Dr. Min Xie, and; Graduate Student Paper of the Year award co-winners Kaitlin Boyle and Ashleigh McKinzie. Dr. Larry Siegel and his wife, Terry Libby, have established The Larry J. Siegel Graduate Fellowship for Victimology Studies (given by the Darald and Julie Libby Foundation) which is designed to recognize an exceptional graduate student in the field of victimology. The division will annually give one graduate student a one-time award in the amount of \$5000 to embark on a project involving original research, program or service development, implementation, and/or evaluation, or advocacy. The Division also is hosting a special edition of the Journal of Criminal Justice Education on the teaching of Victimology that will be published in 2015. The Division also hopes to create and sponsor a journal focusing on the breadth of victimological research, practice and advocacy over the next year. While it has been reported that the origination of Victimology as an academic discipline began in the 1940's and 1950's with the publication of numerous academic papers and books by criminologists (Doerner and Lab, 2008; Karmen, 2010), the importance of understanding crime victimization and its impact by criminologists can be traced back to the founding father of American Criminology, Edwin Sutherland. Edwin Sutherland's (1924) seminal work *Criminology* was the first academic examination of crime victimization (Jerin and Moriarty, 2010). Sutherland's book included a chapter entitled *The Victims of Crime* which examined the extent of victimization and the differentiating effects that victimization has on various groups. While this groundbreaking examination of classes of victims and the losses incurred by society and individuals provided an important beginning for Victimology as a recognized area within Criminology, the discipline has grown in to include so much more.

Victimology has been recognized as an interdisciplinary approach to examining victimization and its effects on victims (Wallace, 2007). Today's Victimology is a comprehensive study of crime victimization, from examining the extent of victimization and theoretical reasons why someone may become a victim to the effects of victimization upon victims and survivors. Additionally, Victimology focuses on the role of society and the criminal justice system in seeking justice for victims and providing services to assist in the efforts to help victims try to recover.

Victimology is studied worldwide, and has resulted in the development of academic programs offering degrees in Victimology and Victim Services. There are numerous international and national organizations which focus on both the academic understanding and professional foundations of Victimology. Organizations such as the World Society of Victimology, The European Society of Victimology, The American Society of Victimology, The National Organization of Victim Assistance, along with numerous other entities have moved this discipline to the forefront of academic, societal and political awareness. The Division of Victimology invites all interested members of the American Society of Criminology to come and join us as we seek to establish the Division of Victimology as one of the most inclusive and vibrant divisions at ASC.

Works Cited

- Doerner, W. and S. Lab. (2008) *Victimology* (5th ed.) Cincinnati, OH: LexisNexis.
- Jerin, R. and L. Moriarty (2010). *The Victims Of Crime*. Upper Saddle River, NJ: Prentice Hall.
- Karmen, A. (2010) *Crime Victims* (7th ed). Belmont, CA: Wadsworth.
- Wallace, H. (2007) *Victimology: Legal, psychological, and social perspectives*. (2nd ed.) Boston, MA: Allyn and Bacon.
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AROUND THE ASC

Division of Women & Crime 30-for-30 Campaign

At the 2014 ASC Annual Meeting in San Francisco, the Division on Women & Crime will celebrate its 30th anniversary. The 30-for-30 Campaign is a one-year fundraising effort designed to support the development of special programming to celebrate this milestone. Proceeds from the 30-for-30 Campaign will help support keynote speakers, anniversary panels, and other special events at the 2014 Annual Meeting. Donations are tax-deductible and may be made anonymously. All donations will be acknowledged on the DWC website at <http://ascdwc.com/honor-roll>.

ITEM OF INTEREST

The Richard Block Award For Outstanding Thesis or Dissertation Research

To honor the scholarly achievements of Richard Block as well as his role as co-founder of the Homicide Research Working Group, the membership has established a \$500 thesis award, a \$500 dissertation award, and appropriate plaques for the outstanding thesis or dissertation with a focus on homicide and/or lethal violence. An additional \$500 is provided to help cover expenses for the recipient to attend the annual HRWG meeting to present their dissertation or thesis research. For more information, contact Marc Riedel, marcriedel2@charter.net

POSITION ANNOUNCEMENT

Lecturer - Criminal Justice and Criminology (2 positions)

The School of Criminology and Justice Studies at the University of Massachusetts Lowell seeks to fill two Lecturer positions for its programs in the Day School and in Continuing Studies and Corporate Education.

Minimum Qualifications:

- Ph.D. in Criminal Justice or related field (must have Ph.D. at the time of application)
- At least one year of classroom teaching experience at a 4 year college or university in a criminal justice and/or criminology program
- Experience in departmental service roles which involve advising and mentoring a diverse student population
- The ability to work effectively with diverse groups

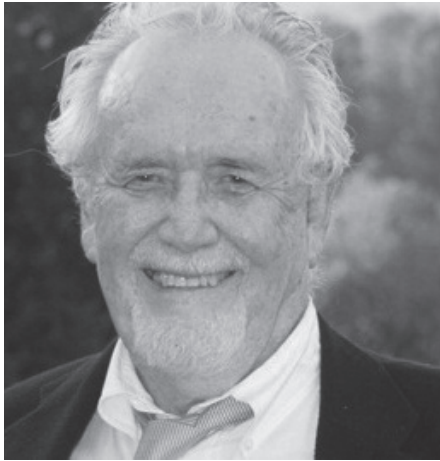
For additional information and to submit an application go to: <https://jobs.uml.edu>.

Please submit a cover letter, curriculum vitae, teaching philosophy, evidence of teaching, and names and contact information of three references. Review of applications will begin immediately, and continue until the position is filled. However, the position may close when an adequate number of qualified applications are received.

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

The University of Massachusetts is an Equal Opportunity/Affirmative Action, Title IX, H/V, ADA 1990 Employer, and Executive Order 11246, 41 CFR60-741 4, 41 CFR60-250 4, 41 CFR60-1 40 and 41 CFR60-1,4 are hereby incorporated.

OBITUARIES



Obituary for William J. Chambliss (1933-2014)

William J. (Bill) Chambliss died on February 22, 2014. He was diagnosed with an aggressive form of cancer eight years ago. True to character, Bill continued to live life to the fullest and extended beyond all odds his time with us.

Bill was a leading force in the fields of criminology and the sociology of law, forging a powerful dialectical framework for the understanding of crime and law, and reinvigorating conflict theory in the process. He authored many of the most cited books and articles in criminology; taught, mentored, and was loved by generations of undergraduate and graduate students (me among them); and, as an engaged scholar, was repeatedly called on by the media to comment on drug policies and other criminal justice issues. Bill was a scholar of immense stature, who continually gave to others his time, his intellect, and his incomparable spirit.

Bill never lost sight of the people behind his theories. If he wanted to understand burglars, he hung out with Harry King. If he wanted to demystify organized crime, he learned to hustle pool and play cards, frequented back alleys and boardrooms,

and secured a chat with Meyer Lansky. Long before postmodernists preached the art of storytelling, Chambliss's subjects came alive and were given voice on his pages. Gathering data from the archives of medieval England, the streets of Seattle, the villages of Nigeria, the poppy fields of Thailand, the sleek cityscapes of Scandinavia, and the ghettos in the heart of our nation's capital, Bill routinely performed that most difficult task in sociology—engaging his “sociological imagination”—linking biography and history, the private lives of those he studied to the public issues they embodied.

Bill started his academic career as an undergraduate studying with Donald Cressey at UCLA, and went to Indiana University for his PhD in sociology where he studied with Alfred Lindesmith. Bill's first academic job was at the University of Washington where he wrote the pathbreaking “A Sociological Analysis of the Law of Vagrancy.” That piece quickly became a classic and established Bill as a founding father of both conflict criminology and the contemporary sociology of law.

At the same time, Bill was hanging out in Seattle's pool halls, card rooms, and back alleys, determined to make sense of organized crime. He soon realized that this would require him to leave the back alleys, and go across town to corporate boardrooms and City Hall. As a result, he published *On the Take: From Petty Crooks to Presidents*, a book that revolutionized our understanding not just of organized crime but of law enforcement and the state.

From Seattle, Bill went to UC Santa Barbara where he wrote seven books in as many years. He also wrote an article introducing us to “The Saints and the Roughnecks,” as they wreaked havoc on their neighborhoods and our conventional wisdoms. The “Saints and the Roughnecks” are among the 20th century's best-known criminological characters, their names now code for unreliable stereotypes of conformity and delinquency.

At the University of Delaware in the late 1970s, Bill wrote yet another seminal piece entitled “On Lawmaking,” published in the *British Journal of Law and Society*. The dialectical theory of law he developed there, and later his theory of state-organized crime, put contradictions in the political economy at the center of analysis, and showed how law—and sometimes crimes by the state itself—are a response to those contradictions. The theory was paradigm-shifting and spawned dozens of dissertations, books and articles over the years.

Bill joined the Department of Sociology at George Washington University in 1986, where he co-directed the Institute on Crime, Justice, and Corrections. In DC, he researched law-enforcement practices in the racialized urban ghettos, and the political dimensions of the war on crime, publishing his incisive *Power, Politics, and Crime*.

He was elected president of the American Society of Criminology in 1987-88, and president of the Society for the Study of Social Problems in 1992-93. Attesting to the profound influence Bill had on our thinking about crime and law, Bill received the Sutherland Award for Outstanding Contributions to Criminology from the American Society of Criminology; the Lifetime Achievement Award for Contributions in Criminal Justice from the Academy of Criminal Justice Sciences; the Lifetime Achievement Award from the Criminology section of the American Sociological Association; the Lifetime Achievement Award from the Sociology of Law section of the American Sociological Association; the Lifetime Achievement Award from the Society for the Study of Social Problems section on Law & Society, and the American Society of Criminology's Major Achievement Award. In 2012, the Society for the Study of Social Problems recognized Bill's profound influence by creating the William J. Chambliss Lifetime Achievement Award.

Bill was not only a giant of criminology and the sociology of law. He was an outsized human being with a generous heart and a contagious love of life. We will miss Bill more than words can say. He is survived by his wife Pernille, his children Jeffrey, Lauren, and James, his grandchildren, and the many friends, colleagues, and students whose lives he touched.

Kitty Calavita

(For a longer version of this obituary, see http://www.asc41.com/obituaries/obituaries_home.html).



GRADUATE PROGRAMS IN CRIMINAL JUSTICE AT THE UNIVERSITY OF CINCINNATI

Master of Science Program
Distance Learning Master of Science Program
Ph.D. Program

Main Areas of Specialization:
Corrections, Crime Prevention, Criminal Justice, Criminology, Policing

For more information, please visit our website at:
www.uc.edu/criminaljustice

The Faculty

Michael L. Benson (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
Susan Bourke (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
Sandra Lee Browning (University of Cincinnati) Race, Class, and Crime; Law and Social Control; Drugs and Crime
Aaron J. Chalfin (University of California, Berkeley) Criminal Justice Policy; Economics of Crime; Research Methods
Nicholas Corsaro (Michigan State University) Policing, Environmental Criminology, Research Methods
Francis T. Cullen (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime
John E. Eck (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation
Robin S. Engel (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration
Ben Feldmeyer (Pennsylvania State University) Race/Ethnicity, Immigration, and Crime; Demography of Crime; Methods
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

NOMINATIONS FOR 2014 ASC AWARDS

GENE CARTE STUDENT PAPER COMPETITION

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

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

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

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

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

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

Committee Chair:

BRENDA BLACKWELL
Georgia State University

(404) 413-1023 (P)
bblackwell@gsu.edu

ANNOUNCING THE LARRY J. SIEGEL GRADUATE FELLOWSHIPS FOR THE STUDY OF GENDER AND CRIME AND VICTIMOLOGY

The Division on Women and Crime and the Division on Victimology are pleased to announce the creation of the Larry J. Siegel Graduate Fellowships (given by the Darald and Julie Libby Foundation), recognizing exceptional graduate students in the fields of gender and crime and victimology.

Each division will annually give one graduate student a one-time award in the amount of \$5,000 to support a project involving original research, program or service development, implementation, and/or evaluation, or advocacy. The award will be given based on the originality of the proposed project, potential of the project to inform research, theory, or practice, and feasibility of the proposed project, including the budget and timeline for completion.

Applications are due to the divisions no later than **March 15, 2014**. Winners will be notified by May 2014. To read more about the Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime, visit <http://bit.ly/1k9ehqD>. To read more about the Larry J. Siegel Graduate Fellowship for the Study of Victimology, visit <http://www.ascdov.com/news-events>.

NOMINATIONS FOR 2014 ASC AWARDS

TEACHING AWARD

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

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

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

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

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

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

Letters of nomination (including statements in support of nomination) should be submitted in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted in electronic format must be received by **June 1**.

Committee Chair:

DAVID McDOWALL
University at Albany

(518) 442-5225 (P)
dmcdowall@albany.edu

Association for Political and Legal Anthropology Book Prize

The Association for Political and Legal Anthropology is pleased to launch a new book prize to recognize a book that best exemplifies cutting edge work in the ethnographic exploration of politics and law. The first APLA book prize will be awarded at the 2014 American Anthropological Association meeting in Washington, DC and carries an award of \$1,000. For specifics on eligibility and the nomination process please visit the APLA web site at www.aplaorg.org or address inquiries to **Susan Terrio**, Chair of the Book Prize Committee at terrios@georgetown.edu.



The American Society of Criminology

CALL FOR PAPERS

Annual Meeting 2014
San Francisco, CA
November 19th - 22nd, 2014
San Francisco Marriott Marquis

Criminology at the Intersections of Oppression

Program Co-Chairs:

BONITA M. VEYSEY, Rutgers University
and
ROBERT APEL, Rutgers University

asc14@rutgers.edu

ASC President:

JOANNE BELKNAP, University of Colorado

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 14th, 2014

Posters and roundtable abstracts due:
Friday, May 16th, 2014

ASC CALL FOR PAPERS

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2014 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, or (5) Roundtable Submission.

The submission deadline for Complete Thematic Panels, Individual Paper Presentations and Author Meets Critics was Friday, March 14th, 2014.

Please note that late submissions will NOT be accepted. Also, submissions that do not follow the guidelines will be rejected. We encourage you to submit in sufficient advance of the deadline so that you can contact the ASC staff (for responses during normal business hours) if you are having problems submitting.

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

- POSTER SUBMISSION DEADLINE:
Friday, May 16th, 2014

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. For roundtable submissions, you may submit either a single paper to be placed in a roundtable session or a complete roundtable session). Submissions for a roundtable must include a title and abstract of no more than 200 words, along with participant information. A full session requires a session title and brief description of the session. Roundtable sessions are generally less formal than panels. Thus, ASC provides no audio/visual equipment for these sessions.

- ROUNDTABLE SUBMISSION DEADLINE:
Friday, May 16th, 2014

APPEARANCES ON PROGRAM

Individuals may submit **ONLY ONE FIRST AUTHOR PRESENTATION**. Ordinarily individuals may make one other appearance as either a chair or discussant on a panel. Appearances on the Program as a co-author, a poster presenter, or a roundtable participant are unlimited.

Only original papers that have not been published or presented elsewhere may be submitted to the Program Committee for presentation consideration.

The meetings are Wednesday, November 19th, through Saturday, November 22nd. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before September 28th to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go on the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials should be sent to you by August 31st, 2014.

ABSTRACTS

All submissions, including roundtables, must include an abstract of no more than 200 words. They should describe the general theme of the presentation and, where relevant, the methods and results.

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. ***Overhead projectors will no longer be provided.***

ASC CALL FOR PAPERS

GUIDELINES FOR ONLINE SUBMISSIONS

Before creating your account and submitting an abstract for a single paper or submitting a thematic panel, please make sure that you have the following information on all authors and co-authors (discussants and chairs, if a panel): name, phone number, email address, and affiliation. **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 58) in one of 11 broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If there is no relevant sub-area listed, then select only the broader area. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area (i.e., Areas VIII, IX, or X); no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:

- o Review the entire list before making a selection.
- o Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

The area and sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with the process by which juveniles are transferred to adult court in a particular jurisdiction, you would likely choose Area IV, sub-area 44.

PLEASE NOTE: CLICK ACCEPT & CONTINUE UNTIL THE SUBMISSION IS FINALIZED. *After you have finished entering all required information, you will receive a confirmation email immediately indicating that your submission has been recorded. If you do not receive this confirmation, please contact ASC immediately to resolve the issue.*

For participant instructions, see also http://asc41.com/Annual_Meeting/2014/2014_Guidelines.pdf

Area I. Causes of Crime and Criminal Behavior, Charis Kubrin, ckubrin@uci.edu

1. Convict Criminology	Bryan Sykes	bsykes1@depaul.edu
2. Oppression, Injustice and Inequality	Alexes Harris	yharris@u.washington.edu
3. Critical Feminist Perspectives	Amanda Burgess-Proctor	burgessp@oakland.edu
4. Critical Race Perspectives	Geoff Ward	gward@uci.edu
5. Critical Class Perspectives	Carla Shedd	cs2613@columbia.edu
6. Neighborhood Effects and Urban Change	Elizabeth Griffiths	elizabeth.griffiths@rutgers.edu
7. Cultural, Disorganization and Anomie Perspectives	Lori Burrington	lburrin@bgsu.edu
8. Global and International Perspectives	Stephanie DiPietro	dipietros@umsl.edu
9. Routine Activities and Situational Perspectives	Elizabeth Groff	groff@temple.edu
10. Rational Choice Perspectives	Marie Tillyer	marie.tillyer@utsa.edu
11. Learning, Control and Strain Perspectives	Lee Ann Slocum	slocuml@umsl.edu
12. Developmental, Integrated and Life Course Perspectives	Abigail Fagan	afagan@fsu.edu
13. Biological, Bio-Social and Psychological Perspectives	Danielle Boisvert	dxb014@shsu.edu

Area II. Types of Offending and Victimization, Brenda Blackwell, bblackwell@gsu.edu

14. State and Political Crime	Wenona Rymond-Richmond	wenona@soc.umass.edu
15. Terrorism and Political Violence	Laura Dugan	ldugan@umd.edu
16. Hate Crime and Intergroup Offending	Amy Farrell	am.farrell@neu.edu
17. School Violence, Bullying and Harassment	John Burrow	burrowj@gwm.sc.edu
18. Family and Intimate Partner Abuse	Hillary Potter	hillary.potter@colorado.edu
19. Sex Work/Prostitution and Human Trafficking	Lisa Muftić	lmuftic@gsu.edu
20. Property and Public Order Crimes	Jesenia Pizarro	pizarros@msu.edu
21. Environmental/Green Crime	Carole Gibbs	gibbsca1@msu.edu
22. White Collar, Occupational, Organizational and Crime Corporate	Kristy Holtfreter	kristy.holtfreter@asu.edu

ASC CALL FOR PAPERS

23. Identity Theft and Cyber-Crime	Holly Miller	holly.miller@utsa.edu
24. Global/Transnational Crime	Nancy Morris	nmorris@vcu.edu
25. Organized Crime and Corruption	Rely Vilcica	rvilcica@temple.edu
26. Violence and Sex Crimes	Jo-Ann Della Guistina	jdellguistina@bridgew.edu

Area III. Correlates of Crime and Oppression, Nikki Jones, njones@soc.ucsb.edu

27. Poverty and Structural Inequalities	María Vélez	mvelez@unm.edu
28. Sex, Gender and Sexuality	Carrie Buist	buistc@uncw.edu
29. Race, Ethnicity and Nationality	Jamie Fader	jfader@albany.edu
30. Immigration/Migration	Anthony Peguero	anthony.peguero@vt.edu
31. Age	Lila Kazemian	lkazemian@jjay.cuny.edu
32. Gangs, Peers and Co-offending	Jean McGloin	jmcgloin@umd.edu
33. Substance Use and Abuse	Jorge Chávez	jchavez@bgsu.edu
34. Mental Health	Alice Cepeda	alicecep@usc.edu
35. Weapons	Deanna Wilkinson	wilkinson.110@osu.edu

Area IV. Criminal Justice Policy and Practice, Ojmarrh Mitchell, omitchell@usf.edu

36. Challenging Oppressive Justice Policies	Rosemary Barbaret	rbarberet@jjay.cuny.edu
37. Victimization Policy and Prevention	Ráchael Powers	powersr@usf.edu
38. Crime Prevention	Charlotte Gill	cgill9@gmu.edu
39. Policing and Law Enforcement	Sanja Kutnjak Ivkovich	kutnjak@msu.edu
40. Prosecution, Courts and Sentencing	Barbara Koons-Witt	bakoons@mailbox.sc.edu
41. Prisons and Jails	Jennifer Cobbina	cobbina@msu.edu
42. Community Corrections	Gaylene Armstrong	garmstrong@shsu.edu
43. Prisoner Reentry	Johnna Christian	johnnac@newark.rutgers.edu
44. Juvenile Justice System	Judith Ryder	ryderj@stjohns.edu
45. Capital Punishment	Denise Boots	deniseboots@utdallas.edu

Area V. Perceptions of Crime and Justice, Frankie Bailey, fybailey@albany.edu

46. Political and Social Rhetoric about Crime and Justice	Sandra Browning	sandra.browning@uc.edu
47. Fear of Crime and Perceived Risk	Xia Wang	xiawang@asu.edu
48. Media and the Social Construction of Crime	Emily Lenning	elenning@uncfsu.edu
49. Attitudes about Punishment and Justice	Devon Johnson	djohns22@gmu.edu

Area VI. Comparative and Historical Perspectives, Janet Stamatel, jstamatel@uky.edu

50. International and Cross-National Comparisons	Ekaterina Botchkovar	e.botchkovar@neu.edu
51. Historical Comparisons	Heather Schoenfeld	schoenfeld.25@osu.edu
52. Global/Transnational Crime and Justice	Aunshul Rege	rege@temple.edu

Area VII. Methodology, Sara Wakefield, sara.wakefield@rutgers.edu

53. Advances in Critical Methodology	Kristin Carbone-Lopez	carbonelopezk@umsl.edu
54. Advances in Quantitative Methodology	Kiminori Nakamura	knakamura@umd.edu
55. Advances in Qualitative Methodology	Mona Lynch	lynchm@uci.edu
56. Advances in Evaluation Research	Cynthia Lum	clum@gmu.edu
57. Advances in Experimental Methodology	Ellen Cohn	cohne@fiu.edu
58. Advances in Teaching Methods	Sheetal Ranjan	ranjans@wpunj.edu

Area VIII. Roundtable Sessions, Christina DeJong, dejongc@msu.edu

Area IX. Poster Sessions Susan Case, asc@asc41.com

Area X. Author Meets Critics, Bonnie Berry, research@socialproblems.org

Area XI. Professional Development/Students Meet Scholars, Bianca Bersani, bianca.bersani@umb.edu

KEYS TO SUCCESS

MENTORING: BUILDING RELATIONSHIPS THAT BENEFIT ACADEMIC CAREERS

Fawn T. Ngo, ASC Mentoring Committee Chair

When a young person, even a gifted one, grows up without proximate living examples of what she may aspire to become—whether lawyer, scientist, artist, or leader in any realm—her goal remains abstract. Such models as appear in books or on the news, however inspiring or revered, are ultimately too remote to be real, let alone influential. But a role model in the flesh provides more than inspiration; his or her very existence is confirmation of possibilities one may have every reason to doubt, saying, “Yes, someone like me can do this.”

-- Sonia Sotomayor, Associate Justice of the Supreme Court of the United States

Introduction

Mentoring comes from the Greek word meaning enduring. Mentoring can be defined as a collaborative relationship between an individual (the mentor) who helps and guides another individual’s development (the mentee). Academic mentoring can be an incredibly rewarding experience because not only does it allow you to help others establish and further their careers, it also gives you a feeling of satisfaction as well as forces you to consider your actions and experiences, learn from them, and possibly start thinking in a new direction.

ASC Mentoring Program

The ASC Mentoring Program was created in 1994 when then-student member and now-professor Everette Penn proposed a mentoring program for minority members of the ASC. Bonnie Berry took on the challenge and for the past 20 years, designed and developed a mentoring program that not only seeks to link ASC undergraduate and graduate students with ASC faculty researchers, and practitioners, but also meets all students’ needs. The ASC Mentoring Program currently has over 80 potential mentors from around the world. Through the ASC home page and link to the Mentoring Program (www.asc41.com/mentoring/locx/mentoring.asp), students could search for a mentor by gender, race, nationality, areas of specialization, and age (optional).

Recently, the ASC Mentoring Program was expanded to include mentoring for early scholars or those early in their post-graduate careers. The start of one’s academic career can be both challenging and overwhelming. A brand new faculty is often faced with new courses to teach, expectations regarding research and funding, and service demands of one’s time coming from all sides, and dual-career relationships. The ASC Mentoring Program seeks to increase the chances of success for a new faculty member by linking a senior faculty to a junior faculty. Similar to student mentees, early scholar mentees can search for a mentor by gender, race, nationality, and areas of specialization via the ASC home page and link to the Mentoring Program (www.asc41.com/mentoring/locx/mentoring.asp).

Make a Difference – Become a Member of the ASC Mentoring Program!

Mentoring has long been viewed as an important element in promoting academic excellence for both faculty and students. This is especially true among underrepresented groups in higher education. The ASC Mentoring Program is looking for more mentors, especially minority faculty, researchers, and practitioners. If you enjoy sharing your knowledge and expertise with others or want to benefit from the satisfaction of helping other people develop professionally, consider becoming a member of the ASC Mentoring Program.

Conclusion

It can be argued that the need for mentoring and its benefits is greater today than ever before. Most students do not enter graduate school knowing how to effectively construct a CV, give a conference presentation, or apply for a position or grant. Brand new and under-represented faculty members often experience a number of significant challenges that can act as “roadblocks” to productivity and career advancement. The ASC Mentoring Program offers potential mentees career advancement opportunities as well as access to advice, encouragement, and feedback. Mentees, however, are not the only beneficiaries of mentoring relationships. Potential mentors benefit from the satisfaction of helping others, the acquisition of ideas and feedback on their own work, as well as the development of new career networks.

If you have any questions regarding the ASC Mentoring Program, please email me at fawnngo@sar.usf.edu. You could also visit and like the ASC Mentoring Program on Facebook (www.facebook.com/americansocietyofcriminology/mentoringcommittee).

KEYS TO SUCCESS

Dear ASC Members,

Would you like to attend an intensive educational workshop on a topic in qualitative or quantitative methods, just before the San Francisco meetings begin in November? What topic would be the most useful to you? Please share your ideas with the Methods Workshops Committee for the 2014 meeting!

Since 2007, the ASC has offered several "Methods Workshops" on the Tuesday before regular sessions begin. Methods Workshops are concise (three-hour) instructional overviews of a specific topic in quantitative or qualitative methodology, as the topic applies to criminology. (For a list of the titles and instructors in past years, please see below.) There is a charge for attending a Methods Workshop that is separate from the cost of registration for the meeting.

Methods Workshops are organized by a committee appointed by the ASC President and the meeting Program Directors. The committee this year includes Min Xie, Leana Bouffard, Molly Dragiewicz, Rod Brunson and Becky Block. The committee is charged with determining workshop topics that would meet the needs of ASC members, finding instructors for these topics, and then presenting the topics and instructors to the ASC Board for their approval. Note that the system for organizing the Methods Workshops is separate from the system for program submissions for sessions, papers, roundtables or posters. Thus, it is also separate from the Methodology Area for online submissions.

Members of the Methods Workshop Committee want to make sure that we are responding to the needs and interests of ASC members. Have you been thinking that you, your students or colleagues would benefit from an intensive workshop on a specific methodological topic? We would find it VERY helpful if you could let us know!

Please send an email to Carolyn Rebecca Block, at crblock@rcn.com, with your suggestions. The deadline is March 30th.

Thanks so much!

Min Xie, Leana Bouffard, Molly Dragiewicz, Rod Brunson, Carolyn Rebecca (Becky) Block

Previous Methods Workshops at the ASC Annual Meeting

2013

- Accomplishing and Interpreting Qualitative Interview Research. Instructors: Jody Miller and Kristin Carbone-Lopez.
- Item Response and Graded Response Models. Instructor: Gary Sweeten.
- Strategies for Dealing with Missing Data. Instructor: Robert Brame.

2012

- GIS, Mapping, and Spatial Modeling. Instructor: Robert Nash Parker.
- Analyzing the Project on Human Development in Chicago Neighborhoods. Instructors: Chris Gibson, Emily Wright, and Gregory Zimmerman.

2011

- Health Services and Mixed Method Frameworks for Evaluating Criminal Justice Initiatives. Instructors: Faye S. Taxman and Danielle S. Rudes.
- Active Offender Research: History, Practice & Prospects. Instructors: Richard T. Wright, Volkan Topalli, and Scott Jacques.
- Propensity Score Methods. Instructor: Donna L. Coffman.

2010

- Grounded Theory Workshop. Instructor: Kathy Charmaz.
- Social Network Analysis for Criminologists. Instructors: Sharique Hasan, Kiminori Nakamura, and George Tita.
- Statistical Methods for Analyzing Criminological Panel Data. Instructor: David Greenberg.

2009

- Ethnography as Method and Sensibility. Instructor: Jeff Ferrell.
- Time Series Analysis. Instructor: David McDowall.
- Instrumental Variables Estimation with Application to Criminology. Instructor: Robert Apel

2008

- Qualitative Data Analysis. Instructors: Patricia A. Adler and Peter Adler.
- Hierarchical Linear Modeling. Instructor: Brian D. Johnson.
- Meta-Analysis. Instructor: Paula Smith.

2007

- Introduction to Casual Inference Using Propensity Scores. Instructor: Tom Loughran.
- Introduction to Spatial Analysis Using Geographic Information Systems. Instructor: Elizabeth Ruth Groff.

EDITORS' CORNER

Journal of Experimental Criminology (JOEX)

By

Lorraine Mazerolle (current Editor-in-Chief) & **David Weisburd** (Founding Editor-in-Chief)

JOEX...Tenth Anniversary

The Journal of Experimental Criminology (JOEX), official journal of the American Society of Criminology's Division of Experimental Criminology (DEC), is distributed to all DEC members (see <http://expcrim.org/>) and other subscribers every quarter (March, June, September and December). JOEX publishes original research that advances theories of crime and criminology and/or informs the development of evidence based crime and justice policy. Our niche in the crime and justice marketplace of journals is to focus on manuscripts that report from high quality experimental, quasi-experimental research and evaluation projects as well as from systematic reviews that meet the standard of reviews of the Campbell (see www.campbellcollaboration.org) or Cochrane Collaborations (see www.cochrane.org). The journal is also committed to publishing papers that advance science using systematic reviews and experimental methods in criminology and criminal justice. In short, JOEX encourages empirical papers on experimental and quasi-experimental studies, systematic reviews on substantive criminal justice problems, and methodological papers on experimentation and systematic review from a broad array of scientific disciplines that are concerned with crime and justice problems.

In 2015 JOEX is having its Tenth Birthday! To celebrate, we will be publishing a Special Issue, featuring articles by distinguished international criminologists who have made important contributions to experimental criminology and systematic review. Whilst we busy ourselves with preparations for 2015, we remain eager to get as many new submissions to the Journal as possible.

Some History about JOEX and the Editorial Teams

JOEX started in 2004 after several years of discussion amongst members of the Academy of Experimental Criminology (AEC – see <http://expcrim.org/aec-fellows/>) about the need for a journal that specialized in reporting on crime and justice experiments, quasi-experiments and systematic reviews. At this time, the Campbell Collaboration was in its early years and crime policy and justice practice experimental evaluations often remained in the “grey” literature. This background “noise” motivated David Weisburd and his colleagues – notably Lawrence Sherman, Friedrich Lösel, and David Farrington – to work closely with Welmoed Spahr and Katherine Chabalko from Springer to establish JOEX. As Founding Editor-in-Chief, David Weisburd formed an editorial team with three Associate Editors (David Wilson, Mimi Azjenstadt and Lorraine Mazerolle) and an esteemed Editorial Board (see <http://www.springer.com/social+sciences/criminology/journal/11292?detailsPage=editorialBoard>), producing Volume One, Issue One in April 2005. This first issue included articles by David Farrington and Brandon Welsh, and Friedrich Lösel and Martin Schmucker. Now, some ten years on, these early JOEX articles have had a clear multidisciplinary impact, with a steady stream of annual citations across criminology, psychology, medicine and grey literature (e.g. government reports).

After ten years at the helm of JOEX, Weisburd handed over the Editorial responsibilities on January 1, 2014 to Lorraine Mazerolle (Editor-in-Chief, University of Queensland), David Wilson (Editor, Systematic Reviews) and Associate Editors Drs Sarah Bennett, Emma Antrobus, Angela Higginson and Associate Professor Cynthia Lum. Managing Editor, Adele Somerville (taking over from Gali Weissmann) is working closely with the Editorial team, authors, reviewers and the Editorial Board to build upon David's efforts to position JOEX as one of the leading criminology journals in the world.

JOEX: a good place to publish!

Is JOEX one of the leading criminology journals in the world? One of the markers of a successful journal is attracting submissions from leading criminologists in the world. JOEX has done that, publishing works by three (Alex Piquero, David Farrington and Daniel Nagin) of the top five most cited scholars identified in Cohn, Farrington and Iratzoqui's (2014) book titled *The most cited scholars in criminology and criminal justice 1986–2010* (p.78).

Another way to convince ASC members that JOEX is a good place to publish is to look at some metrics. Based on key metrics, JOEX is, indeed, a leading criminology journal and one of the fastest moving journals up the league ladder of criminology journals. From the outset the journal sought to ensure tough editorial standards, while at the same time seeking to increase the visibility of experimental and quasi-experimental research and systematic reviews in the discipline. Many argued that there were simply not enough experiments to warrant establishment of this type of journal in criminology. But it quickly became apparent that

EDITORS' CORNER

experiments were being developed with greater frequency in criminology, and a new generation of experimental researchers were looking for an outlet favourable to experimental studies and policy-relevant social science. One of the first indicators of the journal's success was the decision by Sorenson (2009) to identify the Journal of Experimental Criminology as one of ten journals in the top tier of criminology. The journal was also highly rated by the SJR rankings, reaching similar citation levels as other top journals like Justice Quarterly and the Journal of Quantitative Criminology as early as 2008.

In 2011, JOEX entered the Institute for Scientific Information (ISI, now known as the Thomson ISI) annual Journal Citation Report (see <http://thomsonreuters.com/journal-citation-reports/>). The Impact Factor (IF) of a journal is the average number of citations received per paper published in that journal during the two preceding years (see <http://wokinfo.com/essays/history-of-citation-indexing/>). IFs are generally used as an indicator of relative esteem of the journal within its field. Whilst imperfect, it is an important way for authors, university leaders, and policy makers to make a rapid assessment of the eminence of the research findings. We stress that IFs are just one way to assess quality and distinction and that there are many other factors that are, arguably, equally important. The ISI maintains metrics for over 14,000 journals. In the first year of JOEX's entry into the ISI (in 2011) it was ranked 18 of 50 journals, a very fine achievement for a new journal.

Now, in 2014, JOEX is ranked 15 of 52 ranked journals in the ISI field of Criminology and Penology. It is important to note that many of the high ranking journals in this group are from other fields – such as psychology – that are typically not considered key journals in Criminology. JOEX now has an impact factor of 1.553, with less than .198 separating it from Crime & Justice at number 10. The Journal of Quantitative Criminology, with an IF of 1.673, is ranked number 12 and Criminology currently has an IF of 3.268 and is ranked number 1 of the 52 Criminology and Penology journals. Our point is that JOEX ranks among the top journals in our field, and has achieved this in a very short time. Our goal in the next ten years is to bring the JOEX closer to criminology's higher ranked journals.

Our Call for Short(er) Papers

The new Editorial Team, in consultation with our distinguished Editorial Board, has put a number of initiatives in place to improve JOEX's capacity to enhance our theoretical understanding of crime and also to ensure an enduring relevance to policy makers and practitioners. One of the first things we are doing is encouraging authors to submit short reports: 2000–4000 word manuscripts that succinctly report the purpose, design (method and sample), results and policy implications of systematic reviews or experimental (or quasi-experimental) studies. Accepting these types of short manuscripts deviates from the "normal" length of most criminology journals: the average length of manuscripts as specified in author guidelines for the top 10 journals in the Web of Science Criminology and Penology category is about 7,500 words. Other fields of social and behavioral sciences typically publish similarly long manuscripts. For example, the average specified length of manuscripts for the top 10 journals in social psychology is 8,675 words, and in sociology, 10,350 words. In medicine, by contrast, the top 10 journals specify that manuscripts should be between 1,000 and 4,000 words in length. Manuscript lengths are sometimes not specified in fields such as mathematics and economics and for some journals (such as Personality and Social Psychology Review, which has an impact factor of 8.195). Perusal of these journals, however, reveals that they typically publish articles of 4,000 words or less. JOEX previously opted not to specify manuscript length, resulting in all but one of the articles published over the last ten years being around 8,000 words in length. By specifically stating our desire to accept shorter, 2,000 word manuscripts (as well as continuing to accept manuscripts up to 8,000 in length), we hope to re-balance the mix of short and long articles in JOEX issues going forward.

We stress that the incoming Editorial Team will continue to encourage and accept longer, more typical Criminology-discipline manuscripts that run up to 8,000 words in length. Yet we will also actively work to encourage scholars to submit these shorter-style manuscripts. There are many benefits to offering criminologists a journal that accepts these succinct research articles. First, it might persuade some criminologists to look to JOEX as an outlet for their work, when otherwise they might have submitted their manuscript to a cognate journal outside of Criminology and Penology. Second, it might encourage those outside of criminology to start looking to JOEX as a suitable outlet for their work. We are thinking here of those working in drug and alcohol research, operations research, policy research and health sciences. Third, it might encourage those scholars who have excellent manuscripts lying dormant in their "top drawers" just waiting for a 4000 word front end to be crafted, to consider JOEX as a possible home for the research. Fourth, it might encourage government-based researchers to turn their "grey" literature report into a journal article. There are many benefits to getting experiments, quasi-experiments and systematic reviews that "sit" in the grey literature at present, into JOEX: it allows for indexing and easy search (and find) of the research, and it gives policy makers and practitioners a broader research foundation on which to base their policy decisions.

EDITORS' CORNER

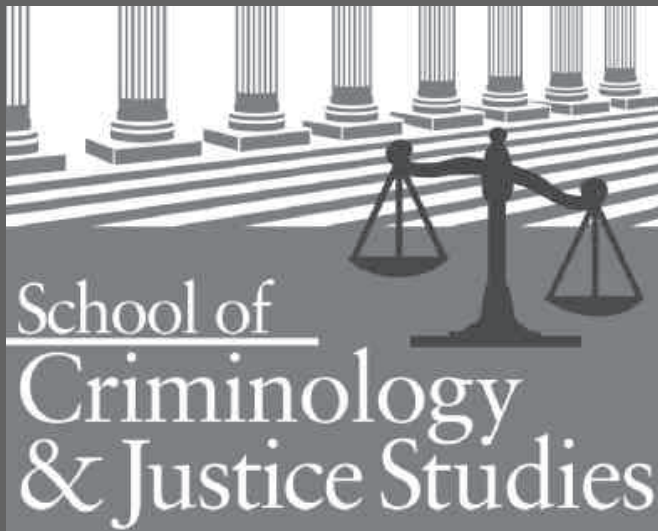
In a nutshell, JOEX is open for more submissions and keen to get some of these short reports, if they meet the standards of an upwardly mobile, high impact journal, under review and published.

And look out for the Tenth Anniversary Special Issue...in 2015

The Tenth Anniversary Special Issue of JOEX will be out in the Spring of 2015. JOEX has come a long way in the last ten years and is shaping up to go places over the next ten years. We ask ASC members to email the new editorial team if they are interested in being a peer reviewer in the future (email uqjoex@uq.edu.au) and we look forward to receiving a range of different types of manuscripts.

References

- Cohn, E. G., Farrington, D. P., & Iratzoqui, A. (2014). *The most cited scholars in criminology and criminal justice*. Cham: Springer.
- Farrington, D. P., & Welsh, B. C. (2005). Randomized experiments in criminology: What have we learned in the last two decades? *Journal of Experimental Criminology*, 1(1), 9–38.
- Lösel, F., & Schmucker, M. (2005). The effectiveness of treatment for sexual offenders: A comprehensive meta-analysis. *Journal of Experimental Criminology*, 1(1), 117–146.
-



Graduate Programs

- Ph.D. Criminology & Criminal Justice Concentrations in Justice System & Policy; Crime Offenders & Community; Victims, Crime & Justice; and Global Perspectives on Crime & Justice as well as an Option in Terrorism Studies
- Masters degree programs (on campus or online) in Criminal Justice and Security Studies

Research Grants & Centers

Recent major grants awarded by the National Institute of Justice, Department of Defense, Department of Homeland Security, and others, funding projects such as:

- Decision making in sexual assault cases
- Offender re-entry and criminal careers
- Social media and radicalization
- Mass-casualty shooters
- Global Center for Evidence-based Corrections and Sentencing
- Center for Terrorism and Security Studies

Top Academic Journals

- Crime and Delinquency (Paul Tracy, Editor-in-Chief)
- Perspectives on Terrorism (James Forest, Co-Editor)
- Terrorism & Political Violence (John Horgan, Special Editions Editor)
- Victims & Offenders (James Byrne, Editor-in-Chief)

Faculty

- Mia Bloom, Ph.D. (Columbia University) Suicide Terrorism, Gender & Political Violence
- Lorenzo M. Boyd, Ph.D. (Northeastern University) Policing, Race & Crime, Criminal Justice Systems
- Eva Buzawa, Ph.D. (Michigan State University) Intimate Partner Violence, Policing Director, School of Criminology & Justice Studies
- James Byrne, Ph.D. (Rutgers University) Technology, Comparative Justice
- Tom Byrne, Ph.D. (University of Pennsylvania) Homelessness, Mental Health & Crime
- Kyung-Seok Choo, Ph.D. (Rutgers University) Gangs, Elite Crime
- Ian A. Elliott, Ph.D. (University of Birmingham, UK) Sex Offender Behavior, Re-Entry, Prevention
- William Fisher, Ph.D. (Northeastern University) Mental Health and Crime
- James Forest, Ph.D. (Boston College) Security Studies, Terrorism, Weapons of Mass Destruction
- Andrew J. Harris, Ph.D. (New York University) Policy, Mental Health, Sex Offenders
- Chris Harris, Ph.D. (SUNY Albany) Policing, Methodology
- David Hirschel, Ph.D. (SUNY Albany) Victims, Legal Issues
- John Horgan, Ph.D. (University College, Cork, Ireland) Terrorism, Forensic Psychology
- Cathy Levey, Ph.D. (Adelphi University) Mental Health, Corrections, Criminal Justice Systems
- Melissa Morabito, Ph.D. (American University) Policing, Gender, Public Health
- April Pattavina, Ph.D. (Northeastern University) Corrections, Violence Against Women, Policy
- Joan Reid, Ph.D. (University of South Florida) Human Trafficking, Sexual Violence, Victims
- Larry Siegel, Ph.D. (SUNY Albany) Theory, Criminal Justice Systems
- Kelly Socia, Ph.D. (SUNY Albany) Offender Re-entry, Policy, Sex Offenders, Methodology
- Paul Tracy, Ph.D. (University of Pennsylvania) Methodology, Statistics, Criminal Careers
- Linda M. Williams, Ph.D. (University of Pennsylvania) Sexual Violence, Human Trafficking, CJ Decision-Making, Methodology



For more information on our research and graduate programs, please visit our website at: <http://www.uml.edu/FAHSS/Criminal-Justice>

DOCTORAL STUDENT FORUM

Mentoring Undergraduate Students from a Teaching and Research Perspective

Lincoln B. Sloas, Doctoral Student

Jill Viglione, Doctoral Student

George Mason University Department of Criminology, Law and Society

As we continue to progress through our doctoral program, we have come to an important realization about the critical role of mentoring undergraduates and how we, as students ourselves, can add to the mentorship experience. Once we complete our doctorates, we will enter the world of academe, as newly indoctrinated professors, where mentoring students is an expected part of the job. Being students ourselves, we find that undergraduate students are often more willing to approach us since we were, not too long ago, in their situation. In this issue of the doctoral student forum, we describe our experiences mentoring undergraduate students within teaching and research settings.

Mentoring as a graduate teaching assistant

Lincoln Sloas

As a graduate teaching assistant at George Mason University, I have had the opportunity to teach several undergraduate courses independently. Each semester I find myself taking on a larger role of mentoring students. For example, in my first year at George Mason I taught a Deviance course. Throughout the semester, though I had brief interactions with students when they needed guidance or clarification on a homework assignment or test question, I was nervous about stepping into the mentor role being a student myself. I no longer had a professor to turn to and ask if I was giving the proper advice.

I am teaching my fourth class independently, and I now realize how important the role of mentoring is in my professionalization into the world of academe. My mentoring role has grown and developed with students in a variety of ways, with each providing a unique opportunity to see them grow as young scholars. First, I have found that, for some shy students, voicing their questions or concerns is difficult to do in person. With these students, I have email exchanges and telephone conversations helping them work through class material they find confusing or challenging. Additionally, there are times when I work with these students using Blackboard's discussion board to go through their thoughts about topics before presenting them to the larger class. Another useful strategy is to pose challenging questions to students and give them time during class to write down their answers and discuss them with a classmate. This makes students feel less "on the spot" and gives them time to work through their ideas. I often find even the most timid students are more willing to share their ideas in front of the class if they are given an opportunity to carefully think through and discuss their response with a peer first. As the semester progresses, I notice improvement in their work. Some even contact me at the end of the semester to thank me for the time I spent helping them better understand the course material.

There are also students who like face-to-face interaction. These students are the opposite of the quiet and shy students. They approach me in class and outside of class with questions about the course. I must admit, there are times when these students' questions challenge my ways of thinking. However, this is a great experience where we reciprocally bounce ideas off one another to make sure everyone understands the course material.

Overall, mentoring undergraduate students is a rewarding experience, especially when some of these students decide to pursue graduate school. For example, I mentored students who have produced papers that won student paper competitions and then used these award-winning papers as writing samples in their graduate school applications. Additionally, I have written letters of recommendation for students who go on to graduate school or law school, and my close relationship with them not only makes for a better letter, but also increases their chances of acceptance. Teaching as a graduate student affords me a rewarding experience seeing my students leave George Mason and thrive in their future educational and/or occupational careers. It also increases my experiences as a mentor for future students whom I will be lucky enough to work with as a post-graduate school professor.

Mentoring as a graduate research assistant

Jill Viglione

Through my appointment as a graduate research assistant at the Center for Advancing Correctional Excellence! (ACE!) I have had the privilege of co-directing our Undergraduate Research Assistant (UGRA) Lab with Dr. Danielle Rudes.

DOCTORAL STUDENT FORUM

Each semester, we hire approximately one to six students who either work for class credit, volunteer, or receive hourly pay. This is a prestigious opportunity for undergraduate students to gain research experience early in their academic careers. At the same time, it is an excellent opportunity for graduate students to gain experience mentoring students in a similar capacity that a professor would mentor undergraduate and graduate students. In fact, our UGRA lab incorporates a “nested” mentoring mode, a concept coined by Dr. Rudes. While Dr. Rudes is the brains behind the research lab and takes on many practical responsibilities such as entering grades, submitting necessary paperwork, and creating assignments, graduate students such as myself fill the role of supervising and working with the UGRAs on a daily basis. Throughout this process, Dr. Rudes then mentors graduate students on how to supervise and work with the undergraduate researchers. The nested mentorship model allows me to develop invaluable mentoring and supervisory skills, while the UGRAs I work with develop research and writing skills.

My role in the UGRA lab consists of training students in a variety of areas including: 1) qualitative methods, 2) Atlas.ti and 3) meta-analyses and coding. Students receive assignments in various research projects where they work on coding qualitative data, data entry, assembling literature reviews and coding meta-analyses. I oversee their progress at each step. After fulfilling this supervisory role for six semesters, I have learned several important lessons in terms of mentoring undergraduate students, which I discuss in the paragraphs below.

Research Can Be Boring!

First, the work assigned to undergraduates can be mundane and boring at times. Most scholars can recall their early days in research where they performed tasks their supervisors did not have time to complete. A challenge I face in mentoring students is keeping their interest piqued. While some have complained to me about the boring nature of the work assigned to them, I have had to remind them that not all parts of research are exciting and it is important to learn each step of the process. Of course, this is not very reassuring. In order to keep students engaged in the research, we include the students in team meetings and presentations. In addition, last summer I took several students to a reentry home where I conduct independent qualitative research. The students really enjoyed the opportunity to be in the field and speak to both practitioners and residents. They especially appreciated the experience of getting a small taste for what data collection is like.

Monitoring Student Progress

Another major challenge I face when mentoring undergraduate students is monitoring the quality of their work. When I first began to supervise students, I found it difficult to determine the level of oversight to provide. I did not want to be too much of a micromanager, but I also knew that they were inexperienced and would need oversight. I began to notice that students often keep questions to themselves, skipping work that confuses them. My first strategy to overcome this was to encourage students to write down questions or problem areas and come to me to discuss them in bi-weekly meetings. This method worked initially, but I found that this contact was too infrequent, and not every student was diligent enough to keep track of challenges they came across. I began to set weekly meetings with students to discuss challenges and questions. This works well for monitoring student progress and addressing questions quickly so students do not get frustrated and/or hit a road block.

Short Term Goals are Key

Another lesson I have learned is the importance of setting short-term goals. I find that even the most motivated undergraduate students need some structure. Throughout graduate school under the supervision of Dr. Rudes, I create a task list each semester outlining each project and associated tasks that must be completed every week and their anticipated final due dates. While this strategy may not work for everyone, it has been very helpful for me as a means to manage classwork, GRA work, studying for comprehensive exams, and working on my dissertation. At the beginning of each UGRA's term working at ACE!, I create a schedule for them that outlines their tasks each week, and I set goals for them to meet. I have found that providing this structure is extremely conducive to effectively managing a handful of students at once, keeping track of their progress and giving them a weekly goal to work toward.

The strategies outlined in this section are useful tools for providing a meaningful experience for undergraduate students interested in research. It is an ongoing learning process, as each student has different experiences, skill levels, and needs, but developing basic strategies to keep students engaged, interested and motivated is critical. If presented with the opportunity, I highly recommend that other graduate students take the time to mentor undergraduates. Despite the challenges, learning how to engage students in research is a skill that will undoubtedly be useful in pursuing a career as a professor.

VIEW FROM THE FIELD

Soft money and hard research: Working for a contract research firm

Anthony Petrosino, Trevor Fronius & Sarah Guckenburg
WestEd

Graduate students, recent graduates, or professionals who are considering a career in research have a number of options. Many students completing their doctorates in criminology, criminal justice or allied fields (e.g., sociology) will seek faculty positions. These jobs usually include a broad range of duties besides research, especially teaching, but also serving on department committees, student advising and supervising theses and dissertations.

However, another option for the erstwhile researcher is to work for a private contract firm. A research contract firm is a business (often non-profit, although some "for profit" firms do exist) that is paid directly to conduct research or evaluation studies. Contract firms are often referred to as "R&D (Research and Development) firms," and in fewer instances, as "consulting firms." There are several contract firms that include crime and justice studies as a focus, and employ researchers and evaluators to work on projects.

The authors of this article work for WestEd (www.wested.org), a not-for-profit research and services contract firm headquartered in San Francisco, but including a number of offices nationally, including one in Boston, where the authors work. Although WestEd is most known for its work in education, it has a very strong program in Health and Human Development (in existence for over two decades), and over the past decade, has been getting more involved in studies relevant to crime and justice. Our work has included randomized experimental studies of school-based violence prevention (e.g., Hanson, et al. 2011), quasi-experimental studies of housing programs for high-risk adults, mostly ex-prisoners (e.g., Petrosino, et al. 2013), systematic reviews relevant to justice (e.g., Petrosino, Guckenburg & Fronius, 2012), and descriptive studies of school bullying (e.g., Guckenburg, et al. 2011).

Although there are some challenges to conducting contract research, as foreshadowed in our title, we also want to emphasize that it can be a very rewarding and exciting profession. In this article, we highlight some of the features of our work that characterize employment at a contract firm, and, where possible, we contrast it with working in an academic setting.

The way contract firms stay in business

It is often said at firms like WestEd that grants and contracts are the "lifeblood" of the organization. Some firms do sell publications or tools (e.g., WestEd publishes its own books for sale) or provide technical assistance or professional development services. However, the overwhelming majority of research-related revenue is generated by new projects, usually paid for by winning contracts and grants for new studies, preferably those that are larger and longer-term. You might ask "How is that different?" than the academic setting, where professors often lead grants and contracts for research studies. Unlike university-based research, the contract firm is almost wholly dependent on the money that is raised through grants and contracts for studies. The contract firm receives a grant or contract, executes the work, delivers the product, and moves on to other funded projects. Although research dollars are important to universities, their most substantial revenue sources are tuition and fees paid by students, and, in some cases, assistance from federal and state budgets.

The phrase "soft money" refers to the fleeting nature of grants and contracts. Projects at WestEd or similar contract firms can range from a few days to several years. The authors' current portfolio of projects, for example, includes studies that range from two months to five years, but most are shorter term (24 months or less). This means that there must always be a constant effort to build new business, as projects are ending all the time, and unless slightly more money is brought in each year (to accommodate raises, increases in expenses, etc.), there will need to be cuts in staffing (either reducing the number of workers or the percentage of time certain workers are budgeted for) to buffer that loss.

What do contract researchers do?

There are two main tasks for contract researchers. The first is to successfully complete currently contracted projects to the client's satisfaction. This means to faithfully carry out all agreed upon project tasks, deliver all reports and products, and to do so in a timely fashion. In addition, some clients require considerable financial reporting to ensure that funds were used appropriately.

VIEW FROM THE FIELD

Funders often walk in the same circles, and a contract firm that does not satisfactorily handle its current projects is going to acquire a miserable reputation and have a hard time winning new grants and contracts. Furthermore, failure to complete tasks or deliverables on time may be a violation of the contract, and could result in the firm not getting paid. Successfully completing projects to the client's satisfaction can result in repeat business, whether an extension of the current project or funding for a new project.

Given the soft money nature of contract research, the second vital task for most researchers at contract firms is to raise that soft money. We do this in several ways, including writing proposals to respond to funding opportunities. This can take the form of putting together a proposal to apply under a regular funding opportunity, such as the National Institute of Justice (NIJ) and Office of Juvenile Justice and Delinquency Prevention (OJJDP) solicitations for research that usually are posted in late winter each year.

Another common way that contract researchers raise funds is to be included as the external evaluator/researcher in a larger proposal by another organization for programmatic funding. It should be noted that the push for "evidence-based policy" has led to more requirements that funding, particularly from the federal government, be accompanied by a more rigorous evaluation component. For example, a school district may be preparing a proposal for funding from the Department of Education to support an anti-bullying program. The Request-for-Proposals (RFP) requires that the application include an evaluation plan. The school district approaches a research contract firm like WestEd and asks it to be the external evaluator for the project. The firm then generally develops a "scope of work" for evaluating the project that is inserted into the proposal for the anti-bullying program. Developing scopes of work can be a challenge, as the client often does not want to devote scarce programmatic funds to the evaluation (unless required to give a percentage of the budget, such as 10%), and that can jeopardize the ability of the firm to carry out the study.

If the program is funded, a subcontract is developed between the district and WestEd to implement the external evaluation. If the program is not funded, then no business relationship is formed, although the two parties may continue to search for other funding or find other common ground for working together. These preexisting relationships can be vital to pursuing partnered funding as it often takes considerable time to build relationships in time to submit a quality proposal to a targeted RFP. Thus, it is often wise to explore partnerships during the proposal "offseason" to be prepared for coming solicitations.

The least common scenario is when a client decides it will directly contract with the firm for a particular task, and issues a sole source contract. This means that there is no competition for the funding, and all the firm has to do is execute a signed contract to start working. This is a boon for the research firm, as upfront costs in preparing a proposal and the high risk of losing in most competitions is completely avoided.

The methods for bringing in funding are not all that different in the university setting. Contract firms make it a point, perhaps more than universities, to submit onerous applications to the federal government's General Services Administration (GSA) or other federal agencies to become eligible for select bids that only go out to those firms that have been "approved." For example, in the GSA's Mission-Oriented Business Integrated Services (MOBIS) schedule, approved organizations are invited to bid on particular projects. For example, only MOBIS-approved bidders were allowed to submit a proposal for the original RFP for the Crime Solutions evidence-based registry.

How contract firm researchers charge their time

Another unique aspect of working at a contract firm is that researchers generally have to charge their time to specific projects. In some sense, it is like working at a law firm, in which lawyers charge their hourly fee to each case. For example, at WestEd, each of our 40 hours each week must be charged to our particular projects; contract firms then invoice the client for these labor and other costs. If we work eight hours on an evaluation of a violence prevention program, all of those hours must be charged against that project's budget, represented by a cost code. This close coupling of the project cost codes and researchers' allocation of time reinforces the urgency of continuously raising funding through new grants and contracts. After all, a researcher must have sufficient project coverage to ensure s/he can fill out a 40-hour time sheet each week. Very few contract firms have the resources to "carry" researchers when grants and contracts end, and the field is littered with stories of entire teams being laid off after a rather large contract ended (reinforcing the need for contract firms to diversify their portfolios and not rely on just one or a few contracts).

VIEW FROM THE FIELD

Given the need to complete time sheets and have enough project cost code coverage, it is routine for contract firm researchers to juggle several different projects at once. Currently, the authors each have seven or more projects they are co-directing or are assigned to.

The need to bring in projects to be able to charge one's time is very different to the academic-based position, in which the professor receives a full-time salary whether or s/he brings in funding; even in the research university, faculty are expected to teach and take on other responsibilities besides research. In fact, some professors receive salary over and above their regular salary (often called "summer salary," which is usually another 2/9ths of their regular salary as additional pay) for working on externally-funded research projects. However, contract firms and university researchers are similar in that they do not keep to a bank's hours (9am-5pm). There is an expectation that contract researchers will go above and beyond the 40 hour week to chase funding or catch up on other tasks. Although contract researchers may receive some internal resources (a cost code) to charge to when writing proposals or conducting other resource development activities, it is almost universal across the industry that there are never enough internal funds available to cover the time spent on fundraising activities.

Ways of working

Almost all of the projects at contract research firms tend to be completed by "teams" of researchers (and sometimes non-researchers, when a substantive expert in service delivery is needed). Collaboration is the norm at contract research firms, and an individual who does not play well with others is not likely to enjoy the work. At contract firms, being a Principal Investigator or Project Director or the person who brought the money in is highly valued, but the many other contributions of staff to help win the contract or grant are also valued by the firm. It is recognized that a team has to win such projects and carry them out. Certainly, there is a lot more teamwork in academic circles than there used to be, but teaching itself is often a very solitary activity in the university (there is not always a lot of sharing about teaching methods and experiences, particularly at the research university), and scholarship generated by a single person is more common in the academy than at a contract firm.

Salaries

Salaries for contract research are based on a 12-month year, and staff do not get summers off, although many firms offer fairly generous (by U.S. standards) vacation time. As such, salaries at many firms for entry level research assistants can be comparable or even larger than those for entry-level professors at state and community colleges. For example, it is not uncommon for an entry level researcher with a Bachelor's degree and moderate prior experience at a larger firm to receive \$50,000-\$60,000 per annum. There are many faculty positions paying less than \$60,000 in which the entry level requirement is a Ph.D. (or in rare cases, the applicant is very close to finishing their doctorate).

Incentive structure

Given the main goals for the contract researcher, it is no surprise that promotion, merit increases and recognition within the company are generally bestowed on persons who are successful in bringing in new grants and contracts, and for successfully completing the studies already in tow. Some of our colleagues in other firms have lamented that the expectation—for very senior researchers—is to bring in \$1 million in new funding each year. This is very difficult in criminal justice, especially given that many Department of Justice grants are capped or encouraged to be \$500,000 total or less (over multiple years).

Publications in peer reviewed journals are considered "nice" by contract firms as they provide positive company exposure, and enhance the resumes, reputations and visibility of authors. Publications also help the researcher emphasize this portfolio of relevant work in crafting new proposals and are often important to clients seeking qualified researchers and firms. But there is no expectation that contract firm researchers will publish, and if they do, an article in a website blog, an op-ed in the newspaper, or a small piece in a practice oriented magazine is usually more valued in the company because of the wider dissemination beyond researchers in a narrow sub-specialty. There is also little internal concern at contract firms about the "prestige" or ranking of journals. Getting published in peer reviewed journals is usually an activity that is undertaken by contract firm researchers over and above their paid responsibilities, unless it is specifically requested by the client.

Contrast this with the academician, particularly at research universities, in which the incentive structure favors awarding tenure and promotion to professors who consistently publish in top-tier journals. While many research universities may expect their faculty to publish one or two peer reviewed articles per year, there are many Ph.D. researchers at contract firms who will

VIEW FROM THE FIELD

never even submit a single manuscript to a journal article. Of course, obtaining external funding is very valued at the university to support research assistants and bring in other revenue to the university, but even faculty who publish well-received books and articles and do not bring in a dime are likely to be tenured quite easily at most institutions.

Generalizing versus specializing

It is often the case that contract firms are “chasing” the next grant and contract. It may be the opportunity for getting funding that drives the pursuit, rather than trying to build’s one reputation as an “expert” in one particular sub-specialty. On the plus side, the nature of this pursuit of opportunity allows a researcher to work on a variety of interesting projects across different areas of criminal justice, and in our case, even in other fields (for example, teen pregnancy prevention, education, international development). It is often the case that researchers in contract firms try to get up to speed on a number of different methodologies (experimental and quasi-experimental design, implementation and process analyses, qualitative and quantitative methods, etc.) to be more nimble in applying for research and evaluation dollars.

Generalizing across different areas of justice or even social science has benefits to broadening one’s experience with different research and evaluation dilemmas and making multi-disciplinary connections across fields. This generalizing can also hurt the contract researcher’s attempt to be the “go-to” person in any one particular area. Some contract researchers do specialize, but this is generally due to the funding, such as getting a couple of substantial grants in a particular strand of work. In some cases, there may be enough potential funding to justify a focus on a particular area, such as policing, but it is rare for a contract researcher to work only on police patrol studies or some other very specific topic.

Although there are many academicians who generalize, building a reputation as an “expert” usually requires a number of years of study and publication in a particular sub-specialty topic. Academic researchers often build stronger bonds with colleagues outside their own departments who are also studying within their area of specialization. This is usually not driven by external funding opportunities, but by one’s passion, intellectual curiosity, or other motives that are generally not priority considerations for the contract researcher. Contract researchers build relationships with staff from other firms, but often this is driven by opportunity, including how each firm might compliment the proposal effort.

Conclusion

The world of contract research presents some challenges, particularly the delicate balance of completing a multitude of current project tasks while chasing new research and evaluation dollars. The contract researcher, particularly at senior levels, must be able to handle and be adept at a variety of simultaneous tasks, including proposal writing, budgeting, managing people, providing methodological guidance, and writing and presenting in a number of different formats and venues.

But those challenges are well worth it. Contract research can be a very rewarding career. Salaries and benefits, particularly at larger firms, are generally quite good. The variety of projects and their short-term nature is a challenge, but it is also an opportunity to keep learning and it keeps the job very interesting.

Another satisfying aspect of contract research is the “applied” nature of the work at contract firms. Although scholarly contributions are very important, it is not the priority at such firms. Instead, the goal is to provide data and products that will be of help to the client. Although there are many barriers to using any research, it is not uncommon for findings produced by contract firms to be used by clients to improve their program services, consider changes to their policies, or shape new directions for their agency. Often it is the “process” of working together with the client, rather than any single report, that leads to changes in policy and programming.

VIEW FROM THE FIELD

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NOTES

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BRANDON C. WELSH – Ph.D., University of Cambridge – Crime Prevention, Evidence-Based Policy
GREGORY ZIMMERMAN – Ph.D., University at Albany – Crime & Criminal Offending in Context

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
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International Research and Practice: My Collaboration with the Kingdom of Thailand

Barbara Owen
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It started with an email. My academic department, Criminology at California State University-Fresno, has a long tradition of conducting international study tours and it was my turn to arrange the study element for a planned international study tour to Thailand in 2008. I had no idea where to start and reached out to our ASC community for guidance. I was very lucky to be directed to the Office of Justice Affairs (OJA) in the Kingdom of Thailand. With this introduction, my request for assistance in arranging tours of prisons, police agencies and other criminal justice organizations was received with the deservedly famous grace, professionalism and wonderful hospitality of our Thai friends and colleagues. Noting my interest in women's prisons, the OJA staff then connected me to an exciting and ground-breaking international initiative, now known as the Bangkok Rules.

Through the generosity of the OJA, I had a fast education in the development of international "soft law" (i.e., agreements that are not legally binding, but can be effective through international peer pressure and technical assistance), and how one country can make a real difference in the lives of imprisoned women around the world. Along with other members of the ASC Division of International Criminology, I had the distinct pleasure of participating in several international meetings that led to the development, adoption and implementation of the Bangkok Rules. OJA also hosted me in a sabbatical project in late 2010.

The full notation of the Bangkok Rules is **United Nations Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders**. Until this important work, only a handful of provisions in existing standards specifically addressed the needs and characteristics of women and girls in the criminal justice system. The government of Thailand played a key role in initiating standards for the treatment of female offenders to be drafted and in the process of negotiation between States (countries). Her Royal Highness, Princess Bajrakitiyabha of Thailand, had taken a particular interest in reforming women's prisons and championed the development of these standards. Consequently, a meeting of experts from all regions of the world, including non-governmental experts from PRI and QUNO (Penal Reform International and Quaker United Nations Office), was hosted in Bangkok in February 2009, followed by an inter-governmental expert group convened in Thailand in November of that year, producing a draft of the Rules. The United Nations General Assembly adopted these Rules in 2010.

Currently, the Thailand Institute of Justice (TIJ) is charged with implementing the Bangkok Rules and promoting this initiative globally. They have partnered with Prison Reform International in producing toolkits and other projects that promote these Rules. One provision of the Bangkok Rules calls for research on women in prison. In 2012, I again was very fortunate to work with the TIJ in developing a pilot survey on women in Thai prisons. Here, under the direction of the Director of External Relations and Policy Coordination of the TIJ, a team of bright and committed staff developed, administered and piloted the survey in a remarkably short period of time. Even more astounding, is that this included translations back and forth for this mono-lingual consultant. Last year, I again traveled to Thailand, working with a former researcher from the Bureau of Justice Statistics in providing an overview of research design, method and the utility of administrative data. Along the way, I have had the privilege of attending the crime Congress in Brazil (2010) and the Committee for Crime Prevention and Criminal Justice (CCPCJ) in Vienna last year.

CRIMINOLOGY AROUND THE WORLD



Her Royal Highness, Princess Bajrakitiyabha of Thailand as the Chair of the CCPCJ



Barbara Owen at the 2013 UN Commission on Crime Prevention and Criminal Justice

Thai colleagues also have become active in ASC conferences. Her Royal Highness, Princess Bajrakitiyabha, along with staff from the OJA, the TIJ and the Inspire Project have made presentations at ASC. Most recently, at the Atlanta meetings in 2013, the TIJ presented an informative panel of their latest project on promoting the Rule of Law. The Inspire Project, which continues to work toward improved conditions for women in Thai prisons was also the subject of a presentation in 2013.

My association with my Thai friends and colleagues has been one of the most rewarding relationships of my professional life. Their commitment to improving the lives of women extends to other initiatives as they continue to be a voice for women around the world. I am both privileged and lucky to have this continuing connection.



The hard working staff at the Thailand Institute of Justice with Barbara Owen

CRIMINOLOGY AROUND THE WORLD

Did You Know?**10th anniversary of the UN Protocol
against the Smuggling of Migrants by Land, Sea and Air**

Ten years ago (in January 2004), the Protocol against the Smuggling of Migrants by Land, Sea and Air under the United Nations Convention against Transnational Organized Crime came into force. Member States adopting this Protocol commit to binding measures against irregular migration by profit-seeking criminals, to cooperate across nations to achieve this goal, and to protect the human and legal rights of migrants.

There are currently 138 States Parties to the Protocol (more than 70 percent of UN members), indicating that this milestone agreement enjoys broad support. Migrant smuggling still remains a low-risk, high-profit crime in parts of the world. The cornerstone of the United Nations Convention against Transnational Organized Crime and this Protocol is international cooperation in enacting and enforcing the binding provisions of this Protocol. See <http://www.unodc.org/unodc/en/human-trafficking/smuggling-of-migrants.html>

Criminologists without Borders, a non-profit organization, is organizing a literature review to be provided to Member States at the UN Crime Commission meeting in April, 2014 in Vienna, Austria. The theme of this year's meeting is International Police Cooperation, so Cw/oB is looking to provide evidence to inform this discussion and debate. Submissions are welcome of any published work on this topic, if it includes empirical data of some kind. Contributions from authors outside the United States are especially welcome no later than March 15. For more information on Criminologists without Borders see the webpage at criminologists-without-borders.org. Send any materials to justiceworks@yahoo.com.

New International Books of Interest

Kai Chen. *Comparative Study of Child Soldiering on Myanmar-China Border: Evolutions, Challenges and Countermeasures* (SpringerBriefs in Criminology) (Springer, 2014).

Mitchell Congram, Peter Bell, and Mark Lauchs. *Policing Transnational Organized Crime and Corruption: Exploring the Role of Communication Interception Technology* (Palgrave Macmillan, 2014).

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Kay Goodall, Margaret Malloch, and Bill Munro, eds. *Building Justice in Post-Transition Europe: Processes of Criminalisation within Central and Eastern European Societies* (Routledge, 2014).

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CRIMINOLOGY AROUND THE WORLD

International Criminology Meetings and Conferences

17 April, 2014

Crime and Conflict Research Centre Annual Conference, Middlesex University, London

27-30 June, 2014

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

9-11 June, 2014. Stockholm Criminology Symposium. A conference organized around the 2014 presentation of the Stockholm Prize. <http://www.criminologysymposium.com/>

8-12 July, 2014

British Society of Criminology Annual Conference, Liverpool, UK <http://britsoccrim.org/new/?q=node/6>

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

27-31 July, 2014

International Police Executive Symposium, IPES, www.ipes.info, is holding a meeting in Sofia, Bulgaria on the theme, "Crime Prevention and Community Resilience"

10-13 September, 2014

European Society of Criminology.
Prague, Czech Republic.
www.esc-eurocrim.org/

3-6 September, 2014

International Association for the Treatment of Sexual Offenders (IATSO). Porto, Portugal. In collaboration with the University of Porto and the University of Trás-os-Montes and Alto Douro. www.fpce.up.pt/iatso2014/index.html or www.iatso.org

19-22 November, 2014

American Society of Criminology. San Francisco, CA

COLLABORATION

KOSCA/KIC Symposium

The Korean Society of Criminology in America (KOSCA) and the Korean Institute of Criminology (KIC) are hosting the second annual joint symposium on June 25, 2014 in Seoul, Korea. KOSCA and KIC encourage the research collaboration between two organizations. The topics of this year's symposium are two-fold: 1) Theoretical approaches on understanding juvenile recidivism, and 2) Policies and administrative approaches on the juvenile justice intervention program. For more information, contact Junseob Moon (jmoon@kean.edu)

THE KOREAN SOCIETY OF CRIMINOLOGY IN AMERICA (KOSCA)

Founded in 2009, the Korean Society of Criminology in America (KOSCA) is a non-profit academic organization, engaged in diverse scholarly research and professional activities focusing on the field of Korean related criminology and criminal justice. KOSCA brings together academics, policy makers, and practitioners who are engaged in this field. Members have a privileged accessibility to the official and survey data from Korea as well as a network for research collaboration with other members. The benefits of the membership also include a subscription to The Korean Criminologist (quarterly newsletter) and opportunities to participate in international symposia and other conventions. For more detailed information, please visit our website (<http://www.kosca.org>) or contact to the Membership Committee Chair of KOSCA, Dr. Seong Min Park (423-425-4512, seong-park@utc.edu).

CRIMINOLOGY AROUND THE WORLD

Criminal Justice Degree Rises from Earthquake Rubble

At 12.50pm on February 22, 2011 a magnitude 6.3 earthquake struck the New Zealand city of Christchurch (pop: 350,000). 180 people were crushed to death as buildings collapsed in the CBD, 70 percent of which was either destroyed or shaken beyond repair.

At the nearby University of Canterbury students were on their second day of term. Although buildings remained intact, most were structurally damaged and unusable. The campus was evacuated and when teaching resumed three weeks later, classes were held in tents erected in carparks alongside rows of portable toilets. Staff worked from home or from computers in designated safe areas. Gradually some buildings were repaired or cleared for use, but the university library was shut for over a year and many structures still await remediation or demolition.

The earthquake and its aftershocks caused a mass exodus from the city. The university's roll dropped from 16,000 to less than 10,000. 20% of its academic faculty departed. A major cashflow crisis forced the administration to seek innovative responses.

As one of New Zealand's leading criminologists, since 2007 I had been trying to convince management to introduce a degree in criminal justice; the first of its kind in the country. But with the university at the time over-subscribed and turning students away, there was little interest. In 2011, however, as the school's fiscal crisis deepened, I re-floated the idea and this time it was keenly embraced. A Bachelor of Criminal Justice (BCJ) committee was quickly established and for the next 30-odd months it worked through the labyrinth of rules, regulations, requisites and committees which stand between a degree proposal and its execution. Finally, in December 2013, the last barrier was crossed and New Zealand's first Bachelor of Criminal Justice degree secured government funding approval.

Using resources from existing papers taught in law, criminology, corrections, forensic psychology, social work and elsewhere, the BCJ at Canterbury is a multi-disciplinary degree administered by the College of Business and Law. Notwithstanding its late arrival, it has already won support from agencies such as the police, corrections and the courts. With over 100 freshmen having commenced classes in February 2014, it is anticipated that the new degree will not only continue to attract students and enhance the university's recovery, but will also develop as an expanding feature of New Zealand's academic landscape.

Greg Newbold
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Sociology Department
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MARK YOUR CALENDAR***FUTURE ASC ANNUAL MEETING DATES***

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
2023	November 15 -- 18	Philadelphia, PA	Philadelphia Marriott Downtown

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THEME: Criminology at the Intersections of Oppression

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