



ASC in New Orleans: The Many Colors of Crime and Justice

by

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The 2016 annual meeting in New Orleans marks a historic moment for the American Society of Criminology. In seventy-two years, it is the first meeting under the leadership of an African American president – Ruth D. Peterson. We are especially proud to chair this year’s meeting so that we can recognize the significance of Ruth’s leadership as a scholar at the forefront of bringing race and ethnicity to the center of criminology and as an African American woman. The theme for this year’s meeting, *The Many Colors of Crime and Justice*, is relevant and timely. Hosting the ASC meeting with this theme in New Orleans, eleven years after Hurricane Katrina, seems particularly fitting. Katrina and its aftermath dramatically exposed the contemporary crises of racialized poverty, violence, state crime, justice system disparities, and a host of other interconnected inequalities by income, gender, age, and disability.

In organizing this year’s program we worked closely with Ruth. Following her lead, we have done our best to integrate the conference theme and location to create a program that will stimulate and provoke you during your time in New Orleans. We did this in four important ways:

1. The program areas and sub-areas in the Call for Papers were developed to ensure that work done across our discipline that relates to the theme has a clear place on the program. We also put together a Program Committee that includes members from diverse backgrounds by race, gender, stage of career, type of scholarship, and type of institution. We also sought to have our membership from abroad well represented on the committee.
2. We organized two ways for ASC members to support the efforts of local New Orleans organizations that address crime and justice issues:
 - **Monetary donations** - We invite each of you to make a small cash donation (\$5 suggested) when you register or in person at the meeting. The funds raised will be donated to several organizations in New Orleans working in various ways to address justice and criminal justice concerns. These include the Louisiana Justice Institute (a nonprofit civil rights legal advocacy organization), Voice of the Ex-Offender (an organization of formerly incarcerated persons and allies dedicated to ending disenfranchisement and discrimination against formerly incarcerated individuals), and Women With a Vision (a community-based non-profit addressing issues faced by women in communities of color including sex worker rights and drug policy reform).

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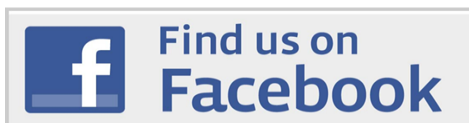
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- **Smothers Academy Book Drive** – Smothers Academy is a new Louisiana school serving grades K-12. Its curriculum is designed to develop its all-male student body into self-motivated, lifelong learners with an emphasis on breaking the school-to-prison pipeline. You can purchase a book from the list that the school provided through an ASC Amazon wish list (instructions and online links will be sent to all ASC members in early September). The books will be delivered directly to the school.

With approximately 4,000 attendees, we can make a real difference in these two easy ways if we all pitch in!

3. We have planned a set of Presidential Plenary sessions that highlight the program theme in New Orleans and beyond. Please mark your calendars; we look forward to seeing full rooms at the following exciting plenaries (some planning is still in the works and information will be forthcoming):
 - **Voices on the Ground: Justice Organizations in New Orleans (Wed. 11/16 at 3:30pm):** This panel of local leaders includes representatives from grassroots, law enforcement, and courts who are working to end disenfranchisement and discrimination against formerly incarcerated persons, improve the reentry process, empower African American women in the community, foster social justice campaigns across Louisiana for communities of color and for impoverished communities, and reform the criminal justice system. Panelists will discuss their work, experiences, and views about the current needs of the criminal justice system.
 - **Activism, Media, and Justice Reform (Thurs., 11/17 at 11:00am):** Piper Kerman, author of the memoir *Orange is the New Black* and Layda Negrete advocate, lawyer, and co-producer of the documentary *Presumed Guilty* will discuss their experiences, work, and ideas regarding prisons and criminal justice reform in the United States and Mexico.
 - **Civil Rights and Criminal Justice (Thurs., 11/17 at 3:30pm):** Thomas Saenz, President and General Counsel of MALDEF (Mexican American Legal Defense and Educational Fund) will discuss race-ethnicity, immigration, and civil rights.
 - **Sovereignty of the Soul: Confronting Sexual Violence in Native America (Fri., 11/18 at 11:00am):** Sarah Deer, Professor of Law at Mitchell Hamline School of Law, citizen of the Muscogee (Creek) nation, associate justice (Prairie Island Appeals Court), and recipient of a 2014 McArthur Fellowship, will discuss her work on the high rates of violence against Native women and children, how federal Indian law has damaged tribal sovereignty, and contemporary efforts to effect social change through grassroots advocacy. Lisa Monchalin, an indigenous Canadian scholar (Kwantlen Polytechnic University, Surrey, British Columbia) and an expert on crime and injustice among Indigenous peoples will moderate the session.
 - **Reassessing "Toward a Theory of Race, Crime, and Urban Inequality:" Enduring and New Challenges in 21st Century America (Fri., 11/18 at 2:00pm):** Robert Sampson and William Julius Wilson will revisit their influential theory of race, crime, and urban inequality and discuss its application to developments in 21st Century America. Sampson and Wilson will address whether the theory stands the test of time. They will also be joined by Maria Vélez in a critical dialogue on the costs and benefits of "race neutral" versus "race-targeted" crime policies, the racial implications of criminal justice reform, immigration and the changing city, and the question of reparations.
 - **ASC Presidential Plenary on Fri., 11/18 at 5:00pm:** Don't miss Ruth Peterson's presidential plenary address and her presentation of the Presidential Justice Award.
 - **The 1966 President's Commission on Law Enforcement and Administration of Justice, Contributions and Unfinished Business on Sat., 11/19 at 9:30am:** This special session is a bridge to next year's ASC Program. As we approach the 50th anniversary of this landmark Presidential Commission, panelists Alfred Blumstein (Carnegie Mellon University), Allen Beck (Bureau of Justice Statistics), Roland Chilton (University of Massachusetts), and James Short (Washington State University) will discuss the impact of the Commission's work and suggest issues that a new presidential commission should explore.
4. The ASC Executive Board voted to recognize the organization's first African American president by changing the name of the Graduate Minority Fellowship to the Ruth D. Peterson Fellowship for Racial and Ethnic Diversity. The first recipients of this award will be announced at the 2016 meeting.

Beyond the plenaries, there are more than one thousand thematic, regular, and Author-Meets-Critics sessions organized from the submissions made by the membership. The work of ASC members will also be on display in 168 roundtable sessions and 400 poster sessions. We hope that you will be engaged by the wide-ranging topics and formats.

But that is not all that we have to nourish your intellectual spirit. Do you want to learn more about cutting edge methods for your research or about public dissemination of your research findings? If so, sign up for one of the Pre-meeting Workshops that will be held on Tues. 11/15 (one day prior to the official star of the meeting). Space is limited.

- **Studying Patterns of Behavior Using Growth Curve and Group Based Trajectory Models** taught by Megan Kurlychek (University at Albany);
- **Understanding and Treating Sample Selection Bias: Conceptual and Empirical Strategies for Criminological Research** taught by Thomas Loughran and Brian Johnson (University of Maryland);
- **Qualitative Research Using In-Depth Interviews** taught by Jennifer Cobbina (Michigan State University) and Sharon Oselin (University of California – Riverside), and;
- **How to Effectively Share Your Findings and Expertise with National Media Outlets** taught by Caitlin Kizielewicz (Crime and Justice Research Alliance) and Frank Wilson (Indiana State University).

Clearly, there is much to do at the annual meeting. The sessions noted below point out a few more highlights spread throughout the meeting to help you plan your days. You can use the online schedule to see when most of these are being held as well as when all other sessions, roundtables, and poster presentations will take place:

- **ASC Awards Plenary on Wed., 11/16 at 6:30pm followed by the Opening Social at 8:00pm with the Ron Akers and His Bluegrass Band:** Support all of the ASC award winners, hear the Sutherland address, and then have some food and fellowship while listening to the music.
- **Division Highlighted Sessions:** Each of the ten ASC divisions organized a special session that is highlighted on the program.
- **Policy Panels:** The ASC Policy Committee organized twenty policy panels. These sessions focus on a range of policy topics including the use of restrictive housing, 'backlogged' sexual assault kits, police practice and reform, and community corrections.
- **Students-Meet-Scholars and Professional Development Panels:** The Student Affairs Committee put together three Students-Meet-Scholars sessions, including "Meet the Editors," a discussion on social justice in academia and practice, and a discussion on queer criminology. The Professional Development panels focus on being a successful graduate student, building your research agenda, and the use of non-traditional data sources.
- **Ruth Peterson Fellowship for Racial and Ethnic Diversity Dance on Fri., Nov 18 at 9:00pm:** Performance by local New Orleans jazz group, *Kermit Ruffins and the Barbecue Swingers*. Don't miss the fun while also contributing to the fellowship fund!

With all of the plenaries, panels, and other sessions, it may be hard to leave the hotel to enjoy New Orleans. But you do have to eat and may want to find time to see some sites of particular interest to criminologists. Our local arrangements committee, headed by Andrea Leverentz and Marianne Fisher-Giorlando, put together a detailed guide to local restaurants, a list of places to hear live music, a list of attractions of special interest to criminologists, information on places to walk and run before and after sitting too long in meeting rooms, and a brief guide to public transportation. They also organized several tours at justice organization in New Orleans (*see the information below about the tours and how to sign up*). Information about all of this will be available online and at the meetings.

We want to thank everyone on the program and local arrangements committees, the ASC staff, and our hardworking graduate assistant Brooklynn Hitchens (Ph.D. student at Rutgers University-New Brunswick) for their separate and joint efforts in making the program and events of the 2016 ASC conference all come together. We look forward to seeing you all in New Orleans!



Tours of Justice Organization in New Orleans

Family Justice Center

The New Orleans Family Justice Center (NOFJC) brings together community-based domestic violence and sexual assault providers as well as criminal justice and law enforcement professionals to provide wrap-around and comprehensive services, including but not limited to emergency safe shelter, counseling, civil legal assistance and trauma recovery, to victims of domestic violence, sexual assault, stalking and child abuse. In 2014 alone, the NOFJC served over 1,800 survivors, about 600 of whom were new clients. Nearly two thirds of the new clients were in extreme or severe danger of victimization, but the NOFJC worked to make sure every one of them remained unharmed while receiving services. How does this model FJC do it? How do they partner with law enforcement and other CJS components? How do they collect and report data? Find out all this and more on the FREE tour, **Friday 11/18 at 10am or at 2pm**, 701 Loyola Ave. Ste. 201! The NOFJC is about a 20-25 minute walk from the hotel or costs approximately \$7-\$10 one way in an Uber. Contact Kelly Frailing, klfraili@loyno.edu, by November 1 for more information or to sign up!

Orleans Parish Drug Court

The Orleans Parish (New Orleans) Drug Court (OPDC) has a lot in common with many of this country's thousands of drug courts. It provides treatment in lieu of punishment to substance involved offenders with the hope that treatment will ameliorate the substance involvement and thereby reduce or eliminate future contact with the criminal justice system. So why should you check it out? The OPDC utilizes an innovative track approach, where each participant is assessed on their risks and needs and assigned to the appropriate track. This allows the court to tailor services to address the risks/needs combination. There is even a co-occurring substance use and mental health track! How did they set up the track system? What do the drug court sessions for the different tracks look like in practice? How do they evaluate effectiveness? What are the challenges of working in a city with a relatively low number of substance use and mental health resources? Find out all this and more on the FREE tour, **Thursday 11/17 at 1pm**, Orleans Parish courthouse at the corner of Tulane and Broad! OPDC is about a 45-50 minute walk from the hotel or costs approximately \$10-12 one way in an Uber. Contact Kelly Frailing, klfraili@loyno.edu, by November 1 for more information or to sign up!

Jefferson Parish Crime Lab

The Jefferson Parish Crime Lab provides crime analysis services to Jefferson Parish on both sides of the river. This tour explores the lab and its technology and includes an enjoyable and informative talk on the CSI effect. Seeing a working crime lab is cool enough, but there's more! Loyola University New Orleans and the Jefferson Parish Crime Lab have a mutually beneficial relationship, where crime lab staff serve as adjuncts at the university and university students who train in forensics have a potential job opportunity at the crime lab right out of the gate! You can find out about this fruitful partnership and how to set up or bolster an existing forensics program with local resources. See for yourself at the FREE tour on **Thursday 11/17 at 9am** at 1233 Westbank Expressway in Harvey! The Jefferson Parish Crime Lab costs approximately a \$15-17 one way in an Uber. Contact Kelly Frailing, klfraili@loyno.edu, by November 1 for more info or to sign up!

Failure as an Option¹

by

Brendan D. Dooley, American University

The cliché that science proceeds through a process of trial and error is commonly invoked but seldom subjected to much contemplation. It is worth taking a brief moment to consider the degree to which our day-to-day practice demonstrates a commitment to that sentiment. The Law Enforcement Assistance Administration's directive to study crime and train the state's justice workforce of tomorrow has been a boon to professionalizing criminology and criminal justice (CCJ) and its science. However, there are trade-offs to be evaluated when attempting to make professional practice compatible with the expectations of science; the two are not synonymous. Publishing practices, tenure expectations, and grant writing are all part of the *institutionalized* practice of science. Practicing science is practical and applied; the idea of science is abstract and philosophically embedded.

The primary friction between trial and error is that professional obligations resist the open acknowledgement of the latter. Falling short of expectations undermines confidence in science. Two illustrations will suffice in illustrating the fundamental tension in scientific praxis. The first arena of collective resistance to accepting the possibility of failure is in grantsmanship. There are obvious reasons for this, of course. Funding agencies are understandably risk averse. The implication of making a conservative bet is that the process works toward almost assuring the results before they are indeed determined. The low-risk, low-reward mentality works to suppress much of the innovative bent that precipitates discovery (Clear, 2010 and Azoulay et al., 2011). Secondly, there is the publication market. Peer-reviewed CCJ journals have a decided preference—almost an insistence—for publishing results that affirm findings rather than falsifying propositions (Dooley, 2010). If your work is not making it into print, your ascendancy to and beyond tenure will be adversely affected. The best bet, for young scholars especially, is to work within a well-established vein of research and attempt to inch normal science forward.

Moving toward the more scientific, less business end of the spectrum we find that the assumption of normal science in the pre-paradigmatic field of CCJ is open to dispute. The numerous theoretical schools wax and wane over time, undulating as time moves forward. The collective investigation is therefore defined more by its fissures than its unity around a single abiding set of principles. Disagreements abound over the role of legality in defining certain behavior as "crime," causes of criminality (Walsh and Ellis, 1999), and proper responses to crime, just to name three that are rooted in a priori principles. The current infrastructure which permits dispute, coupled with interdisciplinarity, makes for a dynamic enterprise. The critique of this dynamism is that the sprawling list of increasingly disparate agendas results in CCJ's lack of a coherent sense of identity (Savelsberg and Sampson, 2002). The discursive inquiry often results in only a vague grasp of what points are being argued over, especially as the number of experts expands and presence of generalists diminishes.

Those interested in achieving a greater quotient of organization in the debate between theoretical perspectives, as well as fostering more connectivity between criminal justice practitioners and scholarly communities, ought to ponder the potential of a provocative idea to achieve ameliorative results: Failure as an option. There are two domains to which reasonable benefits could accrue if such an option is encouraged, the practical and academic. Generally speaking, if policies and interventions can be designed in such a manner so as to permit the straightforward failure of ineffective programs, a more effective delivery of impactful services can be accomplished. On the scholarly side, the analysis of error holds potential to unify several contingents within the field and expand the scope of inquiry.

Practical Advantages to Criminal Justice

The allocation of justice is a public good. Government is the exclusive financier of formal responses to violations of law and the singular entity eligible to apply legitimate coercion. Acknowledging these facts does not necessarily require that criminal justice be treated as a public good everywhere and always, however. There are severe limitations to a public good constrained vision. The foremost of these is an extension of it being a top-down, centrally organized effort. As the resources assigned at the macro level wind their path toward a local target, the definition and complexity of the behavior we seek to alter shifts remarkably because it comes into greater focus. The principle-agent knowledge gap becomes more apparent as the funding winds downward through

¹ What follows is a think piece comprised of an assemblage of thoughts more or less connected to the idea of improving the science of criminology and criminal justice at the margins. The thoughts offered on the matter may or may not prove as provocative as alleged. Thank you to Marcus Felson who encouraged me to commit a few previously inchoate thoughts to print. Comments are welcome at bddooley@gmail.com.

the layers of bureaucracy, too. The weakness in service delivery is a feature of the policymaking process. Policy results from political compromise, is written broadly, and must be interpreted by various institutional actors. What arises then is a lack of coordination of information and outright competition between various elements operating within an adversarial justice system (Wright, 1981). The solution is to engineer ways in which knowledge can be made to percolate from the ground upward.

The largely unexamined public good model of addressing the crime problem tends to promote a false sense of security. What could be wrong about assigning a class of experts hired by an impartial government being given adequate resources to remedy the matter? Further examination will serve to problematize a few presumptions packed into the question. Are bureaucrats truly impartial? If not, what kinds of incentives are they responding to?¹ Is it fair to assume that those charged with crafting remedies to crime hold all the correct answers? Is government responsive enough to capably counter emerging threats? Are problems targeted with optimal efficiency? There are any number of threats to the dominant operating assumptions that must be conceded. When accounting for these, what is left is a realization that the world is filled with trade-offs rather than perfect solutions. Market-like solutions and de-centralizing the management of science (Polanyi, 1962; Kealey, 1996) can help in the revision of these abiding beliefs. That shift is helped by demonstrating that an acceptance of a fair measure of risk of failure with program implementation (coupled with incentives) results in a pair of benefits.

The first advantage that permitting failure provides is responsivity in responding to a problem as multifaceted as crime. No program deserves to be too big to fail, and new initiatives ought to be encouraged to grow. It is accepted as given that (name your favorite textbook example of a failed intervention) has been demonstrated by various evaluations to be a failed intervention. Nevertheless these programs endure; some even expand. The "Do something!" impulse is affixed to the public good model because it satisfies political demands. Political actors are then beholden to the infrastructure they have created. A politically instituted program therefore requires political pushback to take back or reapportion funding. Officials have knowledge of program failure that the public is largely indifferent to or unaware of.² Furthermore, there is a considerable distance between the investments an apathetic public versus a small cadre of workers with a vested interest in defending their livelihood are willing to make in opposing/defending a program. The gap in knowledge and political will between the two parties works to ensure that funding streams will continue, often to the detriment of promising initiatives.

The augmentation of legitimacy in criminal justice is a byproduct of greater responsivity. Consequences rarely accrue to political actors because they have not risked anything individually; the agency bears the reaction rather than the agent. The buffer provided by public apathy and watered down accountability creates a list of problems, up to and including the expansion of opportunity for corruption. The consistent decline in social capital and civil engagement has also been listed as a culprit, largely because as civic culture recedes, formalized interventions are required to ensure that the public good is being served (Skocpol, 2013). The lack of impact from public efforts to institute reforms, as expressed in public opinion polls' discontent, is at the origin of a trend in diminishing faith in traditional institutions that stretches back decades (LaFree, 2001). Reversing these trends requires additional responsivity to crime at the local level. As public officials become more attentive to changing public attitudes, it lays greater claim to earning credibility as a service provider.

There are two primary conduits for achieving gains in public trust. There are incentives and disincentives available to key decision makers. There have been mixed results with providing rewards for promising policies and programs. Evidence of success can be seen in publicly funded justice reinvestment projects (Clear and Frost, 2015). The privately backed social impact bond brokered with Rikers Island showed no effect (Vera Institute of Justice, 2015) but did give authorities room to experiment with programming. With the other path, imposing concrete disincentives for programs that fail to achieve, more effort and imagination will be necessary. Scaling back on publicly funded services cuts against the political logic of doing something (anything), even if the programs fail to meet or are producing unintended consequences. The underlying matter is that state actors have a monopoly on justice. Agencies therefore act as any capitalist monopoly would. Monopsony (i.e. a market with a single buyer of a good) and monopoly alike actively resist the imperative to innovate. Rational calculation indicates it would be foolhardy to risk the failure that experimentation invites if your presence is already assured by the political process. There is nothing to be gained from attempting improvement. Citizens seeking justice have only one option at their disposal. As a result, stasis persists.

In line with the last criticism, negative implications arise from a unilateral relationship between service provider and client. Those who direct the justice system are much better equipped to dispense with information than receive it. Scholars and officials could

1 They are assuredly responding to all the same cues workers in private industry do like job security, promotions, and pay raises rather than sacrificing their own gains for some purely altruistic calling.

2 Alternatively, that same political ignorance can be exploited by the powers that be to eliminate successful programs that the public has a distaste for such as (provide your own example here).

benefit from establishing a feedback loop. Soliciting responses from clients and local service providers has a role to play in making real-time adjustments to programming, provided the necessary incentives have been instituted. The measure of accountability, raised through a legitimate fear of failure, serves to enhance the prospects that providers will work toward integrating the reforms consumers indicate. Encouraging a dialog between the two parties helps to achieve consensus around the project of more effectively delivering equitable justice outcomes. The translational process can work from policy to practice (Laub and Frisch, 2011) but also in reverse. Interpreting these cues results in financial benefits because programs can be scaled up appropriately or allowed to fail in a piecemeal (or wholesale) fashion as the case may merit.

Accounting for Impediments on Contemporary CCJ Considering Error

As with the delivery of justice services, academic criminology demonstrates a reluctance toward openly admitting error. A number of reasonable rationales explain this reticence. Some of these explanations are systemic to science, others endemic to CCJ. Both the natural and social sciences demonstrate a conservative orientation. In theory, scientific laws exist on a precipice, always one conclusively verified disproof away from being dismissed. In reality, overturning conventional wisdom is a prolonged process of compiling a body of contrary findings and winning over a critical mass of experts. What results is a day-to-day operation that rewards the affirmation and extension of knowledge, as opposed to falsification and doubt.

Two additional reasons for reluctance are CCJ relevant. Each works to amplify the commitment to the affirmative model of knowledge acquisition. First, the field rarely has the opportunity to directly re-test any given research finding. Replication is exceedingly difficult even under the most opportune of circumstances (Collins, 1992). The host of issues raised in attempting genuine replication in an analytic field (as contrasted with an experimental field; Sherman, 2005) make it all but absent. What results is a compromise with the field attempting to triangulate findings through mixed methodology. Second, there is a somewhat related problem complicating the arrangement. The alleged causes of crime are nearly innumerable but all researchers face the decision of paring down lists of likely variables driving the phenomenon. Leaving aside dozens of variables opens the inevitability of counterclaims that published statistical models are all misspecified to one degree or another. A field as abundant in theory as criminology holds the potential to debate the list of preferred factors of criminal behavior and their appropriate measurement (e.g. formal theory construction) endlessly. The questions that constitute the breadth of CCJ are all built upon ideological foundations, inviting endless philosophizing. In the interest of avoiding the descent down the rabbit hole of theory, the pragmatic solution is to table that debate and replace it with a foci on methods and policy (Williams III, 1984).

Potential Advantages to Academic CCJ Through Examining Failure

In permitting professional interests to prevail, there are several overlooked opportunities for advancing the science of CCJ. Undoing the omission of a transparent discussion of error will encourage additional growth of the profession and the comprehension of the problem of crime. The study of error (agnology) serves a legitimate diagnostic function. There are lessons to be learned through contemplating and documenting the reasons that account for unanticipated results. Sharing these in an open forum allows for future efforts to offer consideration to avoiding the same mishaps, prepare for potential problems, craft more innovative solutions, and ultimately implement programming more effectively.

Accepting failure as a diagnostic tool serves as a catalyst to a second advantage. Accepting the limits of a scientific community's understanding acts as leverage for greater integration. Criminology and criminal justice, although used in the singular herein, maintain intellectual barriers (Dooley and Rydberg, 2014) that impede communication between the abstract-theoretical and applied ends of the field. The former is focused on theory while criminal justice exists in an arena that places a premium on more proximate, politically determined matters. The relative absence of the applied in criminology and theoretical in criminal justice scholarship does nothing to eliminate the reality that policy and programming fail on account of poorly conceived theoretical articulation; conversely, theory is often nullified by practical considerations. Reciprocal communication between the two realms allows for an outlining of where the limits in knowledge lie.

Finally, encouraging open acknowledgement of error stands to expand the scope of CCJ's intellectual boundaries. The first expansion can work in the direction of capturing the half of the story of crime that has been untold. Unpublished null-findings are still findings; error always communicates something. Second, the field's history is an untapped repository of examples (Rafter, 2010). A more meticulous examination of the success and failure of past efforts can underline cautionary elements. Findings from earlier studies have been forgotten paths of research that expanded, contracted, and tapered off. These illustrations give indication as to what the limits of data, methods, and theory are. Alternatively, these historical research agendas indicate where future researchers would be well advised to begin future studies.

In Conclusion

There are several important divisions within that group enterprise that comprise CCJ: theory and practice; applied and academic; professional and scientific. What has been offered is a tentative proposal to begin setting aside the professional interest of avoiding the appearance of incompetence. Taking into account the lessons which error has to show stands to benefit practitioner and scholar alike. To the former, it allows a more effective allocation of program funding, elimination of problematic policy, and a potential to establish greater legitimacy. To the latter group, assessing failure opens up new research agendas.

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EDITOR'S CORNER

Feminist Criminology celebrates its 10th Anniversary

Feminist Criminology, the official journal of the Division on Women and Crime of the American Society of Criminology, celebrates its tenth anniversary in 2016. For this occasion, guest editor Lynn S. Chancer of Hunter College (CUNY) has edited a special issue entitled, *Is Criminology Still Male Dominated?* We reproduce with permission her editor's introduction to the special issue. - Rosemary Barberet, Editor, *Feminist Criminology*
<http://fcx.sagepub.com/>

Introduction to Special 10th-Year Anniversary Issue of *Feminist Criminology*: *Is Criminology Still Male Dominated?*

by

Lynn S. Chancer

Abstract

Both the panel and the special issue that now ensues were inspired by an impulse to step back—approximately one half-century after second-wave feminism burst onto the scene in the 1960s and 1970, leading thereafter to the evolution of diverse and important feminism(s)—so as to evaluate where, within the academic discipline of criminology, the gender revolution has led.

Titled "Is Criminology Still Male Dominated?" this year's 10th anniversary special issue of *Feminist Criminology* (FC) emerged from a 2014 American Society of Criminology (ASC) panel of the same name. Both the panel and the special issue that now ensues were inspired by an impulse to step back—approximately one half-century after second-wave feminism burst onto the scene in the 1960s and 1970s, leading thereafter, to the evolution of diverse and important feminism(s)—so as to evaluate where, within the academic discipline of criminology, the gender revolution has led. For, as Hillary Clinton campaigns to become the first President in American history who is a woman, it is easy to be struck by both progress and blatant sexism mixed in with reactions to her candidacy. But where is criminology in terms of sexism, 50 years post-American second-wave feminism? It is a key question at multiple levels. For, without the rise of feminisms, scholarly concerns with issues like rape, domestic assault, and sex work—let alone recent emphases on intersectionality and overlapping biases of race, class, sexualities, and gender—would arguably never have happened. Yet, as Meda Chesney-Lind and Nicholas Chagnon write after systematically researching and documenting the actions of the ASC over time for their article in this issue, the picture is troubling in terms of who have received awards, nominations, and other honors within the field. With notable exceptions (like women recently elected ASC presidents for several consecutive years), these disappointing outcomes are even more striking when co-considering gender and racial/ethnic diversity of scholars. "Mainstream" criminology continues to disproportionately reward, and award, men and Caucasians, despite outstanding work by a much more diverse pool of ASC members who remain relatively under-recognized. Chesney-Lind's and Chagnon's article is thus a noteworthy contribution, reminding us that although a great deal has been accomplished by the Division of Women and Crime in overcoming historical legacies of sexism and racism, much remains to be done within criminology.

As the issue shows more specifically, problems are also quite apparent when we hone in on particular types of criminology, including sub-fields that appear (and are in many ways) friendly to gender and sexuality-related concerns. For instance, Laura Naegler and Sara Salman emphasize in a fascinating and thorough evaluation of cultural criminology that even though, in theory, scholars doing cultural criminology are sympathetic to feminist insights, in practice, this perspective has only inadequately and often superficially incorporated gender and sex into its analyses and interpretations. Naegler and Salman highlight three themes—that is, overlooking the "causal" role of ideologies of masculinity, the role of sex and sexual attraction, and intersectional biases—which cultural criminologists, despite other considerable strengths and innovations in their work, tend consistently to overlook. Furthermore, they contend that it is not only cultural criminology but criminological research as a whole that would gain from deeper integration of feminist ideas: gender-based analyses, including the themes Naegler and Salman develop, should figure much more routinely into the discipline's overall theories and methods.

This is a line of argumentation also beautifully developed in Kimberly Cook's exploration of gender and criminology, past and present. Cook's fine article for the anniversary issue takes us on a journey back to Edwin Sutherland, proceeding thereafter to Albert Cohen and Robert Sampson and taking on control theories along the way, to chronicle a sequence of "missed opportunities" when

EDITOR'S CORNER

gender *might* have been taken seriously but was not. Her historical account includes remarkable-to-recall moments when these influential scholars acknowledged gender's salience as perhaps the most predictive social variable of all; they then went on to highlight racial and class factors (of course, importantly so) much more prominently than gender-based causes of crime. Cook's article is nicely nuanced, moving from classic onto contemporary "mainstream" criminology on through critical criminology; theorists of the latter have brilliantly condemned class inequalities but, rather frustratingly, also fell/fall short when it comes to giving gender theorizing its due. She ends by acknowledging the contributions of feminist criminologists from Chesney-Lind through Flavin and Potter, among others, without whom "feminist criminology" itself might not have come into existence. Cook calls for "both/and" analyses, a feminist intellectual/political insistence that also distinguishes Albert De La Tierra's interesting and original analysis for the special issue. Rather than plumbing a *perspective* with a gendered lens (as Naegler and Salman do for cultural criminology), De La Tierra highlights *methods*: he uses discourse analysis to examine three major contemporary ethnographies about crime, that is, wellknown works by Randol Contreras, Alice Goffman, and Victor Rios, respectively. How, he asks, have these qualitative researchers incorporated, or not, the pressures and prerogatives of masculinity (and masculinities) into their accounts? Provocatively, De La Tierra contends that many sociologists and criminologists do in fact take gender into account but that they do so in ways ostensibly "short-sighted" and unwittingly reproductive—rather than challenging—of extant power relations concerning gender, race, and class. He also introduces the innovative concept of "perilous masculinity," by which De La Tierra suggests that ethnographers of crime often present limited and conventional, rather than more wide-ranging and visionary, depictions of men's actual attitudes and practices. It is a hopeful article with which to conclude the special issue. De La Tierra offers a sense of potentialities and possibilities. Men across social milieux vary even as these ethnographers tend to present "perilous masculinity" stereotypically and although (as De La Tierra acknowledges) sexist and sometimes violent practices also too often persist. Yet, he posits, not all men in marginalized communities are as sexist as researchers show; moreover possibilities of change, and of a less sexist future, are there to be tapped and developed from already existing characteristics of generosity and familial affection, among other important traits.

Indeed, a common thread across the four articles of this 10th-year celebration of FC is a sense of critique toward the past and of potentiality pointing forward. To turn things around, as do Naegler/Salman as well as De La Tierra by having feminists gaze at masculine not just "feminine" behaviors and scholarship, is to recognize—profoundly—that gender-based transformation necessitates that both men and women change, evolve, and grow. Moreover, reflected in different ways across all four articles—Chesney-Lind and Chagnon's, Kimberly Cook's, Naegler and Salman's, and De La Tierra's writings—is the clear understanding that not just gender but race, class, and sexualities matter greatly in their intricate interconnections with each other. The special issue thus manifests trends and critiques long developing in the Division and expressed in many prior issues of FC. Let us hope, then, that the next 10 years of the journal are as academically and creatively rich as those in the decade before it. Along the way, criminology may well become less male-dominated and influenced by feminist theories, ideas, and methods, just as feminists have long been affected themselves/ourselves by the lessons of criminology.

Author Biography

Lynn S. Chancer is professor and chair of the Department of Sociology, Hunter College, and a member of the doctoral faculty of the Graduate Center of the City University of New York. She is a previous co-editor of *Theoretical Criminology* and has written numerous articles and books about gender and crime including *Sadomasochism in Everyday Life: Dynamics of Power and Powerlessness* and *High-Profile Crimes: When Legal Cases Become Social Causes*.

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Email: lchancer@hunter.cuny.edu

AROUND THE ASC

The Oral History Criminology Project is pleased to announce the addition of the following recordings.
We wish to thank all of our participants, past, present, and future.

John Hagan interviewed by Brendan Dooley
Janet Lauritsen interviewed by Brendan Dooley
Ronald Clarke interviewed by Brendan Dooley
Gary F. Jensen interviewed by Candice Batton

International Scholars

Dina Siegel interviewed by Jay Albanese
Elena Larrauri interviewed by Jay Albanese
Vesna Nikolic-Ristanovic interviewed by Ljiljana Stevkovic

As with the entirety of the collection these videos are available in an open access format.
To watch any one of the interviews in the collection simply click "Resources" on the ASC main page (asc41.com)
and then "Oral History Project".

Interested viewers may also go directly to either of the following addresses:
http://www.asc41.com/videos/Oral_History.html or <http://oralhistoryofcriminology.org/>.

AROUND THE ASC

The Division on Women and Crime Internal Awards committee is requesting nominations for 7 award categories: Distinguished Scholar, New Scholar, Lifetime Achievement, CoraMae Richey Mann "Inconvenient Woman of the Year," The Saltzman Award for Contributions to Practice, Graduate Scholar, and The Sarah Hall Award.

Submission Information

The nominees are evaluated by the awards committee based on their scholarly work, their commitment to women crime as a research discipline, and their commitment to women in crime as advocates, particularly in terms of dedication to the Division on Women and Crime (for a list of previous award winners, see <http://ascdwc.com/awards/professional-awards/>). In submitting your nomination, please provide the following supporting materials: a letter identifying the award for which you are nominating the individual and evaluating a nominee's contribution and its relevance to the award, and the nominee's C.V. (short version preferred). No nominee will be considered unless these materials are provided and arrive by the deadline. The committee reserves the right to give no award in a particular year if it deems this appropriate. Send nominations and supporting materials by September 16, 2016 to:

Co-Chairs: Marilyn Corsianos mcorsiano@emich.edu and Emily Wright emwright@unomaha.edu

Distinguished Scholar Award recognizes outstanding contributions to the field of women and crime by an established scholar. The contributions may consist of a single outstanding book or work, a series of theoretical or research contributions, or the accumulated contributions of an established scholar. Eligibility includes scholars who have held a Ph.D. for eight or more years.

New Scholar Award recognizes the achievements of scholars who show outstanding merit at the beginning of their careers. Outstanding merit may be based on a single book or work, including dissertation or a series of theoretical or research contributions to the area of women and crime. Eligibility includes scholars who have held a Ph.D. for less than eight years.

Lifetime Achievement Award recognizes scholars upon retirement. We inaugurated this award on our 20th Anniversary, 2004. Scholars receiving this award should have an established career advancing the goals and work of the Division on Women and Crime.

CoraMae Richey Mann "Inconvenient Woman of the Year" Award recognizes the scholar/activist who has participated in publicly promoting the ideals of gender equality and women's rights throughout society, particularly as it relates to gender and crime issues. This award will be granted on an ad hoc basis. Nominations should include specific documentation of public service (news articles, etc.) and should describe in detail how this person's activism has raised awareness and interest in the issues that concern the Division on Women and Crime.

The Saltzman Award for Contributions to Practice recognizes a criminologist whose professional accomplishments have increased the quality of justice and the level of safety for women. The Saltzman Award need not be given every year. It is available to honor unique achievements combining scholarship, persuasion, activism and commitment, particularly work that has made a deep impact on the quality of justice for women, as well as a wide impact (interdisciplinary, international, or cross-cultural).

The Graduate Scholar Award recognizes the outstanding contributions of graduate students to the field women and crime, both in their published work and their service to the Division on Women & Crime. Outstanding contributions may include single or multiple published works that complement the mission of the DWC, and significant work within the Division, including serving as committee members, committee chairs, or executive board members. Preference will be given to those candidates who have provided exceptional service to the DWC. Eligibility includes scholars who are still enrolled in an M.A. or Ph.D. program at the time of their nomination.

The Sarah Hall Award (established in 2012) recognizes outstanding service contributions to DWC and to professional interests regarding feminist criminology. Service may include mentoring, serving as an officer of the Division on Women and Crime, committee work for the ASC, DWC, or other related group, and/or serving as editor or editorial board member of journals and books or book series devoted to research on women and crime. The award is named after Sarah Hall, administrator of the American Society of Criminology for over 30 years, whose tireless service helped countless students and scholars in their careers.

AROUND THE ASC

**American Society of Criminology
2016 Division on Women and Crime Student Paper Competition**

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2016 Student Paper Competition. The winners of this year's competition will be recognized during the DWC meetings at the 2016 annual ASC conference. The graduate student winner will receive \$500.00 and the undergraduate student winner will receive \$250.00. For submissions with multiple authors, the award money will be divided among co-authors.

Deadline:

Papers should be RECEIVED by the committee chairs by October 1, 2016.

Eligibility:

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

Paper Specifications:

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

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

Submission:

Papers and proof of eligibility must be submitted to the committee chair by the stated deadline. Submitters must prepare the paper for blind review; all identifying information (name, affiliation, etc) should be removed from the paper itself and papers should then be converted to a PDF file. In the email subject line, students should include identifying information and indicate whether the submission is to be considered for the graduate or undergraduate competition.

Judging:

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

Notification:

All entrants will be notified of the committee's decision no later than October 5th. We strongly encourage winners to attend the conference to receive their award.

Committee Chairs: Jennifer Carlson, PhD & Dana Radatz, PhD

Email all **paper submissions** to:

Dana Radatz, PhD -- Department of Criminology & Criminal Justice -- Niagara University -- dradatz@niagara.edu

Member Name: _____

DIVISIONS (OPTIONAL) Division Dues must be concurrent with ASC dues. If you have purchased an ASC 3-yr , you may join any of the divisions for three (3) years as well. Please mark the division times 3 unless otherwise noted.

<input type="checkbox"/> Corrections & Sentencing (\$25) <input type="checkbox"/> Corrections & Sentencing - 3 Year (\$70) <input type="checkbox"/> <i>Students (\$5)</i>	<input type="checkbox"/> Critical Criminology (\$25) <input type="checkbox"/> <i>Students (\$5)</i>	<input type="checkbox"/> Developmental/Life-Course Criminology w/online journal access only (\$10) <input type="checkbox"/> Developmental/Life-Course Criminology w/print and online journal access (\$30) <input type="checkbox"/> <i>Students (\$5)</i>
<input type="checkbox"/> Experimental Criminology (\$20) <input type="checkbox"/> <i>Students (\$5)</i>	<input type="checkbox"/> People of Color & Crime (\$30) <input type="checkbox"/> <i>Students (\$5)</i> <input type="checkbox"/> Supporting Member - 1 Year (\$60) <input type="checkbox"/> Sustaining Member - 1 Year (\$100)	<input type="checkbox"/> Policing (\$15) <input type="checkbox"/> <i>Students (\$5)</i>
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<input type="checkbox"/> Terrorism & Bias Crime (\$15) <input type="checkbox"/> <i>Students (\$10)</i>	<input type="checkbox"/> Victimology (\$20) <input type="checkbox"/> <i>Students (\$5)</i>	<input type="checkbox"/> Women & Crime (\$25)* <input type="checkbox"/> <i>Students / Special Circumstances (\$5)*</i> *Includes online journal access

RUTH PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY (OPTIONAL)

The ASC provides academic fellowships to minority graduate students. Donations can be made along with membership dues. Please note the amount of your contribution. \$ _____

MAILING LISTS NAME REMOVAL (OPTIONAL)

The ASC provides membership's mailing addresses to interested external entities. Check here if you would like to have your name removed from the membership list that is used for this purpose.

ASC ONLINE MEMBER DIRECTORY INFORMATION (OPTIONAL)

Fill in only what you want to appear on the website. [Click here for IMPORTANT Info!](#)

Do not list my name in online directory. (If you don't check here, we will list your name and any other info below.)

E-Mail Address: _____ Phone: _____ Fax: _____

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AGE (CIRCLE / OPTIONAL)					GENDER (CIRCLE / OPTIONAL)	
18-30	31-40	41-50	51-60	Over 60	Male	Female

RACE (CIRCLE ALL THAT APPLY / OPTIONAL)

White Spanish/Hispanic/Latino Black American Indian or Alaska Native Asian Other

PRIMARY FIELD OF EMPLOYMENT (CIRCLE ONE / OPTIONAL)

Faculty/Student/Emeritus Government Research Agency Government Service Agency NGO Private Research Center Other

DIVISION OF POLICING

ASCPolicing.org

Join us during ASC 2016

Division Events on Thursday, November 17:

Roundtable with Policing Journal Editors

2:00-3:20pm, Cambridge (2nd Level, Hilton)

Awards and Reception

3:30-4:50pm, Hilton Exhibition Center (HEC) C (2nd Level)

Visit ascpolicing.org/awards to see our award winners

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DIVISION OF DEVELOPMENTAL AND LIFE-COURSE CRIMINOLOGY

WWW.DLCCRIM.ORG



The Journal of Developmental and Life-Course Criminology is the official journal of the Division and is published by Springer: www.springer.com/40865 The Journal is currently edited by Tara Renae McGee and Paul Mazerolle at Griffith University in Brisbane, Australia. All DLC Members have free digital access to the journal and they can obtain printed copies at a discounted rate (\$20 per year). The editors welcome the submission of papers via the Springer website and can be contacted via email: jdlcc@griffith.edu.au

AWARDS | SOCIAL EVENTS | JOURNAL

AIMS AND SCOPE

The aims of the Division of Developmental and Life-course Criminology are:

1. To advance developmental and life-course criminology and the study of criminal careers,
2. To bring together ASC members interested in discussing and supporting developmental and life-course research in criminology,
3. To facilitate and encourage interaction and dissemination of developmental and life- course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and
4. To organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

AWARDS

The **Life-time Achievement Award** recognizes an individual who has a record of sustained and outstanding contributions to scholarly knowledge on developmental and life-course criminology.

The **Early Career Award** recognizes an individual who has made a significant contribution to scholarly knowledge on developmental and life-course criminology in their early career.

The **Outstanding Contribution and Outstanding Student Contribution Awards** recognize a DLC book, article, or book chapter published in the previous two years (2014-2015). Developmental and life-course criminology includes criminal career research.

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huebnerb@umsl.edu

Graduate Student Representative:
Evan McCuish evan_mccuish@sfu.ca

UPCOMING EVENTS

- **Division social event** in New Orleans on the evening of Thursday 17th November 2016, 6:30pm - 8:00pm.
 - Members will be invited to reserve tickets soon.
- **Division annual meeting** at the ASC conference in New Orleans
 - All members as well as those interested in the Division are invited to attend the Division's annual meeting. See the conference program for more details.

MEMBERSHIP

The Division welcomes new members to join via the ASC membership form for \$10 (\$5 for students).

WWW.DLCCRIM.ORG



Graduate Studies in Criminology and Criminal Justice

The Ph.D. in Criminology and Criminal Justice at Old Dominion University is centered on policy and inequality, criminological theory, and research methods and statistics. The department features a diverse faculty with expertise in:

- Inequality (race, class and gender)
- Juvenile Justice
- Policing
- Social Justice
- Violence Against Women
- Criminological Theory
- Research Methods and Statistics

Ph.D. in Criminology and Criminal Justice

- Competitive assistantships
- Ph.D. students publish with faculty in peer-reviewed journals
- Ph.D. students gain valuable teaching experience
- Past students have received awards from national organizations
- Recent Ph.D. graduates have accepted tenure-track positions at James Madison University, Eastern Kentucky University, Marymount University and Arcadia University (among others)

For more information, contact: Dr. Scott R. Maggard, Ph.D. Graduate Program Director, smaggard@odu.edu; (757) 683-5528

The department also offers an M.A. in Applied Sociology, with the option to select a sociology, criminal justice, or women's studies track. For more information, contact: Dr. Ingrid Whittaker, M.A. Graduate Program Director, iwhitake@odu.edu; (757) 683-3811



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Department of Sociology and Criminal Justice

Batten Arts & Letters
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POLICY CORNER

CRIMINOLOGISTS TALK TO CONGRESS

by

Laura Dugan, ASC National Policy Committee Chair

The Latest in Washington:

The following information comes from the Crime & Justice Research Alliance (CJRA) policy consultant, Thomas Culligan of the Brimley Group for July 26, 2016. Of course, by the time you read this, you might know more than I do now.

Congressional Update:

Progress towards passage of the House and Senate spending bills for the Justice Department stalled in July due to controversy over several proposed policy amendments on firearms. With the start of the Congressional recess for the presidential conventions and August, it is likely that Congress will pass a Continuing Resolution during its brief return in September to keep the government funded at the FY 2016 levels until after the election, if not well into the new year. There is disagreement in Congress on whether to try to pass an Omnibus spending bill at the FY 2017 levels during the "lame duck" Congress, or defer to the new Administration and 115th Congress. The House FY 2017 Commerce-Justice-Science Appropriations bill contains significant increases for NIJ and BJS research, as advocated by CJRA, and the organization will continue to push for those higher levels in the final Omnibus.

Prior to the recess, Congress approved the Comprehensive Addiction and Recovery Act (CARA), which was signed by the president in late July. This law provides increased authorization levels for funding for addiction prevention, treatment and recovery programs, along with other policy changes, to address the national heroin/opiate epidemic. Despite Democratic concerns about the lack of emergency supplemental funding included in the bill, CARA passed both chambers with near unanimous bipartisan support. The House and Senate Appropriations bills for FY 2017 contain much of the requested funding increases and would likely be provided in a final FY 2017 Omnibus appropriations bill.

The Speaker of the House, Paul Ryan, announced that the House will consider a number of Judiciary Committee approved criminal justice reform bills on the House floor during the brief session in September. The nature and scope of those bills is not yet known.

Criminologists Talking to Congress:

Ask a Criminologist

On July 7, CJRA held its inaugural "Ask a Criminologist" briefing on Capitol Hill with more than 120 Congressional staff, interns, DOJ officials and outside stakeholders attending. The panel included two CJRA board members, Dr. Nancy La Vigne and Dr. Rick Rosenfeld, as well as Washington Post crime reporter Tom Jackman, to discuss Rosenfeld's new research on homicide increases in certain cities in 2015. The event was cosponsored with the Consortium of Social Science Associations (COSSA) and there are plans to continue the "Ask a Criminologist" series on a range of topics of interest to Capitol Hill. CJRA has received very positive feedback on the event and appreciates the support from all of the guests and sponsors.

Congressional Briefing: Violence and Violence Prevention

The Center for Evidence-Based Crime Policy at George Mason University, in collaboration with WestEd's Justice & Prevention Research Center, will hold its next Congressional Briefing on Tuesday, September 27, 2016 at the Rayburn House Building at the U.S. Capitol in Washington DC. CEBCP's Congressional Briefings provide research evidence on various topics in an accessible format. The theme of this year's briefing is "Violence and Violence Prevention." The briefing will be free and open to the public, but registration is required. The scheduled presentations are as follows:

- NANCY RODRIGUEZ, Director, National Institute of Justice, "*Opening Remarks*"
 - THOMAS SIMON, Associate Director for Science, Division of Violence Prevention, Centers for Disease Control and Prevention, "*Health Burden of Violence in United States*"
 - RICHARD ROSENFELD, Professor, University of Missouri – St. Louis, "*Has the Great American Crime Decline Ended?*"
-

POLICY CORNER

- PATRICIA CAMPIE, Principal Researcher, American Institutes for Research, *"Addressing the Root Causes of Urban Gun Violence"*
- NANCY LA VIGNE, Director, Justice Policy Center, Urban Institute, *"Leveraging Community Voices in Violence Reduction"*
- JEREMY RICHMAN, CEO, The Avielle Foundation, *"Brain Health and Violence"*
- LAURA DUGAN, Professor, University of Maryland, *"Do US Federal Actions Influence Rightwing Violence?"*
- APRIL ZEOLI, Associate Professor, Michigan State University, *"Risks of, and policy interventions for, firearm use in intimate partner violence"*

Crime & Justice Research Alliance (CJRA) at the upcoming Annual Meeting of ASC in New Orleans:

Media Training Workshop on the Tuesday (11/15)

The Crime & Justice Research Alliance has organized the following training and roundtable for ASC conference participants. If you are interested in participating in the training, keep an eye out for a registration email from the ASC office for pre-conference trainings that day. Look for the roundtable in the program.

Training: How to Effectively Share Your Findings & Expertise with National Media Outlets

As crime and criminal justice topics continue to dominate the news cycle, reporters at mainstream media outlets need credible, knowledgeable and prepared experts to address trending issues. During this media training workshop, experts from the Crime and Justice Research Alliance (CJRA) will provide resources, tips and best practices to help you promote your findings with national media outlets and target audiences. Learn how to establish relationships with reporters, manage tough questions and leverage social media to ensure your research is accurately represented. Whether you have been interviewed a dozen times or have yet to create your Twitter account, this workshop will offer useful tips for experts with varied degrees of experience working with the media. Reporters need your expertise and want to know about your findings – learn how to make your voice heard in the national crime and criminal justice discussion.

Roundtable: How to Talk to the Media about your Research

This roundtable brings together scholars who have accumulated experience talking to the media about their research. The panelists will discuss important strategies on how to effectively communicate to reporters, bloggers, tv producers, and others. We will also discuss strategic ways that media exposure can improve your career trajectory. The panel is moderated by the Crime & Justice Research Alliance (CJRA) communication consultant.

POLICY CORNER

Policy Panels for the 2016 ASC Annual Meetings

Thank you all for responding to my request for policy panels for the 2016 Annual Meeting in Washington DC. The following panels were selected as Policy Panels. Each includes a mixture of researchers and policy experts or practitioners. The sessions should be lively!

Session Title
Addressing Barriers to Access to Counsel in Criminal Courts
Assessing the Use of Restrictive Housing: Using Research and Policy to Effect Change
Causes and Consequences of a Constitutional Crisis: Research on Public Defense in Louisiana under "Restriction of Services"
Challenges and Workarounds in Testing, Investigating, and Prosecuting 'Backlogged' Sexual Assault Kits (SAKs): Findings from the BJA's Sexual Assault Kit Initiative—the Cuyahoga County (Cleveland, OH) Sexual Assault Kit Task Force
Consent to Change: Will NOLA's Consent Decree Be Successful?
Creating and Implementing Defender-Driven Research Agendas
Federal Prisons at a Crossroads
Guns at the Intersection of Criminology and Public Health
Officer Decertification in the United States: Directions, Challenges and Opportunities
Peace by Piece NOLA: Youth organising for social justice, unity and peace after Katrina
Perspectives on Jail and Prison Visitation
Putting the 'Smart' in the Smart Decarceration Movement: Using Research, Policy and Practice to Transform the Criminal Justice System
Putting "What Works" Into Action: Violence Reduction in the United States and Latin America
"Research for the Real World" in Seattle: Establishing a Community of Research and Practice
Strengthening Law Enforcement through Police Oversight
The Great Experiment: Realigning Criminal Justice in California and Beyond
The Real Reform in Community Corrections: Changing Organizational Culture
The Victimization and Collateral Damage Caused by Wrongful Conviction
Theoretical and Practical Issues Facing Veterans Treatment Courts and Those in Contact with Them
Translating Police Research and Reform into Practice



SEATTLE UNIVERSITY DEPARTMENT OF CRIMINAL JUSTICE

OUTSTANDING PROGRAMS

BA and BS Degrees in Criminal Justice

- Specializations in Administration of Justice, Criminology/Criminal Justice Theory, Forensic Psychology, Forensic Science

Master of Arts in Criminal Justice

- 55 credits, online and on campus, can be completed in 2 years
- Interdisciplinary focus with real-world applications, emphasis on criminal justice ethics, issues of diversity, critical thinking, and leadership
- Opportunities for research fellowships

Graduate Certificate in Crime Analysis

- 25 credits, online only, can be completed in 1 year
- Curriculum examines law enforcement operations, criminological theory, statistics, research methods, GIS, and relevant computer technology
- Emphasis on critical thinking, logic, and reasoning ability in analyses of crime data, criminal activity and trends, and crime patterns support of investigative efforts.

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TEACHING TIPS

Teaching Tip: Resources for Teaching the Death Penalty

by

Stephen Owen, Radford University

The death penalty is an emotional public policy issue, not only for the general public, but also for students in criminal justice coursework. To further complicate matters, a recitation of case holdings, research results, and statistics may do little to extract the philosophical, legal, and social debates that are so critical to understanding society's ultimate punishment. As criminal justice educators, it can be challenging to help students to discover and process issues related to capital punishment. I have found that bringing to the classroom voices of those who have been in some way impacted by the death penalty to be a powerful teaching strategy.

When talking about the death penalty – whether in an undergraduate corrections course, a graduate corrections course, or a special topics course specifically focused on capital punishment – I resist the temptation to tell students *what* to think (although this is at times difficult). Instead, I focus on providing students the opportunity to analytically (and, at times, emotionally) work through ideas pertaining to the topic, utilizing combinations of the resources described below. I have found that doing so yields richer conversations and a greater depth of analysis than I can extract from traditional lecture presentations.

Thinking Through a Commission's Perspective

Many states have assembled commissions to study capital punishment, generally with the goal of making recommendations for legislative or executive consideration. These commissions provide thought-provoking material for students to consider.

Lawyer and author Scott Turow served on the Illinois Governor's Commission on Capital Punishment, which issued its report in 2002. Beginning "as a death penalty agnostic" (Turow, 2003b, p. 14), Turow chronicles the development of his perspectives on capital punishment both in a book (2003b) and in a *New Yorker* article (2003a). Both are instructive in that the reader can proverbially walk in Turow's shoes to see the types of issues that influence death penalty policy recommendations – and both are easily read by undergraduate audiences, being thoughtful, but not polemic. As such, they provide a gentle introduction to sophisticated legal and philosophical issues, making for excellent prompts for journaling and discussion.

In other instances, I have found it productive to challenge students to work through actual commission reports. I have used the Maryland Commission on Capital Punishment's (2008) report, largely due to the breadth of its scope and its eminent readability. Easily accessible by a lay reader, the report captures virtually all of the contemporary debates surrounding capital punishment, providing a finding and narrative discussion for each that rests on legal and social scientific analysis, absent the jargon. The assignment that I usually give includes an out-of-class and in-class component. Outside of class, students are assigned one section of the document, focusing on one issue (e.g., disparities, deterrence, role of DNA, cost, etc.). For the issue assigned, students then indicate whether they agree or disagree with the commission's finding, and why; whether they think anything needs to be done to remedy the issue addressed, and why; and if so, what should be done. In class, students have a commission debate, sharing information about the issues they have identified and discussing their implications, with a focus on public policy decisions related to capital punishment. I have found this to take class discussion to a more sophisticated plane and to maintain an analytic focus.

Reviewing Real Cases

The death penalty is often something of an abstraction. Often hidden from public view, for most students the occasional news story or feature films such as *The Green Mile* and *True Crime* are the primary sources for reflection. Below are some alternatives that have great classroom utility.

Perhaps one of the best documentaries about capital punishment, the Primetime Live special *Judgment at Midnight* (ABC News Productions, 1996) covers the case of Louisiana death row inmate Antonio James, who was executed in 1996. While 20 years old, the production retains currency, as it provides a view from virtually all perspectives – that of the prosecution and defense, the pardon board, the prison warden, the victim's families, the general public, and the inmate and his family. In 46 minutes, the video prompts a tremendous amount of discussion. The video is available through the online Films for the Humanities and Sciences database, although I discovered it in VHS form in my institution's library. An additional resource, providing further perspectives, is Nelson's (2001) article on Antonio James reprinted from the *Angolite*, Louisiana State Penitentiary's inmate-run newspaper. For this video, I

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ask students to prepare a structured reflection paper that addresses three topics: The first is a review of the case, focusing on what was most interesting, important, or memorable, and why; the second is what the case suggests about the death penalty, generally, whether pro or con; and the third is what questions students have about the case, specifically, or capital punishment, generally, which can extend into the next class session's discussion.

In graduate coursework, particularly, in which there is the opportunity to dedicate one or more entire books to a topic, I have found Peppers and Anderson's (2009) *Anatomy of an Execution* to be a compelling read; students agree (co-author Todd Peppers, from Roanoke College, also provides an excellent presentation on the case, and co-author Laura Trevvett Anderson's presentation at the 2011 Virginia Festival of the Book offers interesting insights). The book focuses on the case of Douglas Christopher "Chris" Thomas, executed in Virginia for a crime committed as a juvenile prior to the *Roper v. Simmons* decision. In doing so, the book describes Thomas's childhood, the offense, the trial, his time on two Virginia death rows (one a "reformed" model and the other, to which inmates were moved following a death row escape, an "unreformed" model), and the time leading up to his execution. A litany of criminal justice issues are raised in the book, not limited to capital punishment. The book may be processed through reflective writing related to topics such as criminological theory; how the case could be assessed through the lenses of capital punishment law, the prosecution perspective, and the defense perspective; an analytic critique of the trial and sentencing; and a discussion of the role and impacts of the death penalty, itself.

Current Supreme Court (or other appellate court) cases also provide material for discussion. In the semester I was teaching the death penalty seminar, we spent one full class session reviewing materials summarized from the petitioner and respondent briefs from *Foster v. Chatman*, challenging the exclusion of African-American jurors in a capital case, for which a decision is still pending at the time of this writing; and we spent additional class time reviewing Florida's capital sentencing scheme as challenged in *Hurst v. Florida*, which the Supreme Court held to violate the Sixth Amendment in its January 2016 decision. Challenging students to apply extant capital punishment law to cases being heard by the Court can illustrate the complexities and the debates pertaining to the death penalty in America.

Learning from Guest Speakers

The use of guest speakers can supplement class discussions by offering novel or alternative perspectives and by allowing students to hear directly from those who have, in some way, had involvement with the study or reality of capital punishment. Bohm (2013) illustrates the many constituents of capital punishment policies and decisions, and the inclusion of guest speaker perspectives can further draw out these conversations. Initially concerned about the extent to which guests would wish to take on a topic so laden with controversy, emotion, and value debates, I quickly found that many were quite willing to share their thoughts, to the benefit of the students in the course. These included a prosecuting attorney, a former warden who oversaw executions as part of his position, an expert on gender and capital punishment, a former prosecutor who later served as a special justice on an appellate review of a capital case, and a panel of religious leaders to discuss their traditions' perspectives on the death penalty. Some presentations were in person and others were accomplished by distance video technology, and all extended the conversation beyond what I could otherwise accomplish.

It is safe to say that the most powerful guest – for the students and for me – was a former death row inmate who was exonerated as actually innocent. Facilitated by the organization Witness to Innocence (<http://www.witnesstoinnocence.org>), which offers a speaker's bureau of death row exonerees, Ray Krone offered a powerful and moving presentation. Mr. Krone was wrongfully convicted of capital murder in Arizona and was exonerated through DNA evidence. In addition to speaking to my 30-student death penalty seminar, Mr. Krone also presented to a (literally) standing-room-only crowd of approximately 350 students from across the university that evening. Nothing can parallel this opportunity for student learning about issues related to capital punishment.

Conclusion

The death penalty is not an easy topic to teach. It can be intellectually and emotionally exhausting to do so, but is of significant importance. I have found the above strategies to be meaningful in promoting classroom conversation, and hope that they also may be of use to others in teaching about this issue.

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TEACHING TIPS

In Defense of Independence: The Value of (Co-) Independent Research Coursework and how University Limitations Impact a Valuable Educational Tool

by

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Of "Paper Classes," Problems, and Imprudent Policy

While it is not uncommon for instructors to lament the negative impact of University athletics on classroom attendance, student focus, and even parking (e.g., Baucum & Lantz, 2001), many would argue that the benefit of a successful NCAA program far outweighs these drawbacks (Tucker, 1992). Indeed athletics connect alumni and donors to the university, attract potential students, serve as a vehicle for university advertisement, and may bring revenue to the university; however, high profile allegations of misconduct among staff and faculty purportedly driven by athletic interests can undermine the reputation of a university or a system in whole. As alumni of Atlantic Coast Conference schools, we have carefully followed the recent investigations into potential corruption within the University of North Carolina at Chapel Hill athletic program and, specifically, the African and Afro-American Studies Department (for a summary see Wainstein et al., 2014). While holding accountable those individuals engaging in unprofessional behavior and enacting policies to better supervise academic integrity as it relates to athletes is more than warranted, the reaction to the situation has placed a valuable tool for faculty members, the directed independent study, under fire across the state university system and at other large universities across the country (e.g., UNC Board of Governors, 2013).

Independent study courses are intended to offer students the opportunity to explore research, pursue topics excluded from other courses, gain field experience, or challenge themselves with material more intricate than that covered in standardized classes. They can allow students to blossom free from the constrictions of the routine classroom and bolster their resume with tangible work-products that distinguish them from their peers. Misused, they may become part of a "shadow curriculum" of "paper classes" which allows individuals to move through the university system without fulfilling its educational expectations (Wainstein et al., 2014, p. 76). Yet the problematic issue in the Chapel Hill case was misuse of independent study courses rather than their availability. Both traditional coursework and independent studies offer avenues to indiscretion whereby instructors may lessen expectations to lighten their workload, keep students happy, artificially enhance their student evaluation scores, and, yes, to keep athletes academically eligible. Instead of restricting the use of independent studies, greater attention and accountability should be placed on unethical instructors that abuse this valuable tool. This review is intended to demonstrate the utility of independent study courses, offer recommendations for their use within criminology curricula, and propose several steps to promote learning, rigor, and faculty efficiency. Specifically, a model referred to as the co-independent study in which multiple students are enrolled in related, yet independent studies is introduced and explored.

Independent and Co-Independent Studies as Avenues to Student Research

One of the general usages for the independent study is to offer promising students a pathway and guidelines which initiate them to scientific inquiry beyond the narrow restrictions and limited expectations associated with undergraduate research methods courses. Independent courses can foster the creativity which is so challenging to instill later in their educational career (Lovitts, 2005); our co-independent model (described below) facilitates this creativity while providing enough structure to reinforce student confidence, provide support, and stress accountability. These activities allow students to feel as if they are designing the scientific process rather than simply completing a series of predetermined steps (for a review of the importance of this form of learning see Loyens et al. [2008]). Thus, we generally utilize underexplored topics so there is shared curiosity and multiple reputable study approaches. This empowers students to develop an original idea and determine "their way" of exploring a research topic rather than searching for or following "the way." A sense of ownership underpins their studies and motivates their efforts. It promotes confidence in their work and "feeling like a scientist" (Seymour et al., 2004, p. 507). This confidence is perhaps the most important outcome and is reported by a vast majority of students participating in undergraduate research experiences (Todd et al., 2004). It is associated with heightened self-efficacy related to future graduate studies and a better overall attitude towards learning (Seymour et al., 2014).

Independent and Co-Independent Studies as Field Experience

Though many criminal justice programs have institutionalized internships, work-study programs, and service learning components, independent studies courses can be used to serve as an alternative way to expose students to field work or to supplement existing programs. Employment in today's criminal justice workforce is increasingly demanding with application processes becoming

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more selective. As such, it is the responsibility of the faculty to create opportunities for students to differentiate themselves from their competition. Field work is one such avenue that helps a student fill the resume. While it primarily demonstrates to potential employers that the student is familiar with the rigors of the job and comfortable in that environment, it also helps the student develop narrative responses to potential interview questions and facilitates rapport with the type of individuals with which they may later work. Students often struggle to prepare for common job interview questions; personalized experiences, whether field experience or the aforementioned research independent studies, allow them to interact with an employer in a way that is superior to discussing classwork or unrelated work experiences. They can talk about meaningful challenges, successes, and interpersonal interactions related to their area of study. The detailed advice provided in subsequent paragraphs generally specifies examples consistent with research-based co-independent studies; however the general recommendations hold similar merit for field experience. The program is strengthened when a student has compatriots engaging in similar work with similar agencies. Their unique and individual experience can fall within a shared administrative and educational framework which facilitates both reflection and communication.

Independent and Co-Independent Studies to Expand Curricula

The independent study also serves as a valuable way to incorporate substantive materials that are otherwise excluded from the curricula of smaller programs. Material associated with courses offered irregularly or not at all may be taught as part of co-independent studies so that students can fulfill the expectations of their future employers or graduate schools. Even comprehensive programs that offer many specialized electives on criminal justice topics, theories, and policy may lack courses that address a student's unique interest. Co-independent studies offer a mechanism for instructors to fill these lacunae by offering students directed readings and an in-depth examination of a topic not possible in a general course. For example, a criminological theory class may only focus a few days on biosocial theory or a criminal justice policy course may only spend a limited amount of time discussing the death penalty. The independent study allows instructors to assign comprehensive and advanced material covering these specialized areas. Further, the co-independent study may be an avenue for incorporating sensitive or controversial material that does not lend itself to large group discussions. Similarly, students interested in advocacy may engage in co-independent studies that allow them to study and promote efficient and ethical practices within the criminal justice system under the guidance of a faculty mentor. The suggestions for co-independent research coursework can easily be adapted to fulfill these goals.

Rigor in Independent Studies

The Chapel Hill scandal may have shed light on an assumption about so-called "paper classes:" that they are somehow less intense, less demanding, and less educational than traditional classes. Done correctly, an independent study is the opposite. It may require more effort, consume more time, and force the student to overcome more challenges, with the result being greater learning than is associated with traditional coursework. The emphasis is specifically that—*learning*—rather than *being taught*. The student cannot hide behind the recitation of information or multiple choice test options like they can in some traditional courses. *They must learn to learn independently*; a well-designed independent study challenges them to gather, consolidate, and evaluate information on their own or as part of a small team. Rather than being a component of a "shadow curriculum," the independent study is a tool that should empower strong students to further challenge themselves. The instructor is responsible for establishing expectations and inspiring students to exceed them. In this way, the independent study is no different than traditional coursework; an unethical university employee may create lower standards for athletes, but the issue remains that employee's integrity and not the nature of the educational tool.

Experiences, Recommendations, and the "Co-Independent Research Study"

In general, we have found the demands of teaching independent studies intense and inefficient if done in isolation. It becomes challenging to track and correspond with multiple students on multiple activity plans with an array of deadlines. For this reason, we utilize what may be better labeled group-based independent studies or co-independent research studies. Consistent with the goals of independent study coursework, each student has their own goals and a specific project. However, the projects are all grouped under a broader umbrella subject and share meeting times, deadlines for deliverables, and core reading lists. Thus, the faculty member (or faculty members) overseeing the projects can designate specific blocks of time to review progress and hold meetings. They can use the group dynamic to partially hold students responsible and motivate consistent performance. It leads students to feel as if they are equally or more accountable as they are in traditional courses and gives them a structure that is flexible in design, but not in opportunities for procrastination. To be most effective and efficient we recommend faculty members oversee four to six independent studies in intermittent semesters rather than leading one or two such courses each semester.

The co-independent research strategy rests on seven principles to promote learning, rigor, accountability, and faculty efficiency.

- **Shared general focus:** With multiple projects falling within one general focus, the instructor minimizes time preparing

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- for instruction/meetings, crafting ideas, and offering feedback. Preparing assignments and reading lists becomes more efficient while the group forms some sort of learning community. For example, we have led a group of independent studies focused on novel drug usage, another on drugs in the media, and are currently working with another group on unobtrusive monitoring of marijuana extract usage.
- **Independent specific foci:** While the projects may fall under one umbrella, they should be unique to empower the student, fit their interests, and fulfill the expectations of the program. For example, when overseeing projects on novel drugs, students have individually focused on misperceptions of peer use (Sanders et al., 2013), misperceptions of legal status (Singleton et al., 2014), and themes promoting use within music (Hart et al., 2014). The shared focus gives them a common knowledge base while the independent foci give the students reasons to listen to one another.
- **Shared core readings:** In the past, we have created a shared reading list on the umbrella subject using a library database such as Academic Search Complete. Each student had the semester's login and could access a folder with reading options. Each week each student would read a predetermined number of different articles and create a summary they would have to share with the group via email by a set deadline. In this way, the students were exposed to critical readings, held accountable both by peers and their instructor, and could benefit from their peers' efforts.
- **Shared deadlines:** Setting deadlines for a group rather than individuals leads these deadlines to appear inflexible. This encourages the students to meet the hard deadlines rather than asking for additional time and allows students to further establish a team dynamic. Also, the instructor can set aside a single block of time to review work.
- **Shared feedback and updates:** Since many students will encounter similar challenges, instructors are more efficient offering feedback to a group rather than individuals when tasked with similar projects. Reminder emails, clarifications, and other notices can all be shared. Additionally, this presents an opportunity to introduce students to the peer-review process in which students are able to give each other constructive criticism promoting quality work and learning how to evaluate both strengths and weaknesses in research. Group discussions may also be particularly useful for co-independent studies focused on fieldwork as many of the students may experience similar frustrations, fears, and challenges with their agency, supervisor, or work.
- **Individual mentorship:** Though much of the independent study in our system is run as part of the group, the project itself and the mentorship should be personalized. Early in the semester, group meetings can be held and are most efficient, but they are no substitute for individual attention and one-on-one discussions about the project and topic. Frequent brief meetings are best and should function to empower the student to make study-related decisions rather than expecting to be told what to do. Put simply, mentorship should be coaching rather than administration. Studies have identified the development of this type of positive working relationship with mentors as a notable outcome of undergraduate research projects (Seymore et al., 2014). Further, the independent study can serve as a vehicle for preparing an upperclassman for the style of education and mentorship they should expect in graduate school.
- **Individual success and recognition:** The goal is to move each student towards an independent research agenda and to disseminate their findings. Whether this is a poster or paper presentation in a campus forum, a publication, a technical report to an agency or NGO group, or submission/nomination for an award or grant, recognition of the students' accomplishments further encourages independent learning and provides a vehicle for their future research opportunities, employment, or involvement in advocating for policy. Instructors should identify appropriate dissemination outlets prior to starting the project that coincide with the project's timeline and goals. Instructors should help students navigate submission requirements and work to prepare students on professional etiquette and style. Additionally, instructors can help students to craft their resumes and provide letters of recommendation reflecting these accomplishments. To further recognize students and assist in inspiring other students to pursue independent undergraduate coursework, we recommend including one of the final products as a reading in traditional courses (e.g., we have used Sanders et al. [2013] as a reading in both drug and theory courses). Each semester, students can view what one of their peers has accomplished and have an example of how they may contribute to the scientific study of criminological issues. It leads other students to ask questions about independent research studies and feel less overwhelmed by the potential experience.

Challenges and Limitations of the Co-Independent Study

The co-independent study model is not without limitations. Students who are not mature enough for this type of activity may struggle to complete tasks on time, produce substandard work, or fail to participate in collaborative processes. Often students can be motivated by increased accountability including having to complete weekly logs and progress reports, but this creates an additional burden for instructors by having to micro-manage the student's research progress. Not all students are ready for this type of independent learning experience; students should demonstrate their maturity in regular coursework and progress towards completion of their degree prior to being eligible for enrollment in a co-independent study. We recommend having an application process in which class standing, prior course work, performance in statistics and research methods courses, and student interest are evaluated to better determine if a student is ready for an independent study. We tailor a brief application form for upcoming general topics and post it on the e-learning pages associated with our traditional courses so that interested students have access

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to the opportunity.

The team dynamic is more challenging to establish in some semesters than others—several hard-working and gifted students do not always interact well with one another. In these instances, promoting the right interactions and creating an empowering educational environment can become as challenging as overseeing their substantive work; however, facilitating teamwork, interpersonal communication, and acceptance of diversity is often as important to their development as individuals as the substantive knowledge associated with the projects. These semesters are certainly more frustrating to the faculty mentors, but may be more beneficial to the students in the long run. We have utilized an approach whereby we provide pieces of advice/ instruction to multiple parties. After struggling as individuals, students find they are more efficient after communicating with one another and collecting the insights held by others.

Ineffectiveness of Independent Study Limitations

As a result of the alleged student athletic scandal, the University Of North Carolina System Board Of Governors enacted a regulation on April 12, 2013 to prevent future misuse of independent coursework (UNC BOG, 2013). Policy 700.6.1[R] now requires member institutions to place limits on the number of independent studies each faculty member may teach per term (Section IV.A.). The system's flagship (UNC-Chapel Hill) has set this limit at two while some institutions have chosen other maximums. Regardless of the number, these well-intended limitations fly in the face of the educational mission of the university as they restrict learning opportunities and eliminate a successful form of personalized study. We have found the independent study to function best when a cohort of students is selected and moves through the program at once. When this occurs their work often evolves and continues into later semesters, eventually inspiring them to pursue graduate coursework. An absence of the team dynamic and shared accountability hinders the process. Perhaps limitations may serve their intended function without impairing education if capped during a two-year period; this would allow a faculty member to mentor a cohort of 4-8 independent study scholars once every four semesters. Alternatively, enhanced focus could be placed on the supervision of coursework in which scholarship athletes are enrolled. Regardless, these policies do little to ensure that quality instruction is given and restrict a powerful tool to encourage and facilitate independent student learning.

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Christina Campbell (Michigan State University) Juvenile Justice, Risk Assessment, Neighborhood Ecology
Joshua C. Cochran (Florida State University) Criminological Theory, Punishment, Prisoner Reentry
Nicholas Corsaro (Michigan State University) Policing, Environmental Criminology, Research Methods
Francis T. Cullen (Columbia University, Emeritus) 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
Cory Haberman (Temple University) Policing, Crime Analysis
Edward J. Latessa (The Ohio State University) Rehabilitation; Offender/Program Assessment; Community Corrections
Sarah M. Manchak (University of California, Irvine) Correctional interventions, Risk Assessment, Mentally Ill Offenders
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, Emeritus) 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
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, Emeritus) Criminal Law and Procedure; Policing; Teaching Effectiveness

RECENT PHD GRADUATES

Corbin, Anne M., *"Role Conflict Among Juvenile Defenders in an Expressed Interests Jurisdiction: An Empirical Study."* Chaired by Donna Bishop, January 2016, Northeastern University.

Drawbridge, Dara, *"Expressiveness and Instrumentality in Homicide: Hybrid Crime Scenes and the Links Among Situations, Psychological Processes, and Actions."* Chaired by Gregory Zimmerman, May 2016, Northeastern University.

Gulledge, Laura, *"The Role of Gender in Self-Control and Intimate Partner Violence."* Chaired by John Cochran and Christine Sellers, July 2016, University of South Florida.

Judge, David Abeling, *"Examining the Impact and Changing Nature of Social Influences of Desistance from Crime and General Offending."* Chaired by Chester L. Britt, III, & Gregory Zimmerman, May 2016, Northeastern University.

Klossou, Emmanuelle, *"Reform Effects: A Study of the Impact of Case Law and Legislation on the Sentencing of Offenders in US Federal Courts."* Chaired by Chester L. Britt, III, & Natasha Frost, May 2016, Northeastern University.

Fahy, Stephanie, *"Safe Harbor of Minors Involved in Prostitution: Understanding How Criminal Justice Officials Perceive and Respond to Minors Involved in Prostitution in a State with a Safe Harbor Law."* Chaired by Ineke Marshall, May 2016, Northeastern University.

Monteiro, Carlos, *"Understanding Persistent Offending Among Incarcerated Offenders through General Strain Theory."* Chaired by Natasha Frost, May 2015, Northeastern University.

Sharp Parker, Amanda M., *"The Applicability of Criminology to Terrorism Studies: An Exploratory Study of ISIS Supporters in the United States."* Chaired by John Cochran, July 2016, University of South Florida.



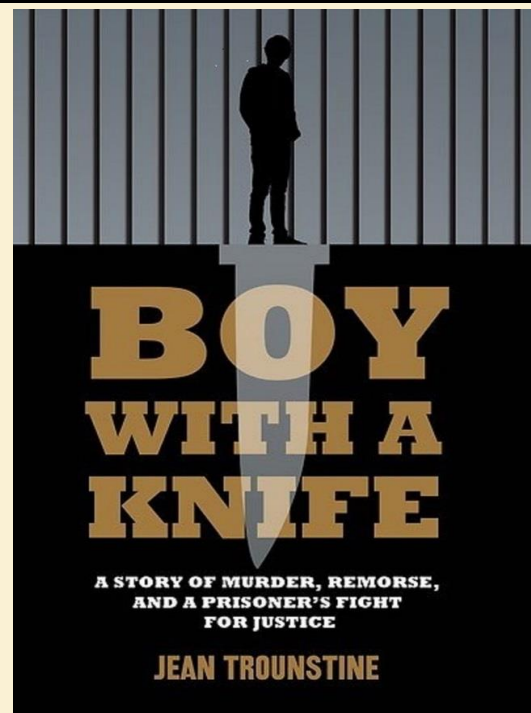
A NEW RESOURCE AT THE INTERSECTION OF JUVENILE JUSTICE, PRISON REFORM, THE LAW, AND NARRATIVE NON-FICTION


Essential reading for anyone who cares about justice.
—Judge Nancy Gertner, Harvard Law School

A compelling story and a deep reflection for teachers and students, advocates and policy-makers, parents and youth on the meaning of justice.
— Robert Kinscherff, PhD, JD, William James College;
MGH Center for Law, Brain & Behavior

If there is a shadow that this book casts over readers, it is Karter's regret... That is the lesson worth remembering.
—Dwayne Betts, formerly incarcerated author of
Bastards of the Reagan Era & 2016 Yale Law School grad.

This book shows why youth justice should move to the top of our national priorities.
—Piper Kerman, author of *Orange is the New Black*



 IG Publishing (igpub.com), April 2016
Available online and at Indie Bookstores everywhere

OBITUARY

Nicole (Nicky) Hahn Rafter



Nicky Rafter, a long-time professor of Criminal Justice and senior research fellow at Northeastern University and an internationally-revered scholar, passed away, suddenly and unexpectedly, on February 29, 2016.

Nicky's eclectic scholarship explored mechanisms of social control, representations of crime, eugenics, biological theories of crime, the history of criminology, and genocide. Early in her career, Nicky authored the authoritative histories of women's imprisonment before turning her attention to the biology of crime and to representations of crime in popular culture. Most recently, a Fulbright to Linz

Austria inspired an interest in crimes against humanity. Her most recent book *The Crime of All Crimes, Toward a Criminology of Genocide*, was published by NYU Press in March. Nicky's many scholarly achievements were recognized by ASC with her selection as a Fellow in 2000 and as the winner of the Sutherland Award in 2009.

Nicky was an inspiration to so many in the field of criminal justice. Her research was bold and she was even bolder. She was demanding, fierce, and loyal. Throughout her career, Nicky led efforts to ensure the profession recognized scholarship from marginalized and underrepresented groups. Despite the importance of her scholarly work, those who knew her well will likely remember her inspiration and her mentorship of students and junior colleagues as her most enduring legacy. Nicky is survived by her husband Robert Hahn, her son Alex Hahn, her daughter Sara Hahn, and her daughter-in-law Sunali Goonesekera. Geoff Ward and Amy Farrell have organized a special session in her honor for the 2016 ASC meetings in New Orleans and we hope you will join us for a celebration of her life and impact on the field. Donations in her honor can be made to Human Rights Watch at www.hrw.org.

Amy Farrell and Natasha Frost



Research Training Opportunity at ASC New Orleans: New Prisoner Survey Dataset

Pre-Conference Workshop: *Using the Program for the International Assessment of Adult Competencies (PIAAC) to Examine US Prisoners' Competencies in Literacy, Numeracy, and Digital Problem Solving*

Date, Time & Location: Tuesday, November 15, 2016; 8:30am to 5:00pm; New Orleans, LA, Hilton Conference Hotel, Chequers, 2nd Level

Facilitator: Dr. Emily Salisbury, University of Nevada, Las Vegas

Purpose: This event will support criminologists in using a newly released dataset. Researchers interested in prison education, re-entry, or rehabilitation will be interested in attending. Participants will run exploratory analyses to examine trends in the data and consider new research questions, which could yield important implications for policy and practice.

Outcome: The PIAAC training event is designed to build the capacity of researchers in multiple disciplines to use the data to conduct research.

Background: The US PIAAC Prison Study was administered from February – June 2014 to a sample of 1,200 adult inmates detained in federal, state, and private prisons. Direct assessments of literacy, numeracy, and problem solving in technology-rich environments were administered as well as a customized background questionnaire to better understand the needs of this subgroup. The prison background questionnaire included items related to activities in prison, such as participation in academic programs and ESL classes, experiences with prison jobs, and involvement in non-academic programs, such as employment readiness classes.

Application Due Date: September 30, 2016

Notification of Acceptance by: October 5, 2016

Event details & application link or contact Emily Salisbury emily.salisbury@unlv.edu 702.895.0245

POSITION ANNOUNCEMENTS

The College of Criminology and Criminal Justice at **Florida State University** is a growing and vibrant academic community which fosters an environment of collaborative research and intellectual stimulation among its faculty and students.

The College invites applications for three open rank professor positions to begin Fall 2017. For two of the positions, the areas of specialization are open. For the third position, expertise in advanced statistical methodology is preferred. Applicants are expected to have a demonstrated ability to conduct and publish significant research, as well as contribute to an environment committed to collegiality, diversity, and graduate education. Women and minority candidates are strongly encouraged to apply. Review of applications will immediately begin and will continue until the positions are filled. Interested persons should submit a letter of application, statements on research and teaching, a curriculum vitae, and three letters of recommendation to:

Dr. Eric Stewart,
Search Committee Chair, College of Criminology and Criminal Justice,
Florida State University,
112 S. Copeland Street,
Tallahassee, FL 32306-1273.

Additionally, candidates must apply for the position through FSU's employment site <http://jobs.fsu.edu>. For further information about the College, please visit our website at <http://crim.fsu.edu/>.

Florida State University is an equal opportunity employer committed to excellence through diversity. Florida State University complies with the Americans with Disabilities Act and is a public records agency pursuant to Chapter 118 of the Florida Statutes.

Tenure-Track Position Criminal Justice

California State University, Sacramento: Division of Criminal Justice seeks a full-time tenure-track assistant professor. Salary is dependent upon qualifications, academic preparation, record of research and peer reviewed publications, and professional experience. The candidate should have an earned doctoral degree in criminal justice or a related discipline. ABDs will be considered. If, ABD, candidates will be required to complete the doctoral degree by January 2018. Candidates must be promising teachers and scholars who have the ability to teach in one or more substantive criminal justice areas such as juvenile justice, corrections, community corrections, criminological theory, policing, administration, investigations or research methods. Candidates who can teach in two or more substantive areas are preferred. Candidates must exhibit a capacity to utilize instructional technology in teaching. The ability to work with diverse groups is necessary.

An applicant must submit (1) a cover letter of application that includes a statement of qualifications, (2) a current curriculum vita, (3) names, addresses, and telephone numbers of at least three recent references who will speak to the professional qualifications of the applicant, and (4) unofficial university transcripts (official copies required if invited for interview). For detailed position information, please go to <http://csus.edu/hr/jobs/index.html>.

To ensure full consideration, applications should be received by November 21, 2016; position open until filled. AA/EEO. Clery Act statistics available. Mandated reporter requirements. Background check required.

DOCTORAL STUDENT FORUM

Tackling Comprehensive Exam Anxieties: The Doctoral Student's Guide

by

Tracey Woodard (tw13e@my.fsu.edu) and Miltonette Craig (moc13b@my.fsu.edu)
Florida State University

As PhD students, we are familiar with the stress-inducing beginning and end stages of the doctoral program: the demands of rigorous coursework and the pressures of dissertation writing. While those stages are indeed stressful, we argue that there is nothing in graduate school that generates more anxiety than preparing for and taking comprehensive exams. Yes, we knew that as part of our pursuit to attain a PhD, the highest degree in our field of study, comprehensive exams were indeed a requirement. But how much thought did we truly give it at the time—you know, back when we were new bright-eyed, bushy-tailed doctoral students?¹ After three to four grueling years in a doctoral program, we must go through the nerve-wrecking process of passing *this* exam before being allowed to proceed on to the dissertation. Therefore, as comprehensive exams are an essential part of the process, it is best to approach them with only healthy anxiety—just the right amount needed to accomplish this arduous undertaking (Rosen, 2008). And while we were not flawless examples, we hope that through our experiences, we can impart some helpful recommendations for quelling the *unhealthy* levels of anxiety.

- **Start preparing early.** During the coursework phase, organize notes by topic and/or author so they are easier to locate and refer to when full-time exam prep begins. Become familiar with exam form and substance as soon as possible. As Cullen and Vose (2014) explain, “In most departments, reading lists and copies of past examinations are available at the time students enter the PhD program ... Students who are the architect of their own careers will realize these realities and start to prepare for the exams from ‘Day 1’” (p. 369).
- **“Audit” fundamental courses.** While enrolled full-time, many students are simply trying their best to grasp course material well enough to get through the semester. Consequently, thorough understanding of the literature may be delayed. So it is a good idea to (informally) retake essential courses, giving you the opportunity to absorb exam-related material a second time from a more enlightened perspective.
- **Engage in cognitive restructuring.** Rather than constantly thinking about the exam(s) in negative terms, substitute pessimistic thoughts with optimistic ones—a strategy known as cognitive restructuring (Clark, 2014). For instance, replace “*There is too much information to read and remember!*” with “*I am investing in my career by becoming well-versed in the criminological literature and by being a better consumer of empirical research.*”²
- **Set a schedule.** As rudimentary as this may sound, it makes a difference. Choose peak hours of productivity that work for you. Also, be specific in your plan. Rather than penciling in “*study for comps,*” schedule time to “*review self-control literature.*” This will help guide you toward a plan of action and accomplishment. Moreover, adhere to the plan closely but also be flexible. Remember that scheduled things can take longer than planned and unscheduled things will come up.
- **Collaborate with your fellow students.** Rather than viewing the comprehensive exam stage as a wholly competitive and solitary event, recognize that collaboration can be extremely helpful. Study groups not only provide a cooperative environment during which valuable information (e.g., key articles) can be exchanged, but they can also be a supportive mechanism to help reduce anxiety. However, be aware of over-relying on others at the expense of your own mastery of the subject matter. Thus, study with (reliable) others some of the time, but be sure to spend sufficient time preparing on your own.
- **Meet with committee members.** The chair and other faculty on the comprehensive exam committee can offer valuable advice. For example, they can discuss common pitfalls to avoid, provide a realistic view of what types of information is contained within “passable” responses, and give substantive feedback on outlines. We suggest meeting with committee members upon commencing exam preparation and again as various questions arise during the study process.

1 Answer: absolutely none.

2 Yes, we are fully aware that we sound like nerds.

DOCTORAL STUDENT FORUM

- **Simulate exam conditions as you approach the date.** One of the best ways to combat anxiety is to desensitize yourself to the negative stimulus. When preparing, put away your notes, silence your phone, activate a timer, and practice in whatever conditions your department has in place. Also, if possible, visit the room in which you will be taking the exam to familiarize yourself with the environment (e.g., lighting, temperature, noise levels) so that you can plan accordingly.
- **Embrace the positives and avoid the negatives.** There are individuals who will be a positive force for you. We both found support, guidance, and encouragement from different faculty members. Friends and colleagues are another positive source. On many occasions, one of us reached out to the other with some version of “*I can’t do this!*”—only to be met with a voice of reason and encouragement. Equally important in managing stress is recognizing and avoiding the negative energies. For instance, consider the dreaded “*How’s the studying going?*” question, which PhD students hear repeatedly. While it may be a well-intentioned inquiry, it can easily have a more caustic connotation for the student. To combat this source of stress, try to acknowledge that most people truly are supportive and accept the caring thoughts that are being offered. With that said, it is also important to give yourself permission to “stay away” from individuals and/or situations that are conducive to unhealthy levels of anxiety.
- **Make time for other things.** Moderation is key. Besides exam prep, the well-rounded doctoral student at the comprehensive exam stage must also work on research projects¹, prepare early versions of a dissertation proposal, present at conferences, and teach, among other things. It is also important to keep body and spirit well by continuing with exercise/meditation and healthy eating habits (*man cannot live on Iced Caramel Macchiatos and Sour Patch Kids alone*). Furthermore, try to keep social relationships in tact by spending time—albeit limited—with family and friends.
- **Be easy on others.** As mentioned earlier, most of us did not comprehend the preparation comprehensive exams entailed. Remember that individuals outside the program may not understand either. Even family/significant others who have seen the piles of papers, journals, and books take over living space simply don’t grasp the kind of writing and expertise needed on exam day. They only know you are taking an exam and may express, “*You’re GOOD at exams! Why are you so stressed? You’ll be fine!*” Be patient with others and recognize they mean well. While the exams may be all encompassing to us, our loved ones DO have a lives that are equally as important and deserving of attention.
- **Recognize that an unsuccessful first attempt is not the end of the world.** Yes, you have devoted several years getting to this point not to mention the countless hours preparing for the exam(s). Expectations are high and the possibility of falling short weighs heavily. You worry about letting down family or professors, and may even question whether you are worthy of being in the program. A few months prior to taking the first exam, one professor explained that it was equally important to plan for not passing as it was for passing. At the time, we considered this quite discouraging, but there is truth in these words. Not everyone passes the first time. However, most programs allow two or more attempts. Although not ideal, you can take the exam again.
- **Don’t forget to celebrate.** The same professor who suggested that we plan for *not* succeeding also cautioned about being too celebratory when finding out we did succeed. As Dr. X explained, passing an exam does not mean the hard work is over; in fact, it will get more intense with the dissertation phase as well as the job search segueing to one’s career. Nevertheless, we believe that celebrations, even for small victories, are vital. We urge you to take the time to revel in your accomplishment and recharge for the next phase of the journey!

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- Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage.
- Clark, D. A. (2014). Cognitive restructuring. In S. A. Hoffman (Ed.), *The Wiley handbook of cognitive behavioral therapy* (Part I, pp. 1-22).
- Cullen, F. T., & Vose, B. (2014). How to be a successful graduate student. *Journal of Contemporary Criminal Justice*, 30(4), 362–377.
- Rosen, R. H. (2008). *Just enough anxiety: The hidden driver of business success*. New York, NY: Penguin Portfolio.

¹ Manuscript writing sessions can be scheduled as often as exam prep sessions. Belcher’s (2009) guide to efficient writing breaks down the process into manageable chunks to help prepare an article for publication in only 12 weeks.

UALR

Department of Criminal Justice

University of Arkansas at Little Rock

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Students in the Ph.D. program in Criminal Justice are guided through an intense, supervised course of study of the history, current issues, and research related to criminology and criminal justice. This program requires extensive work in qualitative and quantitative methods, statistical analysis, and research design. Students will be trained to be prolific writers and skilled at obtaining grants.

OUR FACULTY SPECIALIZES IN:

- Race/ethnicity and crime
- Neighborhoods and crime
- Urban youth gangs in a rural community
- Juvenile delinquency and justice
- Sex offender behaviors
- Violence and victimization
- Policing
- Criminal justice policies
- Corrections
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UALR offers a quality education as one of the South's leading research universities with connections in Arkansas's thriving capital city. UALR offers a dynamic learning environment where students immerse themselves in the traditional college experience. The UALR community is diverse, with nearly 12,000 students from all over the world.

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In the Department of Criminal Justice,
we create engaged life-long learners
dedicated to improving justice in society.

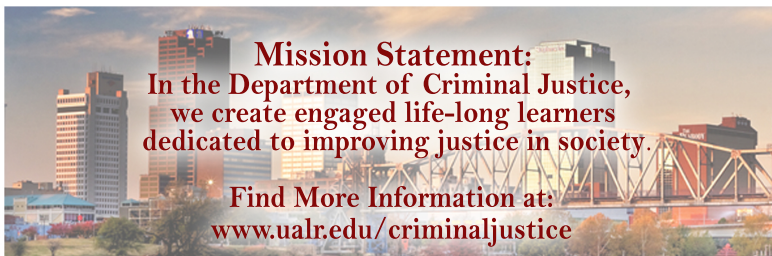
Find More Information at:
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- Juvenile Justice Center
- Senior Justice Center
- Environmental Criminology Center



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. – Vesna Markovic at vmarkovic@newhaven.edu

“This Place, This Country, This People”

by

Mirinda Osmer, Undergraduate Student
University of New Haven

There hangs on a support beam of the Magistrates Court in the Australian Capital Territory (ACT) a classic American 1950s-style neon sign simply stating six words: This Place, This Country, This People. And while at the time it seemed rather odd, after my fourteen days in-country study abroad in 2015 and post-Australia recollection and storytelling, a grammatically correct explanation for “This People” perfectly arose. Despite “people” typically in the plural, in this instance it is to be taken as one singular being; in its singular form it groups together all Australians, from the Aboriginal and Torres Strait Islanders to the first penal colonists and this year’s new citizens. This unity of people, cultures, and backgrounds is one of the most striking elements of Australian culture in general, as well as a common aspect throughout the Australian judicial system.



Mirinda Osmer (3rd from the left) and classmates, with Dr. Bernadette Boss (1st from right) and members of the Galambany Circle Sentencing Court – July, 2015.

When searching for an internship, memories of Magistrates Court’s Galambany Circle Sentencing process reappeared. In short, an Aboriginal or Torres Strait Islander pleads guilty, a panel of Aboriginal elders assess the offender and a Magistrate sentences based on the panel’s recommendations. The panel seeks more restorative and culturally relevant community-based programs than regular court and directly communicates with the offender. The Magistrate’s formal role is minimized. So instead of heading over to my local court this summer, I travelled back to the land down under for an experience that addresses my criminal justice major and sociology and legal studies minors.

Even though I currently attend a university on the opposite coast of the only home I’ve ever known, a five-week internship in a foreign country is daunting. Thankfully, Aussies tend toward being welcoming and friendly. The ACT Magistrates Court is home to eight Magistrates and is the territory’s lowest court level. From contested driving matters to civil hearings to aggravated robbery cases, the court seeks a balance between community and individual safety and offender deterrence and rehabilitation. I worked with Magistrate Dr. Bernadette Boss, a brilliantly busy and boisterous individual, and her Associate, Grace, who expertly understands and anticipates in the most chaotic of situations. Grace is responsible for attaining the files for each week, preparing the files and related paperwork, informing and providing the relevant parties’ solicitors with changes or departmental reports, setting up the courtroom, taking appearances, and a multitude of other tasks ranging from making copies to calling translators to ensuring an offender didn’t leave without signing bail paperwork. I assisted wherever I could, whenever I could. The “backstage” action to the court performance suits me well.

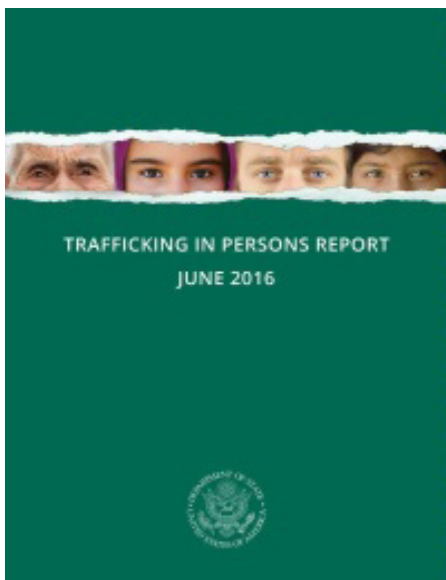
Magistrate Boss is the only Magistrate that sits for Galambany. In my naivety, I expected Galambany Circle Sentencing to operate most days, with some other court duties when needed. Galambany only sits about once a month. During my few weeks, I luckily witnessed two. Welcomed to sit in the circle itself, I gained new perspective of the process. I witnessed the first ACT sentencing of the newly added Intensive Correction Order (ICO), wherein an offender is under strict supervision while living in the community

CRIMINOLOGY AROUND THE WORLD

in lieu of jail time. Despite a lengthy, challenging assessment process, offenders can benefit from holding a job, caring for family, and reengaging in pro-social activities with the strong guiding presence of ACT Corrective Services. The ICOs are a part of the most significant change: the panel's acceptance of more punitive actions. This allows the court to hear more serious charges, like aggravated theft, repeatedly contravening domestic violence restraining orders, and trafficking of illicit substances. Galambany can now hear more types of cases, assist more people and continue to convey Aboriginal cultural contexts for criminals and the legal system.

Despite being mainly in a more typical court setting, my impression remains the same: the Australian Capital Territory's courts are more accepting of other cultures, more willing to allow offenders to illustrate behavioral changes, more understanding of circumstances, and just as busy as American courts. Although challenges and frustrations occur, there is a meaning behind the madness to which the general population is not necessarily privy. However, the ever-present neon sign hanging in Canberra serves as a reminder for all Australians across 'This Country,' that 'This People' work together to take rational legal action against offenders while also repairing and rehabilitating the individual and the community. It serves as a reminder that, despite cultural differences, everyone lives together in this one place. It serves as a reminder that we are all in this together, as This People.

I'd like to thank all of the ACT Magistrates and their Associates, especially Dr. Boss and Grace, for allowing me a once in a lifetime experience, as well as the University of New Haven's Dr. Markovic for allowing this experiential learning to occur.



Trafficking in Persons Report – June 2016

Human trafficking is one of the fastest growing transnational criminal activities in the world. Besides drug and arms trafficking, it is one of the largest criminal industries that exploits millions of women, children, and even men. The Trafficking in Persons Report, published in June 2016 by the U.S. Department of State, gives data on the number of persons trafficked and exploited around the world. It ranks countries using a three tier system (one being best, three being the worst). It also covers several special topics including discussing the challenges in protecting the most vulnerable populations, as well as stressing the importance of protecting victims of trafficking from further victimization of being prosecuted for sex crimes in particular

The report is available on the State Department website:
<https://www.state.gov/documents/organization/258876.pdf>

New International Books of Interest

Antonopolous, G.A. (Ed.) (2016) *Illegal Entrepreneurship, Organized Crime and Social Control*. (Springer).

Farazmand, A. (2016) *Global Cases in Best and Worst Practice in Crisis and Emergency Management*. (CRC Press)

Farrall, S., Goldson, B., Loader, I., & Dockley, A. (Eds.) (2016) *Justice and Penal Reform: Re-shaping the penal landscape*. (Routledge).

Shapland, J., Farrall, S., and Bottoms A. (Eds.) (2016) *Global Perspectives on Desistance: Reviewing what we know and looking to the future*. (Routledge).

The Department welcomes multiple faculty to its ranks in 2016:

Kirk R. Williams, Professor. Ph.D. in Sociology from the University of Arizona, Tucson. His research focuses on the causes and prevention of violence, particularly involving youth or adult intimate partners, with the most recent publications addressing bullying, juvenile offending, and domestic violence risk assessment.

Emily G. Owens, Associate Professor. Ph.D. in Economics from the University of Maryland-College Park. Her research examines whether government policies can reduce crime. Recently, she has begun to focus on examining the impact of policing strategies on crime and legitimacy, as well as on indigent defense.

Ana Muñiz, Assistant Professor. Ph.D. in Sociology at University of California, Los Angeles. She is working on a collaborative project examining the intersection of criminal law and immigration law, specifically how gang membership status is used in immigration civil enforcement and criminal prosecution for immigration-related offenses.

Hillary L. Berk, Assistant Teaching Professor. Ph.D. from the Jurisprudence and Social Policy program at the University of California, Berkeley and J.D. from Northwestern School of Law. Her research examines the ways in which social norms about gender, family, and work both constitute and are constituted by a variety of legal practices and institutions, particularly when law interfaces with science and reproduction.

They join a diverse and distinguished faculty:

Arnold Binder, emeritus	C. Ronald Huff, emeritus	Keramet Reiter
Kitty Calavita, emerita	Valerie Jenness	Nicholas Scurich
Simon A. Cole	Paul Jesilow, emeritus	Carroll Seron
Susan Coutin	Charis Kubrin	Naomi Sugie
Elliott Currie	Elizabeth Loftus	Bryan Sykes
Teresa Dalton	Mona Lynch	William Thompson
John Dombrink	Cheryl Maxson	George Tita
Michael Gottfredson	Richard Mc Cleary	Susan Turner
Sora Han	James Meeker, emeritus	Diego Vigil, emeritus
John Hipp	Joan Petersilia, emerita	Geoff Ward
	Henry Pontell, emeritus	

Please see our advertisement for a UCI Chancellor's Postdoctoral Fellow in Criminology, Law and Society through the UC PFP program this year and for a 2017 Visiting Professor in Residence elsewhere in this newsletter.

Visiting Professor in Residence

The Department of Criminology, Law & Society at the University of California, Irvine invites applications for a **Visiting Professor in Residence** for one compensated quarter during 2017. The Visiting Professor in Residence will meet with graduate students, give a talk, benefit from immersion in the Department and the campus, and serve as a general resource to provide perspective and suggestions for the further development of our program. The Visiting Professor in Residence will receive compensation in the amount of \$25,000 for one quarter (winter, spring or fall).

To ensure your application is given full consideration, interested candidates should submit a CV and letter of interest by **September 22, 2016** by email at clsvisitr@uci.edu. Priority will be given to applications received by that date; however, applications will be accepted until filled. Questions about this position can be directed to Department Chair Cheryl Maxson (cmaxson@uci.edu).

The University of California, Irvine is an Equal Opportunity/Affirmative Action Employer advancing inclusive excellence. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, protected veteran status, or other protected categories covered by the UC nondiscrimination policy. A recipient of an NSF ADVANCE award for gender equity, UCI is responsive to the needs of dual career couples, supports work-life balance through an array of family-friendly policies, and is dedicated to broadening participation in higher education.

UCI Chancellor's Postdoctoral Fellowship in Criminology, Law & Society

The UCI Chancellor's Postdoctoral Fellow in Criminology, Law & Society is selected from the pool of applicants who identified mentors in the Department of Criminology, Law & Society at UC Irvine and submitted their applications to the University of California President's Postdoctoral Fellowship Program. We seek scholars who will contribute to diversity in higher education through their teaching, research or service. Applications are due November 1st at <http://ppfp.ucop.edu/info/>.

Learn more: <http://cls.soceco.uci.edu/pages/UCI-Chancellors-Postoc-Fellowship-CLS>



<http://cls.soceco.uci.edu/>

2016 ASC ANNUAL MEETING

72nd Annual ASC Meeting
November 16 - 19, 2016
New Orleans, LA
The Many Colors of Crime & Justice

- The deadline for submissions has passed
- The Call for Papers, link to the submission site, and other meeting information can be found on the ASC website, www.asc41.com/annualmeeting.htm
- Please direct all questions regarding the Program to the Program Committee at asc2016nola@gmail.com
- You may register for the meeting using the form on the next page, the printer friendly form on the website, or the online registration form available via the link on the website
- Registration fees are as follows:

Postmarked or faxed BEFORE October 1

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

Postmarked or faxed ON or AFTER October 1

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

ASC Sponsored Workshops

Fee: \$50.00 (\$25.00 for students) Enrollment Limit: 50 Date & Time: Tuesday, November 15th, 12 – 4/1 - 3:30 p.m.

****Laptops WILL NOT be provided at any of the workshops. Power strips will be available.****

Title: STUDYING PATTERNS OF BEHAVIOR USING GROWTH CURVE AND GROUP BASED TRAJECTORY MODELS
Instructors: Megan Kurlychek (University at Albany)

Title: UNDERSTANDING AND TREATING SAMPLE SELECTION BIAS: CONCEPTUAL AND EMPIRICAL STRATEGIES FOR CRIMINOLOGICAL RESEARCH
Instructors: Thomas Loughran & Brian Johnson (University of Maryland)

Title: QUALITATIVE RESEARCH USING IN-DEPTH INTERVIEWS
Instructors: Jennifer Cobbina (Michigan State University) & Sharon Oselin (University of California – Riverside)

Title: HOW TO EFFECTIVELY SHARE YOUR FINDINGS & EXPERTISE WITH NATIONAL MEDIA OUTLETS
Instructors: Caitlin Kizielewicz (Crime and Justice Research Alliance) & Frank Wilson (Indiana State University)

Full descriptions of the workshops can be found on our website at
http://asc41.com/Annual_Meeting/WkspRegFormChoice.html

THE AMERICAN SOCIETY OF CRIMINOLOGY – 2016 PRE-MEETING WORKSHOPS

1314 Kinnear Rd, Columbus, OH 43212 Phone: 614-92-9207 Fax: 614-292-6767 Website: www.asc41.com E-mail: asc@asc41.com

All workshops will be held at the Hilton New Orleans Riverside.**Choice 1 - Title:** Studying Patterns of Behavior Using Growth Curve and Group Based Trajectory Models**Instructors:** Megan Kurlychek (University at Albany)**Date & Time:** Tuesday, November 15th, 12:00 – 4:00 pm**Place:** Prince of Wales, Second Level - **Fee:** \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

Criminologist often study patterns of behavior or changes in behavior over time. For example, the age-crime curve and criminal careers have fascinated criminologists for decades. However, there are challenges in determining the correct modeling strategy for such questions. As a result, many statistical models have been utilized from simple fixed effect panel models that control for individual heterogeneity to more complex approaches that attempt to model rather than control for differences. In this workshop, we will study two of the more popular methods used for assessing criminal offending patterns over time: Standard Growth Curve Modeling and Group Trajectory Modeling. The underlying assumptions of each type of model will be covered in detail, which should illuminate the reasons why one might select one approach over the other in a given analysis. The course will incorporate hands-on examples of both approaches in Stata with a sample data set, and example coding provided.

Choice 2 - Title: Understanding and Treating Sample Selection Bias: Conceptual and Empirical Strategies for Criminological Research**Instructors:** Thomas Loughran & Brian Johnson (University of Maryland)**Date & Time:** Tuesday, November 15th, 12:00 – 4:00 pm**Place:** Marlborough A, Second Level - **Fee:** \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

Analytical issues involving sample selection are pervasive in criminology. This workshop provides an introductory overview of theory and practice on sample selection models. It reviews prevalent sources of bias, discusses the effects of selection on model estimates, and covers common statistical approaches that can be used to help address selection bias in criminological research. Examples of different modeling strategies are demonstrated using statistical routines in Stata 14.

Choice 3 - Title: Qualitative Research Using In-Depth Interviews**Instructors:** Jennifer Cobbina (Michigan State University) & Sharon Oselin (University of California – Riverside)**Date & Time:** Tuesday, November 15th, 12:00 – 4:00 pm **Place:** Marlborough B, Second Level - **Fee:** \$50.00 (\$25.00 for students)**Enrollment Limit:** 50

Qualitative research has long been used to expand understandings of crime and justice, although it remains underutilized within criminology. While the focus of this workshop is in-depth interviews, the intention is to instruct participants about the process of rigorous qualitative data collection. The workshop will provide an overview of when to use qualitative methods and the importance of their alignment with specific research questions. We will additionally review construction and structure of in-depth interview guides. Topics will include how to build rapport with respondents, active listening, and effective probing techniques. We will identify common issues that arise during interviews and provide strategies to contend with them. The workshop will conclude with a discussion of different types of coding and analytical strategies, and include a coding exercise. ****Note:** If possible, we request participants bring one interview to the workshop.

Choice 4 - Title: How to Effectively Share Your Findings & Expertise with National Media Outlets**Instructors:** Caitlin Kizielewicz (Crime and Justice Research Alliance) & Frank Wilson (Indiana State University)**Date & Time:** Tuesday, November 15th, 1:00 – 3:30 pm **Place:** Eglinton Winton, Second Level - **Fee:** \$50.00 (\$25.00 for students)**Enrollment Limit:** 50

As crime and criminal justice topics continue to dominate the news cycle, reporters at mainstream media outlets need credible, knowledgeable and prepared experts to address trending issues. During this media training workshop, experts from the Crime and Justice Research Alliance (CJRA) will provide resources, tips and best practices to help you promote your findings with national media outlets and target audiences. Learn how to establish relationships with reporters, manage tough questions, and leverage social media to ensure your research is accurately represented. Whether you have been interviewed a dozen times or have yet to create your Twitter account, this workshop will offer useful tips for experts with varied degrees of experience working with the media. Reporters need your expertise and want to know about your findings – learn how to make your voice heard in the national crime and criminal justice discussion.

****No laptops provided. Power strips will be available.** Return this form (via fax or mail) and your check (in U.S. Funds or International Money Order), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). No refunds will be made on cancellations received after September 30, 2016. Payment must accompany registration form to be officially registered. *Please note that registration for a workshop is NOT registration for the Annual Meeting which begins November 16.**

Name: _____ Phone #: _____ Email: _____

Circle workshop of your choice: 1 - TRAJECTORY 2 - STRATEGIES 3 - QUALITATIVE 4 - MEDIA

Payment Total: _____ Circle Payment Type: Check/Money Order Visa MasterCard AmEx Discover

Credit Card #: _____ Exp. Date: _____ Security Code (on back): _____

Billing Address: _____

UPCOMING CONFERENCES & EVENTS

INTERNATIONAL CRIMINOLOGY MEETINGS AND CONFERENCES

The 16th Annual Conference of the European Society of Criminology
September 21-24, 2016
Muenster, Germany <http://www.eurocrim2016.com/>

Criminal Justice and Security in Central and Eastern Europe
September 26-27, 2016
Ljubljana, Slovenia <http://www.fvv.um.si/conf2016/>

International Criminology Conference 2016: Crime, Criminals, Criminality, and Criminology. International Policy Studies Organization (IPSO)
October 14, 2016
Washington, D.C. <http://www.ipsonet.org/conferences/crim-conf>

7th Annual conference of the Victimology Society of Serbia: Challenges of social reaction and victims' protection
November 24-25, 2016
Belgrade, Serbia
vdsconference@gmail.com, <http://www.vds.org.rs/indexEng.html>

18th World Congress of Criminology
December 15-19, 2016
Delhi, India <http://jibsisc2016congress.com/>

ANZSOC Conference: Horizons Criminology – Australian and New Zealand Society of Criminology
Hobart, Australia www.anzsoc2016.com
December 15-19, 2016

British Society of Criminology Annual Conference 2017
July 10-13th 2017
Sheffield Hallam University in the UK <http://www.britisoccrim.org/conference/>

Crime and Justice in Asia and the Global South: An International Conference
Co-hosted by the Crime and Justice Research Centre (QUT) and the Asian Criminological Society
July 10-13th 2017
Shangri-La Hotel, Cairns, Australia <http://crimejusticeconference.com.au/>

First National Forum of Young Polish Criminologists

The First National Forum of Young Criminologists took place at the University of Bialystok in Poland this past May. The goal of the meetings was to create a platform for the exchange of research experiences and information of young Polish criminologists. The theme of this year's meetings was Contemporary Crime and Social Pathologies. There were 80 participants from 22 research institutions across Poland. For more information regarding this event, contact Emil Pływaczewski (e.plywaczewski@uwb.edu.pl).

REQUESTS FOR PROPOSALS

The American Psychology-Law Society (AP-LS) invites research proposals for Research to Enhance the Impact and Diversification of Psychology and Law Research. For more information, contact the Chair of the Research Committee at llevett@ufl.edu.

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MARK YOUR CALENDAR**FUTURE ASC ANNUAL MEETING DATES**

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 D.C. Marriott Marquis
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
2024	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	Hilton New Orleans Riverside

2016 ANNUAL MEETING

THEME: *The Many Colors of Crime & Justice*

**Make your reservations early for New Orleans, LA
November 16 - 19, 2016**

Hilton New Orleans Riverside
2 Poydras St, New Orleans, LA 70130
(504) 561-0500

\$233 single & \$253 double occupancy

YOU **MUST** MENTION YOU ARE WITH ASC TO OBTAIN THIS RATE