



The Criminologist

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Editor's Note:

After nearly six years, this is my final issue as Associate editor of *The Criminologist*, and I wanted to take this opportunity to thank a number of people. First and foremost, thank you to all the wonderful people at the American Society of Criminology offices who have put up with my questions, as well as my occasional mistakes. In particular, Kelly Vance has been incredible to work with on the newsletter.

Additionally, I appreciate the six editors with whom I have had the pleasure of working: Karen Heimer, Eric Baumer, Eric Stewart, Jody Miller, Christina DeJong, and Pamela Wilcox. It has been a pleasure to work with such commensurate professionals to ensure the ongoing quality of *The Criminologist*.

Additionally, thank you to all the committee chairs over the past six years who have provided columns for the newsletter on a regular basis. Additionally, thank you to the editors of the various ASC journals who have done an exceptional job keeping our members informed about the journals, including special issues and changes in editorships.

Finally, thank you to all the many individuals who have provided essays. Both the lead essays and the additional essays have been extremely informative. Each issue, I have looked forward to learning something new.

It has been truly delightful to work with so many of our wonderful ASC members over the years. Thank you all for this opportunity!

Susan F. Sharp, Ph.D.
David Ross Boyd Professor Emerita
University of Oklahoma

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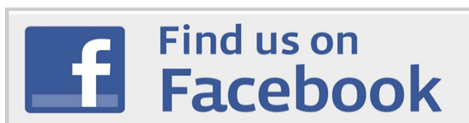
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Criminology in the New Era: Confronting Injustice and Inequalities

By
Meda Chesney-Lind
Vera Lopez
Lisa Pasko

Progressive criminologists, particularly in the United States, face a daunting set of challenges. It is now clear that rightwing politics, particularly racism, sexism and nationalism, were central to Donald Trump's surprising election, not the politics of inequality as some initially speculated. Worse, it appears that the strategy employed in the last election—that of directly appealing to racism, sexism and nationalism of White voters—may continue to dominate political discourse in the United States going forward. The calculus goes as follows. In the current political climate, Republicans are unlikely to garner much support among racial and ethnic minorities, and Trump's long, public history of sexism is both widely acknowledged and not seen by his core voters as disqualifying for the presidency. Direct appeals to racism and sexism will, it seems, become a routine feature of U.S. politics in ways unimaginable since the defeat of segregation and the rise of the civil rights movement.

Nor is the U.S. alone in experiencing these trends. Many nations in the global North, in particular, have seen the rise of an unapologetic rightwing (often nativist) populism, which seems to have emerged in response to a set of transnational political factors, including immigration and globalization. Another key, but sometimes overlooked, aspect of these emerging rightwing movements globally has been the same direct appeal to White male dominance and an implicit endorsement of misogynistic attitudes particularly regarding women's rights and the policing of women's sexuality.

How should the field of criminology navigate this fraught and contentious intellectual, political and policy terrain? These questions have been at the heart of the meeting we are organizing for the American Society of Criminology for November 13-16, 2019 in San Francisco. Key themes include a focus on injustice and inequalities, exploring the way that various social divides differentially impact women, people of color, and undocumented immigrants in an era marked by "fake news" and "alternative facts."

For feminist criminologists, the current global political climate is particularly challenging, given the centrality of violence against women to the field's intellectual agenda. Donald Trump is an unapologetic misogynist, and one who bragged about grabbing women by their genitals; he has also been accused of sexual misconduct by over a dozen women. During the campaign for President, he also raised eyebrows by suggesting that women who seek abortions should be "punished," something that even the anti-abortion movement has avoided suggesting. His campaign pandered shamelessly to nativism, racism (including constructing immigrants as criminals), and anti-abortion sentiments, while also belittling his female opponent as "nasty," unattractive, and "corrupt" with many of his rallies characterized by chants of "lock her up" and T-shirts arguing to "Trump that Bitch".

Upon taking office, though, his presidency has been characterized by additional troubling patterns. Importantly, because of the issues surrounding his dubious election victory, Trump's allies have been targeting the very legitimacy of the U.S. criminal justice system itself (in an effort to undercut what might likely be an effort to prosecute him for obstruction of justice). On a political and policy level, however, Trump appears to have established an effective coalition with conservative establishment Republicans in Congress. In exchange for their silence surrounding his most egregious political and personal blunders and missteps, his administration has facilitated the advance of a social and economic agenda that many note often betrays his populist election rhetoric, delivering instead a narrow but troubling set of victories for traditional conservative core constituencies (including the wealthy Republican donor base and evangelical Christians).

Trump's efforts include the continued efforts to undermine and ultimately repeal the Affordable Care Act and the recent tax cuts (that largely benefited the rich and corporations), which are clear examples of his hewing to traditional conservative issues. Perhaps the least discussed, at least until his most recent addition of Brett Kavanaugh to the U.S. Supreme Court, was his administration's dramatically stepped up efforts to curtail and even criminalize girls' and women's access to the full range of reproductive rights, including various forms of abortion.

Also important to acknowledge in the current era and in our upcoming conference are global and transnational perspectives to crime, victimization, justice, and inequalities. Throughout most of history, the field of criminology has been preoccupied with crime as a local phenomenon, requiring local responses. Global and transnational criminology remedy such parochialism, offer diverse attitudes and explanations, and expand the boundaries of traditional criminological thinking. They also offer opportunities to recognize and understand how the global socio-political market increases and obfuscates criminal activity, especially in the areas of corporate and environmental crime; cyber offenses; drugs, arms, and human trafficking; organized crime and money laundering; human rights violations; and terrorism. Indeed, global criminologists have been instrumental in exposing the harms caused by

globalization and international financial and trade institutions.

A related concern and one that also will be highlighted in our 2019 conference is the criminalization of immigrants based on a political, non-research based agenda that blames undocumented immigrants for violence, crime, and poverty in the U.S. Hate-filled propaganda fueled by for-profit prison interests work hand-in-hand to manufacture the current “crisis” on the U.S.-Mexico border. The criminal justice system is also complicit in the criminalization of immigrants. Certain actions are illegal for undocumented immigrants that are not illegal for citizens; local law enforcement agencies enforce federal immigration laws; and immigrants (particularly brown immigrants) are increasingly under surveillance. Although most migrants attempting to cross the U.S.-Mexico border are men, victims of the manufactured border crisis also include children migrating with their parents and unaccompanied minors who are seeking asylum. Instead of being treated with respect and dignity, many are treated like criminals and housed in detention-like facilities (in fact, some of these detention facilities were actually medium-security prisons in a former life) with family-friendly names, or if not detained, forced to wear ankle monitors.

We hope that these and other key issues (including the emergence of Queer Criminology, a focus on the role of “life sentences” in fueling mass incarceration, sexual harassment within ASC, and the challenges of investigative failures in policing) will be front and center at the San Francisco Meeting of the American Society of Criminology this November.

2019 American Society of Criminology Presidential Sessions

Presidential Panel: Crimmigration: Reflections, Critiques, and Future Steps

Presidential Panel: Reproductive Justice in the Trump Era

Presidential Thematic Panel: Life Imprisonment as a Driver of Mass Incarceration

Presidential Thematic Session: A Moderated discussion on the Status and Future of Queer Criminology

Presidential Thematic Session: Building a #MeToo Movement in Criminology and Criminal Justice Studies

Presidential Thematic Session: The New Detective: Rethinking Criminal Investigations

Clinical Implications for Incarcerated Multicultural Family Therapy

Incarceration

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Prevalence

Historically, there has been a significant discrepancy in incarceration rates by race. For example, in 1990, 904 of every 100,000 African American adults were in prison, as compared to only 135 of every 100,000 Caucasian adults (Subramanian, Riley, & Mai, 2018). When an individual is incarcerated, his or her family suffers from various negative effects as well. These stressors impact the entire family system. The current literature has displayed the benefits of therapeutic family services (Tadros & Finney, 2018; Tadros & Finney, 2019). The purpose of this article is to explore the implications of incorporating multicultural family therapy into incarcerated settings.

Family Engagement

It appears to be most beneficial to the offenders' long-term well-being when their behaviors are viewed within the context of various systems, thus making family engagement a primary target of family-based programs for adult offenders (Datchi & Sexton, 2013). However, engaging adult offenders and their relatives may prove to be a more difficult challenge, as family members choose to keep their distance to cope with years of psychological and financial affliction caused by the offenders' behaviors and illegal involvement (Datchi & Sexton, 2013). This challenge underlines the importance and benefit in having a multicultural family therapy approach within incarcerated settings.

Racial & Ethnic Impacts

Racial discrimination has been found to lead to mental health issues (Carter, Lau, Johnson, & Kirkinis, 2017). Unfortunately, research has shown that racial microaggressions have negative impacts on clients despite being underreported or being perceived as minimal in terms of harm to the client (Sue, 2015). Marbley, Wimberly, Berg, Rouson, and Wilkins (2011) recommended that therapists not be afraid of speaking about culture, utilize the information clients bring into session, understand the impact of culture on the clients' lives and also the therapeutic relationship, and finally, to collaborate in the sense that the therapist is not the only expert (Marbley et al., 2011; Tadros, 2018).

Clinical Implications

Multicultural Family Therapy

Although many interracial interactions are vulnerable to racial microaggressions, research suggests to begin reducing these microaggressions, it is imperative that therapists become more comfortable talking about race (Sue, 2015). At times therapists can use their own intersecting identities to further assist clients (Chan, Cor, & Band, 2017). It is suggested to therapists to increase social awareness and explore their sense of social responsibility (McDowell, Goessling, & Melendez, 2012). The use of innovative experiential activities in which to incorporate the clients' cultural backgrounds are also encouraged (Marbley et al, 2011; Tadros, 2018). Also, experiential learning was shown to be an exceptionally insightful method of applying theory to practice in working within a multicultural context (McDowell et al., 2012). Thus, therapists are advised to use culturally appropriate intervention strategies, and these strategies are to coincide with premises of the client's culture.

There are differences between ineffective and effective strategies for conducting conversations on race (Sue, 2015). Some ineffective strategies that have been shown to be unproductive are to do nothing, to sidetrack the conversation, to appease the participants, to terminate the discussion, and to become defensive (Sue, 2015). It is suggested to, "control the process and not the content of race talk" (Sue, 2015, p. 239). Sue gears this discussion to facilitators and educators; however, this concept can be translated to therapists having these conversations with clients.

Sue reminds readers to, "validate, encourage, and express admiration and appreciation to participants who speak when it is unsafe to do so" (Sue, 2015, p. 243). This directly links to empowerment; as therapists, it is our role to create a safe space for these difficult dialogues, thus, validating the courage the client(s) has to speak of something that society has deemed taboo, something that

should not go unnoticed. Additionally, these conversations of diversity can foster intellectual and personal development, which in turn facilitate becoming a more competent therapist for future clients. Applying multicultural concepts, techniques, and interventions as well as a therapist's cultural competency are necessary for providing care within a population that is comprised of a vast number of diverse individuals. Therefore, cultural competency should be viewed as a lifelong journey (Sue & Sue, 2016).

Marriage and Family Therapists in Incarcerated Settings

There is certainly a need for marriage and family therapists (MFTs) within the incarcerated setting. Marriage and family therapists can help us move forward for improved mental health for individuals who are incarcerated. Several implications can be made following the review of the effectiveness of family therapy's use within the incarcerated setting. Engaging incarcerated individuals and their families in family therapy provides a constructive setting for incarcerated individuals to connect with their families. In addition, family therapy provides those incarcerated and their families a safe space to process through their issues that may influence the incarcerated individuals' transitions home. Further, family therapy offers offenders and their families an opportunity to learn and develop tools to create a stable and supportive environment, such as increasing connection, communication skills, conflict resolution skills, validation, empathy and acceptance.

Therapist Benefits

In working with offenders from a systemic perspective, there are also benefits for therapists. The exposure and experience in working with people of different backgrounds, belief systems, and presenting problems helps to enhance the multicultural competencies of mental health professionals within these incarcerated settings. While incarcerated, offenders face more strain in their relationships, adding to the existing disconnect and hopelessness induced by the incarcerated experience. Due to the overwhelming anxiety and guilt of being in prison, offenders tend to manage these feelings through cut-off, or simply refusing contact and/or emotional support from loved ones. Previous inability to manage emotions in a healthy, proactive way, or to engage in counseling services, may be attributed to their family of origin and/or the stigma associated with counseling within their culture (Barretti & Beitin, 2010). Engaging in therapy services from within an incarcerated setting may be these individuals' first exposures to therapy (Barretti & Beitin, 2010). Moreover, therapists are given the opportunity to witness this first-time experience take place. Nevertheless, counselors are building a trusting relationship with offenders with the goal of fostering hope and change (Barretti & Beitin, 2010; Tadros & Finney, 2018).

In turn, therapists are able to see the impact of poverty on a struggling family and recognize how lack of resources can exacerbate presenting problems (Barretti & Beitin, 2010), thus enhancing multicultural competence of that clinician. Lastly, it is important for counselors and other mental health professionals to consider multicultural issues that affect disadvantaged and oppressed populations that are incarcerated. It is also beneficial for therapists who work with people of color in incarcerated settings to incorporate multicultural components in their approach to treatment, all while upholding the multicultural counseling competencies deemed by their professional associations.

Barriers

Unfortunately, logistical barriers do exist in the implementation of family treatment during incarceration. The culture of an incarcerated facility is not necessarily conducive to treatment, and family members may not be able to visit regularly (Greenwood, 2016). Thus, clinicians should work together with correctional facilities to reduce this stress as much as possible, which may require somewhat of a cognitive shift for corrections staff (Christian, Mellow, & Thomas, 2006). To ease the financial burden of visitation, incorporation of internet-based video visitation may be useful. Additionally, family events at the facility can provide a more relaxed atmosphere for contact with loved ones. Educating the prison guards and staff about the importance of family involvement can increase their commitment and willingness to interact positively with visitors, which can help families feel more comfortable (Christian et al., 2006).

Future Directions

An abundance of research has examined preparation of offenders for life outside of incarceration, but few studies have examined supporting the offender and family while the individual is still incarcerated. Additionally, research has indicated that improving positive family relationships is not sufficient to improve familial relationships. Instead, it is the reduction of negative family interactions and relationships that lead to improvements in mental health symptoms nine months post-release (Wallace et al., 2016). Parents who return from periods of incarceration may still be dependent on institutional structures and routines; therefore, it may be difficult for them to effectively organize the lives of their children or engage in any initiative or autonomous decision-making that parenting involves without first engaging in family therapy (Tadros & Finney, 2018). In an effort to generate an overall understanding of the challenges facing incarcerated populations without multicultural and family intervention, there must be further attention in these areas. This author hopes to inspire research for the betterment of incarcerated individuals and their families that share these challenges.

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Bigger Fonts Please! Font Size Recommendations for Slides and Posters

Andrew Wheeler

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The ASC meeting is upon us again, during which we will sit through numerous talks of PowerPoint© slides and wander the makeshift corridors for the poster presentations. One particular issue of which I have become acutely aware with my diminishing eyesight over the years is the size of the fonts used. Various guides often state that one should not use too small of fonts, but the recommended sizes are often ad-hoc. Here I provide more objective recommendations.

We will start by examining how large text needs to be for it to be legible by the majority of viewers. Such work does not measure letter size in terms of a specific font size, but based on the subtended angle through which we view the letters. In plain terms, things that are closer to us are larger in our sight, and so we cannot give consistent font size recommendations without knowledge of how far away viewers are going to be. Figure 1 shows a diagram of this relationship: the subtended angle is the size of the angle that projects from a person's eye to the object in view. For example, A 12-inch-tall ruler, when viewed from 2 feet away results in approximately a 0.5 subtended angle (in radians), whereas that same ruler when viewed from 4 feet away, is a 0.25 subtended angle.

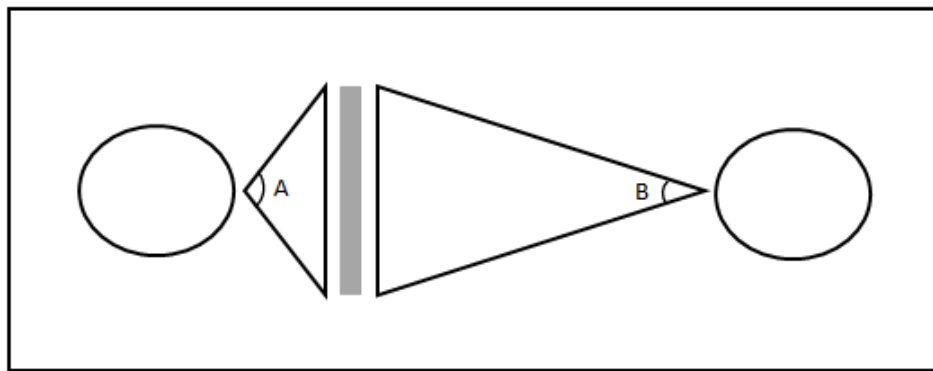


Figure 1: Example of how large an object is within an individual's sight. The angle's A and B determine the visual extent of the object in view, which is a function of the height of the object and the distance of the viewer.

In my review of various studies, recommendations for being able to resolve letters with normal vision tended to range between 0.003 to 0.010 radians. For one example, Smith (1979) had students prepare different word and letter clippings and then had subjects walk towards the object until they could read the labels. Nearly 100% of the subjects were able to read the labels within 0.007 radians. Thus I use 0.007 radians as the guide stick to give recommendations.

The conversion of letter heights to fonts is that one point of font is equal to 1/72 of an inch. To translate this to font size recommendations for posters, Block (1996) suggests that most individuals are around four feet away when reading a poster presentation. This suggests letters should be 0.34 inches if you want text to be readable by individuals who are walking by your poster, which translates to **25 point font**.

While it is arguable that not all texts need to meet this legibility requirement in a poster session (a viewer has the ability to get closer and examine the fine print), I would discourage using text any smaller than this. In an experimental study of museum labels, Thompson & Bitgood (1988) found that reducing font size and increasing word counts resulted in fewer people stopping to read labels.

The font sizes in Colin Purrington's poster templates align well with my recommendations while creating an aesthetically pleasing hierarchy of text. His titles are 110 points, author information 60 points, main section headings 48 points, and the lowest level text is 28 points.

This advice does not as readily translate into lecture slides that are projected onto a screen. This is because there are more variables when doing presentations, including size of the projected presentation and size of the room. In my experience, bullet points and their associated text within projected presentations, are infrequently a problem. You can cram more text in a slide (and still be able to read it comfortably) than presentations should have in most circumstances. Typically, viewers will ignore what you are saying and read the text first, so having excessive text in a slide is a good way to get people to ignore your actual talk (Dumont, 2009; Schwabish, 2017). Dumont (2009) suggests to only have three or fewer main points per slide, and I believe this is good advice.

But, axis labels for statistical graphs and tables with many rows often result in too small of text for me to comfortably read. Smith (1979) recommends only having six lines in transparencies, and this seems reasonable to apply to rows in tables. Although similar to too much text, you should not pore over each individual row in your talk, but instead provide a quicker summary and highlight key findings of more interest.

All major statistical programs in my opinion have too small of fonts for their graphics by default. To combat this, I suggest editing the graphics to have a minimum of 12 to 14 point fonts on the computer screen for use in presentations, although there could be room set ups that ultimately need even larger fonts than this.

To make a long story short, do not use under 25 point font for posters. And for projected presentations, avoid tables with more than six rows and edit statistical graphs to have no smaller than 12 point font.

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EDITOR'S CORNER

Feminist Criminology: Continued Traditions and Future Plans¹

Kristy Holtfreter, Editor-in-Chief, *Feminist Criminology*, Arizona State University

Launched in 2006, *Feminist Criminology* is the official journal of the American Society of Criminology's (ASC) Division on Women and Crime (DWC). As many of you know, I took over editorship of the journal in June 2018, with the assistance of managing editor Natasha Pusch. Thanks to the detailed planning and guidance of previous editor Rosemary Barberet and her managing editor, Diana Rodriguez-Spahia, along with the continued support of DWC Chair Sheetal Ranjan and the distinguished DWC Executive Board, the transition has been smooth for us. We are fortunate to assume responsibility for a strongly performing journal with a history of successful traditions, many of which started in the most recent editorial term and others which have roots in the trailblazing work done by founding editor Susan Sharp and/or subsequent editors Jana Jasinski and the late Helen Eigenberg. It is an honor and privilege to serve the DWC and the ASC in this capacity, and it is my sincere hope to continue the journal's upward trajectory.

As we look ahead, my plans for the journal's future are driven by an understanding of what the leading journal on gender and crime *should be*: an outlet whose published scholarship (1) guides future theoretical development and empirical research in gender and crime, (2) informs policy on women and girls, and (3) expands the borders of feminist scholarship. These three criteria, coupled with the assessments of our dedicated reviewers, guide my editorial decisions regarding the publication of manuscripts.

Publishing work that guides future theoretical and empirical research is an established hallmark of *Feminist Criminology*. The most highly cited articles in the journal have directly influenced theoretical development and empirical research by challenging mainstream theory and/or methodological approaches to the study of gender and crime. For example, Joanne Belknap and Kristi Holsinger's (2006) "The gendered nature of risk factors for delinquency" has been cited 539 times, Meda Chesney-Lind's (2006) "Patriarchy and crime: Feminist criminology in an era of backlash" has been cited 427 times, and Amanda Burgess-Proctor's (2006) "Intersections of race, class, gender and crime: Future directions for feminist criminology" has been cited 418 times (Google Scholar, July 26, 2019). These pieces established the importance of not simply controlling for sex, but rather evaluating the unique impact of theoretically-derived independent variables for males and females. They introduced future generations of scholars to the role of feminist criminologists in confronting issues of race, class, and gender inequality. These and other highly-cited *Feminist Criminology* articles are staples in graduate level seminars on gender and crime, and required reading for comprehensive exams on criminological theory.

In editing *Feminist Criminology*, I embrace the traditions of my predecessors by continuing to ensure that published articles—even those not directly testing theory—will contribute to theoretical debate and potentially challenge future empirical work to address multiple potential nexuses of inequality (e.g., race, ethnicity, class, citizenship, sexuality, and structure). This will require a careful selection of expert reviewers who are committed to providing detailed feedback that challenges authors to fully develop theoretical arguments. I welcome the publication of exchanges between scholars reflecting diverse viewpoints, consistent with the series of theoretical debates published in *Criminology* and *Theoretical Criminology* in the 1990s.

It is also critical that research published in *Feminist Criminology* continues to inform policy on women and girls. This may include studies of victimization that disproportionately befalls females (e.g., sexual assault, intimate partner violence, domestic violence, and sex trafficking). This work can provide insights not just into the correlates of victimization, but also the ways in which the criminal justice system and related institutions treat victimized women, girls, and other marginalized groups directly or indirectly exacerbates their victimization. Many of these issues are addressed in a future special issue on family violence, guest edited by Leslie Gordon Simons and Tara Sutton.

Scholarship in *Feminist Criminology* also sheds light on the gendered experiences of women working in the criminal justice system. The 2018 special issue on "Women at Work in Criminal Justice Organizations" (Guest Edited by Cara Rabe-Hemp and Susan Miller) is a prime example. There is a critical need for a feminist approach to more closely examine the gendered experiences in other occupational settings, and in particular, the (in)effectiveness of workplace policies and practices. The most prominent of these

¹ This essay is an abbreviated and updated version of an editorial statement previously published as: Holtfreter, K. (2018). Editor's introduction: The future of *Feminist Criminology*. *Feminist Criminology*, 13, 431-434. Reprinted with permission from Sage Publications.

EDITOR'S CORNER

policies is *Title IX of the Educational Amendments of 1972* (Title IX) which has received increased scholarly and media attention. As Editor of *Feminist Criminology*, I encourage gender and crime scholars to devote more policy attention to the university setting. This will be done—at least in part—through a future special issue dedicated to Title IX, guest edited by Tara Richards and Callie Rennison. The submission of manuscripts evaluating other timely legal issues affecting women and girls is also welcome.

Immediate past editor Rosemary Barberet enhanced *Feminist Criminology's* representation around the globe, by increasing the representation of international scholars on the editorial board, and actively recruiting manuscript submissions from other countries. I am proud to continue the tradition of publishing at least one international article per issue. I believe that the borders of feminist scholarship can also be expanded by increasing the interdisciplinary reach of the journal to potential authors and readership, which in turn will increase the journal's impact in the discipline.

A primary indicator of a journal's influence is the impact factor. According to the 2018 Journal Citation Reports (released in June 2019), *Feminist Criminology* is ranked 24 of 65 in the category "Criminology and Penology," on the Social Science Citation Index, increased from 2017 ranking of 41/61. The current impact factor is now 1.75 and the five-year impact factor is 2.33. I am working with Sage Publications to also index the journal in the category of "Women's Studies," which "covers resources that focus on interdisciplinary topics such as women and health, women's psychology, women and politics, gender studies, and feminism." Research published in *Feminist Criminology* is consistent with these topics, making it naturally appealing—but not necessarily currently the most visible—to scholars outside of criminology and criminal justice programs. I implore the editorial board, reviewers, and others to consider citing relevant *Feminist Criminology* articles in their own work.

Outstanding scholarship on gender and crime will continue to be promoted with the *Feminist Criminology* Graduate Research Scholarship (\$5000), funded by the journal's royalties. This award attracts over 30 applications. The 2019 winner is Ellen Van Damme (KU Leuven). Two (\$500) honorable mention awards will be given to Katherine Maldonado (University of California, Riverside) and Amber Wilson (University of South Carolina). I am pleased to continue the *Feminist Criminology* Best Article Award, conferred annually to the best article in the previous year's volume, which in 2019 goes to Aime Schuck, University of Illinois-Chicago, for her 2018 article, "Women in policing and the response to rape: Representative bureaucracy and organizational change." Both awards undergo a rigorous committee review. I look forward to recognizing the winners at our DWC breakfast meeting and awards ceremony in San Francisco. The DWC continues to sponsor a Reviewer Training Workshop at ASC, primarily for graduate students and junior scholars. I am indebted to Rosemary Barberet, Claire Renzetti (Editor, *Violence Against Women*), and Frances Bernat (Editor, *Women & Criminal Justice*) for their past work in developing and leading this important event.

Of course, none of my goals for *Feminist Criminology* will be accomplished alone. I am also fortunate to be surrounded by the distinguished and diverse editorial board, to which I have added Deputy Editor Leslie Gordon Simons and several DWC members—Lisa Broidy, Callie Burt, Katelyn Golladay, Angela Gover, Merry Morash, Sally Simpson, Darrell Steffensmeier, Sara Wakefield, and Emily Wright—whose scholarship covers a variety of areas relevant to gender and crime. Along with the backing of the DWC membership, these individuals will play a vital role in ensuring that the goals of guiding future theoretical development and empirical research in gender and crime, advancing policy on women and girls, and expanding the borders of feminist scholarship are accomplished. The continued support of ASC leadership and membership is also important.

References

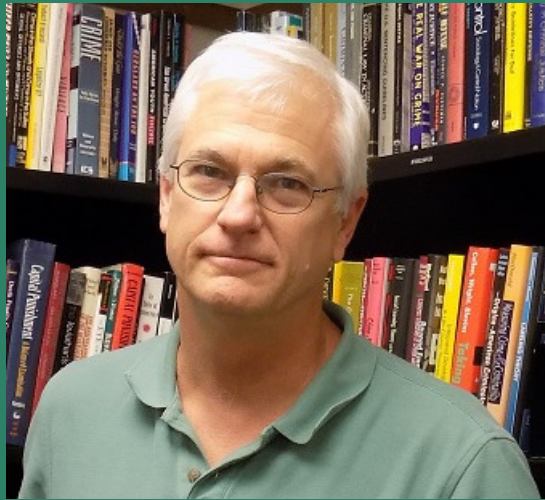
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DEPARTMENT OF CRIMINOLOGY

UNIVERSITY OF
SOUTH FLORIDA
A PREEMINENT RESEARCH UNIVERSITY



USF PROUDLY ANNOUNCES NEWLY APPOINTED



JOHN COCHRAN

Chair

Dr. Cochran received his B.A. (1980), M. A. (1982), and Ph.D. (1987) in Sociology from the University of Florida. His teaching and research interests include micro-social theories of criminal behavior, macro-social theories of crime and crime control, assessments of issues regarding the legitimacy of capital punishment, and quantitative data collection and analysis. He has published approximately 150 articles, book chapters, and reports, is an ad hoc reviewer for 46 professional journals, and has served on the editorial boards of *Justice Quarterly*, *Deviant Behavior*, *Journal of Drug Issues*, *Criminal Justice Policy Review*, *Sociological Inquiry*, *Journal of Crime and Justice*, and several others.

Quarterly, *Deviant Behavior*, *Journal of Drug Issues*, *Criminal Justice Policy Review*, *Sociological Inquiry*, *Journal of Crime and Justice*, and several others.



MATEUS RENNÓ SANTOS

Assistant Professor

Dr. Santos received his BA and MA in Sociology from the Federal University of Minas Gerais, in Brazil, and his PhD in Criminology and Criminal Justice from the University of Maryland, College Park. His research focuses on crime and criminal justice trends, particularly on the drivers of changes in the rates of violence of populations, and on testing macro-level criminological theory. His recent research explores the drivers of a worldwide decline in violence.



MICHAEL LEIBER

Professor

Dr. Leiber is stepping down after eight years as the Chair of the Department of Criminology at the University of South Florida. He will continue to conduct research on race/ethnicity and gender issues in crime and justice.

He, along with Dr. Marvin Krohn, will also be serving as a co-editor of *Justice Quarterly*.

DEPARTMENT CONTACT

813-974-9708
criminology.usf.edu
4202 E. Fowler Avenue, SOC 107,
Tampa, FL 33620

GRADUATE PROGRAMS

M.A. in Criminology
M.A. in Criminal Justice Administration
M.S. in Cybercrime
Ph.D. in Criminology

AROUND THE ASC

75th ASC Annual Meeting

November 13 - 16, 2019

San Francisco, CA

Theme: *Criminology in the New Era: Confronting Injustice and Inequalities*

REGISTRATION INFORMATION IS AVAILABLE AT ASC41.COM



LIGHTNING TALKS: *Sharing and learning at lightning speed*

This year, ASC will be introducing a new type of presentation called “Lightning Talks” at the annual meeting.

What is a lightning talk? A lightning talk is a brief 5-minute presentation that focuses on an idea or topic. Lightning talks can also provide an update on key findings. If they are well organized, lightning talk sessions can be excellent opportunities to promote conversations and future collaborations.

Lightning Talk sessions will be organized around themes or ideas. Each session will include 6-7 presentations with time for Q&A after all presentations have been completed.

Individuals can either submit their lightning talk as an individual presentation or they can organize their own lightning talk session around a specific theme or idea. The submission due date for lightning talks is May 10, 2019.

Here are some helpful tips for making your lightning talks successful:

- 1) Make your point and make it early.
- 2) Don't spend too much time on extraneous details. Focus.
- 3) Practice! Practice! Practice! A brief script is a good idea. Practice reading your script before your session. It's okay if you go under 5 minutes, but not longer.
- 4) PowerPoint is a great tool for presenting lightning talks, but if you use slides make sure to limit your slides to 3-5 visually appealing slides with only 1-2 words per slide.

To ensure the lightning talk sessions run effectively a facilitator will be assigned to each session. This person will be responsible for obtaining slide presentations from all presenters BEFORE the scheduled lightning session and loading them on a single computer.

The facilitator will also keep time during the lightning talk sessions to ensure that all presenters adhere to the 5-minute rule. Following these guidelines will ensure that your lightning talk session will be stimulating, enjoyable, and exciting.

**AMERICAN SOCIETY OF CRIMINOLOGY
2019 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

For a full description of ASC sponsored workshops please see:

https://www.asc41.com/Annual_Meeting/2019/2019PMworkshops.html

Choice 1 - Title: Applications of Machine Learning in Criminology and Criminal Justice

Instructor: Zubin Jelveh, Crime Lab New York

Date & Time: Tuesday, November 12th, 12:00 PM – 4:00 PM **Place:** San Francisco Marriott Marquis

Choice 2 - Title: Scraping Data from the Internet and Government Documents

Instructor: Neal Caren, University of North Carolina, Chapel Hill

Date & Time: Tuesday, November 12th, 12:00 PM – 4:00 PM **Place:** San Francisco Marriott Marquis

Choice 3 - Title: Visual Methods in Criminology and Criminal Justice

Instructors: Heith Copes, University of Alabama at Birmingham and Jared Ragland, University of South Florida

Date & Time: Tuesday, November 12th, 12:00 PM – 4:00 PM **Place:** San Francisco Marriott Marquis

*No laptops provided. Power strips will be available for all workshops. Enrollment limit: 50 per workshop

** Return this form (via fax or mail) and your check (in U.S. Funds or International Money Order), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). **No refunds will be made on cancellations received after September 30, 2019. 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 13.

Name: _____

Phone: _____ **Email:** _____

Circle workshop of your choice:

1 - APPS

2 – DATA

3 – METHODS

Circle Payment Total: \$75.00 \$30.00 (students) **Payment Type:** Credit Card Check/Money Order

Credit Card #: _____ **Expiration Date:** _____ **CCV #:** _____

Billing Street:

Address: _____

Billing Zip Code: _____

Name on Card: _____

Email for receipt: _____

The American Society of Criminology

2019 Annual Meeting Registration Form – San Francisco, CA - November 13-16, 2019

www.asc41.com asc@asc41.com

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

Full Name for Badge: _____

Affiliation for Badge: _____

City, State: _____

Country: _____

Phone: _____ E-mail: _____

CODE OF CONDUCT AGREEMENT: By registering or participating in any ASC meeting or event, I assent to and agree to abide by this Code of Conduct (see page 2 of this form) and the ASC Code of Ethics. Initial here: _____

ATTENDEE LIST: Do you authorize us to publish your name and affiliation to our public attendee list on the ASC website? Y N

PROGRAM OPTION: Please choose which version of the program you would like to reserve. If you have not used the smartphone app before, we urge you to choose the printed program to ensure enough books are ordered. If you choose "App Only," there will not be a printed program for you. However, you may check with us at the end of the meeting regarding the availability, if any, of leftover printed programs.

Smartphone App Only Printed Program (includes Smartphone App access)

REGISTRATION FEES: All Meeting Attendees/Participants Are Required To Register. PAYMENT MUST ACCOMPANY REGISTRATION FORM TO BE OFFICIALLY REGISTERED. A receipt will be sent via email.

Postmarked or faxed BEFORE October 1

- ASC Member: \$150.00
Non-Member: \$190.00
ASC Student Member: \$50.00
Student Non-Member: \$100.00

Postmarked or faxed ON or AFTER October 1

- ASC Member: \$200.00
Non-Member: \$240.00
ASC Student Member: \$60.00
Student Non-Member: \$110.00

OPTIONAL SPECIAL EVENTS

Table with 4 rows of optional special events including: Division of Corrections and Sentencing Annual Business / Awards Breakfast Meeting, Division of International Criminology Awards Presentation and Luncheon, Division on People of Color & Crime Symposium Luncheon and Awards, and Division on Women & Crime Social.

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

Credit Card #: _____ Exp. Date: _____ CCV #: _____

Billing Street Address: _____ Billing Zip Code: _____

Name on Credit Card: _____

Email Address for credit card receipt (if different from above): _____

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

Section to be filled out by ASC

Total _____ Date _____ Check/MO # _____ Credit Card _____

The American Society of Criminology

2019 Annual Meeting Registration Form – San Francisco, CA - November 13-16, 2019
www.asc41.com asc@asc41.com

CODE OF CONDUCT**Introduction**

As an organization, we uphold our Code of Ethics (approved March 2016). Section II #5 of the Code states, “In their professional activities, ASC members are committed to enhancing the general well-being of societies and of the individuals and groups within them. Thus, ASC members have an obligation to avoid forms of social injustice such as discrimination, oppression, or harassment.” Section II #10 of the Code states, “ASC members do not force, coerce, or obtain through manipulation personal favors, sexual activity or economic or professional advantages from any person including faculty, students, research respondents, clients, patients, research assistants, clerical staff or colleagues. ASC members will not engage in workplace harassment, aggression, or bullying of any kind.”

We remind all participants in ASC activities during the annual meeting that the Code of Ethics will be upheld so that all its members enjoy a welcoming environment free from unlawful discrimination, harassment and retaliation. We refer to this as the Code of Conduct.

Application

This policy applies to all participants in ASC activities, including but not limited to event attendees, professionals, students, guests, staff, contractors, exhibitors, and participants in scientific sessions, on tours, and other social events of any ASC meeting or other activity.

Expected Conduct

All participants at ASC meetings are expected to abide by the Code of Conduct in all meeting venues including ancillary events as well as official and unofficial social gatherings. This Code of Conduct is designed to reinforce the norms of professional respect that are necessary to promote the conditions for free academic interchange. If you witness potential harm to a conference participant, please be proactive, to the extent that you are comfortable, in helping to present or mitigate that harm.

Unacceptable conduct

Threatening physical or verbal actions and disorderly or disruptive conduct will not be tolerated. Harassment, including verbal comments relating to gender, sexual orientation, disability, race, ethnicity, religion, age, national origin, gender identity or expression, veteran status or other protected statuses, or sexual images in public spaces, deliberate intimidation, stalking, unauthorized or inappropriate photography or recording, inappropriate physical contact, and unwelcome sexual attention, will not be tolerated.

Section to be filled out by ASC

Total _____

Date _____

Check/MO # _____

Credit Card _____

AROUND THE ASC**2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS****HERBERT BLOCH AWARD RECIPIENT****AMANDA BURGESS-PROCTOR**

Amanda Burgess-Proctor is Associate Professor of Criminal Justice at Oakland University. She has been an active member of the American Society of Criminology (ASC) and the ASC Division on Women & Crime (DWC) for twenty years, and has dedicated much of her professional life to bridging research and public policy. From 2016-2018 she served as DWC Chair, during which time she organized a research presentation on gendered violence at the UN-Women Headquarters in New York City. In her role as Immediate Past Chair, she helped create and organize the DWC's first Congressional Briefing, "Translating Research to Policy: Improving Justice for Women and Girls." In 2019, Governor Gretchen Whitmer appointed her to chair the Michigan Criminal Justice Policy Commission. She earned her Ph.D. in Criminal Justice from Michigan State University. Her primary research interests include intimate partner abuse, sexual victimization, and crime and drug policy. Her research has appeared in *Criminal Justice & Behavior*, *Feminist Criminology*, *Journal of Interpersonal Violence*, *Justice Quarterly*, *Translational Criminology*, and *Violence Against Women*.

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD RECIPIENT**JILLIAN J. TURANOVIC**

Jillian J. Turanovic is an assistant professor in the College of Criminology and Criminal Justice at Florida State University. Her research focuses broadly on victimization, criminological theory, and correctional policy. She is the author of *Thinking About Victimization: Context and Consequences* (Routledge, 2019), as well as over 30 peer-reviewed articles that have been published in journals such as *Criminology*, *Journal of Quantitative Criminology*, *Justice Quarterly*, and *Journal of Pediatrics*. Her research has been supported by grants from the National Institute of Justice, the National Science Foundation, and the Office for Victims of Crime. She is currently co-editing (with Travis Pratt) a volume in the *Advances in Criminological Theory* series, *Revitalizing Victimization Theory: Revisions, Applications, and New Directions* (Routledge), and is researching school violence and victimization. With the support of NIJ (and the help of her students), she is also building a comprehensive database of deadly mass shootings in the U.S. since 1980. She is a Graduate Research Fellow and W.E.B. Du Bois Fellow of the National Institute of Justice, and she received her Ph.D. (2015) in criminology and criminal justice from Arizona State University.

AROUND THE ASC

2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD RECIPIENT

PAUL NIEUWBEERTA



Paul Nieuwbeerta is full Professor of Criminology at the Institute of Criminal Law and Criminology of Leiden University in the Netherlands since 2009. He received his M.A. (1989) in Public Administration from Twente University and Ph.D. (1995) in Sociology from Nijmegen University. His doctoral and post-doctoral research (until 2000) comprised large-scale cross-national data projects on social inequality and voting behaviour in democratic countries. He started doing criminological research at the Netherlands Institute for the Study of Crime and Law Enforcement (NSCR) in 2000. He was appointed as professor of Sociology (one day/week) at the Faculty of Social Sciences of the Utrecht University at the chair 'Theoretical and empirical analyses of societal effects of Criminal Justice interventions' from 2006 until 2016.

Since 2000 he published a large number of books papers in several areas of criminology, e.g. on (international) crime victimization, criminal careers, homicide and prisons. Over the years his main research field became Life Course Criminology with a focus on the intended and unintended effects of imprisonment. He was initiator and co-PI of several large scale data collections, e.g. the 'Dutch Homicide Monitor', the 'Crime Career and Life Course Study (CCLS)'. His current projects involve the 'The Prison Project', a nation-wide large research project

examining the intended and unintended consequences of imprisonment in The Netherlands (see: www.prisonproject.nl) and the Life in Custody Study (LIC), a nation-wide study on all detainees in Dutch prisons. For the Prison Project, he received the Excellence Research Award (2017) of the International Corrections and Prison Association (ICPA).

EDWIN H. SUTHERLAND AWARD RECIPIENT

PEGGY GIORDANO



Peggy C. Giordano is Distinguished Research Professor Emeritus in the Department of Sociology at Bowling Green State University. She received her Ph.D. in sociology from the University of Minnesota. Her research interests have centered on gender and crime, the ways in which a range of social relationships influence delinquency involvement, the desistance process, and more recently the etiology of intimate partner violence. Her monograph on the experiences of a sample of highly delinquent youth (*Legacies of Crime*) focused on mechanisms associated with the intergenerational transmission of crime and other negative developmental outcomes experienced by children of the original respondents. A Fellow of the ASC, she has twice received the Outstanding Paper Award from the Crime, Law, and Deviance Section of the American Sociological Association for her examinations of dynamics underlying criminal persistence and desistance. She is currently conducting a longitudinal study of the relationship experiences of a large, diverse sample of young women and men interviewed first as adolescents, and later as young adults (The Toledo Adolescent Relationships Study). This study focuses on the ways in which relationships with parents, peers, and romantic partners influence a range of outcomes, including delinquency and criminal behavior as well as intimate partner violence.

AROUND THE ASC

2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

AUGUST VOLLMER AWARD RECIPIENT

VALERIE JENNESS



Valerie Jenness is a Professor in the Department of Criminology, Law and Society and in the Department of Sociology at the University of California, Irvine. She is the author of four books, including, most recently, *Appealing to Justice: Prisoner, Grievances, Rights, and Carceral Logic* (with Kitty Calavita, University of California Press), and many articles published in sociology, law, criminology, and gender journals. Her work on prostitution, hate crime, prison violence, transgender prisoners, and prison grievance systems has been honored with awards from the American Society of Criminology, the American Sociological Association, the Society for the Study of Social Problems, the Pacific Sociological Association, the Law and Society Association, the Western Society of Criminology, and Gustavus Myers Center for the Study of Bigotry and Human Rights in North America.

Her studies of hate crime, sexual assault in prisons, prisoners with mental health concerns, transgender prisoners, and the inmate appeals system in prison have informed public policy. She has served on the California Governor's Rehabilitation Strike Team to assist with the implementation of legislation designed to provide rehabilitation services to tens of thousands of California prisoners (AB 900). More recently, she has worked with the Los Angeles Police

Department, the United States Courts for the Ninth Circuit, and the U.S. Immigration and Customs Enforcement to develop and implement innovative policy.

She is a Past President of the Society for the Study of Social Problems and the Pacific Sociological Association as well as Past Editor of *Contemporary Sociology*.

ASC FELLOW RECIPIENTS

MARJORIE S. ZATZ



Marjorie S. Zatz is Graduate Dean and Professor of Sociology at the University of California, Merced. Zatz received her B.A. in Sociology with a minor in Latin American Studies from the University of Massachusetts, Amherst and her Ph.D. in sociology with a minor in Latin American Studies from Indiana University in 1982. She has published numerous books and articles on immigration policy; race, gender and juvenile and criminal court processing; Chicano gangs; and the Cuban and Nicaraguan legal systems. Her books include *Dreams and Nightmares: Immigration Policy, Youth and Families* (University of California Press, 2015), *Punishing Immigrants: Policy, Politics and Injustice* (New York University Press, 2012), *Images of Crime, Images of Color* (3rd edition 2006, Oxford University Press), *Producing Legality: Law and Socialism in Cuba* (Routledge, 1994), and *Making Law: The State, The Law and Structural Contradictions* (Indiana University Press, 1993).

Zatz is the recipient of recent grants from the National Science Foundation, the Andrew W. Mellon Foundation, Henry Luce Foundation, Hearst Foundations, and Council of Graduate Schools. Among other honors, she was named one of the top 35 Women in Higher Education by *Diverse: Issues in Higher Education* in 2019, is a Fellow of the American Society of Criminology (ASC), the recipient of the ASC Herbert Block Award for service to the profession, the Lifetime Achievement Award from the ASC Division on People of Color and Crime, the Senior Scholar Award from the ASC Division on Women and Crime, and the Western Society of Criminology's Award for Outstanding Contributions to Criminology.

AROUND THE ASC

2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

ASC FELLOW RECIPIENTS (cont.)

CHARIS E. KUBRIN



Charis E. Kubrin is Professor of Criminology, Law and Society and (by courtesy) Sociology at the University of California, Irvine. Her research focuses on neighborhood correlates of crime, with an emphasis on race and violent crime. Recent work in this area examines the immigration-crime nexus across neighborhoods and cities, as well as assesses the impact of criminal justice reform on crime rates. Another line of research explores the intersection of music, culture and social identity, particularly as it applies to hip hop and youth in disadvantaged communities. In addition to her work in peer-reviewed journals, Kubrin is co-author of *Researching Theories of Crime and Deviance* (Oxford University Press 2008) and *Privileged Places: Race, Residence, and the Structure of Opportunity* (Lynne Rienner 2006) and co-editor of *Introduction to Criminal Justice: A Sociological Perspective* (Stanford University Press 2013), *Punishing Immigrants: Policy, Politics, and Injustice* (New York University Press 2012), and *Crime and Society: Crime, 3rd Edition* (Sage Publications 2007). Kubrin has received several awards including the Ruth Shonle Cavan Young Scholar Award from the American Society of Criminology (a national award given to recognize outstanding scholarly contributions to the discipline of criminology); the Coramae Richey Mann Award from the Division on People of Color and Crime, the American Society of Criminology (for outstanding contributions of scholarship on race/ethnicity, crime, and justice); and the

W.E.B. DuBois Award from the Western Society of Criminology (for significant contributions to racial and ethnic issues in the field of criminology).

ROD K. BRUNSON



Rod K. Brunson is the Thomas P. O'Neill Jr., Professor of Public Life in the School of Criminology and Criminal Justice and the Department of Political Science at Northeastern University. He is also the Director of Graduate Mentoring and Diversity Initiatives in the College of Social Sciences and Humanities. Furthermore, Dr. Brunson co-directs the Racial Democracy Crime and Justice Network, a group of scholars supporting the success of assistant professors from underrepresented backgrounds, conducting research on crime, inequality, and the criminal justice system.

Dr. Brunson has received numerous professional awards. He was the 2008 recipient of the New Scholar Award, American Society of Criminology, Division on People of Color and Crime. He also received the 2010 Tory J. Caeti Outstanding Young Scholar Memorial Award, Academy of Criminal Justice Sciences, Juvenile Justice Section. The Department of Criminology, Law and Justice, University of Illinois at Chicago, presented Professor Brunson with the 2015 Distinguished Ph.D. Alumnus Award.

Professor Brunson has obtained more than 3 million dollars of external funding. His research informs criminal justice policy focused on the impact of race, class, and gender. He has consistently called for effective crime reduction strategies that do not result in racially disparate treatment of minority citizens and neighborhoods. Dr. Brunson's scholarship appears in the *Annual Review of Sociology*, *British Journal of Criminology*, *City & Community*, *Crime and Delinquency*, *Criminology*, *Criminology & Public Policy*, *Evaluation Review*, *Justice Quarterly*, *The Future of Children*, *Urban Affairs Review*, and the *Journal of Research in Crime and Delinquency*.

DARNELL HAWKINS

No information available at press time.

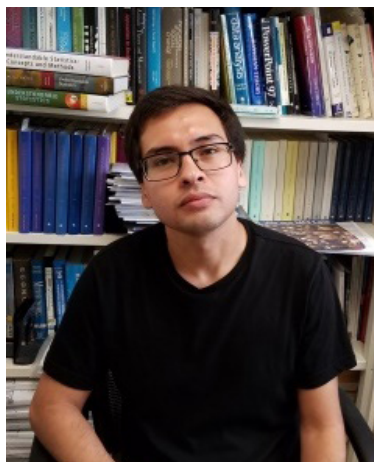
AROUND THE ASC

2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS***RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY RECIPIENTS*****CAROLINE M. BAILEY**

Caroline M. Bailey is a doctoral candidate in the College of Criminology and Criminal Justice at Florida State University. Her research interests include race, ethnicity, punishment, social control, and historical context and victimization. In particular, she is interested in the effects of historical inequalities on contemporary racialized violence as well as criminal justice outcomes for minority citizens. Her research has been published in *Crime and Delinquency* and *Race and Justice*.

LEAH BUTLER

Leah C. Butler is a Ph.D. candidate in the School of Criminal Justice at the University of Cincinnati. She obtained a master's degree in Sociology from Ohio University in 2016 and bachelor's degrees in Sociology/Criminology and English from Ohio University in 2014. Her research interests include corrections, criminological theory, sexual victimization, and intimate partner violence.

CHRISTOPHER CONTRERAS

Christopher Contreras is a Ph.D. candidate in the Department of Criminology, Law & Society at the University of California, Irvine (UCI). Born and raised in the Southern California region, he earned a B.A. in Criminology, Law & Society and Social Ecology from UCI and an M.S. in Criminal Justice from California State University, Long Beach. Christopher's research focuses on spatializing drug-crime connections. He published a sole-authored paper in *Justice Quarterly* that studied the relationship between medical marijuana dispensaries and crime across Los Angeles neighborhoods. He also published a lead-authored paper in *Justice Quarterly* studying the spatial and temporal patterns of drug markets in the Miami suburbs. His dissertation will take up recent calls to look beyond inner cities in criminological research by examining "neighborhood effects" on drug abuse, drug activity, and violent crime in suburban communities.

dwc

division on women and crime
american society of criminology

established 1984

Who are we?

The Division on Women and Crime (DWC) is a unit of the American Society of Criminology (ASC) comprised of scholars and practitioners who are committed to feminist perspectives on gender, crime, and justice. Established in 1984 and having approximately 400 members, the DWC is one of the oldest and largest divisions within the ASC.

Are you interested in using feminist perspectives to study crime, victimization, or the criminal justice system? Do you have a passion for issues related to gender, crime, and justice? Do you want mentorship, professional advice, or suggestions for your research or teaching? Are you looking for a supportive community of scholars? If so, we hope you will become a member of DWC.

Where Can You Find Us at the ASC Annual Meeting? The DWC provides a variety of opportunities for professional development and social interaction during the ASC Annual Meeting, including:

- Social Justice Connections Network event on Tuesday afternoon
- Member social on Wednesday evening
- Business meeting & awards ceremony on Thursday morning
- Professional Development Workshops
- Policy Sessions related to women as victims, offenders & practitioners
- Outreach table, all day Wednesday through Friday
- Panels and presentations throughout the Annual Meeting

What Do We Offer? The DWC promotes professional development among its members to advance feminist criminological scholarship, pedagogy, and advocacy. Benefits of DWC membership include:

Our Journal: *Feminist Criminology* (fcx.sagepub.com) is the DWC's official journal. It publishes research related to women, girls, gender, and crime within the context of feminist criminology.

Our Website & Newsletter: Check out the DWC website (ascdwc.com), where you'll find current and archived newsletters, scholarship and award information, teaching resources, and more. Our quarterly newsletter, the *DivisionNews*, features information about member news, job announcements, and funding opportunities, as well as "Ask a Senior Colleague," "Teaching Tips," and "Graduate Student Corner" columns.

Our Listserv & Social Media: Our listserv is a forum for members who seek information on career decisions, curricular development, research expertise, and other professional development issues. You can also follow the DWC on our social media outlets: Facebook, Twitter, and LinkedIn. Visit ascdwc.com/communication to sign up.

Mentoring: The Dr. Christine Rasche Mentoring Program is designed to build community through mentorship, matching junior members with leading DWC scholars. We are committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues.

Awards: Each year, the DWC recognizes contributions of our faculty scholars, students and professional members. Awards are given in many categories. Two prestigious awards for students are: *The Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime* and *The Feminist Criminology Graduate Research Scholarship* (one-time scholarship of US\$5,000 each and two runner-up awards of \$500 each). We also have domestic and international travel grants as well as a travel grant for law enforcement professionals.

CSW: The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. Starting 2019, the DWC participated in United Nations Commission on Status for Women events in New York held every March.

Policy & Advocacy: The DWC held its first Congressional Briefing in 2018 at Capitol Hill in Washington DC and continues to engage in public policy and advocacy on issues related to gender and justice.

How Can You Join Us? Join the DWC when you join or renew your ASC membership, with both 1- and 3-year options available. Come visit us at the outreach table, located near the ASC registration booth, to learn more.

dWc

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DWC Events at the
75th Annual Meeting of the ASC
November 13-16, 2019
San Francisco, CA

Division on Women & Crime Networking Events 2019*

- Social Justice Connections Network (Tuesday at 4pm)
- Social (Wednesday between 8 & 10pm at the Table Top Lounge; ticket purchase required; tickets can also be purchase at door; small bites and one free drink included)
- Breakfast Business Meeting and Awards Ceremony (Thursday between 7:30 & 9:15am).

Division on Women & Crime Policy Panels 2019*

- Women's Reentry to the Community
- The Status of Women - The Policing of Conflict & Post-Conflict Areas
- #MeToo, Restorative Justice, and the Importance of Social Media/Technology in Survivor Criminology

Division on Women & Crime Professional Development Workshops 2019*

For more details about our free workshops and to receive a certificate of completion please sign up at https://ascdwc.com/asc_workshops/.

- Community Based Participatory Research Workshop
- Visionary Thinking Workshop
- Graduate Students and Early Career Feminist Scholars
- Mid-Career Considerations: Becoming a Full Professor – Now What?
- Mid-Level Career Support: The Logistics of Promotion to Full Professor
- Journal Reviewer Training Workshop
- Teacher Training and Pedagogy Workshop on Experiential Learning
- Teacher Training and Pedagogy Workshop on Activism

Division on Women & Crime and National Institute of Justice Collaboration on Violence Against Women 2019*

Panels

- Researcher-Practitioner Partnerships: Working Towards Making the Criminal Justice System's Response to Violence Against Women Efficient and Effective
- Preventing and Addressing Domestic/Intimate Partner Violence Perpetration
- Violence Against Women Act - Federal Investment in Prevention, Intervention, Research, and Evaluation
- Findings from the National Sexual Assault Kit Initiative (SAKI) & Sexual Assault Justice Initiative (SAJI) Evaluations
- National Institute of Justice's Teen Dating Violence Research Portfolio

Lightning Talks

- VAWA: Evaluating and Implementing Large Scale Federal Programs
- Violence Against Women: Emerging Challenges and Innovative Solutions
- How to measure VAWA's effectiveness?

*Please search the ASC Program for date, time and location information.

The logo for the Division on Women and Crime (DWC) features the lowercase letters 'd', 'w', and 'c' in a bold, white, sans-serif font, with the 'd' and 'w' connected. The 'c' is separate and positioned to the right.

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Dr. Christine Rasche Mentoring Program 2019-2020

The Division on Women and Crime's (DWC) Mentoring and Student Affairs Committee is soliciting participation in its Dr. Christine Rasche Mentoring Program. **Participation is limited, and applications for the 2019-2020 program are due October 1, 2019.** The program duration is one calendar year, beginning at the ASC Annual Meeting in 2019. Applicants who are not a current member of DWC are expected to join the division upon being matched. Please note that to join DWC, one needs an active ASC membership.

The program is designed to build community through mentorship, matching junior members with leading DWC scholars. We are committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues. Some past mentorships have involved research projects and co-authored papers; informal mentoring is also encouraged.

Matches and Process: Mentors and mentees will be matched based on shared areas of interest and experience, with consideration based on mentee career stage. We especially encourage those at the assistant professor position to apply. The mentoring relationship and goals will be defined by the parties involved. The program is structured and will be coordinated with a member of the Mentoring and Student Affairs Committee, forming a mentoring team. The team participates in a quarterly check-up on status and progress.

Orientation: Participating teams, including mentors and mentees, are expected to attend the DWC Breakfast Meeting at the 2019 ASC Annual Meeting, then meet face-to-face for a brief orientation (about 20 minutes). At the 2019 orientation, the mentor and mentee will complete a short document outlining shared goals and objectives, and create plan of action. Upon completing this document, mentor and mentee will receive a surprise gift. Certificates for completing the program will be presented at the 2020 DWC breakfast.

Participation is limited; please sign up at <https://ascdwc.com/dwc-mentoring/> on or before October 1, 2019.

Please direct questions to DWC's Mentorship & Student Affairs Committee Co-Chairs:
L. Sue Williams (lswilli@ksu.edu) and Sarah Murray (sbann001@ucr.edu)

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2019 Student Paper & Poster Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2019 Student Paper & Poster Competitions. The winners of this year's competitions will be recognized during the DWC meeting at the 2019 annual ASC conference.

Awards:

The graduate student winner of the Paper Award will receive \$500.00

The undergraduate student winner of the Paper Award will receive \$250.00.

The graduate student winner of the Poster Award will receive \$250.00

The undergraduate student winner of the Poster Award will receive \$125.00.

For submissions with multiple authors, the award money will be divided among co-authors.

Deadline: Papers and/or Posters should be RECEIVED by the committee chair by September 25, 2019.

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.

Poster Specifications: Posters 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. Submissions must conform to the American Society of Criminology poster guidelines. Posters should display relevant literature, data, methods, theoretical work, policy analyses, and/or findings in a poster format that is visually appealing. Posters should encourage questions and discussion about the material. Research displayed on the poster may *not* be published, accepted, or under review for publication at the time of submission.

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

Judging: Members of the paper/poster competition committee will evaluate the papers/posters 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/poster was well developed; 6. Poster is visually appealing; 7. Poster encourages questions/discussion about presented material.

Notification: All entrants will be notified of the committee's decision no later than October 18th. We strongly encourage winners to attend the conference to receive their award.

Committee Chair: Eryn Nicole O'Neal, PhD

Email all **paper/poster submissions** to:

Eryn Nicole O'Neal, PhD | Department of Criminal Justice & Criminology | Sam Houston State University | eno006@shsu.edu



THE AMERICAN SOCIETY OF CRIMINOLOGY



*The Division on
Terrorism and Bias Crimes*

FOR MEMBERSHIP INFORMATION PLEASE VISIT: [HTTP://ASCERRORISM.ORG/](http://ascterrorism.org/)

The Division of Terrorism and Bias Crimes is committed to advancing the scientific study on Terrorism and Bias Crimes, testing innovation in the field, and promoting excellence in practice through translational activities. The most effective way to achieve such a mission is through the creation of a global network of scholars, practitioners, policy makers, community leaders, and students. We hope that the Division will be such a network, and we hope your expertise and participation will add to our Division's mission.

We invite and encourage you to become a member of the American Society of Criminology's Division of Terrorism and Bias Crimes (DTBC). You can become a member of the Division by completing the form located at <https://www.asc41.com/appform1.html> and sending to asc@asc41.com.

Annual Meeting Time:

Thursday November 14, 2019 12:30 PM; Salon C2, B2 Level

HIGHLIGHTS of the 2019 DTBC Meeting:

- 2019 DTBC Distinguished Scholar Award Ceremony and Reception
- 2019 DTBC Student Paper Award Ceremony and Reception
- **Meet your fellow DTBC colleagues! Great opportunity for students**

Over 120 members and growing! Excellent opportunity for students to interact with leading researchers and policy makers in the field! Free snacks and refreshments!

.....
Joshua Freilich (Chair), Steven Chermak (Vice Chair), Carla Lewandowski (Secretary-Treasurer)

Gary LaFree (Past Chair),

Executive Counselors: Sue-Ming Yang, Pete Simi, and Nancy Morris

Learn more at <http://ascterrorism.org/>



Division of Communities and Place

<https://communitiesandplace.org/>

DCP Mission

The mission of the Division of Communities and Place is to support the development of theory, research, and policy regarding the effects of both community context (such as social structure, culture, and social processes) and place (such as the built, social, cultural and physical environment) on crime rates, hot spots, and crime control. The Division is grounded in the historical fact that crime varies by place, and seeks to develop the best methods and strategies for understanding and addressing the causes and consequences of crime within communities and at specific geographic locations.

Membership Benefits

The division seeks to foster and promote research and enhance communication and partnerships among scholars, students, practitioners, policy makers and community members. We organize and promote ASC conference sessions and pre-conference Workshops related to community and place issues. We support the development and growth of junior and senior scholars alike.

Current DCP Officers

Elizabeth Groff - Chair
Paul Bellair – Vice-Chair Elect
Alyssa Chamberlain - Secretary-Treasurer
Greg Zimmerman - Awards
Tara Warner - Communication

Kevin Drakulich - Program
Rebecca Wickes - Publication
Sue-Ming Yang - Nomination
Corina Graif - Historian

Award Opportunities

The DCP is proud to offer two awards to honor members' scholarship: the Robert J. Bursik Junior Scholar Award (for graduate students, assistant professors, or junior employees in non-academic settings recognizes) and the James Short Senior Scholar Award (for Associate or Full Professors, and senior employees in non-academic settings). Each award recognizes the best paper or book published (online or in print) in the past two years by division members.

→ **Join the DCP NOW!**

Become a member of the Division by completing the form located at <https://www.asc41.com/appform1.html> and sending to asc@asc41.com. Membership is \$20 (\$5 for students). Consider sponsoring a student membership

DIVISION OF EXPERIMENTAL CRIMINOLOGY

AMERICAN SOCIETY OF CRIMINOLOGY



The DEC seeks to promote and improve the use of experimental methods and evidence to advance criminological theory and evidence-based crime policy. We welcome members across all content areas (corrections, policing, courts, & more!) who use rigorous research methods, including **randomized controlled trials, quasi-experiments, and systematic reviews**. Membership includes a subscription to the *Journal of Experimental Criminology*. Learn more at <http://expcrim.org> or scan the QR code at bottom of this page to join now. The Division is also the home of the Academy of Experimental Criminology, which honors outstanding scholars who have significantly advanced experimental research. **Join us!**

DEC & AEC at ASC in SAN FRANCISCO, CA 2019

We look forward to welcoming you to San Francisco in November!
Join us for a great session, Wednesday, November 13 from 12:30 pm
 DEC & AEC Joint Session: Awards Ceremony and Joan McCord Award Lecture
Jerry Ratcliffe, Temple University
 Salon C2, B2 Level

We hope to see many of you there to celebrate our award winners and discover experimental criminology!

CONGRATULATIONS TO OUR 2019 AWARD WINNERS!

Division of Experimental Criminology

Jerry Lee Lifetime Achievement Award:
 Lorraine Mazerolle

Award for Outstanding Experimental Field Trial:
 Anthony Braga, William Sousa, James Coldren Jr.,
 Denise Rodriguez: *"The Effects of Body-Worn Cameras on
 Police Activity and Police-Citizen Encounters"*

Student Paper Award:
 Rylan Simpson:
"Police vehicles as symbols of legitimacy"

Academy of Experimental Criminology

Joan McCord Award:
 Jerry Ratcliffe

Outstanding Young Experimental Criminologist:
 Megan Denver

AEC Fellows:
 Charlotte Gill, Jordan Hyatt, and Simon Williams

DEC & AEC



Karen L. Amendola (President), Jordan Hyatt (Vice President),
 Elise Sargeant (Secretary/Treasurer)
 Executive Counselors: Emma Antrobus, John MacDonald, and Travis Taniguchi
<http://expcrim.org>





COLLEGE OF
INFORMATION
STUDIES



DEPARTMENT OF
CRIMINOLOGY AND
CRIMINAL JUSTICE

University of Maryland College of Information Studies and Department of Criminology and Criminal Justice Open Rank Position Announcement

The College of Information Studies (Maryland's iSchool) and the Department of Criminology and Criminal Justice at the University of Maryland, College Park invite applications for an open rank tenure-track or tenured position with a focus on building systems for and conducting data-driven analyses in crime, law and justice. Examples of possible research approaches include: data mining; information visualization; automating or advancing data pre-processing; signal processing, computer vision, and natural language processing; applied machine learning; algorithmic transparency, debiasing algorithms and data, and algorithmic accountability; and computational social science.

We are interested in candidates who apply these topics in the context of criminology, justice, and criminal law (e.g., predictive policing, pretrial risk assessment, database building through open sources, linking criminal records, recidivism prediction, management of bodycam video, face recognition in surveillance images, management of DNA evidence). Candidates with data-driven approaches to related social science topics are encouraged to apply.

This will be a joint position with the Department of Criminology and Criminal Justice and the iSchool. Tenure home will be negotiated at the time of hire.

A record of excellence in scholarship and a strong commitment to research and teaching at the undergraduate and graduate levels are required. Candidates should have a Ph.D. in a related field.

To Apply

Applicants should apply electronically at <https://ejobs.umd.edu/postings/71777>. Applications should include the following documents (1) a cover letter, (2) a curriculum vita, (3) a research statement, (4) a teaching statement and (5) a list of names and e-mail addresses for three references.

For best consideration, applications should be submitted by **Tuesday, October 1, 2019**.

Questions can be addressed to Laura Dugan and Katie Shilton, Chairs of the Criminal Justice/iSchool Search Committee at ldugan@umd.edu and kshilton@umd.edu.

University of Maryland, College Park is the flagship institution in the University System of Maryland and is just minutes away from Washington, D.C. The University of Maryland is an equal opportunity affirmative action employer with a commitment to racial, cultural, and gender diversity. We are committed to attracting and retaining outstanding and diverse faculty and staff that will enhance our stature of preeminence in our three missions of teaching, scholarship, and full engagement in our community, the state of Maryland, and in the world.

Women and minorities are encouraged to apply.

POLICY CORNER

Natasha A. Frost, Chair, ASC Policy Committee
September/October 2019

As ASC's annual conference approaches, I am grateful for this opportunity to describe a new type of session to the ASC membership. For the past several years, the policy committee has worked to develop policy panels that feature topical issues of substantial policy interest from a diverse set of academic and professional perspectives. Although we have adjusted the format and organization of these sessions each year, this past April, we proposed to the ASC Executive Board a new model for soliciting policy panel proposals from the membership. These policy panel sessions will be distinguished from the other types of session proposed for the annual meeting through their designation as policy panels and through their unique format.

Policy panels are discussion-based panels of 5-7 participants that focus on the accumulated research related to criminal justice policy issues that are of broad interest to the ASC membership. While findings from empirical research will often anchor the policy panel, discussants must include a mix of traditional and non-traditional panelists (including academics, policymakers, practitioners, advocates, journalists, etc.). Policy panels that focus on policy implementation are encouraged to engage participants from local, city, state, and federal governmental and non-governmental agencies and organizations as well as local communities in the city of the conference. Requiring the inclusion of non-academic panelists is intended to help ensure that the discussion incorporates diverse perspectives on the policy issue at hand.

For the 2020 annual meeting, the policy committee welcomes submissions of proposed policy panels. Policy panel submissions should be made through the "policy panel" section of the annual program submission system and are due at the same time as all other panel submissions. All policy panel submissions will be reviewed by the policy committee to ensure they meet the criteria above. Sessions accepted as policy panels will be featured as policy panels in the annual meeting program. Sessions that are initially submitted as policy panels but that are deemed to not sufficiently meet the criteria, will be redirected to other areas of the program for consideration in time to be included in the annual program.

We look forward to receiving policy panel submissions for the 2020 meetings.

Washington Update

8/1/2019

The Washington Update was prepared for the Crime and Justice Research Alliance by Liliانا Coronado of the Brimley Group.

Congress has focused on the FY2020 appropriations process and judicial nominations for the past several months. Not a great deal of justice related legislation has been passed or moved forward. However, the House passed the majority of its spending bills in a package, while the Senate plans to act after the August recess. The House passed package consists of five bills that fund federal departments including Commerce, Justice (CJS) from October 1, 2019 to September 30, 2020. This included funding for the National Institute of Justice at \$37 million and the Bureau of Justice Statistics at \$43 million, the levels that were passed out of Committee last month. The First Step Act was funded at \$75 million, the authorized level. Several amendments were approved, including one that provided an additional \$1,000,000 in support of the creation and funding of programs utilizing the Permanent Supportive Housing model: Supports the creation of housing using the highly effective permanent supportive housing model for persons returning home after incarceration, directs an additional \$3,000,000 to DOJ's Children of Incarcerated Parents program to support reentry services and family reunification upon release, and another that increases funding by \$1,500,000 for mental health courts and adult and juvenile collaboration program grants that improve mental health services and provide diversion for justice-impacted individuals. Congressman Collins offered an amendment that refunded the Project Safe Neighborhood Program at \$20 million, which the CJS bill had zeroed out.

Also good news is the fact that the Administration and Congressional leaders recently reached a deal on a budget plan that would increase spending caps for two years. This is important because the Senate can proceed to work on its appropriations bills to fund the government when they return from the August recess. Senate appropriators had been waiting on their funding bills in the absence of a spending caps agreement.

The other criminal justice matter that Congress has been focused on is implementation of the First Step Act. On July 19th, after six months of anticipation, the Bureau of Prisons released over 3,000 individuals from federal prison, pursuant to the Act. Also that day, DOJ released a report describing the risk assessment tool called for under the Act and developed by DOJ with the assistance of an

Independent Review Committee, which will be used to evaluate federal prisoners and assign recidivism reduction programming. House and Senate Judiciary Committees, as well as stakeholders, are reviewing the report in an effort to understand how the tool was developed and how it will actually work in practice. One of the key questions involves the feasibility of an individual lowering their risk of recidivism to a level which would allow for early release credits (low or minimal risk), as set forth under the Act.

Other reform legislation continues to be introduced and the House recently passed the Fair Chance Act (cosponsored by Reps. Cummings and Collins), which would extend “fair chance hiring” to the federal government and federal contractors as part of the National Defense Authorization Act. While the Senate did not include Fair Chance in its version of the NDAA, it can be negotiated when the bills are conferenced. In addition, Senator Booker and Congresswoman Bass recently introduced “second look” legislation, that would allow any individual who has served at least 10 years in federal prison to petition a court to take a “second look” at their sentence before a judge and determine whether they are eligible for a sentence reduction or release. The legislation would also create a rebuttable presumption of release for petitioners who are 50 years of age or older. The White House also continues to engage in the criminal justice space, and earlier this year the White House held a Prison Reform Summit and celebration of passage of the First Step Act.

Media Relations Update

8/1/2019

The Media Relations Update was prepared for the Crime and Justice Research Alliance by Caitlin Kizielewicz.

In June and July, CJRA was busy promoting several articles from Criminology & Public Policy and Justice Quarterly. CJRA promoted the JQ articles, “The Effect of School Discipline on Offending Across Time” by Thomas Mowen and “Federal Sentencing of Hispanic Defendants in Changing Immigrant Destinations” by Jeffrey Ulmer, which collectively received interest from nearly 20 reporters. CJRA also worked closely with Jennifer Cobbina on her forthcoming book, “Hands Up, Don’t Shoot,” which will be available on July 30, 2019. Working closely with Wiley, CJRA identified four articles from the August issue of CPP to promote to targeted reporters. Three articles will be shared with regional reporters given the sample of the study and one will focus on national media outlets. Articles include:

“Oh Hell No, We Don’t talk to Police” – Rod Brunson

“Network Exposure and Excessive Use of Force” – Andrew Papachristos

“Challenges of the Police Response to Human Trafficking” – Amy Farrell

“Why do Gun Murders have a Higher Clearance rate than Gunshot Assaults?” – Phil Cook

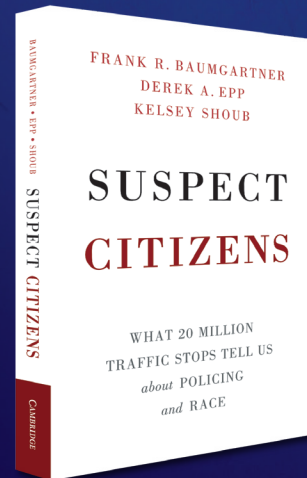
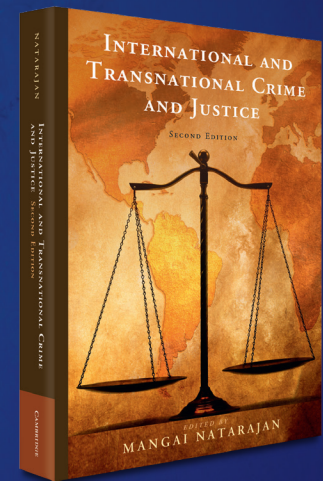
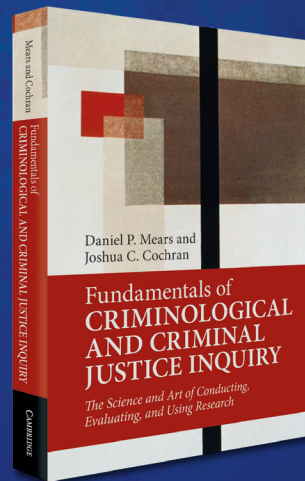
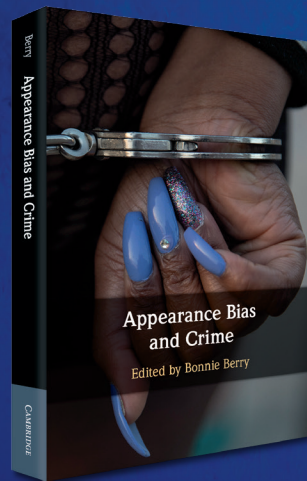
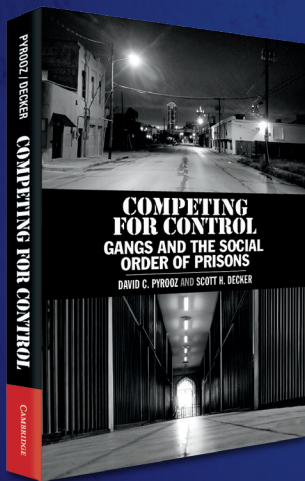
A large focus for CJRA was the annual Ask a Criminologist event. CJRA reached out to more than a dozen reporters in Washington, DC to promote the event and generated interest from reporters at Reuters, the Wall Street Journal and Roll Call. The event can be viewed on COSSA’s Facebook page, who co-sponsored the event. Through strategic conversations with the Scholars Strategy Network (SSN), an organization working to connect journalists, policymakers, and other civic leaders with America’s top researchers to improve policy and strengthen democracy, CJRA secured the opportunity for more than 15 researchers to be considered as SSN experts.

Over the last two months, CJRA secured nearly 30 opportunities for CJRA experts to speak with reporters and secured nearly a dozen media placements through outreach to more than 1,100 reporters. Interviews were secured with national media outlets and regional press, including the VICE, Bloomberg, POLITICO and others. CJRA continues to distribute its monthly newsletter to reporters, policymakers, researchers and practitioners in the field. To stay informed of the latest efforts by CJRA, sign up for the monthly newsletter or follow the Alliance on Twitter @cjralliance.

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Editor: David Weisburd, Hebrew University of Jerusalem
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COMING SOON

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TEACHING TIPS

Teaching Criminology with Service Learning and Community Engagement

Karen A. Altendorf, Visiting Assistant Professor, Bucknell University

This purpose of this essay is to provide an example of the development and implementation of a service learning and community engagement project within a criminology course. I will discuss the structure of the course and provide an overview of the assignment as well as suggestions for staying on track. However, I first discuss the very concept of service learning and empirical evidence supporting its value.

The National Service Learning Clearinghouse defines service learning as, “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach community responsibility, and strengthen communities” (n.d.). This definition illustrates that service is explicitly and intentionally tied to the curriculum and has a reflection component. According to Bringle and Hatcher “reflection is a key component of service learning; in fact, reflection is the link between the service and the learning. Reflection activities provide the bridge between the community service activities and the academic content of the course (1999). Thus, journaling is one component of the project described herein—allowing students to engage in reflective activities by describing their experiences, what they learned, and explaining how it relates to course content. A more detailed description of the journaling/reflection component of the overall service learning assignment follows in a later section.

Implementing service learning and civic engagement activities into a criminology course is thus intended to engage students in high impact learning. The projects allow students to gain a broader sense of criminological theory in the criminal justice system, and to see the connection between theory and practice. The projects provide practical, hands-on insight into how crime is defined, the root causes of crime, how crime is handled, and how crime impacts the community among other things.

To date, the literature on service learning and community engagement is encouraging as it can enhance student retention, improve academic outcomes, such as writing, critical thinking skills, communication and problem-solving skills, and mastery of content (Batcheler and Root 1994; Bringle and Steinberg, 2010; Jameson, J.K., Clayton, P.H., & Bringle, R.G 2008; Kuh, D., Kinzie, J., Schuh, J.H., & Harris, J. 2005; Osborne, R.E., Hammerich, S., & Hensley, C. 1998; Vogelsang and Astin 2000; Weller et al. 2013).

The above stated objectives are what I hoped the students would learn through service learning and community engagement projects. The project described in this paper incorporated best practices in service learning and community engagement. It is designed to develop academic skills and promote learning outcomes through active and participatory learning, reflections, and application of theory, written and oral communication. More anecdotally, student feedback in relation to the project described below also support the value of the service learning approach. Examples of student comments include the following:

- I thought the service learning and community engagement projects were instrumental to our learning.
- I thought the projects were incredibly helpful, they allowed us to use and apply the theories we learned to real life situations and also shed light on the flaws in the criminal justice system in a very informative way.
- I really enjoyed the project, it gave us a chance to work with local organizations and gain a deeper understanding of and firsthand experience with the criminal justice system.

Service Learning and Community Engagement for Criminology: First Steps in Implementation and Key Objectives

Instructors seeking to incorporate service learning and community engagement into their criminology courses should first utilize campus resources to facilitate contact with organizations in the community to which students will be linked. My university's Office of Service Learning and Community Engagement facilitated meetings with local organizations. We were able to place students with the following organizations: the education department at a Federal corrections complex, county probation, treatment court, an organization that advocates for inmate rights, an inmate visitation program, an organization that provides a variety of education and outreach of services for families impacted by violence, district court, and lastly, campus police.

During the initial meetings with the local organizations, I provided an overview of the project as a whole as well as the specific expected learning objectives and student outcomes. In particular, students were expected to become familiar with an organization's mission and the services and/or outreach that it provides in the community and the criminal justice system. In this regard, students were responsible for learning about the organization through an orientation session (formal or informal), researching the scholarly

TEACHING TIPS

literature on the organization, observing and interviewing the director, staff, and volunteers, and when possible, working with clients. . The students' work during the course was expected to benefit the organization and the community by creating a product, or project (brochure, press-release, website, social media, or research paper) that informs, educates and publicizes a particular organization. As the instructor, I maintained regular contact with the service learning and community engagement sites throughout the semester in order to ensure that the above-stated objectives were being met.

A Specific Example of a Service Learning Project

Below are excerpts from the actual instructions students received for completing a service learning project in my course. You will note that students are responsible for working in teams, volunteering for an organization, journaling about their experiences, writing annotated bibliographies, writing a final report as a team, and presenting the project to the class.

Objectives: *Service Learning and Community Engagement combines what you learn in class with your experience in the community. Since criminology is very theoretical, we will gain a broader sense of the practical implications of criminology and the criminal justice system through a variety of community organizations that are impacted by, or are a part of the criminal justice system. This assignment will provide insight into crime, criminal justice and the community to better understand how crime is defined, the root causes of crime, how crime is handled, and who is affected by crime. Additionally, students gain valuable experience working with others in a professional setting.*

Team Assignments, Requirements, and Logistics: *Students work in teams of 4-6 and were assigned to a team based on interest and a lottery system. Since most sites are off-campus, students need to have reliable transportation and may need to provide transportation for teammates.*

It is vital to stress the importance of communication with the instructor, teammates and project sites. Communication is vital to the success of the project. I recommend that you communicate with your team via email for the sake of record-keeping. I also recommend that you copy the instructor on all emails you send to the site that are relevant to the project. Make sure your emails are professional. The instructor should contact the sites every two weeks to ensure the students are working on the projects and be made aware of any problems.

Draft a Team Contract: *This is a team project not a group project - your individual grade will be based on your contributions to the project, you will not simply receive the same grade everyone receives. There are many examples of team contracts in the Internet.*

Students Volunteer 10-15 Hours of Direct Service to the Organization: *This may include an internship, observation, interviews, research, or a specific project or task deemed necessary by your supervisor. You will also be responsible for contributing to the final team project. Plan to work on this project 1-3 hours per week throughout the semester.*

The Detailed Assignment: *Individually and as a member of a team, you will assess and reflect on your service learning experiences. This project consists of both individual assignments and team assignments. Individual assignments will be graded by the instructor. Team assignments will be graded by the instructor and your individual grade on the team assignment will be based on a peer evaluation grading system.*

(1) Individual Reflection on Project: *The purpose of writing journals is for you to express your thoughts and feelings about your service experiences. Your journals are not just logs and events but a progression of reflective activities in which you consider your service activities in light of course material. You should describe your experiences, discuss the relevance of your experiences to the material learned in class, and reflect on what you have learned. This site is an excellent resource for journaling: <http://www.servicelearning.umn.edu/info/reflection.html>. There should be one entry for each hour you spend at the site (1 page), one entry for each in-class team meeting addressing goals, accomplishments and plans (1 page) and a final entry that reflects on the project in its entirety (2-3 pages). Your journals should be bound and organized. Journals are due throughout the semester, please refer to the course schedule for due dates.*

(2) Signed Time Sheet and Student Performance Evaluation from Organization: *These forms are available on the course companion site.*

(3) Team Written Report: *The final outcome of your service learning project is a written report to be submitted to the instructor. The report should be the summary of the team's service learning experiences. The points to be covered in the report are given below. Your paper must include a minimum of 10 peer-reviewed academic articles related to your organization. Please refer to*

TEACHING TIPS

the Annotated Bibliography Assignment on Moodle.

The report MUST address each of the following questions:

- 1. What is the project and how does it relate to the course content?*
- 2. What were the characteristics of the organization? What is their mission? What populations do they serve? How does the organization serve the community or criminal justice system? When possible, provide statistical data.*
- 3. Identify, define, discuss and relate concepts, theories and approaches in crime, criminal behavior, and criminal justice that were reflected in or challenged by your service learning experiences. (Refer to Text, Course Materials and Annotated Bibliography).*
- 4. What did your team learn from this project?*
- 5. How did your project benefit the organization?*

(4) Team Presentation: Your team will give a presentation on your organization and project to the class; the written report will be a guide for your presentation. You will have an entire class period for this presentation with questions and comments from the class. You are allowed to be creative, you may conduct an in-class experiment or survey, perform a skit, or lead a class activity relating to your project. You should invite members from your organization to the presentation.

(5) Peer Evaluation Forms: To ensure fair grading of team members' contributions to the project, a portion of your grade will be based on peer evaluation. Peer evaluation ensures that all team members do their share of the work. You will grade your team members on reliability, responsibility, ability, creativity, teamwork and overall value. You must also provide a brief explanation of your contribution to the project as well as comments about your teammate's contributions to the project. These anonymous comments will be made available to your teammates upon request. Remember that your teammates will also be grading you. I reserve the right to override discrepancies in team grading should a problem arise and no other solution is feasible.

Project Schedule

Weeks 3-4: Team assignments are made by the third week. The students should become familiar with the organization through its website and any existing scholarly literature on the programs being studied. The team should draft a letter of introduction to the organization and make contact to set up a first meeting.

Weeks 5-9: Meet with representatives of the organization to outline goals and objectives. What will your team be doing for the organization? What can you do to benefit the organization? Some organizations have very clear ideas about the project and others will provide an experience similar to an internship.

Weeks 10-12: Work with the organization to complete goals and objectives (products, project, hours on site)

Weeks 13-15: Class Presentations / Fulfill duties to organization.

Review

In general, this project has been successful by allowing students to gain a broader and deeper understanding of the community and the criminal justice system. They have engaged in a variety of meaningful activities ranging from conducting pre-sentencing interviews with clients at probation, sitting in on staff meetings and treatment court sessions, conducting home visits with probation officers, observing preliminary hearings, tutoring inmates for GED tests, organizing a holiday card-writing campaign for inmates, participating in educational outreach programs for violence prevention, and educating the community on prison visitation programs.

When incorporating service learning and community engagement into a course there are always challenges, though most can be avoided by using best practices in service learning and community engagement and keeping the lines of communication open between faculty, students and organizations.

TEACHING TIPS

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DOCTORAL STUDENT FORUM

The Importance of Service for Professional Development: Why and How Students Should Get Involved in the University, Profession, and Community

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As doctoral students, we learn that teaching and research are both essential facets of the academic workload; however, the role of service can easily be overlooked (Boise, 2000; Ward, 2003). Teaching is an integral part of higher education with most doctoral programs awarding teaching assistantships. Research may also be prioritized through assistantships, publishing recommendations, and other funding opportunities. The expectations for service, however, are not as clearly defined (Lynton, 1995; Pfeifer, 2016; Ward, 2003). Some would argue that service is a “necessary evil” that academics have to endure alongside their teaching and research responsibilities (Ward, 2003). In other words, service is depicted as a burden as opposed to an opportunity for learning, networking, and professional development. This essay challenges this idea, highlighting the many ways that service can enhance students’ doctoral education beyond their coursework and assistantships. Moreover, this essay outlines different opportunities for students to get involved in the university, profession, and community.

Service to the University

Most departments, colleges, or universities have graduate student organizations that may be field-related or student government-related. Leadership roles within these organizations may focus on coordinating workshops, research seminars, and social events. These opportunities can aid students in their communication skills as they require effective communication with different parties: presenters, caterers, funding offices, and more. Relatedly, these positions push students to heighten their organizational skills through their planning of these events. Graduate student organizations are typically advised by a faculty member, providing students a chance to connect with possible mentors or dissertation committee members outside of the classroom. Moreover, students work alongside their peers, bringing about potential research collaborations and other opportunities for networking. Some graduate student organizations, or committees such as a graduate student task force, may also involve students in decisions related to their curriculum, assistantship expectations, funding, and other student-related matters. These are valuable opportunities to learn about administrative decisions, work alongside faculty and other students, and improve graduate programs for future students.

Service to the Profession

Service to the profession is also useful for professional development, and in particular, networking with colleagues in the field. This can involve serving on a planning committee for the American Society of Criminology (ASC) or the Academy of Criminal Justice Sciences (ACJS), or on a committee within one of their divisions or sections. The Division of Corrections and Sentencing within the ASC, for example, is comprised of numerous committees such as newsletter, program, outreach, student affairs, special events, and various awards selection. Serving on these committees gives students the opportunity to meet both fellow students and faculty of all levels with related interests. Leaving a lasting impression through this work can help students who come across these same individuals at a later time – perhaps to collaborate on a project, as an outside reader on their dissertation, during a conference application, or even while applying for jobs (Boice, 2000; Ward, 2003). Relatedly, students are able to gain valuable insight as to how field-related decisions are made, some of which could benefit them in the future. For instance, serving on an awards committee can help students better understand the award selection process, which can be useful as they themselves apply for recognition within the field.

Another example of service to the profession includes reviewing manuscripts. Serving as a peer reviewer can aid students in their own publications as they are exposed to a variety of manuscripts, learning what reviewers and editors look for in the decision to publish. Peer reviewing also helps to keep students up-to-date with the recent research in the field. Some students may assist journal editors with tasks such as selecting peer reviewers. This provides both exposure to recent research and the opportunity to correspond with scholars in the field. Moreover, students are able to improve their communication and organizational skills through these correspondences and related logistics. As such, both department- and field-related service are beneficial to students’ professional development.

Service to the Community

Community engagement is another essential element of service in which students can apply their knowledge to aid with “real

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world” problems (Boyer, 1996; Fear & Sandman, 1995). Examples of this can include: tutoring incarcerated juveniles and adults, volunteering for re-entry organizations, or mentoring at-risk youths. Working directly with agencies and organizations involved in the criminal justice system also has benefits: sharing information with individuals who work in the field, opening the door for potential research opportunities (including data access), and making a difference in people’s lives. Establishing these professional relationships early in their careers can be useful for doctoral students’ dissertations and future data collection efforts. Moreover, these experiences can enhance doctoral students’ teaching by both providing contextual examples for lessons and informing them of career paths for undergraduate students (Pfeifer, 2016). Not only do doctoral students benefit from these collaborations, but also the practitioners as they learn more about relevant evidence-based policies. Therefore, service to the community is useful not only to doctoral students, but also to the youths, currently or formerly incarcerated people, agencies, and organizations they work alongside. As emphasized by Lynton (1995), this collaborative work allows scholars to “bridge the gap between theory and practice and learn how that knowledge is applied” (Pfeifer, 2016, p. 249). Balancing department- and profession-related service, teaching and research obligations, and personal time is already a difficult task; however, volunteering in the community can help students become well-rounded scholars (Lynton, 1995).

Conclusion

This essay has noted many examples of service opportunities for doctoral students. Within the university, these can include: student organizations, graduate student task forces, prospective student days, and mentoring younger graduate students. Examples of service within the profession include: ASC or ACJS planning committees, ASC or ACJS division or section committees, peer reviewing, and assisting journal editors. Finally, service within the community can include: tutoring incarcerated juveniles and adults, volunteering for re-entry organizations, or mentoring at-risk youths. The service opportunities listed here are not meant to be an all-encompassing list; for a more detailed list of opportunities, readers should refer to Pfeifer (2016). These commitments should not be perceived as an “add-on” to students’ teaching and research (Ward, 2003), as service opportunities can greatly contribute to their professional development (Boice, 2000). In short, service provides doctoral students the opportunity to improve their communication and organizational skills, network with colleagues and practitioners, to learn more about field-related decisions, and to give back to the community. In all, by engaging in service as doctoral students, we can heighten our professional development while learning to balance being a “good scholar”, a “good teacher”, and a “good academic citizen.”

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DOCTORAL STUDENT FORUM

“What are you here for?” Graduate Student Positionality in Qualitative Research

by

Gabriela Kirk, Northwestern University
Daniel J. Boches, University of Georgia
Michele Cadigan, University of Washington
Tyler Smith, University of Washington

Introduction

Qualitative researchers often describe how their identities may influence the amount and type of access they are granted to people, spaces, and narratives (see Gonzalez Van Cleve 2016; May and Pattillo-McCoy 2000). While these discussions often center on the ways race, class, and gender shape researchers' experience in the field, our identity as graduate students can also influence the process and outcomes of data collection. Following in this tradition of methodological reflexivity, we reflect on our position as graduate students and how it shaped our experiences collecting data and recruiting interviewees for a collaborative, multi-method research project. We hope our insights can aid other graduate students in thinking through how their own student identity may shape their experiences in the field.

We worked as research assistants on the Multi-State Study of Monetary Sanctions designed to investigate the policy, practice, and consequences of court imposed monetary sanctions in eight U.S. states.¹ Two years of the study were dedicated to ethnographic field work in courtrooms and qualitative interviews with judges, attorneys, court clerks, and community supervision officers. We used a number of strategies to recruit criminal justice stakeholders. We sent emails to court actors, leveraging our university affiliations, and reached out to existing contacts our team had within the court system. However, we made most of our contacts through our physical presence in the courtroom as we conducted the ethnographic portion of the study. Between the four of us, we sat in 23 courthouses across 12 counties in three different states. We found that our status as graduate students shaped our experiences collecting data as we straddled the line between naive student and professional researcher. This positionality was sometimes an advantage to gaining access to court actors, but also presented unique challenges and limitations.

The Advantages of Graduate Student Positionality

Our position as students was often met with empathy and interest by courtroom actors. Shared experiences with higher education helped us gain rapport with both interviewees and crucial liaisons. Many court actors were alumni of our home universities and felt a level of school pride and spirit in connecting with us. A number of court actors expressed empathy over the difficulty of conducting school research projects or knew someone who had gone to graduate school.

In one instance, Dan struck up a conversation with a woman at the main desk at a community supervision office in Georgia as he waited for an interview participant. She asked where he was from and he explained he was a Ph.D. student studying sociology. The woman was delighted and related to Dan through her own educational experience. She described hoping to go back to school and possibly taking classes online. It was clear, based upon her tone and body language, that she was excited to tell him about her future educational plans. While at first this was just a pleasant exchange, Dan came to realize a few weeks later that this conversation would be vitally important in helping him to secure an interview with another probation officer. He was trying to get in touch with a participant that had agreed to participate, but who was no longer returning his calls. He had almost given up when he decided to stop by the office in person. The same woman was sitting at the desk and remembered him. Without hesitation, she called the officer and set up the interview.

Similarly, after completing an observation in a courthouse in Washington State, a clerk approached Michele and Tyler and asked about the study. The three briefly discussed the difficulty of graduate school, particularly financial challenges, as he had recently finished law school. Through building this rapport, the clerk agreed to facilitate scheduling an interview with the judge. When

1 This research was funded by a grant from Arnold Ventures. The PI is Alexis Harris at the University of Washington with co-PIs Beth Huebner, Karin Martin, Mary Pattillo, Becky Pettit, Sarah Shannon, Brian Sykes, and Chris Uggen. <http://www.monetarysanctions.org/>

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Michele sat down with this judge a week later, he explained that his wife had gone to graduate school. He sympathized with the difficulty of conducting research--recruiting participants, gathering data, etc.--and said he was happy to help us complete our research. Furthermore, Tyler was able to gain an immediate interview with a judge based on their connection. After asking Tyler why he was in court that day, and he explained that he was a University of Washington student, the judge noted with delight that he was also an alum and granted an interview. While this connection may not have been the main reason the judge agreed to an interview, this example highlights the importance of making personal connections with potential participants. Finding common ground with those who you are trying to recruit can be the key to arranging a research interview with them (see, e.g., Jacques and Wright 2008). While participants often expressed solidarity through their shared educational experiences, our interviewees frequently saw us first and foremost as students. We would purposefully employ this positionality in framing questions or in justifying our presence in the court. We might preface an interview question with, "as a student trying to learn about this..." Similarly, when a judge asked why we were sitting in the courtroom, our response might be "I'm a student studying fines and fees in the court system." This often allowed us to conduct our research with a level of perceived naiveté that encouraged interviewees to elaborate on their responses and give us important detailed information regarding the inner workings of the court. Importantly, our lack of experience meant that we were never assumed to challenge their interpretations. As a result, we sometimes got conflicting or subjective definitions and understandings of court processing with minimal probing.

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During the ethnographic portion of this study, we sat in the galleries of courtrooms among defendants and their families as we took handwritten field notes of court proceedings. Depending on the courthouse and who was doing the observing, we were often set apart from the other defendants in the courtroom by our dress, race, age, or gender. Many times we were the last ones sitting in the gallery after court had concluded. Because of this, court actors often asked us who we were and why we were there. Our identity as students justified our presence in these spaces. In Illinois, it is illegal to record court proceedings electronically, but legal to take notes for research purposes. However, on several occasions when Gabriela was observed taking notes in a courtroom, court security officers demanded to know who she was and asked her to leave the courtroom. But, if she introduced herself as a student to the judge or the clerk, then her note-taking was privileged in the very same space. She and the other research assistants in Illinois would sometimes even be invited to sit in the jury box or in the front row in order to better hear the proceedings. In these situations, it is clear that our positions as students protected us--allowing us to remain in the space and preventing suspicion as to the purpose of our field notes. Thus, leveraging the non-threatening position of a student can be an important step in connecting with court actors who may be guarded or hard to reach.

Graduate Students as Serious Researchers--The Limits to Access

While our positionality as graduate students or "naive" researchers could be advantageous, we found that access could be limited once we crossed the threshold from student to researcher. On different occasions and in different states, all four of us sat down with a court actor to do an interview, and as soon as we brought out the tape recorder and consent form, the demeanor of the court actor changed. We were no longer seen as simply curious students having a casual conversation, but were instead scholars engaged in research. Once it was clear that their comments would be "on the record," some court actors became much more critical of our

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purpose and motivation.

A judge with whom Gabriela had spent a significant amount of time observing and corresponding was scheduled for an interview. As they sat down in his chambers, he leaned back in his chair and asked her what her questions were. As she handed him the consent form and began to go over the research, he became hesitant. It was only at this point, formal consent form in hand, that he told her he would need permission from the head judge before going forward with the interview. While ultimately able to conduct the interview once formal permission had been granted, Gabriela was very surprised at the judge's abrupt change in stance as she had been clear from the beginning that the interview was part of a research project. Tyler had a similar experience with a judge in Washington. At first the judge was receptive to answering questions from an inquisitive student. When it became clear that this was a formal research study, the judge's tone changed. Despite assurances, the judge said that "his spider senses were tingling on this one" and asked Tyler to leave without the interview.

While our position as graduate students allowed us access to court actors in the name of intellectual curiosity, it also created misunderstandings once it became clear that we were there for research. For example, some participants were worried about being recorded. To mitigate their concern, we found that it was helpful to explain that the purpose of recording the interview was to prevent us from misunderstanding or misconstruing what they said. Additionally, reiterating respondent confidentiality helped ease the tension. As a last resort, especially for those who refused to be interviewed if it was recorded, we offered to conduct the interview without the recorder and took handwritten notes instead. While we do not recommend outright offering this option to respondents, it is important to always be prepared for this situation. In this scenario, it is critical to type up your notes immediately following an interview so you can fill in gaps in your notes while it is still fresh in your mind. Ultimately, some participants will simply refuse to participate, even those who have previously said they would.

We sometimes appeared as threatening outsiders in more rural counties that were farther from our universities or in counties that had negative experiences being researched or observed. In these places, our position as students was not separate from those of researchers. Court actors were skeptical of our intentions, barred access to interviews, or used negative labels for research activities (in Georgia, a rural judge told Dan that they referred to people taking notes on cases as "scribblers"). In Washington, many of the court clerk's offices would not allow any of their staff to participate in interviews because they felt guarded after prior experiences with researchers and advocacy groups investigating excessive use of fines and fees in the state and in their jurisdictions. In these cases, our identity as researchers was dominant, and court actors expressed greater concerns about the potential consequences of the results.

There were also instances in which we were unable to cross the boundary between student and researcher in the eyes of those with whom we interacted. This was especially true for Gabriela and Michele. As women, they were often referred to as "young lady" and escorted through the courtrooms by male court actors acting as what felt like paternal figures. When Gabriela was being introduced by one judge, others assumed she was his daughter. Despite continued efforts to introduce ourselves as research assistants, the perception of a young female student was difficult to shake. Overall, these experiences showed us the limits and challenges in taking on the graduate student identity.

As social scientists, we are cognizant of the ways in which gender, age, and dress likely influenced these encounters. We write this short essay in an effort to encourage graduate researchers to be mindful of their additional position as *students*. In our experience, our position as students changed our recruitment efforts, how the consent process was interpreted, and colored our relationships with participants. Moreover, as we transition to professional researchers, our relationship to our research subjects will likely change. We do not talk enough about how our many overlapping identities affect who we are able to interview, our experiences with participant observation, and how these identities change over time. Our positions as students, as researchers, and as academics interact with the dimensions of our identities in ways both advantageous and disadvantageous to the research process.

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MARVIN DAVIS FREE, JR

Marvin Davis Free, Jr., professor emeritus of sociology and criminology at the University of Wisconsin-Whitewater, passed away on July 13, 2019, after a stoic battle with cancer. He is survived by his wife, Sandra, and sons, Jonathan and Benjamin.

Marvin, who received his PhD. in sociology from the University of Denver, was a well-liked and highly respected friend and colleague, a popular teacher, and a prodigious researcher. His passion, which reflected his core values, was racial justice; and the research topic of his choice was racial disparities in the criminal justice system. This research resulted in the publication of five books and numerous articles. Beginning with *African Americans and the Criminal Justice System* and the edited anthology *Racial Issues in Criminal Justice: The Case of African Americans*, Marvin went on to publish groundbreaking books on the problem of wrongful convictions: *Race and Justice: Wrongful Convictions of African American Men*, co-authored with Mitch Ruesink, which was selected by Choice as an "Outstanding Academic Title," and *Wrongful Convictions of Women: When Innocence Isn't Enough*, also with Ruesink. Marvin was also co-author of the introductory criminology book, *Crime, Justice, and Society*, currently in its fourth edition.

Marvin's many research articles were published in journals such as *Criminal Justice Review*, *Deviant Behavior*, *Journal of Black Studies*, *Journal of Criminal Justice*, *Journal of Ethnicity in Criminal Justice*, *Women and Criminal Justice*, and *Youth and Society*. Additionally, he was an invited contributor to the *Encyclopedia of Violence, Peace, and Conflict*, and an invited contributor and editorial board member of the *Encyclopedia of Race and Crime*.

Marvin was a recipient of UW-Whitewater's "Outstanding Research Award" and the Wisconsin Sociological Association's William H. Sewell "Outstanding Scholarship Award." He served as editor of *Sociological Imagination* (the WSA journal); on the editorial board of *Contemporary Justice Review*; as secretary, vice president, and president of the Midwestern Criminal Justice Association; and as a regular reviewer for professional journals.

Marvin was a devoted husband and father. An active volunteer and leader in Boy Scouts, he never missed a school or sporting event in which his sons' participated. He was a model train enthusiast, and in his retirement traveled with his beloved dog, Abby, visiting nursing homes, group homes, day care centers, and public libraries. Marvin and Abby also competed in American Kennel Club Obedience and Rally events, winning many first place ribbons. He will be missed but remembered fondly.

Ron Berger
Professor Emeritus of Sociology and Criminology
University of Wisconsin-Whitewater

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**University of Miami
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The University of Miami is searching for a Senior Scholar (Professor) in Sociology in one of the three fields of specialization in which the department has existing strengths: Criminology; Medical Sociology; and Race, Ethnic Relations, and Immigration. Candidates must demonstrate a distinguished record of research and teaching, including external grant/contract funding if appropriate to their field; furthermore, they must possess proven leadership and administrative skills. The successful candidate will assume the administrative position of Chairperson of the department beginning in Fall 2020 in a dynamic community of scholars that pursue research and educate undergraduate students who major and minor in Sociology and Criminology; Master's students in Criminology & Criminal Justice; and PhD students in the three areas mentioned above. To learn more about our department, visit www.sociology.as.miami.edu

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For your application, please submit a letter expressing interest in this position and describing qualifications and experience, a current curriculum vitae, and names of three potential references. Preference will be given to applications received on or before October 11, 2019, although we will continue to consider applications until position is filled. Inquiries may be addressed to Maria Galli Stampino, Interim Chair, mgstampino@miami.edu.

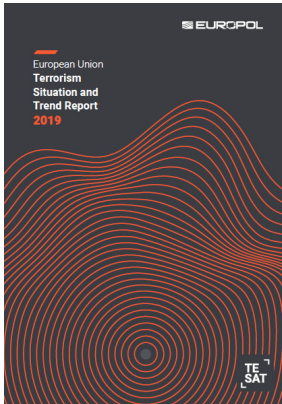
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CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, including new books or conference announcements, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Vesna Markovic at

vmarkovic@lewisu.edu

European Union Terrorism Situation and Trend Report 2019 (TE-SAT) – Europol



Terrorism has been a dominant threat around the world. From international terrorism to homegrown terrorism, the threat is ever present. In 2018, the European Union (E.U.) experienced numerous attacks from both right-wing and jihadist groups, as well as many other groups. One such attack in Carcassonne and Trèbes, France began when an assailant shot two occupants of a vehicle killing the passenger. The vehicle was then hijacked and taken to Trèbes where the assailant entered a grocery store killing two more civilians. A senior French gendarmerie officer, Arnaud Beltrame, voluntarily exchanged places with one of the hostages and he was eventually shot and killed. The attacker, who swore allegiance to the Islamic State (IS), demanded the release of the one surviving 2015 Paris attacker Salah Abdeslam. This and other attacks are a concern to the E.U. and its member States. The current Terrorism Situation and Trend Report 2019 reports a decrease in the number of people killed in terrorist attacks in 2018 as compared to 2017, but it is apparent that terrorism is still a major concern in the E.U.

The report is broken down into several sections. The first portion discusses the trends in the E.U. for 2018 including attacks and arrests. It also highlights some evidence which focuses on the effectiveness of the counter-terrorism strategy. In 2018 there were 16 foiled terrorist plots, including three plots that involved CBRN materials (Chemical, Biological, Radiological, and Nuclear). The report also includes five sections dealing with different types of terrorism present in the European Union. This not only includes jihadist terrorism which is reported on very heavily; but also includes sections on ethno-nationalist and separatist terrorism, left-wing and anarchist terrorism, right-wing terrorism, and single-issue terrorism. In 2018, ethno-nationalist and separatist attacks in the European Union were the most common forms of terrorism, greatly outnumbering any attacks from jihadist or other terrorist groups. Arrests for right-wing terrorism also has been increasing steadily over the past several years even though the numbers remain relatively low. This has been viewed as quite problematic as there is a growing concern about migration and immigration around the world, coupled with the right-wing view that this migration is a threat to their national identity.

Although there were a low number of individuals traveling to conflict zones to fight, as well as a low number of returnees, there is still concern about the indoctrination of minors in those conflict zones. These minors may be influenced and may act out on this influence in the future. Other areas of concern with regard to indoctrination focus on the potential of the criminal element, including those currently incarcerated, being persuaded to carry out terrorist attacks. Another concern is the ability of the Islamic State to maintain an online presence. Although they have been technically defeated on the battlefield, they still maintain an online presence. This can cause those who support their views to be radicalized online and potentially find manuals or instructions on carrying out attacks. Low-tech attacks, such as use of a gun or knife, or vehicle ramming attacks, do not require much training to carry out. Even though there have been many strides made toward defeating their online propaganda, unofficial support networks and pro-IS media have helped in maintaining their online presence. Al Qaeda (AQ) also still remains a threat in many conflict areas. Even though there is some contention in those areas between AQ and IS, they have managed to use political grievances in those local areas and extend them internationally, particularly focusing on messages that are directed to the populace in the European Union.

In 2018, there were a total of 129 foiled, failed, and completed attacks as well as 1,056 arrests made in the European Union. Of those 129 foiled, failed, or completed attacks, 83 were carried out by ethno-nationalist or separatist affiliated groups or individuals, 24 by jihadist-affiliated groups or individuals, 19 by left-wing affiliated groups, and one right-wing, one single-issue, and one not specified group. A majority of those attacks occurred in the United Kingdom (60 foiled, failed or completed attacks), followed by France (30), Italy (13), Spain (11), and Greece (7). Four other countries made up the remaining 8 attacks. The overall decline in attacks from 2017 to 2018 is due to a sharp decrease in ethno-nationalist attacks. In 2017 there were 137 ethno-nationalist/separatist attacks, which decreased to 83 in 2018. Jihadist attacks also decreased from 33 in 2017 to 24 in 2018. The weapons of choice still remained to be firearms and explosives, while civilians, private businesses and public institutions remained the most frequently targeted. It is interesting to note that of those arrested for terrorism in the E.U., the average age was 33, with half being younger than 30, but 22% being older than 40 years old and predominantly male. The majority of those arrested were E.U. citizens, although female suspects were more likely to hold E.U. citizenship.

The full report can be found on the Europol website: <https://www.europol.europa.eu/activities-services/main-reports/terrorism-situation-and-trend-report-2019-te-sat>

CRIMINOLOGY AROUND THE WORLD

CRIMINOLOGY MEETINGS AND CONFERENCES

October 27 - November 1, 2019

International Corrections and Prisons Association (ICPA)
Strengthening Our Correctional Cornerstones: Rights, Dignity, Safety and Support
Buenos Aires, Argentina

November 7 - 8, 2019

International Perspectives on Bullying, Segregation and Inclusion
Stavanger, Norway

November 22-23, 2019

National Justice Museum UK
Framing the Penal Colony
Nottingham, England

December 12-13, 2019

ICCCJ 2019
International Conference on Criminology and Criminal Justice
Rome, Italy

December 13 - 15, 2019

Asian Law & Society Association
Osaka University (Japan)
<https://amarys-jtb.jp/alsa2019/>

The University of Warmia and Mazury

The Department of Criminology and Criminal Policy at the University of Warmia and Mazury in Olsztyn (Poland) was established in 2001. Since its inception, the leader of the Department has been Professor Wieslaw Plywaczewski.

The Department is a member of several scientific forums that focus on the development of state and citizen security. Over the past recent decade, many of faculty have begun focusing on environmental crime research, and have been cooperating with researchers from a host of countries including England, Wales, the Netherlands, Sweden, Russian, Lithuania, Austria, the Czech Republic, Slovakia and the United States. A number of members of the American Society of Criminology, among many other professional societies, have been involved in these environmental crime research initiatives. The faculty's scientific attainments have been presented at a host of professional settings throughout Europe, and have been recognized both by Polish and foreign scientists.

The main areas of interest of the ecocriminology-focused faculty include CITES crime, food crime, animal poaching, fish poaching, illegal logging, crime against natural and cultural heritage, illegal waste trafficking, inland water pollution, animal abuse, impact of tourism on the protection of natural resources, criminal ornithology, crimes against environmentalists, landscape degradation, functioning of the wind energy sector in the context of the health of the inhabitants.

The ecocriminology-focused faculty members have recently contributed to a report on environmental crime for the European Crime Prevention Network, are currently working on the first Polish handbook on Ecocriminology, and are contributing to a monograph which will be presented during the 14th United Nations Congress on the Prevention of Crime and Criminal Justice in Kyoto, Japan this coming April.

It is important to note that the initiatives of the ecocriminology group include collaboration with numerous public institutions including the State Fishing Guard, the Forest Guard, the Hunting Guard, the National Fund for Environmental Protection, Water Management, the Directorate for Environmental Protection, Border Guard, the National Revenue Administration, and a number of law enforcement agencies

The Faculty of the Department of Criminology and Criminal Policy at the University of Warmia and Mazury invites all interested parties to collaborate in this exciting arena. For more information regarding the Department, its faculty and their research activities, see www.uwm.edu.pl/kryminologia. For direct contact, write kkipk.wpia.uwm@gmail.com.

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

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 Marriot 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	New Orleans Riverside Hilton
2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
2030	November 20 - 23	San Francisco, CA	San Francisco Marriott Marquis
2031	November 12 - 15	Washington, D.C.	Washington, D.C. Marriott Marquis

2019 ANNUAL MEETING

THEME: *Criminology in the New Era: Confronting Injustice and Inequalities*

**Make your reservations early for San Francisco, CA
November 13 - 16, 2019**

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