



# The Criminologist

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## Editor's Note:

This piece was originally published on ASC's website on September 28, 2019.

### STATEMENT FROM THE CO-EDITORS OF CRIMINOLOGY

Recent events have brought our private deliberations as the Co-Editors of *Criminology*, the flagship journal of the American Society of Criminology, under public scrutiny. Given the dissemination of misinformation on social media and in other formats, we have determined that it is necessary to provide a statement that (1) clarifies our approach to addressing problems brought to our attention about articles published in the journal, and (2) provides a more detailed timeline of our efforts to address specific problems concerning two articles published in 2011 (Johnson, et al.) and 2018 (Stewart, et al.).

I. First, a general statement about the Co-Editors' approach to addressing concerns raised about its articles. We believe the preferred approach is to employ the classical comment-and-reply model. Critics submit a comment to the journal, presenting their objections. The journal editors review the objections for importance and relevance, focusing on the potential contribution to scholarship. If the editors have doubts about the contents of the comment, they seek the advice of anonymous reviewers. If the editors accept the comment, they offer the original authors an opportunity to provide an equally detailed reply. Depending on the circumstances of the case and the nature of the reply, the editors may offer the author of the comment a final opportunity to respond.

As Co-Editors, we believe strongly that the comment-and-reply approach has several advantages. *First*, it allows—and encourages—readers to make their own judgments about the work in question. This form of active participation by readers is consistent with the nature of the scientific enterprise, and it allows for the ambiguities involved in almost all creative work. *Second*, and relatedly, the approach allows for variations in the degree to which articles are problematic. It acknowledges a grey-scale world of more and less serious problems, and it does not impose black-and-white judgements that view articles as entirely correct or incorrect. *Third*, the approach is fair to all parties. It gives authors and their critics equal opportunity to outline and defend their positions, and it avoids a situation in which the journal leaves authors essentially defenseless against attacks. Authors put themselves in a vulnerable position in publishing with a journal, and the comment-and-reply approach allows them to respond to critiques and correct mistakes if and when necessary.

Obviously, this approach is not appropriate in every case. Although individual circumstances make it impossible to anticipate all situations, two general possibilities stand out. First, a comment-and-reply structure does not always fit the case. Problems in an article may become apparent in the absence of a complainant, for example, leaving no one to write the comment. Second, a comment may convincingly point to problems that the reply does not adequately address. An ineffective reply itself has significant consequences for an author that can serve as an important professional sanction. In rare circumstances, however, this process may not be sufficient to address the gravity of the problems in a paper.

# The Criminologist

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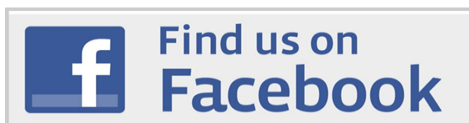
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### HOW TO ACCESS CRIMINOLOGY AND CRIMINOLOGY & PUBLIC POLICY ONLINE

1. Go to the Wiley InterScience homepage - <http://www3.interscience.wiley.com>
2. Enter your login and password  
**Login:** Your email address  
**Password:** If you are a current ASC member, you will have received this from Wiley; if not or if you have forgotten your password, contact Wiley at: [cs-membership@wiley.com](mailto:cs-membership@wiley.com); 800-835-6770
3. Click on Journals under the Browse by Product Type heading.
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<https://www.facebook.com/pages/American-Society-of-Criminology/751254044894737>



@ASCRM41

In such situations, additional steps may be necessary. These include asking the authors to provide a more detailed explanation of their work or to allow an independent reanalysis of their data. More serious consequences may then follow, including involuntary retractions. We would nevertheless adopt such measures only when the evidence against a paper is strong, the authors are unable to offer a compelling response, and we have first given them the opportunity to respond to criticisms and/or withdraw their articles themselves.

Maintaining the integrity and professional respect of *Criminology* is our highest priority. We believe that public discussion—as provided by the comment-and-response approach—can more effectively accomplish this goal than would a rigid and punitive system over which the journal's editors preside. This is in keeping with our strong commitment to a fair process for all parties concerned, rather than starting with a heavy presumption of guilt that the authors have committed outright falsification or deception. Moreover, this is the standard approach in related fields such as sociology, as evidenced by multiple comment-and-responses appearing in recent issues of the *American Sociological Review*. To be clear, in an evident conflict between an author's reputation and the journal's integrity, the interests of the journal always come first.

II. The current Co-Editors of *Criminology* have adhered to the approach outlined above in response to concerns submitted to us about the above-noted articles, one of which was published prior to our editorship (in 2011) and one during our editorship (2018). Our decisions about how to respond to each of these concerns were made collectively as Co-Editors. Because one of the authors of the 2011 paper, Brian Johnson, is a current Co-Editor of the journal, he voluntarily recused himself from all decision-making related to the papers in question. We have also consulted with the Executive Committee and Publications Committee of the American Society of Criminology throughout the process.

In the first instance, we received an email from "John Smith" on May 29, 2019 alerting us to "data irregularities in two articles published in the journal," identified as "part of a larger set of five published by the same set of coauthors using data from two surveys." This email was sent anonymously and did not ask for or suggest a course of action. After deliberating about how best to respond, we invited "John Smith" to submit a comment or comments about the articles in question, and ensured him that neither Dr. Johnson (current Co-Editor) nor Dr. Stewart (who at that time had been approved to join the editorial team by the ASC Board but has subsequently withdrawn) would have any involvement in its assessment. We also provided guidance on length and content. "John Smith" rejected our invitation. Nonetheless, we were notified by Dr. Johnson that the authors, who also received a version of the anonymous email, were working through the concerns raised in order to respond, with the goal of submitting a correction. This was confirmed by Dr. Stewart, who has repeatedly assured the Co-Editors that he is working through the concerns raised by "John Smith" in both articles published in *Criminology*.

We also wish to clarify the circumstances surrounding Stewart et al.'s Corrigendum of the 2018 article, published in the journal in August 2019. The authors' submission of this Corrigendum was unsolicited and occurred months prior to our receipt of the complaint by "John Smith." Because it appeared to be an ordinary author correction of errors they had discovered, it did not undergo the review process documented above and was in production at the time we were alerted to deeper concerns about data irregularities.

The second instance followed quickly from the first. On June 27, 2019, Dr. Justin Pickett sent the Co-Editors a request that the 2011 article, which he co-authored, be retracted. He also provided a detailed account of his concerns, which he subsequently posted online. As with the "John Smith" email, the Co-Editors reviewed Dr. Pickett's email and supporting materials and made a collective decision about how to proceed. Though we did not rule out the possibility of a retraction, we were unwilling to take this step without first providing the remaining authors the opportunity to address the concerns raised. Thus, we informed Dr. Pickett that the other co-authors were reanalyzing the data and expected to submit their findings to the journal within a few months, with the goal of publishing a Corrigendum. We offered Dr. Pickett the opportunity to review their response once received, and to write a formal comment for publication. We also noted that his decision to post his concerns about the paper to a preprint server was entirely his and did not involve the journal. He did so on July 6.

Social media attention to Dr. Pickett's online statement led to what we perceive as a rush to judgment against the authors and the journal, including the mischaracterization that we are not taking the issue seriously and are not committed to resolving it. Nothing could be further from the truth. We have taken several steps aimed at obtaining a fair and transparent resolution. In consultation with the ASC Publications Committee and Executive Committee, we released a formal statement later that month about our procedures for addressing the concerns that were raised:

#### ***Criminology* Editor Statement, July 26, 2019**

The Editors of *Criminology*, an official peer-reviewed journal of the American Society of Criminology, have been made aware of the concerns about the potential data irregularities and conclusions related to the 2011 paper "Ethnic Threat and Social Control: Examining Public Support for Judicial Use of Ethnicity in Punishment." The Journal Editors and the Society take issues of research integrity seriously and have asked the authors of the 2011 paper to prepare a response to these concerns. Journal Editor Brian D. Johnson has recused himself from involvement, as he was a co-author of the study. *Criminology* strongly believes in fairness to all

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parties involved, and we are moving deliberately to achieve that end. We will make a decision based on a review of the authors' response to our request.

It is available here: <https://onlinelibrary.wiley.com/page/journal/17459125/homepage/news.html>.

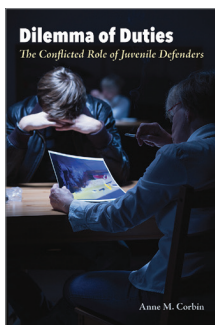
At this time, we are awaiting the authors' erratum for the 2011 article, which we have asked include a detailed response to each potential data concern. The same process is being applied in regard to concerns raised over the Corrigendum to the 2018 article. In both instances, the authors have been responsive to these requests. We are in the process of a careful evaluation of materials submitted addressing errors in the 2018 article and its original Corrigendum, and we anticipate receipt of materials addressing the 2011 article in the coming months. We stand opposed to a rush to judgment, but instead choose to make decisions based on full information after providing the researchers with the time needed to carefully identify errors and correct the scientific record. The submission will undergo review by the three non-recused editors of *Criminology*, and by outside reviewers without ties to the parties involved. At that time, we will make a collective decision about whether a comment-and-reply approach adequately attends to the concerns raised, or whether additional remedies are necessary. This is in keeping with the serious and unbiased approach we detail above, in which fairness to both authors and critics is paramount.

## Perspectives on Crime and Justice

a series from Southern Illinois University Press

### Dilemma of Duties The Conflicted Role of Juvenile Defenders

Anne M. Corbin



"*Dilemma of Duties* does an excellent job at articulating the realities of what makes defending youth such a demanding job, and why it can be such a head-spinner of a profession. . . . Corbin sheds light on the often overlooked complexity of what it means to defend children."—Tim Curry, *Criminal Law and Criminal Justice Books*

### Demystifying the Big House Exploring Prison Experience and Media Representations

Edited by Katherine A. Foss



"Together, these essays argue media reform is necessary for penal reform, proposing that more accurate media representations of prison life could improve public support for programs dealing with poverty, abuse, and drug addiction—factors that increase the likelihood of criminal activity and incarceration."—James A. Cox, *Midwest Book Review*

## Criminal Justice Remains a Priority for Governors and States

Elise T. Simonsen, Ph.D., National Governors Association

Criminal justice reform has emerged as a top policy issue for executive branches within U.S. state and federal government. In the past year, President Trump signed the Formerly Incarcerated Reenter Society Transformed Safely Transitioning Every Person Act, or First Step Act, into law, which reforms the federal prison system. This federal effort largely builds on the efforts that governors have made on justice issues over the past two decades.

Following the 2018 midterm election, the National Governors Association welcomed 22 new governors into the fold—the third-largest class of new governors in U.S. history. Recently, the NGA Center for Best Practices (NGA Center) conducted a two-fold analysis to evaluate gubernatorial public safety priorities.

First, the NGA Center reviewed state of the state addresses from governors representing the 55 states, commonwealths, and territories (collectively referred to as states). From this initial analysis, the NGA Center determined that new governors and reelected governors alike championed the need for criminal justice reform during their 2019 state of the state addresses. For example, approximately 85 percent (n=43) of the 50 published state of the state addresses in 2019 included public safety-related topics such as correctional reform, improving the reentry process, addressing illicit opioids and stimulants, gang prevalence, school safety and cybersecurity. Additionally, governors highlighted several public safety accomplishments, which include stabilizing prison growth, creating statewide opioid or drug task forces, implementing evidence-based practices, reducing violent and/or gang crime rates, and expanding treatment services for justice-involved populations.

In addition to analyzing state of the state addresses, the NGA Center also surveyed its network of governor-designated Criminal Justice Policy Advisors (CJPAs) to better understand gubernatorial public safety priorities. Of the 55 states, the NGA Center received responses from 32 states. The survey asked about gubernatorial priorities within three chief areas: corrections, mental health and substance use, and public safety.

Survey responses from participating governor's offices aligned with key criminal justice and public safety issues raised in state of the state addresses. To better understand priorities, governor's offices were asked three criminal justice and public safety priority questions. Such questions used a Likert matrix table with "high," "medium" and "low" priority response options, as well as an open-ended "other" option. With each question, state respondents could select up to three related issues to rank as a high priority for their state.

When asked to identify "correctional priorities," a majority of the 31 state responses ranked reentry/reducing recidivism (n=25) as a high priority, followed by juvenile justice (n=14) and medication assisted treatment in corrections (n=12).

States were also asked to indicate priority areas within "mental health, substance use disorder, and drug enforcement." Of the 32 state responses, the top three high priority were access to mental health or substance use disorder treatment for criminal justice populations (n=19), fentanyl use & distribution (n=12), and heroin use and distribution (n= 11).

Finally, states were asked to select priorities for "public safety and law enforcement." Of the 31 responses, the top three high priorities were human trafficking (n=14), gun trafficking and violence (n=13) and community-police relations (n=11).

Taken together, state-level criminal justice reform continues to be a priority for governors. It presents an opportunity for researchers to be proactive in their efforts to join with states, if their research areas align with the programmatic and policy foci of their respective states. While gubernatorial and state approaches to these policy areas will vary based on their unique needs, policymakers and academics can work together to make state justice systems smarter, fairer and more cost-effective.

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<sup>1</sup> Each governor designates a CJPA to oversee his or her criminal justice policy portfolio.

# EDITOR'S CORNER

## Journal of Experimental Criminology

By Lorraine Mazerolle, David Wilson and Wes Jennings

The Journal of Experimental Criminology (JEC) is the official journal of ASC's Division of Experimental Criminology. Published quarterly by Springer, JEC publishes high quality systematic reviews and experimental and quasi-experimental research. It is also committed to the advancement of the science of systematic reviews and experimental methods in criminology and criminal justice, publishing empirical papers on experimental and quasi-experimental studies, systematic reviews on substantive criminal justice problems, and methodological papers on experimentation and systematic reviews.

Springer have now (up to September 2019) published 58 issues of the JEC in 15 volumes since its inception in 2005. JEC's current impact factor is 2.818. Over 400 articles have been published in JEC in nearly 15 years where, on average, each issue of JEC includes about 5 full length articles and 2 Short Reports. About 10 percent of all of the articles and short reports in JEC are published with open access. A recent analysis of the number and sum of downloads for the top ten papers for 2015, 2016, and 2017 shows that the sum of the Top Ten publications each year (for 2015, 2016, and 2017) has increased from 10,224 in 2015 to 30,087 in 2017. In 2015, the number one paper was downloaded 1,747 times and during 2017 the number one paper was downloaded 7,122 times. A massive increase in downloads that reflects the overall trend in downloads of JEC articles and the impact that JEC papers are having on policy and practice.

The founding Editor-in-Chief of JEC was David Weisburd. After editing the journal for nine years, he handed over the reins to Lorraine Mazerolle (Editor in Chief) and David Wilson (Editor, Systematic Reviews) in 2014. Now, after six years of Editing JEC, David and Lorraine are handing over the Editorship of JEC to Wes Jennings. Wes will formally take over the Editorship of the journal in January 2020. The timing of this Editor's Corner is, therefore, an ideal time for Lorraine and David Wilson to thank all of our contributing authors, reviewers, our long serving Managing Editor -- Adele Somerville -- our Associate Editors and Editorial Board for their amazing support over the last six years. We have both thoroughly enjoyed our Editorial experience and believe this is the ideal time in the journal's history to have Wes take the journal to the next level.

Over to you, Wes!

I would first like to begin by extending a sincere thank you to founding Editor, David Weisburd, and outgoing Editors, Lorraine Mazerolle and David Wilson, for the phenomenal work they have done as stewards of JEC. I am humbled to have the opportunity to take the reins from such a reputable group of past Editors, and a group that has worked tirelessly and professionally to establish JEC as one of the premier journal outlets in criminology and criminal justice.

It is with this context in mind that I would like to briefly provide some insight into what I would consider to be my broader editorial philosophy and plans for JEC going forward. Generally speaking, my editorial philosophy is one that rests upon a strong commitment toward maintaining JEC's reputation as a premier outlet for publishing high quality experimental and quasi-experimental research in the development of evidence-based crime and justice policy. In this regard, I not only value and recognize that the "quality" of the authors influence perceptions of the journal, but also the theoretical, methodological, and policy orientations of the contents of the articles published in the journal influence its readership and perception. It is with this in mind, that I would encourage submissions from top scholars in the discipline and also make a consistent effort to solicit manuscripts from members of the American Society of Criminology and the American Society of Criminology's Division on Experimental Criminology, which are often top scholars in the discipline in their own right. In this vein, I also understand the diversity and interdisciplinary nature of the scholars who write on criminology and criminal justice topics. Relatedly, there is diversity with regard to scholars' approaches to empiricism and experimental research, whether it be quantitative or a mixed-methods approach. Furthermore, scholars are diverse in terms of their use of evaluative methods, theory testing strategies, and analytic procedures. In recognition of this diversity, I would encourage and welcome manuscripts that can be categorized broadly into any of these areas or approaches, yet at the same time being cognizant of JEC's storied tradition of publishing high quality experimental research and systematic reviews that have relevance for criminal justice policy and practice and evidence-based decision-making.

I hope that all of you reading this can easily recognize the passion and enthusiasm that I have toward ensuring that JEC's trajectory is ascending and its future is bright. However, as Editor-in-Chief, I cannot accomplish this on my own. I am looking forward to beginning this journey with the highly esteemed members of the Editorial Board, new additions to the Editorial Board, and all members of the criminology and criminal justice community. Please consider JEC as an outlet for your research, and we would certainly appreciate your service as a reviewer of manuscripts for JEC!

BA / MA / PhD

## DEPARTMENT OF CRIMINOLOGY

## GRADUATE FACULTY

**Lyndsay Boggess, PhD**

Communities and crime, crime-mapping

**Max Bromley, EdD***Director of the MACJA Program*

Law enforcement, campus crime

**George Burruss, PhD**

Cybercrime, criminal justice organizations

**Elizabeth Cass, PhD***Graduate Coordinator / Instructor***John Cochran, PhD***Department Chair*

Death penalty, theories of crime and crime control

**Richard Dembo, PhD**

Alcohol and drug use, juvenile justice, youth public health issues, statistics

**Bryanna Fox, PhD**

Developmental criminology, forensic psychology, evidence-based policing

**Lorie Fridell, PhD**

Police use of force, biased policing, violence against police

**Kathleen Heide, PhD**

Juvenile homicide, parricide (children killing parents), trauma

**Chae Jaynes, PhD**

Offender decision-making, rational choice theory, employment and crime

**Michael J. Leiber, PhD**

Juvenile delinquency, juvenile justice, race/ethnicity

**Yunmei (Iris) Lu, PhD**

Age and crime, cross-cultural studies, social change and crime, sentencing

**Michael J. Lynch, PhD**

Green and radical criminology, corporate crime, environmental justice

**Richard Moule, PhD**

Criminological theory, street gangs, technology in criminology and criminal justice, mixed methods

**Ráchael Powers, PhD***Graduate Director*

Violent victimization, violence against women, gender and crime, hate crime

**Mateus Rennó Santos, PhD**

Crime trends, drivers of violence, homicide, comparative criminology

**Dwayne Smith, PhD***Senior Vice Provost for Faculty Affairs**Dean of Graduate Studies*

Homicide, capital punishment, structural correlates of violent crime

# **10** ranking by **Center for World University Rankings**  
CWUR - Rankings by Subject, 2017

# **8** ranking for **publication productivity by faculty**  
Kleck and Mims, 2017

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# OF INTEREST TO THE DISCIPLINE

## Persecuted for studying in the U.S.

Gary Cordner

As a professor and dean in the College of Justice & Safety at Eastern Kentucky University in the early 2000s, I had the pleasure of teaching two cohorts of Turkish National Police officers pursuing master's degrees in criminal justice. They were among over 400 up-and-coming TNP leaders who came to the United States for graduate studies between 1999 and 2014, including 235 who enrolled in Ph.D. programs. It was a bold initiative, funded by Turkey, aimed at further professionalizing and democratizing the country's law enforcement system.

Since 2016, over 100 of these Ph.D. students have been imprisoned in Turkey, with about half still incarcerated. All but two were fired from their positions in the national police. Those who were fired lost their health insurance and retirement benefits. Many went into hiding or fled the country, some crossing borders on foot or in small boats. Family members were arrested and jailed to punish and terrorize officers who hadn't been caught.

Their crime? Turkey's President Erdogan claims they are traitors, Gulenists, and CIA agents. In fact, a corruption investigation in 2013 by police and prosecutors had implicated high-ranking officials in Erdogan's government. Since then he has systematically purged law enforcement, judicial, military, and education officials he didn't trust, doubling down after the 2016 coup attempt that many believe was faked and that he called a gift from God.

The persecution continues to this day. Those still in Turkey, the ones not incarcerated, are denied meaningful employment. Erdogan's government hounds those who escaped and harasses family members left behind. Passports were canceled, visas denied. Several officers who had secured faculty appointments at U.S. universities lost their positions when they couldn't exit Turkey. Erdogan's agents actively intervene in the U.S. whenever former TNP officers are seeking employment in higher education or elsewhere.

Geopolitics and realpolitik aside, these police officers and their families have suffered deeply and unjustly. The students who came to the U.S. were bright and hard working, thirsty for knowledge and cross-cultural experience. They were mid-career, Turkish patriots. Some were already regional police chiefs, police academy instructors, or experts in counter-terrorism, organized crime, cyber crime, and related specialties. They did exceptionally well in their studies and contributed greatly to the education and enlightenment of their American teachers and fellow students. Their "reward" has been a professional and personal nightmare.

I am one of 50 criminal justice/criminology professors representing 25 U.S. universities publicly expressing heartbreak for our students and solidarity with them. The systematic purge and harsh punishment that these police officers and their families have endured is shocking and unfair. We hope the U.S. government, the European Union, and other enlightened institutions will champion their cause, and we urge universities everywhere to ignore the Turkish government's continuing efforts at blacklisting them from future employment.



# Graduate Faculty

**BEIDI DONG** Violence prevention, youth gangs, firearms, social ecology and crime, life-course criminology, research design and quantitative methods

**CATHERINE A. GALLAGHER** Health care and justice agencies, health and safety of justice-involved persons, juvenile justice, federal data collections

**CHARLOTTE GILL** Community-based crime prevention, place-based criminology, juvenile justice, reentry, program evaluation, quantitative methods, research synthesis

**STACEY HOUSTON, II** Race, ethnicity, and criminal justice, punishment and inequality, health disparities, school discipline, quantitative research methods

**YASEMIN IRVIN-ERICKSON** Urban security, victimization, technology, economic empowerment of vulnerable populations, crime prevention, evidence synthesis

**DEVON JOHNSON** Public opinion on criminal justice issues, race and criminal justice, politics of crime and justice policy, survey methods

**CHRISTOPHER S. KOPER** Firearms, violence, and public policy, police and crime control, organizational change in policing, policy and program evaluation, assessment of crime trends

**EVAN LOWDER** Justice-involved behavioral health populations, mental health courts and diversion programs, risk assessment, racial disparities, opioid crisis, quantitative research methods

**CYNTHIA LUM** Policing, security, criminal justice evaluation research, translational criminology

**LINDA M. MEROLA** Civil liberties, the courts, privacy and technology, terrorism, survey and experimental methods

**ROBERT J. NORRIS** Wrongful convictions, social change and policy reform, criminal justice process and decision-making, public opinion, criminal admissions

**ALLISON D. REDLICH** Guilty pleas, interrogation and confessions, wrongful convictions, juvenile justice, mental health courts, experimental criminology

**LAURIE O. ROBINSON** Crime and public policy, policing reform, federal support for translational criminology and criminal justice innovation, public management in criminal justice

**DANIELLE S. RUDES** Organizational change, community corrections, prisons, law and society, prisoner reentry, qualitative methods

**DAVID WEISBURD** Police innovation, geography of crime, experimental criminology, statistics and research methods, white collar crime

**JAMES WILLIS** Police organizations, police reform, police decision-making, punishment in an historical context

**DAVID B. WILSON** Crime prevention and correctional treatment programs, meta-analysis, quantitative research methods

**SUE-MING YANG** Neighborhoods and crime, urban disorder and racial stereotypes, innovative research methods, international terrorism



## Application Requirements

- A 3.0 GPA or better for an earned baccalaureate degree
- Completed online application for graduate study
- Academic goals statement
- Writing sample
- Résumé or C.V.
- Official GRE scores
- Three letters of recommendation

## APPLICATION DEADLINES FOR FALL ADMISSION

### DECEMBER 1

Applicants for the PhD (including those planning to earn the integral MA)

### FEBRUARY 1

Applicants for the MA program only

# AROUND THE ASC



## AMERICAN SOCIETY OF CRIMINOLOGY

### *CALL FOR PAPERS*

**Annual Meeting 2020**  
**Washington, D.C.**  
**November 18 – 21, 2020**  
**Washington, D.C. Marriott Marquis**

***Crime and Justice Theory and Research:  
Thinking Outside the Box***

### **Program Co-Chairs:**

**Carole Gibbs**, Michigan State University  
and

**Lee Ann Slocum**, University of Missouri-St. Louis

meeting@asc41.com

### **ASC President:**

**Sally S. Simpson** University of Maryland

### **SUBMISSION DEADLINES**

Thematic panels, individual paper abstracts, and author meets critics panels due:  
***Friday, March 20, 2020***

Posters roundtable abstracts, and lightning talk abstracts due:  
***Friday, May 15, 2020***

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## AROUND THE ASC

### SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at [www.asc41.com/annualmeeting.html](http://www.asc41.com/annualmeeting.html). You will need to create a new profile for 2020. On the site, you will be asked to indicate the type of submission you wish to make. The submission choices available for the meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation. **Please continue to click *Accept and Continue* in the lower right hand corner until you no longer see it.** You will receive a confirmation email after you submit. If you do not, email [meeting@asc41.com](mailto:meeting@asc41.com).

**Please note that late submissions *will NOT be accepted.*** In addition, submissions that do not conform to the guidelines will be rejected. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers is still open. Please note that ASC staff members respond to inquiries during normal business hours.

**Complete Thematic Panels:** Must include a title and abstract for the entire panel as well as titles, abstracts and author information for all papers. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE:  
**Friday, March 20, 2020**

**Individual Paper Presentations:** Submissions for a regular session presentation must include a title and abstract along with author information. Please note that these presentations are intended for individuals to discuss work that has been completed or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for roundtable discussion (see below).

- INDIVIDUAL PAPER SUBMISSION DEADLINE:  
**Friday, March 20, 2020**

**Author Meets Critics:** These sessions are organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC (note: the book must appear in print before the submission deadline (March 20, 2020) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE:  
**Friday, March 20, 2020**

**Poster Presentations:** Submissions for poster presentations require only a title and abstract along with author information. Posters should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material. One poster submission per presenter.

- POSTER SUBMISSION DEADLINE:  
**Friday, May 15, 2020**

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

- ROUNDTABLE SUBMISSION DEADLINE:  
**Friday, May 15, 2020**

**Lightning Talks:** These sessions are a series (usually at least 6-7) of 5 minute talks/presentations by different speakers, each introducing a topic or idea very quickly. Lightning Talks is a way to share information about diverse topics from several presenters, while still captivating the audience. Each presentation should consist of a maximum of 3 to 5 PowerPoint slides or prompt cards, with a total of one or two key messages for the entire presentation. Each slide should consist of a few words and one primary image. Lightning talks are ideal for research and theory development in its early stages. See **LIGHTNING TALKS: Sharing and Learning at Lightning Speed** pdf on the American Society of Criminology website for further information. Submissions for a lightning talk full panel session must include a title and abstract for the entire panel as well as titles, abstracts and author information for all talks/presentations. Each panel should contain between 6-7 talks/presentations.

- LIGHTNING TALK SUBMISSION DEADLINE:  
**Friday, May 15, 2020**

## AROUND THE ASC

**Only original papers that have not been published may be submitted to the Program Committee for presentation consideration. Presentations of the same paper presented elsewhere are discouraged.**

The meetings are Wednesday, November 18 through Saturday, November 21, 2020. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. If a session does not have a chair, a program committee member may choose a presenter from the last paper on the session. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at [www.asc41.com](http://www.asc41.com) under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail.

### SUBMISSION DEADLINES

- **Friday, March 20, 2020** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 15, 2020** is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

### ABSTRACTS

A typical abstract will summarize, in one paragraph of 200 words or less, the major aspects of your research, including: 1) the purpose of the study and the research problem(s) you investigate; 2) the design of the study; 3) major findings of your analysis; and 4) a brief summary of your interpretations and conclusions. Although not all abstracts will conform to this format, they should all contain enough information to frame the problem and orient the conclusions.

### EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations, including lightning talks to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer

### GUIDELINES FOR ONLINE SUBMISSIONS

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

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

Tips for choosing appropriate areas and sub-areas:

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

**PLEASE NOTE: WHEN UTILIZING THE ON-LINE SUBMISSION SYSTEM, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED.** *After you have finished entering all required information, you will immediately receive a confirmation email indicating that your submission has been entered. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-292-9207 or email at [meeting@asc41.com](mailto:meeting@asc41.com)*

For participant instructions, see [Ethics and Guidelines](#)

## AROUND THE ASC

## PROGRAM COMMITTEE: AREA AND SUB-AREAS

<b>Area II</b>	<b>Perspectives on Crime</b>	<b>Olena Antonaccio</b>	<b>oantonaccio@miami.edu</b>
1	Biological, Bio-social, and Psychological Perspectives	Michael Rocque	mrocque@bates.edu
2	Developmental and Life Course Perspectives	Arjan Blokland	a.a.j.blokland@law.leidenuniv.nl
3	Strain, Learning, and Control Theories	Cesar Rebellon	Cesar.Rebellon@unh.edu
4	Labeling and Interactionist Theories	Stacy De Coster	smcoster@ncsu.edu
5	Routine Activities and Situational Perspectives	Tim Hart	thart@ut.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Kyle Thomas	thomaskj@umsl.edu
7	Structure, Culture, and Anomie	Joanne Kaufman	jkaufman@albany.edu
8	Social Disorganization and Community Dynamics	Dave Kirk	david.kirk@sociology.ox.ac.uk
9	Critical Race/Ethnicity	Robert Duran	rjduran@tamu.edu
10	Feminist Perspectives	Stacey Nofziger	sn18@uakron.edu
11	Theories of Conflict, Oppression, and Inequality	Michael Long	michael.long@okstate.edu
<b>Area III</b>	<b>Types of Offending</b>	<b>Kristy Holtfreter</b>	<b>Kristy.Holtfreter@asu.edu</b>
12	Violent Crime	Sarah Becker	sbecker@lsu.edu
13	Property and Public Order Crime	Timbre Wulf	wulfducentl@unk.edu
14	Drugs	Eric Wish	ewish@umd.edu
15	Family and Intimate Partner Violence	Rachael Powers	powersr@usf.edu
16	Rape and Sexual Assault	Pamela Wilcox	pamelawilcox@psu.edu
17	Sex Work	Susan Dewey	sdewey3@uwyo.edu
18	Human Trafficking	Amber Horning Ruf	Amber_HorningRuf@uml.edu
19	White Collar and Corporate Crime	Jay Kennedy	jpk@msu.edu
20	Organized Crime	Sharon Melzer	smelzer@gmu.edu
21	Identity Theft and Cyber Crime	David Maimon	dmaimon@gsu.edu
22	State Crime, Political Crime, and Terrorism	Jennifer Varriale Carson	jcarson@ucmo.edu
23	Hate Crime	Brendan Lantz	blantz@fsu.edu
<b>Area IV</b>	<b>Correlates of Crime</b>	<b>Lisa Broidy</b>	<b>lbroidy@unm.edu</b>
24	Gangs and Co-offenders	Dena Carson	carsond@iupui.edu
25	Substance Use and Abuse	Jessica Craig	Jessica.Craig@unt.edu
26	Weapons	David Hureau	dhureau@albany.edu
27	Trauma and Mental Health	Matt Vogel	vogelma@umsl.edu
28	Race and Ethnicity	Joseph Richardson	jrichar5@umd.edu
29	Immigration/Migration	Stephanie DiPietro	dipietros@umsl.edu
30	Neighborhoods and Communities	Adam Boessen	boessena@umsl.edu
31	Macro-Structural	Ashley Arnio	aarnio@txstate.edu
32	Sex, Gender, and Sexuality	Lisa Pasko	Lisa.Pasko@du.edu
33	Poverty and Social Class	Waverly Duck	wodl1@pitt.edu
34	Bullying, Harassment, and Abuse	Nadine Connell	Nadine.Connell@utdallas.edu
35	Families and Peers	Jean McGloin	jmcgloin@umd.edu
36	School Experiences	Cresean Hughes	cresean@udel.edu
<b>Area V</b>	<b>Victimization</b>	<b>Min Xie</b>	<b>mxie@umd.edu</b>
37	Causes and Correlates of Victimization	Maribeth Rezey	mrezey@luc.edu
38	Policy and Prevention of Victimization	Callie Rennison	Callie.Rennison@ucdenver.edu
39	Consequences of Victimization	Jill Turanovic	jturanovic@fsu.edu
<b>Area VI</b>	<b>The Criminal Justice System</b>	<b>Robin Engel</b>	<b>engels@ucmail.uc.edu</b>
40	Police Organization and Training	Brian Schaefer	brian.schaefer@indstate.edu
41	Police Legitimacy and Community Relations	Scott Wolfe	wolfesc1@msu.edu
42	Police Misconduct	Mike White	mdwhite1@asu.edu
43	Police Strategies, Interventions, and Evaluations	Chris Koper	ckoper2@gmu.edu
44	Prosecutorial Discretion and Plea Bargaining	Brian Johnson	bjohnso2@umd.edu
45	Courts & Sentencing	Shi Yan	shiyang@asu.edu

# AROUND THE ASC

## PROGRAM COMMITTEE: AREA AND SUB-AREAS

46	Capital Punishment	Scott Phillips	Scott.Phillips@du.edu
47	Jails & Prisons	Brianna Remster	brianna.remster@villanova.edu
48	Community Corrections	Jill Viglione	jill.viglione@ucf.edu
49	Prisoner Reentry	Shelley Johnson Listwan	slistwan@uncc.edu
50	The Juvenile Justice System	Tom Loughran	tal47@psu.edu
51	Challenging Criminal Justice Policies	Devon Johnson	djohns22@gmu.edu
52	Collateral Consequences of Incarceration	Sara Wakefield	sara.wakefield@rutgers.edu
53	Prisoner Experiences with the Justice System	Paula Smith	smithp8@ucmail.uc.edu
54	Law Making and Legal Change	Marisa Omori	momori@miami.edu
55	Guns and Gun Laws	April Zeoli	zeoli@msu.edu
56	Inequality and Justice	Joshua Cochran	cochraju@ucmail.uc.edu
57	Immigration and Justice Issues	Ramiro Martinez, Jr.	R.Martinez@northeastern.edu
<b>Area VII</b>	<b>Non-Criminal Justice Responses to Crime &amp; Delinquency</b>	<b>Brandon Welsh</b>	<b>b.welsh@northeastern.edu</b>
58	Regulatory/Civil Legal Responses	Melissa Rorie	melissa.rorie@unlv.edu
59	Institutional Responses	Kelly Welch	kelly.welch@villanova.edu
60	Community Responses	Roger Jarjoura	rjarjoura@air.org
<b>Area VIII</b>	<b>Perceptions of Crime &amp; Justice</b>	<b>Lauren Porter</b>	<b>lporter1@umd.edu</b>
61	Media & Social Construction of Crime	Gregg Barak	gbarak@emich.edu
62	Attitudes about the CJS & Punishment	Jeffrey Butts	jbutts@jjay.cuny.edu
63	Activism and Social Movements	Val Jenness	jenness@uci.edu
64	Fear of Crime and Perceived Risk	Mark Berg	mark-berg@uiowa.edu
<b>Area IX</b>	<b>Comparative &amp; Historical Perspectives:</b>	<b>Tusty ten-Bensel</b>	<b>ixzohra@ualr.edu</b>
65	Cross-National Comparison of Crime & Justice	Ting Wang Lowan	tinglowan@gmail.com
66	Historical Comparisons of Crime & Justice	Angela Zhou	zhuoy@stjohns.edu
67	Globalization, Crime, and Justice	Rob White	R.D.White@utas.edu.au
68	Human Rights	Hollie Nyseth Brehm	brehm.84@osu.edu
<b>Area X</b>	<b>Critical Criminology</b>	<b>Martin Schwartz</b>	<b>schwartzm@gwu.edu</b>
69	Green Criminology	Kimberly Barrett	kbarret7@emich.edu
70	Queer Criminology	Dana Peterson	dpeterson@albany.edu
71	Convict Criminology	Daniel Kavish	Daniel.kavish@swosu.edu
72	Cultural Criminology	Avi Brisman	avi.brisman@eku.edu
<b>Area XI</b>	<b>Methodology</b>	<b>Chris Melde</b>	<b>melde@msu.edu</b>
73	Advances in Quantitative Methods	Gary Sweeten	Gary.Sweeten@asu.edu
74	Advances in Qualitative Methods	Wilson Palacios	Wilson_Palacios@uml.edu
75	Advances in Evaluation Research	Charlotte Gill	cgill9@gmu.edu
76	Advances in Experimental Methods	Graham Ousey	gcouse@wm.edu
77	Advances in Teaching Methods	Danielle Rudes	drudes@gmu.edu
<b>Area XII</b>	<b>Roundtable Sessions</b>	<b>Jennifer Wareham</b>	<b>jwareham@wayne.edu</b>
<b>Area XIII</b>	<b>Poster Sessions</b>	<b>Susan Case</b>	<b>asc@asc41.com</b>
<b>Area XIV</b>	<b>Author Meets Critics</b>	<b>Mona Lynch</b>	<b>lynchm@uci.edu</b>
<b>Area XV</b>	<b>Methods Workshop</b>	<b>Andy Hochstetler</b>	<b>hochstet@iastate.edu</b>
78	Quantitative Methods	Aaron Chalfin	achalfin@sas.upenn.edu
79	Qualitative Methods	Heith Copes	jhcofes@uab.edu
<b>Area XVI</b>	<b>Professional Development/Students Meets Scholars</b>	<b>Trina Hope</b>	<b>thope@ou.edu</b>
<b>Area XVII</b>	<b>Diversity and Inclusion</b>	<b>Vanessa Panfil</b>	<b>vpanfil@odu.edu</b>
<b>Area XVIII</b>	<b>Lightning Talk Sessions</b>	<b>Lynn Addington</b>	<b>Adding@american.edu</b>
<b>Area XIX</b>	<b>Peterson Workshop</b>	<b>Ruth Peterson</b>	<b>peterson.5@osu.edu</b>
<b>Area XX</b>	<b>Ethics Panels</b>	<b>William Terrill</b>	<b>William.Terrill@asu.edu</b>
<b>Area XXI</b>	<b>Policy Panels</b>	<b>James Lynch</b>	<b>jlynch14@umd.edu</b>

AROUND THE ASC



**Announces its call for nominations  
for the 2020 Awards**

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

**\*\*These Awards will be presented during the Annual Meeting of the Society.**

**The Society reserves the right to not grant any of these awards during any given year.**

**Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received. Current members of the ASC Board are ineligible to receive any ASC award.\*\***

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## AROUND THE ASC

### NOMINATIONS FOR 2020 ASC AWARDS

We invite and encourage nominations for the awards noted on the following pages. A list of previous recipients can be found at [www.asc41.com/awards/awardWinners.html](http://www.asc41.com/awards/awardWinners.html)

**EDWIN H. SUTHERLAND AWARD**, which recognizes outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair:      **LORRAINE MAZEROLLE**      +61 (7) 334-67877  
    **University of Queensland**      **l.mazerolle@uq.edu.au**

**AUGUST VOLLMER AWARD**, which recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair:      **LORIE FRIDELL**      (813) 974-6862  
    **University of South Florida**      **lfridell@usf.edu.**

**HERBERT BLOCH AWARD**, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair:      **LEANA ALLEN BOUFFARD**      (515) 294-6480  
    **Iowa State University**      **lab17@iastate.edu**

**THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD**, which is given in order to call attention to criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given for scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, his/her work must be available in part, at least, in the English language (either by original publication or through translation). When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair:      **SHELDON ZHANG**      (978) 934-4160  
    **University of Massachusetts, Lowell**      **sheldon\_zhang@uml.edu**

**RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD** - This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2015), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. **The deadline for nominations is March 1.**

Committee Chair:      **CALLIE BURT**      (206) 685-2043  
    **University of Washington**      **chburt@uw.edu**





## AROUND THE ASC

### GENE CARTE STUDENT PAPER COMPETITION, Sponsored by Wiley

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

**Eligibility:** Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and/or institution) are ineligible. Multiple authored papers are admissible, as long as all authors are students in good standing at the time of submission. Papers that have been accepted for publication at the time of submission are ineligible.

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

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

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

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

**Committee Chair:** CHRISTINA M. SMITH  
University of Toronto (905) 828-5395  
cm.smith@utoronto.ca

### TEACHING AWARD

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

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

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

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

The teaching portfolios should include:

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



## AROUND THE ASC

## 2019 ASC AWARD WINNERS

## 2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*GENE CARTE STUDENT PAPER AWARD RECIPIENTS***FIRST PLACE -- KEVIN DAHAGHI**

Kevin Dahaghi is a Ph.D. candidate in the Department of Sociology and Population Research Center at the University of Texas at Austin. As a social demographer, he uses a combination of quantitative and archival methods to study the interplay of state social control and social inequality.

His current projects investigate the emergence and expansion of penal tools and how historical changes in social policy conditions contribute to broad patterns of race-ethnic, socioeconomic, and demographic inequality. These projects draw on a combination of newly collected historical data and administrative data to investigate policy choices at the state and local government levels.

In his dissertation, he uses nationally-representative survey data to investigate how criminal justice contact influences household living arrangements, household financial wellbeing, and family health. This research aims to extend the portrait of household incarceration by focusing on extended kin and to provide descriptive evidence on the extent to which incarceration disrupts a wide array of social relationships.

Kevin is a recipient of the National Science Foundation Graduate Research Fellowship. He is the student coordinator for the Crime, Law, & Deviance working group at UT-Austin. As a McNair scholar, he is committed to mentoring and working with first-generation and low-income students to encourage participation in research and scholarship. He received his B.A. in Sociology and Journalism from Rutgers University – New Brunswick. Prior to graduate school, he was a Fulbright English Teaching Assistant at the Hong Kong Institute of Education.

**SECOND PLACE -- TAKUMA KAMADA**

Takuma Kamada is a Ph.D. candidate in sociology at the Pennsylvania State University. His research seeks to understand the conditions under which institutional and social contexts affect crime, and in turn how crime augments or mitigates community relations and social inequality. Specifically, he uses quasi-experimental research designs to examine: (i) how social policies and law enforcement affect crime, with an emphasis on illegal markets in different ethno-racial contexts, and (ii) how crime and law enforcement shape community, race relations, and social inequality. His dissertation examines how the crack epidemic in the mid-1980s---an unusually violent and racialized drug epidemic--- helped shape residential inequality by race and class. His other research has focused on the effect of neighborhood-level incarceration on neighborhood inequality, the effect of medical marijuana laws on Mexican drug trafficking organizations, and third-party policing approaches against organized crime, the yakuza.

Upon graduation, he will join the faculty of the Osaka International School of Public Policy (OSIPP), Osaka University as an assistant professor in June 2020.

**THIRD PLACE -- CLAIRE GREENE**

Claire Greene is a doctoral candidate in the Department of Criminology & Criminal Justice at the University of Missouri, St. Louis. Her research interests include policing, geographies of race and class, and the use of technology in the criminal justice system. Her dissertation utilizes ethnographic field methods to examine how local law enforcement agencies navigate and negotiate technological change when there is a mix of public, private, and for-profit interests and actors at play.

## AROUND THE ASC

## 2019 ASC AWARD WINNERS

## 2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*MENTOR OF THE YEAR AWARD RECIPIENT*

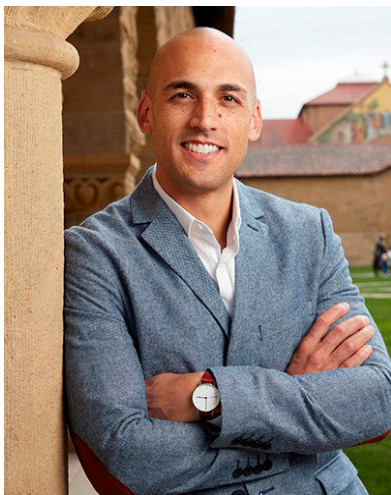
## ELLIOTT CURRIE



Elliott Currie is Professor of Criminology, Law and Society at the University of California, Irvine, USA, and Adjunct Professor in the Faculty of Law, School of Justice, Queensland University of Technology, Australia. He is the author of many works on crime, delinquency, drug abuse, and social policy, including *Confronting Crime: an American Challenge*, *Dope and Trouble: Portraits of Delinquent Youth*, *Reckoning: Drugs, the Cities, and the American Future*, *The Road to Whatever: Middle Class Culture and the Crisis of Adolescence*, and *The Roots of Danger: Violent Crime in Global Perspective*. His book *Crime and Punishment in America*, revised and expanded in 2013, was a finalist for the Pulitzer Prize in General Nonfiction in 1999. He is a co-author of *Whitewashing Race: the Myth of a Colorblind Society*, winner of the 2004 Book Award from the Benjamin L. Hooks Institute for Social Change and a finalist for the C. Wright Mills Award of the Society for the Study of Social Problems. He is the recipient of both the August Vollmer Award and the Mentor of the Year Award from the American Society of Criminology. He is a graduate of Roosevelt University in Chicago, and received his Ph.D. in sociology from the University of California, Berkeley.

*MICHAEL J. HINDELANG BOOK AWARD RECIPIENT*

## FORREST STUART



Forrest Stuart is an Associate Professor of Sociology at Stanford University, and the director of the Stanford Ethnography Lab. He received his Ph.D. in Sociology from UCLA (2012), his M.A. in Sociology from UCLA (2008), his M.S. in Justice, Law & Society from American University (2006), and his B.A. in Politics from the University of California, Santa Cruz (2004).

Stuart's research examines the causes and consequences of urban poverty, gangs, and violence. His first book, *Down, Out, and Under Arrest*, is an in-depth study of the tense relationship between police officers and impoverished residents in Los Angeles' infamous Skid Row district. Based on over five years shadowing officers, homeless residents, and social service providers, Stuart reveals how policing reshapes everyday life in the neighborhood. The book has won multiple awards, including the Robert Park Award from the American Sociological Association for the best book in urban sociology. His second book, *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy*, draws on two years with a South Side Chicago gang faction to investigate how digital social media are transforming gangs and urban violence. The book is scheduled for release in spring 2020. Stuart's research has been featured in numerous academic journals, as well as popular media outlets including *NPR*, *GQ Magazine*, and *Wired*

Magazine.

## AROUND THE ASC

## 2019 ASC AWARD WINNERS

## 2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## OUTSTANDING ARTICLE AWARD RECIPIENTS

## DARRELL STEFFENSMEIER



Darrell Steffensmeier is Liberal Arts Research Professor at Penn State University and holds the Kramer Professorship of Criminology in the Department of Sociology and Criminology. He received his Ph.D. in sociology from the University of Iowa. He has published widely across multiple areas of criminology and criminal justice, with many of his publications applying qualitative as well as quantitative methods. He is a fellow of American Society of Criminology and past President of IASOC (International Association for Study of Organized Crime). He teaches seminars on Criminological Theory; Effects of Gender, Race, and Age on Crime and Punishment; Qualitative Criminology; Crime Types and Criminal Organization.

Professor Steffensmeier is author of three award-winning articles (from American Society of Criminology) and two award-winning books: *The Fence: In the Shadow of Two Worlds* (from Society for the Study of Social Problems), and *Confessions of a Dying Thief: Understanding Criminal Careers and Illegal Enterprise* (from American Society of Criminology). *Current research projects* include: patterns and correlates of white-collar corporate crime; cross-

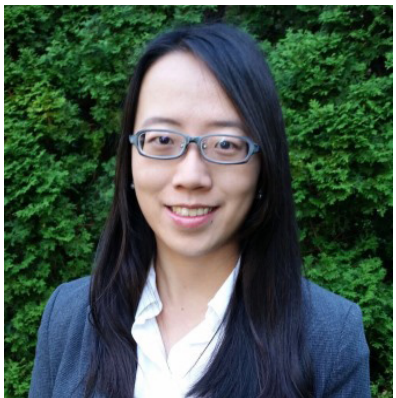
cultural assessment of the age-crime relation; gender and race-ethnicity effects on crime and criminal punishment; impact of place (neighborhood, community, country) on patterns and levels of crime; and crime pathways & desistance. *Current work in theory construction* is centered on theories of: gender/crime relationship; age/crime relationship and life-course criminality; integration of social and neurobiological approaches to crime; crime opportunity and its variability across individuals, place, and population groups (gender, age, race, class); impact of culture on crime & legal system; and criminal justice decision making.

## HUA (SARA) ZHONG



Dr. Hua (Sara) Zhong obtained her PhD at The Pennsylvania State University, State College. Currently she is an associate professor of Department of Sociology and Director of Gender Studies Programme at The Chinese University of Hong Kong. She also serves as an Honorary Research Fellow at Hong Kong Police College. She has been a visiting scholar at Institute of Criminology, Cambridge University and Cybercrime Observatory, Australian National University. Her research and teaching interests include criminology, social development, youth studies and gender studies. Currently she has several ongoing projects on social change and trends of homicide/cybercrime/delinquency/substance use by gender, by age and across cultures. Her publications have appeared in *Criminology*, *Journal of Research in Crime and Delinquency*, *Journal of Criminal Justice*, *Feminist Criminology*, *Journal of Youth and Adolescence* and *International Journal of Offender Therapy and Comparative Criminology* etc.

## YUNMEI LU



Yunmei (Iris) Lu is an Assistant Professor in the Department of Criminology at the University of South Florida. She received her BA in Sociology from the Chinese University of Hong Kong, her MA in Criminal Justice from the State University of New York at Albany, and her Ph.D. in Sociology from Pennsylvania State University in 2018. Her primary research interests include age and crime relationship, social change, age-period-cohort analysis, cross-cultural study, and sentencing. Currently, she is working on a series of projects that apply the age-period-cohort modeling techniques to examine the impact of social change on crime patterns as well as the public perception of crime in different countries. Her work has appeared in *Criminology*, *Justice Quarterly*, *Rural Sociology*, and *British Journal of Criminology*.

## AROUND THE ASC

## 2019 ASC AWARD WINNERS

## 2019 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## TEACHING 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.

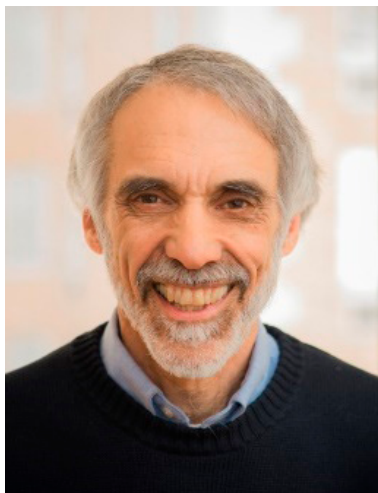
Her studies of hate crime, sexual assault in prisons, prisoners with mental health concerns, transgender prisoners, and the inmate appeals system in prison have informed public policy. She has served on the California Governor's Rehabilitation Strike Team to assist with the implementation of legislation 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*.

## PRESIDENT'S AWARD FOR DISTINGUISH CONTRIBUTIONS TO JUSTICE RECIPIENT

## MARC MAUER



Marc Mauer is one of the country's leading experts on sentencing policy, race and the criminal justice system. He has directed programs on criminal justice policy reform for more than 30 years and serves as Executive Director of The Sentencing Project, a national non-profit organization engaged in research and advocacy on criminal justice policy. Mr. Mauer has written extensively and testified before Congress and other legislative bodies. His critically acclaimed book, *Race to Incarcerate*, was named a semifinalist for the Robert F. Kennedy Book Award. He is also the co-editor of *Invisible Punishment*, a collection of essays that examine the social costs of incarceration and the co-author of *The Meaning of Life: The Case for Abolishing Life Sentences*. Mr. Mauer frequently lectures before a broad range of national and international audiences, appears regularly on television and radio networks, and has served as an adjunct faculty member at George Washington University and Payne Theological Seminary. Mr. Mauer is the recipient of the Donald Cressey Award for contributions to criminal justice research, the Alfred Lindesmith Award for drug policy scholarship, and in 2018 was selected as a Frederick Douglass 200 awardee as one of the "individuals who best embody the work and spirit of Frederick Douglass."

**AROUND THE ASC****THE AMERICAN SOCIETY OF CRIMINOLOGY*****The Division on Terrorism and Bias Crime***FOR MEMBERSHIP INFORMATION PLEASE VISIT: [HTTP://ASCERRORISM.ORG/](http://ascterrorism.org/)***HIGHLIGHTS of the 2019 DTBC Meeting:*****➤ 2019 DTBC Distinguished Scholar Award**

Awardee: Dr. Gary LaFree

**➤ 2019 DTBC Student Paper Award**1<sup>st</sup> Place: Leevia Dillon; 2<sup>nd</sup> Place: Michael Becker**➤ Information Panel about current funding opportunities**

Members listened to representatives from various agencies about current funding opportunities and research interests.

**➤ Members and students met fellow DTBC colleagues!**

Over 115 members and counting! The DTBC meeting proved to be an excellent opportunity for students and academics to interact with leading researchers and policy makers in the field!

**➤ Members met the DTBC Executive Board Members!**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/>

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**For DTBC membership information please visit [www.ascterrorism.org](http://www.ascterrorism.org) or  
come visit us at the meeting!**

**Division membership dues are \$15 active member and \$10 student member.**



## AROUND THE ASC



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](http://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](http://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](http://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.

## AROUND THE ASC

# dwc

division on women and crime  
american society of criminology

*established 1984*

DWC Events at the  
75<sup>th</sup> 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/](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.

## AROUND THE ASC



# 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](mailto:asc@asc41.com). Membership is \$20 (\$5 for students). Consider sponsoring a student membership

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**AROUND THE ASC**

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**2020 ELECTION SLATE FOR 2021 - 2022 ASC OFFICERS**

The following slate of officers, as proposed by the Nominations Committee,  
was approved by the ASC Executive Board for the 2020 election:

**President**

Janet Lauritsen, University of Missouri–St. Louis  
Jeremy Travis, Arnold Ventures

**Vice President**

Ramiro Martinez, Northeastern University  
Jeff Ulmer, Penn State University

**Executive Counselor**

Venessa Garcia, New Jersey City University  
Kareem Jordan, American University  
Jay Kennedy, Michigan State University  
Tom Loughran, Penn State University  
Melissa Morabito, UMass Lowell  
Sandra Walklate, University of Liverpool

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 13, 2020 (postmark date) to the address noted below. Email nominations will NOT be accepted.

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

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## Department of Criminal Justice

Located in the heart of Philadelphia, one of the most vibrant yet affordable big cities in the country

[www.temple.edu/cj](http://www.temple.edu/cj)

### Excellent graduate opportunities

- MA and PhD in criminal justice
- Up to five years PhD funding for qualified applicants
- Highly competitive stipends with 12-month health insurance
- Generous conference travel support
- Proud tradition of graduate student publications
- Supportive and flexible advising
- Department space that promotes productivity
- Outstanding market success

### Research that makes a difference

- **Main areas of specialization:** policing & crime prevention; public health & CJ policy; communities & the geography of crime; prisoner reentry & corrections; delinquency & gangs
- **Wide-ranging and cutting-edge research methodological expertise** in areas such as: statistical methods, qualitative methods, geospatial analysis, agent-based simulation modeling, social network analysis, experimental/quasi-experimental methods, and evidence synthesis.
- Ranked by *The Chronicle of Higher Education* among the **top ten** most productive doctoral faculty in criminology and criminal justice.
- Decades of proven relationships with city, state and federal agencies, including police departments, correctional agencies, and probation and parole.
- Faculty members have a very strong track record of success in securing external grants from a variety of federal, state, and local organizations, as well as private funders.

### A diverse and eclectic faculty

**Kathleen Auerhahn** (UC Riverside) punishment, court processing, simulation modeling  
**Steven Belenko** (Columbia) drugs & crime, treatment, health services & implementation  
**Jamie Fader** (Pennsylvania) urban inequality & crime, juvenile justice, desistance and reentry  
**Elizabeth Groff** (Maryland) spatial criminology, agent-based modeling, policing  
**Matt Hiller** (Texas Christian) drug abuse treatment, mental health, implementation science  
**Peter R. Jones** (UCW Aberystwyth) juvenile justice, community corrections, risk prediction, evaluation  
**Travis J. Meyers** (Arizona) corrections & policy, offender programming & rehabilitation, evaluation  
**Ajima Olaghere** (George Mason) crime & place, corrections, systematic reviews, meta-analysis  
**Jerry Ratcliffe** (Nottingham) policing, criminal intelligence, crime science, spatial criminology  
**Aunshul Rege** (Rutgers) cybercrime, terrorism, organized crime, corporate crime  
**Caterina Roman** (American) communities, violence & public health, social network analysis, gangs  
**Cathy Rosen** (Temple) criminal law & procedure, legal history, women & the law  
**Ralph Taylor** (John Hopkins) community criminology; police/community interface; evaluation  
**E. Rely Vilciã** (Temple) courts, corrections, comparative criminal justice  
**Jeffrey T. Ward** (Florida) developmental and life-course criminology, delinquency, measurement  
**Wayne Welsh** (UC Irvine) violence, corrections, substance abuse, organizational theory  
**Steven Windisch** (Nebraska) developmental and life-course criminology, terrorism, hate crimes, white supremacy  
**Jennifer Wood** (Toronto) policing & security, regulation, public health law  
**Alese Wooditch** (George Mason) crime & place, risk-needs-responsivity, human trafficking, experimental criminology  
**Amarat Zaatut** (Rutgers) immigration & crime, race/ethnicity & crime, communities & crime, cross-cultural research



# POLICY CORNER

At the end of the ASC meetings in San Francisco this November, James Lynch will officially begin his term as Chair of the Policy Committee and my three-year term will come to a close. I would like to take this opportunity to thank the three ASC Presidents under who I served (James Lynch, Karen Heimer, and Meda Chesney-Lind) for their leadership and all of the members of the policy committee for their service.

This past year, the ASC policy committee agreed to solicit policy panels from the membership for the 2020 annual meeting. 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 typically anchor the policy panel, discussants must include a mix of traditional and non-traditional panelists (including academics, policymakers, practitioners, advocates, journalists, etc.). 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. If policy panel submissions are deemed to not sufficiently meet the criteria they will be redirected to other areas of the program for consideration (in time to be included in the annual program in another area).

We look forward to receiving your policy panel submissions for the 2020 meetings. We would also like to take this opportunity to invite applications for the Crime and Justice Research Alliance (CJRA) Expert Directory.

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## Washington Update

10/1/2019

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

After over a month long recess, Congress has returned to session with a full agenda. Both the House and Senate are working on funding bills. The House recently passed a Continuing Resolution that would fund the government until the end of November and the President signed it into law. This will give Congress more time to finalize its FY2020 funding bills. The Senate has begun consideration of the spending bills and, last week, the Commerce, Justice, Science Appropriations Subcommittee approved its FY2020 funding bill, in which BJS received \$43 million and NIJ received \$37 million, and an additional \$2.5 million for research on violence against women.

The House Judiciary Committee has been holding hearings on different pieces of gun safety legislation, and recently advanced several bills including HR 1186, the "Keep Americans Safe Act", which would regulate large capacity ammunition feeding devices and H.R. 2708, the "Disarm Hate Act", which would prohibit anyone convicted of a misdemeanor hate crime, or who received an enhanced sentence for a misdemeanor because of hate or bias, from obtaining a firearm. Also during the last two months, Judiciary Committee staff and stakeholders have been assessing the DOJ's risk assessment tool, released at the end of July, pursuant to the First Step Act. The NIJ issued a report about the tool and stakeholders were able to provide comments. Both the House Judiciary Committee and the House Oversight Committee are planning to hold hearings on criminal justice issues within the next several weeks. The former will be holding an oversight hearing of the Bureau of Prisons, where it will focus on implementation of the First Step Act. The House Oversight Committee will be having hearing on criminal justice reform and reentry.

In addition, there appears to be momentum on a proposal to restore Pell Grant eligibility to incarcerated individuals. The Chairman of the Senate Health, Education, Labor & Pensions Committee is considering including restoring Pell Grants in a larger piece of legislation, however, it excludes individuals sentenced to life in prison. Numerous groups and stakeholders are weighing in against such an exclusion. Relatedly, Senators Schatz and Lee are leading on a bill, the REAL Act, that would be a clean list of the Pell ban.

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## Media Relations Update

10/1/2019

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

In August and September, CJRA promoted the *Justice Quarterly* article, "Immigration and Recidivism: What Is the Link?," which received interest from nine reporters, as well as promoted the book, "Hands Up, Don't Shoot", by Jennifer Cobbina at Michigan State University, which secured eight media requests and media coverage in *The Hill*, *NPR* and others. CJRA also secured interest from more than a dozen reporters during the targeted outreach efforts for the following articles from the August issue of *Criminology &*

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## POLICY CORNER

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### *Public Policy:*

“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

Over the last two months, CJRA secured nearly 35 opportunities for CJRA experts to speak with reporters and more than 35 media placements through outreach to more than 700 reporters. Interviews were secured with national media outlets and regional press, including *The New York Times*, *USA Today*, *POLITICO* and others. The Alliance continues to populate the website with the latest research and content from experts, adding more than a dozen research summaries and four new categories to the website. CJRA also 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.

CJRA worked closely with organizations including the National Press Foundation to explore speaking opportunities for CJRA experts at an upcoming seminar where reporters will learn more about reporting on issues relating to crime and criminal justice – just before the ASC Annual Meeting in San Francisco. The Alliance also assisted with the publicity efforts for the recent congressional briefing in September on mass violence, which was based on the forthcoming research in the February 2020 issue of CPP. CJRA looks forward to hosting its annual media training workshop and roundtable discussion at the ASC Annual Meeting.

**Natasha A. Frost**, Chair, ASC Policy Committee  
November/December 2019

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## School of Criminal Justice

### Graduate Programs in Criminal Justice

**Master of Science** *(offered online and onsite)*  
**Doctor of Philosophy**

#### Main Areas of Specialization:

Corrections, Crime Prevention, Criminal Justice,  
Criminology, Policing

### Our Nationally-Ranked Faculty

**Valerie R. Anderson** | *Michigan State University*  
**J.C. Barnes** | *Florida State University*  
**Michael L. Benson** | *University of Illinois*  
**Susan Bourke** | *University of Cincinnati*  
**Sandra Lee Browning** | *University of Cincinnati*  
**Christina Campbell** | *Michigan State University*  
**Joshua C. Cochran** | *Florida State University*  
**Nicholas Corsaro** | *Michigan State University*  
**Francis T. Cullen** | *Columbia University, Emeritus*  
**John E. Eck** | *University of Maryland*  
**Robin S. Engel** | *University of Albany, SUNY*  
**Ben Feldmeyer** | *Pennsylvania State University*  
**Emma Fletcher** | *University of Cincinnati*  
**Bonnie S. Fisher** | *Northwestern University*  
**James Frank** | *Michigan State University*  
**Cory Haberman** | *Temple University*  
**Edward J. Latessa** | *The Ohio State University*  
**Hexuan Liu** | *University of North Carolina at Chapel Hill*  
**Sarah Manchak** | *University of California, Irvine*  
**Joseph L. Nedelec** | *Florida State University*  
**Ebony Ruhland** | *University of Minnesota*  
**Paula Smith** | *University of New Brunswick*  
**Christopher J. Sullivan** | *Rutgers University*  
**Lawrence F. Travis, III** | *University at Albany, SUNY, Emeritus*  
**Patricia Van Voorhis** | *University at Albany, SUNY, Emeritus*  
**John D. Wooldredge** | *University of Illinois*  
**John P. Wright** | *University of Cincinnati*  
**Roger Wright** | *Chase College of Law, Emeritus*





# TEACHING TIPS

## Understanding and Being Responsive to Diverse Student Needs

Holli Vah Seliskar, PhD, Academic Department Chair, Purdue University Global

"We could learn a lot from crayons: some are sharp; some are pretty; some are dull; some have weird names. All are different colors; but they exist in the same box." -Robert Fulghum

Diversity is not a new concept, as there are many varying descriptions of what diversity means to different groups of people and organizations. Within higher education, faculty serve on diversity committees; courses are constructed and taught about diversity; students, faculty and administrators raise awareness about issues of diversity; and educational institutions strive to implement diverse practices across a university setting from the classroom, to social events, to hiring practices. Understanding diversity and being aware of issues related to an educational institution's student population are key elements in getting to know students within individual classrooms. Within this article, three areas of focus will be discussed including being responsive to diverse student needs; the invisible aspects of diversity, including a recognition of diverse student backgrounds that may interfere with academic progress; and the consideration of available campus resources in order to provide diverse opportunities for students as they pursue their careers and professional goals.

### Understanding Students

Understanding who students are is an essential element in appreciating where students come from, both literally and figuratively. Ask students questions about themselves and encourage them to share at the beginning of each new term. During the first week of classes, hold informal sessions that permit students to share about themselves, which can include where they are from and where they live now, what degree program they are enrolled in, if they have military experience, if they are a first generation college student, if they have children, if they are working full or part time in addition to attending college, and where they went to high school. As part of these introductory discussions, ask students what they believe diversity is and what it means to them. Each person within the classroom may offer a unique perspective on diversity, given that there are more than 1.6 billion entries that appear when you search online for the term 'diversity'. As the instructor of the course, be prepared with your own description of diversity to share with students. It may prove helpful to be aware of your own institution's description of diversity, as well as to reach out to the institution's Diversity Committee, if one exists at your institution.

### Being Responsive to Student Needs

As students open up about themselves and share their unique perspectives, it is important to be responsive to individual and diverse student needs. Understanding who students are and their backgrounds, in terms of their personal and professional lives, will be a first step in being responsive to student needs. It is essential that faculty members acknowledge students are more diverse than ever before, beyond racial background, socioeconomic status, and ethnicity, and that diversity can include beliefs regarding life in general, spiritual or religious beliefs, political beliefs, and their overall attitudes about obtaining a college education and how they perceive education to benefit their lives (Collette, Armstrong, & Simonian Bean, 2018; Ginsberg & Wlodkowski, 2009; Mintz, 2019). Being responsive means that instructors respect who students are at the very moment they are present in the classroom, including accepting differences in opinions and encouraging differences in viewpoints, even when they are in disagreement with an instructor's perspective.

At times, being responsive may also mean being flexible to the needs of your students, as their personal lives may interfere with their educational studies. Be mindful of late policies at your institution and collaborate with students in order to assist them in achieving their educational goals. Be transparent about how students sometimes struggle in college in terms of work/life balance, time management, stress management, and for some students, being independent for the first time in their lives (Collette, Armstrong, & Simonian Bean, 2018; Ginsberg & Wlodkowski, 2009; Mintz, 2019). Share a personal situation with students if the situation is warranted, which can humanize the instructor and help students to not feel they are alone in the struggles they may be facing. In terms of grading and feedback to students, include personalized feedback by including the student's name, acknowledging something within their assignment that stood out, and provide meaningful feedback that includes campus resources, such as tutoring services or writing center services, and tips for improving their work if needed. Be mindful of how these resources are suggested, and consider the sensitivity of students who may already be fearful in their writing abilities.

### The Invisibility of Diversity

According to a recent study, about six million students are working students, and about 43% are low income (Georgetown University Center on Education and the Workforce, 2018). Many students are first generation college students; many struggle financially; some

## TEACHING TIPS

students could be homeless. Some students are working full time, while others are working part time, while still others may have multiple jobs and are the sole providers in their families. Many students may be highly motivated to achieve their educational goals but they have to work in order to support their families, which may impede their academic progress (Jones, 2018). Couple the need to work full or part time with the possibility that some students may have undeveloped or underdeveloped skills that further hinder their ability to dedicate the necessary time to educational studies, and the likelihood of dropping out of college or failing a course increases exponentially. The invisible aspects of diversity, such as a student having to work full time, part time, or multiple jobs to support themselves or others are only one factor that can hinder a student's academic progress and their ability to complete their educational program.

Additional 'hidden' factors may further impede a student's academic progress and are factors that students are not willing to share with their instructors (for personal or entirely unknown reasons), or do not believe it will positively affect the decision an instructor makes should they miss turning an assignment in, or have to turn work in late for a course. The invisibility of diversity can include having underdeveloped or undeveloped reading, writing, research, or mathematical skills and abilities; a possible disability that has not been disclosed to an educational institution; caring for an elderly parent or loved one; English as a second language; and/or the student could be suffering from mental health issues. "Findings from the National Alliance on Mental Health's report "College Students Speak" show that 64% of students who have dropped out of college connect their departure to a mental health concern" (Collette, Armstrong, & Simonian Bean, 2018). For those students who drop out of college due to mental health issues, this includes more than 50% of students reporting they felt hopeless, and 39% report depression so crippling it interfered with daily functions (American Psychological Association, 2019). Considering the hidden aspects of diverse student needs, instructors need to be mindful of how risk factors in conjunction with reported mental health concerns can negatively impact some students' trajectory towards the successful completion of a college degree program. Instructors should be aware of campus resources that may be helpful to students who have expressed a mental health concern, such as student assistance programs, student hotlines, student success or support centers, as well as national resources that are available twenty-four hours per day, seven days a week, such as the National Mental Health Hotline (855-995-9489).

### **Utilizing Campus Resources to Provide Diverse Student Opportunities**

Knowing what resources are available to students both on and off campus will be a great benefit to not only students, but for instructors as well. Students often look to their instructors as a representative of the institution, who can speak to matters beyond those discussed within their individual classrooms. Some of the resources provided to students include tutoring services, math support centers, writing centers, student assistance programs, counseling services, food services, crisis services, disability services, career services, science and technology tutors, and other student support services that are geared towards the unique population of the educational institution.

In addition to some of the more common resources at an educational institution, students should be afforded opportunities for diverse career and professional opportunities including those provided by career services and any training offered through these services. Encourage students to seek out mock interviews, mock oral boards, and cover letter and resume assistance. Students should explore the possibility of internships and externships, particularly if they do not have any experience in the field. Instructors can also provide site visits to a prison, jail, probation office, counseling center, or if online, take students on a 'web field trip' to watch a video on how a prison operates, or have them take a virtual ride-along with law enforcement. Prompt students to interview practitioners in the field, as part of a class assignment. Provide opportunities for peer mentoring, study groups or study partners, and find ways to incorporate team assignments into the classroom as often as possible. Bring in guest speakers, whether in person or through video conferencing, as this can engage students with current professionals in their desired fields. Promote networking opportunities for students and encourage them to create a professional profile online. For further support opportunities, students can get involved with registered student organizations and university clubs and professional organizations, such as the American Society of Criminology, and the Academy of Criminal Justice Sciences. Many professional organizations offer reduced membership fees for student members. Finally, seek out external training opportunities and free webinars offered online, such as through the Bureau of Justice Statistics, which holds online and in-person training options several times throughout the year.

### **Conclusion**

Understanding diversity and being aware of the issues, challenges, and sometimes personal obstacles students may face as they pursue their educational goals underlies the importance of getting to know students and where they come from. Take the time to learn about your students; share with them some of your own struggles and in the process you may learn how to help your students to be successful in the classroom and beyond.

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## TEACHING TIPS

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# DOCTORAL STUDENT FORUM

## Returning to Academia: The Value of Perspective

Amber Wilson, Doctoral Student  
University of South Carolina

### Introduction

While conventional wisdom warns that returning to higher education after spending time away from the ivory tower is often difficult, less discussion centers around potential benefits of gaining professional experience before pursuing a doctoral degree. Currently, doctoral program attrition rates are estimated at 50 percent (Jairam & Kahl, 2012), with more than half of students who eventually leave graduate school doing so by the second year of their program (Austin, Cameron, Glass, Kosko, Marsh, Abdelmagid, & Burge, 2009; Di Pierro, 2007). While research suggests a variety of reasons why students leave doctoral programs, including social isolation, disinterest in research, or funding issues (Ali & Kohun, 2009; Austin et al., 2009; Jairam & Kahl, 2012), both students and researchers would likely agree that a doctoral program is just generally challenging. For students who have spent time away from academia before pursuing a graduate degree, the return to higher education may feel especially overwhelming. This essay will discuss issues that returning students may face and identify ways that students may use their professional experiences to enhance their doctoral studies. While it may feel that time away from academia cannot contribute to one's research agenda, teaching ventures, or classroom experiences, skills learned in a professional environment can often be transferred to an academic space.

### Difficulties Returning to Graduate School

Many of the difficulties faced by doctoral students returning to graduate school following a leave of absence are comparable to issues that traditional students experience when pursuing a graduate degree but may be amplified by one's absence from academia. Cited initially in the late 1970s, imposter phenomenon may affect students who feel that they are not adequately prepared for graduate school or who fear that others will soon realize that they do not belong in an academic environment (Craddock, Birnbaum, Rodriguez, Cobb, & Zeeh, 2011; Parkman, 2016). Imposter phenomenon has been observed in graduate and undergraduate student bodies, male and female student populations, and even faculty members of higher education institutions (Parkman, 2016). Focusing specifically on doctoral students, some studies found that students reported a higher incidence of experiencing imposter phenomenon and academic uncertainty during their first semester of doctoral study; as students progressed through the program, they reported higher rates of confidence in their academic abilities (Craddock et al., 2011; Hughes & Kleist, 2005). Students returning to graduate school following professional employment may struggle with the challenge of re-learning how to be a student while trying to convey to peers and faculty that they can succeed in an academic environment (Austin et al., 2009), which may contribute to feelings of being an imposter on campus.

Social isolation has been identified as another prevalent issue for doctoral students that could affect attrition rates in graduate programs (Austin et al., 2009). Studies indicate that socialization with other graduate students, faculty members, and mentors may encourage students to continue their graduate programs (Hughes & Kleist, 2005; Jairam & Kahl, 2012), while lack of proper socialization may contribute to students' decisions to leave doctoral programs (Austin et al., 2009; Jairam & Kahl, 2012). Feelings of isolation may be enhanced for students who have returned to academia following certain professional jobs in criminal justice that emphasize camaraderie, such as law enforcement or corrections. This shift from employment that values professional community may be especially difficult for students returning to higher education where social isolation may be more prevalent.

Beyond the universal difficulties that graduate students face, students returning to school from professional employment may struggle with the transition itself from work to school. In one study that targeted graduate students returning to academia from professional employment, researchers found that students reported a type of identity crisis (Austin et al., 2009). These students reported feeling the "loss of professional identity," (Austin et al., 2009, p. 204) and struggled with losing the autonomy that professional employment offers. Many of these students felt that they were having to start over professionally with very limited experience, knowledge, and academic freedom (Austin et al., 2009). Furthermore, re-establishing one's academic rhythm can be difficult, as indicated by one student in Austin et al.'s (2009) study who explained that, "Finding my groove has been a challenge" (p. 210).

Struggling with imposter phenomenon, social isolation, and "finding one's academic groove" can be difficult, and it may lead students who are returning to graduate school to question their decision to pursue a doctoral degree. After having worked as a probation and parole officer for several years, I found the transition overwhelming and wondered if leaving my job to return to school was the best choice for me. Furthermore, I began to consider the real mistake I made was leaving academia initially, and I

## DOCTORAL STUDENT FORUM

wondered if my time spent away from school was both wasted and detrimental to my attempt to return to school. Upon reflection, though, I realized that while there are certainly obstacles associated with returning to academia, professional experience may actually serve to help prepare students for graduate-level work.

### **Advantages of Professional Experience and How to Apply Them in Academia**

Returning to graduate school following a professional leave of absence has its difficulties, and the experience may feel overwhelming. However, it's important to recognize the ways that spending time employed outside of academia can actually be beneficial for a returning student. First, remember that any employment opportunity is likely a time to learn transferrable skills, specifically developing networking and communication skills, enhancing problem-solving skills, and maintaining organization. While it may feel that time away from academia was wasted time upon returning to school, it is important to recognize how valuable and useful those professionally developed skills are in graduate school.

It is likely that any professional job requires some level of verbal and written communication skills from employees, and higher education is no different. Developing these skills in a professional environment can enhance your ability to communicate effectively with faculty, students, and research partners when returning to higher education. Personally, I learned through my tenure with a state community corrections department how to better communicate both verbally and via written documents. I also learned the importance of developing and maintaining working relationships with others, a skill that is certainly useful in academia. Research indicates that socialization with peers and faculty may impact students' willingness to complete programs, and "advisors' lack of support contributed to the majority of unfinished dissertations" in one study (Austin et al., 2009, p. 197). Learning how to cultivate meaningful relationships with colleagues and supervisors is an important transferrable skill that can serve to enhance a student's doctoral experience.

Another important skill developed in many professional environments is problem-solving strategies. Many jobs often ask employees to "do a lot with a little," and graduate school is certainly no exception. Consider grant writing wherein an applicant is trying to stretch a limited budget to cover many facets of the research process, for example. Professional jobs also often change and evolve, requiring employees to be flexible and adaptable. Graduate school is nothing if not a lesson in transition—transitioning from student to teacher, from consumer of research to producer of research, and from research assistant to principle investigator. Recognizing the impermanence of any situation and being able to not only adjust but flourish in dynamic situations can be incredibly helpful when navigating a doctoral program.

Organization skills learned in a professional environment can also be tremendously helpful when completing a graduate degree. In many professional jobs, employees are asked to balance many duties, meet numerous deadlines, and maintain multiple projects at once. These experiences are not unlike the obligations that students face in graduate school wherein students are asked to complete their own classwork, engage in research projects, and develop and teach courses, while simultaneously preparing for comprehensive exams or completing a dissertation. Learning before graduate school how to effectively manage time and prioritize tasks can mean the difference between a stressful and frenzied graduate school experience and a manageable, if still challenging, doctoral program.

Beyond developing essential transferrable skills, one of the most valuable lessons that can be learned in the professional environment is merely that of a different perspective. Having a different perspective can be helpful in several ways. First, lessons learned in the professional world can be translated into the classroom. A very traditional application of professional experience in the classroom is the incorporation of relevant experiences into classroom lecture and discussion, but there are certainly other ways that field experience can be relevant to teaching. A different perspective can also enable an alternate research approach, including a more advanced understanding of the internal workings of organizations, better access to a population of interest, or "insider" status during the completion of a project. My research agenda has been largely influenced by my field experience, and I feel better prepared to conduct my research because of my professional employment. While taking a break from academia seemed problematic when I first returned to graduate school, I now recognize how important that time was for my professional development—both on and off campus.

### **Conclusion**

Pursuing a graduate degree can be overwhelming, but it can also be incredibly rewarding. Although many doctoral students face universal difficulties, students who have left academia for any amount of time may have additional struggles when returning to

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## DOCTORAL STUDENT FORUM

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school and it may feel that time spent pursuing employment outside of higher education was not productive or could even hinder one's pursuit of a graduate education. However, it is important to reframe that mindset and consider all of the advantages that time in a professional environment can offer when returning to academia, specifically the importance of the transferrable skills acquired during traditional employment. Regardless of past experiences in the field or in academia, though, perspective itself is a powerful tool that can empower graduate students to view struggles as opportunities that can ultimately enrich personal growth and contribute to academic success.

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# OBITUARIES

## 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

## STEPHEN TIBBETTS



Dr. Stephen Tibbetts passed away unexpectedly on September 10, 2019, at age 49, of natural causes. He is survived by his loving wife, Kim, talented daughter, Rian, and caring parents, Steve and Jane.

Steve graduated with his Ph.D. in Criminology and Criminal Justice from the University of Maryland in 1997. He was an assistant professor at East Tennessee State University from 1996-2000, before joining the faculty at California State University, San Bernardino where he worked for 19 years. Then, in August 2019, Steve joined the faculty at Radford University as Chair of the Criminal Justice Department. During his career, he authored 10 textbooks and over 50 scholarly journal articles. In 2011, he won one of CSUSB's highest accolades, the "Outstanding Professor Award."

While there is no doubt Steve had an impressive contribution to the academic world, his impacts on a personal level are the real reason we celebrate his life and mourn his death. He was a mentor, an advocate, a sage advisor, and a caring and loyal friend. Steve was one of those colleagues that you could go to when you needed to discuss a possible project, advice on how to handle a situation, or just to "vent." He always had a way of making things seem better. Steve was refreshingly honest and at times didn't have much of a filter either, but he had a charm about him that just made it all work so well; he was just so damn personable! He had an ability to get along with everyone and to build lasting and meaningful friendships with those he worked with. His mind never turned-off, he could sit for hours talking about research, theory, and policy and he was always excited to collaborate with colleagues and students.

We learned a lot from Steve over the years and we will be forever grateful for the time we were fortunate enough to share with him.

## OBITUARIES

## JOAN PETERSILIA



Joan Petersilia (1951–2019), was a distinguished scholar, policy advisor, President of the American Society of Criminology, and cherished colleague and mentor to too many people to count. To her, even more importantly, she was a loving wife, mother, and sister; a good friend; an engaged community member; and consummate public servant committed to positioning social science analyses front and center when it comes to doing all we can to ensure criminal justice systems better people's lives, including by delivering justice.

Joan was born in Pittsburgh and she earned her BA degree in sociology from Loyola University of Los Angeles in 1972, her MA in sociology from The Ohio State University in 1974, and her PhD in criminology, law and society at the University of California, Irvine in 1990. During an illustrious career spanning over four decades, she was a Senior Researcher and Director of The Criminal Justice Program at RAND (1989-1994); a Professor of Criminology, Law and Society and the Founding Director of the Center for Evidence-Based Corrections at the University of California, Irvine (1992-2009); and The Adelbert H. Sweet Professor of Law at Stanford University (2009-2018), where she was also the Co-Director of The Stanford Criminal Justice Center. Professor Petersilia was one of the most widely known and respected criminologists in the world. The quality and impact of her work was recognized with the 2014 Stockholm Prize in Criminology.

Joan's principal scholarly focus was on the workings of the criminal justice system, including how it processes people, how it makes decisions about various sanctions, and the consequences of those decisions for both society and those punished. Although her voluminous body of work covered a range of topics, she is best known for her innovative work on sentencing, community corrections, and prisoner reentry. Her work on these and other issues focused on improving the corrections system through program evaluation and policy relevant research; in fact, she referred to herself as "an embedded criminologist" as a way of emphasizing that her professional pursuits as a researcher and scholar required her to effectively work from *within* the criminal justice system.

Joan often was ahead of the times. Beginning her research career at RAND in 1974, she was one of the first criminologists to recognize community corrections as an important area for research and to conduct large-scale empirical studies in this area. Beginning in the mid-1980s, much of her research focused on assessing the impact of community-based punishments on offender behavior and public safety. With her colleague Susan Turner, she pioneered the use of the experimental paradigm in real-world criminal justice settings to assess the impact of intensive supervision. In the late 1990s, Joan turned her attention to the way in which the justice system deals with individuals with developmental disabilities. As a result of growing national interest in this topic, the U.S. Congress passed the "Crime Victims with Disabilities Awareness Act," signed by President Clinton in 1998. The Act mandated a National Research Council panel on the topic. Joan was appointed chair of that panel, and in that role she co-wrote the final report, "Crime Victims with Developmental Disabilities."

Joan was once again ahead of her time when she directed scholarly and policy attention to what is now commonly called "the prisoner re-entry problem. In her (now classic) book titled *When Prisoners Come Home* (2003), she utilized both qualitative and quantitative data to critically examine the prisoner reentry problem.

Throughout her career, Professor Petersilia was called upon by government officials to lead efforts to reform the criminal justice system, including the California State Legislature and California Governors Schwarzenegger and Brown. Her influence on California policy over the years was substantial and consequential.

Professor Petersilia's work has been recognized by a plethora of research and service awards from diverse audiences, including academic societies, community groups, practitioner organizations, and government agencies. She was an elected Fellow of the American Society of Criminology and she received its Vollmer Award for scholarship and professional activities that have made outstanding contributions.

Joan's passion for her work was fueled by the sheer love of doing criminological research and an unwavering commitment to escorting research into arenas where it can make a difference in the lives of real people, families, and communities. Her compassion for others knew no bounds; it motivated her dogged work ethic and insatiable desire to "get it right." Likewise, she took great pleasure and pride in cultivating this passion and commitment in others, including her many graduate students. Toward the end of her life, she often remarked on how she found inspiration in her students and took great pride in their many accomplishments, knowing they represent the future.

## OBITUARIES

### CHARLES L. NEWMAN



Dr. Charles L. Newman, age 92 of Louisville, Kentucky passed away on September 4, 2019. Noted criminologist and author, he was a former University of Louisville professor, devoted husband of Della Scott Newman, and member of Southeast Christian Church. Boxing as a sparring partner for Frank Sinatra in his youth, and service in the Pacific during World War II contributed to his grit and determination through almost 93 years, including his final battle with cancer.

He was a former Professor at University of Louisville, the Pennsylvania State University, Florida State University, University of Texas, Arlington, University of North Dakota and others. He was the former President of the Administration of Justice Services, Inc., a Fellow and former President of the American Society of Criminology, former Director of the Dallas (Texas) County Jail, and former Director of the City of El Paso (Texas) Jail.

After spending his early years in Montreal, Charles Newman returned to the U.S. to attend New York University and then enlisted in the Army in 1943, serving as a medic during World War II in the Pacific on Saipan and Guam. After discharge in November, 1946 he completed Bachelors, Masters and Doctoral degrees at New York University in Correctional Administration. Following graduation he taught at Fairleigh Dickinson College and then was a field director with the American Red Cross in Rhode Island and then at Fort Knox, KY. He was then invited to teach at the University of North Dakota, where he introduced a criminology course. He also served as a consultant to help relocate Native American children from the reservation school to surrounding communities due to closing of the Fort Bethold Reservation to make way for the Garrison Dam project.

In 1955, he went to Florida State University where helped establish a Corrections degree program. In 1959, he returned to Kentucky, joining the University of Louisville Kent School of Social Work, where he introduced a specialty in Correctional Social Work. He served on Kentucky Commissions relating to the Criminal Justice System, and helped to organize the KY Council on Crime and Delinquency. He also organized and directed National Institutes on Probation and Parole Supervision at the University of Louisville. In 1966, he was invited to Pennsylvania State University to design and create a curriculum in Law Enforcement and Corrections. He also established the Police Executive Training Program for senior local and state law enforcement officials and for a period of time directed the National Jail Resources Institute. He continued these activities until retiring as Professor Emeritus in 1977.

In 1978 he was invited as a visiting professor at the University of Texas, Arlington, which set the stage for his activities of the next several decades. He was asked by Judge Sarah Hughes to monitor and consult with the Dallas County, TX jails, which were under Federal Court Jurisdiction. The next year Judge Hughes ordered that he take over as Director of the jail system, which he did until it was released from Federal oversight in 1980. During his tenure, operations were reorganized, a number of inmate training programs were introduced and a new facility for low risk prisoners was opened. From there he went to El Paso, TX, where he reorganized jail operations, expanded inmate housing and assisted in planning a new jail. In 1985, he returned to Louisville, where he created a national criminal justice planning and consulting business, which provided assistance to county and state governments on planning, and to architects on cost effective jail design, which led to the construction of modern jails across the country.

He wrote, edited and contributed to 19 books and numerous articles and research reports. He created and edited the journal *Criminologica* for the American Society of Criminology, of which he later served as President. The journal was later renamed *Criminology*, and he returned as editor.

Dr. Newman received numerous awards for his research and scholarship, including Fellow of the American Society for the Advancement of Science, Fellow of the American Society of Criminology and the Western Society of Criminology. He was given the NYU Trustees award for his scholarship. He is listed in *Who's Who in America*, *American Authors*, *American Men of Science* among others, and was a Kentucky Colonel. His was an active life, well lived.

# Andrew Young School of Policy Studies

## Department of Criminal Justice and Criminology

### GRADUATE PROGRAMS

Master of Science

Master of Interdisciplinary Studies (fully online)

Doctor of Philosophy

### FULL-TIME FACULTY

Ellen Ballard, Clinical Instructor | *criminal desistance*

Timothy Brezina, Professor | *theory, youth crime*

Callie Burt, Associate Professor | *life-course perspective*

Frances Chen, Assistant Professor | *biosocial approach*

Dean Dabney, Chair/Professor | *policing, qualitative*

Leah Daigle, Professor | *victimization*

Joshua Hinkle, Associate Professor | *policing,  
crime-disorder nexus*

Scott Jacques, Associate Professor | *crimes against  
drug dealers*

Cyntoria Johnson, Clinical Assistant Professor | *criminal law*

Natasha Johnson, Limited-Term Instructor | *educational law*

David Maimon, Associate Professor | *cybersecurity*

Marie Ouellet, Assistant Professor | *social networks*

Mark Reed, Associate Professor | *co-victimization*

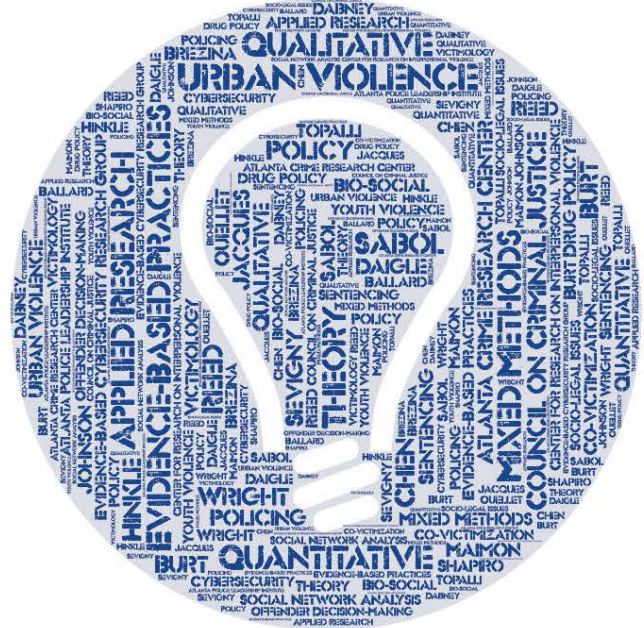
William Sabol, Professor | *sentencing policy*

Eric Sevigny, Associate Professor | *drug policy*

Michael Shapiro, Clinical Assistant Professor | *constitutional law*

Volkan Topalli, Professor | *offender decision-making*

Richard Wright, Regents' Professor | *street criminals*



### RESEARCH SPECIALIZATIONS

Urban Violence

Crime Policy

Cybercrime

Mixed-Methods

### INITIATIVES

Atlanta Crime Research Center

Atlanta Police Leadership Institute

Center for Research on Interpersonal Violence

Council on Criminal Justice

Evidence-Based Cybersecurity Research Group



ANDREW YOUNG SCHOOL  
OF POLICY STUDIES

# 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](mailto:vmarkovic@lewisu.edu)

White Supremacy Extremism: The Transnational Rise of the Violent White Supremacist Movement – The Soufan Center – September 2019



Over the last decade many countries around the world have faced a resurgence of white nationalist movements. Attacks in the form of mass shootings in particular are occurring frequently. A recent attack occurred in Pittsburgh, Pennsylvania on October 27, 2018 when a man armed with guns targeted the Tree of Life Synagogue killing 11 and wounding 6. On August 5, 2012 a man entered a Sikh Temple in Oak Creek, Wisconsin killing 6 and wounding 4. Guns are not the only medium by which these individuals and groups spread terror. On August 12, 2017 during a “Unite the Right” rally in Charlottesville, Virginia a member of the right attacked counter-protestors with his vehicle killing one and injuring 28. The current report by the Ali Soufan group examines the transnational networks of White Supremacists not just in the United States, but worldwide.

The phenomenon of White Supremacist Extremism (WSE) terror is certainly not new. Even in the past several decades we have witnessed major attacks. In 1995, Timothy McVeigh, a former U.S. military member, targeted the Alfred P. Murrah Federal Building in Oklahoma City, Oklahoma killing 168 including 19 children. Although this was anti-government motivated, McVeigh was a U.S. militia movement sympathizer and had read and was influenced by the *Turner Diaries*. The current

report also mentions the struggle the U.S. military has with veterans in the ranks of WSE movements, whose groups see a rise in membership after the end of major wars.

The U.S. is not the only one experiencing this rise in the WSE movement. One of the largest recent attacks is the New Zealand Mosque attacks. The attack on the Al Noor Mosque and Linwood Islamic Centre on March 15, 2019 in Christchurch, New Zealand left 51 people dead and 49 injured. Germany, UK, Norway, Canada, and other countries have also experienced these types of attacks. Although it is prevalent around the world, some regions have seen a rapid increase while others progress at a slower pace.

The report delves into various areas of the movement including the transnational nature of it. One chapter “Trends and Organizing Principles of Global White Supremacy Extremism” discusses traditional and online radicalization. Another chapter discusses how these groups finance themselves by licit and illicit means. Groups not only use criminal activities to fund themselves, but also use crowdfunding pages such as GoFundMe, Kickstarter or the like. Alternatively, groups have also started using cryptocurrencies. One key finding is that just as other groups do, the WSEs gain financial support through legal and illegal means. Besides financing, groups often times still use similar means (such as small arms), however, they have changed in other ways. The advent of social media has allowed these groups to spread their messages of hate to a much larger audience at a much faster rate. The New Zealand attacker, for example, live-streamed his attack on social media.

The report highlights two specific cases in depth because of their high-profile nature. The two case studies include the New Zealand mosque attack referenced above, and the 2011 attack in Oslo and Utoya Island in Norway that killed a total of 77 people. The report also compares Salafi-Jihadists and White Supremacy Extremists. While some WSEs travel to the Ukraine as foreign fighters because they espouse white supremacy beliefs others traveled for other reasons; adventure, nationalism, and boredom to name a few. This is similar to jihadist foreign fighter reasons to join their movements. The report also found that the Ukraine has emerged as a centralized location in the transnational WSE network. Just like jihadist groups attracted foreign fighters to conflicts from Afghanistan and the Balkans, to Chechnya, Iraq, and more recently Syria, the WSE foreign fighters have flocked to the Ukraine. One researcher estimates that 17,000 foreign fighters from 50 countries have come to the Ukraine to fight. As an example, the Azov Battalion in the Ukraine has specifically recruited foreign fighters who are motivated by WSE ideologies to join the battle. They are trained, indoctrinated, and learn tactics of irregular warfare. The report also offers some policy recommendations. It is clear that the WSE movement has gained a greater foothold in many countries and action needs to be taken to counter their messages of hate.

**The full report can be found on the Soufan Center website:** <https://thesoufancenter.org/research/white-supremacy-extremism-the-transnational-rise-of-the-violent-white-supremacist-movement/>

## CRIMINOLOGY AROUND THE WORLD

### European Society of Criminology Meetings

The 19th Annual Meeting of the European Society of Criminology took place at Ghent University in Belgium this past September 18 - 21. The meeting theme was "Convergent roads, bridges and new pathways in criminology". Keynote lectures were delivered by Torbjorn Skardhamar (University of Oslo), Martine Herzog-Evans (University of Reims Champagne-Ardenne), Jeff Brantingham (UCLA), Guy Geltner (University of Amsterdam), Joanna Shapland (University of Sheffield), and Europol Director Catherine de Bolle. Attendance was at an all-time high with more than 1,400 in attendance, and there were some 1,300 presentations. The 2020 meetings will be held from September 9- 12 in Bucharest, Romania. For more information, see <https://esc-eurocrim.org/>.

### The Oral History Criminology Project

The Oral History Criminology Project (OHCP) is pleased to announce the addition of the following four contributions to the archive. Thank you to all our interview subjects who have shared accounts of their lives and careers with us, our generous interviewers, and you the viewer for watching.

Todd R. Clear by Natasha Frost  
Philip J. Cook by Shawn Bushway  
David F. Greenberg by Brendan Dooley  
James Lynch by Brendan Dooley

The entire catalog, containing more than 100 interviews with leading scholars in the field, are available in an open access forum at: <http://oralhistoryofcriminology.org/home>

The OHCP is also soliciting applicants for a video editor. Interested parties are encouraged to send an email to the Project Director at: [bddooley@gmail.com](mailto:bddooley@gmail.com).

## CRIMINOLOGY AROUND THE WORLD

### CRIMINOLOGY MEETINGS AND CONFERENCES

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/>

January 20-21, 2020

**ICT 2020: Law and Criminology  
in the New Digital Era**

Seville, Spain  
[www.ict2020.es](http://www.ict2020.es)

March 4-6, 2020

**Conference on Crime and Punishment**

Eastern and Western Perspectives on Recent and  
Fundamental Criminological Questions  
Heidelberg, Germany  
[crime.punishment@krimi.uni-heidelberg.de](mailto:crime.punishment@krimi.uni-heidelberg.de)

March 31-April 1, 2020

**Howard League for Penal Reform**

Crime, Justice and Social Harms  
Keble College Oxford

<https://howardleague.org/events/crime-justice-and-social-harms/>

**ANZSOC Conference**, The annual meeting of the Australian and New Zealand Society of Criminology will be held from December 10 - 13, 2019 in Perth, Western Australia. This year's theme, *Justice Reimagined*, aims to refocus thinking on the existing and potential intersections between academia, government, industry and the community in preventing and responding to crime. The program includes a wide range of plenary sessions, interactive workshops, round-table sessions, presentations and seminars, shaped to enhance and inform around this theme. Keynotes include June Oscar, AO Aboriginal and Torres Strait Islander Social Justice Commissioner and John Braithwaite, Professor at the Australian National University. Further info is available on the website: <http://anzsocconference.com.au/>

**The 33th Baltic Criminological Seminar**, June 25-26, 2020, Faculty of Law, University of Tartu, Tallinn, Estonia

The School of Law, University of Tartu invites you to the 33th Baltic Criminological Seminar that will take place 25-26 June 2020 in Tallinn, Estonia. The Baltic Criminological Seminar is an annual event that brings together experts on criminology to discuss the latest developments in empirical research, legislation and criminal policy, with a special geographical focus on the Baltic region. The topic of the 33th Baltic Criminological Seminar is "Crime and Crime Control: Classic Issues and New Challenges".

All participants are cordially invited to give a presentation, and the papers will be published in the special issue of the peer-reviewed journal *Juridica International*.

#### REGISTRATION:

- There is no registration fee for the seminar.
- Registration is needed for all participants and delegates.
- The deadline for submitting abstracts is April 27, 2020.
- Registration and submission of abstracts will be opened in January 2020.

#### LANGUAGE:

Please note that the working language will be English and there is no interpretation service available.

For additional information, registration and assistance with booking your hotel please contact Anna Markina ([anna.markina@ut.ee](mailto:anna.markina@ut.ee))

#### **Asian Criminological Society 12th Annual Meeting**, October 2-5, 2020

The Asian Criminological Society (ACS) will hold its 12th annual meeting on October 2-5, 2020, in Kyoto, Japan. The main organizer is the Ryukoku Criminology Research Center. The keynote speakers will include David W. Garland, Shadd Maruna, Lorraine Mazerolle, and Dennis S. W. Wong. This will be an ideal opportunity to satisfy your academic and cultural interests all at once. Check the conference site for more details: <http://acs2020.org/>.





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c. Total Print Distribution (Line 15f) + Paid Electronic Copies (Line 16a)	1592.3	1547
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**Kelly Vance, Managing Editor  
American Society of Criminology**

Date  
**09/26/19**

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

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

**2020 ANNUAL MEETING**

THEME: *Crime and Justice Theory and Research: Thinking Outside the Box*

**Make your reservations early for Washington, D.C.  
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