



The Criminologist

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Editor's Note:

While this essay by Callie Burt may not appear at first to be directly aligned with my theme of *Pressing Issues for the 2020s and Beyond* because producing better science has always been part of our mission, it demonstrates that, despite this mission, the knowledge we are producing is tainted by competing incentives and human error resulting in misleading findings that undermine science. I include it as part of my *Pressing Issues* series because science is under attack more than ever, and we need to get our side of the street clean so that our evidence-based recommendations are generated from soundly scrutinized scholarship that was rigorously reviewed and replicated. Let us commit as a discipline to hold our own and each other's research to the standards we claim they meet.

Laura Dugan, ASC Vice President

Doing Better Science: Improving Review & Publication Protocols to Enhance the Quality of Criminological Evidence

by Callie Burt, Georgia State University

"Our job as scientists is to discover truths about the world.... Although we aspire to be accurate, errors are inevitable"

(Simmons et al. 2011, p.1359).

This is not our grandfather's science. Extraordinary technological innovations, including the Internet and World Wide Web, increased computer storage and computational capacities and the speed and sophistication of research. Perhaps most striking is the effect of these innovations on the exponential increase in the quantity of publications, which continues to grow (~5% per year) and shows no sign of slowing (Sarewitz 2016). The sheer quantity of published research is astounding. More than 4,000 new criminology articles are now published per year (Koehler 2020). There are more of us, doing more research, faster than ever before. Yet, we face pressure to do more (Sarewitz 2016). This pressure to publish has not only intensified, it has expanded beyond faculty at research universities to faculty in schools without graduate programs, to graduate students for procuring jobs, and even to undergraduates for graduate school admissions (Nosek et al. 2012).

Although technological innovations have transformed scientific research, key facets of science remain 'rooted in anachronistic practices of bygone eras' (Nosek & Bar-Anan 2012, p.217). Publications remain the primary way of communicating scientific ideas and empirical findings, and they remain the currency of scientific prestige and the means to job security (Nosek & Lakens 2014). 'Classical peer review'—a non-transparent, iterative process which is inefficient and improvable (discussed here)—continues to be the way most papers are evaluated for publication (Walker & da Silva 2015). Not all papers are considered equally worthy of publication, especially in the increasingly competitive pages in high-prestige journals, and not all papers get published (Nosek et al. 2012).¹ Publication bias is pervasive. Studies with novel

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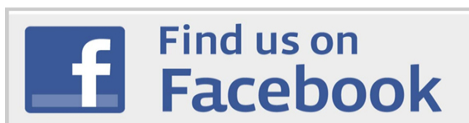
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and positive (significant) findings that are framed in a tidy package are favored for publication over null findings and replications, especially in high-impact journals where rejection rates can exceed 90% (Fanelli 2012).

To succeed in this increasingly competitive milieu, researchers are pressured to publish more studies in the highest impact journals, with professional incentives—prestige, salary, funding—reflecting this prioritization (Sarewitz 2016). These pressures create a problematic imbalance, akin to Durkheim's notion of social anomie, where the emphasis on the ends (publishing more studies) is out of balance with emphasis on the means (rigorous research practices), leading to pressure on researchers to deviate by employing 'questionable research practices' (QRPs) as well as in more blatant ways through fabrication, falsification, and plagiarism (FFP) (Stenek 2006). The incentives for 'getting it right' are incommensurate with the incentives for getting it published (Nosek et al. 2012), and 'the result is a kind of [scientific] arms race in which researchers who play strictly by the rules are at a competitive disadvantage' (John et al. 2012, p.524).

Although widely publicized examples of FFPs are obviously problematic, evidence suggests that less egregious but more common QRPs may have a more significant role in distorting the literature (John et al. 2012). QRPs include practices such as HARKing (hypothesizing after results are known; Kerr 1998) and 'p-hacking' (also known as data dredging, data mining, snooping, fishing, and significance chasing), which means trying multiple things until you get the desired p -value results and then creating a story post hoc (Simmons et al. 2011).ⁱⁱ These practices, in which researchers employ hidden 'researcher degrees of freedom' and multiple testing, significantly increase Type 1 errors and inflate the effect sizes of genuine effects (Simmons et al. 2011). Common tools of statistical inference designed for standard confirmatory null hypothesis are not diagnostic in the presence of p-hacking and provide false comfort about the reliability and credibility of findings (Nosek et al. 2018). In some cases, the employment of QRPs makes a false-positive finding more likely than not (Simmons et al. 2011). To remedy this situation, "[w]e need measures to counter the natural tendency of enthusiastic scientists who are motivated by discovery and the pressure to publish more to see or create patterns out of noise" (Munafò et al. 2017).

Conflict of Interest Problem: Not New but Getting Worse

This situation—where scholars are expected to produce more publications with innovative and significant findings—involves a conflict of interest between the aims of science, that is, the production of robust knowledge and the careers of individual scientists. This conflict of interest is not new, but the current situation is unique and pressing (Fanelli 2012). Expanding pressures for publication are accompanied by increased competition for scarce pages in high prestige journals and a worsening Ph.D. supply—job-demand ratio. Moreover, advances in computer technology, which facilitate rapid and automated data analysis (facilitating multiple testing with a few clicks of a button), allow researchers to quickly and easily engage in QRPs that depart from standard null hypothesis testing and make reported p -values non-diagnostic. The increased ease of multiple testing combined with apophenia (our tendency to create patterns out of noise), confirmation and hindsight biases greatly escalate the risk of false positives, even in the absence of ill intent (Munafò et al. 2017). If we hold constant the proportion of false (spurious, chance, inaccurate, even fraudulent) findings, there are reasons to believe that the proportion of false positives is increasing (Fanelli 2012), the exponential increase in the quantity of published research means we also have an exponential increase in the publication of false-positive findings. As a consequence, as Ioannidis (2005) famously noted, most published findings are probably false positives (Simmons et al., 2018).

This matters for science, for criminology, and for society. Publication bias (against non-significant findings) and the publication of false-positive findings, whether by honest mistake or fraudulent activity, distorts the literature by producing a glut of false positive findings and an absence of negative findings. This impedes the accumulation of knowledge, wastes resources, and undermines public trust in scientific research (and thus evidence-based policies) (e.g., Nosek et al. 2012). Quite often, novel positive findings do not go quietly into the night even after multiple studies fail to replicate them, even in the presence of research errors and fabrication (John et al. 2012; Simmons et al. 2011).

Following a spate of replicability crises, several high-profile retractions (e.g., Wakefield MMR study in the *Lancet*), and a surfeit of conflicting results that seem to support any position one wishes to take ('baked by science'), recent years have seen the erosion of trust in scientific evidence, by both scientists and the general public (e.g., NAS 2017). More people reject scientific evidence as untrustworthy than in the past. Science is crucially dependent on public support, which is rooted not in a belief that science is infallible but in the ability of the scientific process to correct mistakes in a manner that gets us closer to the truth (Kerr 1998).

In my view and that of others, this state of affairs is unacceptable and unsustainable. We must address these issues to improve the qualityⁱⁱⁱ of published research in criminology. There are several fundamental facets of modern science and academia that should be significantly reworked to foster better science, perhaps most fundamentally the structure of incentives (quality over quantity; collaboration versus competition) and the administration of funding (see Sarewitz 2016; Nosek et al. 2012). Here, I focus on one specific leverage point to illustrate current limitations and suggest alternatives in order to stimulate discussion: peer-review and publication processes. This is a site of relative stasis in criminology, ripe for change.

Although concerns about peer review have long been expressed, over the past decade, scholars have suggested and initiated strategies to improve peer review in ways that have several benefits including markedly reducing, though never completely eliminating, the publication of false findings and publication biases (e.g., Munafo et al. 2017; Nosek et al. 2012). Several journals are already implementing these strategies (see *cos.io*). Drawing on these ideas, I propose for consideration a series of standards intended to improve peer review and promote transparency.

Classical Peer Review: Largely Unchanged and Not Up for the Contemporary Job

The conflict of interest problem is compounded by the inadequacy of classical peer review (CPV) for catching errors or QRPs in research. The system of CPV (blind review by 2-6 reviewers who make recommendations to editors who make decisions) was designed to work well in a system where scientists work in pursuit of robust, replicable knowledge—serving as their ‘own toughest critics’. However, this is not our world. In our world, where scientists face pressures to ‘publish or perish’, the quest for truth can take a backseat to personal interests in the service of employment or job stability.

Peer review is notoriously unreliable and error-prone. Research has demonstrated the failures of CPV to detect major methodological errors and a lack of agreement among reviewers that is only slightly better than chance. The inadequacy of peer review is a largely function of two (changeable) factors: lack of incentives for high quality review and insufficient information. Focusing on the former, the increase in research quantity, means more papers need reviewing, which increases the time constraints on reviewers. This, along with the general lack of incentives for reviewing, and high-quality reviews, in particular, combine to make rigorous, time-consuming reviews a disincentivized act for the individual scholar. Thorough reviews of 10k+ word papers with sophisticated methods cannot (usually) be conducted in a few hours’ time but require a more sustained time and intellectual commitment. However, time spent on reviews is time not spent on one’s own research and teaching. Consequently, peer review is often a rushed activity that does not provide the evaluation or gatekeeping that we expect it to.

In addition to lack of incentives, there is a lack of information. Referees can only evaluate a study based on the information that the authors provide. *Criminology*, like other disciplinary journals, does not provide standards for disclosure. Consequently, information on methods is usually incomplete and post-hoc decisions (e.g., how were outliers handled, how many tests conducted) are invariably not fully described. Furthermore, even in the presence of full disclosure, reviewers cannot ascertain whether mistakes were made, including basic errors in coding, given that only summary information is provided. Research errors can occur in data cleaning, coding, data analysis, and reporting, and almost none of these can be detected only with the summary report of the findings in a manuscript (Nosek et al. 2012). Although the actual rate of errors in scientific research is unknown, evidence suggests that it is unacceptably high (Bakker & Wicherts 2011).

Science is distinguished from other ways of knowing based on the ability to verify claims and disprove them with empirical evidence. Right now, criminology is not operating in a manner that facilitates verification and replication. But it does not have to be this way.

Motivating Change by Requiring Change

Below I submit for consideration a series of protocols around review and publication processes aimed at improving the transparency, robustness and replicability of scientific research. These are but a few suggestions to stimulate a discussion, most of which have been suggested by others (see, e.g., Munafo et al. 2017; Simmons et al. 2011), and some of which are already employed by journals with beneficial effect. Notably, employing these protocols will require many of us to revise our research processes, and some will slow us down (at least at first). However, with 4000+ papers published per year in criminology, we do not need to rush.

The following protocols and policies are proposed as *requirements* for publication in, at a minimum, ASC journals. Collectively, we have demonstrated that strong encouragement is not enough; mandates are necessary to gain adherence.

Author Requirements (*Aims: increase detection of errors and accountability, and reduce the incentives for QRPs and FFPs because more easily detected*):

(1) **Pre-registration of analysis plans for all confirmatory research.** In pre-registration, researchers detail their hypotheses, methods, and planned analyses before the initiation of their research. Effective preregistration of study or analysis protocols involves specific, detailed plans, and how decisions will be made that are verifiable and thus minimize QRPs (given they will be detectable). In manuscript submission forms, authors will indicate whether the paper is confirmatory or exploratory. If confirmatory, time-stamped study preregistration will be a requirement of submission (see Nosek et al. 2018, also Munafo et al. 2017.)

(2) **Disclosure of all methodological decisions and author confirmation of full disclosure** (e.g., reporting all of the inclusion and exclusion criteria, variables, manipulations, tests, etc.; see Simmons et al. 2011; 2018). Author checklists are increasingly

common in various journals (e.g., the MDAR open science checklist for life sciences), and could be easily refined for criminology.

(3) **Provision of data and code to reviewers at the point of review.** In submission forms, authors will indicate whether articles are empirical or non-empirical; if empirical, the data and code are required to be uploaded. Submissions without data and code *are not accepted* for review.

(4) **Publication of data and code alongside article.** At the time of publication, code and data (which was made available at review, along with all data and code used in revisions) will be published alongside articles on the publisher's website, *available to all*. This is already done in some journals, where data is provided as a supplement. In instances where data is deemed too sensitive for public sharing and or is too large, authors can deposit data in one of several established repositories, accessible to bona fide researchers upon review of their credentials. This 'sensitive exception' must not be used to skirt open data policies; data must be shown to be available *prior* to the acceptance of a manuscript for publication.^{iv}

(5) **Inclusion of author contribution sections,** which clarify each authors contribution to a specific manuscript, including specific responsibilities. This is also increasingly common and informative. This may be of particular benefit to junior scholars with coauthors whose contributions are limited to provision of data.

Review/Publisher Protocols (*Aims: increase transparency, confirm analysis results, incentivize higher quality reviews and provide credit for those who provide such reviews*)

(6) **Creation of a new 'analysis corroborator' reviewer role.** This reviewer is tasked with reproducing the study findings with the data and code provided by the authors to assess their veracity, to scrutinize any arbitrary coding and/or analysis decisions, and catch any mistakes. This reviewer who conducts the validation analyses should be given credit for their effort; their name and role as 'analysis corroborator' should be listed on the publication, and this effort should count as a significant research contribution.

(7) **Provision of time-stamped paper histories, initial submissions, reviews, editor comments, and author responses to comments.** This provides transparency and also maintains a reviewable record and teaching materials. Importantly, referee reviews can be *signed or anonymous* and are citable contributions to the literature, created with their own DOIs. In this form, the reviews are blinded, but reviewers can choose to reveal their identities after the review process to gain credit for their often-useful contributions and scholarly effort.

As discussed above, quality reviews are time consuming and mostly invisible contributions to science. Despite this, many scholars provide insightful, careful reviews whose impacts are, unfortunately, limited given that they are for the eyes of the authors, editors, and other reviewers only (Nosek & Bar-Anan 2012). To provide transparency, incentivize quality reviews and provide credit (as a scholarly contribution) and reputational credit for scientists who provide consistently high-quality reviews, we should publish these reviews. Additionally, published reviews can provide useful information about the identified strengths and limitations of the paper, and serve as training materials for other referees (Bravo et al. 2019). Notably, various forms of OPR are already practice in several journals, in full or in part, and OPR is gaining in support (Walker & da Silva 2015). Perhaps surprisingly, there is no evidence that anonymous review is superior to eponymous review, and several studies over the past decade suggest that OPR does not undermine the quality of the review (and may slightly enhance it) (e.g., Bravo et al. 2019).

Conclusion

"We should embrace disclosure and preregistration as if the credibility of our profession depended on it. Because it does."

(Simmons et al. 2018, p.259)

The goal of this essay is to stimulate a discussion around reforming a system that is not operating as well as it should. Although in my view, we must reform or adjust the system, some may argue that we do not need to do things differently, arguing either that criminology does not have a problem with the publication of false-positive findings and publication bias or that that we have always had these problems, and they are not serious. But we do have a problem; evidence suggests it is serious; and we already are doing some things differently. Our discussion should focus on how to improve things not whether we should. There are a variety of innovations, and we now have the technical means to implement them. If we want criminological research to enhance our understanding of the world around us, we must make it easier for scientists to publish true facts rather than exciting, significant, and ultimately false results (Simmons et al. 2018). Of course, we can continue to do things as we have, but to whose benefit and at what cost?

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ⁱ Furthermore, given the copious number of studies, limited time and information, the primary heuristic for evaluating the quality of scientific findings, as least in the short run, remains the prestige of the journal in which papers are published (Kriegeskorte 2012). Given the drastic increase in the number of studies relatively stable numbers of 'high prestige' publications, the competition for increasingly scarce space in high-impact journals is escalating.

ⁱⁱ Although a thorough discussion of the reasons for these practices is out of scope, they include inadequate researcher training in scientific methods, the aforementioned unbalanced incentives, and a scientific culture that rewards, or at least tacitly allows, non-transparency.

ⁱⁱⁱ Higher quality research, as I use it here, means research that is robust, replicable, not dependent on arbitrary researcher decisions or omitted variable bias, and has a clear connection to extant knowledge and, in some way, has potential to advance knowledge, which includes both novel findings and replications, which increase confidence in the truth value of a claim (see Pridemore et al. 2018).

^{iv} Considering how to make qualitative data available is not as straightforward given some of the unique facets of qualitative data analysis. At a minimum, all coding or researcher decisions should be made public, such that the findings could be fully reproduced if the data were available. And scholars must commit to sharing such data with bona fide researchers under certain circumstances (providing appropriate protections, including commitment to maintaining the privacy and confidentiality of all sensitive information).

Public Support for Regulating the Lethality of Firearms: Reducing the Opportunity for High-Casualty Mass Murder

by Alexander L. Burton¹, Francis T. Cullen¹, Cheryl Lero Jonson², Justin T. Pickett³, Velmer S. Burton, Jr.⁴

Two ingredients are necessary for a crime event to occur: a motivated offender and an opportunity (Clark, 2010). The United States' high murder rate is mainly due to opportunity—the ready access to lethal weapons (Zimring & Hawkins, 1999). Similarly, access to high-capacity weapons—often called assault rifles—is a fundamental cause of mass shootings with *extensive casualties*. Beyond measures that limit the motivation to commit such crimes, restricting the opportunity to access weapons capable of exacting extreme carnage may help to reduce the public health risk of mass killings. In the wake of the Dayton, OH, and El Paso, TX, incidents, President Trump stated, “Mental illness and hatred pulls the trigger, not the gun” (McArdle, 2019)—a comment that ignores the role of firearm lethality in high casualty mass shootings. Similar responses focusing on motivated offenders were made by the NRA and Republican lawmakers. In contrast to American exceptionalism, such resistance to opportunity reduction does not exist in other Western nations (Frum, 2019).

In light of recent incidents and mass shootings occurring more than one a day in 2019 U.S. (Miller, 2019), national discussion is focusing on whether high-capacity weapons and magazines should be prohibited. Table 1 presents national level data showing a majority of the public supports policies that would reduce the lethality of firearms currently available to the Americans—a key consideration in initiating gun-control reform at this time. Table 2, though, shows where the resistance may lie in passing that legislation—those who believe that mass shootings in America are simply the “price of liberty,” that is, the price we must all be willing to pay to protect everyone’s Second Amendment right to bear arms.

METHODS

In 2018, we commissioned YouGov to survey a nationwide sample of 1,100 adults regarding gun-control views on preventing school shootings following the February 14th massacre in Parkland, Florida. YouGov is a leader in opt-in survey designs that uses proprietary propensity-score matching to produce results generalizable to the U.S. population (Kennedy et al., 2016; Simmons & Bobo, 2015). As a result, YouGov has become a trusted source of data among criminal justice scholars, and has thus been used to publish articles on diverse topics such as public punitiveness (Burton, Cullen, Burton Jr., Graham, Butler, & Thielo, in press; Lehmann & Pickett, 2016), attitudes toward police reform (McManus, Cullen, Jonson, Burton, & Burton, Jr., 2019), support for private prisons (Enns & Ramirez, 2018) and specialty courts (Thielo, Cullen, Burton, Moon, & Burton, Jr., 2019), and attitudes toward gun control (Schutten, Pickett, Burton, Cullen, Jonson, & Burton, Jr., 2020).

When compared to estimates from the U.S. Census and American Community Survey (in parentheses), our weighted sample looks much like the US population in regard to race, gender, education, marital status and regional location. In terms of party identification, our weighted sample closely mirrors the Pew Research Center’s estimates of party identification among registered voters. The similarity of our sample to the U.S. population, both demographically and politically, increases our confidence that the findings generalize to American adults.

Measures

We measured views toward (1) banning the sale of AR-15 semi-automatic rifles, (2) reinstating the assault weapons ban, (3) banning high-capacity magazines capable of holding 10 or more bullets, (4) banning the sale of devices (e.g., “Bump Stocks,” “Binary Triggers”) that convert a semi-automatic gun into a nearly fully automatic gun that rapidly fires many bullets; instructing respondents to use a scale ranging from 1 = strongly support to 5 = strongly oppose. We also measured whether respondents believed that mass shootings, like Parkland’s, were the “price of liberty” or events that should happen “never again.” Respondents chose between the following options:

(A) Mass shootings, like the one in Parkland, Florida, are just the price America has to pay for protecting everyone’s Second Amendment right to bear arms. No matter how many of these mass murders occur, no laws should be passed that stop good Americans from owning whatever firearm they want;

(B) In the aftermath of the school shooting in Parkland, Florida, we need to pass gun control laws that try to stop this kind of mass murder incident from ever occurring again—like banning any high-capacity firearm that can be used to rapidly kill tens of human beings.

RESULTS

A clear majority of Americans favor regulating the lethality of firearms available to the public (see Table 1). Six in 10 respondents support banning AR-15s with almost half strongly supporting a ban (46.5%). Similar views were expressed regarding reinstating the assault weapons ban (total support of 58.8%, with 44.2% strongly supporting), banning the sale of high-capacity magazines (total support of 61.9%, with 46.2% strongly supporting), and banning lethal attachments (total support 70.8%, with 54.6% strongly supporting).

Two-thirds of the sample (66.9%) favored the “never again” option of taking whatever steps necessary, including banning high-capacity firearms, though one-third (33.1%) viewed mass murders as the “price of liberty.” A study following the Las Vegas mass murder reported a similar finding (Haner, Cullen, Jonson, Burton, & Kulig, 2019). Republicans (58.8%), conservatives (62.3%), and NRA members (75.4%) were most likely to endorse the “price of liberty” position toward mass shootings. Note that a slight majority of gun owners (50.5%) endorses the “never again” position.

DISCUSSION

A central tenet of crime prevention is that reducing the opportunity to offend is more feasible than catching and punishing criminals (Clark, 2010). Because mass shootings are rare events (albeit with enormous harm), detecting a potential perpetrator is akin to finding a needle in a haystack. The mentally ill, bullied, or White supremacist killer is one among thousands similarly afflicted. By contrast, if high-capacity weapons do not exist, the opportunity to use these lethal firearms is thwarted. Although the Dayton shooter was killed approximately 30 seconds into his rampage, he murdered 9 and injured 27, firing 41 rounds. Consider the counterfactual situation where he had access only to a gun with a magazine holding 10 rounds (his had 100 rounds). Arguably, the harm, including number of victims, would have been far less.

If harm reduction is the goal, regulating the lethality of firearms and attachments currently available merits consideration. A clear majority of the American public supports these policies. Other gun-control measures, such as background checks and red-flag laws, may be useful in restricting risky people from possessing guns (Wintemute, 2019). These screening devices, however, cannot prevent access to high-capacity firearms purchased legally, transferred by others, or stolen in burglaries. Restricting access to such firearms and multiple-round magazines/attachments would reduce the opportunity to commit high-casualty mass murders.

Other nations recognize this criminological reality. Following the March, 2019 Christchurch attacks of two New Zealand mosques injuring dozens and killing 51, the government of Prime Minister Ardern passed legislation within one month banning most semi-automatic weapons (parliamentary vote 119-1). Soon thereafter, a buy-back program was implemented requiring owners to exchange their banned weapons for financial compensation (Al Jazeera English, 2019). Eliminating the existing stock of weaponry, not just future sales and current ownership, would result in opportunity reduction. A similar approach, including the buyback of semi-automatic and pump-action rifles and shotguns, occurred in Australia following the 1996 Port Arthur, Tasmania killing of 35. Australia has not had a mass shooting since (Oremus, 2019). But can the political will be mustered in the U.S.?

It has in the past. In 1934, the U.S. Congress passed the National Firearms Act banning machine guns, except in unusual circumstances. This legislation followed an assassination attempt on President Roosevelt in which the Chicago Mayor Anton Cermak was killed in the St. Valentine’s Day Massacre of 1929 (Dunn, 2019). In 1994, the U.S. banned assault weapons, until the law expired in 2004. Notably, gun control is highly supported by Generation Z and young Millennials (ages 14 to 29)—a fact that makes future passage of assault weapon bans likely (Levine, 2019).

POLICY IMPLICATIONS

Given the Second Amendment and the valuing of liberty in the United States, a key issue in gun control is how to balance liberty interests versus the need for harm reduction. From a public health perspective, allowing military weaponry—first developed for German soldiers under Adolf Hitler’s Nazi regime—to be publicly available creates the inevitability of firearm misuse and mass deaths and injuries. Beyond the political influence of the NRA, the more challenging rebuttal is that liberty has a price. About a third of the nation is willing to accept repeated mass murders to protect the freedom to bear any arm they wish. They favor other policies—arming citizens and teachers, putting perpetrators to death, expanding mental health treatment—but not opportunity reduction. By contrast, the “never again” movement argues that public health cannot be sacrificed so that a small slice of the public can own high capacity weapon they want. They prefer freedom from the dangers that inhere in high-capacity rifles.

A key consideration is not only public opinion favoring the regulation of firearm lethality but also the intensity of that support. Intensity drives activism and political participation. Research on intensity is needed. It appears, however, that the recent string of mass murders is creating an increasing intolerance for inaction. Take, for example, the gun owners in our sample. A majority

endorsed the never again position toward mass shootings—implying they are willing to lay down their arms in order to prevent the mass murders endemic in mass shootings carried out using high-capacity weapons and magazines. Other research has also found that gun owner's attitudes have begun to converge with those of non-gun owner's on a handful of policies, conveying there is support to strengthen U.S. gun laws (Barry, Stone, Crifasi, Vernick, Webster, & McGinty, 2019). The opposition though, which tends to be high-ranking Republican officials and the NRA, has proven to be formidable. Nonetheless, the protection of public health must extend from schools to stores and from bars to concerts, and it begins with a consideration of the lethality of firearms available to American public.

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Table 1. Public Support for Regulating the Lethality of Firearms in America

| Items | % Total Support | % Strongly Support | % Support | % Neither Support nor Oppose | % Oppose | % Strongly Oppose |
|--|-----------------|--------------------|-----------|------------------------------|----------|-------------------|
| 1. Banning the Sale of AR-15s (<i>n</i> = 1,052) | 59.8 | 46.5 | 13.3 | 14.1 | 8.0 | 18.2 |
| 2. Reinstating the assault weapons ban (<i>n</i> = 1,051) | 58.2 | 44.2 | 14.0 | 15.2 | 9.3 | 17.3 |
| 3. Banning the sale of high-capacity magazines capable of holding 10 or more bullets (<i>n</i> = 1,057) | 61.8 | 46.1 | 15.7 | 14.1 | 9.1 | 15.0 |
| 4. Ban the sale of devices (e.g., “Bump Stocks,” “Binary Triggers”) that convert a semi-automatic gun into a nearly fully automatic gun that rapidly fires many bullets (<i>n</i> = 1,054) | 70.8 | 54.6 | 16.2 | 15.6 | 5.2 | 8.5 |

Note: Data are weighted to reflect the U.S. population.

Table 2. Public’s Reactions to Continual Mass Shootings

| | % Endorsing “Price of Liberty” | % Endorsing “Never Again” |
|----------------------------|--------------------------------|---------------------------|
| Full Sample | 33.1 | 66.9 |
| By Population Demographics | | |
| Republicans | 58.8 | 41.2 |
| Democrats | 9.0 | 91.0 |
| Independents | 38.3 | 61.7 |
| Conservatives | 62.3 | 37.7 |
| Liberals | 8.6 | 91.4 |
| Moderates | 30.5 | 69.5 |
| Whites | 36.7 | 63.3 |
| Blacks | 16.4 | 83.6 |
| Hispanics | 26.6 | 73.4 |
| Males | 44.0 | 56.0 |
| Females | 23.2 | 76.8 |
| Gun Owners | 49.5 | 50.5 |
| NRA Members | 75.4 | 24.6 |

Note: Data are weighted to reflect the U.S. population.

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EDITOR'S CORNER

Criminology & Public Policy

Cynthia Lum and Christopher S. Koper, George Mason University

This year marks the first year of our official transition as the editors of *Criminology & Public Policy*. Thanks to our predecessors, Bill Bales and Daniel Nagin, and the editors before them, *CPP* has become a highly ranked and impactful journal in our field. As the new editors, our vision for the future of the journal is to continue its mission to advance and strengthen the role of scientific research in criminal justice policy and practice. To this end, we seek rigorous empirical studies that address various aspects of program and policy development, theory, operations, impacts, and cost efficiency as they pertain to all areas of the criminal and juvenile justice systems. We welcome studies using a variety of quantitative and qualitative methodologies, original and replication studies, and high-quality reviews and syntheses of literature. Most importantly, submitted manuscripts must have a clear and strong connection to policy and practice.

We report to the membership our early progress to advance these goals. First, we have expanded the editorial team to five associate editors: Cody Telep and Ojmarrh Mitchell (Arizona State University), Justice Tankebe (Cambridge University), Sue-Ming Yang (George Mason University), Dan Mears (Florida State University), with Xiaoyun Wu (George Mason University) as Managing Assistant Editor. Thirty new editorial advisory board members were also added to expand the breadth and depth of our expertise. We have successfully transitioned *CPP* to the ScholarOne online submission system, are actively using EarlyView to quickly publish authors' work online, and have added a "revise and resubmit" option for authors. We are also increasing the journal's emphasis on original research and reducing the use of response essays, with the hopes of increasing the journal's inclusiveness, impact, and readership. Finally, the editorial team has created a Twitter account and, with the help of CJRA and others, has become active on social media in order to advertise our authors' work to both research and practice audiences.

For our inaugural issue (Volume 19, Issue 1, February 2020), we compiled a unique collection of papers on mass shootings in collaboration with outgoing editor Dan Nagin. These papers were developed as part of a workshop, funded by the National Science Foundation, that brought together over 40 scholars and practitioners to advance an evidence-based approach to understanding and countering mass shootings in the United States. The workshop resulted in 16 papers for the *CPP* special issue as well as a packed Congressional Briefing at the U.S. Capitol (supported by the Harry F. Guggenheim Foundation and George Mason University's Center for Evidence-Based Crime Policy). We hope to replicate this approach for future special issues, including our recently announced call for papers for an issue that will highlight COVID-19's impact on criminal justice (see <https://cebcp.org/wp-content/ CPP/CPPSpecialIssueCOVID19.pdf>). Our second issue for 2020, published in May, highlights several significant policy concerns, including wrongful convictions, victimization, risk assessment, counterterrorism, immigration enforcement, and other issues in crime control and recidivism. This fall, our third issue will cover cutting edge policy concerns in policing, while our fourth issue will focus on tackling disparity in the criminal justice system.

Looking ahead, we hope to continue the excellent stewardship of *CPP* of our predecessors and continue to push its upward trajectory as the field's premier journal devoted to crime policy and criminal justice practice. We encourage ASC members to consider *CPP* as their first choice for their policy and practice-related research to help us reach this goal.

CRIMINOLOGY & *Public Policy*

THE IMPACTS OF COVID-19 ON CRIME AND JUSTICE

Call for Papers for 2021 Special Issue

The COVID-19 crisis has and will have a significant impact on society. The impacts of the pandemic on the criminal and juvenile justice systems are already evident in changes to police department services and operations, corrections and incarcerated populations, court operations, resource availability for vulnerable populations, and ongoing justice reform efforts. Substantial adjustments to social and economic routines and resources could also impact crime and disorder.

Research will be needed to understand the impacts of COVID-19 on all facets of crime, criminal justice operations, and policy. To encourage inquiry in this area, the Editors in Chief of *Criminology & Public Policy* seek studies that examine the impacts of COVID-19 on crime and justice. Accepted papers will appear in a special issue to be published in 2021, and select papers will be featured in a congressional briefing at the U.S. Capitol.

Papers for this special issue must be submitted through the ScholarOne online submission site for *Criminology & Public Policy* (<https://mc.manuscriptcentral.com/capp>) no later than **April 1, 2021**. All papers will go through *CPP*'s normal peer-review process. For questions about this call for papers, please contact the Editors in Chief, below.

CYNTHIA LUM AND CHRISTOPHER KOPER

Editors in Chief, *Criminology & Public Policy*

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2020

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AROUND THE ASC**2020 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS*****HERBERT BLOCH AWARD RECIPIENT*****NATASHA FROST**

Natasha Frost is a professor in the School of Criminology and Criminal Justice with primary research interests in punishment and social control. As a scholar of mass incarceration and the effects of incarceration on individuals, families, and communities, Professor Frost often works with non-profits and state/local agencies to pursue her research. She has been awarded National Institute of Justice (NIJ) funding to study the effects of mass incarceration on crime in communities (with Todd Clear) and on the well-being of those who work in correctional settings (with Carlos Monteiro). Professor Frost is currently conducting NIJ funded research on correctional officer suicide and wellbeing. Her book, *The Punishment Imperative: The Rise and Failure of Mass Incarceration in America*, co-authored with Todd R. Clear was published in 2014 by NYU Press. Other publications have appeared in *Justice Quarterly*, *Criminology & Public Policy*, *Punishment; Society, Crime, Law and Social Change*, and *Studies in Law, Politics, and Society*. Professor Frost holds a bachelor's degree in psychology from Northeastern University (1997) and a PhD in criminal justice from the City University of New York's Graduate School and University Center (2004). She was elected to the executive board of the American Society of Criminology (ASC) serving as executive officer from 2014-2017. Natasha served as chair of the ASC's Policy Committee (2016-2019) and a member of

the Board of the Crime and Justice Research Alliance (CJRA) (2016-2019). She also served as Executive Counselor (2013-2015) and Chair (2015-2017) of the ASC's Division on Corrections and Sentencing.

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD RECIPIENT**HOLLY NGUYEN**

Holly Nguyen is Assistant Professor of Sociology, Criminology, and Public Policy at Pennsylvania State University. She received her Ph.D. from the University of Maryland, Department of Criminology and Criminal Justice in 2015. She earned her BA (Honors) and MA from Simon Fraser University, School of Criminology. Holly's current research interests include studying the nature of employment and crime, rewards to offending, and illicit drug markets.

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2020 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

EDWIN H. SUTHERLAND AWARD RECIPIENT

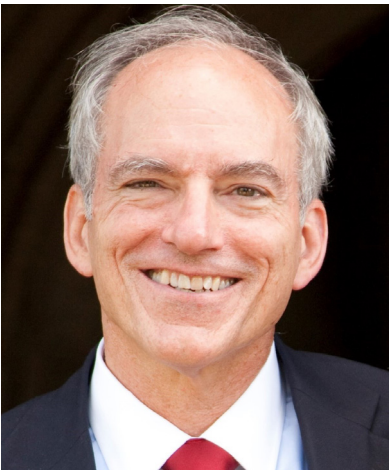
GARY LAFREE



Gary LaFree is Chair of the Department of Criminology and Criminal Justice and the Director of the Maryland Crime Research and Innovation Center (MCRIC) at the University of Maryland. He is also the Founding Director of the National Consortium for the Study of Terrorism and Responses to Terrorism (START) at the University of Maryland and directed START from 2004 to 2018. He was one of the original creators of the Global Terrorism Database, now the most extensive source of information on worldwide terrorist attacks. He has served as the President of the American Society of Criminology (ASC) and was named an ASC Fellow in 2006. His research on the causes and consequences of violent crime and terrorism has been funded by the National Science Foundation, the National Institute of Justice, the Guggenheim Foundation, the US State Department, the Department of Homeland Security and the Department of Defense. He served for many years on the National Academy of Sciences Crime, Law and Justice Committee and on the Executive Committee of the World Economic Forum. He received a Distinguished Service Award from the US Department of Homeland Security in 2012. He has published seven books and more than 130 refereed journal articles and book chapters. His recent books include *Putting Terrorism in Context* (2015; with Laura Dugan and Erin Miller), the *Handbook of the Criminology of Terrorism* (2016; with Josh Freilich) and *Countering Terrorism* (2016; with Martha Crenshaw).

AUGUST VOLLMER AWARD RECIPIENT

LAWRENCE W. SHERMAN



Lawrence W. Sherman is Director of the Cambridge Centre for Evidence-Based Policing UK, and Wolfson Professor of Criminology Emeritus at the University of Cambridge, where he currently serves as Director of the Cambridge Police Executive Programme. Since beginning his career as a conscientious objector (to the war in Vietnam) serving as an analyst in the New York City Police Department, he has designed or led experiments in over 50 police agencies on four continents, and trained over 2,000 police officers and analysts in evidence-based policing. A former President of the American Society of Criminology and the American Academy of Political and Social Sciences, he holds honorary degrees or medals from five universities and five learned societies. His research has focused on finding useful theories and effective policies for dealing with domestic violence, police corruption, gun crime, burglary, crime hot spots and harm spots, crime harm severity, police legitimacy, fatal shootings by police, crime victims, racial disparities in justice outcomes and other issues. His work has been cited by the U.S. Supreme Court in two cases. His 1998 Lecture on "Evidence-based policing" has attracted thousands of police in the UK, Australia, New Zealand, the US and Canada to form a Society of Evidence-Based Policing in their countries to promote the production and application of

research for improving policing. He spent most of his career at the University of Maryland, founded the PhD program and then Department of Criminology at the University of Pennsylvania in 1999-2010, and served as Director of Research at the National Police Foundation in 1979-85.

AROUND THE ASC**2020 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS***ASC FELLOW RECIPIENTS***FRIEDRICH LÖSEL**

Friedrich Lösel is Emeritus Professor and former Director of the Institute of Psychology, University of Erlangen-Nuremberg (Germany) and the Institute of Criminology, Cambridge University (UK). He is also senior professor at Berlin Psychological University. His research topics are/were juvenile violence, offender treatment, developmental prevention, school bullying, psychopathy, resilience, prison staff, football hooliganism, marital relations, child abuse, extremism, and prisoners' families. He has published 430 journal articles and chapters and (co-) authored or edited 38 books, research reports or journal issues. He had numerous functions, e.g. as President of the European Association of Psychology and Law (EAPL), President of the Criminological Society of the German-Speaking Countries (KrimG), President of the Academy of Experimental Criminology (AEC), and subcommittee chair of the Violence Commission of the German Government. Currently he chairs the steering group of the new German National Center of Crime Prevention and the Division of Developmental and Life-Course Criminology of the American Society of Criminology (ASC). He is also a member of the Coordinating Group of the Campbell Crime & Justice Collaboration and the Correctional Services Accreditation and Advisory Panel of England and Wales. In recognition of his work he received the Sellin-Glueck Award (ASC), the Lifetime Achievement Award of EAPL, lifetime achievement awards of the ASC Divisions of Experimental Criminology and Developmental and Life-Course Criminology, an honorary degree of ScD from Glasgow Caledonian University, two honorary professorships from Chinese universities, the Joan McCord Award (AEC), the German Psychology Prize, the Beccaria Gold Medal (KrimG), and the Stockholm Prize in Criminology.

JAMES P. LYNCH

James P. Lynch is professor and former chair of the Department of Criminology and Criminal Justice at the University of Maryland and director of the Maryland Data Analysis Center (MDAC). Lynch joined the department after serving as the director of the Bureau of Justice Statistics (BJS) in the United States Department of Justice. Previously, he was a distinguished professor in the Department of Criminal Justice at John Jay College, City University of New York. He was a professor in the Department of Justice, Law and Society at American University from 1986 to 2005 and chair of that department from 2003 to 2005. Lynch's research focuses on victim surveys, crime statistics, victimization risk, and the role of coercion in social control. He has published four books and numerous articles many of them dealing with crime statistics. He was vice president-elect and then president of the American Society of Criminology (ASC) and served on the Committee on Law and Justice Statistics of the American Statistical Association, the Research Advisory Committee of the National Collaborative on Gun Violence Research, the Board of Directors of Search, Inc., and a member of the Committee on Law and Justice of the National Academy of Science. From 2008 to 2010 he was co-editor of the Journal of Quantitative Criminology. Lynch received his B.A. degree from Wesleyan University and his M.A. and Ph.D. in sociology from the University of Chicago.

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2020 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

ASC FELLOW RECIPIENTS (cont.)

SUSAN F. TURNER



Susan Turner is Professor and Director of the Online Graduate Program (MAS) in the Department of Criminology, Law and Society at the University of California Irvine. She also serves as Director of the Center for Evidence-Based Corrections, and is an appointee of the President of the University of California to the statewide California Rehabilitation Oversight Board (C-ROB). She received her Ph.D. in Social Psychology from the University of North Carolina at Chapel Hill. Dr. Turner led a variety of research projects while she was a Senior Behavioral Scientist at RAND, including studies on racial disparity, field experiments of private sector alternatives for serious juvenile offenders, work release, day fines and a 14-site evaluation of intensive supervision probation. Dr. Turner's areas of expertise include the design and implementation of randomized field experiments and research collaborations with state and local justice agencies. At UCI, she is currently working with the California Department of Corrections and Rehabilitation and other agencies on a number of projects, including risk assessment, treatment protocol and outcomes for juveniles, and recidivism rates among offenders participating in California Prison Industry Authority. Dr. Turner is a member of the American Society of Criminology, the American Probation and Parole Association, a Fellow of the Academy of Experimental Criminology, and former Chair of both the

Division of Corrections and Sentencing and the Division of Experimental Criminology, American Society of Criminology.

PAMELA WILCOX



Pamela Wilcox is Professor of Sociology and Criminology at Pennsylvania State University. She received her B.A. (1990) in sociology from Miami University and her M.A. (1992) and Ph.D. (1994) in sociology from Duke University. She has published numerous works focused on understanding offending, victimization, and fear of crime in community and school contexts, with a particular emphasis on advancing the social disorganization and criminal opportunity theoretical traditions. Her co-authored books include *Criminal Circumstance: A Dynamic, Multicontextual Criminal Opportunity Theory* (Aldine de Gruyter, 2003) and *Communities and Crime: An Enduring American Challenge* (Temple University Press, 2018). She is also co-editor of the *Encyclopedia of Criminological Theory* (Sage, 2010); *The Oxford Handbook of Criminological Theory* (Oxford University Press, 2013); *Challenging Criminological Theory: The Legacy of Ruth Rosner Kornhauser* (Transaction, 2015); *Sisters in Crime Revisited* (Oxford University Press, 2015); and *Criminological Theory: Past to Present, 6th Edition* (Oxford University Press, 2018).

Wilcox has received the James Short Senior Scholar Award from ASC's Division of Communities and Place and the Bonnie S. Fisher Victimology Career Achievement Award from ASC's Division of Victimology. She served as Program Committee Co-Chair for the 2012 ASC, was an Executive Counselor for ASC from 2011 to 2014, and she was ASC's Vice President in 2019.

AROUND THE ASC**2020 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS****RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY RECIPIENTS****GABRIELA KIRK**

Gabriela Kirk is a doctoral candidate in Northwestern University's Department of Sociology. Her research interests include surveillance, punishment, social control, inequality, and urban sociology. She is particularly interested in the use of non-custodial or "alternative" sanctions in the U.S. criminal justice system, focusing on financial penalties and electronic monitoring. Her dissertation uses the case of electronic monitoring to understand how local criminal justice policy is crafted, communicated, and implemented. This project explores how actors at different levels of policy are conceptualizing electronic monitoring's place in the current push for criminal justice reform. Her research has been published in *Social Problems*, *RSF: The Russell Sage Foundation Journal of the Social Sciences*, and the *UCLA Criminal Law Review*.

LINA MARMOLEJO

Lina Marmolejo is a doctoral candidate in the Criminology, Law and Society Department at George Mason University (GMU). Her research interests include criminal justice and security sector reform, pretrial justice, community corrections, rehabilitation and reentry programs. Her dissertation research examines pretrial processes and outcomes of defendants from five Caribbean countries: Barbados, Guyana, Jamaica, Trinidad and Tobago, and Suriname. She has been published in *Criminology and Public Policy*, *Experimental Criminology*, and *Latin American Law Review*. Prior to beginning her studies at GMU, she worked for the Inter-American Development Bank and the Organization of American States, in the design, management and implementation of international development projects, with an emphasis on crime and violence prevention in Latin America and the Caribbean. She holds a master's degree in Public Administration from the Institute of Political Studies (Paris, France) and a bachelor's on Finance and International Relations from Universidad Externado de Colombia (Bogota, Colombia).

AMBER JOY POWELL

Amber Joy is a doctoral candidate in the Department of Sociology at the University of Minnesota. Her current research centers the sociology of law, punishment, and gender-based violence across race, gender, age, and sexuality. Drawing upon semi-structured interviews and documented legal grievances, Amber's dissertation "Hidden in Plain Sight: A Qualitative Look at Sexual Victimization in Juvenile Detention" explores how formerly incarcerated young adults, youth justice advocates, and youth correctional personnel interpret and respond to sexual victimization in youth detention. Her project unearths how law and legal institutions may simultaneously produce and conceal violence within organizational contexts. Amber has also served as a sexual assault victim advocate and a graduate student collaborator for the University of Minnesota's Committee of the President's Initiative to Prevent Sexual Misconduct (PIPSM). She received her B.A. in Criminology and Law Studies at Marquette University and her M.A. in Sociology at the University of Minnesota. Amber is also a proud alumnus of TRIO and the McNair Scholars Program. She is a regular contributor to *The Society Pages* and has published work in *Gender & Society* and *The New Handbook of Political Sociology*.

AROUND THE ASC

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. An additional note of gratitude to Diego Zysman-Quiros for collecting, editing, and sharing the Leibling recording with the OHCP.

Marvin Krohn by **Jeff Ward**
Alison Leibling by **Diego Zysman-Quiros**
Terrance Thornberry by **Brendan Dooley**
Sally Simpson by **Carole Gibbs**

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 wishes to offer a warm welcome to the newest member of our team, Cory Lowe, who will be serving as our Producer. He is currently a graduate school fellow and doctoral candidate at the University of Florida, nearing completion of his dissertation entitled, "Moral Communities in Chicago: Examining the Relationship between Family and Community Religiousness and Youth Substance Use and Delinquency."



division on women and crime
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American Society of Criminology 2020 Division on Women and Crime Student Paper Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2020 Student Paper Competition. The graduate student winner will receive \$500.00 and the undergraduate student winner will receive \$250.00. For submissions with multiple authors, the award money will be divided among co-authors.

Deadline: Papers should be RECEIVED by the committee chair by September 20, 2020.

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

Paper Specifications: Papers should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims, or criminal justice professionals. Papers must be no longer than 35 pages including all references, notes, and tables; utilize an acceptable referencing format such as APA; be type-written and double-spaced; and include an abstract of 100 words or less. Papers may *not* be published, accepted, or under review for publication at the time of submission.

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

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

Notification: All entrants will be notified of the committee's decision no later than October 15th.

Committee Co-Chairs: Dana L. Radatz, Ph.D. , Andia M. Azimi, Ph.D.

Email all **paper submissions** to:

Dana L. Radatz, Ph.D. | Department of Criminology & Criminal Justice | Niagara University |
dradatz@niagara.edu



division on women and crime
american society of criminology

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American Society of Criminology 2020 Division on Women and Crime Student Poster Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2020 Student Poster Competition. The graduate student winner will receive \$250.00 and the undergraduate student winner will receive \$125.00. For submissions with multiple authors, the award money will be divided among co-authors.

Deadline: Posters should be RECEIVED by the committee chair by September 20, 2020.

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

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

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

Judging: Members of the poster competition committee will evaluate the posters based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identifies any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of poster was well developed; 6. Poster is visually appealing; 7. Poster encourages questions/discussion about presented material.

Notification: All entrants will be notified of the committee's decision no later than October 15th.

Committee Co-Chairs: Dana L. Radatz, Ph.D. , Andia Azimi, Ph.D.

Email all **poster submissions** to:

Dana L. Radatz, Ph.D. | Department of Criminology & Criminal Justice | Niagara University |
dradatz@niagara.edu

The logo for the Division on Women and Crime (DWC) features the lowercase letters 'dwc' in a bold, white, sans-serif font against a dark purple background.

division on women and crime
american society of criminology

established 1984

DR. CHRISTINE RASCHE MENTORING PROGRAM 2020-2021

The Division on Women and Crime's **Mentoring and Student Affairs Committee** is currently soliciting participation in its Dr. Christine Rasche Mentoring Program. **The program is designed to build community through mentorship, matching junior members with leading DWC scholars.**

We are **committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues.** Mentorship outcomes can include authoring shared publications, completing a joint project, or professional development (e.g., job market or teaching support).

- Mentors and mentees will be **matched based on shared areas of interest and experience.**
- The **duration of commitment is one year** starting in November.
- The mentoring **relationship and goals will be defined by the parties involved by completing an initial goal-setting survey together.**
- All participants must **attend a virtual orientation and completion ceremony.**
- The **program is structured** and each pair will have a **mentoring coordinator** who is a member of the Mentoring and Student Affairs committee.
- Pairs will need to **check in with their mentoring coordinator** periodically with progress updates.
- If not already a member of the Division on Women and Crime (DWC), it is **expected that both all participants will join the division upon being matched.** Please note that to join the DWC, one needs an active ASC membership.

Mentors and mentees can sign up at ascdwc.com/dwc-mentoring

Applications are due by September 18 11:59pm CST.

Mentees will need to have a professional reference send a letter of recommendation to the committee co-chairs.

Please direct questions to DWC's Mentoring and Student Affairs Committee Co-Chairs:

- Breanna Boppre (breanna.boppre@wichita.edu)
- Lisa Carter (lcarter@flsouthern.edu)

VISIT THE WEBSITES FOR THE ASC DIVISIONS FOR THE MOST CURRENT DIVISION INFORMATION

Division of BioPsychoSocial Criminology (DBC)

<https://bpscrim.org/>

Division of Communities and Place (DCP)

<https://communitiesandplace.org/>

Division of Convict Criminology (DCC)

<https://www.concrim.org/>

Division of Cybercrime (DC)

(website coming soon)

Division of Developmental and Life-Course Criminology (DLC)

<https://dlccrim.org/>

Division of Experimental Criminology (DEC)

<https://expcrim.org/>

Division of International Criminology (DIC)

<https://internationalcriminology.com/>

Division of Policing (DP)

<https://ascpolicing.org/>

Division of Rural Criminology (DRC)

<https://divisionofruralcriminology.org/>

Division of Victimology (DOV)

<https://ascdov.org/>

Division of White Collar and Corporate Crime (DWCC)

<https://ascdwcc.org/>

Division on Corrections & Sentencing (DCS)

<https://ascdcs.org/>

Division on Critical Criminology & Social Justice (DCCSJ)

<https://divisiononcriticalcriminology.com/>

Division on People of Color & Crime (DPCC)

<https://ascdpcc.org/>

Division on Terrorism & Bias Crimes (DTBC)

<https://ascterrorism.org/>

Division on Women & Crime (DWC)

<https://ascdwc.com/>

POLICY CORNER

For those of us who were of a certain age in 1968, the most recent round of disturbances in cities across the nation has brought back haunting memories of cities burning and Federal troops in the streets. The image of members of the 82nd Airborne accompanied by tanks in the streets of Detroit is etched in my mind. The idea that things had gotten so bad that federal troops had to be used against our own citizens was profoundly disturbing. As I looked at the news coverage today, however, I realized that drawing parallels to 1968 was not appropriate. The disturbances this time were largely peaceful protests; there were few lives lost or injuries incurred; and the people in the street were from every racial, ethnic and age group in those localities. Protestors (not looters) were supported by a majority of the nation and even the police in those jurisdictions, judging by their willingness to take a knee or march with protestors, seem to support the right to protest. I take these all as hopeful signs that we can fashion and implement policies to reduce unnecessary violence by the police and limit the consequences of that violence for a just and safe society. In the recent past, at least by the number of fatalities, police violence against citizens has remained stubbornly stable in spite of attempts by policy makers to reduce it. These efforts must continue. In addition to these efforts to prevent violence, we must also give attention to developing responses to violence when it occurs that will promote a sense of justice and security in the nation. I believe that citizens took to the streets as much because of the perceptions of a poor response as they did for the wantonness of the attack on George Floyd. Unlike the other great policy challenge confronting us--COVID19--the issue of police violence is a familiar one and many members of ASC and ACJS have useful advice for policy-makers on both prevention and response. I urge them to get involved.

Washington Update 6/3/2020

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

Congress is back in session and both chambers are holding hearings (the Senate is doing so in person and virtually, and the House is doing so virtually). There has been a great deal of activity related to responding to the COVID-19 pandemic over the past several months, including passage of an interim COVID-19 package that did not contain any criminal justice reforms. The focus has recently shifted to the tragic events that led to the death of George Floyd at the hands of a police officer. Both the Senate and House Judiciary Committees have announced upcoming hearings on police brutality and potential reforms and there has been a great deal of advocacy from stakeholder groups and leaders across the country. Speaker of the House Nancy Pelosi indicated the House would consider such legislation toward the end of this month. Massive national and international protests have been staged for more than a week, prompting quick action on the part of Congress.

Before the policing conversation took center stage, there was a great deal of focus on COVID-19. There have been virtual briefings, stakeholder advocacy, and engagement by members of Congress on outbreaks inside of prisons and jails. Recently, House Judiciary Committee Democrats held a virtual roundtable on the topic. They heard testimony from an individual whose father is in the custody of the Bureau of Prisons, Andrea James with the National Council on Incarcerated and Formerly Incarcerated Women & Girls, and David Patton with the Federal Public Defenders of New York. No Republicans participated in the roundtable, but there was an engaging discussion among those who participated.

In mid-May, the House passed the "Health and Economic Recovery Omnibus Emergency Solutions Act" or the "HEROES Act", which is a bill that seeks to provide additional COVID-19 relief to the country. Republican leadership in both chambers were critical of the bill when it was released, so changes are likely in the Senate package, which Leader McConnell has indicated would come out within the next month. The House-passed HEROES Act is a Democratic bill and contained numerous criminal justice provisions, including supplemental appropriations for the Department of Justice (\$200 million), the Second Chance Act (\$250 million), and state and local assistance (\$300 million), among others. It also contained expansions to the Bureau of Prisons (BOP) compassionate release program and incentives for state Departments of Corrections to release COVID-19 vulnerable individuals. The bill also included a fix to the rule excluding people with criminal records from receiving COVID-19 related relief from the Small Business Administration (SBA).

On June 2, the Senate Judiciary Committee held a hearing on "Examining Best Practices for Incarceration and Detention During COVID-19" with testimony from the Director of the BOP and his medical director, two witnesses from Customs and Border Protection, the Director of Corrections for South Carolina, and Dr. Scott Allen with the University of California at Riverside. Senators inquired about the BOP's implementation of the criminal justice provisions that were passed as part of the CARES 3 package, which expanded the Bureau of Prisons home confinement authority. Attorney General Barr issued two memorandums to the BOP providing guidance about which individuals to prioritize for this relief, and addressing COVID-19 outbreaks at specific BOP facilities. But stakeholder groups and advocates continue to push for more expansive reforms and lawmakers are considering their requests. The House

POLICY CORNER

Judiciary Committee Chairman has also sent several oversight letters to the Bureau of Prisons making numerous inquiries about how the BOP is handling this crisis

CJRA and COSSA recently received a letter from Principal Deputy Assistant Attorney General Sullivan responding to our joint inquiry regarding missing BJS reports in which she indicates that she will be reaching out to set up a meeting with the same, along with the American Statistical Association. Congress is continuing to work on appropriations for FY2021, however, hearings have been delayed due to the need to prioritize COVID-19 related legislation.

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Media Update 6/3/2020

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

In April and May, CJRA promoted the *Justice Evaluation Journal* study, "An Evolution Rather than a Revolution: Cannabis Legalization Implementation from the Perspective of the Police in Washington State," by Mary Stohr, Craig Hemmens and colleagues. CJRA also reached out to editors from a variety of journals published by ASC and ACJS to identify new or forthcoming research on COVID-19 to feature as part of the one-page initiative.

Over the last two months, CJRA secured 40 opportunities for CJRA experts to speak with reporters and secured more than 25 media placements through outreach to more than 1,400 reporters. Interviews were secured with national media outlets and regional press, including *The Washington Post*, *USA Today*, *Bloomberg* and others. The Alliance continued to reach out to reporters on a variety of angles surrounding COVID-19 as well as topics breaking in the news, including Ahmaud Arbery, George Floyd and other breaking stories. CJRA has started looking into options to provide media training opportunities online due to the recent cancellation of the ASC and ACJS annual meetings.

CJRA continues to distribute its monthly newsletter to reporters, policymakers, researchers and practitioners in the field. To stay informed of the latest efforts by CJRA, sign up for the monthly newsletter or follow the Alliance on Twitter @cjralliance. Here is a link to sign-up for the newsletter: <https://emailmarketing.fp1strategies.com/h/d/B6AA25B91CB0D15B>



Georgia State University 

DEPARTMENT OF CRIMINAL JUSTICE & CRIMINOLOGY

BS

MS

MCJA

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|--------------------------|----------------------------------|---|
| Timothy Brezina | Emory University | Criminological theory; Youth violence; Desistance |
| Callie Burt* | University of Georgia | Social inequalities; Adolescent development; Biopsychosociology; Self-control |
| Frances Chen | University of Pennsylvania | Biosocial criminology; Antisocial/aggressive behavior; Developmental perspectives; Psychophysiology |
| Dean Dabney | University of Florida | Police organizations; Criminal investigations; Qualitative methods |
| Leah Daigle | University of Cincinnati | Recurring and life course victimization; Sexual violence |
| Shytierra Gaston* | University of Missouri-St. Louis | Race, crime and justice; Corrections; Reentry; Collateral consequences |
| Joshua C. Hinkle | University of Maryland | Policing; Crime and place; Neighborhood disorder |
| Scott Jacques | University of Missouri-St. Louis | Offender decision-making; Drug dealers; Theorizing method |
| Thaddeus Johnson* | Georgia State University | Policing; Crime trends; Racial disparities in corrections |
| David Maimon | The Ohio State University | Cybercrime and cybersecurity, Experimental research designs |
| Marie Ouellet | Simon Fraser University | Co-offending; Network analysis; Criminal careers; Policing |
| Mark Reed | SUNY-Albany | Victimology; Homicide co-victimization; Focus group methodology |
| William J. Sabol | University of Pittsburgh | Crime/victimization statistics; Corrections/sentencing policy. |
| Volkan Topalli | Tulane University | Offender decision-making; Drug market violence; Future crime |
| Richard Wright | Cambridge University | Offender decision-making |

*Please join us in welcoming our newest colleagues – **Callie**, **Shytierra**, and **Thaddeus** – to the department!

New Initiative! Led by Dr. **David Maimon**, The **Evidence- Based Cybersecurity Research Group** (eecs.gsu.edu/) is an interdisciplinary partnership between the Departments of Criminal Justice and Criminology, Computer Sciences, and Management Information Sciences at GSU. EBCS researches the human factor in cybersecurity to produce cutting edge policy and interventions in cybercriminology.



aysps.gsu.edu/criminal-justice-criminology

KEYS TO SUCCESS

The Importance of Mentoring

by Jeffery T. Walker, Chair, ASC Mentoring Committee

Mentoring may be the most important thing we do as faculty mentors. Very few of us will have research or publications that last decades. But many of us can have students or younger faculty members who go on to make a tremendous contribution to the discipline and the world. And mentors are “force multipliers” because they can mentor many others throughout a career. Over the next two contributions from the ASC Mentoring Committee, I want to focus on student mentoring and then on faculty mentoring.

Mentoring students happens at all levels, from encouraging a random person to go to college to getting doctoral students through their dissertations. Effective mentoring is a high impact learning activity that is central to students' success. Without quality mentors, many students may not have positive experiences or may even drop out. Mentoring can be as simple as quality constructive feedback on an assignment to an extended collaboration with an advanced doctoral student. While specific tasks may vary depending on the level, there are some things that are consistent for all students. Here, I focus on the relationship between the mentor and student.

Probably the most important element of being a good mentor is listening to the student (Moak and Walker 2014). A good mentor listens and helps the student strategize options to deal with academic issues as well as life circumstances. Students often arrive at our programs thinking they understand what it means to be in college for undergraduates or what it means to be in a graduate program for advanced students. They may soon find out they were profoundly unaware or misinformed. Many of them have been extremely successful in their other academic pursuits, and they are totally unprepared for the quantity of work and the quality demanded of them. The role of a mentor is to help them understand what it means to be a student and what it means to be critiqued. Students generally respond well, even to harsh criticism, when they know that a mentor has their best interest at heart and when they know it is helping. It is through this process of critique mixed with sympathy and understanding that mentors can begin to develop the skills of the student.

An example of working with students with equal parts critique and sympathy is in their writing. Typically, students at all levels do not write at the quality demanded for that level. Mentors must be willing to spend hours working with students improving writing skills. This means reading and revising papers multiple times and teaching students how to write. It is not enough to simply correct papers. You should engage students about why you made a change and what that change means to good writing. Have them read good writers in the literature and learn from them. Give them short assignments as examples to teach them how to write.

Not all (sometimes not even most) of the efforts of a mentor are on skill building. Students are often in an unfamiliar environment without family support. They have no reference for what it is like to be in college or an advanced program, and they are away from their families. In this role, the mentor may be more of a counselor than an academic advisor, and mentors may become like parents in the student's life outside of the classroom or work. Informal, outside mentoring can often improve the student's work because it shows that the mentor is truly interested in the student as a person. Further, any chance to have students' family a part of their academic experience can help family members feel more invested in the student's success and can help them understand the demands of school.

Beyond the specifics we know about in how to be effective as a mentor, the most successful mentor relationships have a bond between the student and the mentor, both in work and in life. Mentors who have good listening skills, encourage argument and debate, provide continuous feedback and support, are enthusiastic and show warmth and understanding typically have the most positive relationships and the best student outcomes. Mentors must accept that it will often take longer to work with the student to develop the necessary skills, and will involve the tension of challenging to improve. But this is the process of being a mentor – working with students to overcome deficiencies and to develop the strong skills they will need in their careers.

There is so much more than can be contained in this short space. I encourage others to submit their thoughts to the Mentoring Committee and to the editors of *The Criminologist* for inclusion in the Keys to Success. In November, I will broadly address mentoring faculty members in their academic careers. If you have input, feel free to contact me or one of the members of the committee.

References

Moak, Stacy C. and Walker, Jeffery T. 2014. “How to be a Successful Mentor.” *Journal of Contemporary Criminal Justice*, 30(4):427-442.

DOCTORAL STUDENT FORUM

Getting Up off the Mat: How to Move Forward After Failing a Comprehensive Exam

by Michael Logan, Kennesaw State University, Sara Toto¹, Central Washington University & Todd Armstrong, University of Nebraska Omaha

Getting Up off the Mat: How to Move Forward After Failing a Comprehensive Exam

Failing a comprehensive exam is almost universally a devastating experience that takes a massive emotional toll. This article is for those of you that are in that spot, having failed a comprehensive exam and experiencing a moment of doubt and pain. This is not a panacea, just some shared experiences from a few people who have been there and who very much want you to figure out how to get up off the mat. Below please find some advice regarding how to process the experience and move forward in an effective manner. This advice is written in a collective first person to remind the reader that this advice is not speculative but rather is the product of a shared experience. Not surprisingly the advice doesn't always align perfectly; different people cope in different ways, but there is consilience across many of the themes and hopefully some useful practical advice. Students preparing for a first comprehensive exam may find some value here as well.

Recommendations

Directly Address Emotions

I could not move forward with preparing to retake the exam until I had allowed myself the time to feel those first emotions surrounding my failure. I was embarrassed by failing and worried I would lose respect from my mentor and faculty. I was resentful that I was now behind on completing my Ph.D. I was worried about what would happen if I did not pass on the second try. This barrage of emotions continued over time, taking on different forms of anger, sadness, and fear. Those feelings lingered even after I finally passed the exam, but they became mere background noise and ultimately lost influence over my actions.

Everyone handles failure and the emotions that follow differently. However, if I could go back in time, there are the two bits of advice pertaining to emotional wellbeing that I would give myself. First, I would suggest that anyone who failed the comprehensive exam take the needed time to decompress, complain, and be angry, but be ready to get back at it as soon as possible. Admittedly, it was tough to start studying for the exam again. However, it was not hard to get back to working on articles or class papers. Overall, try to show that, while failing the exam was stressful and you haven't slept in weeks, you are ready and focused on crushing it the second time around. Second, use failure as motivation. I realize this is cliché, but you can make stress your friend. If you don't believe me, try listening to Kelly McGonigal's TED talk on stress. The point is, "If you learn to use adversity right, it will buy you a ticket to a place you couldn't have gone any other way." Yes, failing the comprehensive exam is a horrible experience, but it motivated me to be a better scholar and student. It also made passing the exam that much sweeter.

As you are processing your emotions, seek and allow yourself to receive support from all those who might offer it. I recognized I could not go through the process alone; I needed support from my family and friends, peers, mentors, and the faculty to make it through the process. I needed people to vent to about the situation, people to remind me that this was just another hurdle, people to distract me when those emotions became too overpowering, and people to hang out with. My family and friends were a great source of emotional support, but so were my peers.

Engage Faculty

Regarding the faculty at my program, they were most helpful in providing me with instrumental support – the resources and guidance I needed to take a more comprehensive approach in preparing to retake the exam. Much of the support I received would not have occurred if I had not reached out to others first and this was especially true of the help I received from faculty. As a student, it often feels like my questions will only be bothersome to busy faculty, especially for those I am not working or taking classes with. However, that could not be further from the truth. Yes, faculty are busy, but they are there to provide support to the students. It is essential to ask for help when you need it.

My comprehensive exam reading list had entire sections dedicated to biosocial criminology, peer effects, and neighborhood correlates of crime. Despite having faculty who specialized in these areas in our department, I tried to tackle these topics on my own when I first attempted the exam. This was a mistake. Before my second attempt, I made an effort to reach out to different faculty

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members and ask questions about the readings. Faculty were more than happy to help (it was like getting mini 45-minute lectures on topics in criminology and criminal justice).

Outside of subject matter expertise, another way the faculty helped was providing advice on ways to tackle the exam on exam day. For example, one bit of advice I will never forget was to use subheadings to structure your answers. This may seem trivial now, but this subtle piece of advice was extremely helpful. A second example was a faculty member telling me to highlight my answer (e.g., italicize, bold, etc.) to each question in order to show the committee members that I actually answered the question. In sum, ask for help from the faculty. If you show that you are willing to put in the effort to understand these complex topics, they will be happy to help you understand them.

Take the Time to Think Strategically and Develop a Plan for Success

What worked for me for the criminology comprehensive exam did not seem to work for me when I took the systems exam. As I prepared for my criminology exam, I saw that the development of the research in the field appeared linear. I could see theory being proposed, and then people testing different aspects of that theory, which made understanding and retaining the literature relatively easy. With criminal justice, theory was not as important, and research did not necessarily develop linearly. Despite seeing stark differences in the exam material, I still read and studied for the systems exam in the same manner I had for theory. After failing, I realized that I needed to reconsider what worked and did not work for me. I realized what I needed to do was rely less on the reading list and instead seek out additional materials to fill in the gaps in research as best as possible. I also recognized I needed to take more time to study my reading notes and summarize themes across the system and within specific areas of the system. I took this opportunity to read beyond the list and to expand my knowledge in the area so that I could become the expert I wanted to be. Just as with any other obstacle in academia (e.g., working with new mentors, teaching online versus in-person, the difficulties inherent in conducting and publishing research, and maintaining the elusive work-life balance), I needed to adapt – to change my strategy – in order to succeed.

Find Reliable Study Partners

Looking back, perhaps the biggest mistake I made before taking (and failing) the comprehensive exam on my first try was trying to do it alone. I consumed and reflected on the material alone rather than reading each article and bouncing ideas off other individuals. Prior to my second time taking the exam, I learned to rely on and seek feedback from members of my cohort as well as students who had already taken the exam. This was helpful for two reasons. First, it helped increase my accountability for reading and contributing to group study sessions. Second, it helped me pick up subtle information about articles that I may not have picked up reading on my own. In preparing you should leverage every resource, including people outside of the university to help you conquer the comprehensive exam. When studying, I made index cards for each reading with the author and year of the article on one side and a brief description of the main points and methods on the other side. Every night at dinner, my wife and I would go through roughly twenty cards. The point being, if you really want to pass the exam, it is all hands-on deck.

Align Course Work with Comprehensive Exams

During my second year in the program, I took an outstanding class on social psychology within the Department of Psychology. The problem, however, was that very little of that class had to do with the comprehensive exam I was taking a few months later. In the subsequent semester, I took a policing class a few months before I took the criminal justice comprehensive exam. Not only did we read several articles on the reading list, but I was exposed to further studies on police that could supplement the articles on the reading list. This was extremely helpful. Early in my program, I avoided two classes (courts and institutional corrections) because they did not align with my personal research interests at the time. This was short-sighted on my part and a major mistake. The problem was that I had not developed a baseline knowledge on these topics when I started my exam readings. Surely this would not have been much of an issue had I taken those courses. The point here is that use your classes strategically to help you prepare for the comprehensive exam.

Practice Writing Answers

Writing is a major component of the comprehensive exam regardless of the style of the exam (e.g., take home, sit down, etc.). As such, it is imperative that your writing is up-to-par on the day of the exam. Preferably, you should practice writing potential exam questions, which may be available through your department or on other university websites. While reading and taking notes on each reading is a major task, tying the readings together and making a comprehensive, evidence-based argument is an even greater

DOCTORAL STUDENT FORUM

task come test day. In sum, test day should not be the first time you actually write out how the readings relate to one another. Often faculty with substantive expertise in topic areas are willing to review answers and provide feedback. There is no better gauge of preparedness than to actually attempt writing an answer and then get feedback from someone that might be on the grading committee.

Conclusion

Comprehensive exams are hard, but they are not difficult for difficulty's sake. They are hard because you are pursuing a credential that is universally recognized as a mark of expertise. A strong majority of students that pass comprehensive exams and advance to candidacy also complete their dissertations and earn their doctorate degree, thus becoming experts in their area of study. Comprehensive exams are an important milestone where faculty can ensure that students who walk across that stage and get their PhDs are indeed experts and worthy of the designation of Doctor of Philosophy. With the rigor of comprehensive exams comes the threat of failure. However, it is important to recognize that not passing a comprehensive exam often doesn't have much or anything to do with the scholarly acumen of the student. A surprising amount of failures come from well-intended but ineffective preparation or basic mistakes made on test day. So, if you do fail, don't quit. Do what you need to do to deal with the emotional load; marshal your resources, including family, friends, and faculty; develop a plan for success; and execute that plan. Trust us, it's worth it.

1 First two authors listed alphabetically. Both contributed equally.

RECENT PHD GRADUATES

Averi R Fegadel, *"Toxic Colonialism and Green Victimization of Native Americans: An Examination of the Genocidal Impacts of Uranium Mining"* Chaired by Dr. Michael Lynch, March 2020, University of South Florida

Christopher J. Marier, *"Cross-National Incarceration Rates as Behavior of Law"*, Chaired by Dr. John Cochran, March 2020, University of South Florida

Rachel Severson, *"Mental Health and In-Prison Experiences: Examining Socioeconomic and Sex Differences in the Effect of Mental Illness on Institutional Misconduct and Disciplinary Segregation"*, Chaired by Dr. Ráchael Powers, March 2020, University of South Florida

OBITUARIES

DAVID H. BAYLEY



David Hume Bayley died on May 10th 2020 at Kendal, a retirement village located just outside of Granville, Ohio, the home of Denison University, where he earned his B.A. in philosophy in 1955. He went on Oxford, Princeton, Denver and SUNY-Albany to become the world's pre-eminent scholar of comparative policing, for which he was elected a Fellow of the ASC in 1999 and received the ASC Division of Policing Lifetime Achievement Award in 2019. Starting with his 1969 masterpiece *The Police and Political Development in India*, David went on to write *Forces of Order: Police Behavior in Japan & the United States* (1976), for which the Japanese government awarded him in 2016 the great honour of the Order of the Rising Sun, Gold Rays with Neck Ribbon. His other sixteen books included *Minorities and the Police* (with H. Mendelsohn, 1969) *Police & Society* (ed., 1977), *Patterns of Policing* (1985), *The New Blue Line* (with J. Skolnick, 1986) and *Police for the Future* (1994). David spent most of his career studying police and policing across the globe: India, Japan, Singapore, Australia, South Africa, Northern Ireland, Bosnia, Latin America and New Zealand, contributing to significant reforms of police agencies. David moved to the State University of New York (SUNY) at Albany in 1985, where

he was the Dean of the School of Criminal Justice (from 1995 to 1999) and retired as a Distinguished Professor (Emeritus) in 2010. During his time at SUNY, David and his wife Chris lived in a wonderful 250 year-old farmhouse in Feura Bush, close to their daughters Jennifer and Tracy and granddaughter Sarah. They hosted many scholars, police and students, always keen to talk about life, sports and his passion about police and policing. After retirement, he lectured repeatedly for the Cambridge University executive course at the National Police Academy of India in Hyderabad, as well as in Cambridge. After the death of his wife Chris in 2014, he moved back to Granville, where he served as a Trustee of Denison University. David had just turned age 87 years old in March, enjoying a wonderful lockdown dinner at Kendal for his birthday with his companion, Susan Richardson. Susan had gifted him a Tee-Shirt stating "*Abibliophobic (n) The fear of running out of books to read!*" It was a classic gift for a true intellect: a man who was always hungry to read, learn and to solve life puzzles.

Lorraine Mazerolle and Lawrence Sherman

JAMES B. JACOBS



James B. Jacobs, who was Warren E. Burger Professor of Constitutional Law and the Courts at New York University – and a proud Fellow of the ASC – died on 19th March 2020 from complications of ALS. Jim was one of America's most prolific, wide-ranging, and important criminal law scholars. A researcher of astonishing energy and ambition, he achieved world-wide renown as a leading authority in a dozen different specialties, from imprisonment and criminal records to corruption and organized crime, by way of gun control, drunk driving, and hate crime. Jim graduated from Johns Hopkins with a BA in Sociology and from the University of Chicago with a JD and a Sociology Ph.D.. Mentored by Norval Morris, Morris Janowitz and Edward Shils, his doctoral dissertation was a *tour de force* that combined prison ethnography and organizational sociology with 'law and society'. Published in 1977 as *Stateville: The Penitentiary in Mass Society*, that first book became a classic that has been in print ever since. Jim began his career at Cornell where he was jointly appointed in Law and Sociology before moving to NYU School of Law in 1982. He held visiting appointments at Columbia Law School, University of Capetown, and University of Leuven, as well

as a J.S. Guggenheim Fellowship. At NYU, Jim taught criminal law, criminal procedure, and federal criminal law, and a variety of other topics including the regulation of vice, guns, and cybercrime. He was a devoted institutional citizen who did more than anyone to make NYU a leading center of criminal law and criminal justice scholarship. In 1983, Jim established, and became the Director of, the Center for Research in Crime and Justice at NYU Law School. In the decades that followed, Jim created and ran the Center's monthly Colloquium series and weekly Criminal Law Seminars, both of which brought together policymakers, judges, prosecutors, and practitioners with academics to create a unique criminal law community, centered in NYC but stretching across the globe. Jim was a world-renowned academic: author of hundreds of articles and 17 books – the last of which, a study of New York gun control, appeared late last year. But among those who knew him – and there are hundreds and hundreds of us – Jim will mostly be remembered for his warmth, his humor, and his humanity. Above all, he will be remembered for his ability to bring people together in ways that enhanced their lives.

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

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The Global COVID 19 Pandemic and the Problems for Prisons

by Vesna Markovic

There are many issues facing governments around the world when it comes to prison populations. Many countries experience overcrowding, which during this global pandemic are exacerbating the problems they face. Based on data available, COVID cases in jails and prisons are spreading rapidly putting not only detainees at risk, but prison staff and their families as well. In 2018, the World Prison Brief by the Institute for Criminal Policy Research (ICPR) estimated that there were nearly 11 million people worldwide who have been convicted, remanded, or being held as pre-trial detainees in penal institutions around the world. Human Rights Watch has estimated that although there were over half a million people slated to be released, many of the release orders had yet to be carried out. The inability to practice effective social distancing in prisons makes the rapid spread of the virus more likely. It is not likely that serious criminals will be released based on the corona virus; however, there are many pre-trial detainees, who may or may not be guilty, but were unable to post bail and are now trapped inside during the pandemic. Also, individuals with minor or non-criminal issues are too often remanded to jails. The first COVID related death in the U.S. was at Riker's Island. A 53-year-old inmate, who was incarcerated for a technical, non-criminal parole violation is believed to have caught the virus while behind bars.

The Lancet, an independent international weekly medical journal recently published an article in May 2020 regarding the issues of the pandemic and the spread in prisons and jails. As other institutions, such as nursing homes, have experienced jails and prisons suffer from a lack of personal protective equipment (PPE), they do not have the capability to do mass testing, and inmates are not a priority population. The Lancet also cites a Yale School of Medicine expert who discusses the issues with prisons. Bathrooms and toilets are shared, as well as dining halls. In some countries the conditions are much worse with prisoner overcrowding. The conditions in these prisons are often unsanitary and some may not even have running water. Therefore, once the virus gets into the prison, they are not able to deal with the outbreak. These conditions have increasingly led to prison riots in some countries.

A World Prison Brief report indicates that 125 countries have more inmates than the correctional facilities are designed to hold, and there are even 20 countries that have more than double the occupancy. Haiti's prisons are at 450% occupancy, while the Democratic Republic of Congo is at 432% (Burki, 2020), as are other prisons which suffer from severe overcrowding. Even the United Kingdom is at 107% occupancy (Burki, 2020). This helps exacerbate the conditions that lead to the quick spread of the pandemic. Even in countries that are not experiencing such rough conditions, or massive overcrowding, the spread of COVID 19 among inmate populations has been rampant. According to Human Rights Watch, in Canada a women's prison near Montreal experienced an outbreak that led to 60% of inmates contracting the virus.



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CRIMINOLOGY AROUND THE WORLD

So what can be done?

Human Rights Watch has made numerous recommendations for governments to reduce the risk of danger posed to inmates, custodial staff and their families. First, they should avoid any new custodial arrests unless the individuals pose a serious danger. Reduction in correctional populations, in both prisons and jails, should occur immediately. Releases should be prioritized to those who are being held for relatively minor offences, those who are nearing the end of their sentences, anyone who is jailed for non-criminal technical probation or parole violations, medically vulnerable populations, detainees who are held during pretrial detention (unless they pose a serious risk). Those who are released may also experience a threat from contracting the virus on the outside as well if they do not have a place to live, or any other type of support if/when they are released from prisons or jails.

For more information on the issues facing the global prison populations, see the following reports:

Burki, T. (May 2020) *The Lancet*: <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2930984-3>

Human Rights Watch: <https://www.hrw.org/news/2020/05/27/covid-19-prisoner-releases-too-few-too-slow>

A State-by-State Look at Coronavirus in Prisons (2020) The Marshall Project: <https://www.themarshallproject.org/2020/05/01/a-state-by-state-look-at-coronavirus-in-prisons>

World Prison Brief (2018) https://www.prisonstudies.org/sites/default/files/resources/downloads/wppl_12.pdf

Conferences, Webinars & Workshops

SPATIAL ECONOMETRICS: EMPIRICAL ANALYSIS OF GEOSPATIAL ASSOCIATION AND CROSS-UNIT INTERDEPENDENCE
(NOW ONLINE)

July 20 - 24, 2020 (LIVE & RECORDED)
<http://www.icpsr.umich.edu/icpsrweb/sumprog>

ASSOCIATION FOR APPLIED AND CLINICAL SOCIOLOGY (AACS) 2020 VIRTUAL CONFERENCE
Making Sociology Actionable: Translation, Implementation, and Intervention Design for Social Change
October 5 - 9, 2020

2020 CHILD MALTREATMENT SOLUTIONS NETWORK CONFERENCE
Innovative Methods in Child Maltreatment Research
The Nittany Lion Inn, State College, PA
October 19 - 20, 2020
<https://www.solutionsnetwork.psu.edu/conferences/2020-conference>

ANNUAL MEETING OF THE CRIMINOLOGY CONSORTIUM
CrimCon Virtual Criminology Conference
November 18 - 20, 2020
<https://crimcon.org/call-for-papers>

LEPH2021 VIRTUAL CONFERENCE -- The Sixth International Conference on Law Enforcement & Public Health
Defying Boundaries
Philadelphia, PA
March 22 - 24, 2021
<https://leph2021philadelphia.com/>

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| <i>FUTURE ASC ANNUAL MEETING DATES</i> | | | |
| 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 ASC ANNUAL MEETING
HAS BEEN CANCELLED**