



The Criminologist

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Message from ASC President Sally S. Simpson

Normally in this space at this time, the ASC President would underscore upcoming highlights for the annual November Conference while offering thanks and gratitude for the hard work of the 2020 program co-chairs, committee members, and ASC staff. These are not normal times. I still wish to acknowledge the spectacular work of Carole Gibbs and Lee Ann Slocum (the 2020 program co-chairs), the program area and sub-area chairs, and each and every standing and award committee member—all of whom continued their work under extremely difficult shelter in place circumstances. I am also grateful for the able guidance and support I have received from Chris Eskridge and the Columbus office staff- Susan Case, Nicole Coldiron, and Kelly Vance. Thank you. However, as you all know, in April we made the extremely difficult but prescient decision to cancel the 2020 Washington DC conference, due to the ongoing pandemic.

The annual meetings are a place for us to meet as a community and intellectually recharge, to share our ideas and research, fete our award winners, take care of business, and catch up with friends. This has been lost. As President, I also lost the opportunity to highlight things that matter to me—to put a stamp, if you will, on scholarly priorities and stimulate conversations about how to move our field forward. To this end, and working with leading crime and justice scholars, I had planned Presidential Plenaries focused on Abolition, COVID-19 Crime and Justice Impacts, The Opioid Crisis for Police, Collateral Consequences of Science and Technology, and What the 2020 Election Means for Criminology. I wanted to revisit important criminological ideas 20-30 years later to show how, by thinking outside the box, scholars have extended, boosted, and challenged original work/ideas (e.g., Code of the Streets, Intersectionality, Experimental Criminology, and Criminology for the Public Good). Two special Presidential sessions were meant to showcase the critical topic of scientific integrity in the social sciences and a documentary on former inmate and jazz pianist Reggie Austin (Life Crime, A story of Redemption, by NC Heikin). The documentary raises a host of important questions about aging in prison, redemption, proportionality in sentencing, the politicization of parole, and reentry challenges. We planned to follow the documentary with a panel discussion of these issues and hoped to have Mr. Austin and Ms. Heikin attend. I also was looking forward to celebrating the achievements of members who won Awards and our new 2020 Ruth D. Peterson and ASC Fellows. But, simply, this was not to be.

Although I am disappointed that these sessions will not occur in Washington DC, incoming 2021 President Daniel Nagin has generously opened up his 2021 ASC meeting in Chicago for some of the postponed activities. Specifically, we will have an Awards Ceremony for the 2020 winners, and the 2020 Sutherland and Presidential Addresses will take place. Dan also has agreed to find space for a subset of the 2020 Presidential Plenaries and Thematic Sessions. Because Dan originated the idea of showing the documentary film and developing the panel discussion afterward, I hope that this special Presidential session will be on the program in 2021.

One important matter to bring to your attention is the new online early career employment exchange. The employment presentation is in lieu of the ASC employment exchange that typically is conducted at the annual ASC meeting. It is a virtual place that will bring employers and job seekers together. Interested individuals may post a 5-minute presentation (an Early

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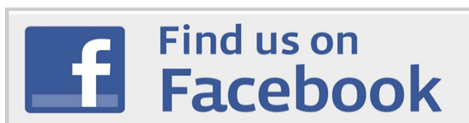
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Career Employment Presentation) that will be linked to both the [2020 Annual Meeting](#) and [ASC Career Center](#) pages for potential employers to view. The site is now open for posting.

American society is facing unprecedented challenges. The pandemic has altered life in ways we could not have anticipated but the consequences of COVID 19, coupled with the stark public failures of criminal justice, also have laid bare pressing inequities that ASC members are uniquely positioned to address. Although we will not have an annual meeting in 2020, our contributions to policy and practice discussions and debates are immeasurable.

Stay safe and see you in Chicago in 2021.

Antiracist & Decolonized Teaching: A Call to Action

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The criminal justice system has a disturbing and problematic history of white supremacy and oppression. This history has led to police brutality, disproportionate policing of minorities, and sentencing disparities. The murder of George Floyd that has galvanized the recent national and international Black Lives Matter movement is one of the many tragedies representative of this history. The rate of killings by police officers in the United States (US) has remained constant, at around 1,100 people annually (Mapping Police Violence, 2020). In comparison to other countries in the Global North, the US has the highest rate of police killings (Prison Policy Initiative, 2020). Black Americans are killed at three times the rate of White Americans, despite being more likely to be unarmed. These types of disparities are ubiquitous in the criminal justice system and grow cumulatively as individuals are processed (Ghadnoosh, 2015). To criminologists, these facts are not new. Many criminology and criminal justice associations and departments have issued statements decrying the murder of George Floyd and many others at the hands of police or white vigilantes. However, we need to make sure, as a discipline, we do more than issue statements. We need to move beyond merely discussing the race-crime dyad and the discriminatory nature of the criminal justice system (Phillips, Earle, Parmar & Smith, 2019). We must acknowledge that criminal justice institutions are some of the most racially disparate institutions (Earle, 2017). "There must be a critical deconstruction of the process of knowledge production about minorities, which in its current state means squaring up to the discipline of criminology itself" (Phillips & Bowling, 2003, p.271). Criminologists need to face that modern racism is sophisticated, it includes non-racial presumptions and weaponized colorblindness that serve to obscure racism and privilege whiteness (Earle, 2017). Criminology is complicit in oppression when it fails to interrogate whiteness in "discussions of social structure, racial and ethnic identity, explanations of criminal behavior, and the administration of justice" (Smith, 2014, p.108). Criminology has contradictions, gaps, and suppressions that need to be addressed urgently to ensure as a discipline we do not reproduce racial inequality in all its forms (Phillips et.al., 2019; Michalowski, 2016). As educators, we bear a special responsibility in addressing these lacunae.

To become meaningfully antiracist, we need rethink our teaching agendas – not just the delivery, but also the content. Our discipline needs intellectual reflexivity and antiracism recall. Intellectual reflexivity requires that we not only recognize and reflect on the social problems of late modernity, but that we also become self-critical and engage in reconstruction of what the core objective of our discipline should be (Emirbayer & Desmond, 2011). Recall requires a return to the key principles of antiracism: a re-examination of the processes and methods for implementing antiracist education, identifying what has not been effective and what needs improvement, and a deliberate centering of race into the study of crime and social harm (Hage, 2016; Earle, 2017). Below are initial suggestions of reflexive and recall strategies that can begin to dismantle the inherent biases that seep into our courses, curricula, and criminal justice systems.

Acknowledging Our Own Biases

The work necessary to make criminology antiracist begins with acknowledging personal biases and their impact on teaching. Acknowledging our racism requires self-awareness and self-critique (Kendi, 2019; Phillips et.al., 2019). One way to start doing this is to take an implicit association test (Greenwald et.al., 1998). The aim is to conduct self-analysis to identify assumptions that guide our thoughts and understand how these assumptions shape our social interactions, research, and teaching (Emirbayer & Desmond, 2011). We can provide students with these tools all while modeling active antiracist habits. It is important to note that bias control is only a partial reform strategy that requires analogous work on dismantling institutional and structural white supremacy (Petersen, 2019).

Revising Courses and Curricula

Our courses and curricula need revision. Criminology cannot be part of the social apparatus that re/produces social and racial inequalities. This begins with broadening how we define crime and the purpose of our criminological imagination (Michalowski 2016; Young, 2011). Conceptually, crime needs to be examined beyond its state-defined fetters to include willful social harms, such as racism, sexism, economic inequality, police brutality, imperialism, and xenophobia. Engaging in a search for the causes and solutions to “crime problems” as defined by the state and stimulated by public concern are limiting; they set us up as accomplices of historical forms of oppression. Therefore, state-prohibited crimes and state authorized mechanisms of control should be transformed from unquestioned frames for determining the foci of criminological inquiry into problematized consequences of wider patterns of social relations and social structures. (Michalowski, 2016, p.194).

Our courses must cover relevant literature accurately and extensively. This must include a critical review of the material that we were taught as students to assess how it perpetuates systems of injustice. For instance, why is DuBois not identified as one of the first American criminologists (Gabbidon, 1996)? We need to recognize and actively teach our students to recognize the racialized undertones of criminological theories and paradigms. We need to teach our students to question why so much criminological research relegates race to no more than a demographic characteristic, ignoring the historical context and the structural impact that race has on lived experiences (Phillips et.al., 2019; Unnever et.al., 2018). We need to engage students in discussions on the origins and impacts of policies. This critical approach needs to be mirrored across both core and elective courses – from Introduction to Criminal Justice, Criminology, Research Methods, White Collar Crime, Juvenile Delinquency and Juvenile Justice, to Corrections, Law, and Policing. Modeling critical pedagogy to our student provides them with competencies in distinguishing between fact and opinion, looking outside the box for solutions to complex social problems, and feeling empowered to take on the battles of racial justice in their own circles of influence. This means that students need to understand that justice is most often achieved in networks outside of the criminal justice system, in education, health, housing, and the environment.

Criminology curricula are grounded in Eurocentric traditions that are implicitly colonizing; the discipline needs to be decolonized (Saleh-Hanna, 2017; Barak, 1991) through democratization of what we teach through the inclusion of non-White and global criminologies. Rediscovering non-western approaches, such as the use of African restorative justice traditions and philosophies of non-violence, is critical (Omale, 2006; Agozino, 2010). Reimagining the criminology curriculum should begin with the classes we insist our students take as core requirements, a selection which signals our priorities as an academic community. Courses such as Race, Class, and Gender; Community Organizing; Government and Politics; and History of Oppression are just some examples of the critical knowledge areas that should be mandated for all criminology and criminal justice students. We also need to broaden the subjects we offer at all institutions; Crimes of the Powerful, Environmental Justice, and Global Crime are some of the subjects that offer potential for democratizing Criminology. If we don't take on this challenge, we are complicit in the status quo that persists.

Amplifying Minoritized Voices

The amplification of minoritized voices requires that White faculty make space for the expertise of Black and Brown colleagues without expecting faculty of color to take on the extra labor of educating others on racism. Courses should use materials that represent the scholarship, research, and firsthand experiences of people of color that can help fill the gaps left by mainstream textbooks. Faculty must take it upon themselves to find the resources and integrate the work published by Black and Brown colleagues, including articles, books, documentaries, TedTalks, and podcasts into classes.

Institutions need to ensure that the ‘ivory’ tower is diversified (Alexander & Arday, 2015). Criminology must reflect the needs of a diverse and globalized community and meaningfully address issues of racial injustice, thus, hiring diverse faculty members is essential. This enhances the expertise of departments and broadens dialogues beyond Eurocentric and “orthodox” criminologies, while also centering voices of Black and Brown faculty.

Incorporating High-Impact Learning Activities

In addition to learning through lectures and discussion, assignments and activities need to enhance students' critical and analytical thinking skills, especially as they broach the systemic racism within the criminal justice system. High-impact learning activities encourage students to dig deeper and connect with material on a personal level. Students should grapple with significant, problematic issues of racism in the system, while exposing them to various perspectives to ensure their thinking is challenged and enhanced. Kuh (2008) notes that high-impact learning is effective in encouraging communication amongst classmates and faculty, while enabling students to apply their knowledge to assignments that are more meaningful than typical assessments.

Coursework should provide students an opportunity to critique, analyze, and improve the tools, policies, and programs that exist and exacerbate structural racism. Assignments that allow students to identify the historical biases that remain inherent in the practices and policies of our criminal justice system will further their direct knowledge on the origins of today's disparities. Once students gain the skills to recognize biases, they can strategize ways to implement reforms. For instance, when studying correctional practices, students need to understand the use of disproportionate sentencing and the disenfranchising of Black political voices. This can be accompanied by discussions of alternative correctional practices used around the world, such as restorative justice.

Developing Community Partnerships

Community based learning takes an activist approach, where students learn by working alongside community partners. These partners conduct bottom-up work to implement positive change. There are many organizations advocating for reform in the various areas of the criminal justice system and related institutions, such as education, housing, and mental health. Faculty should augment the work that is already being done by these organizations by incorporating their mission and values into the classroom. Examples of community partners well suited for criminology and criminal justice courses include (but are not limited to): community activists, advocacy groups, immigration advice centers, civil rights organizations, non-governmental organizations, shelters, coalitions, K-12 schools, after-school programs, and summer camps. Faculty should actively seek out partners that work to reduce systemic racism, while also purposefully addressing the needs of underserved communities.

Community partnerships provide opportunities for students to experience theoretical material in a real-world setting. Many community agencies seeking to make positive changes, such as serving historically underprivileged youth, assisting justice involved individuals, and reintegrating populations, are underfunded. Students can serve to fill the voids of these agencies to ensure that critical work is being done whilst simultaneously helping students develop skills to become future change-makers. Projects provide an array of tangible learning opportunities, like advocating, organizing, conducting evaluations, and researching.

Community based learning projects challenge students "to develop a range of intellectual and academic skills in order to understand and take action on the issues they encounter in everyday life" (Melville, Berg, & Blank, 2006, p. 3). Experiential learning provides students with exposure that they may have not encountered as a result of their varying degrees of privilege. This hands-on level of civic engagement and direct activism will create a lasting impression on students, often more than mere lectures and discussions. Such experiences are often accompanied by critical reflection about their career goals and their role in the future of our communities. Ultimately, as we advance the field of criminology, we must make our courses and curriculum actively antiracist. Many criminologists have already begun this work; however, it is high time for us to reach a critical mass, we all need to take on the mandate. The strategies identified here are just the beginning of the work that needs to be done. As a collective, we need to dismantle the pervasiveness of structural racism and white supremacy so that we and our students are equipped to bring about the change that is needed. There may be times faculty become uncomfortable raising these issues in a classroom setting, but this needs to be overcome. Discomfort is temporary, the continuing and lasting effects of systemic racism are not. Changing criminology and criminal justice pedagogy and actively confronting disparities is necessary and starts with us, the faculty. It's time for us to shift our focus from 'criminal' to 'justice'.

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EDITOR'S CORNER

Journal of White Collar and Corporate Crime

Establishing a Global Journal During a Worldwide Pandemic

Anne Alvesalo-Kuusi & Gregg Barak

As we were finishing this Editor's Corner in late June, the European Union had placed the USA on its list of high-risk nations for the coronavirus. The EU was also banning travellers from the United States. Back in March the United States had banned travellers from Europe. As the saying goes, "what goes around comes around," and probably more so during a global pandemic.

Globally, if only for a period of time, COVID-19 has destabilized our individual and collective lives. The pandemic has been a symptom of globalization and a blow to globalization. The fast spread of the coronavirus was due to the global flows of people that also led to unprecedented travel bans, stay at home orders, and massive disruptions to supply chains worldwide. At the same time, political linkages were weakened as many countries turned inward and xenophobic. Nationalist narratives and protectionist agendas thrived on the back of the pandemic crisis. Culturally, the pandemic has had variable impacts throughout the world. In some places, a shift in values has occurred with priority given to social well being over economic growth, to higher levels of solidarity in spite of social distancing measures, and to a swing of power from the private to the public sector. In other places, the coronavirus has reinforced privileged structures of injustice and social oppression, reinforcing the neoliberal agendas of privatization and austerity. More often than not, both of these contradictory forces of capital reproduction are at play.

Co-founding a new journal is different than becoming co-editors in chief of an established journal with its editorial board, associate editors, and downloaded metrics. Since the number of persons studying white collar and corporate crime is relatively small compared to the number of persons conducting research in other spheres of criminology, and because there was no other academic journal devoted exclusively to white collar and corporate crime, we were working with a tabula rasa of sorts. In 2017 when we were conceptualizing this journal, we knew that the forces of globalization was initially propelled by powerful countries and governments, followed by mammoth multinational corporations, and most recently by finance capital and unsustainable debt. We also understood that twenty-first century globalization was markedly different from twentieth century globalization. Most significantly, as the contemporary axis of markets slowly turns from North-South to East-South, the geography of trade and finance has also been transforming.

On the one hand, this latest globalization is more equivocal, complex, hybrid, and potentially cosmopolitan than the previous globalization (Global Studies Network, 2020). On the other hand, Thomas Friedman reminds us that globalization today "isn't just about trade, it's the ability of individuals to act globally, and that's what has exploded... After Corona, every major country that can afford to will be looking to shorten its supply chains around critical medical devices and therapies" that were discovered to be "part of long supply chains that were vulnerable to this kind of pandemic" (Friedman, 2020). During the coronavirus and post-corona, some economists estimate that it may take as long as two decades before the global deflationary impact on the world economies have been fully weathered. After all, it took a decade for the United States to recover from the financial ground lost to the Wall Street implosion and Great Recession of 2008.

Presently, this pandemic crisis has underscored the underlying problem of debts that have been accumulating worldwide for five decades. At the same time, COVID-19 has been globally hastening and intensifying the internal contradictions of capital-debt accumulation. Though economically accurate, the political-ideological responses to the pandemic crises are organized locally, nationally, and transnationally. Reaching a global consensus about how to contain the coronavirus has proven itself to vary politically. For example, at the sixty-eighth session of the World Health Assembly held in Geneva at the end of May, only the UK and the USA were holdout nations to declare that vaccines and medicines for COVID-19 should be made available as public goods for all people worldwide, rather than subject to intellectual property, patent rights, and market profits.

The "new globalization" can be mapped across virtually all institutions, revealing trends not only in trade, finance, international relations, hegemony, ideology, structural inequality, cultural movements, political struggles, social developments, and ecological crises, but also for our purposes in the production and regulation of white collar and corporate crime. One interesting illustration has been the case of how during the coronavirus lockdown Italy's black market, Europe's largest, was brought out from the shadows and onto the tax accounts. According to the Italian task force of experts to reopen its economy, the "COVID-19 outbreak had forced many small companies to adopt digital systems for payments and supply management for the first time." As a consequence, this "growth in online purchasing and digital payments had in turn made informal activity harder and hastened the formalization of a black market that is estimated to be worth as much as a fifth of gross domestic production of the Eurozone's third-largest economy

EDITOR'S CORNER

by output" (Johnson, 2020). Even if just 20 percent of a black market worth more than 100 billion Euros annually becomes above board, that is a lot of recovered tax revenue.

Regarding the latter, the political economy of criminality and its selective social control first occurred systematically between the late 15th and early 18th centuries as part of the earliest epoch of globalization. During this transitional period the accumulation of primitive capital and the crimes of the powerful were busy, on the one hand, privatizing the domestic commons and outlawing the feudalistic practices of basic survival, and on the other hand, pillaging, exterminating, colonizing, and enslaving indigenous peoples worldwide. In light of the latest forms of globalization and the accumulation of finance capital and indebtedness, we thought that the first journal of white collar and corporate crime should be internationally inclusive, transnationally focused, and multidisciplinary in methodology. Thus, we put together an original editorial board of 40 scholars representing three generations of researchers from five continents and 13 countries. Together, the members of the board represent a broad-gauged group of academics working in the overlapping fields of law, sociology, criminology, public policy, human rights, government, business, regulation, economics, and history.

These converging areas of investigation are reflective of a wider array of injuries and harms that fall within and without the traditional constellations of white collar and corporate crime study, such as those harms caused by the organized actions or inactions alike of nation-states, local governments, and non-governmental organizations. Within a worldwide diversification of political economies and social policies, these domains of expertise reflect an appreciation for not only those researchers who investigate the mechanisms of and the reactions to state-financial crime or corporate fraud, for example, but also for those researchers who examine the constituent relations of equity, harm, and social justice. Similarly, as an emerging journal, we share the epistemological belief that understanding the relations of capitalism, law, and the state, on the one hand, and understanding the political economies of *laissez-faire* and state-regulated markets, on the other hand, are essential for developing all-inclusive explanations of white collar and corporate crime.

The article titles and authors identified below are shared in order to give readers and potential contributors a sensibility of what the praxis of our journal looks like. Altogether, these constitute volume one, which included our inaugural issue of invited scholars to provide an overview of the state of the field, as well as our first special issue edited by Ray Michalowski on Trump's regulatory reset. These were published respectively in January and June of 2020:

(Vol 1, No 1)

Moving Beyond Abstract Typologies? Overview of State and State-Corporate Crime by Dawn L. Rothe; The Shifting Imaginaries of Corporate Crime by Steve Tombs and David Whyte; A Black Box Warning: The Marginalization of White-Collar Crime Victimization by Mary Dodge; Criminal Business Relationships Between Commodity Regions and Industrialized Countries: The Hard Road from Raw Materials to New Technology by Maria Laura Bohm; Green Criminology and Environmental Crime: Criminology that Matters in an Age of Global Ecological Collapse by Michael J. Lynch; Regulatory Mix, Collective Efficacy, and the Crimes of the Powerful by John Braithwaite.

(Vol 1, No 2)

Beyond Trump: Neoliberal Capitalism and the Abolition of Corporate Crime by Lauren Snider; Regulatory Rollback and White-Collar Crime in the Era of Trump: The Challenges of Perspective by David O. Friedrichs and Dawn L. Rothe; Regulatory Rollbacks and Deepening Social Inequalities by Nancy A. Wonders and Mona J. E. Danner; Poisoning for Profit: Regulatory Rollbacks, Public Health, and State-Facilitated Corporate Crime by Raymond Michalowski and Meredith Brown; Rolling Back Climate Regulation: Trump's Assault on the Planet by Ronald C. Kramer; In the Land of Corporate Impunity: Corporate Killing Law in the United States by Steven Bittle; The U.S. Student Loan Debt Crisis: State Crime or State-Produced Harm? by Susan M. Carlson.

During our planning for two upcoming special issues, one on the contemporary challenges to the regulation of corporate crimes and harms, and the other on white collar and corporate crime in Latin America, and while we were also working on our first eclectically topical issue for January 2021, hundreds of millions, if not billions, of people worldwide were adapting or not, for better or worse, to COVID-19. As The New York Times writer Nicholas Kristof wrote in his May 24, 2020 column: "It's not fair to viruses to blame our unemployment crisis simply on the pandemic. It's also our national choice" (Kristof, 2020, p. SR9). Globally, however, not all nations have the sufficient resources or capacities to choose the pathways of less harm. Moreover, depending on geopolitical localities and centralized state responses, the public health guidelines adopted by the prevailing political economies are not without differential risks or harms to persons working from home, to those essential workers, to the homeless, to the imprisoned,

EDITOR'S CORNER

and to the unemployed workers. Stated differently, both the public and private responses to the COVID-19 pandemic are not only objects of relative health crises, but also of relative social welfare crises, privilege, inequality, border controls, and institutional violence, as each of these are inseparable from the contradictory crises of a globally sustainable capitalism.

In the case of the U.S. and the Trump Administration, its non-centralized or laissez-faire approach to the pandemic left 50 states and the District of Columbia, often in conflict both within and between themselves, to do their own things. In short, there was no nationally coordinated plan to control the spread of COVID-19. This uneven and fragmented approach failed to stop the spreading of the coronavirus. By the middle of June most polled Americans were of the belief that in relation to the pandemic that its anti-science president was living in a public state of denial. Not only was Trump late to the game of initiating any attempt to suppress and control the virus, but also when he finally acted he botched the federal response making matters worse than they had to be; resulting with the unnecessary deaths of at least 36,000 people by the end of May (Glanz and Robertson, 2020). Most Americans were also aware that seniors, marginalized ethnic groups, and nontechnical service workers were catching the virus and dying at much higher rates than other socio-demographic groupings.

However, most of these same Americans were not likely to appreciate the extent to which Trump and a bipartisan U.S. Congress mishandled their approach to the related economic crises, from reopening to testing. In the process, by assuming that the pandemic would have to cause vast numbers of workers to lose their jobs, these same politicians strategically brought forth more avoidable harm and pain. For example, a substantial number of the unemployed workers, perhaps as many as 12 million, will find themselves indefinitely without their former, if any, jobs as a function of a combination of a contracting economy and expanding technological replacement. Initially, the responses from the states and federal government provided approximately 40 million persons with 12 weeks of generous unemployment compensation for those who were mostly able to secure the money. In addition, each tax paying adult citizen received \$1200 while families of four or more received double that amount. This was the case whether or not one had lost a job and was actually in need of financial assistance.

In contrast, other developed countries such as Germany, France, Britain, and Denmark prevented mass layoffs by paying businesses and companies to keep workers on their payrolls during stay at home orders. As a consequence, the EU-27 unemployment rate was only 6.6 % with a population of 445 million; while in the United States the rate in May had exceeded 15 percent for a population of 330 million. Compared to other globally developed nations, more people in the U.S. lost their livelihoods and more businesses were projected to fail permanently. Notably, all of the citizens of these European countries are benefactors of universal health care and do not have to worry about either access to or the costs of health care.

As for the asymmetrical health care losers in the U.S., a Kaiser Family Foundation study found that by May 2nd, there were 27 million Americans at risk of losing their employer-sponsored health care (Haefner, 2020). Likewise, the pandemic health care crisis in the U.S. was made worse by its archaic health care system, proving itself after five months of being unable to carry out the necessary mass investigations and tracking for the virus. While this was not occurring as needed, some of the uninsured and insured Americans alike were being billed as much as \$3000 per person for related testing, x-rays, blood drawn, and so on (CNN News, June 27, 2020.). Even worse, during the height of the pandemic crisis, the Trump Administration was supporting a lawsuit to overturn the entire Affordable Care Act. If successful, another 30 million Americans would lose their health care coverage, which would bring the total number of Americans without health care to more than 60 million, or nearly one fifth of the U.S. population.

Meanwhile, the U.S. spent a larger share of its GDP on relief per capita than Western European countries did. In part, these over expenditures were due to the Congressional manipulation of billions of dollars going to both millionaires and multimillion-dollar corporations. This included the allocation of \$135 billion for the likes of wealthy real estate developers; think Donald Trump and his son-in-law, Jared Kushner. As the world turns, they were both part of a small number of asymmetrical winners that included the collective wealth of all U.S. billionaires expanding by 15 percent between the middle of March and the middle of May (Kristof, 2020).

The *Journal of White Collar & Corporate Crime* is published online and in print twice annually by Sage and is the official publication of the ASC's Division on White-Collar and Corporate Crime.

EDITOR'S CORNER

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Errata

Alexander L. Burton, Francis T. Cullen, Cheryl Lero Jonson, Justin T. Pickett, and Velmer S. Burton, Jr.

The Volume 45, July/August, 2020 issue of *The Criminologist* published our article, “Public Support for Regulating the Lethality of Firearms: Reducing the Opportunity for High-Casualty Mass Murder.” We wish to thank various scholars who read the essay and detected errors—one in the Results section and three in the Discussion section (on p. 8). We appreciate the opportunity to correct these mistakes.

First, we reported that “a slight majority of gun owners (50.5%) endorses the ‘never again’ position”—meaning they agreed that “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 from ever occurring again—like banning any high capacity firearm that can be used to rapidly kill tens of human beings.” Given that any response on a survey has a margin of error, this description of our data could have read: “about half of gun owners (50.5%) endorse the ‘never again’ position.”

Second, Christchurch, New Zealand was misspelled (the “h” was inadvertently omitted).

Third, we noted that national legislation in 1934 banning machine guns occurred “following an assassination attempt on President Roosevelt in which the Chicago Mayor Anton Cermak was killed [in] the St. Valentine’s Day Massacre of 1929.” The word “in” should have read “and.” Both events—the assassination attempt and the massacre—contributed to passage of the National Firearms Act (Dunn, 2019).

Note that the assassination attempt occurred on February 15, 1933 at the hands of Italian immigrant Giuseppe Zangara, “an unemployed bricklayer and a self-described anarchist itching to assassinate what he saw as a symbol of capitalism” (“He Took a Shot at a President-Elect,” 2017). After a returning from a fishing trip in the Bahamas and still president-elect, Roosevelt delivered a speech to a crowd of 25,000 from the back seat of a green Buick convertible in Miami’s Bayfront Park. After finishing, he motioned Mayor Cermak, who had built the Chicago Democratic machine, to his side; as they talked, shots rang out. FDR escaped injury, but four others and Mayor Cermak were wounded. The Mayor later died on March 6. Zangara, who had proudly confessed to the crime, was executed on March 20, serving only 10 days on death row. These events earned national attention (Editor, 2009; “He Took a Shot at a President-Elect, 2017; Kendall, 2007).

Fourth, we noted that since the 1996 mass shooting (35 victims) in Port Arthur, Tasmania—after which strict gun laws were implemented—“Australia has not had a mass shooting.” Although this was true for many years (see Chapman, Alpers, & Jones, 2016), a few mass killings have occurred, including two notable domestic murders of multiple family members in 2014 and 2018. More noteworthy, on June 4, 2019, a mass murder occurred in Darwin, Australia (Nunn, 2019). Using a stolen and prohibited pump-action, 12-gauge shotgun, a male parolee killed four male victims (one in each of four different locations), before being apprehended within about an hour. The very nature of this incident, however, reinforces the substantive point made in the essay. Unlike the United States, Australia has not experienced mass murders with a high number of victims killed with a firearm using a large-capacity magazine in public spaces—such as schools, places of worship, bars/nightclubs, movie theaters, or concerts.

One final note: In a separate correspondence to us, Gary Kleck also commented that the evidence on magazine capacity was weaker than we wrote. Our subsequent review of the evidence suggests that the effects of magazines in mass shootings warrants more systematic study (see Chapman & Alpers, 2018).

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AROUND THE ASC

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ROB WHITE



Rob White is Distinguished Professor of Criminology at the University of Tasmania, Australia. He has contributed articles to journals such as *Theoretical Criminology*, *British Journal of Criminology*, *Trends in Organized Crime*, *Crime Law and Social Change*, *Australian and New Zealand Journal of Criminology*, *Sociology*, *Nature Climate Change*, and *Current Climate Change Reports*. He has published over 40 books, 22 authored and 22 edited. Titles include *Crimes Against Nature*; *Transnational Environmental Crime*; *Environmental Harm: An Eco-Justice Perspective*; *Green Criminology*; and *Climate Change Criminology*. Key areas of work have included juvenile justice (including youth gangs), innovative justice (rehabilitation) and green criminology (eco-justice).

Various contributions have been vital to **green criminology**. Rob is a founding member of the International Working Group on Green Criminology and co-organised a series of conferences that has evolved into an annual European conference on green criminology. The internationalisation of green criminology has benefitted from his role as book series editor with *Palgrave Studies in Green Criminology*, with contributions from USA, UK, Norway, Spain, Germany, The Netherlands, Belgium, Australia, Slovenia and Italy and featuring recent books from Mexico, Colombia, Vietnam and China. In 2020, he was appointed inaugural Editor-in-Chief of the journal *Forensic Sciences International – Animals and Environments*. Rob has also made major contributions to the area of **juvenile justice**, including his book *Youth Gangs, Violence and Social Respect* and to **criminology** more generally with titles such as *Crime, Criminality and Criminal Justice*; *Crime and Criminology*; *Crime Prevention*; *Juvenile Justice*; *Working with Offenders*; *Innovative Justice*; and *Media and Crime*.



THE AMERICAN SOCIETY OF CRIMINOLOGY

The Division on Terrorism and Bias Crime

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

ANNOUNCEMENTS

We are seeking nominations for a Secretary/Treasurer, two Executive Counselors (both two year terms) and a non-voting student member for a one year term. Nominations are due to Sue-Ming Yang (smyang10@gmu.edu) by September 15th.

Are you a student interested in presenting their terrorism and/or bias crime-related work? Please consider submitting an abstract for presentation at the DTBC-sponsored virtual conference in November (date TBD). The title, abstract, and presenter information (full name and institution) can be submitted to Jennifer Carson at jcarson@ucmo.edu. We look forward to seeing your submissions!

You can become a member of the Division by completing the form located at <https://www.asc41.com/appform1.html> and sending to asc@asc41.com.

Do you need help with your syllabus? Check out our syllabus repository here: <http://ascterrorism.org/syllabi/>.

Follow us on Twitter: @ascterrorism

UPCOMING VIRTUAL EVENTS

The Division on Terrorism and Bias Crimes executive committee is committed to making sure that you can still network and grow even though we will not have our annual meeting this year. To that end, the DTBC is planning two virtual events, one in October and one in November 2020. In October, we will host a Student Research in Progress virtual event where faculty will provide feedback. Please be on the lookout for an email detailing this effort so that you can apply to present. In November, we will a host speech from our Distinguished Scholar Award Winner followed by a virtual happy hour.

.....
Laura Dugan (Chair), Jeff Gruenewald (Vice Chair), Carla Lewandowski (Secretary-Treasurer)
Joshua Freilich (Past Chair), Katie Ratcliff (Social Media/Web Manager), Noah Turner and L. Cait Kanewske
(Student Members)

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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/>

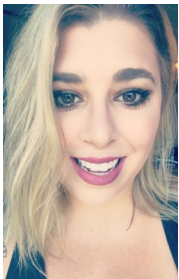


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PROUDLY ANNOUNCES OUR FIRST DOCTORAL GRADUATES

In Fall of 2015, the Department of Criminal Justice at the University of Central Florida admitted its first doctoral cohort. This year, the first three students graduated and successfully secured tenure-track assistant professor positions.



Dr. Frances Abderhalden

Dissertation: *Identifying the Correlates of Suicidality Among People Incarcerated in Jail* (Co-Chairs: Drs. Thomas Baker and Jacinta Gau).

Assistant Professor in the School of Criminal Justice and Criminalistics at California State University, Los Angeles



Dr. Sara Bryson

Dissertation: *A Longitudinal Examination of Risk Factors, Antisocial Outcomes, and Transition Patterns Across Bully Profiles* (Chair: Dr. Kristina Childs).

Assistant Professor in the Department of Criminal Justice at East Carolina University



Dr. Caitlin Brady

Dissertation: *A Person-Centered Approach of Dynamic Needs: Demographic Characteristics, Static Factors, and Justice-Related Outcomes among Juvenile Offenders in Florida* (Co-Chairs: Drs. Jennifer Peck and Kristina Childs).

Assistant Professor in the Department of Criminal Justice and Criminology at Georgia Southern University

POLICY CORNER

When I wrote the last foreword to the Policy Corner, George Floyd had just been killed. I cautioned against thinking that the violence that ensued was of the nature and scale of that in the late 1960s and against responding with the same level of force. Fortunately, this has proven to be the case, in spite of some efforts to exaggerate both the violence and the response. Nonetheless, two months on there is still an intense demand to reduce the use of excessive force by the police against citizens and especially African Americans. This initial focus has broadened somewhat to include police governance and police community relations more broadly. As those who follow Capitol Hill, like Caitlyn and Liliana, can attest, there has been an outpouring of suggestions about how we as a nation might address these issues. Some of these suggestions are modest while others are much more extreme and both have found their way into numerous pieces of draft legislation. The good news of sorts is that nothing will happen in Congress until after the election. This gives policy makers some time to sort the wheat from the chaff regarding strategies to reduce police use of excessive force and improve police governance. It will still be an effort for folks knowledgeable on these issues to get their voices heard when Congress resumes work.

I would like to suggest a strategy for doing this. Use the National Academy of Science (NAS). Decision-makers have often used the Academy when they needed advice on scientific and administrative issues. Traditionally NAS panels pondered an issue and give their advice in two to three years. We cannot wait that long in this instance because Congress cannot wait that long. Last year NAS introduced a new product called Rapid Expert Consultations (REC), prompted, I believe, by COVID 19 and the need for very timely information that policy makers could use in almost real time to address the emergencies they are facing as a result of the virus.ⁱ This format renders recommendations in months rather than years. Agencies like the National Institute of Justice (NIJ), Community Oriented Police Services (COPS) or Bureau of Justice Assistance (BJA) have an interest in helping Congress and the administration to do the right thing and any one of them could, therefore, provide the funding to get the project moving. NAS offers the impartiality lacking in the current deliberations. An alternative to NAS could be the Government Accountability Office (GAO) that members of Congress, themselves could commission.ⁱⁱ The agent is less important than the process--the accumulation of scientific evidence by an honest broker without a dog in the fight. Hopefully, either of these approaches would allow evidence-based solutions to the problems of excessive force and police governance to rise to Congress' attention once the election is over.

Washington Update 8/5/2020

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

Congress has had a full agenda for the past two months. There was a great deal of activity on policing reform efforts after the killing of George Floyd by Minneapolis Police Officers that culminated in competing bills in each chamber. House Democrats passed a comprehensive bill--the George Floyd Justice in Policing Act--that would make substantial changes to qualified immunity and ban no knock warrants and chokeholds, among other changes. The bill passed the House largely along party lines, with only 3 Republicans voting in favor of it. Senator Tim Scott introduced the Republican response to the House bill--the JUSTICE Act--shortly thereafter, which civil rights groups found to be wanting, and similar criticisms were made about the President's Executive Order on policing that was issued around the same time. Consideration of Senator Scott's bill was blocked by Democrats, based on it falling short of reforms that Democrats felt needed to be made. No reform legislation has been passed to date, but Congress recently passed a bill that would establish the Commission on the Social Status of Black Men and Boys. It would be housed within the United States Commission on Civil Rights' Office and would recommend policies to improve current government programs. Efforts, some bipartisan, are being made to limit the types of military equipment that can be transferred to local police departments, but they have yet to pass both chambers.

There continues to be attention on COVID-19 outbreaks inside of prisons and jails. Senate Republicans recently released the HEALS Act, their response to the HEROES Act, passed by the House in May, that would constitute the fourth COVID-19 relief package. It contains liability protections for businesses and health care professionals, as well as stimulus payments and supplemental appropriations for numerous agencies, including the Department of Justice. Under this bill, additional funds would be provided to the US Marshals Service, FBI, ATF and the Bureau of Prisons. No provisions that would expand release authority for the Bureau of Prisons were included in the base bill, however, advocacy efforts to that end, as well as around additional reentry funding, restoration of the Pell grant for incarcerated individuals, and improvements to the Victims of Crime Act are continuing. The Democrats and Republicans are now attempting to negotiate a compromise package with the goal of passing a bipartisan package before recessing in August.

Attorney General Barr recently testified before the House Judiciary Committee at an oversight hearing, during which members of

POLICY CORNER

Congress questioned him about the protests and federal law enforcement's role, Democrats' claims of political interference in investigations, police brutality and policing reform, the Department's response to the COVID-19 pandemic generally and within the Bureau of Prisons, the upcoming Presidential election and mail in ballots, and the Census, among other areas.

Also of note, the Small Business Administration and Treasury Department issued revised guidance on the eligibility threshold for individuals with felony records. The look-back period has been reduced from 5 years to 1 year to determine eligibility for applicants. It also eliminates pretrial diversion status as affecting eligibility. The 5 year look back would still apply for business owners with felonies involving fraud, bribery, embezzlement and similar offenses. There is legislation that would eliminate the criminal history questions altogether.

On the appropriations front, the House passed the Commerce, Justice, Science funding bill that includes funding for the Department of Justice, as part of a mini-bus. It included increases for both the Bureau of Justice Statistics (BJS) and the National Institute of Justice. The House Democrats included several provisions from the Justice in Policing Act as well, which the majority of Republicans do not support. The bill also included \$165 million to implement the First Step Act, which is a large bump up from FY20, in which it was funded at \$75 million. The report that accompanied the bill included language directing BJS to release data in a timely manner and report its recent record of data and reasons for any delays. Relatedly, CJRA, COSSA and other stakeholders will be meeting with Principal Assistant Attorney General Sullivan to discuss delays in BJS reports and data releases in August.

Media Update 8/5/2020

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

In June and July, CJRA promoted the *Justice Quarterly* study, "Comparing the Impact of Household Gun Ownership and Concealed Carry Legislation on the Frequency of Mass Shootings and Firearms," by Emma Fridel. The Alliance also started research campaigns for the forthcoming *Criminology & Public Policy* study, "Effects of School Resource Officers on School Crime and Responses to School Crime," by Denise Gottfredson and colleagues as well as the *Criminology* study, "Locking Up My Generation: Cohort Differences in Prison Spells Over the Life Course," by Shawn Bushway and colleagues. CJRA also created a one-page resource for reporters highlighting featured experts and relevant recent research on topics relating to race, police and protests.

Over the last two months, CJRA secured 90+ opportunities for CJRA experts to speak with reporters and secured more than 60 media placements through outreach to nearly 2,000 reporters. Interviews were secured with national media outlets and regional press, including the Wall Street Journal, FOX News, TIME, the Associated Press and others. The Alliance continued to reach out to reporters on a variety of topics including police reform, the death penalty, sentencing reform, hate crimes, gun violence, protests, race and inequality and other timely issues. CJRA is continuing to explore 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>

Jim Lynch, University of Maryland

ⁱ An illustrations of how RECs work can be found at [Societal Experts Action Network](#) and a series of them from the [Standing Committee on Emerging Infectious Diseases and 21st C Health Threats](#).

ⁱⁱ My thanks to Bill Sabol for this suggestion.



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David Maimon (Associate Professor): Cybercrime and cybersecurity, Experimental research designs



Shytierra Gaston (Assistant Professor): Race, crime and justice; Corrections; Reentry; Collateral consequences



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KEYS TO SUCCESS

USING A CLASSIC MOVIE TO ENGAGE COLLEGE STUDENTS

Michael Ostrowsky, PhD, Southern Utah University

The classic movie *Easy Rider* was released in 1969, yet it remains a great pedagogical tool for many courses, including Criminology, Deviant Behavior, Sociology of Drugs, and Sociology of Law. Not only does the movie have a great soundtrack (The Band, The Byrds, Jimi Hendrix, and Steppenwolf, among others) and great actors (Jack Nicholson, Dennis Hopper, and Peter Fonda), most importantly it touches upon many topics in the study of crime, deviance, drugs, and law.

To briefly summarize, *Easy Rider* is about two motorcyclists (Hopper and Fonda) who road trip from Los Angeles to Mardi Gras in New Orleans, funding their entire journey from the sale of cocaine. The film addresses many of the social issues of the late 1960s, including the hippie movement, drug use, violence, and freedom. During their trip across America, the bikers befriend a lawyer (Nicholson), who is ultimately beaten to death in his sleep by some "locals." And the tragedy doesn't stop there: in the very end, both Fonda and Hopper are shot to death on a wide-open country road.

Over the years I have shown this movie in many of my classes, and I have asked my students to respond to the following questions, either in a paper, take-home exam, or in-class debate.

- What theories of crime/deviant behavior/drug use that we have discussed in class apply to this movie? Explain your reasoning.
- In your opinion, can victim precipitation/routine activities/lifestyle theory be used to explain the ending (or any other parts) of this movie?
- In your opinion, does labeling/differential association/differential reinforcement/social bond/strain/general strain/conflict/ Marxist/techniques of neutralization theory apply to this movie? Why or why not? Explain your reasoning.
- Discuss the similarities and differences between this movie and the article "The Saints and the Roughnecks" by William Chambliss.
- In your opinion, who is the most "deviant" character in the movie? Why? How did you define "deviant"?
- In your opinion, which characters in the film are deviant? Explain your thinking.
- After watching this movie, do you consider marijuana use/prostitution to be deviant? Why or why not? Explain your thinking.
- After watching this movie, do you think marijuana use/prostitution should be legalized? Why or why not? Explain your thinking.
- Why is this movie appropriate for a Criminology/Deviant Behavior/Sociology of Drugs/Sociology of Law class?

It could be argued that the movie illustrates most, if not all of the criminological theories mentioned above. For example, differential association theory posits that people are criminal because they are exposed to attitudes that are favorable to criminal behavior. After watching *Easy Rider*, it seems logical to suggest that Fonda and Hopper were criminal (i.e., using and selling drugs) because they were exposed to each other's attitudes, which were favorable to rule violations. And just like differential association theory argues, Nicholson's marijuana use by the campfire was learned through interaction with others (Fonda and Hopper). Similarly, Nicholson's marijuana use could be explained by differential reinforcement theory, which contends that crime results from modeling, imitation, learning, and reinforcement. As a final example, labeling theory claims that people's self-concepts and subsequent behaviors are molded by how they are perceived by others. So perhaps Fonda and Hopper were perceived as long-haired, drug-addicted rebels, which in turn shaped their behavior and views of self.

From my experience, students really appear to enjoy this movie for several reasons. First, many of today's students don't know about this movie, and there is nothing like seeing a great movie for the very first time. Second, my students usually get a kick out

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of the characters portrayed by Nicholson, Fonda, and Hopper. Finally, the tragic ending always seems to have a great impact on my students.

I do have three important warnings for educators who might consider showing this film to their students. First, the movie is clearly dated. Some students are turned off by this, yet others enjoy an “old fashioned” movie. Either way, you need to think about how your students will respond to an out-of-date movie. Second, the movie contains language and sexual content. Educators should be very up front with students about this, giving students who are uncomfortable an alternative assignment. Finally, the film is around 90 minutes, so you might need to show it in multiple class meetings, which could potentially disrupt the flow of the film.

Even with these three considerations, I still feel that showing *Easy Rider* is a powerful way to visually expose students to many of the core issues in the fields of crime, deviance, drugs, and law. Indeed, I conclude this teaching tip by briefly drawing attention to some of the rich literature on the media and visual criminology (see Bailey, 2000; Brown, 2014; Brown & Carrabine, 2017; Ferrell, 1999; Hayward & Presdee, 2010; Kohm & Greenhill, 2011; Rafter, 2006; Rafter, 2007; Rafter & Brown, 2011; Rothe & Collins, 2013).

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DOCTORAL STUDENT FORUM

Graduate School Success During Lockdown

Danielle Oriatti
Larry Smith

Graduate school cohorts contain a diverse range of students, each with worthwhile advice for survival. Danielle Oriatti began pursuing her Master's degree immediately after earning her Bachelor's; Larry Smith returned to his alma mater after 32 years to do the same. Below is advice from each of them for achieving graduate school work/life balance, especially during trying times.

Danielle Oriatti, Criminology and Criminal Justice at The University of Alabama

Starting a graduate program the semester directly after receiving my undergraduate degree was definitely an adjustment. The coursework was different, the expectations were higher, and I now had a full-time assistantship to balance with my schoolwork. Like almost every aspect of society, the COVID-19 pandemic shook things up and added to the stress of graduate school, work, and home life. There are a number of things that have helped me stay on track not only during the "normal" graduate school year but also during the new current "normal" during the COVID-19 pandemic.

Stay organized and stick to a schedule. Staying organized and time management help tremendously to stay on track with deadlines. Personally, it helps me to write down all of my assignments and work tasks and their due dates in a planner. Writing down upcoming deadlines can help with knowing what the next few weeks hold and in turn help with setting a schedule to accomplish all of the tasks, as well as how to balance home life with them. Also, by writing everything down there are no surprises or forgetting about an assignment, which helps to lower stress. Specifically, during the COVID-19 pandemic, sticking to a schedule has helped me in many ways. For example, if I had class on a certain time every Monday, Wednesday, Friday, I do work during those times for those classes. I also set aside times on the other days to do additional schoolwork and work tasks that I have to complete. Doing a little bit every day helps me to not fall behind or become stressed when the deadlines approach.

Take breaks. Graduate school can be stressful, especially towards the end of the semester when everything is wrapping up and papers are due. The changes to how graduate school and work operates during the pandemic can add a great deal of additional stress. To not feel overwhelmed, take breaks between work sessions or on the weekends. Personally, I try to fit in a workout every day, whether it's first thing in the morning or in between classes. Exercise can be a great way to relieve stress and take a break from working! During the pandemic, a great way for me to take a break is to get a change of scenery and take my dog for a walk. Little breaks here and there always help me to regain my focus when I sit back down to work.

Reach out to teachers and classmates when you need help. You are never alone in graduate school. All of your professors have been where you are, so they understand your position and how stressful graduate school can be. Most are more than happy to help graduate students with questions about coursework, future schooling, or future endeavors. Classmates are also a great resource. Making friends with the people in your cohort not only helps when you need help on an assignment, but it also builds relationships and provides contacts for the future.

Graduate school can be stressful at times, especially when the world is so uncertain. It is also a time to have fun, make lifelong friends and connections, and learn a great deal that can open you up to endless possibilities for the future. Creating a schedule, taking breaks, and reaching out if you need help are just a few ways to navigate graduate school and accomplish some of your academic and life goals!

Larry Smith, Criminology and Criminal Justice at The University of Alabama

When I applied to the University of Alabama in 1983, I was not considered a very good high school student and was accepted under academic probation. I struggled my first two semesters and, as a result, had to serve my third semester on an academic hiatus. I was attempting to work a 30 hour per week job while juggling a 15-hour class schedule. I had older roommates who enjoyed the nightlife and were very persistent in getting me to tag along with them. Believe me, it didn't take too much convincing on their part.

I knew if I was going to succeed in college it would require some self-discipline on my part. This was something I was unfamiliar with, as I did just enough to get by in high school. I also needed to structure my time better. I've learned in my professional life that time-management is critical to success. Time management, just getting organized, was easier than developing discipline.

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In 1987, I graduated with a B.A. in Criminal Justice. I learned to take notes, read my textbooks, and most importantly, attend classes. I went from a 1.7 GPA my first academic year to a 3.7 GPA over the next three. My academic turn-around was all about time management and discipline. Developing discipline and adhering to time management requires making sacrifices and prioritizing your daily life events. Those are difficult tasks for most of us. I still struggle. I was, and still am, a major procrastinator. I am also lazy. I would much rather watch TV or get lost on the Internet more than anything else. But I am also goal oriented and persistent.

If obtaining a degree is really important to you, you will find a way to make it happen. Some are more persistent than others and may have to work harder to obtain the things they want. Successful people do this every day and you don't have to look too hard for their testimonies in articles or books that have been written about them.

I turned 55 last month and am currently working towards my Master's. I'm still applying the lessons I learned during my undergrad days and they seem to still work for me. Granted, I don't have the same distractions I did in my 20s, but I work a full-time job and still love TV and surfing the Internet.

Here are a few tips that have helped me and might work for you:

- Attend all of your on-line classes and be attentive; ask questions!
- Complete the extra assignments; this will help in your comprehension of the topics.
- Find a quiet place with little distractions; make sure others know not to bother you.
- Get plenty of rest before your studies or classes; critical under current conditions.
- If/when your focus starts to wane, take a quick break.
- Set a designated time for study and stick to it; break it up in intervals if you need to.
- Turn off your phone.

During these trying times of isolation and long-distance learning, you are still going to need discipline and time management skills in your studies – maybe more than ever. It might require more focus because of family distractions or temptation to put things off because you feel like you have all this free time later. Also, your mood might not be in the best of places right now. Having a lack of structure and routine is a killer of discipline and time management.

Exercise and get fresh air. Get plenty of sleep. Reach out to talk to your family and friends. Be charitable to your neighbors. Do all of these things to help your mental state but remember to make time in your pursuit of higher learning. Set a time each day for study and stick with it. Take your on-line classes seriously. Do not cheat yourself. This is your opportunity to learn and grow.

OBITUARIES

HAROLD G. GRASMICK



Harold G. Grasmick (1947-2020), Professor Emeritus of the Department of Sociology at the University of Oklahoma and one of criminology's great minds, left our world on April 4, 2020. Harold and his co-authors, Charles Tittle, Bob Bursik and Bruce Arneklev (Grasmick et al. 1993), developed a 24-item attitudinal scale based upon their interpretation of Gottfredson and Hirschi's (1990) conceptual definition of self-control. This measure, known as the Grasmick Scale, continues to be used widely in tests of this theory and cemented Harold's reputation as a criminologist. During his career, Harold published a book, 54 research articles, and was cited over 13,500 times. Harold's research focused on illegal behavior and norm violations in general, particularly guilt, shame and embarrassment, and their parallels to legal or formal sanctions. His work also focused on neighborhoods, social control, and crime, which included his book (with Bursik), *Neighborhoods and Crime: The Dimensions of Effective Community Control*. Inspired by Oklahoman culture, Harold examined how religion shaped people's attitudes towards punishment, and he published in this area. At OU, Harold was honored with the David Ross Boyd Professorship, a Presidential Professorship, and the Kinney-Sugg Award for

Outstanding Professor. Harold served as Chair of the OU Sociology Department from 1982 to 1988, a challenging time institutionally as OU was transforming to a national-level university with an emphasis on research, and Harold was hired to teach and lead in research. Harold developed the Oklahoma City Survey to create knowledge, provide research and statistical training for students, and to position the department to be approved by the Regents to grant doctoral degrees. Harold was a supportive colleague and dear friend. His presence was huge, unforgettable, and everything you could ever want in a professor. Harold was brilliant, accomplished, funny, and a little bit naughty. Harold deeply cared for his students, and he was a friend of the OU Department of Sociology. Upon his retirement, he helped establish a fund to support graduate students in mentored research during the summer. As he described it, it was a way to keep our students busy with research and away from the bars, yet we know this was indicative of his devotion to our students. Harold is remembered as a loving grandfather, father and son and will be missed by many. He is survived by his son Jacob, daughter-in-law Kate and grandson Atlas, of Denver, Colorado.

Loretta Bass, University of Oklahoma; Trina Hope, University of Oklahoma

CRIMINOLOGY AROUND THE WORLD

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

vmarkovic@lewisu.edu

The United Nations Office on Drugs and Crime (UNODC) held an online training from July 20 to July 24, 2020 from Vienna, Austria. The training was originally going to be held during the 14th United Nations Congress on Crime Prevention and Criminal Justice in Kyoto, Japan, but was cancelled due to the coronavirus pandemic. The SE4U training: “Stakeholder Engagement for the Implementation of the UN Convention against Transnational Organized Crime,” was sponsored by UNODC, the Global Initiative against Transnational Organized Crime, and the U.S. Department of State. The training had components that were both synchronous, involving live plenary sessions, and breakout sessions allowing participants to interact and work together, as well as asynchronous components. The asynchronous portion included the *Toolkit on Stakeholder Engagement*, a summary of which can be found below.

I was lucky to be selected as one of the 40 participants mostly from across the Americas. The participants were from Barbados, Trinidad and Tobago, Brazil, the United States, Ecuador, Chile, Mexico, Colombia, and even Nigeria. Some were academics like myself, others were police officers, attorneys, worked with NGOs, and even one woman who was also a trafficking survivor. The main objective of the training was to enable participants to contribute to the implementation of the United Nations Convention against Transnational Organized Crime (UNTOC) (which was adopted by the General Assembly in November 2000) and its newly adopted Review Mechanism in accordance with the Conference of the Parties (COP) Resolution 9/1. The COP resolution 9/1 was adopted in October 2018 and will start in October 2022. The review process is gradual with a preparation phase of years 1 and 2, and 4 review phases which run years 3 to 12. This training, as well as others, are the preparation stages for the review mechanism. This review mechanism will allow the participants to engage in dialogue between governments, the UNODC, and many other stakeholders. The intergovernmental peer review process works under the authority of the COP-UNTOC and its working groups. The training provided a snapshot about the methodology, ways to open dialogue, and available tools for getting involved in the review process. Future trainings will also be carried out in other areas outside the Americas.

Toolkit on Stakeholder Engagement: Implementing the United Nations Convention against Transnational Organized Crime (UNTOC)



The Toolkit on Stakeholder Engagement is a 144 page document which was drafted through the United Nations Office on Drugs and Crime (UNODC) with financial support from the U.S. government. The United Nations created a set of Sustainable Development Goals (SDGs) which they hope to achieve through partnership with civil society. This means developing and strengthening partnerships with NGOs, academia, community and faith-based programs, private sector, and other stakeholders. The UNs SDG 16 specifically focuses on combating transnational organized crime. This Toolkit was developed to help implement the United Nations Convention against Transnational Organized Crime (UNTOC) and to engage civil society in this fight against transnational organized crime. These non-governmental stakeholders are referred to as “partners for change.” It is the intention of the UNODC to allow these “partners for change” to interact with the UNODC’s Civil Society Team (CST) which will act as a bridge between these stakeholders, UNODC field offices, and member states. A needs assessment workshop was held in October 2019 by the CST and those discussions informed the information included in this toolkit.

The toolkit is broken down into 7 parts. Each part focuses on different aspects of the conventions and the purpose of this toolkit. The first section focuses on SDG 16 on Transnational Organized Crime in the 2030 UN Agenda for Sustainable Development. This portion briefly explains the SDGs and targets as well as the UNODC role. Part 2 defines in detail the key concepts: non-governmental stakeholder, civil society organization, academia, and the private sector. Part 3 gives an introduction to the Organized Crime Convention (OCC), specifically its significance, implementations, as well as emerging crimes. The UNODC recognizes not only emerging crimes, but re-emerging crimes which fall within the scope of the OCC. These include cybercrime, identity theft and related crimes, trafficking in cultural property, environmental crime, maritime piracy, organ trafficking, and trade in falsified medical products. Although there are many crimes that fall within the auspices of the OCC there are three major protocols which are described in part 4.

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Part 4 specifically focuses on The Trafficking in Persons Protocol, The Smuggling of Migrants Protocol, and The Firearms Protocol. As of June 1, 2020, the Trafficking in Persons Protocol has 176 States Parties, and 117, signatories; the Smuggling of Migrants Protocol has 149 States Parties, and 112 signatories; and the Firearms Protocol has 118 States Parties and only 52 signatories. The most notably the United States and Russia have not signed or ratified the Firearms Protocol.

Part 5 of the Toolkit focuses on the implementation of the Organized Crime Convention and the protocols thereto. This section discusses the Conference of Parties (COP) and UNODC substantive offices. Part 6 is reserved for the Review Mechanism. Although the United Nations Convention against Transnational Organized Crime (UNTOC) was adopted previously, the Conference of Parties adopted resolution 9/1 that established the Mechanism for the Review of the implementation of UNTOC after 10 years of continuous efforts. The main goals of the Mechanism for Review is outlined in paragraph 8. The goals are meant to:

- Promote the purposes of the Convention and the Protocols thereto;
- Improve the capacity of States Parties to prevent and combat transnational organized crime and to promote and review the implementation of the Convention and the Protocols thereto;
- Help States Parties to identify and substantiate specific needs for technical assistance and to promote and facilitate the provision of technical assistance upon their request;
- Gather information on national legislation, successes, good practices and challenges of States Parties in implementing and using the Convention and the Protocols thereto, and to promote and facilitate the exchange of this information;
- Promote international cooperation as stipulated in the Convention and the Protocols thereto; and
- Acquire the necessary knowledge of the measures taken and the difficulties encountered by States Parties in implementing the Convention, provided through the information gathering process.

Part 7 of the Toolkit focuses on the tools available for engagement of non-governmental stakeholders in the implementation of the Organized Crime Convention. This includes advocacy for policies and laws, monitoring and evaluation of action, raising awareness, research and analysis, education and training, and finally multi-stakeholder partnerships. Again, it is the goal of the UNODC to help coordinate responses, facilitate multi-stakeholder engagement, facilitate constructive dialogue, and promoting the implementation of these instruments. This is part of the efforts of the United Nations, through their 2030 Agenda for Sustainable Development, to promote peace and security.

The full report can be found on the UNODC website:

<https://www.unodc.org/documents/NGO/SE4U/UNODC-SE4U-Toolkit-Interactive-WEB.pdf>

Conferences, Webinars & Workshops

KTH

Colloquium: Safety, resilience, and community: Challenges and opportunities beyond the city

<https://www.sakraplatser.abe.kth.se/2020/06/16/save-the-date-colloquium-safety-resilience-and-community-23-april-2020/>
September 29, 2020

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**