

## In This Issue

Editor's Corner... 11	---
Around the ASC... 14	---
2021 ASC Call for Papers... 15	---
Call for Nominations for 2021 ASC Awards... 22	---
2021 Election Slate... 24	---
Teaching Tips... 29	---
Doctoral Student Forum... 34	---
Obituaries... 36	---
Criminology Around The World... 37	

### Conducting Research in Indigenous Communities: Recommendations for Research Partnerships

Sheena L. Gilbert, M.A. (Stockbridge-Munsee Tribe)  
Emily M. Wright, Ph.D. (Cherokee Nation)  
Raquel DeHerrera, B.A. (Taos Pueblo and Chiricahua Apache descent)  
Tara N. Richards, Ph.D.

*Before conducting research in an Indigenous community, a researcher, especially a non-Indigenous researcher, must recognize and acknowledge not only the historical impact research has had on Indigenous communities but the current impacts that arise when research is conducted in Indigenous communities. Specifically, one must consider settler colonialism and its continuing impact on Indigenous communities today. Professor of Indigenous Education Linda Tuhiwai Smith (2012) states: "The word itself, 'research', is probably one of the dirtiest words in the Indigenous world's vocabulary". Smith continues by linking research and Western imperialism and colonialism together, with research being a tool for imperialism and colonialism. Therefore, it is critical to identify how research and its processes have been used to justify the dehumanization of Indigenous people in order to gain and maintain power over Indigenous communities. Researchers must ensure that their research does not perpetuate unequal power dynamics and is based on a collective process. Suggestions for best practices for working with Indigenous people/communities are presented below.*

### The History of Indigenous People is Important and it has Influenced their Trust in Research(ers)

Although colonization happened long ago, the effects still exist in modern-day Indigenous communities. Two ways to understand the present-day existence of colonization is through *historical trauma* and *historical oppression*. Historical trauma refers to trauma that is progressive, vast, and persistent and is imposed on a group(s) of people (i.e., Native Americans) across generations (Burnette & Figley, 2016). Some examples of historical traumas include: theft of Native land, forced removal and relocation, assimilation, and genocide. It is through these historical traumas that Indigenous people have experienced extreme loss of their traditions, culture, beliefs, language, people, and trust of outsiders (Burnette & Figley, 2016).

Historical oppression is an expansion of historical trauma and refers to the continuous, prevalent, and intergenerational oppression that is experienced by Indigenous people. After historical oppression is experienced for long periods, it may become rationalized, forced, or adopted into the lives of those experiencing the oppression (Burnette & Figley, 2016). Historical oppression can occur not only among individuals but in families and communities as well. Furthermore, historical oppression can include both historical and contemporary traumas, although this differs slightly from historical trauma because of the focus on the proximal factors that maintain the oppression, such as discrimination, microaggression, poverty, and marginalization (Burnette & Figley, 2016).

Colonization – which produced historical trauma and oppression – also produced a social setting that devalued Indigenous people, their cultures, and worked to disempower them over generations (Kuokkanen, 2008; Weaver, 2009). The removal, relocation, and forced assimilation

# The Criminologist

The Official Newsletter of the American Society of Criminology

THE CRIMINOLOGIST (ISSN 0164-0240) is published six times annually—in January, March, May, July, September, and November by the American Society of Criminology, 921 Chatham Lane, Suite 108, Columbus, OH, 43221 and additional entries. Annual subscriptions to non-members: \$50.00; foreign subscriptions: \$60.00; single copy: \$10.00. \*\*\* PLEASE NOTE: Due to the fiscal challenges ASC is facing as a result of the COVID 19 pandemic, until further notice, The Criminologist will be available online only \*\*\*  
**Postmaster:** Please send address changes to: The Criminologist, 921 Chatham, Suite 108, Columbus, OH, 43221. Periodicals postage paid at Columbus, Ohio.

Please send all inquiries regarding articles for consideration to:

**Associate Editor:** **Michael Benson - [bensonm@ucmail.uc.edu](mailto:bensonm@ucmail.uc.edu)**  
University of Cincinnati

**Editor:** **Beth Huebner - [huebnerb@umsl.edu](mailto:huebnerb@umsl.edu)**  
University of Missouri–St. Louis

Please send all other inquiries (e.g. advertising):

**Managing Editor:** **Kelly Vance - [kvance@asc41.com](mailto:kvance@asc41.com)**  
American Society of Criminology

Published by the American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221. Printed by Robin Enterprises Company.

**Inquiries:** Address all correspondence concerning newsletter materials and advertising to American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221, (614) 826-2000, [kvance@asc41.com](mailto:kvance@asc41.com).

**ASC President: Daniel Nagin**  
Carnegie Mellon University  
HJ Heinz School of Pub Policy & Mgmt  
5000 Forbes Avenue  
2213 Hamburg Hall  
Pittsburgh, PA 15213  
412-268-1185  
[dn03@andrew.cmu.edu](mailto:dn03@andrew.cmu.edu)

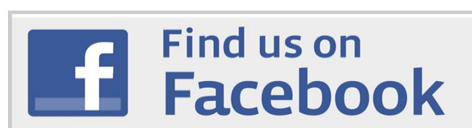
**Membership:** For information concerning ASC membership, contact the American Society of Criminology, 921 Chatham Lane, Suite 108, Columbus, OH, 43221, (614) 826-2000; FAX (614) 826-3031; [asc@asc41.com](mailto:asc@asc41.com); <https://www.asc41.com>.

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

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

For easy access to Criminology and/or CPP, save them to your profile. From the journal homepage, please click on "save journal to My Profile."

If you require any further assistance, contact Wiley Customer Service at [cs-membership@wiley.com](mailto:cs-membership@wiley.com); 800-837-6770.



<https://www.facebook.com/asc41>



@ASCRM41

into the dominant Anglo-American culture resulted in Native Americans' losing their valued traditions and beliefs, as well as the erosion of family and community supports. Further, the Anglo-American systems that replaced Native cultures are incompatible with Indigenous ways of living (e.g., the patriarchal Anglo-American is in direct contrast with the traditionally matriarchal structure of many Native societies) (Finfgeld-Connett, 2015).

Understanding the historical context of Indigenous people sheds some light on why there may be hesitation on behalf of Natives regarding participation in research or Native organizations in research partnerships. This historical context may cause mistrust of outsiders, including well-intentioned researchers, from coming into an Indigenous community (Wasserman, 2004). Wasserman (2004) states that non-Natives have historically depreciated Native Americans, including their way of living, through academic research by showing "empirically" that Native Americans are inferior to others.

Indigenous communities have *Indigenous ways of knowing*, and recognition of these ways is vital when preparing to conduct research in Indigenous communities; in fact, this might impact the research methodology that is best to use for certain research endeavors. For example, Marlene Brant-Castellano's Indigenous methodology explains that there are three ways in which Indigenous knowledge is found and shared: through traditional teachings (storytelling, etc.), empirical knowledge (through observations through many different community members and time frames), and revealed knowledge (visualizations, dreams, etc.) (LaFrance & Nichols, 2010). However, such methodologies frequently conflict with Western approaches to research (LaFrance & Nichols, 2010), where Western approaches to research often favor empiricism and view life experiences and storytelling as non-objective and therefore invalid. Additionally, some have suggested that Western methods of empirical research (i.e., especially quantitative methods) may not be the best way to describe Indigenous traditions and culture (Wasserman, 2004). Overall, it is essential that the researcher is familiar with Indigenous methods of research and knowing, and incorporate Indigenous methods into their project's design.

Researchers need to understand that there has been a history of misrepresenting Indigenous ways of living, culture, traditions, and beliefs through the writings of non-Natives (Wasserman, 2004) and that Western research methodologies may perpetuate these misrepresentations. Although these unintended consequences of research in Indigenous communities have likely not (always) been intentional on the part of the researchers, it is necessary to understand this historical context before embarking on research endeavors in these communities. Therefore, researchers are encouraged to gain knowledge about Indigenous ways of knowing, as well as the culture, language, traditions, and beliefs of the Native American community they wish to work with *before* approaching the community about conducting research (Wasserman, 2004). These attempts may alleviate some of the mistrust among Indigenous communities, especially given their historical experiences.

### Recommendations for Research Partnerships with Indigenous People and Indigenous Communities

It is from our respective perspectives as scholars working on tribal-researcher and tribal-practitioner partnerships (and as community-based participatory researchers in general) – and for three of us, from our position as Indigenous women – that we foreground the importance of the historical context of the Indigenous communities with whom we try to engage in research partnerships. In short, researchers who attempt to conduct research with Indigenous communities would be well-served to understand:

1. The importance of culture in Native American communities.
2. The importance of sovereignty of Native American tribes.
3. The importance of relationships, communication, and inclusivity when conducting research with Native Americans.

#### 1. The Importance of Culture

There are over 500 federally recognized tribes within the United States and over 300 tribes that are recognized by the state (Wasserman, 2004). Therefore, it is improper to treat Indigenous people as a monolith, as each community speaks its own language and has unique traditions and beliefs. Doing so may cause researchers to overgeneralize, meaning that what is found in one tribe may be used to other tribes, creating a perception that all tribes are the same. Furthermore, Indigenous communities function differently than traditional Anglo-American communities. For example, Native American communities are traditionally matriarchal. In a matriarchal society, women serve in positions of leadership and the traditional roles within a Native community reflect egalitarianism (Weaver, 2009). Women and elders are greatly respected and are responsible for most of the decision-making, and elders, specifically elder women, tend to be the primary socializers who are responsible for cultural transmission (Weaver, 2009). Elders are the gatekeepers of the language and culture and Native youth learn from them to help keep the traditions, culture, and language alive over generations. Elders (i.e., grandparents) are also commonly involved in the upbringing of Native youth and may serve as sole caretakers. *Native cultures are inherently different from Anglo-American cultures, and there is substantial variation among the hundreds of Native tribes as well: be cognizant of these important differences. If you fail to recognize these differences, your results will not be correct, and you will further perpetuate the problem of misrepresentation and stereotyping of Natives.*

---

## 2. The Importance of Sovereignty

Native American communities (that are federally recognized) are sovereign nations. Sovereignty includes the ability to regulate their own communities, govern their people, establish their own criminal justice system, create and enforce laws for their community, and maintain their own cultures (Crossland et al., 2013). Essentially, tribal nations are a government inside another government (i.e., United States). Tribal sovereignty existed before the United States and prior to colonization, Native American communities had complete jurisdiction over their people (Crossland et al., 2013). That Native American communities are sovereign means that researchers must not only meet the requirements of their own institutional review boards, but beforehand, they must obtain approval from the tribal business council, which “speaks” on behalf of the tribe. Tribal nations are unique entities, and one must remember their history and hesitation of academic research. One of the first steps is to contact the tribal business council, which serves as the decision-making entity for the tribe, and request an informal meeting with the group (Wasserman, 2004). During this meeting, the researcher will bring their research proposal and discuss it with the business council. It is ultimately up to the business council to move forward with the project, and typically doing so will depend on how and if the project will benefit their people.

If the tribal business council feels as though this project would be beneficial, they may then ask the researcher to come and present the proposal at a public meeting that is held monthly within the community. Alternatively, a member of the tribe may bring the research proposal to the business council; in either case, the council must sign off on the project before anything else can be done. It is during these meetings that community members, or outsiders, may present a request (e.g., research project, grant approval, change of services). Once the presenter is done, then the floor is open to the public to bring forward any comments or concerns they may have. If no objections are brought forward, then the business council takes a vote. This vote is the ultimate deciding factor on whether the project/research is approved to officially move forward. *The important message here is that you must get tribal council approval to conduct research, and this may take extra time and/or effort in both gaining trust and explaining your research procedures to the tribe.*

## 3. The Importance of Relationships, Communication, and Inclusivity

When wanting to work with a tribal nation, extra measures are needed to build a good working relationship. Once your research is approved by the tribal council, the process of relationship building begins, and this relationship extends beyond the tribal business council to the community and individual community members. If the research requires collaboration with agencies within the tribe, then relationships need to be established and built there, too. It is important to inform those that you are working with that the research is approved by the tribal business council, as that will give the “stamp” of approval to participate.

When working with the tribe and agencies within the tribe, transparency, communication, and inclusivity are extremely important. When any decisions need to be made, the researcher should make efforts to keep the business council apprised. This is necessary because the tribe may be more willing to participate in the project if they are involved throughout the duration of the project (Wasserman, 2004). For example, if the project involves a survey, a meeting can be requested with the business council so they can see the survey instrument. If a meeting is not feasible, then the survey should be sent via email. This is important because then the business council can examine the questions and bring forward concerns about any of the questions, or they may have insight into a better way to phrase a question so that it will be better received and/or culturally sensitive. Being culturally sensitive is extremely important to avoid bringing up negative experiences from past research encounters; further, the research will be better received by the community.

It is important – as with all “applied” research endeavors – that the community benefits in some way from the research. Past research endeavors have “left a sour taste in the mouths” of Indigenous communities because communities feel they were used for exploitation and to gain “fame” for the researchers (Wasserman, 2004). Therefore, if you want your research to be well received by both the tribal council and the community, then efforts should be made for the community to benefit from this research. For example, past research has found that high-quality health care is lacking in Native communities, but little effort has been made to rectify this deficit (Wasserman, 2004). If you feel that your research could create benefits (e.g., new funding opportunities, collection of data for funding applications, expansion of existing programs) then this information should be brought forward during the initial meeting with the tribal council. Additionally, do not hesitate to ask the tribal council if there are some existing issues or cause for concern within their community that you may be able to help with. In other words, when proposing your research, keep in mind that this should benefit the community, and if that means keeping an open mind to the possibility of your research changing, then so be it.

As a researcher, and ultimately an outsider, beware of the “savior” role – it is not your job to come into tribal communities and “save” people. Instead, you should be willing to offer your help with an existing issue or concern in the community, if possible, and offer culturally sensitive ways to respond to these issues/concerns. In other words, one should not ‘pathologize’ Indigenous people (i.e., identify all of the problems that exist in their community). Doing so may cause the tribal council to end the research. Ultimately, as the researcher, it is your responsibility to understand the culture, traditions, and beliefs of the tribe you are working with, which

should be expressed in your recommendations to the tribal council and community.

In conclusion, we believe there is much to gain in collaborating in meaningful research endeavors with Indigenous communities. Native voices are important to add to our research. We encourage scholars to consider our recommendations before embarking on research with Indigenous people and in Indigenous communities. Overall, there are a few key considerations for working with tribes and establishing a good working relationship. One, be sure to do some research on the community to ensure that the research/project respects the culture and traditions of that tribe. Remember, Native communities are not a monolith, and each has its own language, culture, traditions, and beliefs. Two, keeping the community involved as much as possible will create more trust and willingness to participate. Three, design the project in a way that will benefit the Native community, if they so choose to participate. Doing so will make the tribal business council more supportive of the project. Lastly, *Indigenous communities should be made to feel a part of the research, and not the subject of it.*

### References

- Burnette, C.E. & Figley, C.R. (2016). Historical oppression, resilience, and transcendence: Can a holistic framework help explain violence experienced by Indigenous people? *Social Work, 62*(1), 37-44.
- Crossland, C., Palmer, J. & Brooks, A. (2013). NIJ's program of research on violence against American Indian and Alaska Native women. *Violence Against Women, 19*(6), 771-790.
- Finfgeld-Connett, D. (2015). Qualitative systematic review of intimate partner violence among Native Americans. *Issues in Mental Health Nursing, 36*(10), 754-760.
- Kuokkanen, R. (2008). Globalization as racialized, sexualized violence. *International Feminist Journal of Politics, 10*(2), 216-233.
- LaFrance, J., & Nichols, R. (2010). Reframing evaluation: Defining an Indigenous evaluation framework. *The Canadian Journal of Program Evaluation, 23*(2), 13-31.
- Smith, T. L. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed., pp. 13-8). New York City, NY: Zed Books.
- Wasserman, E. (2004). Issues in conducting research on crime victimization. *Journal of Ethnicity in Criminal Justice, 2*(4), 65-73.
- Weaver, H.N. (2009). The colonial context of violence: Reflections on violence in the lives of Native American women. *Journal of Interpersonal Violence, 24*(9), 1552- 1563.
-



## Psychedelic Assisted Interventions with Criminal Justice Involved Populations: Food for Thought or a Bad Trip?

Alexander Testa, University of Texas at San Antonio

Dylan B. Jackson, Johns Hopkins University

Michael G. Vaughn, Saint Louis University

### *Overview*

Criminal recidivism rates have remained stubbornly high for decades (Beck & Shipley, 1989; Durose et al., 2014; Langan & Levin, 2002). Notwithstanding this pattern, there is a rich history of criminological research on interventions to reduce recidivism (Latessa et al., 2020), with a notable focus on fostering desistance through (1) inculcating positive changes around one's view of self, (2) facilitating feelings of motivation and hope for change, and (3) shifting emotions, meanings, and attitudes concerning criminal behavior (Giordano et al., 2002; Maruna, 2001; Paternoster & Bushway, 2009). One of the most popular approaches to achieving these goals is cognitive behavioral therapy (CBT), which has been found to reduce recidivism by 25% to 50% (Landenberger & Lipsey, 2005). Accordingly, evidence suggests that the implementation of interventions that can facilitate both quick and long-lasting positive cognitive change holds much promise as a criminal justice intervention to reduce recidivism.

The purpose of this essay is to draw attention to emerging research on psychedelic-assisted therapy as a potential mechanism to foster long-term behavioral change and aid in the desistance process (Aday et al., 2020; Griffiths et al., 2008, 2011; MacLean et al., 2011). In doing so, the following sections (1) define psychedelic-assisted therapy, (2) introduce criminologists to historical and contemporary research on psychedelic therapy as means to induce positive behavioral change, (3) highlight the relevance of psychedelic-assisted therapy to existing criminological theories of desistance, namely those pointing to cognitive shifts and identity transformation as essential to the desistance process, and (4) document the potential challenges and ethical issues with the implementation of psychedelic-assisted therapy among criminal justice populations.

### *Psychedelic-Assisted Therapy*

The history of psychedelic drug use among human populations for healing purposes dates back hundreds of years (Aday et al., 2020; Jay, 2019). Contemporary psychedelic-assisted therapy refers to the clinical implementation of psychedelic substances in conjunction with a psychotherapeutic intervention. Typically, trained therapists administer psychedelic substances—most commonly psilocybin, lysergic acid diethylamide (LSD), or 3,4-Methylenedioxymethamphetamine (MDMA)—alongside traditional and innovative therapeutic practices to encourage participants to have inward directed experiences, while providing emotional support for the thoughts, sensations, and memories that arise, as well as ensuring safety and assisting participants with any immediate needs (Sloshower et al., 2020). Clinical research occurring during the 1950s and 1960s found administering psychedelics was associated with several positively valued experiences, with few adverse psychological responses (Leary et al., 1963; Metzner et al., 1965; Pahnke et al., 1969). However, in response to the war on drugs, academic research largely ceased for nearly four decades, only to recommence in recent years (Griffiths et al., 2006).

The reemergence of the scientific study of the efficacy of psychedelics has been buttressed by the opening of dedicated research centers at top U.S. universities, including the Johns Hopkins Center for Psychedelic & Consciousness Research and UC Berkeley Center for the Science of Psychedelics. Dozens of clinical trials demonstrate promise for psychedelic-assisted therapy as an intervention for psychological and behavioral challenges that require significant cognitive and motivational shifts to produce change. For instance, prior research finds potential benefits for psychedelic-assisted therapy for promoting smoking cessation (Johnson et al., 2017; Noorani et al., 2018), alcohol cessation (Bogenshutz et al., 2015; Garcia-Romeu et al., 2019; Krebs & Johansen, 2012; Nielson et al., 2018), as well as alleviating depression and anxiety (Davis et al., 2020a, 2020b; Griffiths et al., 2016; Ross et al., 2016), obsessive compulsive disorder (Moreno et al., 2006), end of life distress (Griffiths et al., 2016), and post-traumatic stress disorder (Krediet et al., 2020). The mechanism behind these benefits for dramatic behavioral change lies in evidence suggesting that psychedelic-assisted therapy can engender profound experiences which facilitate long-lasting positive changes in attitudes, mood, altruism, behavior, psychological functioning, life satisfaction, and key personality domains such as openness (Griffiths et al., 2008, 2011, 2018; MacLean et al., 2011). Moreover, findings from studies have also demonstrated that the positive and long-lasting changes often result from just a single dose of a psychedelic substance (Aday et al., 2020; Griffiths et al., 2006; 2011; Krebs & Johansen, 2012; MacLean et al., 2011), suggesting that such interventions may be more efficient, low cost, and long-lasting than many existing criminal justice interventions.

*Psychedelic Therapy and Criminal Desistance*

Investigating the role of psychedelic therapy in fostering desistance from crime is not entirely new to criminology, with several studies in the 1960s finding mixed results for the efficacy of psychedelic-assisted psychotherapy in correctional settings (Arendsen-Hein, 1963; Leary, 1969; Tenenbaum, 1961). More recently, a series of observational studies among justice-involved populations have linked psychedelic use with inhibited criminal behavior (Hendricks et al., 2014, 2018; Walsh et al., 2016). Although there is limited contemporary research on the efficacy of psychedelic-assisted therapy in criminal justice settings, recent research on psychedelic interventions as a tool for fostering lasting behavioral change, as well as criminological theory, suggests promise for psychedelic interventions to facilitate the desistance process.

While theories of desistance differ in fundamental ways, cognitive approaches suggest that mental shifts are key to this process. For instance, Murna's (2001) cognitive process of "making good" requires a reinterpretation and reconciliation of one's past with a current identity as a good person. Giordano and colleagues (2002) suggest that for cognitive transformations toward desistance to take place, an individual must begin by exhibiting an openness to change. Paternoster and Bushway (2009: p. 1107) posit that desistance is driven by an identity change resulting from the feared self — "an image of what the person does not want to become." The fundamental nature of psychedelic substances, which promote introspection and facilitates the possibility of rapid and sustained changes to personality and behavior, may thus be pivotal to generating the cognitive, emotional, and identity transformations theorized to underlie the desistance process. Importantly, these substances appear to hold a unique benefit of removing traditional cognitive barriers that can stall such transformations, and instead foster rapid behavioral change by engaging "individuals to transcend their usual patterns of thinking, feeling, and acting" (MacLean et al., 2011: p. 1453).

*Challenges and Ethical Issues*

While emerging research points to a range of potential benefits of psychedelic-assisted interventions as a catalyst for behavioral change, such an approach is not without challenges that require the attention of criminologists moving forward. The highest ethical standards must be implemented, especially among justice-involved populations, where there is a heightened potential for coercion, excessive incentives, or perceptions that treatment is institutionally mandated (Hendricks et al., 2018). Psychedelics remain powerful substances and to minimize any adverse reactions, the administration must be conducted in a controlled setting under the supervision of trained medical and mental health professionals. Special precautions should also be taken considering that psychedelic-assisted interventions with this populations might unearth or facilitate re-experiencing of past trauma given the extensive trauma histories among justice involved persons. Research will also have to overcome legal and social barriers, considering that most psychedelic substances are still classified as Schedule I controlled substances. Concerns may be augmented among criminal justice practitioners, who must weigh the political costs and public backlash associated with authorizing psychedelic substances to be administered to those under the supervision of their agencies. In short, even if psychedelics can demonstrate efficacy, it would take substantial courage on the part of policymakers and practitioners to initiate this type of treatment.

*Conclusions*

The growing body of research revealing the potential benefits of psychedelic-assisted therapy for generating positive personality change and leading to cessation from problematic and addictive behaviors makes this time ripe for a conversation about its benefits, challenges, and drawbacks as a criminal justice intervention. In the coming years, the nation's top universities will continue to study the efficacy of psychedelics to treat the most challenging social problems. It remains to be seen, however, whether criminologists are willing to engage this work with both a critical eye and a mind open to the potential of these treatments for justice-involved populations.

---

## References

- Aday, J. S., Mitzkovitz, C. M., Bloesch, E. K., Davoli, C. C., & Davis, A. K. (2020). Long-term effects of psychedelic drugs: A systematic review. *Neuroscience & Biobehavioral Reviews*, 113, 179-189.
- Arendsen-Hein, G.W. (1963). LSD in the treatment of criminal psychopaths. In: Crocket, RW, Sandison, RA, Walk, A (eds) *Hallucinogenic Drugs and Their Psychotherapeutic Use*. London: H. K. Lewis & Co. Ltd., pp. 101-106.
- Beck, A. J., & Shipley, B. E. (1989). *Recidivism of prisoners released in 1983*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Bogenschutz, M. P., Forchimes, A. A., Pommy, J. A., Wilcox, C. E., Barbosa, P. C. R., & Strassman, R. J. (2015). Psilocybin-assisted treatment for alcohol dependence: a proof-of-concept study. *Journal of Psychopharmacology*, 29(3), 289-299.
- Davis, A. K., Barrett, F. S., & Griffiths, R. R. (2020a). Psychological flexibility mediates the relations between acute psychedelic effects and subjective decreases in depression and anxiety. *Journal of Contextual Behavioral Science*, 15, 39-45.
- Davis, A. K., Barrett, F. S., May, D. G., Cosimano, M. P., Sepeda, N. D., Johnson, M. W., ... & Griffiths, R. R. (2020b). Effects of psilocybin-assisted therapy on major depressive disorder: a randomized clinical trial. *JAMA psychiatry*.
- Durose, M. R., Cooper, A. D., & Snyder, H. N. (2014). *Recidivism of Prisoners Released in 30 States in 2005: Patterns from 2005 to 2010*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Garcia-Romeu, A., Davis, A. K., Erowid, F., Erowid, E., Griffiths, R. R., & Johnson, M. W. (2019). Cessation and reduction in alcohol consumption and misuse after psychedelic use. *Journal of Psychopharmacology*, 33(9), 1088-1101.
- Giordano, P. C., Cernkovich, S. A., & Rudolph, J. L. (2002). Gender, crime, and desistance: Toward a theory of cognitive transformation. *American Journal of Sociology*, 107(4), 990-1064.
- Griffiths, R. R., Johnson, M. W., Carducci, M. A., Umbricht, A., Richards, W. A., Richards, B. D., Cosimano, M P., & Klinedinst, M. A. (2016). Psilocybin produces substantial and sustained decreases in depression and anxiety in patients with life-threatening cancer: A randomized double-blind trial. *Journal of Psychopharmacology*, 30(12), 1181-1197.
- Griffiths, R. R., Johnson, M. W., Richards, W. A., Richards, B. D., McCann, U., & Jesse, R. (2011). Psilocybin occasioned mystical-type experiences: immediate and persisting dose-related effects. *Psychopharmacology*, 218(4), 649-665.
- Griffiths, R. R., Johnson, M. W., Richards, W. A., Richards, B. D., Jesse, R., MacLean, K. A., ... & Klinedinst, M. A. (2018). Psilocybin-occasioned mystical-type experience in combination with meditation and other spiritual practices produces enduring positive changes in psychological functioning and in trait measures of prosocial attitudes and behaviors. *Journal of Psychopharmacology*, 32(1), 49-69.
- Griffiths, R. R., Richards, W. A., Johnson, M. W., McCann, U. D., & Jesse, R. (2008). Mystical-type experiences occasioned by psilocybin mediate the attribution of personal meaning and spiritual significance 14 months later. *Journal of Psychopharmacology*, 22(6), 621-632.
- Griffiths, R. R., Richards, W. A., McCann, U., & Jesse, R. (2006). Psilocybin can occasion mystical-type experiences having substantial and sustained personal meaning and spiritual significance. *Psychopharmacology*, 187(3), 268-283.
- Hendricks, P. S., Clark, C. B., Johnson, M. W., Fontaine, K. R., & Cropsey, K. L. (2014). Hallucinogen use predicts reduced recidivism among substance-involved offenders under community corrections supervision. *Journal of Psychopharmacology*, 28(1), 62-66.
- Hendricks, P. S., Crawford, M. S., Cropsey, K. L., Copes, H., Sweat, N. W., Walsh, Z., & Pavela, G. (2018). The relationships of classic psychedelic use with criminal behavior in the United States adult population. *Journal of Psychopharmacology*, 32(1), 37-48.
- Jay, M. (2019). *Mescaline: a global history of the first psychedelic*. New Haven, CT: Yale University Press.
- Johnson, M. W., Garcia-Romeu, A., & Griffiths, R. R. (2017). Long-term follow-up of psilocybin-facilitated smoking cessation. *The American Journal of Drug and Alcohol Abuse*, 43(1), 55-60.



- Krebs, T. S., & Johansen, P. Ø. (2012). Lysergic acid diethylamide (LSD) for alcoholism: meta-analysis of randomized controlled trials. *Journal of Psychopharmacology*, 26(7), 994-1002.
- Krediet, E., Bostoen, T., Breeksema, J., van Schagen, A., Passie, T., & Vermetten, E. (2020). Reviewing the Potential of Psychedelics for the Treatment of PTSD. *International Journal of Neuropsychopharmacology*.
- Landenberger, N. A., & Lipsey, M. W. (2005). The positive effects of cognitive-behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. *Journal of Experimental Criminology*, 1(4), 451-476.
- Langan, P. A., & Levin, D. J. (2002). *Recidivism of prisoners released in 1994*. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Latessa, E. J., Johnson, S. L., & Koetzle, D. (2020). *What works (and doesn't) in reducing recidivism*. New York, NY: Routledge.
- Leary, T. (1969). The effects of consciousness-expanding drugs on prisoner rehabilitation. *Psychedelic Review*, 10, 20-44.
- Leary, T., Litwin, G. H., & Metzner, R. (1963). Reactions to psilocybin administered in a supportive environment. *Journal of Nervous and Mental Disease*, 137(6), 561-573
- MacLean, K. A., Johnson, M. W., & Griffiths, R. R. (2011). Mystical experiences occasioned by the hallucinogen psilocybin lead to increases in the personality domain of openness. *Journal of Psychopharmacology*, 25(11), 1453-1461.
- Maruna, S. (2001). *Making good: How ex-offenders reform and reclaim their lives*. Washington, DC: American Psychological Association.
- Metzner, R., Litwin, G., & Weil, G. (1965). The relation of expectation and mood to psilocybin reactions: a questionnaire study. *Psychedelic Review*, 5, 3-39.
- Moreno, F. A., Wiegand, C. B., Taitano, E. K., & Delgado, P. L. (2006). Safety, tolerability, and efficacy of psilocybin in 9 patients with obsessive-compulsive disorder. *Journal of Clinical Psychiatry*, 67(11), 1735-1740.
- Nielson, E. M., May, D. G., Forchimes, A. A., & Bogenschutz, M. P. (2018). The psychedelic debriefing in alcohol dependence treatment: Illustrating key change phenomena through qualitative content analysis of clinical sessions. *Frontiers in Pharmacology*, 9, 132.
- Noorani, T., Garcia-Romeu, A., Swift, T. C., Griffiths, R. R., & Johnson, M. W. (2018). Psychedelic therapy for smoking cessation: qualitative analysis of participant accounts. *Journal of Psychopharmacology*, 32(7), 756-769.
- Pahnke, W. N. (1969). Psychedelic drugs and mystical experience. *International Psychiatry Clinics*, 5(4), 149-162.
- Paternoster, R., & Bushway, S. (2009). Desistance and the "feared self": Toward an identity theory of criminal desistance. *The Journal of Criminal Law and Criminology*, 99(4), 1103-1156.
- Ross, S., Bossis, A., Guss, J., Agin-Liebes, G., Malone, T., Cohen, B., ... & Su, Z. (2016). Rapid and sustained symptom reduction following psilocybin treatment for anxiety and depression in patients with life-threatening cancer: a randomized controlled trial. *Journal of Psychopharmacology*, 30(12), 1165-1180.
- Sloshower, J., Guss, J., Krause, R., Wallace, R. M., Williams, M. T., Reed, S., & Skinta, M. D. (2020). Psilocybin-assisted therapy of major depressive disorder using Acceptance and Commitment Therapy as a therapeutic frame. *Journal of Contextual Behavioral Science*, 15, 12-19.
- Tenenbaum, B. (1961). Group therapy with LSD-25. *Diseases of the Nervous System*, 22, 459-462.
- Walsh, Z., Hendricks, P. S., Smith, S., Kosson, D. S., Thiessen, M. S., Lucas, P., & Swogger, M. T. (2016). Hallucinogen use and intimate partner violence: Prospective evidence consistent with protective effects among men with histories of problematic substance use. *Journal of Psychopharmacology*, 30(7), 601-607.
-



## UCI Online Master of Advanced Study in Criminology, Law and Society

**Ranked No.1 by US News and World Report  
For the Second Year in a Row**

**Susan Turner, MAS Director**



**Hillary Berk**, Assistant Professor of Teaching in Criminology, Law and Society

Ph.D. University of California, Berkeley; J.D. Northwestern School of Law, Lewis & Clark College

**Simon Cole**, Professor of Criminology, Law and Society

Ph.D. Cornell University

**Terry Dalton**, Associate Professor of Teaching in Criminology, Law and Society

Ph.D., J.D. University of Denver

**Sora Han**, Associate Professor of Criminology, Law and Society

Ph.D. University of California, Santa Cruz, J.D. University of California, Los Angeles

**Valerie Jenness**, Distinguished Professor of Criminology, Law and Society; Sociology (by courtesy),  
and Nursing Science (by courtesy)

Ph.D. University of California, Santa Barbara

**Kristy Matsuda**, Lecturer of Criminology, Law and Society

Ph.D. University of California, Irvine

**Richard McCleary**, Professor of Criminology, Law and Society and Planning, Policy and Design

Ph.D. Northwestern University

**Emily Owens**, Professor of Criminology, Law and Society and Economics

Ph.D. University of Maryland at College Park

**Henry Pontell**, Professor Emeritus of Criminology, Law and Society

Ph.D. Stony Brook University

**Nancy Rodriguez**, Professor of Criminology, Law and Society and Law

Ph.D. Washington State University

**Rylan Simpson**, Lecturer of Criminology, Law and Society

Ph.D. University of California, Irvine

**Bryan Sykes**, Associate Professor of Criminology Law and Society

Ph.D. University of California, Berkeley

**Susan Turner**, Professor of Criminology Law and Society

Ph.D. University of North Carolina – Chapel Hill



# EDITOR'S CORNER

## Updates from the Editor of the *Journal of Experimental Criminology (JOEX)*

This column permits me the opportunity to update ASC members and the Division of Experimental Criminology on recent news and highlights from the *Journal of Experimental Criminology (JOEX)*. As I am now entering my second year as Editor-in-Chief, I am very excited about the recent journal metrics that continue to be trending in a positive direction...specifically, JOEX's 2019 impact factor is 2.308, 5-year impact factor is 3.609, and there were over 183,515 downloads to JOEX articles in 2020!

There were two timely and high quality special issues published in 2020: Volume 16:1 on "Problem Solving Courts" guest edited by John Roman and Allison Redlich and Volume 16:3 on "Experimental Neurocriminology" guest edited by Dr. Adrian Raine. I appreciate the fantastic work of these guest editors who were able to successfully compile a number of rigorous and methodologically sophisticated papers that have already begun to garner many citations and should be well received by those interested in the subject matter and/or the experimental applications. The most recent issue (Volume 17:1) was published in March 2021 and showcases a diversity of topics and experimental methods that address real world and policy-relevant issues. In addition, there are over 50 articles that are currently published Online First and are awaiting assignment to an issue.

So, as you can see, JOEX is not just surviving during the COVID-19 pandemic but we are thriving! I wish to extend a sincere and heartfelt appreciation to the Springer team, JOEX Editorial Board, our authors, and our reviewers as the last year has indeed been challenging for us all. The success of JOEX during these times is a testament to the dedication and support that you all have and continue to provide to the journal. You make my job not only easier, but also extraordinarily fun and rewarding. Best wishes to you all as you wind down the semester, and please do keep an eye on JOEX as an outlet for your research as you all are doing extraordinary work!

Warm Regards,

Wes Jennings  
Editor-in-Chief, *Journal of Experimental Criminology (JOEX)*  
University of Mississippi

---

**EDITOR'S CORNER**

---

**A Statement on Research Transparency from the Editors of *Justice Quarterly***

Research transparency involves 'providing a clear and reliable account of the sources and content of the ideas and information on which a scholar has drawn in conducting her research, as well as a clear and explicit account of how she has gone about the analysis to arrive at the inferences and conclusions presented—and supplying this account as part of (or directly linked to) any scholarly research publication' (Büthe & Jacobs, 2015, p. 2).

In support of this goal, we, as co-editors of *Justice Quarterly*, are pleased to announce our new policy intended to increase the transparency of research which is published in the journal. Early in our tenure as editors, we realized that there is a general lack of transparency in research methodology and procedures which inhibits both a clear understanding of the methods/results, and ability to replicate the findings if necessary. We were later invited to participate in a symposium on data transparency sponsored by the Arnold Foundation, where we gained invaluable information on the protocols developed by other fields to increase transparency in research. Based upon this, and input from scholars who use diverse research methodologies, we developed our own set of protocols for authors to (voluntarily, at the moment) provide essential information needed to increase research transparency and boost confidence in reported findings, while also not presenting an unacceptable burden on authors submitting papers for consideration to *Justice Quarterly*. We submitted our transparency guideline recommendations to the Academy of Criminal Justice Sciences Executive Board for approval, which was granted in 2020.

This effort towards research transparency at *Justice Quarterly* will unfold in a two phase process. In Phase One, which is effective immediately, we ask authors to voluntarily submit a methodological appendix (ideally at the time of submission, or upon acceptance), which will be published online as an appendix if a paper is selected for publication. This will allow authors to acclimate to the process of providing such information, and enable us to evaluate the process and modify it as necessary.

If our evaluation of Phase One determines that the procedures effectively serve the goal of enhancing research transparency, Phase Two will require authors to submit this transparency information before acceptance in *Justice Quarterly*, and the methodological appendices will be published as online supplements for all accepted articles.

We have prepared detailed 'Transparency Guidelines', which are available on the *Justice Quarterly* website, to outline the information we are asking authors to voluntarily provide in order to enhance transparency in the research and publication process. We recognize that the type of information provided will vary by research design and the idiosyncratic features of a particular study. However, all studies should describe, in detail, the data that were utilized for the study, sampling frame, study measures and their operationalization/coding, missingness, attrition and non-response bias, details of the analyses (ideally including code/syntax if possible) and where and how the data can be accessed.

Through these efforts, we hope to contribute to our field's goal of producing high quality science and knowledge which we can use to build our theories, understanding of criminological phenomena, and improve criminal justice policy and practice.

-Marv Krohn & Bryanna Fox

---





The program, offered on-campus and online, prepares students from around the world to address the challenges posted by the growing phenomenon of international crime. Students develop in-depth understanding of the nature and impact of international crime and how domestic and international entities respond.

#### Degree Requirements (36 credits)

##### Core Courses (24 credits)

- International Criminal Law
- Crime, Justice and Cultural Struggles
- Applied Research Methods in International Crime and Justice
- Transnational Crime
- Comparative Criminal Justice Systems
- International Crime and Justice Theory
- Illegal Markets and Economic Justice
- Capstone Course in International Crime and Justice

##### Electives (12 credits)

Students may use their 12 elective credits to complete courses towards our **Advanced Certificate in Transnational Organized Crime Studies** or, students can take a combination of different electives from a list of approved electives. The Advanced Certificate in Transnational Organized Crime Studies (ACTOCS) offers advanced instruction on the nature, dynamics, causes, and control of those crime phenomena that pose a challenge to more than one country and call for international cooperation. This certificate may also be completed as a stand-alone certificate and fully online.

##### INTERNSHIP/THESIS

Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives:

##### Internship (6 credits)

- The internship elective (ICJ 780) is an online accomplished by a mandatory 280 hours at an internship site.
- Placement at internship sites are arranged at the initiative of the student in consultation with the Program Director.

##### Thesis I & II (6 credits)

- The thesis elective is taken over a two semester sequence (ICJ 791 and ICJ 792).

##### Academic Timeline & Format

Students can earn the MA degree in 1-2 years of full-time study or in 3-4 years of part-time study. Courses are offered both in person and online.

##### Career Possibilities

Graduates of the program will enter the job market equipped with advanced, substantive knowledge and the analytical and research skills necessary to pursue careers that include the fields of:

- Comparative Policing
- Counterterrorism
- Environmental Criminology
- Criminal Analysis
- Financial Crimes/Compliance
- International Human Rights
- Anti-Money Laundering
- Anti-Corruption
- Doctoral Programs

##### For degree program questions contact:

Director: Gohar Petrossian, PhD  
gpetrossian@jjay.cuny.edu  
212-393-6409

Deputy Director: Katarzyna Celinska, PhD  
kcelinska@jjay.cuny.edu  
646-557-4780

##### For admissions questions contact:

Office of Admissions  
graduateadmissions@jjay.cuny.edu  
212-237-8863

##### To apply online visit:

[www.jjay.cuny.edu/graduate](http://www.jjay.cuny.edu/graduate)



# AROUND THE ASC



## 2021 ASC Annual Meeting

*Science and Evidenced-Based Policy in a Fractured Era*

Chairs: Charlotte E Gill and Thomas Anthony Loughran IV

Venue: Palmer House Hilton

Location: Chicago, IL

Date: 11/17/2021 – 11/20/2021

### Hotel Information

Room rates: \$257 (plus tax) for single; \$275 (plus tax) for double

Online reservations: <https://book.passkey.com/go/2021CriminologyAnnual>

Phone reservations: 877-865-5321, must use group code: ASC

### Meeting Information

[Call for Papers](#)

[Ethics of Participation In and Guidelines for Participants](#)

[Exhibitor Booth & Advertising Packet](#)

[Frequently Asked Questions](#)

[Lightning Talks Guide](#)

[Submission Site](#)

### Registration Information

Coming in early May

AROUND THE ASC



# AMERICAN SOCIETY OF CRIMINOLOGY

## *CALL FOR PAPERS*

**Annual Meeting 2021**  
**Chicago, IL**  
**November 17 – 20, 2021**  
**Palmer House Hilton**

### ***Science and Evidenced-Based Policy in a Fractured Era***

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

**Charlotte E Gill**, George Mason University  
and  
**Tom Loughran**, Penn State University

meeting@asc41.com

#### **ASC President:**

**Daniel S. Nagin** Carnegie Mellon University

#### **SUBMISSION DEADLINES**

Thematic panels, individual paper abstracts, and author meets critics panels due:  
***Friday, March 26, 2021***

Posters, roundtable abstracts, and lightning talk abstracts due:  
***Friday, May 21, 2021***

---

## AROUND THE ASC

### SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC [Annual Meeting](#) website. You will need to create a new profile for 2021. On the site, you will be asked to indicate the type of submission you wish to make. The submission choices available for the meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation. Please continue to click Accept and Continue in the lower right-hand corner until you no longer see it. You will receive a confirmation email after you submit. If you do not, email [meeting@asc41.com](mailto:meeting@asc41.com).

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

**Complete Thematic Panels:** Panel submissions must include a title and abstract for the entire panel as well as titles, **structured abstracts** (\*see below) and author information for all papers. Each panel should contain between three and four papers and/or one discussant. The panel abstract does not need to follow structured guidelines but should be less than 200 words. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE: **Friday, March 26, 2021**

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

- INDIVIDUAL PAPER SUBMISSION DEADLINE: **Friday, March 26, 2021**

**Author Meets Critics:** These sessions are organized by an author or critic, consist of one author and three or four critics discussing and critiquing a recently published book relevant to the ASC. Note that the book must appear in print before the submission deadline (March 26, 2020) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work. Submit the title of the book, the author's name and the names of the three to four persons who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE: **Friday, March 26, 2021**

**Poster Presentations:** Submissions for poster presentations require only a title and abstract along with author information. Posters will be 4' x 8' and should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material. One poster submission per presenter is allowed.

**Graduate Student Poster Competition:** Those who wish to enter the Graduate Student Poster Competition should adhere to the directions for presenting a poster per above. In addition, such participants must self-declare their request for award consideration at the time of submission by marking the appropriate box on the poster submission form. To be considered for this award, participants must also load a brief (2-3 minute) YouTube video on the All-Academic website that accompanies their submission. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal, and awards (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place) will be announced at the meeting. This competition will be open only to graduate student members. For more information, contact the Chair of the Graduate Student Poster Competition Committee, Sally Simpson ([ssimpson@umd.edu](mailto:ssimpson@umd.edu)).

- POSTER SUBMISSION DEADLINE: **Friday, May 21, 2021**

## AROUND THE ASC

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

- ROUNDTABLE SUBMISSION DEADLINE: **Friday, May 21, 2021**

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

- LIGHTNING TALK SUBMISSION DEADLINE: **Friday, May 21, 2021**

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

The meetings are Wednesday, November 17 through Saturday, November 20, 2021. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. If a session does not have a chair, a program committee member may choose a presenter from the last paper on the session. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at <https://asc41.com/> under News & Events to find Annual Meeting information to register online or access a printer friendly form to fax or return by mail.

### SUBMISSION DEADLINES

- **Friday, March 26, 2021** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 21, 2021** is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

### ABSTRACTS

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

**\*Please note that Structured Abstracts will now be required for all papers submitted either individually or as part of a symposium.** The abstract should summarize the major aspect of your study, be no more than 200 words and include the following sections: a) Objective, b) Data/Methods, c) Results, and d) Conclusions/Implications. For most studies, the Data/Methods section should describe sample, sample size(s) and analytic approach. Qualitative studies

## AROUND THE ASC

should also summarize sources. If the study is entirely theoretical, this section can be marked N/A. Papers that are not developed enough to provide detailed information here might be considered for roundtable.

### EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations, including lightning talks to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. No projectors will be available for roundtables or posters.

### GUIDELINES FOR ONLINE SUBMISSIONS

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

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

Tips for choosing appropriate areas and sub-areas:

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

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

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

---



# AROUND THE ASC

## PROGRAM COMMITTEE

<b>Area III</b>	<b>Perspectives on Crime</b>	<b>Jamie Fader</b>	<b>jfader@temple.edu</b>
1	Biological, Bio-social, and Psychological Perspectives	Jill Portnoy	Jill_Portnoy@uml.edu
2	Developmental and Life Course Perspectives	Bryanna Fox	bhfox@usf.edu
3	Strain, Learning, and Control Theories	Stephanie Wiley	swiley@sfu.ca
4	Labeling and Interactionist Theories	Megan Augustyn	megan.augustyn@utsa.edu
5	Routine Activities and Situational Perspectives	Renee Zahnow	r.zahnow@uq.edu.au
6	Deterrence, Rational Choice and Offender Decision-Making	Holly Nguyen	hollynguyen@psu.edu
7	Structure, Culture, and Anomie	Timothy Brezina	tbrezina@gsu.edu
8	Social Disorganization and Community Dynamics	Adam Boessen	boessena@umsl.edu
9	Critical Race/Ethnicity	TaLisa Carter	carter@american.edu
10	Feminist Perspectives	Lisa Pasko	Lisa.Pasko@du.edu
11	Theories of Conflict, Oppression, and Inequality	María Vélez	velezmb@umd.edu
<b>Area IV</b>	<b>Types of Offending</b>	<b>Rachael Powers</b>	<b>powersr@usf.edu</b>
12	Violent Crime	Amy Nivette	A.E.Nivette@uu.nl
13	Property and Public Order Crime	Greg Midgette	gem@umd.edu
14	Drugs	Glen Sterner	ges5098@psu.edu
15	Family and Intimate Partner Violence	Caitlyn Muniz	cnmuniz@utep.edu
16	Rape and Sexual Assault	Shannon Fowler	fowers@uhd.edu
17	Sex Work	Amy Farrell	am.farrell@northeastern.edu
18	Human Trafficking	Teresa C. Kulig	tkulig@unomaha.edu
19	White Collar and Corporate Crime	Miranda Galvin	mag483@psu.edu
20	Organized Crime	Jared Dmello	jared.dmello@tamiu.edu
21	Identity Theft and Cyber Crime	Kristy Holtfreter	Kristy.Holtfreter@asu.edu
22	State Crime, Political Crime, and Terrorism	Erin Kearns	emkearns@ua.edu
23	Hate Crime	Chad Posick	CPosick@georgiasouthern.edu
<b>Area V</b>	<b>Correlates of Crime</b>	<b>Stephanie DiPietro</b>	<b>dipietros@umsl.edu</b>
24	Gangs and Co-offenders	Zachary Rowan	zrowan@sfu.ca
25	Substance Use and Abuse		-
26	Weapons	Terressa Benz	tbenz@oakland.edu
27	Trauma and Mental Health	Joan Reid	jareid2@usf.edu
28	Race and Ethnicity	Toya Like	liket@umkc.edu
29	Immigration/Migration	Marin Wenger	mwenger@fsu.edu
30	Neighborhoods and Communities	Ajima Olaghere	aolaghere@temple.edu
31	Macro-Structural	Kevin Drakulich	k.drakulich@northeastern.edu
32	Sex, Gender, and Sexuality	Molly Dragiewicz	m.dragiewicz@griffith.edu.au
33	Poverty and Social Class	Jorge Chavez	Jorge.chavez@ucdenver.edu
34	Bullying, Harassment, and Abuse	Forrest Rodgers	rodgersf@gonzaga.edu
35	Families and Peers	Jeff Ward	jeffrey.ward@temple.edu
36	School Experiences	David Ramey	dmr45@psu.edu
<b>Area VI</b>	<b>Victimization</b>	<b>Callie Rennison</b>	<b>callie.rennison@ucdenver.edu</b>
37	Causes and Correlates of Victimization	Katie Kaukinen	Catherine.kaukinen@ucf.edu
38	Policy and Prevention of Victimization	Emily Wright	emwright@unomaha.edu
39	Consequences of Victimization	Tara Richards	tararichards@unomaha.edu

# AROUND THE ASC

## PROGRAM COMMITTEE

<b>Area VII</b>	<b>The Criminal Justice System</b>	<b>Jeff Ulmer</b>	<b>jtu100@psu.edu</b>
40	Police Organization and Training	Paul Taylor	paul.taylor@ucdenver.edu
41	Police Legitimacy and Community Relations	Justin Nix	jnix@unomaha.edu
42	Police Misconduct	Janne Gaub	jgaub@uncc.edu
43	Police Strategies, Interventions, and Evaluations	Carla Lewandowski	lewandowskic@rowan.edu
44	Prosecutorial Discretion and Plea Bargaining	Christine Scott-Hayward	Christine.Scott-Hayward@csulb.edu
NEW	Pretrial Justice	Jennifer Copp	jcopp@fsu.edu
45	Courts & Sentencing	Teddy Wilson	thwilson@albany.edu
46	Capital Punishment	Raymond Teske Jr.	rteske@iteske.com
47	Jails & Prisons	Cheryl Lero Jonson	jonsonc@xavier.edu
48	Community Corrections	Matt Hiller	mhiller@temple.edu
49	Prisoner Reentry	Jennifer Cobbina	cobbina@msu.edu
50	The Juvenile Justice System	Marijana Kotlaja	marijanakotlaja@missouristate.edu
51	Challenging Criminal Justice Policies	Charles Loeffler	cloef@sas.upenn.edu
52	Collateral Consequences of Incarceration	Janet Garcia-Hallett	garciahallettj@umkc.edu
53	Prisoner Experiences with the Justice System	Shytierra Gaston	s.gaston@northeastern.edu
54	Law Making and Legal Change	Aaron Kupchik	akupchik@udel.edu
55	Guns and Gun Laws	Dustin Pardini	Dustin.Pardini@asu.edu
56	Inequality and Justice	Kevin Steinmetz	kfsteinmetz@ksu.edu
57	Immigration and Justice Issues	O. Nicholas (Nick) Robertson	onrgcj@rit.edu
<b>Area VIII</b>	<b>Non-Criminal Justice Responses to Crime &amp; Delinquency</b>	<b>Melissa Rorie</b>	<b>melissa.rorie@unlv.edu</b>
58	Regulatory/Civil Legal Responses	Carole Gibbs	gibbsca1@msu.edu
59	Institutional Responses	Valerie Anderson	valerie.anderson@uc.edu
60	Community Responses	Gillian Pinchevsky	Gillian.pinchevsky@unlv.edu
<b>Area IX</b>	<b>Perceptions of Crime &amp; Justice</b>	<b>Mark Berg</b>	<b>mark-berg@uiowa.edu</b>
61	Media & Social Construction of Crime	Jeff Gruenewald	jgruenew@uark.edu
62	Attitudes about the Criminal Justice System & Punishment	Joselyne Chenane Nkogo	Joselyne_Nkogo@uml.edu
63	Activism and Social Movements	Valerie Jenness	jenness@uci.edu
64	Fear of Crime and Perceived Risk	Sue-Ming Yang	syang10@gmu.edu
<b>Area X</b>	<b>Comparative &amp; Historical Perspectives:</b>	<b>Hollie Nyseth Brehm</b>	<b>brehm.84@osu.edu</b>
65	Cross-National Comparison of Crime & Justice	Darren Wheelock	darren.wheelock@marquette.edu
66	Historical Comparisons of Crime & Justice	Jennifer Carson	jcarson@ucmo.edu
67	Globalization, Crime, and Justice	Sanja Kutnjak Ivkovich	kutnjak@msu.edu
68	Human Rights		-
<b>Area XI</b>	<b>Critical Criminology</b>	<b>Avi Brisman</b>	<b>avi.brisman@eku.edu</b>
69	Green Criminology	Mike Lynch	mjlynch@usf.edu
70	Queer Criminology	Vanessa Panfil	vpanfil@odu.edu
71	Convict Criminology	Jennifer Ortiz	jmortiz@ius.edu
72	Cultural Criminology	Deirdre Warren	dwarren5@kent.edu
NEW	Narrative and Visual Criminologies	Lo Presser	lpresser@utk.edu
NEW	Abolition	Luis Fernandez	luis.fernandez@nau.edu
NEW	Activist Scholarship	Shelly Clevenger	slcleve@ilstu.edu
NEW	Critical Perspectives in Criminology	Donna Selman	donna.selman@indstate.edu

# AROUND THE ASC

## PROGRAM COMMITTEE

<b>Area XII</b>	<b>Methodology</b>	<b>Cody Telep</b>	<b>cody.telep@asu.edu</b>
73	Advances in Quantitative Methods	Kyle Thomas	Kyle.Thomas@colorado.edu
74	Advances in Qualitative Methods	Danielle Rudes	drudes@gmu.edu
75	Advances in Evaluation Research	Zach Hamilton	zhamilton@unomaha.edu
76	Advances in Experimental Methods	Megan Denver	m.denver@northeastern.edu
77	Advances in Teaching Methods	Kate Burmon	kate.burmon@msmc.edu
<b>Area XIII</b>	<b>Roundtable Sessions</b>	<b>Martin Bouchard</b>	<b>mbouchard@sfu.ca</b>
<b>Area XIV</b>	<b>Poster Sessions</b>	<b>Susan Case</b>	<b>asc@asc41.com</b>
<b>Area XV</b>	<b>Author Meets Critics</b>	<b>Chris Sullivan</b>	<b>Christopher.Sullivan@uc.edu</b>
<b>Area XVI</b>	<b>Methods Workshop</b>		
	Quantitative Methods	Robert Apel	robert.apel@rutgers.edu
	Qualitative Methods	Volkan Topalli	vtopalli@gsu.edu
<b>Area XVII</b>	<b>Professional Development/ Students Meets Scholars</b>	<b>Renee Lamphere</b>	<b>renee.lamphere@uncp.edu</b>
<b>Area XVIII</b>	<b>Diversity and Inclusion</b>	<b>Vanessa Panfil</b>	<b>vpanfil@odu.edu</b>
<b>Area XIV</b>	<b>Lightning Talk Sessions</b>	<b>Lynn Addington</b>	<b>adding@american.edu</b>
<b>Area XX</b>	<b>Peterson Workshop</b>	<b>Ruth Peterson</b>	<b>peterson.5@osu.edu</b>
<b>Area XXI</b>	<b>Ethics Panels</b>	<b>William Terrill</b>	<b>william.terrill@asu.edu</b>
<b>Area XXII</b>	<b>Policy Panels</b>	<b>Jim Lynch</b>	<b>jlynch14@umd.edu</b>



**Accepting nominations for 2021 Awards:**

Mentor Award

Teaching Award

Deadlines for all other 2021 award nominations have passed

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

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

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

## AROUND THE ASC

### NOMINATIONS FOR 2021 ASC AWARDS

**MENTOR AWARD** -- The Mentor Award is designed to recognize excellence in mentorship in the discipline of Criminology and Criminal Justice. Nominations of individuals at all stages of their academic careers are encouraged.

Any nonstudent member of the ASC is an eligible candidate for the ASC Mentor Award, including persons who hold a full or part time position in criminology, practitioners and researchers in nonacademic settings. The award is not limited to those who participate in the ASC mentoring program.

Nonstudent members may be nominated by colleagues, peers, or students but self-nominations are not allowed. A detailed letter of nomination should contain concrete examples and evidence of how the nominee has sustained a record of enriching the professional lives of others, and be submitted to the Chair of the ASC Mentor Award Committee.

The mentorship portfolio should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of mentorship accomplishments, which may include:
  - academic publications
  - professional development
  - teaching
  - career guidance
  - research and professional networks, and
  - other evidence of mentoring achievements.

The letter should specify the ways the nominee has gone beyond his/her role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of Criminology and Criminal Justice, providing intellectual professional development outside of the classroom and otherwise exemplary support for Criminology/Criminal Justice undergraduates, graduates and post-graduates.

Letters of nomination (including statements in support of the nomination), the nominee's portfolio, and all other supporting materials should be submitted to the Mentor Award Committee Chair in electronic form by **June 1**.

Committee Chair: **Maria Velez, University of Maryland**

[velezmb@umd.edu](mailto:velezmb@umd.edu)

**(301) 405-4716**

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

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

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

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

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

The materials in the portfolio should include brief, descriptive narratives designed to provide the Teaching Award Committee with the proper context to evaluate the materials. Student evaluations, for example, should be introduced by a very brief description of the methods used to collect the evaluation data and, if appropriate, the scales used and available norms to assist with interpretation. Other materials in the portfolio should include similar brief descriptions to assist the Committee with evaluating the significance of the materials.

Letters of nomination (including statements in support of nomination) should be submitted to the Teaching Award Committee Chair in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Teaching Award Committee Chair in electronic format and must be received by **June 1**.

Committee Chair: **Manish Madan, Stockton University**

[manish.madan@stockton.edu](mailto:manish.madan@stockton.edu)

**(609) 652-4512**



**AROUND THE ASC****2021 Election Slate for 2022 - 2023 ASC Officers**

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2021 election:

**President**

Shadd Maruna, Queen's University Belfast  
Jochin Savelsberg, University of Minnesota

**Vice President**

Lisa Broidy, University of New Mexico  
Karen Parker, University of Delaware Newark

**Executive Counselor**

Rod Brunson, Northeastern University  
Elizabeth Groff, Temple University  
John Hipp, University of California  
John MacDonald, University of Pennsylvania  
Anthony Peguero, Arizona State University  
Justice Tankebe, University of Cambridge

All non-student members with current membership status during the open dates of the election shall be entitled to vote. Voting for the 2021 election for 2022-2023 officers opens at 12:01 a.m. (U.S. Eastern Standard Time) on May 10, 2021 and closes at 12:01 a.m. (U.S. Eastern Standard Time) on June 25, 2021.

American Society of Criminology  
921 Chatham Lane, Suite 108  
Columbus, Ohio 43221  
614-826-2000 (Ph)  
614-826-3031 (Fax)

**Call for Nominations for 2022 Election Slate for 2023 - 2024 Officers**

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by June 1, 2021 to be considered by the Committee.

Lorine Hughes  
University of Colorado Denver  
School of Public Affairs  
Denver, CO 80204  
(303) 315-2989  
[lorine.hughes@ucdenver.edu](mailto:lorine.hughes@ucdenver.edu)

---

---

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

---

---

BioPsychoSocial Criminology (DBC)

<https://bpscrim.org/>

Communities and Place (DCP)

<https://communitiesandplace.org/>

Convict Criminology (DCC)

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

Corrections & Sentencing (DCS)

<https://ascdcs.org/>

Critical Criminology & Social Justice (DCCSJ)

<https://divisiononcriticalcriminology.com/>

Cybercrime (DC)

(website coming soon)

Developmental and Life-Course Criminology (DLC)

<https://dlccrim.org/>

Experimental Criminology (DEC)

<https://expcrim.org/>

International Criminology (DIC)

<https://internationalcriminology.com/>

People of Color & Crime (DPCC)

<https://ascdpcc.org/>

Policing (DP)

<https://ascpolicing.org/>

Queer Criminology (DQC)

<https://queercrim.com/>

Rural Criminology (DRC)

<https://divisionofruralcriminology.org/>

Terrorism & Bias Crimes (DTBC)

<https://ascterrorism.org/>

Victimology (DOV)

<https://ascdov.org/>

White Collar and Corporate Crime (DWCC)

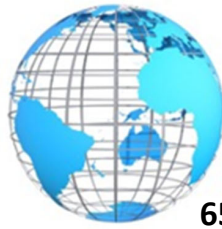
<https://ascdwcc.org/>

Women & Crime (DWC)

<https://ascdwc.com/>

---

## AROUND THE ASC



DIVISION OF INTERNATIONAL CRIMINOLOGY  
AMERICAN SOCIETY OF CRIMINOLOGY

65th Session of the United Nations  
Commission on the Status of Women-CSW65  
March 15—26, 2021

## CSW 65 Committee



Dr. Dawn Beichner, UN Representative  
World Society of Victimology  
Professor, Illinois State University



Dr. Sheetal Ranjan, Member  
American Society of Criminology  
Division of International Criminology;  
Professor, William Paterson University



Dr. Rosemary Barberet, UN Representative,  
International Sociological Association &  
Criminologists Without Borders  
Professor, John Jay College of Criminal Justice

2021 marks the sixty-fifth session of the United Nation's Commission on the Status of Women (CSW65). Every year, representatives of Member States, UN entities, and ECOSOC-accredited non-governmental organizations (NGOs) from around the world attend the session to disseminate evidence on policies and practices affecting women globally. Due to the COVID-19 pandemic and related World Health Organization guidance, the sixty-fifth session took place virtually. The event commenced on Monday, 15 March and continued through Friday, 26 March. The CSW65 priority theme was women's full and effective participation and decision-making in public life, as well as the elimination of violence, for achieving gender equality and the empowerment of all women and girls. The twelve-day session included a ministerial segment with roundtables and other high-level interactive dialogues, a Virtual Townhall Meeting, as well as interactive and expert panel discussions. UN Women and various stakeholders organized many side events and parallel events to draw attention to critical aspects of gender equality.

The World Society of Victimology, the American Society of Criminology's Division of International Criminology, the International Sociological Association, and Criminologists Without Borders partnered to host three parallel events at CSW65. The collaborative sessions were originally planned for CSW64 when we were celebrating Beijing +25, the 10th anniversary of UN Women, and the 20th anniversary of UNSCR 1325. Due to the COVID-19 pandemic, the CSW64 session was canceled. We are still celebrating these anniversaries, of course, as they are milestones for the global women's movement. Our participation in the virtual event embodies the UN Women's CSW65 message: "In the Year the World Stopped, Women's Rights Will Not."

### Parallel Events:

1. 16 March 2021: Feminist Approaches to Justice: International Responses to Sexual Violence
2. 17 March 2021: Feminist Approaches to Justice: Addressing Incarcerated and Returning Women Worldwide
3. 18 March 2021: International Approaches to Coordinating Community Responses: Violence Against Women



## AROUND THE ASC

**Feminist Approaches to Justice: International Responses to Sexual Violence:** Dr. Rosemary Barberet, UN Representative for the International Sociological Association, John Jay College of Criminal Justice, chaired this panel, co-sponsored by Criminologist without Borders. The panel focused on the responses to sexual violence that is related to armed conflict as well as occurs outside that context. Dr. Sari Hanafi, President of the International Sociological Association and Professor of Sociology at the American University of Beirut, gave introductory remarks. Ambassador Anwarul K. Chowdhury, Former Under-Secretary-General and High Representative of the UN, Initiator of the conceptual breakthrough for UNSCR 1325 as the Security Council President in March 2000 and Founder of the Global Movement for The Culture of Peace (GMCoP) presented “1325’s 20th Anniversary: Feminism Should Drive the WPS Agenda.” Dr. Mary Okumu, recently retired from her post at UN Women in Sierra Leone, presented “Important Efforts to Stop Sexual Violence in Sierra Leone.” Dr. Rhoda Reddock, UN CEDAW Committee Member 2018-2022, Emerita Professor, Gender, Social Change and Development, The University of the West Indies, St. Augustine Campus, Trinidad and Tobago, and ISA Executive Committee Member, gave an overview of CEDAW and Violence Against Women. Passy Mubalama, Women’s Rights Activist, Founder of AIDPROFEN in the Democratic Republic of the Congo and NGOCSW 2020 Woman of Distinction Awardee, spoke about “Women and Girls as Victims of Sexual Violence: Consequences and Community Perceptions.” Dr. Laura Guercio, Member of the Coordination Committee of UNETCHAC, Professor, University of Perugia, and Head of International Relations for the International Criminal Bar Association, presented “Guaranteeing a Future for Girls Affected by Armed Conflict: Concerns Identified by the International Universities Network for Children in Armed Conflict (UNETCHAC),” And Jasmine Hwang and Sebastián Galleguillos, graduates of the Master of Arts Degree Program in International Crime and Justice at John Jay College of Criminal Justice presented their research on “Best Police Practices Around the Globe: Improving Responses to Sexual Violence.” A lively Q&A was moderated by Dr. Jan Marie Fritz, ISA Executive Committee Member and Representative to the UN, Professor, University of Cincinnati, Distinguished Visiting Professor, University of Johannesburg and Visiting Professor at Taylor’s University (MALAYSIA).

**Feminist Approaches to Justice: Addressing Incarcerated and Returning Women Worldwide:** Dr. Dawn Beichner, UN Representative World Society of Victimology; Professor, Illinois State University, presented in this panel, sponsored by the World Society of Victimology, and served as chair and moderator. The panel’s global focus included panelists from four countries and coverage of contemporary issues worldwide. Dr. Claire M. Renzetti, Editor of *Violence Against Women*, Professor and Chair of Sociology, University of Kentucky (U.S.A.) provided introductory comments that highlighted the intersecting nature of violence against women and women’s offending. Dr. Jennifer Cobbina, Associate Professor, Michigan State University (U.S.A.) discussed *Bringing the ‘Invisible Population’ to Light: Justice for Incarcerated and Formerly Incarcerated Women*. Attorney Mmonbeydo Nadine Joah, Executive Director and Legal Counsel, Organization for Women and Children (LIBERIA) presented *Feminist Approach to Addressing the Challenges Facing Incarcerated Women in Liberia*. Attorney Prue Kapua, National President, Maori Women’s Welfare League (NEW ZEALAND) highlighted *The Rampant Incarceration of Indigenous Women: The Aotearoa/New Zealand Experience*. Dr. Dawn Beichner and

**International Approaches to Coordinating Community Responses: Violence Against Women:** Dr. Sheetal Ranjan, member of the American Society of Criminology (ASC) - Division of International Criminology; Professor, William Paterson University (USA) presented in this panel sponsored by ASC’s Division of International Criminology, and served as chair and moderator. Dr. Sanja Kutnjak Ivkovich, Chair, ASC’s Division of International Criminology; Professor, Michigan State University (USA) provided introductory comments about the Division and its international focus. Dr. Ineke Haen Marshall, Editor, *International Criminology*; Professor, Northeastern University (USA) provided an overview of DIC’s new journal. Dr. Sheetal Ranjan provided an overview of the *Theoretical Framework for Coordinating Community Responses: Violence Against Women*. Dr. Vasiliki Artinopoulou, Professor, Panteion University of Social and Political Sciences; Director of the Restorative Justice and Mediation Lab; Director of the Institute on Crime and Criminal Justice, European Public Law Organization (GREECE) spoke about *The European Victims’ Rights Directive (2012/29/EU): Reflections on Article 26 Cooperation and Coordination of Services*, and the goal of coordination of community responses not being achieved nine years since the directive, and highlighted recent reports in the European context. Videos and documents provided by UN-Women discussed *Lessons From the Implementation of UN-Women’s Integrated Global Initiative on Safe Cities and Safe Public Spaces for Women and Girls* that began as a multi-stakeholder global initiative in the cities of Quito (Ecuador), Cairo (Egypt), New Delhi (India), Port Moresby (Papua New Guinea), and Kigali (Rwanda), and has now grown to include 50+ cities and continues to achieve positive results with its partners. Clara Alemann, Director of Programs, Promundo-US (USA) spoke about Promundo’s gender transformative efforts to *Engaging Men and Boys to Prevent Gender-Based Violence Through Community-Based Programs* in 20+ countries in the Global South. Dean Peacock, Director, Confronting Militarized Masculinities, Women’s International League for Peace and Freedom (SOUTH AFRICA) spoke about his involvement in the VAW movement and provided *Reflections After 30 Years: Successes, Challenges and New Directions in Efforts to Address Men’s Violence Against Women*.

**Forthcoming Journal:** Dr. Beichner, Dr. Ranjan, and Dr. Barberet will be guest editing a forthcoming special issue of *Violence Against Women*, a peer-reviewed international, interdisciplinary journal published by SAGE. The special issue, which will be published in early 2022, will showcase a selection of the papers from the collaborative parallel events and other international contributions from violence against women-themed CSW65 presentations.



# Criminology & Public Policy

*Call for Papers for 2022 Special Issue*

## **Place, crime and race:**

### **A new research and policy agenda for crime and place researchers**

Special Issue Editors: Ajima Olaghere and John E. Eck

A wealth of research supports the importance of places, such as addresses and street segments, for understanding and preventing crime. Yet at the same time, very little theory, research, and research-informed policy that focuses on places also examines race and ethnicity, despite race being a central construct in social life. Understanding the role of race at micro-places and within crime prevention policies targeting social spaces is essential in advancing place-based criminology. The aim of this special issue is to stimulate researchers, from diverse backgrounds, to address how race connects with crime, fear, victimization, and perceptions of crime and micro-places, and to do so with a policy and practice orientation. This special issue will provide an opportunity for scholars to address the value and shortcomings of race neutral scholarship in crime and place research. We are interested in studies that inform research, policy, and practice about the practical consequences of dealing with race, place, and crime.

#### ***Examples of topics this special issue might consider:***

- The distribution of racial disparities across places;
- Policing of places and how this creates or addresses racial inequalities;
- Policies that shape the social and racial context of places;
- Whether place-based crime policies produce fewer racial disparities than neighborhood-based crime policies.
- History of place policies that intersect with race and crime (e.g., zoning, racial covenants, urban or land use planning, etc.);
- Code enforcement, nuisance abatement, and asset forfeiture practices;
- Mortgage lending, foreclosure, and financial institution practices as they relate to crime, place, and race

#### ***Papers must have these characteristics:***

- A primary emphasis on addresses, facilities, street segments, and other microgeographies.
- A policy emphasis (e.g., discuss theories and methods related to specific policies, or call for policy innovations).
- Diverse and broad understandings of race and ethnic categories, or geographic origin or nationality, including outside of the United States.
- At least a brief description of the historical context for any particular racial/ethnic group discussed.

We strongly encourage submissions from scholars and practitioners of all racial/ethnic backgrounds and at all career stages. We strongly encourage authors to draw from a variety of theoretical perspectives (i.e., go beyond social disorganization theory). We will also welcome all methodological approaches (e.g., qualitative, quantitative, mixed methods, etc.). Papers may be case studies (e.g., residential perceptions of places with high levels of crime, etc.), histories of places, policy evaluations, program evaluations, methodological tools, or theoretical discussions with actionable policy implications.

**Papers will be due no later than February 15, 2022** and must be submitted through CPP's ScholarOne Manuscript submission portal, <https://mc.manuscriptcentral.com/capp>. We expect the issue to be published by Issue 4 of 2022 (November). All papers will go through CPP's normal peer-review process. For questions about this call for papers, please contact the special issue editors, Ajima Olaghere ([aolaghere@temple.edu](mailto:aolaghere@temple.edu)) or John Eck ([john.eck@uc.edu](mailto:john.eck@uc.edu)).

***Criminology & Public Policy***  
**is the official policy journal of the American Society of Criminology**

Editors in Chief:

Cynthia Lum and Christopher S. Koper  
George Mason

University

Department of Criminology, Law and Society Center for Evidence-Based

Crime Policy [clum@gmu.edu](mailto:clum@gmu.edu); [ckoper2@gmu.edu](mailto:ckoper2@gmu.edu)

<https://onlinelibrary.wiley.com/journal/17459133>



# TEACHING TIPS

## Understanding Teaching Adaptations in Response to the COVID-19 Pandemic: An International Perspective

Nadine Connell, Ph.D., Griffith University  
 Marijana Kotlaja, Ph.D., Missouri State University  
 Sanja Kutnjak Ivković, Ph.D., S.J.D., Michigan State University

When we started our international survey a full year ago, we could not imagine many of the teaching adaptations made in March 2020 would continue to be important and shape our teaching a year later. We hope our results will give a snapshot of how academics adapted to the unexpected changes necessary to continue teaching effectively, offer more support for those still adjusting their practices, and give faculty and administrators a better sense of where their programs sit amidst this period of global pedagogical innovation.

In November 2020, we recruited participants using a social media-based campaign. Advertisements were posted on the Division of International Criminology's Twitter, Facebook, and Instagram pages. In addition, targeted emails were sent to individuals in key academic positions to help increase the diversity of perspectives. The survey was designed to be completed in about 15 minutes. Respondents were asked about course modalities before the pandemic, the extent of immediate changes as a result of the COVID-19 pandemic, and the long-term expectations of course modifications. The research protocol was approved by the Office of Research at Griffith University and the Human Research Protection Program at Michigan State University.

### SAMPLE DEMOGRAPHICS

Academics representing thirteen countries from four continents responded to our survey. Although the majority of our respondents are U.S.-based (Table 1), we also have responses from academics from Australia, the Bahamas, Bosnia and Herzegovina, Canada, Croatia, Germany, Mexico, Poland, Serbia, South Africa, Sweden, and the UK. The majority of respondents were tenure-track assistant (37%) and associate professors (29%).

Table 1: Demographic Characteristics

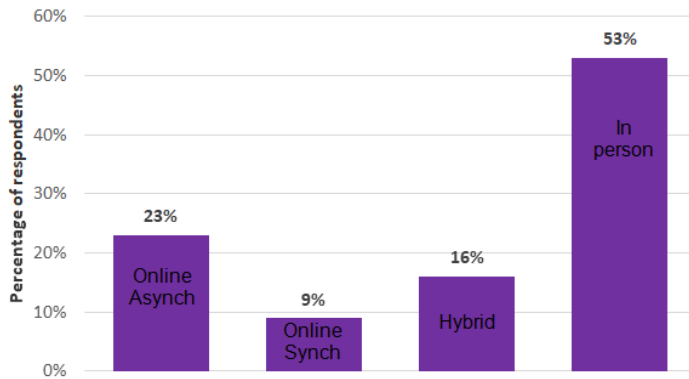
Continent	N	Percent	Rank	N	Percent
Africa	1	2%	Graduate Student	8	16%
Oceania	3	8%	Fixed-Term Faculty	3	6%
Europe	7	22%	Assistant Professor	18	37%
North America	38	77%	Associate Professor	14	29%
Total	49	100%	Full Professor	3	6%
			Other	3	6%
			Total	49	100%

### How did it start?

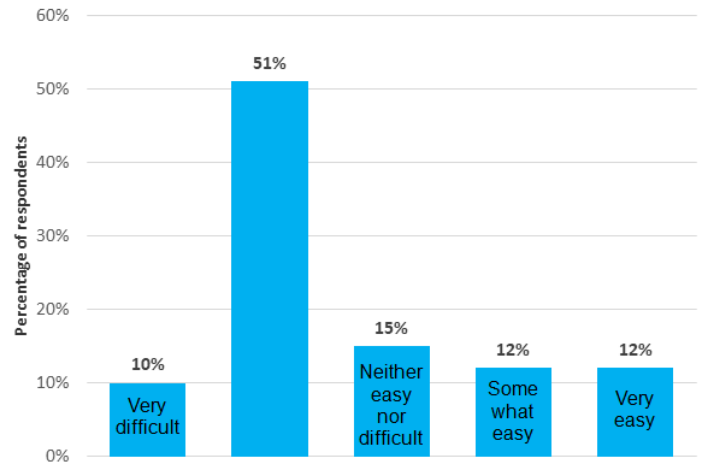
Before the pandemic, primary teaching modalities varied (Graph 1). While most were teaching using traditional face-to-face methods (52%), several respondents were already teaching online asynchronous classes (23%), hybrid classes using a mix of face-to-face and online interaction (16%), and online synchronous classes (9.1%). Despite this, most of the respondents had to move their classes into an online environment (93%). Many responded (61%) that the transition was moderately difficult (Graph 2).

## TEACHING TIPS

Graph 1: Original class delivery method



Graph 2: Difficulty of moving the class online



Graph 2: Difficulty of moving the class online

*What have people done?*

Moving to virtual learning environments can encompass a variety of pedagogical techniques, but our questions in the survey focused on the technique (i.e., what was done in the classroom) rather than on the technology used (i.e., how it was done). The most frequent immediate adaptation was to pre-record lectures and make them available for student viewing (61%) (see Table 2).

We queried academics on which course content-related strategies they implemented to deal with these disruptions. The most common adaptation to courses was to change the kinds of assignments/exams students completed (80%). This anecdotally includes switching in-person exams to online exams, changing in-person exams to portfolio-based assessments, and using take-home instead of in-person options for exams and assignments.

Many academics (68%) reported they changed their expectations regarding the amount of time students could devote to class materials and the quality of the work that the students would be able to deliver (51%). Academics also reported cutting the number of assignments (46%) and/or cutting the number of readings students were originally assigned (29%).

Table 2: Types of classroom changes

Types of changes	Percent
Prerecorded or recorded lectures	61%
Flipped classroom	8%
Changed assignments or tests	80%
Dropped some assignments or tests	46%
Lowered expectations about the amount of time students could devote to the class	68%
Lowered expectations about the quality of work	51%
Dropped some of the readings	29%

## TEACHING TIPS

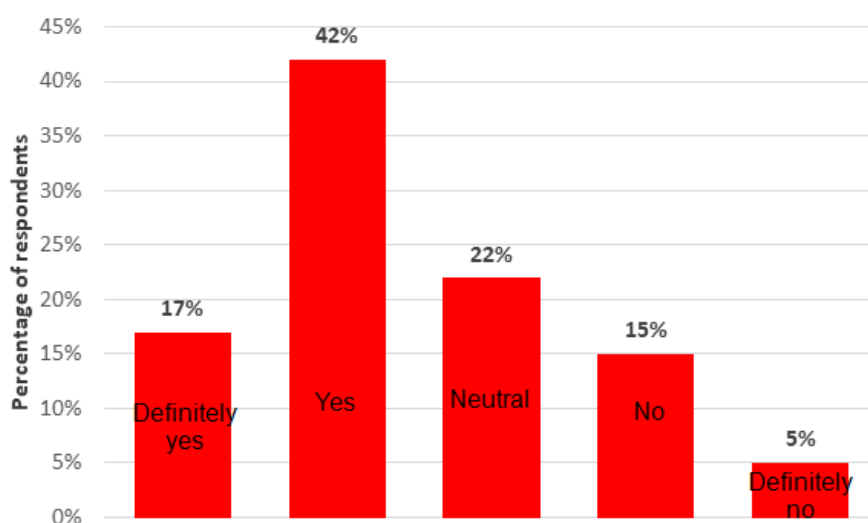
### Administrative Support

Given the extraordinary stressors that teaching faculty began to encounter after March 2020, we asked about opinions regarding the levels and kinds of institutional support. Overall, respondents indicated high levels of administrative support. Only 20% indicated they were unsupported (Graph 3). Many academics (77%) told us their university offered courses or other content for successful online teaching experiences, and that their university was planning to continue to offer such resources (65%).

Several faculty members also commented that learning how to use technology for online classes and learning new pedagogical strategies required a lot of their time. Some were critical about being required to do so without getting paid for it. Another faculty mentioned that spending a lot of time on teaching did not balance well with other parts of the job.

Although the majority of the respondents felt that their universities provided them with many opportunities to learn, quite a few respondents were interested in learning more. Most of the respondents also wanted to learn more about effective teaching strategies for online learning, from making sessions more engaging, generating discussions online, to making the online communication effective.

Graph 3: Support from the administration



### How did it go?

We are happy to report that respondents were quick to tell us that both they (54%; Table 3) and their students seemed satisfied with the switch (60%; Table 4). When asked what has worked well in their classrooms, several respondents mentioned that pre-recording the lectures was one of the critical aspects of their online teaching. Instead of going directly into recording video lectures, some used baby steps that included first recording audio over their PowerPoint slides and, eventually, becoming comfortable recording video (#29, Associate Professor, USA).

Keeping the channels of communication open with the students seemed to be critical for at least several other respondents:

- Opportunities for contact! Students needed to see me (#12, Assistant Professor, USA).
- Using our online live sessions to check in with each other (#22, Assistant Professor, USA).

Indeed, it was not just about communication per se, but about empathy and compassion:

- Being understanding and patient with the students. Showing care and compassion for their situations (#51, Associate Professor, USA).

I had small classes for spring semester 2020 so I really used the time to make sure my students were ok and problem solve.

## TEACHING TIPS

I made sure that they got all of the course material but their well-being was much more important. It was also helpful to recognize that there is wide disparity in access to technology and internet which has been a guidepost for all of my teaching since the pandemic began (#13, Associate Professor, USA).

Having multiple check-ins and flexible turn in dates (#28, Assistant Professor, USA).

In response, students remained engaged (“More students remained engaged than I’d feared” #31, Postdoc, Germany). They also seem to be “generous and helpful with the transition” (#50, Associate Professor, USA). Faculty also expressed concerns for accessibility by lower income students, as well as for the student time management skills (#47, Associate Professor, USA).

Another way of communicating with the students and for students to communicate with their peers was through online discussion boards:

Doing discussion boards in place of the seminar style discussion we did in class. That being said, it never truly reached the level of in person discussions (#20, Assistant Professor, USA).

We have also asked the respondents about what did not work well in their online classes. Six respondents explicitly mentioned technology, from the lack of training to their lack of confidence in their ability to use technology.

Establishing and maintaining contact with the students and creating a classroom community were some of the most frequently mentioned concerns. As one of the respondents articulated, “Lecturing is difficult without (or with substantially reduced) live interaction” (#31, Postdoc, Germany). Another respondent elaborated:

I miss my students! First, we cannot require that our students turn their cameras on. Only two students would regularly turn on their cameras during our meetings. It was difficult to assess my pace without body language and other cues. I was teaching statistics at the time, and I like to have an active, hands on class (#52, Associate Professor, USA).

In addition, the respondents mentioned that it was more difficult to have quality discussions in the online format, particularly of difficult topics (“Some class discussions are better in person” #22, Assistant Professor, USA). Our respondents also addressed several other interactive class components that they had to either drop completely or replicate in the online environment:

My courses also involve a lot of experiential and community learning. While attempts were made to replicate those experiences online (e.g. recorded guest speakers, podcasts, documentaries), it isn’t quite the same as experiencing them in person (#43, Assistant Professor, USA).

The fact that I was not able to do some practical assignments with students which are very important for my class and understanding of the subject of the class (#38, Associate Professor, South Africa).

Group work, too, was hindered. While we have the breakout rooms in Zoom, I noticed students would be silent when I checked in, and then they would have questions during check in so that I was unable to check in on all of the groups. I would have preferred to walk around class so that I could answer one group’s questions within earshot of others while listening in to other groups (#52, Associate Professor, USA).

*What would they keep?*

Of particular interest with these levels of satisfaction is the assortment of things that respondents reportedly liked to the extent that they would continue practicing them in the future. The overwhelming majority of the respondents mentioned one or more components that they plan to keep incorporating into their classes. The first such component includes check-ins at the beginning of the class.

Our respondents frequently mentioned prerecorded lectures as a component that they would like to keep. A number of respondents like the usefulness of holding teleconference office hours. Finally, the most frequently mentioned component that faculty would like to retain includes interactive activities for students:

## TEACHING TIPS

Use of inclusive pedagogy using universal design and use of transparent design for creation of assignments ... Elimination of final term paper and replaced with final project; for this, students can do audio, video, infographics, create a website, etc. Something creative that may be more engaging and fun than writing a paper (#29, Associate Professor, USA).

I like using polls during online segments of the class. This way I can tell if students are actually paying attention (#47, Associate Professor, USA).

Flipped classroom with fewer sessions for advanced undergrad. Online discussion fora to prepare classroom discussions (#31, Postdoc, Germany).

I will consider splitting 1-hour lectures into shorter pieces with activities in-between (#55, Full Professor, UK).

Table 3: Own satisfaction with the changes

Own satisfaction	Percent
Very satisfied	15%
Satisfied	39%
Neutral	24%
Dissatisfied	17%
Very dissatisfied	5%

Table 4: Estimated student satisfaction with the changes

Estimated student satisfaction	Percent
Very satisfied	7%
Satisfied	54%
Neutral	22%
Dissatisfied	14%
Very dissatisfied	2%

### CONCLUSION

The start of the COVID-19 pandemic created abrupt changes higher education across the world. Countries imposed lockdowns and universities closed their campuses, so it comes as no surprise that respondents in our study indicated that almost all of them had to abruptly transition into an online environment. The good news is that the majority of them felt supported by their administration and found resources to ease the transition. Although it was not easy, faculty were mostly satisfied with how they transitioned into the online environment.

We share these results knowing that there is still a lot to learn and tweaks are constantly being made to our teaching practices. The great news is that a substantial proportion of our respondents are expanding their horizons, in terms of obtaining in-depth knowledge about technology as well as pedagogy. There is still a lot that we can learn from each other.

## RECENT PHD GRADUATES

**Strah, Beck**, "Masculinity Behind Bars: Exploring the Causal Relationships Between Hypermasculinity, Masculine Gender Role Stress, and Maladaptive Prison Behaviors"; Chaired by Natasha Frost, December 2020, Northeastern University.

**Taheri, Sema**, "Understanding the Development of Researcher-Practitioner Partnerships in Criminal Justice: A Phenomenological Study"; Chaired by Brandon Welsh, August 2020, Northeastern University.

# DOCTORAL STUDENT FORUM

## Reflections on the Field: Fieldwork and Vicarious Trauma in Graduate School

Liv Mann, Department of Sociology, Princeton University

*Author's Note:* This column includes stories from the field that describe violent injury, domestic abuse, and reproductive coercion/sexual assault. They are confined to the first section of the article. To avoid these stories, begin reading at "Vicarious Trauma"

### Difficult Stories

At their best, qualitative researchers bear witness and give voice to the trauma and resilience of everyday life. Throughout it all we strive to make empathy an active practice and try to understand and honestly recount the stories shared with us. The practice of listening represents the noble side of qualitative research, but there is another side we often fail to discuss: the emotional toll listening can take.

During my first summer of graduate school, I spent three months in the Eastern Kentucky working as a research assistant with the [Understanding Communities of Deep Disadvantage project](#). Our research site was one of the highest-poverty majority-white counties in America. It was a battleground in the opioid epidemic, a home to deep and enduring poverty, and the site of lasting public health crises. In the short time we were there, my research partner and I conducted almost fifty interviews with community residents and local leaders. We spent countless hours volunteering with the church-run clothes closet, touring the remotest parts of the county with a local pastor, and preparing and delivering food with the local version of Meals on Wheels.

The people we worked with told us about their pride in their community, about times the county had come together to march against drug dealers and about the sawmill and pallet factory a pastor built up from nothing to create jobs for local men. They told us about their success, challenges, and hopes for the future. And they told us about their traumas.

Every person we talked to had personal stories of violence. Sweet Pea, a petite grandmother living in a bright purple house, had been the victim of reproductive coercion at the hands of her first husband. Pregnancy threatened her life, but her husband forced eight pregnancies on her.

Jerry, the pastor who built the sawmill and pallet factory, once heard two gunshots ring out through the valley surrounding his church. He raced outside and found a man lying on the ground, blood on the road. He rushed to the man's side and tried to lift him upright. "And my fingers slipped right into two holes on the back of his neck," he said, showing us his index and middle finger. His fingers had slipped into the gunshot wounds that would ultimately take the man's life.

There were countless other stories. One of Miranda's partners tried to kill her while high on meth, and she was evicted because a neighbor called the cops. Marie's uncle killed his partner in her home, forcing her and her children to move. Henrietta's son was beaten so badly by police that he had to have facial reconstruction surgery.

### Vicarious Trauma

While we cannot equate the experience of the researcher to the experience of the research participant, hearing stories like these is itself a form of trauma. It is called *vicarious* trauma, a term originally coined to describe the experience of mental healthcare providers exposed to clients' traumatic experiences. People who experience vicarious trauma might suffer nightmares, intrusive imagery, hyperarousal, helplessness, or even anger, apathy, or cynicism directed towards the person who shared their traumatic experiences in the first place.

While the concept originated in studies of mental healthcare providers, vicarious trauma is the result of a mental healthcare practice qualitative researchers emulate: empathic engagement with another person's experiences. Qualitative researchers in criminology exercise that empathic engagement *specifically* in places and with people who have stories of trauma to share. Trying to understand terrible violence, the experience of victimization, the brutality of American policing, or the steep costs of mass incarceration requires listening to painful, sometimes visceral stories. More than that, it requires engaging deeply with those stories as we try to make academic sense of them.

This is how vicarious trauma becomes a reality for qualitative criminologists. For me, it took the form of a phobia of parasites,



## DOCTORAL STUDENT FORUM

intense health anxiety, and flashbacks to driving through narrow Kentucky hollers. I am not alone. Ethnographers like Randol Contreras and Alice Goffman have already written about the consequences of primary exposure to trauma in the field. For Contreras, desensitization to violence became a difficult reality to be grappled with in the writing process. For Goffman, fieldwork turned a sudden knock on a car window or the noisy departure of a flock of birds into panic-inducing threats. Others have written about vicarious trauma explicitly. Rebecca Moran, studying adult survivors of child sexual abuse, found that her interviewee's bewilderment and grief made the process of interview transcription and coding unbearable and left her struggling with insomnia, intense emotional responses, and intrusive thoughts. Michael Guerzoni, working on a literature review on child sexual abuse for his dissertation, suffered headaches and panic attacks and developed a deep distrust of the people around him. Vicarious trauma is a troubling reality of criminological research.

### Graduate School and Trauma

The vicarious trauma I experienced in my fieldwork was compounded by the stresses of graduate school. Depression, anxiety, and other mental health conditions are common among graduate students. The structural conditions of graduate school—hypercompetitive atmospheres, unstructured time and unclear expectations, or absent or inadequate mentorship—contribute to students' poor mental health. They stand to do the same for students' vicarious trauma. In my case, a heavy teaching and research workload kept distracted me from my trauma after my return from the field. As a result, I never processed my experiences. I developed panic attacks and struggled with a sense of deep hopelessness until I finally sought therapy almost six months later.

At the institutional level, more needs to be done to prepare graduate students for the challenges of qualitative field research. Trauma should be a topic of every methods course, and mentors of graduate students in the field should be prepared to check in on their students' mental and emotional well-being as much as on their research progress. Universities, graduate programs, and even professional associations should adopt organizational practices designed to support people at risk of experiencing vicarious trauma. Here, we can take specific recommendations from the field of social work:

- build organizational cultures that acknowledge the emotional impact of working with stories of trauma
- educate students about vicarious trauma and teach skills for processing and coping with traumatic fieldwork experiences
- provide or materially encourage group support systems, such as peer support groups
- educate faculty about vicarious trauma, and train advisors to look for signs of vicarious trauma in their students
- actively ensure students' access to mental healthcare, especially in field sites that may have limited mental healthcare infrastructure

At the individual level, graduate students can adopt certain strategies to proactively managing vicarious trauma. First, students who anticipate difficult fieldwork experiences should seek out mental healthcare *before* entering the field and should consider meeting regularly with a mental healthcare provider during and after their fieldwork. If you are uncertain about your access to mental healthcare, especially if your field site is remote, reach out to your advisors, department, or university to request assistance. Second, make time for yourself. Leisure activities are essential for managing personal stress and may reduce the impact of vicarious trauma. Third, create personal support networks. Supportive peer networks will provide you with coping strategies, access to new resources, and even the power to advocate for institutional change. The challenge of vicarious trauma in academic research is not something any of us can solve alone, and it is something none of us should suffer alone.

### Recommended Readings

Guerzoni, M. A. (2020). Vicarious trauma and emotional labour in researching child sexual abuse and child protection: A postdoctoral reflection. *Methodological Innovations*, 13(2), 2059799120926342. <https://doi.org/10.1177/2059799120926342>

McFadden, P., Campbell, A., & Taylor, B. (2014). Resilience and Burnout in Child Protection Social Work: Individual and Organisational Themes from a Systematic Literature Review. *British Journal of Social Work*, 45, 1546–1563.

Moran, R. J., & Asquith, N. L. (2020). Understanding the vicarious trauma and emotional labour of criminological research. *Methodological Innovations*, 13(2), 2059799120926085. <https://doi.org/10.1177/2059799120926085>

# OBITUARIES

## XIAOGANG DENG



Xiaogang Deng (1955-2021) rose from modest beginnings in China through considerable personal determination. He had a gift for connecting with people, including meeting his lifelong love Yuan Zhang while the two were 16 year old steel workers in Beijing. His formal education was delayed because the Cultural Revolution required him to work in a factory during much of his high school years. After passing the necessary exams, he started his sociological studies at Nan Kai University. With fellow graduate students, Xiaogang translated D. P. Johnson's textbook on Sociological theory. In 1986 he left China to pursue a Master's degree in sociology at Baylor College in Waco, Texas. He continued his graduate studies at the University of Oklahoma, and in the fall of 1989 entered the doctoral program in sociology at the University of Buffalo, where he focused on criminology. His interest in criminology related to his search for the causes and reasons for China's rising crime rate. Xiaogang's dissertation critically examined rational-choice

and deterrence theories, drawing on data that he collected on a county-wide stop-shoplifting program.

In 1994, Xiaogang was hired as an assistant professor of sociology at UMass Boston, where he worked until his retirement in 2020. Xiaogang was a vital and highly valued member of the Sociology department and university. He helped develop and served as director of a large criminal justice program, bringing to it the same sociological sensibilities that shaped his research. In 2014-2015, Xiaogang was a Research Fellow at Harvard's Edmond J. Safra Research Center, where he examined the impact of *Guanxi* (personal business networks) on economic and political corruption in China. Xiaogang was a beloved instructor, regularly teaching courses in cybercrime, criminology, and research methods. Xiaogang was a kind and generous colleague, providing friendship, collaboration, and mentorship, particularly to his sociology colleagues and to fellow Chinese and Asian colleagues across campus. In 2020, the department named a graduate student paper award in his honor to recognize his many contributions.

Yuan accompanied Xiaogang right from the beginning of his academic journeys, and together they were able to pursue and live the American Dream. This included happily seeing his son, Simon (who happened to have the same first name as his dissertation chair), and grandchildren live that dream as well. Xiaogang is survived by Yuan, Simon, daughter-in-law Lorraine, and his two grandchildren, Camille and Chandler.

Prepared by Simon Singer, Northeastern University & Andrea Leverentz, University of Massachusetts Boston

# 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

## Organizing a Theme-Based Conference Online How a Zoom Chat Resulted in a Meeting with 3,000 Participants from 45 Countries

Jay Albanese, Virginia Commonwealth University, US

Dina Siegel, Utrecht University, The Netherlands

Felia Allum, University of Bath, UK

Tuesday Reitano, Global Initiative against Transnational Organized Crime, Switzerland

*Here's how it happened.*

Jay and Dina got together on a Zoom call in March 2020 to discuss an upcoming meeting in The Netherlands, but moved online, and how much we missed our colleagues, travel, and face-to-face conversations in general—both on and off the record. They then began to spitball ideas about what was missing from the current wave of on-line webinars, and how better to capture some of the in-person experience on line.

Dina is a principal in CIROC (Center for Information and Research on Organized Crime) and Jay is with the International Association for the Study of Organized Crime. We were drawn to organizing a meeting around our mutual substantive interest: organized crime (which includes corruption, transnational crime, various forms of white-collar crime, political crime, cybercrime, and the rest). Jay was concerned that we might get only four panels worth of participants. Dina was more optimistic.

Then we hit on a killer idea: *Let's do a conference over a continuous 24-hour period.* That would add to the excitement about the conference, challenge people to stay online for an extended period, make it very different from the many one-off webinars, and permit participants from many different time zones around the world to present during a “reasonable” time of day. (Jay reminded Dina that 8:00AM panels at in-person meetings had become quite common despite their unreasonableness.)



We invited Felia Allum from the UK to join in the organizing, given her affiliation with the European Consortium on Political Research's Standing Group on Organized Crime. We also invited Tuesday Reitano, deputy director of the NGO, Global Initiative against Transnational Organized Crime (GITOC). Together, we liked to think we knew most of the people doing work in the field. We began regular Zoom chats.

A 24-hour meeting of 75-minute sessions (with 15-minute breaks between) results in 16 sessions over a 24-hour period. That was our original plan. We spent a great deal of time thinking about content: regular panel sessions, and sessions discussing recent books were traditional, but we wanted to include more innovative content as well. One idea was to include emerging ideas around which papers had not yet been written (or at least completed).

This resulted in establishing “catwalk” sessions, discussing research ideas, research-in-progress, and thoughts about organized crime in general. We also added another session format to show and then discuss *recent documentaries* about organized crime-related topics from locations around the world. The catwalk and video documentary sessions were new formats for everyone, adding to the anticipation of how they might turn out.

We discussed the traditional idea of “original” papers for inclusion in regular panels. Unrelated work that Jay was doing found that there were 58 published papers on organized crime during the previous year, plus many NGO reports, and other work in the grey literature. Most were unknown (unread) by many, so we decided to include recently published research, as well as unpublished but completed work at the conference. This turned out to be a wonderful way to expand interest in participation in the meeting. There are lots of folks looking to be updated on what's going on in the field, and we did not want to miss this group in the research, practitioner, and student worlds. Deciding that registration would be free to all added to the anticipation.

A second feature was to *promote discussion*, rather than online lectures, which bore everyone (including the speaker, we suspect). We thought that too many in-person conference presentations are lectures, which *always* leave too little time for discussion (which

## CRIMINOLOGY AROUND THE WORLD

is the purpose for attending a meeting in the first place)! We took great effort to limit presentations to 10 minutes, so that the audience (empowered by the Zoom chat) could comment, ask questions, and push the discussion in directions *they* wished. It worked better than we had hoped.

Logistics has a way of overwhelming you, when organizing anything online. We sent out a call for papers through social media, and the response was overwhelming. The ultimate result was 60 sessions, running in four parallel streams, over 24 hours. Time zones were an issue, as Europeans were the largest group of participants, which worked fine for Africa, but 6-9 hour time differences with the Americas, and 10-12 hour differences from Asia made scheduling a challenge, but the dynamic of the 24-hour timeframe for the entire conference encouraged people to be flexible.



The result was unforeseen: we had arranged the largest gathering ever of those interested in organized crime (3,000), the widest participation ever (45 countries), and female representation on every panel. Many people registered just to listen to various sessions, others participated on panels, and all could ask questions and comment via the Zoom chat.

Yes, we considered multiple technology platforms, but decided on Zoom, given our experiences with competing platforms and the common experience of most participants. The GITOC had the largest bandwidth available, enabling us to broadcast four parallel streams “seamlessly” (which means a ‘small army’ of staff and volunteers

at GITOC and many student volunteers from around the world to help during the 24 hours and beyond). WhatsApp groups were established *before* the conference for every conference session, permitting communication and logistics to be discussed in advance. Special thanks to Thi Hoang for her tireless work in helping organize sessions and monitoring all four streams at once during the conference. Jay, Dina, Felia, Tuesday, and Thi were able to communicate during the conference via WhatsApp to troubleshoot and exchange thoughts, while we monitored streams and participated in sessions.

It was an exhilarating experience that included short videos between panel sessions, and included a final video roll of conference credits at the end of the 24-hour meeting, which listed *every conference participant both in sessions and behind the scenes*, as a wonderful way to acknowledge everyone who contributed ---something we’ve never seen at an in-person meeting. Even the credit roll had 2,700 views! [https://twitter.com/GI\\_TOC/status/1326536468437688321](https://twitter.com/GI_TOC/status/1326536468437688321)

The primary advantage of a theme-based conference was permitting interaction and discussion among those interested in similar topics over an extended period. It was lovely to see and “chat” with people you had not seen in a while, and to make some new acquaintances and comment of the thoughts of others. In addition, all sessions were recorded, allowing for subsequent viewing, and book publishers had the chance to promote some new titles.



Of course, the virtual world is not the physical world, and the inability to have side conversations over coffee or drinks, and for early career folks to meet others, is a major shortcoming. No one will be trashing their passports any time soon, and when the pandemic passes, travel to in-person conferences should be as popular as ever.

But we’re still thinking about the fact that we were able to hold the largest meeting ever held on a single substantive theme, and it was attended globally by people who could have never attended the same conference in person (something that will not change after the pandemic). The conference permitted online exchange of ideas and comments in real time, and did it all at no charge to participants. (Although

there was lots of contributed effort in the organizing!).

We appreciate and value our Internet connections more than we did before, and look forward to doing it again in 2021 on 1-2 December.

## Conferences, Webinars & Workshops

### CRYPTOCURRENCIES AND CRYPTOCRIME VIRTUAL WORKSHOP

*Managing Risks, Harnessing Innovation*

May 20 – 21, 2021

[website](#)

### LAW & SOCIETY ASSOCIATION

*Crisis, Healing, Re-Imagining*

Chicago, Ill. (USA) & Virtual Conference

May 27 - 30, 2021

<https://lawandsociety.site-ym.com/page/CallforSubmissionsLSA2021>

### THE ASIAN CRIMINOLOGICAL SOCIETY (ACS) 12TH ANNUAL CONFERENCE

Ryukoku University

Kyoto, Japan

June 18-21, 2121

The conference was scheduled originally 2-5 Oct 2020

<http://www.acs2020.org/>

### THE SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS 71ST ANNUAL MEETING

*Revolutionary Sociology: Truth, Healing, Reparations and Restructuring*

Swissôtel Chicago

Chicago, IL

August 6-8, 2021

[https://www.sssp1.org/index.cfm/m/839/2021\\_Annual\\_Meeting/](https://www.sssp1.org/index.cfm/m/839/2021_Annual_Meeting/)

### 13TH CRIMINAL JUSTICE AND SECURITY IN CENTRAL AND EASTERN EUROPE CONFERENCE

Perspectives of Rural Safety, Security and Rural Criminology

Ljubljana, Slovenia

September 13-15, 2021

<https://www.fvv.um.si/conf2021/>

---

BA / MA / PhD

## DEPARTMENT OF CRIMINOLOGY

## GRADUATE FACULTY

**Lyndsay Boggess, PhD**

Communities and crime, crime-mapping

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

Law enforcement, campus crime

**George Burruss, PhD**

Cybercrime, criminal justice organizations

**Elizabeth Cass, PhD****Graduate Coordinator / Instructor****Dawn Cecil, PhD**

Media and crime, gender and crime, prison portrayal

**John Cochran, PhD****Department Chair**

Death penalty, theories of crime and crime control

**Richard Dembo, PhD**

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

**Bryanna Fox, PhD**

Developmental criminology, forensic psychology, evidence-based policing

**Lorie Fridell, PhD**

Police use of force, biased policing, violence against police

**Jessica Grosholz, PhD**

Prisoner reentry and recidivism, health and crime, human trafficking, qualitative field research

**Kathleen Heide, PhD**

Juvenile homicide, parricide (children killing parents), trauma

**Chae Jaynes, PhD**

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

**Michael J. Lynch, PhD****Graduate Director**

Green and radical criminology, corporate crime, environmental justice

**Richard Moule, PhD**

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

**Fawn Ngo, PhD****Director of the MACJ Program**

Criminological theory, cybercrime, interpersonal violence, predictive analytic applications

**Ráchael Powers, PhD**

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

**Joan Reid, PhD**

Human trafficking, sexual violence, child maltreatment, victimology

**Mateus Rennó Santos, PhD**

Crime trends, drivers of violence, homicide, comparative criminology

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

Homicide, capital punishment, structural correlates of violent crime

**Sandra Stone, PhD**

Family violence, juvenile delinquency/juvenile justice, women in the criminal justice system, public policy

**James Unnever, PhD**

Race, racism and crime, death penalty, school bullying

**Shelly Wagers, PhD**

Domestic violence, intimate partner violence

**Shun-Yung (Kevin) Wang, PhD**

Juvenile justice, cybercrime, labor market participation, delinquent and criminal behaviors

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

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

# **1** fastest-rising university in the US  
US News and World Report, 2020

For more information, contact **Dr. Michael Lynch**,  
 Graduate Director: [mjlynch@usf.edu](mailto:mjlynch@usf.edu)

Department of Criminology  
 4202 East Fowler Ave., SOC 107 . Tampa, FL 33620-7200  
 Phone: 813-974-9708 + 813-974-7197



UNIVERSITY of  
**SOUTH FLORIDA**

College of Behavioral & Community Sciences  
 Department of Criminology

[criminology.usf.edu](http://criminology.usf.edu)



**The Criminologist**  
Official Newsletter of the  
American Society of Criminology  
Vol. 46, No. 3

**AMERICAN SOCIETY OF CRIMINOLOGY**  
921 Chatham Lane, Suite 108  
Columbus, OH 43221  
ISSN 0164-0240

<b>MARK YOUR CALENDAR</b>			
<i>FUTURE ASC ANNUAL MEETING DATES</i>			
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

**2021 ASC ANNUAL MEETING**

**Venue:** Palmer House Hilton

**Location:** Chicago, IL

**Date:** 11/17/2021-11/20/2021

**Chairs:** Charlotte E Gill & Thomas Anthony Loughran IV

**Theme:** *Science and Evidenced-Based Policy in a Fractured Era*

Visit the [2021 Annual Meeting](#) page on the [ASC Website](#) for additional details.