

In This Issue

Editor's Corner... 12

Around the ASC... 14

Doctoral Student
Forum... 17

Obituaries... 23

Criminology Around
The World... 25

Asian-American Victimization: Expanding Research on Minority Vulnerability

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Although race and victimization have been extensively investigated in criminology, Asian Americans' experiences with crime and victimization remain understudied. The paucity of research does not suggest that Asian Americans, broadly defined and including Pacific Islanders, are not victimized or victimized less. Nor does it imply that their experiences do not matter. This essay comes when hate incidents against Asian Americans have been rising in the United States (Tessler et al., 2020). In 2020, police data showed that the number of hate crimes targeting Asian Americans rose by 145% in the 16 largest U.S. cities, while the overall hate crimes declined by 6% (Center for the Study of Hate and Extremism at California State University, 2021). This rise of hate crimes amid the COVID-19 pandemic is partially fueled by the circulation of information related to racism, including former President Trump's referring to the coronavirus as the "Chinese virus" and "Kung Flu." Furthermore, the increase reflects a deep-rooted bias against Asian Americans that dates back to the Chinese labor migration during the Exclusion Era. The widespread "perpetual foreigner syndrome" (Wu, 2003) has made Asian Americans convenient scapegoats in times of economic stress, moral panics, and social anxieties, including the ongoing pandemic.

This essay calls for more research on Asian Americans and their multifaceted vulnerability in America. Despite being the fastest-growing racial group over the past few decades, Asian Americans remain the least investigated in criminological research. Our search of the victimization literature in the past 30 years yielded 40 peer-reviewed articles that either focused on Asian Americans or at least included Asian Americans as a separate racial group for research, whereas a quick keyword search using "race and victimization" generated 172,000 results in Google Scholar. These Asian-focused publications appear in psychology, child development, and interpersonal violence journals, with only a handful found in six top-ranking criminological journals (i.e., *Criminology*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *Journal of Quantitative Criminology*, *Crime & Delinquency*, and *Journal of Criminal Justice*). The goal of this essay is not to provide a thorough review or evaluation of the existing studies. Instead, we illustrate that the studies reviewed provide accumulating and important evidence that contrary to the popular perception that Asian Americans are high-achieving and not prone to victimization, they warrant investigation in greater depth.

Asian-American Victims and Victimization

Asian Americans have grown from 1.5 million in 1970 to 22.8 million in 2019 (U.S. Census Bureau, 2020) and will reach 10% of the population by 2050. Considerable heterogeneity in languages, religions, norms, social classes, spatial distribution, and immigration history exists within the group. Because of their shared experiences of marginalization and struggle for racial equality, an Asian American pan-ethnic identity, although not recognized or embraced by all scholars, has developed (Okamoto, 2014). From Japanese internment camps in the 1940s to the killing of Vincent Chin in Detroit in 1982, and the violence against South Asians after

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the terrorist attacks in September 2001, anti-Asian racism has been inflicted upon all Asian-American groups, instilling a pan-ethnic identity and solidarity among them.

The model minority myth both intensifies and invisibilizes the hardship of Asian Americans (Koo et al., 2012; Wu et al., 2011). Surfacing during the 1960s, the model minority myth describes Asian Americans as able to overcome their minority statuses and achieve success through hard work and education, masking a long history of institutional racism and creating conflicts between minority groups. Even though Asian Americans are highly diverse and now the most economically divided racial group in the U.S. (Kochhar & Cilluffo, 2018), the model minority stereotype persists, undermining scholarly interest in Asian Americans, increasing their vulnerability to hate crimes, and hindering their willingness to seek assistance when victimized (Gover et al., 2020).

Earlier nationwide random samples showed that Asian Americans, as a whole, are less likely to be victimized than other racial/ethnic groups (e.g., Rennison, 2001). Nonetheless, studies using data from areas with large Asian-American concentrations often depict a less optimistic picture. The New York City Police Department data, for example, demonstrated that Asian Americans were the only racial group whose share in the city's victim population increased across all offenses between 2008 and 2019 (Zhang et al., 2021). Asian Americans' high victimization rates of robbery, assault, theft, gang extortion, and racial slurs were also revealed by national random samples (Wu, 2013) or regional, nonrandom samples (Chin, 1996; Le & Chan, 2001). It is, therefore, necessary to study Asian-American victimization in specific areas, among specific groups, and for specific types of crimes. Three areas have received the most attention so far: student victimization, intimate partner and family victimization, and hate crimes.

Adolescent Student Victimization

Studies found that Asian-American students are more likely than other racial/ethnic groups to be victimized by peers (Hong et al., 2014). The California Healthy Kids Survey, for example, revealed that Asian youths were three times more likely than Black youth to be bullied or harassed because of their race/ethnicity in schools (Le, 2005). In addition, as many as 40% of Cambodian youth experienced race-based harassment and bullying (Le, 2005). Asian Americans are also more likely than Black Americans to be targets of hate crimes in schools, as revealed by the National Incident-Based Reporting System (NIBRS) data (Zhang et al., 2021).

Other studies found that Asian-American adolescents are more likely to encounter racial discrimination (Huynh & Fuligni, 2010; Rivas-Drake et al., 2008), including verbal harassment (Cooc & Gee, 2014; Maffini, 2018). Although Black and Latino students experience more discrimination from adults, Asian students also endure peer discrimination, such as name-calling and social exclusion (Fisher et al., 2000). Troublingly, Asian-American students with higher academic achievement experience peer victimization more frequently, whereas such achievement protects Latino and White youth from victimization (Peguero & Williams, 2013). Also, participating in extracurricular sports activities is an insulating factor of school-based victimization for Whites but a risk factor for Asian Americans (Peguero et al., 2015).

Intimate Partner and Family Victimization

Some researchers found that intimate partner violence (IPV) occurs as frequently among Asian Americans as in the general population (Maker & deRoos-Cassini, 2007), while others emphasized a high risk of family violence among Asian families. A study of women of Japanese descent in Los Angeles, for example, documented that 80% of the respondents experienced some form of IPV during their lifetime (Yoshihama, 1999). Another study of Korean immigrant women in Chicago reported that 60% of the respondents experienced at least one abuse incident during their lifetime (Song-Kim, 1992). Compared with other groups, Asian homicide victims are more likely to be female, married, and killed by family members (Wu, 2008).

Young Asian-American adults and children are also highly vulnerable to IPV and family violence. Nguyen et al. (2021) reported that 56% of surveyed Asian-American college students experienced at least one incident of sexual, physical, or psychological victimization in an intimate relationship. Compared with their White and Black counterparts, a higher rate of South-Asian and East-Asian female college students reported experiencing parental violence (Maker & deRoos-Cassini, 2007).

Hate Crime Victimization

Hate violence against Asians is most likely to surface when economic, political, and social challenges arise (Tessler et al., 2020). The sharp increase of hate crimes against Asian Americans during the COVID-19 pandemic reflects Asian Americans' vulnerable position in a society where they are often viewed as outsiders and foreigners. Moreover, compared to Blacks or Latinos, hate crimes against Asians are more likely to be committed by non-White perpetrators, suggesting heightened racial tensions among minority groups, a problem that the model minority myth can only aggravate (Zhang et al., 2021).

Contributions of Research on Asian Americans

Advancing Understanding of the Etiology of Victimization

Research on the etiology of victimization can be strengthened by including Asian Americans in study samples. For example, Wu (2013) compared robbery victimization between Asians, Whites, and Blacks in the National Crime Victimization Survey (NCVS), finding a more visible link between the lack of education and robbery risks for Asians than for other racial groups. The same study also showed that employment is associated with higher risks of robbery victimization for Asians but not for Whites or Blacks. Thus, although marginalized individuals are more vulnerable to crime, the key stratification variables defining marginalization for different groups may not be the same.

Understanding the Generalizability of Theory and Empirical Findings

Applying criminological theories to Asian Americans helps to assess the generalizability of theories and generate new knowledge. For example, evidence shows that Asian Americans are more likely to be victims of strangers, including violent victimization (Zhang et al., 2021) – but why? Is it because Asian Americans' routine activities expose them to more strangers? Or is it because Asian Americans are more willing to report stranger crimes, supporting cultural theories? For another example, it is found that social disadvantages, such as poverty, unemployment, and female-headed households, affect non-Asian homicides more than Asian homicides (Wu, 2008). In contrast, acculturation, signaled by percentages of foreign-born and linguistic isolation, influences Asian homicides more than non-Asian homicides (Wu, 2008). Can social disorganization theory be extended to explain the social dynamics in areas with low levels of acculturation that have high levels of Asian homicides?

Enriching Studies on the Intersectionality of Victimization

For many Asian Americans, race/ethnicity, nativity, social class, place, gender, and immigrant status are all salient social constructs that shape their life experiences. For example, Hishinuma et al. (2005) found significantly lower victimization rates for Chinese, Filipino, and Japanese American adolescents than other Asian-heritage groups. Similarly, Le and Wallen (2009) reported that physical and emotional victimization was more likely for Southeast Asian youth than Chinese youth. Social class and residence disparity also influence Asian-American victimization. Asians who have lower education, perform labor-intensive work in manufacturing and service sectors, and live in urban ethnic enclaves with lower degrees of acculturation and orders are subject to higher victimization risks (Wu, 2013).

Further, Asian men and women are subject to different stereotypes and biases, have varied immigration histories and life experiences, and face disparate challenges and discrimination (Le Espiritu, 2008), leading to differential victimization risks. Evidence shows that Asian men, but not women, have a lower risk of being physically assaulted than their White counterparts (Martino et al., 2004). Asian immigrant girls are more likely to experience school victimization than boys (Koo et al., 2012).

Immigrant status adds another layer of complexity to Asian-American victimization. For the three-fifths of Asian Americans who are foreign-born, such issues as language barriers, cultural differences, citizenship status, unfamiliarity with the criminal justice system, and fear of xenophobia may increase their vulnerability to victimization and reduce their willingness and ability to seek help when victimized. Contrary to this expectation, however, there is some evidence that U.S.-born Asians are more likely to be victimized than foreign-born Asians (Cho, 2012; Le & Wallen, 2009). The relationship between birthplace and victimization likely depends on one's immigration status and type of crime (Xie & Baumer, 2021).

Recommendations for Future Research

Given the rapidly growing Asian-American population and the many values that researching Asian Americans can bring to the field, we recommend that criminologists use different data sources from diverse locations to test both group-invariant and group-specific theories of victimization among Asian Americans.

Oversampling Asian Americans in Nationally Representative Surveys

Nationally representative surveys tend to include insufficient numbers of Asian Americans to permit group comparisons or separate analyses. The NCVS samples, for example, include just a small percentage of Asians, and only a few of them are disadvantaged or foreign-born. We call for future national surveys to oversample Asian Americans and use innovative ways to obtain quality samples of disadvantaged Asian Americans. Further dividing Asian Americans into specific ethnic groups may reveal their unique experiences.

Conducting Research in Asian-American Concentrated and Dispersed Areas

Most studies on Asian-American victimization used data from California or New York, as 30% of Asian Americans presently reside in California and another 13% in the New York-New Jersey area. The prevalence and risk factors of victimization for Asian Americans in these areas may differ from those in other areas. Therefore, it is important to collect data from Asian-American communities with varying levels of ethnic concentration, effective community organizations, political prominence, and cultural integration.

Collecting Data from Multiple Sources and of Different Forms

Data should be gathered from multiple sources (e.g., police data, community surveys, school surveys, and other research venues) to depict a more comprehensive picture of Asian-American victimization. For the foreign-born, longitudinal research designs are especially valuable for delineating the life course development of their experiences with crime and victimization, as both risk and protective factors may change during immigrants' stay in the country. Cross-generational studies are also fruitful in comparing the experience of first- and later-generation immigrants.

Schools and households remain important settings for research. Household surveys can ask for information about school-based victimization and vice versa. In addition, non-probability samples that recruit respondents from ethnic institutions, such as religious organizations, businesses, community centers, and ethnic associations, are also proper venues to recruit diverse samples of Asian Americans, especially those recent and undocumented immigrants who are highly mobile and hard-to-identify. A combination of probability and non-probability sampling techniques should be creatively utilized to ensure adequate representation from the diverse groups within Asian Americans.

Relatedly, we support continued efforts into those types of crimes to which Asian Americans are vulnerable. For example, better and faster tracking and recording of hate crimes should be devised, so are innovative methods for obtaining reliable data for labor and sex trafficking. Equally important, more crime types should be studied. We do not, but should, know the risks of Asian American victimization for many crimes, such as assaults, human trafficking, fraud, and identity theft.

Examining Patterns of Crime Reporting

We recommend research that investigates Asian Americans' crime-reporting decisions, both actual and hypothetical. A range of victim, incident, and contextual characteristics should be examined to understand *whether*, *when*, and *why* Asian Americans are reluctant to report a crime. Previous studies have suggested that Asians and recent immigrants (many are Asians) are more likely to underreport crime, have higher refusal rates in survey research, and have higher attrition rates in follow-up surveys than non-Asian or non-immigrant counterparts (Kingsnorth & Macintosh, 2004; Watkins & Melde, 2007). Thus, the dark figures of crime may be particularly problematic for Asian Americans. Beyond victims, research should assess Asian Americans' willingness to report crime when they are crime witnesses or know about crimes via other channels. These crime-reporting inclinations are related to an array of factors reflecting the nature of incidents and people's views of the police, levels of acculturation, senses of moral and civic responsibility, and cultural and community influences (Xie & Baumer, 2019).

Bridging Disciplines to Study Asian-American Victimization

A better understanding of Asian-American victimization is inevitably embedded in a deeper knowledge of Asian Americans' lived experiences. Synthesizing scholarship from many disciplines, such as criminology, sociology, history, political science, public health, social work, gender studies, psychology, and education, can avoid an oversimplified view of Asian Americans' victimization experiences and gain a more sophisticated comprehension of the interplay of race, power, and justice in influencing such experiences. Victimization research focusing solely on crime incidents tells only a small part of the story. Instead, studies should examine the broader structural, social, and cultural contexts that shape the power dynamics, group positions, routine activities, and vulnerabilities behind crimes. Interdisciplinary research sets a rich foundation for comprehending the complex forms of racial minority vulnerability in today's U.S. society.

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Policing, Faith, and Progress

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The inexcusable and tragic death of George Floyd has sparked a national firestorm on the role of police in society. While the fire that rages is centered on police brutality, it has spread to engulf a host of issues far beyond abuse of power by law enforcement. The national political climate has become so toxic that it's nearly impossible to engage in a rational debate or discussion that brings clarity and makes meaningful reform possible. This is evidenced by the inability of Congress to find common ground between the Republicans sponsored *Justice Act* and the Democrats George Floyd *Justice in Policing Act*, both pieces of legislation focusing on police reform.

The *Justice in Policing Act* has several provisions aimed at reducing incidents of dangerous police practices such as eliminating lethal use of force, making chokeholds illegal, and outlawing no-knock warrants. The *Justice Act* has similar provisions, but takes a more nuanced stance by calling for either increased training in these techniques or the development of alternative approaches within the field to optimize citizen and officer safety. A key point of division between both pieces of legislation is the Democrats call for the elimination qualified immunity for police officers, which is not supported by Republicans. Qualified immunity is a legal protection against civil suits for those who perform public duties, with exceptions for egregious misconduct while carrying out those responsibilities. At the federal level talks between Democrats and Republicans continue and it remains to be seen if compromise and bi-partisan agreement can be reached (Hayes, 2021).

In a kind of strange way the polarization that has occurred in society is understandable since it seems to be based upon the notion that countering abuse of power by offenders is somehow one-dimensional. One cop is bad, so all cops are bad. This perspective implies that recruits sign up for this line of work because of an innate desire for dominance and cruelty. And that if we can recognize this institutional dysfunction then by defunding or outright eliminating the police we will somehow free ourselves from the ugliness of both malice on the part of officers, as well as the general occurrence of criminal activity.

I come to this topic in my now sixteenth year teaching classes in criminology and sociology as well as my prior work as a Military Police officer and later bank fraud investigator. Seeing the events of the past several years unfold there seems to be a foundational break in the general understanding of the nature of policing and connected cultural factors that impact this profession. I would suggest there are three overlapping themes that have merged which, at least partially, help to account for the kind of 'perfect storm' of polarization dominate in contemporary culture.

The Nature of Crime and Policing

The first is the societal misunderstanding of the very nature of crime and policing. Criminal sanctions, or laws which dictate punishment for the violations of normative and lawful behaviors, have existed in every society throughout human history, dating back to the Code of Hammurabi, more than 3,500 years ago. Criminal and deviant behaviors have always been and will always be part of every culture. This simple fact seems to have been lost on contemporary thinking. Criminologists Vito and Maahs (2017) make this point when writing "A common belief is that crime is something that can and must be eliminated from society" (p. 21).

When teaching Criminology classes to my students the very first and foundational principle I explain is that crime is a normal part of every society. Not desirable of course, but normal. Why? Because of our human nature. We are imperfect beings. Very imperfect. People make mistakes, abuse drugs, grow up in dysfunctional home, experience abuse, battle mental illnesses, and become addicted to any number of pleasures. While not all of these struggles and challenges lead to criminal behaviors, sometimes they do. Deviant behavior, to include those that violate laws, are a normal part of every society. This basic tenet is underpinned in the writing of one of the most famous sociologists, Emile Durkheim, who noted:

Crime is present not only in most societies of one particular species but in societies of all types. There is no society that is not confronted with the problem of criminality. What is normal is the existence of crime. Crime is normal because a society exempt from it is utterly impossible. Even a community of saints will create sinners (p.21).

The last line in this Durkheim quote is perhaps especially insightful today, as it helps to highlight the reality that every profession and walk of life has transgressors who veer way off their chosen path and into corruption. Sadly the recent sexual abuse crises within the Catholic Church is a vivid illustration of this. And of course there are no shortage of examples from the Academic, Political, Financial, and Medical professions and quite literally every other occupation and walk of life.

When we lose sight of the nature of crime and policing we open ourselves to dangerous stereotyping and the misconception that

the 'bad apples' represent the entire bushel. In the case of policing we run the risk of demonizing all police officers, the majority of whom enter the field to literally "protect and serve". The vast majority of police, just like most teachers, nurses or social workers, enter their careers not only to pay their bills but with a desire to make a positive impact in the lives of others. That was my own experience with the vast majority of my colleagues during my time as a Military Police officer and has been reinforced in my decade and a half teaching, by getting to know the character of our Criminology students who select our major in pursuit of meaningful life work.

Faith in Progress

A second theme that has emerged over the past few decades has been the diminishing role of religious beliefs in society, and the rise of the "nones", or those who identify as atheist, agnostic, or nothing in particular. 17% of Americans identified in that category in 2009, and by 2019 that figure had grown to 26% (Pew, 2019). At first glance one might ask how this is related to the perception of policing, since religion is often reduced to meaning only one's personal belief in a supreme being. Such a reductionist notion of faith misses the mark by a wide margin.

A person's belief in God certainly is personal, but it also has a profound cultural, aggregate impact. Collectively how we share in our understanding of a higher power, time, eternity, life, and our physical death carries great influence when understanding and confronting the corporeal realities that we see every day in the news and on social media. As more and more in our culture lose a sense of the transcendent then, by default, there can be little to no faith that there is a meaning or purpose in the difficulties of life.

When there is no sense of meaning, which many find in faith traditions, people can struggle to make sense of the chaos that can mark society. In his book *Faith & Mental Health*, Harold Koenig, professor of psychiatry at Duke University Medical Center reviews a host of studies that examine the link between religion and behavioral health. Koenig summarizes his findings by noting "while not all studies report mental health benefits for religion, the vast majority of both qualitative and quantitative do" (2005, p. 112). From a sociological perspective religion is considered to be one of the five agents of socialization, the others being family, school, peers and mass media. As religion, especially with its emphasis on the transcendent lessens in society, other ways perceiving reality play a greater role. One of those is the idea that we can solve all our problems through human effort and progress.

A straight-forward and eloquent statement which speaks to this phenomenon was put forth by Bishop Robert Barron, who observed:

Despite the massive counter-evidence from the moral disasters of the last century, we are still beguiled by the myth of progress: with just enough technical advancement, psychological insight, and personal liberation, we will solve our problems. But with this sort of stupidity and superficiality the Bible has no truck. The scriptural authors understand sin not so much as a series of acts but as a condition in which we are stuck, something akin to an addiction or a contagious disease. No amount of merely human effort could possibly solve the problem (2016, para. 6).

While Bishop Barron is here referring primarily to sinful behavior (of course the idea of 'sin' is increasingly dismissed in culture and even at many faith-based colleges) his point ties directly back to the misconception about the mystery of suffering and dysfunction, to include criminal behaviors. Even for those who dismiss the notion of sin there are numerous self-evident realities that are part of the human condition that will eventually lead to deviant and criminal behaviors. Some of these include substance abuse, addictions, serious mental illnesses, dysfunctional family patterns, and even the all too human act of making poor decisions, such as drinking alcohol and driving. Barron and Durkheim essentially make the same case. Crime and deviancy are normal to the human condition. Policy making and government regulations are important and often make a positive impact, but there is also a limit to their effectiveness.

Policing has been evolving

The final cultural dynamic that seems to be at play is the idea that policing is static, frozen in time. That training, equipment, tactics and procedures are the same today as they were a generation ago, and a generation before that. Yet the reality is that, like virtually every institution, progress has been and is being made.

The modern era of American policing has gone through three phases during the past two centuries. The first of these is the political era, from 1840 to 1930, followed by the Reform Era, lasting between 1930 and 1980. The last and most recent period is the Community Era, beginning in 1980 and continuing today.

In short, the political era was marked by the then common practice of police officers obtaining their position in law enforcement in return for supporting a particular political candidate. During this time period there was an absence of training and regulations, which led to significant instances of abuse by officers. Widespread political and police abuse during this time led to the Reform Era of Policing, or a shift toward the professional model of policing. The fundamental change here was separating police hiring from

political appointment through the use of civil-service examinations and oversight commissions.

Since the 1980's we have been transitioning toward the Community Era of policing. The emphases in this model of policing is just what the term implies – for individuals and neighborhood groups to communicate and join forces with police in a proactive way that identifies the best ways for police to serve a given community. The U. S. Department of Justice maintains the website Community Oriented Policing Services (COPS) which offers information and resources to promote this model. The website can be found at <https://cops.usdoj.gov/>.

Models that fall under the Community Era often times have different names, such as public peace officers, community, or neighborhood policing. Yet the common goal of all these approaches is to return to the original style of policing that was community based. As writer's in this field note "At the heart of most "new" approaches to policing is a return to the ancient idea of community responsibility for the welfare of society—police officers become part of the community, not apart from it" (Miller et al., 2018, p. 17).

While these models have been increasingly used for now several decades it would be a tremendous oversimplification to suggest that all police agencies and communities can apply such initiatives in like fashion. Every community has a unique makeup in terms of resources, structure, economic base, and culture. In similar manner, police departments also differ in their own composition, to include particular mission at local, state and federal levels. While continued work needs to be done to enhance the relationship between communities across the nation and the police that serve them it's also important to note that positive change is happening.

Every year since I began teaching I've included on all my course syllabi a quote from Martin Luther King: *The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education.* We need to apply Dr. King's call for depth of perspective and critical thinking now more than ever. Much of the narrative that polarizes communities and policing is surface level, driven by social media sound bites. While crime is an unfortunate but normal part of every society, that ought not to lesson our resolve to minimize its occurrence to the degree possible. Yet we must do so clear-eyed, mindful of the fallen, often dysfunctional nature of our humanity.

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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
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EDITOR'S CORNER

Greetings! We at *Race and Justice: An International Journal* hope your school year is off to an excellent start. To say that we are all experiencing mixed emotions right now is an understatement. As was the case this time last year, the upcoming months will be no ordinary academic year. Many of us are torn between fear, anxiety, and cautious optimism. Racial justice remains at the forefront of the major concerns facing our country and world today.

Covid remains an ever-present threat and its impacts continue rippling across all aspects of society and daily life. The virus tore through our most vulnerable communities and exacerbated employment, housing, and wealth gaps that were already extreme even before the pandemic. This past spring marked the one-year memorial of George Floyd's murder, a somber reminder of the work still needing to be done but also of how his tragic death unified and inspired so many Americans to band together in a collective push for racial justice. The racial-justice movement continues going strong. Unfortunately, though, the movement has been targeted by political opponents seeking to curry favor with White voters by denying the existence of injustices against Americans of color. Critical race theory has become a strawman beloved by millions of people entirely uninformed about this theory but not shy about expressing their disdain for all the things they imagine it to be. The noise gets forever louder as our ability to cut through that noise seems to be ever waning.

But we can cut through it. The academy has a powerful voice. I am heartened each time I hear or see a colleague quoted, interviewed, or featured by a major news network. Many universities are investing in classes and hiring strategies designed to diversify faculties and make racial justice an integral component of these institutions' curricula. High-quality scholarship illuminating the causes and consequences of racial injustice in the legal system continue appearing in our peer-reviewed journals. To this same end, *Race and Justice* recently published an issue titled "BLM in the Academy: Black Scholars' Personal Accounts" (vol. 11, issue 3). In this issue, several Black scholars vividly recount their challenges and successes navigating the halls of academia, underscoring that racism lurks in our own shadows. If there is to be a racial reckoning in society at-large, academia must help lead the charge.

Future special issues will continue addressing the concerns of researchers of color, and an upcoming issue will examine the problem of hate crimes against Asian Americans. Please reach out if you have a proposal for a special issue. Of particular interest are special issues dedicated to examinations of the aftermath of the pandemic. Covid hit jails and prisons hard, which has racial implications given the overrepresentation of Black and Latinx individuals among incarcerated populations. Domestic violence rose during the lockdowns, which may have disproportionately impacted women and children of color. The past year also saw a rise in gun violence in some cities, increases in homelessness, and other serious problems posing grave threats to people and communities of color. Special issues dedicated to any such pandemic-related racial impacts are especially welcome.

And keep *RAJ* in mind as an outlet for your research. Our impact factor is 2.111. The journal prioritizes empirical studies that employ qualitative, quantitative, or mixed methods. We publish studies on a variety of topics pertaining to race and the justice system. "Justice system" is conceptualized broadly and includes phenomena such as the criminalization of youth of color in schools, the criminalization of immigrants, and so forth. Help *RAJ* keep going strong by continuing to send in your excellent scholarship!

On a final note, I have decided that my current term as editor-in-chief will be my last. Having been with the journal for many years, I believe it is time for someone with fresh, new, innovative ideas to take over. I will be around for a while yet as I complete my final term, but I encourage race scholars to consider applying for the *RAJ* editorship when the call for applications comes out.

Despite the hardships and uncertainties, we face going in, I hope you all have a productive, healthy, happy school year! Keep up the good work and stay safe.

Jacinta

Jacinta M. Gau, Ph.D.
Professor
Department of Criminal Justice
University of Central Florida
Jacinta.Gau@ucf.edu



Workshop on Law Enforcement Operations, their Impact and the Darknet

Presented by:

David Décary-Héту, Université de Montréal

Aili Malm, California State University – Long Beach

Jerry Ratcliffe, Temple University

Benoît Dupont, Université de Montréal



Tuesday, November 16, 2021



8:00a.m. to 5:00p.m.



Palmer House Hilton, Chicago, IL

If you can't make it in person, the event will be live-streamed on YouTube.

This workshop brings together law enforcement officials, cybersecurity practitioners and academics in order to discuss the impacts of investigations and operations that target online offenders. Our aim is to facilitate the sharing of experiences and research findings in order to understand the work law enforcement officers do online as well as to assess and explain the impacts of their operations/investigations on cybercrime and Darknet illicit markets. We wish to address current results and thoughts about policing cybercrime and Darknet illicit markets in order to provide a comprehensive overview of what works in police cyber-investigations and Darknet operations to identify the best approaches for law enforcement to adapt to the growing threat of cybercrime.

More specifically, during this one-day workshop, we will hear about the impacts that cryptomarket shutdowns by law enforcement have on Darknet users in terms of deterrence, displacement and community cohesion. We will also discuss how cybercrime investigations: 1) are designed and how they unfold; 2) have their impacts assessed, and; 3) impact the morale and practices of cybercrime practitioners.

This event is free of charge, but registration to attend is mandatory

Please register here

www.eventbrite.ca/e/workshop-on-law-enforcement-operations-their-impact-and-the-darknet-tickets-154133299849

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

Please visit the [2021 Annual Meeting](#) page on the ASC website for additional meeting and registration information

AROUND THE ASC

ASC Sponsored Pre-Meeting Workshops

Equipment: No laptops provided. Power strips available for all ASC Sponsored workshops. Fee: \$75.00 (\$30.00 for students)

Enrollment: Limited to 50 participants for all ASC Sponsored workshops.

Registration: Register for workshops via the [Annual Meeting Registration Form](#). To register for a workshop only, use the [Printer-Friendly Workshop Form \(PDF\)](#) or [Printer-Friendly Workshop Form \(Word\)](#)

*** Please note registration for a workshop is NOT registration for the ASC Annual Meeting ***

Causal Inference Pitfalls in Criminology and How to Avoid Them

Instructor: Sarah Tahamont, Univ of Maryland | Date & Time: Tuesday, November 16; 12:00 – 4:00 P.M. | Place: Spire Parlor, 6th Floor

The goal of this workshop is to highlight some pitfalls in the design and implementation of causal inference techniques that arise in criminological and criminal justice research. We will start with a brief (relatively) non-technical overview of the basics of causal inference. Then we will move on to cover a selection of topics about pitfalls and how to avoid them. Topics are likely to include:

- The Effects of Causes vs. The Causes of Effects – Can the method test this theory?
- Why you should stop using propensity scores for matching and what to do instead.
- Why it is nearly impossible to use random effects models to generate credible causal estimates.
- When fixed effects models generate causal estimates... and when they do not.

The workshop will be presented at a level that assumes that participants have some familiarity with statistical inference, regression modeling, and research design. While it is not possible to cover a broad range of causal methods in less than a day, participants will receive access to materials for the workshop that will include a resource guide to causal inference techniques. Participants should also feel free to bring questions and to suggest potential topics.

Feel free to reach out with questions and suggestions via email: tahamont@umd.edu.

An Introduction to Computational Criminology

Instructor: Kat Albrecht, Northwestern University | Date & Time: Tuesday, November 16; 12:00 – 4:00 P.M. | Place: Water Tower Parlor, 6th Floor

This workshop is as an introduction to computational social science methods for criminology and criminal justice research. We will discuss both theoretical and technical aspects of 'computational criminology' aimed at building knowledge and community around computational techniques in criminology and criminal justice. Topics are likely to include

- Ethical issues in computational social science and computational criminology specifically
- Computational resources and tools for non-coders
- Composing simple computational scripts and best practices
- An open discussion of how to build community and contribute to social good with computational methods in the field

This workshop will presume an interest in computational social science methods, but not expertise or full utilization of these methods in one's current research. Participants should bring a laptop or tablet computer to the workshop if they are able, so they can run code and look up tools as they are discussed. This workshop is intended as an introduction, so interested participants of all skill-levels and career stages are welcome.

Questions and suggestions can be sent to: kat.albrecht@nlaw.northwestern.edu

Foregrounding Critical Qualitative Methodologies in Criminology

Instructor: Jason M. Williams, Montclair University | Date & Time: Tuesday, November 16; 12:00 -4:00 P.M. | Place: Monroe Room, 6th Floor

The goal of this workshop is to highlight the importance and utility of critical perspectives for qualitative methods in criminology. There has been a rise in critical humanistic and community-based inquiry regarding race, gender, and broader social justice concerns in the administration of justice. Current events around policing, returning citizens, youth justice, the LGBTQI+ community, and more have called for criminologists to find new ways to address matters of (in)justice. While criminology has historically responded to these issues through quantitative frameworks, this workshop will foreground the importance of critical qualitative meaning-making. We will start with a brief overview of popular qualitative methods, followed by several breakout topics that will underscore these methods within a topic area. These breakout topics are designed to educate participants about the method and practice of engaging in critical qualitative criminology, including:

- Black Feminist Approaches
- Creating Innovative Theoretical Frameworks
- Qualitative Approaches in Queer Criminology
- Ethical Rapport Building with Community Partners
- Working Collaboratively
- IRB Protocols Regarding Protected Classes

Participants are expected to possess some familiarity with qualitative methods, as we hope that they would bring existing ideas with them to the workshop. While we cannot cover the full depth of what qualitative criminology offers within this single workshop, our goal is to provide attendees with new critical insight from the topics presented. Prior to the workshop registered participants will receive resources through a shared drive. We will conclude with reflections from senior scholars on the history and use of qualitative methods in criminology.

Attendees can expect to be fully engaged during the workshop and feel free to bring questions and suggest potential topics.

Feel free to reach out with questions and suggestions via email: williamsjas@montclair.edu

AROUND THE ASC

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://divisioncriticalcriminology.com/>

Cybercrime (DC)

<https://ascdivisionofcybercrime.org/>

Developmental and Life-Course Criminology (DLC)

<https://dlccrim.org/>

Experimental Criminology (DEC)

<https://expcrim.org/>

Historical Criminology (DHC)

(website coming soon)

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/>



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DOCTORAL STUDENT FORUM

The Criminology Academy: Two doctoral students' foray into the world of podcasting

Jennifer J. Tostlebe, M.S.

Jose Antonio Sanchez, M.S.

Department of Sociology, University of Colorado Boulder

"Do you want to start a podcast?" Jose posed this question to Jenn out of the blue, as we were drinking coffee (in pre-pandemic times!) at the Institute of Behavioral Science building at the University of Colorado Boulder. This seemingly random question was the nexus for the creation of *The Criminology Academy*. Podcasts deliver digital content through audio or video mediums via the internet to a variety of media devices (Nesi, 2016). They serve the purpose of engaging with audiences through educational or entertainment content, accessible anywhere at any time (Drew, 2017; Hurst, 2019). Since the invention of podcasting in 2004 (International Podcast Day, 2021), the use of podcasts as educational tools has dramatically increased (Drew, 2017). A survey conducted by Edison Research (2020) found that in 2020, an estimated 55 percent of the United States population had ever listened to a podcast compared to 11 percent in 2006. As of January 2021, there are over 1.7 million podcast shows (Winn, 2021).

The Value of Criminology Podcasts

Podcasts are public domain and, as such, it is possible to engage with various consumers, academic *and* nonacademic. The benefits surrounding podcasts as education are vast. According to Singer (2019), podcasts have the potential to "bring research findings to life in a way that peer-reviewed journal articles cannot" (p. 585). Through podcasts, research can be disseminated in a digestible format that is typically free. Podcasts can also supplement pedagogical techniques and improve understanding, breakdown educational accessibility barriers for underserved audiences, and engage with public audiences (Casares, 2020; Ferrer et al., 2020; Prince, 2020; Singer, 2019).

When it comes to crime and crime trends, public dialogue is often political and devoid of science. As Barak (2007) noted, "when it comes to public discussions about crime and justice, audiences do not generally hear from criminologists" (p. 192). Instead, they obtain information largely from talk radio, television, or politicians, leading Currie (2007) to contend: "we have to educate...outside the classroom" (p. 179). Podcasts can offer a breadth of engaging and educational evidence-based content which can be utilized by criminological researchers, professors, and doctoral students to inform the public *and* advance the discipline of criminology. This can be done in a way that can avoid a strict reliance cost prohibitive options such as conferences or continuing education courses. We believe that academic podcasts can be leveraged as creative and engaging learning tools both in and outside the classroom.

Current Inventory of Criminological Academic Podcasts

To determine the academic podcasts available, we scoured Twitter and Google, and conducted targeted searches of Apple Podcasts and Spotify. Table 1 alphabetically orders the criminological academic podcasts we identified that have been produced, in English, between 2018 and 2021. These podcasts have several commonalities.

First, every podcast in Table 1 is **available for free on podcast applications** (e.g., Spotify, Apple Podcasts). This makes these podcasts valuable tools to educators, students, and anyone who might have an interest in the field. Second, most of the podcasts *invite guests*—ranging from practitioners to professor emeriti—who contribute value to individual episodes by sharing their knowledge and expertise. Finally, every podcast is **based in empirical research** and produced by academics and professionals actively engaged in knowledge production on deviant behavior, which provides credibility and support to arguments made within episodes. When it comes to an academic audience, podcasts can be educational to listeners of all educational levels.

There are also important distinctions between the podcasts in Table 1. First, six of the listed podcasts provide specialized content (e.g., *CrimeScience*, loss prevention). Second, many of the thirteen podcasts are either on hiatus or do not provide consistent content. Third, only four of the podcasts are hosted by doctoral students and two of those four provide content related to the graduate school experience. As such, we saw an important void in the current inventory of podcasts: the need for a podcast hosted by graduate students that provided consistent, high-quality episodes based in evidence-based research and personal expertise on a variety of topics including, but not limited to, experiences during graduate school.

DOCTORAL STUDENT FORUM

The Criminology Academy Podcast

The Criminology Academy podcast (thecriminologyacademy.com) was started out of a desire to provide a new and modern platform for disseminating information about criminology and academic life. In line with our mission statement of accessibility and bringing academia to a broad audience, we provide transcriptions of our episodes on the podcast website. The podcast currently hosts three main episode series: the research series, the reflection series, and the graduate life series.

The [research series](#) provides a variety of episodes on topics across the *American Society of Criminology* (ASC) divisions (asc41.com/divisions). Guests featured on these episodes are primarily faculty and experts in the fields of criminology and criminal justice. Our research episodes generally begin with basic questions on the guest's research specialty—to provide an overview of the topic and clarify any definitional concepts—then move into a discussion surrounding a published piece (e.g., book, journal article) authored by the guest, while skipping over complex statistical methodologies. By organizing our episodes in this manner, we are confident that a variety of audiences will find our audio-content to be accessible. Our goal is to cover topics across all 18 ASC divisions. We also strive to highlight scholars located across a broad range of universities within and outside the United States. Table 2 details our episodes, including release dates, topics, and guests.

The [reflection series](#) (new to Spring 2021) spotlights scholars who made an impact on the field but have since retired or scholars who have led highly influential careers spanning many years. They are asked to reflect on their careers, contributions, the state of the field, and advice they may have for young scholars. At this point in time, we have published two reflection episodes, one with Scott Decker (Arizona State University) on career successes and failures and the second with Michael Radelet (CU Boulder) on his career as a death penalty expert. We aim to recognize one scholar per semester in this series.

The final two series, and the ones we believe distinguish *The Criminology Academy* from most criminology podcasts, focus on graduate student research (a subcomponent of our research series) and graduate school life. We highlight the impressive work doctoral students in the field are doing in the [Student Spotlight](#) series. Through personal and vicarious experiences, we understand that a veil of uncertainty exists surrounding graduate school, the tenure-track, and other aspects of the academy. Hence, one of the goals of our podcast is to help demystify the process of academia by bringing on guests to chat about various stages of the academic trajectory. Our graduate school series, titled [Grad Life](#), focuses on the variety of challenges doctoral students face as they move through their programs (e.g., applying to and selecting a graduate school, work-life balance, writing the dissertation proposal) and highlights doctoral students who have undergone these events or milestones. Guests provide insight and advice for students preparing to take on those challenges.

At the time of this publication (September/October edition), *The Criminology Academy* has delivered 31 episodes. We have produced 19 research series episodes (three of which feature graduate students), two reflection episodes, six graduate school episodes, and four teaser/review episodes.

Conclusion

On September 18, 2021, we will celebrate our **one-year** podcast anniversary! Creating and cultivating *The Criminology Academy* has been quite the ride. We launched in Fall 2020, but planning took place over a year prior. Graduate school, to the surprise of absolutely no one, pulled both authors into a multitude of directions and the podcast was set aside. However, we were determined to bring this project to life. As the podcast grows, we continue to perfect our new craft. The first thing we learned when we decided to embark on this adventure was that consistency is critical; we aim to stay on track with our release schedule even as we juggle teaching, service, comprehensive exams, dissertations, writing papers, and fieldwork. Even with the added strain to our schedules, we have enjoyed undertaking this project, meeting scholars, learning about the challenges and successes of other students, and getting to read and ask questions about the fascinating research being published by our colleagues.

We cannot wait to continue bringing our listeners quality research-based criminological podcast episodes across a wide range of topics with new guests. While the "life" series is currently focused on graduate life, it will evolve along with our own personal careers. Therefore, in the future, these episodes will shift to the professional and/or tenure track. *We conclude this piece by expressing our gratitude to all our guests. We would also like to thank our advisors, David Pyrooz and Kyle Thomas, for their support and encouragement.*

The Criminology Academy is available wherever you listen to podcasts. Please follow us on Twitter, Facebook, and Instagram @thecrimacademy. If you are on Apple podcasts, please rate, review, and subscribe. Alternatively, let us know what you think of the podcast overall or individual episodes by leaving us a comment on our website, thecriminologyacademy.com. Lastly, share *The Criminology Academy* episodes with your friends and family! Thank you for your support and for tuning in!

DOCTORAL STUDENT FORUM

Table 1. Criminological Academic Podcasts, 2018-2021

Podcast	Brief Description	Frequency/Day of Release	Number of Episodes	Number of Downloads	Other Information
<i>Crime Tapes</i> Kyla Lawton, James Treadwell (2019-present)	Links true crime with academia by discussing the research while covering criminal cases.	Monthly	14	–	–
<i>CrimeScience</i> Read Hayes, Tom Meehan (2018-present)	Explores a wide spectrum of topics informing the loss prevention industry.	Weekly; Thursday	66	–	– Associated with the Loss Prevention Research Council
<i>Crimeversation</i> Catherine Law, Lauren Miley, Tayler Shreve (2018-present)	Discusses criminological and criminal justice issues, while promoting research.	Weekly; Friday	37	–	– Hosted by doctoral students – Have a student paper award
<i>Criminologia</i> Daniel Konikoff, Jona Zyfi (2020-present)	Hosts leading academics and graduate students. Covers a range of contemporary issues related to criminology.	Bi-weekly	14	3,624	– Hosted by doctoral students
<i>CrimPod</i> Rick Brown (2021-present)	Interviews authors/researchers about the methodology and findings of their research.	n.d.	3	–	– Associated with the Australian Institute of Criminology
<i>Cybercrimeology</i> Michael Joyce (2019-present)	Discusses theory, research, and consequences of cybercrime with researchers in this area.	Bi-weekly	42	–	–
<i>Dive in with the DOV</i> Rotating Hosts (2020-present)	Discusses victimology-related topics on teaching, research, and mentorship.	n.d.	4	187	– YouTube, video-based podcast
<i>Issues in Rural Crime & Society</i> Kyle Mulrooney (2021-present)	Explores research on crime in rural communities.	n.d.	4	–	–
<i>Justice Focus</i> Omar Phoenix Khan (2020)	Focuses on the work being done by scholars, practitioners, and others who work within the criminal justice system.	Bi-weekly	26	–	– Hosted by a doctoral student
<i>Reducing Crime</i> Jerry Ratcliffe (2018-present)	Interviews influential thinkers in the police service and leading crime and policing researchers working to advance public safety.	Monthly	39	84,851	– Provides multiple choice questions for every podcast episode – Transcripts available
<i>So, You Want to Be a Criminologist (Policing Edition)</i> Janne Gaub and Laura Hucy (2021-present)	Discusses in-depth what it is that criminologists actually do and emphasizes the area of policing.	n.d.	17	–	– Associated with the ASC Division of Policing – Release 2-3 episodes at once
<i>The Criminology Academy</i> Jose Sanchez, Jenn Tostdebe (2020-present)	Features interviews on criminological research and academic life with criminologists at all stages of their careers.	Bi-weekly; Monday	26	8,190	– Hosted by doctoral students – Transcripts available
<i>Untenured Tracks</i> Andy Wilczak (2019-present)	Highlights the teaching and research of faculty and graduate students in the humanities and social sciences.	Weekly; Monday	78	6,328	– Not just criminology

Notes: Information on the number of episodes and number of downloads collected on July 22, 2021. Number of downloads only listed if publicly available.

DOCTORAL STUDENT FORUM

Table 2. Season and Episode Information from *The Criminology Academy* Podcast, Fall 2020 – August 2021

Season	Episode	Release Date	Series	Topic	Student/Faculty	University	Downloads
Fall 2020	1	9/28/20	Research	Immigration and crime reporting	- Eric Baumer - Min Xie	- Penn State - Maryland	1,178
	2	10/12/20	Research	Criminological theory	- Kyle Thomas	- Colorado Boulder	993
	3	10/26/20	Grad Life	Apply to and selecting a PhD program	- Ashley Appleby - Kaelyn Sanders	- Rutgers - Michigan State	343
	4	11/9/20	Research	Police and the community	- Andres Rengifo - Lee Slocum	- Rutgers - UMSL	449
	5	11/23/20	Grad Life	The first year of graduate school	- Hannah Lyden	- Colorado Boulder	226
	6	12/7/20	Grad Spotlight	The SAPPHERE study and hard-to-reach populations	- Bradley Silberzahn	- UT Austin	217
	7	12/21/20	Research	Illegal earnings and criminal capital	- Holly Nguyen	- Penn State	221
	8	12/28/20	Research	Social schematic theory, race, and new directions	- Callie Burt	- Georgia State	286
Spring 2021	9	1/4/21	Reflection	Career successes and failures	- Scott Decker	- Arizona State	355
	10	1/18/21	Grad Life + Grad Spotlight	Advisors + Title IX and sexual assault	- Tara Streng Schroeter	- Colorado Boulder	179
	11	2/1/21	Research	Secondary violence and COVID-19 in prisons	- Meghan Novisky	- Cleveland State	327
	12	2/15/21	Research	Gangs and self-control	- David Pyrooz	- Colorado Boulder	312
	13	3/1/21	Grad Life	Parenting in graduate school	- Kendra Clark	- Colorado Boulder	189
	14	3/15/21	Grad Life	Comprehensive exams and qualifying papers	- Ilana Friedman - Ted Lentz	- UT Austin - Wisconsin-Milwaukee	199
	15	3/29/21	Research	Illicit networks, mafias, and organized crime	- Cecilia Meneghini	- Università Cattolica del Sacro Cuore	250
Spring 2021	16	4/12/21	Research	Learning opportunities during incarceration	- Ajima Olaghere	- Temple	212
	17	4/26/21	Grad Spotlight	Police legitimacy and race	- Juwan Bennett	- Temple	170
	18	5/10/21	Research	Gangs and mass shootings	- James Densley	- Metro State	211
	19	5/17/21	Research	Terrorism, torture, and the media	- Erin Kearns	- Alabama	175
Summer 2021	20	5/31/21	Research	Correctional officer mental health and wellbeing	- Natasha Frost	- Northeastern	207
	21	6/14/21	Research	Research ethics in criminology	- Michael Adorjan - Rosemary Ricciardelli	- Calgary - Memorial University of Newfoundland	207
	22	6/28/21	Reflection	The death penalty and career reflections	- Michael Radelet	- Colorado Boulder	161
	23	7/12/21	Research	School violence and victimization	- Jillian Turanovic	- Florida State	155
	24	7/26/21	Research	Green criminology and visual criminology	- Bill McClanahan	- Eastern Kentucky	-
	25	8/9/21	Research	Juvenile justice, disproportionate minority contact, and journal editing	- Christopher Sullivan	- Texas State	-
	26	8/16/21	Grad Life	Work/life balance and student mental health	- Kelsey Kramer - Kathleen Padilla	- Sam Houston State - Arizona State	-
Fall 2021	27	8/30/21	Research	Peers and collective behavior	- Jean McGloin	- Maryland	-

Notes: Information on the number of downloads collected on July 22, 2021. Not listed are the teaser/review episodes. Nine more episodes will be released as part of Fall 2021. Tara Streng Schroeter is currently the Sexual Assault Response Team (SART) Coordinator for Colorado's 17th Judicial District; Kendra Clark is now an Assistant Research Professor at George Mason University; Cecilia Meneghini is now a Research Associate at the Institute of Criminology at the University of Cambridge; and Erin Kearns is now an Assistant Professor at the University of Nebraska Omaha.

DOCTORAL STUDENT FORUM

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RECENT PHD GRADUATES

Contreras, Christopher, “The Neighborhood Context of Drugs and Violence: Examining Drug Abuse, Drug Activity, and Violent Crime”, Chaired by John R. Hipp, July 2021, University of California, Irvine.

Dodge, Cassandra, “The Ring of Gyges 2.0: How Anonymity Providing Behaviors Affect Willingness to Participate in Online Deviance”, Chaired by George Burruss, July 2021, University of South Florida.



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OBITUARIES

HARRY E. ALLEN



Our beloved friend and colleague, Harry E. Allen (1938-2021), passed away at his home in Palm Springs, California on July 4th, 2021. He will be greatly missed by all who knew him but especially by his partner and husband of 22 years, Bruce Ponder.

Harry E Allen was born in Selma, Alabama on February 16, 1938. His stepfather was a career military officer of his residency in earlier years was geographically scattered. He attended college at Stetson University in Deland, Florida, graduating with a Bachelor of Arts degree in 1960. He was ordained a Southern Baptist minister in 1959. He continued his education at Vanderbilt University, obtaining a Master of Arts degree before he enrolled at The Ohio State University to study under Simon Dinitz and Walter Reckless. A newly-minted Ph.D. (1969), he taught at Florida State University briefly before being recalled to Ohio to serve as Executive Secretary of the Ohio Governor's Task Force on Corrections.

His work for the Task Force led to an invitation to join the School of Public Administration at The Ohio State University as a tenured Associate Professor (1971) and Professor (1975), and as Director of the Program for the Study of Crime and Delinquency. He recruited and surrounded himself with exceptional doctoral candidates and undertook an extensive research program culminating in over 100 papers presented at professional meetings of relevant criminology and justice programs, 20 monographs, many chapters in books, and 19 books authored, co-authored or edited. With graduate student Clifford Simonsen, he authored in 1975 what is the longest continuously published corrections textbook, now in its 15th edition (*Corrections in America*). He took particular pride in the careers and performances of his former doctoral graduates, including Edward Latessa, Gennaro Vito, Chris Eskridge, Rick Seiter, and Charles Eden, among numerous others. He was an exceptional mentor to his students.

In 1978, when The Ohio State University was buffeted by arctic weather and a 63 degree wind chill factor, he received and accepted an offer to teach at San Jose State University in the Department of Justice Studies, San Jose, California. He taught a wide variety of core and elective courses and retired in 1998 to return to seminary at the Pacific School of Religion on "Holy Hill" in Berkeley, California. Professor Allen remains Professor Emeritus, San Jose State University.

Professor Allen was extensively active in the leadership of professional organizations. He was the first criminologist to serve as President of the Academy of Criminal Justice Sciences and the American Society of Criminology. In the Academy, he served as Program Committee Chair, Secretary-Treasurer, President (Second Vice-President, First Vice-President, President and Immediate Past President), among other roles.

Harry Allen received many recognitions, awards and honors, including the Block Award (American Society of Criminology). In 1996, he was recognized as the most-often cited scholar in Corrections, was a Fellow in the Western Society of Criminology, Recipient of the Founders Award and an Outstanding Mentor Award of the Academy, among others. In 2001, he was Distinguished Scholar in Residence at the University of Louisville.

In 2002, Harry Allen began online teaching for the University of Louisville, team-teaching with his husband Bruce Ponder on a wide variety of courses, including Corrections, Community Corrections, Victimology, Alternatives to Incarceration, International Terrorism, Intelligence and Homeland Security, Drug Abuse, and Ethics.¹

Harry was well respected by his colleagues and his students. He will be greatly missed by all who knew him.

¹The summary of Professor Allen's professional career was taken from Willard Oliver, Celebrating 50 years, 1963-2013, Academy of Criminal Justice Sciences.



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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

Constraints and Opportunities in Evaluating Programs for Prevention of Violent Extremism: How the practitioners see it (UNESCO Prevention of Radicalisation and Violent Extremism PREV)



The rise in violent extremism in the past decade has led to the creation of many programs focused on countering violent extremism. To stem the rise in violence, many programs were created due to a need, however, they were created with little evidence-based research to provide guidance in best or proven practices. Much of the existing research identified gaps in evidence-based studies, evaluations of such programs, and any data on the experience of those in the field. Although more research in these areas has been conducted in recent years, there is still a great need. To that end, the United Nations Educational, Scientific and Cultural Organization Chair in Prevention of Radicalisation and Violent Extremism (UNESCO-PREV) in Ottawa, Canada conducted research focused on the experiences of preventing violent extremism (PVE) professionals in the field. The data comes from semi-directed interviews from a previous study, and focus groups conducted in 2019. The interviews and focus groups included 57 PVE professionals from Asia, Europe, Middle East and North Africa (MENA), North America, Oceania, and sub-Saharan Africa. The professionals were mainly from NGOs, government, police, and educational institutions. The main goal was to elicit the experiences they had with evaluating PVE programs.

The report is broken down into five sections. The first part discusses the methodology used in collecting the data from the PVE professionals. It also discusses the limitations of this study. The authors are cognizant that this is not a study to be used to draw conclusions, but rather a starting point to have practitioner voices heard while also shedding some light on the practices in the field. The second part of the report focuses on challenges of program evaluation. Many practitioners view evaluation as an additional constraint as programs that receive funding have an added pressure to show positive results. Other challenges include the lack of supporting infrastructure to ensure program success. The influence of politics and media can also present pressures on PVE professionals, sometimes pulling them in various directions. Other stressors may include lack of clear definitions and indicators for evaluating PVE programs, and obtaining positive results in the short-term. As with many programs, funding presents a substantial challenge to ensure the success of such programs.

Part three shares the reasons why evaluations can provide opportunities for PVE professionals to improve their practices as well as providing them with some autonomy. Evaluations can show the greater need for such programs to have autonomy and show what can be completed by increasing their capacity to function. By giving tangible examples of how increased capacities can lead to greater results, this can provide further evidence for programs to have their funding renewed. Evaluation is always an integral part of growth. Results from evaluations can continue to help improve practices used. The fourth part shares the importance of adapting PVE to local conditions. This can help legitimize the professional's role in the communities. This requires autonomy, otherwise the programs can be perceived in a negative light. Some practitioners mentioned that they specifically didn't take government funding because of the stigma tied to it. Knowing that the government is funding these efforts can completely undermine the PVE efforts.

Finally, the fifth section includes recommendations based on the commentary provided by PVE practitioners. Practitioners recognized the ability for evaluations to help establish professional standards, practices and qualifications even if the PVE practices can vary based on region. The authors suggest that evaluation can be used as a tool to make PVE practices more effective. They have suggestions not only for practitioners, but also for policymakers as well as suggestions for designing the evaluations. Evaluations should include self-evaluations, and both internal and external evaluations. Staff should work with evaluators to develop the indicators that define the goals of all stakeholders. The evaluation should include a review of resources, or lack thereof. Evaluation should include measures of an organization's autonomy from the sponsor, which is directly tied to the ability for the organization to establish trusted relationships with the communities they serve. With levels of extremism rising globally, these PVE programs are an essential part to combating the violence associated with these groups.

The full report can be found on the Chair UNESCO PREV website: https://chaireunesco-prev.ca/wp-content/uploads/2021/07/FINAL_UnescoPrev_Report_PREV-IMPACT_EN.pdf

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Dr. O'Malley received her Ph.D. in Criminal Justice from Michigan State University, an M.A. in Forensic Psychology from New York University, and her B.S. in Psychology from Eckerd College. Her research interests include sexual violence, sex offender treatment, cyber crime, and social media use.

**COLBY VALENTINE, PHD***Visiting Instructor*

Dr. Valentine received her Ph.D. in Criminology and Criminal Justice from Florida State University, an M.S. in Criminology and Criminal Justice from San Diego State University, and a B.A. in Sociology with an emphasis in Criminal Justice from the University of the Pacific. Her current research involves studies of prison misconduct, recidivism, and domestic violence.

**AMBER ODERINDE, MS***Visiting Instructor*

Ms. Oderinde earned her B.S. and M.S. degrees in Criminal Justice from Eastern Kentucky University. Before coming to USF, Oderinde held an academic advisor position at several institutions including West Virginia University, Bethel University, and Benedict College. Prior to her experiences in post-secondary education, Oderinde worked in human services as a case manager for Big Brothers Big Sisters and JAG, a national high school dropout prevention initiative.

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Event contact: Tessie Castillo at tessie@tessiecastillo.com

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2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
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2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
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