



The Criminologist

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Fighting for our lives:

Why criminologists should care about rampant anti-LGBTQ backlash

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The last decade has generated important judicial decisions and legislative victories for LGBTQ people's rights, such as U.S. Supreme Court rulings that granted marriage equality in *Obergefell* and prohibited employment discrimination on the basis of sexual orientation or gender identity in *Bostock*. This is also a time of unprecedented visibility of LGBTQ people in popular culture, as public figures, and on social media. More people identify as LGBTQ than any other known time in history. However, the current sociopolitical moment is also characterized by relentless attacks on LGBTQ people through legislation and political directives, carried out via institutions such as schools, the media, the child welfare system, and the criminal processing system. Although this is certainly not the first time LGBTQ people have been demonized, marginalized, and criminalized, the "wins" that have preceded this wave of anti-LGBTQ animus are why I characterize it as backlash.

While criminologists studying LGBTQ populations or those who identify as LGBTQ may be aware of these developments, the broader membership of ASC and readership of *The Criminologist* may not be, hence my focus here. Anti-LGBTQ backlash is a pressing issue for LGBTQ communities, and deserves our attention.

Legislative backlash

The past several years have seen dozens of anti-LGBTQ bills being introduced in legislatures across the United States, as well as anti-LGBTQ directives or executive orders issued by state Governors. The majority specifically target transgender youth and adults, preventing their ability to play sports and/or use locker rooms and bathrooms consistent with their gender identity, while some ban or criminalize gender-affirming healthcare for transgender youth. Others seek to prevent the sharing of information about sexual orientation and gender identity, such as "Don't say gay" bills regarding school curricula. Finally, some sweeping laws contain elements of all of these. Here are several examples.

In April 2021, Arkansas became the first U.S. state to ban gender-affirming medical treatment for transgender minors. Gender-affirming medical care might include medications that inhibit the release of testosterone or estrogen (known as "puberty blockers"), hormone therapy, or surgeries, though gender-affirming surgeries on minors were already quite rare. The Republican-controlled Arkansas legislature overrode the Governor's veto to pass this bill, but its enforcement has been temporarily blocked while it is challenged in court (Associated Press, 2021).

In February 2022, Texas's Republican Governor Greg Abbott released an order that directed the Texas Department of Family and Protective Services to investigate parents who seek gender-affirming care for their transgender children. Abbott's order conceptualizes these medical interventions as child abuse (calling them "abusive procedures") and implies that parents pursuing this care for their children are committing crimes, and thus, groups like doctors and teachers *must* report them. Although the order was partially blocked from enforcement, families with trans children targeted by the law have already experienced

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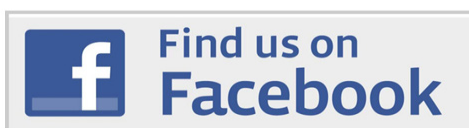
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traumatic investigations and live in fear of being separated or prosecuted (Paúl & Parks, 2022). live in fear of being separated or prosecuted (Paúl & Parks, 2022).

In April 2022, Alabama's Republican Governor Kay Ivey signed multiple pieces of anti-LGBTQ legislation, including one that stipulates criminal penalties of up to 10 years in prison for doctors who prescribe hormones or puberty blockers or who perform gender-affirming surgeries on transgender young people under age 19. Another mandates that K-12 students only be allowed to use multi-person locker rooms and bathrooms that correspond to the sex listed on their birth certificate, and prohibits "classroom instruction or discussion on sexual orientation or gender identity" for students in kindergarten through fifth grade (CBS News, 2022). The latter element is similar to a bill passed in Florida and signed by Republican Governor Ron DeSantis in March 2022, with at least a dozen other states considering comparable bills this year alone (Jones & Franklin, 2022).

There are *numerous* critiques of these laws. Those most relevant to crime and justice include their unnecessary surveillance and criminalization, and a pressing concern for the wellbeing of LGBTQ youth. Many LGBTQ people and allies are dismayed not only by the far reach of some of these laws and their harmful outcomes, but the sheer volume and speed with which they are being introduced, passed, or announced, sometimes with no debate or time for public comment (or legislative process, in the case of directives or executive orders). In fact, by the time this essay goes to press, additional restrictive anti-LGBTQ laws may have passed. Some LGBTQ commentators have lamented that they foresee a major rollback of hard-won legislative and judicial victories, now that transphobia and homophobia have been given the green light to flourish again. LGBTQ people are one of many targets in a broader push to limit the rights and civic participation of various groups. It is not a coincidence that bills attacking LGBTQ people's rights are being passed contemporaneously to laws prohibiting the teaching of "critical race theory" and severely limiting access to safe and legal abortions, all set against a backdrop of the widespread curtailment of voting rights.

This swift recession of rights seems paradoxical, considering public opinion has become more favorable to LGBTQ people over time. One factor driving changes in public opinion is visibility. For example, among individuals who have shifted their opinion from opposing to supporting same-sex marriage rights, knowing someone who is gay or lesbian comprised the modal category for why they changed their minds (Pew Research Center, 2013a). A large-scale study of LGBT people revealed a similar pattern, with 70% of respondents saying that greater social acceptance is driven by people personally knowing someone who is LGBT (Pew Research Center, 2013b). However, for LGBTQ people's daily lives, visibility is a double-edged sword: being "out" as gay, lesbian, bisexual, transgender, or queer might mean someone is living in a way that feels authentic and they can more readily access support and community, but visibility can also carry additional risks of discrimination, harassment, and violence in a heterosexist and cissexist society. Relevant to this essay, it is important to understand the negative outcomes pervasive anti-LGBTQ sentiment has on LGBTQ communities.

Negative outcomes of anti-LGBTQ stigma relevant to crime and justice

Beyond criminalization, anti-LGBTQ stigma leads to myriad negative outcomes for LGBTQ young people. These include depression, suicidality, self-harm, drug and alcohol use to cope, sexual risk behaviors, truancy, fighting, weapons carrying, and gang membership; negative outcomes are linked not only with LGBTQ young people's perceptions of prejudice and low social support, but with their experiences of victimization as well (for a review, see Panfil, 2014). Anti-LGBTQ stigma is a driver of interpersonal violence against LGBTQ people. According to FBI data, hate crimes based on bias against the victim's gender identity continue to rise, increasing by 20% in 2020 for the second year in a row (Cooper, 2021). Along with being a record-setting year for the number of anti-transgender bills passed, 2021 also has the dubious distinction of being the "deadliest year on record" for transgender and gender non-conforming people, up from the previous record-setting high in 2020. The majority of these victims of fatal violence were Black trans women, with Latinx trans people also being at higher risk of homicide (Human Rights Campaign Foundation, 2021). I fear where 2022 will fall on these distressing metrics.

This backlash is also accompanied by disturbing discourse about the intentions of LGBTQ youths' allies. Those who support laws that teach children age-appropriate sex education, including a discussion of LGBTQ identity, or who support trans youths' abilities to access gender-affirming medical care have been accused of being "groomers," "pedophiles," and intended sexual abusers. Claims that LGBTQ people are dangerous, depraved, and sexual predators are not new; they are even found in "father of modern criminology" Cesare Lombroso's research and are unfortunate canards that will not seem to go away. Specifically, these unfounded claims replicate old moral panics of LGBTQ people as alleged child molesters, prison rapists, disease spreaders, and deceivers (Mogul et al., 2011). Cultural messaging inaccurately linking LGBTQ identity with child sexual abuse has also been exploited to attack transgender scholars and misrepresent their work and its empirical soundness (Letourneau & Malone, 2021).

These homophobic and transphobic discourses do not protect children—especially not LGBTQ children whose healthcare has been banned and whose identities are verboten from being spoken about—and instead foment distrust and stoke hatred of LGBTQ people. Dehumanizing and inaccurate portrayals encourage abusive behavior toward LGBTQ people. Claims of "deception" have been unfairly lodged at transgender people especially, simply for living authentically (Wodda & Panfil, 2015); 35 U.S. states and 5

U.S. territories allow the use of legal defenses by a defendant claiming their victim's sexual orientation and/or gender identity caused their criminal actions, referred to as the "gay panic" and "trans panic" defenses (Movement Advancement Project, 2022). Some politicians have taken to social media or public events with constituents to explicitly condone and call for violence against LGBTQ people, which has caused LGBTQ people to express fear or waning hope for the future.

Why should all criminologists care about anti-LGBTQ backlash?

Perhaps most obviously, recently-passed and pending anti-LGBTQ bills criminalize actions that were previously not criminal, bringing the laws and their outcomes fully under the purview of criminology and criminal justice. Additionally, these laws run afoul of public health guidance, which is often relevant to criminological work, especially interdisciplinary work. Relatedly, LGBTQ people's disproportionately higher and increasing rates of victimization—which may indeed increase further considering such inflammatory rhetoric—should also be of interest to victimologists and those who study crime trends. Discrimination, harassment, and violence are core elements of criminological research agendas, and unfortunately are ripe for study among LGBTQ populations in this historical moment.

Criminologists are also often concerned with inequitable application of laws and system overrepresentation. The comparatively small proportion of people who identify as LGBTQ as compared to those who identify as heterosexual and/or cisgender has caused some criminologists to suggest that queer criminology addresses "niche" topics. I vehemently disagree, and instead have argued—in this very venue—that criminological issues relevant to LGBTQ people are of broad interest to the discipline (Panfil & Miller, 2014). Regarding overrepresentation, LGBTQ youth comprise 7-9% of all youth nationwide, but about 20% of youth in the juvenile justice system. They arrive there through mechanisms such as exclusionary school discipline and pushout, arrest for minor quality of life offenses and survival crimes, increased vulnerability to criminalization within the child welfare system, and homelessness resulting from familial rejection (CAP & MAP, 2016). LGBTQ people do not comprise a homogenous group, and LGBTQ concerns intersect with many other topics of criminological concern, such as criminalization based on race/ethnicity or nationality, and disproportionate minority contact. In the juvenile justice system, LGBTQ youth of color are vastly overrepresented, with estimates that 85% of LGBTQ youth there are also youth of color (CAP & MAP, 2016). There are strong reasons to believe that laws seeking to restrict the rights of LGBTQ people will be used to harm communities already targeted for oversurveillance, including low-income people, immigrants, and people of color.

Additionally, changing demographics suggest that more people are identifying as LGBTQ in younger generations: recent Gallup poll estimates reveal that 21% of Generation Z adults and 11% of Millennials identify as LGBT, with LGBT self-identification among Americans overall nearly doubling (to 7.1%) since 2012 (Jones, 2022). It is hardly the case that a fifth of an entire generation is a low proportion. Even when numbers are low—such as the raw number of transgender youth participating in team sports in high schools, for example—the amount of energy and vitriol used to hinder the rights of a comparatively small group of people is incredibly outsized. In his letter announcing his veto of the Utah state legislature's trans sports ban, Republican Governor Spencer Cox stated that there were 4 transgender kids playing high school sports in Utah, only 1 of whom was a student playing in girls' sports. His letter stated that the ban was focused on "Four kids who are just trying to find some friends and feel like they are a part of something. Four kids trying to get through each day. *Rarely has so much fear and anger been directed at so few*" (Cox, 2022, p. 5, emphases added). The Republican-controlled Utah legislature overrode his veto.

How criminologists can assist in preventing negative outcomes

There is much we can do to support LGBTQ people, whether they be our colleagues, friends, neighbors, students, or research participants. It is our duty as criminologists to understand harm and to actively reduce harm via our professional activities such as our research, teaching, and service.

As criminologists also involved in civic participation, we should advocate for laws that are rooted in social justice, equity, and scientific evidence—in this case, certainly *not* these laws. In his veto letter, Republican Governor of Utah Spencer Cox stated that trans sports bans are problematic in part because anti-LGBTQ exclusion can lead to suicidality, while conversely, "all the research shows that even a little acceptance and connection can reduce suicidality significantly" (Cox, 2022, p. 5). Indeed, his statement is scientifically accurate, but was not enough to prevent a veto override. As experts on topics such as criminalization, victimization, harassment, and discrimination, I encourage criminologists to contact their representatives to present evidence as to why these bills and directives are harmful, and to advocate for their repeal. Writing op-eds for local newspapers to inform fellow constituents can also be effective. We should actively work to end existing laws that criminalize LGBTQ young people's identities, survival strategies, and coping mechanisms, and instead push for greater support.

Research into these laws and their outcomes can thus provide opportunities for public criminology and community engagement. These are not only areas of public discourse and interest, but are relevant to policy formation and implementation. Criminologists hoping to support LGBTQ people can partner with LGBTQ-serving community agencies and non-profits to collect and analyze data,

conduct needs assessments or program evaluations, or provide other supportive tasks consistent with their skills and expertise. Social scientists may be called on to conduct research and advise institutions or governments relating to understanding the far-reaching implications of these laws. Researchers may even participate in amicus curiae briefs to courts or serve as expert witnesses giving testimony.

There has also been encouragement to study trans joy and trans resistance (e.g., Westbrook, 2021), which is an important avenue forward considering the fact that LGBTQ people are often contending with harmful forces like criminalization, victimization, and discrimination. I advocate for an expansive definition of justice that includes pursuing wellbeing, autonomy, safety, and equity. Exploring LGBTQ people's resilience and joy alongside their challenges is helpful to better understand their lives and what forms of support are meaningful. In an amicus brief regarding the legal challenge to the Arkansas ban on providing gender-affirming healthcare to trans kids, 58 trans adults (*amici*) discussed their experiences with gender-affirming care such as hormone blockers, hormones, and/or surgery. Some had started receiving this care as minors, but most began receiving it as adults. The headings of the brief (Page et al., 2022, p. i) tell a compelling story, such as:

- Amici lead productive and fulfilling lives
- Amici have meaningful careers and do important public service
- Amici find joy in family life and care for others
- Amici who started receiving gender-affirming care as adolescents benefitted from it immensely
- Many amici who could not access gender-affirming care when they were younger believe that earlier care would have prevented needless suffering
- Care relieved gender dysphoria and often saved lives
- Transition sparked confidence and joy

These findings indicate that studying positive experiences in LGBTQ people's lives as they navigate anti-LGBTQ stigma provides critical insight into contending with harms they face.

Regarding supporting our disciplinary communities, our criminologist colleagues include transgender and non-binary scholars and students, who may be vulnerable to discriminatory actions and lack institutional power. Within criminology and criminal justice specifically, transgender scholars report varied experiences in academic settings, which can range from affirmation and support to repeated and intentional misgendering, denial of opportunities, and exclusion (Walker et al., 2021). The American Society of Criminology's Division on Queer Criminology (DQC) provides support for LGBTQ-identified scholars and students, as well as students and scholars conducting criminological research on LGBTQ populations. The DQC leadership released a statement on the Division's commitment to trans inclusivity (2021), has been very intentional about mentoring and networking, and made efforts to bring greater visibility to members' research and teaching. (Other ASC Divisions have also increased efforts toward LGBTQ inclusion.) This Division has sponsored monthly social events and other sessions to facilitate connections among members. For example, a recent DQC Networking Session had a breakout room entitled "Unconditional Love and Support Room," to provide a supportive environment for DQC members who need it. Although some may scoff at events such as these being linked to membership in a professional society, queer criminology work entails substantial emotional labor requiring support, and these events draw from a community engagement ethos to generate sustaining conditions for LGBTQ scholars, students, and allies.

These sociopolitical attacks also warrant our attention as teachers and mentors, in fulfilling responsibilities to our students. Undergraduate and graduate students on college campuses may need direct advocacy from faculty and staff who understand LGBTQ concerns and can use their institutional power to push for inclusive practices and tangible means of support. Considering that many of the ASC's members are involved in collegiate teaching, and LGBTQ young people's rights are under attack, we should anticipate that our students may need additional help. Basic steps all faculty can take to affirm LGBTQ students include using students' correct pronouns and preferred names, integrating LGBTQ topics into our courses, and attending LGBTQ student-sponsored events.

Finally, I make an appeal to empathy and to the inherent worth and value of human beings: LGBTQ people are humans deserving of recognition and respect. They are our students, colleagues, family members, friends, and neighbors. They are people like me: we are your peers, and we are in for the fight of our lives. We need well-informed, equity-minded allies in this fight. I hope that we all—as criminologists, scholars, educators, and citizens—will take up these challenges.

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The Challenges of 'Bias-Free' Language Guidelines

Callie H. Burt¹

In their recent 'Editorial Corner', the distinguished editors of *Criminology* discussed the journal's adoption of the American Psychological Association's (APA) guidelines for bias-free language. These guidelines, according to the APA², "[emphasize] the need to talk about all people with inclusivity and respect" and promote the use of "language that is free of bias and avoid[s] perpetuating prejudicial beliefs or demeaning attitudes." No doubt recognizing the agreeable aims of the guidelines—to "[ensure] the individuality and humanity of people are respected"—the editors assert that this change "should be uncontroversial."

Notwithstanding these laudable aims, I suggest that these new guidelines are not as uncontroversial as they appear. Here, I share my concerns about the new language policies in hopes that this may spark a discussion around the guidelines and the broader effort to direct more energy, sensitivity, and attention to language choices. At present, there is, in my view and that of others, a larger creeping culture of conformism and offense taking in the academy (Hume 2015). Many people in the academy, including both students and faculty, are afraid to talk about important issues because they fear they might misspeak (i.e., fail to use the terminology du jour) or to share their opinions because they might face severe backlash and ostracization for currently unfashionable, albeit reasonable, views that are in no way beyond the pale. In this milieu, is adopting these guidelines, which increase focus on language and sensitivity to specific terminology over content and intent, a move in the right direction? I'm not so sure.

To be very clear, I fully agree that we should all strive to improve our language, making it accessible, accurate, and non-stigmatizing. There is also obviously language that is wholly objectionable, such as slurs, which have long had no place in criminology journals, thankfully. Moreover, given shifts in language, which may leave some people uncertain about the 'correct' term to use (e.g., Hispanic, Latino/a, Latinx), a resource that provides some guidance around language can be useful.

There is, however, a fine line between language guidelines and explicit language codes. While not suggesting that the guidelines are, in fact, a 'code', I wish to encourage a discussion around our social shift to increased sensitivity to language and the move toward explicit language codes, which might reasonably be called 'language policing', as well as some of the specific implementations and their potential effects. I have disquiet about the lack of a wider discussion (at least from my vantage point) and dearth of information about who is deciding what language is problematic and what language is preferred. I question the extent to which these language policies are scientifically grounded, as claimed. I also have some unease with the awkward—in my view—inclusion of the Walker situation in the editors' piece discussing the journal's new language guidelines.

I, of course, agree that we all should strive to use language that is free of bias, avoids perpetuating demeaning attitudes, and is 'scientifically grounded'. However, this rather uncontroversial goal belies some important complexities, including what constitutes 'scientifically grounded language' and, more importantly, *who decides* what language is 'biased' or 'problematic' and what language is preferred.³ That is, moving from the uncontroversial goal of avoiding 'problematic language' to determining what language is problematic is not at all straightforward. To that end, the guidelines emphasize individuality and instruct authors to "respect the language people use to describe themselves; that is, call people what they call themselves." This ostensibly clear directive is immediately followed by caveats, including that individuals do not all agree on what they should be called and that "some individuals may use slurs or stigmatizing language to refer to themselves," and we should be very careful using such terminology (and probably shouldn't).

Upon examining the specific guidelines, I found that some are perplexing, even persnickety. For example, the guidelines include a recommendation against using 'male' and 'female' as nouns in favor of using 'male person' and 'female person', and the eschewal of the term 'opposite sex' in favor of 'another sex' or 'other sex'. The guidelines identify the designation 'social security recipients' as being 'problematic' and suggests the use of 'people who are receiving social security or Medicare benefits and are over the age of 62 (or another age that was included in the study)' instead. The guidelines highlight the term 'homosexuals' as 'inaccurate and pejorative' and suggest using terms like 'queer persons', instead. Notably, in none of these cases is the 'problem' documented or the 'preferred language' justified. Sparse references, frequently to activist organizations, are presented along with a few scientific articles that identify the use of 'problematic language,' but these sources and their evidence fall well short of demonstrating bias, stigma, or harm.⁴

Importantly, while some language changes may have benefits, there are also several potential costs which ought to be weighed against these potential benefits. Potential costs include hampering readability and accessibility, impairing our ability to make distinctions, and reducing people's willingness to discuss difficult issues out of a fear of saying something wrong. Additionally, by highlighting non-malicious language like 'opposite sex' or 'social security recipients' as problematic, we are potentially increasing social harms (or pains). That is, by suggesting such non-preferred language is biased or offensive, these guidelines may encourage people to look for, see, and feel more slights and disrespect (e.g., Haidt & Lukianoff 2018).

Turning to criminological language, ‘problematic’ terms include ‘inmate’, ‘offender’, and ‘victim’. I argue we should have a larger discussion of the extent to which (a) these terms are in fact biased/stigmatizing descriptors, and (b) eschewing these terms will result in completely unwieldy, inarticulate discussions. We do not use the term ‘offender’ to stigmatize those so labeled or to suggest this should define their personhood for their lives (or undermine their humanity and individuality) but to make categorical distinctions between groups of people for purposes of conducting and talking about our research. Science relies, fundamentally, on making distinctions. There is an irreconcilable tension between emphasizing people’s individuality and conducting scientific research. To be sure, using the term ‘an incarcerated person’ instead of ‘inmate’ is a rather easy change—although one that is unlikely to have any effect on those so labelled—but what might it look like if we remove the term ‘offender’ from the lexicon?

For example, I pulled up a random criminology article entitled: “State of knowledge: Four decades of victim-offender mediation research and practice: The evidence.” What might this look like if made consistent with the guidelines? “State of knowledge: Four decades of research and practice on mediation between persons who survived criminal perpetration and persons who offended.” This revised title borders on obscurantist and not only distracts from the focus (victim-offenders) but, in so doing, may make understanding this work or reaching intended audiences more difficult, thereby decreasing accessibility.

I retrieved a random ‘victim-offender’ abstract, and I don’t even know that it would be possible to make this consistent with the guidelines (much less with the rather restrictive abstract word limits): “Victim-offenders are generally considered a distinct group with one or more shared characteristics; however, some have suggested possible victim-offender subgroups with varied victimization-offending patterns. The potential for victim-offender subgroups was assessed within a nationally representative sample of 1,000 youth using latent class analysis. ...” (Reid & Sullivan 2012).

Another unintended cost to ‘avoiding broad and generalizing terms’ is obscuring commonalities among those experiencing hardships. If we were to think back 25 years ago, when being gay was very stigmatized (and same-sex sex was illegal in more than 25 states), would these guidelines have suggested that we avoid the term ‘being gay’ and instead use ‘a person who has same-sex sex, or wants to’? To what extent does this cloud the issue that people who are, in fact, gay are identified as gay and *stigmatized for being gay*—regardless of whether we call them homosexual, gay, queer persons, or ‘people who have same-sex sex or want to’.

A laudable underlying motivation for these language guidelines is to reduce the suffering experienced by persons dealing with some socially stigmatized characteristic or situation in their lives. But in my view, the solution does not follow or at least it is not sufficiently justified. In other words, that our scientific language needs to be tightly regulated and/or we should become even more acutely sensitive to allegedly ‘problematic’ language without malicious intent to improve the situation of those suffering is surely questionable. Is stigmatization against ‘elderly persons’ or ‘incarcerated persons’ effectively combatted by person-first (or identity-first) language codes? Or might we have more success in reducing suffering by challenging the stigma and disregard for those so labelled rather than changing and policing terminology?

Some of these changes appear designed to avoid offending the most uncharitable reader, who, for example, interprets the use of ‘married persons’ as implying the belief that legal marriage is the only form of committed relationship. Not only are there potentially significant costs to surrendering to a culture of offense taking censoriousness, but also while we are busy adjudicating language, those people without homes, people with substance abuse issues, people incarcerated, people who have offended, etc., struggle to make their way in the world, regardless of whether we use person-first language.⁵

Most importantly, these language guidelines are in no way ‘bias free’. They reflect specific worldviews that we do not all share, and which are not supported by ‘The Science.’⁶ For example, the guidelines specify the use of ‘assigned sex at birth’ as follows: “‘birth sex’ and ‘natal sex’ imply that sex is an immutable characteristic without sociocultural influence. It is more appropriate to use ‘assigned sex’ or ‘sex assigned at birth.’” It is more appropriate in what sense? Biological sex in humans is, in fact, immutable, in my view. While you may disagree (and you are of course free to do so), requiring the use of ‘assigned at birth’ language impairs our ability to discuss this issue and requires that people employ language based on other people’s view of the world on issues that are currently being debated.

Similarly, the guidelines define sexual orientation as follows:

“Sexual orientation can be conceptualized first by the degree to which a person feels sexual and emotional attraction; some parallel terms are “sexual,” “demisexual” (or “gray-asexual” or “gray-A”), and “asexual” (see The Asexual Visibility & Education Network, n.d.). ...Second, sexual orientation can be conceptualized as having a direction. For people who identify as sexual or demisexual, their attraction then may be directed toward people who are similarly gendered, differently gendered, and so on. That is, sexual orientation indicates the *gendered directionality of attraction*, even if that directionality is very inclusive (e.g., nonbinary)” (emphasis added).

That sexual orientation has two dimensions and the second dimension is based on gender not sex is in no way scientific consensus.

There is an ongoing scholarly (and public) discussion as to whether sexual orientation refers to gender (identity) or to sex (e.g., Stock 2019). A relatively recent, lengthy review article, "Sexual Orientation, Controversy, and Science" by a diverse group of distinguished experts, defines sexual orientation as: "attraction to members of the same sex, both sexes, or the other sex" (Bailey et al. 2016, p.48). Yet, according to the APA guidelines, sexual orientation is about the 'gendered directionality of attraction'. Is defining sexual orientation as about sex not gender 'pejorative' or 'problematic' under these guidelines? If so, *who decided?* In the absence of scientific consensus or evidence, who is the authority for what is and is not acceptable language?

To be sure, I am not suggesting there is no science in these guidelines, even as the online guidelines are very thin in terms of scientific documentation. I am instead suggesting that to the extent that ASC journals call for adherence to specific language codes that are 'scientifically grounded', this behooves us to demonstrate that the language is so grounded (and/or which biases we deem acceptable and why). Otherwise, it seems to me that those who have the power or momentum to make language changes that they prefer will use their power to compel others to speak of the world in a manner that reflects their worldviews. We can and should be careful and sensitive in our use language, but there is a difference between being sensitive in language and policing language—which involves the application of power and stated adherence to a particular worldview (e.g., that 'the elderly' is stigmatizing, that sex is assigned not observed). Following these guidelines requires adherence to a particular view of the world and marks other views as 'problematic'. This is not 'bias free'.

Finally, I found the discussion of Allyn Walker's situation and their transgender identity/status to be shoehorned into the language guideline discussion. The larger context of this situation is omitted. Most of this reads to me as irrelevant, or worse, directly contrary to the arguments presented. To my knowledge, Walker used the 'bias free', person-first language that is being suggested here. One could read Walker's case as, in part, what happens when people focus on language over content, and the inherent danger of attempting to adjudicate 'correct' language in a manner that impairs free and open inquiry. The takeaway from the Walker incident is surely not that we need more language policing, in my view.

In the end, I think there is a fine, difficult line to walk between promoting respectful language and promoting adherence to a particular worldview in a manner that impairs open inquiry and accessibility. In my reading these guidelines do the latter.

1 Callie Burt, associate professor of Criminal Justice and Criminology at Georgia State University; email: cburt@gsu.edu; website: www.callieburt.org

2 Unless otherwise noted, all quotations come from the APA guidelines, see here: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

3 The APA notes: "These guidelines and recommendations were crafted by panels of experts on APA's bias-free language committees." I have not been able to find a list of the experts serving on these panels. Requests to the APA for this information have gone unanswered.

4 One scientific reference for the 'gender' section includes the often-repeated Blackless et al. (2000) piece that has numerous errors in both calculation (misplaced decimals) and classification (see Sax 2002).

5 The guidelines explain that The Deaf community wants to be called The Deaf community, rather than 'people who are deaf'. Were other communities ('queer people', social security recipients, people over the age of 65) so consulted in their new designations?

6 Generally, "The Science" does not just say one thing, especially when it comes to complex social issues.

References:

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- Reid, J. A., & Sullivan, C. J. (2012). Unraveling victim-offender overlap: Exploring profiles and constellations of risk. *Victims & Offenders*, 7(3), 327-360.
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- Stock, K. (2019). XIV—Sexual orientation: What is it? *Proceedings of the Aristotelian Society*, 119(3): 295-319.
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Susan Turner, Professor of Criminology Law and Society

Ph.D. University of North Carolina – Chapel Hill



AROUND THE ASC

2022 Election Slate for 2023 - 2024 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

Finn Esbensen, University of Missouri – St. Louis
Val Jenness, University of California – Irvine

Vice President

Bob Apel, Rutgers University
Natasha Frost, Northeastern University

Executive Counselor

Bianca Bersani, University of Maryland
Callie Burt, Georgia State University
Sanja Kutnjak Ivković, Michigan State University
Lee Slocum, University of Missouri – St. Louis
Christopher Sullivan, Texas State University
Min Xie, University of Maryland

Voting for the 2022 election of 2023 - 2024 officers opens on May 9, 2022 and closes on June 22, 2022. Current, eligible ASC members are encouraged to vote.

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

Call for Nominations for 2023 Election Slate for 2024 - 2025 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, 2022 to be considered by the Committee.

Eric P Baumer
Pennsylvania State University
180 Meadowview Dr
State College, PA 16801
(850) 597-1143
epb5167@psu.edu



Announces its call for nominations

for these 2022 Awards:

Mentor Award

&

Teaching Award

*The deadlines for all other ASC Awards 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.**

Lists of prior award recipients can be found on the ASC website - <https://asc41.com/about-asc/awards/>

AROUND THE ASC

NOMINATIONS FOR 2022 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: **MERRY MORASH, Michigan State University** (517) 353-0765, morashm@msu.edu

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: **JENNIFER GIBBS, Pennsylvania State University** (717) 948 6046, jcf25@psu.edu



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

Annual Meeting 2022
Atlanta, GA
November 16 – 19, 2022
Atlanta Marriott Marquis

The Future of Criminology

Program Co-Chairs:

Bianca Bersani, University of Maryland, College Park
and

Stephanie DiPietro, University of Iowa

meeting@asc41.com

ASC President:

Janet Lauritsen, University of Missouri - St. Louis

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 25, 2022 (Deadline has passed)

Posters, roundtable abstracts, and lightning talk abstracts due:
Friday, May 20, 2022

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 2022. 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.

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, Individual Paper Submissions, & Author Meets Critics: DEADLINES HAVE PASSED

Poster Presentations: Submissions for poster presentations require only a title and abstract along with author information. Poster area you can use will be 4' x 8'. You 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: Graduate students who wish to enter the ASC Graduate Student Poster Competition should adhere to the directions for presenting a poster. In addition, such participants must self-declare their request for award consideration at the time of submission by marking the appropriate box on this poster submission form. To be considered for this award, participants must also send a brief (2-3 minute) YouTube video to the Committee Chair by June 24, 2022. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards (1st, 2nd, and 3rd place) will be announced at the upcoming Annual Meeting. Posters co-authored with faculty are not eligible for awards. For more information, contact the Committee Chair, Amy Nivette (a.e.nivette@uu.nl)

- POSTER SUBMISSION DEADLINE: **Friday, May 20, 2022**

Roundtables: Roundtable sessions are generally less formal than thematic paper panels. Thus, ASC does not provide any audio/visual equipment for these sessions.

Paper Description:

An individual roundtable paper to be placed within a roundtable session. Submissions must include a title and abstract along with participant information.

Session Description:

Do not submit an individual roundtable paper as a full session. These full sessions have the option to include three to six individual roundtable papers with presenters OR a full roundtable with discussants only without any papers on related topics. Submissions for roundtables must include a title and abstract. If you are including papers in your full session, please have them ready at the time of submission.

- ROUNDTABLE SUBMISSION DEADLINE: **Friday, May 20, 2022**

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 Talk 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 20, 2022**

AROUND THE ASC

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

The meetings are Wednesday, November 16 through Saturday, November 19, 2022. 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 25, 2022** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 20, 2022** 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. Abstracts will be made public to all meeting attendees through the ASC program app.

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 selecting.
- 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 614-826-2000 or email at meeting@asc41.com*

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

AROUND THE ASC

PROGRAM COMMITTEE: AREA AND SUB-AREAS

Area II	Perspectives on Crime	Callie Burt	cburt@gsu.edu
1	Biological, Bio-social, and Psychological Perspectives	Sultan Altikriti	sma074@shsu.edu
2	Developmental and Life Course Perspectives	Audrey Hickert	audrey.hickert@siu.edu
3	Strain, Learning, and Control Theories	Zach Rowen	zrowan@sfu.ca
4	Labeling and Interactionist Theories	Jen O'Neill	jenoneil@iu.edu
5	Routine Activities and Situational Perspectives	Ted Lentz	lentzt@uwm.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Kyle Thomas	Kyle.Thomas@colorado.edu
7	Structure, Culture, and Anomie	Meg Rogers	meghan-rogers@uiowa.edu
8	Social Disorganization and Community Dynamics	James Wo	james-wo@uiowa.edu
9	Critical Race/Ethnicity	Danny Luis Gascon	Daniel.Gascon@umb.edu
10	Feminist Perspectives	Heidi Grundetjern	heidi.grundetjern@villanova.edu
11	Theories of Conflict, Oppression, and Inequality	April Fernandes	adferna2@ncsu.edu
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16	Rape and Sexual Assault	Tara Richards	tararichards@unomaha.edu
17	Sex Work	May-Len Skilbrei	m.l.skilbrei@jus.uio.no
18	Human Trafficking	Leke De Vries	i.de.vries@law.leidenuniv.nl
19	White Collar and Corporate Crime	Steven Bittle	steven.bittle@uottawa.ca
20	Organized Crime	Chris Smith	cm.smith@utoronto.ca
21	Identity Theft and Cyber Crime	Cathy Marcum	marcumcm@appstate.edu
22	State Crime, Political Crime, and Terrorism	Jennifer Carson	jcarson@ucmo.edu
23	Hate Crime	Jeff Gruenewald	jgruenew@uark.edu
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24	Gangs and Co-offenders	David Pyrooz	David.Pyrooz@colorado.edu
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28	Race and Ethnicity	Tracy Sohoni	tsohoni@odu.edu
29	Immigration/Migration	Amarat Zaatut	amarat.zaatut@temple.edu
30	Neighborhoods and Communities	Ashley Arnio	aarnio@txstate.edu
31	Macro-Structural	Michael Light	milight@ssc.wisc.edu
32	Sex, Gender, and Sexuality	Callie Rennison	Callie.Rennison@ucdenver.edu
33	Poverty and Social Class	Naomi Sugie	nsugie@uci.edu
34	Bullying, Harassment, and Abuse	Lindsay Kahle Semprevivo	lindsay.kahle@mail.wvu.edu
35	Families and Peers	Evelien Hoeben	ehoeben@nscr.nl
36	School Experiences	Wade Jacobsen	wcj@umd.edu
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39	Consequences of Victimization	Dena Carson	carsond@iupui.edu
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42	Police Misconduct	Michael Sierra-Arévalo	msa@utexas.edu
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45	Pretrial Justice	Ellen Donnelly	done@udel.edu
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47	Capital Punishment	Robert Norris	rnorris4@gmu.edu

AROUND THE ASC

PROGRAM COMMITTEE: AREA AND SUB-AREAS

48	Jails & Prisons	Gaylene Armstrong	garmstrong@unomaha.edu
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53	Collateral Consequences of Incarceration	Natalie Pifer	npifer@uri.edu
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56	Guns and Gun Laws	Tara Warner	twarner2@uab.edu
57	Inequality and Justice	Brooklyn Hitchens	hitchens@umd.edu
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60	Institutional Responses	Brianna Remster	brianna.remster@villanova.edu
61	Community Responses	Kim Kras	kkras@sdsu.edu
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63	Attitudes about the CJS & Punishment	Kwan-Lamar Bount-Hill	kbh@asu.edu
64	Activism and Social Movements	Judah Schept	Judah.Schept@eku.edu
65	Fear of Crime and Perceived Risk	Shannon Jacobsen	shannon.k.jacobsen@drexel.edu
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81	Advances in Experimental Methods	Robert Stewart	robstew@umd.edu
82	Advances in Teaching Methods	Christina DeJong	dejongc@msu.edu
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Area XIII	Lightning Talk Sessions	Lyndsay Boggess	lboggess@usf.edu
Area XIV	Author Meets Critics	Jamie Fader	jfader@temple.edu
Area XV	Roundtable Sessions	Michael Roque	mroque@bates.edu
Area XVI	Posters	Susan Case	asc@asc41.com
Area XVII	Workshops	Bianca Bersani Stephanie DiPietro	bbersani@umd.edu stephanie-dipietro@uiowa.edu
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Area XIX	Ethics Panels	Sanja Kutnjak	kutnjak@msu.edu
Area XX	Policy Panels	Beth Huebner	huebnerb@umsl.edu
(Contact Shavonne Arthurs, Sanja Kutnjak or Beth Huebner directly regarding any Professional Development/Students Meets Scholars, Ethics or Policy Panel submissions)			
Area XXI	Graduate Student Poster Competition	Amy Nivette	a.e.nivette@uu.nl

AROUND THE ASC



Division on Women and Crime at the 66th Session of the United Nations Commission on the Status of Women March 14-25th, 2022

2022 marks the sixty-sixth session of the UN Commission on the Status of Women (CSW). Every year, representatives of UN Member States, UN entities and ECOSOC-accredited non-governmental organizations (NGOs) from all world regions engage with the session to disseminate evidence on policies and practices affecting women around the globe. The 66th session of the CSW took place at UN Headquarters in New York and virtually from March 14th- 25th, 2022. As in 2019, the Division on Women and Crime, through the American Society of Criminology's special consultative status with ECOSOC, co-sponsored parallel events through NGOCSW, a large coalition of NGOs, partnering with the World Society of Victimology, Criminologists without Borders and the International Sociological Association in four webinars. The organizers of these sessions were Sheetal Ranjan, Past Chair of the DWC, Montclair State University (representing the DWC), Dawn Beichner, Illinois State University (representing the World Society of Victimology) and Rosemary Barberet, John Jay College of Criminal Justice (CUNY) (representing the International Sociological Association and Criminologists without Borders).

Each year, the CSW adopts a priority theme and a review theme which frame the deliberations and ensuing outcome document. This year, the priority theme was "Achieving gender equality and the empowerment of all women and girls in the context of climate change, environmental and disaster risk reduction policies and programmes;" the review theme was "women's economic empowerment in the changing world of work." The four parallel events that were organized focused on topics related to these themes:

March 21st, 2022: Feminist Approaches to Justice: South Asian Women in Justice Professions

March 23rd, 2022: Feminist Approaches to Justice: Women Justice Professionals Helping Women in the Changing World of Work

March 23rd, 2022: Feminist Approaches to Justice: Women, Disasters and Climate Change: The Research Speaks

March 24th, 2022: Feminist Approaches to Justice: Achieving Gender Equality and the Empowerment of Women and Girls

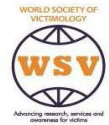
Feminist Approaches to Justice: South Asian Women in Justice Professions: This panel was chaired by Sheetal Ranjan, Montclair State University. Topics for this panel included *The Impact of COVID-19 on Personal and Professional Lives of Women Police Officers in Kerala, India*, presented by Dr. Sandhya Bharathadas, **(featured at right)** Director General of Police, Fire & Rescue Services, Kerala (India) and Dr. Jyoti Belur, Associate Professor, University College London (UK); *Women in the Court System in India: Unveiling Gender Advocacy (As Lawyers, Litigants, Witnesses, Potential Beneficiaries)*, presented by Dr. Shashikala Gurple, Fulbright Scholar; Jean Monnet Chair Professor (2021-24); Director, Symbiosis Law School, Pune, Dean, School of Law; Symbiosis International (Deemed University), Former Member, Law Commission of India (India) and Justice (Dr.) Shalini Phansalkar Joshi, Former Judge, High Court of Bombay; Distinguished Visiting Judge Scholar in Residence, Symbiosis Law School, Pune (India); *Diversity, Inclusion and Gender Equality in Judicial Appointments in India: Towards a Feminist Approach* Presented by Justice Gita Mittal, **(featured at right)** Former Chief Justice, High Court, Jammu & Kashmir; Former Acting Chief Justice, Delhi High Court; Chairperson, Broadcasting Content Complaints Council (India) and Professor Dipika Jain, Professor of Law, Vice Dean Research & Clinical Legal Education, Director, Centre for Justice, Law and



Society, Jindal Global Law School (India); *Women's Experiences Navigating Prisons in India*, presented by Dr. Penelope Tong, Social worker and Fieldwork supervisor, School of Social Work, Tata Institute of Social Sciences, Mumbai (India) and Ms. Natasha Bhardwaj **(featured at left)**, Founder-South Asian Institute of Crime & Justice Studies (India); Doctoral Candidate, Rutgers School of Criminal Justice (USA). The recording of the session can be accessed here: <https://youtu.be/92crY4abgHY> Thanks are due to Dr. Peter Kingstone, Dean of Humanities and Social Sciences for his support; Dr. AJ Kelton, Director, Digital Media CoLab of the College of Humanities and Social Sciences; and Dr. Venezia Michalsen, Montclair State University, for leading the Q&A session.



AROUND THE ASC

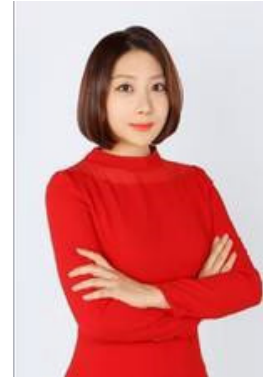


Feminist Approaches to Justice: Women Justice Professionals Helping Women in the Changing World of Work

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 five countries and coverage of issues worldwide. Dr. Mahesh Nalla, Editor of *International Journal of Comparative & Applied Criminal Justice*, Professor, Michigan State University (U.S.A.) provided introductory comments that included an overview of the forthcoming special issue, which will showcase research presented at the NGOCSW. Dr. Dawn Beichner, Dr. Cara Rabe-Hemp, Associate Dean and Professor at Illinois State University (U.S.A.), and Dr. Mijin Kim, (**featured at right**) Assistant Professor of Criminal Justice Sciences at Illinois State University (U.S.A.) discussed *U.S. Women in Justice Professions: A Half a Century After Title VII*. Dr. Venessa Garcia, (**featured at left**) Associate Professor, New Jersey City University (U.S.A.) and Dr. Anqi Shen, Professor of Law, Northumbria University Newcastle (U.K.) presented *Equity Before Equality for Women Police Around the World: Strategies for Change*. Dr. Fernanda Fonseca Rosenblatt, Professor, Catholic University of Pernambuco (Brazil); International Institute for Restorative Practices (U.S.A.), Dr. Marília Montenegro Pessoa de Mello, Professor, Catholic University of Pernambuco (Brazil); Federal University of Pernambuco (Brazil), and Carolina Salazar



L'Armée Queiroga de Medeiros, Professor, Catholic University of Pernambuco (Brazil) provided an overview of *Women Victims of Domestic Violence in Brazil's Criminal Justice System: Who Are They and What Do They Say?* Dr. Nontyatyambo Pearl Dastile, (**featured at right**), Professor of Criminology and Director of Postgraduate Studies, Walter Sisulu University (South Africa) explained her call for the *Redefinition of Incarcerated Women's Identities in South Africa*. Ms. Mozn Hassan, Director of Nazra for Feminist Studies; Community Psychology Program, the American University in Cairo (Egypt) and Dr. Helen Rizzo, Associate Professor of Sociology, the American University in Cairo (Egypt) provided an overview of *The Sexual and Gender-Based Violence Epidemic Meets the Covid-19 Pandemic: Survivors' and Advocates' Narratives in Egypt*. The link to the recording is here: <https://youtu.be/IN10UPPPF5I>



Feminist Approaches to Justice: Women, Disasters and Climate Change: The Research Speaks

This panel was chaired by Dr. Rosemary Barberet, John Jay College of Criminal Justice (CUNY). Topics included *Gendered Ways of*



Knowing: Decolonizing Methodologies When Studying People in the Aftermath of Disaster, presented by Dr. Bethany Van Brown, (**featured at left**) Assistant Professor, Sociology & Criminology Department, Cabrini University, Philadelphia; *Maternal & Infant Justice in Disasters*, presented by Dr. Sarah DeYoung, Assistant Professor, Sociology and Criminal Justice, University of Delaware and Disaster Research Center; *Documenting the Undocumented: How Mexican Immigrant Women Navigate Long-Term Post-Disaster Housing Recovery and Cumulative Disaster Impacts*, presented by Ms. Melissa Villarreal, Ph.D. Student, Department of Sociology, University of Colorado Boulder; *Coping with Climate Change and Wildfires Through Gender Equity*, presented by Dr. Christine Eriksen, Senior Researcher, Center for Security Studies, ETH Zurich (Switzerland); *The Impact of COVID-19 Pandemic on Australian Domestic Violence Services and Their Clients*, presented by Ms. Vanessa Ryan, (**featured at right**) Senior Researcher, QUT Centre for Justice, Queensland University of Technology (Australia); and



The Psychological, Social, and Economic Impacts of COVID-19 on Female Nepali Migrant Workers, presented by Dr. Jiwnath Ghimire, Department of Urban and Regional Planning, University of Hawaii at Manoa & Julia Crowley, Department of Criminology and Criminal Justice, Western Carolina University. The recording for this session is available here: <https://jjay-cuny.zoom.us/rec/share/13Tp7ZXGMkKgqwAjDZSo1HcENIC7aey9mOXtmS3jQJoT08jYwYJG Tq3eX4d89bFA.pSvZM DDEzy1T-fp>

AROUND THE ASC



Feminist Approaches to Justice: Achieving Gender Equality and the Empowerment of Women and Girls



This panel was chaired by Dr. Dimitra Laurence Larochelle, Université Sorbonne Nouvelle, Youth Representative at the United Nations for the International Sociological Association. Introductory remarks were given by Dr. Geoffrey Pleyers, Université Catholique de Louvain, Belgium. The featured speaker was 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). Panelists addressed the following topics: *Addressing Two Problems Faced by Many Women: Inadequate 1325 National Action Plans and Mandatory Retirement of Older Adults*, presented by Dr. Jan Marie Fritz, University of Cincinnati; *Climate, Gender Equity, and Community Resilience*, presented by Dr. Emma Porio, Professor, Ateneo de Manila University (Philippines); and *Prison Gardens for Women as Pathway to Climate and Food Justice*, presented by Dr. Daniela Jauk, Assistant Professor, University of Akron (featured at left) and Dr. Sharon Everhardt, Associate Professor, Troy University. The recording is available here: <https://youtu.be/8o8aEH49Ojo>

For the first time, two of the four events had English to Spanish interpretation. This service was donated by the Spanish Legal Interpretation Certificate Program at John Jay College of Criminal Justice: Professor Cristina Lozano Argüelles and her students, Michelle Rebay and Gema García. In organizing these panels, the DWC plays an active role in bringing evidence from international feminist criminology to policymaking at the United Nations.

AROUND THE ASC

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<https://bpscrim.org/>

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Corrections & Sentencing (DCS)
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Critical Criminology & Social Justice (DCCSJ)
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Cybercrime (DC)
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<https://dlccrim.org/>

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Victimology (DOV)
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White Collar and Corporate Crime (DWCC)
<https://ascdwcc.org/>

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Criminology & Public Policy

CRIMINAL JUSTICE RESPONSES TO OPIOID OVERDOSES

Call for Papers for 2023 Special Issue

In recent years, many jurisdictions in the United States have experienced an unprecedented increase in drug overdoses and deaths arising from the increased use of illicit opioids and the misuse of prescription opioids. How has the criminal justice responded, and to what effect? What have we learned about effective (or ineffective) justice and prevention approaches to reduce opioid misuse and mitigate its consequences? CPP invites papers that examine these topics for a special issue on the opioid crisis.

We particularly welcome empirical evaluations of legislative policies and efforts by criminal and juvenile justice agencies, including those undertaken with public health and other community partners, to address this ongoing crisis. Papers should have clear and direct implications for developing and evaluating justice-related policy and practice.

Papers for this special issue must be submitted through the ScholarOne online submission site for *Criminology & Public Policy* (<https://mc.manuscriptcentral.com/capp>) by **November 30, 2022**. We anticipate publishing accepted papers in Issue 3 of 2023. All papers will go through CPP's normal peer-review process. For questions about this call for papers, please contact the Editors-in-Chief, below.

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TEACHING TIPS

Developing Empathy and Reducing Student Stigma Toward Substance Using Individuals

Stephanie Maass, Ph.D., Norwich University

Public sentiment toward justice-involved individuals, particularly those with substance use disorders, is generally unfavorable. Criminology and criminal justice students' sentiments towards this group tend to be in keeping with the public, with students often expressing beliefs that substance users should be able to "just quit using" once they are arrested and incarcerated, and that quitting cold turkey is a realistic and achievable goal for these individuals. As with the regular population, students tend to express a lack of empathy for substance users, particularly individuals with abuse and dependence. This lack of empathy can be particularly problematic as these students go on to find careers within the field of criminal justice as police, corrections, and probation/parole officers. It is critical for these officers to have an accurate understanding of the challenges justice-involved individuals face, particularly those with substance use disorders who are struggling with sobriety. A wealth of prior research indicates that stigma regarding individuals with substance use disorders has direct and negative psychological impacts on substance using individuals, which leads to detrimental outcomes for them in treatment programs and their overall well-being (Kulesza, Larimer, & Rao, 2014).

Corrections classes provide an important forum for teaching students the fundamentals of the corrections system. These fundamentals usually include an understanding of supervision frameworks and practices, as well as more specific information on working with special populations such as substance users. The concept of stigma is rarely addressed within such classes, however, and may even be considered taboo. Stigma can be tied to implicit/explicit biases, personal experiences, and/or students' core values, difficult topics to discuss in a classroom, but all of which play an important role in how students understand and respond to substance using individuals. And since roughly 85% of the U.S. correctional population either has an active substance use disorder or was incarcerated due to a drug offense (including in many cases drug use), student stigma towards substance using individuals is a major conversation we need to address with our curriculum (Bronson, Stroop, Zimmer, & Berzofsky, 2017). This was exactly my intent when designing my corrections class; to help students better understand what it's like to have to quit something cold turkey like they would if they were on probation, and to be accountable for it for the duration of the semester. I began with just the journal assignment discussed below, and this year have also added in the assessment instrument to evaluate if the assignment is having the intended effect on students' stigma.

Stigma Assessment

The scales used to measure student stigma toward substance users were adapted from Luoma et al. (2010)'s (PSAS) [Perceived Stigma of Substance Abuse Scale](#). The original scale ($\alpha=.73$) was an 8-item instrument asking students what they thought "most people" think about, and how they would treat, substance users in certain situations (e.g., most people would hire someone who has been treated for substance use to take care of their children). For the purpose of this class, students were asked those original eight questions as well as an additional eight questions asking what they personally think, and how they would treat, individuals treated for substance use (e.g., I would be willing to date someone who has been treated for substance use). The purpose of asking both sets of questions was to tease out potential sentiments that may exist among students which they may feel but may not want to attribute to themselves.

Students were then asked to rate the extent to which they agreed or disagreed with a number of common myths surrounding substance use (e.g., giving up an addiction is all "mind over matter;" using drugs or alcohol is a choice, so if someone gets addicted, it's their fault; prescription drugs are not addictive like street drugs because they come from a doctor).

Both sets of scales were administered to students the first week of classes, before they engaged with any class materials or assignments, in order to establish a general baseline assessment of stigma toward substance users for the class. In order to increase the likelihood that students would complete the assessment honestly, it was administered anonymously. This does limit the ability to match students' responses to the follow-up assessment which is given during the last week of classes, however, it still allows for the analysis of an overall change in stigma for the full class.

Teaching Empathy

In order to increase students' understanding of the challenges justice-involved individuals face, particularly those with substance use disorders, students are asked to give up something for the duration of the semester, much like they would have to quit using a substance if they were placed on probation. Unlike while on probation, however, the students in class are able to choose what they give up in accordance with the guidelines below:

TEACHING TIPS

During the semester, you will give up a habit that you feel you may be dependent upon. Your “abstinence experience” will begin week 1 and will conclude week 14. During your abstinence period, you will upload journal entries in our LMS recording your thoughts, feelings, and experiences about your abstinence twice a week (post every Sunday and Thursday). Your first entry should document the consequences you experience from the habit and what you hope to gain through the abstinence experience. Subsequent posts should cover the following topics commonly associated with addiction: **withdrawal symptoms, triggers, recovery planning, changes in lifestyle habits, support systems used, slips and rationalizations, and plans for relapse prevention.** Throughout the semester, you should address each of these topics in at least one journal entry. Note: You may address multiple topics in a single entry, and not every entry needs to address one of these topics. This assignment will be graded based on completion of journal entries (number, length, on-time submission), coverage of topics, effort to maintain abstinence and deal with slips, participation in your recovery, self-reflection, and insights gained relating to working with individuals suffering from addiction.

It is important to note that students are not graded based on their **ability** to remain “sober,” but rather only their **effort** to remain sober. This is an important distinction as throughout the semester during class we discuss the challenges students face in sticking with their commitment; relapse events that occur; people, places and situations which act as triggers for them; and ways they can plan for success and recovering after relapse.

Two other critical pieces of the assignment are that 1) I as the instructor participate in it with them, choosing something that I will have difficulty giving up and never subjecting them to anything that I am not also willing to do, and 2) that when a student is willing to talk openly about their relapse in class, I never shame them or allow others to shame them. We instead use a Core Correctional Practice framework of Effective Use of Disapproval to discuss the behavior involved in the relapse, why it’s a behavior we disapprove of (“we” being the student for all the reasons they decided to give it up in the first place, and me because they made a commitment to me in the assignment that they would give it up for the class), and how the student can choose a different, prosocial behavior in the future. This is the same evidence-based framework that probation/parole officers use with individuals who are on supervision. It allows me to model an evidence-based practice in the class that is relevant to the class material and also gives them a glimpse of what it feels like to be on the receiving end of such an intervention during probation.

At the start of class weekly, we check in about students’ progress with their “addiction journal”. Students are not required to share in class how they are doing, but each week there are a number of students who are willing to share, even when it is to self-report that they have relapsed. I have yet to make it fully through a semester without **every** student relapsing at least once, which makes for some excellent conversations regarding the difficulty of quitting opiate use or alcohol use compared to giving up caffeine, knuckle-cracking, or nail-biting (common things students choose to give up). A common sentiment from students is often, if they can’t even make it two weeks without biting their nails, they can’t imagine how someone is supposed to give up heroin when they were using it every day. A student who was trying to quit caffeine cold turkey but had to switch to a step-down this semester instead remarked, “I don’t ever want to know what real withdrawals feel like... this is hell enough for me.” Comments like this are a far stretch from the 38% of the class who started off the semester agreeing with the statement that “If someone just uses willpower, they should be able to stop.”

Of course, not every student engages with this assignment in the same way, and some students start out with low stigma to begin with. However, in six years of teaching the class with anonymous feedback at the end of every semester, I have never had a student recommend I get rid of the assignment. They all learn something; usually about how much more similar they are to justice-involved individuals than dissimilar as they originally believed.

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DOCTORAL STUDENT FORUM

Mentoring During a Pandemic: Doctoral Student Approaches to Virtual Mentorship with Master's and Undergraduate Students

Lindsay Smith, George Mason University
Brittany Suh, The City University of New York
Bryce Kushmerick-McCune, George Mason University

Introduction

Mentoring is an individual process that manifests in a variety of styles depending on the mentor but also on the needs of the mentee. During the COVID-19 pandemic, mentoring has shifted to primarily virtual formats which may disrupt most mentors' styles and require them to be more communicative during these turbulent times. Further, adapting to changing environments due to societal hardships also means acknowledging that mentees have new or evolving needs. Accepting the fact that contracting the virus at some point is practically inevitable and that setbacks are normal can reduce the pressure of progressing quickly through a shared research project.

We present our experiences as doctoral mentors on a collaborative project between John Jay College of Criminal Justice and George Mason University, titled, "Collaborative Research: The Impact of COVID-19 on Victimization Risk and Service Needs for Domestic Violence Victims and Survivors," funded by the National Science Foundation. Our research team, comprising two research-faculty members, three doctoral research assistants, and six junior research assistants (three Master's-level and three undergraduate students), provides us with the unique opportunity to not only work with senior researchers with expertise in criminology and criminal justice but also mentor junior researchers of different levels. Working with the junior researchers, particularly, is important to us because we all worked on research during our undergraduate careers and because junior researchers add diverse and rich perspectives.

Virtual Team Training

The COVID-19 pandemic pushed us, as mentors, to rethink how to better train and respond to the evolving needs of mentees. Before the pandemic, mentors and mentees could meet at the student lounge or conference room, with each person's laptop open, as mentors lead the session. Upon the pandemic, mentors set up Zoom meetings, put it on "gallery view" which shows everyone's face in a grid, and screen-share to demonstrate important information. Although virtual training generally emulates the in-person version (e.g., communicating "face-to-face," beginning the meeting with greetings and small talk, mentors explaining guidelines followed with demonstrations, Q&A), the remote structure yielded greater flexibility which is much needed for students impacted by the pandemic financially, physically, and mentally. Some students were dealing with mental health issues (aggravated by the pandemic), while others tested positive for COVID-19 or cared for a family member who had it. On top of that, most students were juggling multiple jobs and responsibilities. The remote structure significantly reduced travel and preparation time for students wearing several hats, allowing them to simply hop on to the next class or meeting in one sitting instead of running to the next appointment. However, even with the relative flexibility of virtual training, due to the varying conditions experienced by each mentee, it was nearly impossible to schedule a training session where all students could meet synchronously. As mentors, understanding the specific needs and hardships of mentees and cultivating an adaptable and accommodating learning environment were salient. Accordingly, all training sessions were recorded and provided to those unable to attend live. This assisted students in efficiently training on their own time while finding balance in their growing list of responsibilities during the pandemic.

Another unexpected gain of virtual training was the protection of students' privacy, especially regarding health-related issues. Though those with mental or physical health concerns were excused from attending live training sessions, one mentee who tested positive for COVID-19 chose to attend meetings to distract herself and have some interaction with the outside world, without letting the rest of the team, other than her mentor, know about her condition. With remote work, mentees were able to participate in the project while keeping any health-related information private. Mentors are not only responsible for training the material effectively, but also for communicating with mentees to ensure a safe and supportive space to learn. This quality has become even more crucial during the pandemic.

Mentee Engagement

The pandemic has no doubt been isolating for everyone, and this can create challenges for engagement in research: people are no longer working from the office, they are somewhat on their own schedules, and they may live far apart. However, these challenges

DOCTORAL STUDENT FORUM

don't necessarily mean that productivity and communication have to cease. In fact, the pandemic highlighted the usefulness of software like Zoom, Slack, and email. These platforms all serve as a unique way to interact as a team and keep people engaged. In our experience, keeping people engaged in their work, and feeling like they are *part of a team*, is the biggest facilitator of project success.

We set up weekly meetings via Zoom where we discussed everyone's progress and any research-related issues that may have come up over the course of the week. We also checked in with our mentees about once a week via email to gauge their progress and encouraged mentees to reach out via email if any concerns popped up during the week. Additionally, we also created a Slack channel where mentees could send in any questions that they had. Mentors and other mentees were then able to respond to this question sooner than other methods like email.

Our team also thinks it is important to engage junior members in larger parts of the research project as well. It is important that junior researchers have the opportunity to be involved in academic conferences, engage in aspects of data collection, and attend a project planning workshop. Our project's workshop featured many experts (including researchers and practitioners) who discussed the challenges of the COVID-19 pandemic for domestic violence survivors and practitioners. Engaging in the broader aspects of the project has shown to get mentees more invested in the work, as well as provide them with a unique experience to learn from a team of experts.

Collaborative Writing

Writing as a team is challenging but cultivating a collaborative writing process for doctoral students who are mentoring more junior researchers requires thoughtfulness, open communication, and organization. When starting a manuscript, teams of scholars start with searching for relevant literature, then reading and notating articles, and ultimately writing a review of the literature. Mentoring while writing collaboratively means everyone must be on the same page about what the topic of the paper will encompass and then seek out related literature to provide an overview of what has already been studied pertaining to the topic. Once literature is compiled, dividing up articles to read is important. This allows everyone to have a clear idea of what prior studies exist and where gaps in knowledge lie. To ensure that everyone grasps the existing literature, creating article summaries using a similar format produces a helpful foundation of what is known on a topic and creates useful tools for developing a literature review outline. Through this process, mentors answered any questions that mentees had about important information to collect from research articles and reviewed their article summaries for the papers' key points, including adequately paraphrased information. We then pulled together a literature review outline based on the article summaries' content and had mentees verify that the outline did not miss any important ideas that they may have read about. After agreeing on the outline, mentors walked mentees through how to fill in the outline using article summaries; basically, we instructed them to use the outline as a guide for the needed information which can be pulled from the article summaries. Talking through this process together minimized the confusion about writing literature reviews which mentees may have never written before. When the outline was completed with as much relevant information as possible, mentors started to construct paragraphs with necessary transition sentences, relevant argumentation to consider, and set up the current study. Lastly, everyone added information, revised paragraphs, edited language, and offered feedback until the entire team was happy with the final product. Recognizing that this process may take considerable time via multiple drafts is crucial because the collaborative writing process should be a learning experience.

Conclusion

Since the start of the COVID-19 pandemic, everyone's work style has had to shift. However, as mentors attempting to grow in our leadership styles as we direct junior researchers, especially during a chaotic time, has required us to be flexible enough to modify meetings, remain sensitive to mentees' needs, and ensure effective communication for the team to achieve its goal. As one mentee put it, "having a mentor feels like having someone who is in the same boat as you." The ability to understand and provide a support system to students in what may be their first research experience has been vital to this collaboration and to the success of the project.

RECENT PHD GRADUATES

Burton, Alexander L., "*Hacks or Heroes: Public Perceptions of Correctional Officers*," Chaired by J.C. Barnes and Advised by Francis T. Cullen, April 2022, University of Cincinnati.

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

United Nations High Commission for Refugees (UNHCR) World Refugee Day – June 20, 2022



In December 2000 the United Nations (UN) General Assembly designated June 20 as World Refugee Day (WRD) and is celebrated annually. The first WRD was celebrated on June 20, 2001, on the 50th anniversary of the Refugee Convention of 1951, and intended to help recognize the plight of refugees and their ability to rebuild their lives. Refugees face a whole host of issues including finding housing, attaining other services such as social services, medical services, etc. The UN created this day to honor refugees from around the world for their strength and courage after being forced to flee their home and country due to persecution or conflict. Every year, June 20th is celebrated by various organizations in more than 100 countries around the world, through a wide array of activities. These events

are led by and can involve refugees themselves, government entities, communities, companies, schools, and other members of civil society. Conflicts in Syria, the offensive by the Taliban in Afghanistan in 2021, and the Russian invasion of the Ukraine have highlighted the great plight faced by refugees who flee their homes due to conflict.

Syria

The conflict in Syria began over eleven years ago and is still on-going today in 2022. According to the United Nations Children's Fund (UNICEF), the Syrian refugee crisis is the largest ongoing displacement crisis worldwide. There are over 5.6 million registered refugees, nearly half being children, who are living in Egypt, Lebanon, Jordan, Iraq, and Turkey. To add to the distress of refugees, the impact of the COVID-19 global pandemic increased the challenges faced by them. Many of these refugees are settled in camps, informal settlements, and some in urban settings. There are issues for refugees settled in camps to access a sufficient amount of potable water, and with 2.7 million child refugees, access to education is also a critical need. Along with the refugees there are also approximately 6.7 million people who were displaced internally in Syria. For those that were internally displaced, many hospitals and healthcare centers, schools, utilities, water and sanitation infrastructure has been destroyed. These are just some of the challenges faced by internally displaced persons and refugees from Syria.

Afghanistan

Afghanistan has faced over 40 years of conflict. The United Nations High Commission for Refugees (UNHCR) had over 2.6 million registered refugees from Afghanistan, a majority of whom have settled in Iran and Pakistan. There are also an additional 3.5 million displaced internally due to the ongoing conflicts. The recent Taliban offensive, which started in May 2021 leading up to the Taliban takeover in August 2021, caused a new crush of refugees trying to flee the country to avoid the oppressive Taliban rule. Many of us saw the chaos unfolding in news reports watching the final flights leaving Afghanistan and the desperation of tens of thousands of refugees trying to escape potential persecution. There is still much uncertainty in the region which is leading to many more refugees and asylum seekers trying to leave the country.

Ukraine

Finally, the most recent conflict that has caused a new humanitarian refugee crisis is Russia's invasion of the Ukraine in February 2022. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), in just a few short weeks since the invasion there have been over 1,000,000 people crossing an international border from Ukraine; while UNHCR estimates over 2 million people have been internally displaced thus far. Larger cities have experienced major flows of refugees; areas such as the capital city of Kyiv, Mariupol in the southeast, and several cities in the south and east. OCHA estimates that within three months, there will be nearly 12 million people in need of some sort of aid due to the invasion. UNHCR runs an operational data portal on the refugee crisis in Ukraine and as of the end of March 2022, there were over 4 million refugees fleeing to surrounding countries such as Poland, Slovakia, Hungary, Romania and Moldova (<https://data2.unhcr.org/en/situations/ukraine>). Areas in Western Ukraine have been seeing a large influx of internally displaced persons. According to the UNHCR, hotels and other private sector entities no longer have places to house these displaced persons so many schools, universities, and churches have opened their doors to house those fleeing their homes. Even a large arena near the Polish border has been used to house refugees. According to the UNHCR, this

CRIMINOLOGY AROUND THE WORLD

is the fastest-growing refugee crisis to hit Europe since World War II.

Aside from the three conflicts mentioned above, there are many other refugee populations around the world. This includes those attempting to flee the Rohingya genocide in Myanmar, Somali refugees, refugees from Venezuela to name a few. Add to this people who face persecution and must flee their homes and the numbers are staggering. The plight faced by refugees forced to leave their homes is the reason that World Refugee Day was established and celebrated each year on June 20th.

For more information on World Refugee Day visit the United Nations High Commission for Refugees (UNHCR) Website: <https://www.unhcr.org/en-us/world-refugee-day.html>



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CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

YOUNG CRIMINOLOGISTS FORUM

Criminal Law and Criminology in Response to 21st Century Crises

May 18 - 20, 2022; Website: www.ofmk.uwb.edu.pl/Indexen.html

University of Bialystok, Poland

17TH INTERNATIONAL SYMPOSIUM OF THE WORLD SOCIETY OF VICTIMOLOGY

Victimisation in a digital world: responding to and connecting with victims

June 5-9, 2022; Website: <https://www.symposiumvictimology.com/>

Donostia / San Sebastián (Basque Country, Spain)

THE STOCKHOLM CRIMINOLOGY SYMPOSIUM

Understanding the Mechanisms that Cause Crime and Promote Desistance from Crime

June 13-15, 2022; Website: <https://www.criminologysymposium.com/program.html>

Stockholm, Sweden

11th INTERNATIONAL CONFERENCE OF THE EUROPEAN FORUM FOR RESTORATIVE JUSTICE

Justice Beyond Borders: Restorative connections through space and language

June 23-25, 2022; Website: <https://www.euforumrj.org/en/events/european-forum-restorative-justice-conference-2022-sassari>

Sassari, Italy

CENTER FOR EVIDENCE-BASED CRIME POLICY ANNUAL SYMPOSIUM

Monday, June 27, 2022; Website: <https://cebcp.org/cebcp-symposium-2022/>

Location: Arlington, VA

EUROPEAN CRIME PREVENTION NETWORK (EUCPN)

Youth Street Gangs Free Webinar

June 28, 2022; Website: <https://eucpn.org/event/eucpn-webinar-youth-street-gangs>

LAW AND SOCIETY ASSOCIATION (LSA)

Graduate Student & Early Career Workshop

June & July 2022; Virtual; <https://lawandsociety.site-ym.com/page/GSW>

INTERNATIONAL SOCIETY FOR THE REFORM OF CRIMINAL LAW

Thinking Beyond the Bars: New Approaches in Sentencing, Corrections and Restorative Justice

July 18-21, 2022; Website: <https://isrcl.com/thinking-beyond-the-bars/>

Vancouver, Canada

13th ANNUAL MEETING OF THE ASIAN CRIMINOLOGICAL SOCIETY

July 20-23, 2022; Website: <http://acs002.com/>

Gujarat National Law University; Gandhinagar, Gujarat, India

25th NGCRC 2022 INTERNATIONAL GANG SPECIALIST TRAINING CONFERENCE

August 1-3, 2022; Website: <https://ngcrc.com/2022.conference.html>

Chicago, IL

EUROPEAN GROUP FOR THE STUDY OF DEVIANCE AND SOCIAL CONTROL

50th Annual Conference: Dynamics of Harm and Social Control in the Transformation of Capitalism

September 7-9, 2022; Website: <http://www.european-group.org/2022/02/25/eg-50th-annual-conference/>

Torino, Italy

22nd ANNUAL MEETING OF THE EUROPEAN SOCIETY OF CRIMINOLOGY

September 21-24, 2022; Website: <https://esc-eurocrim.org/>

Malaga, Spain

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MARK YOUR CALENDAR

FUTURE ASC ANNUAL MEETING DATES

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
2032	November 17 - 20	Chicago, IL	Palmer House Hilton
2033	November 16 - 19	Washington, D.C.	Washington, D.C. Marriott Marquis
2034	November 11 - 19	New Orleans, LA	New Orleans Riverside Hilton
2035	November 10 - 18	Chicago, IL	Palmer House Hilton



2022 ASC ANNUAL MEETING

Venue: Atlanta Marriott Marquis

Location: Atlanta, GA

Date: 11/16/2022-11/19/2022

Chairs: Bianca Bersani & Stephanie DiPietro

Theme: *The Future of Criminology*

Visit the [2022 Annual Meeting](#) page on the [ASC website](#) for additional details.