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## AMERICAN EXCEPTIONALISM IN THE 21ST CENTURY: CAN THE UNITED STATES GET ON PAR WITH PEER COUNTRIES?¹

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### Introduction

American exceptionalism is said to be a “double-edged sword” (Lipset, 1996). The United States is exceptional in many positive aspects. For instance, freedom and equality before the law are sacred principles. However, the distinctive criminal justice policies of the United States are not typically a celebrated feature of American exceptionalism. The body of empirical evidence over the last decades has underlined the exceptional penchant for punishment in the United States by comparison to itself historically, and especially when compared with nations of a comparable level of development. During periods of rising crime rates, American legislators chose to resort to increasingly punitive measures; other countries chose a different path (Tonry, 1999; National Research Council, 2014). In addition to having a higher rate of community supervision (eight times higher than in Europe; Bradner et al., 2020), the United States imprisons more people, and for longer periods of time, when compared with other industrialized nations. The imprisonment rate in the United States is approximately four times higher than the average rate in Europe, and nearly eight times higher than in the Netherlands and Germany.<sup>2</sup> American prisons are estimated to hold 40% of individuals sentenced to life worldwide and 83% of those sentenced to Life Without the Possibility of Parole (LWOP) (van Zyl Smit & Appleton, 2019). Data suggest that the average sentence length imposed in many U.S. states is more aligned with the criminal justice policies of less developed nations (Latin American countries specifically) than those of more industrialized countries (Kazemian, forthcoming).

Notwithstanding ethical and moral concerns, excessively punitive criminal justice policies do not follow the science. Scholars and advocates have called for large-scale criminal justice reform but these efforts are hampered by significant challenges, some of which are inherent to the American system. Drawing on a comparative lens, this short essay highlights four key features of American exceptionalism that may potentially hinder criminal justice reform in the United States.

### 1. The United States' fragmented political system is a significant challenge to large-scale criminal justice reform.

Sentencing policies vary widely across U.S. states. This high level of intra-country variation is not generally prominent in other parts of the world since many other countries have more nationalized sentencing systems or if they have decentralized systems, discrepancies across regional jurisdictions are not as significant as in the United States. U.S. federalism allows for an exceptional degree of diversity in criminal law and policy, even compared to nations with federal systems (i.e., countries where power is shared between the federal and regional governments). U.S. states largely operate autonomously, each with their own independent criminal justice system. The sentencing practices of select states are especially distinctive when compared with peer jurisdictions across the world. For instance, California alone has more life-sentenced prisoners than any other nation in the world with available data (van Zyl Smit & Appleton, 2019). Six of the top ten jurisdictions in the world with the highest proportion of incarcerated individuals sentenced to life imprisonment are U.S. states (Utah, Massachusetts, California, Alabama, New York, and Nevada; Kazemian, forthcoming).

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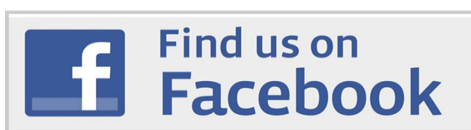
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Because of the significant discrepancies across state systems, U.S. states operate more like different countries rather than similar jurisdictions under a unified system. The recent decision rendered by the SCOTUS on reproductive rights,<sup>3</sup> and the policy responses that ensued in different parts of the country, has put a spotlight on the differences in social and criminal justice policies across states. There is a possibility that similar judgments will follow that may intensify these disparities. The wide divergences within the United States pose a challenge for cross-national comparisons, and it seems appropriate to make available both national and individual state figures for various sentencing metrics.

There is no clear solution to the challenge of political fragmentation. States need to decide for themselves whether it is a priority to adopt sentencing practices that are on par with the industrialized world. This would strengthen the influence of American policymakers on the international stage when denouncing draconian sentencing practices or human rights violations that occur in other parts of the world. In a recent, highly mediatized example, the United States found itself in a conflicting position to contest the nine-year prison sentence for drug possession imposed on an American citizen in Russia, given its own domestic sentencing policies.<sup>4</sup>

## **2. The exaggerated focus on public safety in the U.S. comes at the cost of human rights considerations.**

While public safety is an important preoccupation in all countries, it appears to be an especially dominant concern in the U.S. context (van Zyl Smit and Corda, 2018). In Europe, policymakers seem to have understood that only a small fraction of incarcerated individuals pose a legitimate threat to public safety and that it would be irrational to tailor sentencing policy to these outlier cases. Scholars have noted that English-speaking countries seem to be less concerned with principles of justice, fairness, proportionality, and human dignity (Tonry, 2016).

The United States remains one of the few developed nations that continues to resort to the most extreme forms of punishment, notably the death penalty and life sentences (more specifically, life sentences without the possibility of parole), which are regarded as immoral in other industrialized nations. The European Court of Human Rights made its position clear on this issue in *Vinter and Others v. United Kingdom*, where it affirmed that denying individuals of any prospect of release is a violation of human dignity and that no individual should be denied the hope of returning to free society. In Europe, Hungary is the only nation that has a constitutional provision that allows for LWOP (van Zyl Smit & Appleton, 2019). Despite the stance adopted by peer countries, LWOP sentences increased by 320% between 1992 and 2016 in the United States (van Zyl Smit & Appleton, 2019).

Another element of American exceptionalism is the seeming reluctance to adhere to international human rights standards (van Zyl Smit & Appleton, 2019). In 2022, the United States remains the only country that has not ratified the Convention on the Rights of the Child (CRC), historically the most widely ratified human rights treaty; as a result, it “does not have to follow the peremptory rule that LWOP should not be imposed on children” (van Zyl Smit & Appleton, 2019, p. 115). In 2005, when the Supreme Court declared that the imposition of the death penalty on juveniles was unconstitutional (*Roper v. Simmons*), some states replaced juvenile executions with LWOP sentences, until these were declared unconstitutional by the Supreme Court in three landmark cases (*Graham v. Florida*; *Miller v. Alabama*; *Montgomery v. Louisiana*).

The hyper-focus on public safety to the detriment of human rights, at least in the political rhetoric, inevitably impacts the treatment of the population under correctional control. The prison system in its current form makes it extremely difficult for individuals to thrive during and after periods of incarceration. This is true in most prison systems across the world, but the incarceration experience is especially stigmatizing in the United States. Unlike in European prisons, which are guided by the European Prison Rules and the European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, incarcerated individuals in the United States have no legal right to prison programming. Because the release date of incarcerated individuals is often in the distant future, American correctional administrators have less vested interest in preparing individuals for release and creating a prison environment that facilitates a smooth transition to the outside world (Kazemian & Travis, 2015). This stands in sharp contrast to the practices of other industrialized democracies. For example, in France and in most of continental Europe, incarcerated individuals are guaranteed certain rights, including the right to obtain identity papers, to vote (even while incarcerated), to have access to social aid and employment opportunities, to participate in training programs, and to maintain family ties.

In research published with my colleague Jeremy Travis, we concluded that “all evidence suggests that we have gone too far with the use of incarceration in the United States, far beyond the point of effectiveness and human decency” (Kazemian & Travis, 2015, p. 385). Barring exceptional circumstances for those who pose a clear threat to public safety, there is no empirical justification for incarcerating individuals for multiple decades, especially past mid-adulthood.

## **3. The United States is distinctive in how it measures recidivism.**

The United States is one of the few countries that predominantly focuses on rearrests as a measure of recidivism. Other nations generally rely on reconvictions or returns to confinement to measure official reoffending.<sup>5</sup> In the United States, official recidivism data for released prisoners are published by the Bureau of Justice Statistics (BJS). While some reports in the BJS publication series provide figures on new convictions or sentences after release, most data draw on rearrests as a measure of recidivism. This distinction

is also noted in some of the most influential research in our field. For instance, the most prominent longitudinal studies conducted outside of the United States typically draw on conviction data to measure official crime (e.g., the Cambridge Study in Delinquent Development in England, the Criminal Career and Life-Course Study in the Netherlands, and the Montreal Two Samples Longitudinal Study in Canada). American research more often utilizes arrest data, likely due to their increased accessibility. Arrests are more prevalent than convictions or incarcerations. Consequently, recidivism rates based on rearrests are higher than rates drawing on reconviction or reimprisonment data (Yukhnenco, Sridhar and Fazel, 2020).

Arrests that do not result in a conviction may be a valid measure of police activity, but they are a poor indicator of criminal behavior. The expungement of arrest records is warranted for individuals who are not subsequently charged and convicted of a crime. By keeping public records of arrests that do not result in further criminal justice processing, and making them widely accessible online (Lageson, 2020), individuals may unnecessarily get flagged in criminal records searches. As a result, a growing number of people are needlessly assigned a criminal record. There is no empirical or public safety justification for denying individuals access to housing or employment opportunities based on criminal record checks that identify arrests with no subsequent conviction. This concern is particularly significant from a civil rights perspective given that racial and ethnic minorities are more likely to experience police contacts.

This issue can be addressed by tracking the trajectories of arrests. The FBI's Uniform Crime Reporting (UCR) Summary System focuses on law enforcement practices and does not document conviction or sentencing outcomes. State district attorneys' offices are in a privileged position to track arrest data. In 2019, Connecticut became the first state to require the analysis and reporting of prosecutor data.<sup>6</sup> These data show that only slightly over a third of cases (37%) resulted in a guilty verdict, which underlines the fact that an arrest record does not necessarily imply that a person has committed a crime, or that they pose a threat to public safety.

Relatedly, although recidivism is a focal concern across the globe, the American criminal justice system disproportionately focuses on recidivism and often overlooks other markers of success (Kazemian, 2021; National Academies of Sciences, Engineering, and Medicine, 2022). Because positive changes are seldom acknowledged, individuals involved in the criminal justice system may find little incentive to engage in efforts to make progress toward desistance from crime. For practitioners and policymakers, a shift from an exclusive focus on recidivism to a desistance-promoting paradigm entails a willingness to: (1) make assessments that extend beyond behavioral outcomes and include other known correlates of desistance, (2) track progress as well as failures, and (3) recognize that setbacks are part of the process of change (Kazemian, 2021). In other nations, including the United Kingdom, Belgium, Sweden, France, Canada, Singapore, and Malaysia, there have been various empirical and governmental efforts to expand assessments of progress beyond recidivism and to also document positive outcomes (Kazemian, 2022). This can be achieved in conjunction with the consideration of recidivism as a measure of reintegration success.

#### **4. The legacies of unresolved individual and collective trauma remain largely absent from reform discussions.**

The significant influence of trauma on crime is not specific to the United States. In my longitudinal analysis of long-term prisoners in France, the narratives of the men revealed that the root cause of sustained violence is unresolved trauma and suffering (Kazemian, 2020). The victim-offender dichotomy is not clear-cut. Past trauma is highly prevalent among individuals serving long sentences. All the participants in my study had experienced at least one traumatic event in their lifetime. On average, they had experienced more than eight different types of traumatic events, often on more than one occasion. Almost one-third of study participants reported having been victims of sexual assault (or attempts), and they experienced elevated levels of psychological distress as a result of these incidents. Participants often reported that past traumatic events were not adequately addressed by mental health professionals over the course of their many years in prison. Anecdotally, I have heard similar observations from long-term prisoners in U.S. prisons. Trauma can also be passed down from generation to generation. In some cases, fathers with unmet emotional needs looked to their children to fulfill these needs or wished to become a parent for this purpose. The cycle of trauma continued when parents were ill-equipped to fulfill the emotional needs of their children.

In addition to individual trauma, many nations continue to grapple with collective trauma, namely the repercussions of historical harms experienced by specific groups. The over-representation of African Americans in U.S. prisons can be compared to the experiences of the North African diaspora in France, the Indigenous people in Canada, the Aboriginal population in Australia, Black and Asian individuals in the U.K., and the Roma communities in various European countries. Individuals who belong to marginalized groups are faced with distinctive challenges, both during their time in prison and after their return to the community. Upon release, they struggle with the double stigma of their ethnic/racial identity in addition to their status as a returning citizen (Kazemian, 2020).

Historical oppression is an important piece of the puzzle in the explanation of contemporary punishment policies (Kazemian, 2020; Western, 2018). This historical depiction of the "other" has laid a foundation for disregarding the basic human rights of individuals who have violated the law. In the field of criminology, discussions about the legacy of historical marginalization were once almost exclusively limited to critical, left-leaning academics. This is no longer the case. In recent years, we have witnessed a broader awareness of the implications of racial injustice, beyond the realms of academia and across international borders. The legacy of historical marginalization can no longer be overlooked in serious conversations about reform. While these issues are not specific

to the American context, the more punitive criminal justice policies in the United States draw particular attention to the legacy of historical oppression and its enduring effects on social inequality.

### Conclusion

Criminal justice policies can have prompt repercussions once they are enacted, but reversing the harm caused by punitive policies is an onerous and lengthy process. Systemic change takes time. The greatest challenge to overcoming American exceptionalism in criminal justice pertains to the core social structure of the U.S. system. The United States has more limited welfare spending, a higher level of inequality, and a more prominent focus on individualism when compared with peer nations in Europe. Governmental budgets prioritize policing and incarceration as opposed to social services that may contribute to lowering crime rates over time (Petteruti & Fenster, 2011). This is particularly relevant given that welfare spending has been found to be negatively related to imprisonment rates, and that “welfare cutbacks imply penal expansionism” (Downes and Hansen, 2006, p.1).

There are many valuable lessons to learn from other countries, and the field of criminology stands to benefit from international insights and collaborative endeavors to promote more just practices across the world (LaFree, 2021). On an optimistic note, it is important to also bear in mind that American ideals initially inspired other nations to adopt more humane criminal justice policies. The idea of banning cruel and unusual punishment, which inspired several European prison systems, originated in the U.S. Constitution. The state of Michigan was the first English speaking jurisdiction in the world to abolish capital punishment. In some regards, the United States has steered away from the basic principles of justice, equality and human dignity set forth in its Constitution, but these remain the core values of American democracy. American criminal justice policies only became highly disparate from peer countries in recent history. Prior to the 1970s, the U.S. system was more like Europe. Recent initiatives spearheaded by federal agencies, including the National Academies of Sciences, Engineering and Medicine (2022) and the National Institute of Justice (2021), show hopeful signs of efforts to get the United States back on par with peer nations. These are promising developments, but incarceration rates are mostly driven by state-level criminal justice policies. As a result, it is the states, rather than the federal government, that need to take the lead on criminal justice reform efforts.

<sup>1</sup> Special thanks to Gary LaFree and Michael Tonry for their thoughtful comments on an earlier draft of this essay.

<sup>2</sup> <https://www.prisonstudies.org/world-prison-brief-data>

<sup>3</sup> [https://www.supremecourt.gov/opinions/21pdf/19-1392\\_6j37.pdf](https://www.supremecourt.gov/opinions/21pdf/19-1392_6j37.pdf)

<sup>4</sup> <https://www.npr.org/2022/08/05/1115859404/a-court-in-moscow-sentences-wnba-star-brittney-griner-to-9-years-on-drug-charges>

<sup>5</sup> In the U.K., convictions or cautions where guilt has been determined are referred to as proven reoffending (<https://www.gov.uk/government/statistics/proven-reoffending-statistics-july-to-september-2020/proven-reoffending-statistics-july-to-september-2020>)

<sup>6</sup> <https://portal.ct.gov/-/media/OPM/CJPPD/CjAbout/PA-19-59-presentation-as-presented-7-14-20.pdf>

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## BEGIN NOW TO DEFEND AGAINST HATE AND TROLLING ATTACKS ON SCHOLARS

Ruth Triplett and Mona Danner, Old Dominion University

In November of 2022, our friend and colleague, Dr. Allyn Walker, was the victim of a trolling attack on their research and their person that resulted in the loss of their position at Old Dominion University (ODU). Centering around misinformation and links to Dr. Walker's identity as non-binary, transgender and Jewish, the attacks began on November 11 when Twitter accounts shared a 54-second excerpt from a 29-minute interview Dr. Walker did with ProStasia Foundation on November 7. The excerpted video was originally published on November 10th on a website promoting hate against trans individuals along with an article titled "'Non-Binary' University Instructor Calls To 'Destigmatize' Pedophilia" (scare quotes used in the title). The inaccurate portrayal of Dr. Walker's interview and their work in *A Long, Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity* (2022, University of California Press) that was included in both the article and video, set off protests that shook a university unprepared to deal with them. As a result, Dr. Walker was involuntarily placed on Administrative Leave on November 16 at a meeting in which this untenured junior faculty member was confronted by three Vice Presidents, none of whom were from Academic Affairs. Because Dr. Walker was told this was a meeting to offer support, they did not bring anyone else along. This meeting set up a context in which Dr. Walker hired a lawyer to represent them, and eight days later, resigned from the University. Then and now, we are told that every action the University took was out of concern for Dr. Walker's safety and that of the University (for an accounting of what happened and the issues raised see [How Pedophilia Research Led a University to Part Ways With a Scholar \(chronicle.com\)](https://www.chronicle.com/article/How-Pedophilia-Research-Led-a-University-to-Part-Ways-With-a-Scholar)).

More and more incidences of faculty being trolled are occurring with stories of varying university responses. Some universities, such as [Oregon State](#), do stand by faculty whose research is attacked. [Rutgers](#), where Dr. Brittney Cooper was attacked at much the same time as Dr. Walker, also seems to know how to respond. And [Syracuse](#) has been praised for its "full-throated" defense of an assistant professor of Political Science.

In response, Universities have slowly begun to develop policies, practices, and procedures for standing up to attacks. The [University of Massachusetts at Amherst](#) has the most comprehensive plan. Two parts of their plan distinguish it. First, it includes a strong declaration of principle –

UMass respects the disciplinary expertise of our faculty, and will defend their right to carry out their scholarly research and their instruction in the classroom. Furthermore, your personal safety will always be protected

and continues with this important statement –

Employment cannot be jeopardized on the basis of public reaction to a faculty member's scholarly research or reasonable classroom instruction.

Second, their response plan explicitly recognizes the role that identity may play in attacks and offers additional resources and guidance.

In addition, examples can be found at the University of Illinois which has prepared a phenomenal resource to assist university officials and faculty in responding to trolling attacks on scholars while also protecting academic freedom and the safety of the faculty and the campus entitled: *University of Illinois, Trolling Attacks on Scholars*, for both [Executive Officer Action](#) and [Faculty Action](#). The [University of Minnesota](#) also provides an excellent example. Finally, [Faculty First Responders](#) offers resources and will consult with faculty members under attack as well as being an important resource for research on the context in which attacks are spreading and the broader political and media infrastructure that supports and encourages them.

Our own university released **Guidelines for protecting scholars and researchers from attacks on social media, message boards, and other online forums** via email to faculty on July 1, 2022, which outlines responses of university units to such attacks. Drawing on the examples of UMass and the University of Illinois, the Guidelines are a positive step. Unfortunately work remains as currently under review is a new *Policy for Civil and Administrative Leave* that puts into policy the involuntary placement of faculty on administrative leave for unspecified safety threats.

We want to highlight three aspects of what happened at ODU that warrant particular attention and to which faculty should be attuned: the role of hate, the use of safety concerns, and the role of faculty groups. *First, though not all who contacted the university were driven by Dr. Walker's identity, the role of hate in initiating the harassment and in spreading misinformation is clear (see Walker, 2022). Knowledge that the role hate can play must be included in preparation for future attacks.* Despite knowledge of how the attacks were initiated, despite the documentation available in emails and letters, and despite leaders on campus who have long

been documenting antisemitic attacks towards themselves and their work on campus, ODU administrators still do not acknowledge the role of hate in what happened to Dr. Walker. If we continue to fail to understand how identity and hate may come into play in trolling attacks, we will be caught off guard once again.

*Second, safety concerns may be used to override policies and procedures outlined in the Faculty Handbook, or other university documents, and faculty must be prepared for this possibility.* In his November 24, 2021 statement at the resignation of Dr. Walker, the President wrote – “We protected freedom of speech. We rejected violence. And, we took the necessary steps to protect life and safety – a prerequisite to the exercise of the academic and other freedoms we cherish. Here, at ODU, safety will always be our first obligation to each of you.” We do not doubt the President’s interest in the safety of the campus. At the same time, we will not forget the fact that this concern for community safety meant the exclusion of a member of that community. Dr. Walker is a real live person with family, friends, pets and a home, who was on the path to obtaining tenure at an institution they were committed. Little concern is given to the harm done to them when the university rejected them just when they needed the support of a strong community. Nor do we forget the fact that those who made the threats go unpunished. They are free to continue their threats, to folks at ODU, to Dr. Walker, to anyone.

It is not clear that ODU would adopt a statement such as the one at UMass, but so far, we have not. In fact, the university is trying to include the use of safety in a new Civil and Administrative Leave policy that gives no protections for those placed involuntarily on leave. Groups on our campus have raised questions about the use of safety from the beginning and will continue to do so. Helpful is AAUP’s 2017 statement [Taking a Stand Against Harassment, Part of the Broader Threat to Higher Education](#) which calls upon university leaders to “...reject outside pressures to remove or discipline faculty members whose ideas or commentary may be provocative or controversial and to denounce in forceful terms these campaigns of harassment.” They write further that any concession to the attackers, including the use of safety concerns to defend responses that discipline, much less remove, faculty from the classroom “...has a chilling effect on the entire academic community...pose a risk to the institution as a whole and to the very project of higher education as a public good.”

*Finally, networks of identity-based organizations on campus can be called on to pressure and inform the administration and offer support to those being harassed, and if these do not already exist on your campus then it is essential to build them now.* At ODU, the campus chapter of AAUP and the University Women’s Caucus were those that spoke up first. Independent groups such as these can react more quickly and decisively, but they take time to develop and, as at ODU, they are not always successful. Today at ODU, groups across campus are working to strengthen their voices and their ties to each other.

Both authors of this essay have long ties and deep commitments to ODU, and the university has earned that commitment over the years. In this instance, however, the administration failed Dr. Walker and all of us. The President’s argument is that he had to do what was done to ensure campus safety, without which academic freedom is not possible. Whatever was done, and all that happened is not clear, those actions led the university to sacrifice a member of our community to hate and fear. Exactly how safe is Dr. Walker now? No one at the university knows. And how safe are the rest of us, when our membership in our community of safety can be taken away in the name of community safety? Those actions also left many of us concerned about the university’s commitment to academic freedom when scholars are attacked. A commitment to academic freedom, as the AAUP 1940 Statement of Principles on Academic Freedom reminds us, is essential to the advancement of truth which is at the core of the role of institutions of higher education in the common good. Has there been a chilling effect on research at ODU that could help us uncover the best methods for reducing the victimization of children? Absolutely, we lost a productive scholar in that area. Who knows what the effect has been outside our campus? Finally, as a result of the claim about safety, administrators have resisted acknowledging the role that hate played in the attack and we fear we remain unprepared for future trolling attacks.

We end this essay then with a call to faculty members and ASC to action. It is important that faculty ask now if their universities are prepared to deal with attacks on scholars and their research and have included in their preparation an understanding of how the identity of the researcher and hate against those identities can shape attacks. Faculty must also realize the way their administrators may use safety concerns to defend the actions they take. We must ask ourselves as well, are we willing to sacrifice a member of our community for the feeling of safety? Do we really have to sacrifice academic freedom to be safe of campus? It is too late to ask those questions when someone on the faculty comes under attack. ASC endorsed AAUP’s 1940 *Statement of Principles on Academic Freedom and Tenure* in 2001. We hope that the ASC will continue to endorse AAUP standards and practices – particular regarding removal of faculty from the classroom and the use of safety threats to do so. Our hope is that greater attention to these issues, prompted by faculty, will focus administrators on the problem and the consequences for lack of preparation. Our friend and colleague lost their job because *they* were defined as the problem instead of the transphobic, antisemitic hate that initiated the misinformation campaign. Ultimately, Dr. Walker was punished for the trolling attacks, while the real harm goes unrecognized and unrepaired.

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# WESTERN SOCIETY OF CRIMINOLOGY



**2023 Annual Conference**  
**February 3–4, 2023**

**The Sheraton Wall Centre**  
**Vancouver, B.C.**

**1000 Burrard St**  
**Vancouver, BC, V6Z 2R9 Canada**  
**(604) 331-1000**

People wishing to present at the conference will be able to submit proposals through our online [abstract submission system](#) between August 1 and October 7, 2022. We encourage the submission of complete panels of three (3) to four (4) papers.

## PANEL TOPICS

- COURTS AND JUDICIAL PROCESSES  
(INCLUDING SENTENCING)
- CORRECTIONS
- CRIME ANALYSIS  
(INCLUDING GEOGRAPHY & CRIME AND SOCIAL NETWORKS & CRIME)
- CRIMINOLOGICAL THEORY
- CYBERCRIME
- DRUGS/SUBSTANCE ABUSE & CRIME
- FORENSIC SCIENCE
- SEX, GENDER, SEXUALITY, & CRIME
- JUVENILE JUSTICE
- LEGAL ISSUES IN CRIMINAL JUSTICE  
(CRIMINAL LAW, CRIMINAL PROCEDURE, & EVIDENCE)
- ORGANIZED CRIME & GANGS
- PEACEMAKING CRIMINOLOGY
- POLICING
- SEX CRIMES
- TEACHING & ASSESSMENT IN JUSTICE EDUCATION
- TERRORISM
- WHITE COLLAR CRIME

*All proposals must be electronically submitted through the WSC's online Abstract Submission System <http://westerncriminology.org/conference-3/abstract-submission-gateway/>.*

*The portal will open on August 1, 2022 and close on October 7, 2022, the deadline for submissions.*

In deciding the most appropriate topic area for your abstract, think about the main focus of your paper or presentation and how it might fit within a panel organized around a larger topical theme. For example, if your paper examines both race and juvenile issues, think about whether you would like to be placed on a panel with other papers discussing race issues or other papers dealing with juvenile issues and then submit it to the topic area in which you think it fits best.

All presenters are asked to submit an abstract of 1,100 characters or fewer to only one of the panel topics listed above. In addition to the abstract, please include the name, mailing address, email address, and phone number for all authors on the submission for the participant directory.

Please note that all presenters are required to preregister and prepay the nonrefundable conference fees no later than Friday, December 23, 2022. Failure to do so will result in presentations being removed from the final program.

# EDITOR'S CORNER

## CRITICAL CRIMINOLOGY: AN INTERNATIONAL JOURNAL

David C. Brotherton and Jayne Mooney

John Jay College of Criminal Justice and the Graduate Center, CUNY

*Critical Criminology* is the official journal of the American Society of Criminology's Division of Critical Criminology and Social Justice and of the Section on Critical Criminology within the Academy of Criminal Justice Sciences. The publication began as *The Journal of Human Justice* in 1989, created by the Human Justice Collective in Vancouver, and transitioned to its present status in 1996. The current editors-in-chief are David C. Brotherton and Jayne Mooney, both professors of sociology at the John Jay College of Criminal Justice and the Graduate Center of the City University of New York and were preceded by Avi Brisman of the Department of Criminology at the University of Eastern Kentucky. The journal is published by Springer four times per year with an average of 16 articles per issue with some 30 submissions regularly available in their on-line format on its website.

The journal was originally established to provide a forum and outlet for non-orthodox approaches to criminology following the radical treatment of our discipline with such publications as Taylor, Walton and Young's *The New Criminology* (1973), Schwendinger and Schwendinger's *The Sociologists of the Chair* (1974), Quinney's *The Problem of Crime* (1970) and Platt's *Child-Savers: The Invention of Delinquency* (1969) among others. Currently the journal defines its mission as one of exploring "social, political and economic justice from alternative perspectives, including anarchistic, cultural, feminist, integrative, Marxist, peace-making, postmodernist and left-realist criminology. Rather than limit the scope of its coverage to state definitions of crime, the journal focuses on issues of social harm and social justice, including work exploring the intersecting lines of class, gender, race/ethnicity and heterosexism."

As recent editors of the journal we are committed to continuing and extending the tradition of publishing on a wide array of topics few other academic periodicals can match and see it playing an increasingly important role within academia during this present historical moment of global corporate capitalism as its inherent contradictions continue to drive the world from one crisis to another. In our judgement the insights and knowledge from those practicing in the field of critical criminology have never been more necessary or prescient. Whether we are addressing the war machines that rain death on our most vulnerable populations, the growing menace of authoritarianism, the Covid pandemic that exposes our deepest inequalities, the "bodies of armed men" that impose the gendered, racial and social order of the state and cognitive injustices of the global north, or the dangers of climate change that portend an end to life on earth, a critical lens through which to analyze crime, transgression and social harm is an essential one.

This year alone we published a series of highly original articles in a special issue devoted to the rapidly growing area of critical gang studies with authors pushing the inter-disciplinary boundaries around discourses on guns, structural violence, deportation and gender relations. Another special issue explored the enduring themes of social harm, neo-liberalism and the academy through studies on private prisons and the university, student indebtedness and the politics of public health. In the coming period we will continue to open our pages to specialized scholarly work on "Queer Victimology," "Pandemic Disobedience and Mapping Covid19 Non-Conformities" and "Border Criminology and the Politics of Forced Repatriation." Meanwhile our regular submissions contained an extraordinary array of subjects from both the global North and South with research ranging from child executions in Iran, coloniality and criminalization in Brazil, necropolitics in Australia to violence and trauma among female prisoners in South Africa.

It is due to this openness to innovative ideas, marginalized voices, critical theorizing and methodologies that go beyond the reductionist positivism often required in mainstream scholarship that our readers and contributors continue to enthusiastically support the journal. This is reflected in the record number of submissions being received and the steady increase in the journal's impact factor. It is no surprise that we hear constantly of the journal's articles being used in both undergraduate and graduate classroom discussions to good pedagogical effect and the role they play in countering the silences within conventional literatures.

Going forward, we have plans to expand the journal and its editorial board, making it more reflective of the globalized audience we are seeking to attract. As we embark on a new period in the journal's history, we are committed to ensuring greater author diversity, encouraging more and more contributions from the Global South, developing a system of Associate Editors with area specialties, introducing a new "notes from the field" section and increasing our social media presence. 33 years on from its founding, the journal remains a beacon of radical thought within the academy while its editors are always willing to engage with scholars and colleagues on their suggestions for improvement, ideas for future special issues and of course their highly anticipated submissions which make this job so enjoyable.



# Department of Criminal Justice

UNIVERSITY OF CENTRAL FLORIDA

## PROUDLY ANNOUNCES OUR 2022 DOCTORAL GRADUATES



### **Dr. Melanie Soderstrom**

Dissertation: *The Expansion of School Resource Officers in a Florida County: A Mixed Methods Study* (Co-Chairs: Drs. Kristina Childs and William Moreto).

Assistant Professor in the School of Criminal Justice and Criminology  
Texas State University

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### **Dr. Lucas Alward**

Dissertation: *Assessing the relative influence of interpersonal relationship factors on probation rule compliance: The importance of meaningful community supervision* (Co-Chairs: Drs. Jill Viglione and Eugene Paoline).

Assistant Professor in the Department of Criminal Justice  
Boise State University

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### **Dr. Justin Smith**

Dissertation: *Innovation Resistance? Understanding Officer Attitudes Toward Police Innovation* (Co-Chairs: Drs. William Moreto and Eugene Paoline).

Research Scientist  
Loss Prevention Research Council

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# AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

### 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

#### HERBERT BLOCH AWARD RECIPIENT

##### JODY MILLER



Jody Miller (she, her, hers) is a Distinguished Professor in the School of Criminal Justice at Rutgers University. Her research utilizes qualitative methods to investigate how inequalities of gender, race, sexuality and place shape participation in crime and risks for victimization, with concentrations in the United States and South Asia. Miller is Co-Director of the National Science Foundation-sponsored Racial Democracy, Crime and Justice Network (RDCJN) and Co-Editor of *Criminology*. She is a Fellow of the ASC, has served as ASC Vice President, and has won numerous awards for her work, including the 2015 ASC Mentor Award.

#### RUTH SHONLE CAVAN YOUNG SCHOLAR

##### MATTHEW CLAIR



Dr. Matthew Clair is Assistant Professor in the Department of Sociology and (by courtesy) the Law School at Stanford University. His scholarship examines inequality in the criminal legal system, legal institutions, and the legal profession. He is the author of the award-winning book *Privilege and Punishment: How Race and Class Matter in Criminal Court* (Princeton University Press, 2020). In addition, he has published in several academic and popular outlets, including *Criminology*, *Law & Society Review*, *California Law Review*, *Social Forces*, *Du Bois Review*, *The Nation*, and *Public Books*. He has received funding from the National Science Foundation and awards from the American Society of Criminology, the American Sociological Association, the Law & Society Association, and the Society for the Study of Social Problems. Prior to joining Stanford, Dr. Clair was a postdoctoral fellow at the University of Pennsylvania Law School's Quattrone Center for the Fair Administration of Justice. He holds an A.B. in Government from Harvard College and an A.M. and Ph.D. in Sociology from Harvard University.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## GENE CARTE STUDENT PAPER AWARD RECIPIENTS

## FIRST PLACE - DAVID MITRE BECERRIL



David Mitre Becerril is a doctoral candidate in Criminology at the University of Pennsylvania, born and raised in Mexico. He received an MS in Public Policy and Management from Carnegie Mellon University (highest distinction), a BA in Economics from the Instituto Tecnológico Autónomo de México (award-winning thesis), and a BA in Political Science from the Universidad Nacional Autónoma de México. Before graduate school, David worked as a data analyst at the Mexican census bureau's public safety and justice unit and as an economist at a government research agency. He is driven to conduct crime research and provide policy recommendations using evidence-based decision-making. David's research interests lie in understanding the causes and consequences of crime and violence, mainly how place-based interventions affect public safety and the role of income in deterring criminal behaviors. His broad research question is how local private and public investments can encourage (if any) safer neighborhoods. His work has appeared in *Criminology & Public Policy*.

## SECOND PLACE - SAID A. J. HASSAN



Said Hassan is a PhD candidate in Sociology at the University of Oxford (Nuffield College) where he also earned his MPhil degree in Sociology and Demography. In his doctoral research, he explores how residential environments and school contexts interact to produce social inequalities in modern welfare states.

## THIRD PLACE - STEPHEN N. OLIPHANT



Stephen Oliphant is a doctoral candidate in the School of Criminal Justice at Michigan State University. He received a Master of Public Policy and a certificate in Injury Science from the Gerald R. Ford School of Public Policy at the University of Michigan. His research interests include firearm policy, violence prevention, and capital punishment. Stephen was a co-recipient of the Brooks Webb Student Paper Award at the 2022 Society for Advancement of Violence and Injury Research conference. His work appears in the *Journal of Behavioral Medicine*, *Youth & Society*, *Journal of Urban Health*, *Injury Prevention*, and *Criminology & Public Policy*.

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## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## FELLOW RECIPIENTS

## WALTER S. DEKESEREDY



Walter S. DeKeseredy is Anna Deane Carlson Endowed Chair of Social Sciences, Director of the Research Center on Violence, and Professor of Sociology at West Virginia University. He is also Adjunct Professor in Monash University's Gender and Family Violence Prevention Center. DeKeseredy has published 27 books, over 130 scientific journal articles and close to 100 scholarly book chapters on violence against women and other social problems. In 2008, the Institute on Violence, Abuse and Trauma gave him the Linda Saltzman Memorial Intimate Partner Violence Researcher Award. He also jointly received the 2004 Distinguished Scholar Award from the American Society of Criminology's (ASC) Division on Women and Crime and the 2007 inaugural UOIT Research Excellence Award. In 1995, he received the Critical Criminologist of the Year Award from the ASC's Division on Critical Criminology (DCC) and in 2008 the DCC gave him the Lifetime Achievement Award. In 2014, he received the Critical Criminal Justice Scholar Award from the Academy of Criminal Justice Sciences' (ACJS) Section on Critical Criminal Justice and in 2015, he received the Career Achievement Award from the ASC's Division on Victimology. In 2017, he received the Impact Award from the ACJS's section on Victimology and the Robert Jerrin Book Award from the ASC's Division on Victimology.

## BRIAN D. JOHNSON



Brian D. Johnson is Professor of Criminology and Criminal Justice at the University of Maryland. He received his Ph.D. in Crime, Law & Justice in 2003 from the Pennsylvania State University. Dr. Johnson is the recipient of the American Society of Criminology (ASC) Gene Carte Student Paper Award, the Ruth Shonle Cavan Young Scholar Award, and the ASC Division on Corrections and Sentencing Distinguished New Scholar Award. He served as co-Editor of *Criminology* from 2016-2020 and is currently the gubernatorial-appointed Criminal Justice Policy Expert on the Maryland State Commission on Criminal Sentencing. Dr. Johnson has received several million dollars in external research support from organizations such as the National Science Foundation, National Institute of Justice, and Bureau of Justice Statistics. His work was among the first to apply multilevel models to the study of criminal case processing and has made notable contributions to our understanding of court actor decision-making, social inequalities in the criminal legal system, and contextual variations in criminal punishment. He has published more than a dozen peer-reviewed articles in the flagship journal *Criminology* and has served in numerous elected and appointed positions within the American Society of Criminology.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## FELLOW RECIPIENTS (cont.)

## WILLIAM ALEX PRIDEMORE



Dr. Pridemore is SUNY Distinguished Professor in the School of Criminal Justice at University at Albany – SUNY. He was Dean of the School for five years. He received his PhD from the School in 2000, and spent 2003-2004 as a Postdoctoral Research Fellow at Harvard. Dr. Pridemore's main research interests include the impact of social structure on homicide and suicide rates, the role of alcohol in violence and mortality, the measurement of violence, and international criminology. He has published more than 100 articles in peer-reviewed journals, including in leading journals in criminology, sociology, public health, and substance use. He edited a volume on law, crime, and justice in Russia, and co-edited (with Dr. Marieke Liem) a volume on European homicide research. In 2008 he received the Junior Scholar Award from the American Sociological Association's Section on Alcohol, Drugs, and Tobacco. In 2012 he received the Radzinowicz Memorial Prize for his research on poverty and national homicide rates. In 2015 he received both the Freda Adler Distinguished Scholar Award from the American Society of Criminology's Division of International Criminology and the Gerhard O.W. Mueller Award from the Academy of Criminal Justice Science's International Section. In 2019 he was elected a Fellow of the American Association for the Advancement of

Science. Dr. Pridemore initially proposed and is a founding Editorial Board member of *Annual Review of Criminology*, and he has been the American Society of Criminology's liaison to the American Association for the Advancement of Science for more than a decade.

## MICHAEL D. REISIG



Michael D. Reisig, Ph.D., is a Professor of Criminology and Criminal Justice at Arizona State University. Prior to joining the newly established School and Criminology and Criminal Justice at ASU in 2008, he held faculty appointments at Michigan State University and Florida State University. Reisig received his Ph.D. from Washington State University. His research interests include the nature and influence of social control, neighborhood context of crime and justice, generality of crime causation theories, measurement of criminological concepts, and applied quantitative methods with crime and justice data. He has received funding from the U.S. Department of Health and Human Services and the National Institute of Justice. Reisig has served on the editorial boards of several scholarly journals, including multiple terms of service on the boards of both *Criminology* and *Criminology & Public Policy*. He has also served as a member of the National Crime Victimization Survey technical review panel, as a subject matter expert for the AARP's Office of Research, and as a member of the Stanford University Financial Fraud Research Center's fraud taxonomy workgroup.



## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*GRADUATE STUDENT POSTER AWARD RECIPIENTS***ALVI ALI**

Alvi Ali (she/her) earned a B.A. in Criminology from the University of Texas at Dallas in 2019 and an M.S. in Criminal Justice from Texas State University in 2022. She is a Ph.D. student in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha (UNO). She has previously worked with law enforcement on crime analysis and has experience in intellectual property brand protection. She is currently a research assistant at the Victimology and Victim Studies Research Lab at UNO. Her research interests include sexual offending, sexual victimization, and cultural violence.

**BYUNGGU KANG**

Byunggu Kang is a doctoral candidate in the School of Criminal Justice at the University at Albany, SUNY. His research falls at the intersection of criminology, demography, and public health. He is also interested in using data visualization techniques to effectively communicate research findings and engage with public audiences. His dissertation examines to what extent and how age, period, and cohort effects contributes to the age–crime relationship in South Korea during the last four decades.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*GRADUATE STUDENT POSTER AWARD RECIPIENTS (cont.)***DOSUN KIM**

am a second-year Ph.D. student in Criminology at Dongguk University, Seoul, Republic of Korea. I received my bachelor's degree in Buddhism and master's degree in Criminal Psychology from Dongguk University. My research interests focus on the developmental trajectory of juvenile delinquency, the Influence of social media services on fear of crime, and the potential of smart policing technology. My master's thesis, "The Effect of Differential Association and General Strain on Juvenile Delinquency and Moderating Effects of Religion Activities", received the Best Thesis Award from KOSSDA (Korea Social Science Data Archive) 2020. As an assistant researcher, I have participated in several research projects, including "Development of a Standard Model for Job Diagnosis of Investigation Departments" collaborating with the Korea National Police Agency from 2021-2022, and "Prevention policies for recidivism of juveniles on probation during the night time" collaborating with the Probation Office, Ministry of Justice, Korea in 2021. Currently, I am conducting a study to evaluate the real condition of CPTED (Crime Prevention Through Environmental Design) project and the crime prevention effect on the community in collaboration with the Korea National Police Agency. I have been also counseling probation youth as a Co-counselor at the Probation

Office, Ministry of Justice, Korea, since 2020.

**VEYLI ORTIZ SOLIS**

Veyli Ortiz Solis earned her B.S. and M.A. in Criminal Justice from the University of Massachusetts – Lowell. She is currently a Ph.D. student in the Criminology and Criminal Justice program at the University of Maryland - College Park. She is also a research assistant for projects on the victimization of immigrants and persons with disabilities. Her research interests lie in the study of victimology, with a particular focus on marginalized communities. Veyli's research centers on discrimination, intimate partner violence, and labor trafficking victimization.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*MICHAEL J. HINDELANG OUTSTANDING BOOK AWARD RECIPIENT*

## SARAH BRAYNE



Sarah Brayne is an Associate Professor of Sociology at [The University of Texas at Austin](#). She received my PhD in Sociology and Social Policy [Princeton University](#) and completed a postdoc at Microsoft Research New England. In her research, Brayne analyzes the social consequences of data-intensive surveillance practices. As data collection, predictive analytics, and surveillance are increasingly used for governance and organizational practice in the digital age, Brayne uses qualitative and quantitative methods to examine how these developments are—and are not—transforming longstanding social structures and mechanisms of social stratification. Her research focuses on two overarching areas of inquiry. First, she analyzes how the adoption of big data and predictive analytics reshapes organizational practice and individual life chances in the criminal legal system and beyond. Her first book, [Predict and Surveil: Data, Discretion, and the Future of Policing](#) (Oxford University Press), draws on ethnographic research within the Los Angeles Police Department to understand how law enforcement uses predictive analytics and new surveillance technologies. Second, she asks questions about the reception of algorithms, examining how they are received, resisted, and contested across groups and positions in organizational hierarchies. She also developed a theory of “system avoidance,” using survey data to test the relationship between criminal legal contact and involvement in medical, financial, labor market, and educational institutions. Brayne is the founder and director of the [Texas Prison Education Initiative](#), a group of faculty and students who volunteer teach college classes in prisons in Texas.

*MENTOR AWARD RECIPIENTS*

## ANDREW V. PAPACHRISTOS



Andrew V. Papachristos is a Professor of Sociology and Faculty Fellow at the Institute for Policy Research at Northwestern University. He is also the founder and Faculty Director of the Northwestern Neighborhood & Network Initiative. Papachristos' research aims to understand how the connected nature of cities—how their citizens, neighborhoods, and institutions are tied to one another—affect what we feel, think, and do. His main research applies network science to the study of gun violence, police misconduct, illegal gun markets, Al Capone, street gangs, and urban neighborhoods. He is also currently completing a book that examines the role street gangs have played in building The Great American City. Papachristos is a Chicago native and earned his PhD from the University of Chicago.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

*JOAN PETERSILIA OUTSTANDING ARTICLE AWARD RECIPIENT*

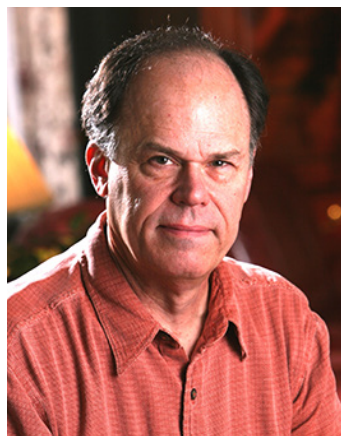
## TONY CHENG



Tony Cheng is an Assistant Professor of Criminology, Law & Society and Sociology (by courtesy) at the University of California, Irvine. He is interested in how strategies of state legitimation shape urban inequality in America. His book “The Policing Machine: Enforcement, Endorsements, and the Illusion of Public Input” (under full contract, University of Chicago Press) argues that police are legitimacy optimizers—not maximizers—who may want public legitimacy, but not at the expense of organizational independence. It shows how America’s largest police force pursues these goals by cultivating political capital through a strategic politics of distributing public resources, regulatory leniency, and coercive force. His research has appeared in the *American Journal of Sociology*, *Criminology*, *Social Problems*, *Law & Society Review*, and *Criminology & Public Policy*. He earned a Sociology PhD from Yale University in 2021 and a JD from NYU Law School in 2018.

*EDWIN H. SUTHERLAND AWARD RECIPIENT*

## D. WAYNE OSGOOD



D. Wayne Osgood received his A.B. in Psychology from the University of California at Los Angeles and his M.A. and Ph.D. in Psychology from the University of Colorado, Boulder. He is Professor Emeritus of Criminology and Sociology at Pennsylvania State University, University Park, which he joined in 1996. From 1986-1996, he was a faculty member in the Department of Sociology at the University of Nebraska—Lincoln. Earlier, he held research positions at the Behavioral Research Institute of Boulder, CO, the University of Michigan’s Institute for Social Research, and Boys Town. He was a member of the MacArthur Research Network on Transitions to Adulthood and the National Consortium on Violence Research. From Pennsylvania State University, he received the Faculty Scholar Medal in the Social and Behavioral Sciences, the Howard B. Palmer Faculty Mentoring Award, and the College of Liberal Arts Award for Distinction in the Social Sciences. He is a Fellow of the American Society of Criminology, and he has served the society as Council Member, Vice President, and Lead Editor of the society’s flagship journal, *Criminology*, for 2012-2017. Prof. Osgood’s research has focused on peers and delinquency, time use and offending, crime and the life course, evaluating programs to prevent and reduce delinquency, and quantitative research methods. He is especially proud of his twenty-one Ph.D. students and their many and varied accomplishments. Seven of them won first or second place in ASC’s Gene Carte Graduate Student Paper Competition, and two won the Penn State-wide Alumni Dissertation Award.



## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY AWARD RECIPIENTS

## FAITH M. DECKARD



Faith M. Deckard is a Ph.D. candidate in the Department of Sociology at the University of Texas at Austin. Her research examines marginalized communities' collective experiences, felt consequences, and strategies around social ills like criminal-legal contact, debt, and discrimination. In her dissertation specifically, she utilizes ethnographic observation within 3 commercial bail bond agencies and in-depth interviews with bail agents, defendants, and co-signers to explore how the expansion of risk assessment and entanglement of families alter the experience of legal debt and punishment. Some of her previous work appears in *Social Problems*, *Annual Review of Sociology*, and *Race and Social Problems*. In addition to the American Society of Criminology, her research has been supported by the National Science Foundation, National Institute of Child Health and Human Development, and Russell Sage Foundation. Beyond research, Faith derives joy from teaching students behind bars through the Texas Prison Education Initiative (TPEI).

## JOSE ANTONIO SANCHEZ



Jose Antonio Sanchez is a doctoral candidate and graduate research/teaching assistant at the University of Colorado Boulder in the Sociology department and a graduate affiliate at the Institute of Behavioral Science in the Prevention Science Program. Jose received his B.S. and M.S. from California State University, Los Angeles. His research interests are gangs and criminal networks, program evaluation, and criminological theory. He is currently working as a graduate research assistant for a National Institute of Justice (NIJ) funded randomized control trial evaluation of the Gang Reduction Initiative of Denver (GRID). Jose's dissertation focuses on gang intervention by street outreach workers in Denver. Specifically, he is focusing on how the outreach workers for the GRID program internalize and conceptualize gang intervention, the program model, and the influence it has on service delivery. In addition to his work at the University of Colorado Boulder, he has been a research assistant with the Emergency Preparedness Research, Evaluation, & Practice (EPREP) Program at the Harvard T.H. Chan School of Public Health. Prior to attending CU Boulder, he worked as a research assistant for the Los Angeles Mayors' Office of Gang Reduction and Youth Development (GRYD). Jose's research has been published in *Homicide Studies*, *Journal of Interpersonal Violence*, and *Justice Evaluation Journal*.

## DURRELL WASHINGTON



A Native of the Bronx Durrell Malik Washington Sr. is an Abolitionist Social Worker and Ph.D. Candidate at the University of Chicago in the school of social work. His scholarship of focus lies at the intersections of Abolition, Juvenile Legal Law and Policy, Families and Networks. His dissertation study focuses on the impact of youth incarceration on Black families across the United States, specifically through the lens of siblings of formerly incarcerated young people. Durrell teaches courses related to Abolition, The Social Meaning of Race, Race Crime and Justice, and Human Behavior in the Social Environment. Durrell received his Master's Degree in Social Work from Columbia University in 2018.

## AROUND THE ASC

## 2022 ASC AWARD RECIPIENTS

## 2022 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

## TEACHING AWARD RECIPIENT

## EMILY LENNING



Emily Lenning is a Professor of Criminal Justice at Fayetteville State University. As an educator, she is committed to engaging in critical pedagogy that is bolstered by feminist and queer perspectives. She is flexible to meet the needs of diverse learners, and challenges herself and her students to look beyond the classroom for opportunities to engage in lifelong learning. To meet these goals, she has embraced Universal Design for Learning (UDL) and backwards course design, and incorporates high impact practices, such as study abroad and creative projects, into her courses. Additionally, she has served students with learning differences as the Director of Faculty Development for the Bronco STAR program, served as co-teacher of the FSU Faculty Development Seminar, and co-founded the FSU Safezone Center, making it the third historically Black college or university (HBCU) in the country to open an office to serve its LGBTQ students. Her dedication to teaching has been recognized by several awards, including the 2017-2018 UNC Board of Governors Award for Excellence in Teaching. Her scholarship includes articles, books, book chapters, presentations, and invited lectures on a variety of topics, including creative pedagogy, state violence against women, and the experiences of Queer people involved in the criminal legal system. Her most recognized

contribution to the field is her co-authored book *Queer Criminology*, which won the 2016 Book Award from the ASC Division on Critical Criminology and Social Justice. A second edition of the book, which has been adopted in classrooms on three continents, was recently released.

## AUGUST VOLLMER AWARD RECIPIENT

## SCOTT H. DECKER



Scott H. Decker, PhD, is Chief Scientist and Senior Fellow in the Center for Justice Research and Innovation at CNA. He is Professor Emeritus in the School of Criminology and Criminal Justice at Arizona State University. Decker's translational work began in 1971 when he spent four weeks living "inside the walls" of the Indiana Boy's School. He has served on more than a dozen Boards or Commissions in St. Louis including Mental Health Board, Mayor's Crime Commission, and the Juvenile Court Disproportionate Minority Confinement Task Force. He was a member of Arizona POST, the BJA Criminal Justice Futures group and the Missouri Sentencing Commission. He has a thirty-year relationship with the St. Louis Police department and for that service received the Chiefs Award in 2005. Decker has made more than 100 presentations to agency and citizen groups, including the Keynote Address to the 2010 White House Conference. He was also the Keynote Speaker at the National Boys and Girls Clubs of America meeting (ironically pinch hitting for Cal Ripken on one of those occasions). He has led or directed more than a dozen collaborative research projects involving community, social service and criminal justice groups. These projects include the St. Louis Homicide Project, Weed and Seed, Safe Futures, the Missouri Traffic Stop analysis and the

LoneStar Project. He has consistently focused on both the quality and utility of data for changing criminal justice decisionmaking, policy and practice. Students were engaged in all phases of these partnerships, ensuring future collaborative work.

## AROUND THE ASC

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

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BioPsychoSocial Criminology (DBC)

<https://bpscrim.org/>

Communities and Place (DCP)

<https://communitiesandplace.org/>

Convict Criminology (DCC)

<https://concrim.org/>

Corrections & Sentencing (DCS)

<https://ascdcs.org/>

Critical Criminology & Social Justice (DCCSJ)

<https://divisiononcriticalcriminology.com/>

Cybercrime (DC)

<https://ascdivisionofcybercrime.org/>

Developmental and Life-Course Criminology (DLC)

<https://dlccrim.org/>

Experimental Criminology (DEC)  
(under construction)

Historical Criminology (DHC)

<https://dhistorical.com/>

International Criminology (DIC)

<https://internationalcriminology.com/>

People of Color & Crime (DPCC)

<https://ascdpcc.org/>

Policing (DP)

<https://ascpolicing.org/>

Public Opinion & Policy (DPOP)

<https://ascdpop.org/>

Queer Criminology (DQC)

<https://queercrim.com/>

Rural Criminology (DRC)

<https://divisionofruralcriminology.org/>

Terrorism & Bias Crimes (DTBC)

<https://ascterrorism.org/>

Victimology (DOV)

<https://ascdov.org/>

White Collar and Corporate Crime (DWCC)

<https://ascdwcc.org/>

Women & Crime (DWC)

<https://ascdwc.com/>

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# Criminology & Public Policy

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## 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.

CYNTHIA LUM AND CHRISTOPHER KOPER

Editors-in-Chief, *Criminology & Public Policy*

George Mason University

Department of Criminology, Law and Society

Center for Evidence-Based Crime Policy

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

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

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## AROUND THE ASC

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### NEW EDITOR SOUGHT FOR

#### *CRIMINOLOGY & PUBLIC POLICY*

The American Society of Criminology invites applications for the position of Editor of *Criminology & Public Policy*, one of its official journals. The new Editor will be responsible for five volumes, beginning with the February 2025 issue through the November 2029 issue. It is anticipated that new manuscript submissions will transfer to the new Editor in the fall of 2023 or spring of 2024.

The Editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process, and the final selection of articles for publication. The American Society of Criminology pays for copy-editing and final proofreading, typesetting, providing PDF files, and up to \$60,000 per year to support the journal. The Editor's supporting institution might propose to provide office space, file storage, equipment, and funds to cover additional expenses such as graduate student assistance and release time for the Editor. Supporting institutions may also propose to assume some of the expenses now provided by the ASC.

As stated on its website, *Criminology & Public Policy* is the premier policy journal of the American Society of Criminology. It is devoted to rigorous research and critical discussions of criminal justice policies and practices. The central objective of the journal is to strengthen the role of research findings in the formulation and implementation of crime and justice policy and practice by publishing empirically based, policy-focused articles. The journal is interdisciplinary and international in its scope. For additional details access the Journal's homepage at: <https://onlinelibrary.wiley.com/page/journal/17459133/homepage/productinformation.html>

Interested applicants may contact the current Editors, Cyntnia Lum (clum@gmu.edu) for additional information regarding the logistics and/or operational details of editing and producing the journal. Applicants are encouraged to contact Lisa Broidy, Chair, ASC Publications Committee (lbroidy@unm.edu) to discuss their applications before submission.

Application materials should include (1) a statement of editorial philosophy, (2) resumes of all proposed personnel, including the Editor and Associate Editors, and (3) assurances and details of institutional support.

Application materials should be sent electronically (as a single pdf file) to Lisa Broidy ([lbroidy@unm.edu](mailto:lbroidy@unm.edu)) by January 15, 2023.

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## AROUND THE ASC

### Introducing the New



### Mentor & Mentee Connection

**ASC would like to introduce the new  
Mentor & Mentee Connection webpage on the ASC website  
<https://asc41.com/resources/mentor-mentee-connection/>**

**The new page provides publication of submitted resources  
for mentors and mentees, as well information related to the  
new ASC Mentor Directory  
<https://account.asc41.com/mentor>**

The ASC Mentoring Committee would like to encourage ASC members interested in mentoring to contact Kelly Vance, ASC Associate Director ([kvance@asc41.com](mailto:kvance@asc41.com)). Once designated as a mentor in the directory, the mentor's contact information, as entered in their member portal (name, title, affiliation, email address, website, [social media handles by member request only]) will be made public on the Mentor Directory.



**In search of a mentor who aligns with your specific goals?**

**Have questions related to research, theory, methodology, relevant literature, or, related to challenges, accessing resources, etc...?**

**Try searching the ASC Mentor Directory**

[Mentor & Mentee Connection](#)  
[Mentor Directory](#)

# American Society of Criminology - Annual Meeting Information



## MEETING REGISTRATION IS REQUIRED FOR ATTENDEES AND PRESENTERS

Want to avoid paying a higher registration fee and standing in a very long line at on-site registration? **PRE-REGISTER BEFORE OCTOBER 1ST!** To register online, visit the [annual meeting registration page](#). If you wish to verify your registration, please view the [list of pre-registered attendees](#) (Only viewable by registered attendees; login is required to view). If you are unable to register online, you can fax or mail the registration form included at the end of this booklet. Please do not re-submit if you have already sent in your registration. On-site registration options will be located on the Marquis Level.

## PRE-MEETING WORKSHOPS

You can register for a workshop when you complete your online meeting registration. A registration form is also available at the end of this booklet. Full workshop details can be viewed on the [annual meeting workshop page](#).

## IMPORTANT PRESENTATIONS BEGIN AND END THE MEETING

Over 1200 panels, roundtables, lightning talks, and poster sessions are scheduled. We encourage you to arrive as early in the week as possible and stay through Saturday. Sessions begin Wed., November 16, at 8:00 a.m., and we end with a Closing Brunch on Sat., November 19, 12:30pm-2:00pm.

## PRELIMINARY PROGRAM AND INDEX OF PARTICIPANTS

The preliminary program and index of participants can be accessed via the [online program](#).

## SECURE YOUR HOTEL ROOM SOON TO RECEIVE THE MEETING RATE

Rooms can be reserved at our host hotel, Atlanta Marriott Marquis:

\$231 (plus tax) single & double occupancy

To register by phone -- 1-800-228-9290

To register online --

[Attendee](#)

[Government Attendee](#)

## EMPLOYMENT EXCHANGE

The Employment Exchange will be located in the Exhibit Hall, Imperial Ballroom, Marquis Level and will be open from Wed., November 16 through Fri., November 18. To participate in the Employment Exchange please check the [Employment Exchange page](#) for participation information.

**Feel free to email or call with any questions.**

**[asc@asc41.com](mailto:asc@asc41.com), 614-826-2000**



**@ASCRM41**

## GUIDELINES FOR PARTICIPANTS AT THE ASC ANNUAL MEETINGS

*The following are standards for participating at the ASC annual meetings. If you have any suggestions or comments, contact Chris Eskridge ([ceskridge@unl.edu](mailto:ceskridge@unl.edu)).*

### Introduction

By submitting a paper or poster or agreeing to participate in any other manner at the ASC meetings, you are making a professional commitment to fulfill these roles. Please see below for the professional expectations for specific roles.

**Abstract Instructions:** 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.

### Session Chairs

- If you would like to view the papers and/or abstracts in your session before the meeting please contact the authors direct. You will need to log into the submission site to obtain their names and emails.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive at the meeting room in advance of the session you chair to greet the presenters, ensure that the room is set up properly, and that the audio-visual equipment is in place and functional.
- The session is 80 minutes long. Allow at least 10 minutes for questions and comments from the audience. Divide the remaining time evenly between the presenters. Inform them of the amount of time available to them at least two weeks before the meeting.
- Convene the session promptly at the announced time.
- Introduce each presenter with a title and institutional affiliation.
- Politely inform the presenters when their time limit is approaching. Many chairs hold up note to the presenter at 5 minute, 1 minute, and the end of their allocated time.
- When the announced presentations have been completed, invite questions and comments from the audience. Some chairs invite speakers from the audience to identify themselves by name and institutional affiliation.
- Adjourn the session promptly at the announced time. This is very important as the participants in the next session will need time to set up as well so that session can start on time.
- If, for some reason, you are unable to attend your session as scheduled, please let each of the presenters and the discussant know AND designate an alternate chair. Also, contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them of the change.

### Session Presenters

- Provide your own laptop for the session. An LCD projector and screen will be provided. No other equipment will be provided (ie., no overheads projectors, monitors, internet hookups, nor VCR/DVD equipment).
- If you wish to show a video or movie during a session you will need to bring your own speakers, they will not be provided at the meeting.
- Practice your talk ahead of time so that you know it fits within your allotted time.
- Your chair will tell you in advance your allotted time. Sessions are scheduled for one hour and twenty minutes (80 minutes). Divide by the number of people participating in your session, allowing at least ten minutes for questions and answers.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Plan a brief presentation. The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend your session as scheduled, please let the chair know. Also, contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them of the change.

### Roundtable Presenters

*Typically, there are four presentations at the roundtable sessions. Each presenter will have about 15 minutes, but there will be a session chair who will establish the exact limit. This venue is different from the usual sessions in that they are more informal. Expect attendees to ask many questions during your presentation, and you as a presenter are encouraged to do the same when others present their materials. The operative roundtable session concepts are sharing and suggestion rather than critique, as roundtable presentations are typically works-in-progress. The authors*



*of roundtable papers are looking for new ideas and alternate perspectives to help them with their research efforts, with the typical goal of then preparing a full-blown paper for future presentation and eventual publication.*

### Poster Session Presenters

*Submissions for poster presentations require only a title and abstract along with author information. Posters will be 4' x 8' and should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material. Poster sessions are intended to present research in a format that is easy to scan and absorb quickly. This session is designed to facilitate more in-depth discussion of the research than is typically possible in a symposium format. The Poster Session will be held on the Thursday of the week of the meeting. ASC will not provide AV equipment for this session. There are no electrical outlets for user-supplied equipment. Push-pins will be provided. One poster submission per presenter is allowed.*

**Graduate Student Poster Competition:** Those who wish to enter the Graduate Student Poster Competition should adhere to the directions for presenting a poster. 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 (below). To be considered for this award, participants must also load a brief (2-3 minute) YouTube video on the All-Academic website that accompanies their submission. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal, and awards (1st, 2nd, and 3rd place) will be announced at the meeting. This competition will be open only to graduate student members. Posters co-authored with faculty are not eligible for awards. If you have any questions, please email [meeting@asc41.com](mailto:meeting@asc41.com).

- Prepare all poster material ahead of time.
- The poster presentation board is 4 feet high and 8 feet wide.
  - Be sure that your presentation fits on one poster.
- The success of your poster depends on the ability of viewers to readily understand the material. Therefore:
  - Keep the presentation simple.
  - Prepare a visual summary of the research with enough information to stimulate interested viewers (not a written research paper).
  - Use bulleted phrases rather than narrative text.
  - Prepare distinct panels on the poster to correspond to the major parts of the presentation. For example, consider including a panel for each of the following: Introduction, methods, results, conclusions, and references.
  - Number each panel so that the reader can follow along in the order intended.
  - Ensure that all poster materials can be read from three feet away. We suggest an Arial font with bold characters. Titles and headings should be at least 1 inch high. *DO NOT use a 12 point font.*
  - Prepare a title board for the top of the poster space indicating the title and author(s). The lettering for this title should be no less than 1.5 inches high.
  - Do not mount materials on heavy board. These may be difficult to keep in position on the poster board.
- Arrive early to set up. Each poster will be identified with a number. This number corresponds to the number printed in the program for your presentation.
- Make sure that at least one author is going to attend the poster for the entire duration of the panel session.
- Remove materials promptly at the end of the session.
- If, for some reason, you are unable to attend the poster session, contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them.

### Author Meets Critics

Chair:

- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive at the meeting room in advance of the session you chair to greet the presenters, ensure that the room is set up properly, and that the audio-visual equipment is in place and functional.
- The session is 80 minutes long. Allow at least 10 minutes for questions and comments from the audience. Divide the remaining time evenly between the Critics and the Author. Inform them of the amount of time available to them at least two weeks before the meeting.
- Convene the session promptly at the announced time. Introduce each Critic and the Author with a title and institutional affiliation.
- Politely inform the Critics and the Author when their time limit is approaching. Many chairs hold up note to the presenter at 5-minute, 1 minute, and the end of their allocated time.
- When the announced presentations have been completed, invite questions and comments from the audience. Some chairs invite speakers from the audience to identify themselves by name and institutional affiliation.
- Adjourn the session promptly at the announced time. This is very important as the participants in the next session will need time to set up as well so that session can start on time.

- If, for some reason, you are unable to attend your session as scheduled, please let each of the presenters and the discussant know AND designate an alternate person to chair the session. Also, contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them of the change.

**Critics:**

- Provide your own laptop for the session if you wish to make any kind of electronic presentation. An LCD projector and screen will be provided. No other equipment will be provided (i.e., no overhead projectors, monitors, internet hookups, nor VCR/DVD equipment).
- Practice your talk ahead of time so that you know it fits within your allotted time.
- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Plan a brief presentation.
- The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend this session as scheduled, please let the chair know, and contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them.

**Authors:**

- After you pick up your registration materials at the meeting, you may want to spend a few minutes locating the room in which your session will be held.
- Arrive in your scheduled room at least five minutes before the session is scheduled to start.
- Provide your own laptop for the session if you wish to make any kind of electronic presentation. An LCD projector and screen will be provided. No other equipment will be provided (i.e., no overhead projectors, monitors, internet hookups, VCR/DVD equipment).
- Take notes during the Critics talks and respond briefly to their comments.
- The session chair will keep track of time and will alert you when you should begin wrapping up your talk. Pay attention to these cues. Begin concluding your talk when prompted by the chair.
- If, for some reason, you are unable to attend your session as scheduled, please let the chair know, and contact the ASC office ([asc@asc41.com](mailto:asc@asc41.com)) and inform them.

**Lightning Talks**

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

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# ASC Annual Meeting Employment Exchange

an extension of the online [ASC Career Center](#)

**Atlanta, GA**  
**Atlanta Marriott Marquis, Imperial Ballroom, Marquis Level**

## Hours of Operation

Wednesday	Nov. 16	10 am to 5 pm
Thursday	Nov. 17	9 am to 5 pm
Friday	Nov. 18	9 am to 5 pm

At the ASC annual meeting in November, the Employment Exchange offers a variety of services to facilitate employment-related contacts and discussions. The services include:

- Multiple copies of binders are made available that contain printed copies of position postings that are valid and listed on the website. This service is included in the fee for the position posting.
- Position postings can be purchased onsite at the annual meeting. Payment is required onsite and follow the same fee structure as the ASC online Career Center. Payment options include: credit card, check or purchase order. Position postings purchased at the annual meeting will be posted on the website during the meeting.

### Position Postings Fee Schedule (minimum of 30 days):

\$250 for the first 30 days  
\$200 for the second 30 days  
\$125 for each 30 days thereafter

- Multiple copies of binders are made available that contain printed copies of candidate postings that are valid and listed on the website. There is no charge for this service, however, it is available to current ASC members only.
- Candidate postings submitted by ASC members at the annual meeting will be posted on the website during the meeting. The member will need to log into her/his ASC member portal and submit the Candidate Posting Form.
- A bulletin board message service is offered to facilitate contact between employers and candidates.
- Space is made available for employment-related discussions or interviews.

For answers to questions, please contact:

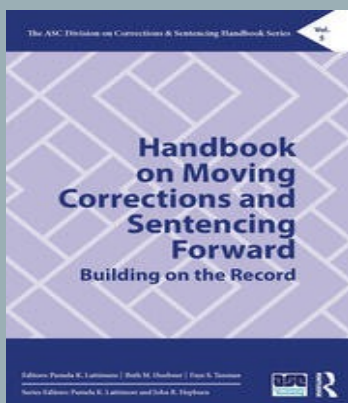
Kelly Vance at [kvance@asc41.com](mailto:kvance@asc41.com), 614.826.2000



Are you studying or interested in policies, practices, laws, rules, routines, and/or people involved with corrections and sentencing? OR do you work or want to work in a correctional or sentencing context? If so, the DCS is a great place to meet, learn from, and collaborate with colleagues and friends.

## DCS Highlights, Opportunities, and Offerings

- **DCS Handbook Series:** published on a particular theme each year; open call for contributions
- **DCS Alternative Academic Series: (Alt-Ac):** an ongoing workshop series focused on helping students and scholars navigate careers in non-academic, research positions; available electronically live and archived on our webpage
- **DCS Mentoring Match Program:** matches graduate students and pre-tenure researchers with senior DCS scholars for a year-long mentoring program to improve skills, network, and learn
- **DCS Annual Breakfast Business Meeting:** held each Thursday morning at the ASC meetings for gathering to announce award winners, discuss division business, and plan for future events (members event)
- **DCS Social/Reception:** held during the ASC meetings on Wednesday evening at an off-site location for fun and networking (all are welcome)
- **DCS Awards:** Lifetime Achievement, Distinguished Scholar, Distinguished New Scholar, Distinguished Service, Differential Intervention, Practitioner, Dissertation, and Student Paper Awards offered annually, some with cash prizes



## Why Join DCS?

- Opportunities to network with top corrections & sentencing scholars and students
- Numerous service opportunities (student members serve on committees and vote, too)
- Email announcements for members-only
- It's only \$10 for student memberships
- Membership comes with a discount on the DCS Handbook and an opportunity to purchase breakfast tickets





## ASC Division of Cybercrime

### ASC Pre-Meeting Workshop

**Title :** Basic Cybercrime Investigation: Open-Source Intelligence Techniques (OSINT)

**Instructor :** Dr. Kyung-Shick Choi, Boston University (Contact [kuung@bu.edu](mailto:kuung@bu.edu))

**Date & Time :** Tuesday, November 15th, Time 12-4 P.M.

**Place :** M103, Marquis Level      Registration Information-click [here](#)

**Registration Fee :** In-Person : \$30 Faculty / \$20 Student  
Online : \$20 Faculty / \$10 Student



### Description

This workshop titled “Basic Cybercrime Investigation: Open Source Intelligence Techniques (OSINT)” aims to equip students/faculty, law enforcement officers, government employees, business employees, and cybersecurity practitioners with the competencies and fundamental knowledge base they need to tackle issues involving cyber investigations using open source. The workshop covers investigators’ skills to conduct successful online investigations involving social media, data brokers, and open-source information. Topics include internet basics such as IP addresses and domains and an overview of currently popular social media platforms. Instructors demonstrate free (open-source) investigative tools for social engineering, information gathering, and artifacts related to social media.

The workshop instruction includes instructor presentations and hands-on practical exercises. The attendees will be taught the fundamental skills needed to conduct successful online investigations involving social media, data brokers, and open-source information.

### Mandatory Operating System Requirements

Personal laptop is required: Microsoft Windows 10 or macOS v10.12 or later.

### Check Us Out Online!



Center\_For\_CIC



CenterCICBoston.org



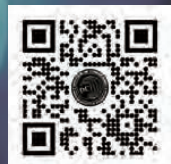
<https://vc.bridgew.edu/ijcic/>



@ASCcyber



ASC Division of Cybercrime





# DIVISION OF INTERNATIONAL CRIMINOLOGY

## DIC ONLINE EVENT

### A Teach-In by Victor Asal

Director of the Center for Policy Research, University at Albany

### "Playing Games on Political Violence"

Objective: Using simulation games as a teaching technique

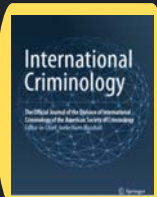
When: Wednesday September 14th, 2022

from 12 pm – 1pm Central Time - Chicago

Where: Online Via Zoom



## DIC JOURNAL



Free access to DIC  
Members

**CONTACT US:**  
**ASC.DIC@GMAIL.COM**



## DIC Award Luncheon & Annual Business Meeting

**Friday November 18th at 12:30pm**

**Atalian Restaurant** located above Cuts Steakhouse

**60 Andrew Young International Blvd NE**

Exit the Marriott, turn left, and walk 3-5 minutes along

Peachtree Center Ave NE

**Tickets: \$50 for regular members and \$25 for student members**

**Limited to 100 people and can be purchased on conference  
registration portal**

**The business meeting will be held after lunch and completion of  
the awards ceremony.**



## DIC-SPONSORED PANELS

1. Cross-national studies and theories of homicide and its characteristics.
2. The researcher-policymaker dialogue: International feminist criminology and the United Nations Commission on the Status of Women.
3. Legitimacy, trust, and effectiveness: Challenges for policing in Latin America.
4. Policing in Asia.
5. Cross-national theory testing using International Self-Report Delinquency (ISRD3) data

## DIC-SPONSORED ROUNDTABLES

1. Gendered Cybersecurity to Gender-exclusive Cybersecurity: Preparedness and Challenges of Women Cyber Cops.
2. Latin American Criminology: Finding a place amid global, regional, and local challenges

## DIC NEWSLETTER



Published twice a year (Winter & Summer)  
<https://internationalcriminology.com/newsletter/>  
Recent themes: Juvenile Justice, Policing,  
Global Pandemic, Green Criminology

Please check the program for days and times.

SAE



## American Society of Criminology

### Division of Policing

#### Join the Division of Policing at ASC 2022 in Atlanta for various events

##### **Roundtable & Reception**

###### **Thursday, November 17th**

Policing Policy & Practice Roundtable, 11:00 a.m.-12:20 p.m., International A, International Level

###### **Thursday, November 17<sup>th</sup>**

Reception and Awards Ceremony, 3:30 to 5:00 p.m., A601, Atrium Level

Help us celebrate our award winners, mingle with friends, eat great food, drink and have fun! Everyone is invited and we hope to see you all there.

##### **Sponsored Panels**

###### **Policing Strategies through Alternative Approaches**

Panelists: Travis Carter, Hayley Wight, Lauren Moton  
Wed., Nov 16, 8:00-9:20 a.m., L506, Lobby Level

###### **Multi-Jurisdiction Police Analysis Using Data for Transformative Policing**

Panelists: Renee Mitchell, Jacob Cramer, Sean Wire, Elise Pierce  
Thu, Nov 17, 9:30-10:50 a.m., International 7, International Level

##### **Sponsored Panels (cont.)**

###### **Law Enforcement and Public Health Responses to Opioid Overdoses: Emerging Practices, Problems, and Possibilities.**

Panelists: Ellen Donnelly, Daniel O'Connell, Allen Herring, Scott Formica, Stephen Murray, Carlena Orosco, Seth Watts

Thu, Nov 17, 11:00 a.m.-12:20 p.m., International 5, International Level

###### **"Just Right" Policing by Lawrence Sherman: The 2020 Vollmer Lecturer Meets Colleagues**

Panelists: Lawrence Sherman, Christopher Koper, Jerry Ratcliffe, Renee Mitchell, Justice Tankebe  
Fri, Nov 18, 2:00-3:20 p.m., A706, Atrium Level

###### **Clarifying the Impact of BWCs via Different Lenses**

Panelists: Elizabeth Groff, Elijah Bueno, Dijonée Talley, Jennifer D. Wood  
Fri, Nov 18, 3:30-4:50 p.m., International 10, International Level

###### **Violence in Policing in the U.S. and Canada**

Panelists: Jessica Huff, Michael Sierra-Arévalo, Justin Nix, Scott M. Mourtgos, Ryan Sandrin, Rylan Simpson, Janne Gaub  
Fri, Nov 18, 3:30-4:50 p.m., L508, Lobby Level

Connect with us at the conference: [@ASCPolicing](https://twitter.com/ASCPolicing)





ASC DIVISION OF

# Public Opinion & Policy

## DIVISION OF PUBLIC OPINION & POLICY

DPOP provides a home for scholars  
interested in the nature of public opinion &  
its implications for crime and justice policy

### MEMBERSHIP

Active/Retired Members: \$20

Student Members: \$10

### WEBSITE

[www.ascdpop.org](http://www.ascdpop.org)

### EXECUTIVE BOARD



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Questions - Contact Cheryl Lero Jonson - [jonsonc@xavier.edu](mailto:jonsonc@xavier.edu)

*Save the Date*

JOIN US FOR THE

**FIRST ANNUAL  
DPOP SOCIAL**

**WEDNESDAY, NOVEMBER 16 @ 7 PM**

**Max Lager's Wood-Fired  
Grill & Brewery**

**320 Peachtree St NE, Atlanta, GA 30308**





QueercrimASC



Queercrim

## 2022 DQC Sponsored Panels, Roundtables, and Events

**The Future of Queer Criminology**, Thu, Nov 17, 8:00 to 9:20am

Panelists: Matthew Ball, Carrie Buist, Angela Dwyer, Emily Lenning, Vanessa Panfil, Meredith Worthen

**Meet The Authors**, Fri, Nov 18, 9:30 to 10:50am

Panelists: Carrie Buist, Emily Lenning, Vanessa Panfil, Emma Russell, Lindsay Semprevivo, Allyn Walker, Aimee Wodda

**Intersectionality & Queer Criminological Research**, Wed, Nov 16, 11:00am to 12:20pm

Panelists: Kelsie Chesnut, Christina DeJong, Sydney Flonnoy, Harnoor Kaur, Toniqua C. Mikell, Jennifer Peirce, Valerie Jenness.

**Innovations in Queer Criminological Research**, Sat, Nov 19, 9:30 to 10:50am

Panelists: Susana Avalos, Katie Coleman, Alessandra M. Early, Skyler Morgan

**Navigating the Academy as a Queer Person**, Wed, Nov 16, 8:00 to 9:20am

Roundtable discussants: April Carrillo, Angela Dwyer, Hannah Liebreich

**Navigating the Graduate Experience as a Queer Person**, Wed, Nov 16, 2:00 to 3:20pm

Roundtable discussants: Susana Avalos, Sydney Flonnoy, Alyse Sherrick (Chair)

**Methodological & Terminological Issues in Queer Criminology**, Wed, Nov 16, 5:00 to 6:20pm

Roundtable discussants: Katie Edwards et al., Max Osborn, Aimee Wodda

**DQC Networking Meeting**: Friday, November 18, 11am-12:30pm, International C

### MISSION

The Division on Queer Criminology (DQC) aims to advance theory, knowledge, policy, and practice in the fields and academic disciplines of criminal justice and criminology, with particular attention to the needs of LGBTQIA2 people, queer communities, and their allies and advocates. The Division supports the goals of reducing harm, promoting equity, advancing civil rights, and increasing personal and public safety. It is committed to advancing scholarship, science, and teaching that interrogates, disrupts, or re-imagines binary and colonial constructs of sex, gender, sexuality, and human identity and their relation to crime, law, and legal systems in the U.S. and across the globe.

Learn more about us at <http://queercrim.com>



division on women and crime  
american society of criminology

*established 1984*

Co-Chairs: Shavonne Arthurs and Samantha Gavin

Vice Chair: Staci Strobl

Secretary/Treasurer: Sarah Rogers

Executive Counselors: Venessa Garcia (Senior), Michelle Hughes Miller (Senior), Danielle Slakoff (Junior), Aneesa Baboolal (Junior), Viola Sawyer (Graduate Student)

### Meeting and Awards Information

**Breakfast Meeting I – General Board Meeting**, Thursday, Nov 17, 7:30 – 9:20 am, A601 Atrium Level

**Breakfast Meeting II – Awards Ceremony**, Friday, Nov 18, 7:30 – 9:20 am, A601 Atrium Level



Join us for the 40<sup>th</sup> Anniversary Social

Wednesday, Nov 16, 6:30 - 8:30 pm

STATS Brewpub, 300 Marietta Street NW, Atlanta

Tickets are \$20 if purchased through ASC website (on-site cost increase)

### DWC Workshops and Roundtable

**Teaching Workshop I – Thursday, Nov 17, 3:30 - 4:50, L404, Lobby Level**

**Teaching Workshop II – Friday, Nov 18, 12:30 – 1:50 pm, International A, International Level**

*Workshops feature a variety of topics including syllabus design, course design and experiential learning*

**Roundtable: Supporting Junior Scholars Through Times of Transition – Thursday, Nov 17, 2:00 – 3:20 pm, Area 4, Skyline Level**

The DWC created the Dr. Christine Rasche Mentoring Program in 2018 in order to cultivate mentoring relationships between senior division members and junior scholars. In this discussion, mentors and mentees will reflect on their experience over the last year, celebrate joint successes, and offer tips for fostering positive mentorship dynamics. Members of the Student Affairs and Mentoring Committee will also discuss their experiences supporting these ongoing mentoring connections.

### Welcome the New Editors of *Feminist Criminology*

**Lisa Pasko** (University of Denver) and **Vera Lopez** (Arizona State University)

For details and manuscript submissions, please visit [journals.sagepub.com/home/fcx](https://journals.sagepub.com/home/fcx)

## LIGHTNING TALKS

*Sharing and learning at lightning speed*

What is a lightning talk? A lightning talk is a brief 5-minute presentation that focuses on an idea or topic. Lightning talks can also provide an update on key findings. If they are well organized, lightning talk sessions can be excellent opportunities to promote conversations and future collaborations.

Lightning Talk sessions will be organized around themes or ideas. Each session will include 6-7 presentations with time for Q&A after all presentations have been completed.

Individuals can either submit their lightning talk as an individual presentation or they can organize their own lightning talk session around a specific theme or idea.

Here are some helpful tips for making your lightning talks successful:

- 1) Make your point and make it early.
- 2) Don't spend too much time on extraneous details. Focus.
- 3) Practice! Practice! Practice! A brief script is a good idea. Practice reading your script before your session. It's okay if you go under 5 minutes, but not longer.
- 4) PowerPoint is a great tool for presenting lightning talks, but if you use slides make sure to limit your slides to 3-5 visually appealing slides with only 1-2 words per slide.

To ensure the lightning talk sessions run effectively a facilitator will be assigned to each session. This person will be responsible for obtaining slide presentations from all presenters BEFORE the scheduled lightning session and loading them on a single computer. The facilitator will also keep time during the lightning talk sessions to ensure that all presenters adhere to the 5-minute rule.

Following these guidelines will ensure that your lightning talk session will be stimulating, enjoyable, and exciting.

Please do not hesitate to contact the program co-chairs with any questions.

Thank you

## American Society of Criminology

www.asc41.com

asc@asc41.com

### ANNUAL MEETING CODE OF CONDUCT

#### Introduction

As an organization, we uphold our Code of Ethics (<https://asc41.com/about-asc/core-documents/>). Section II #5 of the Code states, “In their professional activities, ASC members are committed to enhancing the general well-being of societies and of the individuals and groups within them. Thus, ASC members have an obligation to avoid forms of social injustice such as discrimination, oppression, or harassment.” Section II #10 of the Code states, “ASC members do not force, coerce, or obtain through manipulation personal favors, sexual activity or economic or professional advantages from any person including faculty, students, research respondents, clients, patients, research assistants, clerical staff or colleagues. ASC members will not engage in workplace harassment, aggression, or bullying of any kind.”

We remind all participants in ASC activities during the annual meeting that the Code of Ethics will be upheld so that all its members enjoy a welcoming environment free from unlawful discrimination, harassment and retaliation. We refer to this as the Code of Conduct.

#### Application

This policy applies to all participants in ASC activities, including but not limited to event attendees, professionals, students, guests, staff, contractors, exhibitors, and participants in scientific sessions, on tours, and other social events of any ASC meeting or other activity.

#### Expected Conduct

All participants at ASC meetings are expected to abide by the Code of Conduct in all meeting venues including ancillary events as well as official and unofficial social gatherings. This Code of Conduct is designed to reinforce the norms of professional respect that are necessary to promote the conditions for free academic interchange. If you witness potential harm to a conference participant, please be proactive, to the extent that you are comfortable, in helping to present or mitigate that harm.

#### Unacceptable conduct

Threatening physical or verbal actions and disorderly or disruptive conduct will not be tolerated. Harassment, including verbal comments relating to gender, sexual orientation, disability, race, ethnicity, religion, age, national origin, gender identity or expression, veteran status or other protected statuses, or sexual images in public spaces, deliberate intimidation, stalking, unauthorized or inappropriate photography or recording, inappropriate physical contact, and unwelcome sexual attention, will not be tolerated.

## ANNOUNCEMENT RE: *CRIMINOLOGY*

On December 1, 2022, the incoming editorial team of Volkan Topalli and Thomas Loughran will assume responsibility for all new submissions to *Criminology*. The outgoing team of David McDowall, Jody Miller, Charis Kubrin, and Carter Hay will keep responsibility for invited resubmissions and for the content of the journal through November 2023.





## Graduate Programs in Criminal Justice

**Master of Science  
Doctor of Philosophy**

**Areas of Specialization:**

Corrections, Crime Prevention, Criminal Justice,  
Criminology & Policing

## Our Nationally Ranked Faculty

Valerie R. Anderson | Michigan State University  
J.C. Barnes | Florida State University  
J.Z. Bennett | Temple University  
Michael L. Benson | University of Illinois, Emeritus  
Susan Bourke | University of Cincinnati, Emeritus  
Sandra Lee Browning | University of Cincinnati  
Christina Campbell | Michigan State University  
Joshua C. Cochran | Florida State University  
Nicholas Corsaro | Michigan State University  
Francis T. Cullen | Columbia University, Emeritus  
John E. Eck | University of Maryland  
Ben Feldmeyer | Pennsylvania State University  
Emma Fletcher | University of Cincinnati  
Bonnie S. Fisher | Northwestern University  
James Frank | Michigan State University  
Cory Haberman | Temple University  
Brittany E. Hayes | John Jay College  
Edward J. Latessa | (In memoriam) Ohio State University, Emeritus  
Hexuan Liu | University of North Carolina at Chapel Hill  
Sarah Manchak | University of California, Irvine  
Joseph L. Nedelec | Florida State University  
Paula Smith | University of New Brunswick  
Lawrence F. Travis, III | University at Albany, SUNY, Emeritus  
Patricia Van Voorhis | University at Albany, SUNY, Emeritus  
John D. Wooldredge | University of Illinois  
John P. Wright | University of Cincinnati  
Roger Wright | Chase College of Law, Emeritus

## Learn More

For more information about our graduate programs, visit:

**[cech.uc.edu/cj](http://cech.uc.edu/cj)**



# OUR FACULTY CHANGE LIVES

The School of Criminal Justice at the University of Cincinnati is proud to announce the establishment of the Susan A. Bourke Honorary Scholarship in recognition of Professor Bourke's selfless service and support of criminal justice undergraduate students. The contribution she has made to the success of her students has been her ongoing dedication to enhancing their education experience.

To help ensure that the next generation of criminal justice leaders has access to the best education, this scholarship will be awarded each year to an undergraduate student with a minimum GPA of 2.8 and professional criminal justice experience.

---

## Susan A. Bourke

*Professor Emerita  
School of Criminal Justice  
University of Cincinnati*



Learn more  
[cech.uc.edu/cj](https://cech.uc.edu/cj)



University of  
**CINCINNATI**  
SCHOOL OF CRIMINAL JUSTICE

# KEYS TO SUCCESS

## MENTORING STUDENTS THROUGH THE PUBLICATION PROCESS

Gregory M. Zimmerman  
Cathy Marcum  
Sue-Ming Yang  
Joshua Cochran  
Jason Williams

A graduate student's career trajectory often hinges upon publication success. Research indicates that recently hired new assistant professors in the top 21 sociology departments have published roughly twice as much as new assistant professors in the early 1990s (Warren, 2019). The same can be said of newly minted assistant professors of criminology and criminal justice. And once hired, the pressure to publish mounts. This publication-quantity expectation can be extremely anxiety-inducing for graduate students and junior scholars alike.

How can we mentor students through the publication process? How can we balance the realities of academia—and the pressure to “produce”—with a scholarship ideology that requires sound theoretical, methodological, and analytical decisions? How can we tell our students to publish early and often, but also to take their time and learn the foundations of their discipline before publishing? Is it possible to teach students that the relevance of their work does not boil down to a journal's impact factor? How do we stress an altruistic frame that focuses on quality, impactful work ahead of counting the number of published journal articles? How can we accomplish all of this while preparing students for a competitive academic job market?

These considerations are complicated by multiple factors: uncertainty about the utility of new research ideas; hesitancy about collaborative efforts; the rigors of the review process; considerations of “fit,” and ethical issues in publishing. Graduate students may also ask: How much do I need to publish? How can I tip the publication process in my favor? What should I be prepared for during the publication process? We hope that the ensuing paragraphs provide a foundation for mentor-mentee (and program-graduate student) discussions on developing and maintaining publication expectations, standards, and practices in the discipline of criminology and criminal justice, and in the social sciences more broadly.

**Getting started.** There are several academic and non-academic barriers to the writing process for graduate students: coursework; teaching and research assistantship commitments; comprehensive exams; teaching; dissertation work; social obligations; financial challenges; and “life”—many graduate students are in their 20s and 30s, formative years for relationships, family-building, child-rearing; and parental caregiving, among other responsibilities. Many would argue that professional and personal “balance” is impossible when trying to obtain early career success. Writing and preparing academic papers for publication is also heady business and a challenging process to initiate. Faculty mentors should acknowledge these challenges, assist in time management, and cultivate a schedule to make scholarly writing an essential and manageable part of daily life (Stoilescu and McDougall, 2010).

**Making writing a daily routine.** Writing for publication is a long-term commitment—a marathon rather than a sprint. Good papers take time to formulate, conceptualize, and write. Motivating students to incorporate writing into their daily schedule helps to move things forward steadily. Students who are exhausted at the end of the day or anxious about their writing progress (or lack thereof) should be advised to start their day with writing, even for just 30 minutes. Night owls should end their day by putting their thoughts to paper (or computer). Students will feel productive and empowered seeing their efforts cumulate.

**Injecting training about the writing and publishing process into existing curriculum.** Programs may tie a series of courses to the publication process. For example, graduate students can formulate a research question and conduct a literature review through a required “theory” course. They can then gather and code new or existing data or information through a research methods course; and analyze or thematize the data or information in a statistics or qualitative analysis course. By the end of the sequence, students have all of the components of a publishable manuscript.

Programs may also develop a dedicated writing and publishing course, which can: teach graduate students the components of publishing; assist students in manuscript preparation; prepare students to submit an article to an academic journal; and teach the art of writing constructive (not critical) reviews, as for a journal. The benefit of such a course is that graduate students often enter the course with a rough draft and leave the course with a polished manuscript ready for submission to an academic journal.

Many programs have also adopted optional or required multiple-paper models for dissertation work, in addition to or in lieu of the



## KEYS TO SUCCESS

traditional dissertation monograph model. This approach affords students the opportunity to submit one or more completed manuscripts for publication prior to the dissertation defense. The benefit of all of these approaches is that they focus on sound theoretical, methodological, and analytical decision-making while teaching the skills needed to publish in the discipline (O'Hara, Lower-Hoppe and Mulvihill, 2019).

**Selecting a journal.** Maneuvering the publication world is challenging. It can be frustrating to find the appropriate outlet for research. While a paper may be fantastic, it may not be appropriate for certain journals. Graduate students and junior scholars often feel dejected when papers are poorly received by reviewers and rejected by editors. Graduate students may also aim for journals with high impact scores, rather than focus on fit. Urging students to learn about the detailed aspects of specific journals (in and outside of the discipline), read their mission statements, and read articles published in previous issues of those journals can help them determine methodological and substantive foci of journals, gauge their manuscript's fit, and assess how their work stacks up against previously published work. It is also helpful to encourage graduate students to consider the readership of a journal, as well as the journal's average time to review, first decision, acceptance, and publication. Creating a piece of scholarship worth publishing takes time, as does the process of peer review and editorial decision-making.

As students are often under time constraints for publishing their work, mentors should help students weigh the benefits of submission to a well-established journal with broad readership and high impact against the risk of a lengthy review process and high rejection rate, compared to a middle-level or new journal with lower impact and readership but higher acceptance rate and faster review process (Knight and Steinbach, 2008). Placing different manuscripts in different tiers of outlets could be a good strategy to demonstrate their productivity and scholarly potential at the same time. The importance of book chapters and other publication outlets should also be part of this discussion.

**Optimizing coursework, conference papers, research assistantships, and dissertation work.** Although class papers are often thematic, they typically consist of vetted research questions and literature reviews. Faculty instructors should consider framing course assignments that provide students with a foundation for publishable work. Conference papers, while incomplete, receive valuable audience (and potential future manuscript reviewer) feedback. Many reviewers raise issues that authors should consider when revising their manuscripts for publication (Stoilescu and McDougall, 2010). Graduate students should be encouraged early on to embrace helpful comments and suggestions, not to take offense. Faculty supervisors of research assistants often have specific tasks for research assistants to complete. Still, they should consider carving out responsibilities for graduate students that warrant authorship on publishable scholarship. Graduate students increasingly have to choose between a traditional dissertation model and a multiple paper model. When appropriate, faculty mentors should consider the multiple paper model for their mentees to facilitate the writing of fully formed journal-quality manuscripts. When this model is not a fit for the student, a well-formulated dissertation with clear chapters that can be readily transformed into journal articles (or book chapters) is preferable.

**Writing groups and workshops.** Facilitating peer-to-peer writing groups among junior scholars can encourage collegiality, collaboration, and support. They also hold scholars accountable for writing and producing manuscripts. However, these groups are not hierarchical. Writing workshops led by faculty can fill this void. Tailoring workshops to graduate student needs are beneficial. For example, an early graduate career workshop may focus on approaching potential faculty collaborators and building a pipeline of scholarship. Subsequent workshops may focus on preparation for the academic job market. Faculty can also utilize library resources to facilitate workshops on literature reviews, the benefits of open access publishing, copyright concerns, and disseminating scholarship (Alvarez, Bonnet and Kahn, 2014).

**Writing and responding to peer reviews.** Embedded in the publication process are peer reviews, the "backbone" of any academic journal (Osgood, Baumer and Gartner, 2012). As graduate students mature into published scholars, they will receive invitations from journals to review articles, books, and grants. They must also respond to reviews of their scholarship. Many graduate students have never written a formal peer review, seen a peer review, or responded to a peer review. Exposing them to the different types of feedback they may encounter is paramount, as is teaching them how to give this feedback. Exposing them to the world of rejection that is inherent in academia is critical. Teaching them how to digest and respond to rejection and critiques of their work is necessary to publish meaningful work.

**Ethics in publishing.** Instances of fake or forged data are increasingly common (Bartlett, 2010). Gift authorship (i.e., undeserved authorship where contributions are not meaningful enough to warrant authorship) and its counterpart, ghost authorship (i.e., meaningful contributors are not recognized as authors) remain persistent issues in academia, particularly with increased pressure to publish (and to be first or sole author on published manuscripts). Given the time from submission to first decision and publication, it is also not uncommon for scholars to submit a paper to multiple outlets at the same time. Self-plagiarism is also a persistent problem, particularly when an author: tries to squeeze out multiple papers from a single idea; tweaks an existing article to obtain a



## KEYS TO SUCCESS

second publication; or utilizes the same data for multiple articles. Faculty should embed discussions on ethics in academia into their mentor-mentee discussions, research meetings, and/or coursework.

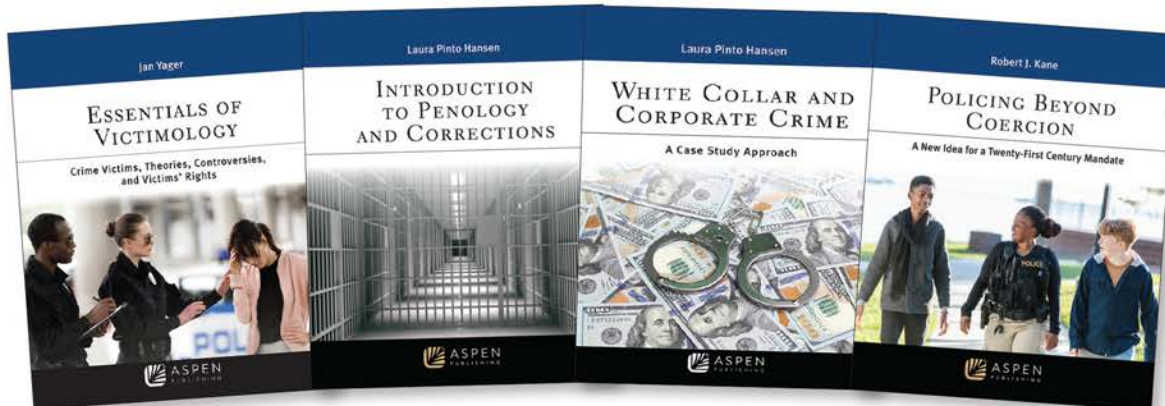
**Concluding remarks.** We conclude by reiterating that publication pressure should be matched (or exceeded) by sound scholarship and ethics. Graduate students should focus on the quality of their research, not on the number of manuscripts that they can produce—very few graduate students can publish ten manuscripts without sacrificing scholarship quality. Effective mentorship can help graduate students and early career scholars balance professional requirements to publish with the fundamental motivations for becoming a scholar, including: producing quality, meaningful work; conducting ethical research; being a good collaborator; impacting policy and practice; and making a difference. Building this strong foundation early on will help support a lengthy and successful career.

### References

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# DOCTORAL STUDENT FORUM

## COMMUNITY ENGAGEMENT AS A GRADUATE STUDENT

Alyssa LaBerge and Kaelyn Sanders

Doctoral Students, Michigan State University School of Criminal Justice

In 1996, Ernest Boyer challenged the academy to broaden its definitions of “scholarship” and proposed the introduction of “scholarship of engagement”. He argued that scholarship of engagement means connecting the academy’s resources to society’s social problems and “creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other” (1996, p. 27). Boyer’s challenge was seminal and stands as the groundbreaking introduction to community engagement and community-engaged scholarship (Sandmann et al., 2016). Community engagement is a scholarly collaboration between universities and the community, in which knowledge is co-created, multidirectional, reciprocal, and mutually beneficial (Byrne, 1998; Fitzgerald et al., 2012). Engagement is a step beyond outreach, which is unidirectional. Community outreach involves the transfer of knowledge to the community and academic work done for the community (Byrne, 1998).

### The Benefits of Community Engagement in Criminology

The core underpinning of community engagement is the understanding that the academy is not all-knowing, and that expertise also resides in non-academic settings (Fitzgerald et al., 2012). Wesley Jennings echoed this in his Presidential Address at the Southern Criminal Justice Association’s annual conference in 2019, urging for an increase in community engagement in criminology and criminal justice. Jennings (2021) noted that crime is not only a concern of the academy but of the community as well. We do not have all the answers. Thus, to increase our own understanding, we need to work, learn, and engage with our communities. Community engagement is a valuable tool for advancing communities and the field of criminology and criminal justice. The opportunities are endless when it comes to what types of community-based concerns can be addressed. One of the most common ways community engagement is utilized is to address inequity. We use community-engaged research to understand the inequities and, in collaboration with our partners, generate ideas for how to eradicate them. Rather than entering a community or organization with preconceived notions of what we as researchers feel is important, community engagement is used to address issues the *community* feels are vital. Doing so strengthens the relationships between researchers and community members through the centering of their ideas and concerns.

### Our Experiences with Community Engagement

#### Alyssa

I began my community engaged work my first semester of graduate school when I was assigned by my advisor to work on a grant received by our local family court that funds a research collaborative between the family court and Michigan State University. Today, I am the project manager for the Juvenile Risk Assessment Team. I train and supervise undergraduate and graduate research assistants, analyze risk assessment and recidivism data from the family court, lead biweekly meetings with the court’s administrative and data teams to present our findings, and spearhead new research initiatives such as the examination of behavioral practices in the local juvenile detention center and the effectiveness of the family court’s neglect- and adult-focused programs. The collaborative and mutually beneficial nature of this work allows us to utilize the court’s data for both non-academic and academic products. Our findings are presented in technical reports and shared with the family court, the county, and the state. Students and faculty create and present conference presentations and posters, publish peer-reviewed articles, and complete theses and dissertations.

My community engagement and the support and guidance I have received from my partners have shaped who I am as a person and a scholar. I’ve moved beyond the desire to only publish research-intensive articles by beginning to unfurl my community engagement projects. I am also planning to include service-learning projects in a Community Engagement in Criminology and Criminal Justice Course. The knowledge and skill of my partners is invaluable in shaping our projects and understanding of the juvenile justice system. I am constantly brainstorming how I can create a similar partnership on my own in the future because I can’t possibly comprehend working without the expertise of the community.

#### Kaelyn

My experience with community engagement started during my second semester of graduate school. My advisor was brought on as a researcher for a grant received by a local nonprofit to start a reentry program for people exiting prison. After release, the program pairs participants with a mentor and case manager to assist them with reentry. We were tasked with evaluating the program’s effectiveness. Serving as the project manager, I worked with the prisons to schedule recruitment meetings with participants, but due to the COVID-19 pandemic, I was scheduling phone calls rather than in-person visits. I also attend monthly meetings with

## DOCTORAL STUDENT FORUM

the nonprofit to discuss how the research is going and provide updates. This project sparked my initial interest in working with community partners both to help them and to advance research. Now, I independently work with another community partner that operates probation programs. I work as a volunteer twice a week to assist with program activities and tasks, such as conducting classes and new client intakes.

In exchange, the organization allowed me to recruit participants for my current research project, and a few program clients even assisted in perfecting my survey instrument. Working with this organization has greatly influenced me as a scholar and researcher. It is not often that academics interact weekly with system-involved individuals and watch as they progress through community supervision. Throughout this time, I have grown close with many clients and learned more about their stories. Having a more personal but non-research-related experience with system-involved individuals has helped me better understand their experiences and where I can act as a professional and personal resource. More broadly, these experiences influenced my thinking on how I can continue to involve the community in my work throughout my scholarly career.

### Tips for Community Engagement

Community engagement is not always easy and doesn't always translate easily to the types of outputs academics desire most (i.e., peer-reviewed research publications). After all, publications are key to landing your first job, annual reviews, and promotion and tenure (P&T). We end with some of our tips for effective engagement and product translation.

**Tip:** Be patient. Things go wrong and take time. Carefully constructed plans fall apart, data you receive from your community partners is not always designed for statistical analysis, agencies and universities have turnover, and things get lost. Be ready to compromise and, if needed, revamp your project.

**Tip:** As a graduate student, think about what you can do now and what you can do in the future. Consider the hypothetical pathways for community engagement between graduate school and full professorship laid out by Ellison and Eatman (2008).

**Tip:** Talk to your community partners early on about what you want your collaboration to look like. Determine at the outset if you're engaging in community outreach or community engagement. Ask yourself: To what extent is this project balanced between the community and the university? Doberneck and Dann (2019) developed an abacus tool that is useful for making a distinction between outreach and engagement.

**Tip:** Don't get caught in the trope that community engagement won't benefit you. Ellison and Eatman (2008) and Franz (2011) are fantastic resources that will help you engage with the community in a way that benefits your P&T dossier.

**Tip:** Examine Doberneck and Carmichael's (2020) Unfurling Tool to guide your planning on how to develop your community engagement project into multiple academic and non-academic products. There are many different types of academic articles that can be written from one project, but we cannot neglect to translate our project into public and practitioner products either.

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## DOCTORAL STUDENT FORUM

**FROM ATHLETE TO ACADEMIC: TEAMWORK AND FOCUS IN THE ACADEMIC'S LIFE**

Jacob Judd, Florida State University

According to a 2015 Robert Wood Johnson/Harvard/NPR survey, three out of four adults have played some sort of sport during adolescence (Robert Wood Johnson Foundation, 2015). At such a pivotal age, pro-social developments learned from athletics can have important effects on life outcomes (Spruit et al, 2018). It is my impression that these pro-social developments can also be used by academics as strategies to improve work-life balance. As such, I would like to share two strategies that I have learned from youth, high-school, college, and professional sports that I have developed overtime. The first explains how to effectively work in teams and the second describes how to improve overall focus. These strategies can be used by scholars to improve overall productiveness and I still use them to this day in my personal and academic life.

### Teamwork

The first and probably most basic lesson learned from sports in a group setting at any level is the ability to work with peers. Teamwork—although rudimentary—has no doubt been one of the most important skills I have used in my ventures into higher learning. Even introverts can still use teamwork as a valuable asset. However, the productivity that stems from teamwork does not always flourish because of fundamental misunderstandings in how groups are supposed to operate.

Firstly, on any sort of group project, it is important to understand what you are trying to accomplish. This step serves as the mission statement. The mission statement provides motivation towards a similar goal and drives the group to stay on track. The next step is to know your role within the group. During my time as a football player, I was an offensive lineman. For those who may not be familiar, an offensive line is made up of five individuals who each have separate roles but have a common goal—to protect the individual with the ball. Not only did we need to understand our own individual role within the group, and the common goal of the group, but we also needed to know what the other person in the group was doing and how it may affect the rest of the group. As such, we assigned duties and roles to one another which helped us to better understand and achieve the common goal. These roles within a group must be understood and collectively agreed upon by the whole group for teamwork to produce benefits (Odell et al., 2002). Whether your role is to clean data for a fellow group member so they can run advanced statistical analysis, or the center for a football team who relies on the other four offensive lineman to do their jobs, role formation and understanding is vital. Once our own roles are understood, it is then time to help others. In general, helping those who are struggling with a concept is only going to benefit ourselves. As we all know, we probably would not have made it as far as we have into higher learning without the help and nurture from the various faculty and peers that have helped us come this far.

### Focus

Although the ability to work with others is important, the scholar's journey is often an individual one; and the ability to focus is a major part of any academic discipline. There are many different techniques that people use to focus on work and increase productivity. Some techniques involve shorter intervals of focus. For example, many scholars use the pomodoro technique where you spend 15 minutes working with full focus, which is then followed by 5 minutes of break time (Allen, 2015). Others improve their focus by starting with tasks that involve more immediate goals to help build momentum into more focus over longer durations (Baumeister & Tierney, 2012). There are pros and cons to both of these techniques, and some techniques may work better for some than others. I used many similar techniques during my time as an athlete. However, as I matured further into my career, I realized how important daily routines were to improve my focus overall. Specifically, I built my daily routine around healthy habits that ensured that I brought focus and intensity to my tasks. I continue to use many of these techniques in academia and it has helped to keep me focused and productive in my regular schedule.

All good techniques involve some sort of routine. We are what we repeatedly do, so it is important to build your routine around a schedule which you can see as benefitting you in the long term. These routines may differ between individuals and many academics have scholarly publications giving advice on their own best practices to optimize focus and time management (Allen, 2015; Tracy, 2017). In accordance, these are the techniques that I have personally embedded into my routine during my time as an athlete that are now useful in my academic and personal life as well.

The obvious first step is to have a routine and stick to it. If you want to be good—or even great—at something you need to do it all the time; and if all the time seems a bit overzealous to you, Gladwell's (2008) rule explains that to truly master something it only takes 10,000 hours. However, there is a fine line between bettering your craft through repetition in hopes of creating a habit and burning yourself out through work overload. This leads me to possibly the most important technique I've learned while trying to

## DOCTORAL STUDENT FORUM

remain focused in any task that requires repeated stressors, which is to build your routine around your physical and mental health. Stress management is an important part of academic life because it avoids burn out and can lead to overall improved focus. The most elite professional athletes in the world structure in break times. You as a hopeful professional academic should do the same when you plan and optimize your own systematic routine (Cullen & Vose, 2014).

Further assessing mental and physical health, it is important to understand that there are certain variables that are within our control. Sleep and nutrition are important for our bodies and for the functioning of our brains. Sufficient sleep of around eight hours a night can help restore levels of self-control (Galliot & Baumeister, 2007). As an academic having elevated levels of consistent self-control is important to sustain focus over an extended period of time. In the same light, eating foods that can restore glycogen levels have also shown to increase levels of self-control (Galliot & Baumeister, 2007). When thinking about fueling your body as an academic, your nutrition and sleep can be somewhat like that of an athlete. Giving your body and mind sufficient nutrition in order to operate effectively affects all aspects of your life. If you are serious about improving your academic performance, sleep and nutrition are two controllable variables which can affect that. Thus, individuals who are trying to operate at their highest academic level should make sure that their glycogen levels are restored with optimal food throughout the academic workday as well as regularly getting at least eight hours of sleep a night.

### Conclusion

Whatever strategies you use to improve your academic life, it is beneficial to do it seriously and to create them into a habit. Your focus and the people you surround yourself with both play an important factor in your progress in whatever discipline you choose. Yes, there will be times as an academic we must isolate, pull long hours, and neglect our own health in order to meet deadlines, but it is important to consider how these decisions may impact your performance in the long run. Instead, building long term strategies that are productive to your own wellbeing and the wellbeing of the people you work with will ultimately help you in both your academic and everyday life.

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# 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. –*

*Marijana Kotlaja, [Marijana.kotlaja@umkc.edu](mailto:Marijana.kotlaja@umkc.edu)*

## **CELEBRATING MORE THAN 3 DECADES IN A GLOBAL CLASSROOM: VICTIMOLOGY, VICTIM ASSISTANCE AND CRIMINAL JUSTICE AT THE INTER UNIVERSITY CENTRE – DUBROVNIK, CROATIA**

**Dawn Beichner**, Illinois State University  
**Chadley James**, California State University, Fresno

The post-graduate course on Victimology, Victim Assistance, and Criminal Justice has been held for more than three decades. The course was founded in 1984 by Dr. Gerd Ferdinand Kirchhoff, Dr. Paul Friday, Dr. Paul Zvonimir Šeparović, and Dr. Irvin Waller. Apart from the years in which the course was temporarily relocated to The Netherlands, due to the Croatian War of Independence, it has operated at The Inter University Centre of Dubrovnik, Croatia each May. The course was postponed in 2020 and 2021, due to the COVID-19 pandemic, but resumed this year and will be celebrating its 37th anniversary from May 15-27, 2023.

The interdisciplinary course provides students from around the world an opportunity to study current victimological issues, while building networks with scholars and fellow students. The instruction of the course is in English. Most years, there are thirty or more countries represented, spanning all regions of the world. The invited resource faculty prepare lectures based on their contemporary research and practices. Course lectures from the 2022 course included content on Missing and Murdered Indigenous People in the U.S., Internally Displaced Victimization by Conflicts in Africa, The War in Ukraine, International War Tribunals, The Quebec's Special Tribunal for Sexual and Domestic Violence Victims, Family Violence in Israel, and Violence in the Balkans, among others.

The Inter University Centre of Dubrovnik, Croatia is located walking distance from the Old City of Dubrovnik, one of the UNESCO World Heritage sites. In addition to the course curriculum, students and faculty participate in several excursions and cultural activities, including: a visit to the historical Trsteno Arboretum on the Adriatic Coast; a Dubrovnik Symphony Orchestra concert; a boat ride to the Oyster Farms of Mali Ston; a boat cruise through the Dalmatian Islands; and a day trip to City Vid, which is located in the historic Dubrovnik-Neretva County.

The course is currently directed by four faculty members: Dr. Chadley James (California State University, Fresno - lead director and course coordinator), Dr. Dick Andzenge (St. Cloud State University), Dr. Dawn Beichner (Illinois State University), and Dr. Anna-Maria Getoš Kalac (University of Zagreb's Faculty of Law). Dr. Chadley James first participated in the course in 2010 and was invited to join the leadership of the course in 2015. Since taking the lead director role, Dr. James has endeavored to maintain the spirit and atmosphere of this very special course, contributing to the exchange of ideas and the growth of the subject of victimology. Dr. Dawn Beichner participated in the post-graduate course as a resource faculty member from 2010 to 2019, when she became a course director. She runs a study abroad course in conjunction with the post-graduate course, in which Illinois State University (ISU) students earn credit hours from ISU. The study abroad students have additional academic requirements, beyond the post-graduate course requirements, and also take day trips to the neighboring countries of Montenegro and Bosnia-Herzegovina.

Student participants range from undergraduate to doctorate levels and come from a variety of universities worldwide. Since course content varies each year, some students have participated in multiple years of the course. The course has given rise to many new ideas and collaborations. If you are a student and want to take part in this unique, global post-graduate course, please email Dr. Chadley James ([chadleyj@csufresno.edu](mailto:chadleyj@csufresno.edu)) to be added to the informational listserv for the 2023 course.





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## Initiatives and News

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**Led by Dr. Scott Jacques**, our department has committed to providing instruction at no-cost to our undergraduate and graduate students through the use of open source materials. This past year 97% of our course materials were "no-cost" and 1,000 of our students saved an estimated \$290,000. Part of the Andrew Young School Digital Landscape Initiative.



### The Summer Institute in Computational Social Science (SICSS)



**Led by Dr. Kat Albrecht**, the SICSS is for both social and data scientists and involves lectures, group problem sets, and participant-led research projects. SICSS brings in nationally and internationally recognized scholars and practitioners who conduct computational social science research in a variety of settings, such as academia, industry, and government. Topics covered include text as data, website scraping, digital field experiments, non-probability sampling, mass collaboration, ethics.

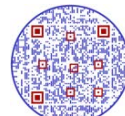


### The Evidence-Based Cybersecurity Research Group (EBCS)

**Led by Professor David Maimon**, the EBCS is a multidisciplinary group of researchers that collects and analyses data from criminals and victims using a wide variety of quantitative and qualitative methodologies. Current slate of projects includes conspiracy theories, cyber awareness training, cybersecurity products, darknet analysis, hacking, cybercrime prosecution, honeypots, identity theft prevention, online fraud, online grooming, pocket security, and worm behavior.



**NSF Awards Dr. Frances Chen** nearly \$590,000 to conduct a 3-year study of probation and parole officer (PPO) stress and Client relationships. "These professionals are frontline workers in community supervision and important agents of change for client outcomes," says Chen, "This project will study PPO-related factors, specifically stress and client relationships, that can inform targeted interventions to better prepare PPOs to improve community supervision outcomes."



**NSF Awards Early Career Grant** to study Dynamics of Police Networks. **Led by Dr. Marie Ouellet**, this \$400K grant will investigate the formal and informal social relationships among officers to evaluate how these relationships — the network structure — and officers' positions within these networks shape the adoption and spread of abuses. Ouellet will collect and analyze longitudinal network data from 5,000 officers across 5 mid-size & large police departments across the US.

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Bar-Ilan University in Ramat Gan, Israel

Website: <https://www.retorno-biu.org/services-4>

#### WESTERN SOCIETY OF CRIMINOLOGY CONFERENCE

February 2 – 4, 2023

Vancouver, British Columbia

Website: <https://westerncriminology.org/>

#### ACADEMY OF CRIMINAL JUSTICE SCIENCES MEETING

March 14 – 18, 2023

National Harbor, MD

Website: <http://www.acjs.org/>

#### SEVENTH ANNUAL CONFERENCE OF THE AMERICAN SOCIETY OF EVIDENCE-BASED POLICING

May 15 – 17, 2023

Las Vegas, NV

Website: [https://www.americansebp.org/conference\\_2023.php](https://www.americansebp.org/conference_2023.php)

#### ICHR 2023. INTERNATIONAL CONFERENCE ON HUMAN RIGHTS AND TERRORISM

May 24-25, 2023 Website: <https://waset.org/human-rights-and-terrorism-conference-in-may-2023-in-london>

London, England

#### STOCKHOLM CRIMINOLOGY SYMPOSIUM

June 12 – 14, 2023

Stockholm, Sweden

Website: <https://criminologysymposium.com/>

#### BALTIC CRIMINOLOGICAL SEMINAR

June 19 – 20, 2023

Tallin, Estonia

Contact: Anna Markina, [anna.markina@ut.ee](mailto:anna.markina@ut.ee)

#### EUROPEAN SOCIETY OF CRIMINOLOGY MEETING

September 6-9, 2023

Location: Florence, Italy

Website: <https://www.esc-eurocrim.org/>

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# Call for Papers:

## *Journal of Gang Research*

The *Journal of Gang Research* welcomes qualitative, quantitative, policy analysis, and historical pieces of original research from ASC members.

A peer-reviewed quarterly professional journal, with editors who are well-known gang researchers or gang experts, it is abstracted in a number of different social sciences, including but not limited to: Sociological Abstracts (American Sociological Association), Psychological Abstracts (American Psychological Association), Criminal Justice Abstracts, National Criminal Justice Reference Service, Social Service Abstracts, and others.

For thirty years, the *Journal of Gang Research* has published original research, book reviews and interviews dealing with gangs and gang problems. These publications have included a wide range of topical areas including promising theory, scientifically sound research, and useful policy analysis related to gangs and gang problems. A list of the articles previously published in the *Journal of Gang Research* is published at [www.ngcrc.com](http://www.ngcrc.com), the website for the National Gang Crime Research Center.

### GET A FREE COPY OF THE JOURNAL SENT TO YOU:

To receive a free copy of the *Journal of Gang Research*, complete the form below and fax or mail it back:

<input type="checkbox"/> Yes, Send Me a Free Copy of the <i>Journal of Gang Research</i> : <input type="checkbox"/> Yes, Add me to the NGCRC mailing list for the annual gang training event Name: _____ Address: _____ _____ City, State, Zip: _____  Mail to: NGCRC, PO Box 990, Peotone, IL 60468-0990 Or Fax to: (708) 258-9546	<div>Place your card here: mail to: NGCRC Box 990 Peotone, IL</div>
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### TO SUBMIT A MANUSCRIPT:

To submit a manuscript, send four (4) copies of the manuscript to: George W. Knox, Ph.D., Editor-in-Chief, *Journal of Gang Research*, National Gang Crime Research Center, Post Office Box 990, Peotone, IL 60468-0990. APA format. You can email your submission to: [gangcrime@aol.com](mailto:gangcrime@aol.com)

The *Journal of Gang Research* is currently in its 30th year of continuous publication as a professional quarterly journal. It is the official publication of the National Gang Crime Research Center, formed in 1990 as a clearinghouse for information about gangs.

The National Gang Crime Research Center's website ([www.ngcrc.com](http://www.ngcrc.com)) provides an abundant amount of empirical research on gangs and gang issues.

The National Gang Crime Research Center (NGCRC) publishes a free newspaper called "The Gang Specialist" in conjunction with the international gang training seminar it holds every year.

### Call for Presentations on Gangs:

The NGCRC invites presenters at the 26th International Gang Specialist Training Conference being held July 31-August 2, 2023, Chicago Westin Michigan Avenue Hotel, Chicago, IL: <https://ngcrc.com/callforpresenters.html>

We are looking for a presenters on a long list of specialty areas such as "Gang Victim, Witness, Survivor Services", "Gang Problems in K-12 Schools", "Gangs and the Mass Media", etc.

**The Criminologist**

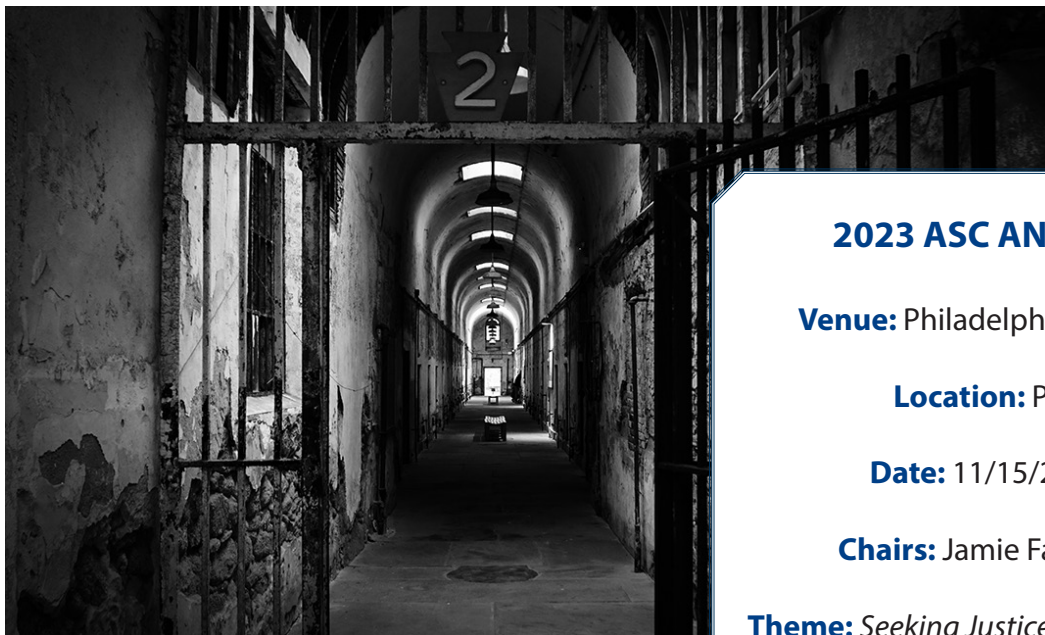
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**MARK YOUR CALENDAR****FUTURE ASC ANNUAL MEETING DATES**

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

**2023 ASC ANNUAL MEETING**

**Venue:** Philadelphia Marriott Downtown

**Location:** Philadelphia, PA

**Date:** 11/15/2023-11/18/2023

**Chairs:** Jamie Fader & Jill McCorkel

**Theme:** *Seeking Justice: Reconciling with our Past,  
Reimagining the Future*

Visit the [ASC website](https://www.asc-society.org/) for additional details.