



# The Criminologist

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## Inclusive Criminology: Embracing a Comprehensive Scope of the Discipline

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While the field of criminology and criminal justice (CCJ) has become more inclusive of diverse perspectives, identities, and experiences in recent decades (see, e.g., Bernat & Holschuh, 2015; Greene et al., 2018), scholarly work focusing on issues affecting those outside of the "straight White male archetype" remains largely siloed and is rarely highlighted in the criminological mainstream (Chesney-Lind & Chagnon, 2016; Potter et al., 2011). For example, this, the American Society of Criminology (ASC)'s newsletter, has only featured 63 of 227 lead articles focused on marginalized groups (e.g., women, racial groups) or using critical theoretical perspectives (e.g., decolonial, feminist, or queer). The majority of these have covered topics related to women, racial minorities, or international perspectives with a mere handful covering LGBTQ+ issues or mental health and disability justice. Only two articles covered indigenous communities (Gilbert et al., 2021; Price, 1994) and only one focused on issues related to immigration and migrant enforcement (Martinez, 2022) (see all at ASC, n.d.). *The Criminologist* merely reflects CCJ.

*Otherring* is "a process that serves to mark and name those thought to be different from oneself" (Grove & Zwi, 2006, p. 1933). Udah and Singh (2019) explain, "no group ever sets itself up as the one without immediately setting up the Other against itself" (p. 846). Otherring is carried out by the dominant and subordinated, the centered and the marginalized. Yet, we accompany it in our discussion with a consideration of *power*. Power is a hotly contested term (McNamee & Glasser, 1987) of varying conceptualization (e.g., Dahl, 1957; Emerson, 1962). We understand it as one's ability to bring desire to fruition. Considering *othering* in light of power reveals the potential devastation wrought when a dominant social in-group constructs subjugated out-groups so as to justify their marginalization. CCJ is not immune to this kind of othering and the power imbalances it represents.

CCJ mirrors academia more generally. *Otherved* scholars or those who express *othered* views are many times relegated to publishing in "niche" academic journals with lower impact factors (Potter et al., 2011), granted only limited funding opportunities (Currie, 2007), or forced to contort their research agendas to be considered for prized tenured positions (Fenelon, 2003). Otherved scholars can bring innovation and challenge the status quo in ways that evolve CCJ and develop theory and methodology hitherto unknown (e.g., intersectionality; Crenshaw, 2017). Yet, as long exclusionary practices persist, these contributions never make their way into the mainstream, limiting the impact and reach of CCJ as a discipline.

We offer a vision of "inclusive criminology," integrating criminological inquiry into a cohesive whole premised on societies' rights to valid and complete knowledge and introduced in "In Their Experience: A Review of Racial and Sexual Minority Experience in Academe and Proposals for Building an Inclusive Criminology," published in *Race & Justice* (Blount-Hill et al., 2022). In this essay, we further develop the concept and provide recommendations for CCJ to enhance it.

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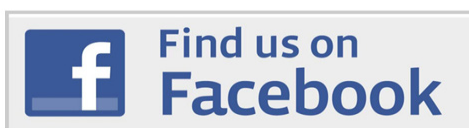
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### What is Inclusive Criminology?

Human *diversity* consists of “variation based on any attribute people use to tell themselves another person is different” (Mannix & Neale, 2005, p. 33), and inclusion is accommodation of human diversity (Dalton & Crosby, 2013). These values grant moral entitlements to individuals and expectations of justice, “the fulfillment of what one deserves” (Blount-Hill et al., 2022, p. 462). Within the academy – the organization of individuals participating in the maintenance and advancement of global societal knowledge – implementation of diversity and inclusion has meant increasing identity variation amongst academics, while accommodating the difference this introduces (Blount-Hill, 2022, p. 160).

Nonetheless, diversity and inclusion assume the context of an individual unit’s relationship to a larger group. These are entitlements not just of othered individuals but also of societies that benefit from the contributions of a range of individuals. Cultural, ethnic, and other dimensions of diversity contribute to *cognitive diversity*, “variation in background beliefs, concepts used, and reasoning styles” (Pöyhönen, 2017, p. 4520). Cognitive diversity leads to “a diversity of ways of seeing the world, interpreting problems in it, and working out solutions to these problems” (Landemore, 2013, p. 1211).

Applied to the academy, we assert societies’ entitlement to *epistemic justice*, a right to the full range of valid and reliable knowledge. Knowledge is “understanding and awareness (of a subject) which is reasonably and justifiably believed to be true” (Blount-Hill, 2022, p. 161). We understand *science* as the application of empirical methods to produce knowledge (Purtill, 1970), and *empirical* as “any attempt to gather information in some disciplined way about how the world actually works” (Diamond & Mueller, 2010, p. 582). These ideas pose two challenges for CCJ: To-date, we have limited what qualifies as an “attempt to gather information in a disciplined way” while also restricting whose “understanding and awareness” we privilege.

Drawing on feminist, queer, and critical race perspectives, epistemic justice mandates rejection of “exclusive” criminology. Knowledge must include the information, processes, and analytical strategies of all people, groups, and communities in order to be complete (Atkins & Mahmoud, 2021). Exclusion within CCJ is inherently unjust to “othered” individuals, groups, and communities because it disregards their right to recognition, access, participation, and knowledge. Importantly, this exclusion also robs societies of their right to the full range of valid and reliable knowledge. Instead, we define

... inclusive criminology as an epistemic project in which criminological and justice scholars seek the most comprehensive view possible of criminalization, rule-breaking, harm-causing, victimization, punishment, and associated conceptualizations, attitudes, ideologies, and philosophies at varying levels of aggregation and individualization across the human experience (Blount-Hill et al., 2022, p. 462).

Inclusive criminologists integrate interdisciplinarity, include critical perspectives, reflexively examine positionalities, equally respect transferability and generalizability, and challenge long held assumptions about our field. An exclusive and subjugatory science marginalizes or invisibilizes necessary contributions from valuable identities and “creates a barrier to more critical, less colonial system-supportive considerations of ‘the criminal question’” (Blount-Hill & Ajil, in press, np). It is a force for othering. Because *The Criminologist* serves as our field’s representative newsletter, we use the remainder of this piece to highlight recommendations as a call to action against othering.

### Dear Criminology: Recommendations from Two Inclusive Criminologists

Academia is an institution, a “set of understood, embedded, and ‘taken-for-granted’ practices and processes that facilitate the mission of the academy” (Blount-Hill, 2022, p. 160). Within academia, communities of practice are separated by methodological skillsets, general subject matter expertise, and epistemological approaches, institutionalized as *disciplines*. Academia and its disciplines are locally embodied within organizations that are, themselves, referred to as institutions (e.g., colleges, universities). In using “institution,” we employ this latter meaning. As the places where criminological scholars are cultivated, institutions need to ensure students are offered a comprehensive education and faculty in an environment where they can contribute to developing valid and complete knowledge. This, we argue, is the path to a thriving inclusive criminology.

Institutions have already begun to address deficits in diversity. It is now not uncommon to see job advertisements seeking candidates who focus on race, gender, or social justice. In a practice known as *cluster hiring*, universities may hire many such candidates at once to avoid perceived or actual tokenism (APLU, n.d.; Stewart, 2021). These initiatives must continue. After the murder of George Floyd in May 2020, many institutions sought graduate and faculty applicants who specialized in “race” or “race in the criminal justice system.” Unfortunately, this concerted effort to center inclusivity largely came after lives lost and global social unrest; these initiatives should not be limited to external motivation.

Even motivated action often fails without mechanisms for accountability (Hall et al., 2017; Passyn & Sujana, 2006). Institutions must *establish benchmarks for diversity and make these public*. A first step might be an explicit and public commitment to seek proportional representation of the university student population along several identity dimensions. Another might be a public commitment to periodic reviews of diversification efforts and to report on their outcomes. Of course, regular release of statistical reports on various

measures of diversity is an obvious third step. Moreover, ASC and the Academy of Criminal Justice Sciences – the two primary scholar societies of criminologists and criminal justices – should *consistently collect and publish data on the composition of our field*. Data might be obtained in concert with colleges, schools, and departments of CCJ (or institutional equivalents), but should also be collected via membership records.

Institutions must not only hire scholars who bring/focus on diversity, but must prepare an environment for them to thrive in. Mentorship has long been shown to benefit junior scholars (Edwards et al., 1998; McElrath, 1990), providing networking, coaching, skill development, compensated opportunities, and psychosocial support. Whatever else, institutions *must not* put the onus on othered identities to find their own support, given the resistance these scholars report and the already additional burden of navigating isolating spaces (e.g., Blount-Hill & St. John, 2017). For institutions that do not have formal mentoring programs in place, establish them. For graduate students, institutions should *make mentorship of othered students and junior scholars a part of tenure and promotion to full professor and make co-authored publication part of evaluating the quality of one's mentorship of junior scholars*. Our discipline very much abides by the “publish or perish” ethos (Fabianic, 2012) and graduates who seek faculty positions must publish to secure a job post-graduation (Applegate et al., 2009). Those studying underappreciated or stigmatized topics have still greater need for mentorship to navigate a competitive market that favors mainstream interests. Requirements for mentorship of a range of students should be explicitly indicated in faculty handbooks.

Othered scholars have been found to prefer mentors of similar identities (e.g., Rasheem et al., 2018). Still, the proportions of students with othered identities is often not matched by available proportions within their faculty. This means that scholars who do not identify as othered often take on a significant portion of othered students. It is advised to train these faculty for mentoring scholars who differ from them along identity lines, perhaps in anti-racism, sexism, homophobia, transphobia, xenophobia, and disability justice to start, as research suggests the potential for ill-mentored faculty to have negative and harmful experiences (Davis et al., 2021).

Faculty-student interactions can be a double-edged sword. Regarding faculty evaluation, *consider potential bias in student evaluations*. Student evaluations are regularly included in decisions pertaining to hiring, merit pay, and tenure and promotion processes. Research suggests that, holding constant other factors, faculty who identify as women, nonwhite, or those with non-native accents receive lower scores on student evaluations of teaching than White men with native-English inflections (Lersch & Greek, 2001; Boring, 2017; Chávez & Mitchell, 2020). This can have negative consequences for othered faculty. While not negating the utility of student evaluations, institutions may supplement them with peer teaching observations or external observers (Martin, 2016).

We likewise call for a *policy-relevant criminology* that answers the questions consumers of knowledge care about. In the spirit of inclusivity, we define “policy” as “a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future actions” (Policy, n.d.). Understood this way, one sees the intimate relationship between well-established criminological paradigms that seek “application of their research to criminal justice policy and practice” (i.e., translational criminology; Blomberg et al., 2022, p. 1102) and “to produce and disseminate knowledge in closer contact with the individuals, communities, and institutions that are the focus of its study” (i.e., public criminology; Uggen & Indergitzin, 2010, p. 726). Other variants exist (e.g., newsmaking criminology; Barak, 2007), though each emphasizes disseminating research beyond academic circles using Op-Eds, blogs, social media, public lectures and interviews, government hearings, press releases, partnership with agencies and/or community-based organizations, trainings or workshops, participatory action research, etcetera (Currie, 2007; Rock, 2013). Institutions must *value work that supports policy and practice* and should *create criteria for evaluating public scholarship and community engagement for tenure*. If our field, largely comprised of faculty members, is to engage in these public activities, universities (our employers) must provide opportunities to have this work incorporated into assessments of their job performance and must alert faculty members of assessment metrics at the “front end.”

If policy relevancy is a worthy aim for science, the discipline must not pretend that such activities are useful only when produced by a PhD employed at a university versus one employed in other sectors. As a discipline, CCJ must *positively value (and rank) programs that produce good practitioners*. Academic programs rely on professorial word-of-mouth and national rankings typically drawing from peer professors' ratings to attract continued interest from potential students (Growette Bostaph et al, 2021). If we support public service, it seems counterintuitive that CCJ graduate programs would be pressured to dissuade their graduates from the variety of ways available to serve the public. Meanwhile, an attendant lack of investment by one's graduate program often leads those who pursue policy or practitioner careers to disconnect with the discipline (e.g., not attending academic conferences, not collaborating with academics on research). To promote a more connected discipline, programs should prepare students for positions outside of academia and be ranked for successful placements accordingly. Moreover, faculty mentors must *be willing to mentor students not on the faculty track*. Students who do not intend to pursue academia post-graduation still benefit from mentorship during their studies. Importantly, non-tenure track students may still go on to careers that allow them to publish, seek grants, and conduct research, often with organizational support and gaining assets such as “insider knowledge” and access to hard-to-reach populations.

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## Conclusion

We call for help in building an inclusive criminology. While we encourage othered scholars to “talk back” and claim their voice and space in CCJ (hooks, 1986; Moton & Blount-Hill, 2022), they should not have to do so on their own. They deserve to sail winds of broader structural change in our institutions and our discipline to fulfill societies’ right to valid and complete knowledge. We argue that institutions must transform their current approaches to diversity, support mentorship of othered scholars, value policy-relevant scholarship, and consider bias in current methods of evaluation. The discipline must put more importance on academic programs that produce practitioners, emphasize work in policy and practice, and promote transparent and regular assessments of our field. These steps will, we hope, move the field closer to achieving an inclusive criminology.

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## Florida's Stop WOKE Act: A Look at the Implications for How Criminologists Engage with Race in the Classroom

Katheryn Russell-Brown, University of Florida

### Introduction

Over the last two years, across the U.S., there have been heated and sometimes violent eruptions at school board meetings. In small towns and large cities, there have been news reports of parents cursing, crying, shouting, and nearly coming to physical blows to protest or support curriculum changes. In addition to school board members and parents, teachers, children, mayors, and governors have weighed in on what material, which subject matters, and which books are appropriate for student learning. Florida has been at the forefront of these battles, because of both the volume of the proposed legislative changes and the expansiveness of the proposed legislative actions.

Much of the attention has been on the Stop WOKE Act, also known as House Bill 7 (HB 7; Russell-Brown 2022). This legislation, which took effect July 2022, has been the capstone of legislative efforts to rewrite how race-related topics are taught in Florida public schools. HB 7 applies to issues beyond race, including ethnicity, religion, and sex. For purposes of this essay, however, the focus will be on the race-related aspects of the law and how it restructures classroom instruction for criminologists.

Four factors stand out as HB 7 went from an idea to signature legislation. First, the speed at which the legislation was passed. It was placed on a fast track to swiftly move through the state's legislative process. Second, HB 7 casts a wide net. It applies to K-20 public education—kindergarten through college, including professional and graduate school education. Third, this law has the potential to have a harmful impact on thousands of students and educators. In its rewriting of the pedagogical paradigm, it disappears important racial histories and narratives. Fourth, HB 7 has scarce empirical grounding. Anecdotes alone, not data, have been used to support the claims that HB 7 is needed to end teacher indoctrination. This essay shows that HB 7 is designed to rein in specific academic subjects and to establish parameters for how these topics are taught in the college classroom. In effect, HB 7 is a pedagogical regulation of race-related subjects.

### HB 7: The Individual Freedom Act

HB 7 has eight key sections. These parts identify areas and approaches to classroom teaching that constitute discrimination under the law. According to the law, an instructor discriminates if s/he teaches in a way that “espouses, promotes, advances, inculcates, or compels” students to believe any of the following concepts:

- (1) Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
  - (2) A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
  - (3) A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
  - (4) Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
  - (5) A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
  - (6) A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
  - (7) A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin or sex.
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- (8) Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex. (HR 7).

Following these examples of discrimination, HB 7 states that it is permissible for an instructor to discuss the above-listed concepts. However, instruction must be “given in an objective manner without endorsement of the concepts” (Id).

#### *Penalties*

Claims that the law was violated can result in various charges and penalties. Claims that an instructor engaged in discrimination may be brought under the Florida Civil Rights Act as well as the Florida Educational Equity Act. A complaint can be filed with the Florida Commission on Human Relations. Further, the state attorney general could initiate a civil action. In addition to charges against an individual, a university may be found to have violated HB 7. The penalties for violating the law cover a broad range. Punishment may result in loss of employment, compensatory damages, punitive damages, and or fines. Notably, under Florida law, a university that has a “substantiated violation” of HB 7 is ineligible for performance funding. The penalty to the university is stiff: It could lose tens of millions of dollars in state funding. As a result, state universities are motivated to encourage faculty members to adopt teaching practices that fall within the safe-zone of HB 7—even when this might infringe upon academic freedom (Dreiling and Garcia-Caro, 2022; Hutchens & Miller, 2023).

#### **HB 7 in the College Classroom**

A quick read of HB 7 might lead one to conclude that it looks perfectly fine. After all, the law is designed to identify and punish academic speech that crosses over the line into indoctrination. However, the legislation is plagued by two core problems. First, there is little if any empirical data to support the claim that a sizeable percentage of Florida instructors are attempting to inculcate and brainwash students. The absence of a stated threshold for what constitutes indoctrination leads professors to the fear that simply exposing students to certain topics is a violation of the law. The absence of empirical support for the law renders HB 7 a legal solution in search of a legal problem. Second, the terms themselves are vague. For instance, what does it mean to teach a topic in an “objective manner” or to teach in a way that does not endorse the concepts under discussion? If, for instance, a student says that s/he felt compelled to believe a particular concept, based upon the teacher’s method of instruction, does that mean the instructor can be found guilty of violating HB 7?

The following hypotheticals address the challenges faced by criminology and criminal justice professors in Florida who teach race related subjects. These scenarios highlight some of the HB 7’s problematic ambiguities. Let’s analyze how they fare under HB 7.

#### *Hypothetical One*

In advance of a discussion and analysis of reparations in her International Criminal Law and Justice course, a criminology instructor assigns an article by author Ta-Nehisi Coates (2014). It is the only required reading on the topic. Coates’s article argues in favor of specific forms of reparations for African Americans whose ancestors were kidnapped from Africa and shipped to the United States.

The above scenario appears to trigger sections five and six of HB 7. It is unclear whether a discussion of reparations’ strategies that includes a consideration of affirmative action is permissible, since the Coates’s article is the only piece assigned. Does that alone mean that the professor can be said to “espouse” or “promote” students to believe in reparations? What if the instructor engages the class in a rigorous discussion of the benefits and costs of a reparations’ strategy—does this make the lecture “objective” and thus legally permissible?

#### *Hypothetical Two*

For a Capital Punishment course, an instructor assigns a range of reading material on the topic, including demographic data on death row inmates and victims, philosophical perspectives, and an examination of various rationales for the death penalty (e.g., deterrence, retribution, and rehabilitation). Students were also required to read several death penalty cases decided by the U.S. Supreme Court, including *Furman v. Georgia*, *Gregg v. Georgia*, *McCleskey v. Kemp*, and *Hurst v. Florida*. During class discussion, students share their opinions, including whether they think it should be constitutional. One student asks the instructor, “What’s your opinion about whether the death penalty is racially discriminatory and unconstitutional?”

Under HB 7, can the instructor, a death penalty scholar, whose research has been cited by the Supreme Court, share an opinion? Would stating a research-informed opinion, that the operation of the death penalty is an example of structural racism, be acceptable under HB 7? It appears that the instructor’s comments would be treated as advancing or promoting a particular viewpoint—in violation of the law. This indicates that HB 7 allows instructors to share information, but not knowledge—with their students.

### *Hypothetical Three*

A criminal justice instructor teaches a course on education, race, and policy. It includes a section on terminology and how it is linked to federal and state policies related to education. As part of the reading and analysis of this topic, the teacher has students read works by several scholars who examine the origins and applications of terms such as “colorblind,” “objectivity,” “neutrality,” and “merit.” These scholars conclude that these labels, which are used to promote the concepts of impartiality and universal truths, are in fact racially-coded terms that are designed to underemphasize the role race plays in educational decision-making.

Section eight of HB 7 applies to this hypothetical. This scenario raises the question of whether compliance with the law requires that the instructor also assign material that concludes that these terms have no racial implications? It appears that assigning reading material that concludes that these terms are appropriate is acceptable under the law. However, assigning reading that reaches the opposite conclusion must be taught along with contrary material. These hypotheticals demonstrate a few of the issues and questions raised by the new law.

### **Impact**

In response to the law’s ambiguous language, as well as its stiff sanctions, some Florida instructors have altered their approach to teaching race-related subject matter (Golden 2023; Need, 2023). Notably, as soon as HB 7 was passed, several college departments removed their anti-racism statements from their web pages—out of an “abundance of caution” (Svrluga 2022). However, fears of teaching race-related subject matter existed long before the passage of HB 7. Following Florida’s 2021 ban on Critical Race Theory, many college professors expressed their concerns about academic safety (Russell & Morini:16-21, 2021).

Black scholars are disproportionately more likely to address issues of race in their teaching and scholarship. Thus, they are disproportionately targeted by a law that regulates race-related instruction. Because the law influences which subjects are taught and how course discussions are framed, it also directly effects the student learning experience. HB 7 has the potential to impact tens of thousands of students in the state of Florida. In a legal challenge to the law, Florida professors and college students argue that HB 7 is unconstitutional—that it violates the First Amendment and the Fourteenth Amendment’s Due Process and Equal Protection clauses. The judge issued a preliminary injunction (*Pernell v. Florida Board of Governors* 2022).

### **The Criminology & Criminal Justice Response**

The implementation of HB 7 offers some lessons for criminology and criminal justice academics to consider. First, concerns about HB 7 are not limited to the state of Florida. Laws restricting race-related curriculum have been introduced in other states (Pfeifer 2022). Further, while race has been the focus of this essay, HB 7 also covers sex, color, and national origin. This legislation is part of a larger program of academic and pedagogical regulation. This program includes banning books, limiting discussions of systematic analyses of deeply-embedded social problems, eliminating tenure, and dismissing aspects of Black history as lacking educational value. HB 7 and related legislative actions may well be the canary in the coal mine.

Second, as individual scholars, departments, and a broad discipline, due consideration should be given to how HB 7-type laws will impact teaching and scholarship. Specifically, scholars and the disciplines of criminology and criminal justice must grapple with how to address legislative attempts to remarginalize race-related scholarship will impact criminology and criminological knowledge production more broadly. Strategic responses are necessary. HB 7 will impact the hundreds of students attending public colleges in Florida who are taking criminal justice and criminology courses.

Third, teaching and learning under HB 7 is a challenge. The new pedagogical boundaries place educators and educational institutions on a tightrope. These times call for us to take action as individuals, group members, and as a discipline. We can attend school board meetings, petition our local and state legislators, volunteer at public schools, and vote. Two actions are recommended for the American Society of Criminology (ASC) to take in response to HB 7 and similar laws. First, it can hold a plenary session on the topic at the next meeting. Second, it can have its three relevant standing committees—Diversity and Inclusion; Policy; and Teaching—make recommendations on how ASC can support criminologists subjected to these laws.

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<sup>1</sup> Stop WOKE stands for “Stop the Wrongs to Our Kids and Employees.” Its legislative title is the “Individual Freedom Act.”

<sup>2</sup> For a detailed analysis of this law, See, K. Russell-Brown (2022).

<sup>3</sup> The Florida Board of Governors defines “instruction” as “the process of teaching or engaging students with content about a particular subject by a university employee or a person authorized to provide instruction by the university within a course.” <https://www.flbog.edu/wp-content/uploads/2022/07/10.005NoticeofNewProposedRegulationJune2022.pdf> This language suggests that HB 7 applies to guest lecturers and faculty invited to give a talk or participate in a campus conference.

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**Laws**

- Florida Civil Rights Act, Fla. Stat. §§ 760.01-760.11 (2022).
- Florida Civil Rights Act, Commission on Human Relations, Fla. Stat. § 760.03 (2022).
- Florida Educational Equity Act, Fla. Stat §1000.05 (2022).
- H.R. 7, 124th Leg., Reg. Sess. (Fla. 2022). (This is the correct cite for HB7).

**Cases**

- Pernell v. Fla. Bd. of Governors of the State Univ. Sys., No. 4:22cv304-MW/MAF, 2022 U.S. Dist. LEXIS 208374 (N.D. Fla. Nov. 17, 2022). [https://storage.courtlistener.com/recap/gov.uscourts.flnd.442797/gov.uscourts.flnd.442797.1.0\\_1.pdf](https://storage.courtlistener.com/recap/gov.uscourts.flnd.442797/gov.uscourts.flnd.442797.1.0_1.pdf)
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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.

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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 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.

# EDITOR'S CORNER

## Host Universities: the University of Denver and Arizona State University

Lisa Pasko and Vera Lopez  
Co-Editors, Feminist Criminology

We assumed our co-editorship of *Feminist Criminology* in July 2022. Our team also includes our managing editor Christine Leavitt, a student in Arizona State University's Women & Gender doctoral program as well as six deputy editors and a newly constituted editorial board. We express our gratitude to the Division of Feminist Criminology Editorial Board, who saw value in our vision for moving the journal forward. We are grateful to the previous editorial team for their hard work.

Our editorial philosophy and vision for the journal are twofold: 1) honor the history of the field with its challenge to the masculinist nature of criminology as well as its critical focus on gender, justice, and inequality; and 2) move the journal toward a direction of gender expansiveness, diversity, equity, inclusion, and intersectionality. We believe that gender—in all its diversity—must be theorized to do good criminological research that informs praxis.

In the past, traditional research in criminology focused chiefly on male offenders. Gender was rarely explicitly and candidly examined; consequently, girls and women were often forgotten or relegated to a footnote. Critiquing mainstream criminology for the repeated omission of women and girls as offenders and victims, early feminist criminologists began conducting empirical studies of the female offender. They showed how explanations of their criminal activities were often riddled with unfounded assumptions and stereotypes. *Feminist Criminology*—the discipline and the journal—has kept gender in the foreground of criminological analysis and discussions of lawmaking, lawbreaking, and responses to crime. As editors, we will ensure that the *Feminist Criminology* journal will continue to provide a venue for articles that critically place gender at the center of the research inquiry.

While feminist criminologists have made significant gains within the criminological research base, gaps exist, especially regarding intersectional research focused on understudied populations targeted by the criminal and juvenile (in)justice systems. We plan to move the journal forward by intentionally welcoming discussion, soliciting manuscripts, and highlighting research that underscores how multiple and intersecting inequalities—sexism, racism, gender, and sexual minority discrimination, to name a few—not only matter in criminological theorizing and research but within our lives as scholars, advocates, activists, and in our profession.

Finally, we recognize the importance of fostering continued diversity and inclusion within the field of criminology, the Division of Feminist Criminology, and our flagship journal. We will strive for the much-needed intentional and concentrated efforts to include scholarship by and about all women, including women of color and gender-diverse individuals. We plan to welcome discussions and solicit manuscripts on the persistence of sexism, trans/homophobia, and racism in our field. As co-editors, we commit to publishing such scholarly pieces—albeit original research, legal analyses, or book reviews—that will move the journal in this direction and reflect such diversity, not just in publications but in process, policies, and praxis. Beyond the traditional journal call, we will achieve this goal through special issues, targeted invitations for submission, and a strong team of deputy editors with broad and diverse expertise. Our team of deputy editors includes:

**Jennifer Cobbina** (Professor, Criminal Justice, Michigan State) Areas of expertise include corrections, prisoner reentry, female offenders, victimization, recidivism; quantitative, qualitative, mixed-methods

**Alesha Durfee** (Professor, Women & Gender Studies, St. Louis University) Areas of expertise include intersectionality, structural intersectionality, social justice, policy, and domestic violence, including mandatory arrest policies and protection orders; quantitative, qualitative, and mixed methods.

**Katherine Irwin** (Professor, Sociology, University of Hawaii, Mānoa) Areas of expertise: gender inequalities, intersections of inequalities, and the diffusion of criminal justice punishments to school settings

**Lidia Nuño** (Associate Professor, Criminal Justice & Criminology, Texas State University). Areas of expertise include immigration, gangs, gender, policing, quantitative, qualitative, and mixed methods.

**Jane Palmer** (Associate Professor; Justice, Law, & Society, American University). Areas of expertise: help-seeking, anti-carceral, and transformative justice responses to gender-based violence, civil legal needs of survivors of sexual violence, advancing anti-oppressive research methods, and community-based participatory action research.

## EDITOR'S CORNER

**Hillary Potter** (Associate Professor, Women & Gender Studies, University of Colorado at Boulder) Areas of expertise: critical analysis of the intersections of race, gender, and class as they relate to crime and violence and qualitative research.

As editors, we have begun to work closely with our deputy editors and editorial board to provide constructive guidance to (potential) authors with the ultimate goal of helping them publish their work in *Feminist Criminology*. To help us achieve our vision for *Feminist Criminology*, we plan to meet with our deputy editors regularly to check in about how we are progressing toward achieving our editorial vision. Ultimately, we envision publishing in *Feminist Criminology* as an inclusive and collaborative process between the editorial team and authors, a venue where authors feel like their research and contributions to the field are supported and valued.

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# AROUND THE ASC

## Susan Case's Retirement and Sheena Case's Appointment

As was noted at the Atlanta Meetings this past November, Susan Case, who has been with us for 16 years as our Deputy Director, has retired. However, she will be working with us for another year as our "Consigliere," thank goodness. The Society has certainly grown and developed under her efforts and leadership, as has the field of criminology, nationally and internationally. As all who have also worked with her know full well, this was far more than a job for her. Susan jumped into her role as Deputy Director with both feet, as well as with her whole heart and soul. She has been more than devoted...to ASC as an organization, and to the interests and needs of individual ASC members. She is the quintessential model of dedication, intrinsic commitment and caring. A joy to be with and to work with, we will miss her very much, not just as our Deputy Director, but as our friend. Thank you, Susan, for all you have done for ASC, for the field of criminology, and for what you have meant to all of us.



With that said, it is with great excitement we announce that Sheena Case (she/her) is now our Deputy Director. Sheena comes to the ASC team with a degree in business marketing, a decade of experience in the insurance industry, and has been coming to the Annual Meetings as part of the on-site team for the past eight years. Sheena writes:



*"The opportunity to work with ASC and fulfill the Deputy Director role is extremely exciting and I look forward to being part of the team that brings criminologists from around the world together to advance the field in so many contexts. My prior experience as an operations manager and risk consultant has provided the experience and skills needed to prepare me for my leadership responsibilities within the American Society of Criminology."*

In addition to her professional skills, she is a proud supporter of Diversity, Equity & Inclusion and is making it a top priority to enhance DEI awareness at ASC. When she is not working, you can find her volunteering with foster children or outside hiking and camping with her family. We look forward to having Sheena join our team. All office contact information will remain the same.

**... and she's OUT!!!**



## AROUND THE ASC



The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2023 election.

**President**

Jody Miller, Rutgers University  
Katheryn Russell-Brown, University of Florida

**Vice President**

Ojmarrh Mitchell, Arizona State University  
Lee Ann Slocum, University of Missouri–St. Louis

**Executive Counselors**

Jennifer Cobbina, Michigan State University  
Kevin Drakulich, Northeastern University  
Derek Kreager, Pennsylvania State University  
Henrika McCoy, University of Texas at Austin  
Andres Rengifo, Rutgers University  
Bryan L. Sykes, University of California, Irvine

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 125 signed nominations from current, non-student ASC members.

If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 10, 2023 (postmark date) to the address noted below.

Email nominations will NOT be accepted.

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

**Call for Nominations for 2024 Election Slate for 2025 - 2026 Officers**

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address at right (preferably via email). Nominations must be received by June 1, 2023 to be considered by the Committee.

Karen Heimer  
University of Iowa  
Dept of Sociology & Criminology  
400 North Hall  
Iowa City, IA 52242  
(319) 335-2502  
[karen-heimer@uiowa.edu](mailto:karen-heimer@uiowa.edu)



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**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 &amp; Sentencing (DCS)

<https://ascdcs.org/>

Critical Criminology &amp; 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)

Feminist Criminology (DFC)

<https://ascdwc.com/>

Historical Criminology (DHC)

<https://dhistorical.com/>

International Criminology (DIC)

<https://internationalcriminology.com/>

People of Color &amp; Crime (DPCC)

<https://ascdpcc.org/>

Policing (DP)

<https://ascpolicing.org/>

Public Opinion &amp; Policy (DPOP)

<https://ascdpop.org/>

Queer Criminology (DQC)

<https://queercrim.com/>

Rural Criminology (DRC)

<https://divisionofruralcriminology.org/>

Terrorism &amp; Bias Crimes (DTBC)

<https://ascterrorism.org/>

Victimology (DOV)

<https://ascdov.org/>

White Collar and Corporate Crime (DWCC)

<https://ascdwcc.org/>

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**NOMINATIONS ARE BEING ACCEPTED FOR  
THE FOLLOWING 2023 AWARDS**

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Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Graduate Student Poster Award

Mentor Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

A list of prior award recipients is linked to each of the individual award narratives detailed on <https://asc41.com/about-asc/awards/>

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

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

Award decisions will be based on nominees' qualifications/manuscript quality and not on the number of nomination endorsements received. ASC Board members are ineligible to receive any ASC award during their term in office.\*

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Website: [www.asc41.com](http://www.asc41.com) – Email: [asc@asc41.com](mailto:asc@asc41.com)

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**AROUND THE ASC**

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**ASC FELLOWS** – This designation is given to recognize scholarly contributions to criminology and distinction in the discipline. Longevity alone is not sufficient. Examples of contributions may include innovations in public policy as well as enhancing diversity, equity and inclusion within the Society and the field of criminology. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the American Society of Criminology. Nominees must be members in good standing of the Society. The Board may designate up to five (5) persons as Fellows annually.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Fellows Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not be designated as Fellows during their term in office. The Executive Board may decide not to designate any Fellows, or to designate fewer than five (5) Fellows, in any given year. Fellow designation is based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **JODY MILLER** (973) 353-1303  
Rutgers University [jody.miller@rutgers.edu](mailto:jody.miller@rutgers.edu)

**HERBERT BLOCH AWARD** – This award is given to recognize outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. Nominators should send a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae to the Bloch Award Committee Chair in electronic format.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **CHARIS KUBRIN** (949) 824-0704  
University of California, Irvine [ckubrin@uci.edu](mailto:ckubrin@uci.edu)

**RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD** – This award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received a Ph.D., MD, LL.D. or a similar graduate degree no more than five (5) years before the selection for the award (for this year the degree must have been awarded no earlier than May 2018), unless exceptional circumstances necessitated a hiatus in their scholarly activities. Eligibility extensions for major career interruptions include *but are not limited to* giving birth (one year per child, up to two years total), adoption, illness as well as having care responsibilities, which cause a hiatus or significant impediment to scholarly activities. Nomination letters should concisely explain the circumstances justifying the extensions. If the candidate has multiple graduate degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include co-authored works. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contributions to the discipline of criminology; (b) when relevant, include an explanation/justification for "major career interruptions;" (c) applicant's/nominee's curriculum vitae; and (d) no more than 3 published works, which may include a combination of articles and one book. Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. All nomination materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. **The deadline for nominations is March 1.**

Committee Chair: **JILLIAN TURANOVIC** (850) 645-0375  
Florida State University [jturanovic@fsu.edu](mailto:jturanovic@fsu.edu)

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## AROUND THE ASC

**RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY** – These fellowships are given to encourage students of color, especially those from racial and ethnic groups underrepresented in the field, to enter the field of criminology/criminal justice, and to facilitate the completion of their degrees.

Applicants are to be from racial and ethnic groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Latinas/os. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies in the general area of criminology or criminal justice. Individuals may reapply for the award if they have not received it previously.

A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) personal statement from the applicant as to their race or ethnicity; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (7) three letters of reference. All application materials should be submitted to the Peterson Fellowship Committee Chair in electronic format as a single pdf attachment.

Up to three (3), \$6,000 fellowships can be awarded annually. The Executive Board may decide not to award the fellowships, or to give fewer than three (3) fellowships, in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **MARIA VELEZ** (301) 405-4716  
**University of Maryland** [velezmb@umd.edu](mailto:velezmb@umd.edu)

**THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD** – This award is given to recognize criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given to scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, their work must be available in part, at least, in the English language (either by original publication or through translation).

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Sellin-Glueck Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **STEPHEN FARRALL** [s.farrall@derby.ac.uk](mailto:s.farrall@derby.ac.uk)  
**University of Derby**

**EDWIN H. SUTHERLAND AWARD** – This award is given to recognize outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Sutherland Award Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **GARY LAFREE** (301) 405-3008  
**University of Maryland** [glafree@umd.edu](mailto:glafree@umd.edu)

## AROUND THE ASC

**AUGUST VOLLMER AWARD** - This award is given to recognize an individual whose scholarship and professional activities have made outstanding contributions to justice and/or to the treatment or prevention of criminal or delinquent behavior.

Nominators should send a letter evaluating the nominee's contributions relevant to this award, and a copy of the nominee's curriculum vitae to the Vollmer Award Committee Chair in electronic format. Please limit nominations to a single cover letter and the nominee's curriculum vitae.

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All materials should be submitted to the Committee Chair in electronic format. **The deadline for nominations is March 1.**

Committee Chair: **LILA KAZEMIAN** (212) 484-1301  
**John Jay College of Criminal Justice** [lkazemian@jjav.cuny.edu](mailto:lkazemian@jjav.cuny.edu)

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

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

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

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

The teaching portfolios should include:

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

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

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

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

Committee Chair: **FAVIAN GUERTIN-MARTIN** (215) 572-2919  
**Arcadia University** [martinf@arcadia.edu](mailto:martinf@arcadia.edu)

## AROUND THE ASC

**GENE CARTE STUDENT PAPER AWARD (Sponsored by Wiley Publishing Co.)** – This award is given to recognize outstanding scholarly work of students. Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the Carte Student Paper competition. Those enrolled in Post-Doc programs are ineligible.

Prior Carte Award first place winners are ineligible for any future Carte student paper competitions. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Dual submissions of the same paper for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Papers can be submitted to only one ASC student competition in the same year. Students may submit only one paper a year for consideration. This includes co-authored works. Multiple authored papers are admissible for Carte Award consideration, as long as all authors are students in good standing at the time of the submission. Papers that have been accepted for publication at the time of submission for the Carte Award are ineligible.

Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 8,000 words (excluding tables and references). The *Criminology* format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

The Carte Award Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology. The 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place papers will be awarded prizes of \$500, \$300, and \$200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1<sup>st</sup> prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting. Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the manuscripts and not on the number of nomination endorsements received for any particular manuscript. All nomination materials should be submitted to the Committee Chair in electronic format. **The deadline for submission is April 15.**

Committee Chair: **TIMOTHY BREZINA** (404) 413-1031  
**Georgia State University** [tbrezina@gsu.edu](mailto:tbrezina@gsu.edu)

**MENTOR AWARD** – This award is given to recognize excellence in mentorship in the discipline of criminology. Nominations of individuals at all stages of their academic careers are encouraged.

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

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

The mentorship portfolio should include:

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

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

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

Members of the ASC Board may not receive this award during their term in office. The Executive Board may decide not to give the award in any given year. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate.

All nomination materials should be submitted to the Committee Chair in electronic format. **Deadline for submission is June 1.**

Committee Chair: **AMY FARRELL** (617) 373-7439  
**Northeastern University** [am.farrell@northeastern.edu](mailto:am.farrell@northeastern.edu)

## AROUND THE ASC

**GRADUATE STUDENT POSTER AWARD** – This award is given to recognize outstanding scholarly work of students. Any student currently enrolled on a full-time basis in an academic program at the graduate level is invited to participate in the Graduate Student Poster competition. Those enrolled in Post-Doc programs are ineligible. Multiple authored posters are admissible for consideration, as long as all authors are full-time graduate students.

The Graduate Student Poster Award Committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards for 1st, 2nd and 3rd place will be given. The Executive Board may decide not to give the awards, or to give fewer than three awards, in any given year. Award decisions will be based on the quality of the posters and not on the number of endorsements received for any particular poster.

Graduate students who wish to enter this competition should adhere to the directions and deadline for presenting a poster at the Annual Meeting. 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. Participants must also send a brief (2-3 minute) YouTube video to the Graduate Student Poster Award Committee Chair by **June 24, 2023**.

Committee Chair: **SANJA KUTNJAK IVKOVICH**  
**Michigan State University**

**(517) 355-2194**  
[kutnjak@msu.edu](mailto:kutnjak@msu.edu)



# AMERICAN SOCIETY OF CRIMINOLOGY

## *CALL FOR PAPERS*

**Annual Meeting 2023  
Philadelphia, PA  
November 15 – 18, 2023  
Philadelphia Marriott Downtown**

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

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

**Jamie Fader**, Temple University  
and  
**Jill McCorkel**, Villanova University

meeting@asc41.com

### **ASC President:**

**Shadd Maruna**, Queens University Belfast

### **SUBMISSION DEADLINES**

Thematic panels, individual paper abstracts, and author meets critics panels due:  
***Friday, March 24, 2023***

Posters, roundtable abstracts, and lightning talk abstracts due:  
***Friday, May 19, 2023*** **SUBMISSION DETAILS**



## AROUND THE ASC

All abstracts must be submitted on-line through the All-Academic submission website. Details can be found on the [ASC Annual Meeting](#) website. You will need to create a new profile for 2023. On the site, you will be asked to indicate the type of submission you wish to make. The submission choices available for the meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation. **Please continue to click Accept and Continue in the lower right-hand corner until you no longer see it.** You will receive a confirmation email after you submit. If you do not, email [meeting@asc41.com](mailto:meeting@asc41.com).

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

**Complete Thematic Panels:** Panel submissions must include a title and abstract for the entire panel as well as titles, abstracts, and author information for all papers. Each panel should contain between three and four papers and one discussant. The panel and individual paper abstracts should be less than 200 words. We encourage panel submissions be organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE: **Friday, March 24, 2023**

**Individual Paper Submissions:** Submissions for a regular panel session presentation must include a title, abstract, and author information. Please note that these presentations are intended for individuals to discuss work that is close to completion or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for Roundtable Discussion (see below). Presentations of work that is published would be more suitable for an Author Meets Critic session.

- INDIVIDUAL PAPER SUBMISSION DEADLINE: **Friday, March 24, 2023**

**Author Meets Critics:** These sessions are organized by an author or critic, consist of one author and three or four critics discussing and critiquing a recently published book relevant to the ASC. Note that the book must appear in print before the submission deadline (March 24, 2023) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work. Submit the title of the book, the author's name and the names of the three to four people who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE: **Friday, March 24, 2023**

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

- POSTER SUBMISSION DEADLINE: **Friday, May 19, 2023**

**Graduate Student Poster Competition:** Graduate students who wish to enter the ASC Graduate Student Poster Competition should adhere to the directions for presenting a poster (see above). In addition, such participants must self-declare their request for award consideration at the time of submission by marking the appropriate box on the poster submission form.

To be considered for this award, participants must also send a brief (2-3 minute) YouTube video to the Committee Chair by June 23, 2023. The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with a question, method, data, and (preliminary) results and implications. Awards (1st, 2nd, and 3rd place) will be announced at the upcoming Annual Meeting. Posters co-authored with faculty are not eligible for awards. For more information, contact the please email Sanja Kutnjak Ivkovich at [kutnjak@msu.edu](mailto:kutnjak@msu.edu).

- POSTER SUBMISSION DEADLINE: **Friday, June 23, 2023**

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

- ROUNDTABLE SUBMISSION DEADLINE: **Friday, May 19, 2023**

## AROUND THE ASC

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

- LIGHTNING TALK SUBMISSION DEADLINE: **Friday, May 19, 2023**

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

The meetings are Wednesday, November 15 through Saturday, November 18, 2023. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. If a session does not have a chair, a program committee member may choose a presenter from the last paper on the session. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 2 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at <https://asc41.com/> under News & Events to find Annual Meeting information to register online or access a printer friendly form to fax or return by mail.

### SUBMISSION DEADLINES

- **Friday, March 24, 2023** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 19, 2023** is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

### ABSTRACTS

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

### EQUIPMENT

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

### GUIDELINES FOR ONLINE SUBMISSIONS

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

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

Tips for choosing appropriate areas and sub-areas:

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

**PLEASE NOTE: WHEN UTILIZING THE ON-LINE SUBMISSION SYSTEM, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED.** *After you have finished entering all the required information, you will immediately receive a confirmation email indicating that your submission has been entered. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-826-2000 or email at [meeting@asc41.com](mailto:meeting@asc41.com)*

For participant instructions, see [Guidelines for Annual Meeting Participants](#)

## AROUND THE ASC

## PROGRAM COMMITTEE

Area I	Presidential Panels		
Area II	Perspectives on Crime	Carla Lewandowski	lewandowskic@rowan.edu
1	Biological, Bio-social, and Psychological Perspectives	Joseph Schwartz	jaschwartz@fsu.edu
2	Developmental and Life Course Perspectives	Jeff Ward	jeffrey.ward@temple.edu
3	Strain, Learning, and Control Theories	Jennifer Copp	jcopp@fsu.edu
4	Labeling and Interactionist Theories	Rebecca Stone	rstone@suffolk.edu
5	Routine Activities and Situational Perspectives	Sean Roche	s_r568@txstate.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Chae Jaynes	jaynes@usf.edu
7	Structure, Culture, and Anomie	Douglas Weiss	dweiss@csusb.edu
8	Social Disorganization and Community Dynamics	Maria João Lobo Antunes	mantunes@towson.edu
9	Critical Race/Ethnicity	Janet Garcia-Hallett	JGarciaHallett@newhaven.edu
10	Feminist Perspectives	Lynn Addington	adding@american.edu
11	Theories of Conflict, Oppression, and Inequality	Kerwin Kaye	kkaye@wesleyan.edu
Area III	Types of Offending	Nicole Leeper Piquero	nxl491@miami.edu
12	Violent Crime	Sarah Daly	sarahdaly05@gmail.com
13	Property and Public Order Crime	Chris Dum	cdum@kent.edu
14	Drugs	Heith Copes	jhcopies@uab.edu
15	Family and Intimate Partner Violence	Rae Taylor	rtaylor@loyno.edu
16	Rape and Sexual Assault	Cassia Spohn	Cassia.Spohn@asu.edu
17	Sex Work	Nili Gesser	nili.gesser@und.edu
18	Human Trafficking	Jennifer Musto	jmusto@wellesley.edu
19	White Collar and Corporate Crime	Jeremy Wilson	jwilson@msu.edu
20	Organized Crime	Chris Smith	cm.smith@utoronto.ca
21	Identity Theft and Cyber Crime	Aunshul Rege	rege@temple.edu
22	State Crime, Political Crime, and Terrorism	Vincenzo Ruggiero	V.Ruggiero@mdx.ac.uk
23	Hate Crime	Steven Windisch	steven.windisch@temple.edu
Area IV	Correlates of Crime	Stuti Kokkalera	sxk078@shsu.edu
24	Gangs and Co-offenders	Dana Peterson	dpeterson@albany.edu
25	Substance Use and Abuse	Kevin Haggerty	kevin.haggerty@ualberta.ca
26	Weapons	Karol Lucken	karol.lucken@ucf.edu
27	Trauma and Mental Health	Kevin Wolff	kwolff@jjay.cuny.edu
28	Race and Ethnicity	Katheryn Russell Brown	RussellBrownK@law.ufl.edu
29	Immigration/Migration	Ramiro Martinez	r.martinez@northeastern.edu
30	Neighborhoods and Communities	Kelsey Cundiff	kcundiff@umsl.edu
31	Macro-Structural	Kate Auerhahn	kathleen.auerhahn@temple.edu
32	Sex, Gender, and Sexuality	Jace Valcore	valcorej@uhd.edu
33	Poverty and Social Class	Jacob Day	dayj@uncw.edu
34	Bullying, Harassment, and Abuse	Max Osborn	max.osborn@villanova.edu
35	Social Ties & Social Networks	Jason Gravel	jgravel@temple.edu
36	School Experiences	Kelly Welch	kelly.welch@villanova.edu

## AROUND THE ASC

### PROGRAM COMMITTEE

<b>Area V</b>	<b>Victimization</b>	<b>Ráchael Powers</b>	<b>powersr@usf.edu</b>
37	Causes and Correlates of Victimization	Min Xie	mxie@umd.edu
38	Policy and Prevention of Victimization	Chunrye Kim	ckim@sju.edu
39	Consequences of Victimization	Renee Zahnow	r.zahnow@uq.edu.au
<b>Area VI</b>	<b>The Criminal Justice System</b>	<b>Evelyn Patterson</b>	<b>evelyn.patterson@vanderbilt.edu</b>
40	Police Organization and Training	Elias Nader	enader2@kent.edu
41	Police Legitimacy and Community Relations	Natalie Todak	ntod@uab.edu
42	Police Misconduct	Adam Vaughan	Adam.Vaughan@uregina.ca
43	Police Strategies, Interventions, and Evaluations	Brandon Behlendorf	bbehendorf@albany.edu
44	Prosecutorial Discretion and Plea Bargaining	Shi Yan	shiyang@asu.edu
45	Pretrial Justice	Wanda Leal	wel004@SHSU.EDU
46	Courts & Sentencing	Don Stemen	dstemen@luc.edu
47	Capital Punishment	Robert Johnson	robertjohnson@american.edu
48	Jails & Prisons	Travis Meyers	travis.meyers@utsa.edu
49	Community Corrections	Jill Viglione	jill.viglione@ucf.edu
50	Prisoner Reentry	Chantal Fahmy	chantal.fahmy@utsa.edu
51	The Juvenile Justice System	Jen Peck	jennifer.peck@ucf.edu
52	Challenging Criminal Justice Policies	Satenik Margaryan	smargaryan@bmcc.cuny.edu
53	Collateral Consequences of Incarceration	Sarah Lageson	sl1329@scj.rutgers.edu
54	Prisoner Experiences with the Justice System	Christian Bolden	cbolden@loyno.edu
55	Law Making and Legal Change	Molly McDowell	momcdow1@wsc.edu
56	Guns and Gun Laws	Will Schultz	schultzw4@macewan.ca
57	Inequality and Justice	Mary Ellen Stitt	mstitt@albany.edu
58	Immigration and Justice Issues	Amarat Zaatut	amarat.zaatut@temple.edu
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60	Institutional Responses	Allison McKim	amckim@bard.edu
61	Community Responses	Sarah Becker	sbecker@lsu.edu
62	Public Health	Hayden Smith	smithhp@mailbox.sc.edu
87	University-Prison Educational Initiatives	Eilene Frierson	eilene.frierson@temple.edu
<b>Area VIII</b>	<b>Perceptions of Crime &amp; Justice</b>	<b>Loretta Stalans</b>	<b>lstan@luc.edu</b>
63	Media & Social Construction of Crime	Danielle Slakoff	danielle.slakoff@csus.edu
64	Attitudes about the Criminal Justice System & Punishment	Kevin Wozniak	kevin.wozniak@mu.ie
65	Activism and Social Movements	Andrea Boyles	aboyles@tulane.edu
66	Fear of Crime and Perceived Risk	Richard Moule	rmoule@usf.edu
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67	Cross-National Comparison of Crime & Justice	Steven Chen	yu-heng.chen@temple.edu

## AROUND THE ASC

## PROGRAM COMMITTEE

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77	Activist Scholarship	Veronica Horowitz	vhorowit@buffalo.edu
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<b>Area XIII</b>	<b>Lightning Talk Sessions</b>	<b>Travis Linneman</b>	<b>twl@ksu.edu</b>
<b>Area XIV</b>	<b>Roundtable Sessions</b>	<b>Sarah Boonstoppel</b>	<b>sarah.boonstoppel@ndsu.edu</b>
<b>Area XV</b>	<b>Poster Sessions</b>	<b>Sheena Case</b>	<b>meeting@asc41.com</b>
<b>Area XVI</b>	<b>Author Meets Critics</b>	<b>Marisa Omori</b>	<b>marisa.omori@umsl.edu</b>
<b>Area XVII</b>	<b>Workshops</b>	<b>Naomi Sugie</b>	<b>nsugie@uci.edu</b>
	Quantitative Methods	Christopher Contreras	C.Contreras@umb.edu
	Qualitative Methods	Sandra Bucerius	bucerius@ualberta.ca
	Other Workshops	Sheena Case	meeting@asc41.com
	<i>Please contact the chair directly regarding the Areas below</i>		
<b>Area XVIII</b>	<b>Professional Development/ Students Meets Scholars</b>	<b>TBA</b>	<b>TBA</b>
<b>Area XIX</b>	<b>Ethics Panels</b>	<b>Camille Gibson</b>	<b>cbgibson@pvamu.edu</b>
<b>Area XX</b>	<b>Policy Panels</b>	<b>Beth Huebner</b>	<b>huebnerb@umsl.edu</b>
	<b>Peterson Workshop</b>	<b>Ruth Peterson</b>	<b>Peterson.5@osu.edu</b>
	<b>Graduate Student Poster Competition</b>	<b>Sanja Kutnjak Ivkovich</b>	<b>kutnjak@msu.edu</b>

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**AROUND THE ASC**

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**New Editor Sought for *Race and Justice: An International Journal***

The American Society of Criminology's Division on People of Color and Crime (DPCC) invites applications for the position of editor of *Race and Justice: An International Journal*, the Division's official journal.

The journal is published by SAGE Publications and uses an on-line, electronic submission process. The new editor will be responsible for administering this process and publishing four issues a year. The editor will serve a three-year term, with the possibility of renewal for a second three-year term, to be negotiated with the DPCC Executive Board. The editor should be a member of the DPCC upon appointment, and for the duration of the term as editor.

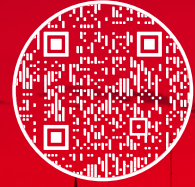
It is anticipated that the incoming editor will have sole responsibility for production of the January 2024 issue. The current editor, Dr. Jacinta Gau, will support the new editor in a transition period as needed. The editor is responsible for the timely output of the journal, including the solicitation of manuscripts, supervision of a rigorous peer review process, and the final selection of articles for publication. In addition, the editor may solicit and publish reviews of books about race, ethnicity, and justice. Duties also include implementing the journal's editorial policies, maintaining high professional standards for published content, and ensuring the integrity of the journal. The editor must also work with the Division Chair to maintain an up-to-date list of DPCC membership to ensure that members receive access to the journal.

The editor's supporting institution might provide office space, file storage, equipment, at least one graduate assistant to serve as managing editor, and release time for the editor. The DPCC provides an annual stipend of \$4,000 for the editor, and \$1,000 for the managing editor.

Interested applicants may contact the current editor, Dr. Jacinta Gau, [jacinta.gau@ucf.edu](mailto:jacinta.gau@ucf.edu) for additional information regarding the logistics or operational details of editing and producing the journal. Applicants should submit a statement of editorial philosophy, a CV, and assurances of institutional support to the Race and Justice Journal Editor Search Committee Chair, Dr. Shaun Gabbidon, [slg13@psu.edu](mailto:slg13@psu.edu). Interested applicants may contact Dr. Gabbidon prior to submitting the application.

***Please submit applications no later than June 16<sup>th</sup>, 2023. Applicants will be notified of the outcome by early August 2023.***

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 Emma Fletcher | University of Cincinnati  
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 James Frank | Michigan State University  
 Cory Haberman | Temple University  
 Brittany E. Hayes | John Jay College  
 Edward J. Latessa | (In memoriam) Ohio State University, Emeritus  
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# KEYS TO SUCCESS

## Even Beyonce had to be Nominated for a Grammy: How to Win Awards in the Academy

Emily Lenning, Jason M. Williams, Patrick Lopez-Aguado, & Chenelle Jones

As scholars and practitioners who have conquered years of grueling higher education and have jumped through hoop after hoop to advance our careers, it can be easy to forget that the academy is not a meritocracy, at least not in the sense that we will always or automatically be recognized and rewarded for our accomplishments. Especially if we have never been told otherwise, we might spend most of our careers thinking that one day, if only we are awesome enough, some major organization (like ASC) will call us up and say, "You've won!" But alas, that is not how it works. Not at all. Most awards, even those we richly deserve, must be sought after with great effort, often requiring nominations, letters of support, and the submission of hefty portfolios. There are a few steps you can take to ensure that your efforts are well-spent and that the reward for all of your hard work is well-deserved. It is essential that you identify the right award for you, develop a strong package for submission and, prior to and upon winning the award, you pay it forward. In recognizing that awards are not always bestowed upon individuals on merit alone, and how awards are often steeped in politics, we also provide a call for action that details how we may decolonize these processes.

### Identify the Right Award for You

First and foremost, pursue a research and praxis agenda that syncs with the type of awards you want to win. For instance, aside from the ASC-wide awards, each Division within the ASC has an assortment of awards designed to recognize their members. If you consider yourself a victimologist, it would be a strategic gesture to join the Division of Victimology, as they are geared toward raising the voices of such scholars. Each Division has a website detailing its awards and the steps you must take to qualify, so be sure to become familiar with those divisions and awards that align with your scholarly agenda. Acclimating early with potential awards is crucial toward preparation.

It is also helpful to conduct research on past winners and reflect upon their contributions. Reviewing past winners' research not only helps you to understand the scope of those who have won, but it may also inform your current research and praxis. Preparation for the win matters a lot, and it needs to take place as early as graduate school. Recognize that some awards are strictly geared toward scholarship while others recognize service efforts and even activism. Increasingly, divisions within the ASC have started rewarding scholars for their work at the community level and in the classroom, so do not discount your qualifications in these categories. Therefore, be mindful of the vast array of awards that may apply to your work.

Additionally, it is wise to join committees within professional organizations. Committee work allows one to learn the ropes on any number of topics. This becomes especially prescient if one joins a committee that decides awards. Moreover, committee assignments may bring about additional opportunities for mentorship from senior scholars. Thus, intentionally ensuring that your committee work aligns with your research and praxis can help collect institutional knowledge about processes and expectations. As service is often a component of award criteria, committee work can also help you bolster nomination and submission packets.

### Developing a Strong Package

Serving on an awards committee can be a lot of work because it usually involves pouring over multiple portfolios, and there is nothing worse than navigating a poorly organized or irrelevant package. Strong award packages begin with stellar nominations and detailed cover letters, and contain well-organized materials germane to the award. Many awards require you to be nominated by someone, and it is absolutely okay to ask someone to nominate you. In fact, it is quite common to do so. Once you have identified an award, identify a good nominator. Some things you should consider when identifying a good nominator are whether or not they have personal knowledge of you and your accomplishments, if they are an expert in the field related to the award, if they are a past winner, and if they are respected in the field.

Once you have identified a nominator and they have agreed to submit the nomination, make it easy for them to write a stellar letter in support of you. Recall when you were on the job market. When you identified a prospective job and needed a letter of recommendation, you probably provided your advisor with the job description, your CV, and a summary of your strengths. Do that for awards, too. Nominating you should be a breeze, not a burden.

Some awards allow for self-nominations, and in some cases, it may be necessary or appropriate to nominate yourself. In most cases, however, it is wise to have someone else present the nomination. Not only does an external nomination

## KEYS TO SUCCESS

lend support to the contents of your package, but it is also a good way to determine if the award is right for you. If you want to apply for a research award, for example, and you cannot find a well-respected scholar eager to nominate you, then it may not be the right time in your career to go up for such an award.

In addition to a formal nomination, committees will often ask you to include a letter detailing your candidacy. This letter should reflect, but not mimic, your nomination letter. Make sure everything you want the committee to know is in this letter and that it is prominently displayed in your portfolio. This is not to say write a novel, but in all likelihood, the committee will not investigate every nook and cranny of your portfolio, so don't make them dig for gold. The highlights should be clearly presented in your letter, and it should provide a roadmap for navigating your portfolio.

Finally, organize, organize, organize. Make sure your package is easy to navigate and that it is consistent. If there are multiple folders, ensure they all have the same flow, and consider including a table of contents to help reviewers find and navigate your materials. But again, only include what you are asked to include. Don't throw in the kitchen sink because bigger is not always better. Don't weigh down your package with content that isn't relevant. If you are going up for a mentoring award, don't overload the committee with every article you ever published. At most, include articles that demonstrate your commitment to mentoring, such as those you co-authored with junior scholars. Likewise, if you are going for a teaching award, only include publications about pedagogy. If the award is for research, resist the urge to share your amazing teaching evaluation scores. Remember that this is true of anything you go up for - successfully earning tenure, promotion, and post-tenure review all require the same attention to detail.

While you don't get second chances at tenure, you do when it comes to winning awards. If at first you don't succeed, try again. Most awards only go to one person, and maybe this year, someone was more deserving than you - next year might be your year to shine. And you already have a good package started, right? Whether you win the award or not, there is something to learn from the process. Now that you have gone through the process, you have a better sense of how to submit and what to expect in the future.

### Pay It Forward

The most deserving award winners are good citizens of the academy, meaning they give as much as they get from the communities that celebrate them. Obviously, it will be difficult to earn any award if, for quite some time prior, you haven't demonstrated that you are a great colleague. However, when you do finally get that award, you must continue to pay it forward through mentorship and service, which can include mentoring others, especially for awards you have won, telling others when they should apply for an award, serving on committees for awards that you have won in the past, and contributing to the organization that recognized you.

When you have been recognized for your accomplishments in the form of an award, it is important to consider how you can use this experience and recognition to support both the organization that has awarded you and other colleagues who may also be deserving of the recognition. The organizations and committees that have awarded you will certainly appreciate any service work you can contribute—this is particularly true for distributing future awards, which you are now uniquely qualified to help decide, given your familiarity with the committee's processes and priorities. Your status as an award recipient also means that your encouragement and support for others to apply means a lot. Let colleagues know if you think they should be nominated for an award, and if possible, use what you know to help them through the process (especially if they are graduate students, practitioners, or junior faculty members). Consider offering to nominate colleagues yourself, write or contribute to nominating letters, and seek out additional colleagues willing to support a nominee by contributing their signature to the letter.

### Call to Action

None of this advice is given to minimize the ugly truth that there are politics involved in the bestowment of awards in the academy. It is no secret that our discipline is characterized by sexism, racism, homophobia, transphobia, ableism, and a host of other "isms" that serve to promote and celebrate cisgender, heterosexual, white men, with the exception of niche awards designed to honor members of a particular minority group. It is also true that even when award descriptions are broad in scope, the interests and research agendas of the majority of winners can be quite narrow, reflecting a very particular (and usually mainstream) segment of the field. This is a reflection of issues within the field of criminology generally, the specific agendas of the organizations granting awards, and the composition of awards committees, and we suspect it discourages incredibly deserving scholars from applying for certain awards. Countless scholars are deserving of awards; however, the pool of award-winning criminologists will remain unchanged as long as organizations, divisions, and committees have homogenous groups reviewing a uniform slate of nominees. Disrupting the status quo is critical to ensure the work of scholars from underrepresented populations is recognized. It also helps to amplify research and other scholarly work that would otherwise be overlooked.

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## KEYS TO SUCCESS

Our call to action is that everyone takes intentional steps toward decolonizing how awards committees are constructed and how they do their work. As we argued earlier, each person, regardless of their research agenda, deserves a genuine chance at earning an award. This is especially the case for marginalized scholars doing work that is not so easily recognizable due to mainstream metrics and expectations. This call to action must take place in the divisions but also at the ASC level, where diversity is severely lacking. We, the dues-paying members that keep these organizations afloat, must hold executive boards accountable for the broad diversity of thought and contributions in the wider field. Holding these boards accountable means organizing around slates of candidates who will take on the challenge of bolstering our diversity rather than ignoring it. Recognizing our diversity helps to move the discipline forward, which is award-worthy in and of itself.

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# OBITUARIES

## HAL PEPINSKY



Professor Emeritus Hal Pepinsky of Indiana University, Bloomington – Department of Criminal Justice passed away on January 28, 2023. Hal earned the Jurisprudence Doctorate from Harvard University in 1968 and the Ph.D. from the University of Pennsylvania in 1972. He was trained in sociology, Chinese, and law. Professor Pepinsky spent his scholarly life describing crime and violence, their roots, their antithesis, and the ways in which people can and do make peace. Hal Pepinsky was a Senior Fulbright Scholar in Norway and conducted field research around the world. He published fifty peer-reviewed articles, four books and edited four volumes. Borrowing from a variety of ancient indigenous knowledge-based justice systems from around the world and incorporating these various models of conflict resolution, Hal Pepinsky founded the modern field of peacemaking criminology. Using numerous cross-cultural practices and informal strategies, these modern models of conflict resolution are now widely practiced in many different settings. Hal was a member of many ASC Divisions, especially the Divisions of Critical Criminology and Social Justice, Women and Crime (now Feminist Criminology), and People of Color and Crime. Hal was committed to giving voices to crime victims and supported the Division of Victimology.

*~John Braithwaite: "Hal was a delightful conversationalist who cared passionately about the future of our field. He was a great builder of critical criminology, where the biggest of many contributions was in peacemaking criminology. This work shifted circuits of thought and laid a foundation for many other strands of positive criminology in which healing mattered. I was a friend of Paul Jesilow who was so supported by Hal, and in turn so admired by Paul, as they did influential and provocative work together on "Myths that Cause Crime." Hal Pepinsky will be missed for his supportive way of being with many criminologists.~*

I met Hal through Joan Petersilia, Gilbert Geis and Paul Jesilow. Paul and Hal were colleagues at Indiana University. After Paul returned to the University of California, Irvine, Department of Criminology, Law and Society – Paul mentioned he wrote a book with Hal. Hal often spoke how peacemaking applied to victimization in tribal communities. Hal's last words whispered, "Quinney, Quinney" about Richard Quinney, his friend he so loved. Hal leaves spouse, Jill Bystydzienski (Emerita – Ohio State U), their daughter, Katy, son-in-law, Christian, and grandchildren, Mila (age 15), and Evan (age 12). Julie C. Abril – Independent Social Scientist

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**OBITUARIES**

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**RICK RUDELL**

In early January 2023, the criminological community lost a dear friend – Rick Ruddell, the Law Foundation of Saskatchewan Chair in Police Studies in the Department of Justice at the University of Regina. Rick Ruddell's scholarship focused on issues important to Saskatchewan but generalizable to a much larger criminological audience, including the impacts of resource-based booms on rural communities, community perceptions of law enforcement, and policing rural and remote communities, including indigenous communities. Rick received his BA from the University of Saskatchewan (1982), a BSW from the University of Regina (1987), and received his Masters of Criminal Justice at New Mexico State University (1997) and a Ph.D. from the University of Missouri-St. Louis in Criminology and Criminal Justice (2003). For many years (1984-2001), Rick was a front-line supervisor in the Ministry of Corrections, Public Safety and Policing for the Province of Saskatchewan, and Director of Operational Research for Public Safety, Canada in 2009-2010. In between, he was an assistant professor of Political Science (Criminal Justice Program) at California State University, Chico (2002-2006) and then an associate professor there in 2006. In 2007 he moved to Eastern Kentucky University where he was an Associate Professor of Criminal Justice until taking up the Law Foundation position in 2010. Rick was a highly productive scholar, publishing over 130 articles, technical reports, and encyclopedia entries,

plus he authored and edited 13 books. He is one of the pioneers in the development of rural criminology, especially his influential books on *Oil, Gas, and Crime: The Dark Side of the Boom* (Palgrave Macmillan) and *Policing Rural Canada* (de Sitter Publications). Other significant books include *Criminal Justice* (Oxford University Press) and *Contemporary Corrections: A Critical Thinking Approach* (Routledge). There was no better colleague and academic partner than Rick Ruddell. He was an enthusiastic participant in recent internationally-based, collective efforts to build up the scholarly infrastructure of rural criminology through online participation in roundtables for the International Society for the Study of Rural Crime, and contributions to the *Encyclopedia of Rural Crime* (Routledge, 2022). He was a founding member of ISSRC and served on its executive committee, and was a member of the Editorial Advisory Board for the *International Journal of Rural Criminology*, which is co-sponsored by ISSRC, the Working Group on Rural Crime for the European Society of Criminology, and ASC's Division of Rural Criminology. On behalf of the Rural Criminology community, Joseph F. Donnermeyer

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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)

## International Invited Scholarship: An Underused Resource in Criminology and Criminal Justice

Marijana Kotlaja, Ph.D.

I might have missed the memo. As an Assistant Professor, I was unaware of the how and why of invited scholarships and stumbled into my first opportunity when a collaborator invited me to present my research at Ryokoku University in Kyoto, Japan. Since then, I have learned that the purpose of an invited scholar opportunity is to familiarize yourself with a different academic context, access different people and events, and most importantly, have meaningful discussions about important research topics of mutual interest. I hope my story below will motivate other institutions who are considering an invited scholar, and for those who are interested in being an invited scholar!

During my weeklong visit in December of 2022, I delivered two public lectures, "Cultural Contexts of Individualism vs. Collectivism Exploring the Relationship Between Family Bonding and Deviance," and "Assessing the Role of Personal, Organization, and COVID-19 Stressors on Police Misconduct in Bosnia and Herzegovina." In addition to these formal lectures, I held discussions with doctoral students and faculty at Ryokoku University. These discussions focused on career development, academic life in the United States, Japanese culture, and career paths. The students asked excellent questions and I could tell they had spent some time reading through my research before my arrival in Japan.

In addition to my commitments at the university, I explored different parts of Japan, including Tokyo and Mishima. My most memorable experiences included visiting shrines, tasting different types of Japanese cuisine, exploring too many street markets (aka. shopping) and riding the bullet train. Though all of these experiences were wonderful, perhaps other than the raw fish I ate, my favorite spot on this trip was to Asakusa, or the famed Senso-Ji Buddhist Temple in Tokyo, Japan. The temple is associated with Kannon, who is considered the goddess of compassion. It is one of oldest and most beautiful places that I have been able to visit and is pictured below.



Being an invited scholar in Japan provided me with so many networking opportunities and experiential learning! In addition, the trip allowed me to discuss several manuscript ideas with Japanese scholars for both personal and collaborative purposes. In an increasingly global world, these networks and collaborations are important, as is our understanding that we are working together to fix the same problems related to crime and justice. With this opportunity behind me, I returned to my academic post recharged and eager to one day get back to Japan.



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## CRIMINOLOGY AROUND THE WORLD

### Announcements

The Western Society of Criminology held its largest conference ever this month in Vancouver, Canada. This included over 400 registrants, 64 panel presentations, a poster session, and an awards luncheon in which nine exceptional scholars were honored. The keynote speaker at our Sunday brunch was the Paul Tappan award winner for outstanding contribution to the field of Criminology, Dr. Jill Rosenbaum from California State University, Fullerton. We hope to see you next year at our 50th anniversary conference to be held in Long Beach, California where we have some exciting new events planned to commemorate the occasion.

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## CRIMINOLOGY AROUND THE WORLD

### Conferences, Webinars & Workshops

#### ACADEMY OF CRIMINAL JUSTICE SCIENCES MEETING

March 14 – 18, 2023  
National Harbor, MD  
<http://www.acjs.org/>

#### PACIFIC CRIMINOLOGY COLLECTIVE

March 31, 2023  
Te Herenga Waka—Victoria University of Wellington  
<https://www.wgtn.ac.nz/sacs/about/events/pacific-criminology>

#### THE FUTURE OF DEATH PENALTY

April 4, 2023  
Lamar University, Beaumont, TX  
<https://www.lamar.edu/arts-sciences/sociology-social-work-criminal-justice/death-penalty-studies/conferences/index.html>

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

May 15 – 17, 2023  
Las Vegas, NV  
[https://www.americansebp.org/conference\\_2023.php](https://www.americansebp.org/conference_2023.php)

#### NATIONAL RESEARCH CONFERENCE – Hosted by NIJ

May 23 – 25, 2023  
Arlington, VA  
<https://nij.ojp.gov/events/conference>

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

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

#### STOCKHOLM CRIMINOLOGY SYMPOSIUM

June 12 – 14, 2023  
Stockholm, Sweden  
<https://criminologysymposium.com/>

#### BALTIC CRIMINOLOGICAL SEMINAR

June 19 – 20, 2023  
Tallin, Estonia  
Contact: Anna Markina, [anna.markina@ut.ee](mailto:anna.markina@ut.ee)

#### BRITISH SOCIETY OF CRIMINOLOGY CONFERENCE

June 28 - 30, 2023  
University of Central Lancashire  
<https://www.uclan.ac.uk/events/conferences/bsc>

#### EUROPEAN SOCIETY OF CRIMINOLOGY MEETING

September 6 - 9, 2023  
Florence, Italy  
<https://www.esc-eurocrim.org/>

#### 23rd ANNUAL EUROPEAN SOCIETY OF CRIMINOLOGY CONFERENCE

September 11 - 14, 2023  
Florence, Italy  
<https://www.esc-eurocrim.org/index.php/conferences/upcoming-conferences>



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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](#) for additional details.