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In This Issue

The Myth that Most People Recidivate

By Shawn Bushway and Megan Denver

"The great enemy of the truth is very often not the lie—deliberate, contrived, and dishonest—but the myth—persistent, persuasive, and unrealistic." John F. Kennedy (1962)

It is a myth that most people who serve a prison sentence in America return to prison. The truth is that only a third of adults who serve a prison sentence are reincarcerated within 12 years (Rhodes et al. 2016). The myth that most incarcerated adults recidivate is pervasive and problematic. It creates the harmful impression that all people who spend time in prison are far more embedded in crime and the criminal justice system than they are.

Where does the myth of high average recidivism rates come from?

Most people learn about recidivism from the Bureau of Justice Statistics (BJS), which has reported the proportion of adults who recidivate among a sample of people **released from prison in single-year cohorts** since 1989. These single-year release cohort statistics are an accurate summary of what happens to the people released from prison in the stated year. But, those in prison that year are naturally more likely to be people who frequently return to prison than people who go to prison once and never return. As a result, r**ecidivism rates for people coming out of prison in a single-year exit cohort are much higher than the recidivism rates for everyone who has ever been incarcerated** (Rhodes et al. 2016, Kalra et al. 2022). This distinction is deeply important: a world in which 53% of formerly incarcerated people are reincarcerated is undeniably different than a place where only 33% are.

Table 1 recreates Table 11 from the very first BJS recidivism report (Beck and Shipley 1989), which reports the rearrest rates for people released from prison in 1983 by their number of prior arrests. The second column shows massive variation in recidivism rates: 82.2% of those with 16 or more arrests were rearrested within 3 years, while only 38.1% of those with one prior arrest were rearrested.

Table 1. Beck and Shipley (1989) BJS Recidivism Statistics

Table 11. Rearrest rates of State prisoners released in 1983, by number of prior adult arrests

Number of adult arrests prior to release*	Percent of all releases	Percent of releasees who were rearrested Within 3 years	Within 1 year
All released prisoners	100.0%	62.5%	39.3%
1 prior arrest	9.1	38.1	19.0
2	10.8	48.2	25.5
3	10.8	54.7	30.1
4	9.7	58.1	35.5
5	8.0	59.3	33.4
6	7.0	64.8	38.2
7-10	18.8	67.7	42.0
11-15	11.9	74.9	53.3
16 or more	14.0	82.2	61.5

Note: The percents were based on 108,309 weighted cases with valid data on the number of prior adult arrests.
*An adult arrest is one that occurs when an individual is of adult age, as defined by State law, or when the individual is a juvenile but is charged or tried in court as an adult.

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The three-year recidivism rate of 62.5% is a weighted average across the 9 rows of Table 1. It follows that the calculated average recidivism rate is going to vary dramatically depending on the prior history of those in the sample. It also follows that a single-year release cohort will not accurately represent the average rate of recidivism for everyone who has been in prison because the former has a different distribution of priors than the latter.

Kalra et al. (2022) looked at this question by studying the population of people in the criminal justice system over a 26-year period in North Carolina. 43% of the people who were ever released from prison during this time period were reincarcerated (i.e., were in prison two or more times). But—and this is key—69% of those released in any given year were reincarcerated during that 26-year period. The single-year release cohorts used by BJS oversample the frequent recidivists **by 26 percentage points**. Statistics generated using single-year cohorts will overstate the average recidivism rate for people with records, and a myth is born.

Are the BJS statistics intentionally misleading?

Definitely not.
We carefully read every BJS document about recidivism. The BJS statisticians are always very careful to state that they are reporting numbers for a single-year exit cohort. Here is a summary from the most recent recidivism report:

> *"About 61% of prisoners released in 2008 returned to prison within 10 years for a parole or probation violation or a new sentence" (Antenangeli and Durose 2021: 1).*

This statement is true. Now, read the following sentence carefully.

> *About 61% of released prisoners returned to prison within 10 years for a parole or probation violation or a new sentence.*

We invite you to go back and think about the difference between the two sentences. They are virtually identical, but while the first quote is focused on a single-year exit cohort, the second describes the behavior of everyone ever released from prison. The second quote is the myth, and we have found no evidence that BJS has ever made a statement like this.

The rest of us probably do not get off so easily. Ask yourself honestly if you have ever applied the statistics from BJS to the population of people in the community who at some point served time in prison. We certainly have. And, in our reading of the literature, so have many others both inside and outside of the field. We do not think people are doing this on purpose or with nefarious intent. It is nonetheless wrong.

It is easy to believe the myth that most people recidivate; the slight misrepresentation of the BJS statistics represented by the second statement is persuasive, even if BJS had no intention of creating the myth. As a result, the myth persists. That persistence doesn't change the fact the myth is wrong. The remainder of this essay focuses on further explaining the idea and considering some of the implications of this myth on the field of criminology.

Does this really matter?

Yes.
The degree of bias can fuel a pessimistic view that nothing works and that people are doomed to return to prison (Rhodes et al. 2016). When criminologists disseminate inflated recidivism statistics, which is common, it amounts to disinformation. The consequence is that criminal justice agencies, employers, landlords, advocates, and others in the community who rely on and repeat these statistics dramatically overstate the risk they face by engaging with those who have records.

Why does the myth persist?
There are several possible reasons why the myth remains so strong more than 10 years after Rhodes et al.'s groundbreaking paper first circulated. For one, the issue is subtle. Second, the myth supports the popular narrative that our criminal justice system is broken. This social truism creates strong headwinds for people or studies that present an alternative (and more optimistic) message. Third, the myth is useful for criminal justice reform actors or advocates arguing for more funding. We suspect that useful myths are particularly resistant to change.

I think I understand, but can you explain it in a different way?

Sure.
In our experience both as learners and teachers, the why behind this truth can be tough to grasp. Let's begin with an example (first presented in Kalra et al. [2022]) that provides some intuition into the phenomenon.

Consider an airline that wants to better understand its flying population to create different incentive campaigns to increase revenue. It hires a consultant to answer the question, "What percentage of all of our customers fly with us in consecutive years?" The consultant designs a study to (1) sample passengers that get off each of the airline's flights over the next year and then (2) examine those customers' travel behavior for the following year. This convenience sample approach captures a cohort of deplaning passengers.

The consultant's approach is not likely to answer the airline's question accurately. Why not? Compared with the airline's overall customer population, a cohort of deplaning passengers will disproportionately contain frequent fliers— those with the highest rates of travel. In other words, deplaning passengers do not represent all of the airline's customers, so the sample does not match the question's population of concern. Because the sample disproportionately contains frequent fliers, this mismatch will result in overestimating the percentage of the airline's customers who fly with the company in consecutive years.[1]

The same phenomenon is at play in the BJS statistics: the BJS data reflects the recidivism rate of a cohort of people released in a single year (i.e., passengers deplaning a single flight), when most of the time we are interested the recidivism rate of all people who have ever been incarcerated (i.e., all passengers). The recidivism rate of the former will be higher than the latter.

We next present three ways to explain or demonstrate this phenomenon with the hope that they will give most readers better leverage into this important, but subtle issue.

1. **Direct comparison.** Kalra et al. (2022) had unique data that allowed them to calculate both numbers – the recidivism rate for single-year release cohorts (61%) and the recidivism rate for the population of people ever released from prison (46%). The first number is 15 percentage points—or 33%—higher than the second. Rhodes et al. (2022) do something similar, but reweight the samples rather than directly estimate them. The authors put weights on the single-year release cohorts to reflect the population of people with at least one prison sentence (see Table 1). Using these weights, they found that the recidivism rate for single-year release cohorts (53%) is 20 percentage points (or 61%) more than recidivism rates for the population of people ever released from prison (33%). Bushway et al. (2022) demonstrated that these two approaches produce very similar answers.

2. **Sampling theory.** Employers, landlords and advocacy groups want to understand the risk of recidivism among all those who have been released into the community over many years. This population, by definition, includes people who exit once and never return and people who have been released 3 times (because they kept returning to prison). Suppose in an attempt to study this population we take a convenience sample of people who were released in 2010. We are essentially acting as if 2010 will contain a random sample of everyone released in this period. But, the person who has been released 3 times from 2000 to 2020 has three times the chance of being released in 2010 than someone who has only been released once during this period. The single-year release cohort oversamples those who have more priors, which leads directly to the myth of high recidivism rates.

3. **Criminal career research.** Wolfgang et al. (1972) found that 6% of the population of people with one arrest account for more than 50% of the total number of arrests. Statements of the average recidivism rate for people involved in crime will be misleading if those with repeat criminal justice system contacts are allowed to drive the estimate. And, those disproportionately arrested will drive estimates based on a single-year exit cohort because the likelihood of being incarcerated varies directly with self-reported offending frequency (Canela-Cacho et al. 1997). As a result, a sample of people who are incarcerated/released at a single point in time will oversample the subgroup offending at high rates.

Is this only a problem for recidivism rates calculated for people released from prison?

Absolutely not.
The problem gets worse if we include those who have been **convicted** but not incarcerated as well as those who are convicted and incarcerated. People who are not incarcerated remain at risk for conviction over a longer period, and therefore can compile a longer list of convictions during a given time period. Bushway et al. (2022) estimated that only 30% of those who are convicted in North Carolina are ever reconvicted in North Carolina. However, if the focus is on people who are convicted in a single year, the reconviction rate is over 70%. Using the latter cohort estimate to speak about the population of people convicted will lead to an **overstatement of recidivism risk by 133%**. A single-year cohort of convicted individuals oversamples the people with the highest recidivism rate.

Is this problem moot if we focus on positive measures of desistance like employment instead of recidivism, as recommended by the National Academies of Sciences, Engineering, and Medicine (2022)?

Unfortunately, no.
Suppose instead of using a single-year exit cohort to estimate recidivism rates, we use a single-year exit cohort to estimate the probability of employment, stable housing, marriage, or civic involvement. As before, the sample is not representative of everyone who has ever been incarcerated, but instead will be overpopulated with people who are more likely to be reincarcerated.

In what follows, we demonstrate this issue using employment as measured in longitudinal surveys, like the National Longitudinal Survey of Youth (NLSY). Freeman (1992) first reported the employment rate in any given week for young men in the NLYSY97 of around 60%, roughly double what researchers find with formal quarterly in release cohorts (~30% employment) (Pettit and Lyons 2007).

The standard explanation for this difference is that the NLSY surveys capture informal, grey market jobs in addition to formal jobs that collect payments for Unemployment Insurance (Holzer et al. 2003). While we agree that informal work is a plausible explanation for some of this difference, we believe that much of the difference comes from the fact that the **administrative studies follow release cohorts, while the NLSY samples cover people who have ever been incarcerated.** As discussed above, these samples clearly do not represent the same populations, and it makes sense that administrative samples (which contain people who are more frequently incarcerated) have lower employment rates. We believe the failure to fully understand the difference between the sampling strategies of these two approaches leads to the understatement of employment rates for the formerly incarcerated, including employment in formal work that requires unemployment insurance. It also leads to an understatement of any measure of prosocial involvement among people in possession of a criminal history record.

Does this sampling problem complicate our understanding of program impacts?

Yes.
Although this question was not addressed in the original Rhodes et al. (2016) paper, causal estimates of the impact of programming/treatment on recidivism/desistance will also be impacted by the sampling problem (Kalra et al. 2022). Most studies of program effectiveness focus on release cohorts, meaning that they are not studying a sample that is representative of the population of people who have been convicted or incarcerated. They are studying a sample of people who are most likely to fail.

Consider studies that find heterogenous treatment effects for people with different numbers of priors (Jordan et al. 2021). Those with low rates of criminal-justice involvement are underrepresented in single-year cohorts. As a result, the estimated treatment effect will be biased in any model that uses a single-release cohort (but intends to make conclusions about the population of all people who were incarcerated or convicted).

The study of desistance is deeply limited if research samples are biased towards people who are particularly embedded in the system. We want to know the impact of the programs for everyone, including—but certainly not only—the individuals frequently cycling in and out of the system. More research is needed to fully explore the potential value of this insight, but our intuition is that addressing the sampling problem will lead to new insights about program impacts on the full population of people in the system, not just those frequently incarcerated.

Concrete Steps to Combat the Myth
We suggest three basic steps we can take as a field.

1) **Choose the study population that matches your research question.**
As LaVigne and Lopez (2021) explained in a research brief for the Council of Criminal Justice, "Recidivism studies like the recent BJS report are crucial in tracking the impact of criminal justice reforms and reentry programs…[but] should be complemented by those that track recidivism outcomes of individuals. Studies focused on individuals paint a more accurate picture of post-release reoffending; that's because cohort studies are weighted toward people who serve relatively short sentences, many of whom cycle in and out of jail and prison and thus have a much higher propensity to recidivate."

In our experience, most questions about recidivism in criminology are about the general population of people who have ever had a criminal record. At the same time, there are situations where researchers are focused on a subset of higher risk individuals. For example, consider the Top600 recidivism prevention program in Amsterdam, which focuses resources on the top 600 most risky people in a state (Beijersbergen et al. 2023). This is precisely the group that drives the higher numbers reported from samples of single-year exit cohorts (see Table 1 above). In either case, it is essential that you make absolutely sure that you are using a sample that represents the population of interest. Then triple check that your language in the paper matches the population you have chosen. As we showed above, a few misplaced words can entirely change the meaning. Reviewers should

pay close attention to make sure that authors are a) clearly stating which population they care about and b) using a sample that represents that population.

2) **Reweight samples from release cohorts to capture overall populations and use existing population estimates when discussing population-based research.**
Bushway and colleagues (2022) document that the weighting approach recommended by Rhodes et al. (2016) produces almost identical results. This is not surprising – survey researchers reweight samples all the time to capture populations of interest. We believe that BJS could easily report both the weighted and unweighted recidivism
rates in their reports

Unfortunately, we are aware of very few papers or reports that do this reweighting in the context of recidivism/desistance (but see Shannon et al. 2017 and Brame et al. 2012 for other estimation strategies). Moreover, we acknowledge that the exact reweighting procedure that can be done in each situation is not yet clear.

For example, the Criminal Justice Administrative Record System at the University of Michigan just recently allowed researchers to retrieve national, state and county level recidivism estimates using their Justice Outcomes Explorer (JOE). As part of this new tool, researchers can reweight the recidivism estimates to discount the impact of those with more priors. This reweighting reduces the prevalence estimates as expected, but by much smaller amounts than anticipated by Rhodes et al. (2016) or Kalra et al. (2022). We look forward to more research and dialogue about the best way to reweight samples to capture the true population of interest. This dialogue will be facilitated by specific research that documents whether the bias caused by using single-year cohorts is constant across samples. It is possible that the size of the bias depends on which birth cohort is being studied (Neil and Sampson 2021) or the rate at which a jurisdiction incarcerates people convicted of crimes.

3) **Change policies and practices to reflect the desistance narrative when applicable.**
The current framework for much of the practical work in reentry is based on the idea that most people involved with the criminal justice system recidivate; as a result, reentry programming prioritizes the need to foster desistance. However, instigation is not required for most people who enter the criminal justice system – they are going to desist. The real question is whether they can pursue employment and other life choices that are otherwise available to people who have a similar risk of offending (DeWitt et al. 2017). They will only have that ability if a) we recognize that most people desist and b) we find ways for those who will desist to distinguish themselves from the subgroup of people who drive the myth of high recidivism rates (Bushway and Apel 2012). By reframing the recidivism narrative, we can help communities refocus on both the population that is churning in and out of the system and—separately—those who have desisted and need opportunities for success.

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[1] Readers who like numbers can read Kalra et al. (2022) for a concrete numerical version of this example. Readers who like marriage better than flying might benefit from an analogous example about divorce. The statistic that more than 50% of marriages end in divorce is an upwardly biased measure of the likelihood that people who get married for the first time will divorce. Some couples divorce and remarry multiple times. Those marriages are the ones more likely to be captured by a sample of marriages from any given year.

Embracing Chaos: Exploring Complex Systems Science as an Alternative to Positivist Criminology

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Criminology has long been dominated by the positivist paradigm, which relies on the empirical measurement and statistical analysis of criminal behavior. This approach, rooted in Enlightenment thought and the scientific methods developed by figures like Robert Hooke and Isaac Newton, assumes a stable, predictable world where human behavior can be understood through linear, deterministic models. However, this perspective has been increasingly challenged by scholars advocating for a more nuanced understanding of social phenomena, one that embraces the complexity and unpredictability inherent in human behavior.

Most contemporary criminological theories in actuality, such as rational choice theory of social learning theory, incorporate elements of probability, acknowledging that individuals are not deterministically bound to commit crimes. However, the characterization of these theories as deterministic rises from how they are interpreted and applied. For example, their application is generally focused on factors that increase or decrease the likelihood of criminal behaviour as researchers tend to assume linear relationships for simplicity. Or when criminal behaviour is liked to socioeconomic conditions without acknowledging the nuances and variances in individual decision-making there is implied determinism. Further, the can be limited by tools such as regression analysis often rely on linear assumptions. The tendency to focus on predictive models and risk factors can sometimes reinforce the perception of linearity and inevitability.

Nonetheless, the fact remains that the critique that criminological "under-specify the functional form" between concepts is valid. While the underlying tenets of the theory may offer broader explanations, they do not always specify exactly how these relationships play out in real-world, complex settings, particularly when non-linear dynamics are at play. This leads to challenges when applying these theories to real data. A revisiting of these theories and their application may are necessary to elucidate complex relationships.

Non-linear approaches such as complex systems science can be applied to existing theories such as routine activities theory and environmental criminology to support non-linear modelling of "tipping points" in crime rates. The continued improvements in computational power and the integration of computational models, simulations and big data in criminology support the integration of methods that challenge the notion of simplistic cause-and-effect models in criminology. This article explores how Complex Systems Science, particularly chaos theory, can provide an alternative to positivist criminology by addressing non-linear effects in traditionally theorized relationships and offer new insights into the intricate dynamics of crime and justice.

Challenges to Positivism: The Role of Chaos Theory

Chaos theory, a branch of Complex Systems Science, challenges the deterministic assumptions of positivism by highlighting the inherent unpredictability and non-linearity of complex systems. Originating from the work of mathematician Edward Lorenz in the 1960s, chaos theory demonstrates that small variations in initial conditions can lead to vastly different outcomes, a phenomenon often referred to as the "butterfly effect" (Lorenz, 1963). This insight has profound implications for criminology, suggesting that criminal behavior cannot be fully understood or predicted through linear models alone.

Several scholars have explored the potential of chaos theory to inform criminological research. Arrigo and Milovanovic (2009) have argued that chaos theory offers a valuable framework for understanding the complex, dynamic nature of social systems and their impact on criminal behavior. Their work, along with that of Walker (2011) and Williams and Arrigo (2002), suggests that chaos theory can help criminologists move beyond the limitations of positivism by providing tools to analyze the non-linear, emergent properties of social phenomena.

Extending the Theoretical Framework: Engaging with Critical Criminology

The integration of chaos theory into criminological research has significant implications for the field's theoretical foundations. Unlike the positivist paradigm, which seeks to uncover generalizable laws of behavior, chaos theory acknowledges the contingent, context-dependent nature of social systems. This perspective aligns more closely with postmodernist and critical criminological approaches, which emphasize the importance of power, inequality, and social justice in shaping criminal behavior and responses to crime (Milovanovic, 1997; Arrigo & Milovanovic, 2009).

By incorporating chaos theory, criminologists can develop more nuanced analyses that account for the complex, interconnected factors influencing crime. For example, Walker (2011) suggests that chaos theory can be used to study the non-linear dynamics of crime waves, where small changes in social or economic conditions can lead to sudden, unpredictable spikes in criminal activity. Similarly, Williams and Arrigo (2002) argue that chaos theory can help criminologists understand the unpredictable outcomes of criminal justice interventions, which may have unintended consequences due to the complex interplay of factors at play.

Critiquing the Data Generating Process: Beyond Measurement Tools

One of the major critiques of positivism is its reliance on quantitative data, often generated through methods that fail to capture the full complexity of social phenomena. This critique extends beyond the tools used to analyze data and includes the processes by which data is generated and interpreted. Criminologists must consider the political economy and socio-legal construction of crime data, which are shaped by power relations, economic interests, and cultural norms.

Critical criminologists have long argued that crime data is not a neutral reflection of reality but is instead constructed through processes that reflect societal power dynamics (Michalowski, 2016; Friedrichs & Schwartz, 2007). For instance, the way crime is defined, recorded, and reported is influenced by legal and institutional frameworks that prioritize certain types of crime while marginalizing others. This selective attention can lead to biases in the data, which are then amplified by the statistical methods used to analyze them.

Chaos theory offers a way to address these biases by focusing on the underlying processes that generate crime data. Rather than treating crime data as a given, chaos theory encourages criminologists to examine how small changes in data collection, reporting, and interpretation can lead to significant differences in outcomes. This approach aligns with the critical criminological emphasis on understanding the social construction of crime and the need for a more reflexive, context-sensitive approach to criminological research (Arrigo & Milovanovic, 2009).

Practical Applications of Chaos Theory in Criminology

Chaos theory offers a transformative lens through which criminologists can examine the complexities of criminal behavior, crime prevention, and the effectiveness of criminal justice interventions. Traditional criminological approaches often rely on linear models that assume predictable, stable relationships between causes and effects. However, chaos theory challenges these assumptions by demonstrating that even minor variations in initial conditions can lead to vastly different outcomes. This section explores several key areas where chaos theory can be applied in criminology, offering more nuanced insights into the dynamics of crime and social control.

Crime Prevention and Intervention Strategies

Traditional crime prevention strategies are often based on linear assumptions that predict a straightforward relationship between interventions and crime reduction. For example, policies such as increased policing or community-based initiatives are typically designed with the expectation that they will lead to a proportional decrease in crime rates. However, chaos theory reveals that the outcomes of such interventions can be highly unpredictable due to the complex interplay of social, economic, and cultural factors that vary across different contexts.

One of the most compelling applications of chaos theory in crime prevention is its ability to explain the non-linear effects of social interventions. For instance, a community policing initiative might be highly effective in one neighborhood but fail to produce the desired outcomes in another. This discrepancy can be attributed to the unique "initial conditions" present in each community, such as varying levels of social cohesion, economic stability, and trust in law enforcement. Chaos theory suggests that small differences in these conditions can lead to dramatically different results, making it crucial for criminologists and policymakers to consider the specific context when designing and implementing interventions (Williams & Arrigo, 2002).

Moreover, chaos theory underscores the importance of adaptability in crime prevention strategies. Given the inherent unpredictability of social systems, interventions must be flexible and responsive to changing conditions. This approach contrasts with traditional models that often rely on rigid, one-size-fits-all solutions. By recognizing the dynamic nature of social environments, policymakers can develop more resilient crime prevention strategies that are better equipped to handle unexpected challenges and opportunities (Walker, 2011).

Analysis of Criminal Networks

Criminal networks, whether they are organized crime syndicates, gangs, or terrorist cells, are often studied through the lens of network analysis, which typically assumes a degree of stability in relationships between actors. However, chaos theory provides a more nuanced understanding by emphasizing the fluidity and unpredictability of these networks. Relationships within criminal networks can change rapidly in response to internal dynamics (such as power struggles or betrayals) or external pressures (such as law enforcement crackdowns or shifts in market demand for illicit goods).

Chaos theory can be used to model these non-linear dynamics and predict how small change, such as the arrest of a key figure or a sudden influx of resources might cascade through the network, leading to significant and sometimes unforeseen consequences. For example, the removal of a central node in a criminal network might not weaken the organization as expected; instead, it could lead to the emergence of new leadership or the splintering of the network into more resilient subgroups. These outcomes highlight the importance of understanding the complex, adaptive nature of criminal networks and the limitations of traditional linear models in predicting their behavior (Brantingham & Brantingham, 1993; Eck & Liu, 2008).

Sentencing and Rehabilitation Outcomes

Chaos theory also has significant implications for the criminal justice system's approach to sentencing and rehabilitation. Traditional models of criminal behavior often assume that longer sentences or harsher penalties will lead to a proportional decrease in recidivism. However, chaos theory suggests that the relationship between punishment and behavior change is far from linear. Instead, the effects of sentencing can be highly unpredictable, with minor differences in an individual's background, the conditions of their incarceration, or the support they receive post-release potentially leading to vastly different outcomes.

For example, two individuals with similar criminal records might receive the same sentence, but their post-incarceration trajectories could diverge dramatically. One might successfully reintegrate into society, while the other might reoffend and return to prison. Chaos theory can help criminologists understand these divergent outcomes by examining the "sensitive dependence on initial conditions" that characterizes human behavior. This perspective encourages a more individualized approach to sentencing and rehabilitation, one that takes into account the complex interplay of factors influencing an offender's potential for reform (Lynch, 2002).

Predictive Policing and Risk Assessment

Predictive policing has gained traction as law enforcement agencies seek to use data and algorithms to anticipate criminal activity and allocate resources more effectively. However, the application of chaos theory raises important questions about the reliability of predictive models. Traditional predictive policing relies on historical data and assumes that past patterns of behavior can be used to forecast future events. Yet, chaos theory warns that even small errors or omissions in data can lead to significant inaccuracies in predictions, especially in complex social systems.

Chaos theory can inform the development of more sophisticated predictive models that account for the inherent uncertainty and non-linearity of criminal behavior. For instance, rather than relying solely on historical crime data, predictive models could incorporate real-time social and economic indicators, community feedback, and other dynamic factors that influence criminal activity. This approach would acknowledge the limitations of linear forecasting methods and provide a more flexible, adaptive framework for predicting and preventing crime (Berk, 2011; Perry et al., 2013).

Understanding Crime Waves and Spikes

Crime waves and sudden spikes in criminal activity often perplex criminologists and policymakers alike. These phenomena can seem random or inexplicable when viewed through a linear lens, but chaos theory offers an alternative explanation. Crime waves can be understood as the result of small, seemingly insignificant events that, through a process of amplification, lead to large-scale changes in crime rates. For example, a minor economic downturn in a neighborhood might not immediately result in increased crime, but over time, as residents lose jobs and social cohesion weakens, the area may experience a sharp rise in criminal activity.

By applying chaos theory, criminologists can identify the early warning signs of potential crime waves and develop proactive strategies to mitigate them. This might involve monitoring key indicators—such as unemployment rates, school dropout rates, or incidents of domestic violence—that could signal an impending increase in crime. By recognizing the non-linear dynamics at play, law enforcement and community organizations can intervene before small problems escalate into larger crises (Eck, Clarke, & Guerette, 2007).

Implications for Criminological Theory and Practice

The integration of chaos theory into criminological research presents profound implications that extend far beyond the immediate critique of positivism. This approach urges a fundamental shift in how criminologists understand and engage with the complexities of crime and social control. By embracing the principles of chaos theory, criminology can move towards a more holistic and dynamic understanding of criminal behavior, which acknowledges the inherent unpredictability and non-linearity of social systems.

Firstly, chaos theory challenges the long-standing epistemological foundations of criminology, which have traditionally been rooted in deterministic and linear models. These models, while effective in certain contexts, often fail to capture the intricate and fluid nature of social interactions. Chaos theory, with its emphasis on sensitive dependence on initial conditions and the interconnectedness of variables, provides a more robust framework for understanding the multifaceted causes and effects of criminal behavior. This paradigm shift encourages criminologists to move away from reductionist approaches that isolate variables in a controlled environment and instead embrace the complexity of real-world social systems. As researchers like Gleick (1987) and Lorenz (1963) have demonstrated, even minor changes in a system's initial conditions can lead to vastly different outcomes, a concept that can be crucial in rethinking how criminologists approach causality and prediction.

Secondly, the application of chaos theory can lead to significant advancements in crime prevention and intervention strategies. Traditional crime prevention models often rely on the assumption that interventions will produce predictable outcomes. However, chaos theory suggests that these outcomes are often far from predictable, especially in complex social environments where numerous variables interact in unexpected ways. For instance, interventions that succeed in one context may fail in another due to

slight differences in social, economic, or cultural conditions. By recognizing the non-linear and dynamic nature of these interactions, policymakers and practitioners can develop more adaptive and resilient crime prevention strategies. These strategies would be better equipped to handle the unpredictability and emergent properties of social systems, leading to more effective and sustainable outcomes.

Thirdly, chaos theory has the potential to transform criminological practice by encouraging a more interdisciplinary approach. The study of complex systems often requires insights from various fields, including sociology, psychology, economics, and even biology. This interdisciplinary approach can enrich criminological research by incorporating diverse perspectives and methodologies that can better capture the complexities of crime and social control. For example, the use of agent-based modeling, a method often employed in chaos and complexity sciences, can provide criminologists with new tools to simulate and study the emergent behaviors of individuals within a social system (Epstein, 1996). Such tools can offer more nuanced insights into the ways in which individual actions aggregate to produce broader social patterns, thereby enhancing both theoretical understanding and practical application. By embracing the complexity and unpredictability of social systems, criminology can evolve into a more dynamic and responsive discipline, better equipped to address the challenges of understanding and preventing crime in an increasingly complex world.

Conclusion

Chaos theory offers a valuable alternative to the positivist paradigm that has long dominated criminology. By emphasizing the complexity, unpredictability, and non-linearity of social systems, chaos theory provides tools for criminologists to develop more nuanced, context-sensitive analyses of crime and social control. This approach challenges the reductionist tendencies of positivism and aligns with the critical criminological emphasis on power, inequality, and social justice.

The integration of chaos theory into criminology has the potential to transform both theory and practice, leading to more effective interventions and a deeper understanding of the complex dynamics that shape criminal behavior. As criminologists continue to grapple with the limitations of positivism, chaos theory offers a promising framework for advancing the field and addressing the pressing challenges of crime and justice in the 21st century.

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EDITOR'S CORNER

The Journal of Developmental and Life Course Criminology

The origins of the Journal of Developmental and Life-Course Criminology (JDLCC) can be traced to the establishment of the Division of Developmental and Life-Course Criminology in November 2012 at the ASC meeting in Chicago. During the inaugural meeting of the Division, Adrian Raine raised a proposal to establish a journal for the Division and, as past chair, he was charged with the task of exploring this possibility.

It was Tara Renae McGee and Paul Mazerolle who ultimately negotiated a contract with Springer and the first issue of the Journal was published in 2015. Fittingly the inaugural issue included the work of some of the most influential criminologists in the field such as Alex Piquero ('Understanding Race/Ethnicity Differences in Offending Across the Life Course: Gaps and Opportunities'), David Farrington and colleagues ('Intergenerational Similarities in Risk Factors for Offending') and The Seattle Social Development Team of Amanda P. Gilman, Karl G. Hill and J. David Hawkins ('When Is a Youth's Debt to Society Paid? Examining the Long-Term Consequences of Juvenile Incarceration for Adult Functioning').

Since its inception, four issues of the Journal have been produced annually, with a number of special issues on topics such as desistance, gendered experiences in developmental pathways, methodological innovations, theory, developmental prevention and the relationship between mental health and crime. The main aim of the Journal is to publish research that advances knowledge and understanding of the developmental dimensions of offending across the life-course. This includes research that examines current theories, debates, and knowledge gaps within Developmental and Life-Course Criminology as well as theoretical papers, empirical papers, and papers that explore the translation of developmental and life-course research into policy and/or practice. The Journal welcomes all rigorous methodological approaches and orientations and encourage submissions from a broad array of cognate disciplines including but not limited to psychology, statistics, sociology, psychiatry, neuroscience, geography, political science, history, social work, epidemiology, public health and economics.

At the JDLCC we continue to encourage 'traditional' submissions such as those that use longitudinal data or take an age-graded approach to address the developmental and life-course pillars of (1) understanding the development of antisocial behavior or offending over time, (2) identifying the risk and protective factors for these behaviors at different ages, and (3) examining the impact of life events at different ages. For example, in a recent paper Kroese et al. (2024) used Dutch longitudinal register data to investigate the relationship between single-parent families and adolescent offending. The results of this study of over 95,000 adolescents suggested that both those who experienced a parental separation or a parental death were more likely to engage in adolescent delinquency. Interestingly, the authors also found that parental separation only appeared to be related to a short-term increase in the likelihood of delinquency (i.e., in the year of separation and for two years after), whereas parental death was associated with a reduction in adolescent delinquency in the year before, and the year parental death. This research makes a unique contribution to knowledge about the impact of commonly studied life-event that has been associated with later offending (e.g., Juby & Farrington, 1996).

However, the JDLCC also encourages submissions that maintain a DLC focus but use qualitative approaches and investigate less commonly studied, but important research domains. Recently, Morgan (2024) published a contribution which used in-depth semi-structured interviews with 25 formerly incarcerated LGBTQ+people within the USA to investigate the developmental role of family reaction to LGBTQ+identity on offending and desistance trajectories. The results suggested that many in the sample had experienced some form of family rejection, which was the result of factors such as other LGBTQ+family members and generational, structural, religious, and political factors. Overall, family reaction was viewed as an important developmental turning point which influenced offending (family rejection) and desistance (family acceptance).

We are immensely appreciative of the time and effort of those who positively engage with the reviewing process on behalf of the Journal and its authors. Our dedicated reviewers are the lifeblood of the Journal. From an editorial perspective there is nothing more gratifying than watching a good paper become great as the authors and reviewers intellectually challenge each other's perspectives and approaches. Conversely, we feel for authors when reviewers disengage part way through the process or provide unhelpful reviews. We understand and appreciate the challenges of competing demands in academic life, and we can extend deadlines and find other reviewers as long as the Editors are kept informed. To all those who have reviewed for the JDLCC over the years, particularly those on the Editorial Board whom we lean on in tough times, you have our sincere gratitude, and the thanks of our many authors.

To advance the value of the Journal, a number of innovations have been initiated. For example, drawing on the tradition in

EDITOR'S CORNER

epidemiology of publishing cohort profiles, we have encouraged members of our community to submit these cohort profiles of all the longitudinal criminology studies around the world. In addition, with the annual Lifetime Achievement Award offered by the Division of Developmental and Life-Course Criminology, we have been able showcase the recipients who received the award and delivered the David P. Farrington Lecture at the annual meeting of the American Society of Criminology conference. Beginning in 2017, we have been privileged to be able to publish this important annual lecture delivered by the leading developmental and life-course criminologists from around the world.

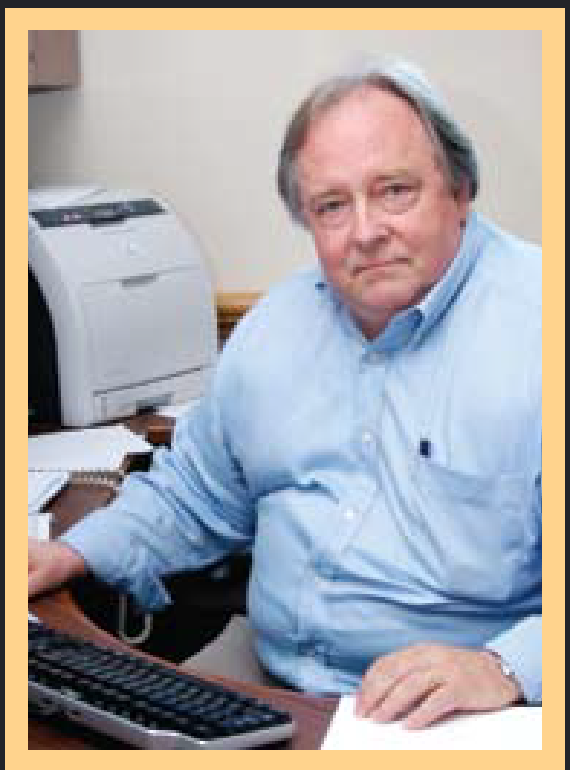
New articles are being added regularly to online first, so be sure to check out the latest papers at http://link.springer.com/journal/40865 To be alerted to its publication; you can register for updates to the Journal on the Springer website https://link.springer.com/journal/40865. Use the link under 'Stay up to Date' on the right-hand side.

The Journal's co-editors-in-chief are located in the UK at Royal Holloway, University of London (Darrick Jolliffe) and the University of Cambridge (Manuel Eisner). The Associate Editors are Alex Piquero, USA; Georgia Zara, Italy; and Tara Renae McGee, Australia. The Editorial Manager of the Journal is Simone Castello at the University of Cambridge.

Further information can be found on the journal's website http://www.springer.com/40865 and any queries can be directed to Darrick, Manuel or Simone at jdlcc@rhul.ac.uk We welcome your submissions!

Darrick Jolliffe and **Manuel Eisner**, Co-editors-in-chief

Journal of Developmental and Life-Course Criminology



REMEMBERING

Dr. Robert "Bob" Langworthy

1946-2024

On November 25th, the University of Central Florida Department of Criminal Justice lost a beloved faculty member and former chair (2007-2015), Robert Langworthy. Bob, as we all knew him, came to the University of Central Florida from the University of Alaska at Anchorage, where he served in a similar capacity. Bob brought fresh ideas, a gregarious laugh, and a clear vision for the department. Before his appointment in Alaska, he worked at the National Institute of Justice as a senior analyst during the Clinton Administration. He was instrumental in getting many innovative policing projects off the ground. Furthermore, he was a founding member of the faculty at the University of Cincinnati and helped mold that program into the premier program it is today.

During his career, Bob built a reputation as smart and personable. When he walked into a room, people stopped and listened. He mentored many faculty members, guided them through the promotion process, and was instrumental in getting the Ph.D. program passed through university channels here at UCF. Bob will be sorely missed by his colleagues, friends, and former students.

We ask that you keep Rose Langworthy, his wife and the love of his life, in your prayers. Bob was a force of nature and will be sadly missed by all.

(Tribute by Stephen Holmes, Ph.D., Associate Professor, Department of Criminal Justice).

TEACHING TIPS

Pedagogical Practices in Times of Turmoil

Brandon Golob, University of California – Irvine (UCI)

Educators from all disciplines grapple with the difficulties of teaching during crisis. From the humanities (Ahlberg, 2021) to engineering (Buswell, 2022), from sociology (Martinez-Cola et al., 2018) to public health (Elder, 2022), educators have explored how standard pedagogical approaches are frequently challenged due to events unfolding beyond the classroom. One could argue that such difficulties are particularly relevant for criminologists due to the nature of criminology curriculum. Given that we teach topics (e.g., gun violence, bias-motivated crimes, prosecutorial discretion, law enforcement misconduct) in our classrooms that are simultaneously unfolding in real time, the call for us to be resilient educators is a crucial one.

Background and University Resources

Recent scholarship continues to explore what it means to be a resilient educator (Prendergast & Lee, 2024; Ross, Scanes, & Locke, 2024). A key finding is that collaboration and "supportive networks of colleagues" (Ross, Scanes, & Locke, p. 844) are central to building resilience. Bearing this in mind, a starting point for collaboration is exploring the resources that your university offers. Many universities have teaching and learning centers that are the hub of pedagogical support for faculty and graduate students. For example, each of the University of California (UC) system's nine undergraduate campuses have one and you can learn more about them through this central resource. Most germane to this column, some of these centers have a portion of their website explicitly dedicated to "teaching in difficult times." This resource from UC Berkeley's Center for Teaching and Learning provides concrete tips for reshaping class discussions and assignments (including sample assignments) in light of crises. It also directs faculty to additional campus resources for supporting students.

My university's center for teaching and learning, the UCI Division of Teaching Excellence and Innovation, offers a specific resource on "facilitating challenging discussions and maintaining pedagogical wellness." The scope is limited to discussion activities and does not account for other ways to restructure a course (e.g., introducing a different assessment, revising the syllabus to include a relevant topic). This web page also highlights common questions and concerns from instructors while providing various strategies for addressing those concerns. These two examples (i.e., UC Berkeley and UC Irvine) demonstrate various ways that universities provide resources to help faculty continue their teaching in the face of crises. Thus, I recommend starting by visiting your university's teaching and learning center. If your university does not have one or it does not provide resources for teaching during crisis, visit one of the many publicly available center websites. In addition to the resources shared above, the University of Michigan Center for Research on Learning and Teaching provides a robust set of teaching strategies that many other university centers reference.

Constitutional Crisis as a Case Study

It is beyond the scope of this column to consider all the crises that educators have taught through, and will continue to do so. For example, the UCI Division of Teaching Excellence and Innovation (n.d., para. 1) mentions addressing "topics that involve emerging campus crises and world events. This can include topics such as war, gun violence, pandemics, and police brutality." Given that much scholarship has already been dedicated to addressing these topics in the classroom (Buswell, 2022; Eide & Ottosen, 2020; Elder, 2022; Jones, 2018), this column focuses on a different contemporary topic of relevance to many criminologists: a potential constitutional crisis. According to constitutional law expert Erwin Chemerinsky in an interview with *The New York Times*, "We are in the midst of a constitutional crisis right now…There have been so many unconstitutional and illegal actions in the first 18 days of the Trump presidency. We never have seen anything like this" (Liptak, 2025, para. 3).

I am currently teaching a constitutional law course for 110 undergraduate students. Moreover, my university is a Hispanic-Serving Institution and nearly half of the students within my School of Social ecology are Latinx. This has led to many questions about President Trump's policies, specifically those related to immigrant rights. In a typical term, I cover the Fourteenth Amendment towards the end of the quarter. However, I restructured the syllabus to cover this topic in tandem with President Trump's Executive Order (EO) titled "Protecting the Meaning and Value of American Citizenship" (The White House, 2025). Specifically, students completed an in-class activity where they first read the EO and summarized the core argument. They then had to locate and analyze one article that discusses legal challenges to the EO. Following their individual reading and research, they engaged in structured group debates around the EO's attempt to end birthright citizenship, legal challenges to the EO, and larger considerations related to the Fourteenth Amendment's scope and purpose.

The Way Forward

Improving our pedagogical practices in times of turmoil can take many forms. If restructuring your curriculum is not feasible or does not serve the learning outcomes of your course, start by simply acknowledging that difficult times may be impacting students. Research has shown that students are grateful when faculty at least acknowledge outside events (Huston & DiPietro, 2007). Also, as

we continue to learn how to be resilient educators, I exhort us to model best practices for our graduate students and mentor them to tackle similar teaching challenges.

In this vein, I have designed and delivered a Pedagogical Certificate Program (funded by the UCI Office of Inclusive Excellence) to help prepare graduate students to be resilient educators in our current times. During academic years 2022-2024, an inaugural cohort of 12 Criminology, Law and Society (CLS) Ph.D. students participated in the program, which trained them in three primary areas: (1) inclusive teaching; (2) teaching during trying times; and (3) mindful and contemplative pedagogy. Through a series of CLS-specific and wider campus workshops, graduate students learned how to scaffold undergraduate student success, create inclusive learning environments, and respond to contemporary issues. In addition to undergoing this specialized training, the cohort designed their own pedagogical workshops and teaching resources. Most recently, four of the participants presented on their workshops and how their teaching has improved at the 2024 American Society of Criminology (ASC) annual meeting. Their presidential panel on "Training the Teachers of Tomorrow During Trying Times" is an excellent resource for current and future educators. Another 2024 ASC Presidential Panel on "Teaching in a Time of Turmoil" also offers several ideas for teaching through crises.

There is no predicting the future of higher education, especially as a new presidential administration takes hold. What is predictable is that we will remain steadfast in our commitment to teaching excellence. Part and parcel to that commitment is remembering that our classrooms are powerful tools for reflecting upon, and at times responding to, the outside world. Both our campus networks and the larger criminology community we build through ASC are crucial to our resiliency.

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AROUND THE ASC

AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

ANNUAL MEETING 2025
WASHINGTON, DC
NOVEMBER 12 – 15, 2025
MARRIOTT MARQUIS WASHINGTON, DC

THEME: *CRIMINOLOGY, LAW AND, THE DEMOCRATIC IDEAL*

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PROGRAM CO-CHAIRS:

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Kevin Drakulich, Northeastern University

SUBMISSION DEADLINES:

Thematic panels, individual paper abstracts, and author meets critics panels:
FRIDAY, MARCH 21, 2025

Posters, roundtable abstracts, and lightning talk abstracts due:
FRIDAY, MAY 16, 2025

AROUND THE ASC

GENERAL SUBMISSION INFORMATION

All abstracts must be submitted online via the All-Academic submission website. A direct link will be provided in January 2025.

You will need to create a new profile each year as the submission site does not store profiles from previous years.

Before submitting an abstract for a single paper or submitting a panel, please ensure you have the following information for all authors and co-authors (including discussants and chairs, if applicable): **Name, phone number, email address, and affiliation**. This information is necessary to complete the submission.

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. An individual may submit more than one paper/panel provided the work has not been presented at past meetings.

For meeting participant information, please see Guidelines for Annual Meeting Participants.

Please refer to the Annual Meeting FAQ document for guidance on registration, equipment, session scheduling, and travel.

SUBMISSION DEADLINES

Friday, March 21, 2025 - absolute deadline for thematic panels, regular panel presentations, & author meets critics sessions.

Friday, May 16, 2025 - absolute deadline for the submission of posters, roundtable, & lightning talk sessions.

Late submissions will NOT be accepted. In addition, submissions that do not conform to the guidelines will be rejected. To avoid last-minute complications, we recommend submitting well in advance of the deadline. If you need assistance, ASC staff are available to respond to inquiries during regular business hours.

GUIDELINES FOR ONLINE SUBMISSIONS

Prior to submitting an abstract or panel, please review the 2025 Program Committee list below and choose a single sub-area within the broader areas.

- Choose the area and sub-area that best fits your presentation and submit the work only once. Your choice of area and sub-area (when applicable) is important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.
- For roundtable, lightning talk, poster session or author meets critics panel submissions, you only need to select the broader area; no sub-area is offered.

On the submission site, you will be asked to indicate the type of submission you wish to make. The available choices 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.

SUBMISSION TYPES

(1) Complete Thematic Panels: Panel submissions must include a title and abstract for the entire panel, as well as titles, abstracts, and author information for each paper. Each panel should consist of three to five papers and one discussant. Both the panel and individual paper abstracts should be less than 200 words. We encourage panel submissions to be organized by individuals, ASC Divisions, and other working groups.

» **PANEL SUBMISSION DEADLINE: Friday, March 21, 2025**

(2) Individual Paper Submissions: Submissions for a regular panel session presentation must include a title, abstract, and author information (name, email, affiliation). These papers should focus on work that is nearing completion or has made substantial progress. Work that is in its early stages or yet to begin may be more appropriate for a roundtable discussion (see below). Presentations of published work would be better suited for an "author meets critic" session. An individual may submit more than one paper provided the work has not been presented at past meetings.

» **INDIVIDUAL PAPER SUBMISSION DEADLINE: Friday, March 21, 2025**

AROUND THE ASC

(3) Author Meets Critics Sessions: These sessions are organized by either the author or a critic and should feature a recently published book relevant to the ASC. Each panel should include the author's name and names of three to four critics who have agreed to discuss and critique the book. The book must be in print by the submission deadline to allow time for proper evaluation and for ASC members to familiarize themselves with the work.

» **AUTHOR MEETS CRITICS SUBMISSION DEADLINE:** **Friday, March 21, 2025**

(4) Poster Presentations: Submissions for poster presentations must include a title, abstract and author information (name, email, and affiliation). Each poster will be allocated a 4' x 8' display space. The poster should visually present theoretical work or methods, data, policy analyses, or findings in a format that encourages questions and discussion. Only one poster submission is allowed per presenter.

» **POSTER SUBMISSION DEADLINE:** **Friday, May 16, 2025**

Graduate Student Poster Competition: Graduate students who wish to enter this competition should adhere to the directions and deadline for presenting a poster at the Annual Meeting (see above). In addition, such participants must self-declare their request for award consideration at the time of their Poster submission by marking the appropriate box in the submission system. Participants must also send a brief (2-3 minute) YouTube video presentation of their poster to the Graduate Student Poster Award Committee Chair by **June 20**. For full eligibility details, please see the ASC Awards webpage.

The award committee will judge submissions primarily on scientific merit and secondarily on visual appeal. Ideally submissions should be as complete as possible, with 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.

For more questions or more information, please contact the Graduate Poster Competition Chair, Camille Gibson, cbgibson@pvamu.edu

» **POSTER COMPETITION SUBMISSION DEADLINE:** **Friday, June 20, 2025**

(5) Roundtables: These sessions consist of 4-5 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.

- You may submit either a single paper to be placed in a roundtable session or a complete roundtable session.
- Must include a title, abstract, and all participant information.
- A full session submission requires a session title and brief description of the session, along with discussants on one topic or a session submission with 4-5 papers with presenters discussing related topics.
- An individual may submit more than one paper provided the work has not been presented at past meetings.

» **ROUNDTABLE SUBMISSION DEADLINE:** **Friday, May 16, 2025**

(**6) Lightning Talks:** Lightning Talks are concise, 5-minute presentations where speakers quickly and engagingly introduce a topic or idea. These sessions aim to showcase diverse topics from multiple presenters while maintaining the audience's attention.

- Each presentation should include 3 to 5 slides or prompt cards, delivering one or two key messages. Slides should feature minimal text 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 full Lightning Talk panel must include a title and abstract for the entire panel, as well as the titles, abstracts, and author information for each presentation. Panels should consist of 6-7 presentations.

» **LIGHTNING TALK SUBMISSION DEADLINE:** **Friday, May 16, 2025**

AROUND THE ASC

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.

Reminder: While submitting, BE SURE TO CLICK "ACCEPT AND CONTINUE" in the lower right-hand corner until you no longer see it. After the submission is completed, you will receive a confirmation email. If you do not, please contact us at meeting@asc41.org.

EQUIPMENT

LCD projectors and cabling will be available only for panel and paper presentations, including lightning talks, to support computer-based presentations. Presenters should bring their own personal computers or coordinate with another panel member to provide a personal computer. ASC does not offer virtual presentation options.

No projectors will be available for roundtables or poster presentations.

MEETING INFORMATION

The 2025 Annual Meeting will take place from Wednesday, November 12, to Saturday, November 15. Sessions may be scheduled at any time during the meeting dates, and ASC cannot accommodate individual preferences for presentation day or time.

If a session does not have an assigned chair, a program committee member may designate a presenter from the last paper on the session to fulfill this role. All participants on the program are required to register for the meeting.

We strongly encourage pre-registration by October 1 to avoid higher onsite registration fees and potential wait times at the registration desk. Visit the ASC website at https://asc41.org under "News & Events" for Annual Meeting information, where you can register online or download a printable registration form for mail or fax submission.

For additional guidance on registration, equipment, session scheduling, and travel, please refer to the Annual Meeting FAQ document.

The ASC executive office is available to assist during regular working hours. If you have any questions or concerns, please email **meeting@asc41.org** or call at 614-826-2000.

AROUND THE ASC

2025 PROGRAM COMMITTEE

Area I	**Presidential Panels**	**Katheryn Russell-Brown**	**russellbrownk@law.ufl.edu**
	Presidential Theme: Criminology, Law, and the Democratic Ideal	TaLisa Carter & Kevin Drakulich	carter@american.edu; k.drakulich@northeastern.edu
Area II	**Perspectives on Crime**	**Jorge Chavez**	**jorge.chavez@ucdenver.edu**
1	Biological, Bio-social, and Psychological Perspectives	Michael Roque	mrocque@bates.edu
2	Developmental and Life Course Perspectives	Raquel V. Oliveira	rvelezoliveira@augusta.edu
3	Strain, Learning, and Control Theories	Michelle Manasse	mmanasse@towson.edu
4	Labeling and Interactionist Theories	Breanna Boppre	bboppre@urban.org
5	Routine Activities and Situational Perspectives	Chris Guerra	cguerra7@utep.edu
6	Deterrence, Rational Choice and Offender Decision-Making	Rashaan DeShay	rashaan.deshay@tcu.edu
7	Structure, Culture, and Anomie	Patrice Collins	p.collins@northeastern.edu
8	Social Disorganization and Community Dynamics	Andrea Boyles	aboyles@tulane.edu
9	Critical Race/Ethnicity	Faith Deckard	fdeckard@soc.ucla.edu
10	Feminist Perspectives	Vivian C. Smith	vivian.smith@eastern.edu
11	Theories of Conflict, Oppression, and Inequality	Ash Stephens	asteph24@uic.edu
Area III	**Types of Offending**	**Sheldon Zhang**	**Sheldon_Zhang@uml.edu**
12	Violent Crime	Tara Sutton	tsutton@soc.msstate.edu
13	Property and Public Order Crime	Sue-Ming Yang	syang10@gmu.edu
14	Drugs	Christopher Contreras	c.contreras@umb.edu
15	Family and Intimate Partner Violence	Max Osborn	max.osborn@villanova.edu
16	Rape and Sexual Assault	Aubrey Jackson Soller	aubrey@umbc.edu
17	Sex Work	Lauren Moton	lm5234@nyu.edu
18	Human Trafficking	Stephen Abeyta	sa5029@nyu.edu
19	White Collar and Corporate Crime	Adam Ghazi-Tehrani	aghazite@iu.edu
20	Organized Crime	Randol Contreras	randol.contreras@ucr.edu
21	Identity Theft and Cyber Crime	Christian J. Howell	cjhowell@usf.edu
22	State Crime, Political Crime, and Terrorism	Colleen Mills	cem92@psu.edu
23	Hate Crime	Sarah Lockwood	sarahl@usf.edu
Area IV	**Correlates of Crime**	**Yasser Payne**	**ypayne@udel.edu**
24	Gangs and Co-offenders	Robert J. Durán	rjduran@tamu.edu
25	Substance Use and Abuse	Angela Taylor	ataylo14@uncfsu.edu
26	Weapons	Emma Fridel	efridel@fsu.edu
27	Trauma and Mental Health	Robin D. Jackson	rdjackson@pvamu.edu
28	Race and Ethnicity	Kanika Samuels Wortley	kanika.samuels- wortley@ontariotechu.ca
29	Immigration/Migration	Jacob Stowell	j.stowell@northeastern.edu
30	Neighborhoods and Communities	Eileen Kirk	ekirk@fitchburgstate.edu
31	Macro-Structural	Lallen Johnson	johnsonl@american.edu

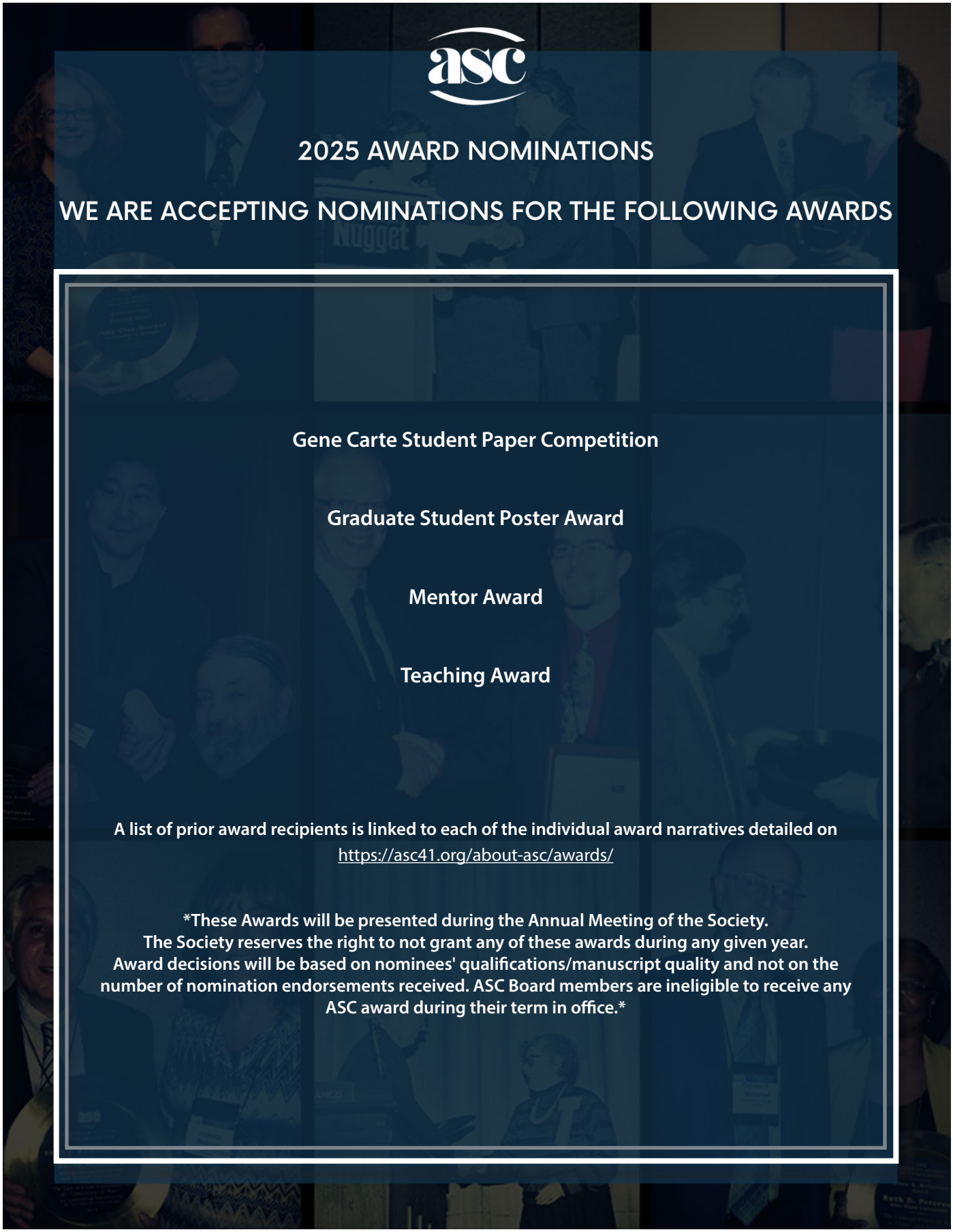
2025 PROGRAM COMMITTEE

32	Sex, Gender, and Sexuality	Allyn Walker	awalk102@jhu.edu
33	Poverty and Social Class	Ben Feldmeyer	feldmebn@ucmail.uc.edu
34	Bullying, Harassment, and Abuse	Lindsay Leban	leleban@uab.edu
35	Social Ties & Social Networks	Cassie McMillan	c.mcmillan@northeastern.edu
36	School Experiences	Ranita Ray	ranitaray@unm.edu
Area V	**Victimization**	**LaDonna Long**	**llong@roosevelt.edu**
37	Causes and Correlates of Victimization	Lena Campagna	lcampagna@caldwell.edu
38	Policy and Prevention of Victimization	Lisa Monchalin	lisa.monchalin@kpu.ca
39	Consequences of Victimization	Kathleen Ratajczak	kxr084@shsu.edu
Area VI	**The Criminal Justice System**	**Ebony Ruhland**	**er781@scj.rutgers.edu**
40	Police Organization and Training	Toby Miles-Johnson	t.miles- johnson@westernsydney.edu.au
41	Police Legitimacy and Community Relations	Theresa Rocha Beardall	tyrb@uw.edu
42	Police Misconduct	Tony Cheng	tony.cheng@duke.edu
43	Police Strategies, Interventions, and Evaluations	Michael B. Mitchell	mitchelm@tcnj.edu
44	Prosecutorial Discretion and Plea Bargaining	Christopher Thomas	c.p.thomas@rutgers.edu
45	Pretrial Justice	Alix Winter	aw2257@columbia.edu
46	Courts & Sentencing	Erica Redner-Vera	erednervera@sdsu.edu
47	Capital Punishment	Gale D. Iles	Gale-Iles@utc.edu
48	Jails & Prisons	Rudy Perez	RPerez@urban.org
49	Community Corrections	John Navarro	jxn044@shsu.edu
50	Prisoner Reentry	Carlos Monteiro	cmonteiro@suffolk.edu
51	The Juvenile Justice System	Stuti Kokkalera	sxk078@shsu.edu
52	Challenging Criminal Justice Policies	Shenique S. Thomas- Davis	shdavis@bmcc.cuny.edu
53	Collateral Consequences of Incarceration	Sarah Lageson	s.lageson@northeastern.edu
54	Prisoner Experiences with the Justice System	April Fernandes	adferna2@ncsu.edu
55	Law Making and Legal Change	Ashley Rubin	atrubin@hawaii.edu
56	Guns and Gun Laws	Madison Gerdes	Madison.gerdes@umontana.edu
57	Inequality and Justice	Natasha Pratt-Harris	natasha.prattharris@morgan.edu
58	Immigration and Justice Issues	Krystlelynn Caraballo	krystlelynn.caraballo@asu.edu
Area VII	**Non-Criminal Justice Responses to Crime & Delinquency**	**Christopher Lyons**	**clyons@unm.edu**
59	Regulatory/Civil Legal Responses	David M. Ramey	dmr45@psu.edu
60	Institutional Responses	DeMarcus Jenkins	demarcus@upenn.edu
61	Community Responses	Kecia Johnson	krj227@msstate.edu
62	Public Health	Britni Adams	britnia@unr.edu
63	University-Prison Educational Initiatives	Bahiyyah Muhammad	bahiyyah.muhammad@Howard.edu
Area VIII	**Perceptions of Crime & Justice**	**Christopher Dum**	**cdum@kent.edu**
64	Media & Social Construction of	Andrew Baranauskas	abaranauskas@brockport.edu
65	Attitudes about the Criminal Justice System & Punishment	Miltonette Craig	moc006@shsu.edu

AROUND THE ASC

2025 PROGRAM COMMITTEE

66	Activism and Social Movements	Justin Tetrault	jtetraul@ualberta.ca
67	Fear of Crime and Perceived Risk	Leah Butler	butlerlh@ucmail.uc.edu
Area IX	**Comparative & Historical Perspectives**	**Barbara Combs**	**bcombs2@kennesaw.edu**
68	Cross-National Comparison of Crime & Justice	Ekaterina Botchkovar	e.botchkovar@northeastern.edu
69	Historical Comparisons of Crime & Justice	Chad Posick	CPosick@georgiasouthern.edu
70	Globalization, Crime, and Justice	TBD 1/2/25	TBD 1/2/25
71	Human Rights	Sesha Kethineni	seshakethineni@gmail.com
Area X	**Critical Criminology**	**Kwan-Lamar Blount-Hill**	**kbh@asu.edu**
72	Green Criminology	Kimberly Barrett	kbarret7@emich.edu
73	Queer Criminology	Vanessa Panfil	vpanfil@odu.edu
74	Convict Criminology	Doshie Piper	dpiper@uiwtx.edu
75	Cultural Criminology	Julius Haag	julius.haag@utoronto.ca
76	Narrative and Visual Criminologies	Lois Presser	lpresser@utk.edu
77	Abolition	Korey Tillman	k.tillman@northeastern.edu
78	Activist Scholarship	Brittany Battle	battleb@wfu.edu
79	Critical Perspectives in Criminology	Kenneth Sebastian León	kenneth.sebastian.leon@rutgers.edu
Area XI	**Methodology**	**Xia Wang**	**xiawang@asu.edu**
80	Advances in Quantitative Methods	Robert Apel	ra437@scj.rutgers.edu
81	Advances in Qualitative Methods	Jamie Fader	jfader@temple.edu
82	Advances in Evaluation Research	Jacqueline Rhode- Trader	jrhoden-trader@coppin.edu
83	Advances in Experimental Methods	Kevin Wozniak	kevin.wozniak@mu.ie
84	Advances in Teaching Methods	Angela Bryant	bryant.74@osu.edu
Area XII	**Diversity and Inclusion**	**Breea Willlingham**	**willinghamb@uncw.edu**
Area XIII	**Lightning Talk Sessions**	**Kristen Hefner**	**mhefner@citadel.edu**
Area XIV	**Roundtable Sessions**	**Patricia Becker**	**beckerp@tcnj.edu**
Area XV	**Poster Sessions**	**Sheena Case**	**asc@asc41.org**
Area XVI	**Author Meets Critics**	**Andrea Leverentz**	**amlevere@ncsu.edu**
Area XVII	**Workshops**	**TaLisa Carter & Kevin Drakulich**	**carter@american.edu & k.drakulich@northeastern.edu**
	Please contact the chair directly regarding the Areas below		
Area XVIII	**Professional Development/ Students Meet Scholars**	**Chadley James**	**chadleyj@csufresno.edu**
Area XIX	**Ethics Panels**	**Mike Reisig**	**reisig48@gmail.com**
Area XX	**Policy Panels**	**Donna Selman**	**dlselma@ilstu.edu**
Area XXI	**Peterson Workshop**	**Ruth Peterson**	**peterson.5@osu.edu**
Area XXII	**Graduate Student Poster Competition**	**Camille Gibson**	**cbgibson@pvamu.edu**



2025 AWARD NOMINATIONS

WE ARE ACCEPTING NOMINATIONS FOR THE FOLLOWING AWARDS

Gene Carte Student Paper Competition

Graduate Student Poster Award

Mentor Award

Teaching Award

A list of prior award recipients is linked to each of the individual award narratives detailed on https://asc41.org/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.

AROUND THE ASC 2025 AWARDS NOMINATIONS

NOMINATIONS CRITERIA & INSTRUCTIONS

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.

Those who submit papers for the Carte award must sign a statement that verifies that they are the authors of the said piece (ie., the piece is not plagiarized). The students' academic advisor will also submit a signed statement that to the best of their knowledge, the paper has been authored by the said student and is not plagiarized. If the Carte Committee feels the paper was plagiarized, the Committee Chair may contact the said student's advisor(s) and indicate that the Carte Committee feels that the paper may have been plagiarized.

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 1st, 2nd, and 3rd place papers will be awarded prizes of $1000, $600, and $400, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to $1000 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: PAMELA WILCOX, Pennsylvania State University (814) 867-0215 pamelawilcox@psu.edu

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 first prize winner shall receive an award of $1000. The second prize winner shall receive an award of $600. The third prize winner shall receive an award of $400. The award recipients may request an Annual Meeting fee waiver from the Society President.

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 presentation of their poster to the Graduate Student Poster Award Committee Chair by **June 24**.

Committee Chair: CAMILLE GIBSON, Prairie View A&M University (936) 261-5228 cbgibson@pvamu.edu

NOMINATIONS CRITERIA & INSTRUCTIONS

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: ALEX PIQUERO, University of Miami (305) 284-4220 axp1954@miami.edu

AROUND THE ASC 2025 AWARDS NOMINATIONS

NOMINATIONS CRITERIA & INSTRUCTIONS

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: EMILY LENNING, Fayette State University (910) 672-2274 elenning@uncfsu.edu

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2025 election.

President

Rod Brunson, University of Maryland

Chris Uggen, University of Minnesota

Vice President

Bob Apel, Rutgers University

Jean McGloin, University of Maryland

Executive Counselors

Stacy De Coster, North Carolina State University

Chris Melde, Michigan State University

Vanessa Panfil, Old Dominion University

Jennifer Peck, University of Central Florida

Michael Walker, University of Minnesota

James Wo, University of Iowa

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 7, 2025 (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 2026 Election Slate for 2027 - 2028 Officers

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by June 1, 2025 to be considered by the Committee.

Tim Brezina, Georgia State University, 3205 Wynn Drive, Avondale Estates, GA 30002
(404) 931-0107
tbrezina@gsu.edu

AROUND THE ASC

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

BioPsychoSocial Criminology (DBC)
https://bpscrim.org/

Communities and Place (DCP)
https://communitiesandplace.org/

Convict Criminology (DCC)
https://concrim.org/

Corrections & Sentencing (DCS)
https://ascdcs.org/

Critical Criminology & Social Justice (DCCSJ)
https://divisiononcriticalcriminology.com/

Cybercrime (DC)
https://ascdivisionofcybercrime.org/

Developmental and Life-Course Criminology (DLC)
https://dlccrim.org/

Experimental Criminology (DEC)
https://expcrim.org/

Feminist Criminology (DFC)
https://ascdwc.com/

Health and Disability Criminology (DHDC)
(website coming soon)

Historical Criminology (DHC)
https://dhistorical.com/

International Criminology (DIC)
https://internationalcriminology.com/

People of Color & Crime (DPCC)
https://ascdpcc.org/

Policing (DP)
https://ascpolicing.org/

Public Opinion & Policy (DPOP)
https://ascdpop.org/

Qualitative Research (DQR)
(website coming soon)

Queer Criminology (DQC)
https://queercrim.com/

Rural Criminology (DRC)
https://divisionofruralcriminology.org/

Terrorism & Bias Crimes (DTBC)
https://ascterrorism.org/

Victimology (DOV)
https://ascdov.org/

White Collar and Corporate Crime (DWCC)
https://ascdwcc.org/

Visit the ASC Divisions page on the ASC Website for additional details

To donate to a division, visit the ASC Donations page on the ASC Website

Division of Cybercrime

American Society of Criminology

Join the Division of Cybercrime!

All are welcome! Our members include researchers, practitioners, and students specializing in a wide assortment of computer-related subjects concerning crime, victimization, criminalization, and criminal legal systems.

At the annual meeting of the American Society of Criminology, we are sponsoring featured panels and roundtables. Members may also attend our joint social with the Division of Victimology (seating is limited. Reserve your spot when you register for the conference!).

In addition to offering opportunities for meaningful disciplinary service, our division also distributes awards to its outstanding members including:

- **Lifetime Achievement Award**
- **Early Career Award**
- **Outstanding Contribution Award**
- **Outstanding Practitioner Award**
- **Best Peer-Reviewed Publication Award**

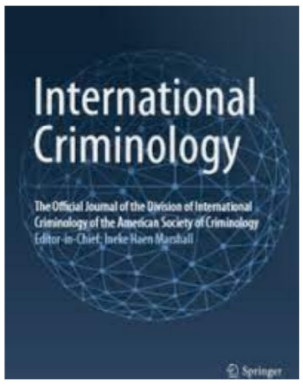
For details about our awards and for any other information related to the division, please go to our website at https://ascdivisionofcybercrime.org/.

AROUND THE ASC

Division of International Criminology

DIVISION OF INTERNATIONAL CRIMINOLOGY
AMERICAN SOCIETY OF CRIMINOLOGY

JOIN OR RENEW WITH DIC NOW!



Journal access is free with membership

SUBMIT **Manuscripts at any time**
https://link.springer.com/journal/43576

BENEFITS

ACCESS TO DIVISION NEWSLETTER

Stay in the loop with exclusive insights, member spotlights, and the latest trends in international criminology. Our newsletter is your gateway to valuable knowledge!

LEARN ABOUT CUTTING-EDGE RESEARCH

Be at the forefront of innovation! Access groundbreaking research, trends, and discoveries that shape the future of criminology. Empower your mind with the knowledge that matters.

NETWORK WITH AWESOME PEOPLE!

Connect with like-minded individuals passionate about international criminology. Forge valuable professional relationships, share experiences, and collaborate on projects that make a difference.

TO JOIN OR RENEW, SCAN THE QR CODE OR VISIT:

https://bit.ly/3vwvC96

DON'T MISS OUT ON THIS OPPORTUNITY TO BE PART OF A THRIVING COMMUNITY DEDICATED TO ADVANCING INTERNATIONAL CRIMINOLOGY
JOIN OR RENEW TODAY

EXCLUSIVE MEMBERSHIP BENEFITS!

FOLLOW US @ascdic @ascdicX American Society of Criminology - Division of International Criminology

SAE

DWCC
Division of White-Collar and Corporate Crime

Join us!

Chair: Emily Homer
Vice Chair: Adam Ghazi-Tehrani
Secretary/Treasurer: Marie Springer
Executive Counselors: K. Sebastian León, Katelyn Golladay, and José Atiles

What's our Division Doing?

- Cohosting a professional development webinar series with the Division on Terrorism and Bias Crimes
- Hosting a Student Book Club
- Recognizing our membership with annual awards
- Preparing for roundtables, panel sessions, meetings, award ceremonies, and socials in Washington DC
- Beginning a student mentoring program

What are our Members Doing?

- Publishing in the *Journal of White-Collar and Corporate Crime* and other outlets
- Presenting at the European Society of Criminology and American Society of Criminology meetings
- Conducting research into how to increase students' exposure to the fields of white-collar and corporate crime
- Leading anti-fraud initiatives all over the world

For more information about the DWCC, scan the QR code or visit https://ascdwcc.org/

RESEARCH

INTERNATIONAL INSTITUTE OF JUSTICE & POLICE SCIENCES

International Institute of Justice & Police Sciences

https://www.icssinstitute.org

https://www.jaishankar.org

International Research on Toxic Effects of Criminology & Secondary Trauma - Participants required

Dear Colleague,

I hope this message finds you well. My name is K. Jaishankar, Principal Director and Professor of Criminology and Justice Sciences, IIJPS, (https://www.jaishankar.org) (https://www.icssinstitute.org).

I am conducting a study titled "Toxic Effects of Criminology and Secondary Trauma among Criminologists and Criminal Justice Professionals," which explores the emotional, psychological, and physical impacts of working or studying in the field of criminology. Given your experience in this field, your insights would be invaluable to this research.

The study aims to better understand the challenges faced by Criminology/Criminal Justice Students/Professors (including allied fields like Forensic Science, Law, Psychology) and field professionals, to identify strategies to promote healthier practices and well-being in the field.

Participation involves completing a qualitative questionnaire, which should take approximately 15-20 minutes. Your responses will remain confidential and will be used solely for research purposes.

If you are willing to participate, please click the link below to access the questionnaire:
https://forms.gle/ycBZeViEYcymag9HA

Your contribution will make a meaningful difference in understanding and addressing the unique challenges of this field. Thank you for considering this opportunity to share your experiences. If you have any questions or concerns, please feel free to reach out to me at jaishankar@icssinstitute.org

Thanks and Regards

K. Jaishankar, PhD
Founder / Principal Director & Professor of Criminology and Justice Sciences,
International Institute of Justice & Police Sciences (IIJPS), Bangalore - 562106 India &
Adjunct Faculty Member, United Nations Interregional Crime and Justice Research Institute, Italy
https://en.wikipedia.org/wiki/Karuppannan_Jaishankar

CRIMINOLOGY AROUND THE WORLD

Conferences, Webinars & Workshops

ACADEMY OF CRIMINAL JUSTICE SCIENCES
Event Type: Meeting
Location: Denver, CO
Date: March 11 – 15, 2025
http://www.acjs.org/

SYMPOSIUM ON RACE AND POLICING IN AMERICAN CITIES: INSIGHTS FROM RESEARCH, POLICY, AND PRACTICE
Event Type: Symposium
Location: Thompson Conference Center, Austin, TX (In-Person and Online)
Date: April 3, 2025

15th UNITED NATIONS CRIME CONGRESS
Event Type: Conference
Location: Abu Dhabi
Date: April 25 - 30, 2025
https://www.unodc.org/unodc/en/commissions/CCPCJ/15th-crime-congress.html

LAW AND SOCIETY ASSOCIATION ANNUAL MEETING
Event Type: Meeting
Location: Chicago, IL
Date: May 22 – 25, 2025
https://www.lawandsociety.org/chicago-2025-homepage/

STOCKHOLM CRIMINOLOGY SYMPOSIUM
Event Type: Conference
Location: Stockholm, Sweden
Date: June 9 – 11, 2025
https://criminologysymposium.com/

EUROPEAN SOCIETY OF CRIMINOLOGY MEETING
Event Type: Meeting
Location: Athens, Greece
Date: September 3 – 6, 2025
https://esc-eurocrim.org/v2/

15**th BIENNIAL INTERNATIONAL CONFERENCE**
Event Type: Conference
Theme: Risks, Crime, Policing, Courts, Prisons and Security in the Post-COVID-19 Times – Challenges and Opportunities
Location: Ljubljana, Slovenia
Date: September 8 – 10, 2025
https://www.fvv.um.si/conf2025/

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MARK YOUR CALENDAR

FUTURE ASC ANNUAL MEETING DATES

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
2036	November 19 - 22	San Francisco, CA,	San Francisco Marriott Marquis

2025 ASC ANNUAL MEETING

Venue: Marriott Marquis Washington, DC | **Location:** Washington, DC | **Date:** 11/12-11/16/2025

Chairs: TaLisa Carter, American University & Kevin Drakulich, Northeastern University

Theme: *Criminology, Law and, The Democratic Ideal*

Visit the ASC website for additional details.