

The Criminologist

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Editors Note: Susanne Karstedt offers the third article in our series on social institutions and crime, focusing here on crime and democracy. Her essay encourages criminologists to study the linkages between democratic institutions and crime/justice. She notes the considerable differences in crime and imprisonment between democracies and autocracies, as well as between democracies. She argues that the investigation of value patterns, political practices and institutions provide insight into these differences, using her own research to illustrate the comparative advantages of democratic values and institutions on an array of crime indicators. Thanks to Susanne for providing this thought-provoking analysis on crime and the polity.

Cheryl Maxson, ASC Vice President

DEMOCRACY, CRIME AND JUSTICE: AN INSTITUTIONAL PERSPECTIVE

Susanne Karstedt, Centre for Criminal Justice Studies, University of Leeds

“Criminology and democracy might at first seem to be strange bedfellows,” Gary LaFree wrote in *The Criminologist* in 2003. It comes as a surprise that criminologists from the first and oldest of modern democracies have rarely turned their attention to the connections between democratic institutions, crime and justice, with notable exceptions (Zimring, Hawkins and Kamin 2001). The geographical extension of democracy around the globe in recent decades and the manifold transitions to democratic regimes made visible the challenges that both firmly established and fledgling democracies of the world face in justice and crime. As much as rising violent crime undermined the very social fabric on which institutions are built upon in established democracies, it also thwarted the process of building democratic institutions in transitional societies, and curbed legitimacy and trust in these institutions in a critical stage of their development (Karstedt 2003; 2006; 2008). Organized crime and corruption are deemed as threats to the functioning of democratic institutions, government and process. Importantly, these crimes as well as reactions to them erode civil liberties and the safeguards built into democratically-imposed criminal justice procedures and punishment. They thus launch a two-pronged attack on the stability and functioning of democracies, and aim at one of democracy’s core institutions – criminal justice.

When the Founding Fathers wrote the Constitution of the United States they were well aware that in a democracy, civil liberties had to be protected in criminal justice procedures. Today, most measures of the strength of democratic institutions include indices of criminal justice, and democratic reform of criminal justice is seen as a cornerstone and driving force of the institutionalization of democracy in transitional societies. The connection between criminal justice and democracy is thus fundamental, and even taken for granted where democracy is securely in place. When, criminologist Ian Loader (2006: 203) asked, “did one last hear a U.S., British or Italian police officer proclaim that his or her job is to contribute to ‘democratic political development’?” The connection between crime and democracy is less obvious. Nonetheless, both elemental concerns of criminology – in Sutherland’s words the “breaking of laws” and the “reactions to the breaking of laws” - have clear connections to democratic institutions. A concern with crime is a concern with social order. Gary Lafree (2003: 5) points out “that the main substantive interests of criminology – justice and social order – are also twin pillars of democracy,” and thus relate to its fundamental institutions.

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2010 CONFERENCES AND WORKSHOPS

For a complete listing see www.asc41.com/caw.html

JUSTICE STUDIES ASSOCIATION 12TH ANNUAL CONFERENCE, June 2-5, 2010, Knoxville, TN. For more information please visit <http://www.justicestudies.org/>

JOHN JAY COLLEGE OF CRIMINAL JUSTICE NINTH BIENNIAL INTERNATIONAL CONFERENCE, June 2 - 5, 2010, City of Marrakesh, Kingdom of Morocco, *Societies in Transition: Balancing Security, Social Justice and Tradition*

STOCKHOLM CRIMINOLOGY SYMPOSIUM AND PRIZE AWARD CEREMONY, June 14 -16, 2010, Stockholm, Sweden. For more information, visit <http://www.criminologyprize.com/extra/pod/>

EUROPEAN FORUM FOR RESTORATIVE JUSTICE 6TH BIENNIAL CONFERENCE, June 17 - 19, 2010, Bilbao, Spain. For more information, visit <http://www.euforumrj.org>

CRIME & JUSTICE SUMMER RESEARCH INSTITUTE: BROADENING PERSPECTIVES & PARTICIPATION, July 12-30, 2010, Ohio State University. For more info, please visit: <http://cjrc.osu.edu/rdcj-n/summerinstitute>

INTERNATIONAL SOCIETY FOR JUSTICE RESEARCH BIENNIAL CONFERENCE, August 21-24, 2010, Banff, Alberta, Canada. Please visit the conference website for details regarding the Intention to Submit, <http://wemprod2.ucalgary.ca/isjr2010/>

BRITISH CRIME HISTORIANS SYMPOSIUM, September 2-3, 2010, University of Sheffield, United Kingdom. For further information, contact Paul Knepper, University of Sheffield, p.knepper@sheffield.ac.uk, or Heather Shore, Leeds Metropolitan University, h.shore@leedsmet.ac.uk.

POLICING IN CENTRAL AND EASTERN EUROPE, September 22-24, 2010, Ljubljana, Slovenia. For more info, visit: www.fvv.uni-mb.si/conf2010/

HUMAN TRAFFICKING CONFERENCE, September 30 - October 2, 2010, University of Nebraska; Contact: Dwayne Ball at dball1@unl.edu Website: <http://humantrafficking.unl.edu>

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It was exactly this question of how a democracy could achieve social order that Alexis de Tocqueville sought to answer when he travelled the United States at the beginning of the 19th century. In which ways could democratic institutions hold the centrifugal forces at bay that were created by individual autonomy, and necessarily should emerge without the firm hand of an autocratic regime and government? Democracy seems to be continuously endangered by innate tensions and paradoxes, by weaknesses and simultaneous strengths of its institutions. It generates individual independence and high levels of conformity as the rights of individuals are counterbalanced by strong forces towards conformity. Majority rules imply dominance and authority, and rely on submission at the same time that they provoke resistance. Tolerance and individual rights carry with them the possibilities of norm compliance and violation of norms in equal measure. Democracy offers its citizens wide opportunities for deviant, licentious and dangerous behaviour, and simultaneously reduces their desire to do what democracy allows them to do by establishing common and shared values, and procedures that ensure the exertion of individual rights.

Tocqueville was convinced that the flaws of democracy could be overcome by more democracy rather than less. He identified the institutional mechanisms that were capable of counteracting the innate tensions of democratic societies in the associations that citizens were capable of and free to develop in their communities. These associational bonds provide mechanisms of outreach, generalized co-operation and social control that can counterbalance individualistic values and practices. The Tocquevillean perspective of social order stresses democratic institutions capable of restraining the disruptive consequences of individualism, and promotes a “strong democracy” (Barber 1984:117).

Democracies differ widely in their institutional arrangements as each seeks to cope with, attenuate and accommodate the innate tensions and paradoxes in its own way. The core values and institutions of democracies do not unfold in unambiguous and unified patterns common to all democracies. Consequently, we find huge differences between democracies in crime rates, criminal justice and penal systems, as well as penal outcomes (Cavadino and Dignan 2006). Rates of violent as well as property or white collar crime differ considerably between democracies. Presently, imprisonment rates in the oldest of modern democracies, the United States, are at historically high levels, and by far exceed those in other democracies. European democracies have abolished the death penalty while it is retained in the U.S. In most European democracies (with the notable exception of the United Kingdom) prisoners and ex-prisoners have the right to vote and even to be elected, while in the contemporary United States the practice of disenfranchising prisoners and ex-prisoners is widespread. In his historical and comparative study of punishment in the U.S., James Whitman (2003) argues that the specific type of egalitarian values and institutions that shaped American democracy and society is responsible for the comparatively harsh punishment and high imprisonment rates in the U.S. Europe and the U.S. profoundly differ in how egalitarianism was achieved in their respective democratic revolutions of the 18th and 19th century. European countries *levelled up*, i.e. they generalized forms of punishing high status offenders to all and modelled their criminal justice systems on the treatment of these offenders. In contrast, the U.S. *levelled down*, with the lowest status of slaves (or the most recent immigrants) as the model for the treatment of offenders.

Notwithstanding common trends and fundamental universals, democracies are far from convergence in crime rates and penal punishment. Sometimes they do not even differ significantly from less democratic regimes, although they do more often than not. Criminologists therefore need to engage with the diversity of specific institutions that democracies have “invented” in order to cope with their built-in tensions and paradoxes. “Social institutions are the broad value complexes and accompanying social positions and roles that together constitute the pillars of a social system and distinguish it from others. ... Institutions imbue organizations with normative significance,” Rick Rosenfeld wrote in his presidential essay in *The Criminologist* (2010:1). In other words, institutions define the rules of the game, and as such ensure cooperation and solicit normative commitment beyond mere opportunistic behavior. They “provide moral or cognitive templates for interpretation and action” (Hall and Taylor 1997: 939). Institutions have distinctive value patterns and structural arrangements that are connected in a dynamic, mutual relationship. Political scientists Jagers and Gurr (1995: 476) found that “strong democratic institutions produce strong democratic practices,” and vice versa. Studies based on the World Values Survey demonstrated that democratic values precede and increase the probability of the development of democratic practices and institutions (Inglehart and Welzel 2005). The core values of democracy – individualism and egalitarianism – are intricately linked to democracies’ institutions in general, and to criminal justice and penal systems in particular. They embody the moral vision that counts in communities, and guides their sense of justice in democracies: “The rule of law must train its citizens to see themselves and their communities one way rather than the other” (Kahn 1999, 83).

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As Alexis de Tocqueville pointed out 200 years ago, democracies are “naturally” vulnerable to disorder, deviant and licentious behavior, and (violent) conflicts. This would imply that by their very nature democratic institutional arrangements and value patterns produce specific levels of disorder and crime, as well as types and levels of penal reactions. However, as Rick Rosenfeld argues, a “key conceptual distinction in the institutional analysis of crime [and punishment S.K.] is between the *structure* of social institutions and their more or less effective *functioning*” (Rosenfeld 2010: 3). Three perspectives on the failure of democratic institutions have been related in particular to crime.

The first of these is the *deficiency perspective* that crime is the result of a not yet fully established democracy, and of particular deficiencies and maladjustments that arise specifically during the process of democratization. The incomplete development of democracy’s institutions and practices are seen as the root causes of crime. The *vulnerability perspective* contends that democracies, their institutions and practices are fragile, continuously endangered and easily destroyed. It has mainly been developed in relation to organized crime and corruption, as well as to pervading and widespread violence. Finally, a perspective focussing on mature western democracies combines two arguments. In these countries it appears that specific democratic values and practices have become too dominant – the *surplus perspective* - and have spiralled out of control or are not properly balanced by institutional regimes - the *imbalance perspective*. Both a surplus of democracy, for example unrestricted individual autonomy and self-expression, and a lack of balancing mechanisms are held responsible for rising levels of different types of crime in mature democracies, ranging from violence to white collar and financial crimes, and corruption. Messner and Rosenfeld (2007/1994) argue that imbalances within democratic society, mainly between markets and those institutions that restrain their forces, are responsible for crime waves. The authors in particular address imbalances between institutions that even if they are not part of the political system of democracy itself are nonetheless vital for supporting it. These include education, civic participation, and welfare regimes that level out inequalities and support egalitarian values on which modern democracies are built.

Instead of using the deficiency, vulnerability and imbalance perspectives, I would like to suggest the more encompassing concept of “comparative institutional advantages” (Hall and Soskice 2001) for comparing democracies to autocracies, or contrasting different democratic institutional arrangements. Comparative institutional advantages for democracies in relation to crime and social order as well as to justice are *value patterns* like individualism, egalitarianism and tolerance; *democratic practices* like generalized trust, pragmatic dissent and civic engagement; and *institutions* like the rule of law, procedural justice, or inclusion through welfare. Comparative institutional advantages are neutralized by respective comparative disadvantages, including expressive values not balanced by self-control, a general lack of social control, and institutional imbalances between market and welfare institutions, or between egalitarian values and structural inequality and discrimination against groups. Their comparative advantages make democracies particularly capable of dealing with problems of crime and justice, and readjusting themselves in new and innovative ways. Democratic institutions provide a high potential for innovative approaches to crime and justice, and they also exhibit flexible strength, and resilience toward corruption and organised crime.

My own research demonstrates these comparative advantages of democratic value patterns and institutions. If democratic values – individualism and egalitarianism - and institutions cluster, levels of lethal interpersonal violence are significantly lower than in autocracies (Karstedt 2006). The same applies to state violence, even when mature democracies are compared (Karstedt 2010a). In particular, a distinctive pattern of egalitarianism that promotes equal (welfare) outcomes rather than equal chances is responsible for lower rates of illegal violence by states. Values of individual autonomy in contrast to collectivistic orientations as well as egalitarianism give democracies comparative advantages in curbing corruption. Among the fifteen countries with the lowest measured levels of corruption, only Singapore is not a full and mature democracy; in contrast, we do not find one full and mature democracy among the fifteen countries with the highest levels of corruption. In a similar vein, democracies and their institutions are more resistant to the threats posed by organized crime. Among the ten countries with the lowest measured level of organized crime, only two (Jordan and Singapore) are not rated as fully democratic, while among the fifteen countries with highest levels no such democracy is found at all (unpublished data).

The specific features of democratic values and institutions decisively shape penal systems in contrast to autocracies, and they also account for differences between democracies. Individualistic and egalitarian values do not have an impact on imprisonment rates, but they define conditions within prisons and in which ways prisoners are treated. In particular the pattern of egalitarianism that promotes equal (welfare) outcomes rather than equal chances is responsible for better treatment and conditions of prisoners (Karstedt 2010b). Democracies and their specific institutional arrangements seem to produce better criminal justice outcomes.

As Gary LaFree noted in 2003 (5), “democracies of the world are facing daunting challenges both in terms of justice and social order.” However, democratic institutions and values seem to provide effective tools for confronting these.

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THE ASC SYLLABUS COLLECTION UPDATE AND SOLICITATION

By Rachel Cunliffe Hardesty, Ph.D
Portland State University
ASC Teaching Committee (member)

A couple of years ago, when the teaching committee first formed, one of the requests of it was that it initiate a syllabus collection project. When I became chair a year later, Bonnie Berry explained that new faculty often appreciated being able to scan syllabi for courses they were now expected to teach. The syllabus project had begun by soliciting syllabi for two courses: Introductions to Criminology and Introductions to Criminal Justice. These syllabi can be found on the ASC website. Along with the syllabi are lists of films, classroom activities, and suggested reading assignments collected in documents co-edited by Denise Paquette Boots of the University of Texas, Dallas and William Reese of Augusta State University.

Here may be found examples of not only the content that such syllabi have covered, but also an interesting range of ways to present syllabi to students, along with ideas for distributing points across assignments and activities in these classes (although examples of rubrics are still quite scarce); examples of the faculty policies which can do so much to save time and hassle when busy with new courseloads, advising, and the general orientation that is necessary as a new faculty member negotiates a place in a new department.

Courses included range in length from a six week course offered by Dr. Christie Gardiner during an abbreviated summer session to full semester length offerings such as those offered by Dr. Boots and Dr. Alan Bruce, providing an opportunity to think about how content can be condensed or extended during different term lengths. Altogether, there are 13 courses introducing criminology and nine syllabi introducing criminal justice.

Even those of us who are experienced can learn something from looking at these syllabi about a way to more clearly present our own communications for students regarding expectations, boundaries, and opportunities within the classes we teach, or a more interesting way to meet an objective we have for a particular learning outcome.

However, in addition to the interest we may have as teachers in the syllabi which have been collected, we are also building an interesting resource for scholars who would examine and document the breadth of our field. No two syllabi are exactly alike, with the result that the syllabus collection provides a unique opportunity for us to consider trends in the content which is being shared with students in our discipline.

The current committee, on which I am still serving, now chaired by Candace Batton, is continuing this project. We would like to continue to solicit syllabi for these introductory courses. The syllabi in the collection at present are all syllabi for teaching classes in the face to face modality, yet many of us are under increasing pressure to include web-based teaching in our tool kit. However, most of us have little to no experience of having been taught that way ourselves and so blending web and traditional modalities, or teaching entirely online, may feel intimidating. Syllabi for hybridized and online courses are often extremely comprehensive and can be mined for information on course set up. In addition, they provide ready access to those who have gone before should it be helpful to make direct contact for the purposes of sharing tips and ideas for effective web-based teaching. We are hopeful of including these varieties in the syllabus collection.

In addition, we would welcome direction as to syllabi the Society would like to see collected. Undoubtedly, it will be helpful to continue to build a sense of the core syllabi for our programs. The two we will focus on this year are crime analysis (to include research methods, data analysis, uses of crime data etc), and theories of crime. It would also be interesting to see the breadth of courses we teach and so we'd like to encourage anyone who is teaching classes considered a bit outside the ordinary to contribute their syllabi.

Please send your syllabi and your thoughts and comments on the collection project to Rachel Hardesty at hardesty@pdx.edu who will sort them and categorise them, creating a directory and resource on the ASC website.

In case you are not aware of it, some of the divisions are producing very rich syllabus collections of their own. Two of the Division collections can be found under the division tab on the homepage of our website. The Division of Critical Criminology includes links to faculty sites, some of which include class related materials created by those faculty, and the Division of Women and Crime has links to teaching resources on its homepage including documentaries, free online videos, lists of fiction and non-fiction and examples of syllabi in a compendium which includes syllabi on gender, armed conflict, security, and international relations. We would be delighted to directly link Division syllabus collections from the central ASC syllabus page if Divisions would notify me of their desire that we do so.

I look forward to hearing from you.

CALL FOR NOMINATIONS FOR 2011 ELECTION SLATE OF 2012-2013 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. Send the names of nominees, position for which they are being nominated, and if possible, a current c.v. to Stephen Mastrofski, Chair, Nominations Committee, at the address below (e-mail strongly preferred). Nominations must be received by **September 15, 2010** to be considered by the Committee.

Stephen Mastrofski
Department of Administration of Justice
George Mason University
10900 University Blvd., MS 4F4
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Michael L. Benson (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
Susan Bourke (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
Sandra Lee Browning (University of Cincinnati) Race, Class, Gender and Crime; Law and Social Control; Drugs and Crime
Mitchell B. Chamlin (University at Albany, SUNY) Macro-Criminology; Structural Sociology; Time-Series Analysis
Francis T. Cullen (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime
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Bonnie S. Fisher (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement
James Frank (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
Paul Gendreau (Queens University, Visiting Scholar) Correctional Rehabilitation; Organization of Knowledge; Program Evaluation
Edward J. Latessa (The Ohio State University) Correctional Rehabilitation; Offender/Program Assessment; Community Corrections
Paula Smith (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta Analysis
Christopher J. Sullivan (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods
Lawrence F. Travis, III (University at Albany, SUNY) Policing; Criminal Justice Policy; Sentencing
Patricia Van Voorhis (University at Albany, SUNY) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime
Pamela Wilcox (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime
John D. Wooldredge (University of Illinois) Institutional Corrections; Sentencing; Research Methods
John Paul Wright (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods
Roger Wright (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness

AROUND THE ASC

UNIVERSITY OF TEXAS AT DALLAS

Dr. James W. Marquart, one of the nation's leading experts on prison systems and director of the criminology program at The University of Texas at Dallas, will become the new dean of the School of Economic, Political and Policy Sciences (EPPS). You can read more at http://www.utdallas.edu/news/2010/3/24-1991_Nationally-Renowned-Criminology-Researcher-Named-N_article.html.

PH.D. GRADUATES IN CRIMINAL JUSTICE, CRIMINOLOGY AND RELATED FIELDS

Yao Wu, Tzu-rung "A Study of Personality, Organizational Factors, and Job Satisfaction Among Taiwanese Police Officers,"
Chaired by Dr. Larry Hoover, May 2010, Sam Houston State University.

NOTES REGARDING THE ANNUAL MEETING

November 17-20, 2010 in San Francisco, California

- The deadline for Presidential panels, author meets critics panels, all other panels, and individual paper abstracts has now passed.
- The deadline for Posters, roundtable abstracts, and presidential panel has now passed.
- The Call for Papers, link to the submission site, and other Meeting information can be found on the ASC website, www.asc41.com/annualmeeting.htm.
- Please direct all questions regarding the Program to the Program Committee email address, asc2010@iupui.edu.
- Meeting Registration forms are now available on the ASC website.
- Registration fees are as follows:

	Before October 1	On or after October 1 (or Onsite)
ASC Member:	\$120	\$150
ASC Student Member:	\$40	\$50
Non-Member:	\$160	\$190
Non-Member Student:	\$90	\$100

The ASC Email Mentoring Program

The ASC email mentoring program is free to all ASC students, offering a range of mentoring services. The site lists about 100 ASC members (university faculty, researchers, and administrators) who have volunteered to serve as mentors to our students. These mentors represent ASC experts in the US and internationally, from a variety of demographic features (age, race, and gender). We have a search feature that allows ASC students to search the site for mentors by specialization. So, type the word theory (for instance) in the search bar and, voila, up pops all the mentors who do theory. Also, the site is more accessible than ever as well as being password protected.

Please utilize the web site at <http://ascmentor.anomie.com> (or access it via the ASC main page).

Current Mentors

If you have changed your affiliations, email addresses, or areas of specialization, please let me know and I'll make the updates. Also, if you want off the list, tell me and I'll remove you.

Call for New Mentors

If you're an ASC non-student member and you'd like to sign up for the ASC email mentoring program as a mentor, please email me the following information (below). The program has been a very rewarding experience for those of us serving as mentors and we always welcome new people. We seek not only university faculty but also those working in research institutes (private or public), practitioners, and administrators in any field related to the discipline of Criminology. Students need mentors from a variety of specializations as well as various ages, races, and genders. Interested? Email me your:

Name

Affiliation

Email address

Areas of specialization (e.g., women and crime, technology, community corrections, etc.)

Month and year of birth (optional)

Gender

Race/ethnicity

Students

The program is available and free to all ASC student members. We encourage you to make use of our top-notch national and international experts. The ASC developed the mentoring program in 1994, with the purpose being to link ASC students with experts in the field of Criminology outside their own universities. Students may ask mentors about career choices, research and theoretical issues, personal-professional concerns (such as what it's like to be a minority Criminologist in a variety of work settings).

The ASC Email Mentor of the Year Award

Students, please nominate the mentor who has been most helpful to you via the ASC email mentoring program. I will forward your recommendation to the ASC Board. The award is then delivered at the ASC annual meetings, along with a very impressive plaque. Please make your nominations to me by **September 1** of every year.

Let me know if you have any questions or suggestions for improvement. Students and Mentors are encouraged to contact me at:

Bonnie Berry, PhD

Director

Social Problems Research Group

Mentor_inbound@socialproblems.org

TEACHING TIPS COLUMN CALL FOR CONTRIBUTIONS

Edited by Candice Batton
University of Nebraska at Omaha
cbatton@unomaha.edu

The ASC Teaching Committee is responsible for the “Teaching Tips” column, which is geared toward sharing ideas that will help improve teaching in both undergraduate and graduate level criminology and criminal justice courses. Tips can consist of:

- Pedagogical or curriculum resources (e.g., helpful books, websites, agencies)
- In-class, small group exercises
- Ideas for stimulating and leading discussion on difficult, challenging, or controversial topics
- Innovative teaching techniques (e.g., using music, videos, clickers, television dramas, or newspapers in the classroom)
- Examples of service learning, experiential learning, or problem-based learning activities
- Examples of writing assignments that help students understand theories, concepts, and/or processes related to the field
- Tips for making teaching more manageable and enjoyable (e.g., time savers, topics that generate discussion, ways for engaging students)

Please send submissions for “Teaching Tips” to Candice Batton at cbatton@unomaha.edu. Submissions should be approximately 500-1,000 words, but can deviate from this guideline.

Thanks – Candice Batton, Chair, ASC Teaching Committee

TEACHING TIPS COLUMN Saundra D. Westervelt , Guest Editor

Theme: Developing Student Understanding of the Victimization Experience

TEACHING TIP: Developing Empathy and Understanding in Students

Alison C. Cares, University of Massachusetts Lowell
Alison_Cares@uml.edu

Often students see crime victims as blameworthy based on victim decision-making before, during, and after victimization. The goal of this class project is to develop empathy and understanding of victims within the next generation of criminal justice professionals.

Each student is assigned one of a small number of short fictional victimization scenarios along with a U.S. city. The scenarios vary by type of victimization (homicide, sexual assault, intimate partner violence, robbery, identity theft, etc.), characteristics of the victimization (location, witnesses, use of drugs/alcohol), victim characteristics (gender, age, primary language, immigration status), and the victim’s situation (homelessness, access to transportation, childcare responsibilities, employment/financial situation). This assignment also works well by varying these details within a particular type of victimization, such as IPV or sexual assault.

The students are then to take their scenario and location, find what resources are available to their victim, and undertake a critical analysis of those resources. What are the barriers to accessing services? What else did the victim (or secondary victims) need that was not available? On the day the assignment is due, divide the students into small groups, typically within victimization type, to discuss what they found and compare experiences. The class discusses what services they found and the challenges victims encounter in trying to get help. The discussion typically highlights variations by geography, victimization, and victim. The assignment and discussion help students better understand:

- ▶ The criminal justice process can be quite difficult to navigate and understand;
- ▶ Crime victims rarely get their needs met at one place at one time;
- ▶ It can be difficult to qualify for and access needed services.

After completion of the assignment, policy discussions are more balanced and realistic as students struggle to develop solutions that meet the needs of victims and the criminal justice system.

(Continued on page 12)

(Continued from page 11)

TEACHING TIP: Using Experiential Learning to Understand Domestic Violence Victimization

Vickie Jensen, California State University Northridge
vickie.jensen@csun.edu

This assignment is designed to give students experience managing the challenges common to domestic violence victims. Divide students into groups of six; each will choose a case study of a domestic violence victim who is starting a new life. Each group is to investigate the cost and feasibility of their victim's reintegration by investigating options and making inquiry calls to gather information. When making inquiries, introduce yourself as someone making calls for a friend.

The footwork:

Each group is to fill out a cost of living and resource sheet. This will cover all expenses for their case study. These sheets need to be completed after thorough investigation of start up and monthly costs of such items as: housing, utilities (electricity, water, gas, phone [unlisted], garbage, cable), furniture, bus passes, gas for car, insurance, clothing for victim and children, child-related expenses, school expenses, household items, and so forth. (The complete cost of living sheet is available upon request.)

Students will need to do their research to fill out the cost of living sheet accurately and should list the sources they use. For housing, they need to call places with potential housing options to get necessary information. Provide the name of the neighborhood, keeping in mind where the person may be employed or kids' schools. Each group will be given dietary guidelines and recommended menus (available upon request) for the children for which the students are required to 'shop' to determine cost per day/month.

Related to the cost of living sheet, students will need to address the issue of income. Students will need to determine a proposed income per month and actually make inquiries regarding available means of employment or assistance. They do not actually have to apply for jobs, but should call and get information about them, including location, number of hours, pay rate, and benefits. Students also should explore alternative forms of support and assistance programs (legal only please!).

The written assignment:

Each group should complete a group paper of no less than 6 pages that describes the following:

- ▶ Describe the process everyone went through to find information. What stumbling blocks and/or surprises did you discover along the way?
- ▶ Reflect on each group member's feelings doing this work. What do you think the experience of the victim would be in this case? How do you think your personal experiences and knowledge might differ from the victim's, and how would that relate to differences in how you might experience this set of tasks?
- ▶ Reflect on the experience and discuss the issues that arise in getting domestic violence victims a fresh start. Discuss other issues that victims would face that are beyond financial problems. What kinds of support should we put into place that don't already exist?
- ▶ Connect what group members have learned to what they have learned about gender, crime, and domestic violence in general. How can we connect patriarchy, culture, and structure to the real life experience of problem solving in domestic violence situations?

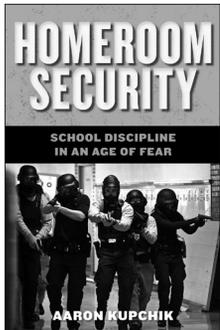
The presentation:

Each group is responsible for a presentation of no more than 15 minutes that summarizes what they did and found. Creative presentation styles are encouraged as long as they directly assist in the presentation.

The peer evaluation:

Each group member should give a grade for every other group member, including themselves(!), based on how the member contributed to the completion of the project. Some points to consider include responsibility and dependability, amount of work done, and quality of work contribution.

NYU PRESS > GREAT IDEAS

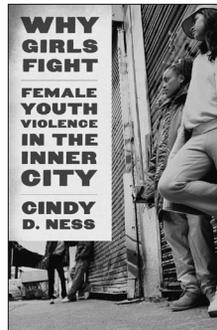


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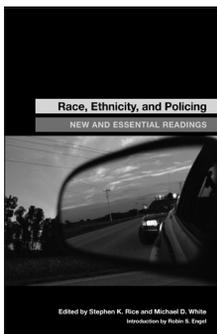
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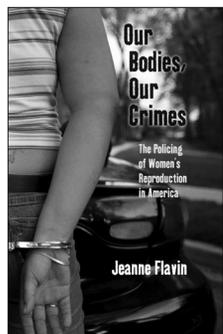
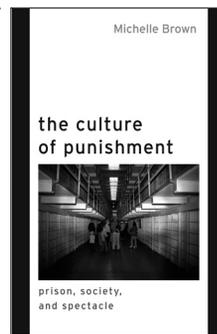
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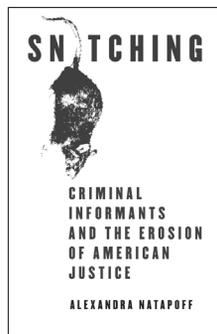
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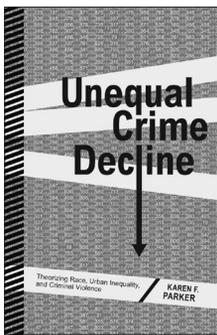
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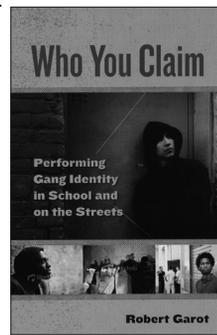
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CRIMINOLOGY AROUND THE WORLD

Australian/New Zealand Society of Criminology

The twenty third (23rd) annual conference of the Australian and New Zealand Society of Criminology will be held in Alice Springs from 28 September to 30 September 2010 at the Alice Springs Convention Centre and about 350 delegates from across Australia and internationally are expected. A Post Graduates day will be held on 27 September (for more information go to <http://www.anzsoc.org/cms-conferences/4th-post-graduate-and-early-career-conference.phps> or contact Roberta.Julian@utas.edu.au). There is no registration fee for the Post Graduate day. This is the first time that ANZSOC has held its conference outside of a capital city and is also a first for the Northern Territory.

The title for the conference in 2010 is “Cross-border Domestic and Trans-National Crime; Risks and Responses” reflecting major issues affecting the Northern Territory, Australia and our international region. The principal themes that fall from the overall title are :

- Domestic Cross-border issues that include drug trafficking, assault, family violence and border impediments between States and Territory’s for policing and justice services;
- Indigenous issues in crime and criminology – positives and possibilities; and Trans-National issues of sexual servitude, people smuggling, money laundering, identity theft, paedophilia and associated issues.

Professor Margaret Beare of York University in Toronto Canada has accepted our invitation to be the International Keynote. Professor Beare is a recognised expert on trans-national crime and Indigenous issues in Canada.

The conference will also feature three excellent Australian Keynote speakers - Mr John Lawler APM, CEO of the Australian Crime Commission, Mr Andrew Colvin Deputy Commissioner (Operations) of the Australian Federal Police and Mr Charlie King, the Prime Minister’s White Ribbon Ambassador for Australia in 2010. Mr Colvin is also on secondment to the Harvard University’s Executive Management Program.

Registrations are open and early/early bird registrations will close 30 April and early bird registrations will close at the end of June. Save money and register early at ANZSOC.org - look for the conference link on the front page. Abstracts are open from the same site and will also close in June – follow the instructions on the abstracts page. ANZSOC has the capacity for up to 400 registrations and 200-250 abstracts.

Direct flights are available from most capital cities in Australia or you could travel there on the wonderful world class Ghan rail journey. The ANZSOC 2010 website also has many ideas for pre or post touring in the region at a time of the year when the weather is great in the centre of Australia. A great conference is planned in the outback of Australia. See you there at a great and worthwhile conference for you and your organisation.

British Society of Criminology

The 2010 British Society of Criminology conference, *Human Rights, Human Wrongs: Dilemmas and Diversity in Criminology*, will take place at the University of Leicester between 11 - 14 July 2010. There will be special panels covering a variety of criminological streams from policing, punishment and rehabilitation, youth, comparative and international criminology and research methods, to theoretical and critical criminology and crime and technologies. The guest speaker will be internationally-renowned human rights lawyer and founder and Director of Reprieve, Clive Stafford Smith, OBE. Keynote speakers include Texas Christian University critical criminologist Professor Jeff Ferrell; Professor Ben Bowling, who has published widely in the area of policing and community safety, and is currently working on two books *Policing the Caribbean* and *Global Policing*; Australian criminologist Professor Reece Walters, who writes on the crimes of the powerful, including environmental crime; and Professor Lilie Chouliaraki, Research Director of POLIS, a forum for debate and research into journalism. Booking for the conference is now open. There are residential, non-residential and day delegate spaces available. For further information about the conference visit the website at www.le.ac.uk/bsconference.

CRIMINOLOGY AROUND THE WORLD



August 5th-9th 2011 Kobe, JAPAN

Global Socio-Economic Crisis and Crime Control Policies: Regional and National Comparison

The Japan Federation of Criminological Associations (JFCA) cordially welcomes you to participate in the forthcoming 16th World Congress of the International Society for Criminology to be held Aug 5th-9th, 2011 in Kobe, Japan.

The congress will be held in the Kobe Int'l Conference Center on Port Island, a man-made island off the coast of Kobe, a port city located near Osaka in western Japan.

General theme of the Congress is "Global Socio-Economic Crisis and Crime Control Policies: Regional and National Comparison". Under this theme four sub-themes are set to be examined in the plenary sessions, in which internationally recognized experts are invited to make presentations:

1. Global Economic Crisis and Criminology
2. Models of State and Crime Prevention Strategies
3. Corporate and Business Crime
4. Frontiers of Clinical Criminology

Three kinds of sessions are provided: paper sessions, roundtable sessions and poster sessions. For paper sessions, we accept both individual papers and proposals for complete sessions. We are now calling for submissions. For details, please visit our site: <http://wcon2011.com> On-line submission, registration, hotel, and tour bookings will commence on August 1, 2010.

Please plan ahead to attend this important event for the world community of criminologists.

Inquiries:

Congress Secretariat (att: Ms.Osawa/Sakagami)

TTS Center 3F, 1-4-4 Mikuriya-sakaemachi, Higashi-osaka, OSAKA 577-0036 JAPAN

Tel : +81(0)6-6618-4323 Fax : +81(0)6-6781-8883 E-Mail : wcon2011@oucow.daishodai.ac.jp

Pakistan Society of Criminology

The Pakistan Society of Criminology (PSC) was established in the year 2008 by a few academics and law-enforcement officers. At the moment, the PSC has a total of one hundred and sixty (160) registered members. The purpose of the PSC is to promote the professional interests of the field of study of criminology in Pakistan. To this end, the PSC has established a criminological library at its head office in Peshawar. It is providing assistance to the researchers of the universities around the country and to various Pakistani justice agencies. A website has also been created (www.pakistansocietyofcriminology.com). The website provides complete information about the organization, and has numerous downloadable links to national laws and research articles. One of the notable achievements of the PSC has been the launching of the '*Pakistan Journal of Criminology*'. This is a quarterly journal producing indigenous, research that focuses on criminological issues impacting Pakistan in particular and the Central Asia in general. So far, four issues of PJC have been published. The first three issues were launched in the year 2009. The next issue of PJC, to be published in April 2010, will focus on violence against women and women's rights. The PSC is seeking to establish strong professional linkages with individual criminologists and with criminological societies around the world. For more information, got to our web page and/or contact Dr. Imran Ahmad Sajid at the University of Peshawar (pscatpeshawar@yahoo.com).

CRIMINOLOGY AROUND THE WORLD

Western Society of Criminology

In February, 2010, the Western Society of Criminology (WSC) held its annual meeting at the Ala Moana Hotel in Honolulu, Hawaii. Over 140 presentations covering a variety of topics including juvenile justice, gangs, and prisoner reintegration were made by academics and professionals working in the field of Criminology and Criminal Justice. The conference was well-attended with over 150 participants representing numerous colleges, universities, and professional organizations located in different states and countries. Conference participants enjoyed attending the plenary session with Nancy Rodriguez to learn about “The Critical Role of Family Stability in Juvenile Court Processes and Outcomes” as well as our keynote address by David Huizinga who discussed “Some Not Too Boring Topics: Arrests, Sanctions, Gangs, & Girls” with data from the Denver Youth Survey. You can read more about their presentations in the Spring 2010 issue of *The Western Criminologist* available online at <http://www.sonoma.edu/ccjs/wsc/publications.htm>. The Meet the Author Reception featured two University of Hawaii authors, Meda Chesney Lind and Katherine Irwin, discussing their book, *Beyond Bad Girls: Gender, Violence, and Hype*. These presentations contributed to the success of the 2010 conference as did the quality of papers presented and the conference sponsorships. WSC conferences are a great place to hear new ideas, meet new colleagues, mentor students, and spend time with friends...and the next one is in Vancouver, BC. Don't forget your passport and we'll be looking forward to seeing you there!

IN MEMORIAM

Stephen M. Rosoff, 1945-2010

Stephen M. Rosoff, professor of criminology at the University of Houston – Clear Lake, passed away after a sudden heart attack on March 27th at the age of 64. Steve was a brilliant scholar, mentor, and teacher at UH who during the past 20 years created a highly successful criminology curriculum with a thriving master's degree program that attracted a large number of Houston police officers.

Born and raised in Boston, Steve graduated from English High School at the age of 15. After attending UMass Amherst for a year, he worked as an actor and producer in theatre and film over the next decade and a half. He attended Harvard in his early thirties, and graduated in three years number two in his class with a major in psychology.

Steve earned his Ph.D. in Social Ecology at UC, Irvine, wrote his doctoral thesis on the sanctioning of high status defendants, and published articles in *Law & Human Behavior* and in a variety of medical journals on miscreant physicians. Steve accepted a job at Indiana University upon graduation, and UH – Clear Lake a few years later.

He taught enormously popular graduate courses at UH, is the lead author of the classic white-collar crime text, *Profit Without Honor: White-Collar Crime and the Looting of America* (just released in the 5th edition), and wrote numerous articles and chapters on issues related to criminology, law, and criminal justice.

Steve Rosoff's absolute unpretentiousness belied his enormous intellectual prowess. His life was teaching. He had a keen eye for injustice, an impeccable wit, and an almost non-stop sense of humor. He was a dear friend, gifted teacher, and valued colleague to so many and will be greatly missed.

Submitted by:

Henry Pontell and Gilbert Geis, *University of California, Irvine*
Steven Egger, *University of Houston-Clear Lake*



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FACULTY PROFILES

Jack McGrath, PhD

Dr. McGrath is the Program Director of Criminology at Regis. His professional background includes work as a special agent with the FBI, where he investigated bank robberies, public corruption, and white collar crime, as well as a year in Iraq in 2008 as a law enforcement contractor investigating suicide attacks. He holds a BS in Accounting from the University of Colorado, Boulder, and a MCJ in Executive Leadership and a PhD in Public Affairs, both from the University of Colorado at Denver.

Don E. Lindley

Mr. Lindley is an Assistant Professor of Criminology at Regis. His experience includes over 30 years as

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- A supportive faculty and staff made up of practitioners in the field
- Financial aid assistance for those who qualify

a police officer and a college-level instructor and service as a naval officer in Vietnam. He holds an MA in Sociology from the University of Colorado, Boulder, and an MPA in Criminology from the University of Colorado at Denver.

James D. Ponzi

Professor Ponzi's work experience includes 35 years with the Denver Police Department. His areas of expertise include police psychology, family violence, and violence prevention. He holds bachelor's degrees in Psychology and English from the University of Colorado and a Master of Special Studies in Applied Communication from the University of Denver.

DIVISION NEWS

DIVISION OF INTERNATIONAL CRIMINOLOGY

Student Paper Competition

Any student currently enrolled in an academic university or college program is invited to participate in the ASC Division of International Criminology Student Paper Competition. Paper topics must be related to international or comparative criminology or criminal justice. Submissions must be authored by the submitting student (only) and submissions will be evaluated in three categories: undergraduate, master's and doctoral levels. Papers must be previously unpublished and cannot be submitted to any other competition or made public in any other way until the committee reaches its decision. Manuscripts should include a 100 word abstract, be double-spaced (12-point Times New Roman or Courier font), written in English, and should be no more than 7500 words in length. Submissions should conform to APA format for the organization of text, citations and references. **Students from all over the world are strongly encouraged to submit papers.**

Submissions should be accompanied by a cover sheet which includes the author's name, department, university and location, contact information (including e-mail address whenever possible) and whether the author is an undergraduate, master's level, or doctoral student. Winning submissions in each category will receive a monetary award and be recognized at the 2010 ASC meeting in San Francisco, California. Winning papers will also be considered for publication in the International Journal of Comparative and Applied Criminal Justice (although winning the competition is not a guarantee of publication as the manuscript will have to go through the journal's regular peer-review process).

We prefer that manuscripts are submitted as an e-mail attachment in any of the following formats: WordPerfect, Word, .pdf file or .rtf file. For those who are unable to submit via e-mail, a hard copy may be submitted, as long as it arrives by the deadline. An e-mail confirmation will be sent when the manuscript is received and logged as a submission.

The deadline this year is **June 15, 2010**.

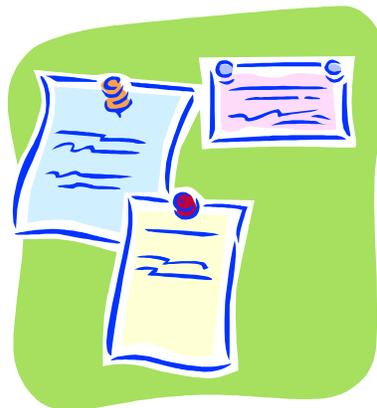
Please send all submissions to:

Joanne Savage jsavage@american.edu
Department of Justice, Law and Society
American University
4400 Massachusetts Avenue, NW
Washington D.C., 20016-8043
U.S.A.

POSITION ANNOUNCEMENTS

THE CRIMINOLOGIST will regularly feature in these columns position vacancies available in organizations and universities, as well as positions sought by members of the Society. A charge of \$175.00 with the absolute maximum of 250 words allowed will be made. Half pages and full pages may also be purchased for \$225 and \$300 respectively. **It is the policy of the ASC to publish position vacancies announcements only from those institutions or agencies which subscribe to equal education and employment opportunities and those which encourage women and minorities to apply.** Institutions should indicate the deadline for the submission of application materials. To place announcements in THE CRIMINOLOGIST, send all material to: ncoldiron@asc41.com. When sending announcements, please include a phone number, fax number and contact person in the event we have questions about an ad. The Professional Employment Exchange will be a regular feature at each Annual Meeting. Prospective employers and employees should register with the Society no later than three weeks prior to the Annual Meeting of the Society. The cost of placing ads on our online Employment Exchange is \$200 for the first month, \$150 for the second month, and \$100 for each month thereafter. To post online, please go to www.asc41.com and click on Employment.

Currently, there are no position announcements for *The Criminologist*. However, you can check the online Employment Exchange at <http://www.asc41.com/dir3/jobposts.htm>.



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Official Newsletter of the
American Society of Criminology
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MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

2011	November 16 – 19	Washington, D.C.	Hilton Washington Hotel
2012	November 14 – 17	Chicago, IL	Palmer House Hilton Hotel
2013	November 20 – 23	Atlanta, GA	Atlanta Marriott Marquis
2014	November 19 – 22	San Francisco, CA	San Francisco Marriott
2015	November 18 – 21	Washington, D.C.	Hilton Washington
2016	November 16 – 19	New Orleans, LA	New Orleans Hilton
2017	November 15 – 18	Philadelphia, PA	Philadelphia Marriott Downtown
2018	November 14 – 17	Atlanta, GA	Atlanta Marriott Marquis

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