

The Criminologist

The Official Newsletter of the American Society of Criminology

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A NEW DIRECTION FOR CRIMINAL JUSTICE EDUCATION

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I. Introduction

Here at John Jay College of Criminal Justice, we are prepared to implement a new vision of criminal justice education. The occasion is the creation of our department of criminal justice, which has been charged with revising the Bachelor of Arts. As the college will continue to offer a Bachelor of Science degree, which will reflect the historical mission of criminal justice education, our department was freed to discuss and pursue its conception of the ideal. This has been a liberating experience, which allowed us to explore the history of criminal justice education, the needs of the profession, and evidence of outcomes and best practices, without any attachment to the status quo. We hope that some of our conclusions may be instructive and stimulate a robust debate.

We began this exercise with the simple premise that criminal justice education serves a highly diverse population – demographically diverse, but more relevantly, diverse in its students goals. One salient division of this universe is between students who aspire to become criminal justice practitioners – police, correctional and probation officers, for example – and students who aspire to directly affect crime control practice as, among other professionals, analysts, consultants and academics.

By almost any measure, this former population has excelled. Most criminal justice majors go on to successful careers. Their education is liberal and humane. They graduate with intricate knowledge of the institutions they go on to serve and possess a strong ethical sensibility. The other segment of the population has not been so well served. Criminal justice coursework emphasizes the positive over the normative. It does a fine job of familiarizing students with the function of existing institutions, but not on developing the analytical skills to critically assess them.

Over the past decade, energy has been amassing to expand criminal justice education beyond its original mission. It is part of, and synergistic with, a movement to advance the field from its infancy to a robust, self-confident discipline. But even as criminal justice doctoral programs have flourished, even as the field has come of age, undergraduate programs have shown more constancy than change.

Of course the aforementioned division among students is not absolute. Some who enter college with the aim of being practitioners will become policy makers, some policy makers will become practitioners, some will change courses entirely. But reason exists, grounded in data and common sense, to think something may be missing from the menu of criminal justice offerings, and that there may be diseconomies to aggregating these populations.

Students who seek careers as practitioners must be familiar with the history and operation of the institutions they aim to serve. Aspiring policy makers must also be familiar with these institutions, but this knowledge is important not as an end in itself, but rather as a focal point to develop their analytical skills. For policy makers require a distinct skill set. They are increasingly demanded to have greater quantitative analytical capacity and, most importantly, to solve problems.

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2011 CONFERENCES AND WORKSHOPS

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

EVELYN M. DUVALL FAMILY STUDIES CONFERENCE, February 17-19, 2011, University of South Florida Sarasota-Manatee. To submit a proposal or for more information, go to: <http://www.sarasota.usf.edu/Academics/CAS/DuvallConference.php>

ACADEMY OF CRIMINAL JUSTICE SCIENCES, March 1 – 5, 2011, Toronto, Canada. For more info, visit: www.acjs.org

HUMAN RIGHTS AND CITIZENSHIP, March 25, 2011, Middlesex University, Crime and Conflict Research Centre, London (UK). For further information: V.Ruggiero@mdx.ac.uk

SOCIETY FOR APPLIED ANTHROPOLOGY (SfAA), March 29 - April 2, 2011, Seattle, WA. For meeting information visit: <http://www.sfaa.net/sfaa2011.html>

THE YORK DEVIANCY CONFERENCE, June 29 - July 1, 2011, University of York, UK. For more information, please visit: <http://www.york.ac.uk/depts/soci/newyork/>

BRITISH SOCIETY OF CRIMINOLOGY 2011 CONFERENCE, 3-6th July 2011, Web: www.northumbria.ac.uk/bsconference

CRIME & JUSTICE SUMMER RESEARCH INSTITUTE: BROADENING PERSPECTIVES & PARTICIPATION, July 11 - 29, 2011, Ohio State University. Please see our web site to apply (<http://cjrc.osu.edu/rdcj-n/summerinstitute>)

6TH WORLD CRIMINOLOGY CONGRESS, August 5-9, 2011, Kobe, Japan. Website: <http://wcon2011.com/>

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Humanely educating aspiring police, correction and probation officers will always remain a core, and arguably the most important, function of criminal justice programs. But we believe in the coming decades, the burgeoning demand will be for critics, critical thinkers, original thinkers, problem solvers, innovators, curmudgeons, and reformers. Currently, this need is not met.

Why this gap exists results from the peculiar history of criminal justice education, the relevant parts of which we lay out in Part II. In Part III, we offer data on student satisfaction and resulting lessons. In Part IV, we detail changes within crime control practice which have led to this new demand. In Part V, we discuss the implications of our view for criminal justice curricula, with some brief notes on what we are implementing locally.

In sum, we argue that nurturing this new sort of undergraduate requires a fundamental rethinking of criminal justice education. The emphasis must be less on factual knowledge and more on analytical skills. Students must be trained to be empiricists, problem solvers, and most importantly, empowered to think beyond the status quo. Students must be taught to do, and do, original research. In the ultimate extension of this vision, questions of crime control are addressed by professionals and a cadre of well-mentored students who bring to bear analytical skills and exposure to a variety of perspectives and modes of thought, with the aim of generating original and ethical solutions to vexing social problems. In this ideal, criminal justice functions like any well-established social-scientific discipline.

II. Historical Perspective

Historically, a fundamental tension has divided criminal justice educators. At one end of the spectrum is a vocational model, often credited to William Wiltberger at University of California, Berkeley, and sometimes to police educators August Vollmer, O. W. Wilson, and V. A. Leonard. (Finckenaue, 2005) These pioneers advocated professionalizing criminal justice fields, and modeled their programs on the police academy. On this view, criminal justice education exists primarily to prepare students for law enforcement work. Justice is defined as the American practice of crime control. This is because “the normative structure complements vocationalism.” (Crank, 2007: 231).

At the other end of the spectrum, criminal justice education is a liberal arts curriculum in which students are equipped with skills from the social sciences and asked to question basic values. On this view, criminal justice education has a broader mandate. “It is intended to inspire curiosity, to develop a general spirit of inquiry, and to cultivate and enhance a mental attitude or probing exploration.” (Finckenaue, 2005: 415)

The vocational model has by and large prevailed. “Criminal justice education is moving away from a multidisciplinary format and towards a vocational notion of education, grounded in the normative reproduction of crime control practices in classroom curricula.” (Crank, 2007: 233). Flanagan (2000) echoes this view. The transformation has been attributed to the influence of the community college movement, which “emphasized vocationalization.” (Crank, 2007: 234). It may also be due in part to internal division about the discipline. As Todd Clear put it in his 2001 ACJS presidential address, “we have no uniform theoretical infrastructure.” (Clear, 2001: 711) Moreover, many fear that criminal justice undergraduates are not up to more. Professors are reluctant to offer courses perceived as “too academic for criminal justice.” (Owen, 2006: 3).

The time appears ripe for change. Over the past decade, leaders in the field have begun arguing for a reconceptualization of criminal justice. Professor Clear’s plenary address was a red-letter day in this history. While Clear said that the outstanding publication records of criminal justice scholars suggested the discipline had matured, he also noted that “criminal justice education programs have developed willy-nilly.” He argued that criminal justice needed to increase its policy-relevant profile and better agreement on a set of skills. (Clear, 2001) Following Professor Clear’s lead, criminal justice scholars began calling to expand the notion of criminal justice beyond the vocational model. Yet, despite these strong voices, no academic program has stepped into this void. We believe it’s time for this to end.

III. What Students Say

Myers (1994) and Tontodonato (2006), among others, have noted the scarcity of student data in connection with criminal justice education. Would-be curriculum reformers are left to rely on student profiles, surveys of student satisfaction, and retention data. But it is nevertheless clear from this concededly imperfect evidence that a need exists for a supplement to existing offerings.

Most saliently, the available data brings home the diversity of reasons students pursue criminal justice as a major. Tontodonato’s (2006) study of criminal justice majors found that more than 35 percent wanted to pursue graduate study. Krimmel and Tartaro’s (1999) study of 400 undergraduates from twelve colleges, similarly found that 20-25% of undergraduate criminal justice majors wanted to attend graduate school. This data is consistent with preferences expressed at our institution. Tontodonato (2006) finds that most students follow through on their initial reason for being interested in criminal justice. So the question presents itself: are these students being well served? How is an undergraduate best prepared for graduate school?

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Again, we have imperfect data to rely upon. Nevertheless, one thing stands out as of unquestionable value: undergraduate research opportunities. Students who participate in undergraduate research programs are more likely to stay in college. The benefits are more pronounced for minority students, particularly African American males, a group at particular high risk of attrition. (Nagda, 1998) Undergraduates in research programs are more likely to speak proactively about their career, to view faculty positively, and to network with fellow students. (Gregerman, 1999). Better still, these students are more likely to be interested in, attend, and succeed in graduate school, a benefit which accrues regardless of race and gender. (Hartmann, 1990; Lopatto, 2007; Meyers, et al. 1998)

This finding stands to reason. Research programs force students to think creatively, to persevere, to collect and marshal data, to write well, and to argue persuasively. It is only common sense that these students would do better in graduate school applications and in their studies. This view of the importance of research and an ongoing dialogue about solutions to social problems is, moreover, consistent with the practices of well-organized professions such as medicine and law. Yet, research is a peripheral part of criminal justice programs.

IV. What Practitioners Say

We also believe that a growing demand exists for a new kind of professional. Several different strands are converging to create a need for practitioners able to identify and analyze crime problems, design strategies to address them, and evaluate intervention outcomes.

Criminal justice practice has undergone a shift since the late 1960s when a presidential commission enshrined “the criminal justice system” as the primary mode for deploying state power to respond to crime. The resulting roles and responsibilities of key system actors were clear and settled: police patrolled and undertook retrospective investigations; prosecutors accepted arrestees for processing; defense lawyers defended those arrestees; judges ensured the integrity of adversarial proceedings; the guilty were handed off to corrections.

Other “system” activities to address crime, such as police squads working with juveniles, were marginal and not highly regarded. The idea of the criminal justice system was, in effect, one key answer to the strategic question “how should crime be addressed.” The other, addressing “root causes”, were seen by criminal justice practitioners as outside their professional purview.

That orientation fostered a belief that law enforcement could only respond to crime, not prevent it. The general inability of police departments to prevent crime, especially, serious violent crime contributed to this impression, as did early negative research findings on preventive patrol, rapid response, retrospective investigation, and correctional rehabilitation programs. Police departments believed they should not be held accountable for crime control. Academics believed the system was not effective at preventing crime. Both communities tended to the idea that addressing broader social conditions was the more powerful driver of crime prevention and control.

In the 1980s, new ideas and operational frameworks emerged. Problem-oriented policing established the idea that crime *problems*, not just legally-defined incidents, should be addressed. Community policing suggested that fear and disorder should be countered, and partnerships were crafted for that purpose. Academic studies of repeat offending, victimization, hot spots, and offender networks altered conventional thinking. New York City’s historic crime decline, and the perceived significance of its police force’s new operational approaches, gave credence to the ideas that police could reduce crime and should be held accountable for doing so. CompStat drove responsibility for crime outcomes down to geographic commands and raised the salience of data. As other police agencies adopted these innovations, and the Department of Justice sought to enhance the mapping capacity of police departments, the importance of data analysis was raised further. Soon it became more practicable to address hot spots, refine officer deployment, and identify crime trends.

Related ideas filtered to prosecutors and courts, generating community prosecution, problem-solving courts, and other innovations. In the academy, new theoretical frameworks emerged that operated in the ground between the larger criminal justice system and core community processes: routine activities theory, situational crime prevention, and “broken windows”, among others. Problem-oriented partnerships between researchers and law enforcement gained currency through the Boston Gun Project and follow-on initiatives.

All of this has resulted in an increased need for crime and problem analysis, data-driven operational strategies, and assessment. The academy has the capacity to teach students to do these things, but for the discussed reasons, has not done so. Thus there is a poor fit between graduates and the people who would like to hire them for these analytic and creative functions.

V. Mission Statement

Informed by this dialogue, we adopted the following mission statement:

The criminal justice BA views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time. Specifically, students should:

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1. Apply analytical, ethical, and critical reasoning skills to quantitatively, qualitatively and morally assess and evaluate the role and function of institutions engaged in the mission of crime control.
2. Articulate how institutions achieve social goals and understand and describe how to effectuate change within institutions.
3. Consider how race, gender, culture and ethnicity impact the construction and effectuation of crime control.
4. Have a broad, multidimensional focus on moral questions and be able to express the ethical implications of policy decisions.
5. Be facile with data and prefer original research to secondary sources.
6. Think creatively and originally as evidenced by the ability to write well, construct and implement an original research design, and apply this research to present innovative solutions and insights to complex policy questions.

VI. Lessons for the Curriculum

We end by offering a few specifics on how we have operationalized this mission statement, with an eye toward how these advance the needs of the students and the profession, which we have described.

A. Reorienting the Introductory Criminal Justice Course

A traditional introductory course is a survey of the criminal justice system. (Owen, 2006) The organization of the course follows prevailing norms. "The book selected for the course will likely be boilerplate, typically organized into fifteen chapters, one for each week of the semester" and offer an overview of policing, the courts, corrections, and juvenile justice. (Crank, 2007) The answer to the question "What is justice," is that "justice is the American practice of crime control." (Crank, 2007)

B. Core Course on Crime Analysis and Crime Prevention

Criminal justice majors are traditionally exposed to sociological, biological and psychological theories of criminality, but not to theories of why crimes occur and how they can be prevented. These theories provide the underpinning for crime analysis and mapping, as well as for important intervention strategies. Most importantly, a course focusing on these questions acclimates students to thinking strategically about crime control.

C. Increased Focus on Developing Quantitative and Qualitative Research Skills

Despite the needs of the profession, emphasis has not traditionally been placed on developing the quantitative and qualitative research skills of criminal justice majors. Jon Proctor (2006) found, ironically, that while criminal justice majors rate their level of statistical understanding higher than noncriminal justice majors do, their level of statistical knowledge is significantly lower. This is troubling since quantitative reasoning skills are among the most direct predictors of success in graduate school. Remedying this deficiency is a central challenge.

D. Pedagogical Emphasis on Skills and Perspectives Not Facts

We believe the pedagogical emphasis should be on teaching skills and critical thinking rather than facts. This is the core of the aforementioned movement within the scholarly community. Bayley (1991) argued that criminal justice learning should not be based on facts, but on intellectual discovery. Cameron (2002) argued to refashion the classroom from "information banking" to an experience of personal and social liberation. Owen (2006) and Crank's (2007) call to reform the introductory criminal justice course was born of the same motivation.

E. Requirement of Original Institutional Analysis or Original Empirical Research

We finally require that each student, as her capstone experience, design, carry out, and present original research. This requirement can be satisfied in two ways. Students may pursue an internship and write an institutional analysis or critique. Alternatively, students may design and execute a quantitative or qualitative research project. For each track, we propose an advanced research methods course tailored to the student's experience, a colloquium for similarly situated students, a series of junior seminars designed to introduce students to faculty members who are engaged in ongoing research projects, and, finally, individual mentorship.

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VII. Conclusion

Criminal justice programs are a large tent. They embrace a student body diverse in every sense. The available evidence overwhelmingly suggests that while some of these students are being served well, others are not. Practitioners say criminal justice programs are not producing enough graduates who can think critically and act as problem solvers. This disconnect is that criminal justice has not heretofore thought of itself as a mature, internally grounded discipline. We believe the time is right for a change – to expect more of our students and, consequently, ourselves. The potential benefits to our students, to faculty members, to the profession, and to the people we serve are too substantial to ignore.

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THE RICHARD BLOCK AWARD FOR OUTSTANDING THESIS OR DISSERTATION RESEARCH

To honor the scholarly achievements of Richard Block as well as his role as co-founder of the Homicide Research Working Group, the membership has established a \$500 thesis award, a \$500 dissertation award, and appropriate plaques for the outstanding thesis or dissertation with a focus on homicide and/or lethal violence. An additional \$500 is provided to help cover expenses for the recipient to attend the annual HRWG meeting to present their dissertation or thesis research.

Eligibility for both awards include:

- The thesis or dissertation must have been completed during the twelve months preceding the application deadline.
 - The winners of the thesis or dissertation award agree to present their research at an annual meeting of the Homicide Research Working Group.
 - Application material must include the name and address of the applicant, an electronic copy and a paper copy of the thesis or dissertation.
 - A cover letter from the supervising faculty member is also required indicating that the thesis is part of an accredited program leading to the graduate degree and the thesis or dissertation has been approved for the degree.
 - The awards will be given annually if eligible and worthy candidates are available and chosen. There will be deemed no obligation on the part of the Homicide Research Working Group to issue these awards every year.
 - The application deadline for the 2011 awards is March 1, 2011. Winners will be announced by May 15, 2011.
 - Applications for either award should be sent to Marc Riedel, Chair, HRWG Awards Committee, Sociology and Criminal Justice, SLU 10686, Southeastern Louisiana University, Hammond, LA 70402.
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AROUND THE ASC

ELECTRONIC VOTING COMING THIS YEAR

ASC will be offering electronic voting for the 2011 election of Executive Officers. We will still offer paper ballots to those who request it. Please watch your mailbox and email inboxes for further details and instructions.

2011 ELECTION SLATE FOR 2012-2013 ASC OFFICERS

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2011 election:

President-Elect

Robert Agnew, Emory University
Richard Wright, University of Missouri - St. Louis

Vice President-Elect

Carolyn Rebecca Block, Illinois Criminal Justice Information Authority
Pamela Lattimore, RTI International

Executive Counselor

Gaylene Armstrong, Sam Houston State University
Shawn Bushway, University at Albany, SUNY
Jodi Lane, University of Florida
Nancy Rodriguez, Arizona State University
Pamela Wilcox, University of Cincinnati
David Wilson, George Mason University

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 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 25, 2011** (postmark date) to the address noted below. Email nominations will NOT be accepted.

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Columbus, Ohio 43212-1156
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AROUND THE ASC

ASC'S DIVISION OF CRITICAL CRIMINOLOGY IS SEEKING AN EDITOR(S) FOR THE CRITICAL CRIMINOLOGIST NEWSLETTER

The ASC's Division of Critical Criminology is seeking an editor(s) for its newsletter, *The Critical Criminologist*. Job Duties: The newsletter is published and distributed to all members 3-4 times a year. The editor(s) are responsible for sending out notices to members for submissions (e.g., essays, photos, announcements, and other relevant division news), collecting, editing, and organising materials and integrating them into the newsletter. Applicants need to have access to Publisher and pdf writer programs (and good knowledge of the programs). It is a 3 year position, beginning Spring/Summer 2011. Historically there have been joint editors that have worked together and/or are at the same institution, however, given the current format of electronic pdf, one editor would be considered.

Deadline to apply is 15 March 2011.

Applications should be sent to:
Stephen Muzzatti , Chair
Editorial Search Committee
Ryerson University
muzzatti@ryerson.ca

CHANGES AT CRIMINOLOGY: NEW EDITORIAL TEAM, NEW WEBSITE FOR SUBMISSION AND REVIEW

Beginning the first of November, a new editorial team is receiving submissions to *Criminology*. At its spring meeting, the ASC board selected the team of Wayne Osgood, lead editor, Rosemary Gartner, co-editor, and Eric Baumer, co-editor, to lead our flagship journal for the 2012 – 2014 volumes. Osgood, of Pennsylvania State University, Gartner, of the University of Toronto, and Baumer, of Florida State University, are long-time members of *Criminology*'s editorial board, and Osgood has been one of the journal's associate editors in recent years.

Many thanks to current editor Denise Gottfredson for her fine stewardship of *Criminology*, which has continued its success as the top journal in our field under her direction. Gottfredson's term runs through 2011, during which she will be in charge of the review process for manuscripts originally submitted before November 1, 2010 (including any invited revisions), as well as the production process for manuscripts accepted for the 2011 volume.

New website for submission and review. *Criminology* is moving to a new website in order to use the Scholar One system to manage the submission and review process. New submissions now go to the website <http://mc.manuscriptcentral.com/criminology>. The new team decided that the editorial transition was a good time to move to this sophisticated system, which is used by hundreds of other journals and supported by our publisher, Wiley-Blackwell. The team has worked with Wiley-Blackwell and Scholar One to take advantage of the system's flexibility to develop a site and procedures well suited to our needs.

Sign up to review for *Criminology*! *Criminology* owes its success to ASC members' contributions as reviewers and authors. The new editorial team would like you to help keep the journal strong by reviewing manuscripts (and of course also by sending *Criminology* your best work!). If you already review for the journal, they would like you to let them know your areas of interest so they can select relevant manuscripts for you to review. Please go to the new website, <http://mc.manuscriptcentral.com/criminology>, and click on "register here" to sign up. If you have reviewed in the past, your name and email address may already be in the system, in which case you can ask the system to send you a password to log in.

AROUND THE ASC

ATTORNEY GENERAL ERIC HOLDER NAMES 18 EXPERTS TO NEW SCIENCE ADVISORY BOARD

Attorney General Eric Holder recently named 18 experts – scholars and practitioners in criminology, statistics, sociology and practitioners in the criminal and juvenile justice fields – to the newly created Office of Justice Programs (OJP) Science Advisory Board. Laurie O. Robinson, OJP’s Assistant Attorney General, recommended the creation of the advisory board as a means of bridging the divide between research and practice in criminal justice fields. The first meeting of the board will take place early in 2011.

“This Administration is committed to using science to help inform and guide policy development. By providing advice and counsel to the Department of Justice, the members of this advisory board will help us focus on evidence-based approaches to prevent and reduce crime,” said Attorney General Holder.

The advisory board will provide an extra-agency review of and recommendations for OJP research, statistics and grant programs, ensuring the programs and activities are scientifically sound and pertinent to policymakers and practitioners. The members of the advisory board include:

Chair: Alfred Blumstein, The H. John Heinz III College, Carnegie Mellon University.

William J. Bratton, Chairman, Altegrity Risk International.

Andrea J. Cabral, Sheriff, Suffolk County, Mass.

Frank Cullen, Distinguished Research Professor of Criminal Justice, University of Cincinnati.

Tony Fabelo, Director of Research, Council of State Governments Justice Center.

James M. Lepkowski, Chair, Program in Survey Methodology, University of Michigan.

Alan I. Leshner, Chief Executive Officer, American Association for the Advancement of Science (AAAS).

Mark Lipsey, Director, Peabody Research Institute, Vanderbilt University.

Colin Loftin, School of Criminal Justice, University at Albany, State University of New York.

The Honorable Theodore A. McKee, Chief Judge, U.S. Court of Appeals for the Third Circuit.

Tracey L. Meares, Deputy Dean and Walton Hale Hamilton Professor of Law, Yale University.

Edward P. Mulvey, Director, Law & Psychiatry Research, University of Pittsburgh School of Medicine.

Joan Petersilia, Faculty Co-director, Stanford Criminal Justice Center

Joycelyn Pollock, Department of Criminal Justice, Texas State University.

Richard Rosenfeld, Professor, Criminology and Criminal Justice, University of Missouri.

Elizabeth A. Stasny, Professor of Statistics and Vice Chair of Graduate Studies in Statistics and Bio-Statistics, Ohio State University.

Robert J. Sampson, Professor of Social Sciences, Department of Sociology, Harvard University.

David Weisburd, Professor of Law and Criminal Justice, Hebrew University and George Mason University.

AROUND THE ASC

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

Artello, Kristine, “An Analysis of Wraparound Barker: Community Based Treatment for Juvenile Sex Offenders.” Chaired by Elliott Currie, 2010, University of California, Irvine.

Avdija, Avdi S., “Crime-Reporting Behavior: A Test of a Theoretical Model that Accounts for the Explanation of People’s Crime-Reporting Behavior.” Chaired by Dennis M. Giever, May 2010, Indiana University of Pennsylvania.

Berkowitz, Shari, “The Good, the Bad, and Disney: Planting False Memories about Disneyland.” Chaired by Elizabeth Loftus, 2010, University of California, Irvine.

Day II, George James, “Family Time Behind Bars: The Effect of Visitation on Institutional Misconduct and Recidivism among Juvenile Offenders,” Chaired by Dr. Hee Jong Joo, December 2010, Sam Houston State University.

Dioso-Villa, Rachel, “Where There’s Smoke, There’s Fire: A Comparative Analysis of Judicial Outcomes and the Legal Rhetoric of Expert Evidence.” Chaired by Simon Cole, 2010, University of California, Irvine.

Goodman, Phil, “Hero or Inmate, Prison or Camp, Rehabilitation or Labor Extraction?: A Multi-Level Study of California's Prison Fire Camps.” Chaired by Valerie Jenness, 2010, University of California, Irvine.

Nguyen, Nhatthien Quang, “Assessment of Impact Factors on Crimes through the Use of Real-Time Crime Analysis,” Chaired by Dr. Larry T. Hoover, December 2010, Sam Houston State University.

Nguyen, Tomson, “Subprime Mortgage Fraud and the U.S. Economic Crisis: A Criminological Analysis.” Chaired by Diego Vigil, 2010, University of California, Irvine.

Peterson, Andrew, “Skimming the Investment Pool: White-Collar Crime in the Mutual Fund Industry.” Chaired by Henry Pontell, 2010, University of California, Irvine.

Richter, Michelle Yvette, “The Effect of Neighborhood Characteristics upon Police Response to Persons with Mental Illness,” Chaired by Dr. Larry T. Hoover, December 2010, Sam Houston State University.

Smith, Samantha, “Performativity and the Law in Post-Genocide Rwanda.” Chaired by Justin Richland, 2010, University of California, Irvine.

**THE CAROLYN REBECCA BLOCK AWARD
FOR AN OUTSTANDING CONTRIBUTION
TO HOMICIDE OR LETHAL VIOLENCE RESEARCH
BY A PRACTITIONER**

To honor the scholarly and practitioner achievements of Carolyn Rebecca Block, as well as her role as co-founder of the Homicide Research Working Group (HRWG), the membership has established this award to recognize outstanding research contributions by a practitioner in the field of homicide and/or lethal violence. The recipient will receive \$500 and a plaque commemorating her/his achievement. An additional \$500 will be provided to help cover expenses for the recipient to attend the annual HRWG meeting to present his/her research.

Eligibility for this award includes the following criteria:

1. The candidate is currently employed full-time or part-time by a criminal justice, medical, legal, governmental or other non-academic related agency, or is a volunteer as a practitioner at such an agency;
2. The candidate has made significant research contributions to understanding in the field of homicide or lethal violence;
3. The winner agrees to present or describe her/his work at a meeting of the Homicide Research Working Group.

This award will be given annually if an eligible and worthy candidate is available and chosen. There will be deemed to be no obligation on the part of the HRWG to issue this award every year.

Nominations for these awards must be submitted to the Awards Committee by March 1, 2011 and should include contact information for both nominator and nominee, as well as a detailed description of the nominee's accomplishments.

Nominations should be sent to:

Dr. Christine E. Rasche, Committee Chair
Department of Criminology and Criminal Justice
University of North Florida
1 UNF Drive, Jacksonville, FL 32224

Winners will be notified by May 15, 2011. The recipient may elect to receive her/his award and make his/her presentation to the HRWG at either its mid-year November meeting, held in conjunction with the annual meetings of the American Society of Criminology, or at the subsequent annual meeting of the HRWG in June.

CRIMINOLOGY DEGREES FROM REGIS UNIVERSITY

BACHELOR OF SCIENCE IN CRIMINOLOGY

This degree program is an **in-depth analysis of the criminal mind** with the goal of preparing career-minded adults for jobs working to improve society and protect communities.

- Available both online and on-campus
- 5-and 8-week accelerated course formats
- Several start dates per year

ABOUT REGIS UNIVERSITY

One of only a few select institutions to offer degree programs in Criminology, Regis is a regionally accredited, 130-year-old Jesuit university in Denver, Colorado. We strive to meet the needs of working professionals like you. Regis has been recognized as a **national leader in education for adults**, and we are committed to programs that are accessible and affordable.



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

MASTER OF SCIENCE IN CRIMINOLOGY

This degree program is an **advanced critical analysis and exploration of criminal behavior**, its causes, and its patterns. It is designed to teach you to help predict and prevent crime of all kinds, from terrorism to white-collar fraud.

- Available both online and on-campus
- 8-week accelerated course format
- Several start dates per year

Other features of the university include:

- Recognized by the Council for Adult and Experiential Learning for innovation and service to adult learners
- Ranked by *US News & World Report* as a **Top University in the West for 15 consecutive years**
- The convenience of classes offered online and on-campus
- Campuses located in Colorado and Nevada
- A curriculum that is constantly evolving to reflect recent research and student needs
- Experiential learning that encourages the application of theories to real problems
- 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.

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.

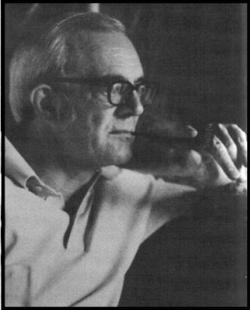
The current committee, on which I am still serving, now chaired by Candace Batton, is continuing this project. We would like to continue to solicit syllabi for these introductory courses. The syllabi in the collection at present are all syllabi for teaching classes in the face to face modality, yet many 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.

IN MEMORIAM**GRESHAM SYKES**

Gresham M'Creedy Sykes passed away peacefully in his sleep on October 29, 2010 in Charlottesville, Virginia. He was born in 1922 in Plainfield, New Jersey. He joined the army in 1942 and was discharged in 1946 at the rank of Captain in the Corps of Engineers. That same year he married Carla Adelt who has been with him until he died.

"GreX" received his doctorate in sociology at Northwestern University in 1954. He would go on to write five books, several monographs, and nearly an article or book chapter a year for some thirty-five years. Within four years of receiving his doctorate, he would publish two of the works that would help to establish him as one of the 20th century's most notable figures in sociological criminology.

The Society of Captives: A Study of a Maximum Security Prison was first published in 1958 during his tenure at Princeton University. Each chapter in this small volume became a classic in its own right. More than a half century later, criminologists and penologists are still familiar with Sykes's arguments concerning "the corruption of authority," "argot roles," "crisis and equilibrium," and most famously of all, "the pains of imprisonment." The book was released again by Oxford University Press in 1971 and again in 2007 by Princeton University Press (its original publisher).

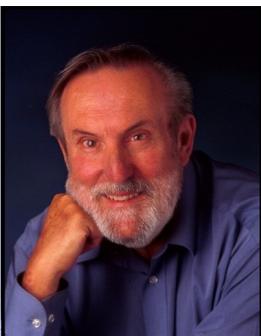
GreX co-authored "Techniques of Neutralization" with David Matza, published in 1957 by the *American Sociological Review*. It's safe to say that there are few, if any, academics versed in American criminology who are not familiar with the arguments laid out in this seminal work. The article continues to be republished in anthologies for courses in criminology and in the sociology of deviance. There are likely hundreds of thousands of sociology and criminology students in the United States and beyond who over the decades had, at one time, memorized the five techniques of neutralization for an upcoming exam.

Unlike many of his notable contemporaries, GreX's career was not confined to one or two academic institutions. He held posts at Princeton, Columbia, Northwestern, UCLA, Dartmouth, the University of Denver, and the University of Virginia. While at UVa, he received the Edwin H. Sutherland award in criminology in 1980. He retired after fourteen years at the University of Virginia as Professor Emeritus in 1988.

Following his retirement, GreX dedicated himself to his artwork. He spent tireless hours working in his studio in Charlottesville and had several gallery exhibitions.

Besides being a pioneer in sociological criminology and a successful artist, GreX was a loyal friend who had a terrific sense of humor and who felt passionately about the conditions of the disenfranchised. He will be dearly missed by his family, friends and colleagues.

Submitted by Robert Heiner, Plymouth State University. This obituary appeared originally in the December 2010 issue of Footnotes.

**DONALD ANDREWS**

On Friday, October 22, 2010 at the age of 69, Don left this world which he so embraced and appreciated every day. He leaves behind his wife Catherine who was loved deeply and became a better person through her association with Don. He will be missed by his loyal sister Heather, children Rebecca and Adam, granddaughters Ashley and Jeminah and many others whose lives he touched. He wished Karen, Donna and Vicky well. Don completed his doctorate degree in psychology at Queen's University in 1969, after which time he joined the faculty at Carleton University, where he remained throughout his academic career. His academic work was devoted to the psychology of criminal conduct and is summarized in a book of the same name. He is responsible for what became known as the "theory of correctional intervention" which has set the standard for successful intervention practices throughout the field of corrections worldwide. He was a founding member of the University's highly successful Criminology and Criminal Justice

Program. He was a Fellow of the Canadian Psychological Association and received numerous awards for his work in the criminal justice field, including those from the American Probation and Parole Association, Correctional Service Canada, the International Community Corrections Association, and from the American Society of Criminology. Don retired in 2006 after a stellar 35 year career of teaching and research. Throughout his career he mentored numerous students and was always generous with his time to colleagues, practitioners and policymakers. After his retirement, he remained active in the criminal justice field as a Professor Emeritus and Distinguished Research Professor at Carleton University. A celebration of his life will be held at Pinecrest Cemetery, 2500 Baseline Road, Ottawa on Saturday, October 30, 2010 at 2:00 p.m. In lieu of flowers, donations may be made to the Don Andrews Scholarship Fund at www2.carleton.ca/giving or by calling the university awards office at 1-888-386-3428

(This obituary was originally published in the Ottawa Citizen on 10/26/2010)

<http://www.legacy.com/can-ottawa/obituaries.asp?Page=LifeStory&PersonID=146251548>

NOMINATIONS FOR 2011 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. Current members of the ASC Board are ineligible to receive any ASC award.

Nomination submission dates and rules are the same for awards on this page.

The ASC Awards Committee invites nominations for the following awards. In submitting your nominations, provide the following supporting materials: a letter evaluating a nominee's contribution and its relevance to an award, and the nominee's c.v. (short version preferred) by **March 1** to the appropriate committee chair. The awards are:

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

Committee Chair: **JULIE HORNEY** (518) 312-2604 (P)
Penn State University jzh11@psu.edu

AUGUST VOLLMER AWARD, which recognizes a criminologist whose research scholarship has contributed to justice or to the treatment or prevention of criminal or delinquent behavior, either through a single outstanding work, or a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Committee Chair: **JOANNE BELKNAP** (303) 735-2182 (P)
University of Colorado, Boulder joanne.belknap@colorado.edu

HERBERT BLOCH AWARD, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology.

Committee Chair: **JOHN P. WRIGHT** (513) 556-5829 (P)
University of Cincinnati john.wright@uc.edu

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

Committee Chair: **ELLIOTT CURRIE** (949) 824-1387 (P)
University of California, Irvine ecurrie@uci.edu

NOMINATIONS FOR 2011 ASC AWARDS

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Nomination submission dates and rules may differ.

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Prentice-Hall) This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2006). The Award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send eight (8) CDs of the following to the Committee Chair: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's CV; and (c) no more than 3 published works, which may include a combination of articles and one book. The deadline for nominations is **March 1**.

Committee Chair: **ROBIN ENGEL** (513) 556-5850 (P)
School of Criminal Justice robin.engel@uc.edu
University of Cincinnati
PO Box 210389
Cincinnati, OH 45221-0389

OUTSTANDING ARTICLE AWARD This award honors exceptional contributions made by scholars in article form. The award is given annually for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2009 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology and Public Policy*. Accordingly, we are soliciting nominations for this award for articles appearing in other journals. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Article Award Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **WILLIAM PRIDEMORE** (812) 361-7426 (P)
Indiana University wpriedemo@indiana.edu

MICHAEL J. HINDELANG AWARD is given annually for a book, published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in criminology. For this year, the book must have been published in 2008, 2009, or 2010. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please send the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Hindelang Award Committee Chair, noted below. The deadline for receiving nominations is **February 15**.

Committee Chair: **RICHARD WRIGHT** (314) 516-5034 (P)
University of Missouri – St. Louis surfer@umsl.edu

ASC FELLOWS The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). All materials should be sent to the Committee Chair, noted below. Any questions should be directed to the Committee Chair. The deadline for nominations is **March 1**. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair: **MICHAEL TONRY** (612) 625-1314 (P)
University of Minnesota tonry001@umn.edu

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Nomination submission dates and rules may differ.

GRADUATE FELLOWSHIP FOR ETHNIC MINORITIES

Eligibility: The fellowships are designed to encourage students of color, especially those from ethnic minority groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Hispanics, to enter the field of criminology and criminal justice. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies. Generally three (3), \$6,000 fellowships are awarded each year.

Application Procedures: A complete application package must be sent to the Committee Chair no later than **March 1**. A complete application must contain (1) up-to-date curriculum vita; (2) indication of race or ethnicity; (3) copies of undergraduate and graduate transcripts; (4) statement of need and prospects for financial assistance for graduate study; (5) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (6) three letters of reference.

Committee Chair: **SHAUN GABBIDON** (717) 651-1443 (P)
School of Public Affairs slg13@psu.edu
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057

GENE CARTE STUDENT PAPER COMPETITION, Sponsored by McGraw-Hill

This award is given to recognize outstanding scholarly work of students.

Eligibility: 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 American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and or institution) are ineligible.

Paper Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers must be no longer than 7,500 words. The CRIMINOLOGY format for the organization of text, citations and references should be used. Authors' names, departments and advisors (optional) must appear only on the title page, since papers will be evaluated anonymously. The next page of the manuscript should include the title and a 100-word abstract. The author must submit an electronic copy of the manuscript, as well as a hard-copy letter verifying the author's enrollment status as a full-time student, co-signed by the dean, department chair or program director.

Judging Procedures: The Student Awards 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.

Awards: The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, 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 \$500 to help defray costs for attending the Annual Meeting. The Committee may decide that no entry is of sufficient quality to declare a winner. Fewer than three awards may be given. Prize-winning students will be acknowledged at the Annual Meeting Awards Ceremony.

Submission Deadline: The author must submit the electronic copy of the manuscript, as well as the hard-copy letter verifying enrollment status, by **April 15**. These items should be sent to:

Committee Chair: **THOMAS STUCKY** (317) 274-3462 (P)
Public & Environmental Affairs tstucky@iupui.edu
Indiana Univ. Purdue Univ. Indianapolis
801 W. Michigan St. BS 4069
Indianapolis, IN 46202

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Nomination submission dates and rules may differ.

TEACHING AWARD

The Teaching Award (established in 2008) is a lifetime-achievement award designed to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award is meant to identify and reward teaching excellence that has been demonstrated by individuals either (a) at one educational institution where the nominee is recognized and celebrated as a master teacher of criminology and criminal justice; or, (b) at a regional or national level as a result of that individual's sustained efforts to advance criminological/criminal justice education.

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

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

Nominees will be contacted by the Chair of the ASC Teaching Award Committee and asked to submit a teaching portfolio of supporting materials, preferably in electronic form. The teaching portfolios should include:

- (1) a table of contents,
- (2) curriculum vita, and
- (3) 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, teaching journals edited, etc.)
 - selected syllabi
 - letters of nomination/reference, and
 - other evidence of teaching achievements.

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

Letters of nomination (including Statement in Support of Nomination) must be received by **April 1** of the award year.

Eight (8) CDs containing the nominee's portfolio and all supporting materials are due by **June 1** to:

Committee Chair: **GREG POGARSKY**
School of Criminal Justice
University at Albany
135 Western Ave.
Albany, NY 12222

(936) 294-1667 (P)
pogarsky@albany.edu

“Same Work, Different Authors: An Invitation for Your Stories”

By Bonnie Berry

In the summer of 2010, I was delighted to see a review in the *New York Times* Book Review of a book entitled *The Beauty Bias*. “The *New York Times* reviewed my book!” I thought excitedly, “Three years late, but nevertheless!” Then I noticed that the title is slightly different from my book’s title (*Beauty Bias*) and that the author’s name is not mine. My heart sank as I read the review of this newly-published book. The same legal cases were recounted, exactly the same topics were covered, the same conclusions reached and the same recommendations offered as in my 2007 publication.

I told myself to forget about it. I tried to convince myself that two books with remarkably similar titles, covering the same material, and arriving at the same conclusions could be a coincidence. I also told myself that it doesn’t matter: if the topic is a good one and if it is researched well and presented well, it doesn’t matter if the later-published work borrowed from the previously-published work. The message reaches a wider audience so what does it matter who says it? I further told myself that my book had done well, had been adopted for classroom use, and had been translated into at least one other language; so I shouldn’t be so possessive and should let someone else have a crack at the same topic.

Sociologica, the European review journal, asked me to review the 2010 book. They asked me, they said, because this new book and my book had remarkably similar titles. I agreed and, upon reading the book, counted at least 64 overlaps in topics covered in the 2010 book that are previously discussed in my 2007 book, a number of the legal cases that are precisely the same, and approximately 50 citations in my book that are repeated in the 2010 book. Of these citations, by the way, many are sociological (the other author is not a sociologist) and some of them are vintage and exotic (in other words, not readily available). It took me two days to review the book (it is a small book, like mine) and, at the end of the two days, I felt as though I would vomit. After three days of drafting the review, I did vomit.

In true victim fashion, I felt unreasonably ashamed, as though I was a loser for being scooped. I also felt, in true victim fashion, afraid of the author. Although I had done nothing wrong, I feared that she would come after me if I told on her, if I let it be known that my work preceded hers.

I have not referred to (and will not refer to) the 2010 book, which so closely resembles mine, as a plagiarized work. There is no instance in which the wording is identical even though the topic coverage, legal cases, citations, and conclusions are the same. The other author does cite my work in her chapter notes but my work does not appear in the index or in the body of the text.

I would prefer to continue to interpret this occurrence as coincidence, carelessness, or something other than an author representing her work as original when it relies so heavily on another author’s work. Yes, it is possible that two scholars, working independently on the same topic, can address the same topics, find and use the same sources, and arrive at the same conclusions. Yet I remain puzzled as to how it happens that, authors working independently, with the later-publishing author knowing of the first-publishing author’s work, can publish an almost-identical work as though the later-published work is original.

Originality is one of the hallmarks of scientific research. Replication has its place, assuredly, but replication is useful only under very constrained circumstances such as retesting hypotheses with different samples or different methodologies. Aside from these circumstances, work that is repeated is not only unparsimonious, it is redundant. As I stated in my review for *Sociologica*, as social scientists, we can applaud all work that is well-founded, well-written, and distributed widely, with the purpose of our work, scientifically and socially, being to advance understanding and to educate. One of our main tasks is to advance knowledge and to arrive at new discoveries. It is not our task to re-examine phenomena that has already been thoroughly examined and reported.

My puzzlement over this experience leads me to ask the ASC membership for their stories of same work/different author experiences. Since this occurrence seems to happen in all scientific disciplines, it would be helpful to have this occurrence better understood and information about it disseminated to academic audiences. I hope to collect your stories, analyze them, and publish the findings in an academic outlet. (Full disclosure: I am also making this same request of the American Sociological Association membership.)

If you are interested in sharing your stories with me, please tell me what happened in your instance, what you did about it, describe the outcomes, and, if you did nothing about it, why you chose not to pursue the matter.

I very much look forward to hearing from you. Please send your narratives, as briefly or as fully as you like, to me at:

Bonnie Berry, PhD
Director, Social Problems Research Group
Email: mentor_inbound@socialproblems.org



NORTHERN ILLINOIS
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GRADUATE PROGRAM IN SOCIOLOGY WITH CRIMINOLOGY EMPHASIS

Master of Arts Degree

The Department of Sociology at Northern Illinois University would like to invite applications for admission into its MA program. The program includes training in criminological theory and quantitative and qualitative research methods. Faculty expertise and coursework focus on the criminal justice system, gender and crime, delinquency, offender reintegration, prisons, mental health, and policing. Graduates of the program have gone on to obtain their Ph.D.s at prestigious universities, college teaching positions, and careers in research, law enforcement, and corrections. Graduate Assistantships—including tuition waivers and monthly stipends are available to select applicants.

Criminology Faculty

Keri B. Burchfield (Pennsylvania State University) Communities and Crime, Sex Offenders
Michael C. Campbell (University of California at Irvine) Punishment, Prisons
Charles L. Cappell (University of Chicago) Violence, Law, Quantitative Methodology
Michael E. Ezell (Duke University) Gangs, Delinquency, Quantitative Methodology
Fred E. Markowitz (University at Albany, SUNY) Violence, Social Control, Mental Illness
J. Kirk Miller (North Carolina State University) Policing, Gender and Crime
Kristopher Robison (Ohio State University) International Terrorism, Political Violence

For further information, contact:

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2010 ASC ANNUAL MEETING IN SAN FRANCISCO, CALIFORNIA



Behind the scenes



Ice Cream Social - Jody Miller,
Cheryl Maxson, and Michael Benson



Cavan Young Scholar Award Recipient
John Hipp with ASC President Rick Rosenfeld



Steve Messner and Rick Rosenfeld

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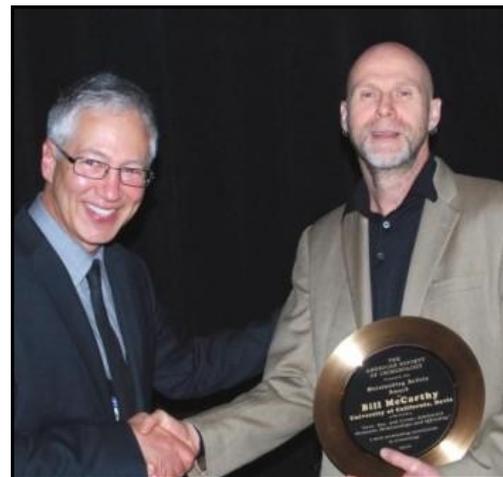
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Simon with ASC President Rick
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Outstanding Article Award Recipient Teresa
Casey with ASC President Rick Rosenfeld



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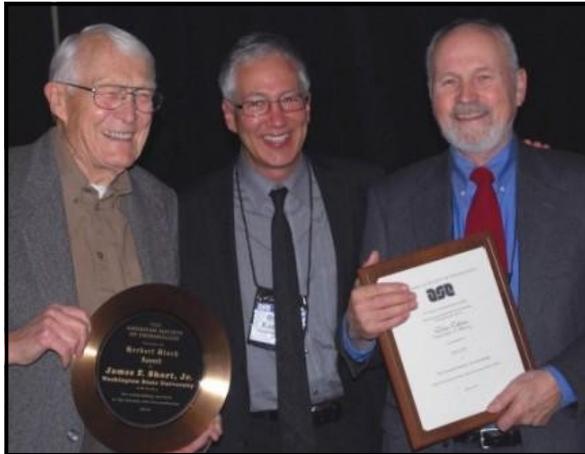


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**University of Cincinnati
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TEACHING TIPS COLUMN

Edited by David Klinger
University of Missouri-St. Louis - klingerd@umsl.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 David Klinger at klingerd@umsl.edu. Submissions should be approximately 500-1,000 words, but can deviate from this guideline.

Thanks – David Klinger, Chair, ASC Teaching Committee

TEACHING TIP: Making research methods fun: Students “discover” research methods by revisiting the lost-letter technique

Matthew J. Hickman
Seattle University

If you teach criminal justice/criminology research methods, you’re probably somewhat like me: constantly searching for new ways to keep the students engaged in what they typically regard as very dry and boring material. I describe here a recent class experiment that seems to have captured students’ attention, got them thinking about all the elements of research design, and kept their attention for a 10-week academic quarter. This worked quite well for a class of about 25 students, and it cost about \$250 to execute (it would’ve been \$50 less if my local post office had a smaller-sized PO Box available).

As a brief overview, the lost-letter technique was originally developed by Milgram (1965), and is occasionally used today for public opinion research. The method involves distributing ostensibly “lost” letters around a target area, with varying delivery addresses indicating a social preference of some type. You tabulate the returns and make inferences about community attitudes based on the proportion of each type of letter returned through the mail. In Milgram’s original experiment, he distributed 400 letters divided evenly among addresses including “Friends of the Communist Party,” “Friends of the Nazi Party,” “Medical Research Associates,” and “Mr. Walter Carnap,” all going to the same PO Box. Additional experimental conditions included distributing some of the letters on the sidewalk, in shops, telephone booths, and under the windshield wipers of automobiles with the hand-written notation, “Found near car.”

Since students are exposed to the classic *Obedience* experiment as part of a typical research methods course, when I told them we were going to replicate a Milgram study in our class this immediately piqued their curiosity: “You mean the guy who shocked people?” Yeah ... something like that.

The first assignment was to read Milgram’s article. It’s only a two-page research note, so I had the students read it in class, which facilitated meaningful discussion. Students were initially quite skeptical of the lost-letter technique. This was a good thing, as it set the stage for subsequent discovery.

(Tips continued on page 29)

(Tips continued from page 28)

Students were encouraged to brainstorm about possible criminal-justice related topics. Perhaps somewhat predictably, our student-designed protocol ultimately included letters addressed to “Citizens FOR the death penalty,” “Citizens AGAINST the death penalty,” and a benign control condition, “Matthew J. Hickman.” With a total of 24 students, they decided each would distribute 12 letters, 4 of each address type. Students also expressed an interest in the experimental conditions (sidewalk vs. automobile) and decided to evenly divide their letters among those two conditions. The distribution scheme appears in the table below.

	Sidewalk	Automobile	Totals
For DP	48	48	96
Against DP	48	48	96
MJH	48	48	96
Totals	144	144	288

A brief in-person conversation with the staff at my local post office revealed no problems whatsoever with renting a PO Box for these purposes. It was necessary to complete a rental form and indicate the names of groups/individuals that would be receiving mail at that PO Box. Some consultation with post office staff is advisable here, as the information must be entered into a computer system for automated address reading, and the computer system has a limited number of characters that may be entered.

Students then needed to decide on their target area. The Capitol Hill neighborhood north of Seattle University was selected, both for convenience and out of a desire to further the University’s mission by engaging in local community research. Students defined the boundaries of the neighborhood, imposed an approximate “grid” structure, and assigned themselves evenly to particular cells.

How about some research hypotheses? The Capitol Hill neighborhood of Seattle has a reputation for being rather liberal, a meaningful designation in a town that is already quite liberal by just about any yard-stick. Students quickly latched on to the idea that Capitol Hill residents would likely express anti-death penalty attitudes and return the “AGAINST” condition in greater proportion than the “FOR” condition. They also anticipated that the “automobile” condition would yield higher return rates.

The next task was to have the students assemble the letters. Necessary materials included standard letter-sized envelopes, address labels, postage, and a small piece of paper inserted in the letters to give them content (in case opened). The insert read: “I will/will not attend our next annual meeting,” with a check-box marked for “will attend.”

Now to get their hands dirty. Students knew their target locations and had to distribute the letters. I advised them to use some “drama” in losing their letters, particularly when placing them under windshield wipers in the event owners were nearby. Make a show of it: bend down to the street as if picking up a lost-letter, look around, take out a pen and write “Found near your car” on the letter, then tuck it under the windshield wiper. I also advised them of how to “disengage” if challenged by explaining that they found the letter and thought it perhaps belonged to the automobile owner, then departing the area. Finally, I approved students to work in pairs if they desired.

After three weeks, 136 of the 288 lost letters (47.2%) had been returned through the mail. Almost all students were shocked by the proportion returned, expecting something much lower (they already knew that Milgram obtained a 48% return rate, but most expected about 1 in 4 to be returned). Immediately, students wanted to know if that was high, low, or typical for lost-letter studies. Grinning like a Cheshire Cat, I asked them, “Why not consult the literature?” I realize this is somewhat backwards, but it serves the goal of impressing upon students the purpose and importance of literature reviews. Thanks to the Internet age and our use of a computer lab for the course, students began searching for lost-letter studies on the spot and quickly discovered a wealth of information about different procedures and results. Curious smiles all the way around the room.

I re-distributed the letters evenly to all students, and had them individually tabulate the frequency of each returned letter in their possession. Then, I had them form small groups in order to combine their tabulations. Lastly, I asked each group to report out their counts so that I could tabulate them at the dry-erase board. The distribution of returned letters appears in the table below.

(Tips continued on page 30)

(Tips continued from page 29)

	Sidewalk	Automobile	Totals	Return %
For DP	14	13	27	28.1
Against DP	30	21	51	53.1
MJH	28	30	58	60.4
Totals	72	64	136	47.2

After a minute of reflection, we began to discuss altruism, community attitudes toward the death penalty, and any other findings we might extract from the simple cross-tab above. Why did the sidewalk vs. automobile condition appear to matter – if at all – only for the “against death penalty” condition? What happened to the other 52.8% of the lost letters, and what are the implications for our results?

One student noted that since some of the returned letters had our hand-written notations “Found near your car,” we could possibly try to attribute return rates to particular areas within Capitol Hill. The same student then suggested (unprompted) that we might then be able to compare this with Census Bureau data. I applauded the thought and encouraged this line of discussion, while also recognizing that this was beginning to stretch things a bit for our purposes. But it was an excellent segue into discussions of mapping social data as a research methodology.

On this point, I would note that Robert Sampson recently used the lost-letter technique as part of his ongoing research in Chicago neighborhoods, treating the return rate as an indicator of community culture. This research is forthcoming in a book entitled, *The Neighborhood Effect* (Sampson, 2011), and a recent *New York Times* article briefly summarized his lost-letter results:

In some neighborhoods, like Grand Boulevard, where the notorious Robert Taylor public housing projects once stood, almost no envelopes were mailed; in others researchers received more than half the letters back. Income levels did not necessarily explain the difference, Professor Sampson said, but rather the community’s cultural norms, the levels of moral cynicism and disorder. (Cohen, 2010)

There are obviously lots of challenges with the lost-letter technique, but from a research methods instructor’s point-of-view, that’s what makes it such a great learning exercise. Half the fun is getting the students to think of all the possible strengths and limitations of this methodology, and how we might do it “better” next time. I’d encourage others to try this out in the classroom, and keep trying to make research methods fun for students.

References

- Cohen, P. (2010, October 18). ‘Culture of Poverty’ makes a comeback. *The New York Times*, p. A1.
- Milgram, S. (1965). The lost-letter technique: A tool of social research. *The Public Opinion Quarterly*, 29, 437-438.
- Sampson, R. (2011). *The neighborhood effect*. Chicago: University of Chicago Press.



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2011
Washington, D.C.
November 16th – 19th, 2011
Washington Hilton**

**BREAKING THE MOLD:
INNOVATIONS AND BOLD VENTURES IN CRIMINOLOGY**

Program Co-Chairs:

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ASC President:

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SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 11th, 2011

Posters and roundtable abstracts due:
Friday, May 13th, 2011

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2011 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Poster Presentation, (4) Roundtable Submission, or (5) Author Meets Critics Session.

Complete Thematic Panel: For a thematic panel, you must submit titles, abstracts (no more than 200 words) and author information for all papers together. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- **PANEL SUBMISSION DEADLINE:**
Friday, March 11th, 2011

Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract of no more than 200 words, along with author information. Please note that these presentations are intended for individuals to discuss work that has been completed or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for roundtable discussion (see below).

- **INDIVIDUAL PAPER SUBMISSION DEADLINE:**
Friday, March 11th, 2011

Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC. Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- **AUTHOR MEETS CRITICS SUBMISSION DEADLINE:**
Friday, March 11th, 2011

Poster Presentations: Submissions for poster presentations require only a title and abstract of no more than 200 words, along with author information. Posters should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material.

- **POSTER SUBMISSION DEADLINE:**
Friday, May 13th, 2011

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. Roundtable sessions are generally less formal than panels. Thus, ASC provides no audio/visual equipment for these sessions.

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 13th, 2011

APPEARANCES ON PROGRAM

You may submit **ONLY ONE FIRST AUTHOR PRESENTATION** and make only one other appearance as either a chair or discussant on a panel. Appearances on the program as a co-author, a poster presenter, or a roundtable participant are unlimited. **Only original papers that have not been published or presented elsewhere may be submitted to the program committee.**

The meetings are Wednesday, November 16th, through Saturday, November 19th. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1st to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go on the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials will be sent to you by September 1st, 2011.

SUBMISSION DEADLINES

- **Friday, March 11th, 2011** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics.
- **Friday, May 13th, 2011** is the **absolute** deadline for the submission of poster and roundtable sessions.

ABSTRACTS

All submissions must include an abstract of no more than 200 words. They should describe the general theme of the presentation and, where relevant, the methods and results. **Please note that due to the large volume of submissions, no late submissions will be accepted.**

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. *Overhead projectors will no longer be provided.* **Please note that ASC does not provide any audio/visual equipment for roundtable sessions.**

GUIDELINES FOR ONLINE SUBMISSIONS

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 43) in one of 11 broader areas listed below. Please select the area, and sub-area if relevant, most appropriate for your presentation and only submit your abstract once. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area (i.e., Areas IX, X, or XI); no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

- Tips for choosing appropriate areas and sub-areas:
 - Review the entire list before making a selection.
 - Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

The area and/or sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with the process by which juveniles are transferred to adult court in a particular jurisdiction, you would likely choose Area V, sub-area 30.

AREAS AND SUB-AREAS

Area I. Causes of Crime and Criminal Behavior

1. Biological, Bio-social, Psychological Perspectives	Kevin M. Beaver	kbeaver@fsu.edu
2. Micro-social Perspectives (Learning, Control, Strain, Rational Choice)	Barbara Costello	costello@uri.edu
3. Macro-social Perspectives (Cultural, Disorganization, Anomie)	Mitchell Chamlin	mitch.chamlin@txstate.edu
4. Routine Activities and Situational Perspectives	Richard Tewksbury	tewks@louisville.edu
5. Developmental, Integrated and Life Course Theories	Marvin Krohn	mkrohn@ufl.edu
6. Critical, Conflict and Feminist Perspectives	Susan F. Sharp	ssharp@ou.edu

Area II. Types of Offending

7. Violent Crime	Richard Felson	rbf7@psu.edu
8. Property Crime	Volkan Topalli	vtopalli@gsu.edu
9. Family and Domestic Violence	Amanda Burgess-Proctor	burgessp@oakland.edu
10. Sex Crimes	Mary A. Finn	mfinn@gsu.edu
11. Public Order Crimes	Ralph Taylor	rbrecken@temple.edu
12. White Collar, Occupational and Organizational Crime	David Kauzlarich	dkauzla@siue.edu
13. Organized Crime	Andrew Papachristos	andrewp@soc.umass.edu
14. Hate Crime and Intergroup Offending	Christopher Lyons	clyons@unm.edu
15. Terrorism and Political Violence	Laura Dugan	ldugan@crim.umd.edu

Area III. Correlates of Crime

16. Gangs, Peers, and Co-offending	George Tita	gtita@uci.edu
17. Substance Abuse	Robert Nash Parker	robnp@aol.com
18. Weapons	Alan Lizotte & Richard Legault	a.lizotte@albany.edu Richard.Legault@dhs.gov
19. Mental Health	Eric Silver	esilver@psu.edu
20. Race, Gender, and Social Class	Stephanie Bush-Baskette	sbushbask@aol.com
21. Immigration/Migration	Jacob Stowell	jacob_stowell@uml.edu

Area IV. Victimology

22. Victimization Patterns and Trends	Kate Fox	katefox@shsu.edu
23. Victimization Policy and Prevention	Stacey Nofziger	sn18@uakron.edu

Area V. Social Responses to Crime

24. Crime Policy and Prevention	Tom Blomberg	tblomberg@fsu.edu
25. Policing and Law Enforcement	Jean McGloin	jmcgloin@crim.umd.edu
26. Prosecution, Courts and Sentencing	Cassia Spohn	cassia.spohn@asu.edu
27. Prisons and Jails	Don Stemen	dstemen@luc.edu
28. Community Corrections	Ed Latessa	Edward.Latessa@uc.edu
29. Prisoner Reentry	Christopher Uggen	uggen001@umn.edu
30. Juvenile Justice System	Aaron Kupchik	akupchik@udel.edu
31. Capital Punishment	James Unnever	unnever@sar.usf.edu

Area VI. Perceptions of Crime and Justice

32. Fear of Crime and Perceived Risk	Mark Warr	mwarr@mail.utexas.edu
33. Media and the Social Construction of Crime	Tom Holt	holtt@msu.edu
34. Attitudes about Punishment and Justice	Devon Johnson	djohns22@gmu.edu
35. Convict Criminology	Jeffrey Ian Ross	jross@ubalt.edu

Area VII. Comparative and Historical Perspectives

36. International and Cross-National Comparisons	Rosemary Barberet	rbarberet@jjay.cuny.edu
37. Historical Comparisons	Joachim Savelsberg	savel001@umn.edu
38. Transnational Crime, Justice, and Human Rights Violations	Sheldon Zhang	szhang@mail.sdsu.edu

Area VIII. Methodology

39. Advances in Quantitative Methods	Robert Apel	rapel@albany.edu
40. Advances in Qualitative Methods	Alexes Harris	yharris@u.washington.edu
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42. Advances in Experimental Methods	Ken Adams	kenadams@mail.ucf.edu
43. Advances in Teaching Methods	Christopher J. Schreck	cjsgcj@rit.edu

Area IX. Roundtable Sessions

Area X. Poster Sessions

Area XI. Author Meets Critics

Sonja Siennick	ssiennick@fsu.edu
Jeremy Staff	jus25@psu.edu
Mark D. Reed	mreed@gsu.edu



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CRIMINOLOGY AROUND THE WORLD



British Society of Criminology 2011 Conference

The first call for papers has been announced for the 2011 British Society of Criminology Annual Conference to be hosted by **Northumbria University** in Newcastle-upon-Tyne between **3-6th July 2011**.

The conference theme is 'Economies and Insecurities of Crime and Justice'.

A range of key issues and controversies connect to the main theme of the conference with specific emphasis on:

- Economic crisis, public spending and the criminal justice sector
- Recessional climates and the landscapes of criminal enterprise
- The political economies of crime, crime control and criminal justice
- Social exclusion, consumer culture and criminal enterprise
- The academic and practitioner interface – global to North East
- Fear, insecurity and victimisation
- Global economies and local insecurities

Keynote Speakers:

Loïc Wacquant is Professor of Sociology at the University of California, Berkeley and researcher at the Centre de sociologie européenne, Paris.

Ian Loader is Professor of Criminology and the Director of the Centre for Criminology at the University of Oxford.

Jill Peay is Professor of Law at the London School of Economics.

Mike Levi is Professor at Cardiff University.

Liz Kelly is Professor of Sexualised Violence and Director of the Child and Woman Abuse Studies Unit, London Metropolitan University.

Conference Coordinator Tel: +44 (0) 191 227 3451

Web: www.northumbria.ac.uk/bsconference

CRIMINOLOGY AROUND THE WORLD

August 5th-9th 2011 Kobe, JAPAN



16th WORLD CONGRESS
International Society for Criminology

**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)

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AUSTRALIA IS THE PLACE TO BE IN SEPTEMBER 2011!

Australia is hosting two international conferences in the same week in September of 2011. The conferences are:

Crime, Justice and Social Democracy
September 26 – 28, 2011
Queensland University of Technology
Gardens Point (City Campus), Brisbane

ANZSOC Conference 2011
Crime and the Regions:
From the Local to Regional, National
and International
September 28 - 30, 2011
Deakin University,
Geelong Waterfront, Victoria

Key themes of the ANZSOC conference are :

- Understanding the relations between local, national and global issues
- The capacity of different criminological theories to account for the social transformations occurring today across and between these dimensions
- The growing use of new techniques of surveillance as central to governing
- The increasingly blurred lines between civil and criminal procedures and offences
- The growing interconnections between fields as diverse as financial regulation, road traffic regulation, 'anti-social behaviour', virtual worlds, environmental regulations, and liquor licensing and the consumption of alcohol.
- The reconfiguration of notions of human, civil and political rights and the concept of privacy.

We look forward to welcoming our international friends and hope to see you there!



ICPSR SUMMER PROGRAM In Quantitative Methods of Social Research

June–July, 2011

The annual ICPSR Summer Program in Quantitative Methods is a comprehensive, integrated program of studies in research design, statistics, data analysis, and social science methodology. In 2011, the program will include three **criminal justice workshops** organized by the National Archive of Criminal Justice Data (NACJD).

- **Quantitative Analysis of Crime and Criminal Justice**
A four-week course including hands-on analysis of major national data collections such as the National Crime Victimization Survey, sponsored by the Bureau of Justice Statistics, Department of Justice.
- **Using National Juvenile Corrections Data**
A workshop sponsored by the Office of Juvenile Justice and Delinquency Prevention, Department of Justice.
- A workshop sponsored by the **National Institute of Justice** on a data-based topic to be announced.

Dates, details, and applications will be available at www.icpsr.umich.edu/sumprog by early 2011. All workshops provide a modest stipend for lodging and travel; space is limited.

For More Information (*after January 1, 2011*)

Contact the ICPSR Summer Program

sumprog@icpsr.umich.edu

734.763.7400

www.icpsr.umich.edu/sumprog



Visit the NACJD booth to see what's new!



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- networking opportunities – collaboration with faculty and fellow students with real-world expertise and professional connections in the law enforcement, corrections, and intelligence communities



According to the U.S. Department of Justice and the U.S. Department of Labor, there is an increased demand for leaders in criminal justice, due in part to baby boomer retirements and an enhanced need for security in the post-9/11 world.

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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.

GEORGE MASON UNIVERSITY *Post-Doctoral Researcher-- Department of Psychology* We are seeking a Postdoctoral Research Fellow to collaborate on research at the interface between social-clinical-community psychology and criminology. This funded position supports work on two longitudinal studies of the implications of jail inmates' moral emotions and cognitions for post-release substance use, recidivism, and HIV-risk behaviors. Five additional years of funding are anticipated from NIDA to support continued longitudinal follow-up of former inmate participants, as well as several randomized intervention studies to reduce substance use, HIV risk, and recidivism and to enhance offenders' post-release reintegration. Postdoc duties include: creating and maintaining databases, conducting sophisticated statistical analyses, collaborating with lab members on empirical articles, assisting in the design of new studies, and assisting in the supervision of research assistants. Successful candidates will have a Ph.D. in social, clinical, or developmental psychology or criminology; outstanding quantitative skills, including experience with SPSS and Mplus; and excellent writing and presentation skills. Experience with longitudinal data and the study of change over time is desired. Experience working with offender populations is also a plus. Applicants must apply online at <http://jobs.gmu.edu> and search for position number F9438Z. Applications should include (a) letter of interest and (b) a vita. In addition, three letters of reference should be submitted, either online to jtangney@gmu.edu or via regular mail to Dr. June Tangney, George Mason University, MS 3F5, Fairfax, Virginia 22030-4444. Review of applications will continue until position is filled. George Mason University is an Affirmative Action/ Equal Opportunity Employer.

UNIVERSITY OF GEORGIA The Criminal Justice Studies Program (CJSP) and the Department of Sociology at the University of Georgia invite applications for a non-tenure track Lecturer position to begin fall semester 2011. The CJSP is an interdisciplinary degree program jointly administered by the Franklin College of Arts and Sciences and the School of Public and International Affairs. This is a full-time teaching position with a course load of four courses each semester. Nine-month starting salary will be \$50,000. Candidates must have a Ph.D. in Sociology, Criminology, Criminal Justice, or a closely related field, and demonstrate excellence in teaching. A J.D. is not considered a terminal degree for this position. Teaching responsibilities will include Criminal Justice Research Methods, Internship Supervision, as well as other courses that contribute to the major in Criminal Justice Studies. After seven years in rank. Lecturers who demonstrate outstanding performance may be promoted to the rank of Senior Lecturer. Applicants should send a letter of application, curriculum vitae, statement of teaching interests, writing sample, an original syllabus, and three letters of recommendation to Dr. Jody Clay-Warner, Director, Criminal Justice Studies Program, 113 Baldwin Hall, University of Georgia, Athens, GA 30602-1611. Applications received by February 1 will receive full consideration. Review of files will continue until the position is filled. The Franklin College of Arts and Sciences, its many units, and the University of Georgia are committed to increasing the diversity of its faculty and students and sustaining a work and learning environment that is inclusive. Applications from individuals in underrepresented groups are strongly encouraged. The University of Georgia is an Equal Opportunity/ Affirmative Action Institution.

DIRECTOR
SCHOOL OF CRIMINAL JUSTICE - COLLEGE OF SOCIAL SCIENCE

MICHIGAN STATE UNIVERSITY

Michigan State University, one of the nation's preeminent public land grant research universities, invites nominations and applications for the position of Director of the School of Criminal Justice.

The School of Criminal Justice is a national leader in criminal justice, criminology, and forensic sciences research and education. The School has 28 faculty members, including several with joint appointments with other colleges and departments. It currently has enrolled 33 Ph.D. students, 165 M.S. students, and 750 undergraduate majors. The School's faculty is committed to excellence in research and publication befitting a major research university of the first rank. Faculty and specialists are highly active in securing and implementing research and outreach grants and contracts. The School provides an internship program at the undergraduate and graduate levels and has a full-time staff of professional student advisors. For over seventy-five years, the faculty and staff of the School of Criminal Justice have worked to combine the best of graduate education and research with cutting edge outreach programs offered both inside and outside of Michigan.

The Director is the chief academic and administrative officer of the School and responsible for the unit's strategic vision, budgetary oversight, academic programs (including an on-line Masters degree and certificate programs), communication with internal and external constituencies, and externally funded research and development. The School is located within and enjoys substantial support from the College of Social Science. This is a full-time, 12-month position with the salary being competitive, and commensurate with experience and qualifications.

The candidate should be an authority in criminal justice or criminology and should have the ability and interest to work effectively with a diverse constituency, including faculty members from various disciplines, heads of other disciplinary units at Michigan State University, university administrators, students, and alumni. A successful candidate will have a significant record of scholarship, teaching, and externally sponsored research. The candidate will also have effective administrative and leadership skills, excellent interpersonal skills, a commitment to diversity, and dedication to the land grant mission. International experience or demonstrated interest in international scholarship and collaboration is an advantage. Candidates should have an earned Ph.D. in an appropriate discipline and a record of achievement sufficient to merit appointment at the rank of a tenured full professor within the School.

MSU is committed to achieving excellence through cultural diversity. The University actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.

Review of applications will start on December 1, 2010 and will continue until a suitable candidate is chosen. The start date for the position is August 16, 2011. An application letter addressing the qualifications identified above, current curriculum vitae, and a list of three references with contact information should be sent via email to: **Professor Merry Morash, Chair, Search Committee, School of Criminal Justice, Michigan State University.** The e-mail should be sent to **Mary Lee VanderMoere, Administrative Assistant, vander11@msu.edu.**

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IUP Indiana University of Pennsylvania



INDIANA UNIVERSITY OF PENNSYLVANIA

Assistant Professor Position in Criminology

Indiana University of Pennsylvania's Department of Criminology invites applications for one full-time, tenure-track, Assistant Professor position to begin Fall 2011. Our department, which has the largest undergraduate enrollment in IUP's College of Health and Human Services, offers Bachelor's, Master's, and Doctorate degrees.

Candidates must have a Ph.D. in Criminology, Criminal Justice, or a closely related social science discipline. Applicants must have degree in hand at time of appointment. As our university has a 4/4 teaching load and quality doctoral programs, we are seeking applicants with both a strong commitment to teaching at the undergraduate and graduate levels and a commitment to pursuing an active research agenda. The Department has an online M.A. Program and is active in delivering courses online. If the need were to arise, the successful candidate may be asked to teach online. Candidates must communicate effectively and perform well during the interview(s), which may include a teaching demonstration. All applicants must be work eligible.

Preference will be given to candidates with demonstrated research and/or teaching experience in at least one of the following areas: policing, white collar crime, environmental crime, crime and delinquency prevention, psychology and law, and terrorism.

Applicants should include a letter of application, a current vita, copy of all transcripts, three current letters of reference, evidence of teaching experience and effectiveness, and copies of publications or writing samples that demonstrate their research interests. Electronic submissions, consisting of Microsoft Word or PDF files, should be e-mailed to spha@iup.edu, to the attention of Dr. Shannon Phaneuf, Chair-Search Committee, IUP Department of Criminology. The search closes February 15, 2011.

IUP is an Equal Opportunity Employer M/F/H/V. Indiana University of Pennsylvania is a member of the Pennsylvania State System of Higher Education.

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MARK YOUR CALENDAR
FUTURE ASC ANNUAL MEETING DATES

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 Marquis
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
2019	November 20 – 23	San Francisco, CA	San Francisco Marriott Marquis

2011 ANNUAL MEETING

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