

The Criminologist

The Official Newsletter of the American Society of Criminology

Vol. 36, #2

March/April 2011

Editor's Note: It's an exciting time for ASC, what with two of our members heading major agencies in the US Department of Justice. In the following essay John Laub lays out his vision for the National Institute of Justice. Many of his specific goals resonate with the efforts the ASC Executive Board has taken in the past years to expand our visibility and relevance with the government. Stay tuned for the next issue of *The Criminologist* where Jim Lynch will relay his plans for the Bureau of Justice Statistics.

Cheryl Maxson, ASC Vice-President

MOVING THE NATIONAL INSTITUTE OF JUSTICE FORWARD

John H. Laub, National Institute of Justice

On October 5, 2009, President Barack Obama nominated me for the position of Director of the National Institute of Justice (NIJ). This position is a presidential appointment requiring confirmation by the United States Senate. My confirmation hearing with the Senate Judiciary Committee took place on November 18, 2009, and I was confirmed by the Senate seven months later, on June 22, 2010. A month later, I was sworn in as the Director of NIJ.

Being nominated for this position is not only personally gratifying, but it is also a significant step for the field of criminology and criminal justice. Never before in the history of NIJ has the position of director been filled by someone with a Ph.D. in criminology or criminal justice with extensive research experience. Indeed, some have called this a turning point for the field, and it is a clear indication that science is and will be an important part of the mission of NIJ, the Department of Justice, and the Obama administration.

As soon as I arrived at NIJ, I began articulating my vision for the Institute. My ten goals are to:

1. Respond to the National Academy of Sciences report, *Strengthening the National Institute of Justice*, released July 2, 2010
2. Establish NIJ as the leader in scientifically based research on crime and justice
3. Create an organizational culture grounded in science and research
4. Obtain more funding for social science research and more fully integrate NIJ's physical, forensic, and social science research portfolios
5. Develop an innovative, cutting-edge research agenda
6. Reach out to all stakeholders
7. Improve the diffusion of scientific knowledge
8. Ensure transparent decision-making
9. Improve staff morale
10. Use everyone's talents and gifts

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2011 CONFERENCES AND WORKSHOPS

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

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

12th CONFERENCE OF THE INTERNATIONAL ACADEMY OF INVESTIGATIVE PSYCHOLOGY, March 31 - April 2, 2011, Amsterdam, Netherlands. Please visit: http://new.ia-ip.org/conference_12/ for more information.

2011-37th ANNUAL CONFERENCE OF THE EASTERN COMMUNITY COLLEGE SOCIAL SCIENCE ASSOCIATION, March 31 - April 2, 2011, Buffalo, NY. Please visit: <http://www.eccssa.org/id77.htm> for more information.

INTERNATIONAL PROGRAM FOR DEVELOPMENT EVALUATION TRAINING 2011, June 13 - July 8, 2011, Ottawa, Canada. For more information, please visit: <http://www.ipdet.org/>

20th ANNUAL MEETING OF INTERNATIONAL POLICE EXECUTIVE SYMPOSIUM, June 26 - 30, 2011, Buenos Aires, Argentina. For more info, visit: www.IPES.info

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/>

PRAGUE SUMMER SCHOOLS 2011, July 2-9, 2011, Prague, Czech Republic. Please visit www.praguesummerschools.org for more information.

3rd ECPR-SGOC INTERNATIONAL SUMMER SCHOOL ON ORGANIZED CRIME, July 3-16, 2011, Ohrid, Macedonia. More information on ECPR website: <http://www.essex.ac.uk/ecpr/> and ECPR SGOC website: <http://www.essex.ac.uk/ecpr/standinggroups/crime/index.htm>

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://cjr.osu.edu/rdcj-n/summerinstitute>)

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

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HOW TO ACCESS *CRIMINOLOGY* AND *CRIMINOLOGY & PUBLIC POLICY* ON-LINE

1. Go to the Wiley InterScience homepage - <http://www3.interscience.wiley.com>
2. Enter your login and password.
Login: Your email address
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Articulating my vision for NIJ received a fortuitous boost from the release — just weeks before I was sworn in — of an in-depth evaluation of NIJ by the National Research Council of the National Academies of Sciences, *Strengthening the National Institute of Justice*. This 27-month study was the first comprehensive analysis of NIJ since 1977, and the report's recommendations gave me a unique opportunity to leverage communication of my vision for NIJ with the agency's response to the NAS report. I told NIJ staff that the report imbued in me "the urgency of now," and I asked that it do the same for them. In fact, I regard many aspects of the NAS report as a "blueprint" for fulfilling many of my ten goals.

It is crucial that NIJ establish itself as the nation's leader in scientific research on crime and justice. For me, this means not only should our research be rigorous and scientifically sound, but it also must be useful to criminal justice practitioners. In my view, NIJ has a unique mission as a science agency focused on policy and practice. Thus, NIJ faces a dual strategic challenge — generating knowledge that is scientifically rigorous and disseminating knowledge that is useful to policymakers and practitioners.

I was able to further explore this issue in some detail at the annual meeting of the American Society of Criminology in November 2010. Along with Jeremy Travis, Laurie Robinson and Joan Petersilia, I was a discussant in a roundtable entitled, "Making the Connection: How Criminology Research Should Get to Practitioners." The discussion, moderated by criminal justice journalist Ted Gest, provided an opportunity for me and my fellow discussants to move the dialogue forward on the need for and the challenges of disseminating scientific research to the field.

During the roundtable discussion, I emphatically said that it is NIJ's job to disseminate research findings. I am committed to ensuring that our stakeholders — researchers, practitioners, policymakers, and legislators — know the NIJ story: what it is we do and how our research influences the field. With a nod to Jeremy Travis who convincingly articulated this message at the ASC roundtable, let me say that the job of the researcher is — and *will* be at NIJ — "not just dissemination, but engagement with the field."

I believe that the old researcher adage, 'If only policymakers would just adopt my findings, the world would be a better place,' is hopelessly simplistic. Part of the problem lies within ourselves. Far too often we are writing more and more about less and less. Criminal justice researchers, including those of us at NIJ, must take responsibility for translating their research into language that is compelling to policymakers and practitioners. This requires understanding that the audience for criminal justice research is quite heterogeneous. Researchers must take responsibility for disseminating research to the people who translate it into action (programs, strategies, policies) by using the communication vehicles with which practitioners and policymakers — of all different ages, ilk, and approaches to information-gathering and learning — are comfortable. Researchers must take responsibility for explaining how findings fit into or build on existing *bodies* of knowledge. One way to do this is to move beyond talking about programs . . . to talking about *ideas*.

Many of my fellow criminologists are familiar with the issues that I am especially connected to throughout my research career: the life course of criminal behavior, especially continuity and change in offending; trends in youth crime, especially violence; identification of characteristics (such as demographic and geographic) that lead both to offending and to victimization; and delinquency and juvenile justice policy. Although I am sure that I will have ample opportunity to feed these passions through my work at NIJ, what I particularly want to emphasize in my tenure as director is the idea of "translational criminology."

I am committed to leading NIJ's dissemination of scientific knowledge through translational criminology. The goal is to transform scientific discoveries from research studies into practical applications to reduce crime, improve public safety, and promote justice. Translational research also aims to break down barriers between basic and applied research. Specifically, NIJ will seek to improve the wisdom of practitioners through systematic empirical inquiry and, at the same time, improve the wisdom of researchers through rigorous application of research findings in a variety of field settings.

Translational criminology requires that we not only disseminate evidence; we must also determine if it is being implemented correctly. It is not just about finding the evidence that something works; it is figuring out how to implement the evidence and understanding *why* it works.

To do this, NIJ must develop an innovative, integrated, cutting-edge research agenda. By "integrated," I mean bringing together the three seemingly disparate sciences that form the foundation of NIJ — the social, forensic and physical sciences — to serve our various constituencies. I am fully aware that many members of ASC have the perception that the NIJ of-late emphasizes primarily technology and forensic sciences. How much of that is perception rather than reality is less important than emphasizing my commitment to tie NIJ's projects together in a way that will give the agency's work more coherence — and ultimately improve science, policy and practice.

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To achieve this outcome will demand a more “visionary” understanding of the research topics that are going to be most important and useful to practitioners in the future. NIJ cannot fund research on every research question. Rather, our agenda must focus on building a cumulative knowledge base that is of the most value to the field. In order to facilitate this, NIJ needs to reinvigorate its connections with our constituency groups, our stakeholders. One of my primary goals is to reestablish relationships with — and make NIJ’s presence better known to and valued by — our key stakeholders in the research and practitioner communities, our federal partners, and the Congress. We need to establish, in words and deeds, that it is a new day at NIJ.

I intend that part of this “new day” will include an extensive study on how research is used in the field. We have anecdotal information about how research gets used, but we need to study this in a more systematic way. We are already exploring ways that NIJ can lead the field in understanding how practitioners and policymakers use research in their work. How are they (or *are* they?) finding out about important criminal-justice research findings? How do they incorporate research findings in their day-to-day jobs — and how *should* they be doing this in a way that ensures the science stays rigorous and taxpayer dollars are well-spent? How can we help policymakers rely on solid evidence to create the most effective programs, strategies and initiatives?

Through this assessment on how research is used in the field, I also want to look at the role that “trust” plays in the dissemination process. For example, if important research findings are more likely to be understood, accepted and adopted by practitioners and policymakers when the information comes from one of their “own” — people with whom they already share a bond of trust— how might researchers leverage this principle?

Another goal I have for NIJ is more transparent decision-making. At the core of a strong science agency is a rigorous and fair peer review process. All grants, for instance, must be awarded as the result of a fair, open, and competitive peer review process. The same goes for all of our publications. However, there is a perception that some of NIJ’s work is not transparent, open and competitive. This is a problem that, regardless of the reality, I intend to change. The first step is examining our peer review process from top to bottom and I am hopeful that we can institute meaningful changes for our 2011 solicitations.

One of the first decisions I made when I arrived at NIJ was to join other federal agencies in an ongoing measurement of “transparency” via Web content. NIJ will now receive a quarterly transparency rating based on Web visitors’ answers to questions such as: How thoroughly does the Web site disclose information about what the agency is doing? How quickly is agency information made available on the site? How well can information about the agency’s actions be accessed by the public through the site? In addition, we will be posting periodic updates about our response to the NAS report (www.ojp.usdoj.gov/nij/about/director/strengthening-nij.htm). Finally, we are considering posting progress reports for a select number of grants so that one can see how our research is unfolding over time rather than waiting to read the final report.

One of my goals is to work on morale issues within the agency. Although I am approaching this in a number of ways, I will share one here, as it is also directly related to the agency’s response to the NAS report and to my goal of increased transparency. In my second week as director, I began engaging all levels of staff in intense and frank discussions about the NAS report. I held a number of 90-minute meetings with my executive staff to talk about the five NAS recommendations. Parallel to this, I met every week with the working staff. Although I had asked each of NIJ’s sub-units to send a representative to these meetings, they were open to all staff, except the executive staff. I was impressed and heartened by the response: at the first meeting, for example, there were 23 people, about 40 percent of NIJ’s non-executive staff. These parallel meetings took place over a three-month period and we are creating a document that captures our plans for responding to the NAS Report.

In order to have transformative change at NIJ, I believe that everyone, at all levels, must be fully engaged in the process of responding to the NAS recommendations. Both executive and non-executive staff prepared summaries of our discussions, which were disseminated throughout the agency. Then, I held an open meeting to meld the two reports and help me prepare my remarks for the November 2010 ASC conference. Within a week of returning from ASC, I held an open “de-briefing;” staff attendance was so high, there was standing room only. To me, this level of engagement from all levels of staff indicates that these dedicated professionals are committed to strengthening the agency and are taking personal responsibility for improving morale.

NIJ’s response to the NAS recommendations will evolve over the next months. I expect that NIJ will enthusiastically support many of the recommendations in their entirety. However, some specific aspects of some recommendations will undoubtedly warrant ongoing discussion, including, for example, defining what it means for NIJ to be an “independent” science agency yet reside within the Office of Justice Programs. Within NIJ itself, new ways to achieve greater independence and scientific integrity also may need to be institutionalized. As I mentioned earlier, we are undergoing an extensive examination of the peer review process. Another issue being debated is NIJ’s involvement in “capacity building,” which generally refers to enhancing the efficiency and productivity of the nation’s crime labs: Should NIJ be doing capacity building or not? Is this part of the agency’s core mission?

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As we have been working on our response to the NAS report, I have encouraged everyone at NIJ to go beyond a “response.” I want to use the report as leverage for us to talk not only about the past at NIJ, but even more importantly to talk about the future. Indeed, in my view, the NAS report has served as a valuable catalyst for a reexamination of NIJ’s core mission and for planning how exactly NIJ should move forward in months ahead.

It is important that everyone at NIJ be engaged in the collective enterprise to make my vision a reality. Because I believe that leadership is a two-way street, I have “open office hours,” a carry-over from my college professor days. Through these open exchanges come divergent ideas about moving NIJ forward. Not everyone has to agree with me. In fact, I welcome dissenting ideas, which is the only way we will truly move forward with the best ideas. I have been gratified to see that same attitude among my new NIJ colleagues, who understand that being a strong science agency depends on the consideration of dissenting views. It is this kind of true intellectual excitement that forms the foundation of what NIJ is today — but, even more importantly, what NIJ can be tomorrow: *the* premier science agency focusing on crime and justice.

In closing, as the new Director of NIJ, I have been thinking a lot about what exactly my task at the Institute is and I have concluded that a major component of what I do is to provide a sense of purpose — a narrative, if you will — for what the Institute stands for and how it contributes to making the world a better place. I want to give members of the NIJ community something to believe in when they come to work each day. Indeed, I want to reinforce daily that NIJ provides a vital function to the field and the nation at large.

Postscript: Please send me your comments, ideas, and suggestions (john.laub@usdoj.gov) as we move forward at NIJ. Thank you for reading this and for your support.



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The Faculty

Steven C. Beck (University of Cincinnati) Organizational Theory; Personnel Selection and Development; Domestic Violence
Michael L. Benson (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
Susan Bourke (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
Sandra Lee Browning (University of Cincinnati) Race, Class, and Crime; Law and Social Control; Drugs and Crime
Francis T. Cullen (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime
John E. Eck (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation
Robin S. Engel (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration
Bonnie S. Fisher (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement
James Frank (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
Paul Gendreau (Queens University, Visiting Scholar) Correctional Rehabilitation; Organization of Knowledge; Program Evaluation
Scott Jacques (University of Missouri-St. Louis) Drugs and Crime; Comparative Criminology; Qualitative Methods.
Edward J. Latessa (The Ohio State University) Correctional Rehabilitation; Offender/Program Assessment; Community Corrections
Paula Smith (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta Analysis
Christopher J. Sullivan (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods
Lawrence F. Travis, III (University at Albany, SUNY) Policing; Criminal Justice Policy; Sentencing
Patricia Van Voorhis (University at Albany, SUNY) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime
Pamela Wilcox (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime
John D. Wooldredge (University of Illinois) Institutional Corrections; Sentencing; Research Methods
John Paul Wright (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods
Roger Wright (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness

AROUND THE ASC

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.

American Society of Criminology
1314 Kinnear Road, Suite 212
Columbus, Ohio 43212-1156
614-292-9207 (Ph)
614-292-6767 (Fax)

AROUND THE ASC

CALL FOR NOMINATIONS FOR 2012 ELECTION SLATE OF 2013-2014 OFFICERS

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC. Send the names of nominees, position for which they are being nominated, and, if possible, a current c.v. to the Chair of the Nominations Committee, at the address below. Nominations must be received by **September 15, 2011** to be considered by the Committee.

Doris MacKenzie
Justice Center for Research
Penn State University
University Park, PA 16801
dlm69@psu.edu

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

NEW COLUMN IN *THE CRIMINOLOGIST*: **DOCTORAL STUDENT FORM**

Submitted by : Joanne Savage, American University

Beginning with this issue of *The Criminologist*, a new column will be offered specifically designed for the benefit of doctoral students and may cover a wide range of issues. The length will be limited to 250-500 words. Submissions are welcome from both faculty and students and should be sent to the current chair of the Student Affairs Committee, Joanne Savage (jsavage@american.edu). I will inaugurate the column.

Recently, I was chair of a university-wide curriculum committee and we wrote a report on doctoral standards at our university. In it, we parsed the language of all of our academic regulations related to the Ph.D. program, we provided summaries of input we obtained from faculty working in the Ph.D. program, we made comparisons to other universities and discussed best practices in addition to adding our own thoughts and recommendations. We conducted a very informal survey of doctoral students to inform our discussion. I would like to share some of what we learned, in particular from the feedback we received from students, which I think raises issues that might be common at other universities. Perhaps some of these issues might inspire others to write for this column. Incidentally, we found this to be a very useful exercise and we hope it will inform the future of our doctoral programs. Note that much of what we “learned” reinforced what we already knew or guessed.

1. Students have trouble forming committees for comprehensive exams and for dissertations and wish for a better process.
 2. Students had few complaints about the rigor of academic standards, but do not care for “jumping through hoops.” They urged us to have clear objectives for requirements such as comprehensive exams.
 3. Students asked for better communication related to requirements, dates and deadlines. When we looked at other universities, and “best practices” we found that many departments have a handbook for doctoral students in which such information is communicated.
 4. Doctoral students do not make enough money to cover their cost of living (I know – not a new problem). They are concerned about every additional fee and wish the university would reconsider some of the extra fees required. They asked that stipends be extended to summers, so they could continue their work without interruption. As we all know, it is undesirable for doctoral students to be forced to find outside employment because this slows their progress.
 5. Students at our university had many positive things to say about interdisciplinary study, and had complaints about obstacles which prevent it. By contrast, faculty working in the doctoral program expressed reticence about pressing interdisciplinary study due to logistics such the possible impediment to securing jobs.
-

AROUND THE ASC

ASC'S DIVISION OF CRITICAL CRIMINOLOGY **CALL FOR EDITORSHIP OF** **CRITICAL CRIMINOLOGY: AN INTERNATIONAL JOURNAL**

The DCC invites applications for a new editor for the *Critical Criminology* journal to begin December 31, 2012, although the new editor will also need to be involved informally before then for a smooth transition.

The duties of the editor include:

- Overseeing all of the processes of the journal from- submission, sending out for review, overseeing the publication and editorial process and commissioning special issues;
- Working with Springer to ensure success of the journal and DCC interests;
- Reporting on the journal to DCC members at the Annual American Society of Criminology, Division of Critical Criminology Executive and Business meetings.

Editors serve a three year term of service and receive support from Springer. Additionally, editors may be re-elected for one additional term of service, but not to exceed a total of six years.

Applications for the Editorship need to be received by June 1st, 2011. The following support materials are required:

- Statement of Eligibility to include philosophy you would bring to the journal as editor, previous experience as an editor or on editorial boards, and previous service to DCC;
- The statement should specifically address include something about one's understanding of critical criminology;
- The statement should address the applicant's envisioned plan or commitment to keep the journal international;
- CV and;
- Two letters of support

Please send your inquiries and materials to Paul Leighton (paul@stopviolence.com) or Gregg Barak (gregg.barak@emich.edu). Eastern Michigan University; Department of Sociology, Anthropology and Criminology; 311 King Hall; Ypsilanti, MI 48197.

AROUND THE ASC

ASC'S DIVISION OF CRITICAL CRIMINOLOGY **CALL FOR BOOK REVIEW EDITORSHIP** **CRITICAL CRIMINOLOGY: AN INTERNATIONAL JOURNAL**

The DCC invites applications for a new book review editor for the *Critical Criminology* journal to begin December 31, 2012, although the new editor will also need to be involved informally before then for a smooth transition. The duties of the editor include:

Overseeing all of the processes of book review submissions and soliciting reviews for books sent by publishers.

- Working with the general editor and Springer to ensure success of the journal and DCC interests;

Book Review Editors serve a three year term of service and may be re-elected for one additional term of service, but not to exceed a total of six years.

Applications for the Book Review Editorship need to be received by June 1st, 2011. The following support materials are required:

- Statement of Eligibility to include philosophy you would bring to the journal as book review editor, previous experience as an editor or on editorial boards, and previous service to DCC;
- The statement should specifically address include something about one's understanding of critical criminology;
- The statement should address the applicant's envisioned plan or commitment to keep the book review component of the journal active and timely;
- CV and;
- Two letters of support

Please send your inquiries and materials to Paul Leighton (paul@stopviolence.com) or Gregg Barak (gregg.barak@emich.edu). Eastern Michigan University; Department of Sociology, Anthropology and Criminology; 311 King Hall; Ypsilanti, MI 48197.

IN MEMORIAM



JOSINE JUNGER-TAS

The 'grande dame' of youth criminology in Europe is no more. Josine Junger-Tas passed away at age 81. True to her character, until the very end, she remained keenly interested in the world around her. Josine was a passionate, prolific and creative scholar who has inspired many criminologists, in Europe and beyond. Her contributions, too numerous to be summarized easily, have been recognized by the Sellin-Glueck award (1989), the DIC Distinguished International Scholar Award (2007), and the ESC European Criminology Award (2008).

During her long career, she studied a wide variety of topics, but she mostly focused on youth crime. She was a fervent and compassionate believer in prevention rather than punishment, and she often spoke out publicly against the repressive and hard line youth policies which emerged in the Netherlands over the last decade.

Josine was a true internationalist *avant la lettre*. Her work is published in Dutch, German, French, Belgian, British and American journals, reports and books. She co-authored several articles with her daughter Marianne Junger, also a Dutch criminologist. Josine was a member of the Scientific Council of the Council of Europe and served on numerous international expert committees. She worked for twenty years at the Research and Documentation Center (RDC) of the Dutch Ministry of Justice, honing her skills at "applied research with scientific integrity." After retiring from the RDC in 1994, she became a professor of youth criminology at the University of Lausanne where she received an honorary doctorate. Since her retirement, she has been a visiting professor at various universities, most recently at Utrecht University. In 2000 together with several European colleagues, she took the initiative to establish the European Society of Criminology. She organized the first ESC meeting in Lausanne, Switzerland and became the first ESC President in 2001.

Josine launched the First International Self-Report Delinquency Study (ISR-1) in 1989, which was followed several years later by a much expanded ISR-2 in which more than 30 countries collaborated. She had just finished her contribution to the book manuscript on the ISR-2, when she fell ill. *The Many Faces of Youth Crime: Comparing and Contrasting Theoretical Perspectives on Youth Crime* is now in press (Springer). Sadly, she will not be around to participate in ISR-3. Her leadership, her intellectual curiosity, her gentle spirit and her infectious laugh will be sorely missed.

Submitted by Ineke Haen Marshall

e-Consortium of University Centers and Researchers



George Mason University's Center for Evidence-Based Crime Policy (CEBCP), in collaboration with the Bureau of Justice Assistance (BJA), has formed an *e-Consortium for University Centers and Researchers for Partnership with Justice Practitioners*.

Justice agencies and practitioners often seek assistance and scientific advice from criminologists about interventions, evaluations, and crime problems. Facilitating these partnerships is an important catalyst for moving both the discipline of criminology and the practice of criminal justice forward. The purpose of this e-Consortium is to provide a resource to local, state, federal and other groups who seek to connect to nearby (or other) university researchers and centers on partnerships and projects that are mutually beneficial.

The e-Consortium has been created without federal funding and is exclusively for not-for-profit, accredited university or college educational entities and is freely accessible. Centers or individual researchers can register their information which will be placed into a searchable database referenced to practitioners and funding applicants by BJA and other funding entities. For full details and to register please visit: <http://gemini.gmu.edu/cebcp/econsortium.html>.



TEXAS STATE UNIVERSITY-SAN MARCOS NOW OFFERS A Ph.D. DEGREE IN CRIMINAL JUSTICE

Why a Ph.D. from Texas State University's Department of Criminal Justice?

- The department has 23 full-time faculty members with backgrounds in criminology/criminal justice, law, sociology, and psychology.
- The Center for Geospatial Intelligence and Investigation is headed by Dr. Kim Rossmo who is the world's leading expert on geographic profiling.
- The department's annual external funding exceeded \$10 million in 2008.
- Doctoral students are both traditional, full-time students and part-time, working professionals.
- Doctoral teaching assistantships are available.

New Faculty for 2010-2011: Dr Marcus Felson (January, 2011), Dr Mitch Chamlin (August, 2010), and Dr Beth Sanders (August 2010)

The Department of Criminal Justice at Texas State University-San Marcos offers a doctoral program for (1) criminal justice professionals who seek advanced education and (2) students who will pursue academic appointments at colleges and universities in Texas and around the nation. Texas State University-San Marcos is located in the heart of the central Texas corridor, near sixteen state criminal justice offices and thirteen Texas counties, including Travis (Austin) and Bexar (San Antonio). The university's geographic proximity to state criminal justice agency headquarters for law enforcement, criminal courts, and corrections, and to managers and executives in these agencies, makes it an ideal location for offering a doctoral-degree program.

The doctoral program is part of a vibrant department, with approximately 800 bachelor's students and 150 master's students. Faculty members are involved in a wide range of applied and basic research. A list of faculty and their research interests is available at www.cj.txstate.edu/people/faculty.

For more information, contact:

Dr. Mark Stafford, Doctoral Coordinator * stafford@txstate.edu * (512) 245-5410 * www.cj.txstate.edu

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 David Klinger, 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.

CRIMINOLOGY DEGREES FROM REGIS UNIVERSITY

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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.

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- 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**
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- 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 Email Mentoring Program

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

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

Current Mentors

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

Call for New Mentors

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

Name

Affiliation

Email address

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

Month and year of birth (optional)

Gender

Race/ethnicity

Students

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

The ASC Email Mentor of the Year Award

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

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

Bonnie Berry, PhD

Director

Social Problems Research Group

Mentor_inbound@socialproblems.org

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.

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

CALL FOR NOMINATIONS

CENTER FOR EVIDENCE-BASED CRIME POLICY (CEBCP)

703.993.4901 / CEBCP@GMU.EDU / HTTP://GEMINI.GMU.EDU/CEBCP



Evidence-Based Policing Hall of Fame



First inductee James Bueermann (left) with David Weisburd

CEBCP is now accepting nominations for the **Evidence-Based Policing Hall of Fame**. The Hall recognizes innovative law enforcement practitioners who have been central to the implementation of a high quality research program in their affiliated agency, and highlights individual excellence in both using and conducting research. Membership in the Hall is based on strict criteria (see below). All new inductees will be invited to a ceremony at CEBCP's 3rd Annual Symposium in August.

Visit <http://gemini.gmu.edu/cebcp/HallofFame.html> to learn more about the nine police leaders already inducted into the Hall and to read their compelling leadership accounts.

MEMBERSHIP REQUIREMENTS:

Nominees must be or have been a **police practitioner**, either sworn or civilian; and

Nominees must have been **central to the implementation of a documented rigorous scientific evaluation** in their affiliated agency in which a police intervention, tactic, strategy, or deployment was tested for effectiveness; and

Nominees must show a **record of incorporating evidence-based practices in their agency**.

To nominate an individual or individuals, please visit: <http://gemini.gmu.edu/cebcp/HallofFameNomination.pdf>

Achievement Award in Evidence-Based Crime Policy

In 2010 the Center for Evidence-Based Crime Policy established the **Achievement Award in Evidence-Based Crime Policy**. Consistent with the mission of the Center, this award recognizes outstanding contributions by individuals in academia, practice or the policy arena who are committed to a leadership role in advancing the use of scientific research evidence in decisions about crime and justice policies. This role includes notable efforts in connecting criminology, law and society researchers with criminal justice institutions, or advancing scientific research more generally in crime and justice.

Nomination letters will be accepted through **May 15, 2011**. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae. Nominating parties are encouraged to collaborate with others to submit single letters of recommendations to the awards committee, rather than multiple letters. The 2011 awards committee is David Weisburd (Chair), Lawrence Sherman, Friedrich Lösel, and Chief James Bueermann.

Read more about our 2010 award winners, Joan Petersilia and Darrel Stephens (below) at <http://gemini.gmu.edu/cebcp/AchievementAward.html>



Send nominations to:

Dr. Cynthia Lum, Deputy Director
Center for Evidence-Based Crime Policy
George Mason University
4400 University Dr. MS 6D3
Fairfax, VA 22030
clum@gmu.edu

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: *The Longest Yard* as a Learning Opportunity

John G. Reece, Mesa State College

joreece@mesastate.edu

Given the new generation of students, there is something to be said about bringing “entertainment value” into our classrooms. Frankly, and perhaps you feel the same, in my efforts to continuously garner the attention of students (particularly late in the semester), I find myself feeling more like an activity director than a teacher. For instance, some students can find learning about prison issues and dynamics rather dry and mundane. Try showing the comedy film *The Longest Yard* starring Adam Sandler. The film depicts a myriad of issues within our prison system (e.g., overcrowding, security levels, prisoner classification and types, prison subcultures and social structure, homosexuality, victimization, illiteracy, introduction of contraband, etc.).

I take two class periods (hour and fifteen minutes each) in my Introduction to Criminal Justice course to show the film. I then break the class into small groups and have them collaborate on identifying several key issues surrounding American prisons that are explicitly or subtly depicted in the film. As a class, we collectively and openly discuss the key points. I also require each student to submit a written document that examines the issues of most interest to them. You can decide on the length and style of the written assignment (I require at least 3 pages, typed in twelve font and double-spaced.). I provide students with the following guidelines:

1. Describe four to five major issues in the prison system that the movie depicts. Explain each one. Include your opinion of each one. Is each issue portrayed realistically? Explain.
2. Does the movie show any positive sides to the prison system? Explain.

The film contains some profanity and adult content, therefore, I include a disclaimer within my course syllabus and I verbalize the disclaimer to the entire class on more than one occasion. I make it very clear that they can opt out of the exercise and I assure them that I will provide other alternatives for earning points. I have used this exercise for nearly five years now and have yet to have a student not participate.

The exercise is fun, well received by students, and encourages group dynamics as well as individual analysis. The film helps me accomplish the goal of daily laughter in the classroom. Moreover, the exercise truly allows students the opportunity to critically think about various terms and concepts and to utilize handout materials as well as the course textbook. Within an introductory course, this activity comes at an opportune time in the semester that follows the flow of instruction regarding police, courts, and then corrections. The film also works nicely in courses such as Corrections and Social Problems. I have found that showing the film provides a sense of reward to the students for their hard work thus far in the course. Try the exercise in your class!

(Tips continued on page 21)

(Tips continued from page 20)

TEACHING TIP: Eyewitness Identification and the Interview Process

Tod W. Burke, Ph.D., Radford University

As part of my *Criminal Investigative Theory* class, we discuss the importance of the proper techniques and legal requirements pertaining to interviews (and interrogations). We also spend time discussing the various types and forms of evidence, including eyewitness identification. Following classroom discussion and debate, I combine the two topics into an engaging classroom exercise.

The following has proven quite successful in past exercises:

- Divide the class into two groups (I have the students count off – good luck with this).
- Have those students who are “1’s” step outside the classroom into the hallway. They will be the *interviewers* (Prior to class I have each student develop an interview/interrogation form – a blank police report may help as well), including a description form that includes approximate height, weight, age, gender, etc. We spend an entire class period discussing the importance of completing a full description by using proper interviewing techniques).
- The remaining students (the “2’s”) will watch a video clip. Try to select one that a crime has been committed (I use a clip from *Fort Apache: The Bronx*). The students are not permitted to take notes or speak to one another; merely watch the clip.
- Following the viewing of the video clip, have those students in the hallway return to class and team-up with a classmate who watched the video clip and conduct an interview as to what occurred, who did what, etc. If space and resources permit, allow the students to conduct the interviews outside the hearing distance of other students to minimize influence.
- The interviewers should complete their interview forms.
- Following the interview, allow time for the class to come together as a whole (in a 75 minute class, I allow approximately 40 minutes for the interview process).
- Ask the students to discuss their findings with the entire class. For instance, when asked about the height of the suspect, note the variation between the groups on the board (There will be great variation depending on the scenario; this will even include the race of the person in question).
- When you have completed the laundry list of responses for each category, allow the student to reflect upon their responses.
- Re-show the video clip to the entire class so that they may see what actually occurred.

This exercise allows students to better understand the importance of proper interview techniques, while at the same time exemplifying the unreliability of eyewitness testimony (even in an ideal, non-threatening environment) through a fun and engaging classroom activity.



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|| SERIES EDITORS: Natasha A. Frost, Northeastern University and
Joshua D. Freilich, John Jay College of Criminal Justice, CUNY ||

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Joshua D. Freilich
Program of Doctoral Studies in Criminal Justice
John Jay College of Criminal Justice
The City University of New York
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For a list of other series offered by Northeastern University go to: www.upne.com/northeastern.html

REDUCING PRISON POPULATIONS – THE NEW ZEALAND EXPERIENCE

Greg Newbold
University of Canterbury
New Zealand

In a special policy issue of *Criminology and Public Policy* published in February 2011, the problem of mass incarceration is described as “The criminological issue of our time” (Rosenfeld, 2011). The comment is made without hyperbole: since the beginning of what Schmalleger (2001) calls the prison ‘Warehousing Era’ in 1980, total incarcerated numbers in the US have grown from about 494,000 to 2.3 million (754/100,000). The cost of running the correctional system grew from \$9.1 billion in 1982 to \$69 billion today (Durlauf & Nagin, 2011; Shelden, 2010).

Much has been said about the reasons for this ‘imprisonment binge’, but the major factors include long prison sentences for relatively minor offenses, the widespread use of life without parole (including ‘three strikes and you’re out’), and hair-trigger parole violation policies (Austin & Irwin, 2001).

Although its criminal justice and social system are somewhat different from the US, New Zealand, an island nation of 4.3 million people located in the south-west Pacific Ocean, has had similar problems, albeit less severe. Here, prison and jail populations have grown from 2800 in 1980 to 8800 now. At about 204/100,000 mean population, this gives New Zealand one of the highest incarceration rates in the developed world behind the United States (see Walmsley, 2005). Since the 1980s in particular, New Zealand has tried a number of strategies to stem the growth of its incarcerated population. As the above figures attest, none has been successful. As a small and comparatively uncomplicated nation, the lessons learned from New Zealand may be instructive to policy makers elsewhere.

Prison populations in New Zealand have in fact been increasing steadily since the mid-1950s, but serious attempts at control date to the mid-1980s. By 1984, prisoner numbers had reached 3000 (91/100,000). Although this represented only a 15 percent numerical increase over the previous decade, the government decided to pre-empt further rises by liberalizing parole. From October 1 1985 under a new Criminal Justice Act parole, previously given sparingly and only to those serving at least five years, became available to all inmates at half sentence. A new parole authority granted release to most prisoners almost as soon as they were eligible. Those denied parole were automatically released on ‘good time’ after serving two-thirds of their sentences.

Retrospective application of the new law meant that suddenly, hundreds of inmates became eligible for parole and were released into the community. In the six months after the act, over 1000 inmates – a third of the total prison population at the time – were released. National prison populations plummeted, with the February 1986 muster of 2217 being the lowest since 1970. A triumphant justice minister announced that as a result of the new law, corrections expenditure could reduce by up to \$20 million, and two prisons which were no longer needed, would close.

In an attempt to stop populations rising again, the new law had also restricted the use of imprisonment for property offenders and stated that in all cases, sentences should be as short as possible. However, in order not to appear ‘soft’ on crime, the law also gave a presumption of imprisonment for violent offenders convicted of crimes punishable by at least five years imprisonment.

It was this last provision that foiled the policy’s intent because the new law came at the very time that crimes of violence were rising. In the ten years after passage of the 1985 act, convictions for violent offenses grew by 120 percent. The crime of rape, which in New Zealand is punished more severely than any other crime except murder, grew by 250 percent. These rises, accompanied by several high-profile homicides involving extreme brutality, led to angry calls for tougher measures. In 1987 and 1993, penalties for violent crime were stiffened. The maximum penalty for rape increased from 14 years to 20 years and the presumption of imprisonment for violent offenses dropped from those carrying five year maximums to those with two years. Parole eligibility for most violent offenders was removed and the minimum non-parole period for lifers was raised from seven years to ten. Courts were empowered to impose non-parole terms of more than ten years for murders committed with aggravating circumstances. Alongside this, parole conditions were tightened, supervision was intensified, and violation procedures were simplified.

(Continued on page 24)

(Continued from page 23)

The impact of these tougher measures was soon felt as prison populations began a dramatic resurgence. By 1987, numbers had returned to the 1984 figure. Within ten years of the nadir of February 1986, they had more than doubled. The newly-incarcerated included many who had been released under the liberal parole provisions of 1985.

Recognizing the crippling impact that get-tough policies can have on prison populations, the New Zealand government has struggled to provide alternatives to reduce the burden. Since 2002 parole has been available at one third of sentence in most cases and intermediate sanctions such as probation, police diversion, restorative justice, community work and halfway houses have been widely used. With 4.8 people now serving community sentences for every sentenced prisoner, the 'imprisonment as a last resort' principle appears to be taken seriously by the courts. There is significant investment in scientifically designed anti-criminogenic programs and special focus units in an attempt to reduce the problem of recidivism (see Newbold, 2007).

Notwithstanding these efforts, the pattern of heavier penalties and rising prison populations in New Zealand has continued – driven largely by violent crime, which has grown by another 50 percent in the past decade. Public reaction to a number of sensational murders and parole failures has boosted the imposition of lengthy non-parole minimums by the courts, restricted the granting of parole, forced a tightening of parole restrictions, and expedited the use of recall provisions. In June 2010, after concerted lobbying from one of the government's minor coalition partners, a version of America's 'three strikes' legislation was passed into law. Although the effects are yet to be felt, this legislation will inevitably place further stress on the nation's correctional system. Prisoner numbers are expected to rise by about eight percent per year over the next eight years.

The experience of New Zealand's failure to control prisoner numbers while conceding to pressure for deterrent penalties, is depressing but instructive. Harsher sentences have not reduced the crime rate. Treatment programs have been largely ineffective, with 86 percent of released inmates reconvicted within five years of release (Newbold, 2008). Intermediate sanctions are widely employed, but are inappropriate for serious violent offenses for which the public demands long exemplary penalties. Although parole is available early in a prisoner's term, high profile failures have triggered public outrage and led to parole board conservatism. In any event, the lesson of 1985 suggests that releasing prisoners early in their sentences may do little more than shorten the recidivism cycle.

How can New Zealand's experience be of use to policy makers in the United States? In 2009, noting that the state of California's prisons carried almost twice the number of inmates they were designed for, the US Supreme Court ordered the state to reduce its prison population by 30 percent. If this happens, and up to 40,000 prisoners are released onto the street, relief may be quick. But if what occurred in New Zealand is any indicator, the respite will also be brief. Many released prisoners will re-offend and be violated or returned to jail on fresh charges. The prisons will soon be full again. This is not because America has an abnormally high crime problem - apart from homicide, crime rates in America are not significantly different other developed nations (Ministry of Justice, 1995). Rather, like New Zealand, America's extraordinary prison population problem is a simple arithmetic result of sentencing and parole policies. It is these that need to be looked at if the prison population is to be enduringly reduced. For as long as America's jurisdictions continue to incarcerate people for long periods of time on relatively minor charges, and provided the states maintain hair-trigger parole violation procedures, the continuation of the current crisis in prison populations is a mathematical certainty.

(Continued on page 25)

(Continued from page 24)

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NOTES REGARDING THE ANNUAL MEETING

November 16 – 19 , 2011 in Washington, D.C.

- The deadline for thematic panels, individual paper abstracts, and author meets critics panels has now passed.
- The deadline for posters and roundtable abstracts is **Friday, May 13, 2011**.
- The Call for Papers, link to the submission site, and other Meeting information can be found on the ASC website, www.asc41.com/annualmeeting.htm.
- Please direct all questions regarding the Program to the Program Committee email address, crim-asc2011@fsu.edu .
- Meeting Registration forms will be available on the ASC website in April 2011.



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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Florida State University

RYAN D. KING
University at Albany, State University of New York

crim-asc2011@fsu.edu

ASC President:

STEVEN F. MESSNER
University at Albany, State University of New York

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
41. Advances in Evaluation Research	Faye Taxman	ftaxman@gmu.edu
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/bscconference

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)

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

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

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!

CRIMINOLOGY AROUND THE WORLD

ASSOCIATION OF CHINESE CRIMINOLOGY AND CRIMINAL JUSTICE IN THE US

“Association of Chinese Criminology and Criminal Justice in the US” was established on November 17, 2010 during the annual conference of American Society of Criminology in San Francisco.

Thirty-two students and scholars from all over the world attended the first meeting. The bylaws were passed. The president, president-elect, and board members were elected. The President is Liqun Cao, President-elect is Shanhe Jiang, and the board members are Xiaogang Deng, Bill Heberton, Bin Liang, Hong Lu, and Ivan Sun. Later, Bin Liang was appointed as Treasurer, Ivan Sun in charge of student affairs, and Shanhe Jiang as the secretary.

Within a few days, more students and scholars joined us. Now the Association has more than 50 members from the U.S., Taiwan, Hong Kong, Mainland China, Macau, Britain, and Canada. In addition to their regular membership fees, many donated to the new organization. The donators are Bill Heberton, Bonnie Wu, Solomon Zhao, Yuet-Hua Cheung, Jianhong Liu, Liying Li, Phil He, Ivan Sun, Xiaogang Deng, and Liqun Cao.

“Association of Chinese Criminology and Criminal Justice in the US” is a non-profit, non-political organization for scholarly and professional activities. The purpose of ACCCJ is to promote criminology and criminal justice research, teaching, and learning on China-Taiwan related topics among academic communities in the United States, greater China, and the rest of the world. The mission of the ACCCJ is to promote research and studies in criminology and criminal justice on Chinese societies, and to mentor young scholars who are interested in comparative criminology/criminal justice. The membership is open for all. A group site has been set up at: <http://groups.google.com/group/acccjus>

STOCKHOLM CRIMINOLOGY SYMPOSIUM

The 2011 Stockholm Criminology Symposium, takes place in Stockholm, Sweden June 13-15. The main theme, *Desisting from Crime. It's never too late!*, will present a variety of approaches and methods developed and implemented by practitioners, researchers and governmental institutions all over the world. There will also be a large number of presentations under the theme *Contemporary Criminology*, which will provide an updated overview of the current state of knowledge. The organizers' welcome abstracts and panel suggestion within the two themes until April 11.

The Stockholm Prize in Criminology is awarded in conjunction with the Symposium. The recipients of the 2011 award are John H. Laub, National Institute of Justice, USA, and Robert J. Sampson, Harvard University, USA. They will receive the Prize at Stockholm City Hall on the evening of June 14, 2011. All delegates at the symposium are invited to the ceremony, which is followed by a gala dinner. Laub and Sampson receive the prize for their research on why and how criminals stop offending.

Each year the Symposium attracts well over 500 participants from more than 30 countries. It is organized by the Swedish National Council for Crime Prevention on behalf of the Swedish Ministry of Justice.

Further information can be found at www.criminologysymposium.com or by calling +468 401 87 82.

Call for papers from the *Journal of Gang Research*

The *Journal of Gang Research* is now in its 18th year as a professional quarterly and is the official publication of the National Gang Crime Research Center. The *Journal of Gang Research* is interdisciplinary, and attracts authors doing cutting-edge research on gang issues. The *Journal of Gang Research* is widely abstracted (National Criminal Justice Reference Service, Sociological Abstracts, Criminal Justice Abstracts, Psychological Abstracts, etc). It publishes original research on gangs, gang members, gang problems, gang crime patterns, gang prevention, and basically any gang issue (policy, etc). It has also publishes gang threat analysis research and gang program evaluation research. It is one of the few professional journals addressing organized hate groups and outlaw motorcycle gangs as well.

Authors should submit four (4) copies of the manuscript to: George W. Knox, Ph.D., Editor-in-Chief, *Journal of Gang Research*, National Gang Crime Research Center, Post Office Box 990, Peotone, IL 604681-0990.

Want a complimentary issue of the *Journal of Gang Research* (JGR)? Anyone who is a member of the American Society of Criminology (ASC) is encouraged to request a free, complimentary copy of the JGR using the form provided here.

Free Sample Request Form

I am a member of the ASC (check all that apply):

Please send me a free, complimentary sample copy of the *Journal of Gang Research* at no expense or cost whatsoever.

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For further information about research conducted by the NGCRC, or for viewing the titles and authors of papers previously published in the *Journal of Gang Research*, please consult the website for the NGCRC: www.ngcrc.com

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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

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