

The Criminologist

The Official Newsletter of the American Society of Criminology

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Editor's Note: I want to thank Jody Miller and Rod Brunson for suggesting this topic and for providing the ASC readership with a compelling and provocative essay on making diversity matter in our field. They offer concrete suggestions to respond to the processes they argue help to reproduce inequality. Professors Miller and Brunson draw from recent data about ASC members' academic placement to establish that inequality is both about numbers and positioning before looking beyond these data to key processes including target of opportunity hires, disproportionate burdens for minority faculty members and race/ethnicity as a topic of study. They have provided us with a thorough and thought-provoking assessment that will hopefully generate discussion among our membership and in our home institutions. I've already passed a pre-publication copy on to my Dean!

Cheryl Maxson, ASC Vice-President

'MINORITY CANDIDATES ARE STRONGLY ENCOURAGED TO APPLY': MAKING DIVERSITY MATTER IN CRIMINOLOGY AND CRIMINAL JUSTICE¹

Jody Miller & Rod K. Brunson, Rutgers University

Over the past two decades, the United States has witnessed unprecedented growth in ethnic and racial diversity. Numerous commentators have identified a wide range of benefits stemming from an increasingly multicultural society. The changing face of America is to some extent reflected among the ASC membership, with considerable growth in minority scholars engaged in the study of crime and justice. Few would deny the enormous intellectual gains that result from having colleagues with different perspectives and backgrounds. Academic fields thrive and grow with the influx of new ideas, new ways of seeing, and new paradigms for understanding the world. In our field, "the wisdom and perspectives of diverse groups, whose lived and studied experiences are profoundly and disproportionately affected by crime and justice processing," can contribute immensely to our knowledge building around these issues (Peterson, 2011).

Yet, it remains unclear how best to make diversity matter in both our individual programs and, more broadly, our field. Our intent is not to lecture the membership of ASC on the importance of diversity in the discipline. Our fellow members' support of various ASC initiatives provides clear evidence of a shared commitment to and genuine appreciation of inclusion. Our goal, rather, is to cast light on and encourage dialogue concerning issues related to the recruitment, hiring, and professional development of people of color so that we can make diversity matter in ways that enhance our knowledge of crime and justice, and in doing so, help promote racial democracy both in our field and society at large.²

What Does the Field Look Like Today?

An obvious place to start our discussion is by examining what the discipline of criminology and criminal justice looks like with regard to racial and ethnic diversity. Sociological research on organizations has long demonstrated that group composition is a key feature that shapes normative and interactional features within groups, as well as minority group members' experiences (Blalock, 1967; Blau, 1977). Moreover, it is not just numbers that matter, but other factors as well, including the relative status of majority

(Continued on page 3)

IN THIS ISSUE...

| | | | |
|-----------------------------------|-------|-----------------------------------|-------|
| Around the ASC..... | 9-14 | Teaching Tips..... | 29-31 |
| Featured Article..... | 16-18 | Doctoral Student Forum..... | 33 |
| 2011 ASC Award Winners..... | 19-22 | Position Announcements..... | 34-36 |
| 2011 ASC Annual Meeting Info..... | 24-27 | Criminology Around the World..... | 37-38 |

2011 CONFERENCES AND WORKSHOPS

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

16TH WORLD CRIMINOLOGY CONGRESS, August 5-9, 2011, Kobe, Japan.
Website: <http://wcon2011.com/>

23rd ANNUAL CRIMES AGAINST CHILDREN CONFERENCE, August 8 - 11, 2011, Dallas, TX. For more info: www.cacconference.org

A SPECIAL MEETING OF THE INTERNATIONAL POLICE EXECUTIVE SYMPOSIUM, August 10 - 14, 2011, Karlskrona, Sweden. For more info: www.IPES.info

CEBCP - CAMPBELL COLLABORATION SYMPOSIUM ON EVIDENCE-BASED CRIME POLICY, August 15 - 16, 2011, George Mason University (Fairfax, VA). For more info: <http://gemini.gmu.edu/cebcp/CEBCPSymposium.html>

XXV. WORLD CONGRESS OF PHILOSOPHY OF LAW AND SOCIAL PHILOSOPHY WORKSHOP, August 15 - 20, 2011, Goethe-Universität Frankfurt am Main - Campus Westend. For more info: <http://www.ivr2011.org/>

2011 WORLD CONGRESS FOR KOREAN POLITICS AND SOCIETY, August 23 - 25, 2011, Incheon Songdo, South Korea. For more info: <http://www.kpsa.or.kr/congress2011/>

EUROPEAN INTELLIGENCE & SECURITY INFORMATICS CONFERENCE (EISIC 2011) September 12 - 14, 2011, Athens, Greece. For more info: www.eisic.org

WORKSHOP ON URBAN SOCIAL DYNAMICS: SEGREGATION AND CRIMINALITY, September 12 -16, 2011, Satellite Meeting at the European Conference on Complex Systems in Vienna. For more info: <http://www.lps.ens.fr/~risc/eccs2011/>

EUROPEAN SOCIETY OF CRIMINOLOGY, September 21-24, 2011, Vilnius, Lithuania. For more info: <http://www.eurocrim2011.com/>

CRIMINALISTICS/CRIMINAL INVESTIGATIONS IN EUROPE, September 22 - 23, 2011, University of Maribor, Ljubljana, Slovenia. For more info: www.fvv.uni-mb.si/CriminalisticsConf/

THIRD ANNUAL INTERNATIONAL CRIME, MEDIA & POPULAR CULTURE STUDIES CONFERENCE: A CROSS-DISCIPLINARY EXPLORATION, September 26 - 28, 2011, Terre Haute, Indiana. For more info: <http://www.indstate.edu/cji/popcultureconference/>

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and minority group members. As Kanter (1977: 966) long ago noted, when groups “begin to move toward less extreme distributions...minority members are potential allies, can form coalitions, and can affect the culture of the group.” In academia, these processes are enhanced when minority faculty are well-represented among those in higher ranking positions within and across programs. Part of what this can mean is improved working conditions for individuals—for example, greater social support and impact on decision-making. In addition, it can mean an increased voice in shaping the broader research agendas that guide our discipline and work to impact public policy.

We do not have systematic data on the number of minority scholars in criminology and criminal justice, but can cobble together a picture using a variety of data sources. For instance, as of May 2011, the American Society of Criminology includes a total membership of 2,904. Among this group, 1,120 (38.5%) did not provide a response to the question of race/ethnicity. Among the remaining 1,784, 1,446 (81%) describe their race/ethnicity as white, and 338 (19%) as racial/ethnic minorities, including: 101 Blacks (5.6%), 92 Latinos (5.1%), 103 Asians (5.8%), 17 American Indians (1%), and 25 (1.4%) who describe themselves as “other.”³ But we have no way of knowing the patterns of non-response among the substantial minority of ASC members who did not report, and of course, some of us forget to renew our membership until closer to the annual meetings in November and thus are not included in these counts.

The Division on People of Color and Crime’s 2008 Directory of Minority Ph.D. Criminologists includes 218 individuals (as compared to the 338 known registered members this year). The DPCC appears to have been better at identifying Black scholars (who comprise 162 of the Directory’s members, considerably more than the ASC membership roster identifies), but less successful in identifying other racial/ethnic minorities, with only 20 Asians, 24 Latino/as, 6 Native peoples, and 6 “others” listed. Nonetheless, the Directory provides useful information about minority faculty’s placement and rank throughout the discipline. Excluding emeritus scholars, graduate students, and those with incomplete information, and focusing only on black scholars (for whom the Directory’s information appears most thorough), Table 1 gives a snapshot view of those in tenure track positions as of 2008.

TABLE 1: Rank and Placement of Tenure Track Black Criminologists (N=122)

| | Ranked Programs* | Other Programs | HBCUs | TOTAL |
|----------------------|------------------|----------------|-------|-------|
| Full Professors | 5 | 11 | 9 | 25 |
| Associate Professors | 6 | 28 | 7 | 41 |
| Assistant Professors | 10 | 34 | 12 | 56 |

*We include here the top 15 criminology programs based on U.S. News and World Report rankings, along with sociology departments with criminologists in the top 50 programs (see <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools>). This is a somewhat arbitrary determination, but reflects the much greater number of sociology than criminology/criminal justice Ph.D. programs.

We commented above that it is not simply numbers that matter, but also relative positioning within settings. It is worth noting, then, that of those black scholars in Table 1 who were associate professors, 58.5% had remained associates beyond six years, and 36.6% had been associates for a decade or longer. While we aren’t in a position to speak to individual cases, this pattern is suggestive of relative status and the ability to impact important norms, policies, and decisions within programs.

Some Criminology and Criminal Justice programs have more diversity than others. Among the six schools ranked as the top five in our field (University of Maryland, SUNY-Albany, University of Cincinnati, University of Missouri-St. Louis, Pennsylvania State University,⁴ and University of California-Irvine), there are just 6 minorities among the 103 tenure-track faculty (5.8%). Half of these are assistant professors, and only one is a full. Two of these programs have no minority faculty, and only UC-Irvine has more than one. In each, minority faculty are under-represented given their presence in the field, and abysmally so at the rank of full professor. We can, however, point to three ranked programs with greater concentrations of minority faculty: Michigan State University and Arizona State University, where roughly 26 percent of the faculty are people of color; and Rutgers University, with people of color now a third of the faculty. As of the 2010/11 academic year, the majority of faculty of color (59%) were assistant professors, with just two full professors across the three programs.

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Looking Beyond the Numbers

Sociologist Barbara Reskin (2000) argues that social cognition theory offers a better explanation for the reproduction of inequalities within organizations in the contemporary era than overt discriminatory practices. Specifically, she suggests that “much discrimination stems from normal cognitive processes...that occur regardless of individuals’ motives” and thus “the *proximate cause* of most discrimination is whether and how personnel practices in work organizations constrain the biasing effects of these automatic cognitive processes” (p. 320). Categorization, including based on race, ethnicity, and gender, is a normal feature of social cognition. However, this is often:

accompanied by stereotyping, attribution bias, and evaluation bias. These, in turn, introduce sex, race, and ethnic biases into our perceptions, interpretations, recollections, and evaluations of others...[T]hese biases occur independently of...conscious desire to favor or harm others (Reskin, 2000: 320-21).

There are many topics we could attend to in this essay, including, for example, those that have been referred to as “pipeline” initiatives to increase minority representation by targeting undergraduate and graduate students for recruitment and professional development (Edwards et al., 1998). Instead, we focus here on three additional issues, each of which speak to the processes addressed by Reskin: (1) the role and impact of target of opportunity hires, (2) the distinct and sometimes disproportionate burdens that can face minority faculty, and (3) how the substantive issues we investigate—and specifically, the ways we go about investigating them—can have marginalizing impacts.

We suggest that subtle processes in our departments and field can adhere “discourses of potential” to those in structurally advantaged positions (whites, and especially white males in our discussion here), while “discourses of deficit” disproportionately adhere to minorities, and thus minority scholars (Solorzano and Yosso, 2001). Educational research has shown, for example, that white students are presumed to have potential based on talent and ability, and are presented with opportunities based on this perception. Poor performance is thus interpreted as an exception to the rule. In contrast, students of color are presumed to have deficiencies that require special assistance. This means success is not expected, and is readily explained by outside factors. Meanwhile, poor performance is attributed to the “deficits” of the individual and group (Ferguson, 2001). We suggest similar processes can be at play in academia, and can function to create, reproduce, and exacerbate inequalities in a myriad of both intangible and concrete ways.

Target of Opportunity Hires

Numerous universities have embraced hiring initiatives aimed toward achieving a more diverse faculty. Target of opportunity hires and other incentivized employment strategies have shown success in increasing faculty diversity (Smith et al., 2004). These initiatives, however, have the potential to unwittingly encourage a “free line” culture where the financial benefits of landing a “targeted hire” can outweigh other considerations that in principle, guide the recruitment and selection of traditional hires, including quality of scholarship, upward career trajectory, and program fit. When a faculty line comes from the institution’s rather than the department’s budget, we seldom contemplate: *for whom is the opportunity greater, the department or the job candidate?* A pervasive “free line” orientation, especially where untenured colleagues are concerned, is at best shortsighted and can lead to the person’s marginalization and detachment from senior colleagues who could provide support and opportunities for professional development.

Moreover, this orientation can result in decisions not to hold similar expectations for minority faculty hired using these lines, (and thus, sometimes not providing similar opportunities), which contributes to the kinds of stratification noted above. For example, not expecting the same quality or quantity of scholarship, and not insulating minority faculty from undue service (see below) can affect the strength of tenure and promotion cases. When this happens, it is all too easy to point to the faculty member’s perceived “deficits” as explanation, rather than recognizing the role of organizational practices.

We are not suggesting that programs shy away from pursuing institutional resources designated for improving diversity and strengthening the unit (and to do so would be impractical, especially in current economic times). Rather our intent is to highlight some unintended consequences that warrant consideration, and in doing so, to suggest how we might better ensure that targeted hires not only increase the number of faculty from underrepresented groups, but also increase the impact of such hires on individual success, program culture, and the field. Specifically, targeted hires, when they take place, should be complemented by a true investment by the hiring department in the faculty member’s professional development—one that is equal to or surpasses the financial investment. This does not necessarily require a *special* commitment from faculty to colleagues hired through diversity efforts, but one that is equivalent to that afforded persons hired on “regular” lines. For example, where untenured faculty are concerned, internal decision-

(Continued on page 5)

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making regarding workload assignments should be guided by efforts to enhance these faculty members' career advancement over what meets the immediate needs of the program. Likewise, good program "fit" between the department and the faculty member should increase opportunities for mentoring, collaboration, and academic success, which can help impact our field in the ways noted above.

The Potential for Distinct and Disproportionate Burdens

It is important that untenured faculty, regardless of race, practice careful decision-making and routinely seek the advice of senior colleagues regarding their research, teaching, and service activities—the three areas evaluated in promotion and tenure decisions. It is equally critical that mechanisms are in place to ensure that senior faculty provide clear, consistent, and honest assessments of their expectations and their junior colleagues' progress. And it is worthwhile to recognize, as well, that many faculty of color are guided in the study of crime and justice by concerns about social justice, and may "consider it a professional responsibility to research and to publish on racial and ethnic issues" (Edwards et al., 1998: 252). Gone are the days, we hope, when these choices result in a ghettoization of such scholars and scholarship. Certainly we have seen a great deal of growth in criminological scholarship addressing the relationships between inequality, crime, and justice, including in leading journals and prestigious university presses. Such scholarship has import for our field, as it brings a diversity of ideas and perspectives to our knowledge about crime and justice. Yet we also recognize that small pockets of resistance remain, in which minority faculty (and graduate students) are counseled against such "narrow" foci or are faced with interpretations of their scholarly agendas as "biased" or "ideological." The marginalizing impact of such messages should be apparent.

With regard to teaching, several additional issues are notable. First, it is important for minority faculty to be involved in core graduate instruction. This means, for example, not being disproportionately assigned to teach undergraduate courses, and also not asked only to teach specialty courses, such as race and crime, at the graduate level. These decisions about which faculty to place in what courses have import for how graduate students come to understand where faculty are situated and valued in their departments, as well as how much relevance is placed on such topics in the field. Moreover, while specialty courses certainly have their place, so does the integration of scholarship about race and ethnicity across the curriculum. Such an integration—taught by all willing faculty—would go far in emphasizing the salience of this work for criminology and criminal justice education. It is also important to note, and find ways to appreciate, that minority scholars may feel a greater responsibility to extend their work with students of color beyond the classroom. This is particularly true when they view them as isolated from their white counterparts and faculty.

Finally, given the extent of minority underrepresentation in academia, minority faculty are sometimes disproportionately called upon to serve on departmental, college, and university committees (and beyond) in an attempt to achieve greater levels of diverse representation. Minority faculty, especially at the assistant professor rank, should be protective of their time. Moreover, senior faculty and administrators should do their part to help insulate them (and other untenured faculty) from these demands and make strategic decisions about which are worthwhile to participate in. This includes encouraging them to place the onus of responsibility for saying no on department leadership. This makes it much easier for individuals in structurally more precarious positions to take actions they fear may alienate them from those positioned to make decisions about their career advancement.

The Study of (Race, Ethnicity) Crime and Justice

Finally, we believe it is critical to consider additional ways in which our field can be particularly marginalizing for faculty and students of color. Despite "the strong links among race, ethnicity, crime and justice...our understanding of the sources and consequences of these links is limited" (Krivo and Peterson, 2009: 7). While criminologists disproportionately study people of color, particularly in the category of "offenders," too often there is insufficient attention to the inequalities that underpin these relationships. For example, in quantitative analyses, people can be reduced to numbers, and horrific events to plots on a map. "Percent black" is routinely—and often uncritically—used as a control measure in neighborhood level analyses, without much reflection about the processes and meanings behind its predictive utility. And qualitative scholars sometimes emphasize sensationalized accounts of people and atypical events, presenting data and analyses without sufficient reflection about how it can function to reinforce stereotypes, and how an eye toward inequalities might open up new ways of understanding. Such works can contribute to the circulation and strength of the "discourses of deficit" we noted earlier. In addition, for faculty and students of color it means bearing witness to their friends, families, and communities being stripped of their humanity. This can have deeply marginalizing effects.

(Continued on page 6)

(Continued from page 5)

Final Thoughts

Teasing out the complex issues that impact the representation and success of minority faculty in criminology and criminal justice is obviously beyond the scope of this short essay. Our goals have been more modest: to highlight the importance of diversity for our field, and raise some of the issues that warrant ongoing and thoughtful consideration. In many ways, we consider our suggestions here “best practices” for the career advancement of *all* untenured faculty. But they are especially important for faculty of color, given processes that can lead to inadvertent “in-group” preferences, the underrepresentation of minority faculty who can serve as mentors and role models at senior levels in our field, and the distinct burdens that minority faculty sometimes face.

We close, though, on some promising notes. The Division on People of Color and Crime, which began in 1995, provides a place in the ASC for encouraging and recognizing scholarship by and about people of color, and provides a home for all scholars interested in the study of race, ethnicity, crime and justice. In addition, we would like to highlight the important work of the Racial Democracy, Crime and Justice (RDCJ) Network, which began in 2004 by bringing together a diverse group of scholars “to set forth a national agenda...to stimulate, conduct, and support scholarship that deepens and challenges current knowledge on racial and ethnic differentials in all aspects of crime and justice” (Krivo and Peterson, 2009: 8).

Funded by the National Science Foundation and Ohio State University, and led by Ruth Peterson and Lauren Krivo, in 2006 the RDCJ Network expanded its goals with the inaugural Crime and Justice Summer Research Institute, which also now emphasizes broadening perspectives and participation, reducing the isolation and sense of marginalization often experienced by scholars of color who study crime and justice processing, and providing resources, relationships, and opportunities “to promote successful research projects and careers among faculty from underrepresented groups” (see <http://cjrc.osu.edu/rdcj-n/summerinstitute/general-flier-final-2011.pdf>).

To date, 37 recent Ph.D.’s have participated in the annual Summer Institute and have been integrated into the RDCJ Network. The result has been several volumes of scholarly work—including *The Many Colors of Crime* (Peterson et al., 2006), a 2009 special issue of *The ANNALS of the Academy of Political and Social Science* (Krivo and Peterson, 2009), a forthcoming special issue of *Journal of Contemporary Criminal Justice* (Vélez et al., 2011)—as well as numerous other works. In addition, important work on immigration and crime (Kubrin et al., forthcoming) has grown out of the Network’s activities. These efforts have fostered “research and collaborations of younger and more experienced scholars with innovative and critical perspectives” (Krivo and Peterson, 2009: 8), created a community of scholars dedicated to racial democracy and social justice, and advanced our knowledge of these critical issues. The Network is an essential model for promoting the professional development of minority scholars, and making diversity matter in criminology and criminal justice.

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(Continued on page 7)

(Continued from page 6)

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- 1 We thank Ruth Peterson and Eric Stewart for their thoughtful feedback on this essay, and Susan Case for providing us with up-to-date ASC membership demographics.
- 2 Though our primary emphasis in this essay is on racial and ethnic diversity, much of what we discuss should likewise be read with gender, sexuality, and, most notably, the intersections of these in mind.
- 3 Of the ASC members who report their gender, 49% are women. Among those who report both race and gender, this ranges from a low of 44% among Asians to a high of 59% of American Indian/Alaska Native ASC members who report that they are women. For whites, this is 49%; Blacks, 46%; Latino/as, 52%. The high non-response rates about basic demographic information among ASC members are lamentable; these rosters are perhaps our best discipline-specific source of such data.
- 4 Including only faculty in the Crime, Law and Justice Program

International Criminal Justice Review

Special Issue: Cross-Cultural and International Investigations of the Victim-Offender Overlap

International Criminal Justice Review (ICJR) invites submissions for a special issue, "Cross-Cultural and International Investigations of the Victim-Offender Overlap," edited by Dr. Wesley G. Jennings. The goal of this special issue is to disseminate new and innovative research examining the victim-offender overlap cross-culturally or internationally. Manuscripts are welcome from diverse methodological approaches that focus on empirical assessments of the overlap between victims and offenders, as a growing body of literature has indicated that victims and offenders often display similar risk and protective factors and are often the same people. However, the generalizability of the victim-offender overlap has yet to have been fully examined cross-culturally or internationally. An abstract of approximately 100 words and a brief biographical sketch must accompany the manuscript. Submissions should arrive no later than September 1, 2011 to allow for blind peer review. Manuscripts should not exceed 30 pages double-spaced excluding tables, figures, and references. Send two electronic copies of the manuscript, one full version (with a cover page containing the author's name, title, institutional contact information; acknowledgments; research grant numbers; and the date, location, and conference at which the manuscript may have been presented), and one blind copy (sans all identifying information) to Dr. Wesley G. Jennings at jenningswgj@usf.edu. Manuscripts should be in MS Word format and conform to the formatting style of the *Publication Manual of the American Psychological Association* (5th ed.) and *ICJR* formatting guidelines: <http://icj.sagepub.com/>.



GRADUATE PROGRAMS IN CRIMINAL JUSTICE AT THE UNIVERSITY OF CINCINNATI

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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
Nicholas Corsaro (Michigan State University) Policing, Environmental Criminology, Research Methods
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
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James Frank (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
Scott Jacques (University of Missouri-St. Louis) Drugs and Crime; Comparative Criminology; Qualitative Methods.
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Sarah M. Manchak (University of California, Irvine) Correctional interventions, Risk Assessment and Reduction, Offenders with Mental Illness
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

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.

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ANNOUNCEMENTS

Sarah Hall Tribute Session As you are all aware, Sarah Hall passed away last October. She was the heart and soul of ASC for 30 years, serving as the Executive Administrator for 1976 until her retirement in 2006. We will be holding a tribute session for her on Friday from 11:00 until 1:30 during the Washington, D.C. meetings this coming November. All former ASC Presidents are being invited to participate. If anyone else wishes to say a few things at this event, contact Chris Eskridge (ceskridge@unl.edu).

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

Abdel-Salam, Sami. "Self-Control as a Predictor Of Retention, Recidivism, and Relapse Following Therapeutic Drug Community Treatment For Adolescents." Chaired by Matthew Hiller, 2011, Temple University.

Aduvato, Beth. "Fanning The Flames: Televised Professional Football Games and Domestic Violence." Chaired by Dr. Ronald Clarke, 2011, Rutgers University.

Chaple, Michael. "Pretrial Diversion & Record Sealing: A Promising Approach to Reduce Recidivism among Substance Abusing Offenders." Chaired by Dr. Bonita M. Veysey, 2011, Rutgers University.

Eldivan, Ibrahim. "Pathway from Tranquility to Violent Radicalization: A Case Study on 2003 Istanbul Bombings." Chaired by Dr. Leslie W. Kennedy, 2011, Rutgers University.

Grillo, Michele. "Police Organizational Change in a Post-September 11 Environment: Rhetoric of Reality." Chaired by Dr. Leslie W. Kennedy, 2011, Rutgers University.

Houser, Kimberly. "Examining The Association Between Co-Occurring Mental and Substance Use Disorders and Institutional Misconduct Among Female State Inmates." Chaired by Wayne N. Welsh, 2011, Temple University.

Hsu, Henda. "Unstoppable? A Closer Look at Terrorism Displacement." Chaired by Graeme Newman, May 2011, University at Albany.

Jenkins, Michael. "Shifting Organizational Strategies of Police Departments Implementing Broken Windows Policing." Chaired by Dr. George Kelling, 2011, Rutgers University.

Kim, Ryang. "Adolescent Dating Experience and Delinquency." Chaired by Alan Lizotte, May 2011, University at Albany.

Mastrocinque, Jeanna. "Victim Input and Satisfaction: An Analysis of Victim Personal Statements." Chaired by James Acker, August 2010, University at Albany.

AROUND THE ASC

PH.D.'s cont'd

- Moschgat, Robert.** "Darwin's Other Idea: Sexual Selection, Gender & Violence." Chaired by Graeme Newman, May 2011, University at Albany.
- Muhammad, Bahiyyah Miallah.** "Exploring the Silence Among Children of Prisoners: A Descriptive Study." Chaired by Dr. Bonita Veysy, 2011, Rutgers University.
- Sandler, Jeffrey.** "The Static-99 and Additional Research-Based Risk Factors: A Statistical Theory to Improve Sex Offender Risk Assessment." Chaired by Alissa Pollitz Worden, December 2010, University at Albany.
- Schmidt, Nicole.** "The Causes of Risky Sexual Behavior over the Adolescent-Young Adult Life Course and its Consequences for Partner Relationships in Adulthood." Chaired by Alan Lizotte, May 2011, University at Albany.
- Schnobrich-Davis, Julie.** "Regionalization of Selected Police Services Through a Law Enforcement Council: Is it Worth the Cost?" Chaired by Alissa Pollitz Worden, December 2010, University at Albany.
- Smith, Vivian C.** "Substance-Abusing Women Offenders as Victims: Chronological Sequencing of Pathways into Criminal Behavior." Chaired by Dr. Bonita M. Veysey, 2011, Rutgers University.
- Socia, Kelly.** "Residence Restriction Legislation, Sex Crime Rates, and the Spatial Distribution of Sex Offender Residencies." Chaired by Alan Lizotte, May 2011, University at Albany.
- Suzuki, Yumiko.** "Advice to Rape Victims: The Influence of Beliefs About Rape and Opinions About Formal Support Providers." Chaired by Alissa Pollitz Worden, May 2011, University at Albany.
- Tcherni, Maria.** "The Value of Human Life: An Individual - Level Determinant of Violence." Chaired by Colin Loftin, May 2011, University at Albany.
- Thomas, Shenique S.** "Negotiating Family and Prison Behind the Wall: Incarcerated Men's Role Management Strategies." Chaired by Dr. Johnna Christian, 2011, Rutgers University.
- Tobin, Theresa.** "Armed Off-Duty Police: Benefit or Burden." Chaired by David Bayley, May 2011, University at Albany.
- Vincent, M. Bess.** "Chicago Neighborhoods and Crime: A Test of Agnew's Macro-Level Strain Theory." Chaired by Carl L. Bankston, III, August 2011, Tulane University.
- Xu, Jie.** "Shootings and Crime Places: An Analysis of the Determinants and Distributions of Criminal Events." Chaired by Dr. Leslie W. Kennedy, 2011, Rutgers University.
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AROUND THE ASC



Dissertation Scholarship Award

The Division of Corrections & Sentencing of the American Society of Criminology announces a dissertation scholarship award. The DCS will grant one monetary award of \$1,000 to assist a doctoral student with completion of his/her dissertation. Doctoral students who have, or will have, successfully completed their dissertation prospectus defense at the time of the award are eligible to apply. The award is aimed specifically at students who are working on sentencing or corrections topics for their dissertations. These monies can be used to assist with data collection or to offset other costs associated with the dissertation research. To be eligible, the student must have completed all required course work, passed qualifying comprehensive exams, and have successfully defended the dissertation prospectus by the award date (November, 2011).

Proposals should include the following:

1. Narrative: A narrative of no more than 1500 words outlining the dissertation topic as well as data collection methods and strategies.
2. Budget: A separate detailed budget page. Students should also include a detailed explanation of how they expect the monies would be expended.
3. Curriculum Vitae: A current copy of the student's curriculum vitae.
4. Support Letter: The student's dissertation chair must submit a signed statement of support describing (a) the current status of the proposed work, and (b) the student's potential to successfully complete the dissertation (see eligibility requirements above).

Applications should be submitted via e-mail to richard.hartley@utsa.edu no later than September 15, 2011 at 5pm. The narrative, budget, and vitae should be submitted on separate pages and in one pdf document. The letter of support can be attached as a separate document or sent directly by the dissertation chair to the above e-mail address. The winner will be notified in October 2011 and be recognized during the annual DCS breakfast at the November ASC meeting in Washington, DC. Any questions regarding eligibility or appropriate dissertation topics should be directed to Richard Hartley at the above e-mail address or to Jodi Lane, Division Chair, via e-mail at jlane@ufl.edu

AROUND THE ASC**The ASC Division on Corrections & Sentencing
Requests Nominations for Annual Awards*****NEW* “Lifetime Achievement Award”**

This award honors an individual's distinguished scholarship in the area of corrections and/or sentencing over a lifetime. Recipients must have 20 or more years of experience contributing to scholarly research. Retired scholars will be considered. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Faye Taxman, Awards Committee Chair, at ftaxman@gmu.edu no later than September 15, 2011.

“Distinguished Scholar Award”

This award recognizes a lasting scholarly career, with particular emphasis on a ground-breaking contribution (e.g., book or series of articles) in the past 5 years. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have 8 or more years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Faye Taxman, Awards Committee Chair, at ftaxman@gmu.edu no later than September 15, 2011.

“Distinguished New Scholar Award”

This award recognizes outstanding early career achievement in corrections and sentencing research. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have less than 8 years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Faye Taxman, Awards Committee Chair, at ftaxman@gmu.edu no later than September 15, 2011.

“Student Paper Award”

This award is presented in recognition of the most outstanding student research paper. Eligibility is limited to papers that are authored by one or more undergraduate or graduate students and have not been previously published or submitted for publication. Submissions will be judged on five evaluative criteria including the overall significance of the work; its research contribution to the field; integration of prior literature in the area; appropriateness and sophistication of the research methodology; and overall quality of writing and organization of the paper. Please send papers to Beth Huebner, Student Paper Award Committee Chair, at huebnerb@umsl.edu no later than September 15, 2011.

AROUND THE ASC

**American Society of Criminology
Division on Women and Crime Student Paper Competition**

The Division on Women and Crime of the American Society of Criminology invites submissions for the Student Paper Competition. The winners will be recognized during the DWC banquet at the annual conference and awarded cash prizes of \$500.00 to the winner of the graduate competition and \$250 to the winner of the undergraduate competition. In cases in which there are multiple authors, the award will be divided among the recipients.

Deadline: Papers should be RECEIVED by the committee chair by **September 15, 2011**.

Eligibility: Any undergraduate or graduate student who is currently enrolled or who has graduated within the past three months is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/ co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

Paper Specifications: Papers should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims or criminal justice professionals. Papers must be no longer than 35 pages including all references, notes, and tables; utilize an acceptable referencing format such as APA; be type-written and double-spaced; and include an abstract of 100 words or less.

Papers may *not* be published, accepted, or under review for publication at the time of submission.

Submission: One electronic copy using MS Word must be received by the co-chair of the committee by the stated deadline (please do not send a PDF file). In the reference line, identify whether this is to be considered for the graduate or undergraduate competition. Please refrain from using identifying (e.g., last name) headers/ footers, as the papers will be blind-reviewed.

Judging: The Awards Committee will evaluate the papers based on: Content is relevant to feminist scholarship; Makes a contribution to the knowledge base; accurately identify any limitations; Analytical plan was well developed; Clarity/organization of paper was well developed.

Notification: All entrants will be notified of the committee's decision no later than November 1st. Winners are strongly encouraged to attend the conference to receive their award.

Co-Chairs of Committee:

Email all **paper submissions** send to:

Angela R. Gover, PhD | School of Public Affairs | University of Colorado Denver |
Phone (303) 315-2474 | angela.gover@ucdenver.edu

Please send **all other correspondence** to:

Lisa A. Murphy, Ph.D. | Department of Psychology | La Sierra University |
Phone: (951) 272-6300 x1008 | lmurphy@lasierra.edu

AROUND THE ASC

ASC'S DIVISION ON CRITICAL CRIMINOLOGY - 2011 AWARDS CALL FOR NOMINATIONS

The DCC Awards' Committee invites you to consider nominating your critical criminology colleagues for one of the following awards:

The Lifetime Achievement Award honours an individual's sustained and distinguished scholarship, teaching, and/or service in the field of critical criminology.

The Critical Criminologist of the Year Award honours a person for distinguished accomplishments which have symbolised the spirit of the Division in some form of scholarship, teaching, and/or service in a recent year or years.

To nominate for the Lifetime Achievement Award or the Critical Criminologist of the Year Award please send e-copies of the nominee's vita, nomination letter and supporting materials.

The Graduate Student Paper Awards recognise and honour outstanding theoretical or empirical critical criminological scholarship by graduate students.

The Undergraduate Student Paper Awards recognise and honour outstanding theoretical or empirical critical criminological scholarship by undergraduate students.

To nominate for the Undergraduate or Graduate Paper Awards please submit e-copies of the paper and a brief biographical note on the student.

Please do not submit materials as email text but rather as attachments.

Nominators will receive an email reply acknowledging receipt of the nomination. Look for this receipt to ensure your nomination was received.

All materials should be sent to Stephen Muzzatti (muzzatti@ryerson.ca) no later than Friday 9 September 2011.

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.

RETHINKING DOCTORAL EDUCATION IN CRIMINAL JUSTICE

James P. Levine

John Jay College of Criminal Justice
The City University of New York

From 1993 to 1999, I ran the Doctoral Program in Criminal Justice at John Jay College of the City University of New York. My colleagues and I on the faculty devised a new curriculum about which we were all proud. But I now have second thoughts about what we accomplished.

Why this case of doubts? The main problem is the sense that there is a cut-and-dried curriculum that can be the basis of solid doctoral education. We put in place the teaching of a set of accepted ideas regarding criminological theory, research methodology, legal principles, and the workings of the criminal justice system. The shortcoming of this approach is that it gives short shrift to three very important ingredients of solid doctoral education----imbuing students with a capacity for creative thinking, for methodological adaptability, and for relentless perseverance. Let us consider each of these elements in turn.

Imaginative Thinking

One of the most cogent explications of the need for creative thought in the social sciences was put forth by C. Wright Mills (1959) in The Sociological Imagination. In this brilliant tract he argues that social phenomena must be understood by referencing the circumstances in which they occur, not as isolated happenings which arise out of nowhere. He simultaneously denounces arcane analyses which are comprised of lofty abstractions rather remote from actual human behavior as well as seemingly robotic “bean-counting” entailing non-intellectual quantification of the endless sundry details of human behavior. The upshot of Mills’ intellectual crusade is that understanding of complex phenomena can only be based on nuanced characterization of the daily realities of everyday life. In his own words: “Social research of any kind is advanced by ideas; it is only disciplined by fact.” (Mills, 1959: 71).

Renowned anthropologist Clifford Geertz (1995) makes a similar point using a somewhat different lens. For him, true understanding of complex social activities materializes from “thick description”---careful description of activities interpreted by reference to keen insights about the nature of human nature. In his words: “Human beings, gifted with language and living in history, are, for better or worse, possessed of intentions, visions, memories, hopes and moods, as well as of passions and judgments, and these have more than a little to do with what they do and why they do it. An attempt to understand their social and cultural life in terms of forces, mechanisms, and drives alone, objectivized variables set in systems of closed causality, seems unlikely of success.” (Geertz, 1995: 127) Puzzlements about human affairs can best be disentangled by continuously employing fresh perspectives about what makes people tick.

Sticking to conventional wisdom in scientific inquiry can keep us mired in erroneous or at least incomplete ideas, whereas seeing things anew can produce paradigms of thought which are more compelling and more accurate. This was true of Newton’s laws of motion which redirected the entire discipline of physics and Darwin’s crafting of evolutionary theory which discredited widely held beliefs in creationism. More germane to criminal justice, the Chicago School of Sociology in the 1920’s and 1930’s significantly altered criminological thinking through the articulation of the concept of symbolic interactionism which stressed the role of physical environments and social structures in understanding human behavior.

Thus, while it is important that students master the entire lexicon of conventional criminological theories, it is perhaps even more important that they be encouraged to delve into non-traditional works which may well prove helpful in making sense out of crime and the ways it is handled by authorities. For example, Malcolm Gladwell’s (2000) book The Tipping Point provides some potentially fruitful insights in figuring out when and why crime catapults in particular areas, just as Daniel Goleman’s (1997) Emotional Intelligence can help us discern why very smart people sometimes go awry and commit horrific crimes. Likewise, The Drunkard’s Walk: How Randomness Rules Our Lives by eminent physicist Leonard Mlodinow (2009) provides very persuasive theory and research about the important role of chance in everyday life, a perspective which could help us better understand the functioning of the criminal justice system which often produces decisions which are enigmatic. The point is that doctoral education must inspire students to go beyond traditional texts in the realms of criminology and criminal justice in order to make sense out of otherwise inexplicable behavior and events.

(Continued on page 17)

(Continued from page 16)

How do we produce the intellectual derring-do being advocated? Not easily, but the first order of business is iconoclasm: shunning the treatment of the standard works as gospel and avoiding learning modalities which utilize recitation methods akin to catechisms. Once they have gotten used to thinking critically about mainstream ideas—*anomie*, strain theory, control theory, rational choice theory, and the like, doctoral students should be exhorted to explore alternative approaches. This is not to say that the time-tested explanations are without merit; quite the contrary. Just because ideas have been around for quite a while does not mean they are lacking in merit. Thus, insights about deterrence put forth by Beccaria and Bentham 200 years ago continue to have much to offer in understanding how sanctions work and informing public policy about the sensible uses of punishment.

The challenge, however, is to facilitate the probing of new directions. It was blasphemy 500 years ago for Galileo to suggest that the earth revolved around the sun, rather than the opposite; but he was right. While we cannot expect our doctoral students to come up with equally dramatic breakthroughs in the field of criminal justice, we need to do everything conceivable to encourage intellectual risk-taking even if it is counter to orthodox thinking.

Operationalizing this approach is no mean feat; there is no “silver bullet” which will generate creativity. Whether curricula need to be revised, course content modified, different texts assigned or pedagogical techniques altered will be matters of much debate. But the key is a candid recognition that fostering scholarly open-mindedness and ingenuity is the *sine qua non* of quality doctoral education.

Methodological Flexibility

There is an old adage: give little kids hammers and they will find that everything needs pounding. Likewise with methodological and statistical tools: those schooled in them such as doctoral students will be tempted to embrace them whether they are appropriate to answering research questions at hand or not. It is incumbent on doctoral programs to imbue students with the perspective that matches research techniques with the inquiry being pursued. One size does not fit all: not only must statistical analysis relate to data sets being scoured, but perhaps even more importantly the means of acquiring data will vary enormously depending on the research questions being examined.

Thus, experimental designs, arguably the “purest” of scientific forays, can only be utilized where independent variables can be readily manipulated and environments controlled. It would be nice to experiment with lengths of prison sentence as a means of understanding deterrence and addressing ways of preventing recidivism, but for a host of practical and ethical reasons this is not possible. Even quasi-experimental designs involving comparison groups rather than control groups are not always feasible because it is difficult to find groups which possess similar attributes potentially significant in explaining conduct being examined. But these difficulties in constructing the most “high-powered” designs should not obviate probing important research questions. Rather, students must be instructed that they should find the most objective ways or (better) the most intersubjectively reliable ways of getting answers to pressing questions.

Moreover, some questions may be best pursued by methodologies that do not seem scientific at all. Finding out how gangs operate, or for that matter how courtroom “workgroups” function, may best be figured out through participant observation: careful on-the-spot witnessing of what transpires. To be sure, such approaches may deviate from the standard dictates of scientific method and may entail problematic interpretation of what is being observed, but some of the most respected works in criminology such as Sykes (1958) classic study of a maximum security prison entitled *The Society of Captives* were based on scrutiny of activities devoid of what are now considered in some quarters to be rigorous methodologies.

The moral of the story is that doctoral students must learn that in the face of formidable obstacles methods of research must be fashioned to do as good a job as is possible to secure findings that are compelling and credible. “Cookie-cutter” blueprints for doing research ought not to be countenanced, and students in their methodology courses should be prompted to opt for the “least-worst” means of answering profoundly important questions rather than restricting their research aspirations to issues which are susceptible to the most sophisticated methods of empirical analysis currently in vogue. This may at times result in the utilization of qualitative research or case studies which are chastised by some as “anecdotal” or “speculative” but which may in fact be the only means of uncovering truths about matters under investigation.

(Continued on page 18)

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Part of solid methodological education at the doctoral level must also be training in the careful interpretation of research findings. So (to give a somewhat simplistic example), it is demonstrable that when more fire fighters are at the scene of a fire there is more damage, but it would be ludicrous to conclude that additional fire-fighters *cause* more damage. In fact, the direction of causation is exactly the opposite: it is the damage, the severity of the fire, which results in the deployment of more firefighters. Numbers in themselves do not give a true picture of what causes what, and students must learn to be sensible in figuring out why some phenomena covary with other phenomena. In a nutshell, they must be taught the skill of distinguishing between correlation and causation, using intellectual acumen to figure out what is *really* transpiring.

The broader point is that the highly desirable insistence on methodological rigor ought not to undermine the fundamental goal of selecting research methods competently and appropriately. Methodologies are tools, not ends in and of themselves. In the final analysis, it is thoughtfulness which must generate sound ways of answering questions empirically and plausible ways of making sense of results.

Motivation and Tenacity

When I began my doctoral studies in political science at Northwestern University, the professor responsible for graduate education held an orientation meeting for incoming students. His strong words have not disappeared from my memory and still ring true today. What he said was: "You have three years to obtain a doctorate, and if there are very compelling reasons we will give you a fourth." This was not an idle threat, as financial aid would be cancelled if we failed to perform according to these expectations. In a word, no dilly-dallying would be permitted.

At the time, this admonition seemed overly strict, extremely pressuring, and downright cruel; but it was right. Not only did the high-paced course of study we encountered force us to put blood, sweat and tears into our doctoral studies, but it required us to keep our noses to the grindstone. The unending pressures we encountered enabled us to learn the inestimable value of persistence which is the hallmark of successful scholarly careers.

This no-nonsense system of studies is easily replicable. Students admitted to doctoral programs in criminal justice with few exceptions have the aptitude and academic preparedness to do well, but they must be given a fast-tracked course of study to enable them to harness their talents. The clear-cut demands about completing a course of study in a finite and relatively short period of time which are made on those studying law or medicine are equally beneficial when applied to doctoral education.

Conclusion

Doctoral education in criminal justice has come of age. There are now about forty doctoral programs; there is a professional organization which brings together the leaders of the programs regularly; students routinely present papers at the annual meetings of professional associations; and those receiving their Ph.D.'s contribute very significantly to the top journals in the field.

Our doctoral students can be even better positioned to do path-breaking work which significantly enhances what we know about crime, criminal behavior, and the operation of the criminal justice system. Implementation of sound programs of doctoral education and advances in knowledge about criminal justice go hand in hand.

Acknowledgements

I would like to thank Todd Clear and Diana Gordon for their helpful critiques of an earlier draft.

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HERBERT BLOCH AWARD RECIPIENT

HENRY PONTELL



Henry N. Pontell is professor of criminology, law & society and of sociology at the University of California, Irvine. His scholarship spans a number of areas in criminology including white-collar and corporate crime, crime seriousness, deviance, punishment and system capacity, health care fraud, financial fraud, identity theft, and most recently, comparative criminology. His work on white-collar and corporate crime has been highlighted in both the national and international media, and he has testified before Congress and the Financial Crisis Inquiry Commission on fraud in the latest financial meltdown. His current research examines the role of control fraud in financial crises (with William Black) and white-collar and corporate crime in China (with Borge Bakken and Jianhong Liu). He's held visiting and honorary appointments at the Australian National University, Waseda University (Tokyo), the University of Melbourne, the University of Macau, the University of Virginia, and the University of Hong Kong. Among other awards and honors, he is a recipient of the Donald R. Cressey Award from the Association of Certified Fraud Examiners, the Paul Tappan Award from the Western Society of Criminology, and the Albert J. Reiss, Jr. Distinguished Scholarship Award from the American Sociological Association. His recent books include *Social Deviance* (with Stephen Rosoff) and *The International Handbook of White-Collar and Corporate Crime* (with

Gilbert Geis). He is a past Vice-President and Fellow of the American Society of Criminology.

EDWIN H. SUTHERLAND AWARD RECIPIENT

RUTH PETERSON



Ruth D. Peterson is distinguished professor of social and behavioral sciences, professor of sociology, and director of the Criminal Justice Research Center at Ohio State University. She also coordinates (with Lauren J. Krivo) the activities of the Racial Democracy, Crime and Justice Network. Peterson has contributed to research on criminal justice decision-making, capital punishment and deterrence, and criminal inequality. Her current research focuses on two related phenomena: explicating how and why patterns of neighborhood crime vary across communities of different colors; and exploring how residential *and* non-residential neighborhoods that individuals traverse during the course of their daily activities differentially influence their participation in crime and other problem behaviors. Her recent publications include: *Divergent Social Worlds; Neighborhood Crime and the Racial-Spatial Divide*, New York: Russell Sage; "Segregation, Racial Structure, and Neighborhood Violent Crime," *American Journal of Sociology* 114 (6):1765-802; and "Commercial Density, Residential Concentration, and Crime: Land Use Patterns and Violence in Neighborhood Context," *Journal of Research in Crime and Delinquency* 47(3):329-57. Professor Peterson received her Ph.D. in sociology from the University of Wisconsin-Madison in 1983.

RUTH SHONLE – CAVAN YOUNG SCHOLAR AWARD RECIPIENT

DEREK KREAGER



Derek Kreager is an Assistant Professor of Crime, Law, and Justice, Research Associate of the Population Research Institute, and Affiliate of the Child, Youth, and Family Consortium at the Pennsylvania State University. He received his Ph. D. in Sociology from the University of Washington, Seattle, in 2006. His primary interests lie in understanding adolescent social contexts and the intersection of peer networks and health-risk behaviors. Supported by the Harrington Faculty Fellowship from the University of Texas at Austin and the William T. Grant Foundation Scholar's Award, Dr. Kreager is currently studying the associations between adolescent romantic development, peer networks, and problem behaviors. His work draws on classic theories of network diffusion to understand dynamic patterns of friendship formation, dating, sexuality, and drug use in secondary school peer networks. His prior work has focused on the connections between prominent adolescent domains – such as

popularity, sports, teenage pregnancy, high school dropout, and cross-race friendships – and delinquency and victimization. Results from these projects have been published in *American Sociological Review*, *Criminology*, *Social Forces*, and *Social Psychology Quarterly*.

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD RECIPIENT

MANUEL EISNER



Manuel Eisner is currently Professor of Comparative and Developmental Criminology and Deputy Director of the Institute of Criminology of the University of Cambridge. He is also a Private Docent in Sociology at the University of Zurich. Previously he was Associate Professor of Sociology at the Federal Institute of Technology in Zurich. He has published 15 authored or edited books and over 100 journal articles and book chapters in English, German, and French. His academic work revolves around two main areas: His historical work includes studies on changing levels of homicide since the Middle Ages and, recently, research on trends in regicide between 600 and 1800 AD as a manifestation of elite violence. This work is embedded in a wider interest in the macro-level comparative analysis of the impact of social, political and economic order on interpersonal violence. His interest in developmental criminology has led him to conduct the Zurich Project on the Social Development of Children, an

on-going longitudinal and experimental study of 1200 children born in Zurich, Switzerland, in 1997. The study currently comprises 5 waves of data collection up to age 13. It aims at understanding the long-term effectiveness of early universal prevention, and examining developmental predictors of aggressive and violent behaviour.

AUGUST VOLLMER AWARD RECIPIENT

PATRICIA VAN VOORHIS



Patricia Van Voorhis is Professor in the School of Criminal Justice at the University of Cincinnati. She received her undergraduate degree at Syracuse University and her doctoral degree from the School of Criminal Justice at the University at Albany-SUNY. She is the author of the National Institute of Corrections/University of Cincinnati Women's Risk/Needs Assessment. The assessments and their underlying research generated extensive improvements to women's programs and services throughout the country. As well, they have called attention to over classification of incarcerated women resulting from the use of inappropriate and invalid custody classification systems. She was instrumental in the development of the University of Cincinnati's Corrections Institute and served as its director until 2009. Through the Institute, she was also the principle-investigator of numerous federally- and state-funded research projects involving experimental studies and research partnerships which facilitated large implementations of evidence-based correctional interventions. Also through the UC Corrections Institute, she has been heavily involved in disseminating best practices to correctional practitioners. As a member of a number of federal study teams,

she contributed to the American Bar Association's standards for classifying women offenders as well as the design of NIC's Effective Interventions program, its Transition from Prison to Community Initiative, and its Gender Informed Practice Assessment. In addition to numerous publications in the leading journals of criminology and criminal justice, Dr. Van Voorhis is the author of *Psychological Classification of the Adult, Male Prison Inmate*, and the lead author of *Correctional Counseling and Rehabilitation*, currently in its 7th edition.

GRADUATE MINORITY FELLOWSHIP RECIPIENTS

AUBREY JACKSON, Ohio State University
 REUBEN MILLER, Loyola University of Chicago
 HEATHER WASHINGTON, Ohio State University

ASC FELLOW RECIPIENTS

TODD CLEAR



Todd R. Clear is Dean of the School of Criminal Justice at Rutgers University. In 1978, he received a Ph.D. in Criminal Justice from The University at Albany. Clear has also held professorships at Ball State University, Rutgers University, Florida State University (where he was also Associate Dean of the School of Criminology and Criminal Justice) and John Jay College of Criminal Justice (where he held the rank of Distinguished Professor). He has authored 12 books and over 100 articles and book chapters. His most recent book is *Imprisoning Communities*, by Oxford University press (May 2007). Clear has also written on correctional classification, prediction methods in correctional programming, community-based correctional methods, intermediate sanctions, and sentencing policy. He is currently involved in studies of religion/spirituality and crime, the criminological implications of “place,” the economics of justice reinvestment, and the concept of “community justice.” Clear has served as president of The American Society of Criminology, The Academy of Criminal Justice Sciences, and The Association of Doctoral Programs in Criminology and Criminal Justice. His work has been recognized through several awards, including those of the American Society of Criminology, the Academy of Criminal Justice Sciences, The Rockefeller School of Public Policy, the American Probation and Parole Association, the American Correctional Association, and the International Community Corrections Association. He is a

Fellow of the American Society of Criminology, and also served as the founding editor of its journal *Criminology & Public Policy*.

ROBERT CRUTCHFIELD

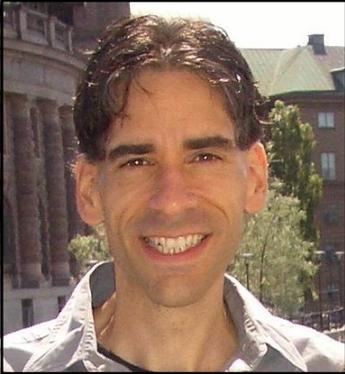


Robert Crutchfield is a Professor in the Department of Sociology at the University of Washington in Seattle. His teaching and research focus on criminology, deviant behavior and social control. His work in recent years has focused on two topics; the roles of work and labor markets as determinants of crime and crime patterns, and racial and ethnic disparities in criminal justice processing. Crutchfield is a past Vice-President of the American Society of Criminology, and has served on the Councils of the American Sociological Association and the Crime, Law, and Deviance (CLD) Section of the ASA and he is a past Chair of the CLD Section. He is currently on the National Academy of Science’s Committee on Law and Justice. Bob has been on the ASC’s Sutherland, Awards, Nominations, and Program committees and now serves on the Public Policy committee and will chair the Minority Affairs Committee. He is a member of the Racial Democracy, Crime and Justice Network and is currently on the Board of the Sentencing Project. Bob is a former juvenile probation officer and adult parole officer (Pennsylvania), and served on the Washington State Juvenile Sentencing Commission. He has been on the Board of the Washington Council for Crime and Delinquency and the King County (Washington) Bar Association’s

Judicial Evaluation panel. In 1997 he received the University of Washington’s Distinguished Teaching Award, and in 2010 received the University’s Graduate School’ Legacy of Excellence Award. He is finishing a book manuscript work on employment, labor markets, disadvantage and crime.

ASC FELLOW RECIPIENTS

ALEX PIQUERO



Alex R. Piquero is Professor in the Program in Criminology in the School of Economic, Political, and Policy Sciences at the University of Texas at Dallas, Adjunct Professor Key Centre for Ethics, Law, Justice, and Governance, Griffith University and Co-Editor of the *Journal of Quantitative Criminology*. He has published over two-hundred peer-reviewed articles in the areas of criminal careers, criminological theory, and quantitative research methods, and has collaborated on several books including *Key Issues in Criminal Careers Research: New Analyses from the Cambridge Study in Delinquent Development* (Cambridge University Press, co-authored with David P. Farrington and Alfred Blumstein) and *Handbook of Quantitative Criminology* (Springer, co-edited by David Weisburd). In addition to his membership on over a dozen editorial boards of journals in criminology and sociology, he has also served as Executive Counselor with the American Society of Criminology, Member of the National Academy of Sciences Panel Evaluating the National Institute of Justice, Member of the Racial Democracy, Crime and Justice Network at Ohio State University, and Member of the MacArthur Foundation's Research Network on Adolescent Development

& Juvenile Justice. Professor Piquero has given congressional testimony on evidence-based crime prevention practices in the area of early-family/parent training programs, and has provided counsel and support to several local, state, national, and international criminal justice agencies. Professor Piquero is past recipient of the American Society of Criminology's Young Scholar and E-Mail Mentor of the Year Awards, Fellow of the Academy of Criminal Justice Sciences, and has also received numerous teaching awards including the University of Florida's College of Arts & Sciences Teacher of the Year Award and the University of Maryland's Top Terp Teaching Award.

RALPH TAYLOR (Bio-sketch and photo not available for this issue.)

PRESIDENT'S AWARD FOR DISTINGUISHED CONTRIBUTIONS TO JUSTICE

LINDA GREENHOUSE



Linda Greenhouse is the Knight Distinguished Journalist-in-Residence and Joseph Goldstein Lecturer in Law at Yale Law School. She assumed this position in 2009 after a 40-year career at the New York Times, including 30 years covering the United States Supreme Court. At Yale, she is a member of the faculty of the Supreme Court Advocacy Clinic and teaches other Supreme Court-related courses including, during the Spring 2011 semester, a seminar on the Guantanamo litigation and decisions. She received numerous journalism awards for her reporting, including a Pulitzer Prize in 1998; the Carey McWilliams Award from the American Political Science Association in 2002 for "a major journalistic contribution to our understanding of politics"; and the Goldsmith Career Award for Excellence in Journalism from Harvard University's Kennedy School in 2004. Her biography of Justice Harry A. Blackmun, *Becoming Justice Blackmun*, was published in 2005. A new book, *Before Roe v. Wade: Voices That Shaped the Abortion Debate Before the Supreme Court's Ruling* (with Reva B. Siegel), was published in June 2010. Ms. Greenhouse is one of two non-lawyer honorary members of the American Law Institute, which awarded her its Henry J. Friendly Medal in 2002. She is a graduate of Radcliffe College, Harvard (B.A. 1968) and is a member of the Harvard University Board of Overseers. In 1978, she received a Master of Studies in Law degree from Yale Law School, which she attended on a Ford Foundation fellowship.

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

**2011 ASC ANNUAL MEETING
WASHINGTON, DC
NOVEMBER 16 - 19, 2011**

Annual Meeting packets will be mailed in early August and will include registration forms and all pertinent information regarding the meeting. All this information can be found now at:

<http://www.asc41.com/annualmeeting.htm>

Meeting Registration Form

List of Registered Meeting Attendees

Pre-Meeting Workshops Registration Form

List of Registered Workshop Attendees

2011 Call for Papers (Submissions are now closed.)

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The American Society of Criminology

2011 Annual Meeting Registration Form – Washington, DC· November 16 - 19, 2011

www.asc41.com asc@asc41.com

Please mail to American Society of Criminology, 1314 Kinnear Rd, Ste. 212, Columbus, OH 43212, or fax to (614) 292-6767.

Name: _____

Affiliation: _____
(your badge will be prepared with the information on the two lines above)

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Phone: _____ E-mail: _____

REGISTRATION FEES (payable only in U.S. dollars)

Program Participants Are Required To Preregister and Pay Registration Fee
 (Registration receipt will be included in registration packet)

Postmarked or faxed BEFORE September 30

- ____ ASC Member: \$120.00
- ____ Non-Member: \$160.00
- ____ ASC Student Member: \$40.00
- ____ Student Non-Member: \$90.00

Postmarked or faxed ON or AFTER September 30

- ____ ASC Member: \$170.00
- ____ Non-Member: \$210.00
- ____ ASC Student Member: \$50.00
- ____ Student Non-Member: \$100.00

Optional Special Events (Schedule TBA)

| | | |
|---|--|--|
| Division of Experimental Criminology Dance featuring the Hot Spots: | ____ DEC Member: Free | ____ Non-DEC Member: \$10 |
| Division of International Criminology Luncheon: | ____ DIC Member: \$35.00 ____ Non-DIC Member: \$40.00 | ____ DIC Student Member: \$20.00 ____ Non-DIC Member Student: \$25.00 |
| Division on People of Color & Crime Luncheon: | ____ DPCC Member: \$30.00 ____ Non-DPCC Member: \$35.00 | ____ Students: \$20.00 |
| Division on People of Color & Crime / Division on Women & Crime Social | ____ Non-Students: \$15.00 | ____ Students: \$5.00 |
| Minority Fellowship Dance: | ____ ASC Member: \$10.00 ____ Non ASC Member: \$20.00 | ____ ASC Student Member: \$5.00 ____ Non ASC Member Student: \$10.00 |

*If you are paying by check or money order, please make it out to *American Society of Criminology*. (U.S. FUNDS ONLY)

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Refund Policy: Advance registration fees will be refunded for cancellations received up to September 30. No refunds will be made on cancellations received after this date.

Section to be filled out by ASC

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REG _____ DEC Dance _____ DIC Lunch _____ DPCC Lunch _____ DWC Social _____ MF Dance _____

THE AMERICAN SOCIETY OF CRIMINOLOGY

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Website: www.asc41.com E-mail: asc@asc41.com

2011 PRE-MEETING WORKSHOPS, WASHINGTON, DC

Title: ACTIVE OFFENDER RESEARCH: HISTORY, PRACTICE & PROSPECTS

Instructors: Richard T. Wright, University of Missouri-St. Louis, Volkan Topalli, Georgia State University, and Scott Jacques, University of Cincinnati

Date & Time: Tuesday, November 15, 2011, 1 p.m. – 5 p.m. **Place:** Washington Hilton Hotel, Room: TBA

Fee: \$50.00 (\$25.00 for students), **Enrollment Limit:** 50

****No laptops provided. Power strips will be available.****

The offenders’ perspective has a storied history in criminology, as exemplified by classics such as Shaw’s *The Jack-Roller* and Sutherland’s *The Professional Thief*. This methodological strategy is based on evidence that important knowledge can be obtained from communicating with and observing offenders. This is because (1) they know things about crime that others, including police and victims, do not know, and (2) shifting the perspective from the law enforcer or victim to the criminal provides insights into how existing theories may be altered to achieve greater levels of validity, generality and specificity in their predictions. Over the past two decades, a variant of the offender’s perspective has generated substantial interest not only among qualitative researchers but across the broader field of criminological study; that of the *active* offender. This approach is premised on the notion that such offenders know things that retired or institutionalized criminals (1) do not know, (2) cannot remember, (3) will not be truthful about, or (4) will not discuss. It has been used to improve our understanding of how and why many kinds of offenders – including robbers, auto thieves, burglars, retaliators, gang members, and drug traders – engage in crime. This workshop is designed to help both qualitative and quantitative researchers use the active offender approach successfully in real-life settings and circumstances. Among other things, it will cover issues related to participant recruitment, remuneration, interviewing and observation, fieldwork danger, data protection, and ethics.

Title: HEALTH SERVICES AND MIXED METHOD FRAMEWORKS FOR EVALUATING CRIMINAL JUSTICE INITIATIVES

Instructors: Faye S. Taxman and Danielle S. Rudes, George Mason University

Date & Time: Tuesday, November 15, 2011, 1 p.m. – 5 p.m. **Place:** Washington Hilton Hotel, Room: TBA

Fee: \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

****No laptops provided. Power strips will be available.****

Traditional process and outcome evaluation methodologies have been used to evaluate correctional program and criminal justice initiatives. Most studies do not include critical measures of incremental change. Mixed methods techniques integrate both qualitative and quantitative methodologies into a framework of understanding the mechanisms of action involved in behavior change, both in terms of the change in client (offender) level behavior and organizational change mechanisms. The health services framework expands the types of measures used in behavioral change studies to include a broader array of process type measures. This workshop is devoted to advancing techniques of: 1) theoretically driven interventions; 2) mixed methods in studies of individual and organizational change; and 3) health and behavioral change measures. Case studies will be used and participants will be asked to bring an evaluation problem to the workshop to discuss.

Title: PROPENSITY SCORE METHODS

Instructor: Donna L. Coffman, Pennsylvania State University

Date & Time: Tuesday, November 15, 2011, 12 p.m. – 5 p.m. **Place:** Washington Hilton Hotel, Room: TBA

Fee: \$50.00 (\$25.00 for students) **Enrollment Limit:** 50

****No laptops provided. Power strips will be available.****

This workshop will provide applied researchers with an illustrative guide to propensity score methods. The workshop will cover methods for estimating propensity scores and applying the propensity scores such as matching, subclassification, and weighting. Diagnostics for assessing balance and overlap will also be addressed. In addition, the workshop will cover issues such as selection of confounders for the propensity model and propensity score methods for non-binary treatments. Participants should be familiar with ordinary and logistic regression. The methods will be demonstrated using R and SAS software. Participants are encouraged to bring a laptop with either of these software packages installed.

*Return this form (via fax or mail) and your check (in U.S. Funds or International Money Order), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). **Cancellation Deadline: September 30, 2011***

***Please note that registration for this seminar is NOT registration for the Annual Meeting which begins November 16.**

Name: _____ **Phone #:** _____ **Email:** _____

Circle Seminar of your choice: ACTIVE OFFENDER HEALTH SERVICES PROPENSITY SCORE

Payment Total: _____ **Circle Payment Type:** Check/Money Order Visa MasterCard AmEx Discover

Credit Card #: _____ **Exp. Date:** _____ **Security Code (on back):** _____

Billing Address: _____

ASC ANNOUNCES THE FIRST-EVER
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MIXER**

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2011
ASC MEETING

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November 17, 7–9pm
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Washington Hilton
Lobby Level

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For more information, contact Doris Pratt at 936.294.3637 or icc_dcp@shsu.edu.

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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: An Exercise in Criminological Theory

Michael Ostrowsky, Ph.D.
Southern Utah University

In my experience, as soon as many of my students hear the word “theory,” they become bored and uninterested. We all know that the trick to keeping students engaged is to make the course material seem relevant. But how does one accomplish this? I have created a simple, yet effective exercise for my *Crime and Society* course that works well in keeping students engaged with criminological theory.

I typically do this exercise in one class period (80 minutes). I break the class into small groups (usually four students per group) and hand out the scenario below. Each group is required to read the scenario and answer the question at the end of the scenario. I give the groups plenty of time to work together, discuss the material, and help each other. I also leave plenty of time for the entire class to come back together, so that each group can report its answers to the class, we can have a class discussion, and I can answer any questions that remain.

Here is the scenario that I distribute to each student:

Robert Jones is 17 years old. Robert’s parents did not raise him well. As a young child they did not monitor his behavior, they did not recognize his deviant behavior when it occurred, and they were not fair and consistent in their punishment of his deviant behavior. Robert is impulsive, he is a risk taker, and he is a thrill seeker. He often gets violent. Most of his friends are violent. In fact, his friends strongly approve of violent behavior. Although Robert dreams of being a millionaire, he continues to stay at his low paying job at McDonalds. He is not attached to, committed to, or involved in school, sports, social clubs, or religion, nor does he believe in them.

How would the following five sociological theories explain Robert’s violent behavior?

(1) Strain theory, (2) differential association theory, (3) subcultural theory, (4) self-control theory, and (5) social control theory.

I have found this exercise to be a great teaching tool. Students have told me that this exercise takes the boredom out of criminological theory and also makes the material seem more relevant. This classroom exercise could be utilized in other classes as well, such as *Deviant Behavior*. Moreover, additional criminological theories could easily be incorporated into the fictional scenario. Finally, the above scenario is by no means the only one that would work for the purpose of student engagement with theory. Feel free to use mine, or be creative and develop your own.

(Tips continued on page 30)

(Tips continued from page 29)

TEACHING TIP: Classroom Exercise: Create a Law

Michelle VanNatta
Dominican University

In order to help students think critically about the role of criminal laws in the social world, I created this exercise which asks students to write their own law. This encourages them to think about when creation of a law is an appropriate strategy for addressing a social issue, the costs and benefits of creating new criminal laws, the challenges in creating a functional law, and the characteristics of good laws. Students work in small groups of about four or five to identify a social problem that they think could be remedied through creation and implementation of a new criminal law. They write the text of the law, along with a penalty structure. Then they exchange their law with other groups to receive critiques and hear others' perspectives on how their law might create problems or how it could be improved. This exercise can lead into a lecture or large group discussion on several key issues about criminal law described below.

The instructions are given to student groups, and may be passed out in hard copy or projected onto PowerPoint. After everyone has understood the instructions, it is valuable to pass around or project the text of an actual criminal law, preferably one from the state where the students are living. I include Illinois law on theft, included at the bottom of the exercise for reference. The instructor should circulate while the groups discuss, pointing out possible pitfalls and challenges.

Instructions to Student Groups:

- Come up with a social problem or issue that you think could be significantly improved if there were a law addressing it. This could be a law mandating or proscribing particular behavior.
- Together, write the law and come up with an enforcement and penalty scheme
- Your law should not contradict existing laws
- Your law should not violate rights guaranteed by US Constitution or state constitutions or violate human rights
- You must operationalize the social issue you are addressing – think about how to define the issue and make it measurable. How will a judge or jury be able to determine when the law has been violated?
- Think about what consequences might come about from this law – both positive and negative – what could go wrong in the process of implementing this law?
- Keep revising your law to make it as specific and effective as possible
- Give your law to another group
- When you have another group's law, imagine specific scenarios when this law would come into play.
- How would the breaking of the law be prevented?
- How would the law be enforced?
- Think of ways the law could harm people or be used unfairly
- Could any potential unfairness or problems be fixed by changing the wording of the law or the enforcement process? What would need to be in place for the law to effectively address the social problem you had in mind? What kind of funding would be needed? What would law enforcement personnel need to know and need to do?

After students create their laws, exchange them and discuss across groups, students have an opportunity to revise their laws based on feedback from other groups and then present their laws to the class, along with an assessment of how effective they think the law would truly be.

Following their presentations, the instructor can provide a short lecture or a guide a discussion of some of the following topics:

1. What traits does a "good law" have? That is, how does a law need to be written in order to:
 - Comply with existing laws
 - Serve its intended purpose
 - Avoid causing harm

This may build into a discussion of the traits of criminal laws, reflecting on Sutherland and Cressey's article "Characteristics of the Criminal Law."

(Tips continued on page 31)

(Tips continued from page 30)

2. What kinds of social problems can be fixed through development of laws and enforcement schemes?
3. What kinds of social problems are less responsive to law and require other types of intervention?
4. How do we make concepts, such as theft, trespassing, recklessness, etc., measurable so that we can determine when the law has been broken? This is an opportunity to reinforce concepts from research methods such as operationalization of concepts.
5. The class can end with a short lecture about how laws are created in the United States and the different roots of our criminal codes, and may be deepened into discussion about values embedded in the law, along with navigating issues such as cultural and religious rights and the complexity of developing laws that apply fairly to all people in a society with diverse values, religions, and cultural practices.

Example of Illinois Criminal Code:

- § 720 ILCS 5/16-1. Theft Sec. 16-1. Theft.
- (a) A person commits theft when he knowingly:
 - (1) Obtains or exerts unauthorized control over property of the owner; or
 - (2) Obtains by deception control over property of the owner; or
 - (3) Obtains by threat control over property of the owner; or
 - (4) Obtains control over stolen property knowing the property to have been stolen or under such circumstances as would reasonably induce him to believe that the property was stolen; or
 - (5) Obtains or exerts control over property in the custody of any law enforcement agency which is explicitly represented to him by any law enforcement officer or any individual acting in behalf of a law enforcement agency as being stolen, and
 - (A) Intends to deprive the owner permanently of the use or benefit of the property; or
 - (B) Knowingly uses, conceals or abandons the property in such manner as to deprive the owner permanently of such use or benefit; or
 - (C) Uses, conceals, or abandons the property knowing such use, concealment or abandonment probably will deprive the owner permanently of such use or benefit.
- (b) Sentence.
 - (1) Theft of property not from the person and not exceeding \$ 300 in value is a Class A misdemeanor.... (code goes on to list more penalty gradations)

References:

Sutherland, Edwin H. "Characteristics of the Criminal Law." Reprinted in Scarpitti, Frank R. and Amie L. Nielsen (eds.). 1999. *Crime and Criminals: Contemporary and Classic Readings in Criminology*. Pp. 11-17.



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DOCTORAL STUDENT FORUM

By Tammatha A. Clodfelter, Ph.D.,
Department of Government and Justice Studies
Appalachian State University

Topic: Preparing for the Unexpected as a New Graduate Entering the Academic Job Market

After spending numerous years in graduate school, there may be considerable pressure to secure a job offer prior to or immediately after graduation. Some entering the academic market for the first time may equate the stress of the job search to the hurdles of the comprehensive exams or the dissertation proposal. I was extremely fortunate to receive invaluable advice and feedback about the critical aspects of the application and interview process. In hindsight, however, more guidance regarding some informal aspects of the process may have alleviated some of my anxiety. Therefore, I would like to share a few insights from myself and other recent graduates to help a future candidate better navigate this unique and challenging job market.

The initial stages of the application process are fairly straightforward. Applicants scan the job postings, select desirable positions, and submit their application packages. While some associated expenses are expected, such as postage and supplies, others may be less anticipated. For example, some institutions require official transcripts as part of the initial application package. Unforeseen expenses such as this can become burdensome and may ultimately require a candidate to narrow his or her search. Next, if a telephone interview is offered, be mindful of the type of telephone service that is utilized. Many graduate students primarily communicate by cell phones. However, unless the service is certain to be clear or not abruptly disconnected, plan to use a landline.

Visiting a campus for the first time can be an exciting but incredibly nerve-wracking experience and much of the advice candidates receive may focus on this stage. However some things, such as the chaotic schedule, are difficult to convey. For example, you may want to return to the hotel to freshen up after lunch or to prepare for an important presentation. But an hour break may not be feasible with a full agenda. Therefore, carry some travel items and take advantage of the quick moments of privacy. Second, since eating while interviewing may be very awkward for some, pack a protein bar or small snacks to sustain the necessary level of energy. Next, unless otherwise stated, expect to be reimbursed for travel expenses and expect this to take several weeks. For candidates with several campus invitations, these expenses may be incurred over a short period of time and require financial preparation. Finally, while you certainly want to make a great impression, it is equally important that you consider how conducive and suitable the environment is for you and your future.

*Submissions for future "Doctoral Student Forum" columns are encouraged.
Please contact Joanne Savage: jsavage@amerian.edu (Chair of the Student Affairs Committee)*

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.

RUTGERS UNIVERSITY The School of Criminal Justice of Rutgers, The State University of New Jersey, invites applications for a tenure-track position, rank and specialization are open. Applicants must have a Ph.D. or be ABD with the expectation that the degree be completed within one year of hiring. The Rutgers School of Criminal Justice is committed to diversity and especially welcomes applications from women and members of under-represented minority groups. The search commences immediately and will remain open until the position is filled. Applicants should submit a curriculum vitae that includes home and office addresses and a preferred telephone number. All correspondence regarding the search should be sent electronically (Microsoft Word or Adobe PDF files preferred) and addressed to: Johnna Christian, Chair, Faculty Search Committee, School of Criminal Justice, Rutgers-The State University of New Jersey, 123 Washington Street, Newark, NJ 07102-3094, e-mail: johnnac@andromeda.rutgers.edu

ST. JOSEPH'S COLLEGE Patchogue, Long Island, New York. The Criminal Justice Department of St. Joseph's College invites applications for a tenure-track position in Criminal Justice to begin in Fall 2011. Ph.D. in Criminal Justice or Criminology preferred. ABD considered. J.D. not applicable. The successful candidate must be able to teach Research Methods. Knowledge of Community Corrections or Crime Mapping, and web-based instruction a plus. The preferred candidate will demonstrate excellence in teaching undergraduate criminal justice courses, a commitment to academic advising and committee work, community service, and active research/scholarship. Equal Opportunity Employer. Please send Curriculum Vitae and supporting materials to: Office of the Provost, St. Joseph's College, 155 West Roe Boulevard. Patchogue, N.Y. 11772. For more information, go to www.sjcnj.edu

UNIVERSITY OF MISSOURI-ST. LOUIS The Department of Criminology and Criminal Justice invites applicants for two (2) tenure-track positions beginning Fall 2012. Position 1 is for an entry-level Assistant Professor and position 2 is for an advanced Assistant/early Associate Professor. Candidates from all substantive areas will be considered. The successful candidate for Position 1 must have the Ph.D. at the time of appointment, outstanding promise as a research scholar, and demonstrated teaching effectiveness. Applicants for Position 2 should have several years of post-Ph.D. degree experience and have an established record of scholarly performance. The department provides an active, theoretically and methodologically diverse research environment and strong support for research scholars. Applicants should submit a letter of interest, vita, and three letters of reference. Review of applications will begin on October 15, 2011 and continue until the position is filled. The University of Missouri-St. Louis is an affirmative-action equal opportunity employer committed to excellence through diversity. Please send application materials to: Finn Esbensen, Professor and Chair, Department of Criminology and Criminal Justice, University of Missouri-St. Louis, One University Boulevard, St. Louis, MO 63121-4499



ARIZONA STATE UNIVERSITY

The School of Criminology and Criminal Justice

invites applications for (3) tenure-track positions to begin in the Fall of 2012. It is expected that one position will be filled at the rank of Full or Associate Professor, one at the rank of Assistant or Associate Professor, and one at the rank of Assistant Professor. Required Qualifications include: At the rank of Assistant Professor: PhD in criminal justice, criminology, or related field; evidence of strong record in or promise of scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is desirable. At the rank of Full or Associate Professor: PhD in criminal justice, criminology, or related field; evidence of strong record of scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is required. At the rank of Associate Professor or Assistant Professor: PhD in criminal justice, criminology, or related field; evidence of strong record in or scholarly research and publications, and evidence of teaching effectiveness. Experience in funded research is desirable. Successful applicants must demonstrate the ability to contribute to the core research strengths of the School in the substantive areas of criminology, criminal justice, violence or program evaluation. The School of Criminology and Criminal Justice has twenty three faculty members and is in a period of dynamic growth, with outstanding support for research. The School of Criminology and Criminal Justice offers undergraduate, masters and doctoral degrees. Please visit our web site at <http://ccj.asu.edu> Application Deadline: October 10, 2011; if not filled, each Monday thereafter until the search is closed. Application Procedure: All application materials should be submitted electronically to Betty.Sedillo@asu.edu Application materials include: letter of application, curriculum vitae, and writing sample. ASU is an Equal Opportunity/Affirmative Action employer in policy and practice and the School actively seeks and supports a diverse workforce. Background check required prior to employment.

SEATTLE UNIVERSITY

Criminal Justice Department



SEATTLE UNIVERSITY invites applications for two tenure-track positions in the Criminal Justice Department starting Fall 2012 (one at the Assistant level and one at the Assistant or Associate level). The Criminal Justice Department offers BA and BS degrees with specializations in Administration of Justice, Criminology, Forensic Psychology, and Forensic Science, and a MA degree in Criminal Justice with concentrations in Investigative Criminology, Victimology, and Criminal Justice Research and Evaluation. The department also has a Crime Analysis Certificate program, and a joint MA/JD Degree with the Seattle University School of Law. Our faculty is comprised of accomplished teachers and active scholars. See Seattle University Criminal Justice Department Website: <http://www2.seattleu.edu/artsci/criminal/>

Requirements for the position include: PhD in Criminal Justice/Criminology, substantial record or promise of excellence in scholarship and teaching, and ability to teach a range of courses across the curriculum including research methods and statistics. Research specialization is open. JDs (without PhD) will not be considered. ABDs will be considered in cases where there is evidence that PhD will be complete at time of hire.

Applicants should submit a letter of interest including teaching philosophy and scholarship agenda, curriculum vitae, the names and contact information of three references. Review of applications will begin immediately. Application deadline is October 1st 2011. Position will remain open until filled. Applicants should submit applications online at <https://jobs.seattleu.edu>.

Seattle University, founded in 1891, is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill. More than 7,500 students are enrolled in undergraduate and graduate programs within eight schools. U.S. News and World Report's "Best Colleges 2011" ranks Seattle University among the top 10 universities in the West that offer a full range of masters and undergraduate programs. Seattle University is an equal opportunity employer.

CRIMINOLOGY AROUND THE WORLD



**Asian Criminological Society third annual conference
December 2011, Taipei, Taiwan**

Asian Criminological Society (ACS) has been devoted to promote the empirical study of criminology and criminal justice across Asia. It seeks to enhance communication and foster education all over Asia. Conferences have been successfully organized in Macao, China; and Chennai, India.

ACS is holding its third annual conference in Taipei, Taiwan, December 16-19, 2011. National Taipei University is the primary organizer. We would like to ask more scholars and practitioners within and beyond Asia to participate for a better criminology in Asian context.

Presenters will communicate their ideas and findings on Asian criminology at the conference. A few selective key speakers include: Dr Kittipong Kittayarak, Professor Setsuo Miyazawa, and Professor Lawrence Sherman.

Paper submission and conference registration shall be completed online at our official website <http://asia2011.ntpu.edu.tw/>. Our conference website also provides additional information including conference schedule, accommodation, and VISA application. It is getting ready in just a few days.

For further enquiries and details, you are welcome to contact:

Professor Susyan Jou: sjou@mail.ntpu.edu.tw
Anthony Wang: iqanthony@gmail.com
Lennon Chang: lennoncyc@gmail.com

Asian Criminological Society
Faculty of Social Sciences and Humanities, University of Macau
Av. Padre Tomas Pereira, Taipa, Macao
Tel.: +(853) 8397 4540 Fax: +(853) 2883 8312

CRIMINOLOGY AROUND THE WORLD

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,

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!

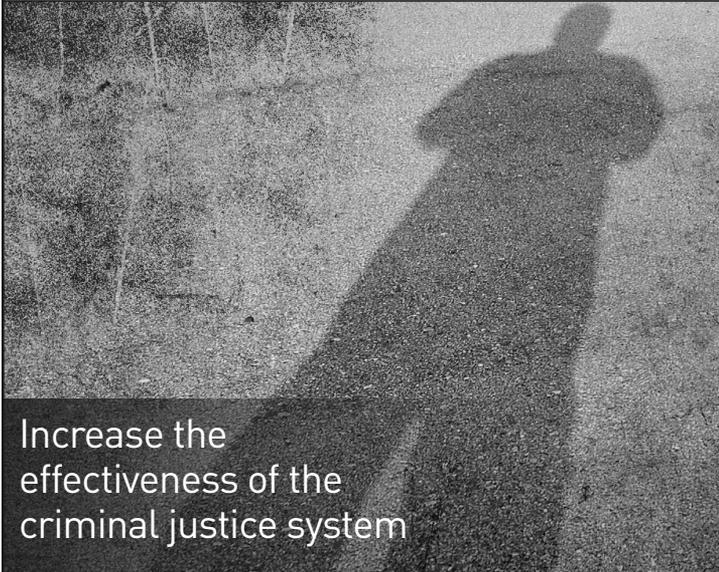
WESTERN SOCIETY OF CRIMINOLOGY CONFERENCE

In February, 2011, the Western Society of Criminology (WSC) held its annual meeting at the Four Seasons Hotel in Vancouver, BC. Over 175 presentations covering a variety of topics including electronic crime, gangs, and juvenile justice were made by academics and professionals working in the field of Criminology and Criminal Justice. The conference was well-attended with over 200 participants representing numerous colleges, universities, and professional organizations located in different states and countries. Conference participants enjoyed attending the plenary session with Henry Pontell to learn about "Global Meltdown: Fraud and Financial Crisis" as well as our keynote address by Samuel Walker who discussed "Race and Justice in America: A 60, 50, 37 (whatever) Year Perspective." You can read more about their presentations in the Spring 2011 issue of *The Western Criminologist* available online at <http://westerncriminology.org/publications.htm>. The Meet the Filmmaker Reception featured a preview of Paul Sutton's film "Prison Through Tomorrow's Eyes." These presentations contributed to the success of the 2011 conference as did the quality of papers presented and the conference sponsorships. WSC conferences are a great place to hear new ideas, meet new colleagues, mentor students, and spend time with friends...and the next one is in Newport Beach, CA. Don't forget your sunscreen and we'll be looking forward to seeing you there!

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- Ethics and Legal Aspects of Criminology

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For more information on the **Master of Arts in Social Science (Applied Criminology)** program, or any of the other programs of study available online at Cal U, as well as information about the University, visit www.calu.edu/go or e-mail calugo@calu.edu.

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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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