



ADVANCING RESEARCH AND BUILDING A DIVERSE COMMUNITY OF SCHOLARS: PLANNED AND SERENDIPITOUS OUTCOMES OF THE RDCJN

by

RUTH D. PETERSON and LAUREN J. KRIVO

Over the past 11 years, it has been our pleasure to work with a group of scholars who are committed to: (1) advancing research on issues of citizenship and democratic participation at the intersection of race, crime, and justice; and (2) promoting racial/ethnic democratization of academe by supporting junior scholars from underrepresented groups (e.g., racial/ethnic minorities, women) in advancing their academic careers. The efforts of this group grew out of a sense of frustration that progress in understanding observed relationships between race/ethnicity and crime/criminal justice has been slow. In addition, we also had concerns about the relative lack of diversity in many departments/schools/colleges that are responsible for producing knowledge on crime and criminal justice. In discussions with one another, and with other crime and justice scholars, we came to view these concerns as problems that we should take steps to alleviate. This recognition led us to develop a proposal to the National Science Foundation (NSF) to hold a series of three workshops, in which we would: (1) assess the state of the field regarding the race/ethnicity-crime/criminal justice link; (2) set a national agenda for research on this relationship; and, (3) take steps to both foster greater participation of members of underrepresented groups in research on this topic, and facilitate their success in academe. Over the course of these workshops (two held in conjunction with ASC meetings [Denver 2003 and Toronto 2005], and one held at Ohio State University in 2004), we developed plans for, and produced an edited volume that provided exemplary research and laid out an agenda for future research on race/ethnicity, crime and criminal justice (Peterson, Krivo, and Hagan 2006). As well, we made plans to establish a "Crime and Justice Summer Research Institute" (SRI) for young (in career) faculty from underrepresented groups (broadly defined), submitted a proposal to NSF for funds to pilot such a project, and held our inaugural institute in July 2006. By then, the group undertaking these activities had been named by one of its founders (Geoff Ward) as the Racial Democracy, Crime and Justice Network (RDCJN).

Since these initial activities, the RDCJN has continued to work toward the above noted goals. Below, we discuss in greater detail: the composition and activities of this group; the principles and structure of the SRI program; outcomes from these activities, including both planned and synergistic or serendipitous ones; and, general lessons that we have learned along the way. As you read on, please be aware that although we write as long-term coordinators of the RDCJN, the achievements noted are not ours. Rather, they are the joint efforts of the network as a whole, with all variety of scholars at different levels of career taking leadership on different projects. Noted accomplishments also reflect the contributions of many of you. The RDCJN has a close relationship with ASC. There is membership overlap with the Divisions on People of Color and Crime and Women and Crime. And, many from the general membership of ASC have contributed to our success by: taking the time to review papers/proposals of SRI participants; mentoring participants in carrying out their work as the institute progressed over its three-week course; presenting your own work during our annual conference; sharing your knowledge about negotiating the various pathways to success in academe; and/or contributing articles to our volumes. We are grateful to all of you, and realize that we would not be able to claim successes without

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The Criminologist

The Official Newsletter of the American Society of Criminology

THE CRIMINOLOGIST (ISSN 0164-0240) is published six times annually -- in January, March, May, July, September, and November by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH, 43212-1156 and additional entries. Annual subscriptions to non-members: \$50.00; foreign subscriptions: \$60.00; single copy: \$10.00. **Postmaster:** Please send address changes to: The Criminologist, 1314 Kinnear Road, Suite 212, Columbus, OH, 43212-1156.

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Published by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156.

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(continued from page 1)

a great deal of help from the "Village" that is ASC. We must also acknowledge our sponsor. Since its inception in the early 2000s the network's activities have been supported by grants from the National Science Foundation.¹ We are especially indebted to Sociology Program Officer, Patricia White, who recognized early on the potential of our vision to make a difference in relationship to both our stated goals. She has not wavered in her support and recognition of the utility of our activities. Over the years, Dr. White has been joined by a series of Law and Social Sciences' Program Directors in supporting these activities, including current program officer Susan Sterett. The network receives supplemental support from a variety of Ohio State University (OSU) offices, especially the RDCJN's current home--the Criminal Justice Research Center (Dana Haynie, Director), and to some extent, from departments across the nation to which network members belong.)

The RDCJN and its Activities. Today the RDCJN is a group of approximately 130 scholars from across the United States (and beyond) who work collectively to: improve research on, and understanding of, the relationship between race/ethnicity and crime/criminal justice; and assist young faculty in their pursuit of academic success in crime and justice fields. The group is diverse along a number of dimensions, including race/ethnicity, gender, disciplinary background, stage of career, and focus and type of research. With support from NSF, the network undertakes three main activities related to the above goals. First, it facilitates research and publications geared to improving our understanding of how race/ethnicity, crime and justice are related. In developing studies and volumes, we try to address three primary concerns that we believe hinder progress towards explaining the race/ethnicity-crime and justice link: (1) reliance on narrow conceptualizations of race and ethnicity (see also, Sampson and Wilson 1995); (2) reliance on hypotheses drawn more or less exclusively from criminological and criminal justice theories, which do not take into account the broader racial/ethnic structure of society; and (3) inattention to the perspectives and interpretations that a broad range of underrepresented scholars bring to bear in examining crime and justice issues. Second, we hold an annual conference in July, which provides a context for intellectual exchange regarding on-going research, and facilitates developing and carrying out collaborative projects. This conference also facilitates the integration of young scholars (junior faculty and graduate students) from underrepresented (and well-represented) groups into this broader network, and as such provides a second academic home for these members. The third, and signature activity, of the RDCJN is offering the three-week Crime and Justice Summer Research Institute (SRI) to facilitate the academic success of junior faculty from underrepresented groups, and assure that their perspectives and approaches on crime and justice reach relevant audiences.

Supporting the Career Development of Young Scholars: The Structure of the SRI. The primary vehicle through which we support young faculty from underrepresented groups is through an annual SRI, which culminates with the RDCJN Workshop. Specifically, each year, a set of scholars is invited to take residence in Columbus, Ohio for an intensive research-oriented mentoring experience during a three-week period in July. Two general assumptions underlie the SRI program structure: (1) researchers from all walks of life can make important contributions to scholarship on crime and justice, with the field suffering to the extent that the full range of perspectives is not integrated into the knowledge base; and (2) isolation from resources and opportunities is a serious hindrance to the success of young faculty from underrepresented groups, and thus, by reducing such isolation we will also enhance the likelihood of their success, and in turn, help to diversify academe and enrich research and theories on crime and justice. The institute has five essential components geared to enhancing the success and reducing the isolation of underrepresented scholars doing crime and justice research: work on developing a research paper or proposal to bring it to submission readiness; participate in a series of professional development workshops that serve as a toolkit of information for managing the academic environment; provide opportunities to build networks with one another, senior scholars who serve as reviewers of papers/proposals or mentors facilitating individuals' progress during the institute; present and gain feedback on the paper/proposal during the end-of-institute RDCJN workshop; and get integrated into the larger network of the RDCJN upon completion of the SRI. By providing opportunities for these activities in a context of support from senior faculty, participants make progress on a paper/proposal, learn critical aspects of the "ropes" of being a faculty member, and become less isolated in their pursuit of an academic career. The upcoming July 2014 SRI will be our 9th. The funds provided by NSF support eight participants per institute, and cover their travel and living expenses during the program. Beyond these basic activities, we hold an annual reunion meeting (of all former SRI participants) the following November during the ASC meeting. This reunion affords an opportunity to assess on-going progress, celebrate accomplishments, and gain feedback on ways to improve the structure of the SRI or the RDCJN workshop. In between, institutes and reunion meetings, we communicate with young scholars electronically.

General Outcomes of the RDCJN. To date, the RDCJN has been quite successful in contributing to literature in ways that improve understanding of the relationships between race/ethnicity and crime and criminal justice. Collectively, the group has produced four volumes that attempt to broaden our conceptualization of race/ethnicity, embed analyses within a broader understanding of the racial structure of society, and rely on data and methodological strategies that bring new information to bear on the issues investigated: *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America* (2006, New York University Press); "Race, Crime, and Justice: Contexts and Complexities," *Annals of the American Academy of Political and Social Science* (Vol. 623, May 2009); "Between Black and White: Theorizing Racial Democracy, Crime and Justice," *Journal of Contemporary Criminal Justice* (Vol. 27, Issue 3

1 The series of NSF grants that have supported the activities of the RDCJN include: SES-0080091; SES-0531536; SES-0731473; SES-0925068; and SES-1229038.

2011); and *Punishing Immigrants: Policy, Politics, and Injustice* (2012, New York University Press). The 2006 volume was quite literally produced during the early workshops of the RDCJN. As a part of those workshops we defined the volume's purpose, determined its contents and authors, and presented and gave feedback on papers as they developed. Substantively, we sought to demonstrate the importance of measuring and modeling the connections between race/ethnicity and crime/justice in ways that embed understanding in relationship to the multiple contexts and positioning of groups in society. The 2009 and 2011 volumes were planned as ways to make progress on the agenda that we laid out in *The Many Colors of Crime*, and to reach journal audiences. *Punishing Immigrants* was a separate and somewhat serendipitous spin-off activity that developed through one feature of our RDCJN conference— designating time during the conference for individuals and groups to discuss potential collaboration activities or to actually work on on-going collaborations. In this case, a group of colleagues decided to pursue NSF support to hold a workshop on social science research on immigration and immigrant communities. The workshop was very successful and a number of the papers from the workshop formed the core of articles in *Punishing Immigrants*. We should also note that the immigration workshop and resulting volume integrated mentoring activities for young faculty and graduate students consistent with the goals of the RDCJN. Beyond these collective volumes, many RDCJN members have produced research (as individuals or in collaboration with other network members) imbued with the qualities described at the start of this paragraph. (For examples, please visit our website for a list of recent books by scholars in the network: <http://cjrc.osu.edu/rdcjin>.) RDCJN workshops have also spun numerous working groups undertaking collaborative projects on a variety of central crime or justice issues. A few examples will suffice here. First, in the wake of the Trayvon Martin-George Zimmerman incident, three of our recently tenured colleagues (Amy Farrell, Devon Johnson, and Patricia Warren) are collaborating in developing an edited volume that addresses the racialization of justice in the United States. They have already solicited and received first drafts of papers for the volume. Thus, this work is well underway and the book should be added to the list above in the not too distant future. Second, one of the authors of this article (Krivo) in collaboration with Christopher Lyons and Maria Vélez took the lead in developing a proposal to undertake a project that follows from Peterson and Krivo's National Neighborhood Crime Study. In this case, the goal is to collect a second wave of data to allow for the examination of how social transformations since 2000 have shaped neighborhood criminal inequality, and how race/ethnic inequality and other conditions are both sources and consequences of evolving patterns of neighborhood crime. As a final example, flowing from a presentation that she developed for a RDCJN Workshop on the use of rap music lyrics as evidence in criminal court cases, Charis Kubrin is planning with colleagues to study more fully the extensiveness and consequences of this practice.

How successful is the SRI? The RDCJN is proud of its support of young faculty from underrepresented and well-represented groups.¹ In particular, the SRI has served participants very well. Since 2006, we have held eight SRIs, with eight faculty members each. Thus, we have “graduated” over 60 individuals. Collectively, they are publishing books and articles, collaborating with one another and with other members of the RDCJN, gaining recognition for their contributions—including by winning academic awards, contributing diversity initiatives themselves, acquiring better jobs, and gaining tenure. Regarding tenure, 25 of the 60-plus participants have gained tenure; several additional SRI participants should join the ranks of tenured associate professors this coming fall. (Most of the remaining participants are too early in the process for tenure review.) Young scholars credit the RDCJN with helping them to achieve their academic goals. They seem especially grateful for the interest that senior scholars have taken in their work (including as mentors, workshop facilitators, reviewers, etc.), and for the collegiality that comes from being a part of the network. Many return each year for the RDCJN conference and/or the SRI reunion meeting at ASC. While aspects of the activities are sometimes critiqued, the following types of comments are more common and exemplify what SRI participants convey to us about the meaningfulness of their participation in the RDCJN:

The RDCJN has allowed me to meet and foster relationships with researchers across multiple disciplines that are interested in crime and justice research. As a result I have developed collaborations and been able to participate in research and service opportunities I would otherwise have missed. In addition, it has provided greater visibility to my own research. My participation in the RDCJN has resulted in publications, invited presentations, and greater participation in national organizations.

The primary aspect of RDCJN that has been helpful to me is the tremendous support and careful, thoughtful feedback provided by all network members—senior, mid-career, and junior alike. This support extends beyond the actual events scheduled in Columbus; at conferences, on email, and through the listserve, network members are there to provide a boost and the motivation needed to persevere.

What's ahead for the RDCJN? It is safe to say that when the network was founded we were not building from any model of success of which we were aware. Instead, we were making it up as we went along and essentially holding on with “a hope and a prayer” that the logic of our thinking has merit for improving the quality of research on race/ethnicity, crime and justice and for assisting young faculty in their academic pursuits. Hard work and sustained commitment to the goals set forth by the RDCJN have indeed led to successful outcomes for individuals, and we believe for the field. We have also learned from our “experiment.” It turns out that

1 Some of our junior colleagues do not participate in the SRI, but indicate that they benefit from the network activities in a variety of ways that facilitate their academic success.

young faculty are very responsive to the interest of senior faculty in their work. More generally, it appears that diversity initiatives can work very well when they involve a component that integrates underrepresented individuals in fundamental ways into a larger scholarly community. This same integrative activity turns out to be beneficial for established faculty as well. For example, our own careers have been shaped very much by participation in the RDCJN. We have undertaken collaborative research that we likely would not have, we have published articles and volumes that we probably would not have, we have become familiar with research and areas of research that we might not have, we have enjoyed the opportunities to work with and know well scholars (young and established) that we probably would not have, and we have gained recognition nationally for this work and research undertaken as a part of these activities, which most certainly would not have been the case without the RDCJN. Most importantly, we have the privilege of enjoying the collegiality, support, and now friendship of a wide variety of scholars who we respect greatly. For us, as for other participants, the RDCJN provides a second academic home. Thus, we hope that it has a very long run, even though our own roles will change as new leaders step up to move what started out as a fledgling project to new levels of success. Our final point is meant to encourage those who have ideas for combining research activities with capacity building activities to go for it. The chances are that "if you build it, they will come," and successes will follow, as has been the case with our "let's just try something" experiment.

Full References for Articles and Books Noted

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AROUND THE ASC

CALL FOR NOMINATIONS FOR 2015 ELECTION SLATE OF 2016 - 2017 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, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by **August 1, 2014** to be considered by the Committee.

Sally Simpson
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The Carolyn Rebecca Block Award For an Outstanding contribution to Homicide or Lethal Violence Research by a Practitioner

The Homicide Research Working Group is soliciting nominations for the Carolyn Rebecca Block Award. One award is given annually. The recipient will receive a monetary award of \$500 and a plaque commemorating her/his achievement. An additional \$500 is provided to help cover expenses for the presentation at the HRWG annual or midyear meeting.

Eligibility for the award includes the following criteria:

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

The award is given annually if eligible and worthy candidates are available and chosen. There will be deemed no obligation on the part of the Homicide Research Working Group to issue the award every year.

The nomination deadline for the 2014 award is June 1, 2014. Winners will be announced by June 15, 2014.

Please submit letters of nominations to Wendy Regoeczi, Chair, Carolyn Rebecca Block Award Committee, Department of Sociology & Criminology, Cleveland State University, 2121 Euclid Avenue, RT 1724, Cleveland OH 44115-2214 or by e-mail to w.regoeczi@csuohio.edu.

Division of Women & Crime 30-for-30 Campaign

At the 2014 ASC Annual Meeting in San Francisco, the Division on Women & Crime will celebrate its 30th anniversary. The 30-for-30 Campaign is a one-year fundraising effort designed to support the development of special programming to celebrate this milestone. Proceeds from the 30-for-30 Campaign will help support keynote speakers, anniversary panels, and other special events at the 2014 Annual Meeting. Donations are tax-deductible and may be made anonymously. All donations will be acknowledged on the DWC website at <http://ascdwc.com/honor-roll>.

AROUND THE ASC

WE WERE GREEN IN ATLANTA...LET'S DO IT AGAIN IN SAN FRANCISCO!

Jessica Hodge, University of Missouri-Kansas City
Meredith Worthen, University of Oklahoma

Congratulation ASC members – we have been making great strides with improving our greener efforts at the annual meetings!

The program app was a success and will be used again in the future. Many people also returned unused bags, unwanted paper programs, and recycled paper products in the bins provided by the registration desk.

Now that we have demonstrated greener efforts in Atlanta, let's continue the progress at the upcoming meeting in San Francisco!

It is exciting to know that this year's conference hotel already participates in many of their own green efforts. According to information provided by the San Francisco Travel Association, the conference hotel recycles or donates more than 2.5 million pounds annually, captures more than 1 million pounds of food for compost, and recycles more than 400,000 pounds of cardboard, 500,000 newspapers and 750,000 bottles and cans. We would like to help with their efforts by making our conference as green as possible too.

To help accomplish this, we continue to encourage attendees to reuse old ASC name badge holders by simply bringing one with you from a previous conference; this could also be done with ASC bags. We also encourage attendees to return unwanted bags and paper programs to the registration desk.

You may also notice that an older version of the ASC bag will be making an appearance in San Francisco. Susan Case has discovered numerous boxes of these bags left over from previous meetings, so rather than having them collect dust in the backroom, we will give them a purpose again.

If you would like to share other ideas for how we can all make ASC even greener, please email Meredith Worthen at mgfworthen@ou.edu or Jessica Hodge at hodgejp@umkc.edu or join the discussion on Facebook (search for the title of the group, "Recycling is Not a Crime group at ASC").



RECYCLING IS NOT A CRIME

Help the environment and reduce waste by:

❖ **Recycling Paper Products**

Place your unwanted paper products in designated recycling bins conveniently located next to the registration tables.

❖ **Returning your Unwanted ASC Bag**

Don't need yet ANOTHER bag from ASC? Consider giving the bag back to ASC by placing it in the bins next to the registration tables to be recycled.

❖ **Returning your Unwanted ASC Name Badge Holder**

Bring along your old ASC nametag from previous years and return your ASC name badge holder at the registration tables to be recycled.

Join the Conversation!

Find our group on Facebook! 

Meredith Worthen, Ph.D.
University of Oklahoma

Jessica P. Hodge, Ph.D.
University of Missouri, KC

AROUND THE ASC

DIVISION OF EXPERIMENTAL CRIMINOLOGY

AMERICAN SOCIETY OF CRIMINOLOGY

Membership Drive 2014, ASC-San Francisco, and the JEC

DIVISION MEMBERSHIP DRIVE 2014

The Division of Experimental Criminology (DEC) seeks to promote and improve the use of experimental evidence and methods in the advancement of criminological theory and evidence-based crime policy. We welcome members with a broad range of interests in evaluation research methods, including **randomized controlled trials, quasi-experiments, and systematic reviews**, in all areas of crime and justice: **corrections, courts, policing, prevention and more!** Membership includes a subscription to the *Journal of Experimental Criminology*. Learn more at <http://expcrim.org>.

The Division is also home to the Academy of Experimental Criminology, which honors outstanding scholars who have advanced experimental research.



To renew or begin your 2014 membership to the ASC and the Division of Experimental Criminology, download the ASC membership form at <http://www.asc41.com/appform1.html> or scan the code on the left.

Did you know we also offer **organizational memberships**? Show your department's, center's, or institution's commitment to experimental criminology by becoming a **gold, silver, or bronze** organizational member, starting at only \$250 per year. Contact us at expcrim@gmail.com for details.

DEC & AEC AT ASC-SAN FRANCISCO 2014

DEC and AEC look forward to welcoming you to San Francisco in November! Join us for an exciting program of events, including our annual Joan McCord lecture, DEC/AEC awards ceremony, and—new for 2014—a Division Luncheon (free for current members!). All events take place on Wednesday, November 19. Stay tuned for more information!



JOURNAL OF EXPERIMENTAL CRIMINOLOGY: 10TH BIRTHDAY CELEBRATIONS!

Our affiliated journal, the *Journal of Experimental Criminology*, turns 10 in 2015! Look out for a special celebratory issue to be published early next year.

DEC & aec

Lorraine Mazerolle (Chair), Cynthia Lum (Vice Chair), Charlotte Gill (Secretary-Treasurer)
Executive Counselors: Christopher Koper, Akiva Liberman, and Susan Turner
<http://expcrim.org>



OBITUARIES

Honoring the Life of Bill Chambliss

Bill Chambliss died on February 22, 2014. His work transformed the scholarly worlds of social theory, the sociology of law, and criminology. Dr. Chambliss served as President of ASC in 1988. To celebrate Bill's life and legacy, make a gift in his name to support graduate students at George Washington University at www.go.gwu.edu/billchambliss or call 800-789-2611.

Remembering the Life of Richard Vandiver

Dr. Richard "Dick" Vandiver passed away November 13, 2012 after a courageous battle against a rare form of liver cancer. Dick was a good friend and my dissertation advisor at the University of Montana, where he taught sociology and criminology from 1971 to 1988. He retired from the U of M to work as a Trial Court Administrator in Boston, MA, and later in Colorado and Florida. His PhD(Sociology/Criminology) is from Southern Illinois University, his MA (Sociology) and BA (Psychology) are from Colorado University, Boulder.

Dick was a challenging, insightful professor. He helped me develop a critical conceptual framework for analyzing and understanding the connection between key theoretical assumptions and certain crime control policies, which eventually became a major question in my dissertation. During that crucial period in my intellectual development Dick introduced me to the most important writings in critical criminology because he knew that I was interested in that area, and not because it was his specialty. He then allowed me to develop my own dissertation research ideas and let me discover my own dead ends as well as rejoice in any triumphs along the way. He never interfered or made demands. Dick always expected high quality, independent work, and if I did not meet that standard he would definitely point it out, but always with patience and a willingness to hear a different point of view, and to accept it, if it should actually have merit. When asked, he was helpful; if not, he preferred to let me spread my wings and fly on my own. Dick would not dictate theories or methodologies, or even try to nudge me along some safe, conventional path. Instead, he would offer a very rigorous critique, punctuated with very useful observations on the topic, and lots of personal and intellectual support along the way.

Dick was a true humanitarian and role model (though he might cringe a little at that suggestion). He loved life and had a wonderful sense of humor. I shall cherish the time that we laughed together.

Submitted by:

Robert L. Keller, PhD (1976, University of Montana, Missoula)
Professor Emeritus
Colorado State University - Pueblo

A full obituary and a special eulogy from his daughter, Jana K. Vandiver Felt, can be viewed at: <http://areadablefeast.com/> See the November 25, 2012 and July 25, 2013 entries.



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Criminal Justice Program

Eileen Ahlin, Ph.D. (University of Maryland) Teaching and research interests include: criminological theory, violence, neighborhood effects, corrections, racial and social justice, and research methods.

Anne S. Douds, J.D., Ph.D. (Emory University School of Law, George Mason University) teaching and research interests include: law, legal systems, the prosecutorial process, qualitative research methods, criminal procedure and veterans treatment courts.

Shaun L. Gabbidon, Ph.D. (Indiana University of Pennsylvania) Teaching and research interests include: race and crime, public opinion on race, crime and justice, security administration, criminology and criminal justice pedagogy, and criminal justice research methods.

Jennifer C. Gibbs, Ph.D. (University of Maryland) Teaching and research interests include: terrorism, policing, violence and victimization, and scholarship on teaching and learning.

Daniel Howard, Ph.D. (University of Delaware) Teaching and research interests include: corrections policy, drug policy, program evaluation, criminological theory, and structural inequality.

Don Hummer, Ph.D. (Michigan State University) Teaching and research interests include: comparative justice systems, public policy and the criminal justice systems, advanced statistics in criminal justice, administrative and legal aspects of corrections, institutional and community corrections, institutional and community violence, evidence-based practice and justice system policy, and violence prevention.

Philip R. Kavanaugh, Ph.D. (University of Delaware) Teaching and research interests include: deviance and social control, drug trends and policy, victimization, criminological theory, cultural criminology, inequality and crime, and qualitative research methods.

Joongyeup Lee, Ph.D. (Sam Houston State University) Teaching and research interests include: criminological theory, juvenile delinquency, police and public relations, crime profiling, and police decision making.

James M. Ruiz, Ph.D. (Sam Houston State University) Teaching and research interests include: police administration and supervision, ethics in policing, police interaction with persons with mental illness, police use of force, police K-9 deployment, and Ku Klux Klan.

Jennifer L. Schally, A.B.D. (University of Tennessee) Teaching and research interests include: social justice and social change, criminological theory, victimology and green criminology,

Jennifer Smith, M.A. (Penn State University). Teaching and research interests include: life course/developmental criminology, biosocial criminology and corrections policy.

TEACHING TIPS

“Disrupting” Thought and Opening Minds: The Color-Blind Racial Attitudes Scale (CoBRAS)

Connie M. Koski, Ph.D., Longwood University

Introducing sensitive topics such as racial and ethnic prejudice and disparities to undergraduate students can be particularly challenging in an era typified by more subtle and less direct forms of racism, or the “new racism” (Neville, Lilly, Duran, Lee, & Brown, 2000; Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). Those who subscribe to this modern form of racism rarely engage in overt discrimination or outwardly endorse discriminatory policies. Yet they consistently oppose practices designed to address race-based social injustices (Rabinowitz, Sears, Sidanius, & Krosnick, 2009). Recent research demonstrates that racism remains a relevant issue in the administration of justice, noting that this “can only be explained in terms of biased attitudes and practices” (Walker, Spohn, & DeLone, 2012, p. 7). Notably, many criminal justice undergraduates arrive in our classrooms firmly entrenched in this “new racism;” convinced that we are (or should be) living in a post-racial, color-blind society. These color-blind attitudes are likely to impede students’ willingness to engage with the evidence of racial disparities in the modern criminal justice system we are trying to teach. In fact, “in many cases, the racism of some students becomes an intense, usually unacknowledged force in these classrooms. These problems are heightened in a predominantly white institution where people of color are underrepresented...” (Wahl, Perez, Deegan, Sanchez, & Applegate, 2000, p. 2). This issue becomes even more salient in light of evidence revealing the marginal utility of “on-the-job training” regarding issues of race and diversity for criminal justice practitioners (see, for example, Gould, 1997). Thus, the importance of teaching issues of race and diversity to criminology and criminal justice undergraduates cannot be understated.

Faculty members who teach matters of race and crime have the opportunity to influence students’ thinking, particularly in instances where it appears that their minds are either closed or resistant to this important information. As one professor of race and diversity recently asserted, “...education has the power to disrupt. In fact, I think it is my job to disrupt my students’ thinking” (Da Realist 1, 2014). The Color-Blind Racial Attitudes Scale (CoBRAS) is one teaching tool that has the potential to “disrupt” students’ thinking and make a meaningful impact. Constructed by Neville and colleagues (2000), the CoBRAS is a 20-item survey instrument designed to measure color-blind racial attitudes on three different dimensions: awareness of racial privilege (e.g., “Race plays an important role in who gets sent to prison”); institutional discrimination (e.g., “Social policies, such as affirmative action, discriminate unfairly against white people”); and blatant racial attitudes (e.g., “Talking about racial issues causes unnecessary tension”). Each statement solicits responses on a 6-point Likert-type scale (1=strongly agree to 6=strongly disagree), and seven of the twenty questionnaire items are negatively worded to reduce potential response biases. Upon completion, instructions are provided regarding which statements require reverse-scoring and all items are summed to obtain total scores, which can range from 20 to 120. Additionally, each sub-scale can be summed and examined separately, if desired. Stronger levels of color-blindness and attitudes of racial privilege result in higher scores.

I have experimented with the CoBRAS in both my undergraduate and graduate-level criminal justice courses; many of which feature issues of race, ethnicity and disparity in the administration of justice (policing and corrections, for example). I first piloted the use of the CoBRAS in a graduate course on policing in which over eighty percent of the students were white and appeared to be having difficulty wrestling with readings involving evidence of racism experienced by African American and Latino police officers. I had students self-administer and score the CoBRAS and then reflect upon their results anonymously, soliciting written feedback regarding the extent to which they felt this exercise was useful. Both white and minority students found the exercise helpful in understanding their own personal beliefs and all participants were pleased to note their low scores. Qualitative comments indicated that this was primarily because they felt they had already had a strong foundational understanding of race and diversity issues at this stage of their education.

In my undergraduate (to date, all lower-level) courses, I typically deliver course content on historical development and existence of racial disparities related to the subject matter being taught early in the semester. Next, I assign a free-write exercise prompting students to personally reflect upon whether they feel racial and ethnic disparities are still present in today’s justice system. Admittedly, some undergraduate students do acknowledge the presence racial disparities. The vast majority, however, either deny their existence altogether or provide reflections indicating that although these disparities exist, “if we would simply stop talking about them, these issues would stop being such a problem.” Therefore, in a subsequent class period, I administer a clean copy of the CoBRAS, assuring students that their responses will only be seen by themselves. Upon completion of the questionnaire, I hand out the scoring sheet instructing students how to first reverse-score the seven negatively worded items, and then sum their scores; both on the three embedded subscales as well as in total. During this time, I also advise students that this exercise may possibly evoke negative emotional affect: They may feel angry, disappointed, guilty, or resentful about their scores and this is both normal and

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understandable (for more on the importance of this step, see Todd, Spanierman, and Aber, 2010). I conclude the class by soliciting students' anonymous responses to two basic questions: 1) Did you find this exercise useful or not useful? Please explain; and 2) What were your emotions/how did you feel about the score you received? This entire process takes approximately one fifty minute class period.

Prior to the next class meeting, I cull the responses for common themes to share generally. This helps assure students that they are most likely not alone in their thinking and allows me to facilitate the presentation of future course content illustrating racial and ethnic disparities in a more non-confrontational manner. At the beginning of the following class period, I share the common themes and then offer students the opportunity to discuss these questions anonymously through the use of closed- and open-ended questions using PollEverywhere (<http://www.polleverywhere.com>). At my institution, students in lower-level courses have not, in most cases, yet been exposed to the specific concepts covered by each sub-scale. Therefore, I have primarily kept the discussion focused on their overall total scores. Depending upon the class, this has led to some substantive discussions regarding race, ethnicity, and disparities in the justice system and a greater willingness on the part of many students to engage in related course material.

The Color-Blind Racial Attitudes scale has the potential to be a powerful teaching tool in the criminal justice classroom. The instrument's design allows for flexibility in the manner in which the administrator may choose to tailor its use in lecture and discussion. Although in-depth exploration of the specific sub-scale results has been notably limited, my early experience with the use of the CoBRAS as a general approach to "disrupting" thought and opening minds in the criminal justice classroom has been overwhelmingly positive. This discussion, however, is merely the beginning of a conversation surrounding the utility of this instrument. Given the importance of racial and ethnic disparities in the American justice system, future research which systematically evaluates the usefulness of the CoBRAS in criminal justice classrooms elsewhere would be insightful.

[Author's note: Clean copies of the CoBRAS adapted for classroom use, as well as separate scoring sheets for students, may be obtained from the author by emailing koskicm@longwood.edu]

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TEACHING TIPS

Teaching Tip: Using Crime Shows to Teach About Criminal Justice Data

Alesha Durfee, Arizona State University

Introduction

In the first few weeks of my Women and Crime course, I give a lecture on the three major sources of crime and victimization data in the United States - the National Crime Victimization Survey (NCVS), the Uniform Crime Report (UCR), and the National Incident Based Reporting System (NIBRS). Most of my students are not majors and are taking the class as an elective, so they tend to become bored by this lecture. To spark interest in learning more about criminal justice data and the differences between the major forms of data in the United States, I created an interactive exercise.

The three primary goals of the exercise are to: (1) teach students about the differences between the three data sets, (2) get them to start thinking about the gendered nature of media representations of crime in the United States, and (3) get them to become interested, active participants in the class rather than passive recipients of information. To achieve these goals, I have students watch an episode of Law & Order: Special Victims Unit (SVU), code the crimes/victimizations they see in the episode using parts of the NCVS, UCR, and NIBRS data collection forms, and then discuss what they saw during the episode.

For this exercise, I selected the episode "Deadly Ambition" (Season 14, Episode 14). I selected this episode for three reasons:

First, and most importantly, any students who have experienced a sexual victimization are not likely to be triggered by this episode. I cannot over-emphasize the importance of this. I strongly recommend that instructors who use this exercise have students watch the episode outside of class to respect their privacy; students can watch the episode at their own pace, taking breaks if necessary.

Second, the episode contains victimizations that are not reported to the police (NCVS), crimes that are reported to the police that are included in the UCR, and crimes that are reported to the police and would appear in the NIBRS but not the UCR. Thus the episode is more useful in illustrating the differences between the data sets than one where the only victimizations/incidents would appear in all three data sets.

Third, the episode contains gendered images of victimization and crime, including many stereotypes about women and domestic violence victims. This allowed me to use the episode for multiple class sessions--data, gender and media images of crime, gender and media images of domestic violence, theories of victimization, victim reporting, victim blaming, and the use of legal interventions for domestic violence. Here I focus on the use of the episode for data. Instructors interested in using the exercise can contact me for more information about the other class sessions.

The Exercise

Prior to the exercise, I posted parts of the NCVS, UCR, and NIBRS on the class website. I found it helpful to post a summarized list of crimes included in the UCR and NIBRS. On the day I handed out the assignment I briefly explained in class what each of the data sets were and how to fill out the forms. The NCVS requires a lot of background information that is not in the episode, so I gave students permission to create their own "background" stories for the characters and to fill out the form to the best of their ability.

I then distributed the following assignment:

The purpose of this exercise is to better understand the three major sources of crime data in the United States - the National Crime Victimization Survey, the Uniform Crime Report, and the National Incident Based Reporting System. For this exercise, prior to coming to class on XX:

1. Print out the coding sheets for the NCVS, UCR, and NIBRS.
2. Watch the Law & Order - Special Victims Unit episode "Deadly Ambition" (Season 14, Episode 14). Students may also want to watch the episode "Born Psychopath" (Season 14, Episode 18). You can obtain these episodes through Hulu plus ("Deadly Ambition"), Hulu ("Born Psychopath"), or you can buy them on Amazon through their instant video service for \$1.99.
3. Use the NCVS, UCR, and NIBRS forms to code for the victimizations and/or crimes that you see shown in the episode(s). Be

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prepared to discuss your coding decisions.

As you watch the episode, please also note if there are any gendered images of victimization, crime, victims, offenders, officers - we will talk about gendered images on XX.

After you've coded the episode(s), think about the following questions:

- 1. Are there differences in the results of your coding? What were the differences?*
- 2. Why did you get those differences?*
- 3. Which do you think most accurately "describes" the episode? Why?*
- 4. What does this mean for interpreting crime and victimization rates in the United States?*

Bring your completed coding sheets with you to class on XX. You MAY work together on this assignment - you can watch the show together but you must individually code your sheets. You may NOT "divide and conquer." The point of the exercise is to compare your decisions, which you cannot do if you only do one of the three data collection types.

In the next class session, I first wrote each of the names of the data sets on the board and asked the students to tell me what information was available in the NCVS. This may appear simplistic, but as students could know the "right answers" fairly easily (they simply had to look at the form) it gave them the confidence to immediately participate in the class discussion. Asking more difficult questions would likely stifle conversation among students who were not already familiar with the data sets. As they listed variables, I linked them to the kind of research questions one could answer with that data. I then explained how the data was collected for the NCVS and for whom the data was representative. Instructors should also discuss what data is omitted from the NCVS and for whom the data is not representative (see the last section of this article which briefly summarizes each data set).

I then repeated these steps for the UCR and the NIBRS, asking the students to note differences between that specific data set and those discussed previously. I also emphasized the utility of selecting one data set over another for research, often because data not included in one data set is available in another. For example, when the students told me that the NIBRS included the victim-offender relationship, I explained that I used this variable for my own research on intimate partner violence reported to the police because I could identify which incidents were cases of IPV. Cases of IPV cannot be identified in the UCR as there is no information about the victim-offender relationship.

After going through each of the data sets, we created a "tally" of the victimizations they coded on the NCVS survey (by type, by person, and the total number for the episode). When students disagreed about the number and/or type of victimizations, I asked them to justify their coding decisions, allowing other students to respond to them rather than evaluating their decisions myself. This forced the students to critically think about the data and their decisions instead of looking to me for the "right" answer.

Finally, we compared the class tallies for the NCVS, UCR, and NIBRS. Unsurprisingly, the NCVS had the highest numbers, followed by the NIBRS and the UCR. I asked the students to explain why this was true and relate it to the statistics presented in their textbook. They were able to explicate the reasons for the different statistics - in my opinion, they did this better than previous classes to whom I had communicated the information via lecture/PowerPoint.

Assessment of the Exercise

The class meets for 75 minutes twice per week and took about 2 class sessions to complete (.5 for the introduction to the assignment and 1.5 for the classroom discussion). The students enjoyed the assignment and I believe they retained more information about these important data sets than previous classes did when I presented a 20-minute lecture on the topic. More importantly, doing the exercise at the beginning of the semester got the students excited about the class and helped to create a discussion-based, participatory environment, which is often difficult to accomplish with a 45-person course where most of the class has no experience with the subject matter.

Appendix: Brief Summary of the NCVS, UCR, and NIBRS

National Crime Victimization Survey (NCVS) - The NCVS is conducted annually by the Bureau of Justice Statistics. The data is nationally representative; individuals age 12 and over who are members of approximately 90,000 households are asked about

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a wide range of victimizations in the past six months. There is some concern about the underreporting of family violence given that all members of the household are interviewed. For more information, see https://www.icpsr.umich.edu/icpsrweb/NACJD/NCVS/index.jsp#About_NCVS.

Uniform Crime Report (UCR) - The UCR is compiled by the Federal Bureau of Investigation, and contains aggregate data on Part I and Part II offenses reported to law enforcement since 1930. Part I offenses are "violent" offenses, and include aggravated assault, forcible rape, murder, and robbery. Part II offenses are property crimes, and include arson, burglary, larceny-theft, and motor vehicle theft. No other offenses are included in the UCR. As the data is aggregated at the law enforcement agency level and reported monthly, researchers cannot link demographic information on victims and offenders with a specific incident/offense. For more information, see <http://www.fbi.gov/about-us/cjis/ucr/ucr>.

National Incident Based Reporting System (NIBRS) - The NIBRS contains information about Group A and Group B incidents reported to law enforcement; the NIBRS contains information about 46 criminal offenses (as compared to the 8 for the UCR). The data is not aggregated, which allows researchers to link victim and offender demographic information with information about the individual incident. Unlike the UCR, the data is not nationally representative (only certain states and law enforcement agencies participate in the NIBRS). For more information, see <http://www2.fbi.gov/ucr/faqs.htm>.

EDITORS' CORNER

RACE AND JUSTICE: AN INTERNATIONAL JOURNAL (RAJ)

Shaun L. Gabbidon, Editor-in-Chief

Race and Justice: An International Journal (RAJ) is the official journal of the Division on People of Color and Crime of the American Society of Criminology (<http://www.asc41.com/dpcc/>). Founded in 2011, it is published quarterly (January, April, July, October) by SAGE. The main thrust of the journal is to publish exemplary scholarship on race, ethnicity, and justice. RAJ focuses on the ways in which race/ethnicity intersects with justice system outcomes across the globe. The journal is also open to research that aims to test or expand theoretical perspectives exploring the intersection of race/ethnicity, class, gender, and justice. The journal has published on a wide variety of topics that span the methodological spectrum. No one methodology receives preference in the review process. Interested prospective authors should know that the journal is not backlogged. With few exceptions, articles are reviewed in a timely manner (60 days or less) and, if accepted, are published within a year of submission. RAJ also has a vibrant book review section that has reviewed important books published in the past few years.

History of the Journal

After being in existence since 1995, the DPCC decided in 2009 to explore either affiliating with an existing journal or creating its own journal. After multiple behind the scenes discussions with existing journals, it was decided that starting a new journal was the best course of action. It was quite a challenge during hard economic times to find a publisher willing to sponsor another journal. Even so, after more than a year and some negotiation, SAGE Journals decided to publish the journal exclusively in electronic format. Melissa Barlow, who wrote the successful proposal, was selected as the first editor but she was simultaneously elected 2nd Vice President of the Academy of Criminal Justice Sciences and chose to decline the editorship. I was then drafted to serve as the inaugural editor. My first task was to ensure that we had a stellar editorial board comprised of the leading scholars publishing in the area. Our board currently includes heavy weights in the field (<http://www.sagepub.com/journals/Journal201995/boards>). In addition, it was essential that the inaugural issue be composed of articles from notable race and justice scholars. I solicited and received fantastic articles authored by well-known scholars including Darnell Hawkins, Cassia Spohn, Pauline Brennan, Ruth Peterson, Laurie Krivo, Nancy Rodriguez, and Michael Leiber (see <http://raj.sagepub.com/content/1/1.toc>). The issue also included the work of rising scholars Darlene Saporu and Charles Patton, III. Since that inaugural issue, the journal has published articles on race and justice that span the spectrum of crime and justice.

Exciting Developments at the Journal

Since the founding of the journal, there have been numerous exciting developments. I briefly outline some. We have been fortunate to publish articles from new scholars to more established scholars. In addition to the luminaries who published in the inaugural issue, other high-profile scholars include Donald Tomaskovic, Eric Stewart, Lisa Stolzenberg, Stewart J. D'Alessio, Rodney Brunson, David Eitle, Barbara Perry, Arthur Lurigio, Jeffrey Walker, Carol Archbold, Merry Morash, and Jack McDevitt. We have also published works by notable rising scholars including Patricia Warren, Franklin Wilson, Howard Henderson, Michael Rocque, and Jennifer Cobinna. As you can see, the journal has quickly become a central outlet for those interested in publishing their scholarship on race and justice.

Another exciting development is that some of RAJ's articles have been featured in the media. Carol Archbold was interviewed by a NPR station housed in Austin, Texas about her 2013 article "Newspaper Accounts of Racial Profiling: Accurate Portrayal or Perpetuation of Myth?" (see <http://kut.org/post/interview-how-racial-profiling-reported>). Another recent paper by Franklin Wilson and Howard Henderson, "The Criminological Cultivation of African American Municipal Police Officers: Sambo or Sellout," which examined the depictions of minority police officers in more than 100 feature films was featured in the National Organization of Black Law Enforcement Executive's (NOBLE) Executive Update newsletter. I anticipate that as more scholars and professionals learn about the journal, they will find something of interest within its pages.

Inviting a few special issues has also produced some interesting articles. The first special issue in 2013 spotlighted the international reach of the journal. It was edited by scholars based in the UK including Jamie Bennett, Mary Bosworth and Michael Brookes. The theme of the issue was "Race, Power, and Prison-Based Therapy." Among the contributors was Coretta Phillips, one of the leading British scholars on race, ethnicity and justice. Two additional special issues are planned and will appear during 2014. The first is an issue edited by Rodney Brunson and Eric Stewart devoted to "Examining Racial Disparities in a Post-Racial Era" and another by Geoff Ward and David Cunningham focuses on the problem of historical racial (political) violence and contemporary questions of

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remedy. Be on the lookout for these interesting issues!

Finally, the Executive Board of the DPCC recently announced that Jacinta Gau and Kareem Jordan of the University of Central Florida were selected as new editors of RAJ. They plan to take the journal to new heights by increasing its visibility and also increasing the number of high-quality submissions. By doing these two things, they aim to have SAGE submit the journal for consideration in Thomson Reuters (Web of Science). I know the strong scholarly backgrounds of these two scholars, so I am confident they will accomplish their objectives and more. I wish them the very best!

Closing Note

I recently gave a lecture at a university in North Carolina. Normally when I give invited lectures, I request to meet with a class during the visit. It is normally an uneventful activity. This time, however, immediately after I began to talk a student shouted "do we have to talk about race? I am tired of talking about race." The founding of *Race and Justice: An International Journal* seeks to keep the conversation going—despite the resistance by some to have an open dialogue on race in the justice system. Race and justice might not be a popular topic in some quarters but given the racial disparities that permeate every nook of the criminal justice system there needs to be a leading scholarly outlet devoted to this crucial area. It is here.

POLICY CORNER

THE U.S. HOUSE OF REPRESENTATIVES MIGHT TIGHTEN THE ROPES ON SOCIAL SCIENCE RESEARCH

By **Laura Dugan**, ASC National Policy Committee Chair

There is an alarming piece of legislation that at the time of this writing has been forwarded by the U.S. House Subcommittee on Research and Technology to the full House Science, Space and Technology committee for consideration. The bill is called the *Frontiers in Innovation, Research, Science and Technology Act of 2014* (H.R. 4186) or FIRST Act. If FIRST Act is enacted, it would cut federal support for critical programs at the National Science Foundation (NSF). Several of its provisions objectionable to the scientific community, including a more than 40 percent cut in appropriations for the Social, Behavioral and Economic (SBE) sciences directorate. If passed, FIRST Act will be felt by colleges and universities across the country and impact ASC members' ability to fund important research endeavors.

Please take a look at the list of members: <http://science.house.gov/about/membership>, and write to any and all of them to let them know the importance of stopping this bill. For the long copy of the bill see: <http://docs.house.gov/meetings/SY/SY15/20140313/101907/BILLS-113HR4186ih-HR4186FrontiersinInnovationResearchScienceandTechnologyActof2014.pdf>.



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- Kelly Socia, Ph.D. (SUNY Albany) Offender Re-entry, Policy, Sex Offenders, Methodology
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DOCTORAL STUDENT FORUM

COPING WITH STRAIN AND ENJOYING GRADUATE SCHOOL

Tracy Sohoni, College of William and Mary

Graduate students in Criminology and Criminal Justice are all too familiar with strain – not only in studying theory but also as a feature in their daily lives. Perhaps it is time to apply Agnew’s discussion of behavioral, cognitive, and emotional coping strategies to deal with the strain in our own lives. With these coping strategies, it may even be possible to enjoy your years in graduate school.

Behavioral –

- **Write Every Day/Avoid Binging:** Whether you are working on your dissertation, thesis, or class assignments, it’s a good idea to get in the habit of carving time out to write every day. This model is supported empirically – Boice (2000) found that people that were assigned to write on a regular schedule, even when they didn’t feel like it, wrote more, and had a higher number of creative ideas than those that waited until inspiration struck. Boice also found that academics that focused on writing a certain number of pages a day were far more likely to achieve tenure and remain in academia than those that used binge-writing. Another advantage to this method is that you don’t have to wait until you have big chunks of time to start writing.
- **Break things into smaller tasks:** Instead of thinking about the fact that you have two papers due for classes and you need to find time to work on your thesis, break it into smaller tasks. For example, just focus on writing the literature review portion of one of the papers. Remember, “A journey of 1000 miles begins with a single step.”
- **Set Time Limits:** A supplement to the above method is to time oneself. Choose one task and set aside a period of time to work on it. Depending on the task you might choose to work for 25 minutes and then take a 5 minute break, or work for 50 minutes and then take a 10 minute break. Timing yourself helps keep you focused, and the break can help you get back on track if you experience burnout, or if you are getting off track. Setting time limits may help you block out external distractions because you can plan to address distractions once your time limit is up.
- **Develop collaborative relationships:** Graduate school is the time to start developing collaborative relationships with your peers and faculty. These relationships can be vital not only for getting through graduate school, but through tenure and the rest of your career. It can be helpful to have a fellow student read drafts of your paper, and it can be a learning opportunity to read and critique the papers of your peers. Many graduate schools set up formal writing groups among students, but if yours doesn’t, think about forming one yourself. These relationships may develop into co-authoring opportunities in the future. This also helps set up a network of people that may be willing to review drafts of future publications once you have left graduate school.
- **Set deadlines:** Many students languish in graduate school because they fail to make or stick to deadlines. Develop a timeline for the major hurdles that you need to achieve – when you will finish your coursework, when you will take your exams, when you will do your proposal defense, when you intend to graduate, etc. Deadlines can help alleviate strain by providing a sense of accomplishment and progress. They can also help you plan for the administrative time necessary to accomplish certain tasks, such as recognizing that certain thesis/dissertation defense deadlines must be met to officially graduate in a specific semester.
- **Stick to your deadlines:** Setting deadlines is just the first step, you have to be able to stick to them as well. To successfully meet your deadlines start by making sure your deadlines are realistic. If you repeatedly set unrealistic expectations you will continually disappoint yourself, and your deadlines will lose their meaning. Faculty and advanced graduate students can help you assess whether your deadlines are realistic. Then, make your deadlines “official.” That could mean writing them down and putting them in a place where you will regularly see them, or even sharing them with your advisor or with a peer. This will increase your motivation to meet your deadlines. If you are lucky, you may be able to find a fellow student with similar deadlines and you can serve as each other’s support for meeting deadlines.
- **Keep notes:** A big part of graduate school is keeping track of massive amounts of information. When you read an article, write notes – even if it’s just one or two sentences on the main point of the article. When you clean data, or run analyses, or talk to contacts, keep notes. At the time it may seem like there’s no way you will forget this information, but in reality it is all too easy. (Keeping your notes in a single word document, such as “dissertation notes” or “literature review articles” can also make it easy to search and find information when you need it).

Cognitive -

- **Remember, this is what you are choosing to do with your life:** If you are planning on going the academic route, keep

DOCTORAL STUDENT FORUM

in mind that being in graduate school is a lot like being a professor. Things are probably going to get more stressful when you are trying to publish and have a tenure clock ticking. You should either try to find a way to enjoy it now, or reconsider if academia is what you really want to do.

- **Distinguish Hoops versus Tools:** Most tasks in graduate school can be thought of as having two components: hoops you have to jump through to move ahead, and tools that you pick up along the way to help you throughout your career. Hoops are in place as a way for your department to try to make sure you pick up the right tools, but it is easy to get so hung up on the hoop that you neglect the tools. For instance, many students get so caught up with jumping the hoop of passing their methods class that they aren't willing to show their knowledge gaps to a professor in order to fully acquire methodological tools. Distinguishing tools from hoops can also help you discern when you are ready to move forward: For instance, many students worry so much about the hoop of passing comprehensive exams that they delay taking the exams, whereas if they assess their knowledge base in terms of a tool for their future teaching and research, they might be more willing to take the risk of trying to jump through the hoop. (A piece of advice I received from a faculty member while studying for my comprehensive exam was "you don't need the perfect answer, you just need the passing answer.")
- **Make your work do double-duty:** Whenever you have a hoop to jump through, consider ways to try to get the most tools out of it that you can. A great piece of advice I received from a fellow graduate student is to keep a list of potential research ideas as you are studying for your comprehensive exams. That is when your mind is most active because you are reading so much research, and when you finish your comprehensive exams, you already have a list of potential research ideas for your dissertation! (Keeping this list may even make your studying more effective since it will encourage you to read more critically, making the information you learn more salient).
- **You are more than just a graduate student:** Don't let graduate school define you. Remember, there is life outside of graduate school. Not only do your interests outside of graduate school provide much needed distractions, but it can help you deal with set-backs in graduate school. When graduate school knocks you down, get back up, brush yourself off, and remember that this is only one part of your life.
- **Make peace with not knowing everything:** You are not expected to. You won't know everything when you graduate. You never will. Being an expert doesn't mean knowing everything. But you will know a lot. There will always be someone out there that can point to one more thing that you could have done. But that's okay. There is always one more thing anyone could do in their research. Don't think of knowledge as an end goal, but rather as an ongoing process. Your time in graduate school will come to an end, but hopefully you will keep learning over the remainder of your career.
- **It doesn't have to be perfect:** Similarly, think of your research as an ongoing process. Your dissertation isn't supposed to answer all of the relevant questions - it is only supposed to answer a few important ones. This mentality can also make the process of writing easier – just start writing words down on paper. Writing in an ongoing process, it doesn't need to be perfect. If you are planning on publishing your dissertation, it will probably go through additional revisions. So don't worry about it being "perfect" now.
- **Be realistic:** Many graduate students are over-achievers that suffer from the trait of perfectionism. Try to temper your expectations. For instance, taking the time to look at dissertations from people who recently graduated from your program can be very helpful in setting up realistic expectations (as long as you remember that this is the result after extensive revisions and faculty input. Your first product will not look like this!) Look at several different dissertations, and not just those of the "star students" from the program.

Emotional -

- **Make the most of your flexible time:** If you aren't working an external job while you are in graduate school, consider enjoying your flexible scheduling by traveling in the summers or indulging in your hobbies. Of course it is important to maintain your regular writing schedule and remain productive, (or risk experiencing additional strain on the job market!), but this may be the last time you have this amount of flexibility in your schedule.
- **Make time for family and friends:** Sometimes you just need a break from graduate school. Make time to spend with your family and friends, who can serve as important sources of emotional support and distraction during graduate school and beyond.
- **Snacks:** Have a ready supply of good snacks when you are working (apples, bananas, oranges, etc). Your mind and body work better when they are properly fueled. Studies on willpower indicate that high-glucose snacks make people calmer and more relaxed when solving difficult problems, and they have more energy to work on the problems longer (Baumeister and Tierney 2011).
- **Get moving - physically:** It's not just good for your body, it's good for your mind. Exercise helps bring oxygen and glucose to your brain. The next time you hit a block, go for a walk. The process of walking can help stimulate your mind.

DOCTORAL STUDENT FORUM

One of the faculty members from my program is fond of telling graduate students, "Enjoy it, because it doesn't get better than graduate school." Remember that time restrictions are largely internal - there is no tenure clock ticking and most schools are generous in the amount of time allowed until Ph.D. completion. After graduate school, new faculty can expect to add additional teaching obligations, committee work, service requirements, and mentoring, to the pressures of keeping up with current research and trying to publish. Graduate students are well served if they take the time in graduate schools to develop effective strategies to deal with the stress, and to start enjoying their career path. Like most things in life, graduate school won't always be enjoyable. But if you meet the challenge of coping with strain head-on, you can enjoy the overall experience.

Additional Resources:

Boice, Robert. (2000) Advice for new faculty members. Pearson.

Bolker, Joan. (2010) Writing your dissertation in 15 minutes a day. Holt.

Silvia, Paul J. (2007). How to write a lot. American Psychological Association.

<http://getlifephd.blogspot.com/>

Recent PhD Graduates

Allen-Kringen, Jonathan. "Validating a Bayesian Method For Linking Serial Crimes through Simulation". Chaired by Kim Rossmo, Ph.D. May 2014. Texas State University.

Schildkraut, Jaclyn. "Mass Murder and the Mass Media: An Examination of the Media Discourse on U.S. Rampage Shooting." Chaired by Mark Stafford, Ph.D. May 2014. Texas State University.

COLLABORATION CORNER

News and Notes about Research Collaborations

Please send your research collaboration news to Carolyn Rebecca Block crblock@rcn.com

WE'VE DONE THIS BEFORE! SO WHAT WENT WRONG?

Samuel J. Maddox, Clayton State University
Lisa Holland-Davis, Clayton State University
Emran W. Khan, Clayton State University

We've Done this Before!

Building collaborations among civil service agencies has long been a goal to more efficiently provide interventions to populations in need. Clayton County, Georgia, has worked diligently to promote collaborative court-based interventions to address a variety of problems, including substance dependence and drunk driving. Their latest collaborative effort involved the Clayton County Superior Court, Clayton County Sheriff's Office, Clayton County Probation Services, numerous local mental health providers and social service agencies, and Clayton State University's Center for Community and Justice Studies (CCJS).

The creation of the collaborative Clayton County Judicial Circuit, the Mental Health Services Program (MHSP) was aimed at reducing the incarceration of roughly 400-500 offenders in Clayton County who have a mental illness by providing rapid judicial processing, assessment, mental health treatment, and procurement of peripheral services such as housing and medical insurance. Within this collaborative, representatives from the CCJS, using students from Clayton State University's clinical psychology master's program, coordinated assessment of and basic treatment services for participants in Clayton County Jail awaiting disposition of their cases. Additionally, the CCJS assisted with grant writing and program evaluation. With all the stakeholders at the table, the CCJS was certain that this collaborative endeavor would enjoy the success of previous collaborations, Clayton County's drug and DUI courts.

What Went Wrong?

The Clayton County Judicial Circuit Mental Health Services Program (MHSP), although seemingly on the same path as the Clayton County drug and DUI courts, suffered from several fatal flaws.

- ▶ First, although stakeholders were at the table, as a result of a lack of centralized authority, there was not a consistent level of buy-in. As is common in the accountability court model, both the drug and DUI courts have a single judge presiding over the court docket who serves as the key point of contact for all stakeholders involved. In contrast, the MHSP lacked a single judge who was willing to assume this role. This lack of a centralized authority impeded communication between the stakeholders and also diminished their level of commitment to providing services.
- ▶ Secondly, as a result of the lack of a central authority figure and the resulting poor communication, there was redundancy in services provided to program participants. Participants accepted into the program had a long history of mental illness. As such, they were often already connected with some sort of mental health or social services in Clayton County. Without effective communication among stakeholders, coordination of services was never achieved, negating the core goal of building collaborations - efficiency. This redundancy further led to problems in rapid judicial processing.
- ▶ A third major flaw was the lack of continuity in leadership among stakeholder organizations. The MHSP collaboration depended to some extent on the individual commitments of those occupying leadership roles. A change in leadership of one of the key stakeholder groups following a local election worsened the already inconsistent buy-in, as the incoming leader was not as committed to the program as the predecessor. This change further reduced the ability of stakeholders to coordinate efficient and integrated programming.

Although these flaws led to the demise of the Clayton County Judicial Circuit Mental Health Services Program, the experience highlights the importance of evidence-based planning and design when establishing a collaborative. Chiefly, having a centralized authority (i.e. judge) to secure buy-in and coordinate communication among stakeholders appears to be a necessary, though not sufficient, condition for developing a successful collaborative. Additionally, building an infrastructure independent of individual leaders would help ensure continuity of the collaboration amidst leadership changes. Ultimately, had the CCJS been more assertive in presenting and advocating for a program structure 1) based on the drug and DUI courts already in place in Clayton County, and 2) supported by research on accountability courts in general, and mental health courts in particular, the collaborative may have fared better.

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Thank you to Samuel J. Maddox, PhD, Associate Professor of Psychology; Lisa Holland-Davis, PhD, Director, Center for Community and Justice Studies; and Emran W. Khan, EdD., Professor of Criminal Justice; all at Clayton State University--Center for Community and Justice Studies, for sending us this article. For more information, contact Samuel J. Maddox, at: SamuelMaddox@clayton.edu, Lisa Holland-Davis, at: LisaHolland-Davis@clayton.edu, or Emran W. Khan, at: EmranKhan@clayton.edu.

FACILITATING COLLABORATIONS: THE CENTER WITHOUT WALLS, EMORY CENTER FOR INJURY CONTROL

Shakiyla Smith, Emory University*
Deb Houry, Emory University*
Monica Swahn, Georgia State University

Background and Description

Established in 1993, the Emory Center for Injury Control (ECIC) has a mission to strengthen the field of violence and injury prevention and reduce injuries by facilitating collaborations, supporting innovative research, training practitioners and researchers, and bridging the gap between science and practice. We do this by operating as a "Center without Walls" that breaks down academic and institutional silos and applies multidisciplinary approaches to research and prevention programs that will decrease the burden of injury in the Southeast Region and throughout the U.S.

The field of violence prevention is inherently complex, multifaceted and multidisciplinary. It requires a comprehensive, coordinated response that spans diverse topics, disciplines and institutions. Because of this, our Center spans 12 universities with 171 faculty members from a range of disciplines including public health, criminal justice, clinical medicine, social science and liberal arts as well as partnerships with 24 organizations and the inclusion of 398 practitioners.

We have found that the keys to developing and maintaining strong and functioning collaborative relationships have been 1) to develop an ethos and habit of collaboration by focusing on extending beyond our Center and University in everything we do, and 2) to build formal mechanisms for this so that the relationships are not merely "on paper." We do this through a shared leadership model, through sharing funding and resources, and incentivizing and facilitating collaboration. For example, some of the ways that we have intentionally built, facilitated, and leveraged partnerships include the following:

- ▶ Co-hosting and locating all of our quarterly meetings with the Georgia Department of Public Health's Injury Prevention Advisory Board for the past five years as a way to convene and connect different communities of practitioners and researchers.
- ▶ Co-developing and offering data set workshops with the Georgia Department of Public Health (DPH) designed to introduce university researchers to the large violence and injury-related datasets available and the process for gaining access to them at the state level. Through these extremely popular and well-attended workshops, our hope is to connect the DPH with experts who could analyze their data and help researchers gain access to large, available data. We also offer competitive scholarships to researchers who wanted to conduct research and disseminate findings from one of these datasets.
- ▶ Funding collaborative pilot research projects through our Pilot Grant Program that features community-academic partners as co-investigators. By incentivizing the development of community-based research projects, we saw applications featuring academic-community partnerships increase eight-fold over four years.
- ▶ Organizing and hosting multiple, innovative networking events designed to connect researchers and practitioners from different disciplines, topic areas, and organizations – such as speed networking and holiday mixers.
- ▶ Convening a coalition of stakeholders to form the Emory Safety Alliance and leading this group to receive the prestigious designation as a Safe Community. We are the twentieth Safe Community in the U.S. and second academic institution to be recognized as an International Safe Community. Our hope is that other universities in the State will use our process as a model to develop their own coalitions and pursue the Safe Community designation.
- ▶ Serving as the evaluation and research arm for the Metropolitan Atlanta Violence Prevention Partnership (MAVPP), a local coalition of over 100 violence prevention organizations and practitioners. Through this relationship, we have facilitated the creation of MAVPP's organizational strategic plan and city-wide Peace Plan featuring evidence-based programming options

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This type of approach has its challenges, particularly when trying to navigate the different organizational policies and systems. We have learned first-hand that most of our systems are not structured to support the type and level of collaboration that we have created. This has required us to be patient, creative, and open to continuous process revision. There are no short-cuts in this work and it requires a long time horizon. However, we have found that others have been willing and committed to working together in mutually beneficial ways to further our common work. We have cultivated this initial good will through our shared vision, mutual respect, generosity, and an equitable allocation of support and resources. Thus, in ways large and small, we have intentionally cultivated and nurtured our relationships with various community and academic partners. It is these relationships and collaborations that make for more successful violence prevention practice.

**Thanks so much to Shakiyla Smith, Deb Houry and Monica Swahn for sending us this article. For more information, please contact, Shakiyla Smith, Deputy Director, ECIC, Emory University, at LRSMIT3@emory.edu or Deb Houry, Center Director, ECIC, Emory University, at dhoury@emory.edu.*

CDC'S CENTERS OF EXCELLENCE IN YOUTH VIOLENCE PREVENTION

Sarah Bacon and Jennifer Matjasko,* Division of Violence Prevention,
Centers for Disease Control and Prevention

The National Centers of Excellence in Youth Violence Prevention (YVPCs) are a key part of the Centers for Disease Control Division of Violence Prevention mission to prevent injuries and deaths caused by violence. Each of the six currently funded YVPCs partners with a high-risk community to mobilize residents and researchers to work together to identify the evidence-based youth violence prevention strategies tailored to specific community needs. Community partnerships are essential for identifying the needs and assets in a community, generating interest and buy-in from residents and local stakeholders, for implementing youth violence prevention strategies, and sustaining those efforts. Academic-community collaboration is the active ingredient in all of our sites. Here we highlight two of these collaborations, Steps to Success in Colorado and the Virginia Commonwealth University collaboration in Richmond, Virginia.

Steps to Success is a collaborative project of researchers from the University of Colorado Boulder, the University of Colorado School of Medicine/ Children's Hospital, and community organizations and residents in Montbello and far Northeast Denver. Partnerships have been integral in garnering community support for the Steps to Success project, and for the implementation of evidence-based youth violence prevention strategies. In Montbello, two boards have been established to steer the project in accordance with the Communities That Care system (for more information on the Communities that Care systematic process of prevention, see <http://www.communitiesthatcare.net/>). The boards include a Community Board and a Key Leader Advisory Board that make data-driven decisions about how to best prevent youth violence in Montbello. These boards also play an important role in leveraging additional resources to support the community action plan they have developed, and to ensure that selected tested and effective programs and strategies are embedded into community delivery systems through both governmental and nongovernmental organizations. As a result of these partnerships, a coordinated youth violence prevention system is being implemented and evaluated in Montbello.

As part of their CDC-funded work, the Center of Excellence in Youth Violence Prevention at Virginia Commonwealth University (VCU) collaborated with communities in Richmond to understand whether and how the geographic locations of alcohol outlets were associated with the geographic distributions of violent crime and injuries. Their work uncovered increased rates of injuries due to youth violence surrounding convenience stores selling single-serve alcoholic beverages. Researchers at VCU shared these data with various community groups. A combination of solid data and community action resulted in the prohibition of single-serve alcoholic beverage sales after 9:00 PM in selected stores, a restriction strictly enforced in areas where convenience stores are highly concentrated. "Having CDC in the community has been a valuable force for our civic league," said one community member, though she remarks that an outside agency can't be the sole force of change. "We worked hand-in-hand. If people in a community don't have a new mindset, it doesn't matter who comes in to help."

Community collaborations and partnerships facilitate youth violence prevention at all six YVPCs. The other four YVPCs are at the University of Michigan in Ann Arbor (Marc Zimmerman, Principal Investigator), the University of Chicago (Deborah Gorman-Smith, Principal Investigator), Johns Hopkins University (Phil Leaf, Principal Investigator) and the University of North Carolina (Paul Smokowski, Principal Investigator).

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The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention/the Agency for Toxic Substances and Disease Registry. To learn more about the YVPCs, and all of CDC's violence prevention activities, please visit <http://www.cdc.gov/ViolencePrevention/index.html>.

**Thanks so much to the authors for this article! For more information, please contact Sarah Bacon, Behavioral Scientist, CDC's Division of Violence Prevention, at sbacon@cdc.gov, or Jen Matjasko, Behavioral Scientist, CDC's Division of Violence Prevention, at jmatjasko@cdc.gov, Beverly Kingston, the PI for the Denver YVPC, at Beverly.Kingston@colorado.edu, or Al Farrell, the PI for the Richmond YVPC, at afarrell@vuc.edu.*

Did you know?

- ▶ The Center for Effective Public Policy maintains a great web page, the Collaborative Justice Resource Center, covering everything you always wanted to know about collaboration in criminal justice, plus practical tips and links to resources. See <http://www.collaborativejustice.org/home.htm>.
- ▶ For Investigators: The goal of the Criminal Investigative Research & Analysis Group is to "establish a collaborative research and analysis group dedicated to criminal investigations." The group brings together researchers, practitioners, and investigators who "aim to make our work smarter, more efficient and more useful to investigators in the field . . . through collaboration, data sharing and knowledge transmission (e.g., research article sharing; knowledge base)." For more information, see their web site, crimininvestresearch.com or send an email to: contact@crimininvestresearch.com.

Have You Seen?

- ▶ In Georgia's 2013 Domestic Violence Fatality Review Report, The Georgia Commission on Family Violence and the Georgia Coalition Against Domestic Violence, summarize findings of the highly collaborative Fatality Review Project. Since the Fatality Review Project began in 2004, project coordinators from each agency have worked with local teams to review domestic violence-related deaths to learn how Georgia can respond more effectively and prevent more fatalities from occurring. The recommendations call for further collaboration. As Judge Stephen Kelley, Chair of the Georgia Commission on Family Violence, stated, "The recommendations in the Report can no longer remain words on a page. Everyone – judges, prosecutors, law enforcement agencies, state legislators, private attorneys, advocates, faith leaders, employers, and all citizens in Georgia – has a role to play in increasing victim safety and offender accountability." The 2013 Report contains aggregate data with charts, case narratives, and a summary of 10 key findings and recommendations from 10 years of reviews. To download the Project's 10th Annual Report, please visit www.gcfv.org or www.gcadv.org.
- ▶ The evaluation of Ohio's "Bridges Out of Poverty" initiative, published as a Research Brief in January, 2013 by the Ohio Statistical Analysis Center, discusses the work of the Ohio Consortium of Crime Science, a partnership of the Office of Criminal Justice Services partnership and local universities. For more information, see: http://www.ocjs.ohio.gov/Research_Brief/Jan2013.pdf.
- ▶ Operation IMPACT, aimed at reducing high levels of crime in the New York State outside of New York City, places a strong emphasis on law enforcement partnerships, crime analysis, intelligence development, and information sharing. The jurisdiction that accounts for the highest volume of violent crime within each county is named as the "primary jurisdiction" and is the focus of the IMPACT crime reduction efforts. A bulleted summary of each jurisdiction's targeted crime and their strategies to address them is provided in the report, <http://www.criminaljustice.ny.gov/crimnet/ojsa/impact/2012annualreport.pdf>
- ▶ Research summarized in the paper, "Saving our criminal justice system: The efficacy of a collaborative social service," by Yamatani and Spjeldness, in the January, 2011, issue of *Social Work* (56,1: 53-61), "investigated the effects of collaboration-based in-jail services and postrelease transitional services provided by the Allegheny County Jail Collaborative," and found very positive results.
- ▶ Other research by Hidenori Yamatani on collaboration will soon be published: Yamatani, H., Mann, A., & Feit, M. (2013- in press). "Avoiding Type III, IV, and V Errors through Collaborative Research. *Journal of Evidence-Based Social Work*." Dr. Yamatani is the Director of Strategic Planning and Quality Assurance in the University of Pittsburg School of Social Work.



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NIKOS PASSAS – Ph.D., University of Edinburgh – White Collar, Organized, & International Crime
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BRANDON C. WELSH – Ph.D., University of Cambridge – Crime Prevention, Evidence-Based Policy
GREGORY ZIMMERMAN – Ph.D., University at Albany – Crime & Criminal Offending in Context

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Jay Albanese jsalbane@vcu.edu

My Work Investigating War Crimes: Bosnia, The Hague, and the International Criminal Tribunal

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More than two decades have passed since Madeline Albright, the U.S. Ambassador to the United Nations, solemnly avowed to the Security Council and the world, "There is an echo in this chamber today. The Nuremberg principles have been reaffirmed. The lesson that we are all accountable to international law may finally have taken hold in our collective memory." The International Criminal Tribunal for the former Yugoslavia (ICTY) was born. A far cry from the post World War II victor's tribunals, the ICTY was the very first true international court with criminal jurisdiction over individuals for war crimes, crimes against humanity, and genocide. This time, however, the elements of every murder and every rape had to be proved beyond a reasonable doubt. Such a burden of proof not only applied to the killers and rapists but also some of the highest-level military, intelligence, and political leaders of the Socialist Federal Republic of Yugoslavia. That is no easy undertaking.

To make it work, the United Nations needed judges, prosecutors, and criminal investigators who could work some of the worst crimes known to humanity. International war crimes investigators not only investigated the crime base on the ground—including extermination, sexual assaults, torture, and other forms of persecution—but also had to follow the shadowy trail of evidence well beyond the "triggermen," and pierce the inner circle of conspirators who changed the face of Yugoslavia, victim-by-victim.

In the fall of 1998, I arrived to The Hague to embark on a 4-year mission that changed my life. Immediately upon entering the headquarters of the ICTY, I was escorted to the investigations wing of the Office of the Prosecutor (OTP). This was the place where the masks were taken off men who committed crimes that shocked the conscious of humanity. For war, violent crime, and espionage, it was the true end game—full stop. Indeed, at that very moment special operators from the British Special Air Service, U.S. Navy SEALs, and Delta Force were actively engaged in assisting the Tribunal by taking some of our "PIFWCs" (persons indicted for war crimes) into custody.

I was privileged to work with some of the best investigators and prosecutors in the world. My first two years took me frequently to Bosnia where the investigative team focused its efforts on two principal suspects who, prior to the war, had been involved in various elements of organized crime and terrorism including the Irish Republican Army, the Red Army Faction, and Ilich Ramírez Sánchez, the Venezuelan terrorist who operated under the nom de guerre "Carlos," a.k.a. Carlos the Jackal. In some ways, these relationships continued during our war crimes investigations. And to help us delve deeper into the case, we cultivated a number of inside sources, one of whom was a mercenary—a killer for hire—who was a former East German soldier who had twice attempted to escape over the wall precisely during the time I had been stationed in West Berlin during the 1970s.



To complicate matters, our missions took us to the inside of the world of spies and double agents. And due the omnipresent threat against war crimes investigators, security was taken quite seriously. Consequently, on one mission to execute a search warrant in Bosnia, we had a back-up team consisting of scores of troops and officers from the Italian Carabinieri, Spanish Marines, Spanish Legionnaires, Guardia Civil, and the International Police Task Force. Two French helicopters hovered overhead as I served the search warrant on the mobster in charge, and just to make sure no one gave harming us a second thought, we brought two Spanish army tanks with us as well. Eventually the investigations team took the commander and the deputy commander of the "Convict's Battalion" into custody on charges of murder, torture, and persecution involving crimes against unarmed civilians. Both were found guilty and served their prison terms in Italy. They were released some 10 years later.

I served my last two years leading the investigation of Slobodan Milošević and 15 major co-perpetrators from war crimes and crimes against humanity that had been committed throughout Croatia. It was the case of a lifetime for the entire investigative

CRIMINOLOGY AROUND THE WORLD

team. In order to carry out our mission, the team actually co-developed the prosecution theory of the joint criminal enterprise (JCE), which was the first time such an approach had been taken for a sitting head of state. To ensure our success, the investigations plan was written with the end in mind—proving a worldwide criminal enterprise. This involved, in part, tracing funds used to purchase weapons on the black market, secretly cultivating high-level inside sources, and interviewing diplomats, cabinet-level officials, and former heads of SFRY intelligence services.

In the end, the prosecution theory and the investigations plan worked better than we thought. The investigations team presented the case before a panel of top international lawyers, career prosecutors, and military legal officers. Milošević was indicted by the Chief Prosecutor, and the indictment was quickly confirmed by a trial chamber judge. As the team predicted, some of the unindicted co-perpetrators that were named as members of the JCE in Milošević's indictment for Croatia approached us with the view towards cooperating with the OTP.

Unfortunately, not long before his trial was to come to an end, Milošević died while in U.N. custody at Scheveningen prison, which is situated along the North Sea just outside of the city limits of The Hague. But that wasn't the end of it. We were proud of our work bringing some of the world's worst criminals to justice. New indictments based upon our investigations were forthcoming. And other trials from the team's investigative work came to an end. Just take a look at one of the generals who was convicted as a result of the abduction of more than 250 patients from Vukovar hospital, and who were taken to a pig farm, executed, and crushed and buried by bulldozer. The initial decision of the trial chamber was a mere five years' imprisonment. Since there is no prohibition against double jeopardy, two years later the Appeals Chamber increased the general's sentence to 17 years, but then one year after that, his sentence was surprisingly reduced to 10 years, and he was thereafter released. That comes to about 14 days in jail for each murder victim.



John Cencich in Mostar, Bosnia and Herzegovina

From that point forward, things went from bad to worse. A trial chamber acquitted the head of the Serbian State Security Service and his subordinate commander of the Service's special operations component. Both men are alleged to have been individually criminally responsible for hundreds of murders, forced transfers, and other forms of persecution. The Chief Prosecutor is quite naturally appealing the verdicts, but at least one trial judge has come forward alleging undue influence being put on the court. The reason alleged? War crimes investigators and prosecutors were doing too good of a job, and the precedent being set was unnerving certain nation states who could foresee the heads of their secret intelligence agencies being similarly held accountable. Are the accusations valid? I have no idea, but I do know that the judge who brought forth the allegations has since been removed from the bench.

CRIMINOLOGY AROUND THE WORLD

War crimes investigations are complex, often dangerous, but meaningful in an indescribable way. Nevertheless, the question remains, did the echo that Ambassador Albright heard in the hallowed chambers of the Security Council make its way to everyone at The Hague?

(John Cencich is author of the book *The Devil's Garden: A War Crimes Investigator's Story*. Potomac Books, 2013).

Did You Know?

UNWTO, UNODC and UNESCO launch anti-trafficking campaign

The World Tourism Organization (UNWTO), the United Nations Office on Drugs and Crime (UNODC) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have joined forces to promote a global campaign urging travellers to support the fight against a number of forms of trafficking. The Campaign was presented to the tourism sector at the International Tourism Bourse (ITB) in Berlin in March.

Your Actions Count - Be a Responsible Traveller aims to raise awareness about the most common illicit goods and services that tourists might be exposed to while travelling. The campaign provides guidance to recognize possible situations of trafficking in persons, wildlife, cultural artifacts, illicit drugs and counterfeit goods, and invites travellers to take action through responsible consumer choices.

"Tourists are global citizens and with over one billion tourists travelling the world each year they must become a force for good. Making the right ethical choice as consumers reduces the demand for illegal products and contributes to preserve natural and cultural assets that form an invaluable part of the heritage of the communities and people we visit." said UNWTO Secretary-General Taleb Rifai during the launch of the campaign.

UNODC Executive Director, Yury Fedotov, meanwhile emphasized the importance of informing travellers about where their money ends up when buying illicit products: "Travellers have a responsibility not to contribute to the profits being generated through organized crime. Whether it relates to the sale of people, animal products, drugs, cultural artefacts or counterfeit goods, it is important that travellers fully understand the exploitative nature of these activities. Awareness campaigns such as this one are critical if potential consumers are to be informed about the adverse effects of their purchasing decisions."

Your Actions Count - Be a Responsible Traveller will contribute to the UN's goal of combating organized crime as well as upholding the UNWTO Global Code of Ethics for Tourism. The campaign launches with the support of Marriott International and Sabre Holdings, the first tourism companies to partner in the campaign, promoting this important message among their millions of customers.



**YOUR ACTIONS COUNT
BE A RESPONSIBLE TRAVELLER
WHAT CAN YOU DO?**

<http://www.bearesponsibletraveller.org/>

CRIMINOLOGY AROUND THE WORLD

New International Books of Interest

Edwin Bikundo. *International Criminal Law: Using or Abusing Legality?* (Ashgate, 2014).

Fausto Martin De Sanctis. *Football, Gambling and Money Laundering: A Global Criminal Justice Perspective.* (Springer, 2014).

Michael J. Lynch and Paul B. Stretesky. *Exploring Green Criminology: Toward a Green Criminological Revolution.* (Ashgate, 2014).

Galma Jahic. *Trafficking in Women: Local Perspectives with Global Implications* (SpringerBriefs in Criminology) (Springer, 2014).

Mark Lewis. *The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950.* (Oxford University Press, 2014).

Jo-Anne M. Wemmers. *Reparation for Victims of Crimes against Humanity: The healing role of reparation.* (Routledge, 2014).

International Criminology Meetings and Conferences

8-12 July, 2014

British Society of Criminology Annual Conference
Liverpool, UK <http://britsoccrim.org/new/?q=node/6>

13-19 July, 2014

World Congress of the International Sociological Association, Deviance and Social Control Section. Yokohama, Japan.
http://www.isa-sociology.org/rcs/rc29_ht.html

27-31 July, 2014

International Police Executive Symposium, IPES, www.ipes.info, is holding a meeting in Sofia, Bulgaria on the theme, "Crime Prevention and Community Resilience"

10-14 August, 2014

World Congress of Criminology 2014
Monterrey, Mexico

3-6 September, 2014

International Association for the Treatment of Sexual Offenders (IATSO). Porto, Portugal. In collaboration with the University of Porto and the University of Trás-os-Montes and Alto Douro.
www.fpce.up.pt/iatso2014/index.html or www.iatso.org

10-13 September, 2014

European Society of Criminology
Prague, Czech Republic.
www.esc-eurocrim.org/

16-17 October, 2014

The 10th Congress of Mexican Society of Criminology of Nuevo Leon
Theme: "Specific Criminologies: Its function and applicability in phenomena crime studies"
wshc1983.2013@gmail.com

19-22 November, 2014

American Society of Criminology. San Francisco, CA

12-19 April, 2015

United Nations Crime Congress
Doha, Qatar

The Journal of Crime & Justice

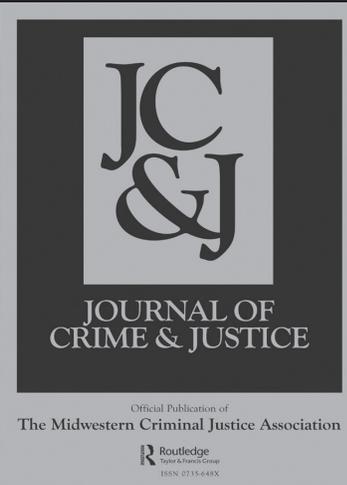
Call for Papers

The *Journal of Crime & Justice*, the official publication of the Midwestern Criminal Justice Association, is a peer-reviewed journal featuring original scholarly work in the area of crime and criminal justice. Published three times a year *JC&J* welcomes quantitative and qualitative articles, and theoretical commentaries. Special topic issues are also welcomed.

Submit your article online **here**:

<http://mc.manuscriptcentral.com/rjcj>

Dr. Michael J. Leiber, University of South Florida, Editor



Interested in submitting? Need Inspiring?

... Find out what others have been writing about:

Recent Articles:

Shaun L. Gabbidon, Penn State Harrisburg, and Kareem L. Jordan, University of Central Florida:

"Public opinion on the killing of Trayvon Martin: A test of the racial gradient thesis"

Tracy Sohini, University of Maryland, Ray Paternoster, University of Maryland, Jean Marie McGloin, University of Maryland, and Ronet Bachman, University of Delaware:

"Hen's teeth and horse's toes": The adult onset offender in criminology"

Eugene A. Paoline III, University of Central Florida, and William Terrill, Michigan State University:

"Listen to me! Police officers' views of appropriate use of force"

William P. McCarty, University of Illinois at Chicago, and Daniel P. Hepworth, Murray State University:

"Mobile home parks and crime: Does proximity matter?"

Recent Topic Issues:

Dr. Terrance J. Taylor, on **Youth Violence Prevention**

Dr. Michael Lynch, on the **Political Economy of Crime and Justice**

Dr. Faye Taxman on **Key Issues of Science Based Supervision**

Forthcoming Topic Issues:

Dr. Anita Blowers, University of North Carolina at Charlotte, editor on **Elderly Offenders and the Justice System**

Dr. Joan Reid, University of Massachusetts Lowell, editor on **Human Trafficking: Contexts and Connections to Conventional Crime**

 **Routledge**
Taylor & Francis Group

Submit your article online here:

<http://mc.manuscriptcentral.com/rjcj>

www.tandfonline.com/rjcj

2014 ASC ANNUAL MEETING

70th Annual ASC Meeting
 November 19 - 22, 2014
 San Francisco, California
Criminology at the Intersections of Oppression



- The deadline for submissions has passed.
- The Call for Papers, link to the submission site, and other meeting information can be found on the ASC website, www.asc41.com/annualmeeting.htm
- Please direct all questions regarding the Program to the Program Committee at asc14@rutgers.edu
- You may register for the meeting using the form on the next page, the printer friendly form on the website, or the online registration form available via the link on the website
- Registration fees are as follows:

Postmarked or faxed BEFORE October 1

ASC Member: \$130.00
 Non-Member: \$170.00
 ASC Student Member: \$50.00
 Student Non-Member: \$100.00

Postmarked or faxed ON or AFTER October 1

ASC Member: \$180.00
 Non-Member: \$220.00
 ASC Student Member: \$60.00
 Student Non-Member: \$110.00

** Workshops are TBA **

The American Society of Criminology

2014 Annual Meeting Registration Form – San Francisco, CA · November 19 - 22, 2014

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)

City, State: _____

Country: _____

Phone: _____ E-mail: _____

PROGRAM OPTION: Please choose which version of the program you would like to reserve. If you have not used the smartphone app before, we urge you to choose the printed program to ensure enough books are ordered. We are ordering printed programs according to the reservations for them so if you choose “App Only,” there will not be a printed program for you. However, you may check with us at the end of the meeting regarding the availability, if any, of leftover printed programs.

____ Smartphone App Only ____ Printed Program (includes Smartphone App access)

REGISTRATION FEES

All Meeting Attendees/Participants Are Required To Register

(A receipt will be included in registration packet)

Postmarked or faxed BEFORE October 1

____ ASC Member: \$130.00
 ____ Non-Member: \$170.00
 ____ ASC Student Member: \$50.00
 ____ Student Non-Member: \$100.00

Postmarked or faxed ON or AFTER October 1

____ ASC Member: \$180.00
 ____ Non-Member: \$220.00
 ____ ASC Student Member: \$60.00
 ____ Student Non-Member: \$110.00

Optional Special Events (Schedule TBA)

Division of Corrections and Sentencing	____ Attending Breakfast (no charge)	____ Attending Social (no charge)
Division of Experimental Criminology Luncheon	____ DEC Members (no charge)	____ Non DEC Member \$20.00
Division of International Criminology Awards Presentation and Reception	____ All Students: \$10.00	____ Non-Students: \$15.00
Division on People of Color & Crime Luncheon:	____ DPCC Student Member: \$30.00 ____ DPCC Member: \$35.00	____ Non DPCC Member: \$40.00
Division on Women & Crime Social	____ All Students: \$5.00	____ Non-Students: \$15.00
Minority Fellowship Dance: Featuring Hot Spots Band	____ ASC Student Member: \$5.00 ____ Non ASC Member Student: \$10.00	____ ASC Member: \$10.00 ____ Non ASC Member: \$20.00

*If you are paying by check or money order, please make it out to *American Society of Criminology*. (U.S. FUNDS ONLY). A service charge will be assessed for all returned checks. *Accepted Credit Cards: Visa, MasterCard, American Express, Discover

Credit Card #: _____

Exp. Date: _____ Security Code (on back of card): _____

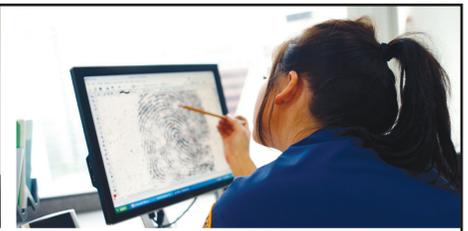
Billing Address of _____

Credit Card: _____

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

Total _____ Date _____ Check/MO # _____ Credit Card _____



University of South Florida
**Graduate Programs in
 Criminology and Criminal Justice**

Master of Arts in Criminology
Master of Arts in Criminal Justice Administration
Ph.D. in Criminology

Cited in *The Chronicle of Higher Education* among the top 10 criminal and criminology Ph.D. programs in the nation in terms of faculty productivity

Main Areas of Specialization:

Juvenile justice and delinquency, Substance use and abuse, Macro-level models of criminal behavior, Race and social control, Violence, Psychology of crime

Home to the Journals: *American Journal of Criminal Justice*, *Journal of Crime & Justice*, *Policing: An International Journal of Police Strategies & Management*

Tenure-Track Faculty

Lyndsay Boggess (University of California, Irvine) Community context of crime, Race/ethnicity and crime

Max Bromley (Nova University) Campus policing, Campus community crime

John Cochran (University of Florida) Death penalty, Micro social theories of criminal behavior, Macro social theories of crime and crime control

Joshua Cochran (Florida State University) Theories of crime causation; Punishment; Prison experiences; Perceptions of justice; International comparative analyses of criminology and criminal justice

Richard Dembo (New York University) Alcohol and drug use, Juvenile justice

Bryanna Fox (University of Cambridge) Offender profiling, Investigative psychology, Policing, Crime analysis, Psychopathy, Criminal careers and Experimental Criminology

Lorie Fridell (University of California, Irvine) Police use of force, Violence against police, Racially biased policing

Kathleen M. Heide (State University of New York at Albany) Juvenile homicide, Adolescent parricide offenders, Violent offending

Wesley Jennings (University of Florida) Trajectories, Hispanics, Sex offending

Shayne Jones (University of Kentucky) Personality and antisocial behavior, Jury and judicial decision-making

Michael J. Leiber, Chair (State University of New York at Albany) Race, Juvenile justice, Delinquency

Michael J. Lynch (State University of New York at Albany) Radical criminology, Environmental and Corporate crime, Green criminology, Racial bias in criminal justice processes

Tom Mieczkowski, Emeritus (Wayne State University) Drugs and crime, Violent sexual offenders

Ojmarrh Mitchell (University of Maryland) Race and crime, Drug policy, Meta-analysis

Wilson R. Palacios (University of Miami) Adult hidden populations, Qualitative research methods and analysis, Social epidemiology of drug use/abuse

Ráchael Powers (State University of New York at Albany) Victimization, Quantitative methodology

M. Dwayne Smith (Duke University) Homicide, Capital Punishment, Structural correlates of violent crime

For information on the Criminology Department visit:
<http://criminology.cbcs.usf.edu/>



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 SOUTH FLORIDA
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 & COMMUNITY SCIENCES

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The Criminologist

Official Newsletter of the American
Society of Criminology
Vol. 39, No. 3

AMERICAN SOCIETY OF CRIMINOLOGY

1315 Kinnear Rd., Suite 212
Columbus, OH 43212-1156
ISSN 0164-0240

MARK YOUR CALENDAR***FUTURE ASC ANNUAL MEETING DATES***

2015	November 18 -- 21	Washington, D.C.	Washington Hilton
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
2020	November 18 -- 21	Washington, D.C.	Washington Hilton
2021	November 17 -- 20	Chicago, IL	Palmer House Hilton
2022	November 16 -- 19	Atlanta, GA	Atlanta Marriott Marquis
2023	November 15 -- 18	Philadelphia, PA	Philadelphia Marriott Downtown

2014 ANNUAL MEETING

THEME: Criminology at the Intersections of Oppression

**Make your reservations early for San Francisco
November 19-22, 2014**

San Francisco Marriott Marquis
780 Mission St.
San Francisco, CA 94103 USA

\$249 single/double occupancy

YOU **MUST** MENTION YOU ARE WITH ASC TO OBTAIN THIS RATE