

The Criminologist

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The American Society of Criminology

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Editor's Note:

Each year, one of the responsibilities of the ASC Vice President is to solicit the lead essays for the six issues of The Criminologist published during their term in office. This year, I have decided to orient the lead essays around the theme of publicly engaged criminology and criminal justice. The idea for this focus came from a conversation I had with Andres Rengifo and Eric Stewart during the 2015 Racial Democracy, Crime and Justice Network workshop. I want to thank Andres for the suggestion, and Eric for not running with it during his 2016 term as ASC Vice President! At the time it seemed like a great idea, and now feels downright prescient.

As we enter a period in which many of us are anxious about the state of criminal justice reform—and justice more broadly—our efforts to engage with a wide array of public constituencies are all the more important. Starting with this issue's lead essay by Christopher Uggen, Veronica Horowitz and Robert Stewart, The Criminologist in 2017 will showcase a number of our colleagues' public engagement activities, attending to both how to make such work happen and the challenges we face in doing so. In inviting contributors, I have intentionally thought about public engagement in a multi-faceted way; we will feature essays that focus on engagement with communities affected by crime and justice practices, efforts to provide research and other tools to communities, pedagogical engagement strategies, work with practitioners and policy-makers, as well as efforts to educate 'the public' on the insights of crime and justice research. I hope you find this year's thematic approach insightful and inspiring!

— Jody Miller, ASC Vice President

IN THIS ISSUE....

Editor's Corner	10	Policy Corner	34
Around the ASC	14	Doctoral Student Forum.....	36
2016 ASC Annual Meeting Photos.....	15	Obituaries	42
ASC CFN - 2016 Awards	18	Criminology Around the World	44
2016 ASC Call for Papers	25	ASC Membership Form	49

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Public Criminology and Criminologists with Records¹

by

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&

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Public Criminology and Criminologists with Records

The impetus for a more public criminology builds upon a great tradition of engaged scholarship within our field and powerful calls in related fields like sociology (Burawoy 2005). There are countless variants of public criminology (e.g., Loader and Sparks, 2010; Uggen and Inderbitzin, 2010), some emphasizing media outreach, others stressing activism (Belknap 2015), community-based research, and the co-production of criminological knowledge. In each case, however, the kernel notion is broader engagement and dialogue beyond the academy. Proponents typically lament institutional barriers to public criminology, such as high teaching loads, inadequate training, the standards we use to evaluate scholarship, and the absence of incentives. And while the situation has improved to some extent, access and privilege within academic criminology – and the basic *opportunity* to engage in public scholarship – has long been stratified by race, gender, and other identity categories (Chesney-Lind and Chagnon, 2016; Peterson 2016). In this essay, we take up an institutional constraint that has received far less attention: discrimination against people with criminal records.

We will describe how such discrimination occurs, what is lost to our various publics, and the promise of a more inclusive criminological community. Before doing so, we should note three especially important contributions to public criminology: (1) the experiences and insights of influential convict criminologists, such as John Irwin, Angela Davis, and Frank Tannenbaum (Ross and Richards, 2003); (2) the transformative pedagogy of the spectacularly successful Inside-Out Prison Exchange Program and its leader, Lori Pompa (2013); and, (3) formerly incarcerated criminal justice activists outside academia, such as Eddie Ellis, Piper Kerman, Jazz Hayden, Jason Sole, and Glenn Martin, who have helped reshape the public's understanding of people with records -- and chastised our indiscriminate and imprecise use of terms like "offender."

With these and other important exceptions, however, few of the experts who speak for academic criminology have ever been clients in the justice system. We will argue that this impoverishes "mainstream" criminological outreach and engagement, as well as our capacity to make good on our core mission of research and teaching. Paradoxically, the boundary between mainstream academics and people with records is often reified in public scholarship, as journalists represent us as either "experts" (identified by our institutional affiliation) or "characters" (identified by personal information such as age and hometown) in their crime stories. Such stories are typically framed with the "characters" setting up the story's lede and conclusion and the "experts" quoted in the middle providing the real information. We briefly describe some of the formal and informal barriers that reinforce such boundaries and their implications for a more public criminology.

Barriers for Students with Records

Every criminologist knows that people with criminal records face discrimination on the labor market (e.g., Pager 2007), but we know far less about the institutional barriers to *becoming* a criminologist – except, of course, the firsthand knowledge of criminologists who managed to overcome such barriers (e.g., Tietjen, 2013). And while there is a rich and detailed literature documenting labor market discrimination against people with criminal records, there are surprisingly few systematic studies of criminal stigma in higher education.

When our departments and universities discriminate against people with criminal records, many criminologists have reacted with silence or grudging acceptance. After all, much research suggests at least *some* degree of stability in offending. And the hypothetical cases that administrators invoke – often involving sexual violence, physical assault, or other predatory behavior – stir concerns about campus safety and liability. Nevertheless, the vast majority of campus crime is committed by non-students and students without records. For example, one task force found 1,086 campus crimes in the University of North Carolina system reported between 2001 and 2004 among a population of 250,000 students (University of North Carolina, 2004). A student was named as a suspect in 532 of those cases, only 21 of these suspects had a prior criminal history, and only 8 of the 21 had disclosed the prior conviction on their application.

1 The authors thank Chelsea Carlson and Stephen Wulff for comments and assistance.

As importantly, students with criminal records must pass through a demanding and time-consuming filtering process before they arrive in a graduate program. They are often older, having entered higher education later in life and with less desirable educational credentials. They must then be accepted into and complete an undergraduate program, earn a high grade point average, do well on the Graduate Record Exam, apply to graduate schools and pay the associated fees, and compile an application dossier appropriate for competitive programs. At each of these stages, the pool of potential applicants with criminal records shrinks, as does the risk of re-offense (Kurlychek, Brame, and Bushway, 2006) among those who persist in school. Perhaps it is unsurprising, then, that screening for criminal records among this selective group has not proven effective for preventing or reducing campus crime.

Nevertheless, such screening continues. We find that 70 percent of four-year colleges and universities now inquire about criminal records on their application forms, a percentage that has increased significantly in recent years (Stewart 2015). And when we sent applications to hundreds of these schools in a new experimental study, we found significant discrimination on the basis of relatively low-level records (Stewart and Uggen, 2016).

Such screening continues at the graduate level. Programs and graduate schools vary dramatically in how they treat applicants with records, sometimes denying admission or funding based on the offense type, recency, and perceived severity of the record, and sometimes rejecting applicants more arbitrarily and without providing any specific reason. In preparing this essay, we heard from Ben, a 30-year-old graduate student who applied to a Ph.D. program nearly a decade after he was convicted of multiple felonies, the most serious of which were low-level assault and criminal vehicular convictions.¹ A few months later, he was notified that a departmental recommendation for admission had been forwarded to the respective graduate school. Over a month had elapsed before the graduate school completed a background check and subsequent review and ultimately denied him admission because they did not feel he would be a "good fit" for their campus. Ben inquired about the criteria used to evaluate his file but was told they could not provide any further information.

When they are accepted into programs, graduate students with records continue to face more subtle but equally demoralizing forms of differential treatment. For example, many programs invite prospective graduate students for a multi-day recruitment visit where they are hosted by current graduate students. Edgar, a prospective student with a felony-level drug conviction, was accepted into one such program and invited to visit. Unlike his fellow recruits, however, Edgar was offered a hotel room rather than a stay with a current student. As the department explained, they thought he would be "more comfortable" with such accommodations.

There are also significant barriers to finding safe and suitable housing for students with records who relocate to attend graduate school. Elsewhere (Uggen and Stewart, 2014), we described Valerie's housing challenges upon entering a Ph.D. program almost a decade after serving time for felony-level drug offenses. Despite her Master's degree, excellent employment record, and a signed university offer letter promising five years of guaranteed income, each of the nine apartment managers with whom she spoke told her that their criteria for leasing included either "no felonies" or "at least ten years' incarceration-free."

Those who manage to overcome such barriers tend to have greater personal and social resources than other prospective students with records. These include, for example, extensive social support and the financial means to purchase rather than rent housing. Such was the case for Dion, another student with a felony record who had been preparing to move across the country with his partner so they could both attend graduate school. They applied for graduate housing as married students but were denied based on his record. They then scrambled to find somewhere to live, eventually purchasing a house when they could not find affordable rental housing within a reasonable distance from their university.

Public Scholarship for Graduate Students with Records

Many students enter graduate study with a passion for public work but are often advised to "wait for tenure" (Burawoy, 2005). For those with criminal records, this drive is particularly intense, as they *enter* graduate school with hard-won knowledge to share, help to offer, and, often, engagement with communities closest to crime and punishment. Perhaps not unlike graduate students and faculty of color, students with records often carry a heavy service load even when they do not pursue it themselves. They are called upon to assist other students with records, to advise on the legal difficulties of peers (criminal or otherwise), and to serve as a resource when former associates or friends leave prison or exit the justice system. Even in the most supportive environments, people with records are frequently tapped as guest speakers in criminology classes or to serve on panels to share their experiences, and they are often encouraged (and even pressured) by faculty mentors to pursue research agendas that are motivated by their criminal justice experience rather than their actual research interests. Worse still, some colleagues exoticize them as "badasses," in some cases asking them to find drugs (even when they are in recovery themselves) or engage in other black- or gray-market activities.

But the pressure to serve as a role model, an exemplary student, and the sort of public scholar who says "yes" when called, can lead to

¹ We use pseudonyms to identify individuals.

overreaching, or the sort of “tragic optimism” that Shadd Maruna (2001) observes among reentering prisoners more generally. The admonition “Don’t screw up” is both internally and externally imposed. In addition, they must often navigate moralism – the pressure to define their experiences in a way that requires an individual or *personal* redemption narrative and provide assurances that they are now morally fit to join an academic community as a researcher, teacher, and public scholar. They are frustrated, in particular, when they must provide this narrative to scholars who know and appreciate the structural forces that shape crime and punishment and the longitudinal evidence of near-universal desistance. In some cases, students internalize these narratives, in a process not unlike the “internalized oppression” of historically marginalized or stigmatized groups. Alternatively, formerly incarcerated students in some programs face moral pressure to “toe the line” with their more radical colleagues, even when such critiques conflict with their own views and experiences.

Criminal records can also block career advancement in professional and policy criminology, particularly when students begin graduate study under probation or parole supervision. In fact, they may be prohibited from studying the very research questions, sites, and people that brought them to graduate school in the first place. In teaching, a record may prevent instructors with criminal records from accompanying their students on prison tours. At pivotal career moments, such as the year they enter the job market, their primary professional conference could be held in a country (such as Canada) that restricts entry to travelers with certain criminal records. When new scholars’ careers in professional criminology are restricted in this way, it limits their capacity to engage in public criminology – and in policy criminology and critical criminology as well (for more on these distinctions, see Uggen and Inderbitzin, 2010; Burawoy, 2005).

As they approach the job market, scholars with records must wrestle with when, how, and whether to discuss their experiences and disclose their criminal histories. Some provide clear signals in their curriculum vitae, either through their research interests or their record of public criminology and engagement. But for others who are more reserved about sharing their experiences or do not identify as convict criminologists, the record may not come to light unless and until it “pops up” (Lageson 2016) in a background check during the faculty recruitment process. Such cases can create a stressful situation in which the record may be known to the dean’s office, but not yet known to one’s colleagues. Apprehension about sharing one’s record is not unwarranted. For instance, Dominique was offered a tenure-track position at a university that had been unaware of her criminal record. When they learned of it, they rescinded the offer and Dominique has since left academia and, hence, public scholarship as an academic.

What is Lost and Gained?

Criminologists who have experienced the justice system firsthand – whether as practitioners or clients – play a critical role in addressing a central challenge in public criminology: narrowing the gap between public perceptions and the lived reality of crime and punishment. The inclusion of such voices in professional and public criminology also benefits students (“our first public,” for Burawoy) and our core research mission. In teaching, there is a remarkable difference between criminology seminars in which 30 percent of the students are formerly incarcerated, relative to seminars in which neither the instructor nor the students have such experiences. More generally, the Inside-Out Prison Exchange Program (Pompa, 2013) has shown the broad benefits of a 50/50 mix of “inside” and “outside” students in a great range of classes, which can cultivate a sense of “educated hope” and engaged citizenship (Inderbitzin, 2015).

In professional and public scholarship, criminologists with records provide a much-needed reality check on academic criminology. They have the knowledge and perspective to authoritatively challenge both the public narratives and images that demonize broad classes of prisoners *and* the counter-narratives and images that demonize broad classes of workers in the justice system. Public criminologists with records are positioned to offer alternative views on wide-ranging questions of academic and public concern about both offending and punishment. They can help explain to the public and to their professional colleagues how suicides or executions are experienced behind prison walls, or why a yearlong prison stay can be preferable to 3-5 years of probation, or how monetary sanctions can pile up higher and deeper than student loans. But most public criminologists with records also recognize their good fortune and distinctiveness; the few who make it through college and graduate study are often the first to make clear that they cannot necessarily speak for those inside.

Perhaps most significantly, the questions asked by criminologists with criminal records may never occur to criminologists who lack such direct experience. Michael Walker (2016) systematically collected ethnographic data while incarcerated, gaining fresh insight into how social interactions were racialized in some places and deracialized in others. In doing so, he distinguished between being an “inmate” scholar and a “scholar impersonating an inmate.”

I faced the same fears that other inmates faced. I had the same problems with my public defenders that other inmates had, and I hoped for an early release as many others did. In short, I was an inmate, not a scholar impersonating an inmate. This distinction is important. When you know that you cannot go home (or leave the field)—because you feel that you have reached the point of saturation, you are ready to see your family, or you have other things to do—you are sure to gain a deeper understanding of the experiences of the groups and settings that you are examining (2016, at 1058).

For other criminologists with records, their research questions emerged from their direct experiences with law enforcement, the courts, or corrections. For example, one of the authors of this essay learned about the laborious and draining process of petitioning for commutation from the lifers she met while incarcerated. She is currently writing a mixed-methods dissertation analyzing transcripts of commutation hearings and the predictors of commutation across space and time. The project is designed to engage both public and policy questions, as commutation represents an underused mechanism for early release that could help reduce prison populations.

For another of the authors, the experience of applying to college with a felony record inspired and informs his dissertation research. Surprised and nearly deterred from completing his application once he saw the required criminal history question, he began to think about whether criminal records were serious barriers to college. There was little awareness that colleges were asking applicants about criminal history information and even less research. He designed a multi-method dissertation that includes a national experiment on the effect of criminal records in college admissions. Here too, the project engages urgent public and policy questions, such as the sustainability of education programs for prisoners (and former prisoners) and the removal of criminal record questions from college applications. On the latter issue, public criminology efforts based on both academic research and lived experience helped inform our university's recent decision to stop asking prospective students about felony convictions (Verges, 2016).

Despite renewed attention to both public scholarship and people with criminal records, public criminology today is missing a great chorus of voices. Criminologists with records are poised to lend them, but institutional barriers, overt discrimination, and differential treatment block their access to higher education and limit their success in academic criminology. For public criminology to realize its promise of broad engagement and dialogue *beyond* the academy, such barriers *within* the academy must be reduced or removed.

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The Fine Print of Journal Reviewing

by

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I was recently asked to review a manuscript for a well-known scholarly journal. In order to accept the review invitation, I had to create an account with the publisher and check a box indicating I'd read and understood their registered user agreement. Doing so meant I agreed to be bound by its terms and conditions. If I chose not to do so, there was no way to continue the review.

The agreement was five pages of legal language containing a number of requirements and restrictions, virtually all of which had nothing to do with peer reviewing. Amongst other clauses, the reviewer must agree to indemnify the publisher, its suppliers, and its licensors, against any and all third-party claims of liability, losses, damages and costs, including attorneys' and legal fees, arising from any violation (or alleged violation) of their terms.

While the agreement may not appear to mean much in practice, in principle why should a reviewer agree to such terms and accept legal liability in order to provide a free service for a for-profit business? Reviewed manuscripts must be treated as confidential¹, of course, but the publisher's terms and conditions went far beyond that.

The legal agreement also bound the reviewer to the publisher's privacy policy. This particular publishing company collects comprehensive personal information that, absent an opt-out, can be used to send special offers, promotions, surveys, products, and events from their affiliates and non-affiliated third parties including sponsors. The company can also share your personal information with relevant agents, representatives, joint venturers, licensees, *et cetera*, to assist them in developing and operating their businesses, systems, and applications, and in marketing and promotions (as if we needed more junk mail).

The business tactics of certain publishers – many of which are now owned by multinational parent companies – have generated considerable controversy. To help maintain large profit margins, they charge high individual journal prices, pressuring university libraries to purchase publication bundles containing unwanted journals (rather like the cable television model). In some cases, their political support for legislation restricting free information exchange has resulted in protests and boycott movements from the academic community.

Most of the journals criminologists publish in are professional and provide value; perhaps the relatively small size of our field has helped protect us from more predatory practices. However, in the modern world of acquisition and mergers, publishing companies are increasingly owned by large corporations with objectives misaligned with those of scholars and researchers. It is important for academics to know what lies beneath the impact factor.

Open source journals, high profit margins, and corporate ethics in academic publishing involve complex issues that won't be resolved in the near future (Aaronson, 2007). However, the exploitation of reviewers who donate their time to support the process is something that can be responded to individually and immediately. We are in a strategic position. Read the fine print and refuse to agree to anything you believe is unreasonable. If editors of problematic journals find it difficult to obtain reviews, editorial boards might pressure their publishers to amend sneaky agreements.

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¹ Several scholarly associations have adopted a code of ethics detailing how the publication and review process should be conducted (<http://www.asc41.com/ethicspg.html>).

Response to David Kauzlarich's essay, "A Special Issue of *Critical Criminology* on Praxis, Prompted by Former ASC President Dr. Joanne Belknap's 2014 Presidential Address", published in Volume 41, Number 6, 2016:

I very much appreciated Professor Kauzlarich's essay on Professor Joanne Belknap's numerous and significant contributions to human rights activism and advocacy, as well as her call for all scholars to be more involved in resolving inequality and exploitation of the less-advantaged. As Professor Kauzlarich and others know, Professor Belknap is intensely involved in advocacy for prisoners (the questionably arrested and the falsely convicted) and victims of sexual assault. She is a member of the Inside-Out program that does the hands-on work of educating prisoners and assisting them to more clearly understand their circumstances. Moreover, she is engaged to an impressive degree in political protest that demands fair treatment of all citizens regardless of minority status, be that status related to poverty, LGBTQ orientation, racial and ethnic membership, immigration, disability, or gender. Her reach is not only local but national and international.

All that said, Professor Kauzlarich takes issue with her worries about convict criminology's inclusivity and reach. I have edited Professor Belknap's work, for instance her Presidential speech for publication in *Criminology* and, in my interpretation, she did not fault convict criminology as in any way limited. Instead, she was describing it as, in common with most specialized subdisciplines, a concentrated field of study. Much of what we study is narrowly-focused and not necessarily representative of the global field of study. That doesn't make it any less valuable.

Professor Kauzlarich also criticizes Professor Belknap for not mentioning the works of a couple of critical criminologists. Sure, mentioning their work might have made her address stronger but, as Professor Kauzlarich certainly knows, there is limited space in writing a journal article and she could just as easily have been criticized for going on at length about everything there is to know about critical criminology. All academic writers face this dilemma of deciding what to retain and what to leave out. I wish I had a dollar for every time a reviewer critiqued me for neglecting to mention so-and-so's work. My experience is not unique; this complaint is frequent, widespread, and probably unavoidable. Besides, as Donald Black noted in an ASC author-meets-critic session on his latest work *Moral Time*, (1) no scholar is going to cite or even necessarily know every source of literature on a topic and (2) eventually, we have to put a period at the end of the essay (book, etc.) in order to make the work available to the audience.

So, while I agree with Professor Kauzlarich that Professor Belknap is a star among activists-scholars, I find his criticism unfair, not just to Joanne Belknap but to all scholarly authors whose work lacks mention of specific authors' writings. I am familiar with and greatly admire Professor Kauzlarich's work and would guess that he has faced similar dilemmas.

Bonnie Berry, Director
Social Problems Research Group

EDITOR'S CORNER

Changes at *Criminology*: Goals and Objectives of the New Editorial Team

As of October 1st, 2016, new submissions to *Criminology* are being assigned to the new editorial team, which consists of David McDowall (*State University at Albany*), Janet L. Lauritsen (*University of Missouri—St. Louis*), Jody Miller (*Rutgers University*), and Brian D. Johnson (*University of Maryland*). We will be responsible for the 2018-2020 volumes of *Criminology* and want to take this opportunity to share with you our vision, goals and plans for the journal.

First and foremost, we want to thank the former editors, Wayne Osgood (lead editor), Rosemary Gartner (co-editor), and Eric Baumer (co-editor) for their excellent stewardship of *Criminology*. Not only has the journal continued to be the top outlet in the field under their careful direction, but it has also increased in prominence and visibility. One of the primary goals of our editorship is to live up to the lofty standards that they have helped establish and maintain, while working to further enhance the reputation of *Criminology* by publishing innovative research that advances scientific knowledge, pushes the field in new and interesting directions, and enriches our collective understanding of diverse issues in criminology and criminal justice. To accomplish this we are striving to identify pioneering scholarship of the highest quality and to produce and publish empirical work that makes unique substantive, theoretical and/or methodological contributions to knowledge. We believe it is important to be open and inclusive of the wide range of topics that characterize the discipline, as well as the various methodological traditions that contribute to the interdisciplinary study of crime and justice.

We are also focused on maintaining the high standards of the journal by employing fair and uniform procedures and by making prompt decisions that provide valuable feedback to all authors. As with the previous editorship, we are serving as an editorial team, which we believe affords several advantages. By having multiple co-Editors we are able to diffuse the workload and devote more time and attention to each manuscript. This also allows us to maintain our own research agendas, and we believe the journal is best served by editors that are actively engaged in scholarship. Having multiple co-Editors also serves to diversify our substantive and methodological expertise – each of us has unique strengths and areas of research that make the editorial team stronger. Although it is impossible to guarantee that all co-Editors would reach the same decision on every manuscript, we are committed to ensuring that our decisions are as fair, equitable and consistent as possible. We are therefore working closely with one another, engaging in frequent discussions, and sharing our decision letters to make sure that all editorial decisions are grounded in similar criteria and held to the same high and consistent standards of *Criminology*. The use of an editorial team has the added benefit of reducing potential conflicts of interest. Co-Editors will not be asked to make decisions on papers submitted by their former co-authors, current or former students, close friends or departmental colleagues. Whenever possible, manuscripts will also be assigned to co-Editors with expertise on a topic or methodology. Of course our specialty areas do not cover every important topic, but each of us has certain strengths that make us well-suited to evaluating research in particular areas. Manuscripts not assigned on the basis of the first two criteria will be allocated according to workflow. This ensures a random nature to the editorial process and allows us to all have similar numbers of manuscripts under consideration at any given time. All of these procedures are part of our attempt to ensure that each submission receives the attention it deserves and is evaluated in a fair and consistent manner.

We also believe that all authors, regardless of the editorial outcome, deserve to receive constructive comments that can help to identify important strengths and limitations in their research. Our goal as an editorial team is to provide that type of feedback in a timely and evenhanded manner. As part of our editorial decisions, we include summaries of the most important reviewer comments, and we do our best to provide clear rationales for how and why we reach our decisions. For all revise and resubmit decisions, we attempt to be clear and thorough in describing the changes necessary for publication. We recognize that the success of *Criminology* ultimately depends on authors submitting their best work to the journal, and we strive to maintain the highest standards of civility, fairness and transparency in these relations. At the same time, we know that the success of the journal also depends on the many devoted reviewers who dedicate their time and expertise to evaluating and improving the quality of scholarship in the field. We sincerely appreciate the hard work that goes into these quality reviews and will continue to call on the many talented referees who have been instrumental in ensuring that only the most rigorous research is published in *Criminology* – we could not do our job effectively without your dedication and service.

Finally, we are actively aiming to expand the scope and inclusiveness of the range of scholars and scholarly work included in the submission and review process at *Criminology*. We see two mechanisms through which to achieve this goal. First, we want to explicitly encourage scholars from diverse backgrounds to submit their work to *Criminology*. This includes diversity in race, ethnicity, gender, and sexual orientation as well as diversity across different stages of career development and disciplines of study. We also want to encourage a broad range of submissions from different methodological traditions, including quantitative, qualitative and mixed-method approaches, and we have added a question to the *Criminology* submission page to begin collecting this information.

EDITOR'S CORNER

Second, *Criminology* has a long history of strong editorial boards, and we plan to continue this tradition, identifying quality reviewers from diverse backgrounds to serve on the board. The service term for new editorial board members will begin with the first volume in 2018 and continue through our final volume in 2020. We will be selecting board members based largely on the quality of reviews provided to the journal and the willingness of reviewers to commit to this task at least 4 to 6 times per year. If you are already a reviewer, we appreciate your service; if you are not yet a reviewer you can sign up by visiting <http://mc.manuscriptcentral.com/criminology>. We are also making concerted efforts to include promising new scholars from diverse and varied backgrounds on the editorial board. As the flagship journal in the field we feel strongly that the editorial board of *Criminology* should reflect the full diversity and range of substantive, methodological, and theoretical expertise of the many talented members that make up its readership.

In the end, our overarching vision for the journal is to maintain its consistently high standards, while enhancing *Criminology's* already excellent reputation as the flagship journal and leading publication for research on crime and justice. We are committed to providing a fair, equitable and transparent editorial process and to providing useful comments to authors in a timely fashion. At the same time, we hope to broaden the inclusiveness of the journal, both in terms of the range of papers submitted for consideration and in terms of the diversity and representativeness of the editorial board. As with any peer-reviewed journal, the final product belongs to the field and requires the collective efforts of countless authors, reviewers, and staff, and we are eagerly looking forward to working with all of you in this exciting new endeavor.



University of Miami

Department of Sociology

Graduate Programs in Criminology and Criminal Justice

NEW! Master of Arts in Criminology and Criminal Justice*

Ph.D. in Sociology (with concentration in Criminology)

Ranked in the top 10 sociology graduate programs by National Research Council

Selected Faculty

Olena Antonaccio (North Carolina State University) Criminological theory, juvenile delinquency, cross-national research, survey research, cybercrime

Roger G. Dunham (Washington State University) Police decision-making, police use of force, racial profiling by police, juvenile delinquency, deviance theories

Michael French (Boston College) Health economics, economics of crime, program evaluation, substance abuse research, risky behaviors, econometrics

Robert J. Johnson (University of Utah) Mental health, life course, aging, deviance, LGBTQ Studies, terrorism

Amie L. Nielsen (University of Delaware) Homicide, immigration, race and ethnicity

Kathryn Nowotny (University of Colorado Boulder) Health disparities, correctional health & health care, drug use & abuse, mental health

Marisa Kei Omori (University of California, Irvine) Racial stratification within criminal justice institutions, courts and sentencing, drug use and drug policy, research methods

Nick Petersen (University of California, Irvine) Law & society, racial stratification, geography and criminal justice, research methods, statistics

For more information visit <http://www.as.miami.edu/sociology/>

*Pending SACS approval

ORAL HISTORY CRIMINOLOGY PROJECT

The Oral History Criminology Project invites the members of the broader scholarly community to view and share the following new additions to our growing video archive. There are nine video additions in total, four highlighting the life's work of domestic scholars and five contributed by our quickly expanding roster of eminent scholars from abroad. Thank you to those who have participated and to the many instructors who use the material to inform and enliven the imagination of the next generation of researchers.

Howard Becker interviewed by Brendan Dooley, August 17, 2015
https://www.youtube.com/watch?v=26-il8_IKz0&feature=youtu.be

Donald Black interviewed by Brendan Dooley, May 4, 2015
<https://www.youtube.com/watch?v=yQ-gva03AHY&feature=youtu.be>

Denise Gottfredson interviewed by Allison Payne, November 20, 2015
<https://www.youtube.com/watch?v=SKKR8yMQwjA&feature=youtu.be>

Matti Jouten interviewed by Rosemary Barberet, 2015
<https://www.youtube.com/watch?v=htcHcQX4WQk&feature=youtu.be>

Hans Jurgen Kerner interviewed by Jay Albanese, 2014
<https://www.youtube.com/watch?v=lnubZzl2Wfl&feature=youtu.be>

Ross Matsueda interviewed by Brendan Dooley, May 29, 2015
<https://www.youtube.com/watch?v=cxW2Yow9XtA&feature=youtu.be>

Margaret Shaw interviewed by Rosemary Barberet, 2015
<https://www.youtube.com/watch?v=xF6yR6wis24&feature=youtu.be>

Sonja Snacken interviewed by Hilde Tubex, 2014
<https://www.youtube.com/watch?v=rxN5rC-2bWA&feature=youtu.be>

Jan Van Dijk interviewed by Jay Albanese, 2013
<https://www.youtube.com/watch?v=JldMARvtMzY&feature=youtu.be>

The OHCP is also pleased to announce that it will be coordinating with the Academy of Criminal Justice Sciences in archiving interviews with a collection of their leading scholars in the coming years. These recordings can be located along with all of the others at <http://oralhistoryofcriminology.org/>.

AROUND THE ASC

2017 Election Slate for 2018 - 2019 ASC Officers

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2017 election:

President-Elect

Meda Chesney-Lind, University of Hawaii at Manoa
Daniel Nagin, Carnegie Mellon University

Vice President-Elect

Jay Albanese, Virginia Commonwealth University
Pamela Wilcox, University of Cincinnati

Executive Counselor

Elsa Chen, Santa Clara University
Devon Johnson, George Mason University
Aaron Kupchik, University of Delaware
Vera Lopez, Arizona State University
Anthony Peguero, Virginia Tech
Geoff Ward, University of California Irvine

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 17, 2017 (postmark date) to the address noted below. Email nominations will NOT be accepted.

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

2016 ASC ANNUAL MEETING



Presidents Ruth Peterson & Jim Lynch



New ASC Fellows - Michael Benson, Helene White, & Anthony Braga (Eric Baumer missing)



Presidential Justice Award recipient Jody Owens (and son)



Herbert Bloch Award Recipient Francis Cullen



Michael J. Hindelang Award Recipient Jamie Fader



Gene Carte Student Paper Award Recipients - Eric Flower, Dean Weld, Sean Patrick Roche, & Megan Denver



Teaching Award Recipient Lori Pompa



Outstanding Paper Award Recipient Sarah Brayne



Mentor Award Recipient David Weisburd

2016 ASC ANNUAL MEETING



Sellin-Gluck Award Recipient
Letizia Paoli



Peterson Fellowship Recipients – John Navarro,
Krystlelynn Caraballo
(Colleen Berryessa not pictured)



August Vollmer Award Recipient
Denise Gottfredson



Poster Session



The Crew



Behind the Scenes



Ice Cream Social – Natasha Frost &
Jay Albanese



Ron Akers Band – Tasha Youstin, Jeff Ferrell,
Eddy Green, Mark Hamm



SEATTLE UNIVERSITY DEPARTMENT OF CRIMINAL JUSTICE

OUTSTANDING PROGRAMS

BA and BS Degrees in Criminal Justice

- Specializations in Administration of Justice, Criminology/Criminal Justice Theory, Forensic Psychology, Forensic Science

Master of Arts in Criminal Justice

- 55 credits, online and on campus, can be completed in 2 years
- Interdisciplinary focus with real-world applications, emphasis on criminal justice ethics, issues of diversity, critical thinking, and leadership
- Opportunities for research fellowships

Graduate Certificate in Crime Analysis

- 25 credits, online only, can be completed in 1 year
- Curriculum examines law enforcement operations, criminological theory, statistics, research methods, GIS, and relevant computer technology
- Emphasis on critical thinking, logic, and reasoning ability in analyses of crime data, criminal activity and trends, and crime patterns support of investigative efforts.

OUTSTANDING FACULTY

Our full-time and adjunct faculty provide research and internship opportunities for all students in the undergraduate and graduate criminal justice programs. Our adjunct faculty are working professionals in federal, state, and local agencies.

FULL-TIME FACULTY

PETER COLLINS, PHD: Expertise in criminal justice organizations and management, drug policy and substance abuse treatment, statistics and quantitative methods.

DAVID CONNOR, PHD: Expertise in sex offenders and sex offenses, corrections and offender reentry, and social deviance.

ELAINE GUNNISON, PHD: Graduate Director: Expertise in life-course criminology, female offending, corrections, offender reentry.

JACQUELINE HELFGOTT, PHD: Department Chair: Expertise in criminal behavior, psychopathy, copycat crime, corrections, offender reentry, and community justice.

MATTHEW HICKMAN, PHD: Expertise in law enforcement, police integrity and ethics, statistics and quantitative methods, criminal justice decision-making, and criminological theory.

WILLIAM PARKIN, PHD: Expertise in domestic extremism and terrorism, victimization, media and the criminal justice system, and mixed methods research.

STEPHEN K. RICE, PHD, Internship Director: Expertise in procedural and restorative justice, race/ ethnicity and justice, terrorism, the social psychology of punishment, and criminological theory.

We are one of only eight programs in the United States to be certified by the Academy of Criminal Justice Sciences and the only one west of the Rockies.



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ASC CALL FOR NOMINATIONS - 2017 AWARDS



The American Society of Criminology

Announces its call for nominations

for the 2017 Awards

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

****These Awards will be presented during the Annual Meeting of the Society.**

The Society reserves the right to not grant any of these awards during any given year.

Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate (or manuscripts in the context of the Hindelang and Outstanding Paper awards). Current members of the ASC Board are ineligible to receive any ASC award. ******

ASC CALL FOR NOMINATIONS - 2017 AWARDS**NOMINATIONS FOR 2017 ASC AWARDS**

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

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

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

Committee Chair: **SUSAN TURNER** (949) 824-6943 (Ph)
University of California, Irvine sfturner@uci.edu

AUGUST VOLLMER AWARD, which recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior.

Committee Chair: **MAHESH NALLA** (517) 355-2228 (Ph)
Michigan State University nalla@msu.edu

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

Committee Chair: **TOM BLOMBERG** (850) 644-7380 (Ph)
Florida State University tblomberg@fsu.edu

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

Committee Chair: **CATHY WIDOM** (212) 237-8978 (Ph)
John Jay College of Criminal Justice cwidom@jjay.cuny.edu

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Pearson Education) - This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2012), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. The deadline for nominations is **March 1**.

Committee Chair: **LORRAINE MAZEROLLE** (61) 7-3346-7877 (Ph)
University of Queensland l.mazerolle@uq.edu.au
Michie Building (9), Room 440
St. Lucia QLD 4072
Australia

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY

The Ruth D. Peterson Fellowship for Racial and Ethnic Diversity is designed to encourage students of color, especially those from racial and ethnic groups underrepresented in the field, to enter the field of criminology and criminal justice, and to facilitate the completion of their degrees.

Eligibility: Applicants are to be from racial and ethnic groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Latinas/os. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies.

Application Procedures: A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) personal statement from the applicant as to their race or ethnicity; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (7) three letters of reference. All application materials should be submitted in electronic format.

Awards: Three (3), \$6,000 fellowships are awarded each year.

Submission Deadline: All items should be submitted to the Committee Chair in electronic format by **March 1**.

Committee Chair: **ROD BRUNSON**
Rutgers University

(973) 353-5030 (Ph)
rodbruns@andromeda.rutgers.edu

GENE CARTE STUDENT PAPER COMPETITION

The Gene Carte Student Paper Award is given to recognize outstanding scholarly work of students.

Eligibility: Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Multiple authored papers are admissible, as long as all authors are students in good standing at the time of submission. Papers that have been accepted for publication at the time of submission are ineligible.

Application Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 7,500 words (inclusive of all materials). The *Criminology* format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

Judging Procedures: The Student Awards Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology.

Awards: The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting. The Committee may decide that no entry is of sufficient quality to declare a winner. Fewer than three awards may be given.

Submission Deadline: All items should be submitted to the Committee Chair in electronic format by **April 15**.

Committee Chair: **DAVID KIRK**
Oxford University

(44) 1865-278599 (Ph)
david.kirk@nuffield.ox.ac.uk

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

TEACHING AWARD

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

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

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

Nominees will be contacted by the Chair of the Teaching Award Committee and asked to submit a teaching portfolio of supporting materials.

The teaching portfolios should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of teaching accomplishments, which may include:
 - student evaluations, which may be qualitative or quantitative, from recent years or over the course of the nominee's career
 - peer reviews of teaching
 - nominee statements of teaching philosophy and practices
 - evidence of mentoring
 - evidence of research on teaching (papers presented on teaching, teaching journals edited, etc.)
 - selected syllabi
 - letters of nomination/reference, and
 - other evidence of teaching achievements.

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

Letters of nomination (including statements in support of nomination) should be submitted to the Teaching Award Committee Chair in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Teaching Award Committee Chair in electronic format and must be received by **June 1**.

Committee Chair: **LOIS PRESSER**
University of Tennessee – Knoxville

(865) 974-7024 (Ph)
lpresser@utk.edu

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

MENTOR AWARD

The Mentor Award is designed to recognize excellence in mentorship in the discipline of Criminology and Criminal Justice over the span of an academic career.

Any nonstudent member of the ASC is an eligible candidate for the ASC Mentor Award, including persons who hold a full or part time position in criminology, practitioners and researchers in nonacademic settings. The award is not limited to those members listed in the ASC Mentoring Program.

Nonstudent members may be nominated by colleagues, peers, or students but self-nominations are not allowed. A detailed letter of nomination should contain concrete examples and evidence of how the nominee has sustained a record of enriching the professional lives of others, and be submitted to the Chair of the ASC Mentor Award Committee.

The mentorship portfolio should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of mentorship accomplishments, which may include:
 - academic publications
 - professional development
 - teaching
 - career guidance
 - research and professional networks, and
 - other evidence of mentoring achievements.

The letter should specify the ways the nominee has gone beyond his/her role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of Criminology and Criminal Justice, providing intellectual professional development outside of the classroom and otherwise exemplary support for Criminology/Criminal Justice undergraduates, graduates and post-graduates.

Letters of nomination (including statements in support of the nomination) should be submitted to the Mentor Award Committee Chair in electronic form and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Mentor Award Committee Chair in electronic form and must be received by **June 30**.

Committee Chair: **CODY TELEP**
Arizona State University

(602) 496-2356 (Ph)
cody.telep@asu.edu

The American Society of Criminology

1314 Kinnear Rd., Ste. 212
Columbus, OH 43212
Phone: (614) 292-9207
Fax: (614) 292-6767
Website: www.asc41.com
Email: asc@asc41.com



Graduate Studies in Criminology and Criminal Justice

The Ph.D. in Criminology and Criminal Justice at Old Dominion University is centered on policy and inequality, criminological theory, and research methods and statistics. The department features a diverse faculty with expertise in:

- Inequality (race, class and gender)
- Juvenile Justice
- Policing
- Social Justice
- Violence Against Women
- Criminological Theory
- Research Methods and Statistics

Ph.D. in Criminology and Criminal Justice

- Competitive assistantships
- Ph.D. students publish with faculty in peer-reviewed journals
- Ph.D. students gain valuable teaching experience
- Past students have received awards from national organizations
- Recent Ph.D. graduates have accepted tenure-track positions at James Madison University, Eastern Kentucky University, Marymount University and Arcadia University (among others)

For more information, contact: Dr. Scott R. Maggard, Ph.D. Graduate Program Director, smaggard@odu.edu; (757) 683-5528

The department also offers an M.A. in Applied Sociology, with the option to select a sociology, criminal justice, or women's studies track. For more information, contact: Dr. Ingrid Whittaker, M.A. Graduate Program Director, iwhitake@odu.edu; (757) 683-3811



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Department of Sociology and Criminal Justice

Batten Arts & Letters
Norfolk, VA 23529

www.odu.edu/sociology



ASC CALL FOR PAPERS



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2017
Philadelphia PA
November 15 - 18 2017
Philadelphia Marriott Downtown**

***Crime, Legitimacy and Reform:
Fifty Years after the President's Commission***

Program Co-Chairs:

Lynn A. Addington, American University
and

Robert J. Kane, Drexel University

asc2017Philly@gmail.com

ASC President:

JAMES P. LYNCH
University of Maryland

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 10, 2017

Posters and roundtable abstracts due:
Friday, May 12, 2017

ASC CALL FOR PAPERS

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2017 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, or (5) Roundtable Submission.

Please note that late submissions will NOT be accepted. Also, submissions that do not conform to the guidelines will be rejected. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers is still open. Please note that ASC staff members respond to inquiries during normal business hours.

Complete Thematic Panels: Must include a title and abstract for the entire panel as well as titles, abstracts (no more than 200 words) and author information for all papers. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- **PANEL SUBMISSION DEADLINE:**
Friday, March 10, 2017

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

- **INDIVIDUAL PAPER SUBMISSION DEADLINE:**
Friday, March 10, 2017

Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC (note: the book must appear in print before the submission deadline (March 10, 2017) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- **AUTHOR MEETS CRITICS SUBMISSION DEADLINE:**
Friday, March 10, 2017
-

ASC CALL FOR PAPERS

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

- **POSTER SUBMISSION DEADLINE:**
Friday, May 12, 2017

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. For roundtable submissions, you may submit either a single paper to be placed in a roundtable session or a complete roundtable session. Submissions for a roundtable must include a title and abstract of no more than 200 words, along with participant information. A full session requires a session title and brief description of the session. Roundtable sessions are generally less formal than thematic paper panels. Thus, ASC provides no audio/visual equipment for these sessions.

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 12, 2017

APPEARANCES ON PROGRAM

Individuals may submit **ONLY ONE FIRST AUTHOR PRESENTATION**. Ordinarily individuals may make one other appearance as either a chair or discussant on a panel. Appearances on the Program as a co-author, a poster presenter, or a roundtable participant are unlimited.

Only original papers that have not been published or presented elsewhere may be submitted to the Program Committee for presentation consideration.

The meetings are Wednesday, November 15 through Saturday, November 18. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials should be sent to you by August 31, 2017.

SUBMISSION DEADLINES

- **Friday, March 10, 2017** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
 - **Friday, May 12, 2017** is the **absolute** deadline for the submission of posters and roundtable sessions.
-

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All submissions, including roundtables, must include an abstract of no more than 200 words. They should describe the general theme of the presentation and, where relevant, the methods and results.

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. *Overhead projectors will no longer be provided.*

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Before creating your account and submitting an abstract for a single paper or submitting a thematic panel, please make sure that you have the following information on *all* authors and co-authors (discussants and chairs, if a panel): name, phone number, email address, and affiliation. **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 62) in 1 of 15 broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If there is no relevant sub-area listed, then select only the broader area. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area; no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:

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Membership Drive 2017, Award Nominations and ASC in Philadelphia

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Now is an excellent time to renew or begin your 2017 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.

We also offer **organizational memberships** for departments, centers, and institutions interested in supporting DEC. Contact us at expcrim@gmail.com for more information.

CALL FOR NOMINATIONS: DEC AND AEC AWARDS DUE MARCH 31

The DEC and the Academy of Experimental Criminology (AEC) are now accepting nominations for:

- ✓ AEC Fellows and Honorary Fellows,
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Please send nomination letters and CVs to the DEC Secretary-Treasurer at expcrim@gmail.com.

ASC- PHILADELPHIA 2017

We encourage DEC members to submit presentations on the results of- or issues surrounding- randomized experiments & metaanalyses. Information about the DEC's plans for ASC are coming soon!



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POLICY CORNER

The Latest in Washington:

The following information comes from the Crime & Justice Research Alliance (CJRA) policy consultant, Thomas Culligan of the Brimley Group for November 29, 2016.

Federal Government Update:

In the wake of the November 8th election, Washington has been in a period of transition waiting for nominations and appointments for the incoming administration and attempting to determine how to resolve outstanding appropriations and authorization bills pending in the remaining days of the 114th Congress. There are several major issues that remain unresolved as we head into the final weeks of the "lame duck" Congress, and the incoming administration is revising selections of transition team appointments, nominations and policies, but this reflects the best information as of late November.

The nomination of Senator Jeff Sessions to serve as Attorney General has provided the first indication of the policies and priorities of the incoming Trump Administration's Justice Department. In the Senate, Sen. Sessions has been an outspoken voice on the enforcement of immigration laws and opposing sentencing reforms to reduce the federal prison population. Given President-elect Trump's focus on law enforcement and immigration during the campaign, the Sessions nomination signals an intent to prioritize these issues in the administration. In late November, the transition team announced the names of the first wave of "landing team" staff members who will now work with the Obama Administration and career federal employees to facilitate the hand-off of department matters in the lead-up to the inauguration.

As expected, Congressional leadership has decided to defer to the incoming administration on whether they should complete work on an FY 2017 Omnibus Appropriations Act, or continue the current "Continuing Resolution," which funds the government at the FY 2016 levels through December 9, into the new year. In mid-November, House leadership announced that the incoming administration has requested a Continuing Resolution through the end of March 2017, to provide them time to develop input and policies for the completion of 2017 fiscal year. Generally, long-term Continuing Resolutions result in constrained spending authorities for federal agencies and limit opportunities for the disbursements of new grants and funding.

Despite hope in the advocacy community that there would be momentum for significant federal prison and sentencing reform during the remaining days of the 114th Congress and Obama Administration, it is unlikely that there will be significant movement on justice authorization bills. However, two legislative vehicles are likely to move that may contain certain justice authorization matters.

First, the 21st Century Cures Act, a bill primarily focused on National Institute of Health funding and authorities, will likely include the Comprehensive Justice and Mental Health Act, which reauthorizes and improves federal mental health grant programs and data collection. This includes provisions requiring the Attorney General to collect and disseminate data on the involvement of mental illness in crimes and injuries involving law enforcement as well as new reporting on the number of mentally ill offenders in prisons. The bill will also include more than \$1 billion in funding to assist states in the fighting opioid epidemic for programs authorized earlier this year under the Comprehensive Addiction and Recovery Act (CARA).

The second bill may be the Justice for All Act, which contains a number of bipartisan criminal justice reform priorities, including provisions to better protect crime victims' rights, reduce the rape kit backlog, make improvements in forensic science, and provide post-conviction DNA testing. The bill also expands and improves the testing capacity of Federal, state and local crime labs, contains provisions for accreditation of labs and medical examiner offices, and provides grants to improve representation in State capital cases.

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DOCTORAL STUDENT FORUM

Swimming Away from a "Sink or Swim" Mentality: Rethinking the Traditional Graduate School Experience

by

Amy Magnus, Ph.D. Student in Criminology, Law and Society, UC Irvine

A traditional graduate school experience often includes a "sink or swim" attitude regularly espoused via advising, mentoring, and teaching. A common exchange between graduate students and others in academia suggests that we are either "cut out" for succeeding in graduate school and our presumed academic careers, or we must consider career paths outside of academia. This traditional approach of socialization and indoctrination informs methods of teaching and mentorship from many established faculty advisers and mentors in an evolving educational environment, where these methods often conflict with the changing nature of graduate student demographics, needs, and desires (Gardner, 2008; Thayer, 2000). This evolving environment is one where students are 1) entering graduate study with varying personal and educational backgrounds, 2) wrestling with the desire to become a productive scholar as well as fulfill their programmatic requirements, and 3) wanting to become effective and impassioned teachers and mentors for their current and future students while engaging and embracing diversity and inclusiveness (Gardner, 2008).

I propose a rethinking, both ideologically and structurally, about the ways in which the "sink or swim" tradition in graduate education can be reformulated and reconstructed into a "swim only" mentality. There is general movement in higher education toward diversity and inclusiveness principles, yet it can still be difficult to navigate the unique subculture of academia when educational institutions are, historically, not designed to serve first generation students, students of color, low-income students, and other diverse, non-hegemonic students (Thayer, 2000). Williams (2014) notes that high school graduates and colleges attendees are increasingly becoming more racially and ethnically diverse than in previous years. The trend of a predominantly white, male population in colleges and universities is a thing of the past, and the "definition of a traditional student is becoming obsolete" (Williams, 2014). While these trends are shifting, the influence of the achievement gap between white and non-white students as well as women and men still plays a major role in college and graduate school entrance, retention, and completion rates (Commission on the Future of Graduate Education in the United States, 2010). It is the case, however, that higher education is becoming more diverse and a rethinking of the "sink or swim" mentality in graduate school is pertinent for reflecting these changes and meeting the needs of all students.

A rethinking of the graduate student experience is one that focuses on two different mind frames not often employed in graduate education or academic institutions, more broadly (Rattan, Savani, Chugh, and Dweck, 2015). The first is a "growth mindset," in which intellectual development is recognized as an ongoing process rather than a threshold one must meet to "cut it" in graduate school. The second is a "belonging mindset," which emphasizes a sense of community in often-individualistic institutions like academia. Together, encouraging these mindsets in lieu of a "sink or swim" mentality "can improve student motivation, grades, and reduces race, gender, and social class gaps" in learning outcomes (Rattan et al., 2015: 721). Fostering these mindsets, however, may be challenging in the graduate school context and culture. The proceeding sections offer proactive and solution-oriented suggestions for forging a new trajectory in improving the culture of graduate school.

Learning to Swim (Possibly Against the Current): Why the Hell Did I go to Grad School?!

Before going to graduate school, I had no idea what to expect. I had grandiose expectations of becoming a "scholar," someone who would – someday – change the world for the better with my ideas, research, and teaching capabilities. As incoming graduate students, we are not prepared for the psychological journey on which we are about to embark. Imposter syndrome, feelings of isolation and inadequacy, the struggle for funding, navigating an entirely new social and professional environment in which our intellect is constantly brought into question - it takes a brave person to not only sign up for this kind of madness, but also make it through the journey. All of this considered, it is essential to build strong networks and social capital early in graduate school. Now, I do not mean the professional networks that we so often hear about from our departments and mentors, but rather a social support system of people who 1) understand (or at least support) our decision to pursue a graduate degree, 2) understand that graduate student is only one dimension of our identity, and 3) recognize that self-care is essential for success in graduate school and beyond, wherever that path may lead us (Myers, Sweeney, Popick, Wesley, Bordfeld, and Fingerhut, 2012).

These social support networks may be composed of non-academic people, but they may also include other graduate students who truly understand the challenges we face and share similar values about social support, self-care, and balance. These supporters, in particular, are those who can share in the struggle toward making graduate school bearable and (gasp!) even enjoyable at times. Adjusting to graduate school and thriving is due in large part to collegiality and camaraderie between students (Boyle and Boice,

DOCTORAL STUDENT FORUM

1998). Collegiality might include non-academic group activities with fellow graduate students, such as daytime walks, service work, and attending social events together, which also contribute to individual self-care while fostering a bond beyond the graduate school grind.

How, then, do we institutionalize the “learning to swim” mentality in graduate education? Research suggests that graduate student peer mentoring and student-led initiatives within graduate education have a positive outcome for both institutional culture as well as individualized student experiences (Walton, Helferty, and Clarke, 2009). At UC Irvine, for example, the Diverse Educational Community and Doctoral Experience (DECADE) was instituted in the 2014-2015 academic year through a collaborative team of administrators, faculty, and graduate students. The goal, here, is to “improve the overall climate of graduate education” and to “transform the climate... by 2020 at UC Irvine by improving recruitment, retention, and completion rates of women and under-represented minorities in doctoral programs and reach equivalent diversity of grad and undergrad program...” (Leslie, Coutin, Ward, and Corrales, 2010; Gardner, 2008; Thayer, 2000). While DECADE is a large-scale initiative that took time, collaboration, and resources, it illuminates the power of graduate student leadership and solution-oriented responses to achieve desired change in an environment where we spend so much of our time. In turn, initiatives like DECADE turn the question of “why the hell did I go to graduate school?” into a more positive and healthy outlook that asks “how can I learn to swim, thrive, and facilitate change for the better in this environment?”

Mentoring Your Mentors: Unapologetically Expressing Your Needs, Goals, and Gratitude

Thriving in graduate school is in part, of course, our individual responsibility. We can choose how we want to shape our individual paths via courses we take, projects we participate in, honing particular methodological skills, and so on. A significant component of graduate education, however, is mentorship and creating a strong network of advisers and mentors who meet our various needs as graduate students (Zerzan, Hess, Schur, Phillips, and Rigotti, 2009). This process of creating a strong mentorship network can be overwhelming at times, as not all mentors are of equal quality or accessibility. Graduate students often struggle with the concept of mentorship – the meaning of the term can be as equally confusing as navigating the relationships we want to foster. Strong mentorship, though, from both faculty and other graduate students is one of the key factors in having meaningful and fulfilling graduate school experiences (Trask, Marotz-Baden, Settles, Gentry, and Berke, 2009; Schrubbe, 2004).

Some of the best advisers and mentors I have had the privilege of learning from are those I can openly talk with about my personal and academic strengths, weaknesses, and goals. The process of finding those people, however, is a journey in and of itself. Although my experience illuminates some of the anecdotal familiarities behind finding and fostering strong mentorship relationships, I will not reduce all mentoring relationships to a formula or single set of experiences. It is true, however, that navigating mentor-mentee relationships can be complicated, especially for women, people of color, students with families, first generation graduate students, and low-income students (Gardner, 2008). So instead, I offer some potential strategies graduate students can adopt for navigating these relationships in a productive way, including: 1) explicitly expressing your needs and goals to your mentors, and doing so without doubt or apology, and 2) showing gratitude to your mentors when they provide meaningful advice and/or guidance.

As the subtitle of this section suggests, expressing your needs and goals to your mentors – and doing so unapologetically – is fundamental to a healthy and productive mentoring relationship (Zerzan, et al., 2009). Being explicit and assertive about the mentoring you want from each person you consider to be a mentor can make for productive meetings, enriching conversations, and successful transference of knowledge and skills that you wish to obtain from that person. Additionally, don't be afraid to ask questions that serve a substantive or clarifying purpose. We are socially and psychologically accustomed to abide by power hierarchies and differentials. In mentoring relationships, especially in graduate school, constantly abiding by these power dynamics can be detrimental to our success. Because of this, it is essential that we actively engage our mentors and do so without hesitation and from a place of self-advocacy. In line with this is the necessity of showing gratitude to those who positively impact our development as graduate students and young scholars. In my experience, a thoughtful note or e-mail outlining the impact of a particular relationship, meeting, conversation, or favor can go a long way. This practice reinforces productive mentoring strategies for your mentor and also reminds them that you appreciate the time and effort it takes to be an effective mentor. Plus, the it's polite thing to do and institutionalizes the “growth” and “belonging” mindsets that are so desperately needed in graduate school and beyond.

Concluding Thoughts

In this entry, I have highlighted some of the best practices for learning to swim in an environment that has not fully embraced the “swim only” versus “sink or swim” mentality. Peer mentoring, student leadership, and taking ownership over our

DOCTORAL STUDENT FORUM

mentoring relationships can facilitate a more modern space in which graduate education is about learning and growing rather than surpassing the “cutting it” threshold. These practices also put diversity initiatives to work and foster a space in which students feel safe to explore their interests, learn to produce meaningful scholarship, and have the time to incorporate self-care into their daily lives.

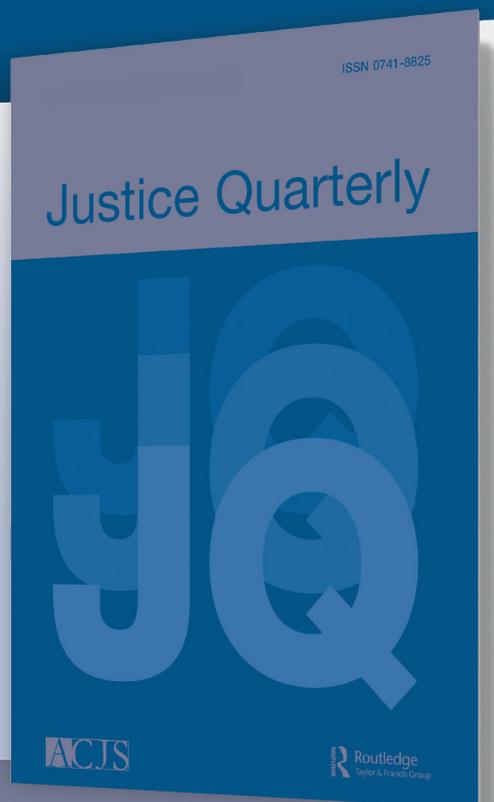
Expressing ourselves in a constructive way allows for us to be heard, but also for our mentors to understand our goals and how to mentor in an effective way. Say “thank you” for the advice and conversations that positively impact your thinking and progress. Doing so will positively reinforce for your mentor the style of mentoring that best suits you as well as “growth” and “belonging” mindsets in lieu of the “sink or swim” mentality. We, alongside faculty, are responsible for institutionalizing these changes to embrace the evolving graduate student body and their/our needs, desires, and goals. In doing so, the culture of the academy can transform into an inclusive space that improves the overall quality of graduate education and scholarship.

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CALL FOR PAPERS

Justice Quarterly Review



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Police and Minority Communities

Justice Quarterly, an official journal of the Academy of Criminal Justice Sciences, is inaugurating annual thematic special issues commencing with Volume 34 (2017).

Jeffery Ulmer, the new *JQ* Special Issues Editor, is pleased to invite submissions for the first special issue: Police and Minority Communities. We invite manuscripts that examine topics such as:

- ▶ Police behavior and discretion toward minority individuals, including differential use of force and arrest decisions
- ▶ Relations between police and communities of color
- ▶ Organizational dimensions of policing and their consequences for minority communities
- ▶ Consequences of police policy for people of color, as well as other, similar lines of inquiry
- ▶ Police accountability and oversight

We will consider theoretical as well as empirical papers, and we welcome quantitative, qualitative, and multimethod research. All submissions will be subject to peer review and are due no later than **April 30th, 2017**. Please submit manuscripts through the Scholar One system following the basic instructions for *Justice Quarterly* submissions. In your cover letter please note that your submission is specifically for *Justice Quarterly Review* so that it is assigned to the Special Issues Editor. If you have questions, please submit them to Jeffery Ulmer by email at JTU100@psu.edu.

 @Routledge_Crim

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For more information about *Justice Quarterly*, please visit

www.tandfonline.com/JQ

RECENT PHD GRADUATES

Bechtel, Kristin Ann. "*Adherence to the Risk, Need and Fidelity Principles: Examining the Impact of Dosage in Correctional Programming*", Chaired by Dr. Edward Latessa, August, 2016, University of Cincinnati.

Chouhy, Cecilia. "*Collective Efficacy and Community Crime Rates: A Cross-National Test of Rival Models*", Chaired by Dr. Francis Cullen, August, 2016, University of Cincinnati.

Cotrone, Erin. "*The Guilty but Mentally Ill Verdict: Assessing the Impact of Informing Jurors of Verdict Consequences*." Chaired by Dr. John Cochran. December 2016. University of South Florida.

Eggers, Amy. "*Delving into the Heart of Victimization Risk: Examining the Interactive Relationship between Demographic Factors and Context*." Chaired by Dr. Ojmarrh Mitchell. December 2016. University of South Florida.

Elvey, Kate. "*Beyond the Party Lifestyle: A Quantitative Analysis of Sexual Victimization on College Campuses*", Chaired by Dr. Sandra Lee Browning, August, 2016, University of Cincinnati.

Kim, Hyejin. "*A Multi-Level Analysis of the Effects of Program Completion, Setting, and Integrity on Recidivism with Residential Community Correctional Programs*", Chaired by Dr. Edward Latessa, December, 2015, University of Cincinnati.

Lasky, Nicole V. "*Sexual Assault Incident Characteristics and Confidante Responses*", Chaired by Dr. Bonnie S. Fisher, April, 2016, University of Cincinnati.

Lux, Jennifer. "*Assessing The Effectiveness of Multisystemic Therapy: A Meta-Analysis*", Chaired by Dr. Francis Cullen, April, 2016, University of Cincinnati.

Quershi, Hanif. "*A Study of Organizational Citizenship Behaviors (OCB) and its Antecedents in an Indian Police Agency*", Chaired by Dr. James Frank, December, 2015, University of Cincinnati

Rojas-Gaona, Carlos E. "*Explaining the Adoption of Street Code Attitudes Among Latinos and its Effects on Criminal Offending*", Chaired by Dr. Christopher Sullivan, August, 2016, University of Cincinnati.

Schweitzer, Myrinda. "*Reinventing Juvenile Justice: Examining the Effectiveness of the Targeted RECLAIM Initiative*", Chaired by Dr. Edward Latessa, April 2016, University of Cincinnati.

Shine, Beau. "*Best Systemic Practices for the Management of Deaf Suspects, Defendants and Offenders*", Chaired by Dr. Sandra Lee Browning, April, 2016, University of Cincinnati.

Warner, Jessica J. "*A Tale of Two States: An Examination and Comparison of Organizational Context in Correctional Institutions*", Chaired by Dr. Edward Latessa, December, 2015, University of Cincinnati.



Learning with Purpose

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The School of Criminology and Justice Studies is housed in the College of Fine Arts, Humanities, and Social Sciences, and is among the largest and most robust units of the University. The School enrolls over 1,200 students across its various academic programs, which include a Bachelor's degree, two Master's degrees, a Ph.D. degree, and graduate-level certificates in six specialized areas. The School features an interdisciplinary cadre of 19 full time faculty, with expertise in a wide range of criminology and criminal justice domains.

University of Massachusetts Lowell invites applications for the following positions to begin Fall 2017:

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• Assistant Professor of Security Studies

Candidates must demonstrate a record of scholarship and publications in respected peer-reviewed journals, promise for future scholarly productivity, and expertise in advanced quantitative and/or qualitative research methods. Additionally, candidates should demonstrate capacity for procuring and serving as a lead investigator on externally funded research projects, and should also demonstrate potential for interdisciplinary collaboration. Minimum qualifications include a Ph.D. in Criminology, Political Science, Psychology, International Relations, Economics, or field relevant to Security Studies, or evidence that such a degree will be completed by August 2017.

• Lecturer

Lecturers fill a vital role within the School, with an emphasis on teaching, student advising, student success initiatives, and other forms of service to the School, College, and University. The teaching load is three courses per semester, including those delivered both online and on-campus. Minimum qualifications include Ph.D in Criminal Justice or related field, completed by time of appointment, and at least one year of classroom teaching experience at a 4 year college or university in a criminal justice and/or criminology program.

The University of Massachusetts Lowell is committed to increasing diversity in its faculty, staff, and student populations, as well as curriculum and support programs, while promoting an inclusive environment. We seek candidates who can contribute to that goal and encourage candidates to apply and to identify their strengths in these areas.

Initial review of applications will begin immediately and continue until the position is filled. However, the position may close when an adequate number of qualified applications is received.

For complete position details, and to apply, please visit our career page at jobs.uml.edu

The University of Massachusetts Lowell is an Equal Opportunity/Affirmative Action, Title IX employer. All qualified applicants will receive consideration for employment without regard to race, sex, color, religion, national origin, ancestry, age over 40, protected veteran status, disability, sexual orientation, gender identity/expression, marital status, or other protected class.

OBITUARIES

RICHARD J. LUNDMAN

Richard J. Lundman, of Bethany Beach, Delaware, died on July 7, 2015. Rick was born on April 19, 1944, to the late Oscar Yngve and Mabel Josephine Lundman in Chicago, Illinois, where he spent his childhood. He attended Beloit College, graduating in 1966, and completed his Ph.D. in Sociology at the University of Minnesota in 1973 after receiving an M.A. in Sociology at the University of Illinois.

He was a professor at the University of Delaware from 1972 to 1975, before moving to Columbus to teach at The Ohio State University. Professor Lundman taught sociology at Ohio State for 40 years, retiring this May. He once explained that his passion for teaching came from a desire to honor his students' commitment to learning. During his tenure, he taught more than 15,000 students and received many teaching awards, including The Ohio State University Distinguished Teaching Award.

Rick published books and papers on police and policing, white collar and organizational deviance, and juvenile delinquency. More than 200 of his former students, many of whom were inspired by his Police and Policing class, are employed by the Columbus Police Department.

He loved his family and friends, his students and colleagues, teaching and writing, and swimming in the ocean. He is survived by his children Robert Lundman (Elana) of Washington, DC, and Julie Lundman (Colin) of Cambridge, MA; his three grandchildren; his brother and sister-in-law Bob and Cathy Lundman and their children.

ERIC MCCORD



Eric McCord (59) passed away peacefully on Saturday, October 15, 2016, in Louisville. He was born on May 28, 1957, and raised in Southern California. Eric leaves behind his wife Debra, three children, Jennifer, Andria, and Cody, two grandchildren, Aidan and Bella, his mother, Antonetta, and siblings, Patricia and Richard. Eric was a police officer in California with the City of Stanton for three years then with the City of Chino for 23 years. Eric worked various positions during his career such as K-9 officer, SWAT, Detective, just to name a few. He retired as a Patrol Sergeant. After retirement, Eric returned to college. He received his BA from Chapman University, master's degree from California State University, San Bernardino and his Ph.D. in from Temple University – all in Criminal Justice. Dr. McCord joined the University of Louisville faculty in fall 2010 and recently was awarded promotion (associate professor) and tenure.

Dr. McCord's research interests included spatial analysis of crime and crime mapping, CPTED and environmental crime prevention, problem-oriented and third party policing. He also had a special interest in the relationship between land use and crime. His research has appeared in *Criminology*, *Journal of Research in Crime & Delinquency*, *Justice Quarterly*, *Crime & Delinquency*, *Crime Patterns and Analysis* and the *Australian & New Zealand Journal of Criminology*. While in Louisville, Dr. McCord mentored several graduate students and co-authored numerous publications. He also provided training and consultation on crime prevention for LMPD, the Boy Scouts of America and 21st Century Parks and Parklands of Floyds Fork.

Eric is survived by his best friend and wife of 27 years, Debra, their children and two grandchildren. Our hearts go out to his colleagues and students in Criminal Justice, along with his wife, Debra, their children and two grandchildren.



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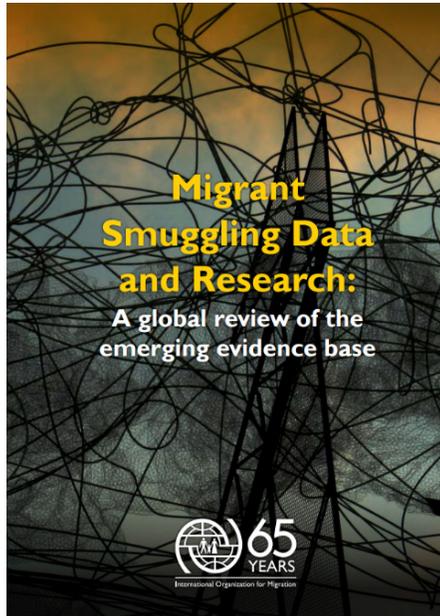
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CRIMINOLOGY AROUND THE WORLD

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. – Vesna Markovic at vmarkovic@newhaven.edu

Migrant Smuggling Data and Research: A global review of the emerging evidence base – 2016



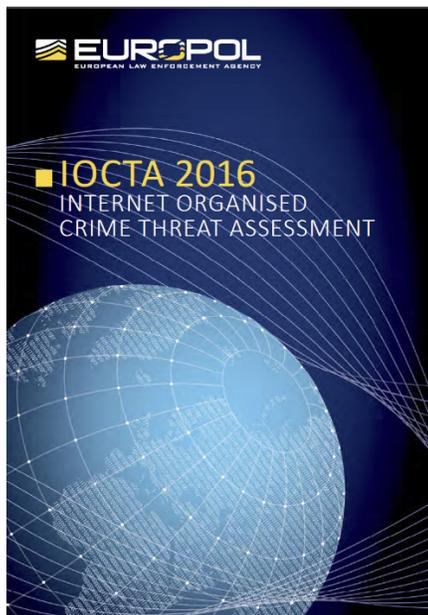
Migrant smuggling has been thrust into the spotlight again with the crisis in Syria. In 2015 Turkey was host to nearly 2.7 million Syrian refugees and was a transit country for another several hundred thousand. This report on migrant smuggling stemmed from a meeting on global migrant smuggling organized by the International Organization for Migration (IOM) in conjunction with the Turkish Ministry of Foreign Affairs. The report was then published to fill the need for more evidence-base data on migrant smuggling, bringing together researchers working on the topic worldwide. The current lack of data prevents researchers from obtaining a global picture of the problem. Some areas collect data of the issue, but there is so much variation particularly in identified “hotspots” near the Aegean Sea between Turkey and Greece, the Andaman Sea in Southeast Asia, and the southwest border between the U.S. and Mexico.

The usage of smuggling networks is prevalent around the world and has not only made migrants vulnerable to exploitation and abuse, but also undermines the governance of migration. The use of these irregular networks has not only resulted in many deaths of migrants, but has also made large profits for organized criminal networks. The report is broken down by regions: West and Central Africa, East Africa, North Africa, Europe, Turkey, Afghanistan, South Asia, Southeast Asia and Australia, Northeast Asia, Latin America, and the United States. Each chapter provides an overview of smuggling in the region or country, reviews data on migrant smuggling, and reviews migrant smuggling research.

The report makes suggestions for improvement including strengthening research and analysis partnerships, supporting capacity building, and focusing on emerging and priority topics for research and data collection.

The report is available on the IOM website: http://publications.iom.int/system/files/pdf/smuggling_report.pdf

Internet Organised Crime Threat Assessment (IOCTA) – 2016



The IOCTA report by the Europol European Cybercrime Centre (EC3). The report focused on three main areas of cybercrime - cyber-attacks, child sexual exploitation online, and payment fraud and highlighted the key findings, and made recommendations based on the findings. There are a growing number of threats posed by terrorist groups and human traffickers who are using the internet to facilitate crimes. Although there was an increase in volume and scope of cybercrime, many of the main threats remain from previous years. The top malware threats continue to be ransomware and banking Trojans. In terms of child sexual exploitation, peer-to-peer networks and other forums on the Darknet continue to enable these types of crimes. Phishing campaigns continue and have gotten more sophisticated, focusing on high-value targets such as CEOs. The report also focuses on the use of Bitcoin as a currency of choice for cybercrime. Overall, criminal continue to innovate in terms of techniques used combining existing techniques while exploiting new technologies and focusing on new targets.

The report is available on the Europol website: <https://www.europol.europa.eu/activities-services/main-reports>

CRIMINOLOGY AROUND THE WORLD

New International Books of Interest

Aulette, J.R. (2016) *A Global View of Race and Racism*. (Oxford University Press).

Bsoul, L.A. (2016) *Formation of the Islamic Jurisprudence: From the time of the Prophet Muhammad to the 4th century*. (Palgrave Macmillan).

Fassin, D. (2016) *Prison Worlds: An ethnography of the carceral condition*. (Polity)

Moncada, E. (2016) *Cities, Business, and the Politics of Urban Violence in Latin America*. (Stanford University Press).

CRIMINOLOGY MEETINGS AND CONFERENCES

Applied Research in Crime and Justice Conference

Sydney, Australia

February 15-16, 2017

<http://www.cvent.com/events/the-applied-research-in-crime-and-justice-conference-2017/event-summary-93925f5ce2e34208b76cab19657bb1b7.aspx>

The Israeli Association of Criminology Bi-Annual Meeting

Crime, Victimization, and Law Enforcement: Local and International Perspectives

May 17-18, 2017

Jerusalem, Israel

Israel.criminology.association@gmail.com

Northeastern Association of Criminal Justice Sciences (NEACJS)

Forensic Mental Health: Contemporary Issues and Interactions Involving Justice-Involved Persons with Mental Illness (PwMI)

Roger Williams University

Portsmouth, RI

June 7-10, 2017

Stockholm Criminology Symposium

City Conference Center

June 19-21, 2017

<http://www.criminologysymposium.com/>

ICCLA 2017: 19th International Conference on Criminal Law Administration

Paris, France

June 25-26, 2017

<https://www.waset.org/conference/2017/06/paris/ICCLA>

British Society of Criminology Annual Conference 2017

July 10-13, 2017

Sheffield Hallam University in the UK <http://www.britisoccrim.org/conference/>

Crime and Justice in Asia and the Global South: An International Conference

Co-hosted by the Crime and Justice Research Centre (QUT) and the Asian Criminological Society

July 10-13, 2017

Shangri-La Hotel, Cairns, Australia

<http://crimejusticeconference.com.au/>



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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
George Burruss (University of Missouri, St. Louis) Cybercrime, criminal justice organizations, policing, homeland security, juvenile courts
John Cochran (University of Florida) Death penalty, micro social theories of criminal behavior, macro social theories of crime and crime control
Richard Dembo (New York University) Alcohol and drug use, juvenile justice
Bryanna Fox (University of Cambridge) Developmental criminology, forensic psychology, experimental and evaluation research
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
Michael J. Leiber, Chair (State University of New York at Albany) Race, juvenile justice, juvenile delinquency
Michael J. Lynch (State University of New York at Albany) Radical criminology, environmental and corporate crime, green criminology, racial bias in criminal justice process
Ojmarrh Mitchell (University of Maryland) Race and crime, drug policy, meta-analysis
Richard Moule (Arizona State University) Criminological theory, street gangs, technology in criminology and criminal justice, mixed methods
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



Department of
Criminology

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

ALBERT J. REISS, JR., DISTINGUISHED SCHOLAR AWARD

The American Sociological Association's section on Crime, Law, and Deviance invites nominations for its 2017 ALBERT J. REISS, JR., DISTINGUISHED SCHOLAR AWARD. Given in recognition of the contributions to criminological understanding made by Albert J. Reiss, Jr., the award is presented every other year to the author(s) of a book or a series of articles published in the last five years and constituting a major contribution to the study of crime, law, and deviance. If suitable awardees of either type cannot be found, the Committee has discretion to give the award to an individual for a lifetime of outstanding scholarship.

Nominations must be specific, indicating clearly both the nominee and the book or body of work. It must be accompanied by a specific list of the work(s) to be reviewed and a brief statement of why the work merits recognition. Nominators must send or arrange to have sent to the Committee chairperson five copies of the listed work. The Committee will review only the work that is nominated. Self-nominations are permitted. Please send nominations and requests for information to the Committee Chair, Claire Renzetti, claire.renzetti@uky.edu, Department of Sociology, University of Kentucky, 1501 Patterson Office Tower, Lexington, KY 40507. Deadline for receipt of nominations is February 1, 2017.

2017 CLD DISTINGUISHED STUDENT PAPER AWARD

The American Sociological Association's section on Crime, Law, and Deviance invites submissions for the 2017 DISTINGUISHED STUDENT PAPER AWARD competition. Papers may be conceptual or theoretical, addressing any topic in the sociology of crime, deviance, law or criminal justice. Submissions may be sole- or multiple-authored, but all authors must be students at the time of submission. Papers should be article length (approximately 30 double spaced pages) and should follow the manuscript preparation guidelines used by the American Sociological Review. Papers accepted for publication at the time of submission are not eligible. The winner will receive \$500 to offset the cost of attending the 2017 ASA meeting.

Please send nominations and requests for information to the Committee Chair, Danielle Rudes, drudes@gmu.edu, George Mason University, Criminology, Law & Society, 4087 University Drive, Ste. 4100, MS 6D3, Fairfax, VA 22030. Deadline for receipt of submissions is March 1, 2017.



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The Faculty

Valerie R. Anderson (Michigan State University) Gender and Crime; Juvenile Justice; Mixed Methods Research
J.C. Barnes (Florida State University) Biosocial Criminology; Life-Course Criminology; Applied Statistics
Michael L. Benson (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
Susan Bourke (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
Sandra Lee Browning (University of Cincinnati) Race, Class, and Crime; Law and Social Control; Drugs and Crime
Christina Campbell (Michigan State University) Juvenile Justice, Risk Assessment, Neighborhood Ecology
Joshua C. Cochran (Florida State University) Criminological Theory, Punishment, Prisoner Reentry
Nicholas Corsaro (Michigan State University) Policing, Environmental Criminology, Research Methods
Francis T. Cullen (Columbia University, Emeritus) Criminological Theory; Correctional Policy; White-Collar Crime
John E. Eck (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation
Robin S. Engel (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration
Ben Feldmeyer (Pennsylvania State University) Race/Ethnicity, Immigration, and Crime; Demography of Crime; Methods
Bonnie S. Fisher (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement
James Frank (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
Cory Haberman (Temple University) Policing, Crime Analysis
Edward J. Latessa (The Ohio State University) Rehabilitation; Offender/Program Assessment; Community Corrections
Sarah M. Manchak (University of California, Irvine) Correctional interventions, Risk Assessment, Mentally Ill Offenders
Joseph L. Nedelec (Florida State University) Biosocial Criminology; Evolutionary Psychology; Life-Course Criminology
Paula Smith (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta-Analysis
Christopher J. Sullivan (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods
Lawrence F. Travis, III (University at Albany, SUNY, Emeritus) Policing; Criminal Justice Policy; Sentencing
Patricia Van Voorhis (University at Albany, SUNY; Emeritus) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime
Pamela Wilcox (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear
John D. Wooldredge (University of Illinois) Institutional Corrections; Sentencing; Research Methods
John P. Wright (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods
Roger Wright (Chase College of Law, Emeritus) Criminal Law and Procedure; Policing; Teaching Effectiveness

Member Name: _____

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The Criminologist

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American Society of Criminology
Vol. 42, No. 1

AMERICAN SOCIETY OF CRIMINOLOGY

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

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 D.C. Marriott Marquis
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 Marriot Downtown
2024	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	New Orleans Riverside Hilton

2017 ANNUAL MEETING

THEME: Crime, Legitimacy and Reform: Fifty Years after the President's Commission

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