



Editor's Note

This issue wraps up my 2017 term as editor of *The Criminologist*, and thus ends our thematic year on publicly engaged criminology and criminal justice. Andrés Rengifo proposed the idea for this thematic focus, making it all the more fitting that his powerful essay is the bookend of the short series. His thoughtful account of the need for – and benefits of – engaging globally is what we both hope to be the start of a deeper, longer conversation, and more importantly, growing and sustained action. Andrés' own work, and that of many others he discusses, is inspirational and timely. We also have a short essay in this issue from ASC Executive Director Chris Eskridge, who similarly has been long-concerned with a more inclusive global criminology. So much food for thought!

— Jody Miller, ASC Vice President

Local agendas meet global dilemmas: Publicly-engaged criminology in a testing world¹

by

Andrés F. Rengifo, Associate Professor, Rutgers University - Newark

Calls for broader forms of public criminology often reflect on the challenge of nurturing these spaces for action and reflection within and beyond academia. For example, Uggen and colleagues map barriers for students with criminal records and note that many faculty members react with “silence or grudging acceptance” to the discriminatory practices of their universities (2017:3). In the same series for *The Criminologist*, Dwyer and Panfil argue that despite that “emotion and life experience” are central themes of queer criminology, the suspicion of bias and practice of “me-search” prevents many from drawing on these for their own projects (2017:4-5). Other thought-provoking contributions have further explored evolving dynamics of inclusion and exclusion and methods of public scholarship by documenting strategies for a more even co-production of knowledge, dissemination, and input into action or policy (Stuart, 2017; Torre et al., 2012).

¹ I would like to acknowledge thoughtful comments to earlier drafts of this essay by Todd Foglesong, Sarah Lageson, Valerio Bacak, Ashley Jackson, Jody Miller, and Gail Super.

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To a large extent these are not new considerations (see Loader and Sparks, 2010). Many of the founding figures of crime, deviance and social welfare studies in the United States were first and foremost an eclectic bunch of organizers, activists, and other home brands of troublemakers and story-tellers, from Jane Addams and Robert Park to E. Franklyn Frazier and WEB Dubois (Bursik, 2008; Peterson, 2016). What is new is the interest in making public engagement more fully integrated with the “core” of our discipline in terms of ensuring the diversity of participants and audiences, legitimizing the depth and range of their contributions, and promoting spaces for more visible positions across academic activities and types of public engagement (Belknap, 2014; Uggen and Inderbintzen, 2010).

Importantly, we also face new opportunities to better integrate what has been a domestic appraisal of these issues with more global questions such as the role of research in the design of fair frameworks to measure achievements on crime and justice in developing nations (Hammergren, 2014; Vera Institute, 2003; WorldBank, 2016), the uneasy politics of foreign influences in teaching and publishing (Agozino, 2004; Carrington et al, 2016), and the alarming human toll of dissent and advocacy for local academics and their allies: From Dhaka to Ayotzinapa, from Addis to Aleppo, from Buenos Aires to Budapest, scores of teachers, students, researchers and journalists are routinely hurt, harassed, or pushed away because of who they are, for speaking against abuse or for promoting social change. In Colombia, my home country, about 30 school teachers have been killed per year during the last three decades of armed conflict (Revista Semana, 2014). Twenty-six university professors were assassinated in Iraq between 2009 and 2012 according to the Institute of International Education (Labi, 2014). In Turkey, press reports indicate that over 5,000 academics have been dismissed in the aftermath of the attempted coup last year (Pamuk and Toksabay, 2017)¹. While there is no equivalent in the United States to these sobering snapshots², there is a renewed sense of urgency—inevitability, perhaps—to consider the theory and practice of publicly-engaged scholarship more expansively, not only in terms of variation in forms of knowledge/audience (Uggen and Inderbintzen, 2010) but also within/beyond the well-guarded borders of the industrialized world (Carrington et al., 2016). This is not only a reaction to the mounting consequences of divisive ideologies at home and abroad, but also a categorical imperative linked to the growing set of vexing threats and problems that require “better” science, as well as a more “social” science in its broadest sense—open, collaborative, and ultimately, relevant.

In this essay, I seek to further develop these ideas by considering how a public criminology framework can be used to re-examine the various ways criminologists may engage new peer communities outside the United States, particularly in developing countries. Specifically, I seek to expand the conventional framing use to define our “scientific community” by integrating new actors and agendas for reform, and by proposing a set of contributions to theory and methods derived from these environments.

Evolving Identities

The field of criminology in the United States has been centered on a rather stable set of problems and disciplines. These twin forms of specialization and professionalization have helped maintain the relative cohesion of our field and similar others in terms of a scientific identity and community (Burawoy et al., 2004). Such boundary markers have shaped the form and content of contributions—our distinct knowledge or scholarship—as well as associated roles and positions for academics and their audiences. Most forms of public criminology, however, have continuously challenged one or more of these ideas, highlighting new problems, promoting new actors and strategies for cross-disciplinary work, and subverting the conventional logic of project design and development.

These ideas have considerable traction outside the industrialized world, as knowledge production in developing countries has been arguably less the exclusive purview of traditional academia and specialized think-tanks and more the product of broader exchanges—not all of them amicable—in government and civil society. For example, there is considerable thinking about method and policy embedded in the operation of “crime observatories” in Latin America that routinely collate and audit crime data (Jaitman and Guerrero, 2015), in the articulation of service-delivery protocols for paralegal services across Africa (Open Society Foundations, 2010) or in the design of indicators to document progress toward “legal empowerment” in Asia (Cerecina et al., 2016). Similarly, a growing number of bureaucracies have crafted spaces for reflection (even introspection) in the form of specialized units centered

1 There are a number of electronic resources that track threats to academics globally, including ways to support individuals and institutions. See for example: <http://www.scholaratrisk.org> and <https://www.iie.org/Programs/Scholar-Rescue-Fund>.

2 But consider a number of troubling signs such as the proliferation of professor “watchlists” that target faculty members for alleged bias in research or teaching.

on policy analysis, research, or planning at the national level—e.g., in the Attorney Generals' Offices of Chile or Colombia, or the Jamaican Constabulary Force—and at the subnational level, the Instituto de Segurança Pública of the state of São Paulo in Brazil, or the Department of Community Safety of the Western Cape provincial government in South Africa¹. With varying degrees of technical merit and goals, these units not only manage complex datasets, but notably they also design and evaluate discrete programs on crime and justice, engage other organizations in debates about their effectiveness, and serve as hubs for training and dissemination of empirical studies. Outside these organized efforts by state and non-state actors, the production and socialization of knowledge on crime and justice has also been propelled on occasion by filmmakers and journalists: Combining hard data, legal research and personal accounts their award-winning work has effectively galvanized reforms efforts on topics ranging from patterns of injustice in Mexican criminal courts, to the quandary of reconciliation in the aftermath of Indonesia's "dirty" war, and the fragility of conservation work by park rangers in the Democratic Republic of Congo².

Across this collection of efforts one can unravel strands of evidence signaling the critical work of local communities of practice that produce and share criminological knowledge and mobilize it in connection to a wide array of social ambitions. Alas, with a few exceptions, tenured professors and other conventional scholars are seldom involved in these adventures—their scientific questions, unanswered, and their peer-reviewed papers, unwritten. Instead, the forms of scholarship highlighted above are routinely produced by locals that may not have PhD degrees, by persons who may only do research "on the side," who may only speak a local language or who may only use Microsoft Excel for their computations. Are they our academic peers, colleagues and ultimately full citizens of our professional community? How can we make sense of their work and contribution beyond sentiments that have typically ranged from silence to neglect, from suspicion to punishment, over message, method, or motivation? Is it the case that developing countries can only amplify the known problems of the research and engagement of scholars in the industrialized world (less data, more dangers, high constraints, low impact)? If indeed different, are their local issues and struggles to be discounted as anomalies of general models, the fog of the periphery—*Heart of Darkness* meets *Apocalypse Now*?

A number of strategies have been developed to bring closer together this diverse crowd of international actors and stories to the core of our discipline. These have evolved from small student/faculty exchanges to standalone programs in New York, Rotterdam or Sheffield, and dedicated academic communities such as the Division of International Criminology at ASC. However, it remains hard to challenge long-held suspicions of the presumed "unscientific" nature of research abroad, especially when the "foreign" labels intersect with "non-academic" affiliations and "developing country" contexts. Three strikes and you're out. For sure, we can address these challenges by, for example, cross-matching case studies of professional/administrative criminology, or grouping contributions by region, or method. But is that all we can do?

To begin, we could redouble efforts to ensure that non-traditional voices are included in the conversation: We can strengthen protocols to facilitate the issuance of supporting documents for U.S. visas for conference travel, and allow remote participation, even if only in exceptional cases. A while back I sought to present a paper at the meetings of the European Society of Criminology (ESC), only to learn that I needed a visa for travel, and that no "invitation letter" could be generated to substantiate my request. It worked out, after a few angry emails and the generous assistance of ESC officers. Hopefully things are better now here and there. But we could do more: Non-English panels at the annual meetings or a conference outside of the U.S./Canada axis, perhaps Mexico? The international meetings of the Law and Society Association did both this year. International travel grants? Check with the American Psychological Association. A separate fee schedule for members of developing countries? The American Sociological Association has a list. Free or low-cost access to mainline journals from these places? The *New England Journal of Medicine* does it, based on Geo-IP. Logistics. But let's not stop here: How about us attending *their* conferences, speaking *their* language, reading *their* publications?

Away from what some may call "humanitarian" concerns, there is a lot to gain from an expansive view of science and scholarship that not only tolerates local knowledge on crime and justice from the developing world, but that also actively supports it and seeks to integrate it into the core of our discipline: As others have noted, several big questions of our time require a global perspective: Immigration, terrorism, white-collar crime, wildlife crime, human trafficking, drugs. All largely substantive areas. Below I will argue that that a more even model of knowledge production and open collaboration can contribute more critically to the intellectual vitality of our field in terms of theory and methods, and that if not considered in these terms, we may not only lose opportunities to build better science, but also the chance to be more relevant.

1 For more information see: <http://www.fiscalia.gov.co>, <http://www.fiscaliadechile.cl>, <http://www.isp.rj.gov.br/> and <https://www.westerncape.gov.za/dept/community-safety>

2 See in respective order, "Presunto Culpable" by Roberto Hernandez and Layda Negrete (2008), "The Act of Killing" by Joshua Oppenheimer (2012) and "Virunga" by Orlando von Einsiendel (2014).

Theory and Methods

In a recent article Carrington, Hogg and Sozzo (2016) propose a “Southern Criminology” as an organized effort to revisit and expand theories and methods that have traditionally reflected assumptions and priorities of the (industrialized) North. These include for example, expectations regarding the internal peace and stability of state-nations, or the relative infrequency of large-scale violence. Taking stock of these ideas, the authors argue, may not only “democratize the toolbox” of our discipline, but also better-specify pervasive concepts such as the state correlates of the “punitive turn” or the intersectional nature of “gendered crime” (2016:10, 13). The list of potential areas for theory development could be expanded further, especially if considering expanded types of scholars and scholarship: For example, our theories, particularly at the macro-level, are not great at explaining short-term variation (crime, incarceration, perceptions of the police, etc.), in part because “turns” are rare. In developing countries things change fast, and while in part this could be due to measurement issues—the *method* suspicion—or politics—the *motivation* suspicion—these issues could be narrowed down and isolated. So, what to make of states and societies that cut their homicide rate by half in ten years, or tripled their incarceration rate in a similar time span? What to make of crime control policies that harshly tilt from prevention to repression, from under to over displays of strength across regions or target “problems”? Are there components of our own criminal justice apparatus that behave in similar ways, and if so, how should we think about interventions and evaluations? These questions are the heart of our discipline and its intended social impact; their answers may lie across from the conventional boundaries of our community but their impact may not.

Publicly-engaged scholarship from developing countries may help inform “core” conversations about methods and data, as strategies for knowledge generation that are routinely used in “data-poor” environments are retooled to document issues in otherwise “data-rich” environments with patchy coverage across inconvenient topics: The use of press reports to track police-involved killings in the United States is telling (Peterson, 2017). This is hardly the only topic for which knowledge and strategy may travel from South to North—others include strategies to monitor the provision of private security, the engagement of hard-to-reach populations, and the use of expanded metrics to assess the performance of police agencies (Vera Institute, 2003). More generally, there is a growing need in Criminology for creative research designs that focus more on adapting existing tools to challenging environments, instead of mobilizing them narrowly to “upgrade” the local infrastructure or answer narrowly-defined problems. Does every intervention need a Randomized Control Trial before we can talk about it? (Bamberger et al., 2010) Does every Police department need COMPSTAT before we can push for change? (Stone, 2011). In public health for example, the model of demographic surveillance sites has not only assisted with the production of population statistics and the impact of specific interventions; it has also promoted inter-disciplinary exchanges and local collaborations that have made their work better, more timely, and more closely-linked to policy (Baiden et al., 2006). The growing number of “crime observatories” and other violence-reduction strategies in Latin America has followed a similar logic Jaitman and Guerrero, 2015).

A more even, collaborative, publicly-engaged scholarship project in criminology could benefit from these less-traveled paths, and from discrete initiatives that resist the temptation to answer first and foremost their own scientific questions in detriment of local demands (Stone, 2011). It could also benefit from models that take advantage and use the existing infrastructure for data generation instead of other types of capacity building that focus on long-term infrastructure-building (“real-time” statistics, panel surveys, geocoded administrative records). Finally, these efforts could be anchored in the more systematic use of adaptations to conventional methodologies that emphasize community participation across most or all stages of project design, data collection, analysis and dissemination (Bhattacharjya et al., 2015; Moser and McIlwaine, 1999). In my current work on first-appearance courts in the United States and Latin America, I rely on trained court observers to generate case-level and courtroom level data on discourse and justifications for a set of pre-trial events including charging, bail and/or detention. Both in the United States and in Latin America, this critical link in the administration of justice and punishment is not only under-studied but also relatively obscured due to the absence of systematic data and records. Besides meeting a set of conventional goals (Stuart, 2017) this research aims to fuel local debates on the reform of justice systems and protocols that would strengthen institutions while ensuring legal protections and expanding the transparency and access to justice.

I argue that models of knowledge generation such as those outlined above may get us closer to the promise of a more public science that can better embrace local debates and global dilemmas. Moving forward however, these need to be better aligned with ongoing efforts to broaden our discipline in terms of actors and messages as to more seriously challenge what is the “core” of our field in terms of its future, not just in terms of its past and legacy.

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The Role of Criminology on the Global Stage: A Brief Essay¹

by

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The field of criminology seeks to understand and explain crime, with the subsequent goal of reducing the severity of its negative impacts. Like the field of medicine, this necessitates the need to develop both preventative and curative strategies, and to implement them widely, across virtually every aspect and dimension of society's public and private sectors.

We face a host of interactive and compounding challenges in these efforts, and there seem to be few if any answers at present. In this context, the field of criminology today is very much like the field of medicine 200+ years ago. There are seemingly insurmountable crime problems today, just as there were seemingly insurmountable health issues at the turn of the 19th century...small pox, bubonic plague, polio, consumption, scurvy. There was a significant amount of guesswork in medicine in that era, as there was very limited epistemological understanding, and an accompanying negligible body of knowledge regarding cause, consequence and cure. There were few valid diagnostic instruments or methodologies. There was a dearth of sound diagnostic capability or understanding, and consequently a paucity of consistent and effective treatment modalities. This allowed society to respond to illness and accident using crude, homespun, untested remedies, rather than effective, evidence-based options. In addition, even when new medical developments and procedures were found, they often ran afoul of political winds and public sentiment, and were cast aside. That is largely not the case today.

So what did medicine do to move from where it was then, to where it is now? Death has not and of course never will be eliminated, and yes, there is still guesswork in the field of medicine, but there is a substantial body of contemporary medical knowledge, much epistemological understanding, and a general communal embrace and acceptance of new medical developments and breakthroughs. As a result, many of life's serious diseases have been eradicated, and the negative impacts of illness and accident have been significantly mitigated in the aggregate. Life expectancy has more than doubled since 1800, and it is a markedly improved longevity. What accounts for this progress? A public health specialist would likely churn out half-a-dozen reasons, and yes, it's more than just advances in the field of medicine, of course. The field of medicine, however, has contributed significantly to contemporary human longevity and vitality. So I ask yet again, what did the field of medicine do to move forward as it has, and what can we in criminology learn from the strategic model medicine utilized to achieve those results?

The field of medicine, I propose, embraced a five-point strategy over the past two centuries:

1. It adopted a ubiquitous academic model. Schools of medicine have sprouted up in quality institutions of higher education the world over in the last 200 years.
2. It fully embraced the principle of connectivity in every academic context. A host of regional, national, and international professional medical-related associations have developed and flourished, and in a related sense, a myriad of medical journals developed by these entities publish the works of researchers the world over. The medical field has now moved to the point where there are immeasurable levels of interaction, collaboration, and exchange in every possible milieu, aided of course by the ease of contemporary travel and electronic communication.
3. It embraced an inter-disciplinary perspective and sought intellectual "consilience," conjoining diverse academic fields and areas of exploration in an attempt to seek etiological understanding and subsequently craft effective responses. It is not unusual today to see an article in a medical journal co-authored by researchers from a number of different disciplines from a number of different institutions and even from a number of different countries (per point #2).
4. It moved to an evidence-based evaluation standard.
5. It integrated new knowledge within both the scientific community as well as the public sector. Medicine succeeded in this effort by tailoring both message content as well as communication strategies to "match and then catch" divergent audiences.

We in criminology cannot and never will eliminate crime (see Durkheim), any more than physicians will ever eliminate death. We can, however, reduce the negative impacts of our contemporary crime challenges (just as medicine has mitigated the impacts of illness and accident) by adopting the same 5-point strategic orientation as did medicine some two centuries ago.

¹ A version of this essay, entitled "Rola kryminologii na arenie światowej: krótki eseji," is forthcoming in the Polish-language publication, *Biuletyn Wydziału Prawa Uniwersytet w Białymstoku* No. 63, 2017.

So where do we start? The first step, to me, is to embrace the ubiquitous stratagem - to markedly increase the presence of quality criminology/justice education programs in the colleges and universities of the world. If we wish to ultimately enhance social justice, heighten the sense of communal peace and security, and improve socio-economic stability, we start by growing and developing justice education programs in our higher education systems worldwide, and at home. It may take another generation or two to see justice education establish itself in some of the far reaches of the globe, and even longer to ultimately realize the complete impacts of this overall strategy, but I am convinced that it will work.

Great challenges lay ahead as we mutually respond to the inequities and injustices in the world around us. There are people to be fed, reefs and forests to be protected, life in all forms to be preserved, and wrongs to be righted in many spheres. By clinging to this proposed 5-point strategic model, we can improve the environments in which we live, and as a result, peace, justice and equity will be more frequent visitors to our homes, our neighborhoods, our nations, and our world.

Go to www.unl.edu/eskridge/Role of Criminology on the Global Stage 2.doc to read the full paper.





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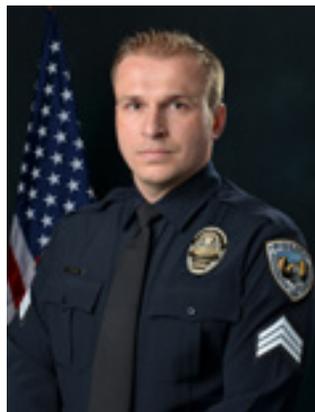
WADE C. JACOBSEN



Wade Jacobsen is an Assistant Professor in the Department of Criminology and Criminal Justice at the University of Maryland. In his research, he examines the effects of punishment, such as incarceration and school discipline, on behavioral outcomes across the life course. He is particularly interested in the consequences of punishment for individual social networks, including friendship and family networks, and in the role of social networks in the association between punishment and subsequent behavior.

Dr. Jacobsen earned a PhD from the Department of Sociology and Criminology at Penn State University and MS degree from the Department of Sociology at Brigham Young University. He also spent two years as a Research Specialist in the Center for Research on Child Wellbeing at the Office of Population Research at Princeton University.

PAUL L. TAYLOR



Paul Taylor is a PhD Candidate in the School of Criminal Justice at the University at Albany, State University of New York where he serves as the Managing Editor for *Justice Quarterly*. His research focuses on police decision making and human error within the context of use-of-force encounters. Paul has over eleven years of practical law enforcement experience including time as a department training manager, patrol sergeant, and use-of-force instructor.

RACHEL ELLIS



Rachel Ellis is an Assistant Professor of Criminology and Criminal Justice at the University of Missouri-St. Louis. She received her PhD in Sociology from the University of Pennsylvania in 2017. Using qualitative methods, Rachel's research focuses on inequality in the prison experience, particularly with respect to gender, race, class, and religion. Her current project is based on 12 months of ethnographic fieldwork inside a U.S. state women's prison. Her work has been supported by grants and fellowships from the American Council of Learned Societies, the Association for the Sociology of Religion, the Louisville Institute, the National Science Foundation, the Religious Research Association, the University of Pennsylvania, and the Woodrow Wilson National Fellowship Foundation.

2017 ASC AWARD WINNERS

MICHAEL J. HINDELANG BOOK AWARD RECIPIENT

MONA LYNCH



Mona Lynch is Professor and Chancellor's Fellow in Criminology, Law and Society and, by courtesy, the School of Law at the University of California, Irvine. Trained as a social psychologist, her research focuses on plea bargaining, criminal sentencing, and punishment processes, as well as on institutionalized forms of bias within criminal justice settings. Her current major project, funded by National Science Foundation's Law and Social Sciences program, uses a mock jury experimental paradigm to examine how racial bias gets activated and elaborated through group-level deliberations.

Mona's research has been published in a wide range of journals, law reviews, and edited volumes, and she is author of two books: *Sunbelt Justice: Arizona and the Transformation of American Punishment* (2009), published with Stanford University Press and *Hard Bargains: The Power to Punish in Federal Court* (2016), with Russell Sage Foundation. She also currently serves as editor-in-chief (with Kelly Hannah-Moffat) of the journal *Punishment & Society*.

MENTOR OF THE YEAR AWARD RECIPIENT

MERRY MORASH



Merry Morash received an MSW from the University of Maryland and worked as a social worker for six years in positions that included running a diversion program for delinquent youth, acting as caseworker for men leaving prison, and arranging for special placements for youth in juvenile court. She then completed the Ph.D. program in Criminology and Criminal Justice at the University of Maryland. After spending a year teaching for the University of Maryland division that provided university courses to US military overseas, she joined the faculty at the School of Criminal Justice, Michigan State University, where she has spent her academic career. She immediately became involved in mentoring students, and over the years has been a teacher, thesis advisor, and dissertation advisor to numerous individuals who followed their passions to contribute to scholarship in areas of personal importance to themselves. Dr. Morash enjoys energizing students and occasionally a colleague to follow their dreams to carry out meaningful research and teaching, and she finds herself perpetually energized by them! In addition to working closely with students, Dr. Morash carries out an active research agenda with a current focus on violence against women in immigrant and international groups and on US women on probation and parole.

TEACHING AWARD RECIPIENT

MICHELLE INDERBITZIN



Michelle Inderbitzin primarily studies and focuses her work around prison culture, juvenile justice, and transformative education. She has published papers in *Punishment & Society*, *Journal of Adolescent Research*, *The Prison Journal*, *Journal of Offender Rehabilitation*, *International Journal of Offender Therapy and Comparative Criminology*, *Criminology & Public Policy*, *Liberal Education*, and *College Teaching*. In addition, she is co-author of two textbooks on Deviant Behavior and Social Control published with Sage, and co-editor of the book, *The Voluntary Sector in Prison: Encouraging Personal and Institutional Change*. Dr. Inderbitzin earned her Ph.D. in Sociology from the University of Washington and has been a faculty member at Oregon State University since 2001. Along with her on campus classes on deviance and juvenile delinquency, she helped develop and taught for many years in a bridge program for incoming student-athletes, she leads a summer study abroad program in London, and she regularly teaches classes and volunteers in state youth correctional facilities and Oregon's maximum-security prison for men.

2017 ASC AWARD WINNERS**OUTSTANDING ARTICLE AWARD RECIPIENT****MICHAEL CAMPBELL**

Michael Campbell is an assistant professor in the Department of Criminology and Criminal Justice at the University of Missouri-St. Louis and he earned his Ph.D. from the University of California, Irvine. His research employs mixed research methods to examine the social, historical and political forces that shape law and policy, especially those associated with mass incarceration. His work has been published in the *American Journal of Sociology*, *Law and Society Review*, *Criminology* and other sociological and criminological journals. His current research includes an extensive collaborative project (with Heather Schoenfeld of Northwestern University) that involves the study of state-level criminal justice reforms that affect correctional populations. This project has received support from the National Science Foundation and other funders and builds on previous work on criminal justice reforms by constructing case studies of penal reforms in six states: New Jersey, Pennsylvania, Georgia, Florida, Illinois and Ohio. Over the next three years, data linked to the actors and organizations and the resources and strategies that they deploy to advance or impede reform will be collected and analyzed. The goal is to compare and contrast reforms across state contexts since 2000 to better understand how state and national forces have shaped policy reform efforts in the United States.

MATT VOGEL

Matt Vogel is Assistant Professor of Criminology and Criminal Justice at the University of Missouri – St. Louis and a researcher at OTB – Research for the Built Environment, TU Delft, the Netherlands. He received his Ph.D. in sociology from the University at Albany, SUNY. His recent research examines the consequences of residential mobility for youth offending, the spatial dimensions of neighborhood influences on adolescent behavior, and the relationship between population dynamics and crime.

JOSHUA WILLIAMS

Joshua H. Williams is a doctoral candidate in the Criminology and Criminal Justice department at the University of Missouri—St. Louis (UMSL). His research is primarily focused on the social, political and institutional forces that shape how the United States' criminal justice systems punish offenders. More specifically, he is currently interested in studying the variation in bail setting decisions and pretrial detention across counties, including the effect that county-level factors have on bail decisions and outcomes. His work also examines the influence that upstream stages in the processing of criminal cases have on subsequent sentencing outcomes.

2017 ASC AWARD WINNERS**PRESIDENT'S AWARD FOR DISTINGUISHED CONTRIBUTIONS TO JUSTICE RECIPIENT****JOYE E. FROST**

After almost 20 years with OVC, Director Joye Frost retired on December 31, 2016. Ms. Frost started working at OVC as a program specialist and subsequently served as OVC Acting Director and Principal Deputy Director before being appointed as the OVC Director by President Obama on June 14, 2013.

Among her many accomplishments during her tenure at OVC, Ms. Frost launched the Vision 21: Transforming Victim Services initiative to expand the reach and impact of the victim assistance field. She forged closer ties with State Victims of Crime Act administrators and championed the integration of innovation with research in OVC's efforts to build capacity in the field. She also expanded OVC's work to assist underserved victims, including boys and young men of color, LGBTQ individuals, victims with disabilities and American Indian/Alaska Native communities. She initiated and oversaw the complex process of drafting a revised Victims of Crime Act Rule for formula funding to the states that was released by the Department of Justice in August 2016, the results of which have been transformational. The new Rule greatly expanded the use of this vital funding, ensuring that its

purposes are now comprehensively aligned with the needs of crime victims in the 21st century. Beginning in 2009, she led OVC's team that responded to victims of terrorism and mass violence; in October 2014 she received the Attorney General's Distinguished Service Award for her leadership in this area. From 2002 through 2016, Ms. Frost developed and expanded a groundbreaking grant program to support services to survivors of human trafficking and championed efforts to integrate survivor leadership in anti-human trafficking efforts and design of services. In April 2017, the Freedom Network USA awarded Ms. Frost its annual Paul and Sheila Wellstone Award in recognition of her outstanding contribution to combatting human trafficking and modern day slavery in the United States.

Ms. Frost's work to support victims of sexual assault has been longstanding and significant. She fostered a groundbreaking partnership between OVC and the Department of Defense (DoD) to strengthen support to military victims of sexual assault, and greatly expanded OVC's work to assist victims in Indian Country. In 2013 and 2014 she served as a member of the congressionally mandated Role of the Commander Subcommittee of the DoD Response Systems to Adult Sexual Assault Crimes Panel. She initiated OVC's Improving Federal Agency Response to Sexual Violence in Indian Country Federal Advisory Committee that generated key recommendations and changed policy for U.S. Attorneys Offices in Indian Country. She was instrumental in the development of OVC's Sexual Assault Nurse Examiner and Sexual Assault Response Team Training and Technical Assistance initiatives, including the first Sexual Assault Nurse Examiner (SANE) Development and Operation Guide in 1999 and a completely revised, far more comprehensive Guide in 2016. In December 2016, the Rape, Abuse and Incest National Network (RAINN) presented her with its Lifetime Achievement HOPE Award for leadership in fighting sexual violence and helping survivors.

Ms. Frost began her career as a Child Protective Services caseworker in South Texas and worked in the victim assistance, healthcare, and disability advocacy fields for almost 40 years in the United States and Europe. She graduated Phi Beta Kappa from the University of Texas at Austin with a degree in Anthropology in 1972 and received a Masters in Health Services Management from Mary Hardin-Baylor in 1997.



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Doctoral Faculty

Ashley Arnio (*Florida State, 2013*)-communities and crime, spatial data analysis

Pete Blair (*Michigan State, 2007*)-policing, active shooter events

Scott Bowman (*Arizona State, 2007*)-race/ethnicity, juvenile justice

Mitch Chamlin (*SUNY, 1985*)-macro-criminology, time series analysis

Marcus Felson (*U Michigan, 1983*)-crime pattern analysis, routine activities

Ashley Hewitt (*Simon Fraser, 2017*)-sexual violence, criminal profiling

Meghan Hollis (*Northeastern, 2013*)-policing, communities and crime

Wesley Jennings (*U Florida, 2007*)-developmental criminology, longitudinal analysis

Angela Jones (*John Jay, 2015*)-juror decision-making, expert testimony

Shayne Jones (*U Kentucky, 2003*)-personality and antisocial behavior, psychopathy

Wayman Mullins (*U Arkansas, 1983*)-crisis negotiation, police psychology

Sean Roche (*SUNY, 2017*)-public opinion, perceptual deterrence

Kim Rossmo (*Simon Fraser, 1996*)-geography of crime, policing

Christine Sellers (*U Florida, 1987*)-crime theory, gender, intimate partner violence

Mark Stafford (*U Arizona, 1979*)-deterrence, crime theory, sex offending

Lucia Summers (*U London, 2012*)-crime pattern analysis, offender decision-making

Donna Vandiver (*Sam Houston, 2002*)-sex offending, recidivism

Bob Vásquez (*SUNY, 2009*)-measurement, quantitative methods, crime theory

Brian Withrow (*Sam Houston, 1999*)-policing, racial profiling

Contact: Dr. Wesley Jennings, Doctoral Program Coordinator
(512) 245-3331 or jenningswgj@txstate.edu

ASC CALL FOR NOMINATIONS - 2018 AWARDS



The American Society of Criminology

Announces its call for nominations

for the 2018 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. Current members of the ASC Board are ineligible to receive any ASC award.**

ASC CALL FOR NOMINATIONS - 2018 AWARDS**NOMINATIONS FOR 2018 ASC AWARDS**

We invite and encourage nominations for the awards noted on the following pages. A list of previous recipients can be found at www.asc41.com/awards/awardWinners.html

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. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. The deadline for nominations is March 1.

Committee Chair: **CANDACE KRUTTSCHNITT** (416) 978-8487
University of Toronto c.kruttschnitt@utoronto.ca

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. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. The deadline for nominations is March 1.

Committee Chair: **SALLY SIMPSON** (301) 405-4726
University of Maryland ssimpson@umd.edu

HERBERT BLOCH AWARD, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology. When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. The deadline for nominations is March 1.

Committee Chair: **ALAN LIZOTTE** (518) 442-5210
University at Albany, SUNY alizotte@albany.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). When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. The deadline for nominations is March 1.

Committee Chair: **FRIEDRICH LOESEL** (44) 1223-335385
University of Cambridge fal23@cam.ac.uk

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD - 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 2013), 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: **SARA WAKEFIELD** (973) 353-5870
Rutgers University sara.wakefield@rutgers.edu

OUTSTANDING ARTICLE AWARD - This award honors exceptional contributions made by scholars in article form. The award is given annually for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2016 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **PATRICIA WARREN** (850) 644-5587
Florida State University pwarren@fsu.edu

MICHAEL J. HINDELANG AWARD - This award is given annually for a book, published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in criminology. For this year, the book must have been published in 2015, 2016, or 2017. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **WENONA RYMOND-RICHMOND** (413) 545-0577
University of Massachusetts, Amherst wenona@soc.umass.edu

ASC FELLOWS - The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). Please limit nominations to a single cover letter and the nominee's curriculum vitae. All materials should be submitted to the Committee Chair in electronic format. The Board may elect up to four (4) persons as Fellows annually. Large letter-writing campaigns do not benefit nominees and unnecessarily burden the Committee. 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. The deadline for nominations is **March 1**.

Committee Chair: **JANET LAURITSEN** (314) 516-5427
University of Missouri – St. Louis janet_lauritsen@umsl.edu

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

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: **LESLIE PAIK** **(212) 650-5854**
City College of New York, CUNY **lpaik@ccny.cuny.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: **LEE SLOCUM** **(314) 516-4072**
University of Missouri – St. Louis **slocuml@umsl.edu**

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

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: **BARBARA KOONS-WITT**
University of South Carolina

(803) 777-7097
bakoons@mailbox.sc.edu

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

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 who participate 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: **AMY FARRELL**
Northeastern University

(617) 373-7439
am.farrell@northeastern.edu

ASC CALL FOR PAPERS



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2018
Atlanta, GA
November 14 – 17, 2018
Atlanta Marriott Marquis**

Institutions, Cultures and Crime

Program Co-Chairs:

Lisa Broidy, University of New Mexico
and
Stacy De Coster, North Carolina State University
meeting@asc41.com

ASC President:

Karen Heimer
University of Iowa

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 9, 2018

Posters and roundtable abstracts due:
Friday, May 11, 2018

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 9, 2018

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 9, 2018

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 9, 2018) 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 9, 2018
-

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 11, 2018

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 11, 2018

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 14 through Saturday, November 17. 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.

SUBMISSION DEADLINES

- **Friday, March 9, 2018** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 11, 2018** is the **absolute** deadline for the submission of posters and roundtable sessions.

ASC CALL FOR PAPERS

ABSTRACTS

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

GUIDELINES FOR ONLINE SUBMISSIONS

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

Tips for choosing appropriate areas and sub-areas:

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

PLEASE NOTE: WHEN UTILIZING THE ON-LINE SUBMISSION SYSTEM, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED. *After you have finished entering all required information, you will receive immediately a confirmation email indicating that your submission has been recorded. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-292-9207 or email at meeting@asc41.com*

For participant instructions, see also

http://asc41.com/Annual_Meeting/2017/Ethics_of_Participation_in_and_Guidelines.pdf

ASC CALL FOR PAPERS

PROGRAM COMMITTEE: AREAS AND SUB-AREAS

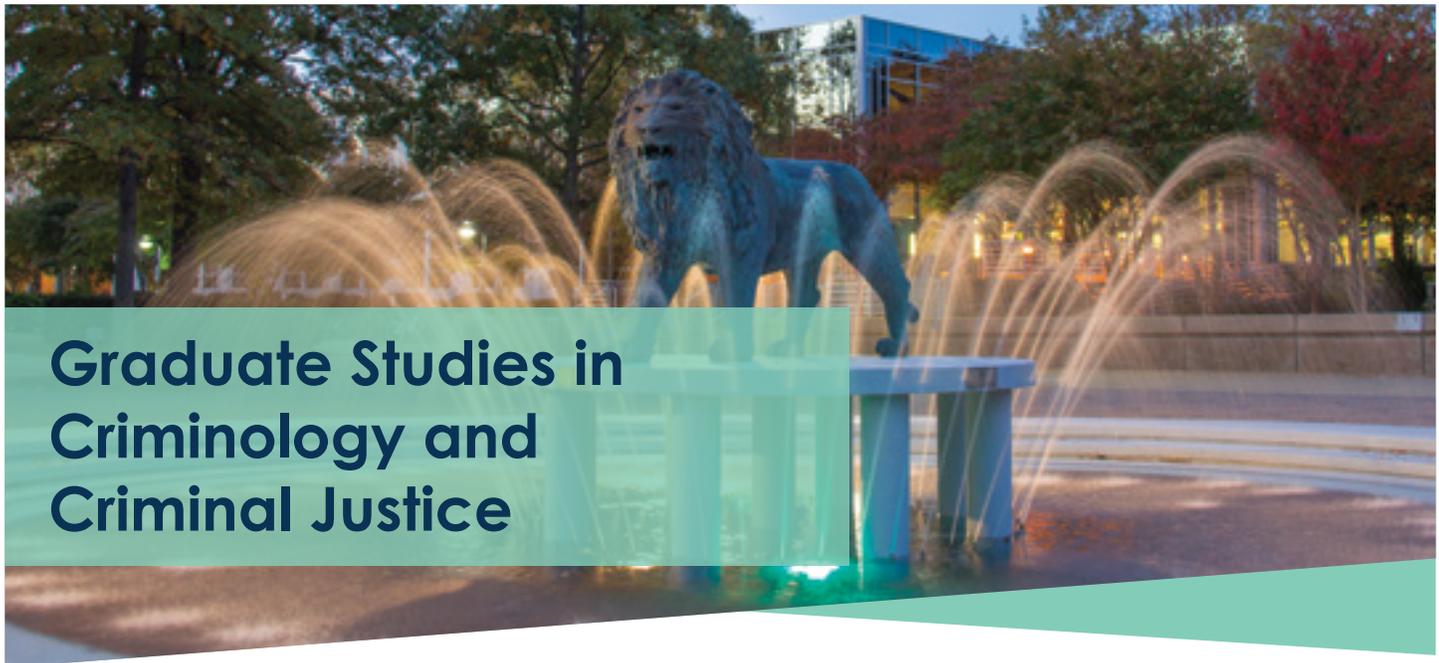
Area I	Presidential Plenaries		meeting@asc41.com
Area II	Division "Highlighted" Sessions		meeting@asc41.com
Area III	Perspectives on Crime	Carter Hay	chays@fsu.edu
1	Biological, Bio-social, and Psychological Perspectives	J.C. Barnes	jc.barnes@uc.edu
2	Developmental and Life Course Perspectives	Rena Zito	rzito@elon.edu
3	Strain, Learning, and Control Theories	Heather Scheuerman	scheuehl@jmu.edu
4	Labeling and Interactionist Theories	Stephanie Wiley	wileysa@umsl.edu
5	Routine Activities and Situational Perspectives	Dale Willits	dale.willits@wsu.edu
6	Structure, Culture, and Anomie	Ryan Spohn	rspohn@unomaha.edu
7	Social Disorganization and Community Dynamics	Maria Velez	mvelez@unm.edu
8	Critical Race/Ethnicity and Feminist Perspectives	Gwen Hunnicutt	ghunnic@uncg.edu
9	Theories of Conflict, Oppression, and Inequality	Terressa A. Benz	tbenz@Oakland.edu
Area IV	Types of Offending	Nicole Leeper-Piquero	npiquero@utdallas.edu
10	Violent Crime	Nick Petersen	npetersen@miami.edu
11	Property and Public Order Crime	Cory Haberman	Cory.haberman@uc.edu
12	Drugs	Mike Vuolo	Vuolo.2@osu.edu
13	Family and Intimate Partner Violence	Christine Bond	c.bond@griffith.edu.au
14	Rape and Sexual Assault	Rebecca Hayes	Hayes2r@cmich.edu
15	Sex Work and Human Trafficking	Amy Farrell	am.farrell@northeastern.edu
16	White Collar, Occupational, and Corporate Crime	Jessica Craig	Jessica.craig@unt.edu
17	Organized Crime and Corruption	Chris Smith	chmsmith@ucdavis.edu
18	Identity Theft and Cyber Crime	Kristy Holtfreter	Kristy.holtfreter@asu.edu
19	State Crime, Political Crime, and Terrorism	Wenona Reymond-Richmond	wenona@soc.umass.edu
20	Hate Crime	Katherine Benier	Kathryn.benier@monash.edu
Area V	Correlates of Crime	Christopher Lyons	clyons@unm.edu
21	Gangs and Co-offenders	David Pyrooz	david.pyrooz@colorado.edu
22	Substance Use and Abuse	Daniel Ragan	dragan@unm.edu
23	Weapons	Christopher Koper	ckoper2@gmu.edu

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24	Trauma and Mental Health	Holly Foster	hfoster@tamu.edu
25	Race and Ethnicity	Jennifer Cobbina	cobbina@msu.edu
26	Immigration/Migration	Rebecca Wickes	rebecca.wickes@monash.edu
27	Neighborhoods & Structural Inequalities	Thomas Stucky	tstucky@iupui.edu
28	Sex, Gender, and Sexuality	Vanessa Panfil	vpanfil@odu.edu
29	Poverty and Social Class	C. Wesley Younts	younts@hartford.edu
30	Bullying, Harassment, and Abuse	Anthony Pequero	anthony@vt.edu
31	Families and Peers	Brian Soller	bsoller@unm.edu
32	School Experiences	Aaron Kupchick	akupchick@udel.edu
Area VI	Victimization	Pamela Wilcox	pamela.wilcox@uc.edu
33	Causes and Correlates of Victimization	Mark Berg	mark-berg@uiowa.edu
34	Policy and Prevention of Victimization	Brent Teasdale	beteasd@ilstu.edu
35	The Structural and Individual Consequences of Victimization	Andrew Gladfelter	gladfeltea@wpunj.edu
Area VII	The Criminal Justice System	Sarah Lageson	sarah.lageson@rutgers.edu
36	Police Organization and Training	Jeffrey Nowascki	jnowacki@siu.edu
37	Police Legitimacy and Community Relations	Elise Sargeant	e.sargeant@griffith.edu.au
38	Police Strategies, Interventions, and Evaluations	Cody Telep	cody.telep@asu.edu
39	Prosecution, Courts & Sentences	Patricia Warren	pwarren@fsu.edu
40	Capital Punishment	Tara Richards	trichards@ubalt.edu
41	Jails & Prisons	Sarah Tahamont	tahamont@umd.edu
42	Community Corrections	Zachary Hamilton	zachary.hamilton@wsu.edu
43	Prisoner Reentry	April Fernandes	adferna2@wsu.edu
44	The Juvenile Justice System	Caitlin Cavanaugh	cavana81@msu.edu
45	Challenging Criminal Justice Policies	Devon Johnson	djohns22@gmu.edu
46	Collateral Consequences of Incarceration	Andrea Leverentz	Andrea.leverentz@umb.edu
47	Prisoner Experiences with the Justice System	Joshua Cocoran	Joshua.cochran@uc.edu
48	Law Making and Legal Change	Aubrey Jackson	Aubreyjackson@unm.edu
49	Guns and Gun Laws	David Hureau	dhureau@albany.edu
50	Inequality and Justice	Noah Painter Davis	Npf26@unm.edu
51	Immigration and Justice Issues	Stephanie DiPietro	dipietros@umsl.edu

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Area VIII	Perceptions of Crime & Justice	Nicole Rader	nrader@deanas.mssstate.edu
52	Media & Social Construction of Crime	Jared Resenberger	jrosenberger@murraystate.edu
53	Attitudes about the Criminal Justice System & Punishment	Kevin Drakulich	kdrakulich@northeastern.edu
54	Activism and Social Movements	TBA	
55	Fear of Crime and Perceived Risk	Kenneth Sanchagrín	sanchagrínkj@appstate.edu
Area IX	Comparative & Historical Perspectives	Susanne Karstedt	skarstedt@griffith.edu.au
56	Cross-National Comparison of Crime & Justice	Cecilia Chouhy	cchouhy@fsu.edu
57	Historical Comparisons of Crime & Justice	Michael Campbell	campbellmi@umsl.edu
58	Globalization, Crime, and Justice	Wenjie Liao	wliao2@ncsu.edu
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59	Green Criminology	Rob White	r.d.white@utas.edu.au
60	Queer Criminology	Dana Peterson	dpeterson@albany.edu
61	Convict Criminology	Grant Tietjen	tietjengrante@sau.edu
62	Cultural Criminology	Travis Linnemann	travis.linnemann@eku.edu
Area XI	Methodology	John Hipp	hippj@uci.edu
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64	Advances in Qualitative Methods	TBA	
65	Advances in Evaluation Research	Lacey Schaefer	l.schaefer@griffith.edu.au
66	Advances in Experimental Methods	Joshua Hinkle	jhinkle@gsu.edu
67	Advances in Teaching Methods	Michelle Interbitzen	mli@oregonstate.edu
Area XII	Roundtable Sessions	Katya Botchkovar	e.botchkovar@northeastern.edu
Area XIV	Poster Sessions	Susan Case	asc@asc41.com
Area XV	Author Meets Critics	Jamie Fader	jfader@temple.edu
Area XIV	Methods Workshop Committee	Jody Miller	jody.miller@rutgers.edu



Graduate Studies in Criminology and Criminal Justice

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



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OBITUARIES

Alan A. Block (Ph.D., UCLA) was a professor at the University of Alfred, the University of Delaware, and the Pennsylvania State University. He was an influential and pioneering organized crime scholar who authored or co-authored books such as: *East Side-West Side*, *Poisoning for Profit*; *The Business of Crime*, *Masters of Paradise*, *All Is Clouded by Desire*, and *Space, Time & Organized Crime*. He compiled a robust and distinguished record of scholarship and was the longtime editor of *Crime, Law and Social Change*. Professor Block created international programs in the Netherlands, Wales, and Denmark and mentored numerous graduate students during his career. He passed away on January 27, 2017 after decade-long struggle with Alzheimer's Disease. He is survived by his wife Constance, four daughters, and several grandchildren.

POLICY CORNER

In preparation for the annual conference in Philadelphia, the policy committee worked with some of the Divisions to organize featured policy sessions. Several of these sessions will focus explicitly on the ways in which the transition from the Obama to the Trump administration has impacted – or might impact – criminal justice policy, practice, and reform.

Day/Time	Room	Session Title
Wednesday November 15, 2017		
9:30 - 10:50am	Salon A	Policy Panel: Latina/o Criminology in the Age of Trump
11:00am-12:20pm	Salon A	Policy Panel: The Crime and Justice Research Alliance (CJRA)
12:30 - 1:50pm	Salon A	Policy Panel: Proactive Policing
3:30 - 4:50pm	Salon A	Policy Panel: Social Media for Social Justice
5:00 - 6:20pm	Franklin 8	Policy Panel: Immigration and Transnational Crime in Europe
Thursday November 16, 2017		
9:30 - 10:50am	Salon A	Policy Panel: Transitions in Public Policy Regarding Public Health
12:30 - 1:50pm	Salon A	Policy Panel: Prospects for Criminal Justice Reform in the Trump Era: Sentencing Reform
2:00 - 3:20pm	Salon A	Policy Panel: Prospects for Criminal Justice Reform in the Trump Era: Violence Against Women Act (VAWA) Funding
3:30 - 4:50pm	Salon A	Policy Panel: Prospects for Criminal Justice Reform in the Trump Era: Criminal Justice Policy, Civil Rights Enforcement, and Research: Where do we go from here?
Friday November 16, 2017		
8:00 - 9:20am	Salon A	Policy Panel: Advancing Evidence-Based Sex Offender Management: Policy and Research Perspectives
9:30 - 10:50am	Salon A	Policy Panel: Prospects for Criminal Justice Reform in the Trump Era: Reducing Prison Populations
12:30 - 1:50pm	Salon A	Policy Panel: The Replication Issue in Science and its Relevance for Criminology
2:00 - 3:20pm	Salon A	Policy Panel: The Future of Preventing College Sexual Assault
3:30 - 4:50pm	Salon A	Policy Panel: Prospects for Criminal Justice Reform in the Trump Era: The Role of the Judiciary

Titled *Prospects for Criminal Justice Reform in the Trump Era...* each of these five sessions will involve a lead presenter offering a presentation or opening comments on the prospects for criminal justice reform in the specific area of focus, commentary from two or more discussants, and time for comments and questions from the audience. As these sessions include leading policy makers, practitioners, and leaders of non-profits as discussants, we anticipate lively informed discussions.

- The panel on **sentencing reform** (Thursday at 12:30pm, Salon A) will feature commentary from a state senator (Senator Stewart Greenleaf, Pennsylvania's 12th District) and the President of Families Against Mandatory Minimums, Kevin Ring.
- The session on **Violence Against Women Act (VAWA) funding** (Thursday at 2pm, Salon A) will feature Dawn Dalton, from the DC Coalition Against Domestic Violence and Lisalyn Jacobs, the CEO of Just Solutions.

POLICY CORNER

- The session on *civil rights enforcement* (Thursday at 3:30pm, Salon A) will feature Nancy Rodriguez, former director of the National Institute of Justice.
- The session on *reducing prison populations* (Friday at 9:30am), features commentary from Eric Cadora, Justice Mapping Centre, Adam Gelb, director of the Pew's Public Safety Performance Project, and Secretary John Wetzel (Secretary of the Pennsylvania Department of Corrections).
- The session on *judicial reform* (Friday at 3:30pm) will feature Jaime Henderson of the First Judicial District of Pennsylvania and the Honorable Roderick Ireland, former Chief Justice of the Massachusetts Supreme Court.

The nine other policy panels organized for the Philadelphia conference also feature policy makers and practitioners as participants. We have situated almost all of these sessions in Salon A on the 5th floor of the Marriott so it should be easy to find them should you be interested.

In addition to the thematic policy panels, I would like to especially call your attention to the **Crime and Justice Research Alliance** (CJRA) session on Wednesday at 11am (also in Salon A). During this session, the outgoing and incoming chairs of CJRA, members of the CJRA board, and the two consultants, Thomas Culligan (of the Brimley Group) and Caitlin Kizielewicz (CJRA's media relations consultant) will talk about the objectives of CJRA as well as their respective roles in the CJRA. We invite all interested ASC and ACJS members and conference attendees to come and learn more about the work of CJRA and how to get involved.

As we prepare for the Philadelphia conference, we also think ahead to Atlanta 2018. Once again we plan to feature policy panels and we look to the membership to organize those panels for the 2018 meetings. The key for policy panels is to have *both researchers and policy/practitioners* on each of the panels to discuss a policy issue of considerable import. In the past, organizers have engaged local policy-makers and practitioners as well as leaders of non-profit organizations.

If you would like to organize a featured policy panel for Atlanta 2018, please email me at n.frost@northeastern.edu by February 15th, 2018 with the subject line: ASC Policy Panels. We will need a title and abstract for the session, the names of the session organizer and all participants with contact information (organization, email, phone), and abstracts for each of the panel presenters. At least one participant should be offering a presentation related to the policy issue to be discussed. If a panelist is offering commentary and not presenting research, it is fine to send a description of their expertise and the topic they will address (they will be listed as discussants).

Natasha A. Frost, ASC National Policy Committee Chair



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DEPARTMENT OF

Criminology, Law and Society

DOCTORAL AND MASTER'S PROGRAMS

MA/PhD in Criminology, Law and Society

MS in Criminal Justice

FACULTY

BEIDI DONG (University of Florida) — Assistant Professor. Violence prevention, youth gangs, firearms, social ecology and crime, life-course criminology, research design and quantitative methods

CATHERINE A. GALLAGHER (University of Maryland) — Associate Professor. Health care and justice agencies, health and safety of justice-involved persons, juvenile justice, federal data collections

CHARLOTTE GILL (University of Pennsylvania) — Assistant Professor. Community-based crime prevention, place-based criminology, juvenile justice, reentry, program evaluation, quantitative methods, research synthesis

DEVON JOHNSON (University of California, Los Angeles) — Associate Professor. Public opinion on criminal justice issues, race and criminal justice, politics of crime and justice policy, survey methods

CHRISTOPHER S. KOPER (University of Maryland) — Associate Professor. Firearms, violence, and public policy, police and crime control, organizational change in policing, policy and program evaluation, assessment of crime trends

CYNTHIA LUM (University of Maryland) — Professor. Policing, security, criminal justice evaluation research, translational criminology

STEPHEN MASTROFSKI (University of North Carolina, Chapel Hill) — University Professor. Police discretion, police organizations and their reform, systematic field observation methods in criminology

LINDA M. MEROLA (George Washington University Law School & Georgetown University) — Associate Professor. Civil liberties, the courts, privacy and technology, terrorism, survey and experimental methods

ALLISON REDLICH (University of California, Davis) — Professor. Guilty pleas, interrogation and confessions, wrongful convictions, juvenile justice, mental health courts, experimental criminology

LAURIE O. ROBINSON (Brown University) — Clarence J. Robinson Professor. Crime and public policy, policing reform, federal support for translational criminology and criminal justice innovation, public management in criminal justice

DANIELLE S. RUDES (University of California, Irvine) — Associate Professor. Organizational change, community corrections, prisons, law and society, prisoner reentry, qualitative methods

FAYE S. TAXMAN (Rutgers University) — University Professor. Health services and correctional research, innovations in courts, probation, and corrections, program design and interventions, experimentation and evaluation

DAVID WEISBURD (Yale University) — Distinguished Professor. Police innovation, geography of crime, experimental criminology, statistics and research methods, white collar crime

JAMES WILLIS (Yale University) — Associate Professor. Police organizations, police reform, police decision making, punishment in an historical context

DAVID B. WILSON (Claremont Graduate University) — Professor. Crime prevention and correctional treatment programs, meta-analysis, quantitative research methods

SUE-MING YANG (University of Maryland) — Assistant Professor. Neighborhoods and crime, urban disorder and racial stereotypes, innovative research methods, international terrorism

KEYS TO SUCCESS

TEACHING IN WHAT COULD BE CALLED "A HOSTILE ENVIRONMENT"

Today is a very volatile time in our country particularly as it relates to the criminal justice system and its actors. But this is not new. It may be more visible but it is not new. My entire undergraduate and graduate school years were spent at PWI's and I really don't recall very many discussions about race. I do recall sitting in class while instructors were talking about crime without mentioning race BUT subtly suggesting that the problem really was about Black people. And I remember thinking that I know a lot of Black people and most of them are not criminal BUT I didn't say anything. Very few of my teachers were Black and very few were female. For the most part the majority of my teachers were white males. I didn't feel comfortable bringing it up.

Years later I began my journey into academia at a PWI. I had never taught before, not even as a student teacher. I arrived in MY ANGELA DAVIS mode. I had a 'don't you touch' Afro and aviator glasses along with jeans, body suit and earth shoes. I was assigned a social justice course along with a commonly adopted textbook. The dynamic in my class was not comfortable. As an African American professor, I am standing before a mostly white student audience critically assessing the criminal justice system. It did not work well for me.

I was assigned the same course the following semester. So I decided that I should talk with some of my colleagues at other institutions to get some suggestions as to how to proceed and make the environment less hostile. First off, I used a textbook that looked at the same issues but from a conservative, a moderate, and a liberal perspective. Second, students were required to write short papers that expanded upon both the pros and cons of a particular controversial issue and the solutions. This worked much better for me. My students were able to consider views that they supported without being labeled as the 'other.' They could interact with each other and with me without a strong sense of being judge or judged.

Since that time, many years ago, I have noticed an increase in the number of articles, workshops and even centers that address teaching controversial topics such as police use of excessive force. For me, the following seems to work:

CHOOSE YOUR MATERIALS CAREFULLY. Try to find sources that give several sides to any argument. Let students examine different perspectives for themselves, and hope they come to a conclusion based on facts, rather than stereotypes.

TAKE YOUR SELF OUT OF THE EQUATION- This is difficult but it is important that your position on an issue NOT silence or embolden support or opposition to the issue. This inhibits learning. At the same time, acknowledge difference. Students notice if you are the only black face in a predominately white room. By acknowledging difference, you say to students that you are open to hear their perspectives as well.

BE SURE TO GIVE EQUAL TIME AND RESPECT TO OPPOSING POSITIONS. In some instances, this means serving as a neutral force. You are giving all sides the space to voice their positions but also the opportunity to provide reason and rationale.

WATCH YOUR AUDIENCE. Keep an eye on student reactions; if you feel that emotions are starting to run too high, take a break, go to another topic, dismiss the class. The classroom is not the place for a verbal melee. It should be a safe space for discussing, not screaming.

It is important that we address controversial issues. It is just as important that all sides of the issues be represented in a safe space so that we all are actively engaged and open to learning.



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 Jamie Fader (Pennsylvania) urban inequality & crime, juvenile justice, desistance and reentry
 Elizabeth Groff (Maryland) spatial criminology, agent-based modeling, policing
 Matt Hiller (Texas Christian) drug abuse treatment, mental health, implementation science
 Peter R. Jones (UCW Aberystwyth) juvenile justice, community corrections, risk prediction, evaluation
 Ajima Olaghre (George Mason) crime & place, corrections, systematic reviews, meta-analysis
 Jerry Ratcliffe (Nottingham) policing, criminal intelligence, crime science, spatial criminology
 Aunshul Rege (Rutgers) cybercrime, terrorism, organized crime, corporate crime
 Caterina Roman (American) communities, violence & public health, social network analysis, gangs, reentry
 Cathy Rosen (Temple) criminal law & procedure, legal history, women & the law
 Ralph Taylor (Johns Hopkins) community criminology; police/community interface; evaluation
 Nicole Van Cleve (Northwestern) courts, the racialization of criminal justice, ethnography
 E. Rely Vilčić (Temple) courts, corrections, comparative criminal justice
 Jeffrey T. Ward (Florida) developmental and life-course criminology, delinquency, measurement
 Wayne Welsh (UC Irvine) violence, corrections, substance abuse, organizational theory
 Jennifer Wood (Toronto) policing & security, regulation, public health law
 Alese Wooditch (George Mason) crime & place, risk-needs-responsivity, human trafficking, experimental criminology



DOCTORAL STUDENT FORUM

What to Expect When You Are Not Expecting: The New Ph.D. Program Experience

by

Joseph J. Pashea, Jr., Visiting Assistant Professor Kentucky Wesleyan College & Doctoral Candidate Southern Illinois University at Carbondale),

Monica E. Summers, PhD, California State University, Fresno (formerly Doctoral Candidate, Southern Illinois University at Carbondale)

Caitlin Brady, Doctoral Student, University of Central Florida

The popularity of undergraduate criminal justice programs has led to new Master's and Ph.D. programs. Of the 42 higher education institutions that offer doctoral programs in Criminology and Criminal Justice, nearly 26% (11) of programs started after 2002, with 4 of those programs starting as recently as 2015 (Association of Doctoral Programs in Criminology & Criminal Justice, 2016). With the rise of these new programs, many students may find themselves in unestablished programs, raising questions as to whether these programs can provide education and professional development opportunities equal to more established programs. The literature highlights the necessary skills to become a successful academic, such as communication skills, knowledge of computational data analysis, conducting research, teaching, mentoring, collaboration with colleagues, teamwork, multi-tasking, and time management capabilities (Austin, 2002; Hood, 2000). While this is a difficult task for any doctoral program training future academics, programs in their infancy may face particular challenges. In this essay, we relate some of the challenges and benefits that we faced as doctoral students in new programs. It is our hope that our observations and advice will alleviate some of the reservations students may have about being part of a new doctoral program.

Faculty and students are learning together, and this includes the mentor relationship. While faculty launching a new doctoral program may have experience in mentoring undergraduate or Master's level students, supporting doctoral students is a different experience. Many faculty members in new Ph.D. programs are learning how to guide doctoral students at the same time those students are learning how to navigate the journey toward a Ph.D. Since both faculty and students are developing skills, it is understandable that there will be some disconnect between the desired outcome and reality.

A new Ph.D. program may have faculty members who have not advised doctoral students in the past, but they have their own experiences on which to draw. These faculty have also gained additional experiences and so can potentially serve as strong mentors. Mentoring is a dynamic skill, one that is influenced by "the needs and stage of development of the doctoral student" (Mullens, 2005, p. 105 & Creighton, Parks, & Creighton, 2007, para. 20). Mentoring a student upon entry into a doctoral program requires different mentoring skills than mentoring a doctoral student during the competency exam or dissertation process (Creighton, Parks, & Creighton, 2007). In many instances, faculty members just need time to learn and adapt to their new role mentoring doctoral students just as students need time to adapt to their role as mentee.

At SIUC, doctoral students are assigned to several different faculty members over the course of their doctoral studies. As stated by Dr. Breanne Pleggenkuhle, an assistant professor in the program, "...mentoring is a tricky thing to implement, one reason that we try to place students with several faculty members is to try out that mentorship," meaning that placing students with several faculty members aids in finding students a good mentorship. At UCF, students are assigned to one or two advisors based on research and concentration interests, and they can switch their concentration if desired. Although these two newer programs are different, students in both programs are still exposed to the challenges and benefits that occur with un-established mentoring. Students who are trained in new doctoral programs can gain valuable insight about how to mentor future doctoral students by observing professors as they learn to mentor and apply what works in terms of mentoring students.

Higher than normal attrition rates may occur. The rates of Ph.D. student attrition are over 50 percent (Bair & Haworth, 2004). Contrary to popular belief, the highest rates of attrition are not during the ABD years, but rather within the first three years. Bair and Haworth (2004) report that around a quarter of doctoral students who dropout do so before their third year, with only 10 percent dropping out once they are ABD. Since the highest attrition rates are in the first three years, newer doctoral programs may experience higher than usual attrition as a result of having fewer veteran peers. High involvement with academic peers has been associated with degree completion (Bair & Haworth, 2004), and so newer programs with fewer students may see higher attrition rates. When attrition does occur in new programs, future cohorts have fewer students to rely on which may exacerbate attrition problems. For example, at SIUC the first cohort lost four of the five doctoral students, leaving the second cohort with just one student to consult. As a result, students in the second cohort felt somewhat bewildered about navigating the doctoral process.

While lack of peer interaction has been associated with student attrition, perhaps student peer interaction is less important than

DOCTORAL STUDENT FORUM

strong, positive relationships with advisors and faculty. Because “this close relationship between faculty and student can acquaint students aspiring to academic careers with the broad and complex realities of faculty life” (Nyquist, 2002, p. 15), fewer students to mentor might result in a better experience for the students remaining. Caitlin Brady, a student in the first cohort at UCF, had that very experience. There were no veteran peers to get advice from and two (of six) doctoral students left in the first year. However, the strong and positive relationships formed with advisors has been an adequate substitute for student peers. Therefore, new programs may benefit from smaller cohorts because fewer students generate faculty availability, allowing for more direct, in-depth training.

Programs might change from cohort to cohort. New doctoral programs are likely to change substantially over a short period of time and so the requirements for the first cohort may not be the same for future cohorts. These changes occur because faculty are engaging in “trial and error” as they develop the program. As SIUC’s Pleggenkuhle (2016) pointed out, “We are limited by our own individual experience; we have little to draw from than what ‘we’ did or had exposure to.” Faculty members experienced different programs while obtaining their degrees and gaining experiences as faculty members. When these faculty members come together and develop a new program, there are often different ideas about how things should be done. “The broad check marks – course completion, qualifying exams, proposals, etc., these are generally understood to be the milestones but detailing out all of the procedures in a way that challenges the student, satisfies the requirements – it is a challenge” (Pleggenkuhle, 2016).

In some instances, the ability to change the program is an excellent option. Faculty members evaluate what works and what does not and make changes accordingly to create a stronger and higher quality program. But, this can create problems among doctoral students. When a doctoral program changes, students may feel unsupported or unfairly treated in comparison to students in newer cohorts. Issues can include the structure of comprehensive exams, course requirements, assistantships, funding, and length of program. It is important for students to remember that even if cohorts are offered different resources and program requirements, the ultimate goal is to further strengthen the program, developing quality educators and scholars.

Negative perceptions about PhD students from newer programs. Another fear among doctoral students in a new Ph.D. program is difficulties finding employment. The concern is that potential employers may question the quality of training the applicant received at a new Ph.D. program versus an established program. The value of any Ph.D. largely depends on the faculty and the student’s accomplishments during graduate school. While your program may be new, you are still receiving a degree from an accredited university. The new Ph.D. program that you graduate from will have met and gone through all the rigors and certification requirements of any other program. Furthermore, the faculty received their degrees from all over the country; some came from top tier programs, while others graduated from lesser known programs or even new Ph.D. programs themselves.

Nonetheless, students in new Ph.D. programs will be concerned. To put it simply, a graduate from any Ph.D. program in CCJ should be able to find a job whether it is as a professor, instructor, or practitioner. The Chronicle of Higher Education reports that, “the undergraduate demand for criminal justice is growing, but the number of Ph.D.’s in the field remains limited” (Jerde, 2014). At the time of this writing, the first four students who have graduated from, or are ABD at SIUC have been hired as assistant or visiting professors.

Remember that the degree-granting institution is only one factor out of many considered by potential employers. In fact, “the top five highest ranking attributes are that the applicant’s area of specialization meets departmental curriculum needs, publications in refereed journals, quantitative research skills, references on teaching ability, and references on character” (Sitren & Applegate, 2012, p. 32). Thus, it is imperative that students focus on doing excellent work during graduate school.

New PhD programs have challenges, some of which may actually benefit the doctoral student. New Ph.D. programs offer unique benefits and challenges that a doctoral student may not find at an established program. It is through working through these challenges that students gain independence and knowledge they may not have otherwise received. By experiencing the “trial and error” of a newer program, these students may be better prepared for the experiences associated with becoming faculty. Whether it is an established or a new Ph.D. program, doctoral students will be most successful when they find quality mentorship and scholarly productivity.

DOCTORAL STUDENT FORUM

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- Submissions for "Doctoral Student Forum" columns should be sent to the Chair of the Student Affairs Committee, Mona Danner mdanner@odu.edu
-

RECENT PHD GRADUATES

Harbinson, Erin, *"Is Corrections 'Collar' Blind?: Examining the Predictive Validity of a Risk/Needs Assessment Tool on White-Collar Offenders"*, Chaired by Dr. Michael L. Benson, August, 2017, University of Cincinnati.

Harocopos, Alexandra J., *"Prescription opioid misuse: initiation, sources of supply, and the role of medical provider"*, Chaired by Dr. Lucia Trimbur, September 2017, CUNY Graduate Center

Jeanis, Michelle, *"Chronic runaway youth: A gender-based analysis"*, Chaired by Drs. Ráchael Powers and Michael Leiber, June 2017, University of South Florida.

Kavish, Daniel, *"Interactionist Labeling: A structural Equation Model of Formal Labeling, Juvenile Delinquency, and Adult Criminality"*, Chaired by Dr. Christopher W. Mullins, July 2016, Southern Illinois University at Carbondale, IL.

Lee, Yong Jei, *"Comparing Measures of the Concentration of Crime at Places and Times"*, Chaired by Dr. John Eck, August 2017, University of Cincinnati.

Mills, Colleen E., *"Hatred Simmering in the Melting Pot: Hate Crime in New York City", 1995-2010*, Chaired by Dr. Joshua Freilich, September 2017, CUNY Graduate Center.

Myers, Roslyn, *"A Genealogy of the Concept of 'Hate Crime' in America: The Cultural Implications of Legal Innovation and Social Change"*, Chaired by Dr. Jayne Mooney, September 2017, CUNY Graduate Center.

Peterson, Samuel, *"Why Can't We Be Friends? Exploring Short-term Peer Selection and Peer Influence Dynamics using Longitudinal Social Network Analysis"*, Chaired by Dr. Pamela Wilcox, August, 2017, University of Cincinnati.

Schmuhl, Margaret A., *"Patriarchy and Violence Against Women: A Contextual Analysis"*, Chaired by Dr. Karen Terry, September 2017, CUNY Graduate Center.

Song, Hyojong, *"An exploratory study of macro-social correlates of online property crime"*, Chaired by Drs. John Cochran and Michael J. Lynch, June 2017, University of South Florida.

Springer, Marie, *"The Financial Crisis and White Collar Crime: An Examination of Brokerage Failure and it's Link to Ponzi Schemes"*, Chaired by Dr. Jeremy Porter, September 2017, CUNY Graduate Center.

Toman, Elisa, *"Female incarceration and prison social order: An examination of gender differences in prison misconduct and in-prison punishment"*, Chaired by Joshua C. Cochran and John K. Cochran, June 2017, University of South Florida.

Walker, Allyson E., *"Understanding Resilience Strategies among Minor-Attracted Individuals"*, Chaired by Dr. Lila Kazemian, September 2017, CUNY Graduate Center.

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POSITION ANNOUNCEMENTS

CSU SACRAMENTO

Position Description and Details (<http://csus.edu/hr/jobs/index.html>)

Position Title: Assistant Professor in Criminal Justice

Employment Level and Status: Tenure-Track; Full-Time

Application Deadline: Application review will begin November 09, 2017 and continue until position is filled.

Salary: Commensurate with qualifications and experience

The logo for the journal 'Feminist Criminology' is displayed in a white serif font against a dark purple rectangular background. The background features a subtle, abstract geometric pattern of overlapping lines and shapes.

APPLICATIONS NOW BEING ACCEPTED FOR EDITOR OF *FEMINIST CRIMINOLOGY*

The Division on Women and Crime (DWC) of the American Society of Criminology is accepting applications for editor (or team of two co-editors) of its official journal, *Feminist Criminology*. *Feminist Criminology* is an innovative journal that is dedicated to research related to women, girls, and crime within the context of a feminist critique of criminology. Published by SAGE Publications since its first issue in 2006, this international publication focuses on research and theory that highlights the gendered nature of crime and criminal justice.

The journal uses Manuscript Central, an on-line, electronic submission process. The new editor will be responsible for administering this process and publishing five issues a year. The editor will serve a three or four year term, to be negotiated with the DWC Executive Council. It is anticipated that new manuscript submissions and other editorial duties will transfer to the new editor around June, 2018. The editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process, and the final selection of articles for publication. Along with Sage staff, the editor is also responsible for marketing and publicity, particularly via social media. The editor implements the journal's editorial policies, maintains high professional standards for published content, and ensures the integrity of the journal. The editor is accountable to the *Feminist Criminology* Editorial Board as well as to the DWC Executive Council. The editor is an ex-officio member of the DWC Executive Council and thus participates in related emails and conference calls. The editor attends the ASC conference yearly, where DWC meetings, an editorial board meeting and additional activities require the editor's participation. Finally, the editor is part of the annual selection of the Best Article of the Year Award as well as the *Feminist Criminology* Graduate Research Scholarship Awardee.

The editor's supporting institution normally provides office space, file storage, equipment, one graduate assistant to serve as managing editor for the duration of the editorship (10 hours a week minimum commitment), and release time for the editor. The DWC provides a stipend of \$5,000 a year (or \$7,500 for a co-editor team), usually to cover the editor's summer salary, and also reimburses the institution for the managing editor's summary salary. In addition, the DWC provides a stipend towards the costs to attend the ASC conference for the editor(s) (@\$500) as well as paying for the expenses for the managing editor as per ASC travel guidelines, <http://www.asc41.com/about.htm>.

Interested applicants may contact the current editor, Rosemary Barberet (rbarberet@jjay.cuny.edu) for additional information regarding the logistics or operational details of editing and producing the journal. Applicants must submit a statement of editorial philosophy and their vision for the future of the journal, a vita, and assurances of institutional support to both the DWC Chair and DWC Secretary/Treasurer. If possible, the application should also include the vita of the proposed managing editor. Co-editor team applicants should ensure to explain how they will coordinate and manage editorial tasks. All applicants, including the managing editor, should be DWC members or willing to become DWC members at their own expense.

It is the responsibility of the DWC Chair and Executive Committee to conduct the search for the new editor. The Executive Committee will select the next editor with approval of the current Editorial Board. One file attachment of all application materials must be sent by email to each of the following:

Dr. Amanda Burgess-Proctor, DWC Chair, burgessp@oakland.edu

Dr. Andrea Leverentz, DWC Secretary/Treasurer, andrea.leverentz@umb.edu

Applications must be received by December 1, 2017. A decision will be made by the end of January, 2018.

NEW EDITOR SOUGHT FOR

CRIMINOLOGY & PUBLIC POLICY

The American Society of Criminology invites applications for the position of Editor of Criminology & Public Policy, one of its official journals. The new Editor will be responsible for three volumes, beginning with the February 2020 issue. It is anticipated that new manuscript submissions will transfer to the new Editor in the spring of 2019.

The Editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process and the final selection of articles for publication. The American Society of Criminology pays for copy-editing and final proofreading, typesetting, providing PDF files, and up to \$60,000 per year to support the journal. The Editor's supporting institution might propose to provide office space, file storage, equipment, and funds to cover office expenses such as postage, phone, copying, additional graduate student assistance, and release time for the Editor. Supporting institutions may propose to assume some of the expenses now provided by the ASC.

Interested applicants may contact the current Editors, William Bales (wbales@fsu.edu) and Daniel Nagin (dn03@andrew.cmu.edu), for additional information regarding the logistics or operational details of editing and producing the journal. Applicants are also encouraged to call Christina DeJong, Chair, ASC Publications Committee (dejongc@msu.edu, or 517-432-1998) to discuss their applications before submission.

Application materials should include (1) a statement of editorial philosophy, (2) resumes of all proposed personnel, including the Editor and Associate Editors, and (3) assurances and details of institutional support.

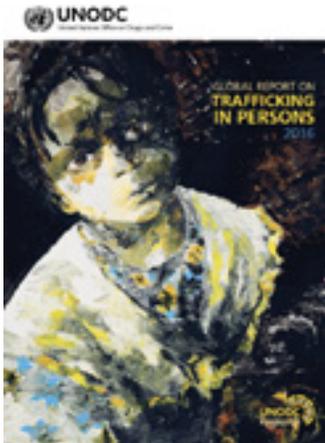
Electronic submission of application materials is preferred and should be sent to dejongc@msu.edu by January 15, 2018. If electronic submission is not possible, one copy of paper materials should be sent to:

Christina DeJong
School of Criminal Justice
655 Auditorium Road, Room 560
Michigan State University
East Lansing, MI 48824

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, including new books or conference announcements, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Vesna Markovic at vmarkovic@newhaven.edu

Global Report on Trafficking in Persons 2016 - UNODC



Human trafficking and human smuggling are some of the most lucrative forms of transnational crime and have been increasing worldwide. The United Nations Office on Drugs and Crime (UNODC) released their report on the nature and the scope of the problem. There have been several new developments in the area of trafficking since the previous report was published in 2014. One such issue includes the number of refugees and migrants, the largest seen since World War II. The concern over trafficking has become such a major issue that it was added as part of the 2030 Sustainable Development Agenda. Due to conflicts in certain countries, particularly Syria, a UN Summit for Refugees and Migrants was also undertaken.

The report is broken into three chapters which focus on various aspect of the trade in humans. The first chapter is a global overview which focuses on the patterns and illegal flow of trafficking, as well as the legislative response and criminal justice responses to the issue. The second chapter focuses on human trafficking, migration and conflict, while the third chapter provides a breakdown of the problem by region. This report has several key findings. These findings include the fact that the transnational trade in humans often times follows regular migration patterns, and that those who are trafficked are used for many exploitative purposes. These include forced labor, child soldiers, forced begging, removal of organs, forced marriage, selling of children, and most often, sexual exploitation.

Conflicts around the world also fuel the transnational trade in humans, not only for refugees fleeing the fighting, but also trafficking by armed groups who are bringing foreign fighters and those in support roles into the conflict zones. Women and girls are often times abducted or forced into conflict zones for forced marriages, domestic work, and sexual slavery. Children are particularly at a high risk in certain areas for trafficking for sexual exploitation. The report also noted that victims and traffickers often times come from the same background particularly in the country of origin. Although women and children are still the group most likely to be victimized by human trafficking, men now make up a larger portion of those trafficked than in the past.

It is clear that human trafficking impacts many countries all over the world including countries of origin, transshipment points, or destination countries. Although some successes have been made in legislative areas concerned with human trafficking and smuggling, it is evident that more work needs to be done.

The full report is available on the United Nations Office of Drugs and Crimes (UNODC) website:

https://www.unodc.org/documents/data-and-analysis/glotip/2016_Global_Report_on_Trafficking_in_Persons.pdf

The **Israeli Society of Criminology (ISC)** is a growing, lively community of local and international criminologists. It includes over 200 members, mostly researchers from the nine criminology schools and departments throughout the country, and practitioners from institutions such as the Israel National Police, the Israel Prison Service, and the Public Defense. Since 2013 the ISC has been holding biennial meetings, which have been extremely successful in terms of attracting local and international scholars, students and practitioners. The last meeting, held in May, 2017, included 132 presentations on topics such as imprisonment, the characteristics of various offenses, legal perspectives, corrections, victimology, core questions about the nature of criminology, policing, rehabilitation, and criminal justice policy more generally. In recent years the ISC has begun giving awards to local criminologists, such as the president's award for promoting evidence-based policy, young scholar's award, lifetime achievement award, and an award for an exceptional article published by a young researcher. The ISC welcomes new members from the international community; for details please contact Mrs. Bilha Cohen (bilhac@savion.huji.ac.il) or visit the ISC website at <http://criminology.org.il/>

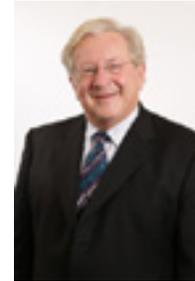
CRIMINOLOGY AROUND THE WORLD

**International Conference on Rural Crime
27 September 27, 2017
Royal Elephant Hotel, Centurion, South Africa**

by



**Willie Clack, University of South Africa
Joseph F. Donnermeyer, The Ohio State University**



As part of rural criminology's continuing growth and development, a significant event occurred in late September. It was the first International Rural Crime Conference held in Africa, at the Royal Elephant Hotel in Centurion, South Africa, a suburb of Pretoria. The conference was hosted by the University of South Africa (UNISA) College of Law in collaboration with the Red Meat Producers Organisation, the African Federation of Agriculture South Africa, the Transvaal Agricultural Union of South Africa and AgriSA, an association of agricultural industries in South Africa. The conference was attended by nearly 200 delegates from universities, agricultural organizations, and law enforcement.

International speakers included Joseph F. Donnermeyer, Professor Emeritus, The Ohio State University, who presented a global view of farm victimization based on over three dozen studies conducted in countries around the world. Dr. Elaine Barclay, Associate Professor, University of New England in New South Wales addressed both farm crime and crime prevention from an Australian perspective. Mr. Emmanuel Bunei, Lecturer at Moi University in Eldoret, Kenya, discussed the challenges of preventing livestock theft within the highly varied ecological, social, cultural and economic contexts of Africa.

The local component included presentations on issues vital to agriculturalists, not only in South Africa, but across all of Africa and the world. Not only is farm victimization far in excess of urban crime rates in many countries, but the economic, social and community costs are likewise extensive.

Mr. Willie Clack, from the UNISA College of Law and the primary organizer of the conference, considered the issue of calculating valid rates of violent crime in rural areas, in particular, attacks against farm families in a session that focused exclusively on the seriousness of homicide and other violent crimes in rural South Africa. Professor Anthony Minnaar examined the economic impact of wildlife crime, especially rhino poaching, on rural economies in South Africa. Professor Johan Prinsloo examined ritualistic animal mutilation in a session focusing on livestock theft. Other papers addressed challenges within the criminal justice system having a direct influence on rural communities.



Conference organizers and speakers at the Royal Elephant Hotel Conference Center

CRIMINOLOGY AROUND THE WORLD

CRIMINOLOGY MEETINGS AND CONFERENCES

REDESIGNING JUSTICE: PROMOTING CIVIL RIGHTS, TRUST AND FAIRNESS

March 21-22, 2018

Oxford, UK <http://www.asc41.com/caw-cfp%20attachments/RedesigningJustice-March2018.pdf>

THE 16TH INTERNATIONAL SYMPOSIUM OF THE WORLD SOCIETY OF VICTIMOLOGY 2018

June 10-14, 2018

Victims and Victimization: Moving Towards an International Victimology

Hong Kong, China http://www6.cityu.edu.hk/ss_wsv2018/index.htm

10TH INTERNATIONAL EUROPEAN FORUM ON RESTORATIVE JUSTICE CONFERENCE

June 14-16, 2018

Tirana, Albania

<http://www.euforumrj.org/events/efrj-conference-2018/>

XIX ISA WORLD CONGRESS OF SOCIOLOGY

July 15-21, 2018

Power, Violence and Justice: Reflections, Responses and Responsibilities

<http://www.isa-sociology.org/en/conferences/world-congress/toronto-2018/call-for-abstracts/>



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**Kelly Vanhorn, Managing Editor
American Society of Criminology**

Date

09/28/17

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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	Hilton New Orleans Riverside

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