



The Criminologist

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Editor's Note: Happy New Year! I am honored to serve as the Vice President of ASC and Editor of *The Criminologist* for 2019. I would like to offer public thanks to the outgoing Vice President and Editor, Christina DeJong, for her hard work over the past year and for her mentorship while I was "VP in training." I am excited to work with ASC President Meda Chesney-Lind and the Executive Board in keeping our great organization moving forward.

Additionally, I look forward to working with Associate Editor Susan Sharp and Managing Editor Kelly Vance as we strive to provide an informative and thought-provoking newsletter. My goals for this year's issues of *The Criminologist* are simple: to inspire us to reflect, in a broad variety of ways, on how and why we do Criminology and how and why we might do it better. I hope the essays herein stimulate personal and professional introspection as well as scholarly debate. We invite our ASC members to submit essays on topics relevant to our organization and to provide feedback on the content we will share here.

Thanks for reading!

-- Pamela Wilcox, ASC Vice President

BUILDING A BLACK CRIMINOLOGY: THE TIME IS NOW

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At the close of the 19th century, W.E.B. Du Bois (1899) published *The Philadelphia Negro: A Social Study*. His groundbreaking research outlined the need for a paradigm shift that details how racial oppression—the "color line"—produces African American offending and a biased criminal justice system. Regrettably, criminologists have largely ignored Du Bois' clarion call for African American-specific studies of offending (Gabbidon, 2019). However, nearly a hundred years later, Russell (1992) answered Du Bois and suggested that the discipline should develop a Black Criminology that would be "a well-developed, vibrant, and cohesive subfield that seeks to explain crime committed by Blacks" and one that explains how race matters within the justice system (Russell, 1992:667). Unfortunately, again, criminologists have largely ignored Russell-Brown's clarion request, as there has been little movement in the discipline toward the development of a Black Criminology. We believe the time is long past due to heed the call and advance this vision.

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This is not to say that criminologists have ignored the consequences of racial oppression. In fact, criminologists have meticulously documented the innumerable ways that the construction of crime as a social problem and the everyday operation of the criminal justice system emerges from and reinforces racial oppression (Owusu-Bempah, 2017). Numerous studies document that laws and the criminal justice system including the police, prosecutors, jurors, and judges discriminate against African Americans (Unnever, 1982; Spohn, 2018). In addition, scholars have found that the most robust predictor of support for punitive crime control policies is racial prejudice toward African Americans (Unnever and Cullen, 2010). In short, criminologists have clearly revealed that “crime” plays an important role in the social construction of “Blackness” and in the control of African Americans. Accordingly, a Black Criminology assumes that “official” crime data reflect systemic racial bias.

It is admirable that criminologists have responded to Du Bois’ call for research on how the “color line” produces a biased criminal justice system. However, criminologists now need to answer his call for research on how racial subjugation causes some African Americans to offend. This new emphasis will be consistent with a vast body of research that details how racial oppression negatively affects African American people across multiple domains. For example, a large body of research shows that racial subjugation, usually operationalized as perceiving and experiencing racial discrimination, has serious physical and mental health consequences for African Americans (Paradies, Ben, Denson, Elias, Priest, Pieterse, Gupta, Kelaheer, and Gee, 2015; Pascoe and Richman, 2009). Furthermore, scholars have identified how racism pervades the educational system disrupting the educational opportunities for African American students and how racial subjugation permeates the workplace impeding the ability of African Americans to succeed in economic terms (Quillian, Pager, Hexel, and Midtbøen, 2017).

Yet, within criminology, the relationship between racial oppression and African American offending remains under-theorized and under-researched. A chief impediment that prevents criminology from detailing how the lived experiences of racial subjugation cause some African Americans to offend is the hegemony of the general theories of crime (Cullen, Chouhy, Butler, and Lee, 2019). A foundational assumption of the general theories is that causes of crime are racially invariant—that is, African Americans and Whites commit crimes for identical reasons. This foundational assumption relegates race and racial subjugation to the theoretical margins of criminology (Unnever, 2019). Consequently, criminologists traditionally include race as a control variable in empirical studies and then devote their analyses to explaining away its direct effect on crime (Hirschi, 1969). At best, a general theory of crime may note that racial oppression is an extrinsic factor (e.g., a cause of racial segregation) but never, by definition, can general theories integrate African American-specific factors into their models of crime causation (Sampson, Wilson, and Katz, 2018). Doing so, would imply that the causes of African American offending are uniquely different from the causes of White offending. Thus, these general approaches largely erase the country’s racial history and its role in both causing crime and criminalizing race.

A related consequence is the dearth of available datasets that include measures of how African Americans perceive, experience, and react to their racial subordination (e.g., National Longitudinal Study on Adolescent Health). At best, available datasets may include a single item that asks respondents whether people have ever discriminated against them. Single items and even scales that measure “everyday racism” fail to capture the complex nature of racial oppression. We suggest that datasets need to include factors such as the age of onset, the characteristics of the perpetrators (e.g., were they in positions of trust such as teachers, police officers), frequency, chronicity (across the life course), the type of discrimination (e.g., being expelled from school because of being Black, driving while Black), and the severity of the discrimination (e.g., was the victim physically assaulted). In short, the exclusion of measures that capture the frequency and complexity of racial discrimination further results in the underdevelopment of an empirically-driven theoretical model of African American offending and limits a broader understanding of how race matters in the justice system.

It may be that the discipline of criminology’s failure to adopt a Black Criminology is a benign omission. It might simply be a reflection of academic interest. It might also be caused by reticence to study and discuss race and crime explicitly for fear of intimating historically racist theories that linked African Americans with intelligence and criminality (Russell-Brown, 2019). Whether it is for these or other reasons, it is time for criminology as a discipline to take on the myriad ways that systemic racism contributes to offending among African Americans and how Blackness impacts the justice system.

Criminology is well poised to embrace a Black Criminology. The discipline already recognizes that patriarchal systems produce gender-specific causes of crime. Thus, as there are gendered pathways to crime, there are racialized pathways to African American offending. In short, criminology has institutionalized a feminist criminology and top-tier journals in the field routinely publish research that tests gender-specific theories of crime. We propose that criminology extend this commitment to institutionalizing a Black Criminology (Russell-Brown, 1992, 2019). Thus, this essay is a call for the discipline, particularly mainstream criminologists, to embrace the development of a Black Criminology.

Below we outline, in broad terms, what we believe to be the potential theoretical underpinnings of a Black Criminology. We perceive a Black Criminology to be a broad theoretical framework, similar to a feminist criminology that embraces multiple methodologies and theoretical orientations. Its basic function is to enable criminologists to tackle the difficult and controversial questions of how the “color line” affects African American offending and the United States’ justice system.

A BLACK CRIMINOLOGY

The starting point of a Black Criminology is that the creation and maintenance of the United States' system of racial stratification has caused African Americans to have historical and contemporary racialized experiences that are incomparable to those of others racial groups. This starting point generates two core hypotheses. First, a Black Criminology hypothesizes that the past and present racial subjugation of African Americans contributes to criminal behavior among a minority of African American people. Second, a Black Criminology posits that systemic racism permeates the United States' justice system, resulting in the criminalization of African Americans, their targeting for wrongdoing and more punitive treatment (Unnever and Owusu-Bempah, 2019). Thus, a Black Criminology contends that in the United States race "is a core organizing construct that operates to generate the patterns, sources, and consequences of crime" (Peterson, 2012:309).

RACIAL STRATIFICATION AND AFRICAN AMERICAN OFFENDING

A Black Criminology assumes that the United States' racially stratified system produces macro-level racialized formations (e.g., hypersegregated ghettos, a biased criminal justice system) that inextricably cause African Americans to have racialized individual-level perceptions and experiences (Omi and Winant, 1986). In addition, a Black Criminology contends that these racialized macro formations, coupled with racialized individual-level perceptions and experiences, cause some African Americans to offend. Thus, a Black Criminology encourages research that connects the racial stratification of the United States—the unequal distribution of goods, resources, and services based on race—to the everyday racialized experiences of what it means to be an African American living in a racist society. A Black Criminology assumes that scholars can only generate a holistic understanding of why some African Americans offend when they connect their offending to racialized formations and to their everyday experiences with racial oppression (Unnever and Gabbidon, 2011).

Note that an overarching purpose of a Black Criminology is to explicate when race matters. This intention leaves open the possibility that there may be macro and individual-level causes of crime that are universal and causes that are specific to Whites, to African Americans, or to other racial/ethnic groups. However, scholars need to be sensitive to the likelihood that an effect could be similar across Whites and African Americans *but the meanings and interpretations of the effect might be race-specific*. For example, research indicates that the effect of poverty on violent crimes is racially invariant (Sampson et al., 2018). However, this conclusion ignores the reality that at the individual-level some African Americans may interpret their poverty as an inevitable result of their racial oppression (Hunt, 1996).

RACIALIZED MACRO-LEVEL EFFECTS

A Black Criminology encourages research that examines how systemic racial injustices contributes to African American offending (Messner and Stults, 2019). Thus, a Black Criminology encourages research that explores whether urban areas that were redlined produced higher rates of segregation-related violence (including lynchings), institutionalized Jim Crow laws, and to this day have more racist landlords (i.e., "place managers") and greater rates of systemic racial bias (e.g., higher rates of EEOC and housing discrimination claims) that produce higher rates of African American offending (Eck, 2019). Researchers also may wish to explore whether the intensity of racial oppression differs across places (e.g., more African Americans live in the suburbs than in cities) potentially producing different rates of African American offending (Semuels, 2016). In addition, a Black Criminology supports studies that examine how "racial threats," such as increases in Black political mobilization, produce greater efforts by lawmakers and the criminal justice system to control African Americans (Feldmeyer and Cochran, 2019).

Furthermore, scholars could examine whether specific police practices—such as, rates of "stop and frisk," rates of racially-motivated traffic stops, rates of police shootings of African Americans, disproportionate minority contact (DMC), racial disparities in prosecutions and sentencing, and the unequal leveling of fines and fees—predict rates of African American offending. In brief, a Black Criminology encourages research that reveals how racialized structural disadvantages contribute to African American offending.

RACIALIZED INDIVIDUAL-LEVEL EFFECTS

A Black Criminology encourages research that investigates how individual-level perceptions and experiences with racial subjugation cause some African Americans to offend. Most often, scholars have operationalized perceptions and experiences with racial subjugation by measuring the degree to which African Americans have perceived and/or experienced racial discrimination (Unnever and Gabbidon, 2011). In fact, criminologists have generated a substantial body of research that shows that the more African Americans perceive racial discrimination the more likely they are to offend (Isom, 2015; Unnever, 2014; Unnever, Cullen, Mathers, McClure, and Allison, 2009).

Scholars have also illuminated racialized pathways to African Americans offending. For example, Unnever, Cullen, and Barnes (2016) tested whether self-reports of racial discrimination undermined the ability of African American youths to build bonds with their schools, which in turn increased their probability of offending. Unnever et al. (2016) found that racial discrimination can increase problematic behaviors directly among African American youths, and can indirectly escalate their level of problematic behaviors by weakening their attachment to teachers and their commitment to their education while controlling for other covariates.

However, as Du Bois (1899) and Steele (1997) recognized, racial subjugation goes beyond perceiving and experiencing racial discrimination. For example, Steele (1997) illustrates how conscious awareness of racist stereotypes that are “in the air” have chronic deleterious consequences for African Americans. Steele (1997) argues that racist depictions of African Americans become “stereotype threats” that cause some African American youths to “disidentify” with their schools, propelling some down the school to prison pipeline. Thus, a holistic understanding of African American offending requires criminologists to capture the totality of their perceptions of, and experiences with, racial subjugation.

A Black Criminology protects the uniqueness of the African American experience. Consequently, a Black Criminology recognizes that the intersection of social identities and forces—such as, gender, education, socioeconomic status, migration, immigration, and religion—have the potential to shape the likelihood that some African Americans offend. Over centuries, these social forces have shaped the racialized narratives that propel some African Americans down the path of resiliency and others toward crime. For example, a Black Criminology might investigate whether gender differences in offending arise because people are less likely to discriminate against African American females than African American men and because they have constructed particularly toxic stereotypes of African American men—e.g., the *criminalblackman* (Russell-Brown, 2019). In addition, scholars may wish to examine how sexual assaults committed against African American women are racialized and how these assaults affect future actions by the victims (Potter, 2015).

Furthermore, a Black Criminology encourages studies that examine the intersections between racism and class detailing why, for example, some middle class African Americans commit crimes and how systemic racism permeates the workplace potentially causing some African Americans to commit white-collar crimes (Benson and Kennedy, 2019;). Finally, A Black Criminology recognizes that there are social forces among African Americans that influence the likelihood of offending. For example, Potter (2015) details how “colorism” negatively affects African Americans especially African American females. Studies also reveal that over ten percent of Black people residing in the U.S. are foreign born (Unnever, 2016).

In sum, a Black Criminology articulates the historical interplay between systemic racism and other macro social forces as they contemporaneously contribute to the uniqueness of the African American experience. The premise of Black Criminology is that race is a central organizing theme in understanding African American offenders, African Americans victims, how the judicial system criminalizes African Americans and treats them more punitively. More pointedly, a Black Criminology views race not as the endpoint of empirical analysis (e.g., race is significant predictor of criminal involvement) but as a starting point (Owusu-Bempah, 2017). Moreover, a Black Criminology embraces the implementation and evaluation of African American-centered or African American-sensitive policies. It encourages policies that will eliminate the systemic racism that engulfs the criminal justice system (e.g., the Racial Justice Act in North Carolina), and it recognizes that the federal government must continue to expose systemic racism and force local criminal justice systems to eliminate racial disparities, as it has done in Ferguson, MO and Baltimore, MD. Equally needed are rehabilitative policies that develop a critical race consciousness among African Americans who have been involved with the criminal justice system (Bent-Goodley, Colita Fairfax, and Carlton-LaNey, 2017).

CONCLUSION

The starting point of a Black Criminology is that African American offending and the systemic racism that permeates the criminal justice system inextricably flow from the racial stratification of the United States. Put in other words, a Black Criminology assumes that similarly situated African Americans and Whites would offend at similar rates if African Americans did not experience the deleterious consequences of systemic racism. We suggest that a Black Criminology will provide coherence—a broad tent—that will illuminate the innumerable ways in which systemic racism produces offending among some African Americans and permeates the criminal justice system. The development and institutionalization of a Black Criminology should also cause scholars to revisit whether they have sufficiently incorporated race and racism into their analyses of crime.

The late Becky Tatum, in her award-winning dissertation and subsequent publications, was, to our knowledge, among the first to contribute a theoretical test of a race-specific model of offending—a neglected theoretical model that examines the role of White colonialism in offending among Black and minority populations across the globe (see Brown and Barganier, 2018; Tatum, 2000). More recently, Unnever and Gabbidon's (2011) *A Theory of African American Offending: Race, Racism, and Crime* has garnered interest across the discipline. In addition, Unnever, Gabbidon, and Chouhy (2019) just edited, *Building a Black Criminology: Race, Theory, and Crime*, which includes noted scholars explicating the foundation of a Black Criminology and how race and racism can be more fully

integrated into analyses of crime.

In closing, we suggest that there are three keys to unlocking the theoretical robustness of a Black Criminology. First, top tier criminology journals must publish articles that test African American-specific theories of offending. Second, criminologists must integrate a Black Criminology into the curriculum of graduate programs so that it achieves the same status as the general theories of crime. The integration of a Black Criminology into the curriculum will empower the exploration of how African American offending and criminal justice injustices are related to the complexities of Blackness. Third, principal investigators must generate publicly available datasets that include valid measures of how the racial stratification of the United States contributes to African American offending and procedural injustice. Taken together, these keys will allow the field to move beyond its white essentialism and empower the discipline to incorporate race and racism into their theoretical models of crime and justice injustices (Cullen et al., 2019).

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School-Day Perils: More than Just Mass Shootings

James Alan Fox and Emma E. Fridel

The forceful activism exhibited by survivors of the Marjory Stoneman Douglas High School shooting and other students around the country has been an encouraging bright light in contrast to the suffering surrounding that February 14, 2018 massacre in Parkland, Florida that claimed the lives of 17 students and teachers.

Weeks following the Parkland shooting, “March for Our Lives” demonstrations were held around the country. In addition to the main rally in the national’s capital that attracted hundreds of thousands of protestors, crowds of young people and their older supporters gathered in large cities and small towns in every state of the union. With heart-wrenching words and poignant anti-gun slogans, students reported not feeling safe at school. They spoke of wanting to go to their graduations, rather than to their graves.

The anger and sense of urgency underlying the “March for Our Lives” movement were intensified following yet another large-scale school shooting that shook the nation. On May 18, 2018, eight students and two teachers were killed and thirteen others were injured when a 17-year-old student opened fire at his high school in Santa Fe, Texas.

The pervasive anxiety associated with school shootings has been fueled by some disturbing and widely-publicized statistics about the incidence of these events. According to reports from Everytown for Gun Safety (2018), schools have been the site of gunfire at an alarming rate—about one episode per week in the U.S. However, without minimizing the pain and anguish resulting from the shootings in Parkland, Santa Fe and elsewhere, it is important to contextualize the risk.

The Everytown data indicate that there were 273 school shootings between 2013 and 2017. However, digging deep into the incident reports reveals, as shown in Table 1, that only 76 of these cases resulted in injuries to students in elementary and secondary schools when confronted by an armed assailant. The remaining incidents, although certainly not unimportant, include shootings at college campuses or occurrences such as suicide attempts, evening altercations in a school parking lot between combatants having no connection to the school, and accidental or intentional gunfire that struck no one. Moreover, as shown in Table 2, over the five full years prior to Parkland, 13 students were fatally shot and another 52 wounded by a fellow student or an intruder. While the “one is one too many” mantra is true, these few dozen young victims are from a population of more than 50 million students enrolled in our nation’s schools. The likelihood that any one student will be killed or injured in a gun attack remains exceptionally small.

The fear expressed by students and their parents concerning the possibility of a shooting at school, however remote that may be, is not to be dismissed, of course. According to a 2018 Pew survey, 57% of 13-17 year-olds are fearful that a shooting might occur in their school (Graf, 2018). At the same time, however, consider as well the many other perils, although far less dramatic, that students face during the school day.

The safety hazards start in the early morning hours as students make their way to school. According to the National Highway Traffic Safety Administration (2018), 301 students were killed and countless others injured in accidents between 2006 and 2015 while walking or riding to school, be it via private car, school bus, or bicycle. Bikes pose a particular risk with more than 100 children killed each year during that same time frame (Centers for Disease Control and Prevention, 2017), many while traveling to or from school, yet fewer than half the states even require bicycle helmets for minors (“Bicycle Helmet Laws,” 2018).

Arriving at school, possibly after passing through a metal detector and displaying their IDs at the door, students confront additional risks, including sexual assault. Survivor Chessy Prout has condemned school rape culture as strongly as Parkland’s David Hogg has railed against the NRA, describing how schools can serve as convenient hunting grounds for predators (Prout and Abelson, 2018). According to a 2009 study of middle and high school students, 36 percent had been the victim of sexual assault with 44 percent of the attacks reportedly occurring at school (Young, Grey, and Boyd, 2009). In addition, there have been countless reports of students being the targets of their teachers or coaches. Shakeshaft (2004) reported, for example, that nearly 10 percent of students were sexually assaulted by educators, with teachers and coaches ranking first and second in terms of their abusers’ role at school.

The prevalence of sexual assault in school settings questions the wisdom of the move taken lately in many schools to install inside locks on classroom doors, which are designed to ward off the unlikely active shooter roaming the hallways. The more likely possibility would be for a student to sexually assault another inside a locked classroom, while bystander attempts to intervene on behalf of the screaming victim are delayed until a key holder is located.

Obsessing over the risk of a shooting, schools are being compelled to subject their students to active shooter drills, even going as far as to using fake blood and an adult stalking the hallway with an assault weapon loaded with blanks, all for the sake of added realism. Many schools have decided to launch their drills without prior notification. In fact, when terror struck in Parkland, many of the

teachers were confused thinking that the episode was just another unannounced active shooter exercise (Gurney, 2018).

More to the point, these now commonplace drills do not necessarily prepare students for the high-stress event of an actual shooting, but they do indeed harm many children. Surprise drills, especially those staged in an aggressive fashion, can be profoundly traumatic, causing emotional pain impacting a student's sense of safety and well-being at school (Aronowitz, 2014).

Then, come lunchtime, school bullies have a field day. With limited adult supervision, the jam-packed cafeteria can be a scary and dangerous place for younger or weaker students and those who are different in appearance or behavior. Although bullying does not necessarily lead to physical injury, emotional scars run deep and have long-lasting, if not permanent, deleterious effects (Kelleher et al., 2008; Salmivalli, 2010).

Of course, much of the victimization at school goes well beyond verbal harassment and intimidation. In 2015, according to the National Center for Educational Statistics, 4.1 percent of high school students reported carrying a weapon at school during the previous month, and 6.0 percent were threatened or injured with a weapon during the previous year (Musu-Gillette et al., 2018). In addition, 13 percent reported the presence of gangs at their school. Overall, the violent crime victimization rate at school in 2016 was 11.9 per 1,000 students in grades 9 through 12 (compared with 16.0 outside of school).

Once the afternoon bell rings signaling the end of classes for the day, additional hazards arise. Students are again at risk while traveling home, while others proceed to the gymnasiums and athletic fields where significant injuries often occur, especially in schools with limited resources for providing state-of-the-art protective gear. Given the ongoing concern regarding sports-related CTE, it is noteworthy that concussions constitute one-quarter of injuries suffered by high school athlete (Comstock et al., 2017).

School grounds and parking lots where students linger in the after-school hours are fraught with danger. Fistfights and sometimes gunfights stemming from disputes earlier during the school day can result in significant injury. In fact, of the 65 student victims injured or killed by gunfire at school from 2013 through 2017, as reflected in the Everytown for Gun Safety data, half were shot outside the school building where measures such as metal detectors, surveillance systems, and even armed guards are of little help. Many of these violent altercations occurred during school-sponsored athletic contests, especially those involving arch rivals. Specifically, 14 percent of the 65 firearm student injuries or deaths were associated with school football, basketball and other sporting events.

Once students arrive home after a long school day, many are unable to gain emotional distance from the adolescent struggles of peer acceptance. They cannot escape the verbal and visual harassment of social media where cyber bullying related to school-based issues can persist non-stop. Too often, dispirited teenagers eventually do find escape through drug use or suicide. Among 15-18 year-olds, suicide is one of the leading causes of death, claiming almost 1,400 lives per year (Centers for Disease Control and Prevention, 2017). A child's suicide is among a parent's worst nightmares, yet one to which many believe they are immune—that is, until it happens.

Our intent in describing the wide array of school-associated perils is not to stoke the fears and concerns of students (and parents) about their well-being. Actually, the good news is that schools are safer than they have been for decades in terms of most threats to life and limb, including homicide and other violent crimes. The string of mass shootings in schools during the late 1990s, for example, resulted in more casualties than the five years leading up to Parkland (Fox and Fridel, 2018), so many back then that the venerable CBS News Anchor Dan Rather declared school shootings an epidemic (Fox and Burstein, 2010).

There is always room for continued improvement, of course. Rather than investing in expensive technology to prevent an unlikely rampage, greater benefits can come from increased expenditures for teachers, guidance counselors, school psychologists and even sports equipment.

Student protests and walkouts related to the threat of gun violence in schools have made major headlines across the country. By contrast, recent strikes and walkouts by teachers in Arizona, Colorado, North Carolina, Oklahoma, and West Virginia received far less attention, yet their demands for enhanced funding for education will, in the long run, do more to make schools safer for all than will many of the gun control initiatives proposed in the wake of the Parkland shooting. Gun restrictions may indeed impact the nearly one thousand gun homicides of school-age children that occur annually in the United States, but will have little effect on the less than one percent of those that occur at school. Moreover, the problem of underfunded schools will only get worse if the already scarce resources are used for metal detectors and other security measures that arguably reflect an overresponse to the rare mass casualty event.

We are not suggesting that school administrators should ignore the risk and not respond to the fears of students, only that they should not overrespond. Creating a fortress-like environment, with armed guards and other in-your-face forms of physical security can instill fear, rather than alleviate it. Such an approach sends a strong message of danger, reminding students on a daily basis that the bad guy is out to get them.

Instead, school should invest in unobtrusive security approaches, from bullet-resistant windows and white boards to access control through landscape design and the use of imperceptible acoustic sensors that alert first responders of a shooting as well as the location of the assailant within the building (see Frankel, 2015; Gendal, 2017). These low-key strategies protect students without unnerving them and, for that matter, avoid challenging some alienated adolescents to try and circumvent the security system—just as two youngsters in Jonesboro, Arkansas managed to do by setting off the fire alarm and then shooting students as they evacuated the school building.

Despite the threat of shootings, sexual assault, and serious injury from other sources, school remains one of the safest places for many children. It provides them with structure and supervision that they may not enjoy after school or on weekends. Yet, is it foolish for anyone to believe that they are immune to harm, as there is always some risk, however small. Indeed, if one requires a 100% ironclad guarantee that nothing bad will happen to them at school, then there is an option: homeschooling.

James Alan Fox is the Lipman Professor of Criminology, Law, and Public Policy, and Emma E. Fridel is a doctoral candidate in criminology, both at Northeastern University.

Table 1: Everytown School Shooting Incidents, 2013-2017

Total Incidents	273
Incidents K-12	151
Accidental	18
Attempted/completed suicide	21
Gun fired without injury	36
Attack resulting in injury or death	76
Fatal attacks	11

Table 2: Everytown School Shooting Victims, 2013-2017

	Students	Others	Total
Injuries	52	35	87
Fatalities	13	17	30
Total	65	52	117

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EDITOR'S CORNER

WHAT SCHOLARS SHOULD KNOW ABOUT "SELF-PLAGIARISM"

Janet Lauritsen, Brian Johnson, David McDowall, and Jody Miller
Co-Editors of *Criminology*

Many authors may not be aware of the issue of "self-plagiarism," why it is of concern to journal editors and to the publication review process, or why they themselves should be concerned. The practice has some similarities to the problem of "salami slicing" or piecemeal publication, the topic of a previous Editors' Corner article (Gartner, Osgood, and Baumer, 2012). It differs enough, however, that it deserves separate discussion. In this article, our intention is to make authors aware of what self-plagiarism is, and how they can avoid this potentially harmful practice.

Plagiarism and self-plagiarism are similar but distinct concepts. "Whereas plagiarism involves the presentation of others' ideas... as the products of our own creation," self-plagiarism refers to the "reuse in whole or in part of our own previously disseminated ideas" (Roig 2010: 297). According to the U.S. Office of Research Integrity (USORI), self-plagiarism applies "to authors who reuse their own previously disseminated content and pass it off as a 'new' product without letting the reader know that this material has appeared previously" (<https://ori.hhs.gov/plagiarism-13>). Although self-plagiarism is not considered by the USORI to be official "research misconduct," it is considered an ethical violation of publication practices. Many authors assume that self-plagiarism is not an ethical issue because, unlike plagiarism, it does not involve the theft of others' ideas or words, and it may seem impossible to steal from oneself. However, as discussed below, this assumption is ill-informed. Moreover, it can lead to potential legal issues concerning copyright violations.

Self-plagiarism includes a wide spectrum of practices, and some are more egregious than others. The most serious ethical violation involves duplicate publications in which very similar papers with only slight differences (e.g., in the title, some wordings, or authorship) appear in more than one outlet. Aside from abusing the limited time and resources of reviewers, editors, and readers with allegedly new scholarship, these duplicate or very similar publications can, for example, misinform the results of meta-analysis because they can bias the results of summary assessments toward the conclusions derived from the redundant publications. In addition, legal issues arise. Authors of papers appearing in *Criminology* sign copyright agreements in which they agree, in addition to other understandings, that:

(i) the Contribution is the Contributor's original work, all individuals identified as Contributors actually contributed to the Contribution, and all individuals who contributed are included;... (iii) the Contribution is submitted only to this Journal and has not been published before, has not been included in another manuscripts, and is not currently under consideration or accepted for publication elsewhere; (iv) if excerpts from copyrighted works owned by third parties are included, the Contributor shall obtain written permission from the copyright owners for all uses as set forth in the standard permissions form or the Journals' Author Guidelines, and show credit to the sources in the Contribution (*Criminology* Copyright Transfer Agreement, 2018).

As editors, we have not yet encountered a case of duplicate publication, but it is not uncommon for reviewers to raise concerns about the originality of content in papers submitted to the journal. Moreover, we have been made aware of at least one case in which large portions of a paper published in another journal also had a substantial amount of material that was published earlier in *Criminology*. In this instance, the other journal was required to attach a statement noting that portions of the article had appeared previously in *Criminology*, although in slightly different form. The other journal was a law journal, and presumably the author(s) believed that the material in their *Criminology* paper would be of interest to a new audience. In such cases, and regardless of whether additional authors and statements are included in the new paper, it is necessary for the authors to make the editors and publishers of both papers aware of this issue, and both journals must agree to it prior to publication. The similar paper must also clearly indicate that portions of the paper appeared elsewhere when published in the new journal and include full reference to the original paper (as is the case when papers are translated and republished).

At the other end of the spectrum of self-plagiarism is the more limited re-use of text that may have appeared in the authors' other publications. A common example is found in articles where data sources or analytical techniques are discussed, because these aspects of the research must be concisely described and there may be limited ways in which this can be done using unique language. In these instances, there is less consensus about the degree to which such text use raises ethical issues. Suggestions for best practices for authors include the formal method of putting all "recycled text" in quotation marks with appropriate citations. However even when this is done, large amounts of duplicate text can still raise copyright issues. It would be reasonable to ask

EDITOR'S CORNER

just how much recycled text is allowed in a publication, but the answer to this question is not fully clear. The USORI states that *limited use* of "identical or nearly-identical phrases" concerning methodology text is not problematic because it is not "substantially misleading to the reader" (<https://ori.hhs.gov/plagiarism-16a>).

For other sections of journal articles, such as literature reviews, theoretical discussions, and conclusions, duplication of one's previously published text should rarely if ever appear. Of course, paraphrasing necessary arguments from prior publication with appropriate acknowledgment and citation is allowable given that new research findings often build on one's earlier research. However, extensive use of text recycling should be discouraged for several reasons: it assumes the original writing is beyond improvement, which is rarely the case; it runs the risk of omitting important details of the new study; and it contradicts principles of scholarly excellence that emphasize original contributions to knowledge (Roig, 2010).

The USORI offers the following guideline (<https://ori.hhs.gov/plagiarism-16a>), to which we adhere, for authors to consider when they are tempted to "cut and paste" text that they have previously published elsewhere:

Guideline 11: Authors are urged to adhere to the spirit of ethical writing and avoid reusing their own previously published text, unless it is done in a manner that alerts readers about the reuse or one that is consistent with standard scholarly conventions (e.g., by use of quotations and proper paraphrasing).

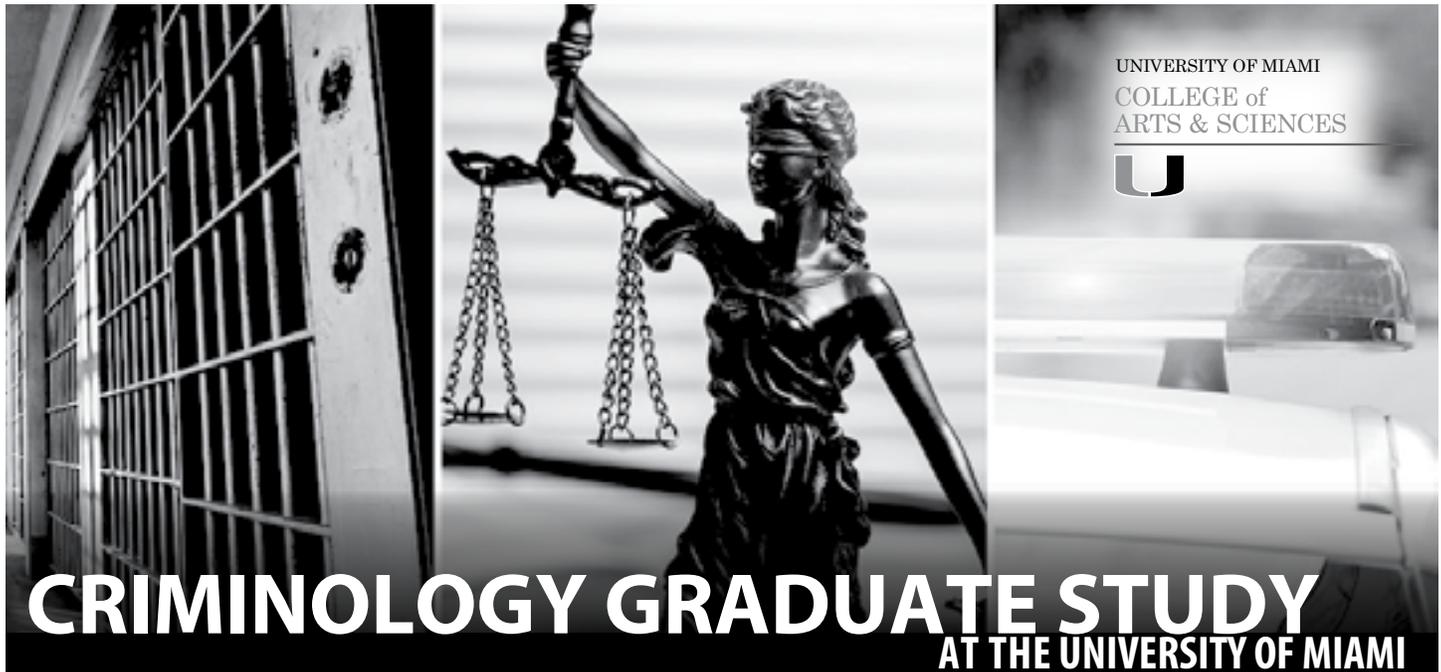
Many scientific organizations have made their members aware of the importance of the issue of self-plagiarism and have issued their own guidelines. The American Psychological Association, for example, suggests limiting use of one's own prior words in a new article to no more than a few paragraphs, with appropriate citation (2010). The ASC has not issued any comparable publication guidelines, but it is reasonable to expect that criminologists follow the spirit of these ethics and allow editors to make judgments about when "recycled text" is problematic and must be addressed, and when it is reasonable.

Importantly, both plagiarism and self-plagiarism are becoming easier to detect with the increased availability of text similarity software that allows journal articles to be readily compared to other work. At *Criminology*, we use a software package known as Crossref Similarity Check, which relies on the iThenticate text comparison tool to analyze similarities among scholarly papers across a large database of scientific publications. We also ask submitting authors to formally identify whether they or any of their co-authors have recently submitted or published related work using the same or similar data, and if so, to provide the title and journal in which the work appears or has been submitted. This involves the completion of an additional checkbox when submitting papers to *Criminology*, which helps the editors to make informed judgments when other similar work is under consideration or has been recently published in other outlets.

Ethical writing entails an implicit contract between author and reader that assumes, unless otherwise noted, that the disseminated information is original scholarship produced by the authors (<https://ori.hhs.gov/plagiarism-16a>). As such, it is important for scholars to be mindful of the importance of being transparent with readers. To better understand the complex set of issues involved in self-plagiarism, we encourage all authors to consult the references below for additional information and helpful tips, and we also urge faculty to use these materials as they train the next generation of scholars.

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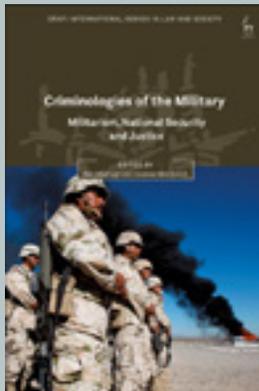
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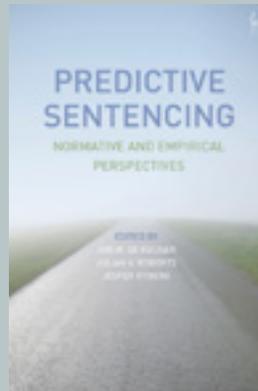
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AROUND THE ASC

2019 ELECTION SLATE FOR 2020 - 2021 ASC OFFICERS

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2019 election:

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Jean McGloin, University of Maryland
Ojmarrh Mitchell, University of South Florida
Andrés Rengifo, Rutgers University--Newark
Emily Wright, University of Nebraska Omaha

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 15, 2019 (postmark date) to the address noted below. Email nominations will NOT be accepted.

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CALL FOR NOMINATIONS FOR 2020 ELECTION SLATE OF 2021 - 2022 OFFICERS

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by June 1, 2019 to be considered by the Committee.

Claire Renzetti
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LIGHTNING TALKS

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This year, ASC will be introducing a new type of presentation called “Lightning Talks” at the annual meeting.

What is a lightning talk? A lightning talk is a brief 5-minute presentation that focuses on an idea or topic. Lightning talks can also provide an update on key findings. If they are well organized, lightning talk sessions can be excellent opportunities to promote conversations and future collaborations.

Lightning Talk sessions will be organized around themes or ideas. Each session will include 6-7 presentations with time for Q&A after all presentations have been completed.

Individuals can either submit their lightning talk as an individual presentation or they can organize their own lightning talk session around a specific theme or idea. The submission due date for lightning talks is May 10, 2019.

Here are some helpful tips for making your lightning talks successful:

- 1) Make your point and make it early.
- 2) Don't spend too much time on extraneous details. Focus.
- 3) Practice! Practice! Practice! A brief script is a good idea. Practice reading your script before your session. It's okay if you go under 5 minutes, but not longer.
- 4) PowerPoint is a great tool for presenting lightning talks, but if you use slides make sure to limit your slides to 3-5 visually appealing slides with only 1-2 words per slide.

To ensure the lightning talk sessions run effectively a facilitator will be assigned to each session. This person will be responsible for obtaining slide presentations from all presenters BEFORE the scheduled lightning session and loading them on a single computer. The facilitator will also keep time during the lightning talk sessions to ensure that all presenters adhere to the 5-minute rule.

Following these guidelines will ensure that your lightning talk session will be stimulating, enjoyable, and exciting.

AROUND THE ASC

ANNOUNCEMENT:**SOLICITATION FOR ASSOCIATE EDITOR
OF *THE CRIMINOLOGIST***

On behalf of the Executive Board of the American Society of Criminology, the Publications Committee is soliciting applications for the position of Associate Editor of *The Criminologist*, the official newsletter of the society. The Associate Editor will:

- a. Serve a three-year term, renewable for a second three-year term;
- b. Be provided with annual support of \$7,500 to fulfill the duties of the office;
- c. Be responsible for collecting and enhancing the content of *The Criminologist*.

Candidates for Associate Editor should submit proposals describing specific plans for enhancing *The Criminologist*. Possibilities include but are not limited to the following: grants given/solicited; newsworthy events solicited from departments, agencies, and institutions; columns from the ASC President; updates on crime legislation and policies; overviews of new methods and data sets; interviews with prominent criminologists and policy makers; teaching advice; general issues of concern to the criminological community; ASC division news; responses to the lead articles; letters to the editor.

The Managing Editor is in the Columbus Office. The Managing Editor will continue to be responsible for appearance, layout and production as well as the advertisements and sections/content areas. The Associate Editor will collect the content listed above and submit final versions to the managing editor in accordance with the established deadlines. The ASC Vice-President will continue to solicit and be responsible for featured articles for *The Criminologist*, in consultation with the Associate Editor. Applications should be sent to:

Pamela Wilcox
Chair, ASC Publications Committee
University of Cincinnati
pamela.wilcox@uc.edu

Applications must be received by March 1, 2019.

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Gene Carte Student Paper Award
1st Place Recipient -- Kristina Thompson Garrity



August Vollmer Award Recipient
Charles F. Wellford



Gene Carte Student Paper Award
2nd Place Recipients -- Jihoon Kim and Yeungjeom Lee



Presidential Justice Award Recipient – Andrew Young
(with Karen Heimer and Janet Lauritsen)



Gene Carte Student Paper Award
3rd Place Recipient – Eileen M. Kirk



Teaching Award Recipient
Danielle S. Rudes

2018 ASC ANNUAL MEETING



Ruth Peterson Fellowship Recipients
Brooklynn Hitchens, Tameka Samuels-Jones, Sade Lindsay



New ASC Fellows
Lauren Krivo, Faye S. Taxman, Daniel Mears, Joanne Belknap



ASC Presidents
Seated, from the left – Todd Clear, Freda Adler, Candace Kruttschnitt, Sally Simpson;
Standing, from the left – Frank Cullen, Jim Lynch, Al Blumstein, Gary LaFree, Karen Heimer,
Bob Agnew, Rick Rosenfeld, Meda Chesney-Lind, Steve Messner, Ron Huff, Rob Sampson, Charles Wellford

2018 ASC ANNUAL MEETING



Presidents Karen Heimer and Meda Chesney-Lind

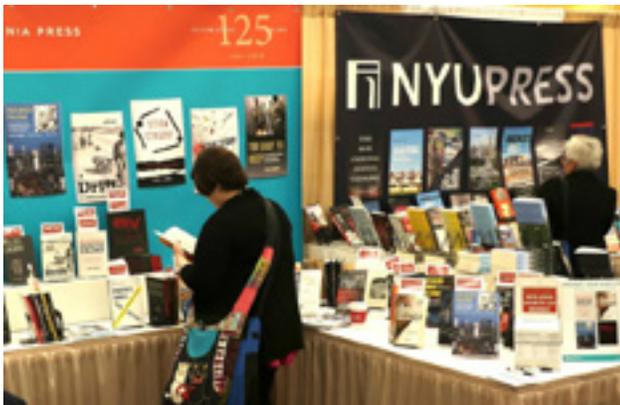
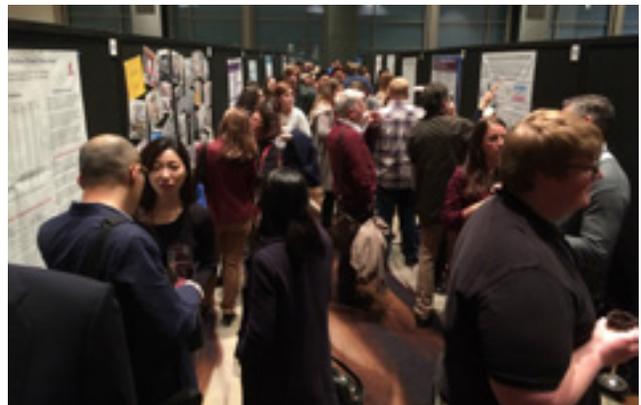


Exhibit Hall



Poster Session



Ice Cream Social – Ineke Marshall and Vera Lopez



Ice Cream Social – Lynn Addington and Pam Wilcox

2018 ASC ANNUAL MEETING



Our new logo was unveiled at the meeting

DIVISION OF EXPERIMENTAL CRIMINOLOGY AMERICAN SOCIETY OF CRIMINOLOGY

Membership drive 2019, DEC mentoring program, Award nominations and ASC 2019

DIVISION MEMBERSHIP DRIVE 2019



This is an excellent time to renew or begin your 2019 membership to the ASC and to the Division of Experimental Criminology! **Scan the QR code (left) or click the link (below) and register now.** Benefits include free access to the Journal of Experimental Criminology! <https://www.asc41.com/appform1.html>

DEC MENTORING PROGRAM

DEC's new mentoring program is now accepting applications; please visit <http://expkrim.org/dec-mentoring-program/> for more information and to register today!

CALL FOR NOMINATIONS FOR DEC AND AEC AWARDS

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

- ✓ AEC Fellows and Honorary Fellows
- ✓ Joan McCord Award (AEC)
- ✓ Outstanding Young Experimental Scholar Award (AEC)
- ✓ Jerry Lee Lifetime Achievement Award (DEC)
- ✓ Award for Outstanding Experimental Field Trial (DEC)
- ✓ Student Paper Award (DEC) (\$500 prize!)

Please send nomination letters and CVs to the DEC Secretary-Treasurer at expkrim@gmail.com by **March 31, 2019**.



2018 Outstanding Young Experimental Scholar Award winner Cody Telep with AEC Chair Friedrich Lösel

THANK YOU TO ALL OUR SPONSORS

We wish to thank Karen Amendola, Anthony Braga, Friedrich Lösel, John MacDonald, Adrian Raine, Greg Ridgeway, Caterina Roman, John Roman, and David Weisburd for generously sponsoring the DEC Awards and Mentoring Program Fund!

ASC – SAN FRANCISCO 2019

We encourage DEC members to submit presentations on randomized experiments and meta analyses. Information about the DEC's plans for ASC are coming soon!

STAY IN TOUCH WITH DEC

In January 2018 we launched our new website. To keep up to date with Division of Experimental Criminology news you can find us at <http://expkrim.org/>. You can also follow us on Twitter <https://twitter.com/DivExpCrim> and Facebook <https://www.facebook.com/expkrim>.

DEC & AEC

Karen L. Amendola (President), Jordan M. Hyatt (Vice President), Synøve N. Andersen (Acting Secretary-Treasurer)
Executive Counselors: Emma Antrobus, John MacDonald, and Travis Taniguchi
Friedrich Lösel (AEC Chair)

ASC CALL FOR NOMINATIONS - 2019 AWARDS



Announces its call for nominations for the 2019 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 - 2019 AWARDS**NOMINATIONS FOR 2019 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: **RAMIRO MARTINEZ** (617) 373-7066
Northeastern University r.martinez@northeastern.edu

AUGUST VOLLMER AWARD, which recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior. 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: **ROBERT CRUTCHFIELD** (206) 543-5882
University of Washington crutch@uw.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: **GAYLENE ARMSTRONG** (402) 554-3615
University of Nebraska at Omaha garmstrong@unomaha.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: **JAN VAN DIJK** (31) 13-466-3016
Tilburg University j.vandijk1@tilburguniversity.edu

ASC CALL FOR NOMINATIONS - 2019 AWARDS

NOMINATIONS FOR 2019 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: **CARL ROOT**
Eastern Kentucky University

(859) 622-1978
carl.root@eku.edu

ASC CALL FOR NOMINATIONS - 2019 AWARDS

NOMINATIONS FOR 2019 ASC AWARDS

MENTOR AWARD

The Mentor Award is designed to recognize excellence in mentorship in the discipline of Criminology and Criminal Justice. Nominations of individuals at all stages of their academic careers are encouraged.

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), the nominee's portfolio, and all other supporting materials should be submitted to the Mentor Award Committee Chair in electronic form by **June 1**.

Committee Chair: **WALTER DEKESEREDY**
West Virginia University

(304) 293-8846
walter.dekeseredy@mail.wvu.edu

ASC CALL FOR PAPERS



CALL FOR PAPERS

**Annual Meeting 2019
San Francisco, CA
November 13 – 16, 2019
San Francisco Marriott Marquis**

***Criminology in the New Era:
Confronting Injustice and Inequalities***

Program Co-Chairs:

Vera Lopez, Arizona State University

and

Lisa Pasko, University of Denver

meeting@asc41.com

ASC President:

Meda Chesney-Lind
University of Hawaii at Mānoa

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 8, 2019

Posters roundtable abstracts, and lightning talk abstracts due:
Friday, May 10, 2019

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 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, (5) Roundtable Submission, or (6) Lightning Talk Presentation.

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 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 8, 2019

Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract 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 8, 2019

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 8, 2019) 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 8, 2019

Poster Presentations: Submissions for poster presentations require only a title and abstract 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. One poster submission per presenter.

- POSTER SUBMISSION DEADLINE:
Friday, May 10, 2019

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 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 10, 2019

ASC CALL FOR PAPERS

Lightning Talks: These sessions are a series (usually at least 6-7) of 5 minute talks/presentations by different speakers, each introducing a topic or idea very quickly. Lightning Talks is a way to share information about diverse topics from several presenters, while still captivating the audience. Each presentation should consist of a maximum of 3 to 5 PowerPoint slides or prompt cards, with a total of one or two key messages for the entire presentation. Each slide should consist of a few words and one primary image. Lightning talks are ideal for research and theory development in its early stages. See **LIGHTNING TALKS: Sharing and Learning at Lightning Speed** pdf on the American Society of Criminology website for further information. Submissions for a lightning talk must include a title and brief abstract along with participant information.

- **LIGHTNING TALK SUBMISSION DEADLINE:**
Friday, May 10, 2019

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 13 through Saturday, November 16. 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 8, 2019** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
- **Friday, May 10, 2019** is the **absolute** deadline for the submission of posters, roundtable, and lightning talk sessions.

ABSTRACTS

A typical abstract will summarize, in one paragraph of 200 words or less, the major aspects of your research, including: 1) the purpose of the study and the research problem(s) you investigate; 2) the design of the study; 3) major findings of your analysis; and 4) a brief summary of your interpretations and conclusions. Although not all abstracts will conform to this format, they should all contain enough information to frame the problem and orient the conclusions.

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

ASC CALL FOR PAPERS

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, lightning talk, 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 [Ethics and Guidelines](#)

ASC CALL FOR PAPERS

PROGRAM COMMITTEE: AREAS AND SUB-AREAS

Area I	Presidential Sessions		meeting@asc41.com
Area II	Perspectives on Crime	Jacob Young	Jacob.Young1@asu.edu
1	Biological, Bio-social, and Psychological Perspectives	Joe Schwartz	jaschwartz@unomaha.edu
2	Developmental and Life Course Perspectives	Callie Burt	chburt@uw.edu
3	Strain, Learning, and Control Theories	Deena Isom	isom@mailbox.sc.edu
4	Situational and Interactionist Theories	Molly Buchanan	Molly.Buchanan@marist.edu
5	Structure, Culture, and Anomie	Joanne M Kaufman	jkaufman@albany.edu
6	Social Disorganization and Community Dynamics	Maria Velez	mvelez@unm.edu
7	Feminist Criminological Perspectives	Amanda Burgess Proctor	burgessp@oakland.edu
8	Critical Race	Andrew J Thompson	ajthompson@albany.edu
9	Intersectionality Perspectives	Hillary Potter	hillary.potter@colorado.edu
10	Desistance Theories	David Pyrooz	david.pyrooz@colorado.edu
11	Theories of Conflict, Oppression, and Inequality	Nancy Wonders	nancy.wonders@nau.edu
Area III	Types of Offending	Paige Gordier	pgorder@lssu.edu
12	Violent Crime	Denise Boots	deniseboots@utdallas.edu
13	Property and Public Order Crime	Martin Andresen	andresen@sfu.ca
14	Drugs	Kathryn Nowotny	kathryn.nowotny@miami.edu
15	Family and Intimate Partner Violence	Molly Dragiewicz	molly.dragiewicz@qut.edu.au
16	Sexual Offending	Santhi Leon	santhi@udel.edu
17	Sex Work and Human Trafficking	Amy Farrell	am.farrell@northeastern.edu
18	White Collar, Occupational, and Corporate Crime	Shaun Gabbidon	slg13@psu.edu
19	Organized Crime and Corruption	Stephen Scheider	stephen.schneider@smu.ca
20	Identity Theft and Cyber Crime	Thomas Holt	holtt@msu.edu
21	State Crime, Political Crime, and Terrorism	Kenneth Leon	ksl@gwu.edu
22	Hate Crime	Janice Iwama	iwama@american.edu
Area IV	Correlates of Crime	Katherine Irwin	kirwin@hawaii.edu
23	Gangs and Co-offenders	Robert Duran	rduran@utk.edu
24	Substance Use and Abuse	Albert Kopak	amkopak@wcu.edu
25	Weapons	Trent Steidley	trent.steidley@du.edu
26	Trauma and Mental Health	Emily M. Wright	emwright@unomaha.edu

ASC CALL FOR PAPERS

27	Race and Ethnicity	Jennifer Cobbina	cobbina@msu.edu
28	Immigration/Migration	Charis Kubrin	ckubrin@uci.edu
29	Rural Criminology	Mandy Hall Sanchez	asanchez1@fairmontstate.edu
30	Neighborhoods & Structural Inequalities	Kevin Drakulich	k.drakulich@northeastern.edu
31	Gender	Andrea Leverenz	Andrea.Leverentz@umb.edu
32	Sex and Sexualities	Carrie Buist	buistcar@gvsu.edu
33	Poverty and Social Class	Ranita Ray	ranita.ray@unlv.edu
34	Bullying, Harassment, and Abuse	Shelly Clevenger	slcleve@ilstu.edu
35	Families and Peers	Tia Stevens Andersen	tstevens@mailbox.sc.edu
36	School Experiences	Anthony Pequero	anthony@vt.edu
Area V	Victimization	Alesha Durfee	alesha.durfee@asu.edu
37	Causes and Correlates of Victimization	Byongook Moon	byongook.moon@utsa.edu
38	Policy and Prevention of Victimization	Jane Palmer	jane.palmer@american.edu
39	The Structural and Individual Consequences of Victimization	Emily Bonistall-Postel	emily.postel@uky.edu
Area VI	The Criminal Justice System	Aaron Kupchik	akupchik@udel.edu
40	Police Organization and Training	Jose Torres	jtorres@lsu.edu
41	Police Misconduct	Carlos Monteiro	cmonteiro@suffolk.edu
42	Police Strategies, Interventions, and Community Relations	Lidia Nuno	lnuno@fullerton.edu
43	Prosecution, Courts & Sentencing	Stacy Mallicoat	smallicoat@fullerton.edu
44	Capital Punishment	Scott Phillips	scott.phillips@du.edu
45	Jails & Prisons	TaLisa Carter	talisajcarter@gmail.com
46	Community Corrections	Jeff Lin	Jeff.Lin@du.edu
47	Prisoner Reentry	Cheryl Lero Jonson	jonsonc@xavier.edu
48	The Juvenile Justice System	Jennifer Peck	Jennifer.Peck@ucf.edu
49	Challenging Criminal Justice Policies	Lisa Growette Bostaph	lisabostaph@boisestate.edu
50	Mass Incarceration	Michelle Phelps	phelps@umn.edu
51	Prisoner Experiences with the Justice System	Britni Adams	adamsb@ufl.edu
52	Law Making and Legal Change	Alexes Harris	yharris@uw.edu
53	Guns and Gun Laws	Trent Steidley	trent.steidley@du.edu
54	Inequality and Justice	Meghan Hollis	drnehollis@gmail.com
55	Politics and Justice	Michael Campbell	Michael.c.campbell@du.edu
56	Immigration and Justice Issues	Charis Kubrin	ckubrin@uci.edu

ASC CALL FOR PAPERS

Area VII	Perceptions of Crime & Justice	Venessa Garcia	vgarcia1@njcu.edu
57	Media & Social Construction of Crime	Jason Williams	williamsjas@mail.montclair.edu
58	Attitudes about the Criminal Justice System & Punishment	Scott Bowman	scott.bowman@txstate.edu
59	Activism and Social Movements	Joanne Belknap	joanne.belknap@colorado.edu
60	Fear of Crime and Perceived Risk	Joshua Hinkle	jhinkle@gsu.edu
Area VIII	Comparative & Historical Perspectives	Matt Vogel	vogelma@umsl.edu
61	Cross-National Comparison of Crime & Justice	Sheldon Zhang	szhang@mail.sdsu.edu
62	Historical Comparisons of Crime & Justice	Julie Globokar	jglobok1@kent.edu
63	Human Rights and Justice	Tonima Hadi	hadis@stjohns.edu
64	Globalization, Crime, and Justice	Evaristus Obinyan	evaristus.obinyan@mga.edu
Area IX	Critical Criminology	Kerry Carrington	kerry.carrington@qut.edu.au
65	Green Criminology	Michael Lynch	mjlynch@usf.edu
66	Queer Criminology	Lindsay Kahle	lindsay.kahle@mail.wvu.edu
67	Convict Criminology	Daniel Kavish	daniel.kavish@swosu.edu
68	Cultural Criminology	Kevin Steinmetz	kfsteinmetz@ksu.edu
Area X	Methodology	Danielle Rudes	drudes@gmu.edu
69	Advances in Quantitative Methods	Jesenia Pizarro	jesenia.pizarro@asu.edu
70	Advances in Qualitative Methods	Tom Loughran	tal47@psu.edu
71	Advances in Evaluation Research	Veronica Cano	veronica.cano@cwu.edu
72	Advances in Experimental Methods	Cody Telep	cody.telep@asu.edu
73	Advances in Teaching Methods	Jordana Navarro	Jnavarr1@citadel.edu
Area XI	Roundtable Sessions	Luis Fernandez	Luis.Fernandez@nau.edu
Area XII	Poster Sessions	Susan Case	meeting@asc41.com
Area XIII	Author Meets Critics	Patrick Lopez-Aguado	plopezaguado@scu.edu
Area XIV	Methods Workshop Committee	Valerio Bacak	vb302@scj.rutgers.edu
Area XV	Inclusivity and Diversity	Johnna Christian	johnnac@scj.rutgers.edu
Area XVI	Lightning Talks	Vera Lopez/Lisa Pasko	meeting@asc41.com



Steven J. Green
School of International
& Public Affairs

Ph.D. in International Crime and Justice

About the program

FIU is the ideal institution to offer the first Ph.D. in International Crime and Justice in the U.S. The international focus of the program capitalizes on its location in Miami, which serves as a global gateway and mirrors the diverse and multicultural student body living in South Florida.

The Ph.D. program is offered by the Department of Criminal Justice in the Steven J. Green School of International and Public Affairs and requires a minimum of 78 credit hours of graduate course work beyond the bachelor's degree, including a comprehensive exam and dissertation based on the student's original research. A maximum of 36 credits are transferable from a completed master's degree program with the approval of the program director. Classes are available on FIU's main campus and online.



Department of Criminal Justice
Florida International University
Miami, FL 33199

Funding is available

Research and teaching assistantships with tuition waivers are available to qualified doctoral students enrolled full time.

International areas of study

- Transnational crime
- Terrorism
- Immigration and crime
- International human rights
- Maritime piracy and justice
- Comparative crime and justice
- Human trafficking and rule of law
- Geospatial crime analysis



*For additional information,
visit us online at cj.fiu.edu*



POLICY CORNER

In the lull following another successful ASC conference, I wanted to take the opportunity to remind everyone of the Crime and Justice Research Alliance (www.crimeandjusticeresearchalliance.org) and of the opportunity to apply to join the CJRA Expert Directory.



About CJRA: @CJRAAlliance | Facebook.com/CJRAAlliance
www.crimeandjusticeresearchalliance.org

The Crime and Justice Research Alliance (CJRA) is a centralized resource of authoritative experts and scholarly studies created to provide policymakers, practitioners and the public direct access to relevant research on crime and criminal justice issues.



Formed in 2015, CJRA is a collaborative partnership between the nation's two leading criminal justice scholar associations, the Academy of Criminal Justice Sciences (ACJS) and the American Society of Criminology (ASC), which represent more than 5,000 criminal justice scholars and research experts.

The Alliance communicates with the criminal justice research and academic communities about legislative, appropriations and policy developments in Washington, DC. CJRA assists policymakers across the political spectrum by summarizing published scholarly articles and identifying expert witnesses to speak to Committees, Members of Congress and Justice Department officials. The goal of CJRA is to provide objective research to inform legislators in criminal justice policy and appropriation decisions as well as reporters covering criminal justice topics in the news.

CJRA takes no position on policy matters; legislative advocacy is limited to supporting funding for criminology research.

What is the CJRA Expert Directory?

The Crime and Justice Research Alliance (CJRA) “communicates with the criminal justice research and academic communities about legislative, appropriations and policy developments in Washington, DC. CJRA assists policymakers across the political spectrum by summarizing published scholarly articles and identifying expert witnesses to speak to Committees, Members of Congress and Justice Department officials. The goal of CJRA is to provide objective research to inform legislators in criminal justice policy and appropriation decisions as well as reporters covering criminal justice topics in the news.”

The CJRA is a joint project of the ASC and ACJS and both organizations have policy committees that have agreed to do the work of periodically assessing expert directory applications submitted. Although members of both organizations can apply to become experts in CJRA's expert directory, we ask that you submit an application to only one of the organizations. The ASC's Policy Committee, which I currently chair, considers the applications of ASC members who choose to be considered through the ASC.

Who gets to be an expert?

A Crime and Justice Research Alliance (CJRA) expert is a current member of American Society of Criminology (ASC) or Academy of Criminal Justice Sciences (ACJS) who has demonstrated sufficient depth of knowledge in a particular subject area as certified by a committee of one of the two organizations. CJRA experts are expected to summarize the current research in a particular subject matter and provide policy-related insight inclusive of impacts, implications, and recommendations based upon their own subject matter and policy analysis expertise. CJRA experts speak for themselves as individuals and should not represent their views as being those of the American Society of Criminology or the Academy of Criminal Justice Sciences.

How do I apply for consideration for inclusion in the CJRA expert directory?

If you would like your application considered at the quarterly meeting of the ASC's policy committee, please submit the required application materials via email (ascpolicycommittee@gmail.com), with the subject line “CJRA Expert Application.”

POLICY CORNER



CRIME & JUSTICE RESEARCH ALLIANCE

Washington Update

September 28, 2018

The following Washington Update was prepared for the Crime and Justice Research Alliance by Liliana Coronado of the Brimley Group.

After convening for a few weeks in September, Congress adjourned for several weeks in October and did not reconvene until after the midterm elections. During the recess, Justice Brett Kavanaugh was sworn in as the new Supreme Court Justice, but no legislative activity took place. Nevertheless, supporters of the prison reform bill, the FIRST STEP Act, continued to advocate for the bill and attempt to negotiate the addition of sentencing reform, a strategy which seemed to pay off. Since reconvening, there has been a great deal of activity and discussion around the FIRST STEP Act. A bipartisan deal was reached in the Senate that included adding several meaningful sentencing reform provisions, adding an independent review committee to help develop and evaluate the risk assessment tool, and a new exclusion for fentanyl traffickers. New text was recently released, which was followed in short order by a press conference by President Trump, with the sponsors of the bill, the National President of the Fraternal Order of Police and the President of the International Association of Chiefs of Police, along with other supporters of the bill, during which President Trump announced his support for the bill and urged Congress to pass it forthwith. Since that time, a great deal of pressure and advocacy has been brought to bear on Senate Majority Leader McConnell to bring the bill up for a vote, but the Leader has yet to do so. There is only a few weeks left in this Congress, and much legislative business still to be completed in addition to the appropriations bills and criminal justice reform, including possible reauthorization of the Second Chance Act, the Adam Walsh Act, and the Violence Against Women Act. To that end, Senators Portman and Leahy recently introduced a bill reauthorizing the Second Chance Act.

Also during the next several weeks, the government must pass a bill to fund the government past December 7, which is the date that the continuing resolution that Congress passed several weeks ago expires (and which included reauthorization of VAWA until that date). We expect Congress to work on an omnibus that includes funding for the Department of Justice soon.

Of note, during the last recess the President signed the bill reauthorizing the Parole Commission that Congress passed in October, which included improvements to the Prison Rape Elimination Act (PREA) audit system.

Natasha A. Frost, ASC Policy Committee Chair



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The *Annual Review of Criminology* provides comprehensive reviews of significant developments in the multidisciplinary field of criminology, defined as the study of both the nature of criminal behavior and societal reactions to crime. International in scope, the journal examines variation in crime and punishment across time (e.g., why crime increases or decreases) and among individuals, communities, and societies (e.g., why certain individuals, groups, or nations are more likely than others to have high crime or victimization rates). The societal effects of crime and crime control, and why certain individuals or groups are more likely to be arrested, convicted, and sentenced to prison, will also be covered via topics relating to criminal justice agencies (e.g., police, courts, and corrections) and criminal law.

CO-EDITORS: **Tracey Meares**, *Yale Law School* and **Robert J. Sampson**, *Harvard University*

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TEACHING TIPS

Implementing Restorative Justice Practices in the College Classroom

Holli Vah Seliskar, Academic Department Chair, Purdue University Global

Restorative justice focuses on three principles: 1) harms and needs; 2) obligations; and 3) engagement (Zehr, 2002). The principles of restorative justice emphasize inclusive, collaborative processes, interpersonal relationships, problem solving, and is a “peacemaking or conflict-resolution approach to justice” (Zehr, 2008, p. 4). When applying the principles of restorative justice to situations that occur in a college classroom it is important that the building of relationships is at the forefront of each interaction, whether that interaction is between students, teachers and students, or students and administrative personnel. Building and sustaining relationships are an essential component to all interactions that strive to be restorative.

The discretion to implement restorative justice practices in a classroom are based on the needs of an instructor and their students, while careful consideration is also given to ensure compliance with educational institutional policies. Restorative justice practices can be applied to the following situations in the college classroom: 1) plagiarism cases; 2) student discipline issues; 3) class discussions for both campus based and online classrooms; and 4) conflicts within the classroom.

Cases of Plagiarism

When dealing with cases of plagiarism, educational institutions have their own way of handling these offenses when a formal offense of plagiarism is submitted to the department overseeing these types of cases. In most situations dealing with cases of plagiarism, instructors have the discretion to file a formal charge of plagiarism with their respective institution or to handle the situation informally with a student in a more personalized manner. Undoubtedly, plagiarism offenses are considered an academic crime. However, certain types of plagiarism cases can be a learning opportunity for students by using the principles of restorative justice.

Having taught for several years in an undergraduate criminal justice program, the author witnessed several instances of plagiarism during this time period. The courses taught by the author included introductory level criminal justice courses, capstone courses, research methods courses, and upper level undergraduate courses. If an instance of plagiarism occurred within an introductory level undergraduate course, the situation would be used by the author as an opportunity to have a conversation with a student. The majority of students responded positively to these conversations, as the offense of plagiarism was identified along with a need to understand what plagiarism is, and the obligation of the student to avoid being cited for plagiarism in the future. The author engaged each student in a respectful dialogue that focused on the principles of restorative justice, with a central focus on building a relationship with any student who was cited for plagiarism. The students were informed that a deduction in points would be included in the resubmission of their work, typically 20% if the student chose to revise the assignment. In only one instance in the author’s experience involving cases of plagiarism did a student choose not to revise their work. Students were provided with several resources regarding plagiarism, and were referred to the university’s Writing Center for further guidance and assistance on understanding and avoiding issues of plagiarism in the future. Providing support to a student, being respectful, and engaging a student in a respectful dialogue by increasing their knowledge and understanding of plagiarism can be helpful to ensure students are upholding standards of academic integrity in the future.

Student Discipline Issues

When dealing with code of conduct issues, it is important for faculty members to be cognizant of institutional procedures for situations such as making threats of violence or hostile behaviors, as certain situations may not be appropriate for the implementation of restorative justice practices. Faculty members should ensure compliance with any institutional policies regarding student code of conduct issues prior to considering the use of restorative justice practices.

For issues of discipline that do not warrant a code of conduct to be filed with an educational institution, such as a student making an inappropriate comment in a class discussion or towards an instructor or a peer, the principles of restorative justice can be utilized to conduct a discussion with the student and anyone in the class who may have been affected by a student’s wrongdoing or harmful statements. The opportunity to address the needs of the person affected in conjunction with the student who caused the harm or wrongdoing can take place in the instructor’s office on campus or within a classroom; if online, a discussion can be held within an online meeting space such as a Google Hangout, Adobe Connect, Skype, Zoom, or another online meeting platform that allows the use of audio and video. A telephone call can also be used in this situation. What is central to the discussion is recognizing the needs of the person who was affected, the obligations of the person who caused harm, and the engagement between these parties

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in a respectful and open dialogue. If a situation warrants it, bringing in an objective party such as a school counselor, campus mediator (if your institution provides these services), or administrator to hear each person's perspective can also be used in this type of case. It is imperative that the person who caused the harm to be asked how they intend to repair the situation. How will this individual make things right? Karp (2013) identifies that "an educational process should always begin with a moral dialogue" (p. 18). By focusing on the action rather than on the person as a problem, a discussion can generate a sense of accountability on the part of the person causing the harm, and can encourage the person to take ownership of their actions while further eliciting feelings of sympathy, empathy or compassion.

Class Discussions

Discussions within a college classroom offer several ways to implement restorative justice practices. Two central tenets of restorative practices are the building of relationships and creating and strengthening a community (Wachtel, 2013). The classroom discussion is a key place to forge connections between teachers and students. With each new group of students, instructors can begin their class with an informal opening circle using a 'go-around' such as "what's your favorite color, movie, food or book?" or tell us "two truths about yourself and one lie" as an informal activity, which can help students to ease into the classroom and feel more comfortable with the instructor and their peers.

After the informal go-around, instructors can then move to more formal questions related to the course content such as: "why are you taking this class?" or "what are your expectations for our course?" or "what is your career goal?" For an online discussion board, a go-around can be incorporated using the same types of questions in which students introduce themselves via their online classroom. A Google Hangout or other online meeting space could also be used in which all participants can use two-way audio and video. The purpose of the opening circle is to get to know students better, and then gradually move to a more formal discussion centered on the content and requirements of the course. Using opening circles in a college classroom helps to build a foundation for relationships between class members and in creating a community of engaged learners.

In addition to using discussions to "break the ice" with students with a series of informal and formal questions, restorative justice practices can be used in a discussion to redirect the class if a problem or issue arises on a content-related topic. As an example, a student is confused about a difficult concept being presented and several students have similar questions regarding the topic. To help students who may be struggling with a difficult concept, the instructor can form a circle with the students and have each student share their understanding of the concept. This type of restorative circle can permit all student voices to be heard in order to better understand their needs, as well as encourage other students who may be less likely to participate in a class discussion to share their thoughts on the topic. For students who understand a difficult concept well, they can assist their peers who may be struggling. Students who have a good understanding of a concept can take on a leadership role in the class by engaging their peers in a discussion surrounding the topic, while simultaneously affirming their own knowledge of a given topic as they explain it to their peers.

Classroom Conflicts

If an issue arises between students in which a conflict occurs, using a restorative circle to encourage a respectful dialogue that includes a series of restorative questions centered on affective questions and affective statements may be helpful in resolving a conflict. Affective statements can be used to help students express their emotions in a safe and respectful manner; while affective questions can be used to encourage students to reflect on how their actions may have affected another person (Wachtel, 2013). Affective statements come directly from the person harmed in a situation in which the person explains to their peer that their behavior has negatively affected the class or another student in particular, such as by stating: "When you did this (fill in the blank), I felt this way (fill in the blank)". Affective questions can generate a deeper conversation about what happened and who was affected by the actions of a student who caused harm. By utilizing both an affective statement and an affective question, a community of care is reinforced by the instructor, as students learn to think about their actions and how their actions affected others within the class, allowing for possible change and reparation of a situation (Morrison, 2007).

Conclusion

The successful implementation of restorative justice practices within the college classroom emphasizes building relationships between teachers and students, and being respectful at all times. Instructors can present their expectations from the start of a new class each term, highlighting the importance of respect in all situations in the classroom. In an environment that fosters sensitivity to the issues that college students may be facing, instructors can create a classroom climate that generates a sense of

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camaraderie, respect, open dialogue and the ability to share freely with others in a safe space. Restorative justice practices can create opportunities for relationships to be built and strengthened in the college classroom. Instructors can help their students learn how to repair harmful situations within an inclusive and supportive environment, by using a restorative dialogue focused on engagement and a commitment to each student and their individual needs.

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TEACHING TIPS

“Going beyond the textbook: Prisons as interactive classrooms”

Kim Marino, Ph.D. Western Connecticut State University

Students studying criminal justice should go to prison. Now that I have your attention, allow me to explain. Including a prison tour in an undergraduate criminal justice course can be an effective method of experiential learning. The prison experience can help students better understand the different philosophies of punishment and how the use of incarceration fits within those punishment philosophies (Calaway, Callais & Lightner, 2016). Exposing students to the corrections system outside of the classroom enhances their understanding of criminal offenders, provides them with an opportunity to further develop cognitive and affective learning skills, and increases their awareness of social problems (Stacer, Eagleson & Solinas-Saunders, 2017). With the proper planning and management, a prison can be utilized as an interactive classroom for an undergraduate corrections or criminal justice course.

Supplementing an introduction to corrections or criminal justice course with the opportunity for students to visit a prison enriches the course curriculum and provides students with an engaging and effective experiential learning activity. In the past two years, my introduction to corrections students have been given the opportunity to visit a state maximum-security prison. This visit includes not only an interactive guided tour by correctional staff, but also the opportunity to participate in an inmate led discussion group. The tour is highly interactive with the correctional staff presenting students with reality-based scenarios that require both critical thinking and problem solving. The scenarios are based on a variety of correctional topics including visitation, cell searches, inmate-staff violence, rehabilitation programming, and constitutional rights. The scenarios create a forum for students to consider the responsibilities of correctional officers and general correctional policies. For example, students are asked how they think correctional officers should respond to a visitor suspected of passing contraband to an inmate during a contact visit. What should happen to the inmate? What about the visitor?

The inmate led discussion group is another valuable component to the tour. The discussion group gives students the chance to hear inmates' personal stories and ask them questions about their experiences in the criminal justice system. This is not a “scared straight” group, but rather an interactive “case-based” approach used to highlight the criminal justice process and the use of corrections. Although there are some similarities in how the inmates were processed through the criminal justice system, their detailed experiences are unique. As each inmate describes their “case,” students hear how two inmates who committed similar crimes received very different sentences and how one inmate had a particularly difficult time adjusting to being incarcerated.

Incorporating a prison tour into any college course curriculum requires a significant amount of planning, paper work, and student briefing. When applying for clearance to tour a state prison, the Department of Correction (DOC) will require students and faculty to complete a background check, sign a search consent, and complete a liability waiver. The review process for the applications usually takes a few weeks but may take longer depending on the number of applications and how clearly and correctly the applications are completed. Students who are cleared for the visit must be thoroughly briefed on issues such as proper attire, policy restrictions, and general expectations. In the past, I have spent an entire class period on this issue as I explained the rationale for the rules and regulations associated with prison visitation.

The prison tours at the facility used for my classes were held in the morning and started with security staff reviewing safety and procedural protocols. This included instructions such as: walk in a single file along the right side of the hallway, hands out of pockets, be alert, etc. Students are assigned lockers for their personal belongings and processed through standard metal detectors. For my classes, the tour included the visitation area, infirmary, general population, and special housing units. During the tour, my students were led into secured glass-enclosed pods that overlooked each housing unit. In these pods, students observed the inmates' daily routine while security staff engaged them in an instructional and conversational dialogue. The discussions were considered instructional because they were grounded on the staff's descriptions and explanations of general prison practices, such as the use of mental health assessment scores to designate inmate housing. There was a free flow of dialogue between students and staff throughout the tour with conversations that are relevant to the course and personal interest of students.

At the completion of the tour, students were escorted to the library to participate in an inmate-led discussion group. This discussion group was specific to the prison chosen for my classes and may not be available at every prison facility. For our discussion group, 5 inmates (pre-screened inmates volunteered for this group and received no benefit for participating) sat with the students in a circle that was monitored by our correctional officer guides. The inmates provided uncensored accounts of their crimes, experiences with the police and courts, and feedback on their incarceration. This type of direct exchange has been shown to provide students with an opportunity to develop empathy and tolerance and allows for a deeper understanding of issues of social justice (Stacer, Eagleson & Solinas-Saunders, 2017). In these groups, students engaged in discussions on a variety of criminal justice topics, such as sentencing

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laws, institutional bias, correctional goals, and re-entry issues. The inmates discussed the use of presentence investigation (PSI) reports in their specific cases. Pre-sentence investigation reports are used to assist judges in making informed sentencing decisions. In my class, students learn about the content and nature of PSI reports prior to the prison tour. At least a week before the tour, students were given an assignment requiring them to evaluate a PSI report and write a sentencing recommendation. In hearing how PSI reports affected the inmates in our discussion group, students continued to learn about the criminal justice system.

Prison tours are an effective learning tool that will stimulate students' empirical senses and provide the opportunity to integrate personal beliefs, classroom knowledge and empirical observations (Smith, 2013). There are many innovative classroom-based pedagogies used to teach college students about the goals and practices associated with the use of incarceration. The experience of physically being in prison can give students the opportunity to observe, deliberate, and form new understandings of the criminal justice system (Smith, Meade & Koons-Witt, 2009). The general feedback from my students about the tour experience has been extremely positive. Experiential learning in the form of prison tours can be a powerful learning tool that brings depth, clarity, and applicability to a criminal justice course (George, Lim, Lucas & Meadows, 2015).

This opportunity for experiential learning does presents some challenges. For one, it is difficult to mandate participation when students may be prohibited from attending the tour. This may occur as the result of the DOC background check or medical reasons. For example, there was a student who was injured a week before the tour and ended up in an arm cast. Since the Department of Correction does not allow visitors with casts, this student was unable to attend the tour. Another student had a legal case pending and was not cleared on the background check. Another challenge is the length of the tour which usually take at least four hours, not including travel time. The time required to participate in the tour may conflict with student class or work schedules. Students are strongly encouraged to make the necessary arrangements to enable them to attend the tour, but for some students, the extended class day prevents them from attending. Lastly, tours can be cancelled at any time, for any reason. Some of the most common reasons include internal incidents (i.e. lockdowns), staffing shortage, or staff training days.

Adopting prison tours as a form of experiential learning does present some challenges, but the educational benefits are considerable. Using prisons as interactive classrooms provides students with the opportunity to learn about the criminal justice system through personal observation and guided interaction with correctional staff and inmates. It is recommended that faculty teaching undergraduate corrections or criminal justice courses, consider including prison tours in their general course curriculum.

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- Overview:** The Quinnipiac University Criminal Justice Program housed in the Department of Sociology, Criminal Justice and Anthropology seeks a tenure-track Assistant Professor of Criminal Justice beginning August 2019. Preference will be given to candidates with specialization in the area of Policing although other areas of specialization will be considered. The successful candidate will teach courses in his/her area of specialization as well as core courses in the Criminal Justice Program such as Crime and Society and Criminal Justice Research Methods. The appointee will join a growing department that currently offers undergraduate majors in Sociology, Criminal Justice, and Gerontology, and a minor in Anthropology.
- About Quinnipiac:** Quinnipiac is a private, coeducational, nonsectarian institution located 90 minutes north of New York City and two hours from Boston. The university enrolls 7,000 full-time undergraduate and 3,000 graduate and part-time students in 100 degree programs through its Schools of Business, Communications, Education, Engineering, Health Sciences, Law, Medicine, Nursing and College of Arts and Sciences. Quinnipiac consistently ranks among the top regional universities in the North in U.S. News & World Report's America's "Best Colleges" issue. Quinnipiac also is recognized in Princeton Review's "The Best 380 Colleges." The Chronicle of Higher Education has named Quinnipiac among the "Great Colleges to Work For." For more information, please visit www.qu.edu.
- Education Requirements:** Applicants must possess a Ph.D. in Criminal Justice or Criminology or Ph.D. in Sociology with a specialization in Criminal Justice or Criminology at the time of appointment
- o A JD Degree alone is not sufficient for this position
- Special Instructions to Applicants:** Applications will only be accepted at: <http://career.qu.edu/cw/en-us/job/492715/fulltime-tenuretrack-faculty-criminal-justice>
- Applications received by January 7, 2019 will be given priority.

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

The recent murder of Saudi journalist Jamal Khashoggi highlighted the extreme danger that journalists encounter when speaking out against their country. Scholars have also experienced these dangers worldwide. I recently received an email from a colleague from abroad. My colleague requested that I write a letter of recommendation which I was more than happy to do. I had written many recommendations in the past for international colleagues for jobs, scholarships, awards, etc. When I received the email for this recommendation, it was from an organization called Scholars at Risk. The program was started in Chicago in 1999 and consists of a network of individuals and academic institutions that promote academic freedom and protect scholars who are at great risk. The organization provides scholars with temporary positions at participating universities and colleges, but also advocates for scholars who are imprisoned or silenced in their countries of origin, monitor attacks on higher education around the world, as well as to encourage respect for freedoms and values of higher academia. Knowing the dire conditions my colleague faced in the home country, I was more than happy to provide a letter. I also wanted to highlight the program because of the important work they are doing for academics and scholars worldwide.

Free to Think 2018 – Scholars at Risk (SAR)



The threat to academia around the world is a growing issue. Scholars, students, staff, and institutions have all been targets of attacks perpetrated by both state and non-state actors. These attacks include killings and other forms of violence, disappearances, imprisonment, loss of position, improper travel restrictions imposed on scholars to name a few. Although there are many violent attacks carried out by non-state actors, such as terrorist groups, academic institutions are also targeted by governments through legislative, administrative, and political attacks. This year's report "Free to Think 2018" is the fourth in the series and focuses on the time period from September 1, 2017 to August 31, 2018. Due to limited resources and the sheer number of attacks that are not reported or not publicly known, it is impossible to get the actual total number of attacks that occurred during this one-year time period.

During the past year, SAR captured 294 reported attacks in 47 countries around the world. A majority of incidents, 88, involved "wrongful imprisonment," while the combined category of "killings, violence, and disappearances" accounted for 79 incidents. These were followed by "prosecution" with sixty cases, "other" with thirty, twenty-two that experienced "loss of position," and fifteen that experienced "travel restrictions." The 79 incidents targeting higher education which include killings, violence or disappearances, occurred in 27 countries and accounted for the death of 77 students, scholars, staff, and campus security. Hundreds more were injured in these attacks. Some of the attacks directed at campuses in Kenya, Pakistan, Nigeria, and Afghanistan were carried out by terrorist groups, in some cases using suicide bombings. Al Shabaab, a terrorist group from Somalia, targeted the Technical University in Mombasa, Kenya in October 2017 when gunmen ambushed a van carrying students, faculty, and staff killing two lecturers. In Pakistan, the terrorist group Tehrik-i-Taliban targeted the campus of the Agricultural Training Institute in Peshawar in December 2017. The attack, which included gunmen and suicide bombers killed 12, including six students. The University of Maiduguri in Nigeria has been the target of numerous Boko Haram attacks in the previous year and in years prior as well. In Afghanistan numerous campuses were targeted by both Taliban and the Islamic State.

Targeted attacks on individual scholars occurred in India, Pakistan, Turkey, and Yemen. Scholars and academics in Iran, for example, experienced an increased number of imprisonments, prosecution, and abuse in custody, while China saw an increase in the number of scholars and students in the Uighur community be placed in "re-education camps." In Turkey, the government continued targeting higher ed in an attempt to silence those who are in opposition of the current government. Other countries have attempted to obstruct academic expression and inquiry through imposing travel restrictions. There were nine countries identified who use this practice including: Russia, Cameroon, Hong Kong, Turkey, Palestinian Territories, and Tajikistan. The United States also made the list because of restrictions on travel into the U.S. for students from Iran, Libya, North Korea, Somalia, Syria, and Yemen.

This report highlights the risk that those in higher education experience around the world. Scholars at Risk focuses their attention to those most at risk, and calls on states, leaders in higher education, and civil society to reject violence and coercion that targets academic freedom. These scholars, staff, and students who are targeted directly or have had their campuses targeted should be protected while exercising their right to participate in learning.

The full report can be found on the Scholars at Risk website: <https://www.scholarsatrisk.org/resources/free-to-think-2018/>

CRIMINOLOGY AROUND THE WORLD

CRIMINOLOGY MEETINGS AND CONFERENCES

January 14 - 15, 2019

21st International Conference on Criminal Justice and Forensic Science

Bali, Indonesia

<https://waset.org/conference/2019/01/bali/ICCJFS>

February 13-14, 2019

Applied Research in Crime and Justice Conference

Sydney, Australia

<http://www.cvent.com/events/applied-research-in-crime-and-justice-conference-2019/event-summary-4ef7e4e47151461d9fa0ec580dce7188.aspx>

February 27 - 28, 2019

21st International Conference on Criminal Law, Crime and Criminal Justice

Buenos Aires, Argentina

<https://waset.org/conference/2019/02/buenos-aires/ICCLCCJ>

March 6 - 7, 2019

4th Criminal Law Conference

Seeing Justice Done: Enhancing the Integrity of the Criminal Justice Process

Singapore

<https://www.sal.org.sg/Events/Events/Conference/4th-Criminal-Law-Conference-2019/Overview>

April 22 - 24, 2019

End Violence Against Women International Conference (EVAWI)

International Conference on Sexual Assault, Intimate Partner Violence and Increasing Access

San Diego California

<http://www.evawintl.org/conferencedetail.aspx?confid=30>

August 5 - 7, 2019

22nd NGCRC International Gang Specialist Training Conference

Chicago, Illinois

<https://ngcrc.com/2019.conference.html>

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

2020	November 18 -- 21	Washington, D.C.	Washington D.C. Marriott Marquis
2021	November 17 -- 20	Chicago, IL	Palmer House Hilton
2022	November 16 -- 19	Atlanta, GA	Atlanta Marriott Marquis
2023	November 15 -- 18	Philadelphia, PA	Philadelphia Marriot Downtown
2024	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	New Orleans Riverside Hilton
2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
2030	November 20 - 23	San Francisco, CA	San Francisco Marriott Marquis
2031	November 12 - 15	Washington, D.C.	Washington, D.C. Marriott Marquis

2019 ANNUAL MEETING

THEME: *Criminology in the New Era: Confronting Injustice and Inequalities*

**Make your reservations early for San Francisco, CA
November 13 - 16, 2019**

San Francisco Marriott Marquis
780 Mission St
San Francisco, CA 94103
1-415-896-1600