



## CHAIR'S MESSAGE

A year since the death of teenager Michael Brown in Ferguson Missouri. Since that time Americans and the rest of the world have witnessed additional similar incidents of police use of excessive force under questionable circumstances. Not only has law enforcement been under the increased scrutiny of the public, reform minded politicians and the news media, but jail and prison conditions like those at Rikers Island have also been put under the microscope.

Many members of the DCC have been intimately involved in the analysis and activism concerning these social and criminal justice issues.

Significant developments have occurred at the political level, from protests to the actions of President Obama who is the first sitting president to visit a federal prison. These initiatives are being closely monitored by our membership to see whether this brings real change or is simply symbolic in nature.

From the DCC Facebook page, through to our journal, these events are discussed and analyzed. The fall 2015 DCC meetings as part of the American Society of Criminology conference in Washington DC are shaping up nicely. We will have a wide array of panels where our collective work will be featured.

As always we want to extend our appreciation to the DCC communication team including Favian Martin, the chair, and to his capable team: Ken Leon, Anne Lee, and Kyle Mulrooney.

As the social media and other communications vehicles are very fluid, we still see an important role for the DCC newsletter. So if you have news to report please send to Favian and he and his team will do their best to get this information placed in the appropriate communication vehicles and out to our membership. Thanks to all who have contributed.

Jeffrey Ian Ross, Ph.D. and Donna Selman, Ph.D.  
Co-Chairs, Division on Critical Criminology

### 2015 DCC Executive Election Results

We are pleased to announce the results of the election of the Executive Board of the Division on Critical Criminology!

Chair: Jeffrey Ian Ross

Vice Chair: Emily Troshynski

Secretary/ Treasurer: Victoria Collins

Executive Counselors: Kathryn Henne, Travis Linnemann, & Jayne Mooney

Past Chair: Donna Selman

**Congratulations to the incoming DCC Board Officers!**

Follow us on FB and Twitter!



## Call for DCC Award Nominations



The ASC Division on Critical Criminology (DCC) invites nominations for this year's awards. This year, the DCC will sponsor six (6) awards:

- The Lifetime Achievement Award honors an individual's sustained and distinguished scholarship, teaching, and/or service in the field of critical criminology.
- The Critical Criminologist of the Year Award honors an early-to-mid-career individual's distinguished accomplishments that have symbolized the spirit of the DCC in some form of scholarship, teaching, and/or service in recent years.
- The DCC Praxis Award recognizes an individual whose professional accomplishments have increased the quality of justice for groups that have experienced class, ethnic, gender, racial and sexual disparities in policing and punishment. The DCC Praxis Award honors unique achievements in activism, commitment, persuasion, scholarship, service and teaching in areas that have made a significant impact on the quality of justice for underserved, underrepresented, and otherwise marginalized populations.
- The DCC Practice Award recognizes the activist/practitioner who has participated in publicly promoting and working towards the ideals of equality, justice and rights as they relate to the differential distribution of power in criminal justice and throughout society more generally. Nominees need not be criminologists or even academics, for that matter. Nominations should include specific documentation of public service and should describe in detail how this person's activism has raised awareness and interest in the issues that concern the DCC.
- The Graduate Student Paper Award recognizes and honors outstanding theoretical or empirical critical criminological scholarship by a graduate student.
- The Undergraduate Student Paper Award recognizes and honors outstanding theoretical or empirical critical criminological scholarship by an undergraduate student.

Nominations for the Lifetime Achievement Award, Critical Criminologist of the Year Award, DCC Praxis Award, and DCC Practice Award must be submitted electronically and include letter(s) of nomination/support, as well as the nominee's curriculum vitae. Nominations for the student paper awards must be submitted electronically and include the student's unpublished paper. In order to further the careers of critical student scholars, the DCC Awards Committee may, in consultation with the Editor-in-Chief, invite student paper awards winners to publish their papers in *Critical Criminology: An International Journal*.

**All nomination materials or paper submissions must be sent to Avi Brisman by 15 September 2015.**

*The DCC Awards Committee reserves the right to give no award in a particular year if it deems this appropriate.*

# DCC COMMUNICATION COMMITTEE

**ACC's Division on Critical  
Criminology Executive  
Committee Members:**

**Co-Chairs:**

Jeffrey Ian Ross  
University of Baltimore

Donna Selman  
Eastern Michigan University

**Vice-Chair:**

Kerry Carrington  
Queensland University of  
Technology

**Secretary/Treasurer:**

Victoria Collins  
Eastern Kentucky University

**Executive Board:**

Dawn Rothe  
Old Dominion University

Pete Kraska  
Eastern Kentucky University

Paul Leighton  
Eastern Michigan University

We hope that you are enjoying the summer holiday.

Based on newsletter submissions and social media posts from our community, it appears that the spring 2015 semester has kept us busy. From publishing to attending international conferences/workshops, each of you continues to enlighten us with your intellectual contribution to critical criminology. Editing the newsletter and putting it together has been a very enjoyable process thanks to the combination of scholarship, activism, and critical reflections that originate from readers like you.

We would like to take this opportunity to acknowledge recent events in Baltimore and Charleston. We have seen people take to the streets to demand justice and fairness in the face of oppression, injustice, and unchecked exertions and representations of state power. While the Baltimore riots have passed and the Confederate Flag has been lowered from the South Carolina state capitol grounds, we look forward to the public discourse and policy recommendations that can be guided by the field of critical criminology.

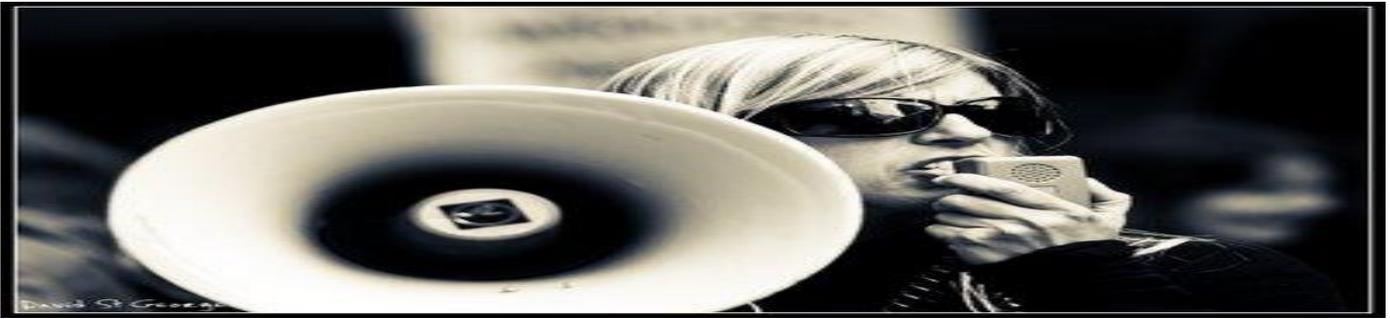
With respects to the DCC Communication Team, we also have been busy in brainstorming ideas to make the DCC more interactive and accessible to the general population. For starters, Ken Leon (American University) has taken the lead on the DCC Twitter page and Annie Lee (Arcadia University) has created an instagram account for the Division. We are hoping to use these two platforms in concert for the upcoming ASC Conference in Washington, DC – not only to connect with our membership but to showcase our work and intellectual paradigms to non-criminology audiences. Our work is perhaps more relevant now than at any other point in the 21st century, and through these communication channels we hope to engage with a wider audience.

While social media may be in vogue, we are still proud to rely on our newsletter as a major source of information and updates. With that said, we present the Summer 2015 Edition of the DCC Newsletter. We hope that you find it informing and stimulating. Somewhere in between your research and writing, we also hope that you find the time to enjoy the summer.

Be well,  
Favian, Annie, Ken, & Kyle  
DCC Communication Team

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## CRIT CRIM NEWS

### Movin' On Up

We are pleased to announce that two DCC members have accepted new positions!

- Donna Selman has accepted a position as Chair and Professor in the Department of Multidisciplinary Studies at Indiana State University.
- Vic Kappeler has been named Dean for College of Justice & Safety at Eastern Kentucky University.

We wish Donna and Vic the best of luck in their new positions.



### Preventing Violence against Women in Australia

Walter S. DeKeseredy, Professor, Anna Deane Carlson Endowed Chair of Social Sciences, Director, Research Center on Violence at West Virginia University, recently traveled to Australia to contribute in a several regional forums to assist in the prevention of men's violence against women. These forums were sponsored by the White Ribbon Australia.



### Social Media Update!

As many of you may know, the communications team has been working to include social media to keep in contact between newsletters! Recently we have added Twitter and Instagram as outlets. If you have any information that you would like shared through one of these please email the information to [divisiononcriticalcriminology@hotmail.com](mailto:divisiononcriticalcriminology@hotmail.com)

These will be especially active during the annual conference!

Please follow us:

**Facebook:** ASC Division on Critical Criminology

**Twitter:** ASCCriticalCrim

**Instagram:** ASCCriticalCrim



## UPCOMING EVENTS

### **The Society for the Study of Social Problems Annual Conference: Chicago, Illinois**

The Society for the Study of Social Problems 65th Annual Meeting (August 21-23, 2015) will take place at the Radisson Blu Aqua Hotel in Chicago, IL. This year's conference theme is "Removing the Mask, Lifting the Veil: Race, Class, and Gender in the 21st Century. For more information, please visit: <http://www.sssp1.org/index.cfm/pageid/1799>

### **The European Society of Criminology, 2015 Conference**

The European Society of Criminology's 2015 conference will take place on September 2 – 5, 2015 in Porto, Portugal. For more information, please visit: <http://www.eurocrim2015.com/>



### **American Society of Criminology's Annual Conference: Washington, DC**

The 2015 meeting will take place **November 18 - 21, 2015 in Washington, DC** at the Washington Hilton. The theme for the meeting is *The Politics of Crime & Justice*. Thematic panels, individual paper abstracts, and author meets critics panels submissions are due by Friday, March 13, 2015 and posters and roundtable abstracts submissions are due by Friday, May 15, 2015. For additional information, please contact [asc2015dc@gmail.com](mailto:asc2015dc@gmail.com).





## In Remembrance... Nils Christie

Several weeks ago, the field of criminology lost a true pioneer and scholar, Nils Christie. Following WWII, Christie entered academia and went on to be the first professor of criminology in Norway (Lomell, 2015). In doing so, he established the “Norwegian and Scandinavian criminology, and made it internationally renowned” (Lomell 2015). More importantly, he was a vocal critic of illegal drug and crime control policies. With respects to the United States’ crime control policy, he said:

You have to ask, what are the consequences of this repressive penal policy? In some US cities it’s like a war situation where the young males are simply not there. We send young people to schools or universities with a

reason – we have some hope that they will learn something. What do we think of the kind of citizens we will meet when so many of them have been through the type of ‘universities’ we call prisons? In the US today there are one-and-a-half million in prison and another three-and-a-half under penal control outside prison. Nearly five per cent of adult males are under penal control: it’s not crime control but a kind of war situation. (Swift 1996)



For Christie, a restorative justice approach to crime has a more positive impact than incarceration. He suggested that “give addicts treatment instead of incarceration and you’ll cure more of them and (bonus!) foster a more humane society” (Beiser 2009).

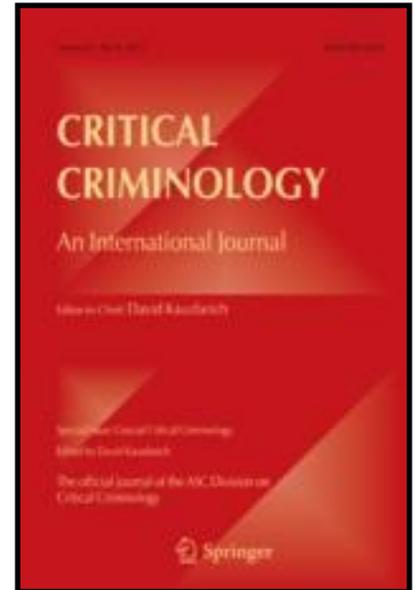
Beiser, V. (2009, September 29). Nils Christie: Empty the Prisons. Retrieved June 25, 2015, from [http://archive.wired.com/techbiz/people/magazine/17-10/ff\\_smartlist\\_christie](http://archive.wired.com/techbiz/people/magazine/17-10/ff_smartlist_christie)  
Lomell, H. (2015, May 28). Nils Christie has passed away. Retrieved June 25, 2015, from <http://www.jus.uio.no/ikrs/english/about/news/nils-christie-passed-away.html>  
Swift, R. (1996). Crime And Civilization. Retrieved June 25, 2015, from <http://newint.org/features/1996/08/05/crime/>

# The Latest from Critical Criminology: An International Journal

Under David Kauzlarich's leadership (Editor-in-Chief of Critical Criminology: An International Journal), the journal is emerging as a popular academic outlet. Below is a message from David about the continuing success of the journal:

The Division thanks all of the authors, reviewers, and editorial team members who have contributed to the over 65% rise in Critical Criminology: An International Journal's impact factor for this year! While this is only one metric used to measure a journal's influence, and given that we are definitely not a publication used much by mainstream criminologists, we are still delighted to know that our work is being consulted by more people than ever!

*A big thanks to David for his stewardship of the journal! We look forward to the continual success of Critical Criminology: An International Journal!*



## Remembering Jock Young Edition

The special edition of Critical Criminology honoring the legacy of Jock Young is now available.

Click on the link below to access the journal:

<http://link.springer.com/journal/10612/23/2/page/1>

## Latest Articles – July 2015 (digitally available):

Mass Salmonella Poisoning by the Peanut Corporation of America: State-Corporate Crime Involving Food Safety by Paul Leighton

Secrets Exposed?: Selective State Concern and the Prosecution of Notorious Arms Trafficker Viktor Bout by Victoria Ellen Collins & Melissa Pujol

Citizenship, Belonging and Attachment in the 'War on Terror'  
by Shamila Ahmed

*To submit papers for consideration for publication to Critical Criminology: An International Journal, please click on the link below:*

<http://www.springer.com/social+sciences/criminology/journal/10612>



## Some Coping Tips for Adjunct Critical Teaching

*Deborah Landry, PhD*

*University of Ottawa*

It's the third week of the fall semester. I am facing one of my three 'first year' classes, with an enrollment of approximately 175 students each. A particularly enthusiastic student waits patiently for me after class so he can invite me to join him in a weekly casual talk about the philosophy of justice. His intention, he explains, is to develop an intellectual relationship, a mentorship, with his professor. I decline kindly, explaining my work schedule limits student meetings to my office hours.

The student, clearly hurt, spurns "I wish more university professors believed in the Socratic method, engaging students through informal discussions outside these impersonal classes." Exhausted from the emotional work of getting students propelled into September, I follow up with a salty: "Yeah, well Socrates also believed in slavery...."

This exchange left me feeling unbearably frustrated. How dare this student dismiss all the effort I invest in my courses, my syllabus, my lectures. How much harder did I need to work? I fume as I recall each uncredited hour spent answering emails, meeting students who are not even registered in my classes, writing reference letters, job letters, and nevermind that article I have to submit....er...finish...er...begin.

Years later I recall this as one of many watershed moments in my journey as a contracted teacher. The exchange personified [social exclusion](#), or [victimage](#). The young scholar was feeling alienated in these huge lecture halls, but also felt deserving of a scarce resource (professor access), he assumed, because he was demonstrably more interested in the topic.

The truth of the matter is that many of our students are encouraged by others (including former teachers) to get to know their university professors, to stand out from the crowd. Who among us is not met every fall with a horde of eager faces, hands extended, tripping over each other down the theatre aisles like a human tsunami? Many others are looking for a familiar face to recognize them. Meanwhile, you are looking for security too; perhaps the promise of academic degrees leading to job security is a sentiment that has long since worn off. Perhaps regular faculty consistently confuse you with other people, if they notice you at all.

Signing on to a heavy-load teaching contract means you will be negotiating the tension between idealistic notions of teaching, your own insecurities, and immense formal and informal demands on your time in an institution that [was never designed for meaningful student-teacher engagement](#).

I believe it is important that our students understand: our [working conditions are their learning conditions](#). Hence, the institution of academia is the model I draw upon to demonstrate contemporary criminological concepts so that students can immediately relate: material conditions shape social relationships. This framework has provided me a way forward, a way to explain to my students why I cannot work harder, and why it is important that they start talking to each other, perhaps developing a kind of class consciousness: theoretically and literally! If they can see structural inequality in their classroom, it is my hope, then they can choose to see it as they move into applying to understanding criminalization and justice.

For the past decade, an average school year for me has looked a bit like this:

- 7 four-month-long courses a year
- 400 students per 4-month semester (I have taught as many as 650 in a single semester)
- 5 to 10 teaching assistants per year
- 9 to 12 hours of in-class instruction per week
- 10 hours of course preparation per week (20 if marking is involved).
- 3 hours of office hours (firm) for student support per week.

Given the restrictions of this essay, I necessarily make assumptions in this ‘general’ list of tips I hope newer contract or adjunct instructors might find useful. First, I hope your department chair would back you up should you be following your institution's policies on expected office hours/student contact, assessments, deferrals, missed assignments, etc (which I also assume you have read). Second, the advice in this article is aimed at more traditional undergraduate in-class teaching environments with moderate to large enrollments (over 40 students). Third, I wish there was no need to write this article. While there are some [exceptions to the rule](#), teaching is a skill that is rarely part of our graduate training. While most institutions rely on part time and contract instructors to deal with a large portion of undergraduate instruction, few offer suggestions on how one can manage such large teaching obligations.

Finally, I regret that it sounds neo-liberalist in some spots. It is an attempt at providing practical advice until the revolution happens => *Above all, this essay is not intended to help you work more.*

## **1. BE CONSISTENT AND AS PREPARED AS IS POSSIBLE BEFORE YOU HIT THE CLASSROOM.**

A time saver for you is to treat your students consistently regarding the information we typically set out in the syllabus. Most questions that students have for you can be answered with kind humour: “[it's on the syllabus](#)”. They will figure it out. Some will roll their eyes, but the good news is you get paid the same regardless of eye rolling.

Avoid making amendments to your policies/syllabus until the next iteration of the course. Changes introduce confusion into an already insecure audience.

Consider developing a ‘formatting policy’ you can use for all your written submissions in all your classes. I suggest a [1 page guide](#), which can be altered sparingly, as needed. This provides continuity for students you may teach more than once over the course of their degree and - more importantly - save you hours of ‘course prep’ at assignment time.

Consider developing a [marking matrix](#) (generally re-usable for all your courses), which embraces the idea of criteria marking over quantification. Many students assume that they start off with 100% and ‘lose’ marks with mistakes. This problematic positivistic view of student assessment can eat up hours of your life (and your teaching assistants’ lives) as you find yourself being called upon to come up with explanations why 0.5 marks were deducted here and there. I like to include a discussion about Foucault’s Docile Bodies when I explain why I do not mark that way.

## **2. STOP ANSWERING STUDENT EMAILS**

*If your work contract does not explicitly specify that you must communicate by e-mail with students, then do not.* Our students have grown up texting and emailing when thoughts come to them at any time (maybe you do this too). But, here is the thing: we can simply click “delete”. If it is important, they will ask us about it in class or make an appointment during office hours. They will try to ignore this policy at first, so it is up to you to be strong. I rarely get more than a dozen student e-mails a week once the first few weeks of the semester is behind me. Go ahead! Encourage students to spread rumours and reviews on ‘Rate My Proff’ that you are no help at all through email. Write the review yourself if you have to.

## **3. OFFICE HOURS BY APPOINTMENT ONLY USING GOOGLE DOCS (OR SOMETHING SIMILAR).**

I send students a [link](#) to a schedule by e-mail or make it available on a course website. In the document, they fill in their name in a preferred appointment time, and the document updates in ‘real time’. I have found a 15 minute appointment time tends to answer most concerns that students have, and keeps the line moving.

*This will also provides you with a document you can provide to your administration if you ever want to demonstrate how much of your time is committed to meeting with students. Your students also get a sense of how taxed your time is outside the classroom.*

#### **4. CONSIDER INVESTING A FEW HOURS WITH GOOGLE CALENDAR (OR SIMILAR TOOL).**

When you have completed your syllabus, you will want to fill out:

- Your class schedule with class room location start/end time
- School holidays
- Administrative dues dates (when grades have to be submitted by, for example)
- Assignment due dates
- Exam period
- Office hours
- Meetings

I also set reminders (alarms) to go off 15 minutes before an obligation, to avoid missing a class, a student meeting, etc. It also helps me get a true sense of how little time I really have. It makes it easier to decline time-taxing requests.

#### **4. RECONSIDER HOW YOU ARE USING LECTURE SLIDES...**

...or at least restrict yourself to creating image heavy prompts with VERY little text.

Making lecture slides is one of the easiest ways to lose hours of your life, and worse, it may be detracting from your teachings. Students cannot truly listen (deep learning) to you if they are trying to write down the text on the slide. It has also been my experience that many students will not do the readings if you provide text-heavy lecture slides.

To be clear, I am huge fan of using lecture slides, which I make [freely available](#) to my students. They do help me organize my thoughts while I talk in class. However, I generally restrict myself to no more than three phrases/concepts per slides, which makes them easy to update as your course materials change over the semesters.

#### **5. CONSIDER HAVING A LAPTOP FREE ZONE IN YOUR LARGER LECTURE HALLS.**

Most of us learn deeply when we [physically write notes down](#) with pen and paper, as compared to taking notes with lap tops. I provide this research to my students, as well as a space where students may sit (typically the first 10 to 20 rows, depending on your class size) free from distracting laptop screens. This may save you time, as you may spend less time ‘re-explaining’ yourself to those distracted by the screens in front of them.

#### **6. AVOID TRYING TO SAVE STUDENTS FROM THEIR ‘YET TO BE’ DEVELOPED TIME MANAGEMENT SKILLS.**

In many cases students do not explicitly ask you to solve anything, they just present a problem, like a cat with a dead mouse at your feet. Of course, you can listen to them and be empathetic, because there will be instances you will want to redirect them to student support services, for example. My life in the classroom changed considerably, though, when I began turning it back to them: “I am confident you will find a solution” (they have the syllabus, they can read your policies for most standard ‘time crunch’ dramas).

## **7. KEEP YOUR WEEKLY READING MATERIALS MINIMAL.**

Fifty pages per week is the high end of my required readings for first and second year classes. I will offer a 'suggested readings' list for students to draw from when writing papers, though. Think quality over quantity. You do not want your students hiding from discussions because they did not do the readings.

In negotiating that fine line between hoping to win over the confidence of your new students and feeling insecure about teaching, many new teachers overload students with readings. I am guilty of this. I reasoned I could take readings away as the course progressed. The problem with this strategy, though, was that constantly removing readings communicated to my students that I planned poorly, when the reality was that I just did not have a sense of how many readings we could go through comfortably in a week, yet.

## **8. LEAVE SOME CLASSES 'OPEN' ON THE SYLLABUS.**

I typically leave one or two of my 24 lectures per course unplanned so I have the flexibility to get off topic without making students feel like I have gotten too far off the beaten path. I will also reserve one or two lectures for Q & A classes, where students can come in and talk to me, the teaching assistants, or each other about group work. These are always scheduled during class time in the classroom. Attendance is not mandatory on these days, so some use this 'relief' in their schedule to catch up.

## **9. ESTABLISH CLEAR COMMUNICATION WITH YOUR TEACHING ASSISTANTS (IF YOU ARE LUCKY ENOUGH TO HAVE THEM).**

Assume a mentorship relationship. I start the year by providing my TAs with a one page breakdown of their job (how many hours marking, etc). I ask my teaching assistants to attend core lectures, so that they know what I have told my own students in the classroom. The students get used to talking with them, which is a time saver for you. If the teaching assistants are unionized, read their collective agreement. You may discover that they can and want to assist you in ways far more useful to you than simply [becoming marking drones](#).

## **10. ATTACK ALIENATION FROM YOUR LABOUR: SEEK OUT PEOPLE WHO CAN SUPPORT YOU.**

Go down to your institution's Human Resources Office to find out what benefits, if any, you qualify for. Are you part of a union? Read over your collective agreement very carefully. I was happy to discover travel benefits my own department was not aware of. If there are teaching, time management workshops or health services (mental and physical) made available to you, please use them.

Get to know the people in your department. Regular faculty may not realize your working conditions if you remain invisible. Some tenured professors in my department (and others) have become great supporters (and colleagues) over the years. Furthermore, you may also discover a thing or two about their working conditions that may surprise you.

Network, reach out to newbies if time permits, with other adjuncts in yours and other departments, or those in nearby schools. Many of the things that I have learned over the years has come from the generosity of my peers who shared their experiences.





## Crit Crim Scholar Spotlight

*By Anne Lee  
Arcadia University*

Gregg Barak, Ph.D., is a leading scholar in the field of critical criminology, with numerous articles and books on the topic. Further, he is an active member in the Division of Critical Criminology, and recipient of the DCC's Lifetime Achievement Award. This year Dr. Barak published a new book, *The Routledge International Handbook of the Crimes of the Powerful*. We took this opportunity to ask Dr. Barak a few questions on the recently released book.



### **Q: What do you hope that people will get from the book?**

A: Shortly after my *Theft of a Nation: Wall Street Looting and Federal Regulatory Colluding* received the 2012 Outstanding Publication Award presented by the White Collar Crime Research Consortium of the National White Collar Center at the annual meetings of the ASC in Chicago of that year, I was contacted by Routledge asking me about my next book project. Two projects were already percolating in my mind; one was an edited comparative investigation of the financial crisis, victimization, and the roles of big banks and governments in several nations, the other was a much larger and broader investigation of globalization, victimization, and the crimes of the powerful, not limited to the ongoing financial crimes and securities frauds, but also inclusive of the crimes of globalization, corporate crimes, environmental crimes, state crimes, and state-corporate crimes. Of course, both of these projects would require my building a team of criminological investigators. I chose the latter project because of the opportunity afforded to me to globally “connect the dots” between the crimes and victimization perpetrated by powerful multinational corporations, state organizations, and international institutions. Accordingly, I hope that readers of the *Routledge International Handbook of the Crimes of the Powerful* will develop an appreciation not only for the patterns and trends in the routinization of these powerful crimes and their victimization, but that they will also come to understand the futility of trying to control these criminal behaviors without fundamentally changing the dominant political, social, and economic arrangements characteristic of the early 21st century.

**Q: What is your next project?**

A: As a spinoff of the International Handbook, I am currently the Editor of a forthcoming Routledge Series on the Crimes of the Powerful. In this capacity I am already working with several authors in the development of books for this new series, including my own provisionally titled *Unchecked Corporate Power: Why the Crimes of the Powerful are Unrelenting*.

**Q: Any advice for new scholars, or those new to critical criminology?**

A: Whenever I am asked this question, I always reflect back to the early 1970s when I was a graduate student at the Berkeley School of Criminology. At the time, my faculty mentors were equally divided between those who maintained that we had to specialize in anything or face the kiss of certain academic death and those who maintained, not to worry, although becoming a generalist was allegedly more precarious, it was over the long haul far more interesting and a lot more fun. By pursuing the latter course throughout the intervening years, I have come to believe that emerging scholars, especially those in critical criminology, can have their proverbially cake and eat it too by specializing in the “only” criminological thing worth specializing in, generalization. For generalization is the key which not only allows scholars to develop narratives that have the potential for revealing the big picture of all things criminological, but it is really the only way to understand the relevance of the field in general and of the value of critical criminology in particular.

## Graduate Student Spotlight: Johann Koehler | UC-Berkeley

By Ken Leon  
*American University*

**Q: What initially attracted you to critical criminology, and the field of criminology in general?**

While I was an undergrad, I participated in an inter-faith reading group with a dozen or so lifers at a maximum-security prison in Pennsylvania. Upon concluding our weekly meetings, one of the residents I had befriended encouraged me to “get into prison work.” I followed the advice. A class in criminology followed shortly thereafter, and I found his advice seemed to resonate. I’ve been doing this ever since.

**Q: What are your current research projects?**

I’m currently wrapping up a paper on the history of the School of Criminology at Berkeley. Although this isn’t news to some in the Division on Critical Criminology, there was a time when Berkeley was home to one the first departments of criminology in the country—and it was shut down in part because of its notoriety as an epicenter of radical criminology. In the paper I suggest that even though Berkeley’s criminology was considered a ‘lower brand’ than counterparts found on the East Coast (e.g., the Gluecks at Harvard) or in the Midwest (e.g., Burgess at Chicago and Sutherland at Indiana), there are important legacies that account for the way criminology looks today that trace their history to Berkeley much more than to those other schools of criminological thought. If you’re interested in learning more, keep an eye out for the November 2015 issue of *Criminology*, and read all about it!

This is all part of a larger effort, which I intend to elaborate upon eventually in my dissertation, to explore the origins of what we now call ‘evidence-based criminology.’ The ambition is to chart the safest, most responsible relationship between criminological expertise and fair, humane justice policy.

**Q: What are your goals upon graduating from your program?**

Hang on a sec... People are supposed to *graduate* from a Ph.D.??? I’m confused.  
I wonder when the university was going to approach me about this...

**Q: Who has influenced your academic career?**



George Orwell has probably done the most to shape how I think. Even though he never identified as a scholar, his inveterate dedication to the emancipation of the oppressed strikes me as a model of good scholarship. And besides, I think *Down and Out in Paris and London* could happily pass as one of the canonical urban ethnographies of the twentieth century.

More personally, I wouldn't be plying criminology were it not for the support at early stages of my career offered by Friedrich Lösel (Cambridge/Erlangen-Nuremberg), Susan Sorenson (UPenn), Joshua Dubler (Rochester), and Lawrence Sherman (Maryland/Cambridge). I hope that as time passes for me, I'll still remember how much of a difference the smallest encouragement can make for a junior scholar.

**Q: What are some of your favorite academic publications? Why?**

This is an easy one. They're both short satirical essays, each of which is digestible in a well-spent hour or so. Regardless of your field, I've consistently maintained that the two most important academic texts are F.M. Cornford's "Microcosmographia Academica" and Harry Frankfurt's "On Bullshit." I'm naturally drawn to the way people frame arguments, and both Cornford and Frankfurt have a wonderfully irreverent way of deconstructing argumentative forms commonly found in scholarship.

Among the works I read in the last year that qualify as more outrightly criminological in nature, one that absolutely blew my mind was Josh Dubler's study of religion in prison entitled *Down in the Chapel* (Picador, 2014). As far as I'm concerned, it sets the bar for prison anthropology for the foreseeable future. Dubler examines both the ways that mass incarceration works on the bodies of the confined, while also acknowledging his own limitations as a scholar to give those people voice. I thoroughly recommend it.

**Q: Tell us three things that you really enjoy about your field of study.**

- 1) It pays the rent.
- 2) It improved my ability to count to three.

## Crit Crim Meets the Arts

By *Favian Martín*  
Arcadia University



A couple of months ago, I visited the Michener Art Museum, located in Doylestown, a suburb of Philadelphia. Among the impressionism paintings and Rodin sculptures, was temporary exhibit featuring 17 black and white photographs of individuals living on the streets of New York. The artist, Edward Vatza, refers to himself as a “humanist photographer.” In an interview, Vatza states, “I see myself in every person I photograph and that carries through to everyone I have met while walking the streets with my camera. I walk up to them, engage them and listen to their story...I believe this feeling provides perspective for my whole body of work and in their stories, I strive to understand that thin line of fate that separates where they are from where I am” (Higgins, 2015). To bring this analogy to critical criminology, as scholars, we strive to put ourselves in the shoes of individuals so that we are able to share their story. As C. Wright Mills said, “neither the life of an individual nor the history of a society can be understood without understanding both.” Here, are a few of the photos from the exhibit.



Higgins, T. (2015, May 3). Ed Vatza captures humanity of the homeless in Michener exhibit. Retrieved June 27, 2015, from <http://www.mcall.com/entertainment/arts/mc-ed-vatza-michener-museum-new-york-20150502-story.html#page=1>



## ANNOUNCEMENTS | (WHAT'S HAPPENING)

### A word from our fellow Critical Criminologists....

**Texas Christian University** invites applications for a tenure-track position in Sociology at the Assistant Professor level beginning in the fall semester, 2016. While areas of research specialization are open, consideration will be given to applicants whose research and teaching interests expand the range of current program and research concentrations, including but not limited to one or more of the following areas: *Political/Economic Sociology, Social Organizations, Community/Urban Sociology, Work, Occupations and Education*. Of particular interest are candidates who can offer courses with macro, global, and or cross cultural emphasis. Ph.D. at the time of hire is expected. The teaching load is five courses per year. The Sociology program is part of a collegial, multidisciplinary department in a supportive and progressive academic community committed to social justice. TCU has about 9000 undergraduate students and is situated in the Dallas/Fort Worth Metropolitan area in close proximity to Fort Worth's cultural and business districts. Salary competitive.

TCU only accepts online applications and documents. To apply, complete the online application and attach a cover letter expressing teaching and research interests, a vita, copies of transcripts, publications and evidence of teaching effectiveness through the TCU HR system at [https://tcu.igreentree.com/CSS\\_Faculty](https://tcu.igreentree.com/CSS_Faculty). Click the "Find Openings" and then "Liberal Arts" and then the appropriate "Sociology Position." Three confidential letters of recommendation should be sent from the reviewers to Joanne Fralia at [hremloyment@tcu.edu](mailto:hremloyment@tcu.edu). Questions regarding the online process can be directed to Joanne Fralia at [j.fralia@tcu.edu](mailto:j.fralia@tcu.edu). Review of the applications will begin immediately until the position is filled.

As an AA/EEO employer, TCU recruits, hires, and promotes qualified persons in all job classifications without regard to age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, genetic information, covered veteran status, or any other basis protected by law.

**Virginia Union University**  
**Richmond, VA**  
**Assistant/Associate Professor of Criminology and Criminal Justice**

The Department of Criminology and Criminal Justice at Virginia Union University invites applications for a non-tenure track (but tenure-eligible) position at the assistant or associate professor level. The Department seeks to fill this position for the fall 2015 semester. Criminology and Criminal Justice is the largest academic major on the campus and the department has a unique partnership with the City of Richmond Police Training Academy which is located on the University's campus.

**Minimum Qualifications:** A Ph.D. in Criminal Justice or Criminology from a regionally accredited institution is required at the time of appointment. A Juris Doctorate or a terminal Master's degree is not an appropriate degree for this position. ABD applicants may be considered if they meet preferred qualifications and have their degree in hand by August 1, 2015. Official copies of college transcripts must be on file by the appointment date. Teaching experience, service, and record of scholarly activity appropriate to the rank is desirable.

**Preferred Qualifications:** The department seeks a dynamic individual to teach core undergraduate courses in criminal justice and criminology. Preference will be given to candidates with expertise in the following areas: 1) Research Methods and Statistics or Forensic Investigations. Individuals who have experience with the development and teaching of online courses will also be given preference. In addition to teaching, the position entails undergraduate student advising, active participation in department, college and university committees, and active involvement in scholarly activities such as publishing and obtaining grants. Other duties may be assigned as needed, and excellence in teaching, research, and service is required for future promotion and tenure consideration.

The selected applicant may be required to submit to a background investigation. VUU is an Equal Opportunity, Affirmative-Action Institution committed to cultural, racial, and ethnic communities and compliance with the Americans with Disabilities Act. It is expected that successful candidates share in this commitment. Persons who need reasonable accommodations under the Americans with Disabilities Act to participate in the application process should contact the Office of Human Resources at 804-257-5841.

**Application Deadline:** Review of applications will begin immediately and will continue until the position is filled.

**Contact:** For qualified applicants, the application packet should contain a letter of interest, curriculum vita, a copy of graduate transcripts, sample publication and syllabus, and three current letters of recommendation (at least one of which addresses teaching qualifications.) The application package may be e-mailed to [Resumes@vuu.edu](mailto:Resumes@vuu.edu). Mail complete package to the following address: Virginia Union University, Office of Human Resources, Attention: CCJ Faculty Search Committee, 1500 North Lombardy Street, Richmond, VA 23220. Please contact Dr. Julie Molloy, Chairperson of the Department of Criminology and Criminal Justice, if you have questions about this position. She may be reached at 804-257-5682 or [jamolloy@vuu.edu](mailto:jamolloy@vuu.edu). Please visit [www.vuu.edu](http://www.vuu.edu) for additional information about the University.

# Conferences/Workshops



## Upcoming Events

- ***Crime, Justice and Social Democracy Conference***  
Date: 9-10<sup>th</sup> July 2015  
Location: QUT Gardens Point, 2 George Street Brisbane (Australia)  
Website: <http://crimejusticeconference.com/>

## Upcoming Seminars

- ***“Translation and metamorphoses of criminology in Latin America”***  
Professor Maximo Sozzo, Universidad Nacional del Litoral (Argentina)  
Date: 16<sup>th</sup> July 2015
- ***“Slavery on trial – laws and judicial disputes regarding slavery in Buenos Aires, 1810-1860”***  
Associate Professor Magdalena Candiotti, CONICET  
Date: 23<sup>rd</sup> July 2015
- ***“From #OpGabon to #OpDeathEaters: Transnational justice flows on social media.”***  
Dr Michael Salter, University of Western Sydney  
Date: 24<sup>th</sup> September 2015

## International Journal

- ***International Journal for Crime, Justice and Social Democracy***  
Volume 4, No 1 (2015)  
<https://www.crimejusticejournal.com/>

## Employment Opportunities

- ***Early Career Academic Development (ECARD) Program***  
Four lecturing vacancies in the Faculty of Law, QUT  
Applications close 29<sup>th</sup> June 2015  
<http://www2.qut.edu.au/jobs/ecard/>

## Crime & Justice Research Centre’s Blog

<https://blogs.qut.edu.au/crime-and-justice-research-centre/>



## **UPROOTING CRIMINOLOGY SUBMISSION CALL**

Have an idea blossoming that isn't long enough to be a journal article yet (and it might not ever be)?

Consider submitting it to the Uprooting Criminology blog!

Uprooting Criminology (<http://uprootingcriminology.org/>) is a social justice website focusing on crime, justice, inequality, social harm and substantial structural social change. We invite original blog submissions, critical or photo essays and pedagogical (In the Classroom) submissions (<http://uprootingcriminology.org/submissions/>). Research, social commentary, teaching materials and cultural reviews are more than welcomed. Submissions are editor reviewed.

- Blog posts should be around 300 words (may include images as well as creative content such as songs or poetry). Only original submissions will be accepted, meaning content previously published elsewhere will not be considered.
- Critical essays are formal essays, over 1000 words in length, on any theme in line with our mission statement and consistent with our mandate (may include tables, figures, etc.). Only original submissions will be accepted.
- In the Classroom is a forum for critical academics who understand the dialectics of a classroom is as important to challenge, as is the knowledge we produce outside the classroom. We encourage teachers to share resources and ideas for fostering critical thinking in the classroom.



## Recent Publications

### The Routledge International Handbook of the Crimes of the Powerful

*Edited by Gregg Barak*  
Routledge – 2015

#### Book Description:

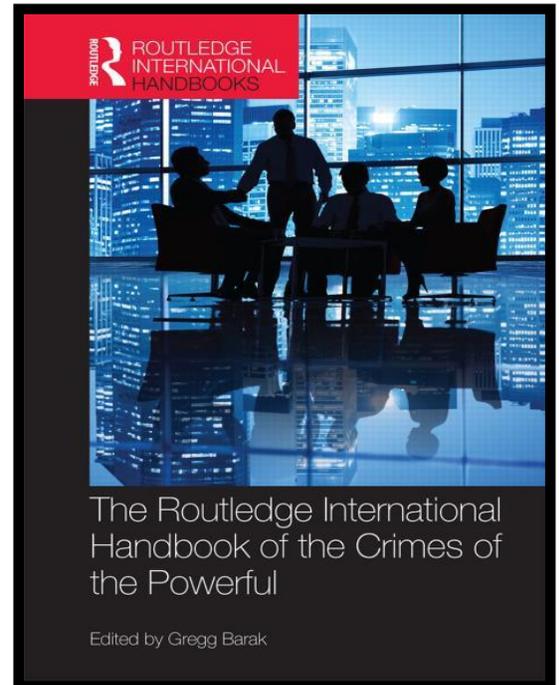
Across the world, most people are well aware of ordinary criminal harms to person and property. Often committed by the powerless and poor, these individualized crimes are catalogued in the statistics collected annually by the FBI and by similar agencies in other developed nations. In contrast, the more harmful and systemic forms of injury to person and property committed by powerful and wealthy individuals, groups, and national states are neither calculated by governmental agencies nor annually reported by the mass media. As a result, most citizens of the world are unaware of the routinized "crimes of the powerful", even though they are more likely to experience harms and injuries from these types of organized offenses than they are from the atomized offenses of the powerless.

Research on the crimes of the powerful brings together several areas of criminological focus, involving organizational and institutional networks of powerful people that commit crimes against workers, marketplaces, taxpayers and political systems, as well as acts of torture, terrorism, and genocide. This international handbook offers a comprehensive, authoritative and structural synthesis of these interrelated topics of criminological concern. It also explains why the crimes of the powerful are so difficult to control.

Edited by internationally acclaimed criminologist Gregg Barak, this book reflects the state of the art of scholarly research, covering all the key areas including corporate, global, environmental, and state crimes. The handbook is a perfect resource for students and researchers engaged with explaining and controlling the crimes of the powerful, domestically and internationally.

**For more information, click on the link below:**

<http://www.routledge.com/books/details/9780415741262/>



# **Cultural Criminology: An Invitation (Second Edition)**

*By Jeff Ferrell, Keith Hayward, & Jock Young*  
Sage Publications -2015

## **Book Description:**

Cultural Criminology: An Invitation traces the history, theory, methodology and future direction of cultural criminology.

Drawing on issues of representation, meaning and politics, this book walks you through the key areas that make up this fascinating approach to the study of crime.

The second edition has been fully revised to take account of recent developments in this fast developing field, thereby keeping you up-to-date with the issues facing cultural criminologists today. It includes:

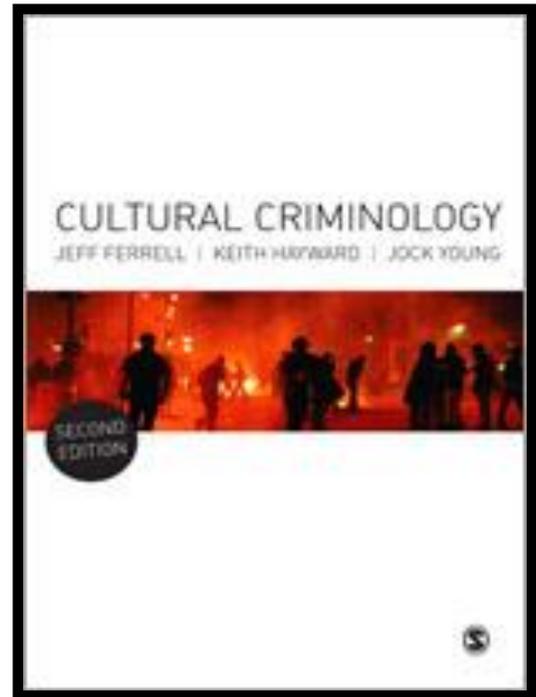
- A new chapter on war, terrorism and the state
- New sections on cultural criminology and the politics of gender, and green cultural criminology
- Two new and expanded chapters on research methodology within the field of cultural criminology
- Further Reading suggestions and a list of related films and documentaries at the end of each chapter, enabling you to take your studies beyond the classroom
- New and updated vignettes, examples, and visual illustrations throughout

Building on the success of the first edition, *Cultural Criminology: An Invitation* offers a vibrant and cutting-edge introduction to this growing field. It will encourage you to adopt a critical and contemporary approach to your studies in criminology.

**First edition: 2009 Distinguished Book Award from the American Society of Criminology's Division of International Criminology**

**For more information, click on the link below:**

<http://www.sagepub.com/books/Book239597?siteId=sage-us&prodTypes=any&q=cultural+criminology&fs=1#tabview=related>



# Transitional Justice and Legacies of State Violence

*By Lisa White*

Routledge – 2014

## Book Description:

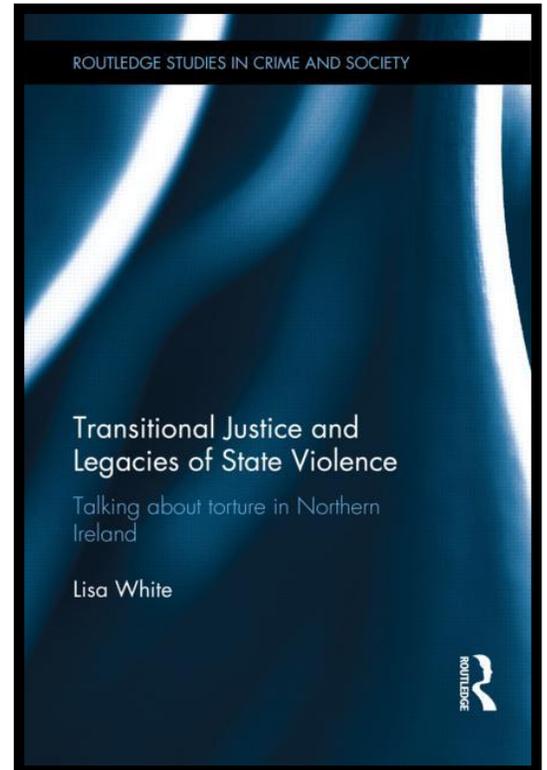
As politicians, public bodies and non-Governmental organisations continue to profess an interest in making peace with the past, this highly original study explores the motivation, significance and legacy of ‘making public’ experiences of state violence in Northern Ireland.

Based on a synthesis of documentary material with the findings from a series of contemporary interviews, this timely book uncovers the reasoning behind many Republican former detainees’ accounts of state violence and torture. It examines the aims of those who ‘went public’ during the conflict and discusses the meaning they attached to their stories and the various responses to them. It also identifies some of the risks involved in criticising the violence of the British State and illuminates the ways in which ‘truths’ are often contested in Northern Ireland - both during the conflict and in the years which have followed. A unique piece of interdisciplinary work, the study disentangles and evaluates the discourses presented by former detainees and makes an innovative and interesting contribution to knowledge about transitional justice and legacies of state violence.

The book is suitable for social science scholars interested in human rights, state violence, criminology and transitional justice, as well as those seeking to understand more about experiences of imprisonment and the legacy of the Northern Ireland conflict.

**For more information, click on the link below:**

<http://www.routledge.com/books/details/9780415826242/>



# Power and Crime

*By Vincenzo Ruggiero*

Routledge – 2015

## Book Description:

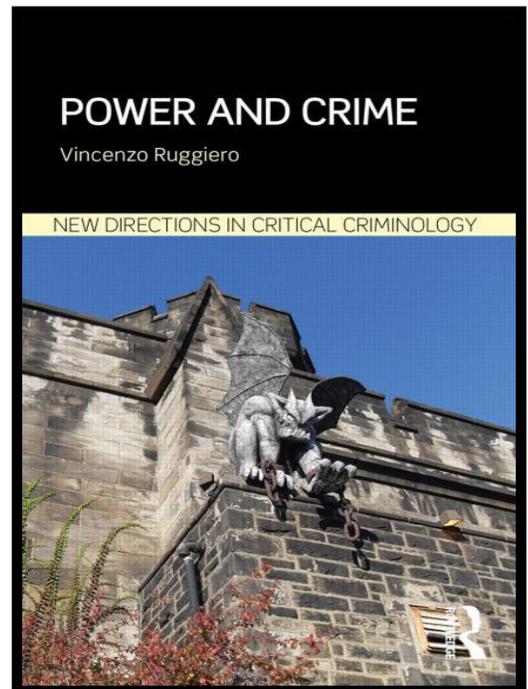
This book provides an analysis of the two concepts of power and crime and posits that criminologists can learn more about these concepts by incorporating ideas from disciplines outside of criminology. Although arguably a 'rendevous' discipline, Vincenzo Ruggiero argues that criminology can gain much insight from other fields such as the political sciences, ethics, social theory, critical legal studies, economic theory, and classical literature.

In this book Ruggiero offers an authoritative synthesis of a range of intellectual conceptions of crime and power, drawing on the works and theories of classical, as well as contemporary thinkers, in the above fields of knowledge, arguing that criminology can 'humbly' renounce claims to intellectual independence and adopt notions and perspectives from other disciplines.

The theories presented locate the crimes of the powerful in different disciplinary contexts and make the book essential reading for academics and students involved in the study of criminology, sociology, law, politics and philosophy.

**For more information, click on the link below:**

<http://www.routledge.com/books/details/9781138792388/>



# **Criminal Justice Ethics:**

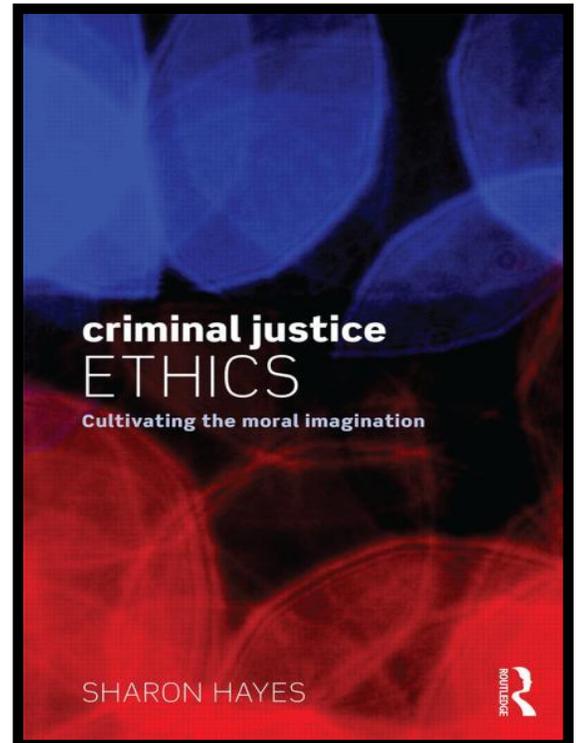
## **Cultivating the Moral Imagination**

*By Sharon Hayes*

Routledge – 2015

### **Book Description:**

It is essential for those employed within the justice system to be able to competently and confidently work at the borders between ethics and the law. *Criminal Justice Ethics* offers a fresh new approach to considering ethical issues in a criminal justice context. Rather than simply offering a range of ethical dilemmas specific to various justice professionals, it provides extensive discussion of how individuals develop their 'moral imaginations' using ethical perspectives and practices, both as citizens of the world and as practitioners of justice.



Starting from a consideration of the major ethical theories, this book sets the framework for an expansive discussion of ethics by moving from theory to consider the just society and the role of the justice professional within it. Each chapter provides detailed analysis of relevant ethical issues, and activities to engage students with the content, as well as review questions, which can be used for revision or examination. This book will help students to:

- understand the various theoretical approaches to ethics,
- apply these understandings to issues in society and the justice process,
- assist in developing the ability to investigate, discuss, and analyse current ethical issues in criminal justice,
- appreciate the diverse nature of ethical systems across cultures,
- outline strategies for detecting and resolving ethical dilemmas.

Rich with examples and ethical dilemmas from a broad range of contexts, this book's multicultural approach will appeal not only to criminal justice educators, but also to academics, students and practitioners approaching criminal justice from sociological, psychological or philosophical perspectives.

**For more information, click on the link below:**

<http://www.routledge.com/books/details/9781138776975/>

## **Romantic Terrorism:**

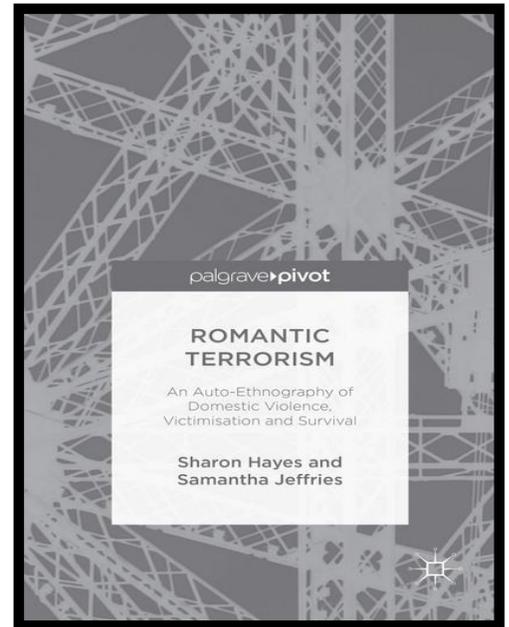
# **An Auto-Ethnography of Domestic Violence, Victimization and Survival**

*By Sharon Hayes & Samantha Jeffries*

Palgrave - 2015

### **Book Description:**

Romantic Terrorism offers an innovative methodology in exploring the ways in which domestic violence offenders terrorise their victims. Hayes and Jeffries employ a collaborative auto-ethnographic approach to analyse their own lived experiences of domestic violence, particularly how romantic love is employed and distorted by abusers. Its focus on the insidious use of tactics of coercive control by abusers opens up much-needed discussion on the damage caused by emotional and psychological abuse, which are often overlooked or downplayed in both the literature and the criminal justice system. To this end, it offers strategic advice for policy-makers, practitioners, and criminal justice professionals involved in domestic violence service provision.



**For more information, click on the link below:**

<http://www.palgrave.com/page/detail/romantic-terrorism-sharon-hayes/?isbn=9781137468482>

# DCC COMMUNICATION COMMITTEE MEMBERS



**Favian Alejandro Martín** is an assistant Professor of Criminology and Criminal Justice at Arcadia University located in metropolitan Philadelphia in PA. He earned his B.S. and M.A. in Criminal Justice from Pennsylvania State University and his Ph.D. in Criminology and Criminal Justice from Old Dominion University. Dr. Martín's research interests are in the areas of race and crime, immigration, restorative justice, hate crimes, and social justice.



**Anne M. Lee**, is an assistant Professor of Criminal Justice at Arcadia University in Glenside, PA. She earned her B.S. and M.A. in Criminal Justice and Criminology at Eastern Michigan University. She is currently working on her dissertation, *The Influence of Financial Institutions and Residential Lending on Neighborhood Crime*. Her research interests include corrections, prisoner reentry, communities and crime, and research methods.



**Kenneth Sebastian Leon** is a PhD student in the Department of Justice, Law, and Criminology at American University in Washington, D.C. with a dual emphasis in sociolegal studies and criminology. His primary research interests include drug policy, deviance, state power and control, classical sociological theory, and qualitative methods.



**Kyle Mulrooney** is currently a Ph.D. Fellow with the Doctorate in Cultural and Global Criminology, an Erasmus Mundus program of the European Union. His research is devoted to the sociological study of punishment and penal control. In particular, his Ph.D. dissertation explores the evolution of criminal justice policy in Canada with specific attention to the ways in which state processes and penal actors translate social forces into penal effects. Following this line he has also taken an interest in the doping phenomenon, examining the trend towards “zero tolerance” and the criminalization of performance and image enhancing drugs. Kyle holds a MA in the Sociology of Law from the International Institute for the Sociology of Law, Spain, and a BA (Honours) in Criminology and Justice from the University of Ontario Institute Of Technology, Canada.