Message from the DCCSJ Board

“Let this radicalize you rather than lead you to despair.”
Mariame Kaba

Greetings from the all of us! As we exit yet another ZOOM meeting, it is hard to imagine what the next few months will bring, let alone what changes to higher education and society more broadly will bring in years to come. In light of recent months, the Executive Board began organizing efforts to bring us together and to continue community in order to uplift work of our friends and colleagues around the world, specifically our most vulnerable members and their important work.

In this time of heightening crisis, the horrors of incarceration have been laid bare for the world to see; magnifying inequities faced in the lives of those most impacted by failed systematic and structural problems. The disregard for the lives of black and brown people, that face generations of trauma and violence due to incarceration within and beyond walls of the justice system, is itself criminal and is undeniably highlighted in the unequal application of ‘release’ due to COVID 19 in our jails, prisons, immigration detention centers, and more. The continued practice of family separation at the border, deportation practices and racist immigration policies and policing practices demonstrates the inept (at best) and cruel (at worst) tendencies of leadership that values capital above humanity – profit over people – cruelty over compassion. In resistance and response, we have also witnessed the profound and impactful activism of our friends, colleagues, and comrades in spaces where the very voice of activism that is spectacularly organized to fight back and fight for justice is actively oppressed. This newsletter is a start to highlighting the important, profound and essential work the collective in this division are doing and will continue to do as our purpose expands in times of crisis.

We are proud to share with you some of our recent developments that we hope will rebuild, empower, and organize towards dissemination and growth of such important work. As many of you have noted, the categories for ASC under the critical criminology umbrella were limited given your scope of work. To remedy the issue, we worked with the ASC executive board to expand the areas of selection that will appear for the 2021 ASC conference. To the already existing categories of Queer Criminology, Cultural Criminology, Convict Criminology and Green Criminology we have added the categories of Narrative and Visual Criminologies, Abolition, Activist Scholarship and Critical Perspectives in Criminology.

We are also in the early stages of planning a “New Directions in Critical Criminology” for Spring 2021. This is a partnership with the Division on Rural Criminology and will likely be held at West Virginia University in April or May of 2021. More news to follow as they develop.
We are also planning a virtual 2020 DCCSJ Awards Ceremony and Social Hour. We recognize that for many, this ceremony is the highlight of ASC each year. We will do our best to create a space that acknowledges the work of our colleagues and gives us an opportunity to gather in a way that rejuvenates and sustains our spirit during times when the missions and goals of this division are most relevant. Stay tuned for more details, as we move closer to November. To pull this off, we would greatly appreciate your participation in upcoming Calls for Awards Nominations and for participation at the event(s). Please see the call for nominations located in this newsletter and nominate an outstanding colleague to celebrate.

Importantly, at the awards ceremony, we plan to donate funds spent on the Division’s social to an organization whose work best represents the spirit of the division. Look for upcoming calls for nominations.

Finally, the new executive committee refocused the attention on the goals of the Division on Critical Criminology and Social Justice, expanding our efforts and support to activist scholarship and activities. Below are the division principles guiding our work:

1. To foster research and theory development in the field of critical criminology, which is widely recognized as one of the several major paradigms within criminology.
2. To provide a forum for members of the ASC to discuss ideas and to exchange information, through events at the annual meetings, a scholarly journal, a divisional newsletter, and a divisional website.
3. To organize conference sessions at ASC meetings.
4. To encourage appropriate and effective teaching techniques and practices and to stimulate the development of curricula related to courses on critical criminology.
5. To encourage and support community outreach and activism on issues of importance to critical criminology.

We look forward to working with you as we struggle to make this a more just world. Please reach out if you have suggestions or just want to talk through an idea. We hope you find inspiration in the pages that follow.

Donna L. Selman  
Jayne Mooney  
Lindsey Upton  
Ashley Farmer  
Luis Fernandez  
Shelly Clevenger
Message from the Communications Team

Dear Members of the DCCSJ,

With the departure of Dr. Kyle Mulrooney, the communication team is now a team of two. We have been working to piece together a Spring newsletter amidst the outbreak of COVID-19. This newsletter relies on the contributions from faculty members and students whose lives have been upended recently. We are immensely thankful to this issue's contributors for taking the time to write insightful pieces and share their work with us.

This issue begins with the spotlight of Dr. Victoria Collins, the 2019 recipient of the DCCSJ Critical Criminologist of the Year award. She is currently authoring a book on women who participate in boxing as amateur fighters or for exercise and is especially interested in how gender interacts with traditionally masculine spaces.

Next, the critical issue spotlight features Dr. Betsy Stanko, who connects the emergence of the #metoo movement with her own experiences with sexual harassment as an assistant professor in the 1970s and 80s. Despite facing threats and intimidation, Dr. Stanko and her close colleague Ximena Bunster Burotto (1937-2019) found it imperative to speak out against the sexualized work environment they were forced to contend with.

Then, Dr. Alexandra Cox gives us insight into her 2018 book, "Trapped in a Vice: The Consequences of Confinement for Young People." Dr. Cox's book highlights the experiences and perceptions of staff and juveniles within the New York City juvenile justice system.

Our critical teaching spotlight is headed by Dr. Lisa Carter, who specializes in incorporating active learning strategies in the classroom. Here, she shares her insights for a service learning program implemented with the PACE Center for Girls in Lakeland, Florida for a Women & Crime course.

As part of a new feature of the DCCSJ newsletter, our very own Dr. Shelly Clevenger spearheaded the critical activism spotlight. She successfully mobilized her students and the community to raise awareness and funds towards domestic violence survivors.
Last, Ph.D. student Michael B. Mitchell is featured in the graduate student spotlight. His research focuses on the challenges that justice-involved parents face upon reentry into society.

This issue concludes with Calls for Papers (CFPs) and news we think will be relevant for DCCSJ members. Finally, as the new co-chairs of DCCSJ newsletter, we have decided to redesign the newsletter. We hope you, the readers, like the new design as much as we do.

Our next issue is scheduled to be released in December 2020.

Thank you and best wishes!

- Cassandra Boyer & Alexa Bejinariu
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Critical Criminologist Spotlight: Dr. Victoria Collins

Victoria E. Collins is an Associate Professor and Graduate Program Coordinator in the School of Justice Studies at Eastern Kentucky University. Victoria’s research and teaching interests include state crime/ crimes of the powerful victimology, violence against women, and the sociology of sport. Victoria has published three books State Crime, Women and Gender (Routledge Taylor & Francis), The Violence of Neoliberalism: Crime, Harm and Inequality co-authored with Dawn Rothe, and Explorations in Critical Criminology: Essays in Honor of William Chambliss co-edited with Dawn Rothe. Some of Victoria’s recent publications have appeared in journals such as Crime, Media, Culture, Social Justice, Critical Criminology, Contemporary Justice Review, and Critical Sociology.

Please tell us about yourself and what you are currently working on.

I am an Associate Professor in the School of Justice Studies at Eastern Kentucky University where I also serve as the Graduate Program Coordinator. I came to Eastern Kentucky University after earning my PhD in Criminology and Criminal Justice at Old Dominion University. My research and teaching interests focus on state crime and crimes of the powerful as well as victimology, gender-based violence and more recently the sociology of sport. My more recent publications have focused on a number of topics including, but not limited to, state-perpetrated violence against women, victimization as a platform for resistance, the impact of the Trump administration on protections afforded women, sexual assault on university campuses, and the violence and harm perpetrated by the cruise industry.

Additionally, I have recently published two books with my colleague Dawn Rothe both of which came out later last year. The first, coauthored book titled Violence of Neoliberalism: Crime, harm and inequality, examines the violent and harmful impact of neoliberalism on society through the lens of a variety of contemporary topics such as patriarchy, sport, entertainment, climate change, and death. The second book is a co-edited volume on the late William Chambliss titled Explorations in Critical Criminology: Essays in Honour of William Chambliss. This work is a collection of essays by many of our very own Division members and is an insightful and celebratory dedication to Bill’s scholarship and person.

I am currently working on another book project titled Heavy Bag Heroines: Fighting Sports, Gender and the Commodification of Violence. This is a passion project that has developed out of my personal engagement with amateur boxing. Here I take an interdisciplinary approach drawing on literature from deviant leisure, the sociology of sport, gender studies, and sports criminology, to better understand
women pugilists. This is an auto-ethnographic project where I follow women who participate in boxing at the amateur level including beginners in boxercise classes to those who box competitively. I unpack interactions in the boxing gym and the ring to examine how broader gender norms and scripts are replicated and reinforced in spaces where hegemonic masculinity is not just normalized but celebrated. This is done to reveal and address how gender interacts with other social structures and concepts such as consumerism, violence (both consensual and otherwise), the politics of injury, and socially sanctioned understandings of heteronormative gender-relations. I am very excited about this project and hope to have it finished in the next few months.

**How does your research expand our understanding in the field of critical criminology?**

Although my research thus far has focused on a variety of topics, the common theme that runs through it all is the challenge made to larger structures of inequality. A large portion of my work draws attention to issues of gender inequality specifically, but I have also examined topics that highlight other forms of inequality along the lines of race, ethnicity, nationality and access to resources. I try to draw attention to how inequality in its various manifestations, informs classifications of behaviors as criminal, as well as the inherent problems with the systems and mechanisms utilized to control these behaviors. I, therefore, feel that much of my work is in line with the broader goals of critical criminology as it examines larger structures by placing behaviors in broader political, economic and social contexts that oppress and uphold biases situated in race, class, gender and other defining characteristics.

**Tell us a little bit about your mentors and perhaps why you find mentorship important?**

I feel very privileged when I think about mentorship as not only did I have a great mentor in my Masters of Sociology program in Dianne Carmody, but I also had an amazing mentor in Dawn Rothe when pursuing my PhD. I am very lucky as my graduate school mentors have become friends and colleagues and I have continued to work with them both over the years. Beyond this, I have been influenced by so many people including my state crime/crimes of the powerful family, to those who work on issues to do with gender and victimology, to other subfields where I have dabbled such as cultural and green criminology, to mention but a few. All of these interactions and acts of mentorship, whether direct or indirect, have been welcoming and have helped shaped not only my work, but me as a person. The Division has helped in fostering these relationships and I hope to continue this trend by being open and encouraging of students who seeks me out for advice and support.

**What accomplishment are you most proud of and why?**

It is difficult to pinpoint a specific accomplishment that I am most proud of, as I feel very privileged to be able to read, write and teach about topics that interest me, as well as collaborate with many wonderful and talented people in the United States and around the world. I do, however, feel the publication of my first book State Crime, Women and Gender was a celebratory moment for me as it
reflected a culmination of many of my research ideas in one piece of work. Another accomplishment that rates highly was winning the Divisions’ Critical Criminologist of the Year Award last year. This indeed was an honor. Beyond that, and at the risk of sounding cheesy, I get an immense sense of satisfaction and pride when I see former students or mentees achieve their own academic goals. There is nothing quite as gratifying as receiving communication from a former student about their own scholarly accomplishments, especially when they purposeful seek you out for the purpose of sharing their news.

**What is next for you?**

As I mentioned above, I am currently finishing a book project on women in fighting sports, specifically analyzing gender as it manifests at the amateur level of engagement with the sport. This project has revealed areas of study that I would like to further address such as the role and narratives of self-defense as it relates to gender structures that reinforce particular societal scripts that contribute to violence against women. Influenced by Martha McCaughey’s (1997) book Real Knockouts: The physical feminism of women’s self-defense I want to better understand narratives of self-defense as they relate to violence against women. This, I feel, is especially important considering the recent revitalization of the #MeToo movement, and the persistent rollback of protections and regulations afforded women and girls under the Trump administration.

**Is there anything else you would like to tell us?**

Thank you for the opportunity to share a little bit about myself with our members.
Critical Issue Spotlight: Dr. Betsy Stanko

Professor Betsy Stanko OBE is the External Advisor to the Data First Programme, an ADR UK/Ministry of Justice collaborative project. Retired (April 2016) as Head, Evidence and Insight, Mayor’s Office for Policing and Crime in London, for over a decade she worked inside the London Metropolitan Police Service’s Corporate Development, establishing a social research function alongside performance analysis for improving crime and justice in London. In her first life, she was a professor of criminology, teaching and researching at Clark University (USA), Brunel University, Cambridge University and Royal Holloway, University of London (where she is an Emeritus Professor of Criminology). She is a Visiting Professor both at UCL’s Department of Crime Science and Security and City University London’s Sociology Department, Sheffield Hallam’s Law Department and a fellow of the Royal Society of the Arts. She was awarded an OBE in 2014 for her services to policing.

Basta – learning about active resistance in tribute to my mentor

I rarely talk about my young self. During the surround sound of #metoo, I listened to the debates about sexual harassment, as if these weren’t continuous discussions from the 1970s and 1980s – my young self. What bothered me in the surround sound of #metoo was the astonishing lack of historical connection with the early feminist activism from the early to mid 1970s onward. That was a time that solidified the way I live my life.

I am a product of the political awareness spawned in the late 1960s and 1970s. I grew up in the United States and lived in one of the cities that burned during the civil rights struggles. Protesting for abortion rights, against the Vietnam War, and against violence to women were routine. My academic studies merged with these struggles, and my women’s studies class as an undergraduate sociology student was formative. I proudly remember participating in my first feminist march in 1971, walking up 5th Avenue in New York City. We didn’t have pussy hats then (I do love them, and besides, it was early summer). I worked full time while a postgraduate student, defending my thesis at the American Sociological Association meetings in August 1976 (Richard Quinney and Egon Bittner were members of my committee, among others).

In September 1976, I landed my first university assistant professor appointment, having completed my PhD at the Graduate School, City University of New York, in record time. I revised the PhD and polished the thesis during my first semester of teaching at university level. And no, I had never taught a university course before walking into a classroom. Clark University. It was at a small university in
Worcester, Massachusetts. At one point, I pledged that if I somehow survived trying to complete a PhD in some stupid tight timeline, I would offer my services to help others for the rest of my life.

My first two years at Clark U were a whirlwind. Learning how to teach, juggling being in a new town, meeting new friends, becoming involved in projects that tried to better the lives of women who were sexually or physically abused – my pledge took a grounding in the rise of feminist resistance to men’s violence and coupled this awareness to activism within my teaching. I offered a women and crime class in 1977. Working alongside a talented student who was committed to establish a domestic violence hotline and opening a refuge to women who had to flee a violent home, I mobilized the community oversight board, gathering together folks to help set up a home for battered women – and find a way to pay for it, and eventually staff. I was the first Chair of the Board (See www.ywcacm.org, Domestic Violence Program History). The refuge was a core offer for university internships. Many of my students learned so much from the experiences of staffing the refuge. I learned so much from these early years too that my own academic scholarship sought to translate these women’s worlds (for it was not my own) into scholarly publications (See, for instance, Intimate Intrusions: Women’s Experience of Male Violence, 1985, Routledge).

And yet, I worked in a university department of five where there was an atmosphere that permitted the sexual harassment of students and colleagues. Had there been a #metoo in those days surely at least two of my colleagues would have been out. But it wasn’t long before it happened. In 1978, the department hired a dynamic anthropologist, Ximena Bunster Burotto, a Chilean exile, and within months, she had had enough of this sexualized atmosphere. Cynthia Enloe, an esteemed professor of politics, writes in her recent book (See C. Enloe The Big Push: Exposing and Challenging the Persistence of Patriarchy 2017) ‘It was 1979. ...For the next four years, inside and outside academia, we had to grapple with ...What was the difference between flirting and harassment? Was sexual harassment more about power than sex? Could a prominent leftist professor be an abuser?’.

Experiencing a sexualized work environment wasn’t an unfamiliar form of power abuse, and I had to learn how to challenge this power. I had managed sexual harassment on a number of jobs already – as a waitress (from the manager and sometimes from the clients), as a young woman researcher traveling New York State collecting data, and as an assistant professor in that very department at Clark University. One usually learns about who holds the power of a game you won’t play, or when you say no or say no more. Ximena was able to stand up to the sexual innuendo and propositions. Ximena endured a strong backlash within the university; she was a target as a Latin woman and an exile without a firm legal status in the US (Clark University refused to support her application for a green card – a punishment I believe for her refusing to be quiet about sexualized abuse in a university setting).

Ximena taught me a different kind of strength of what it meant to live as an active resister to harmful regimes. She experienced and escaped the murderous coup in Chile (I remember sitting in the cinema with her next to me watching the moving Missing (where Jack Lemmon played a father searching for his son in Santiago killed by the coup), and she described how she transported people into embassies in Santiago so they could seek asylum). While I was threatened by phone calls in the middle of the night from anonymous men and from famous academics threatening my academic career (I was untenured at the time), this struggle did not physically endanger me, although it did take much of my available emotional strength. Last year, surrounded by account of account of #metoo, I felt the return
of PTSD (irritation, flashbacks, tearfulness) that I now remember as the daily reality of living through a high-profile sexual harassment case in the 1970s/early 1980s (See C.N. Baker The Women’s Movement Against Sexual Harassment 2008). The university complaints process, the lawsuit by Sid Peck for defamation of character (where Ximena, myself and three others were sued for $23,710,000), and the Title IX lawsuit (Stanko V Clark 1981) had me breaking out in hives every day. I was exhausted in the end and moved to London for a much-earned university sabbatical (Where I wrote Intimate Intrusions: Women’s Experience of Male Violence 1985). While I returned to Clark in 1984 for a few years, I moved to London permanently in January 1990.

We last saw each other when Ximena came to visit me following the birth of my daughter in 1988. Ximena returned to Chile, and we wrote to each other regularly. But somehow with a few house moves, we lost touch. In February 2019 I visited Ximena in Santiago Chile. Now frail, her health was failing. We spoke broken English and Spanish to try to catch up the 30 years since we saw each other. It was a reunion full of emotion, and the bond of kinship was still strong. But there was a high price to pay for such resistance. I feel this is an invisible, deeply personal cost. What we lost, what we suffered and endured could only really be understood by each of us. As it turned out, we found that neither of us spoke much about that time to others over the years, and if we did so, we did so rarely and without revealing the true emotional toll it took. We only had a few days of visits before she fell too ill to meet again (In memory of Ximena Bunster Burotto 1937-2019).

The visit enabled me to remember, reflect and consider the stuff of activism. Ximena was my inspiration for an activist life. I think I learned this. Activism isn't just marching in public (although I still do this), nor is it only working in what others might recognise as politically correct institutions or causes (I worked for two Prime Ministers, Police Commissioners and one Mayor of London). Being an activist is devoting your life to making the world better for everyone, displayed day to day as caring more about challenging harm and trying to make things better – no matter what the setting. That harm still rears its head for many women in their intimate relationships, for many people living in selfish and oppressive regimes, for those living in democracies that do not do enough to challenge the harm of economic inequalities. Activism is saying basta, when the balance of harm tips too much in favour of those with more power – regardless of where that power is derived. Activism fused with my professional life, and whether I was working in a university, for prime ministers or for police commissioners, that activism enables telling truth to power (Moral of the story: scientific evidence continually and clearly demonstrates how harm most often falls on those most disadvantaged).

Betsy Stanko is an Emeritus Professor (Royal Holloway), a Visiting Professor at UCL, City University of London, Royal Holloway and Sheffield Hallam University, awarded an OBE for her services to policing in 2014 and bestowed an honorary doctorate in 2018 (Sheffield Hallam University). She lives in Twickenham, England.
Critical Book Spotlight: Dr. Alexandra Cox

Alexandra Cox is a Senior Lecturer in the Department of Sociology at the University of Essex. She previously served as an Assistant Professor of Sociology at SUNY New Paltz, where she ran the department’s concentration in criminology and was a Research Scholar in Law at Yale University Law School. She received her Ph.D. in Criminology from the University of Cambridge and her undergraduate degree from Yale University. Her book, Trapped in a Vice: the Consequences of Confinement for Young People, was published by Rutgers University Press in January 2018. Prior to receiving her Ph.D., she worked at the Neighborhood Defender Service of Harlem as a sentencing mitigation specialist on their youth law team and at the Drug Policy Alliance’s Office of Legal Affairs. She continues to work regularly as a sentencing mitigation specialist. She is a former Gates Cambridge scholar and a Soros Justice Advocacy fellow.

Tell us a little bit about yourself and your research interests.

My pathway into the research came from my experience in the fields of criminal justice and drug policy and then on the frontline of the criminal justice system, in criminal defense. My first job after college was working at the US national organization Drug Policy Alliance, where I spent time supporting the work of the organization doing impact litigation related to the War on Drugs. I then went on to work at a neighborhood-based public defender’s office in New York City, the Neighborhood Defender Service of Harlem. My work in these fields led me to be interested in the dynamics of criminalization and care—who gets identified as in need of punishment and who gets designated as in need of help—and how these are shaped by the dynamics of race, class, gender, age and geography. I continued work as a sentencing mitigation specialist, representing clients facing severe punishments, and telling their life histories to judges and prosecutors—this work deepened my commitment to centering the people sitting at the so-called ‘deep end’ of the system—in prisons and jails—in policy and advocacy work. For my Ph.D. research, I thus decided to focus on studying the deep end of New York’s justice system for young people—its juvenile prisons—and the experiences of the young people who go through it. Since completing my Ph.D., I have built on that interest by studying some of the dynamics of criminal justice institutions more broadly—including the role of staff in obstructing and facilitating reforms. I have also developed my interest in the dynamics of long-term sentences, and people’s desire for release from prison—in studying the role of mercy in the justice system.

Can you provide readers with some insight into the contents of the book?
The book focuses on the punishment of young people in one American state’s juvenile justice system. It aims to bring us inside of a state juvenile justice system’s residential juvenile facilities and provide an insight into the role that treatment and behavioral change programs play in the lives of young people and staff. It focuses on the dynamics of those programs as well as the notions of care and control that lie at the heart of them, through the eyes of the young people and staff that I interviewed for the study.

What inspired you to explore this topic?

I was inspired to explore this issue after representing teenagers and young people in the New York City justice system. Many of the teenagers I represented were sentenced to time in custody, often with lengthy sentences, but I rarely saw them in custody after they were sentenced. Yet, I knew that many of those young people were sent to facilities far away from their homes, and the dynamics of those facilities, the conditions of confinement, and the programming were little understood and underscrutinized by researchers and advocates. Thus, I wanted to fill a gap in our knowledge about young people’s experiences in custody, but also open the door for advocacy work in this area.

If you want readers to take away a key message from the book, what would it be?

The key message I hope for them to take away from this book is that there is a dangerous dichotomy between ‘treatment’ and ‘punishment’ – that ‘treatment’ can be experienced as ‘punishment’ and that advocacy strategies which focus on removing young people from adult justice systems and placing them in youth justice systems often fail to recognize that systems of help and care can often reflect the dynamics of control and punishment if they are led and implemented by state systems that have long constructed particular groups of youth as dangerous. We must also be cautious to uncritically embrace reforms themselves: the youth who are incarcerated in juvenile facilities today may experience facilities that look and feel nicer than those in the past, but they do not experience them as any less punitive.

What is next for you?

I recently moved to the UK, where I’ve spent the last two years trying to understand the punishment of young people comparatively; Americans often fetishize youth justice systems in Europe for being less punitive and more rehabilitative. Europeans often paint a picture of America as exceptionally harsh in its approach to punishment. I have found that both kinds of assumptions are dangerous. During my time here, I have been interested to learn that not only is the UK youth justice system incarcerating young people of color at disproportionately high rates compared to white youth, the conditions of confinement in youth facilities in the UK are extremely poor and harsh and similar concerns exist around the expression of ‘care’ and control. I am also working on two new studies: one involving the perceptions of frontline workers in one US criminal justice system about the legitimacy
of the system, and the other which is focused on the role of mercy in the lives of people serving lengthy sentences.
Critical Teaching Spotlight: Dr. Lisa Carter

Dr. Lisa Carter completed her Ph.D. in Criminology at Indiana University of Pennsylvania. She is an associate professor of Criminology and department chair at Florida Southern College. She also teaches courses for the college’s Women and Gender Studies program. She is the current faculty adviser for Criminology Club, a co-adviser for Women’s Advocacy Club, and serves on the college’s Sexual Respect and Awareness Committee.

Her research interests include: female criminality, corrections, and reintegration. She is the co-editor of Female Offenders and Reentry: Pathways and Barriers to Returning to Society and co-authored the second edition of The Decision Making Network.

She is an advocate for victims and survivors of violence. She is a board member for Heather’s Hope, an organization that supports programs to inform teens about the dangers of dating and domestic violence. She also holds a position on the executive board of Bicycling in Lakeland, an advocacy group for cycling safety, awareness, and community education. In her free time, she enjoys reading, cooking, yoga, and cycling.

Approaching Social Justice through Feminist Pedagogy and Active Learning

One of my favored and most rewarding classes to teach is Women, Crime, and the Criminal Justice System course (CRM 3855). This a special topics course offered by the Criminology Department at Florida Southern College. I have designed this section of the course to examine the social factors and crime predictors linked to criminality through a feminist lens.

Feminist pedagogy in the discipline of Criminology is designed to allow for a focused examination of the causes leading to female criminality, reasons for encounters with criminal justice agents, experiences during involvement with the criminal justice system, and essential gender-specific needs for treatment and programming. Because interactions with the criminal justice system are gender-specific, it is crucial to teach students to critically examine the intersections of environmental and situational experiences of girls and women in order to develop an understanding of how those factors impact the psychological, social, and emotional well-being of women.
To offer students an engaging experience connected to the classroom, I incorporate active learning strategies to prepare college students to engage and interact with this population by examining ways to design community collaborative projects as coursework, create topics for classroom discussions, and develop active learning activities regarding these issues.

In this piece I want to offer some highlights from my teaching and coursework that I believe offers a glimpse of how I incorporated service, active learning, and advocacy in my classroom. It is my hope that when students complete the learning outcomes of the course, they will discover their tenacity to work for social justice, societal change, and equality. I want my students to learn to work to advocate for those that may not be able or ready to empower not only themselves, but others to fight and impact the changes needed to better the situations of those who are disadvantaged. Her service work ethic is one that I admire. Not only do I hope to inspire my students, but also my colleagues in their own professional life to work to continue their own interests in advocacy and cause important to them.

In this following section I would like to describe some of the active learning activities, opportunities employed in the course of to offer insight into the student learning experiences.

The students enrolled in Women, Crime, and the Criminal Justice course complete a service project at PACE Center for Girls in Lakeland, Florida. Pace offers their students a holistic, strength-based, and gender-specific program that addresses the individual needs of girls to help prepare them for academic success and offer support services, while keeping them from entering the juvenile justice system.

Prior to volunteering, the students and I tour the facility to learn about the programming and roles of the staff members at PACE Center for Girls. After completing service hours, students write a brief summary that reflects their experiences and impressions of their time interacting with the Pace girls. Next they explain how the programming is understood to impacts girls’ personal growth, development, and meets their specific needs so that they may have productive lifestyle. In the final section of the paper students offer a brief explanation as to how the impact of this programming may have at a community/societal level.

Since teaching this course (twice now), the students from the class have taken it upon themselves to spearhead a donation collection drive. One class collected canned and dried food for the girls to take home at Thanksgiving break and students from the another semester collected clothing to donate to the closet at the center. We can all imagine how rewarding and proud we feel when students become so interested and attached to a class project that they want to do more.

In addition to the service learning project with Pace, my students construct a public service announcement (PSA). With a partner, they create a public service announcement concerning an issue relevant to: dating/domestic (intimate partner) violence, sexual assault, sexual harassment, or human trafficking. Students are instructed to apply to course material (and assigned chapter readings) to the content of their PSA. The form the project takes is up to the duo. Student are charged to approach this project as a means to create a PSA that may assist and be of service to, the general public, a specific group of individuals (such as victims of domestic violence), or both.
I want students to be able to share their projects for an educational purpose. So to accomplish this, students are required to create a projects that informs the public about a pressing issue, makes a convincing argument as to why action is needed, and describe how action should be taken. When I taught this class most recently my students and I invited guests to class to view the PSA projects and presentation of the material. The students were instructed to invite a member from campus and/or the local community who would have a vested interest in learning more about the topic presented in their PSA. My invited guest was the head of Campus Safety and Security. I believe that this component of the project demonstrates to the students the importance of using research based material to put into practice for dealing with and resolving real world problems.

Gender-Specific Programming Presentations are intended to allow for students to gain a greater understanding of a specific type of female offender and the causes leading to criminality. Students choose the group of offenders they want to research. In the project they need to address, through empirical findings, the leading causes and factors for their criminality. Furthermore, the duo examines a program (one in operation) that has a mission to target the issues, meet the needs, and assist the program participants. Students must explain the components of this program, the requirements of the participants, and include a discussion of the program’s effectiveness on reducing/preventing the crimes associated with the female offenders served by the program. Additionally, how/why the program works for those who participate should be examined and explained in this presentation.

For my Corrections and Rehabilitation (CRM 4450) course I assigned student to pen three Prisoners’ Perspective Letters, each written from the perspective of a different incarcerated person. In addition to incorporating material from the literature to learn about different incarnated people, I look at this assignment as an opportunity for students to offer some creative insight to coursework.

For the first letter, students choose a specific prisoner to learn how incarnation may be understood by a newly admitted prisoner. Students focus on learning and writing about the factors that led the prisoner to incarceration and their initial experiences and emotions felt during the first days of imprisonment. Students must write about the adjustments the prisoner will need to make during an incarcerated life. They should also think about factors concerning life on the “inside” and what is left behind on the “outside” as they serve their sentence.

In the second letter students discuss the gendered experiences of a prisoner from one of the three special inmate populations: transgender prisoners, an incarcerated parent (mother or father), or a female prisoner experiencing a serious health concern/issue. This letter should include details about a prisoner’s prison life, struggles, and any other gender-specific issues. Also, included is this letter is a dialogue of how (or not) the prison staff may be assisting the prisoner, any program or services available (or lacking) to assist, and other relevant matters pertaining to the daily routines of prisoners.

The third letter is to be written from the perspective of a woman of color who is discusses her plans and preparations for leaving prison and returning to society. This letter should cover a reflection of correctional programming that may have been completed to prepare for reentry, concerns about leaving prison and reentry barriers, treatment access on the outside, and plans for life after incarceration.
The main focus of each of these letters is to have students inquire about what it may be like to live in prison. More specifically, students should learn that these lived experiences are dependent upon how the prisoner may identify, stem from individual circumstances, the events experienced during incarceration are often impacted by gender. It is my hope that the outcome for this assignment offers the students an understanding that an intersectional approach to imprisonment, management, and correctional treatment is essential for prison reforms.

I hope readers will find these feminist active learning projects that I have described to be interesting and useful tools to utilize for their classes and social justice initiatives. I enjoy sharing ideas with my colleagues and would appreciate any you would like to share with me to promote social justice work.
Critical Activism Spotlight: Dr. Shelly Clevenger

Dr. Clevenger grew up in Pennsylvania. She received her PhD from Indiana University of Pennsylvania (IUP). She considers herself an activist through her research. She has authored peer-reviewed journal publications and books on the topics of sexual assault, intimate partner abuse and cyber victimization. Dr. Clevenger presented her research on the cybervictimizations of survivors of sexual assault and intimate partner violence at the United Nations Women in New York City in December 2016. She has also done speaking engagements throughout the state of Illinois and other universities. Dr. Clevenger is also the recipient of the 2016 Feminist Criminology Article of the Year Award. She has recently published in 2018 Understanding Victimology; An Active Learning Approach. She has two forthcoming books, Teaching Criminological Theory (2018) and Gendering Criminology; Crime and Justice Today (2019). She has also been recognized for her teaching in these areas by Illinois State University with both college and university Faculty Teacher of the Year Awards and the 2016 American Society of Criminology, Division of Victimology, Outstanding Teacher of the Year Award and 2017 American Society of Criminology, Division of Critical Criminology and Social Justice Teacher of the Year Award.

Email: sxc167@shusu.edu

*Taken from university website

Raising awareness and funds for domestic violence through performance & art

Survivors; Local Stories of Domestic Violence was part of a civic engagement project for CJS 342-Victimology, a course at Illinois State University. The goal of this project was to raise awareness about domestic violence for the community, raise funds for nonprofits who were in financial need and to instill a sense of activism and social responsibility in my students. My goal of this event was to shed light on the fact that domestic violence is a crime that happens to anyone and affects all populations, as well as to inspire hope as people survive the violence perpetrated against them. All $1,008 of proceeds from the event went to Neville House (local domestic violence shelter) and YWCA Stepping Stones (local rape crisis center).

Students were given a quote from a local survivor about their victimization and their coping/healing and where they are now. Students were then asked to create a “body” in which one side reflected the
victimization and the other side the healing. Each “body” was created by the student as each student (or student pair) created the body by tracing their partner or having someone trace them. They then created an artistic interpretation of the survivor’s own words on each side of the body. The quotes the students were given came from my own research which involved interviews with sexual assault and domestic violence survivors across the state over the past 8 years. In selecting these specific quotes, they were local to this county and representative of many different types of victimization and survivors. I wanted to represent the whole community of Bloomington-Normal as domestic violence can happen to everyone. I included stories from transgender women, male survivors, individuals who were physically disabled, same-sex couples, immigrants who were scared to report the violence because of residency statues and I also included quotes about children who experienced domestic violence. I used my daughter’s favorite baby doll to create a body that illustrated a survivor quote about domestic violence against an infant and traced my daughter’s body to reflect a story about a child victim.

The performance was at a local historic theater and all ticket sales were donated to the local nonprofits. Local community members stood in for the survivors and read their stories while students stood next to them holding the body that they made and showing both sides as reflected in the reading, both the victimization and the healing. I asked a variety of local community members to read the survivor quotes to illustrate that domestic violence impacts everyone. It was especially important for me to have men be involved as activists against domestic violence as it can often be viewed as a “woman’s issue.” The community members that read the stories included local police and law enforcement, business owners, students and faculty, the Dean of the College of Applied Science and Technology, doctors, a professional wrestler, local political leaders, hospitality professionals, social service workers and stay at home mothers. Individuals whose quotes were utilized were asked permission before this project began and invited to attend free of charge to the event. Two survivors read their own stories on stage.

Another component of this performance was a fundraiser in which art was sold in the lobby before and after, as well as during intermission. My Victimology students partnered with survivors of domestic violence and they came together to create art. The YWCA Stepping Stones provided a space and access to therapists, if needed. I provided the art supplies and canvases. Students and survivors were able to work together or separately to create their own pieces of art that expressed their feelings about
domestic violence, their journey and/or their current place in the process. Students and survivors were given the choice to keep their art or to donate it to be sold at the Survivors event. Many chose to donate their art. The art was then sold for a suggested donation at the event all proceeds from the art sale went the YWCA Stepping Stones and Neville House. People who purchased the art were also given a paper describing that the art represented and who created it. This also worked to create awareness and activism within my students as they got to directly impact the creation of something that would help others and the interactions with survivors was an added benefit to assist in facilitating empathy.

I believe that this event was successful in creating awareness in the community, fostering a sense of activism and empathy with my students. In their final reflection paper on this project, students expressed that they more empathy and felt connected to survivors of domestic violence. One student said, “I never really thought about domestic violence in that way before but now I do and I will forever remember my person and their story. I felt so connected to her.” They also said that they felt “empowered” and “strengthened” in being able to bring awareness to the community about domestic violence as well providing much needed funds to the local domestic violence and rape crisis center. “I never really thought I could impact change in any way, but this showed me I can make a difference.” The fact that so many people were involved in the community also was a powerful component. Students were impressed by the range of people who came out to stand up against domestic violence and said, “I couldn’t believe a professional wrestler and the police chief both were there!”

Both the Survivors performance and the art creation for fundraising both engaged the students and the community in raising awareness and education about the realities of domestic violence. I considered this to be a successful activism endeavor and I plan to make it an annual event.

You can read more about it here:

Critical Graduate Student Spotlight: Michael B. Mitchell

Michael B. Mitchell is a first-year PhD student in the Department of Administration of Justice at Texas Southern University (TSU) in Houston, Texas. He holds a B.A. in Administration of Justice from TSU, and an M.A. in Criminology and Criminal Justice from the University of Texas at Arlington. His primary research focus is the impact of incarceration on families, with emphasis on the parenting experiences, challenges, and resiliency among mothers and fathers with histories of incarceration. Outside academia, he enjoys traveling, experiencing various ethnic foods, and watching crime documentaries.

Email: m.mitchell1527@student.tsu.edu

What you are currently working on?

Currently, I am working on several projects that highlight the post-incarceration challenges formerly incarcerated parents face. Most recently, I co-authored (with Dr. Jaya Davis) a journal manuscript titled, Formerly Incarcerated Black Mothers Matter Too: Resisting the Social Constructions of Motherhood, that is featured in the timely, deeply critical, and strictly qualitative special issue within The Prison Journal titled, Race as a Carceral Terrain: Black Lives Matter Meets Reentry. Along with a group of amazing critical criminologists, our work foregrounded the unheard voices of returning citizens of color within the essence of Black Lives Matter. I am now working on two projects that focus on various reentry experiences among women. The first project aims to examine different strategies of maternal resiliency that formerly incarcerated women employ to protect their children from harm and the ills of the streets. The second project concentrates on a group of formerly incarcerated white mothers and contextualizes their experiences of trauma, addiction, and rurality under the framework of spoiled identity. As a critical criminologist, my work is always partisan in deference to marginalized subjects of the carceral state.

Who has influenced your career?

While several individuals have influenced my academic career, I would have never taken my first step without the mentorship and support from Drs. Helen Taylor Greene, Daniel Georges-Abeyie, and Jason Williams. As an undergraduate student at Texas Southern University, a historically Black college and university (HBCU) in Houston, I had the privilege of being in an academic department with two renowned scholars in the area of race and crime. I was introduced to both Dr. Dan and Dr. Greene through one of their doctoral students at the time, Jason Williams (now Assistant Professor of Justice
Studies at Montclair State University. It was through this circle of support that I was introduced not only to Black criminologists, but critical criminology in general. I am forever indebted to these three individuals because I was inquisitive but a handful back in those days!

**Regarding teaching, what classes have you taught and what was your experience like?**

This semester is my first-time teaching and I absolutely love it! I am an adjunct in the Department of Criminal Justice at Lone Star College, the largest institution of higher education in the Houston, Texas area. I teach two sections of Introduction to Criminal Justice to over sixty students. The experience thus far has shown me the power of teaching and the importance of diversity and inclusion among faculty. The demographics of both my classes are a stark contrast to my home institution; however, it is important that my students see instructors like me and receive a diverse education. I am beyond grateful for the opportunity to teach there and receive continuous support from my supervisors and other faculty in my department, as well as other disciplines.

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

Upon graduation, I plan to pursue a tenure-track professorship at a community college or teaching-focused university. While I love research and will constantly publish throughout my career, engaging in transformative pedagogy is my passion. Inspired by criminologists like Dr. Bahiyah Muhammad (Assistant Professor of Criminology at Howard University), I would like to teach Inside-Out courses that consists of inside (incarcerated) and outside (“free world”) students learning within the same environment, bridging the gap between higher education and captives of the carceral state.

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

Being that my current research agenda focuses on the lived experiences of returning citizens, it is necessary I mention Convicted and Condemned: The Politics and Policies of Prisoner Reentry by Keesha M. Middlemass. Through her research, Middlemass shows the social disabling effects of public policies and how they hinder returning citizens from reintegration into society. As a critical criminologist, I am intentional about whose side I am on. Therefore, my research and praxis are always enmeshed within marginalized groups and communities. Andrea Boyles’ recent book You Can’t Stop the Revolution: Community Disorder and Social Ties in Post-Ferguson America, is a perfect example of partisan, activist-oriented research that centers community resiliency in the midst of grave injustices perpetrated against them by the state. Dr. Boyles’ work shows the possibility and importance of being an activist-scholar on the frontlines. While not exhaustive, one more book I classify as one of my favorites is The Chosen Ones: Black Men and the Politics of Redemption by Nikki Jones. In her book, Jones shares the stories of formerly street-involved Black men in San Francisco, and the process they undergo to atone for past transgressions. In their attempt at redemption, these men put their lives on the line to help save other Black men from the streets. Jones’ efforts at humanizing Black men by
showing investment in their own community counters dominant misconceptions of Black men as absentee, lazy, and criminal.

Two recent journal article publications I enjoy that inform my current work include, Gurusami’s Motherwork Under the State: The Maternal Labor of Formerly Incarcerated Black Women, and Ortiz and Jackey’s The System is Not Broken, it is Intentional: The Prisoner Reentry Industry as Deliberate Structural Violence. In her work, Gurusami develops three context-specific strategies formerly incarcerated Black mothers employ to protect their children from state interventions that threaten their mothering. Her work is profound and explicates the unique maternal labor Black women engage in that is often hidden and sometimes results in conflict with the state. Ortiz and Jackey’s article reveal the prisoner reentry industry (PRI) for what it is. Rather than propose more evidence-based programming as mainstream reentry scholars purport, they expose the PRI as an intentional form of structural violence that further perpetuates oppression of returning citizens. All these academic publications represent the kind of research critical criminology is about at its core. Such scholarship is rooted in the voices of marginalized groups and serve as mediums for the public to feel the depths of injustice.
Critical News Spotlight: 

The Passing of Roger Matthews

A message from DCCSJ Vice Chair Dr. Jayne Mooney:

I am so terribly sad to hear of the loss of Roger Matthews to COVID-19. He was a good friend of Jock’s for many years and a leading figure in the development of left realism. Thinking of Roger…brings back so many memories of those days at Middlesex, the Centre for Criminology and the Common Study Programme – a very special, socially committed, interesting and somewhat crazy time, partly summed up by the MA in Deviance!

Below is a link to an interview Roger did some years ago with Julie Bindel on sex work. I still use an early paper Roger did on sex work in my classes – it remains the clearest explanation I have ever found of the debates on decriminalization, legalization and social harm. Roger was, as Jock would say, “bloody good fun”. I expect Jock will have a beer waiting for him when St. Peter eventually lets him through the pearly gates.

He will be much missed. Sending love to Jane and their daughters.

https://www.theguardian.com/lifeandstyle/2008/feb/29/women.ukcrime

Critical News Spotlight

COVID-19: CUNY in Crisis

New York City has since March been at the global epi-center of the COVID-19 pandemic. I work at City University of New York, part of one of the largest public education systems in the country with colleges spanning the five boroughs of the city. In anticipation of a coming budget crisis resulting from the pandemic most CUNY colleges, including my own, John Jay College of Criminal Justice, announced it would fire large numbers of adjuncts, some of whom stand to lose their health insurance, and reduce course offerings by up to 25 percent. The CUNY system largely runs on underpaid adjuncts. In my department over 40 semester-to-semester adjuncts are threatened with being laid off. Our student body, whose education will be severely impacted by these cuts, consists of many low income people of color. John Jay College is a designated Hispanic Serving Institution and a Minority Serving Institution, with nearly 40 percent of students identifying as Latinx, and more than 20 percent as Black. Like their communities, these students have been hit the hardest by the pandemic. At CUNY’s Brooklyn College a third of students have sick family members. Many students are also employed as front-line workers, their meagre income being used to support their families and their education.

One John Jay professor, Michael Yarbrough, and his senior seminar class researched the impact of the crisis on students. They found, not surprisingly, that, “the lives of CUNY students are under unbearable stress” and,

Like their more privileged counterparts, they’ve also struggled with learning online. But their struggles have ranged much wider than that because, like the vast majority of U.S. students, they are not just students. They are workers. Parents. Caregivers. Rent-payers. People with disabilities. Undocumented immigrants.

These students, as Yarbrough put it, “are the still-beating heart of metro New York City, the people who make the region run every day — crisis or not”!

The pandemic has exposed the deep chasm that exists between working class New Yorkers and those of wealth and privilege. Austerity, as another CUNY professor, Ben Lerner, argued, “is powerful people saying, ‘we’ll have to endure painful cuts’ when ‘we’ means ‘everyone but us’” and, as such, “we must stop – in the realm of education and beyond, in this city and beyond – the broken record of austerity, in which crises caused or compounded by underfunding public institutions are used to justify another round of cuts”. Cutting funding for public education is not how you bring back the economy. Further damaging the lives of those of low income who were already living from paycheck to paycheck is not how you bring back the spirit of the city.

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What we are witnessing is, to put it mildly, a failure of the imagination. We should be investing in public education not cutting it. We should certainly not be cutting at the bottom where it impacts on our students and New York City’s most structurally vulnerable workers. For, as CUNY Distinguished Professor Ruth Milkman, who has spent years researching social and economic downturns from the Great Depression onwards, points out: it is when jobs become scarce, that many people, especially young people, turn to education and thus, “cuts in budgets for faculty or other course-related items would be extremely ill-advised, as would hikes in tuition. Both would be self-fulfilling prophecies of decline”3. In fact CUNY’s Brooklyn, Queens and Lehman colleges were all established during the Great Depression.

Part of the solution to the fiscal crisis facing New York City is for Gov. Andrew Cuomo to change tactic and tax the wealthy. This is how revenue can be raised for CUNY. In February a poll conducted for the American Federation of Teachers found that 90 percent of New Yorkers supported taxing the wealthy to raise money for the city. It is essential that CUNY’s college presidents call on Cuomo to do this. “We are”, said, Barbara Bowen, the president of PSC CUNY, the union that represents the 30,000 or so CUNY faculty and staff, “talking about people’s lives here…faculty who have kept CUNY afloat for decades are being tossed aside…If New York refuses to tax the rich fairly, it is choosing to risk the lives of working people to protect the wealth of the super-rich”4.

To reinforce the point, cuts should begin at the top not the bottom. Yet the reality is, since Cuomo became governor, state aid to CUNY has declined nearly 5 percent although the state’s gross domestic product has increased5. At the same time CUNY – once largely tuition free – has seen significant rises in tuition. If after the pandemic has passed and we really want to reimagine New York, Andy Pallotta, NYSUT President, argues, “then it’s long past time that policymakers ask the ultrawealthy to pay their fair share toward education, health care and the essential services New Yorkers rely on. Our message is clear: no state cuts without raising revenue from those who can most afford to pay their fair share.”6

We need to ask, why is it seen as acceptable in one of the world’s most affluent cities to place the burden of the current pandemic and subsequent economic crisis on its lowest income residents who not only have endured for years the fall-out from state disinvestment in public education and services but are also the people most likely to be affected by COVID-19?

Jayne Mooney
Sociology, John Jay College of Criminal Justice and the Graduate Center, CUNY
Vice-Chair Critical Criminology and Social Justice Division, ASC

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3 Milkman, R (2020) Letter to the CUNY Board of Trustees, May 11th
4 Bowen, B. “The fight for tomorrow begins today’ Press Conference cited at:
5 Barkan, R (2020) ‘If Cuomo cuts funding, CUNY lay-offs will be a “blood bath”, The Nation, May, 20th, at:
6 Pallotta, A. ‘The fight for tomorrow begins today’ Press Conference cited at:
Call for Papers (CFPs)

Criminology & Public Policy

THE IMPACTS OF COVID-19 ON CRIME AND JUSTICE

Call for Papers for 2021 Special Issue:

The COVID-19 crisis has and will have a significant impact on society. The impacts of the pandemic on the criminal and juvenile justice systems are already evident in changes to police department services and operations, corrections and incarcerated populations, court operations, resource availability for vulnerable populations, and ongoing justice reform efforts. Substantial adjustments to social and economic routines and resources could also impact crime and disorder.

Research will be needed to understand the impacts of COVID-19 on all facets of crime, criminal justice operations, and policy. To encourage inquiry in this area, the Editors in Chief of Criminology & Public Policy seek studies that examine the impacts of COVID-19 on crime and justice. Accepted papers will appear in a special issue to be published in 2021, and select papers will be featured in a congressional briefing at the U.S. Capitol.

Papers for this special issue must be submitted through the ScholarOne online submission site for Criminology & Public Policy (https://mc.manuscriptcentral.com/capp) no later than April 1, 2021. All papers will go through CPP’s normal peer-review process. For questions about this call for papers, please contact the Editors in Chief, below.

Abstracts due: April 1, 2021

CYNTHIA LUM AND CHRISTOPHER KOPER

Editors in Chief, Criminology & Public Policy

George Mason University

Department of Criminology, Law and Society

Center for Evidence-Based Crime Policy

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https://onlinelibrary.wiley.com/journal/17459133
Call for Papers (CFPs)

Smart Surveillance
Special Issue of Surveillance & Society
Edited by David Murakami Wood and Valerie Steeves
Submission deadline: September 1, 2020 for publication March 2021.

This special issue will bring together research from across the social sciences and humanities about how smart technologies produce and construct surveillance in cities, municipal governments and local public sector organizations. Smart surveillance is the nexus of surveillance with pervasive or ubiquitous computing: sensors, algorithms, machine learning (ML) and artificial intelligence (AI). It concerns robots and automation, and the Internet of Things (IoT), Augmented Reality (AR), voice assistants and smart homes, smart transport, smart health, smart schools, smart cities... smart everything. The questions we are interested in range from:

• the theoretical, e.g. Is ‘smartness’ always founded on surveillance? Is ‘smart surveillance’ just a development of new or digital surveillance, or potentially a bigger transformation in urban governance?
• the empirical, e.g. what are the surveillance features, relations and consequences of particular smart practices, models and technologies?
• the ethical, e.g. what are forms of smart surveillance that contribute to the “good”?
• and the political and political-economic, e.g. what interests are at play in proposals for ‘smart’ developments? Who benefits and who has most to lose? How are smart developments part of a shift to platform governance?

The issue will question how resources are brought together to create smart systems and the ways in which those systems (re)shape practices in education, healthcare, policing, the regulation of public streets and the delivery of other public services. It will seek to capture the legal, ethical, social and political consequences of smart governance and their implications for trust, discrimination, accountability and transparency. How, for instance, does algorithmically-driven teaching software shift educational practices either before or during the pandemic isolation? What are the implications of using algorithmically-driven hubs/situation tables to target persons at risk for service delivery? How does real-time situational awareness reshape policing? And many more.

Proposed topics might include (but are not limited to):

• Theories of smartness and surveillance
• Histories of smart surveillance
• Artificial Intelligence, Machine Learning, algorithms and surveillance
• Smart policing
• Smart surveillance, social divisions and social (in)justice
• Smart workplace surveillance
• Smart surveillance, schools and education
• Smart cities and surveillance
• Smart environments as laboratories and testbeds
• Smart surveillance and health
• Smartness and race, gender, class etc. - we particularly encourage intersectional analyses of ‘smart’
• Smartness and culture(s) / culture(s) of smartness
• Smart people / smart systems: What does it means to be human in a world of smart surveillance?

Submission Information:

We welcome full academic papers, opinion pieces, review pieces, poetry, artistic, and audiovisual submissions. Submissions will undergo a peer-review and revision process prior to publication. Submissions should be original work, neither previously published nor under consideration for publication elsewhere. All references to previous work by contributors should be masked in the text (e.g., “Author 2015”).

All papers must be submitted through the online submission system no later than September 1, 2020, for publication in March 2021. (When submitting, please indicate in the notes box that the paper is for the special issue on Smart Surveillance.)

Please submit the papers in a MS Word-compatible format. For further submission guidelines, please see: https://ojs.library.queensu.ca/index.php/surveillance-and-society/about/submissions

Submission deadline: September 1, 2020 for publication March 2021.

For all inquiries regarding the issue, please contact the editors: Valerie Steeves

vsteeves@uottawa.ca and David Wood
dmw@queensu.ca.
Upcoming DCCSJ Awards

The Critical Criminologist of the Year Award

The Critical Criminologist of the Year Award honors an early-to-mid-career individual’s distinguished accomplishments that have symbolized the spirit of the DCCSJ in some form of scholarship, teaching, and/or service in recent years.

Nomination process: Typically, someone – or a group of people – submit a letter, along with the CV of the nominee. Multiple letters of support are encouraged but not required. The deadline for this award is September 15th, 2020. Please submit your application to Dr. Victoria Collins at Victoria.Collins@eku.edu

The Book Award

The Book Award is intended to recognize and publicize a recent book published within the last 2 years that best serves to further the goals of the DCCSJ by providing an outstanding example of an effort to highlight relevant research, topics, frameworks, theories, etc. The book can be sole or co-authored, edited or co-edited. Textbooks are disqualified.

Nomination process: Nominees should initially contact Dr. Justin Turner at jturner7@framingham.edu. As the chair of this committee, he will provide the mailing addresses of the remaining committee members. The nominees will then make arrangements with the respective publishers to mail out each book to each committee member. The deadline for this award is June 1st, 2020.

The Graduate Student Paper Award

The Graduate Student Paper Award is intended to recognize the work of early career researchers by honoring papers of outstanding theoretical or empirical critical criminological scholarship. Most importantly, papers must make a scholarly contribution to the broad arena of Critical Criminology. The key is that the paper must have been written by someone when he/she was a graduate student and that he/she must not have already published the piece nor is the piece under consideration with a journal. Papers also must have been written within the last two years. The papers can be sole or co-authored however the graduate/undergraduate student must be first author. In order to further the careers of critical student scholars, the DCCSJ 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.

Nomination process: Nominations for the student paper awards must be submitted electronically and include the student’s unpublished paper. The deadline for this award is September 15th, 2020. Please submit your application to Dr. Kaitlyn Selman at kselman@framingham.edu.

The Undergraduate Student Paper Award

The Undergraduate Student Paper Award recognizes and honors outstanding theoretical or empirical critical criminological scholarship by an undergraduate student. The key is that the paper must have
been written by someone when he/she was an undergraduate student and that he/she must not have already published the piece nor is the piece under consideration with a journal. Papers also must have been written within the last two years. The papers can be sole or co-authored however the graduate/undergraduate student must be first author.

Nomination process: Nominations for the student paper awards must be submitted electronically and include the student’s unpublished paper. Typically, someone— a faculty member or advisor— submits a letter of support/recommendation, along with the undergraduate paper submitted for the award. The deadline for this award is September 15th, 2020. Please submit your application to Dr. Kaitlyn Selman at kselman@framingham.edu.

The Lifetime Achievement Award

The **Lifetime Achievement Award** honors an individual’s sustained and distinguished scholarship, teaching, and/or service in the field of critical criminology.

Nomination process: Typically, someone – or a group of people – submit a letter, along with the CV of the nominee. Multiple letters of support are encouraged but not required. The deadline for this award is September 15th, 2020. Please submit your application to Dr. Mark Hamm at mark.hamm@indstate.edu.

The Praxis Award

The **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.

**Nomination process:** Typically, someone – or a group of people – submit a letter, along with the CV of the nominee. Multiple letters of support are encouraged but not required. The deadline for this award is September 15th, 2020. Please submit your application to Dr. Jason Williams at williamsjas@montclair.edu.

For more information, please visit [https://divisiononcriticalcriminology.com/awards/](https://divisiononcriticalcriminology.com/awards/)
What We Are Reading: Latest Articles in The Journal of Critical Criminology

Corrosive Control: State–Corporate and Gendered Harm in Bordered Britain

By Victoria Canning. Published: 25 May 2020

Abstract

As gendered discourses around migration proliferate, research and practitioner focus is often trained on experiences of women in interpersonal capacities, primarily in regard to subjections to predominately male violence. Drawing on research in Britain and activist participation with women seeking asylum, this article expands this focus into the realm of state–corporate harms against women. Previous research demonstrates that immigration law and policy often work to minimalize autonomy at the ground level, and dependence on spousal visas or housing and finances can exacerbate dependence on men, including violent men. This article argues that this punitive landscape of Britain’s asylum system facilitates further violence against women seeking asylum, rather than ensuring protection. Moreover, harm is inflicted by the structures of coercive control set forth by the state and its amorphous relations with corporations. Such structures are largely manufactured by the British state, but increasingly enacted by its corporate allies. These environments, I argue, mirror those of domestically violent perpetrators and work to gradually corrode women’s autonomy and indeed sense of safety.

To access the full article, please visit https://link.springer.com/article/10.1007/s10612-020-09509-1

A Visual and Sensory Participatory Methodology to Explore Social Perceptions: A Case Study of the San Vittore Prison in Milan, Italy

By Lorenzo Natali, Glenda Acito, Christiano Mutti & Valentina Anzoise. Published: 19 May 2020

Abstract

A new range of visual and sensory strategies is emerging as an alternative mode of knowledge in criminology. Drawing on data from a pilot study, which started in 2017 at San Vittore Prison (in Milan, Italy), we discuss the potential, utility and the limitations of a visual and mobile participatory methodology for investigating what is perceived and expected with regard to the presence of prison in today’s urban environment. We do this, first, by considering in detail two techniques for collecting qualitative data: qualitative interviews with mental images (a form of graphic elicitation) and itinerant soliloquies—a mobile methodology. With respect to the latter, we suggest that the use of drawing as a non-representational visual tool, in connection with multisensory aspects of walking, can facilitate the
emergence of often-ignored perspectives, perceptions and narratives about prison. Finally, we suggest how such a project could be useful for the emerging connections between visual, aesthetic and narrative criminologies.

To access the full article, please visit: https://link.springer.com/article/10.1007/s10612-020-09508-2

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**Object not Agent: Reflexivity and Violence in Police Research**

By Kaitlin M. Ball. Published: 17 May 2020

**Abstract**

The feminist criminological research process has focused on minimizing power imbalances between the researcher and the researched. Generally, this has meant adjusting an imbalance that assumes the researcher holds an absolute monopoly on power. According to feminist methodologies seeking to redress this, steps must then be taken to elevate the research subject in the relationship between researcher and researched. Gender alone, however, does not provide a sufficiently sophisticated lens through which to analyze power dynamics in ethnographic research. Both structural and situational factors will play a role in the researcher's reception. In this article, I aim to move beyond the debate of whether a researcher causes harm. Instead, it is a matter of degrees. Drawing on my experiences from an ethnographic study of police, I argue that if the field of criminology better facilitates reflexive methods and allows the researcher to reflect on how her own background may bias her conclusions, we may minimize this harm to some degree.

To access the full article, please visit: https://link.springer.com/article/10.1007/s10612-020-09506-4

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**Social Control and the Gang: Lessons from the Legalization of Street Gangs in Ecuador**

By David C. Brotherton & Rafael Gude. Published: 14 May 2020

**Abstract**

In 2008, the Ecuadorian Government launched a policy to increase public safety as part of its “Citizens’ Revolution” (*La Revolución Ciudadana*). An innovative aspect of this policy was the legalization of the country’s largest street gangs. During the years 2016–2017, we conducted ethnographic research with these groups focusing on the impact of legalization as a form of social inclusion. We were guided by two research questions: (1) What changed between these groups and society? and (2) What changed within these groups? We completed field observations and sixty qualitative interviews with group members, as well as multiple formal and informal interviews with government advisors, police leaders and state actors related to the initiative. Our data show that the commitment to social citizenship had a major impact on gang-related violence and was a factor in reducing the nation’s homicide rate. The
study provides an example of social control where the state is committed to policies of social inclusion while rejecting the dominant model of gang repression and social exclusion practiced throughout the Americas.

To access the full article, please visit: https://link.springer.com/article/10.1007/s10612-020-09505-5

Onward and Upward: The Significance of Mentorship for Formerly Incarcerated Students and Academics

By Grant Tietjen, James Burnett & Bernadetter Olson Jessie. Published: 11 May 2020

Abstract

In the era of mass incarceration, millions of American citizens have been disenfranchised by the social stigma of a felony conviction. Mentorship of formerly incarcerated (FI) students by FI academics—many of whom identify with Convict Criminology (CC)—is slowly forging a pathway out of the social wasteland of past felony convictions. A common goal of CC is to help FI students and academics overcome the social and structural barriers that severely limit their life chances, as well as those of millions of FI citizens in the world’s largest prison system. In this article, three FI criminology faculty members focus on the vital importance of mentorship presented through individual autoethnographic writings. We emphasize four prominent narratives or themes: (1) common narratives of the role of mentorship: encouragement, inclusion, and social capital; (2) differing narratives of the role of mentorship; (3) common narratives of the role of mentorship: experiences of mentoring as activism and advocacy; and (4) common narratives of the role of mentorship in reducing professional fragility. We also consider other dynamics that might emerge in the mentor–mentee relationship involving FI individuals, including the complexities of “coming out” as FI and the fragility of FI identity in the academic world. We conclude with recommendations for future research on the role of mentorship for FI individuals and make suggestions for other areas of study for CC, more generally.

To access the full article, please visit: https://link.springer.com/article/10.1007/s10612-020-09507-3