American Society of Criminology
Division on Critical Criminology and Social Justice

The Critical Criminologist:
SPOTLIGHT

Member Newsletter
Volume 27 | Issue 1

Shining a spotlight on critical topics since 1998
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MESSAGE FROM THE DCCSJ CHAIR

It has been a busy year for the Division of Critical Criminology and Social Justice. Among the highlights has been the joint social event with the Division of White-Collar and Corporate Crime at the 2018 ASC Conference in Atlanta; support for and endorsement of research into sexual harassment in higher education in the lead-up to the ASC Conference; the appointment of Avi Brisman to editorship of Critical Criminology: An International Journal; publication of our very substantial electronic Newsletter twice a year under the guidance of communications manager Kyle Mulrooney; providing a grant of $1500 to Rita Shah and colleagues as a contribution toward the critical criminology focused conference at Eastern Michigan University in April 2019; initial work by our official Division archivist, Jane Mooney, in gathering and analysing historical documents relating to the Division; and preparation of an ‘orientation’ package for members of the DCCSJ Executive team.

DCCSJ Awards

The DCCSJ Awards Committees were also busy in 2018 and award winners are as follows:

**Lifetime Achievement Award**

Chair: Rob White
Committee Members: Martin Swartz; Joe Donnermeyer; Kerry Carrington; Gregg Barak
Description: The Lifetime Achievement Award honors an individual’s sustained and distinguished scholarship, teaching, and/or service in the field of critical criminology.
Awardees: Jeff Ferrell, James Messerschmidt

**Critical Criminologist of the Year**

Chair: Michael Coyle
Committee Members: Travis Linnemann; Marty Schwartz; Daniel Kavish; Ingrid McGullog
Description: 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.
Awardee: Kate Henne

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MESSAGE FROM THE DCCSJ CHAIR

Teaching Award
Chair: Carla Barrett
Committee Members: Carl Root; Stas Vysotsky; Michael Coyle; Elyshia Aseltine, Shelly Clevenger
Description: The teaching award recognizes contributions that have made a significant impact on the teaching of critical criminology at the local, state, regional, national, or international level. These contributions may include a) exemplary classroom teaching and/or student engagement activities, b) leadership and innovation in teaching developments such as the preparation of teaching and curriculum-related materials and publications, c) contributions to the scholarship on teaching and learning, d) contributions to the enhancement of teaching within state, regional or national associations.
Awardees: Rita Shah, Martin Schwartz

Graduate & Undergraduate Student Paper Award
Chair: Kyle Mulrooney
Committee Members: Kaitlyn Selman; Mike Gibson-Light; Brendan Beck
Description: The Graduate/Undergraduate Student Paper Award is intended to recognise the work of early career researchers by honouring papers of outstanding theoretical or empirical critical criminological scholarship. The key is that the paper must have been written by someone when they were a graduate/undergraduate student and that they must not have already published the piece nor is the piece under consideration with a journal. Papers under consideration for this award must further the goals/aims of the DCCSJ by examining critical topics, employing critical methodologies, drawing on critical theories or advancing/developing a critical framework in the analysis. Most importantly, papers must make a scholarly contribution to the broad arena of Critical Criminology. Papers 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.
Awardee: Undergraduate Paper, Laurel Wilson/Postgraduate Paper: Not awarded this year.

Praxis Award
Chair: Vincenzo Ruggiero
Committee Members: Victoria Kurdyla
Description: The DCC Praxis Award recognizes an individual whose professional accomplishments have increased the quality of justice for groups that have...
MESSAGE FROM THE DCCSJ CHAIR

...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.

Awardee: Not awarded this year.

Best Journal Article Award

Chair: Kerry Carrington
Committee Members: Avi Brisman (editor); David Kauzlarich (former editor); Valeria Vegh Weis
Description: The Best Article Award will be given annually for the best peer reviewed article, published in Critical Criminology in the previous year, that, in the opinion of the award committee, makes an outstanding original contribution to knowledge.


Book Award

Chair: Rob White
Committee Members: Mike Gibson-Light; Judah Schept; Amanda Sanchez
Description: The Book Award is intended to recognise and publicise a recent book published within the last 2 years that best serves to further the goals of the DCCSJ by proving 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.


ASC Conference – Annual General Meeting

In the lead up to and after discussions at the DCCSJ Annual Meeting, the following items have been proposed for implementation in 2019:

• amendments to the DCCSJ Constitution:

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That the membership of the DCCSJ Executive Board include the Communications Manager, the Chair of the Critical Pedagogy Collective, and the Journal Editor, as non-voting members of the Executive Board.

That the membership of the DCCSJ Executive Board include a Student Representative, voted in by student members of the DCCSJ, who will be a voting member of the Executive Board.

The rationale for this is basically to broaden the input of Division contributors who are ‘appointed’ rather than ‘elected’ and who play a significant role in the life of the Division to the extent that they should be closely engaged with the activities of the DCCSJ Executive Board. Including a student representative provides further representative voices on the Executive Board.

It has been further proposed that we provide travel support for the student representative so that they can travel to the ASC conference.

• that the Honorarium for the Communications Team, take the form of reimbursement support for travel to the ASC meeting (which is easier from a tax and payment standpoint), and also the criteria for payment (i.e., what people need to do for this support)

• that we establish ‘public forum funding grants’, to be used to foster the public profile of critical criminology, and to be used in conjunction with events such as bona fide critical criminology conferences [such as the Eastern Michigan conference this year]

• that we discuss the various roles of the Executive in regards to general expectations (e.g., staffing of table at ASC, sitting on awards committees, contributions to newsletter) and specific functions (e.g., 1 x social event coordinator; 1 x public forums funding grants coordinator; 1 x ‘Sessions of Interest’ coordinator for the ASC conference handbook; 1 x secretary [includes notes from AGM, liaison with archivists, maintenance of the paper trail]

• that there be monetary prizes for student award winners and/or free membership of the DCCSJ and/or publication in Critical Criminology
MESSAGE FROM THE DCCSJ CHAIR

• that we delete the requirement for a cv to accompany the book award nomination

• that we endorse multiple letters of nomination as best practice for DCCSJ awards

The key rationale for this, as raised at the AGM, was that there ought to be multiple letters for social justice reasons - in particular, that this allowed for a range of narratives to be included, from a range of people, so that a wider number and types of contributions could be acknowledged (not just the same old, same old and not just favouring 'older white men').

Business Arising: 2019

The DCCSJ has been approached to assist with sponsoring particular speakers and sessions at the 2019 ASC Conference. In some instances, this has included requests for financial support. Accordingly, the Executive Board grappled with the question:

(1) should we advertise generally across the membership and have all calls for assistance to be pooled and then select from these

(2) given the timeframe, decide whether to support a particular request in the here and now

(3) after deciding 'yes' or 'no' to the specific request, draft a policy statement so that in future all requests for money are dealt with by the Executive together rather than on a case-by-case basis

It was decided that option (1) is the preferred course of action. Moreover, any decisions on conference support needs to be considered in the light of the DCCSJ establishing a yearly public critical criminology conference assistance fund.

Executive Board and Membership Participation

The Executive Board was elected in late 2017 and will serve out its term as of November 2019. Rob White is Chair and Kerry Carrington is Deputy Chair. The rest of the team include Travis Linnemann (Treasurer), Jeff Ross (Past Chair), and Michael Coyle, Vincenzo Ruggiero and Amanda Hall-Sanchez (Executive Counselors at Large).

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MESSAGE FROM THE DCCSJ CHAIR

Kyle Mulrooney is Communications Manager, who has been ably assisted by Krystle Shore, Alexa Bejinariu and Cassandra Boyer. Carl Root is chair of the Critical Pedagogy Collective. Avi Brisman is Editor of Critical Criminology. Special thanks are due to Shyloh Wideman for website assistance.

Our current (March 2019) membership stands at 184 members and there is certainly scope to grow. It is resolved that we embark on a membership drive as soon as possible in order to build up the membership base of the DCCSJ; and that we discuss composition of the Nominations Committee and the Elections Committee and start the process of election for 2020 Executive Board positions.

For 2019, we need:

Chair of Public Forum Funding Grants Committee
Chair of Nominations Committee
Chair of Elections Committee

Presently the Treasurer is also the Secretary. It has been proposed that we split this into two positions, and this, too, will require Constitutional change.

• further amendment to the DCCSJ Constitution:

That the position of Secretary be created from one of the existing Counsellor positions on the DCCSJ Executive Board, the functions of which are to take meeting notes at the AGM, liaise with the Division archivist, and collate and maintain Division decision-making and general business records (including official email correspondence).

The other thing the Division needs to do is to assign members of the Executive and members-at-large to the various awards committees. The key committees are:

Lifetime Achievement (chaired by Rob White);
Teaching (chaired by Carl Root and the involving the Critical Pedagogy Collective);
Book Award;
Journal Award (chaired by Kerry Carrington);
Student Papers (chaired by Kyle Mulrooney);
Praxis;

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MESSAGE FROM THE DCCSJ CHAIR

Critical Criminologist of the Year (chaired by Michael Coyle)

As always, in 2019, the goal of the DCCSJ is to build our base and to expand our reach. Critical criminology and social justice are global pursuits and this fact needs to be reflected in the composition and work of our membership.

Rob White
Chair – Division on Critical Criminology and Social Justice
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Past Chair: Professor Jeffrey Ian Ross  
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MESSAGE FROM THE DCCSJ COMMUNICATIONS TEAM

Dear members of the DCCSJ,

The communication team has been working hard to put together what we hope you will find to be another engaging and informative edition of The Critical Criminologist: Spotlight. Once again, we are fortunate to have fantastic contributions from a variety of scholars. The DCCSJ is thankful for their willingness to contribute to the Division and we are appreciative of the dedication of their time.

This edition is organized around a celebration of teaching and mentors more generally, with a particular focus on DCCSJ teaching award winners Marty Schwartz and Rita Shah. Indeed, we kick off with a contribution from Jim Taylor who spearheaded the effort to nominate “Marty” for last year’s DCCSJ teaching award. What is clear from this is that Marty’s capacity as a friend and mentor has touched the lives of many, myself included as both he and Jim guided me through my own MA.

Next up, we have a special contribution from Valeria Vegh Weis who interviewed René van Swaaningen about his fascinating work and the new International Master’s in Advanced Research in Criminology (IMARC): https://www.internationalmastercriminology.eu/

In the Critical Teaching Spotlight, Rita Shah draws on her experience as both mentee and mentor to explore the impact of current university conditions on these roles.

Last but not least, DCCSJ communication team member Alexa Bejinariu is featured in our Graduate Student Spotlight where she discusses some of her current research and reflects on her experience teaching in higher education.

As always, we have included a variety of important news items and announcements and have highlighted some of the work of our DCCSJ members of which we are very proud.

We present to you Vol. 27, Issue 1 of The Critical Criminologist: Spotlight.

Best wishes,

Kyle, Alexa, Cassandra and Krystle
THE DCCSJ COMMUNICATIONS TEAM

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Dr. Kyle Mulrooney (Chair)
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Prof. Schwartz is a criminologist who has specialized in two areas. Most of his publications are in the area of violence against women, including sexual assault, physical assault, sexual harassment, and child sexual assault. His second area, where he has also published extensively, is in the area of criminological theory, and especially in critical criminology and left realist criminology.

Prof. Schwartz has won numerous awards for his teaching and research, including being the first social scientist named Presidential Research Scholar at Ohio University. He is a Fellow of the Academy of Criminal Justice Sciences, and was recently given the Lifetime Research Achievement Award by the Critical Criminology Section of that group. Two different divisions of the American Society of Criminology (Critical Criminology, and Women and Crime) have given their lifetime achievement award to Prof. Schwartz. At Ohio University, he was named the the Outstanding Graduate Faculty Member, and twice won the Outstanding Teaching Award of the College of Arts and Sciences.

In his research, he has published 14 books, more than 70 refereed research articles, and another 75 book chapters, agency reports, or essays, and presented over 130 paper or invited presentations. Most recently he has co-authored a textbook in deviant behavior, and a book on the Male Peer Support Theory he and Walter DeKeseredy have been writing about for 25 years. Before that, they published a university press book on a research study looking into rural women who were sexually assaulted after deciding to end their relationships. They have most recently signed a contract with the University of California Press to publish their most recent work on violent assaults against women during relationship breakups.

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I was recently approached and asked why I spearheaded the effort to nominate Martin D. Schwartz ("Marty" with affection) for last year's ASC Division on Critical Criminology & Social Justice (DCCSJ) teaching award. The simplest response to this question was probably “why wouldn't I?” The question got me thinking beyond a simple nomination process. I also felt that some of my thoughts on Marty’s worthiness of the award and reflections on the ways in which he has conducted himself as an educator might be of benefit to others in the field. I also wanted to celebrate Marty, his style, his efforts; and, above all, the years of faithful friendship and opportunities to learn from this great man of scholarship.

“I also wanted to celebrate Marty, his style, his efforts; and, above all, the years of faithful friendship and opportunities to learn from this great man of scholarship.”

To begin, back in early March of this year, I received email correspondence from a Nashville musician friend of mine named Ronnie Dunn. For anyone not familiar with country music celebrities, Mr. Dunn is the lead singer and primary song writer for the multi-platinum selling, two-time Grammy Award Winning super duo Brooks and Dunn. He is also an award winning photographer and occasional sociology enthusiast. He was emailing me to say “you’ve chosen a noble and exciting path my friend.” Instantly, I thought of Marty.
CRITICAL CRIMINOLOGIST SPOTLIGHT

If it had not been for the encouragement and intervention of Marty Schwartz during my early graduate schools days, I would have never even considered being on the path of a college professor and researcher. In fact, I would not have been involved in research that led me to meet and work with interesting characters like Mr. Dunn.

As I discussed at length in the nomination letter for Marty, his has been a career and life of noble effort that overwhelmingly demonstrates the more than four decades of significant presence, innovations and effectiveness in the teaching of critical criminology at state, regional, national, and international levels, remarkable student engagement, high-profile publication opportunities for students, notable curriculum-related materials and publications, major contributions to the scholarship on teaching and learning, as well as valuable contributions to the enhancement of teaching within national associations.

Before we get into samples of these many outstanding qualities and achievements, I should probably introduce the specifics of my relationship with Marty. I am an Associate Professor of Sociology in the Ohio University system. I first met Martin D. Schwartz 23 years ago. I had traveled to Ohio University as an MA student in Sociology. At the time, my goal was to become a probation officer. After taking a course with Dr. Schwartz on cutting edge topics in critical criminology, my life and career paths were forever changed. I should probably note that Marty was the Department Chair, and not my advisor. But as a proactive and caring teacher, he took the initiative to really foster an environment so conducive to learning, committed to combatting toxic stress and generating excitement about knowledge and the possibilities of applying it. I would genuinely want the same type of rich experience for my own three kids. Marty, who has many notable wizard-like qualities, something like Gandalf the Gray meets Robert Merton, quickly took the opportunity to help me start mapping out my academic adventure in sociology. Marty was blessed with a unique ability to turn you on to the content, hold your attention (frequently with his famous sense of humor), share something of value, demonstrate its application in the real world, and get you thinking of how to put it to good use for yourself and others. But it doesn't stop there. First he trains you, then he busies himself trying to get you to start to visualize yourself as the expert, and then he does what he can to propel you into the workforce somewhere that fits your talents.

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Somewhere along the way, he also works in some of his eclectic taste in good music, to help keep it as light and interesting as possible. His approach also has the added benefit of easing the tensions in a pressure cooker environment. A five minute conversation with Marty can easily range from Marvin Wolfgang, to Jerry Jeff Walker, Maria Muldaur, Billie Holiday, The Kingston Trio, Steve Goodman, “paralyzed” by the Legendary Stardust Cowboy, and back to something like moral panics, and a conversation about your own research interests. Like a masterful orchestra conductor, he pulls it off seamlessly, shifting the movements from chaos to tranquility, as natural as breathing. I also once sat through a lecture or two where he wore his train conductor’s hat. The man just has style. Simply put, he really makes a point to see the instruction through for those who show genuine interest – and still puts on a grand lecture performance for all students who show up and tune in.

I had never (and I mean NEVER) considered wanting to be a teacher of any kind before I was fortunate enough to fall down the right rabbit hole and land in Marty’s world. The reader’s digest version is that he approached me with funding to accompany him to my first academic conference - American Society of Criminology 1996 Annual Meeting in Chicago, IL. Once onsite, not only did he introduce me around, it was clear that he had talked me up to others. I distinctly remember sitting in on sidebar conversations with Dragan Milovanovic about the wonders of Mobious bands, being called “Marty’s boy,” and just having my mind set ablaze with excitement for all of the intellectual curiosities and possibilities. It was beyond stimulating, and I was instantly hooked. He also encouraged me to take a teaching internship under his supervision, and personally coached me through every step of teaching my first class. Twenty three years later, I am a tenured Associate Professor, published author of popular academic books (multiple times with Marty), proud teacher of topics in critical criminology, and filled with gratitude for a man my wife frequently refers to as my “Soc dad,” Martin D. Schwartz.

In the words of his past students, as expressed in numerous evaluations of instruction, they find Marty to be equal parts “caring,” “available and accessible,” “relevant,” and “engaging.” Part of Marty’s wizard magic is his ability to see potential in students and just in people in general, that they do not yet see in themselves.
The wizard doesn’t stop there. He then helps put them in position to learn, use the skills being shared, finding outlets for putting the skills to work, and following it through with creative and passionate networking. Then, once the student progresses to using these skills through research or some form of occupation, the most fortunate ones get to see him in action at a conference. A typical example of the Wizard’s MO can always be seen at the annual ASC meetings. There Marty effectively holds court at the hotel bar or restaurant with some of the most effective networking going on you will ever witness. He brings together prospective students, ABDs on the market, department chairs and new faculty with open position, and even high-profile authors and acquisition editors looking to sign the next aspiring talent. Then, he continues to educate on the career paths, roadblocks, and obstacles through the various stages of a career. From what I have seen, there is no ending to the lessons from the wizard educator. As shared in the own words of some of Marty’s former and current students, some of us have continued to learn from Marty for 20, 30, even more than 40 years. But the Energizer Bunny of academics that he is, Marty continues to do what he does best, and what he knows so well: he teaches from the mind, the heart, and with tireless devotion. In doing so, Marty has collected quite a few nicknames, from “academic dad,” “soc dad,” “the oracle,” “wellspring,” and “the wizard,” among others. These are names used with no sense of irony. They are used with a rare and profound respect that will come to light through the many stories shared by former and current students below.

When word got out regarding this nomination, I received letters from many people, some of whom I have never met or known, asking me to include their words about Marty. These letters are included blow.

Distinguished Professor from Rutgers University Jody Miller writes:

“Marty literally changed the course of my life. As a first generation college student who had no idea what graduate school - or a career in academia - even was, I never would have ended up in this life if not for him. He was still an assistant professor when I took a class with him in 1987 when I was a college senior. I wasn’t a sociology/criminology major, but took the course - violence against women - in order to fulfill a requirement for a women’s studies certificate. I was so taken with his engaged and thoughtful teaching that I took another class with him - juvenile delinquency - and he then encouraged me to apply for graduate school, educating me on what it all meant.
He then mentored me through an MA at OU in sociology, and helped me prepare for further graduate studies. He supported what was an unconventional master’s thesis on cultural artifacts that derogate women, encouraged me to attend and present at professional conferences, and brought me along as a co-author on what became my first publication. Every success I’ve had in my career is owed to a young enthusiastic assistant professor recognizing and cultivating talent in a shy undergraduate with virtually no cultural capital in the world of academe. He is life-changing."

Rachel Fairchild, MA (Criminology), GWU, and former TA shared:

My first experience with Marty Schwartz occurred about two weeks prior to my first day as a master’s student. I stood nervously on a DC street corner, preparing myself for a meeting with the man who would soon become my supervising professor, trusted mentor, and friend. As a fledgling graduate student, Marty was an immediate ally, lending support and guidance from the start. While my academic background has been peppered with wonderful teachers who served as sources of inspiration and support, Marty unequivocally and almost instantaneously rose to a position of prominence among them, bolstering my growth as a scholar and ensuring success in my program.

While my TA position at George Washington University was technically to support Marty, it is laughable to think that I helped him more than he helped me. I recall the exact feeling of surprise I felt as it quickly dawned on me how much Marty cared about my progress. Never before had I encountered a professor so willing to encourage me and share his wisdom. A veteran of the field, he ensured that I had all the tools to succeed, and that no opportunity passed me by. He encouraged me to submit my first abstract, to apply to doctoral programs, and to present my first academic paper. At one point in time, these tasks seemed lofty and frightening. Indeed, I would have happily let many of these opportunities pass me by under the assumption that I would not make the cut. Marty not only encouraged me to try, but showed me the avenues for success. He threw every opportunity he came across at me, and gave me advice when I asked for it (and more importantly, when I didn’t ask but needed it).

What’s more, I am certain that I was not the first TA Marty took under his wing, and I am not inclined to believe I will be his last. Everywhere I went, I watched Marty reaching out to others, suggesting research opportunities and offering exposure to his extensive network of colleagues and friends. It was not uncommon for Marty to introduce someone to me as a previous TA of his, citing the many successes they have had since, and almost always with a humorous tale from their younger years. Though the faces were different, they all held the same expression: anyone who has worked with Marty learns to take a playful ribbing in good humor.

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This humor is my favorite attribute of Marty’s, and what makes him such a powerful mentor and teacher. It is easy to grow accustomed to the solemn nature of academia, but Marty ensures that no one ever takes themselves too seriously. His lectures are a performance of content and comedy, enabling him to command students’ attention and interest. In this way, he offers a special approachability and friendliness that I have seen many people—young undergrads and lauded professors, alike—take to. It is this tendency that makes Marty such an engaging and well-liked professor and friend.

As his TA, I have watched Marty teach several semesters’ worth of scholars, and every semester I was able to observe these young students experience an introduction to a field that, to Marty, symbolizes a lifetime of work. The guidance he provided to these pupils is similar to that which he provided to me: unending know-how, quick wit, and attention to detail. He drove a class to success while still taking time for the struggling student who lagged behind.

Though I worked with Marty for the entirety of my master’s program, it took but a couple of days for me to realize that Marty truly enjoyed the selfless art of helping others succeed. Whether it be in the classroom or at a national conference, Marty is there with a listening ear, great advice, and good humor. Marty Schwartz is, in every sense of the word, a world-class mentor and teacher.

Brian Wittrup, educator, Ohio Department of Rehabilitation and Corrections Administrator, and former graduate student and TA of Marty’s writes:

“When any organization is thinking of giving an award for teaching, I think we have to realize there are not many people like Marty. People with all three of these traits: ability, devotion, and selflessness. When you mix these traits in with a beautiful mind, a wonderful sense of humor, and a mischievous wit then you have the whole package. Marty was an excellent teacher who engaged his students and challenged them. His lectures were not only relevant to the material, they were entertaining and interesting. Having taught at Ohio University on and off for 16 years after my graduation, I can say without a doubt I modeled my lectures and class structure from Marty’s. I sat in his lecture each day and wrote down nearly everything he said, even noting the side stories and examples he gave. I was like a court stenographer writing things almost verbatim. More importantly, I made notes on the way he would engage the class, marking changes in tone, when he used examples, timing of jokes, and how quickly, or slowly, he covered different materials. Although many of my college days are a little fuzzy at times, I think I had to seek treatment at the health center for repetitive stress damage to my hand after that quarter.

In my opinion, good teaching is a performance. Just about anyone can get up in front of a group of people and recite facts, or provide information, or even tell stories. The question is not just what information they deliver, the question is whether or not the student remembers the information provided and, more importantly, wants to know more.

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CRITICAL CRIMINOLOGIST SPOTLIGHT

I respect that some may disagree, but I believe there is an element of entertainment in education, so as to capture the attention and release the imagination of the student. I remember comparing Marty’s lectures to the performances of a comedian. Not because he was there to make people laugh (which he did quite frequently), but also because good instruction is as much about content, timing, body language, and delivery as telling a joke. Body language matching content, vocal tone changes to keep attention/highlight important points, reading the audience to determine who is engaged and who is not, improvisation on the fly when your audience is not grasping the concept or is fading, and adaptation to different questions when they come up are all necessary elements to make an excellent teacher. Marty possessed all of these.

As I worked as his GA I made notes of not only the content of the class, but also how he interacted with the students and how he performed the lectures. The notes filled an entire 100 page notebook which I still had up until only a few years ago when it was destroyed in a flooded basement. In the years of my life following graduate school, the lectures I gave at Ohio University-Chillicothe, while updated for the decades which passed, still had much of the same structure and many of the same examples or stories to explain sociological concepts. While I developed my own unique performance, it was still an adaptation of the same script which I learned from Marty 23 years ago. Because of this, the bulk of my students were not only educated, they were engaged in the class. The greatest compliment I ever received was when a student came up to me after lecture one day and asked if I could “perform” at a luncheon she was having for the VA hospital. When I asked what she wanted me to do, she told me to “just talk about critical crim and stuff like you do in class… but tell those stories and examples and do it like you do here”. To compose that 1 hour “performance” at the VA, I remember pulling out that old notebook and checking to see if I could grab some “A material” from the pro who helped make me what I am today.

Marty was not just a good teacher, he was a trusted confidant and a source of wise advice. He was there for me after my very first lecture when I completely bombed and had a panic attack in front of the class. Luckily I learned quickly that the beauty of being a university instructor was that you could cancel class, so instead of continuing my panic and/or running out the door I was able to casually tell the class it was a lovely day and I felt like ending class early. It was raining outside. When I told Marty the story, he laughed and told me I had learned the most important part of teaching. He told me it was my class to control, to guide, to develop. He told me I have a responsibility to the students, but that I was looking at this the wrong way. Every time you get a new class, the students are usually the ones who are worried about you. As the instructor, you control their grade, you control a small part of their journey in life. He emphasized that this responsibility was not something one should take lightly, but it was a useful tool you could use to gain confidence. He told me that once I realized it was the student who was worried about performing for me, then I could loosen up and just let things flow from there. I asked him whether or not I was really ready and inquired about a replacement. He told me I was as ready as any other graduate student could be and he told me to give it a night and sleep on it. The next day I could either go to the class or come to his office and he would find a replacement.
CRITICAL CRIMINOLOGIST SPOTLIGHT

He said only I could answer the question of whether or not I could do this and where my feet took me the next morning would be the answer. I went to my class, never looked back, and later that academic year I won the graduate student teaching award for the College of Arts of Science. I never asked, but I would guess Marty, along with many other wonderful people in that Sociology Department, had a lot to do with that award.

Marty not only developed my academic skills, he helped me develop as a young man. He pushed me when I needed motivation. He encouraged me when I was overwhelmed. He brought me back down to earth when I puffed up with too much pride. I have never asked him, and I probably should have, but I truly believe Marty measures a large part of his personal and professional success on the outcomes of those he has taught and mentored. I can vouch for the fact that he has a substantial list of accomplished individuals among those he has taught and mentored, in Academia and throughout the public and private sectors of our society. This is a legacy which makes him an outstanding candidate for this award. But, I think there is one more thing to mention about the impact Marty had as a teacher. I believe that being taught and mentored by Marty is a lifelong attribution. If someone ever approached me professionally and asked for assistance, saying they were referred to me by Marty Schwartz, I would do all I could to help them. It is like you are a part of an exclusive club of people who had the opportunity to work with Marty and there are members of this club throughout the world. More importantly though, in my own life I seek out opportunities to teach and mentor others and I measure a large portion of my success not by how high I climb, but by how many people I help lift up. This is not necessarily out of duty to Marty, rather it is the honoring of an unspoken trust and sense of duty to others, and of a type of service to be passed on to others, that was instilled in me by Marty. In this way, Marty Schwartz has touched countless lives, many of which he has never known and will never meet."

William Miller, Professor and Associate Provost from Carthage College shared:

“I met Marty for the first time when I took an undergraduate course from him approximately 30 years ago. He was incredibly smart, witty, insightful and perhaps most - inspiring. I wanted to know what he knew and I wanted to use that knowledge to make the world a better place. That inspiration led me to pursue a Master’s Degree and eventually a Ph.D. But his teaching extended far beyond the classroom. Marty showed me how to be a professional academic and a scholar. He provided me with my first publication opportunity and we co-authored a number of things together over the years. One of the most important things that I learned from Marty was to help students and colleagues - by connecting people and providing them with opportunity. To this day we stay connected as colleagues and friends. And of the hundreds of teachers, scholars and mentors I have had over the decade, there is no one who had a bigger impact on shaping my professional life than Marty Schwartz. It is the kind of debt that can never truly be paid.”

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CRITICAL CRIMINOLOGIST SPOTLIGHT

Social Science Researcher and Editorial Assistant Molly Legget wrote:

“I first met Dr. Schwartz when I switched majors after my first quarter at OU and I knew even as a bratty 18 year old that he was going to make a difference in my life. Doc was the professor who made me think outside the box, who forced me to ask questions, taught me to question everything, and to write. And then write, write, and write some more. Always his door was open, whether for advice or feedback on a paper or general conversation.

I walked into Doc’s office during my senior year and we had “the talk” about what was next for me. When I told him I would probably head back to Columbus to get a “real job,” he laughed at me and told me that was stupid (thank goodness for his bluntness) and that I was going to stay at OU for grad school and I’d be his TA. Doc opening that door for me led to my discovering 2 things: 1) teaching college kids was not my forte and 2) doing research is my thing. Doc used my thesis to publish an article so that I could have a publication that is still referenced over 20 years later. As if that wasn’t enough, when I finished the MA program, Doc set me up with the research department at the Ohio Department of Rehabilitation and Correction, and voila! I had an internship that led to a position with the department. Again, that wasn’t enough so over the past 20 years, Doc has connected me with publishers so that I have been able to expand my set of skills to include editing, creating indices and auxiliary materials for new textbooks.

I can honestly say that Doc is an amazing teacher, but more than that, he is a rare breed who genuinely cares about his students and wants what is best for them. I realize it sounds cliché’, but Doc really and truly wants to help his students succeed, and will use any and all of his contacts (and he has TONS) to make it happen.

I didn’t become a professor or world renowned sociologist, but my life has been shaped by one. He continues to enrich my life, mostly via witty emails, and I owe him so much. I am one of many.”

K. Sebastian Leon, Assistant Professor at Rutgers University Department of Latino and Caribbean Studies shared:

“I would like to share that Marty played a critical role in not only helping me navigate my dissertation as a member of my committee, but in recruiting external committee members that could further help me develop as a critical criminology scholar. Furthermore, he provided invaluable guidance in navigating the job market and my teaching responsibilities as an adjunct. I would be a lesser scholar and teacher if it were not for Marty’s mentorship (and humor). As a recent graduate (2017) and junior scholar, I am not exaggerating when I say that Marty single-handedly helped me reach critically important milestones in my nascent career. He was the architect of my dissertation committee, facilitating the inclusion of Gregg Barak and David Friedrichs on my project while also personally serving as an external committee member...
CRITICAL CRIMINOLOGIST SPOTLIGHT

He mentored me through two job market seasons, giving me advice that struck the right balance between career-related priorities and mental health & sanity priorities. He provided critical feedback on job market letters, syllabi design, pedagogical approaches, and working with TAs.

Upon reflecting, I can warmly underscore something that I may struggle to articulate regarding how I understand the kind of mentor-teacher that Marty is. He’s a true mentor; when there are so many other ways to spend one’s time and energy, he chose to allocate his to supporting students. Phrased differently, Marty never had an instrumental reason to care about me or my trajectory. For instance, I was never his TA, we never even discussed co-authoring anything, and he was not a co-PI on a project in which I labored over in grad school. He had no professional incentive to spend time mentoring me or helping me with grad school trivia the existential crises: his home department did not “look better” (or worse) whether I completed my degree or where I landed after doing so.

And yet, he always looked out for me professionally, and again, his sense of humor and what I’d call ‘prosocial cynicism’ ensured that we could always keep it real. Whereas I have felt intimidated or pressured by some mentor-mentee relationships, I felt like Marty automatically knew my professional weaknesses and would sprinkle pieces of advice and wisdom to help me navigate them on my own terms.

In short, there is no other mentor in my professional life that has influenced such a broad range of positive outcomes: from my own course design as an adjunct, to my dissertation, to my visiting assistant professorship, to my current assistant professorship, Marty has been there for me as a teacher and a mentor. I unequivocally support him for the teaching award of the ASC Division on Critical Criminology and Social Justice.

Carol Gregory, Director of Criminal Justice Studies at Baldwin Wallace University writes:

“Marty has a way of preserving the dignity of others while still giving them what they need. Marty knew that I couldn’t afford to take a study class for the GRE. When I bombed my first test, Marty bought a computer-based study program for the department. I got it first on the condition that I taught the next cohort of test takers in the department how to use the program. When another grad student in my department was having financial difficulties, Marty connected her with a survey research job, which she bequeathed to me when she graduated. Marty had heard that some of the students were having trouble, towards the end of semester, buying groceries. He came to class and announced, “I have a problem. My wife has made too much damn chicken. There are only two of us in the house and we can’t eat it all and I can’t let it go to waste. Can any of you come over for dinner tonight and help us out? I would really appreciate it.” And, he and Carol fed my graduate class. He is still supplementing impoverished grad student with “jobs” like checking references on a text book he is authoring or administering a survey. It is uncanny how he always has a little work he needs done (usually paid for out of his own pocket) when someone is too broke to buy their books”.

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Daniel Martinez, Assistant Professor of Sociology at the University of Arizona adds:

“Marty has been a tremendous mentor to me over the past several years. I really appreciate him and everything he’s done. There is something to be said about those who set an example as teachers by teaching the new teachers how to settle in and really become effective teachers.

I met Marty in 2013 during my first year as a new assistant professor at George Washington University. Marty would frequently pop into my office to chat (it’s always nice to see a friendly face in a new place). He would take time out of his day to provide publishing and networking advice as well as information about various research opportunities. For example, he strongly encouraged me to apply for the Racial Democracy, Crime and Justice Network’s (RDCJN) Summer Research Institute (SRI). Participating in the SRI and being part of the RDCJN has been extremely important for helping me stay focused on the path to tenure. I frequently describe participating in the SRI as the single best academic experience I’ve ever had. Marty was an important part of making that happen. When I think about the things I miss most about Washington DC and George Washington University, Marty is certainly on the list.

I don’t think you can “teach” someone to be a great teacher-mentor. Either you are or you’re not. And Marty truly is a great teacher-mentor. I can’t think of a more deserving person to nominate for the Critical Criminology and Social Justice division’s teaching award.”

Just as a snapshot of his vita, a few relevant highlights include but are not limited to the following:

Five of his eighteen books, 29 of his 72 referred articles and 10 of his 43 book chapters are coauthored with junior faculty or graduate students. In other words, Marty has dedicated over 30% of his professional writing to mentoring others. He has chaired over 30 thesis committees, served as an external committee member for 15 dissertations and provided external reviews for many universities. Just looking at refereed articles, he has co-authored pieces with students 13 times (this does not even including former students). He has invested his time and effort heavily for the betterment of our field and our future scholars. Additionally, he was a member of the American Sociological Association Teaching Resource Group for many years, a group that provided consultants for curriculum and departmental reviews. He has performed evaluations for a variety of departments, including the University of Scranton, the University of Massachusetts, Boston, the University of Minnesota, Mankato, and Towson University.
CRITICAL CRIMINOLOGIST SPOTLIGHT

He has served two terms on the editorial board of two different teaching journals, Teaching Sociology and Journal of Criminal Justice Education), publishing in each. I also noticed that he as edited 7 editions of 2 American Sociological Association teaching volumes, and published resource material for the American Sociological Association on tips for teaching deviant behavior.

Then there are the highlights of Marty’s teaching accomplishments over the years. He won the College of Arts and Sciences Outstanding Faculty Member Award twice (in two different years). Marty also won the Ohio University Outstanding Graduate Faculty Member Award, which included an invitation to serve as speaker at graduation. Additionally, Marty was presented the Lifetime Achievement Award from the Division on Critical Criminology and Social Justice; the Academy Fellow Award of the Academy of Criminal Justice Sciences, and the Distinguished Scholar Award of the ASC Division on Women and Crime. Miscellaneous awards include an award for service to international and nontraditional students from Ohio University, and being a finalist for the 2018 George Washington University Department of Athletics Professor of the Year Award.

As a small sample of how external reviewers rate Marty on teaching, his class was recently reviewed as part of a university-wide effort at George Washington University. This was for a 100-student Intro to Criminal Justice class, and the reviewer was not a member of the criminal justice faculty. The entire conclusion of the review is included in the report summary below:

“This was an engaged, large lecture class where students were clearly focused on the material due to the excellent preparation by Marty Schwartz. It is difficult to orchestrate a lengthy class (12:45-2pm), especially during that time period. Marty was outstanding at it (and I learned a lot!). He superbly maintained an engaged environment, which is extremely important in an introductory class from which we draw our future majors and minors. It is my view that students will leave the course with a solid foundation in criminal justice having had this outstanding instructor. We are fortunate to have Martin Schwartz’s skills and enthusiasm in our CJ program.”

In closing, those of us who have been honored enough to study under and truly learn from him strongly believe that none could ever be more deserving of the ASC Division on Critical Criminology & Social Justice (DCCSJ) teaching award than our beloved Marty. He is a credit to this discipline, to teaching, and a highly-valued asset to all students fortunate enough to cross his path.

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Dr. Jim D. Taylor, Ph.D.  
Associate Professor of Sociology, Ohio University Zanesville  
Email: taylorj2@ohio.edu

Dr. Taylor is a sociology and criminology generalist. His published research and areas of expertise are quite varied, and range from understanding gun culture to popular topics in deviant behavior, contemporary social problems, and even masculine rodeo culture.

"The purpose of my research is to illuminate the frequently masked or misunderstood patterns and problem areas of everyday life," he said.

Much of Taylor's work is based on social perceptions of masculinity, which initially led him to delve into gun culture and its impact on specific uses of firearms. This research segued into a 10-year study of rodeo and bull riding culture, and Dr. Taylor's participation in a professional bull-riding school in California. In addition to riding bulls for the project, Dr. Taylor has interviewed a variety of world-champion athletes and country music celebrities in order to gain valuable insights into the exciting world of rodeo culture.

Taylor has authored and co-authored a variety of academic books, peer reviewed journals and book chapters:

https://www.ohio.edu/ucm/media/experts/ohioexpert.cfm?pageid=1854325&formid=1822088
Buenos días y muchas gracias por recibirme para realizar esta entrevista. ¿Podría contarnos cómo comenzó su carrera y su relación con la Criminología?

Como joven de 18 años debía elegir que quería hacer y como no sabía qué, empecé a estudiar Derecho (risas). Rápidamente me di cuenta que no era para mí. Me desalentó el hecho de que el derecho no se detiene en las causas del delito ni en posibles soluciones a los problemas del delito. No había un proyecto de vida posible para mí en este tipo de trabajo. Por las características del sistema de enseñanza del derecho en los Países Bajos, en segundo año pude decidir una especialidad y entonces elegí Criminología porque me sentía entusiasmado por un catedrático, Herman (en sus últimos años se decidió a llamarse Thomas) Bianchi, que era un radical y abolicionista. Fui su asistente y organizamos el segundo congreso abolicionista juntos cuando yo tenía solo 26 o 27 años. Así pude publicar mi primer libro sobre abolicionismo con el gran Bianchi. Fue un comienzo increíble! Organizando el congreso conocí a todos los padres de la criminología crítica europea. Luego de mi tesis de Master en la Universidad Libre de Amsterdam quise pasar un tiempo en Noruega con Nils Christie y Thomas Mathiesen.
CRITICAL CRIMINOLOGIST SPOTLIGHT

No había programas oficiales de intercambio pero allí encontré estudio y... bueno... hizo encontrado, en un intercambio entre las universidades de Oslo y de Amsterdam, una alumna en criminología con quien podía vivir allá. (risas) En ese momento yo publicaba mucho porque me gustaba, no porque debía. No era como ahora que mis colegas jóvenes necesitan publicar para acceder a becas y puestos. Finalmente, la Universidad Erasmus de Rotterdam buscaba un profesor con un perfil crítico y que supiera varios idiomas europeos, y tuve la suerte de que me invitaran a concursar para un puesto de lo que se denomina “lecturer” en Europa y que es el puesto inicial en el escalafón académico. Otra persona muy influyente para mí fue Louk Hulsman que, aunque ya se había jubilado como catedrático en Rotterdam, aún formaba parte del ‘common study programme’ <https://commonstudyprogramme.wordpress.com/> un programa de intercambio internacional para estudiantes de la Maestría en Criminología que existe hasta ahora y del cual siempre han participado muchos estudiantes argentinos. En el marco de este programa, compartí tiempo con Hulsman hasta su muerte en 2009. Para aquellos interesados, he tenido la oportunidad de escribir un libro sobre la herencia académica de Hulsman con mi colega John Blad en 2011.

¿Cuál fue el legado principal que aprendiste de tu mentor Bianchi?

Para mí, personalmente, lo primero y más importante que aprendí de Bianchi es nunca dar por sentado la forma aparentemente obvia de ver la realidad, sino siempre tomar una posición escéptica hacia lo que se presenta como “la verdad”. Segundo, comprender que la imaginación es a veces más útil que una simple "imagen" empírica de la realidad. La posición abolicionista hacia la penalidad es un buen ejemplo de esta actitud: intentar pensar en algo más sensato que el castigo. En tercer lugar, la vieja idea foucaultiana de que el conocimiento está muy orientado por las relaciones de poder y los intereses. Y hay mucho más, particularmente la idea de que la ciencia puede ser divertida.

¿Te consideras un criminólogo crítico, un abolicionista o ambos?

Soy un criminólogo crítico. Creo todavía que el abolicionismo es una buena idea pero no ofrece una solución para todos los temas, por ejemplo migración o crimen organizado. Aunque Bianchi mismo era más un libertario, yo fui formado en la tradición marxista más que en la libertaria.

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¿Pensás que hoy en día la criminología crítica sigue pudiendo ofrecer una vía de transformación?

Creo que es la única perspectiva posible para abordar los problemas actuales, incluso los globales. Los vínculos con el sistema político y las relaciones geopolíticas demandan un análisis que incluya el estudio de las empresas, los estados, procesos complejos como la migración, el crimen organizado o delitos ambientales. No es posible pensar una criminología global que no sea crítica. A la vez, el abolicionismo sigue siendo válido para proponer soluciones menos dañosas ante el conflicto, por ejemplo la reducción de daños dentro de la criminología verde.

¿Dirías que los pensamientos de Marx siguen siendo útiles? Si es así, ¿en qué sentido?

Muchos! Todo el debate sobre la desigualdad social es la lección criminológica más importante que nos dio Marx. La idea de Marx de que la superestructura siempre está condicionada por la estructura ha sido la base de la filosofía de Foucault. Aunque las relaciones son un poco más complejas de lo que a veces se retrata en los estudios materialistas históricos más rígidos, la línea de fondo consistente en que vivimos en un mundo en el que los intereses económicos siempre son lo primero y esa una lección fundamental de Marx. Y, obviamente, que la ciencia no sirve para describir el mundo, sino que para cambiarlo.

¿Cómo puede (si puede) la investigación criminológica ayudar a abordar las políticas de inmigración o el aumento de los movimientos de derecha en Europa?

Supongo que primero debemos entender que solo unas pocas personas abandonan su país y su familia por diversión. Exceptuando aquellos con una buena educación y una cuenta bancaria sólida, la mayoría de los casos muestra que el caos político, (el miedo a) la persecución, el hambre y el cambio climático son los principales impulsores de las corrientes migratorias actuales. Para la extrema derecha, todos los migrantes son simples buscadores de fortuna. Depende de nosotros derrocar este mito.

A la vez, es un gran desafío ver cómo las bases sociales de la inmigración de los ricos permanecen intactas y el deber que tenemos de no descuidar el acceso de los locales al trabajo decente y la buena atención médica.
La solución es necesariamente política y, de hecho, geopolítica. Los académicos solo pueden ayudar a proporcionar datos sobre los factores que influyen en estos procesos. Eso ya es mucho, pero no debemos sobreestimar el papel de los académicos.

Estas inaugurando, respecto de estos temas, un nuevo programa de Master en Europa ¿Podría contarnos de este proyecto?

El nuevo programa Master se llama Border Crossing, Security and Social Justice (https://www.internationalmastercriminology.eu/) y corre en paralelo a nuestro Master tradicional que llevamos adelante desde el 2004.

El control fronterizo y el equilibrio entre la seguridad y la justicia social han venido siendo temas clave tanto en la política internacional como en nuestros programas de investigación en el Departamento de Criminología de la Universidad Erasmus de Rotterdam. En este sentido, el Master es una forma de vincular nuestros programas educativos con nuestra actual agenda de investigación. A la vez, el Master es un medio para ofrecer algo adicional a los mejores estudiantes, a aquellos estudiantes con ambiciones de investigación. Se trata de una capacitación más desafiante vinculada a la investigación actual y que nos prepara mejor en el rumbo hacia el doctorado. La idea de dotar al Master de una dimensión internacional, con universidades belgas, inglesas e italianas, está vinculada con la necesidad de dar una discusión compleja en un mundo cada vez más globalizado.

Yendo a otro tema, los Países Bajos están experimentando una caída histórica en la población carcelaria, ¿cuáles son los análisis actuales que explican este fenómeno?

Esa es una pregunta muy diferente ¿verdad? Como es habitual, no hay un denominador único a este respecto sino que hay una interacción de muchos factores muy diferentes. Primero, el desarrollo demográfico, particularmente el envejecimiento de la población de usuarios problemáticos de heroína. Segundo, la prevención del crimen y las intervenciones conductuales que colaboraron en la disminución de la delincuencia, en particular la delincuencia violenta.
CRITICAL CRIMINOLOGIST SPOTLIGHT

Tercero, una creciente reticencia del poder judicial a lidiar con delitos muy leves para los cuales las medidas pecunarias o pedagógicas o la mediación se consideran mucho más adecuadas. En una publicación llamada 'Reversing the Punitive Turn' he tratado de hacer una estimación de todos los factores que probablemente han jugado un papel a este respecto.

¿Cuáles son tus intereses de investigación y proyectos de investigación actuales?

Sigue siendo el mismo de siempre: criminología crítica y penología, criminología global y la relación entre criminología y teoría social en particular. Mis publicaciones de autor único siguen siendo principalmente sobre estos temas. Pero la verdad es que actualmente soy mayormente co-autor de temas en los que mis colegas están involucrados (ya sea migración, ciber-delincuencia, etnografía urbana, etc.) porque superviso sus investigaciones y, como Jefe de Departamento, no puedo participar en grandes proyectos de investigación por mi cuenta.

¿Cuáles son los temas clave que, desde su perspectiva, aún requieren atención en la criminología en general y en la criminología latinoamericana en particular?

Diré aquí lo que le respondí a un colega peruano que quería establecer un nuevo programa de Maestría en Criminología en América Latina: no te limites a copiar programas europeos o estadounidenses porque la realidad latinoamericana tiene varios puntos fundamentalmente diferentes; hay que abordar los problemas latinoamericanos y no (solo) ofrecer una traducción de la respuesta a los problemas europeos. Hay que desarrollar una criminología del sur, tratando de ver la posición de varios países latinoamericanos en el proceso de globalización, en los procesos político-económicos y geo-políticos - p.ej. con respecto a las drogas y los minerales como el oro, pero también el proceso de migración a los EE.UU. y la inestabilidad política y financiera de varios países latinoamericanos o el 'neocolonialismo' del FMI, el Banco Mundial o los EEUU. Sobre estas palabras no sirve 'copiar' una criminología europea, porque simplemente no es útil para entender la realidad latinoamericana. En términos más prácticos, un programa latinoamericano tiene que tratar en forma explícita temas como la desigualdad, la corrupción, la violencia endémica, la urbanización de la violencia y el discurso sobre la securitización, pero también el rol del Estado, la seguridad privada, los paramilitares y otros actores en la política de seguridad. También pienso que se precisa mucho más metodología en las currículums de estudio.

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Una criminología sin formación sería en métodos y prácticas de investigación no contribuye mucho al debate sobre la delincuencia o la política criminal. En América Latina inevitablemente se tienen que incluir cursos sobre ‘trabajo de campo en zonas de riesgo’ (dangerous fieldwork). Como tenemos bastante experiencia con eso, podríamos desde Europa ayudar a desarrollarlos.

¿Qué artículo / libro de tu amplia gama de publicaciones (en inglés y español) recomendaría para alguien que quiera explorar tu trayectoria?

Mi libro Perspectivas europeas para una criminología crítica (Montevideo-Buenos Aires: Editorial BdeF 2011) cubre bastante de mis pensamiento. Parte de mi trabajo más reciente sobre desarrollos penológicos o sobre sesgos culturales en la investigación criminológica son temas no suficientemente cubiertos en español así que podrían ser útiles.

Estimado René, muchas gracias para la entrevista! Esperamos que continúen los intercambios y espacios de colaboración con Latino-América y conocer más sobre tus pensamientos sobre la relación entre la globalización, criminalidad y la cultura punitiva a través del Master y de tus futuras publicaciones.

Dr. Valeria Vegh Weis
Post-Doctoral Fellow, Max Planck Institute in Legal History
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Dr. Valeria Vegh Weis is an Argentinean/German criminal lawyer and criminologist. She is a Professor at Buenos Aires University (UBA) and Quilmes National University at the graduate and postgraduate levels and a Fellow Researcher at New York University (NYU). She is currently working as a postdoctoral fellow at Freie Universität and the Max Planck Institute in Legal History. She holds a Ph.D. in Law and an LL.M. in Criminal Law from UBA and an LL.M. in International Legal Studies from NYU. She has been awarded the Fulbright and Global Hauser scholarships, the Transitional Justice and the International Law and Human Rights Fellowships, among many others. She has twelve years of experience working in different criminal courts in Argentina and, since 2012, she co-coordinates an interdisciplinary team aimed at reducing social vulnerability within the Buenos Aires Public Defender Office (on leave). She has published extensively in the areas of criminology, criminal law, transitional justice and mental health law.
Between my six years of graduate studies and seven years as a faculty member, I’ve come to one big realization: many faculty members, myself included, are hopelessly, hilariously underprepared to guide student research projects. In some ways, this is because we rarely, if ever, receive training on how to be mentors and advisors. In other ways, we are underprepared because there are limited resources to help us be good mentors and advisors once we are faculty members (this presumes, of course, that we are lucky enough to get a coveted tenure-track position in the first place). Ultimately, the lack of preparedness stems from broader power dynamics and institutional conditions within academia. In this piece, I draw on my own experience as a mentee and mentor to reflect on some of these conditions, the impact of these conditions, and what it means for critical criminologists as we try to pursue social justice while navigating these conditions.

As we are all keenly aware, neoliberal forces in academia push us towards doing more with less. This includes meeting measurable outcomes, like publications, grants, and student evaluations, and, in some cases, tenure and promotion expectations have been quantified with a minimum number needed to obtain the next level. When it comes to student projects, this push often means pushing students to produce work that could potentially lead to publications. Alongside these pressures are inequalities built into the educational system, including disparities in college preparedness, a lack of resources to support students, and the hierarchical power structure of higher education in which students typically lack clout compared to faculty members, who lack clout compared to administrators.
CRITICAL TEACHING SPOTLIGHT

One of the biggest challenges I’ve faced, as both a mentee and mentor, is creating an atmosphere that supports research and the writing process. Research and writing often benefits from our connections with other academics. As faculty members, we look for ways to access these benefits at various points in the process, such as by developing writing groups, chatting with colleagues about ideas, and seeking feedback on drafts. Importantly, we are able to access these support outlets when we need it, rather than when is dictated. Yet, perhaps because of a lack of space and time, we often do not—or cannot—offer our students the same options or flexibility. And when the lack of support throughout the process results in incomplete drafts or lack of progress, we can unintentionally place the blame on the students rather than the writing process and larger institutional barriers. In short, we may unintentionally push neoliberal constraints back as if our students are responsible for those constraints.

A second challenge I face now as a mentor is avoiding erroneous assumptions. At this stage of my career, many aspects of the research and writing process come naturally, but it is sometimes hard to remember that this is not the case for my (our) students. For instance, we all know that research projects often change and evolve to some degree. For most of us, navigating these changes is simply a part of the process. But for our students, it’s not. And, depending on how things change, it can feel like a failure. I once mentored an undergraduate honors thesis, and the student felt uncomfortable doing a qualitative study. She wanted to change formats to one that better captured her skills and knowledge but was nervous about talking to me out of fear I would view her as incompetent or a failure. She didn’t want to disappoint me. While we worked it out and she produced a brilliant thesis, her initial hesitation was a reminder to me that power dynamics between mentor and mentee are always there and I have to find ways to navigate around that. There are other power dynamics at play, of course, including those surrounding social identities such as race, gender, and first-generation status.

These considerations apply to other assumptions as well, such as assuming that personal and professional lives can be separated, that students have mastered narrowing down the types of literatures or theories to use, or that a lack of progress is a result of a lack of focus.

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For instance, the summer after my comps, I spent months working on a dissertation proposal. In the first meeting with my advisor, the first question asked was, “Why aren’t you writing?” I had written 20-30 pages, but felt I was regurgitating the literature and not synthesizing it. I never told this to my advisor because it seemed pointless to raise it. I had hoped that conversation would be an opportunity to talk to through what I had written, why I didn’t like it, and what I could do to develop a stronger proposal. Instead, that initial question led to a long critique of my failures to produce and need to focus. That critique stemmed from a basic assumption that my lack of showing progress was a result of laziness, rather than a very real blockage students often encounter: a lack of confidence in what they produced⁴.

Both of these issues stem from several factors: power dynamics between mentor and mentee; individual differences in mentee preparedness; conflicting goals between mentor and mentee; and a lack of communication. They also stem from larger pressures on mentors that mentees are often unaware of, such as the need to show student progress, the need to count successful projects in tenure and promotion files (particularly since students failing to complete a project is often viewed as a failure of the faculty member). And the outcomes of these factors can lead to wildly different interpretations on the part of the mentor and mentee. Undergirding these assumptions are the neoliberal dynamics impacting our behavior in unconscious ways.

One aspect that complicates all of this, and which faculty members are also ill-prepared to address, is mental health. As we’ve learned, mental health concerns are on the rise within undergraduate and graduate students, and the pressures and challenges of conducting a research project can exacerbate these concerns. Because faculty members are often unaware of these concerns, and students are hesitant to share these concerns or how they might be impacting their progress, we may make additional assumptions about progress that are not only incorrect, but also potentially detrimental to our students’ health.

By accidentally making the wrong assumptions, we can sometimes approach mentoring from a “tough love” perspective, failing to recognize the student needs a different approach. By failing to recognize the institutional barriers that might prevent a student from making effective progress, we might become frustrated and pull back right when we need to be engaging more.
By making assumptions about what students are able to do, we might focus on areas for improvements and forget to note successes, which a mentee can interpret as nothing but critiques and failures. Sometimes these miscommunications are a result of a failure to communicate expectations; sometimes they stem from a failure to listen.

Sadly, miscues between mentor and mentee can create distrust in the relationship. For the student, this distrust can lead to not wanting to talk to the faculty member or dragging out the process for fear of endless criticism. For the faculty member, this distrust can lead to pulling away from a project, which can lead to less communication and more frustration. It can create a vicious cycle. And, as Valerie Braithwaite has found in other areas of regulation, trust is a key factor in relationships, but this trust is often eroded thanks to contemporary institutional practices.

In addition to these dynamics, I have seen two other negative outcomes: 1) a change in who faculty members choose to mentor; and 2) development of impostor syndrome. Both of these outcomes are a result of institutional pressures to produce successful projects, but ultimately point to larger social justice issues within academia.

The pressure to produce, the pressure to document successes, and the increased focus on measurable outcomes means faculty members need to mentor students they know will complete their projects and do so in a timely manner. Unconsciously, this pressure can lead to choosing students who fit a certain mold. Those who have simple and straightforward projects, well-developed writing skills, and/or whose past educational experiences and current personal situation make them perfectly positioned to conduct a research project in a short amount of time. By choosing these students, however, we often replicate the inequalities we often strive to eliminate.

In many ways, working on an independent research project is a prime time for students to develop imposture syndrome. Students who choose to conduct less straightforward and more difficult or time-consuming projects can feel like failures before they even start if mentees decide not to work with them.
That sense of failure can continue as they watch their classmates complete their projects faster and with fewer struggles. Those with less developed writing skills are more likely to receive critiques, but when those critiques are not coupled with positive reinforcement, there is a sense that it is only a matter of time before their advisors decide they are simply not capable. And those without prior educational experiences or personal situations that limit their focus may not know how to ask for additional support or even know that such additional support is available (what many refer to as the “hidden curriculum”).

So how do we address these issues? How do we push back against the institutional barriers without replicating the inequalities? How do we create trust in these relationships when academia is designed to destroy it? I honestly don’t know, but I would love to have more conversations about it and more spaces to have these conversations, particularly as addressing these issues is important to the mission of critical criminology.

Here’s what I do know. When it comes to supporting students, we need to stop focusing on just the ones who fit an ideal mold and support the students who need more in-depth or hands-on advising. Whether it is because they are using more critical theories, focusing on identities in new and nuanced ways, seeking to develop some of their skills (e.g., improving writing; developing a clear literature review; incorporating theory and methods), or navigating personal responsibilities with their professional ones, we need to take the time to work with these students. The kinds of critical projects that we do, and that we want our students to do, are precisely the kinds of projects that don’t fit well within academic constraints. And the frustrations that can result from that can help spur the assumptions, the lack of communication, the reliance on critiques, and the distrust.

Unfortunately, the academic pressures we manage may also push us away from supporting students of color, queer students, students with a disability, first-generation students, students with familial obligations, and other students who don’t fit the traditional norm—students who are more likely to engage in critical theories, critical methods, and more nuanced projects while also facing additional levels of discrimination and pushback within academia.
CRITICAL TEACHING SPOTLIGHT

Given the importance of mentoring student research projects, especially as it relates to expanding the breadth and depth of critical criminology, the institutional barriers to mentoring and the possible negative outcomes of those barriers is a social justice issue—one we as critical criminologists should be on the front lines of addressing. I know many of us take mentoring seriously and many of us have developed strategies for pushing back against the challenges I’ve raised, including avoiding the negative outcome of focusing on the projects that are “doable” within a neoliberal academia. But if we do not collectively start talking about these issues, sharing ideas, and finding ways to change the institutional norms around these mentoring moments, then we will continue to bang our heads against the wall and continue a cycle of injustice. If we won’t push back, who will?

Dr. Rita Shah is a cultural criminologist who combines textual analysis with qualitative and visual methods to understand the ways in which correctional systems are socially and legally constructed. Her work has been published in the British Journal of Criminology and Contemporary Justice Review and is supported by NEH and NSF grants. Her most recent book, The Meaning of Rehabilitation and its Impact on Parole: There and Back Again in California (2017), queries the concept of rehabilitation to determine how, on a legislative and policy level, the term is defined as a goal of correctional systems. She received her BA in Communications, Legal Institutions, Economics and Government (CLEG) from American University and her MA in Social Ecology and PhD in Criminology, Law and Society from the University of California, Irvine. In her free time, she can be found on photographic expeditions or watching football.

1. While there are some nuanced differences, the issues I raise in this piece related to both undergraduate and graduate student mentoring.
2. My apologies to Nick Fury for butchering his beautiful line. But every time I hear him say, “…but we are hopelessly, hilariously outgunned” in The Avengers, I can’t help but think of all the ways graduate school fails to prepare us for the entirety of our jobs.
3. Case in point: This entire piece is the product of multiple conversations about mentoring with Drs. Kimberly Barrett, Kathryn Henne, and Rachel Schroeder, and feedback on drafts from Drs. Kimberly Barrett and Kathryn Henne.
4. Speaking of social identities, it also very likely that this exchange occurred in part because I was a woman of color navigating unchartered territories. Not being familiar with academic culture and having no one in the department who had previously chartered these waters to guide me, I did not play the grad student game in expected ways. While I adjusted as much as possible, I never fully learned the rules of grad school and so never fully learned to play the game. For an important discussion on how this lack of knowledge of the rules of the game translates to the tenure-track, see Patricia A. Matthew’s edited collection Written/Unwritten: Diversity and the Hidden Truths of Tenure.
6. It continues to baffle me that the Division’s journal does not have a critical pedagogy section in each issue.
ALEXA BEJINARIU
Ph.D. Student in Criminology and Criminal Justice,
University of Nevada, Las Vegas (UNLV)
Email: bejinari@unlv.nevada.edu

Alexa Bejinariu is a third-year Ph.D. student in the Department of Criminal Justice at the University of Nevada, Las Vegas (UNLV) where she teaches an upper-division statistics course. She received her B.A. and M.A. in Criminal Justice, from UNLV as well. Her research focuses mostly on civil domestic violence protection orders and human trafficking. Alexa is also a member of the Division’s Communications Team, responsible for growing the DCCSJ social media presence as well as developing the division’s newsletter, the Critical Criminologist Spotlight.

What are you currently working on?

I’m happy to say that I’ve recently published my thesis, which examines the impact of formal and informal actors on civil protection order (CPO) decisions. My co-authors for this project were Dr. Emily Troshynski and Dr. Terry Miethe from the UNLV Criminal Justice Department. I cannot thank them enough for all their help throughout this process. In collaboration with Dr. Troshynski, I have also published a chapter on human trafficking, which discusses the profiles and service needs of trafficking victims, as well as ideas for future research. Currently, I’m in the process of preparing a report – in collaboration with Dr. Alexis Kennedy and another graduate colleague from the UNLV Criminal Justice Department - on best practice...
recommendations for Transitional Age Youth (TAY) in Clark County, Nevada. TAY typically refers to youth who are aging out of the foster care or the child welfare system. I am also working on a research in brief for the Center for Crime and Justice Policy (CCJP), which describes human trafficking patterns in Nevada, and then compares the findings with national trends. In terms of research projects, I am part of an interdisciplinary team that explores the facilitators, barriers, and readiness of domestic minor sex trafficking (DMST) victims to leave commercial sexual exploitation. I am hoping to present the findings of this research at the next Western Society of Criminology (WSC) meeting.

Who has influenced your career?

I have to say that the faculty in the criminal justice department at UNLV have played a pivotal role throughout my academic career. They have provided so many amazing opportunities for me in terms of securing funding, in the form of teaching assistant lines, conference travel money and scholarships, as well as teaching and research opportunities. They have all taught and mentored me in various capacities. Specifically, Dr. Joel Lieberman, the Chair of the Criminal Justice Department, encouraged me to pursue a graduate career and since then has supported my research interests. Dr. Terry Miethe is always available to brainstorm and willing to collaborate on research projects as he has provided critical and valuable feedback on numerous draft manuscripts. Dr. Alexis Kennedy gave me the opportunity to be part of her sex trafficking research grant. I have learned so much from this project and I am so grateful for it. When contemplating writing a thesis, Dr. Emily Troshynski was by my side and encouraged me to pursue this avenue. What started off as an idea, came to fruition because Dr. Troskynski believed in my research and potential. To this date she continues to provide amazing mentorship. For instance, I found out about the DCCSJ fellowship program from Dr. Troshynski.

As an international student, I rely heavily on my professors and graduate colleagues for mentorship and advice. They have been instrumental to my growth not only as a writer and researcher, but as a person as well. Without their help and support I would not be in graduate school. Because of this, I also would like to help other students achieve their goals and assist them throughout their undergraduate careers. In fact, I was recently accepted into the Rebel Research and Mentorship Program (RAMP), offered through UNLV.

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As part of this program, I will be mentoring an undergraduate student over the course of a year. Under my mentorship, the undergraduate student will familiarize himself/herself with the literature surrounding sex trafficking, as well as create and submit a poster presentation to the Western Society of Criminology (WSC).

You mentioned teaching, what classes have you taught and what was that experience like?

During the Fall of 2018, I was given an opportunity to teach two sections of an upper division statistics course, a required course for those students seeking an undergraduate criminal justice degree. One section was online while the other one was in a hybrid format, meaning that I met with students every other week. Between the two classes, I had to manage over sixty undergraduate students. Currently, I am teaching this class again, during the Spring 2019 semester, both in the online and hybrid format.

Prior to teaching these classes, I had to enroll in a graduate teaching practicum course offered through the department and taught by Dr. Tamara Herold. In order to successfully complete the course, my graduate colleagues and I had to build a teaching portfolio, create course materials and teach an online class among other responsibilities. To gain as much experience as possible, I also completed several teaching workshops regarding best practice teaching methods and strategies and as a result, I received a teaching certificate from the Graduate College. For the American Society of Criminology (ASC), I am planning on putting together a roundtable discussing the difference between teaching online and hybrid courses.

I have learned so much from teaching undergraduate courses. At first it was nerve-racking, but with time I became more and more comfortable speaking in front of crowds. I also feel better prepared to go on the job market when that time comes. Educating and mentoring students has also taught me a lot about myself, lessons that I will take with me throughout my career.
Critical News

SPOTLIGHT

2018 DCCSJ AWARD WINNERS

Lifetime Achievement Award: Jeff Ferrell & James Messerschmidt

Critical Criminologist of the Year: Kate Henne

Teaching Award: Martin Schwartz & Rita Shah

Graduate Student Paper Award: Not awarded this year

Undergraduate Paper: Laurel Wilson

Praxis Award: Not awarded this year.


The DCCSJ’s Critical Pedagogy Collective would like to propose the following roundtable discussions for the 2019 ASC Conference in San Francisco in November. **The deadline for submissions is Friday, May 10.** Those interested in participating in any of these discussions (or in organizing other such roundtable discussions) can send a short description of their proposed contributions to Carl Root at carl.root@eku.edu.

1. **Teaching Critical Criminology in the Era of Trumpism**

   Critical criminologists are used to the challenges associated with problematizing traditional understandings of crime, its causes, and its responses. While resistant students or unsupportive colleagues may be nothing new, such challenges seem to loom much larger today as a result of the many erroneous, and harmful, ideas and policies being legitimated by the highest levels of government. This roundtable is an opportunity for sharing strategies and thinking through how we can continue to use our classrooms as spaces that foster the justice we hope to see, even when the future seems bleak.

2. **Teaching to an Increasingly Food, Housing, and Otherwise Insecure Student Population: Challenges and Strategies**

   Food, housing and overall financial insecurity is a growing issue with today’s college student. This poses challenges to educators as it can be difficult to teach and have the level of engagement that is desired from students when their basic needs are often not being met. This roundtable will provide discussion about ways for instructors to teach and assist the number of increasingly food and housing insecure students on an individual basis through referrals, support and working as a scholar activist to enact change. Initiatives that universities have been implementing to assist students will also be highlighted. Specifically, the creation of student food pantries, retention initiatives for financially insecure students, as well as First Generation Programs aimed at assisting students with more than just academic obstacles will be presented.
3. Contingent Faculty, Critical Criminology, and Social Justice

More than half of all faculty appointments are part-time. Counting non-tenure track lecturers/instructors/etc., accounts for over 70% of all instructional staff appointments in higher education in the United States. According to the American Association of University Professors (AAUP), this structural arrangement is a form of exploitation that illustrates a particular set of priorities rather than economic necessity. The AAUP also states that this increasing reliance on contingent faculty hurts students, faculty, and academic freedom. This roundtable will provide discussion around the challenges of the increasing reliance on contingent faculty as well as strategies that have been implemented to address them. Likewise, how these issues correspond with many of the philosophical and theoretical tenets of critical criminology and social justice.

4. Teaching about Hate Crime and Supremacy

With hate crimes as well as hate group organization and activity on the rise, criminologists are faced with a renewed interest in these issues. Teaching the topics of hate crime and hate groups provides unique challenges and opportunities for instructors. This roundtable will focus on approaches and strategies for teaching about these issues in a polarized political climate and at a time of increasing expressions of hate. Potential participants may be instructors of standalone courses on these topics or those who cover them as part of broader courses; any instructor who covers these topics is encouraged to participate.

Carl Root, PhD
Lecturer, School of Justice Studies
Eastern Kentucky University
CALL FOR RESPONDENTS AND SUBMISSIONS

From where does the Division of Critical Criminology and Social Justice emerge?

What were the driving concerns for early critical criminologists?

How can these histories inform the current state and direction of the paradigm?

Preserving Justice: An Archive for Critical Criminology is the official archive for the Division of Critical Criminology and Social Justice. It is committed to preserving documents and narratives related to the emergence of critical criminology (in general) and the Division of Critical Criminology and Social Justice (in particular). At present, the archive includes original syllabi and newsletters from the 1960s Berkeley School of Criminology, rare and out of print texts on the study of crime and delinquency, and correspondence between scholars whom have come to be recognized as trailblazers for the paradigm. The current archivists (Jayne Mooney with assistance from Albert de la Tierra) seek to increase the number and nature of materials entrusted to them, and call on DCCSJ members for assistance.

- We seek interview respondents who are able to speak to the above and related questions
- We seek new submissions to the archive. This may include, but is not limited to: Documents, notes, books, magazines, photos, correspondence, and any materials you believe are relevant to the emergence of critical criminology or and the founding of the Division of Critical Criminology and Social Justice.

For more information about the archive, setting up an interview, or instructions for submitting your materials, please contact us at critical.criminology.archive@gmail.com. We look forward to working with you on shedding light on critical criminology’s rich history.
Emerging Issues in Criminology and Criminal Justice for LGBTQIA People (April 2020 issue), Guest Edited by Matthew J. Ball and Henry F. Fradella

The Journal of Contemporary Criminal Justice is pleased to announce that it will publish a special issue on the intersection of criminology and criminal justice with sexuality and gender diversity. The guest editors are currently soliciting manuscripts to be considered for inclusion in this special issue. Papers that focus on a wide-range of topics relevant to the theme are welcome, including, but not limited to (a) theoretical contributions to queer criminology; (b) LGBTQIA crime victimization; (c) criminal offending by LGBTQIA people; (d) policing LGBTQIA communities; (e) criminal law/penal social control of LGBTQIA persons and (assumed) associated behaviors; and (f) LGBTQIA issues in correctional settings. We welcome theoretical contributions as well as original, empirical analyses that employ quantitative, qualitative, or mixed methods. All submitted manuscripts should seek to advance theory, crime policy, and justice practice. Comparative work or analyses that focus on diverse locations from around the world, including the global South, are especially encouraged.

All submitted manuscripts will be peer reviewed. An abstract of 100 to 150 words must accompany the manuscript. Manuscripts must be 30 pages or less, double-spaced, including the abstract, references, and all figures and tables. Manuscripts should be received no later than May 15, 2019. Please email two electronic copies of the manuscript—one complete version (a cover page containing the author’s name, title, institutional affiliation, complete mailing address, email, and phone information; acknowledgments; research grant information; a biographical sketch of less than 250 words for each author), and one blind copy with all identifying information removed to facilitate blind peer review—to Mathew Ball (mj.ball@qut.edu.au) and Henry F. Fradella (Hank.Fradella@asu.edu). Please include “Special Issue of JCCJ” in the subject line. Manuscripts should be in MS Word format and conform to the formatting style of the Publication Manual of the American Psychological Association (6th ed.).
Greetings colleagues,

My name is Eric Michael and I am a Criminal Justice Masters student at UNLV working on a research project for my thesis. Dr. Troshynski is my advisor and the P.I. for this study. I am researching how qualitative researchers navigate the IRB process (or similar institutional review process) and am emailing to ask if you would be willing to participate in a 30-minute interview. Specifically I am interested in how qualitative researchers balance institutional requirements of confidentiality and beneficence when participants of their research include criminals/victims.

Participation is entirely voluntary and all answers will be made anonymous (including the de-identification of all participants involved). Interviews are estimated to last no longer than 30 minutes and will be audio recorded. Audio recording can be opted out of at any point in the interview.

Since this is for my thesis, which will eventually be published via Proquest, a link will be shared with all participants after publication.

Please do not hesitate to ask me any questions by emailing me at michael9@unlv.nevada.edu. In order to have as many participants as needed, please keep in mind that a second email blast will be sent out after 2 weeks.

Thank you for your time.

Best regards,
Eric Michael
Criminal Justice M.A. Student
University of Nevada, Las Vegas
Building on a storied history and its pioneering role in the development of the field of rural criminology, the University of New England will officially be opening the Centre for Rural Criminology. The Centre’s primary goal is to bring together scholars, higher degree research students, practitioners, organisations and communities to support collaborative national and international multi-disciplinary research and the publishing of scholarly work into areas of national and global significance.

Together, the Centre’s researchers and partners will study the most compelling social problems which impact upon rural communities from livestock theft and illicit drugs to environmental crimes and interpersonal violence, amongst others. To this end, the Centre aims to lead research in this burgeoning field, inform progressive policies related to rural crime and produce valuable information that can enhance the health and well-being of rural communities.

The Centre’s website and social media will be up and running imminently and the official launch is scheduled to take place in September 2019. We sincerely hope the wider criminology community will be a part of our rapidly growing project. Please contact Kyle Mulrooney at kmulroon@une.edu.au or (+61) 2 6773 1940 if you have questions.

Kyle Mulrooney
BA (hons), MA, PhD
Lecturer in Criminology
Co-Director Centre for Rural Criminology
5th Conference Crime, Justice and Social Democracy
Monday 15 July – Wednesday 17 July 2019
Crowne Plaza Hotel, Surfers Paradise, Queensland

The 5th biennial international conference hosted by the Crime, Justice and Social Democracy Research Centre, Queensland University of Technology is being held 15-17 July 2019.

This conference seeks to further build on and innovate in new and imaginative areas of criminological thought. This conference creates a globally connected space to enhance the dialogue between scholars and practitioners from the Global South and the Global North. The conference especially welcomes scholars from the global north – as a critical aim of the conference is to link northern and southern scholars in a collective project that will radically transnationalise the discipline into the future.

The conference is being convened at Broadbeach, a picturesque part of the Gold Coast in the south east corridor of Queensland, Australia. It has an international airport and is within close proximity to Asia and other parts of the Global South, as well as the beautiful beaches of the Gold Coast and its adjacent hinterland with rich and rare biodiversity.

Keynote Speaker: Meda Chesney-Lind

Meda Chesney-Lind, Ph.D. teaches Women’s Studies at the University of Hawaii. Nationally recognized for her work on women and crime, her testimony before Congress resulted in national support of gender responsive programming for girls in the juvenile justice system. In 2013, the Western Society of Criminology named an award after her honoring “significant contributions to the fields of gender, crime and justice” and made her the inaugural recipient. Most recently, she has been elected President of the American Society of Criminology; her term will begin in 2019.

Further information about the conference, including information on how to submit abstracts, can be found on the conference website. 

ARTICLES*

Ball, Matthew (2019) "Unsettling Queer Criminology: Notes Towards Decolonisation", Critical Criminology (online first).


*We are eager to highlight the hard work of DCCSJ members. If you would like your work featured in forthcoming editions of the ‘Critical Criminologist: Spotlight’ please get in touch: DCCSJcommunications@outlook.com
Progressive Justice in an Age of Repression By Walter Dekeseredy & Elliott Currie


The Routledge International Handbook of Violence Studies By Walter Dekeseredy, Callie Marie Rennison & Amanda Hall-Sanchez

Climate Change Criminology By Rob White

For more information, see: https://bristoluniversitypress.co.uk/climate-change-criminology

Visions of Political Violence By Vincenzo Ruggiero

The Meaning of Rehabilitation and its Impact on Parole By Rita Shah

ASC CALL FOR NOMINATIONS FOR 2019 AWARDS

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award
The journal Critical Criminology explores social, political and economic justice from alternative perspectives, including anarchistic, cultural, feminist, integrative, Marxist, peace-making, postmodernist and left-realist criminology. Rather than limit the scope of its coverage to state definitions of crime, Critical Criminology focuses on issues of social harm and social justice, including work exploring the intersecting lines of class, gender, race/ethnicity and heterosexism. The journal will benefit professionals interested in alternative methodologies and theories, including chaos theory, non-linear analysis, and complex systems science as it pertains to the study of crime and criminal justice. The journal offers works that focus on creative and cooperative solutions to justice problems, plus strategies for the construction of a more inclusive society.

Submit your articles online: https://link.springer.com/journal/10612

Editor of Critical Criminology: Dr. Avi Brisman, Eastern Kentucky University
Contact: avi.brisman@eku.edu
If you would like to contribute a written piece or if you have a news item you would like featured in the next edition of ‘The Critical Criminologist: Spotlight, please email us at DCCSJcommunications@outlook.com or message us on social media Facebook: @DivisionCriticalCriminology Twitter: @ASCriticalCrim