

## Summer 2019 Issue

Editor: Elaina Behounek

Hello everyone,

I hope you are enjoying your summer and managing to be productive. For this edition of the newsletter, I have many updates. Some of these you may be aware of from my emails to the DWC Listserv. I am summarizing them below for you:

- The DWC, partnered with the World Society of Victimology, the International Sociological Association, and Criminologists Without Borders to hold two side events and four parallel events at the sixty-third session of UN’s Commission on the Status of Women (CSW63), which took place from March 11 - 22, 2019 in New York City. Read more about all the panels and activities on our [website](#). See the CSW63 full [video playlist](#) on DWC’s YouTube channel and view pictures of the event at this [link](#). Proposal for special issue of a journal based on CSW63 panels titled *CSW63 & the Social Protection of Women and Girls: Links to Crime and Justice* has been accepted by the *International Journal for Crime, Justice and Social Democracy* and is scheduled to be published in Spring 2020.
- We are very excited about [DWC’s 2019 graduate scholarship and travel grant award winners](#). This year we institutionalized runner-up categories for the research awards and gave out three new travel reimbursement grants.
- We are very proud of the four DWC members **Marjorie Zatz, Valerie Jenness, Amanda Burgess Proctor** and **Jillian Turanovic** who have won major [ASC honors and awards](#).
- Two of our very own DWC members have been elected to the ASC Executive Board: **Beth Huebner** has been elected ASC Vice-President (2020-2021) and **Emily Wright** has been elected Executive Counsellor (2019-2022).
- To streamline the process of [DWC’s Internal Awards](#); to encourage the number and diversity of applicants, and to ensure the fidelity of these awards, we had established a few new guidelines and made the nomination process online. We are happy to report that we have received multiple nominations in every award category. DWC’s internal awards committee is hard at work reviewing all the nominations and we are eagerly awaiting their decisions.
- Three DWC members who were part of the CSW63 committee (Elaine Arnall, Dawn Biechner and myself) attended the [British Society of Criminology \(BSC\) Conference](#) in Lincoln, UK this July and presented about DWC’s work towards public policy at the CSW63. We met the chair

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of BSC's [Women, Crime & Criminal Justice Gender Network](#), Marian Duggan and discussed common interests and areas of collaboration.

- In my visit to London, [Frances Heidensohn](#), who is a pioneer of feminist perspectives in criminology (and now a Professor Emeritus at London School of Economics) invited me to stay at her place. I used the opportunity to interview her about her life, career and hopes for the future of feminist criminology. See the [video recording](#) on DWC's YouTube channel. She hosted a gathering of scholars in the London area who are working on issues of gender and crime. The exchange of ideas was delightful and enriching. We discussed several collaboration opportunities. I will send an email about those possibilities shortly.

#### **Early updates about the ASC Meeting:**

We are very excited to announce a range of professional development workshops and three policy sessions this year.

#### **Dr. Christine Rasche Mentoring Program**

This program is now in its second year. The committee has made some adjustments to better suit the needs of division members. Sign up to become a mentee or volunteer to be a mentor at <https://ascdwc.com/dwc-mentoring/>

#### **Division on Women and Crime Professional Development Workshops:**

1. Journal Reviewer Training
2. Visionary Thinking with Todd Clear
3. Community Based Participatory Research Workshop
4. Mid-Career Considerations: Becoming a Full Professor – Now What? & The Logistics of Promotion to Full Professor
5. Teacher Training and Pedagogy Workshop on Experiential Learning & Activism

Participants will receive a certificate of attendance from the DWC. Although these free workshops are open to all, advanced registration is preferred. Please register at:

[https://ascdwc.com/asc\\_workshops/](https://ascdwc.com/asc_workshops/)

#### **Division on Women and Crime Policy Sessions:**

1. Women's Reentry to the Community
2. The Status of Women - The Policing of Conflict & Post-Conflict Areas
3. Division on Women & Crime Policy: #MeToo, Restorative Justice, and the Importance of Social Media/Technology in Survivor Criminology

These policy sessions will bring in researchers, practitioners and advocates to discuss current policy issues. The policy sessions do not require any prior registration and are open to all. You will be able to see additional description, speakers and location details in the ASC Program.

As you can see, we have been very busy. I look forward to seeing all of you in San Francisco and hearing back from you at [chair@ascdwc.com](mailto:chair@ascdwc.com).

Thank you,

Sheetal Ranjan

Chair, Division on Women and Crime



## TEACHING TIPS:

### Who are “kids these days”? Teaching iGen Students

On a recent gathering of friends who I did my undergraduate studies with, we got on the conversation of “kids these days”. The group focused in on how the new generation of college students are different than they were in the late 1990s and early 2000s when we were college-age students. One friend argued that this new generation of students is “too into their phones”, and that the ever-present existence of social media has brought about new pressures to maintain a particular (what the group deemed as undesirable) online persona. After a lot of back and forth I reminded the group many of us remember our parents and grandparents commenting on “kids these days” when we were younger, and that we were essentially doing the same thing that was done to us. This really got me thinking, how is this incoming generation of college students different from past generations of college students?

To help answer this question, I recently read a book by author Jean Twenge called “iGen: Why today’s supper-connected kids are growing up less rebellious, more tolerant, less happy – and completely unprepared for adulthood”. In this book, Twenge discusses iGen’ers, or those born between 1995 and 2012, and how these individuals grew up with cell phones, had an Instagram account before they started high school, and do not remember a time before the Internet. Twenge examines iGen from multiple viewpoints. Some of the more interesting findings from her research include:

- **Growing up Slowly:** Twenge noted that members of iGen are growing up more slowly in that they are taking a longer time to embrace the responsibilities of adulthood. iGen’ers are less likely to go out without their parents, less likely to drive or have a driver’s license, less likely to have a job while in high school, less likely to try alcohol, less likely to go out on dates, and are even less likely to have sex than previous generations. Whether this is because of actual changes in these populations (i.e. teens are more responsible), or because their parents are strong-arming them into things.
- **Internet, Social Media, & Online Time:** Much like the rest of us, individuals from iGeneration are spending a lot of time on their phone – in her research, Twenge found that most iGen’ers slept with their phones, and checked their social media right before bed and first thing in the morning. If it seems like Social Media is becoming more important than ever it is because for this generation, it is. In the seven year time span from 2010-2017, social media sites went from being a daily activity for about half of teens, to a daily activity for most teens (87% of girls and 77% of boys). Research on classroom behavior found that iGen students, on average, check their phone over 80 times a day, and that 70-90% of college students report regularly texting in class, sending an average of 12 texts per class period (Feldman, 2018)
- **Inclusivity:** Twenge describes iGen as growing up in a VUCA world – volatile, uncertain, changing, and ambiguous. In this world, there are no absolutes, and everything is fluid. As a result of this, iGen is known for celebrating change and diversity; in fact, this generational cohort is the first for which the majority does not identify as exclusively heterosexual. White Caucasians are the minority among this generation, with 1 in 4 iGen’ers being Hispanic, and 5% multi-racial.

So, we've established that iGen is different than previous generations, so the question then becomes, what can we do as educators to best serve iGen'ers? The following are some suggestions for teaching iGeneration students, based on the key characteristics of this generation:

- 1) Using technology to delivery personalized academic material to students: One of the criticisms of iGen is that they are self-involved. They key, especially for those who are self-involved, may be in delivering material that is targeted specifically to each user. This past spring semester, I taught a course using adaptive learning software. This software tailors the learning experience for the students, quizzing them on content as they read along and providing more content when a concept is not understood. A survey of my students found that they, by and large, really enjoyed learning using this software.
- 2) Recognizing and embracing generational differences: Something I recognized as preparing for my fall classes is that I am going to have students in my class who were not alive when 9/11 happened. I realized I need to recognize this difference and meet the students where they are at. I plan on doing a screening of a 9/11 documentary this fall semester so that I can help this current generation understand the impact that this event had on the criminal justice system. One of my favorite movie to show is streaming on Hulu, and is a CNN Special called "9/11: Fifteen years later" (it was made in 2016 on the 15 year anniversary of 9/11), which shows raw footage from Ground Zero from that day.
- 3) Consider incorporating more active learning activities into your classroom: Many in the iGeneration report that traditional methods of course content delivery, such as lecturing, does not keep them engaged. This is not to say that lecturing does not still serve a purpose in education, but rather than supplementing lectures with other activities will help better engage iGen students. Consider using some class time for demonstrations, questionnaires, and time to answer questions about course materials. The point is that the more engaged in the content the students are, the more likely they are to put down their devices and learn in the classroom environment.

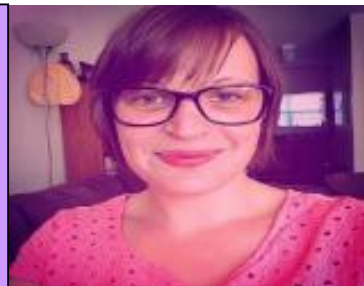
So, are today's students different than students from previous generations? Absolutely! Given the changes in the world in the past 25 years, how could they not be different? I truly believe the key to teaching this new generation is to recognize that while they are different than previous generations that does not mean that the difference is a bad thing! Recognizing the differences and meeting this current generation where they are at socially and developmentally is the key to being a successful professor in the 21<sup>st</sup> century.

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Twenge, J. M. (2017). *iGen: Why today's super-connected kids are growing up less rebellious, more tolerant, less happy – and completely unprepared for adulthood*. New York, NY: Atria Paperback.

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## BOOK REVIEW:

Österman, L. (2018) *Penal cultures and female desistance*. London: Routledge

Reviewed by Úna Barr, Liverpool John Moores University, Lecturer in Criminology

*Penal Cultures and Female Desistance* is an important and timely book for two key reasons. Firstly, the focus on gender and feminist approaches to desistance are still regrettably novel. Secondly, the qualitative, cross-national comparative context is also original. Combined, these novelties produce a unique and innovative piece of desistance research. In particular, Österman makes a comprehensive and powerful argument about the inadequacies of structural support for women in England. Whilst quick to note that the Swedish, 'Nordic Exceptionalism' experience is far from a panacea, the contrasts between the experiences of the two cohorts of women participants are stark throughout the book.

Österman begins by contending that there is no universal theory of desistance but that theory surrounding the experience of desistance focuses on both individualised agentic powers and social-structural influences. She discusses the neglect of the female voice in desistance research. She also notes the gap in the desistance literature of cross-national studies of penal contexts, referring to Farrall's (2016) recent argument that cross-national studies are the next frontier in desistance research. She justifies the qualitative approach taken in the study to deal with 'messy realities' (Matthews, 2014: 52) and complex social processes involved in comparative and feminist approaches. Having set out the structure of the book, Österman moves on to consider the literature surrounding the cultural contexts within both Sweden and England. She provides an interesting and very readable political, historical, economic and religious cultural background to each penal state. Covering so much uncharted territory has enabled the opening up of new gaps in desistance-knowledge. In particular, it would have been interesting to compare and contrast the patriarchal cultures present in England and Sweden more widely to allow an examination of desistance and gendered inequality. The literature review provided in Chapter 2 nonetheless provides the reader with a useful, if brief, comparative analysis of the centrality of gender, and gender (in)equality in particular, in England and Sweden, noting that 'the particular experience of the female offender must be situated within wider processes and conditions in society, including that of patriarchy' (p. 19). In an unusual move for a book of its kind, Österman provides her methodological approach within Chapter 3, yet it is clear to see why this is done. She notes that criminalised women are often hard to reach and desistance narratives can be messy. In addition, a comparative study must involve replication in diverse cultural contexts. Österman rightly rejects the idea that a methodology chapter in this case should be confined to appendices. She sets out her qualitative, interpretative approach, underpinned by a critical humanist perspective and governed by a feminist research agenda. The approach taken to allow 24 women to tell their stories is admirable.

Moving on to the analysis, Chapter 4 begins to develop Österman's analogy of a 'journey' of desistance complete with 'points of departure', 'pathway luggage' (Chapter 4), 'penological landscapes' (Chapter 5), 'barriers', 'structural ladders' (Chapter 6), and 'final destinations' (Chapter 7). Chapter 4 makes the case that the volume and nature of the 'pathway luggage' carried by women, in terms of social and political experiences, prior to the commission of crime, will have an impact on their journey towards desistance. Swedish women carry less luggage at this entry point in comparison to their English counterparts, Österman argues. She notes the role of sexual and physical victimisation in both cohorts, particularly in the English women's narratives. She finds a dichotomy of experiences in the entry into crime; an acting out/reactionary group and a seeking out/active group. In the former group's experiences, which involved four fifths of the English cohort compared to one fifth of the Swedish number, abusive and chaotic childhood experiences were prevalent. Violence was common in the early life experiences of these women and they often experienced a systemic silencing of the trauma they had faced, again particularly in the English data. Mental health issues and poor educational experiences were common and Österman links the beginnings of drug use here with self-medicalisation. Poignantly, none of the English women in this group experienced support in the home environment. In the latter group, composed almost entirely of Swedish women, but with one English woman also, Österman found an attraction to 'risky' behaviour with a desire for an exciting life including drug taking. The author notes the agentic expressions within this group's behaviour and narratives

and a resistance to patriarchal gender hierarchies. However, Österman is keen to distance this finding from the 'liberation hypothesis' (Adler, 1975) and notes that women were not behaving like men, but were displaying an active form of femininity and resistance to dominant patterns of patriarchy across different spheres, including criminal scenes. Mental health problems in this group were largely related to long term drug use, with a high number of Swedish women medicalised as experiencing ADHD in their younger years. Across both the reactionary and active groups, Swedish women experienced less 'pathway luggage' but more formal interventions. However, negligence or failure by social services was universal but nuanced – English women largely experienced inaction, whilst Swedish women were failed by the nature of the action which was institutionalised, compulsory or medicalised from early on.

Chapter 5 explores the penological landscape travelled by the English and Swedish women, with Österman arguing that masculinist ideas permeate both criminal justice systems. In both contexts she notes that the pains of imprisonment are felt more strongly by women but argues that prison is particularly painful for English women. The majority of her participants had experienced victimisation but English women were unlikely to report this to the police because of high levels of mistrust. The author argues that the notion of deserving and undeserving victims is alive and well in the English context with fear and mistrust related to undercover policing, prostitution and immigration status. Although Swedish women had better experiences with the police, this was not perfect in any way. Österman found that neither community sentences nor short prison sentences were transformative for either cohort, whilst in the Swedish cohort longer prison sentences and residential treatment care were only detected as being transformative. Österman makes a worrying link between longer prison sentences and structure and safety for women, despite an awareness of the pains of imprisonment. There was here an unfortunate lack of analysis around alternative structures which could provide structure and safety and offer support for the 'pathway luggage' in the women's lives. Nonetheless, Österman notes that Swedish women experienced a smoother transition out of prison life than their English sisters.

Chapter 6 moves on to consider barriers to desistance and 'ladders' of structural support. Perhaps unsurprisingly, the Swedish model overall was found to offer a setting more conducive to female desisters. Österman argues that whilst there is a prominent focus in the desistance literature on the transformative effects of employment, there is less of a focus on the experience of a lack of access to a liveable income which was found to be particularly prominent in the English data. Österman identifies a 'survival narrative' for those with low/no income. For example, she notes 'Serena's' experience of not having access to British ID which has meant she could not access employment following incarceration leading to surviving using prostitution. Depression and unprocessed trauma were common cross-national experiences which were experienced as barriers to change. There were myriad 'structural ladders' present in the Swedish data, so much so that one participant ('Eva') noted that "so many doors exist... an array of fantastic back up" (pg.122) including conversation therapy, residential rehabilitation, access to free psychologist support including support centres, sexologists and drug support centres, probation, counsellors, medication, finance and housing support counselling. Österman finds that within the Swedish data the notion of human support built on trusting relationships, safety and legitimacy were key. Within the English narratives, however, structural support only ever emerged in conversation when women referred to its absence. Whilst supportive family relationships provided valuable 'scaffolding' for the women, intimate relationships more often acted as a barrier to the women's routes out of offending. These issues surrounded abuse, a gendered caregiving narrative where women have been assumed to be able to support desisting men, and issues in relation to childcare. Above all, Österman noted a distinct lack of agency and 'choice' in the English women's narratives and noted that they experienced a significantly higher number of, and intensity of, barriers than the Swedish women.

The final analysis chapter considers the gendered 'route out' of offending with a particular emphasis on employment, inclusion and participation in mainstream society. What is disappointingly less considered here is the role of in-work poverty, particularly in the English women's experiences. Nonetheless, both the English and Swedish women identified work as being important for keeping busy, providing economic independence, and for work satisfaction. Access to employment was much worse in the English setting with barriers being criminal records and structural support related factors including inadequate work programmes and missing links to employment opportunities. This is underpinned, Österman suggests, by the move from rehabilitative to retributive discourse in English policy and social attitudes. In comparison, the Swedish data contained examples of positive



experiences of multi-agency work, co-operation between municipalities, probation and the job centres, and work experience trials ending in women being given a state-subsidised living wage which enabled them to pay off debts and build a new life. This enabled the women to build upon subjective emotions of inclusion and participation in Swedish society. Österman also explores general gendered barriers to desistance including stigma and labelling, 'feminised' job markets in lower paid and precarious employment, and the role of childcare responsibilities. These gendered barriers were higher in the English setting. Differences in national experiences were further noted in the role of generativity and employment. In Sweden, there was a strong sense, within desistance narratives, of paying back to society in general, whilst English generativity was about paying back to specific support services.

Finally, Österman comes to a conclusion in Chapter 8, gathering her thoughts on penal culture and female desistance. Österman concludes that desistance is very much linked to wider structures and conditions and is embedded in societal processes. She contrasts the inclusive and caring ethos in Swedish experiences with the neoliberal and exclusive English penal experiences. Feminist research, she argues, can make visible commonalities of oppression, in this case the lack of centrality of female offenders needs across penal landscapes, the pervasiveness of gendered violence and lack of resourced community care. Interestingly, both samples of women noted they would invest more in social provision rather than the criminal justice system. Nonetheless, the particular devastating effects of austerity in England has been persistent. Österman proposes the reforming of more, or even all, of women's prisons into open facilities and the building of autonomy, trust and self-worth. What is not so well explored however is how this can be achieved with prisons as we know them currently and the pain inflicting institutions that they are. Nonetheless, Österman also proposes the need for avenues where women can overcome the trauma inflicted by gendered violence and abuse particularly with talking therapies in safe and supportive spaces. She argues for the importance of the active encouragement of penal policy and practice to be shaped around a lived sense of inclusion, legitimacy, welfare and the positive 'structural ladders' including employment support in the Swedish context to be embedded in English practice. In conclusion, Österman calls for a humanist criminology with a focus on human welfare, fulfilment, and social justice.

Despite some of the weaknesses in the book noted above around a lack of in-depth critical analysis of the pains of imprisonment, particularly for women (Carlen, 1990), in-work poverty (Alston, 2018) and the role of domestic violence, *Penal Cultures and Female Desistance* is eminently readable and makes a fantastic resource for desistance scholars at all levels, practitioners and (hopefully) policy makers.

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Section editor: **Venessa Garcia** is an Associate Professor of Criminal Justice at New Jersey City University. She received her Ph.D. in sociology from the SUNY University at Buffalo. Dr. Garcia's research focuses on oppressed groups but mainly on women as officials, criminals, and offenders. She also conducts research in crime and media. She has published several books in these areas and has articles in the *Deviant Behavior*, *Children and Youth Services Review*, *Journal of Criminal Justice*, *Police Practice and Research: An International Journal*, the *Journal of Contemporary Criminal Justice*. She has served as Deputy Editor of *Feminist Criminology* since 2005. Dr. Garcia has worked with the DWC newsletter staff since 2002.



## GRAD STUDENT CORNER: CONFERENCING TIPS

Summer is upon us – well at least it is for me here in Southern California. Summer is a wonderful time to catch up from the last academic year, hopefully relax a little bit, and begin to plan for the fall term. For many of my colleagues and I, that means planning our conference attendance for the year. Many graduate students cannot afford to attend all of the conferences that interest them, so it is important to make sure to get the most out of those you can attend. Conferences can be a wonderful opportunity to hear emerging work in your field, meet like-minded scholars, and raise your profile as an academic. In the Winter 2018 Newsletter, the Ask a Senior Colleague section covered conferencing tips, so here is a complementary grad student perspective. This edition of Grad Student Corner is going to focus on making sure you are getting the most out of your conference of choice – which we at the Division on Women and Crime hope is the ASC Meeting in November! Read on to get some general conferencing tips and tricks and some ASC and DWC specific information:

### Applying to the Conference

- Many conferences allow you the option to decide what medium you will present in: poster, roundtable, panel presentation, or full thematic panel. At ASC, students are allowed to submit to any of these options and organize their own panels and roundtables.
- Pay attention to what is required for your application materials. For example: at ASC presentations at any level require an abstract whereas if you were to apply to the American Sociological Association, for a panel presentation they require a complete draft of the paper being presented.
- If it is your first time applying to a conference it is a good idea to have a senior colleague or advisor review your abstract before you apply. It is important for the abstract to clearly convey what your presentation will be about and that it is understandable to a wide audience.
- It is also worth considering whether you are willing to put in the effort of organizing a thematic panel. At ASC, this requires having three or four related abstracts as well as a title and abstract for the panel itself. If you choose to do this you will need to find other authors and create profiles for them through the application portal, so plan ahead!
- Also consider at the time you submit your abstract or paper to check for available travel grants through both your institution and the conference itself. These often require some legwork on your end so it is worthwhile to have a plan and organize your application materials early. This is especially true if it is an international conference.

### Preparing for the Conference

- Many conferences and divisions (including the DWC) have Facebook pages, Twitter handles, and other ways for you to connect with those attending. If you have accounts on these platforms, it is worth checking into conference hashtags and groups ahead of time. Also, a gentle reminder that now is an excellent time to either create separate accounts for your scholarly identity or to professionalize your existing accounts.
- Even if you plan to connect online, it is a good idea to order business cards for yourself ahead of your conference. Most schools allow you to order these either through your department or an on-campus print provider. These may take a few weeks to get, so order them early.
- Plan to complete your presentation itself before you leave for the conference. At ASC, the norm is to have a PowerPoint presentation if you are participating in a panel, and a printed handout if you are a



part of a roundtable session. If you are designing a poster, this needs to be completed even further in advance because it needs to be printed on large-format paper before you leave for the conference (ASC does not print the posters for you). It is also a good idea to email yourself a copy of your presentation in PDF form, sometimes different computers will mess with your formatting. Carrying a copy of your presentation on a USB stick is also a good idea as Wi-Fi can be unreliable.

- As a grad student, chances are funds are tight, so make sure to register for the conference early so you can get early-bird pricing. It is also a good idea to book your accommodations and flights early. Most of the locations that host conferences tend to have a variety of accommodation types, but it is often worth sharing your room with a friend in order to stay within walking distance of the conference hotel or center.
- Most travel grants do not provide funds up-front, so make sure you keep track of your receipts for all expenses related to the conference – registration, accommodations, flights, train rides, gas, poster printing, etc. It is also worth checking ahead of time how many days the grant allows or requires you to attend, in case, for example, you cannot be reimbursed if you tack on two extra days after the conference ends to explore the city.
- Since attending conferences is a way to raise your scholarly profile, if you are the organizer of your session, reach out to your fellow presenters ahead of time via email. This may take the form of a brief hello, asking how their presentation is coming along, or an invitation to coffee as a panel.

#### At the Conference

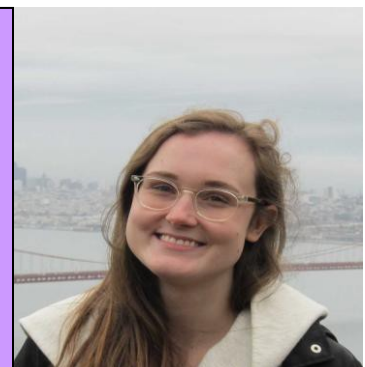
- Make sure to check in at the registration desk early, as they will have your name tag and any tickets to extra events you pre-ordered. Name tags are a big part of conferencing, so make sure to wear yours. Many name tag holders are designed for the tallest possible person so make sure to adjust yours to better fit you – it is challenging to read someone’s name tag if it is at navel-height.
- Familiarize yourself with the layout of the conference venue. This will hopefully prevent you from wandering around lost or being late to your presentation.
- Find the cheap stuff! Use Yelp, Google, local grad students, even the hotel concierge, to help you find the places within walking distance of the venue for you to grab something quick to eat, print something at the last minute, and pick up any last-minute Tylenol or Kleenex. It is also a great idea to find a coffee shop not directly attached to the conference venue, as the in-hotel one will tend to be over-crowded most of the time.
- Check out the free offerings at the conference. Most of these will be listed in the conference program. At ASC, the poster sessions have free snacks and drinks, there is a free ice cream social hosted by book publishers, and the DWC has a free breakfast meeting where they also give out annual awards.
- If you participate in any special divisions or clusters or perform service in any way, make sure to organize a coffee or lunch with the people you normally only interact with via email or Skype. It will help to strengthen your relationship and put a face to your name.
- If you do not belong to any divisions or clusters the conference is an excellent time to learn more about them. Often there is an area in the venue where divisions and clusters have tables where people can ask questions and learn more about their particular group.
- Attend sessions! Perhaps this goes without saying, but attend sessions. Most sessions are open to anyone, if you are not sure about the particular norms at the conference you are attending ask an advisor or trusted peer. Even roundtables are fair game for you to attend, and often are a way to get to know people better, as the audience is smaller. When attending sessions do not enter late or leave while the session is taking place.

- Consider attending paid socials. Most of the time students pay a discounted rate to attend these functions and they provide food and drinks. Socials usually take place in the evenings during the conference and are a great way to meet other people in these groups.
- Attend workshops and trainings aimed at grad students or early career faculty members – such as publishing, pedagogy, job market, etc. These are an invaluable way to learn more about your discipline, but also provide an easy way to meet other people at the conference.
- Dress to impress (or at least blend in). Karen Kelsky of “The Professor Is In” has some great tips about dressing for the job market, which also apply to conferencing. Some key takeaways are: make sure your clothing fits you and is without stains, cut open any vents on blazers or skirts, keep your hair out of your face or styled in a way that you will not be tempted to touch constantly, plan for changes in temperature by wearing layers, and ditch your backpack for the week, opting instead for a smart briefcase, messenger bag or tote. If you are attending a social or cocktail hour it is appropriate to wear the same clothes you wore during the day, or to switch out one item to make it more ‘fun’ (think taking off the tie, wearing a fun necklace, or adding lipstick). At ASC, some more conservative groups (former or current law enforcement, for example) tend to opt for suits, but for the most part, business casual is the norm.
- Hand out your business cards. Don’t be shy, it is very normal. A great way to wrap up a conversation or chance meeting is to give the person your card – and take theirs if they offer. It looks best to carry your business cards in a business card holder, but they can also be easily thrown into the back of your name tag holder for easy access.
- Parting wisdom: don’t be a clinger and try not to move in a pack. It is tempting to find people you already know and try to spend as much time as possible with them, but the point of the conference is to branch out and meet new people. This includes faculty and peers. Acknowledge people you already know, but while you are in the conference venue try to establish yourself individually.

After the Conference

- Follow up on any contacts made at the conference. This is where those business cards come in handy. One to two weeks after the conference, reach out via email to say how much you enjoyed meeting them and that you enjoyed their presentation/your discussion/etc.
- File those receipts and expenses for your travel grant in order to get reimbursed.
- Plan for next year!

Section editor: Sarah Murray (formerly Bannister)  
 Sarah is a PhD candidate in the Sociology Department at the University of California, Riverside. She is also co-chair of the DWC Student Affairs and Mentoring Committee. Her work explores the diverse experiences of women working in law enforcement in Canada and the United States. Sarah recently co-organized and chaired three sessions on women and work for the Canadian Sociological Association Annual Meeting in Vancouver in June.



## ACROSS THE DIVISIONS

### ***Division of Biopsychosocial Criminology***

#### Call for Submissions

The Journal of Experimental Criminology is seeking submissions for a special issue on Experimental Neurocriminology by September 30, 2019. Further information available [here](#).

### ***Division of Communities and Place***

#### Of Interest

The Publications Committee of the DCP has been collecting information on publication outlets for crime and place research. Review the list of suggested outlets [here](#).

### ***Division of Experimental Criminology***

#### Of Interest

Dr. Heather Strang of Cambridge University has been appointed as the new President of the Academy of Experimental Criminology.

### ***Division of International Criminology***

#### Workshop Opportunity

The International Journal of Law in Context and the Centre for Socio-Legal Studies at the University of Oxford invite early career scholars to participate in a workshop at Oxford September 17-18, 2019. The deadline for applications is July 10, 2019. Further information is available [here](#).

### ***Division of White-Collar and Corporate Crime***

#### Special Issue

The Division invites manuscripts for a special issue on The Neutralization of Corporate Crime. Additional information available [here](#).

### ***Division on Corrections and Sentencing***

The Division is seeking nominations for a Chair and for two Executive Counselors. Nominations should be submitted to the chair of the Nominations Committee, Josh Cochran, at [cochraju@ucmail.uc.edu](mailto:cochraju@ucmail.uc.edu), no later than July 15, 2019.

Section editor: Heidi Bonner, East Carolina University

Heidi is an Associate Professor in the Department of Criminal Justice at East Carolina University (ECU), a Research Fellow at the John F. Institute for Public Safety, and a Robert Wood Johnson Foundation Interdisciplinary Research Leaders Fellow. She received her doctorate in Criminal Justice from the University at Albany, SUNY. Her research focuses on individual and organizational criminal justice decision-making behavior and outcomes, with an emphasis on law enforcement operations. Current projects focus on disproportionate impact in policing, evaluation of CPTED strategies, employee stress and wellness, reducing homicide in domestic violence, and response to witness intimidation in intimate partner violence.



## ASK A SENIOR COLLEAGUE:

For this upcoming issue, the aim of this section is to spark discussion among DWCCers on the topic of research and political climate, especially with regards to some of the current issues within the United States. Here is the prompt question:

The current political climate in the United States have highlighted issues and debates across different stakeholders related to the field of women and crime. How should researchers position themselves during this period? (For instance, how should researchers disseminate their expertise to the general public and funding agencies? How should navigate these issues and debates in their teaching?)

**Response #1:** I don't have anything brilliant or new here – but I think we need to diversify our portfolios if we are going to survive the funding cuts.

**Response #2:** As a tenured associate professor of sociology, and a white straight cis male, I do not feel that the current climate affects what or how I research. Clearly a privileged position. That said, I do understand how the current political and cultural climate may dissuade junior faculty (at least) from “rocking the boat.”

From my position as sociology faculty, I think that people/the public expect me to be more “left,” politically and are not necessarily surprised when my work centers on left-of-center topics. Also, I wonder how much sociology hits the public sphere especially compared to criminology & criminal justice. Does the public even know who I am and what I do?

As a department chair, I would counsel my junior faculty to consider research topics that are controversial carefully – note, I would not dissuade them from doing that work, but to be cognizant of it. Perhaps most importantly is in regards to applying for grants, where the political opportunity structure is tempered by current policy (I am thinking of climate change as a clear example). That said, I would also counsel junior faculty wanting to research on more “left” topics to consider seeking out foundation grants instead of publicly funded sources. Many foundations have a history of funding more “left” topics, plus they are not tied to any political administration (left or right).

**Response #3:** It is not a stretch to say that the current political climate is divisive and what some argue is characterized by a “culture of contempt.” There is almost an addiction to demonizing the “other” side by making snide jokes, making negative comments, laughing at images that are shared online, humiliating the other point of view, etc. To me, none of this is productive and just keeps us stuck in this cycle of contempt without meeting the real needs of our communities.

There is no doubt that this divisive culture has been fueled by individuals in positions of power. What is important to think about is that divisiveness was there long before the 2016 election. It is also important to reflect on whether our actions (e.g., speech, writing, interviews given in the media, teaching) contribute to this divisiveness. I recently gave a talk in Greece and an audience member asked if I thought the people making laws in the U.S. had the social maturity to do so. My first thought was ‘no’ and then I came to ‘it depends on the person.’ It made me stop and reflect on the fact that in a democracy the person who gets the most votes wins. This does not always mean they have the social maturity to do their job well. It is sobering to consider. I challenge each of us as we engage in research, disseminate ideas to the general public, and have discussions with our students to do so thoughtfully, intentionally, and to really look at the process of how we do it. The content will likely change over time, the process of how we do it often stays the same.

Below is some food for thought:

1. How do you talk to, or about, those that disagree with your position/results whether they are other academics, the general public, your students, etc.? In *The Art of Inventing Hope* Elie Wiesel was quoted as saying “Whatever we may say to express our differences of opinion, of feeling, anything, one thing I have no right to do is to humiliate someone. Because it’s so easy and so tempting, to show one’s superiority to the other.” (pg. 152).

Lately I have seen some really gross behavior attempting to humiliate the “other side.” For example, in a recent discussion about concerns with new abortion laws and reproductive rights I saw online one woman told the other she could not have a voice or say because she had never been pregnant or given birth to a child. It is easy to see in this example how one tried to humiliate the other. In the end the need, the real concern being voiced about changes to laws related to reproductive rights, was completely overlooked and lost.

2. What is the main goal of your research? Most may agree on the goal. It is often how that goal is accomplished where we see differences in approach. For example, the goal may be to ensure students have a safe learning environment. Some may believe this happens through changing the culture on campus, some believe arming teachers, some say adding more law enforcement in the schools, others changing gun laws, and on and on. Are you considering that there might be multiple ways that your goal can be met? How are you talking about the individuals that support alternate ways to accomplish the goal?

3. What are the underlying beliefs and assumptions you may have about the topic you are researching, the audience you are speaking with, your students, etc.? I had a student ask me if I thought that a white man could represent my needs in the next election. I responded absolutely. This student made an assumption that because I identify as a female that I would not be supportive of someone that identified as male. In the end, I say bring on the most qualified candidate that has the social maturity to understand the population being represented.

I read the other day that a January 2017 Reuters/Ipsos poll of over 6,000 people found that one in six Americans in the sample had stopped talking to a family member or close friend because of the 2016 election (Whitesides, 2017). To me, this is a call to action. Our communities are looking to us to help inform policy that addresses community needs. Our students are looking to us to learn about issues in their communities, learn how to talk about topics, and learn how to have uncomfortable conversations. Over and over I hear individuals say that the current college generation doesn’t know how to have face to face conversation. I am going to challenge you to think about whether or not “adults” know how to either.

We are bridges. As we engage in research, disseminate our ideas to the general public, and have discussions with our students it is important to do so thoughtfully, intentionally, and to really look at the process of how we do it.

Citation:

Whitesides, John (2017, February 7). From disputes to a breakup: Wounds still raw after U.S. election.

Retrieved from: <https://www.reuters.com/article/us-usa-trump-relationships-insight/from-disputes-to-a-breakup-wounds-still-raw-after-u-s-election-idUSKBN15M13L>

**Response #4 (Excerpt from “Doing Public Criminology in a Politicized Climate”):** Public criminology – like other forms of public scholarship – has been described as an effort to “narrow the yawning gap between public perceptions and the best available scientific evidence on issues of public concern” (Uggen & Inderbitzin, 2010, p 726). Within criminology specifically, engagement with public scholarship can aid in the development of sound crime control policy and the avoidance of moral panics prompted by disproportionate media coverage of unrepresentative crime events (Uggen & Inderbitzin, 2010).



There are several questions that the present moment forces us to consider: How can we best help our students navigate thorny public debates about crime and justice issues? How can we help people around us identify, consume, and share reputable and reliable sources of crime and justice information? How can we help emphasize to the general public the importance of crime control and prevention strategies that are evidence-based and empirically-supported? How can we – or should we – engage our research in public forums? What is our professional obligation to do these things, if any? How can we ensure that time and energy spent engaging in public criminology is professionally recognized and valued – or, at the very least, does not become a professional liability, especially for scholars on the tenure-track? And, given social media platforms in which online threats, intimidation, and harassment are very real possibilities, is doing any of this worth it in the first place?

Like many others, I have spent a good deal of time thinking about these issues. During my recent tenure as chair of the Division on Women & Crime, I actively encouraged our members to publicly engage their expertise, especially around issues like genderbased violence and sexual harassment, which had become prominent topics of public discourse. As incoming chair of the ASC Ethics Committee, I organized a roundtable for the 2018 Annual Meeting in Atlanta called “Doing Public Criminology in a Politicized Climate,” aimed at providing participants a forum for sharing their experiences with doing public criminology and for discussing best practices moving forward.

My position, which I respectfully offer here, is that it is imperative for criminologists to be publicly engaged and to be an accessible source of data-driven information about crime and justice issues. I think it is especially important now for criminologists to say what we know to the widest possible audience. To be clear, saying what we know is not the same thing as saying what we think, what we believe, or what we wish to be true. Saying what we know means making analytical, measured observations based on our research, the research of others, and the best possible currently available estimates. This is true even when – or perhaps especially when – what we know contradicts commonly-held assumptions about the nature and scope of crime causation, patterns of victimization and offending, or the efficacy of crime-control and -prevention strategies.

I recognize that some scholars may be reluctant to engage publicly; certainly, there are drawbacks and risks to public interactions, especially those that occur online. Despite these challenges, being a publicly-engaged criminologist does not mean abdicating our professionalism or scholarly training, nor does it require engaging in or endorsing partisan politicking. It does not mean abandoning restraint or forbearance. And it should be undertaken with the goal of promoting, not preventing, dialogue and discussion.

Reference:

Uggen, C. & Inderbitzin, M. (2010). Public criminologies. *Criminology & Public Policy*, 9(4): 725-749.

(For the full essay, please refer to <https://www.asc41.com/Criminologist/2018/ASC-Criminologist-2018-11.pdf>)

Section Editor: My name is Yi Ting Chua and currently a doctoral candidate at Michigan State University School of Criminal Justice. My research interest is cybercrime, with a focus on examining online communities, such as online stolen data markets and hacker subculture. Specifically, I am interested in understanding interpersonal relationships among users in online environments and the role of online environments as medium for knowledge sharing. I aim to understand cybercrime using an interdisciplinary approach and develop informed practical solutions and policies.



## MEMBER NEWS:

**DON'T BE SHY – TOUT YOUR ACCOMPLISHMENTS!** Do you have news that you want to share? Do you have a friend or colleague that just published a paper, won an award, or did something else that was fabulous? Encourage them to share with the rest of the DWCCers. **Please send any updates to me at [sclinkinbeard@unomaha.edu](mailto:sclinkinbeard@unomaha.edu).** We want to get the word out about all of the wonderful things happening at the hands of our members!

### ***New Jobs, Promotions, and Awards.***

**Yi Ting Chua** successfully defended her dissertation on online radicalization and social network analysis and started a postdoc at the Cambridge Cybercrime Centre.

Associate Professor **Molly Dragiewicz** is moving to the School of Criminology and Criminal Justice at Griffith University as of 1 August 2019.

**Kristy Holtfreter** received the 2019 Outstanding Faculty Mentor Award from the Arizona State University Faculty Women's Association!

**Valerie Jenness** will receive the 2019 August Vollmer Award. *The [August Vollmer Award](#) (established in 1959) recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior.*

**Rachel Lovell** was from Senior Research Associate to Research Assistant Professor at Case Western Reserve University. She also received a *Women of Achievement Award* by Flora Stone Mather Center for Women at Case Western Reserve University!

**Jane Palmer** received the Provost's Award for Outstanding Faculty Mentorship in Undergraduate Research from American University.

**Amanda Burgess Proctor** will receive the 2019 Herbert Bloch Award. *The [Herbert Bloch Award](#) (established in 1961) recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology.*

**Sheetal Ranjan** was promoted to full professor at William Patterson University.

**Natasha Pusch** received the 2019 Distinguished Graduate Student Award from Arizona State University Faculty Women's Association!

**Judith Ryder** was promoted from Associate to Full Professor at St. John's University and was appointed Director of the Criminology and Justice MA program. Judith also coordinates St. John's Inside-Out Project ([www.ioprojectsju.org](http://www.ioprojectsju.org)), which has become an administrative office within the Office of the Provost.

**Jillian Turanovic** will receive the 2019 Ruth Shonle Cavan Young Scholar Award. *The [Ruth Shonle Cavan Young Scholar Award](#) (established in 1997) is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D. or a similar graduate degree no more than five years before the year of the award.*

**Meredith Worden** was recently promoted to full professor, making her the youngest full professor at the University of Oklahoma!! [https://www.normantranscript.com/news/education/encouraged-by-overcoming-barriers-worthen-becomes-youngest-full-professor-at/article\\_a433ad5a-c5dd-5b24-9edf-ccb217ae7208.html](https://www.normantranscript.com/news/education/encouraged-by-overcoming-barriers-worthen-becomes-youngest-full-professor-at/article_a433ad5a-c5dd-5b24-9edf-ccb217ae7208.html)

**Marjorie Zatz** will be given the title of Fellow from ASC. *The title of "Fellow" is American Society of Criminology's highest honor and given to those members of the ASC in good standing who have achieved distinction in criminology. The honorary title "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC.*

### **Recent Books and Updated Editions.**

Chancer, Lynn S. (2019). *After the Rise and Stall of American Feminism*. Stanford University Press.  
<https://www.sup.org/books/title/?id=17546>

Michalsen, Venezia. (2018). *Mothering and Desistance in Reentry*. Routledge.  
<https://www.taylorfrancis.com/books/9781315624143>

Schulze, C., Koon-Magnin, S., & Bryan, V. (2019). *Gender Identity, Sexual Orientation, and Sexual Assault: Challenging the Myths*. Lynne Rienner Publishers, Incorporated.  
[https://www.rienner.com/title/Gender Identity Sexual Orientation and Sexual Assault Challenging the Myths](https://www.rienner.com/title/Gender%20Identity%20Sexual%20Orientation%20and%20Sexual%20Assault%20Challenging%20the%20Myths)

### **Articles and Book Chapters.**

Arnall, E. & Ryder, J. (2019) 'Because it's fun': English and American girls' counter-hegemonic stories of alcohol and marijuana use, *Journal of Youth Studies*, DOI: [10.1080/13676261.2019.1579898](https://doi.org/10.1080/13676261.2019.1579898)

Brady, David, Sharon S. Oselin, and Kim M. Blankenship. 2018. Material Deprivation among Female Sex Workers in India. In *Handbook of Research on In-Work Poverty*, edited by Henning Lohmann and Ive Marx. Northampton, MA: Edward Elgar.

Garcia-Hallett, J. (2019). "We're Being Released to a Jungle": The State of Prisoner Reentry and the Resilience of Women of Color. *The Prison Journal*. Special issue on Race as a Carceral Terrain: Black Lives Matter Meets Reentry. DOI: 10.1177/0032885519852089.

Lee, W., & Garcia, V. (2019). Daily routine activity patterns and status offending among South Korean youth: A test of Hawdon's reconceptualization of involvement. *Children and Youth Services Review*, 96, 475-482. <https://doi.org/10.1016/j.childyouth.2018.11.014>

Lee, W., Moon, J., & Garcia, V. (2019). The pathways to desistance: A longitudinal study of juvenile delinquency. *Deviant Behavior*, 1-16. DOI: [10.1080/01639625.2018.1519138](https://doi.org/10.1080/01639625.2018.1519138)

Oselin, Sharon S. and Kristen Barber. 2019. Borrowing Privilege: Status Maneuvering Among Marginalized Men. *Gender & Society* 33(2): 201–223.

Oselin, Sharon S. 2018. Challenging Stigma: Identity Work among Male Sex Workers in a Recovery Program. *Sociological Perspectives* 61(2): 240-256.

Wonders, Nancy A. and Lynn C. Jones. 2018. Doing and Undoing Borders: The Multiplication of Citizenship, Citizenship Performances, and Migration as Social Movement. *Theoretical Criminology* 23(2): 136-155. <https://journals.sagepub.com/doi/full/10.1177/1362480618802297>

***Announcements and Special Events.***

Prof. Chrysanthi Leon (UD Sociology and CJ) and Prof Corey Shdaimah (UM Social Work) participated in an invited symposium hosted by Bar-Ilan and Haifa Universities in Israel, exploring [Multi-door Justice](#). They also taught a three-day workshop, *Innovative Qualitative Methods and Orientations* and, conducted informational interviews with potential Israeli research collaborators with a focus on gender and justice.

Section Editor: Sam is an Associate Professor and the Undergraduate Program Coordinator in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha. She received her Ph.D. in Social Psychology from the University of Nevada, Reno. Her research interests include gendered self-concepts, future orientation and motivation, juvenile delinquency, and at-risk behaviors among youth.



## EMPLOYMENT AND FUNDING:

### Job Sites

American Society of Criminology  
<http://asc41.com/dir3/jobposts.htm>

Academy of Criminal Justice Sciences  
<http://www.acjs.org/networking/>

HigherEd Criminal Justice  
<https://www.higheredjobs.com/faculty/search.cfm?JobCat=156>

HigherEd Women's Studies  
<https://www.higheredjobs.com/faculty/search.cfm?JobCat=96>

HigherEd Sociology  
<https://www.higheredjobs.com/faculty/search.cfm?JobCat=93>

### Tenured/Tenure Track (multiple positions in parentheses)

Assistant Professor (Criminology)  
Notre Dame of Maryland University  
<https://asc41.com/dir3/ads/ndm0519.pdf>

Assistant Professor (Criminal Justice)  
University of Nebraska at Kearney  
<https://asc41.com/dir3/ads/unk0619.pdf>

Assistant Professor (Criminology and Criminal Justice)  
Portland State University  
<https://asc41.com/dir3/ads/pdx0619.pdf>

Assistant Professor (2 positions; Criminal Justice)  
California State University, East Bay  
<https://asc41.com/dir3/ads/csu0419.pdf>

Assistant Professor (Government and Justice Studies)  
Appalachian State University  
<https://asc41.com/dir3/ads/appstate0612.pdf>

Assistant Professor (Sociology)  
Whitman College  
<https://asc41.com/dir3/ads/whitman0519.pdf>

Assistant/Associate Professor (Sociology)  
University of Iowa  
<https://asc41.com/dir3/ads/uiowa0619.pdf>



Assistant/Associate/Professor (Criminology & Criminal Justice)  
University of Maryland  
<https://asc41.com/dir3/ads/umd0419.pdf>

### Non-Tenure Track

Visiting Assistant Professor (Women's Studies)  
Miami University

<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177017063&Title=Visiting%20Assistant%20Professor%20Faculty%20WGS>

Part-Time Faculty  
Syracuse University

<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177021858&Title=Part%20Time%20Faculty%20%2D%20WGS%20101%20Introduction%20to%20Women%27s%20%26%20Gender%20Studies>

### Non-Academia

Center for Court Innovation  
Research and Data Associate

<https://asc41.com/dir3/ads/courtinn-rda0619.pdf>

New York City Criminal Justice Agency  
Research Analyst

<https://asc41.com/dir3/ads/ny-cja0619.pdf>

### Funding Opportunities (Research Grants and Awards)

National Institute of Justice  
National Survey of Internet and Technology-Facilitated Child Exploitation  
<https://nij.gov/funding/Documents/solicitations/NIJ-2019-16572.pdf>

Section editors: **Erica Fissel** is an incoming Assistant Professor in the Department of Criminal Justice at the University of Central Florida. Her primary research interests currently focus on interpersonal victimization that occurs in cyberspace, including cyberstalking and intimate partner cyber abuse. This research explores correlates of victimization and perpetration, along with the reporting and help-seeking behaviors of victims. Some of her recent work has been published in *Journal of Quantitative Criminology*, *Journal of Interpersonal Violence*, *Crime and Delinquency*, and *Violence*



**Amanda Goodson, M.A.**, is a doctoral candidate in the Department of Criminal Justice and Criminology at Sam Houston State University. Her research focuses on victimology, specifically violence against women, and system responses to crime victims. Her work has appeared in *Journal of Interpersonal Violence*, *American Journal of Criminal Justice*, and *Journal of Crime and Justice*, among others.



## DWC MEMBER PROFILES-Get to know some of our members!

[Kyleigh Clark-Moorman, M.A.](#)

[University of Massachusetts, Lowell](#)

*Pew Charitable Trusts*

Twitter: @kyleigh\_mcm

### **How did you become interested in the field of women and/or gender and crime?**

As a woman, I think the news surrounding women and crime is particularly upsetting once you start getting into the research. Why women commit crime, and how criminal justice involvement impacts their lives, is a sad and complicated story to tell. I think we need more research on this special population within the field, which motivated me to try to shine a light on issues so that we can better understand these processes.

### **How do you define yourself as a scholar/activist/educator?**

I think it is our responsibility as researchers to provide others with easy to understand empirical results. I enjoy taking high-level statistical analyses (e.g., propensity score methods, multilevel models, survival analysis) and writing about them in a way that makes sense to people. When we output digestible research, it can go a long way in the field by producing straightforward recommendations. My passion is taking the complicated and making it simple, which I think comes through in my research. I hope to continue to shape the conversation around criminal justice by making our findings accessible.

### **What are your current projects or interests?**

Personally, I am currently working on my dissertation, which examines the use of GPS monitoring for pretrial probation. I am using a sample of individuals who were released on pretrial probation with and without GPS in 2014, and I am analyzing who is assigned to GPS, how GPS impacts timing and rates of rearrest and technical violations, and interviewing defendants to better understand the experiences of monitored individuals as well as possible mechanisms behind my quantitative findings. Professionally, I recently began work with the Public Safety Performance Project at Pew Charitable Trusts, researching various topics relating to incarceration and supervision.

### **Who is your favorite person (or animal!) to spend time with, and what are your favorite things to do when you are with them?**

My 11-month-old son is so much fun! He is super curious and loves meeting animals. We love to be outside, in the park, at the pool, strolling around town.

### **How do you wind down after a stressful day?**

Playing with the baby, doing yoga, watching guilty pleasure TV (yes I mean 90 Day Fiancé)

### **What obstacles do you feel you have overcome to be where you are today?**

Honestly I have an inherent privilege based on my demographics that should be noted. I am lucky to have had great advisors at UML that are willing to help me through obstacles rather than letting them overtake me. Because of their support, my obstacles have seemed relatively small in comparison to what I've heard from colleagues. That being said, we need to do a better job in the field of being more supportive of women.

### **What would you like to be remembered for?**

Ultimately I'm not sure what I want to be remembered "for" but I'd like to be remembered "as" a helpful person. I want to help people in the CJ system have better outcomes, I want to help jurisdictions effectively use their resources, I want to help my organization and colleagues do better research, and I want to help raise my son to be compassionate and understanding. If I can help in these areas even a little bit, I hope that equates to at least some people living better lives.

### **What is one of your lifelong goals?**

Right now, I am trying to focus on getting this dissertation done! Getting my PhD has always been a lifelong goal, so I will have to come up with a new one (hopefully) soon!

### **Notable Publications**

**Clark-Moorman, K.,** Rydberg, J., and McGarrell, E. F. (2018). Impact evaluation of a parolee-based focused deterrence program on community-level violence. *Criminal Justice Policy Review*. [\[link\]](#)

**Clark, K.** (2018). The effect of mental illness on segregation following institutional misconduct. *Criminal Justice and Behavior*, 45(9), 1363-1382. [\[link\]](#)



### **[Venezia Michalson, Ph.D.](#)**

*Montclair State University*

### **How did you become interested in the field of women and/or gender and crime?**

As an already feminist Barnard College student, I fell in love with sociology, maintaining my focus on crime and punishment. In my senior year, I applied for doctoral programs in psychology, sociology and criminal justice, and ultimately chose the latter. My focus was always on the intersection of gender and crime, in that I grew up in a feminist family. A chance call from a friend led to a job at the Women's Prison Association as a Research Associate, and I spent the next few years immersed in data about imprisoned and reentering women and their families. I ended up doing my dissertation on the topic, and now teach and write about incarcerated and formerly incarcerated mothers.

**How do you define yourself as a scholar/activist/educator?**

I believe that the three identities meld in a beautiful way. I bring my scholarship and my activism to my classroom in a way that I find to be far stronger pedagogically than if I were to teach simply from a book. As an activist, I try not to overstep who I am - I am not a directly impacted person. I am not in the streets everyday. But as an academic, I can take a translational approach to criminology to supplement the voices of the directly impacted people, the politicians and the full time activists. As a scholar I work hard to amplify the voices of the voiceless and bring a feminist and translational perspective to the academic landscape.

**What are your current projects or interests?**

I have four main things I am working on now. First, I am working with an incredible team of politicians and advocates to make Connecticut the first state to ensure no cost phone calls for incarcerated people, and I am starting to think about how we might use this political work as a moment for on the ground research. From free phone calls, we are going to keep working on things like ending cash bail, ending fines and fees and ending commissary markup in Connecticut. Second, I am working with the Camden Coalition for HealthCare Providers on a grant proposal to look at the impacts of an intensive community based intervention for pregnant women with substance use disorders and other complex health and social needs. I am also working on a variety of publications and presentations based on an evaluation of the Federal Reentry Court in Newark, NJ. Finally, I just published an article in The Prison Journal on the ways in which intersectional, abolitionist feminism must respond to the spreading carceral state even as prisons close, which focuses on the punitive nature of the child welfare system, particularly with Black and brown mothers.

**Who is your favorite person (or animal!) to spend time with, and what are your favorite things to do when you are with them?**

I have a seven year old son named Bowie. He is brilliant and happy and interesting and I love spending time with him, even if it means talking quite a lot about building cities in Minecraft.

**How do you wind down after a stressful day?**

To be perfectly honest, I am not very good at relaxing. But! I love lifting (very) heavy weights at my beloved feminist gym (yes, I'm that lucky), going for long bike rides, gardening, and playing video games (right now I'm replaying God of War).

**What obstacles do you feel you have overcome to be where you are today?**

There are quite a lot of those, though I recognize my relative privilege. To pick one: my findings with formerly incarcerated moms included that children both encouraged and hurt desistance from criminal behavior, because kids are both an incredible motivator, but are also very difficult. I have found a similar effect of motherhood on my own life, though not with crime. I love being a mother and find it enriches my life in a million ways, but I also find that it is an incredible time suck and stressor that has made publishing, tenure and just doing personal and professional work more difficult. It's wonderful and it's hard.

**What would you like to be remembered for?**

I would like to be remembered for taking "what works" from an academic perspective to impact the people's everyday lives on the ground via my teaching and my advocacy and my direct service to directly impacted communities.

### What is one of your lifelong goals?

I would like to teach University classes in a correctional setting. I would also like to see Hawaii and Thailand one day.

### Notable Publications & Features

Michalsen, V. (2018). *Mothering and Desistance in Re-entry*. Routledge. [ [link](#) ]

Altimari, D. (2019, May 29). Advocates rally for passage of a bill that would make prison phone calls free. [ [link](#) ]

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