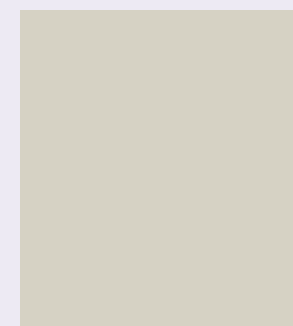
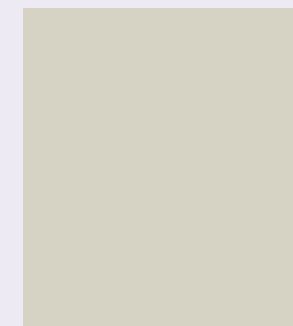
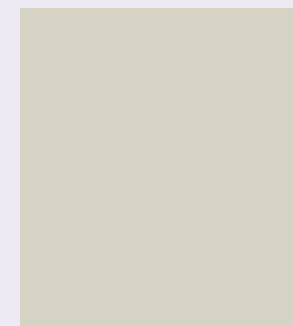
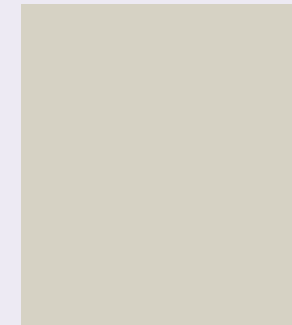
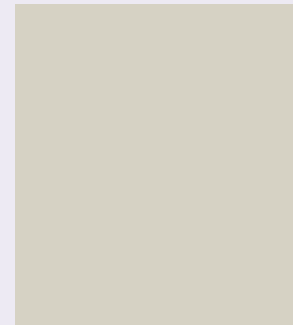


Division on Women & Crime

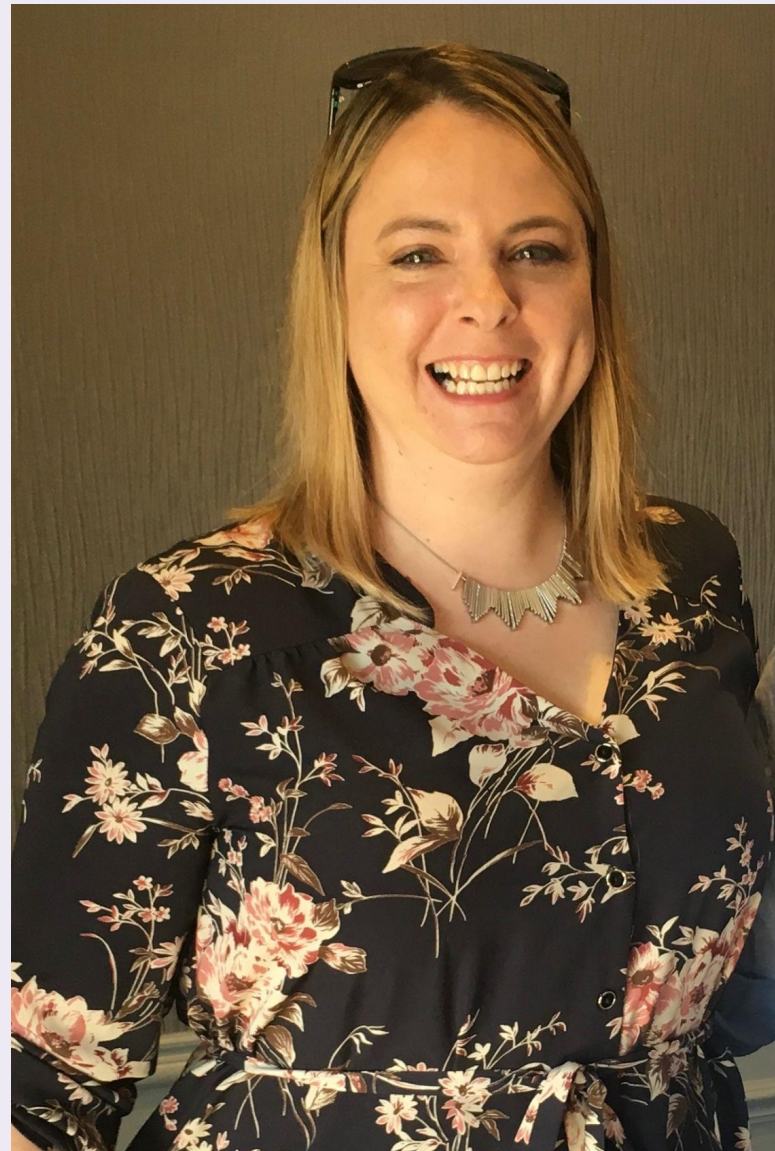
DivisionNews
Summer 2021 Issue



Co-Editors

Dr. Samantha Clinkinbeard & Dr. Rimonda Maroun

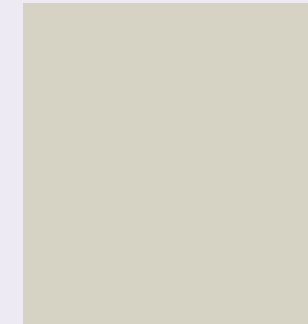
Samantha Clinkinbeard is an Associate Professor and the Undergraduate Coordinator in the School of Criminology and Criminal Justice at the University of Nebraska at Omaha. Currently, her research is focused on women in policing, including the presence of masculinity and issues surrounding recruitment and retention. Much of her previous research has focused on motivation, self-control, and health as related to delinquency and risky behavior. Email: sclinkinbeard@unomaha.edu
Twitter: @profclink



Rimonda Maroun is an Assistant Professor of Criminal Justice at Endicott College. Her recent monograph, *Contextual Characteristics in Juvenile Sentencing*, examines the impact of community characteristics, specifically concentrated disadvantage, on juvenile court outcomes. Her primary research interests include juvenile justice policy and practice, race and ethnicity and justice, sentencing, offender re-entry, and quantitative methodology. Email: rmaroun@endicott.edu
Twitter: @RimondaMaroun



Hello from your Co-Editors



We are excited to bring you the Summer 2021 Newsletter, put together by our great team of Associate Editors. You will find updates from the DWC Executive Board in the *Announcements* section and learn about what is happening elsewhere in ASC in *Around the Divisions*. Celebrate accomplishments and transitions in *Member News* and check out *Member Spotlights* to learn more about Dr. Katheryn Russell-Brown and Dr. Danielle Slakoff, both of whom were involved in last month's DWC-sponsored Virtual Forum on Anti-Racism and Intersectionality in Feminist Criminology (& Academia). Speaking of the forum, you can also find the graphic notes from the Opening and Closing Plenaries from that day in our pages. The notes remind us that we have some amazing talent and mentors in our field AND that we have a lot of work ahead of us to build a truly inclusive DWC, ASC, and Academy. In *Ask a Senior Colleague*, we hear advice and perspectives on how those facing promotion and/or tenure might address issues related to the pandemic in preparing materials. In the *Student Corner*, other senior colleagues reflect on their early publishing experiences and share advice for others. Are you working on your fall syllabi right now? The *Teaching Tips* section has some great advice for using syllabus development to help humanize your courses. The *Book Review* section gives us a peek inside *Getting Wrecked* by Kimberly Sue which deals with women, incarceration, and the Opioid crisis. Check out *Employment & Funding* and *Calls for Papers* for current opportunities and consider signing up to be a mentor or mentee in the Dr. Christine Rasche Mentoring Program (more details inside). Finally, please let us know if you have any feedback or suggestions for upcoming issues.

-Rimonda Maroun & Samantha Clinkinbeard (Co-Editors)

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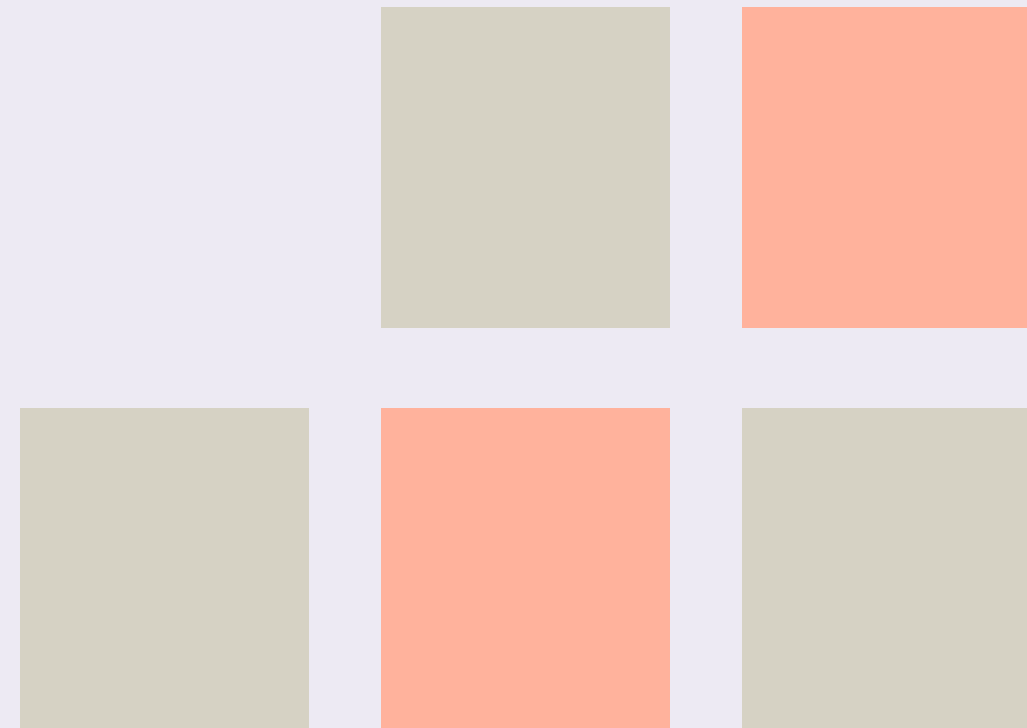
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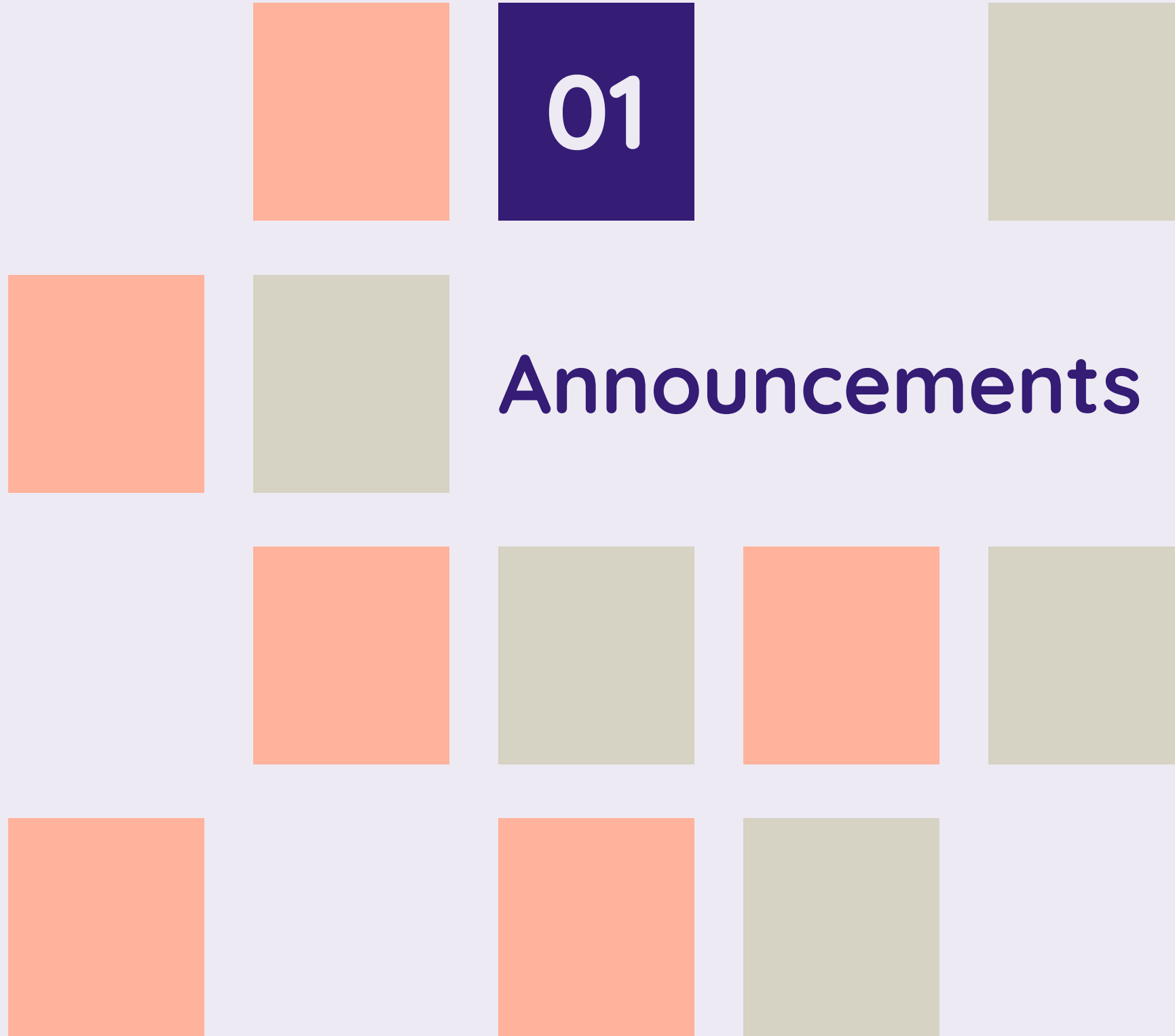
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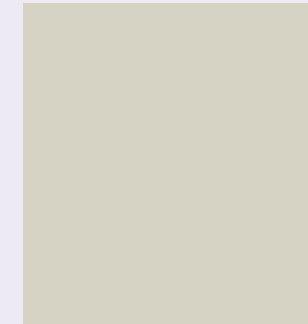


01

Announcements



Note from the Chair



As the new Chair of the DWC I remain committed to work collaboratively and in a transparent manner with the leadership and membership of the DWC by focusing on racial and LGBTQIA+ justice efforts, professional development opportunities for early and mid-career scholars, and expanding work in the area of public criminology. The division faces a number of challenges including ensuring transparency in our discussions and decisions, building trust in our executive board among our members, and fostering an inclusive community that is welcoming of all voices and perspectives.

The Executive Board is committed to eliciting diverse voices, perspectives, and lived experiences for our deliberations, allowing us to process and share our thinking and learning, leading to transparent decision-making. As a board we are committed to encouraging scholarly work and DWC activities that forcefully challenge racism, ethnocentrism, heterosexism, and transphobia. This framework includes supporting scholarship and actions that seeks to dismantle the systemic discrimination within the institutions where we work, advocate, and study.

-Catherine (Katie) Kaukinen, DWC Chair

Announcements from the E-Board

ASC Breakfast Meetings

The DWC will be hosting two breakfast meetings at the ASC meeting this year in Chicago. The Thursday morning meeting will be for our business meeting and awards ceremony. Friday we will be hosting a breakfast meeting and open forum. We will be identifying topics ahead of the meeting to discuss in breakout tables. Please join us.

DWC Constitutional Revision Update

The DWC Constitutional Revision Committee has been reviewing the current Constitution and prior proposed revisions and will have a draft proposal for the Executive Board by the end of the summer, to be reviewed by the membership shortly after that. After incorporating leadership and membership comments, a final membership vote on the proposed revisions will take place electronically prior to our annual conference. One issue of importance this year is a suggestion for a name change for the Division. Please check your emails later this summer for a brief survey asking membership their thoughts about a Division name change.

DWC Diversity & Inclusion Committee Travel Awards

The DWC Diversity & Inclusion Committee has selected winners for the DWC travel awards and the community-engaged scholar award. Please find the details below. Also, please let us know if you would like copies of our evaluation documents. Congratulations to all!

Renzetti Award: Amy Andrea Martinez

Review Subcommittee:

Bethany Backes, Alondra Garza, Claire Renzetti

Jain Award: Ana Páez-Mérida

Review Subcommittee:

Rosemary Barberet, Jordana Navarro, Valli Rajah

Community-Engaged Scholar Award: Katie Edwards

Review Subcommittee:

Bree Boppre, Rimonda Maroun, Jane Palmer

dwc

division on women and crime
american society of criminology

established 1984

Call for Applicants:

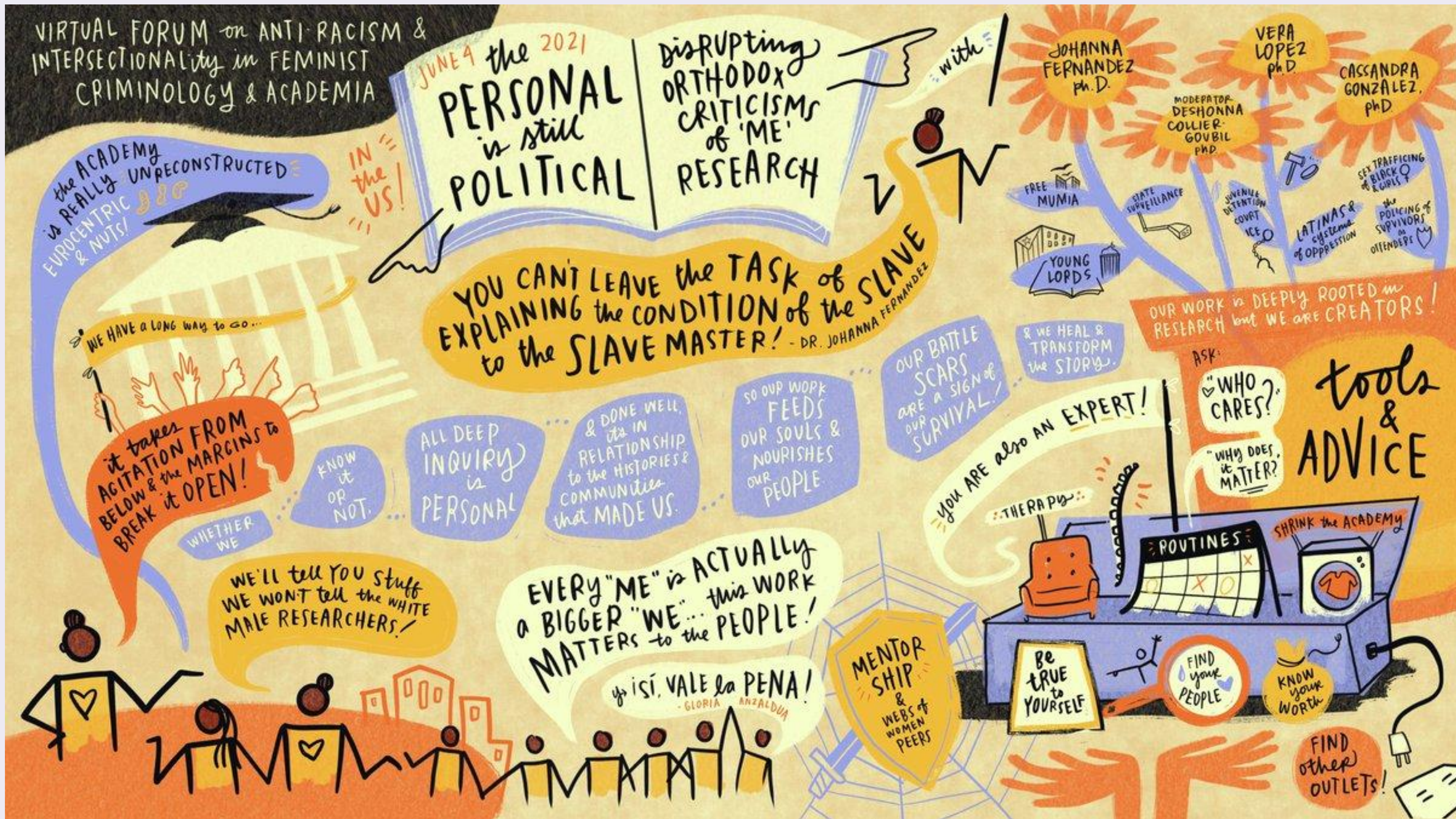
Dr. Christine Rasche Mentoring Program

Mentors and mentees will be matched based on shared areas of interest and goals. Mentorship goals/outcomes can include completing shared projects, professional development (e.g., job market or teaching support), or navigating academia. The duration of the program is November 2021-November 2022. Participants will be given structure through virtual meetings, goal-setting/progress surveys, and a mentoring coordinator to provide support.

Applications are due September 3!

For more information, please visit ascdwc.com/dwc-mentoring

Graphic Recap: The Personal is (Still) Political: Disrupting Orthodox Criticisms of 'Me' Research
 Deshonna Collier-Goubil, Ph.D., Johanna Fernandez, Ph.D., Cassandra Gonzalez, Ph.D., Vera Lopez, Ph.D.



Graphic Recap: Making Black Lives Matter in Academia

Brea Willingham, Ph.D., Talisa Carter, Ph.D., Miltonette Olivia Craig, Ph.D., J.D., Henrika McCoy, Ph.D., Katheryn Russell-Brown, Ph.D. J.D.



Member News

Associate Editor:
Julia Dillavou

Julia Dillavou is a PhD Candidate in Criminology in the Department of Sociology & Criminology at Pennsylvania State University. Her research interests include the experiences of pre-trial detention, imprisonment, and reentry for women. She is particularly interested in utilizing intersectional and critical perspectives in quantitative criminology.

Twitter: @Julia_Dillavou

02

Submit your accomplishments for the next edition

[HERE](#)



New Jobs, Promotions, & Awards

Cassandra Gonzalez successfully defended her dissertation, "Remnants of Chattel: Black Women, Sex Trafficking, and the Criminal Legal System" with distinction at CU-Boulder and is an incoming Assistant Professor in the Department of Criminal Justice and Criminology at Sam Houston State University.

Bree Boppre is an incoming Assistant Professor in the Department of Victim Studies at Sam Houston State University

Jason Williams received tenure and promotion to Associate Professor Tenure & Promotion in the Department of Justice Studies at Montclair State University

Leslie Gordon Simons was named the General Sandy Beaver Professor for Teaching Excellence at the University of Georgia, developed a new course, Cultural Diversity in Families, and was selected to lead a faculty learning community on Diversity, Equity and Inclusion: Talking the Talk and Walking the Walk in the Classroom.

Renee Lamphere is the current President of the North Carolina Sociological Association. She was sworn in in March of this year.

Samantha Clinkinbeard was awarded the Elizabeth H. Reynolds and Beverly B. Reynolds Professor of Public Affairs and Community Service at the University of Nebraska at Omaha for the term of 2021-2026

Amy Poland received promotion to full professor of criminal justice effective in the Department of Criminal Justice at St. Joseph's College New York.

Articles, Books, and Book Chapters

Bermea, A. M., **Slakoff, Danielle C.**, & Goldberg, A. E. (2021). Intimate Partner Violence in the LGBTQ+ Community. *Primary Care: Clinics in Office Practice*, 48(2), 329–337.

Clinkinbeard, Samantha S., Solomon, S. J., & Rief, R. M. (2021). Why Did You Become a Police Officer? Entry-Related Motives and Concerns of Women and Men in Policing. *Criminal Justice and Behavior*, 48(6), 715–733.

Cohn, Ellen G., Coccia M., and Kakar S. (Forthcoming). The relationship between crime, immigration, and socioeconomic factors in Europe. *Rassegna Italiana Di Criminologia*.

Cohn, Ellen G., Farrington D.P, and Iratzoqui A. (Forthcoming). Changes in the most-cited scholars in 20 criminology and criminal justice journals between 1990 and 2015 and Comparisons with the Asian Journal of Criminology. *Asian Journal of Criminology*.

DeKeseredy, Walter S. (2021). *Woman Abuse in Rural Places*. London: Routledge.

DeKeseredy, Walter S. (2020). Preventing violence against women in the heartland. In A. Harkness, *Rural crime prevention: Theory, tactics and techniques*. London: Routledge.

DeKeseredy, Walter S. (2021). Bringing Feminist Sociological Analyses of Patriarchy Back to the Forefront of the Study of Woman Abuse. *Violence Against Women*, 27(5), 621–638.

DeKeseredy, Walter S., Schwartz, M. D., Kahle, L., & Nolan, J. (2021). Polyvictimization in a College Lesbian, Gay, Bisexual, Transgender, and Queer Community: The Influence of Negative Peer Support. *Violence and Gender*, 8(1), 14–20.

Fox, Michael H. (2021) "Lame Duck Executioners" *Death Penalty News*

Griffin, V. W., **Ericka Wentz**, & Meinert, E. (2021). Explaining the Why in #WhyIDidntReport: An Examination of Common Barriers to Formal Disclosure of Sexual Assault in College Students. *Journal of Interpersonal Violence*.

Dianne R. Layden (2020) Three Reflections. In P. Walkow, *New Mexico Remembers 9/11*. New Mexico: Artemesia Press

Lennox, Rebecca A. (2021). "There's Girls Who Can Fight, and There's Girls Who Are Innocent": Gendered Safekeeping as Virtue Maintenance Work. *Violence Against Women*.

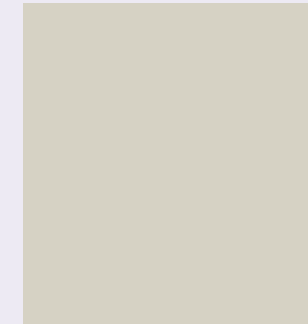
Lobo Antunes, Maria J., & Manasse, M. (2021). Social Disorganization and Strain: Macro and Micro Implications for Youth Violence. *Journal of Research in Crime and Delinquency*.

Slakoff, Danielle C., & Brennan, P. K. (2020). White, Black, and Latina Female Victims in U.S. News: A Multivariate and Intersectional Analysis of Story Differences. *Race and Justice*.

Sutton, T. E., & **Simons, Leslie. G.** (2021). A Longitudinal Test of a Feminist Pathways Model Among Black Youth: Incorporating Racial Discrimination and School Difficulties. *Feminist Criminology*, 16(1), 26–46.

Terry, April N., Lockwood, A., Steele, M., & Milner, M. (2021). The Gendered Path for Girls in Rural Communities: The Impact of COVID-19 on Youth Presenting at Juvenile Detention Facilities. *Crime & Delinquency*.

Additional Member News



Innovative Teaching and Community Impact

In the spring semester of 2021, students in **Alison Marganski's** Family Violence courses at Le Moyne College worked with local domestic and sexual violence agencies, Vera House, Inc. and McMahon Ryan Child Advocacy Center, to raise awareness on different types/forms of family violence and hold donation/fundraising drives, educational outreach, and more. Additionally, students in Dr. Marganski's Victimology course partnered up with Second Chance Canine Adoption Shelter at Jamesville Correctional Facility to learn about correctional-based animal programs designed to help persons who are incarcerated and non-human animals who have faced adversities. Other students also worked with some additional nonprofit agencies. In all, students raised over \$3,000 - over \$1,750 for Vera House, Inc., \$1,650+ in donations for Second Chance, \$500+ for McMahon Ryan Child Advocacy Center, \$300+ for ARISE (working with persons with disabilities) and also over \$100 for the SPCA. Additionally, they collected many physical donation items for the nonprofit organizations based on their wishlists, and they created and disseminated public service announcements, videos, brochures, etc. through various outlets aimed at increasing awareness of local programs, connecting individuals to resources/support, and more broadly helping meet needs of local agencies. As a result, students gained skills in applied research, community outreach/education, and other kinds of work common to non-profits while connecting those in our community with resources and information on local programs and giving back to agencies who help others heal from harm.

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 victims. Her policing and criminal justice research focuses on women police as well as community and police needs assessment and program evaluation. She also conducts research in crime and media. Dr. Garcia has published research articles in these areas including in the *Deviant Behavior*, *Children and Youth Services Review*, *Journal of Criminal Justice*, *Police Practice and Research: An International Journal*, and the *Journal of Contemporary Criminal Justice*. Her books examine women in policing, crime in the media, and violence against women.



Janice E. Clifford is an Associate Professor of Sociology in the Department of Sociology, Anthropology and Social Work at Auburn University. Her primary research areas include violent crime, homicide, violence against women and juvenile delinquency with focus on both victimization and offending behavior. This includes examining the impact of social, cultural and contextual factors contributing to criminal incidents. The scope her research is both national and international. She is co-editor of *Female Victims of Crime: Reality Reconsidered*, and her work has been published in *Violence Against Women*, *International Journal of Offender Therapy and Comparative Criminology*, *Race and Justice*, *Journal of Quantitative Criminology*, and *Homicide Studies*.



Getting Wrecked: An Insider's View of the Latest Book on Women's Opioid Use in Carceral Populations

By Lindsay Smith

**Doctoral Student
Criminology, Law and Society
George Mason University**

In a powerful opening, *Getting Wrecked* sets the stage with a woman who is opioid-addicted and in an abusive relationship for what will become just one example, recurring, in the women's stories Kimberly Sue dissects throughout the remainder of the book. This book's sole purpose is to take readers through an ethnographic journey of the lives of women plagued by their opioid addiction—amongst other needs—in treatment programs, jails, and prisons. Dr. Kimberly Sue, the author, engages with a cyclical narrative that considers the toll that a revolving door of justice involvement can take on the textured lives of women in Massachusetts. Dr. Sue's medical background, combined with her anthropological approach, allows her to examine the impacts of the opioid crisis on a particular target population with both practical critique and situational awareness. As she methodically reveals the lives of the women in her book, like peeling back the layers of an onion, she pinpoints the root of these issues—leaving some without a dry eye. In weaving the connection between the public health sector and the criminal justice system, Sue acknowledges that the latter is doing the work of the former in what she calls the “carceral-therapeutic state.”

In this qualitative study of over 30 opioid-using women, semi-structured interviews detail how criminal justice involvement is linked to the stalemate they face every day while attempting to beat their addictions. In laying out the problem, Sue brings in previous research which suggests that recent release from prison subjects substance users to a 129 times greater chance of dying from an overdose than someone in the general population (Binswanger et al., 2007 as cited in Sue, 2019). After an overview of a rehabilitative program for substance users, Sue discusses the interconnectivity between the rise in women's incarceration specifically and drug use as it relates to the “war on drugs.” Additionally, the pathway of addiction to incarceration is inherently inequitable as it targets minorities and often includes polysubstance use for women in particular. Sue then examines carceral substance use programming, specifically medication assisted treatment, and its mismatching values within the institutions that favor drug-free treatments. A glimpse of medication assisted treatment is detailed and how the criminal justice system has notoriously

undermined their usage. In her own words, Sue writes, “Medical staff would never cut someone off any other life-saving medications, but in many places, patients on buprenorphine and methadone who become incarcerated might be forced to withdraw” (2019, p. 72-73). Additionally, she offers a thoughtful consideration of the discourse on trauma as an approach to treatment—or at least an understanding of its role in substance use and how a carceral space is not a safe place to discuss feelings, let alone work through such a disorder. Next, Sue highlights the attempts of institutions to help women enter the workforce post release which is exceedingly difficult at multiple levels based on gender, substance use, race, and having a criminal record. If these women do find jobs, they are often “pink collar” (e.g., assistants, hair dressing, housekeeping) and their low wages contribute to the class-suppression of women in poverty. Lastly, Sue offers a more holistic outlook of women’s substance use treatment through renewed community-based efforts so that they may be prevented from entering the system entirely.

The strengths of this book are plentiful. The author systematically lists the arguments of the book as she outlines the layout of it in approachable terms, making this text appropriate for just about any audience. However, the book may be best suited for college-level classrooms, substance use practitioners, and feminist scholars interested in gender-based social issues. Moreover, Sue’s anthropological perspective and medical expertise seep into her outlook on the gendered nature of opioid use in a way that similar scholarship does not. As a result, Sue is able to highlight the complete interconnectedness between the public health sector and criminal justice system. Furthermore, she reveals the programmatic elements women engage in with vivid detail. Yet, the author is cautious about keeping her subjects confidential while still detailing the composition of their stories in ways that reveal why moral fear is tied to the criminal offending of women. Moreover, she points out that stigmatizing language associated with substance use disorders about being “clean” or “dirty” negates that such disorders are actually diseases, not moral choices which people actively make each day.

While this book covers a vast array of topics, a few could have been fleshed out in more detail. The author provides deep insight into the inhibitors and facilitators of successful opioid treatment programs. With Sue’s medical background, a greater elaboration on the usage of medication assisted treatment would have been appreciated, especially given the fact that these medications are given such a bad reputation in the criminal justice system. However, Sue does offer a unique medical array on the drugs which other sociologically based articles miss completely. Similarly, the continuity of care literature on substance use treatment from jails or prisons would have been beneficial as well. The reentry aspect was not detailed enough, even though she discusses the hardships of trying to fill so many needs (e.g.,

employment, health insurance, transportation) when substance use is the root issue. Lastly, while she touches on several aspects of various theories (e.g., intersectionality, feminist ideology), it would have been an exceptional thread throughout the book had it been drawn out more precisely. While the plethora of needs of women is clear, their intersectional identities pertaining to race and/or being a part of the LGBTQ community was neglected.

The purpose of this ethnography becomes exceptionally clear given the consistency of the experiences of the women in this book: when the health system does not have the infrastructure to treat women with complicated needs and extensive opioid addictions, the attempted treatment and guaranteed confinement within prisons is the bleak alternative. The question Sue raises is an ongoing game of shifting blame: who is responsible for treating individuals with substance use disorders, specifically opioid use disorders? For example, drug treatment outside carceral settings is voluntary, whereas that within correctional institutions is authoritative in nature—eliminating every ounce of autonomy necessary to work through a recovery process which women are told is a journey fraught with slip-ups. Yet, punishments are carried out when misbehavior occurs during incarceration and women are overmedicated to further control them. While these women should really be diverted before entering the system—since an oppressive state pathologizes their deviance—continual neglect of minority populations outside carceral walls is rampant and community-based care is severely inept.

After two years' worth of data collection, Sue's book contributes to the longitudinal perspective on how opioid use plagues women due to increased criminal justice involvement, lack of access to treatment, and continued hardship throughout life. In this way, it may be interesting to conduct a social network analysis with similar women to gauge how their networks either inhibit or facilitate their access to treatment and their attempt to exit the system. Sue further offers suggestions for new mechanisms for access to treatment, ones that include offering Naloxone kits to family and friends, providing mobile care and adequate walk-in hours, open lines of communication with health care providers, and safe injection sites. It is not that women need saving. A feminist, medical approach would see this as a disease with disproportionate needs that make recovery more difficult. The intended goal of this book is to disrupt inequality structures and promote harm reduction among women who use opioids, and it does just that. Both arguments laid out in the book, ineffective connectivity between public health and criminal justice systems and the women's redemptive narratives to try to escape the revolving door of the system, are powerful. The neon message is bright: wellness is only meant for certain people in society.

This “prison nation,” as used by Richie, feeds on the vulnerability of women and sweeps them under the current of constant criminal justice surveillance, subjectification, and control (Richie, 2012 as cited in Sue, 2019). However, if mutual respect, treatment plan autonomy, and ensured safety could be guaranteed, so too might there be a chance at recovery. Moreover, maybe then will women stop thinking it is their fault but that of a broken system unable to serve them. While Sue met women where they were at during her ethnographic journey, she realizes, “The crisis we face is not opioids. The crisis we face is a war on people who use drugs and on our reliance on incarceration as a catch-all policy solution” (2019, p. 197).

Sue, K. (2019). *Getting Wrecked: Women, Incarceration, and the American Opioid Crisis*. Oakland, California: University of California Press. ISBN 978-0-520-29321-2.
(pbk).

Member Spotlights

Associate Editor:
Dr. Rimonda Maroun

04

**SUBMIT YOUR
NOMINATION HERE!**

Apart from member news, we would like to use the newsletter to spotlight our members and the great work they do, their activism, community engagement, and more. Please nominate yourself or other DWCCers for a member profile!

You can share activism work, scholarship, community engagement, or any activities that you or another member are involved in. Maybe there is a cause or issue that you would like to call attention to, an event that you organized or attended that you want to promote/debrief/reflect on--we want to give you that space!

We are interested in showcasing all our members and the great work they do apart from just traditional scholarship (but we are interested in that, too!). So please don't be shy and nominate yourself and other DWCC members!

Dr. Katheryn Russell-Brown

Dr. Katheryn Russell-Brown

joined the University of Florida, Levin College of Law faculty in 2003. She is a Levin, Mabie & Levin professor of law and director of the Race and Crime Center for Justice (beginning Fall 2021). She teaches Criminal Law; Social Science and Law; and Race and Crime. From 1992-2003, she taught criminology and criminal justice at the University of Maryland.



Reflection by Dr. Russell-Brown

All of my work on race—teaching, research, and scholarship—is a literacy project. The goal of this broad academic project is to identify and highlight what constitutes foundational knowledge about race and crime. In *The Color of Crime* (2021), I include a list of over 100 names, incidents, cases, theories, practices, legislation, and books that form the core of race and crime literacy. While the list is not exhaustive, it does provide a solid base for a fact-based, historically-grounded understanding of the relationship between race, racism and crime. The list draws from several disciplines, including law, sociology, economics, and politics.

In my 30+ years of teaching, there's been one constant in my race and crime courses: how little students know about the subject. At best, some students have a passing familiarity with U.S. racial history, specifically related to African Americans. However, most have had a primary and secondary education that failed to expose them to material on the slave codes, slave patrols, Black codes, lynching, redlining, or sundown towns, to name a few.

As a step toward addressing this void, my race and crime literacy project includes children's literature. I have written three children's picture book biographies, *Little Melba and Her Big Trombone*; *A Voice Named Aretha*; and *She Was the First! The Trailblazing Life of Shirley Chisholm*. I was motivated to try my hand at books for young people after my children were born. I'm particularly interested in untold and unheralded stories of Black women and girls (and how justice is reflected in their lives).

Another part of my literacy project has been the identification of harms that are not acknowledged by the criminal law. The best example of this is my work on racial hoaxes, which highlights the socio-criminological harm done when someone falsely accuses a Black person of criminal activity.

My latest publication is a piece written in honor of Derrick Bell's incredible essay, "The Space Traders," an essay that had a huge impact on me. It offered not only a broader framework for seeing and understanding how race and crime are linked, but also how past and current racial practices are always prologue for future race outcomes.

In “The Soul Savers: A 21st Century Homage to Derrick Bell’s Space Traders or Should Black People Leave America?” I use a storytelling framework—a staple of Critical Race Theory—to engage with some of the same questions and histories Bell writes about. The piece imagines an offer made by the U.S. government that is intended to solve the nation’s perennial race problem. Here’s an excerpt:

On June 19, 2047, the call was made. The drums were heard by anyone considered to be Black according to the one-drop rule. The beating drums meant it was time to go underground. It was for the best. They were over 15 million people strong. When they heard the drum calls, they knew it was their summons. Each family had been assigned a safe space: a restaurant, a hotel, a car, an abandoned building, a store, a trailer, an office. Some were lucky enough to get a room in a house.

Black people began to disappear themselves. The masses began traveling to their assigned safe spaces in the secret, prearranged order. They took what they could carry. Electronic devices were not allowed. Most bags held clothing, toiletries, and a few small, cherished items, such as old photographs, jewelry, and books. They didn’t know when or if they would return.

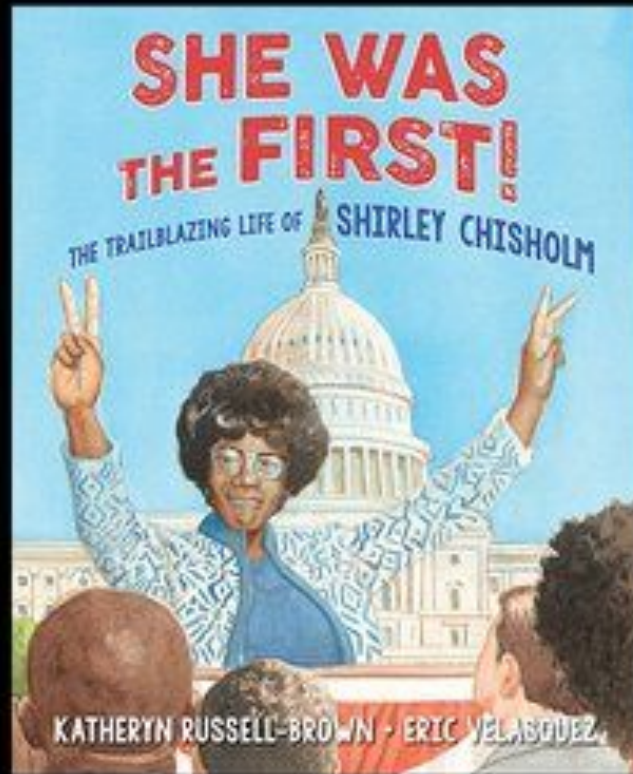
Some Black people who questioned the wisdom of the call to go underground left the country. Some escaped on foot and some drove, rode buses, or took planes to lands north of New York and Washington, south of Florida, and west of California. The average Black person could not afford to escape the United States. Most Black people were still trying to make a dollar out of fifteen cents. Travel costs for one person, let alone an entire family, sounded like a cruel proposition. Like those New Orleanians in the Ninth Ward who were instructed to evacuate in advance of Hurricane Katrina. How could you afford to leave when you barely had enough money to stay? [Continue reading]

Twitter: @KRussellBrown

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Website: www.krbrown.net

Congratulations on this wonderful achievement!



**OURSTORIES
OURCULTURE
OUREXCELLENCE**



Dr. Danielle Slakoff

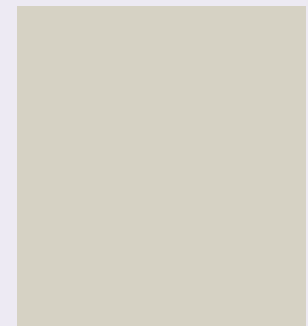
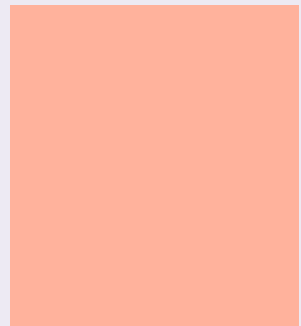


Dr. Danielle Slakoff is an Assistant Professor of Criminal Justice at Sacramento State University.

Her research interests include media and crime, intersectional and critical race feminism, and violence against women.

She was recently elected as Junior Executive Counselor of the DWC.

Congratulations!



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

I received my Bachelor's Degree in Journalism. During that time, I became fascinated with how women and girls were differentially portrayed within crime news and crime-focused entertainment. Specifically, I was interested in how race impacted these portrayals. My fascination with media and crime and women's issues has only grown since then.

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

I define myself as a Latina feminist scholar who centers empathy in her teaching. My goal is to make academia a safer space for underrepresented, historically excluded folks.

What are your current projects or interests? What work/project did you engage with the past year that you are most proud of?

I am proud of all the work I did in the last year, but one paper I am particularly proud of is my sole-authored work focused on how different forms of intimate partner violence (e.g., physical, sexual, emotional abuse) are portrayed in true crime podcasts. This study was recently published in *Violence Against Women*. I am currently working on part two of this project, which examines victim-blaming and perpetrator justification narratives across the podcasts.

If there was anything you could call attention to (social issue, upcoming event, etc), what would it be?

There are so many issues that come to mind! The two that are at the forefront of my mind currently are 1) the missing and murdered Indigenous women epidemic and 2) the impact of intimate partner violence on family and community systems.

What is a fun fact about you that helps describe who you are (either as a person, scholar, activist, educator)

A fun fact about me is that, during a family photo session when I was a kid, I chose a dictionary as my "personal prop." I have always been a curious person who loves to learn, read, and write.

What is one of your lifelong goals?

Professionally, I would love to write a DWC Award winning book. On a personal note, I would like to explore the globe with my husband, Nick.

How have the events of the past year and a half impacted you personally and professionally?

The events of the last 18 months have really clarified my goals within the classroom. After losing my dad during my PhD program, I committed myself to being an empathetic educator. Since the global pandemic began, I have been even more intentional in this practice by checking in with students regularly, discussing the mental health resources on campus, and more.

Moreover, the ongoing conversations around racial justice have changed the way I approach classroom discussion. While I have always given students the space to discuss classroom material, I am being much more intentional about giving space to discuss current events. I have tried to be much clearer in my role as a facilitator of these conversations and have worked hard to create a classroom culture that allows for discussion. I have learned so much from my students and am thankful for their candor.

Truthfully, I am not sure when I will understand the impact of the last year and a half on my personal life and well-being. During this time, I lost my great-aunt Teresa to COVID-19, moved cross-country for a new academic position, and have spent a lot of time thinking about where I fit in within my various communities (academia being just one of them). What I do know is that I am a lifelong learner, and I am committed to continuing to learn and grow.

What would you like to be remembered for?

I would like to be remembered as a scholar who centered women's lives and as an educator who created spaces for people to learn and grow. I would like to be remembered as someone who fought to make academia better. I would like to be remembered as a great friend and as a loving daughter, sister, and wife.

What are one or two of your publications that you feel best represent your work?

Slakoff, D.C. (2021). The mediated portrayal of intimate partner violence in true crime podcasts: Strangulation, isolation, threats of violence, and coercive control. *Violence Against Women*. <https://doi.org/10.1177/10778012211019055>

Slakoff, D.C., & Brennan, P.K. (2019). The differential representation of Latina and Black female victims in front-page news stories: A qualitative document analysis. *Feminist Criminology*, 14(4), 488-516.

Twitter: @DSlakoffPhD

Website: <https://daniellecslakoff.weebly.com/>

Around the Divisions

Associate Editor:
Dr. Tara Sutton

Tara E. Sutton, PhD, is an assistant professor in the Department of Sociology and affiliate faculty in Gender Studies at Mississippi State University. Her research explores the social and family contexts of intimate partner violence, sexual assault, and child abuse with a focus on Black families and LGBTQ+ young adults. She is particularly interested in violence against women and children, the intergenerational transmission of violence, and women's crime.

Twitter: @queerfemprof

05



Division of Communities & Place

- ◆ **Call for Papers - CPP Special Issue on Place, Crime, and Race:** The aim of this special issue is to stimulate researchers, from diverse backgrounds, to address how race connects with crime, fear, victimization, and perceptions of crime and micro-places, and to do so with a policy and practice orientation. This special issue will provide an opportunity for scholars to address the value and shortcomings of race neutral scholarship in crime and place research. Examples of topics the special issue might consider include distribution of racial disparities across places; policing of places and how this creates or addresses racial inequalities; whether place-based crime policies produce fewer racial disparities than neighborhood-based policies; code enforcement, nuisance abatement, and asset forfeiture practices; and others. Papers may be case studies (e.g., residential perceptions of places with high levels of crime, etc.), histories of places, policy evaluations, program evaluations, methodological tools, or theoretical discussions with actionable policy implications. Papers will be due no later than February 15th, 2022. For questions about this call for papers, please contact the special issue editors, Ajima Olaghere (aolaghere@temple.edu) or John Eck (john.eck@uc.edu).
- ◆ **Call for Papers – Policing: An International Journal, Special Issue on Policing and Asian Communities:** The extant literature on police-community relations has almost exclusively focused on issues involving the policing of Black and Hispanic/Latino communities, largely ignoring Asian-Pacific Islander (API) communities. Recent events including mass shootings involving API victims and spikes in hate crimes against Americans of API descent have brought to fore the fact that little is known about issues involving the police and API communities. This Special Issue will provide researchers and practitioners from around the globe an opportunity to identify and discuss these issues and propose practical policy solutions to them. Themes may include policing Asian communities; Anti-Asian discrimination in policing; Asian police officers' experiences with and views on anti-Asian racism; global comparative studies on police-Asian community relations; evaluation on Anti-Asian immigrant laws/policies' effects on police-Asian community relations; systematic reviews of empirical literature; and others. A one-page abstract (due by January 15, 2022) should be submitted electronically to any of the Guest Editors whose emails are listed below. The abstract should contain details of the conceptual and methodological frameworks adopted/to be adopted for the study. Authors of selected abstracts will be notified by February 15, 2022. Final manuscripts are due no later than September 10, 2022. Authors should follow all formatting guidelines regular manuscript submission to Policing (e.g., 7,500 word limits inclusive of the abstract, tables, references, figure captions, footnotes, endnotes; see the instructions for authors). This special issue will be published in June of 2023 (Vol. 43 Iss. 3.). Questions about the appropriateness of topics should be directed to Drs. Hyeyoung Lim (hyeyoung@uab.edu), Brian Lawton (blawton@jjay.cuny.edu), or John Sloan (prof@uab.edu).
- ◆ **Call for Papers – Race and Justice, Special Issue on Anti-Asian Racism & Violence:** Anti-Asian Racism and Violence around the world are not new but are on the surge during the COVID-19 pandemic. Although the crimes against Asians have received a considerable amount of media attention recently, we do not know to what extent and how anti-Asian racism and violence occur due to the limited amount of existing literature. To fulfill the gap, the Korean Society of Criminology in America (KoSCA) calls for papers to address the current global issue in anti-Asian racism and violence. Potential topics to be considered include Anti-Asian crime and violence during the pandemic; cybercrime and cyberviolence against Asians; institutional anti-Asian racism; prevention and intervention studies on anti-Asian racism and violence; evaluation research on hate crime prevention programs; policies, or procedures; racial/ethnic discrimination in the criminal legal system; workplace/school violence against Asians; and others. A one-page abstract should be submitted electronically to raj.abstracts@gmail.com by August 31, 2021. The abstract should contain details of the conceptual and methodological frameworks adopted for the study. Authors of selected abstracts will be notified by September 30, 2021. Final manuscripts are due no later than April 31, 2022. Authors should follow all formatting guidelines regular manuscript submission to the journal (see the instructions for authors). We anticipate this special issue will be published in October 2022. Questions about the appropriateness of topics should be directed to Dr. Hyeyoung Lim at hyeyoung@uab.edu.

Division of Cybercrime

- ◆ The ASC Division of Cybercrime has a new website (created by webmaster Divya Ramjee). Check it out here: <http://ascdivisionofcybercrime.org/>
- ◆ **Call for Papers – Effectiveness of International Cybercrime & Cybersecurity Efforts.** The Division of Cybercrime is sponsoring a special issue with the International Journal of Cybersecurity Intelligence and Cybercrime on the effectiveness of international cybercrime and cybersecurity efforts. Manuscript submissions due by October 15, 2021. For more details click here or email Cathy Marcum at marcumcm@appstate.edu.
- ◆ **Call for Papers – Anti-Asian Racism & Violence.** Dr. Claire Lee, DC Secretary/Treasurer, is co-guest editor for the Anti-Asian Racism and Violence special issue in Race & Justice. Please contact Dr. Lee at Claire_Lee@uml.edu with questions.
- ◆ **Call for Papers – Link Between Online and Offline Victimization and Behaviors.** ASC's Division of Cybercrime and Division of Victimology are collaborating on a special issue in Victims & Offenders on the link between specific forms of online and offline forms of victimization. See V&O website for details or email marcumcm@appstate.edu.
- ◆ **Chapters Needed.** Authors are needed for chapters in the "Handbook on Crime and Technology," edited by Drs. James Byrne and Don Hummer. Chapters needed on embezzlement, corporate espionage, spread of virus/malicious code, and theft/sale of personal data. Deadline extended to July 15. Contact Dr. James Byrne at profbyrne7@gmail.com for complete details and chapter requests.
- ◆ The Division of Cybercrime will be hosting a virtual workshop panel in the Fall, so look out for more details on that event.

Division of Historical Criminology

- ❖ The Division of Historical Criminology is a new division. They will be hosting a reception at the annual meeting. Any and all DWC members who have interest in historical themes or methodology are encouraged to attend and join the division.
- ❖ Follow the division @HCriminology out on Twitter for all the latest news.

Division of People of Color & Crime

Activism in Academia Webinars: In recognition of the work many DPCC members have been doing in scholar-activism and community-engaged research, in general and in the past year, the DPCC organized several webinars around a broad theme of scholar-activism. These were co-sponsored with the Jane Addams College of Social Work at the University of Illinois, Chicago. Panels were:

- ❖ Activism Among Academics: Creating Change from “The Ivory” (Moderated by Ericka Adams, Panelists: Brittany Battle, Henrika McCoy, Sean Wilson, and Isaac Yablo). November 2020.
- ❖ Black Lives Matter vs. Far Right Extremism: Protests, Movements and Riots (Moderated by Ericka Adams, Panelists: Janaé Bonsu, Matthew Clair, Jennifer Cobbina, Selu Sky Lark). February 2021.
- ❖ Participatory Action Research: Creating Change with Communities (Moderated by Ihsan Al-Zouabi, Panelists: Anjuli Fahlberg, Yasser Payne, Elizabeth Trejos-Castillo, Jonathan Wilson). April 2021.

These panels were held on zoom and were recorded and posted to both the DPCC and the Jane Addams College of Social Work Youtube channels. <https://www.youtube.com/channel/UC69JgCb13YHlv9m1Hiq0uhg/playlists>

Division of Policing

- ❖ The Division of Policing has been expanding their social media presence. If you don't currently follow us on Twitter (@ASCPolicing), we hope that you will. Here you will find research opportunities, crowdsourcing for teaching and research content, as well as some recent initiatives for student-centered content.
- ❖ The Division of Policing has recently partnered with *Policing: A Journal of Policy and Practice* as our official journal. We encourage DWC members to consider submitting their policing related research to this outlet.

Division of Victimology

- ❖ The DOV D&I committee will be hosting a series of five roundtables at ASC. The roundtables include shining a light on hidden victims part I: Discussing structural inequalities conducive to victimization; Shining a light on hidden victims part II: Discussing the importance of gender identity and sexuality in victimization; Institutionalizing diversity equity and inclusion: Discussing the establishment of the division of victimology DEI committee, its (short) history, and future directions; Teaching campus sexual misconduct legislation: Best practices & approaches in the classroom; and Trauma-informed approaches in the classroom: Discussing the spectrum of trauma for students and instructors. Please consider attending!
- ❖ DOV is also planning a series of 12 virtual round tables for the next academic year. Topics will include: Activism and advocacy on campus and in the community; transgressive teaching approaches; Innovative educators; The aftermath: Backlash; Responding to backlash: Support for troublemaker scholars; The decision to cut ties with CJ agencies; Early-career scholars and graduate students: Risks and rewards for troublemaker before career stability; Transgressing theory/theoretical transgression; Talking about TERFS: Calling out transphobia and trans-exclusive feminist in academe; Teaching unapologetically: approaching riots and the aftermath; Pushing against the status quo: A conversation with qualitative researchers and teaching-focused scholars; and Public criminology as troubling making. Logistics are still being worked out, so please stay tuned for dates and times!

Employment & Funding

Associate Editor:
Dr. Amanda Goodson

06

Amanda Goodson, Ph.D., is an assistant professor in the L. Douglas Wilder School of Government and Public Affairs Criminal Justice Program at Virginia Commonwealth University. Her research focuses on victimology with primary interests including violence against women and system responses to crime victims. Her recent work has appeared in *Criminal Justice and Behavior*, *Crime & Delinquency*, *Journal of Interpersonal Violence*, *Feminist Criminology*, among others.



Jobs & Funding

Tenured/Tenure Track

[Assistant Professor](#)
University of Iowa

[Assistant/Associate Professor of Criminal Justice](#)
Delaware Valley University

[Assistant/Associate Professor](#)
Sam Houston State University

[Assistant Professor](#)
Villanova University

[Assistant Professor Crim/CJ](#)
University of Missouri-St. Louis

[Assistant Professor](#)
Rutgers University

[Assistant Professor - Latina/o/x Studies/CJ](#)
Illinois State University

Non-Tenure Track

[Quantitative Postdoctoral Fellowship](#)
Florida International University

[Senior Manager - Research](#)
Minnesota Judicial Branch

[Research Scientist](#)
New Jersey Office of the Attorney General

[Term Assistant Professor](#)
George Mason University

Job Search Sites

American Society of Criminology
<https://asc41.com/career-center/position-postings/>

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>

Ask a Senior Colleague

Associate Editor: Dr. Amy Poland

Amy L. Poland, Ph.D. is an associate professor of criminal justice and the associate dean and director of online learning at St. Joseph's College-New York in Patchogue, New York. She previously served on the faculty at Texas A&M International University in Laredo, Texas and Buena Vista University in Storm Lake, IA. She earned her Ph.D. in Criminal Justice from the University of Nebraska at Omaha and worked with juvenile offenders in residential treatment for more than 10 years. She studies issues related to the evaluation of online learning, the use of social media and technology in the criminal justice field and higher education. She is currently working on a study of the use of seminar methods and primary texts for students' understanding issues of crime and justice and on college students as producers rather than consumers of social media content including gamification, blogs, infographics and podcasts. She previously authored or co-authored multiple publications including articles on the evaluation of online teaching, gender and perceptions of formal and informal systems of justice in Afghanistan, book chapters on the role of women in the war on drugs and serial rape and a report for the State of Nebraska on the need for and availability of mental health services for juvenile offenders.

07



Ask a Senior Colleague: The Effect of the Pandemic on Promotion and/or Tenure Applications

In preparing materials for tenure and/or promotion, how should a candidate address research productivity, service, teaching modalities, and teaching evaluations during the pandemic?

Response 1: I am in the process of completing my annual reviews of my faculty. At my institution faculty were able to stop the tenure clock for one year due to the pandemic. Further, each of my reviews begin with the following statement: *I believe that it is important to note that from early March 2020, through the end of December 2020, we all were under a variety of restrictions and concerns due to the COVID-19 pandemic. Research sites and labs were closed. Conferences cancelled. Campus offices, labs, and facilities were unavailable until August – and then only on a limited basis. An absolute reliance on Internet accessible programs, literature, and class preparation materials. The necessity to take part in a number of required trainings, and many voluntary trainings to prepare for the potential of a fully online fall semester. Further, the changing directions (understandable) from upper administration to prep for online only, in person, hybrid, flex, and all of them plus Zoom/MS Teams. Additionally, working through the fear and worry of our own health, those of our family and friends, and the health of our students as the pandemic raged. Concern over food and supply scarcity, and our ability to access them. The real concern we shared with the Reduction in Force, loss of long serving colleagues to early retirement, and the realization of a furlough affecting our income. Through all of the psychological and emotional stress we all endured to some degree, we persevered. For these reasons, this Chairs Evaluation of Faculty Activity Report will be reviewed with an understanding of the reality behind the possibility of: a) lower scholarly productivity, b) lower teaching evaluations, and c) less service activity. To a certain extent, I believe that making it through 2020 was an accomplishment in itself.*

Response 2: In preparing materials for tenure and promotion, absolutely share how the pandemic affected your job and productivity in a clear and succinct way. For example: “The pandemic resulted in extended review and publication times for journal submissions which slowed my productivity as decisions that generally took three months now took five months and accepted papers that normally would have appeared online within three months have taken six months. As a result, my XYZ paper will appear online by December.” Another example: “Like many women, I am the primary caregiver for our three children and, because my partner’s job required their presence at the workplace, I took on all of the responsibility for homeschooling our children leaving me just four hours each day to teach, research, and serve. As a result, only one of the three papers that were in progress at the beginning of the pandemic has been accepted. Fortunately, as the crisis has lessened I have been able to refocus on research and will submit the two other papers within the month.” Finally: “Shifting all of my classes online due to the pandemic was a daunting and massively time-consuming endeavor as I had little prior online experience and our university infrastructure was not sufficient to the task. Our students also faced tremendous challenges and required far more attention than usual. Thus, teaching took considerable time and interrupted my research. While I expected and was on track to have eight publications, thus far six papers are published and the other two have been submitted with the expectation that they will be soon accepted.” The point is to acknowledge the pandemic, be clear about how it affected your productivity, and state where you are now with the expectation being positive.

Response 3: I went through the process for promotion to full professor this past year in the middle of the pandemic at a Master’s granting private college where more emphasis has been placed on research in recent years but teaching and service are still very important. While my teaching evaluations didn’t change during the pandemic, my college did make accommodations for any potential dip in evaluations as a result of the pandemic and switch to online and virtual classes. In addition, they recognized the effect of the pandemic on academic conferences and publications. Having said that, they did still expect that we could provide evidence of ongoing research and engagement in our field. I asked a lot of questions and our promotions committee and academic leadership provided open forums and were willing to answer any questions individually as we prepared for the process. I would encourage you to ask questions about the expectations and any accommodations (including the possibility of stopping a tenure clock) that may be in place as a result of the pandemic. I would also encourage you to include the new skills and knowledge you have acquired with regard to research and teaching as a result of the pandemic. These are valuable skills for yourself and the college as we move into the future.

Teaching Tips

Associate Editor:

Dr. Renee Lamphere

08

Dr. Renee D. Lamphere is an Associate Professor of Criminal Justice in the Department of Sociology & Criminal Justice at the University of North Carolina at Pembroke. Her areas of academic interest include corrections, mixed-methods research, sexual violence and victimization, family violence, and cyber and digital-media crimes. Dr. Lamphere has a particular interest in teaching and pedagogy, and has published in the Journal of Criminal Justice Education, and does research on teachers and their role in K-12 school violence.



Humanizing Courses with Web-Based Syllabi and Sites

Breanna Boppre, Assistant Professor

Incoming - Sam Houston State University Department of Victim Studies

breanna.boppre@gmail.com

In the quick shift to online teaching in spring 2020, I found myself scrambling for ideas and methods to improve my pedagogy. I hadn't really taught online before and worried most about the informal connections I may miss in the classroom that helped students and I get to know each other. When teaching in-person, humanization occurs naturally. From chatting before class to live discussions, there are ample opportunities for us to build relationships with students. However, when teaching online, getting to know our students can feel more challenging. Also, students may feel more isolated and distant from us in online settings without additional efforts to connect.

I went to #AcademicTwitter for help. I came across resources I had never heard of from educators who had been teaching online for decades across various institutions. Early summer 2020, I attended a free online webinar hosted by Fabiola Torres and Michelle Pacansky-Brock titled "Humanizing Pre-Course Contact." The webinar exposed me to the liquid syllabus format. A liquid syllabus uses a website instead of a Word or PDF document. Rather than a static document, liquid syllabi can contain links, pages, videos, images, GIFs, and music to engage students. Torres and Pacansky-Brock added welcome videos to their liquid syllabi to help students get to know their instructors.

This type of humanization is essential to foster connections, particularly in online settings with underserved students. Underserved students face additional challenges related to learning and connecting online.¹ Research has shown humanization, by building instructor and social presence, helps to build equity in online spaces and improve students' satisfaction with their instructor, interactions, and perceived learning.² Such approaches may also help to counteract biases against marginalized faculty.³ Humanizing encourages students to see us as more than an instructor name and allows for more authentic connections virtually. Building humanization from the start of the course sets the tone for what students can expect from you as an instructor.


Later last summer, thanks to funding from my former department, I also took six-week course facilitated by the Online Learning Toolkit called Camp Operation Online Learning.⁴ I saw humanized and empathetic teaching modeled first-hand as a student in the course. One facilitator in particular, Clea Mahoney, is known as the tech expert. She created a slightly different version of the liquid syllabus as a course site. The course site houses much of the same content, but has a separate section for the liquid or traditional syllabus.

Either format is available outside of the learning management system (LMS). Instructors can provide access to students via social media, email, or university websites prior to the course and opening of the LMS system, allowing students to interact and become familiar with the course before it begins. I also provide links in the LMS for easy access throughout the semester.

To ensure accessibility, we must carefully craft any document or site to be mindful of headings, font color choices, and captioned videos/images. As traditional PDFs are difficult to access through mobile devices, the liquid syllabus/course site allows for easy access from any device. After reflection on student feedback, I recommend also including a brief syllabus document (Word/PDF) with the basics for students who may initially be apprehensive about navigating the site. I have very few of these students, but I strive to ensure my materials are accessible to all.

My course sites house everything students need to succeed in the course. In particular, I provide tutorials on how to navigate the class through text and video guides, including walk-throughs on major assignments.⁵ This cuts down on emails about the course or troubleshooting technology significantly. When students do have questions, I quickly provide links to the tutorial pages in my site that provide detailed instructions.

Here is an example of my original syllabus in comparison to a screenshot of my most recent course site



WICHITA STATE UNIVERSITY

CJ 391: Corrections

Fall 2019
Mondays & Wednesdays 11:00am – 12:15pm
LETC 337

Professor's Contact Information	
Professor	Dr. Breanna Boppre, Ph.D. (pronounced "Bo-prey")
Office Hours	Schedule with Dr. Boppre via calendly.com/drboppre Mondays 12:30-3:30pm; Wednesdays 12:30-1:30pm If you need to meet outside of office hours, please send an email.
Office Location	LETC 320
Office Phone	316-978-6463
Email	breanna.boppre@wichita.edu

Teaching Assistant's Contact Information	
Teaching Assistant	[REDACTED]
Email	[REDACTED]

Course Description

This course is designed to enhance students' understanding of what society/the government does with individuals who have broken the law. We will explore the goals and functions that society expects our correctional system to accomplish, which are oftentimes contradictory in nature (e.g., to both punish *and* rehabilitate). The course begins with the development of punishment and corrections, mainly focusing on adults. Next, we will discover what it is like to live and work in correctional facilities. Finally, we end the course with special topics and the future of corrections, including correctional approaches used in the field. A major focus of the course will be on evidence-based correctional programs and policies.

How to Use This Syllabus

This syllabus provides you with information specific to this course. It also provides information about important University policies. This document should be viewed as a course overview and is subject to change as the semester evolves. Any changes will be announced on Blackboard.

4390: VAW
About the Course


Welcome

I AM SO EXCITED YOU ARE HERE!!


This site is your guide to Violence Against Women. Below and in the top right corner are links to all the major sections that you can easily navigate through.

To get started, watch this short video (under 5 min) about the course.


Then, visit the syllabus, to get to know more about the course!




SECTIONS



SYLLABUS



NAVIGATING THE COURSE



ABOUT DR. B.

As a whole, my students said the web format is more *inviting* and *engaging* relative to traditional syllabi. They also indicated how user-friendly and interactive the format is compared to traditional syllabi. A few students told me they could feel my passion for the topic from the site. I have more fun creating the site in comparison to a traditional syllabus. Once I have the pages set up, I can easily reuse for several classes and update as needed throughout the term.

Below are links to my site for gender-related courses. Both were created for free through Google Sites.

Liquid Syllabus: [Women, Crime, and Criminal Justice](#)

Course Site: [Violence Against Women](#)

For more information and guidance, please read Michelle Pacansky-Brock's blog post on [liquid syllabi](#) and check out her book, *Best practices for teaching with emerging technologies* (2017).

**I suggest checking in with your instructional design team and department chair prior to implementing. There may be restrictions if all faculty must use the same template.



Breanna Boppre, Ph.D.

Incoming Assistant Professor
Department of Victim Studies
Sam Houston State University
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Pronouns: she/her Salutation: Dr.

NOTES

[1] <https://www.achievingthedream.org/sites/default/files/resources/Online-Learning-Practitioner-Packet.pdf>

[2] See Pacansky-Brock, M., Smedshammer M., & Vincent-Layton, K. (2020). Humanizing online teaching to equitize higher education. *Current Issues in Education, 21*. Retrieved from <http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1905>

[3] See Boppre, B. (forthcoming). Using experiential learning to humanize course content and connect with students. In J. Neuhaus (Ed.), *Picture a Professor: Intersectional Teaching Strategies for Interrupting Bias about Faculty and Increasing Student Learning*. West Virginia University Press.

[4] <https://www.onlinelearningtoolkit.com/cool>

[5] See Costa, K. (2020). *99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes*. Stylus Publishing.

Student Corner

Associate Editor:
Eddie Wei

09

Eddie Wei is a Cambridge Trust scholar and PhD candidate from Centre for Gender Studies, University of Cambridge. His research interests include judges' gender and sentencing, sexual abuse and violence, and feminist judgments project. He received Graduate Student Paper Award from DWC in 2019, as well as Jiang-Land-Wang Outstanding Student Paper Award from Association of Chinese Criminology and Criminal Justice in the same year. His publications can be found in peer-reviewed journals, such as *Feminist Criminology*, *Feminist Legal Studies*, *British Journal of Criminology*, *Asian Journal of Women's Studies*, and *International Journal of Offender Therapy and Comparative Criminology*. He has been a member of PRC bar since 2008.



How to Publish Your First Journal Article

Reflections and Publishing Advice from Senior Academics

Publishing articles in peer-reviewed journals can be challenging for most early-career scholars. Nevertheless, the phrase “publish or perish” has been widely accepted in academic institutions. It refers to the pressure on academics to publish their work frequently in order to secure employment contracts or to further their careers. Indeed, the pressure to begin publishing manuscripts starts even before PhD candidates have completed their degrees, and this process can be stressful. When we read published papers, we see the finished articles, not the first draft, nor the revise and resubmit, and we never see the failures. My first journal article was published in 2013, and it is a co-authored piece of work with another PhD student. Our major barrier in the writing stage was that English is not our mother tongue, and we could not afford to go an extra mile to get it proofread. As a coping strategy, we met, read, and revised each other’s work every two weeks. We found that discussing writing was interesting because it reduced our anxieties and helped us understand each other’s writing better. When we decided where to publish our manuscript, our “golden rule” was that we were able to recognize the name of any member in the editorial board of a journal. We were fortunate to quickly find out that some authors we cited in the manuscript sat in the board of Asian Journal of Women’s Studies. We therefore believed this journal should be a good fit. My personal experience in publishing articles is limited; however, I am grateful to have Professor Hong Lu and Professor Claire M. Renzetti share their reflections of publishing their first journal articles and publishing advice for DWC PhD candidates and junior scholars. Enjoy reading!



[Dr. Hong Lu](#)



[Dr. Claire Renzetti](#)

Why did you choose that topic in your first journal article? How did you know that topic was worth investigating and had potential to be published?

Professor Lu: My “first” major publication dealt with the issue of transience and the disposition of theft cases in China (Justice Quarterly, 2002). I chose this topic for two reasons. The first involved the overall direction of my research. I had done some soul searching while I was in graduate school. To me, learning the craft of doing research is not simply about “how”, but more about “why” – the motivation and passion that sustain a long and productive career. Growing up in China, I was naturally curious about how crime and the legal system were portrayed in Western writings. Perhaps not too surprising, back in the 1990s, there were very few empirical studies on crime and the legal system in China, and most articles/books were written by Western scholars, who either romanticized China’s legal system or interpreted it from a macro, political science perspective, rather than a more micro perspective of legal realism. I felt I could have a voice in this comparative field. Second, besides being limited to picking variables from the only data set that I had access at the time, I chose “transience” as the main topic because residential status was the defining characteristic for individuals in the 1990s, and perhaps is still true in China in the present day. I was curious about whether an individual’s migrant status effected judicial dispositions.

The topic was worth investigating and had great potential to be published. As the massive population migration challenged the urban household registration system and forced local governments to modify policies to accommodate, incentivize, or further restrict migrants’ access to social services, the dual system that differentially catered to local residents and migrants emerged. Within this context, the treatment of migrants in the criminal justice system offers a unique lens to peek through the dynamic relationship between migrants and the traditional social institutions, as law is supposed to treat everyone equally. While this topic is uniquely Chinese, it offers important theoretical and practical implications as immigration and differential treatment in the criminal justice system are two important topics among Western developed countries as well.

Professor Renzetti: My first publication in a peer-reviewed journal appeared in print in 1980. (Yikes! That was 41 years ago.) It was based on my Master’s thesis research, which was completed in 1978. It took two years, then, to get that manuscript into a form that was accepted for journal publication. I mention this because, as a journal editor myself for the past 27 years, I have found that a common mistake that young scholars make is to simply lift chapters from theses and dissertations without considering the significant differences between the style of writing required for those documents and the style of writing required for a peer-reviewed journal article. My first piece of advice, then, is to be patient; take the time required to revise your work—not just once, but multiple times. Ask your mentors to read and critique it. And don’t get discouraged if it gets rejected from the first journal to which you submit it; take reviewers’ feedback seriously, even if that can be painful or frustrating at times. I have nearly always found that reviewers’ comments and suggestions improve a manuscript.

I was also asked how I knew the topic of my first paper was worth investigating and had the potential to be published. I didn’t start out doing the research because I thought the topic was publication-worthy. I undertook the research because I felt strongly that it was socially important—that is, I saw it as having the potential to improve people’s lives, in this case, to improve services to sexual assault victims. In terms of publishing research, it is the author’s responsibility to present a persuasive argument that the research makes a significant contribution to the extant literature on the topic, either because it fills a gap in that literature or because it contributes something new.

Which method(s) did you use to collect the (empirical) data to support your main argument? Can you share any lessons learnt from collecting the data?

Professor Lu: Through personal and professional connections, I obtained the judicial documents on theft cases. I used the content analysis method to identify and code key variables. This paper represents one of the first empirical studies using data extracted from judicial documents, which laid foundation for many similar studies that followed suit. One lesson learnt was to establish a trusting relationship with the local professional who understands the nature of the study. A second lesson was that data coding was necessarily a tedious, messy, yet creative process. It required researchers to have a solid understanding of the relevant theory, literature, and research context, and be willing to experiment and test out ideas.

What were the challenges when you wrote your first journal article? How did you overcome them?

Professor Lu: To summarize, there were three main challenges: 1) language; 2) academic writing; and 3) information management. For me, the only way to overcome writing in a non-mother tongue was lots of patience and practice. Academic writing is very different and unique. I benefited from reading broadly and imitating others' work, particularly the classics. To manage information in literature review, I came up with a three-step strategy that compartmentalizes and processes the information in sections: 1) skim through an article, copy and paste useful phrases or paragraphs (always with a citation) in a file; 2) go over the phrases or paragraphs in the file and classify them into separate categories based on loosely defined themes; and 3) go over one category at a time, sort ideas and arguments, and start writing. Please note that this three-step process requires different levels of mental power. For me, I must reserve a block of time to ensure complete focus when working on step three in particular as it involves a creative process.

Was the publication process of your first journal article difficult? Was the feedback from reviewers encouraging or awkward?

Professor Lu: In hindsight, the publication process of my first journal article was no more difficult than what I experienced in recent years. But at the time it felt intimidating and stressful due to the tenure clock. I do not recall the reviewers' specific comments for this paper, but my overall experience with reviewers' comments has been positive. I take these comments seriously and try to adopt or address them whenever possible. When I disagree with the comments, I normally cite the literature to support my argument.

Professor Renzetti: I don't remember it that way; I remember it as an important learning experience. I had never had anonymous feedback on my written work before; all previous feedback had come from my mentors, whom I remember as supportive and encouraging. Peer reviews can be tough to digest sometimes because no one enjoys having their work thoroughly critiqued, particularly if the comments are pointing out flaws in the research design or writing in the manuscript. I often recommend to young scholars that they read through the reviews upon receiving them, but then set them aside for a few days and return to do a thorough read of them once the adrenaline-filled moment of first receiving them has passed. Make a table, listing each individual comment in one column and then think carefully about how you might respond to each comment, writing those thoughts in a second column of the table. This likely will take more than one reading of reviews and more than one day to process and formulate a plan for revision, but it's a worthwhile exercise because it helps you think through problems in the manuscript and how to resolve them before you submit the manuscript to another journal, if it was rejected. It also allows you to develop your response to the reviewers, which you will need to submit with your revised manuscript if the publication decision was a revise and resubmit (R&R).

What is the most important piece of advice you can give to PhD candidates and junior scholars when we are preparing for the submission of our first journal articles?

Professor Lu: Find your voice and passion, build a collaborative partnership to have a sounding board, and establish a writing routine.

Professor Renzetti: First, I advise authors to do their homework on the journals. Peruse the journals to which you're thinking about submitting your manuscript to make sure they publish work like yours. For example, if your research is qualitative, be sure the journal to which you're submitting publishes qualitative research. If your manuscript is a literature review, be sure the journal to which you're submitting publishes literature reviews. It's also important to check things like style requirements and page limits. Second, carefully proofread your manuscript before submitting it. You don't want reviewers distracted by typos and grammatical errors. Don't rely on spell-check to identify spelling errors; sometimes a word is spelled correctly but it's the wrong word. For instance, I once received a manuscript in which the author concluded the discussion with recommendations for "pubic policy." Yes, the word was spelled correctly, so spell-check did not pick it up, but it was clearly not the word the author intended to use. Third, be prepared to wait patiently for the reviews and publication decision. As a journal editor, I have found that over the past 14 months it has become increasingly difficult to enlist reviewers and to get reviews submitted on time. We've all been through a difficult year+, so extend some grace to editors and reviewers, even though you may be anxious for a decision. If you would like additional advice on academic publishing and you (or your mentors or colleagues) are a member of the American Sociological Association (ASA), please check out the video series I did for ASA that's available here: <https://www.asanet.org/career-center/professional-development/webinar-archive/academic-publishing>.

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10

Calls for Papers



Anti-Asian Racism & Violence



CALL FOR PAPERS

RACE & JUSTICE

Special Issue: Anti-Asian Racism & Violence

Guest Editors:

Hyeyoung Lim, Ph.D., University of Alabama at Birmingham

Claire S. Lee, Ph.D., University of Massachusetts at Lowell

Chunrye Kim, Ph.D., Saint Joseph's University

Anti-Asian Racism and Violence around the world are not new but are on the surge during the COVID-19 pandemic. Although the crimes against Asians have received a considerable amount of media attention recently, we do not know to what extent and how anti-Asian racism and violence occur due to the limited amount of existing literature. To fulfill the gap, the Korean Society of Criminology in America (KoSCA) calls for papers to address the current global issue in anti-Asian racism and violence.

Anti-racism & Intersectionality in Feminist Criminology

Call for Papers: Special issue of *Race and Justice*: Anti-racism & Intersectionality in Feminist Criminology & Academia: Where do we go from here?

Guest Editors: Jane E. Palmer, Ph.D., Sean Wilson, Ph.D., and Valli Rajah, Ph.D.

We invite submissions for a special issue of *Race and Justice* entitled "Anti-racism & Intersectionality in Feminist Criminology & Academia: Where do we go from here?" For this special issue, we invite panelists from the [Virtual Forum on Anti-Racism & Intersectionality in Feminist Criminology \(& Academia\)](#) to share insights into how to implement ideas discussed in the forum with consideration to our roles as researchers, teachers, colleagues, and community members.

The special issue seeks to publish conceptual pieces, empirical research, case studies, and essays discussing experiences, processes, strategies, and/or projects, that offer **concrete recommendations** to address challenges raised by forum participants. Priority consideration will be given to submissions that address core forum topics such as (1) making Black lives matter in criminology and academia; (2) disrupting orthodox criticisms of "me" research; (3) the impacts of meaningful anti-racist practices and policies in criminal legal systems or in academia; (4) engaging in radical resistance to the dominant paradigm in teaching and mentoring; (5) genuinely supporting underrepresented and marginalized faculty and students; and (6) undertaking anti-oppressive research.

Place, Crime, & Race

Criminology & Public Policy

Call for Papers for 2022 Special Issue

Place, crime and race:

A new research and policy agenda for crime and place researchers

Special Issue Editors: Ajima Olaghere and John E. Eck

A wealth of research supports the importance of places, such as addresses and street segments, for understanding and preventing crime. Yet at the same time, very little theory, research, and research-informed policy that focuses on places also examines race and ethnicity, despite race being a central construct in social life. Understanding the role of race at micro-places and within crime prevention policies targeting social spaces is essential in advancing place-based criminology. The aim of this special issue is to stimulate researchers, from diverse backgrounds, to address how race connects with crime, fear, victimization, and perceptions of crime and micro-places, and to do so with a policy and practice orientation. This special issue will provide an opportunity for scholars to address the value and shortcomings of race neutral scholarship in crime and place research. We are interested in studies that inform research, policy, and practice about the practical consequences of dealing with race, place, and crime.

Policing and Asian Communities

CALL FOR PAPERS

Policing: An International Journal

Special Issue: Policing and Asian Communities

Guest Editors:

Hyeyoung Lim, Ph.D., University of Alabama at Birmingham

Brian Lawton, Ph.D., John Jay College of Criminal Justice, CUNY

John J Sloan III, Ph.D., University of Alabama at Birmingham



The extant literature on police-community relations has almost exclusively focused on issues involving the policing of Black and Hispanic/Latino communities, largely ignoring Asian-Pacific Islander (API) communities. Recent events including mass shootings involving API victims and spikes in hate crimes against Americans of API descent have brought to fore the fact that little is known about issues involving the police and API communities. This Special Issue will provide researchers and practitioners from around the globe an opportunity to identify and discuss these issues and propose practical policy solutions to them. This special issue will include the latest *empirical* studies on policing and Asian communities. Themes may include (but are not limited to):

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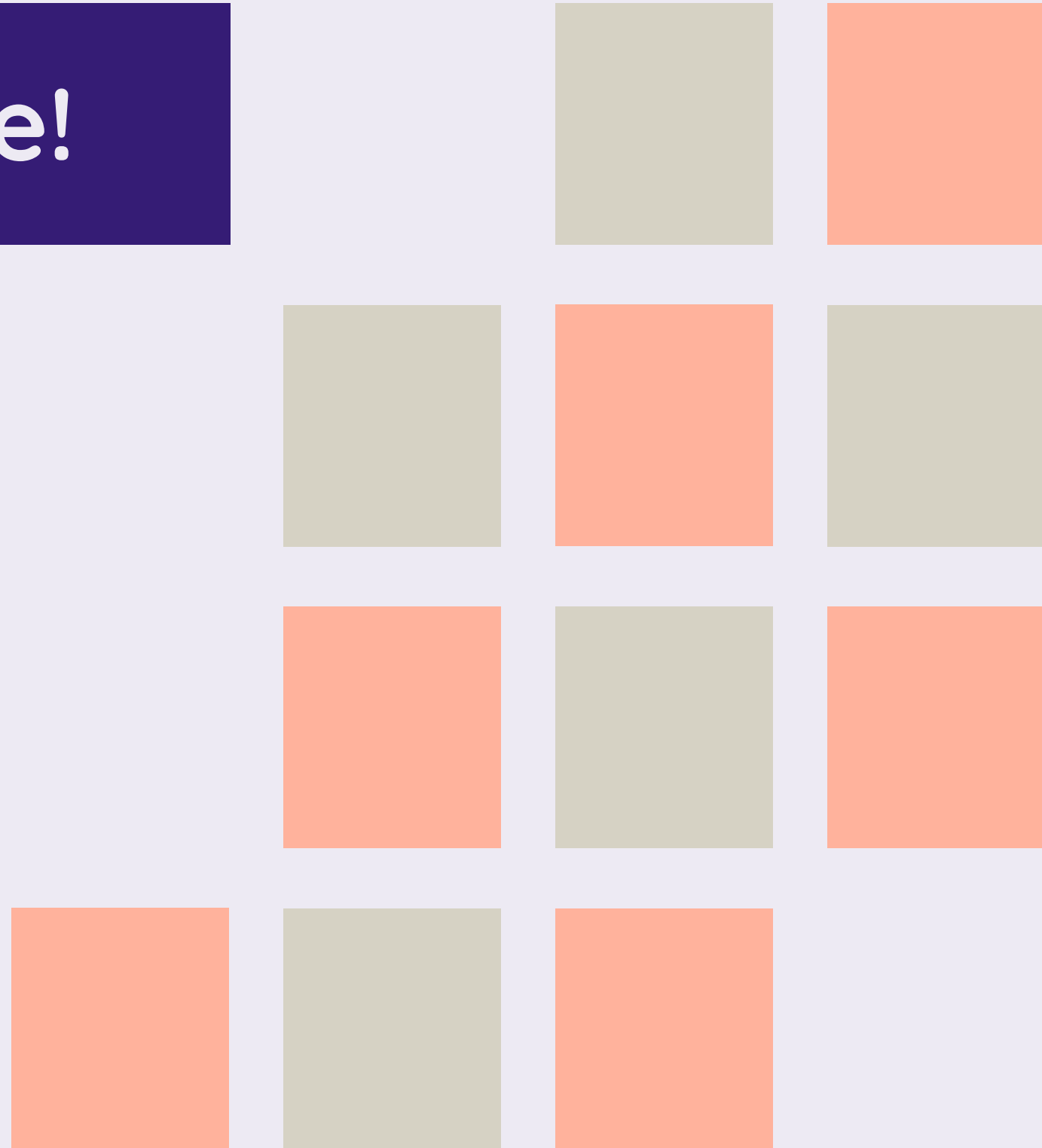
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