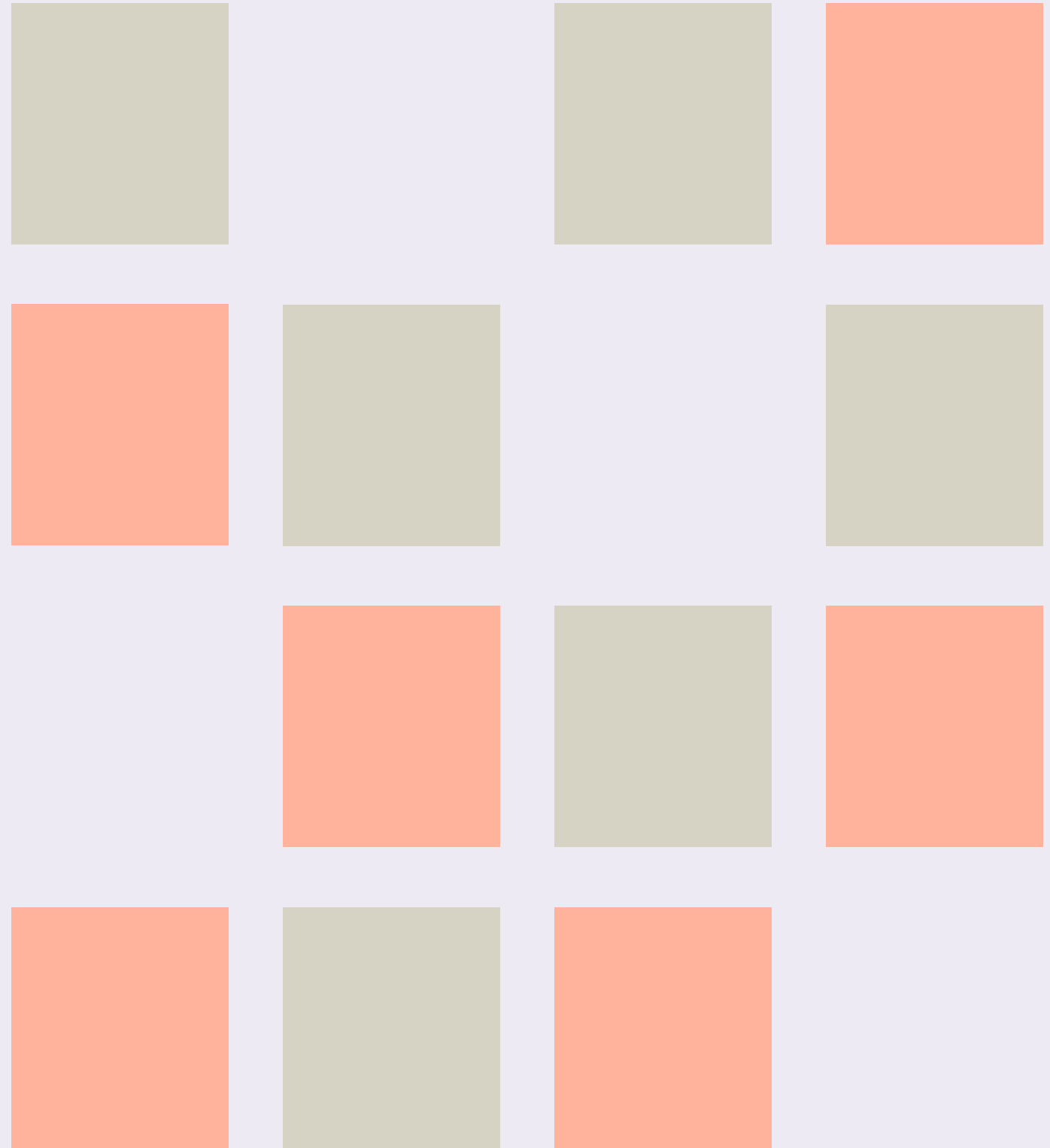




DivisionNews
Fall 2022 Issue



Co-Editors

Dr. Samantha Clinkinbeard & Dr. Rimonda Maroun

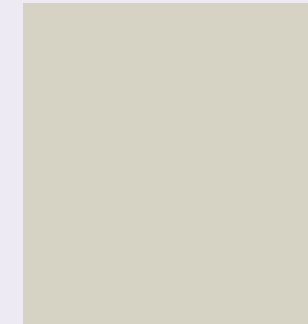
Samantha Clinkinbeard is a Professor in the School of Criminology and Criminal Justice and Assistant Dean for the College of Public Affairs and Community Service at the University of Nebraska at Omaha. Currently, her research is focused on women in policing, including the presence of masculinity and 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 hope your fall is going well - hard to believe it is already November! That means ASC is right around the corner! If you are traveling to Atlanta this year, be sure to check out [DFC at ASC](#) to plan ways to connect with your fellow Division of Feminist Criminology members at the conference. In this edition you can read about recent accomplishments from several DFCers in [MEMBER NEWS](#) and learn more about one member, and recent Sarah Hall Award winner, Vanessa Garcia, in [MEMBER SPOTLIGHTS](#). Check out what is happening [AROUND THE DIVISIONS](#) and in [EMPLOYMENT AND FUNDING](#). Read the [TEACHING TIPS](#) section to learn about the practice of incorporating gaming elements into your teaching. Check out the [STUDENT CORNER](#) to hear reflections from Dr. Sarah Prior and Dr. Booke de Heer on the book publishing process.

There are lots of opportunities for you all to contribute to the DFC Newsletter whether it is through sharing your own news, providing advice in Ask a Senior Colleague, providing a book review, or nominating someone for the member spotlight. As you read through the newsletter, take note of the various calls for content and think about how you might be able to contribute. In the meantime, we hope the rest of your fall goes well!!

-Rimonda Maroun & Samantha Clinkinbeard (Co-Editors)

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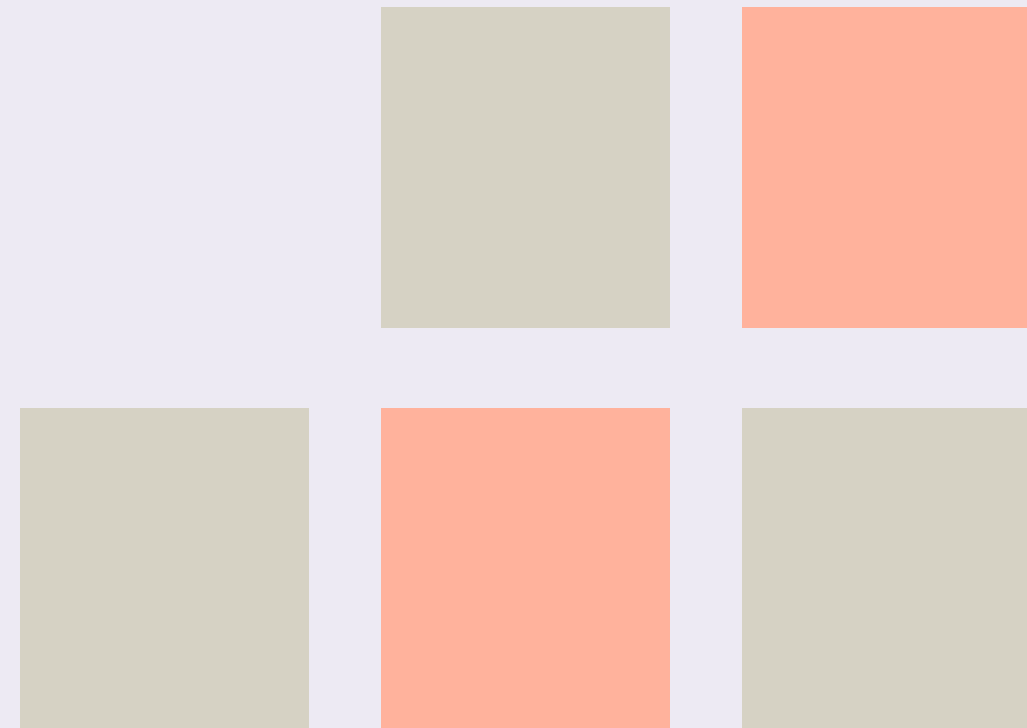
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A decorative graphic consisting of a grid of colored squares. The grid is 4 rows by 5 columns. The top row has an orange square, a dark blue square with the number '01' in white, and a light green square. The second row has an orange square, a light green square, and the word 'Announcements' in dark blue. The third row has an orange square, a light green square, an orange square, and a light green square. The bottom row has an orange square, an orange square, and a light green square.

01

Announcements

DFC at ASC!

Meeting and Awards Information

Breakfast Meeting I – General Board Meeting, Thursday, Nov 17, 7:30 – 9:20 am, A601 Atrium Level

Breakfast Meeting II – Awards Ceremony, Friday, Nov 18, 7:30 – 9:20 am, A601 Atrium Level



Join us for the 40th Anniversary Social

Wednesday, Nov 16, 6:30 - 8:30 pm

STATS Brewpub, 300 Marietta Street NW, Atlanta

Tickets are \$20 if purchased through ASC website (on-site cost increase)

DWC Workshops and Roundtable

Teaching Workshop I – Thursday, Nov 17, 3:30 - 4:50, L404, Lobby Level

Teaching Workshop II – Friday, Nov 18, 12:30 – 1:50 pm, International A, International Level

Workshops feature a variety of topics including syllabus design, course design and experiential learning

Roundtable: Supporting Junior Scholars Through Times of Transition – Thursday, Nov 17, 2:00 – 3:20 pm, Area 4, Skyline Level

The DWC created the Dr. Christine Rasche Mentoring Program in 2018 in order to cultivate mentoring relationships between senior division members and junior scholars. In this discussion, mentors and mentees will reflect on their experience over the last year, celebrate joint successes, and offer tips for fostering positive mentorship dynamics. Members of the Student Affairs and Mentoring Committee will also discuss their experiences supporting these ongoing mentoring connections.

[CLICK HERE for more details](#)

Member News

Associate Editor:
Julia Dillavou

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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

Email: Julia.Dillavou@PSU.edu

Do you have news that you want to share? Let us know! Do you have a friend or colleague that just published a paper, won an award, or did something else that is fabulous? Encourage them to share with the rest of the DFCers. Email Julia or submit them

[HERE](#)



Articles, Books, and Book Chapters

- Walter S. DeKeseredy.** (2022). Estimating Crime in Rural America: The Contribution of the First Phase of The West Virginia Community Quality of Life Survey. *International Journal of Rural Criminology*, 6(2), 237–251. <https://doi.org/10.18061/ijrc.v6i2.8751>
- Walter S. DeKeseredy** & Donnermeyer, J. F. (2022). A New Theory of Globalization, Natural Resource Extraction and Violence Against Women: Toward Solving the Linkage Problem. *Critical Criminology*. <https://doi.org/10.1007/s10612-022-09668-3>
- Walter S. DeKeseredy**, Pritchard, A. J., Stoneberg, D. M., & Nolan, J. (2022). Racial/ethnic variations in the polyvictimization of college women: Results from a large-scale campus climate survey. *Journal of Ethnicity in Criminal Justice*, 20(3), 191–208. <https://doi.org/10.1080/15377938.2022.2092575>
- Michael H. Fox.** (2022). “Send them green.” A special message from a Sunny Center supporter! *The Sunny Center*. <https://sunnycenter.org/2022/09/01/send-them-green-a-special-message-from-a-sunny-center-supporter/>
- Janet Garcia-Hallett.** (2022, September 13). The Forgotten Victims of Abortion Bans. *Hartford Courant*. <https://www.courant.com/opinion/op-ed/hc-op-supreme-court-dobbs-jackson-forgotten-victims-abortion-bans-20220913-3scbmeabkzgttesfcypbvzn4u-story.html>
- Joanne M. Kaufman** & Walsh, C. M. (2022). The Effects of Adolescent and Early Adulthood Intimate Partner Violence on Adult Socioeconomic Well-being. *The Sociological Quarterly*, 63(4), 733–758. <https://doi.org/10.1080/00380253.2021.1953414>
- Rachel Lovell** & Langhinrichsen-Rohling, J. (Eds.). (2022). *Sexual assault kits and reforming the response to rape*. Routledge.
- Sarah Prior** & **Brooke De Heer.** (2022). *Campus Sexual Violence: A State of Institutionalized Sexual Terrorism* (1st ed.). Routledge. <https://doi.org/10.4324/9781003057734>
- Kaelyn Sanders** (2022). “The Second Sentencing”: A Qualitative Exploration of Women Going Up for Parole. *Feminist Criminology*, 155708512211203. <https://doi.org/10.1177/15570851221120357>

Awards, Community Impact, Teaching Innovation

Walter DeKeseredy received the ASC's Division on Critical Criminology & Social Justice's **2022 Praxis Award**. Dr. DeKeseredy was also awarded the ASC's Division on Victimology's **2022 Robert Jerin Book of the Year Award**.

Jane Palmer was awarded the **Humanities Truck Fellowship for Youth Voice** in Washington DC, a community-based participatory research project to engage youth in DC in policy advocacy based on their lived experiences. [Click here to learn more about this fellowship and Dr. Palmer's work.](#)

Dr. Palmer was also awarded the Inclusive Pedagogy Faculty Fellowship to support the use of inclusive pedagogy at their university.

Congratulations!

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*.



We are inviting book reviews for the next two issue of the DFC DivisioNews. We publish books written by DFC members, female criminologists, and feminist criminologists, as well as books on female criminal justice professionals, victims, and/or offenders. If you have a book that you would like to have reviewed, please have your reviewer contact us. If you are interested in submitting a review, please contact us. The book should be one more than two years old. Please contact Janice Clifford at cliffje@auburn.edu or Vanessa Garcia at VGarcia1@njcu.edu .

Reviewers do not have to be DWC members

Spring 2023 Edition – Submissions DUE March 15th

Thank you all for your support!

Member Spotlights

Associate Editor:
Dr. Rimonda Maroun

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**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. So please don't be shy and nominate yourself and other DWCC members!

Member Spotlight: Dr. Venessa Garcia

The **Sarah Hall Award** recognizes outstanding service contributions to the DWC/DFC and to professional interests regarding feminist criminology and women and crime. This year, Dr. Venessa Garcia is the recipient of this award. Dr. Garcia is an Associate Professor in the Department of Criminal Justice at New Jersey City University. Her four nominators pointed to her exemplary service during especially challenging times for the DWC/DFC during 2021-2022. In the past, Dr. Garcia has served as the Chair of numerous committees, as the DWC Executive Board (EB) Counselor, as the EB Chair, and Deputy Editor of *Feminist Criminology*. However, as the nominators indicated “Dr. Garcia’s work on behalf of the DWC (2021-22) was nothing short of extraordinary. She voluntarily stepped into a very tough and demanding position. But all of the tasks completed under her watch are nothing compared to the clarity of purpose, inclusive leadership, honesty, and compassion Dr. Garcia showed to us and the DWC membership during the brief and intense period of time.” During 2021-22 Dr. Garcia took the role of Chair *pro tem*. Under Dr. Garcia’s leadership, the EB developed a policy on public statements, she agreed to co-Chair a new Feminist Criminology Editorial Board committee, and she collaborated with other EB members to staff all the DWC/DFC committees and worked to reconstitute the Internal Nominations Committee.

In addition to her exemplary service to the DWC/DFC, Dr. Garcia is also a prolific scholar. Her expertise is broad and includes police organization, gender and crime, violence against women, the juvenile justice system and community corrections. Dr. Garcia published 7 peer-reviewed articles, 6 books as an author and co-author (on gender and policing, female victims, intimate partner violence and crime & media), 8 book chapters, 28 encyclopedia entries, 13 non-referred publications, 3 published reports, 4 books reviews, and 9 book supplements. She was a Principal Investigator (PI) or Co-Principal Investigator (co-PI) on over 20 research projects. She has presented her research at various conferences for scholars and for practitioners. In 2018, she gave a presentation of US women police at the United Nations in Vienna, Austria. In 2022 she gave a presentation with Dr. Shen at the NGO CSW66 Forum on *Equity before Equality for Women Police around the Worlds: Strategies for Change*. During her career, Dr. Garcia delivered speeches, workshops and invited lectures to both academic and non-academic audiences. Her list of consulting engagements and community service is extensive and includes work for the NJ Court Improvement Project and volunteering for the NJ State Parole Board.



Member Spotlight: Dr. Venessa Garcia

However, what set Dr. Garcia apart from others is her service and volunteerism. It is evident in her involvement in collegiate committees as well as her service to the DWC/DFC. In the words of her nominators: “Without her volunteering to lead, under extremely complex and controversial situations, the DWC/DFC would not be in the position it is today.”

Reflecting on her time with the DWC/DFC, Dr. Garcia feels that joining this group was the best career move she has ever made. Remembering the elitism and stronger boys club that characterized the ASC during the 1990s, Dr. Garcia contemplated quitting the organization until she was invited to an early morning breakfast meeting of the DWC. Her experience was exhilarating seeing such accomplished women working to further the work and status of feminist criminologists. Being a young graduate student and one of the very few women of color present, Dr. Garcia felt the difference but was also welcomed by many renown feminist criminologists. Through the DWC, Dr. Garcia received mentorship that was absent in her education and early career. This mentorship and friendship helped to sustain her through hard times within a former hostile work environment.

Women criminologists and the field of feminist criminology remain marginalized. As a result, Dr. Garcia has worked to pay it forward through her service to the DWC/DFC. When the DWC was experiencing its most turbulent time, she worked hard to strengthen the organization so that current and future feminist criminologists would have the same opportunities she did. Dr. Garcia is thrilled that the DWC/DFC currently has a strong leadership that continues to work hard to keep our organization strong. She has so many strong women to thank for welcoming her into this amazing group and for helping her throughout her career – there are just too many the name here. However, she wanted to take a moment to recognize Dr. Michelle Hughes Miller for her service. The reality is that while Dr. Garcia served as Chair *pro tem*, she worked in tandem with Dr. Hughes Miller to move the organization to a better place. Dr. Hughes Miller also worked determinedly toward correcting the problems within the DWC/DFC including ensuring transparency, diversity of leadership on the EB and on Committees, updating the constitution (building on the work of previous Constitution Revision Committees), and organizing the division name change effort. Dr. Garcia could not have survived without the partnership of Dr. Michelle Hughes Miller. Thank you, Michelle!

**Congratulations &
thank you for all your work!!!**

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

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Around the Divisions

❖ Division of Cybercrime

The Division of Cybercrime (DC) is holding elections for the new DC Officers and Executive Counselors for the 2023-25 year. They will be having a membership meeting on November 17 at 11am at ASC to formally introduce the new officers, present awards (including our first Lifetime Achievement Award), and discuss future plans. They will have a recruiting table at ASC with new DC swag (wahoo!). In addition, they will be hosting an informal social for interested and current members (location TBD).

❖ Division of Communities & Place

Call for Participants at ASC Panel

>> Save the date! Strategies for enhancing international and interdisciplinary research in the ASC: Friday November 18 3:30-4:50pm // A705, Atrium Level

The DCP would like to invite all members to an open discussion on a broad set of opportunities and challenges for further development of international/ interdisciplinary research associated with ASC. This is intended as a way of furthering and expanding these conversations which are no doubt going on in many places.

Virtual attendance options will be available for those who cannot attend in person (send email to tstucky@iupui.edu)

Goal: Identify small/large scale projects to advance international/ inter-disciplinary work moving forward. Topics to be discussed will include:

- What are the challenges to international scholars disseminating their work in predominantly English journals? How can the divisions work together or individually to support the addition of this work?
- What are some of the barriers created by language that limit research and theory?
- The best work is also often inter or multi-disciplinary. How can we find ways to bridge disciplinary boundaries as well as national/ language barriers?
- How can ASC do a better job of giving voice to a variety of perspectives locally and globally?

For more information, click [HERE](#) . We hope to see you there.

Around the Divisions

Division of International Criminology

International Criminology – the official journal of the Division of International Criminology

[International Criminology](#) is the official journal of the Division of International Criminology of the ASC. The journal's mission to "publish innovative and thought-provoking theoretical, conceptual, empirical and methodological research and scholarship that will enhance and develop the field of international, transnational, comparative and global criminology and criminal justice." It is our ambition to be an outlet for high-quality scholarly work representing diverse global regions, methodologies and perspectives.

As our mission statement indicates, we are aiming at a very broad range of papers. We invite papers that are explicitly *comparative* (e.g. [Weiss, Santos & Testa 2021](#)), papers concerned with *international crime* (e.g. [Hagan 2021](#)), papers analyzing *transnational crime* (e.g. [Yeager, Shelden & Holden 2021](#)), and, of course, manuscripts with a *global perspective* (e.g. [Franko 2021](#)). We also solicit papers that are not *per se* comparative in nature, but that report on countries and regions that are not frequently represented in mainstream English-language journals (e.g. [Pryce & Grant 2021](#)). The focus of the journal is on strong analytical, theoretical and research-based articles, but we are definitely also interested in policy essays and commentaries (see for example [Simões, de Alencar & Xavier 2022](#)).

Although the journal is fortunate in having a strong international editorial team, we cannot claim to have expertise in all things international. Therefore, we do very much welcome proposals for thematic issues or symposia, by junior or senior scholars, from the global South or the Global North (or in collaboration). Please consult the [website](#), or contact me directly.

We have published a number of thought-provoking book reviews in 2021, and we aim to continue and further expand this in future publications. In particular, we would like to include books that are relevant for the Global South. Even if the book is not published in English, we welcome summaries and reviews as a way to help disseminate knowledge otherwise unavailable to English-speaking colleagues. Contact our book review editor, Thomas Akoensi, if you are interested in reviewing a book, or would like to suggest a particular book for review. See [Book Review information](#) on the website. Proposals for book review essays (combining two or three books in one larger review) are also welcome.

Constructive and detailed peer reviews of manuscripts contribute tremendously to the quality of the final publication. A primary resource for the review process is the journal's international editorial board, whose members have shown admirable due diligence in responding to requests for peer reviews. In addition, the journal's review process has benefitted from the willingness of a number of young scholars from across the globe to sign up as potential reviewers. I invite you to check the [website](#) (under updates) for information on how to add your name as a potential reviewer, together with your areas of expertise.

I hope that our unique mission, high-quality peer reviews, and fast turnaround time will encourage you to consider [International Criminology](#) as the place to publish your next paper.

Ineke Haen Marshall
Editor
International Criminology

Job Announcements

The Criminal Justice and Forensic Science Department at Hamline University is seeking applicants for an assistant professor of Criminology and Criminal Justice. Area of specialization is open. If there are any questions, feel free to contact Dr. Shelly Schaefer, Department Chair at 651-523-2145 or sschaefer02@hamline.edu.

The Department of Sociology at the University of Massachusetts Boston (UMass Boston) invites qualified persons to apply for a tenure-track assistant professor position to join our faculty beginning September 1, 2023. Candidates are expected to have research and teaching strengths in race and ethnicity studies. Secondary areas of interest are open but those applicants specializing in the sociology of health/mental health and/or criminology/criminal justice are especially encouraged to apply. See [HERE](#) for additional details.

The School of Criminal Justice at the University of Cincinnati is seeking applications for an Advanced Assistant or Associate Professor, with the appointment starting August 15, 2023 (negotiable). Area of specialization is open. Applicants should have a strong research record. Interested persons must apply online at jobs.uc.edu. If you have any questions, please reach out to the search chair, Brittany Hayes (brittany.hayes@uc.edu). See [HERE](#) for additional details.

The School of Criminal Justice (SCJ) at Michigan State University invites applications for a 9-month tenure-system position at the Assistant or Associate Professor rank beginning August 16, 2023. The candidate must demonstrate expertise in the area(s) of community violence prevention and intervention, with an emphasis on working with criminal justice and community partners on harm reduction strategies. Preference will be given to candidates whose research agenda includes a focus on the use of spatial analytical techniques to understand crime patterns or the role of race and ethnicity in violence and its prevention. See [HERE](#) for additional details.

The Department of Criminal Justice at the University of Alabama at Birmingham is seeking applicants for an assistant professor focused on race and crime (broadly defined): <https://www.higheredjobs.com/faculty/details.cfm?JobCode=178136841>

Division on Queer Criminology (DQC) Sponsored Panels and Roundtables, ASC 2022

DQC Sponsored Panel: Intersectionality and Queer Criminological Research

The papers on this panel center Black trans women and make the case for a greater consideration of intersectionality within queer criminology.

- Trans Black Women Deserve Better: Expanding Queer Criminology to Unpack Trans Misogynoir in the Field of Criminology
- #BlackTransLivesMatter: An Intersectional Analysis of Transgender Homicide Victims in the United States
- The Experiences and Conditions of Trans People in Prison: National Survey Findings

DQC Sponsored Panel: The Future of Queer Criminology

This panel responds to the ASC 2022 theme "The Future of Criminology" by bringing together criminologists who have been steadily publishing queer criminological work since the 2010s. Queer criminological scholarship examines LGBTQIA+ populations as victims, perpetrators, and victim/offenders and as actors within the crimino-legal complex. Queer criminologists have also attempted to reduce the invisibility of LGBTQIA+ people by recommending policy shifts and more inclusive survey metrics, and they have probed into theoretical, methodological, and pedagogical concerns. What does the future hold for queer criminology?

DQC Sponsored Panel: Innovations in Queer Criminological Research

The papers on this panel explore queer social spaces (both IRL and virtual) through the lens of queer criminology and also how strain impacts those whose gender identities challenge cisheteronormative social structures.

- The Role of Queer Social Spaces in Shaping Some Queer Substance Use
- 'Trans'formations: How online spaces cultivate hope and resilience among trans people
- Queering Life-Course Criminology: Examining Queer Turning Points Among Justice-Involved LGBTQ+ Adults
- Queering Criminological Theory: A Case for Gender Identity and General Strain

DQC Sponsored Panel: Meet the Authors

This panel gathers together recently published books that are aligned with queer criminology theory and praxis.

- *Queer Histories and the Politics of Policing*, Emma Russell
- *A Long Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity*, Allyn Walker
- *Sex-Positive Criminology*, Aimee Wodda & Vanessa R. Panfil
- *Queering Criminology in Theory and Praxis*, Carrie Buist & Lindsay Kahle Semprevivo
- *Queer Criminology (2nd Edition)*, Carrie Buist & Emily Lenning

Roundtable: Navigating the Academy as a Queer Person

This roundtable features papers that consider a variety of issues including: identity as a queer activist within the academy, conflicting advice about outing oneself while on the job market, navigating hostile academic environments, and lurking in mainstream criminology as a queer criminologist.

- Hostile First, Friend Later (HFFL): Navigating 'midwestern nice' as an openly queer prof
- Lurking with/in mainstream criminologies as a queer criminologist: learnings and reflections
- Outing myself on the job market: Competing advice from well-meaning mentors

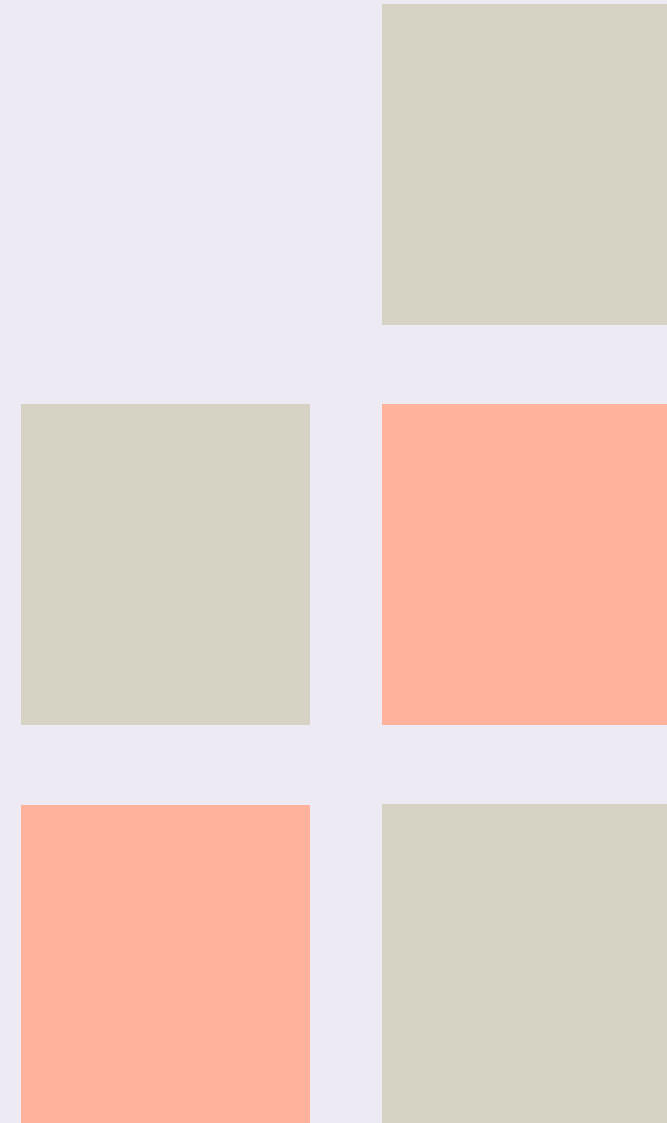
Roundtable: Navigating the Graduate Experience as a Queer Person

Considering that queer criminology is an emerging discipline and LGBTQIA+ students face unique challenges in the field, the purpose of this roundtable is to have a discussion about navigating graduate school as a member of the LGBTQIA+ community. There will be 3 parts to this forum. The first will be a discussion about "queering" criminology and challenging heteronormativity in criminological discussions. This will include how to be sensitive to queer issues and identities in research and teaching. The second will be a discussion about how departments can be better allies and more LGBTQIA+-friendly. Participants will be encouraged to talk about what has worked in their own departments and ways they can improve. This will also include a discussion about being "out" in one's department and how to stay safe doing so. Lastly, considering the high rates of mental health issues in the queer community, the final discussion will center around creating and maintaining a support network for queer criminology students/faculty and ways to manage mental health. The goal is that at the end of the roundtable, participants will have tangible solutions for making departments more LGBTQIA+ friendly and create a network of queer-informed individuals in criminology.

Roundtable: Methodological and Terminological Issues in Queer Criminology

Outside of queer criminology, there has been little discussion of the methodological nuances that are crucial to gaining a full understanding when researching LGBTQIA+ populations. This panel explores methodological and terminological issues that arise when researching queer populations, across a variety of areas and theoretical frameworks with the goal of prompting queer and mainstream criminologists to more deeply consider these issues.

- "A Giant Question Mark": Inclusive Measurement of Gender Identity and Sexual Orientation
- Measuring SOGIE within the Context of Teen Dating Violence Research with Sexual and Gender Minority Youth: A Quantitative Examination and Commentary
- Navigating Academic and Real World Terminological Differences



Employment & Funding

Associate Editor:
Dr. Amanda Goodson

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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

*See additional postings in “Around the Divisions”

Tenured/Tenure Track

Assistant Professor
Roger Williams University

Assistant Professor
University of Alabama at Birmingham

Assistant Professor (2 Positions)
University of Nevada, Las Vegas

Assistant Professor
University of Northern Colorado

Assistant Professor
Wayne State University

Department Chair – Full Professor with Tenure
University of Delaware

Department Chair – Full Professor with Tenure
University of Nevada, Las Vegas

Non-Tenure Track

Lecturer/Senior Lecturer
Indiana University Bloomington

Senior Researcher
NYU Marron Institute

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.

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Call for Contributions!

Looking for contributions to the next newsletter for the 'Ask a Senior Colleague' section related to the most recent legislative restrictions on teaching about race and gender in the classroom! As noted in [The Chronicle](#), PEN America and the American Association of Colleges & Universities have published a [joint statement](#) about the more than 70 bills in 28 states (7 of which have already been signed into law) restricting discussion of race and gender (among other topics) within the college classroom since 2021. Given this legislative environment, what changes, if any, will you make in how you teach about race and gender in the criminal justice system? What student demographics or other classroom dynamics (i.e. classroom size, course level) do you take into consideration regarding your methods for teaching about race and gender in your classroom? Is there something that has been particularly successful for you in your classroom? What advice do you have for pre-tenure faculty and/or faculty in states with legislative restrictions in place as they plan their courses?

Thank you for your continued support and efforts to make the 'Ask a Senior Colleague' column valuable for all. If you have a question you want to be answered, email me at apoland@sjcny.edu or poland.amy@gmail.com.

Teaching Tips

Associate Editor:
Dr. Breanna Boppre

08

Dr. Breanna Boppre is a tenure-track Assistant Professor in the Department of Victim Studies at Sam Houston State University. Her research examines system-involvement through gendered and intersectional lenses, the carceral system, and the impacts of incarceration on families. Her work appears in numerous peer-reviewed outlets including *Justice Quarterly*, *Criminal Justice and Behavior*, and *Feminist Criminology*. She has been recognized for her teaching and scholarship through national awards, including 2021 ASC Division of Victimology Faculty Teacher of the Year and 2022 ACJS Innovations in Teaching.



Leveling Up Your Undergraduate Courses with Gamification

By Dr. Ashley Kilmer



Dr. Ashley Kilmer, Assistant Professor
Towson University, Department of Sociology, Anthropology,
and Criminal Justice
akilmer@towson.edu | Twitter: @AshleyKilmerPhD

Dr. Ashley Kilmer is a tenure-track professor of criminal justice at Towson University. She is a qualitative researcher with interests in punishment, incarceration, sex offense policy, stigmatization, and collateral consequences. Her research has recently appeared in the *British Journal of Criminology* and *Punishment & Society*, with a forthcoming paper in *Criminal Justice and Behavior*. She teaches introductory and upper-level undergraduate courses on the topics of criminological theory, incarceration, and the criminal justice system.

Why Gamify?

Gamification is the incorporation of gaming elements into non-gaming activities, like teaching practices. Competition, leaderboards, point systems, badges, “leveling up”, and gameboards or maps are just a few examples of game features that can be adapted to course design and structure. Gamification provides opportunities for instructors looking to change up their teaching with creative course design and assessment.

Personally, I’ve played video games since I was a child and enjoy learning new technology. As I learned more about gamification, I became increasingly excited to combine these interests. I want to point out though that technology use is *not* required for successful and engaging gamification. Sticker badges or virtual badges, online leader boards, or in-class poster boards, the choices are completely up to you.

Research on Gamification in Higher Education

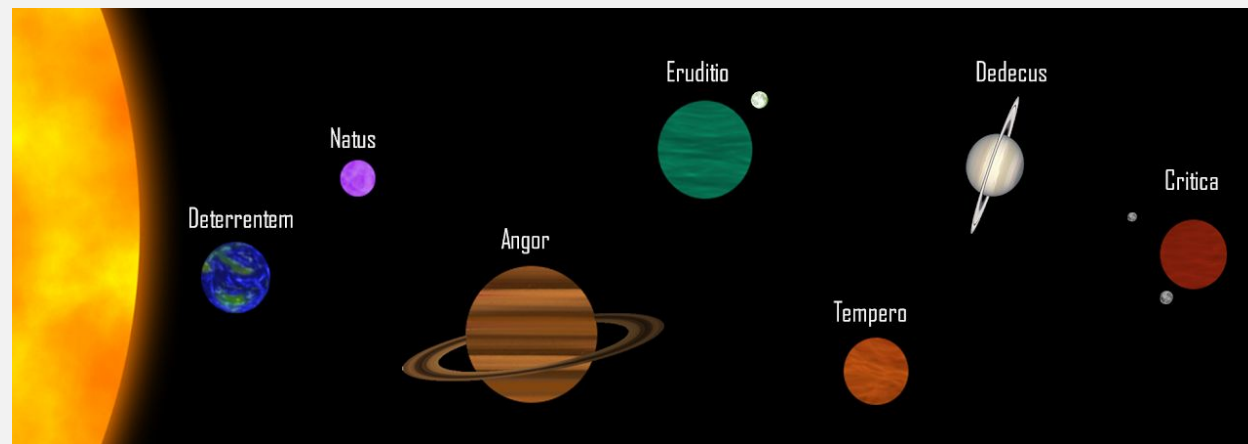
Gamification in educational settings, or gamified learning (Landers, 2014) has grown in popularity in both K-12 and higher education. Many educators already incorporate gaming elements into their courses, for example, using Kahoot! or “Jeopardy!”-style trivia to help students review content for an exam. Research on the impact of gamification on student learning has consistently found that the incorporation of gaming elements increases student motivation and engagement (Sailor & Homner, 2020); Huang et al., 2020). Specifically, studies have found that gamified learning is associated with higher attendance levels, improved performance, increased classroom participation, and more positive attitudes toward course content (Ortiz, Chiluiza, & Valcke, 2016). While research on specific gaming elements is more limited, research suggests that the use of game fiction (for example, renaming modules as “missions” or “quests” or creating a course storyline used throughout the semester), social interaction, and competition, lead to a greater positive impact on learning (Sailor & Homner, 2019).

Student perceptions of gamified learning have been similarly positive. Studies of student evaluations of gamified learning indicate that students feel they are more invested in their coursework and more motivated to work towards higher levels of achievement (Bicen & Kocakoyun, 2018; Chapman & Rich, 2018; Wingo et al., 2019). Studies that examine student assessment of specific gaming elements have found students rate the use of teams, point systems, competition, and autonomy most favorably (Aldemir, Celik, & Kaplan, 2018; Cheong, Filippou, & Cheong, 2014; Chapman & Rich, 2018).

My Experience

I “launched” my first gamified course in the Fall of 2021. I used my “Introduction to Criminology” course, which was a lower-level undergraduate course with a mix of majors and non-majors. I started developing the course over the summer, using two books as guides for thinking through course design and logistics: *Explore Like a Pirate: Gamification and Game-Inspired Course Design* by Michael Matera and *The Multiplayer Classroom: Designing Coursework as a Game* (second edition) by Lee Sheldon. Both books provide practical, how-to information on implementing gaming elements. Sheldon’s book is especially helpful because it provides specific case studies with visual samples of syllabi and course content from the author’s course and other instructors.

Below are the gaming elements I chose to incorporate into my course. I’ll also share any technology or resources that I used when developing each component.



Game Fiction and Theme

I decided to theme my entire course as a space exploration game. While we didn't study astronomy, the terminology, imagery, and structure of the course were based on the narrative that we, as a class, were exploring a newly discovered solar system and would be visiting each of the planets within this system over the course of the semester. In a loose connection to the actual course topic (criminological theory), I stated that each planet within this solar system had societies with their own distinct way of explaining and addressing crime. Essentially, each planet we explored, was a different module covering a certain set of theories.

I used Google Sites to create a "[Mission Command Center](#)"¹ which contained all of the game-themed language and content for the course (whereas my official course website via my institution's Learning Management System contained the assigned readings, assignment instructions and submission links, course grades, etc.).

Space was a great theme because it is generic enough that you can find nearly an unlimited number of images, apps, and other free resources to design your course. I even created an image of the "newly discovered solar system" the class would explore by using a [website that allows you to create your own solar system image with custom planets](#).

NASA even has a free phone app where you can take a selfie and it will put your face inside a space helmet. This was a fun way to introduce as myself as "Mission Commander" on the Google Site. The space theme was used to rebrand all aspects of the course. Assignments became "mission reports" or "side missions" and bonus assignments were "secret missions". Our course schedule was the "Mission Navigation Plan". Student groups were referred to as "crews" and students' course Wiki pages with shared notes were referred to as the "crew resource cache". The use of themed content created a more immersive experience that emphasized the gamified format of the course.



Points (XP)

In addition to space-themed terminology, I also included more traditional "gaming" elements and language. Instead of earning points on assignments, students earned "experience points", or XP, for completing missions. In my first iteration of the course, I had earned XP associated with "leveling up" in the game and reaching particular levels corresponding to the traditional course letter grades (for example, students needed to reach level 16 to earn an A in the course). However, students voiced confusion about the leveling system and this was removed from the 2nd iteration of the course and instead, students were informed their course grade was calculated as the percentage of XP earned out of the game's maximum XP. I also framed XP as something that is always earned, never taken away. While this is no different than how I grade assignments in any other course, the framing had a positive impact on how students made decisions about their class participation and assignment completion. If students didn't earn as much XP as they wished on a particular mission, they could complete side missions or other tasks to earn additional XP.

Badges

Students could earn virtual badges for attending class, completing missions and other tasks, reaching various milestones, and working with their crews.

The badges, criteria to earn them, and any bonuses attached to them, were all provided on the Google Site.



Perks/Bonuses

Students could gain perks throughout the semester from earning badges and completing optional tasks. These mostly took the form of additional XP and a “hologram avatar” that they could send to class in their place (i.e. student is counted as “present” on a day they miss class). More challenging tasks or longer streaks in attendance or task completion yielded higher bonuses.



Discovery

I created three “secret missions” that students had to find and solve puzzles to “unlock”. The clues to reach these optional assignments were found on the Google Site. For example, students noticed that one of the Mission Command Center pages had a new element on it: a GIF of a space satellite transmitting a signal. Students who clicked on this satellite were shown a “corrupted” message (shown on a Google Slide that the GIF was linked to) consisting of dashes and dots. Students had to recognize those symbols as morse code and decipher the message. The message informed them what folder or link they needed to click on to access the assignment instructions. Students earned badges and bonus XP for completing these secret missions. The incorporation of these optional “secret” assignments encouraged students to closely examine Google Site content and engage with course topics outside of the required assignments.

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\TRANSLATE{\#GNFP7!+}:ERROR.  
\SIGNAL TRANSLATION ERROR.  
PARTIAL SIGNAL RECOVERY INCOMING...
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Student Feedback

In addition to the formal student course evaluations, I collected anonymous course feedback from students about the gamified aspects of the course. Feedback received through both types of evaluation was overwhelmingly positive. Students’ favorite gaming elements were the badges, secret missions, and competition. Additionally, students commented that they enjoyed the course because it made learning fun. Below is a sample of feedback from students who were enrolled in my Fall 2021 and Spring 2022 gamified courses:

Amazing use of technology. Engaging course design.

I really enjoyed the "game" aspect of the course. It was refreshing to be in a class that is not just plain, boring lecture.

It was orientated in a way that made the course competitive and fun

I loved the gameification; it was very innovative, creative, and a great way to keep all the students engaged and committed to the class throughout the entire year.

I like how creative this course was with the game element.

I liked the game aspect, made the topics more interesting. :)

I liked the way it was formatted. The idea of using XP and badges as grading was a cool idea.

It was fun and effective way to learn

The way it's set up is different from what most are used to do it was cool to learn a different way

I would recommend this class based on the game-ification of it alone. Professors really don't realize how nice it is to have a class that doesn't always feel like a class or work. The leaderboard kept me engaged all year and awakened my competitive spirit in order to work harder in the class to be on the top of the board.

This class was fun!

Negative feedback was minimal with the most common criticism being confusion about which assignments were required versus optional and how XP corresponded to final course grades. In addition to feedback, I had higher levels of class attendance in my gamified class compared to the other courses I taught during the same semester as well as earlier versions of my Introduction to Criminology course. I also had students engaging more with one another inside and outside of class, particularly their “crew” members. I was also impressed, and surprised, by students’ desire to complete optional assignments to earn badges and additional XP, even if their course grades were high.

It was clear from student feedback and performance that the gamification of my course was a success. I had multiple students ask whether I taught other courses and if so, whether they were gamified. I also received emails from students during the semester telling me how excited they were to find and solve the clues to access the secret assignments and share space-themed content with me.

Reflections

I thoroughly enjoyed my entry into gamified learning. It was an enjoyable outlet for my own creativity, and I had fun observing students’ reactions to the course theme and their enthusiasm toward the gaming elements. Student feedback was incredibly useful during my first semester trying out gamification and I strongly encourage soliciting student feedback specifically on the gamified elements of your course. Their comments informed the revisions I made to the gaming elements of the course in the subsequent semester. For example, I simplified the language around XP and its relationship to grades, eliminating the “leveling up” aspect of the course. I also improved communication in the course syllabus, website, and during first-day onboarding about which assignments or “missions” were required and which were optional.

Along with the fun and creativity of gamifying a course, there are certainly challenges as well. There is a significant time commitment required to both develop the course structure and logistics as well as keep up with achievement tracking, awarding badges, and updating the leaderboard throughout the semester. My spring 2022 course had twice as many students as my fall course and I found badge allocation and updating “player stats” to be overwhelming at times. I also didn’t properly estimate how much bonus XP students would receive throughout the semester as a result of earning badges. Since several of the lower achievement badges were earned automatically in pursuit of the higher ones (for example, if a student earned a badge for a 20-day attendance streak, it meant they also earned the badge for the 15-day streak and 10-day streak too), students ended up earning a large amount of grade-boosting XP without necessarily completing a proportionate amount of additional tasks. This required more planning and adjustment of the types of bonuses attached to certain badges in subsequent semesters.

Despite the extra time required to plan and maintain a gamified course, the positive impact on students’ learning and my own personal enjoyment means I will not abandon gamified learning anytime soon. In fact, I’ve developed a completely different gamified experience for another course that is themed as a retro adventure video game. Students still have badges and secret quests but I’ve also incorporated the gaming concept of “extra lives” (which students can use to miss a class, redo an assignment, have a deadline extension, etc.) and greater autonomy in how students clear “levels” and which “mobs” they want to fight (assignments they complete). I’m excited to continue to “level up” my teaching through course gamification and inspire future players.

Note:

¹. This is a link to demonstration copy of my course Google Site that includes elements from both my Fall and Spring iterations of the course. It is meant as an illustration of the gaming aspects I discuss.

Websites

<https://sites.google.com/>

<https://sites.google.com/view/crmj201-002-syllabus/home>

<https://rollforfantasy.com/tools/solar-system-creator.php>

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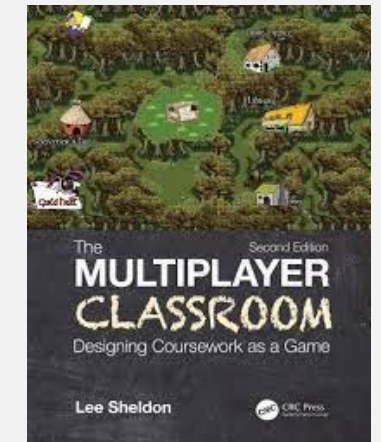
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<https://badge.design/>

Books about gamification in education settings

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Sheldon, L. (2020). *The Multiplayer Classroom: Designing Coursework as a Game* (2nd ed.). CRC Press.



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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.



Reflections about Book Publishing

It is my immense pleasure to have **Dr. Sarah Prior** and **Dr. Brooke de Heer** in the Student Corner. Dr. Prior is an assistant professor of sociology and undergraduate program director at Michigan State University and core associated faculty/staff at the Center for Gender in Global Context. A sociologist and justice studies scholar, her work focuses on gendered violence and gender inequity. Dr. Prior's current work investigates the institutional culpability in issues related to campus sexual violence. Her work is interdisciplinary in nature and seeks to create social change at the personal, institutional, and societal levels. Dr. Brooke de Heer is an assistant professor of criminology and criminal justice at Northern Arizona University. Her research and community work primarily focus on issues of gender and power in sexual violence, with an emphasis on health disparities and inequitable treatment of marginalized victims involved in the criminal justice system. Two common themes across her work are 1) the representation of diverse populations as victims of sexual violence and 2) understanding antecedents and responses to gender violence in the community. In the following section, Dr. Sarah Prior and Dr. Brooke de Heer share with us their reflections about book publishing and their collaborations. Enjoy reading!

-Eddie Wei



Dr. Brooke de Heer
Department of Criminology &
Criminal Justice
Northern Arizona University



Dr. Sarah Prior
Department of Sociology
Michigan State University

1 What is your new book about?

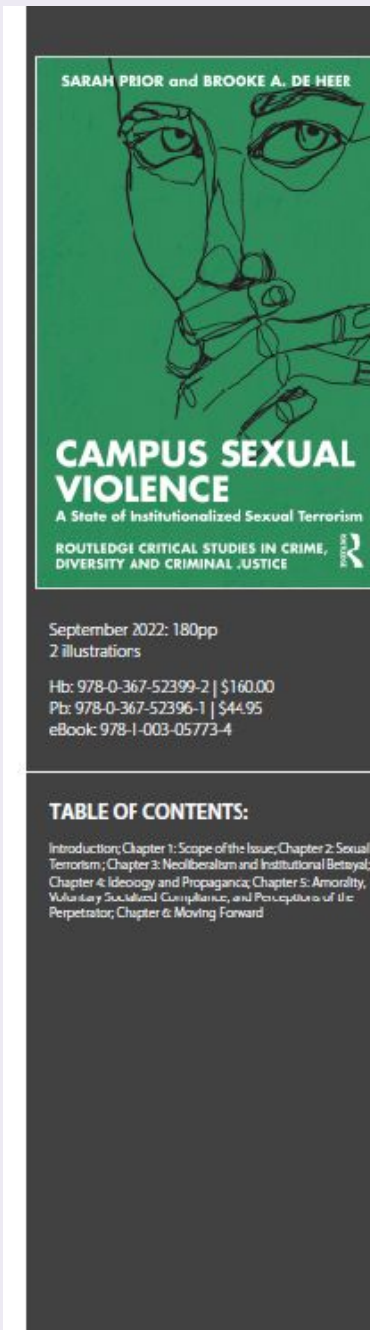
Our new book, *Campus Sexual Violence: A State of Institutionalized Sexual Terrorism*, focuses on how neoliberal values have contributed to the state of sexual terror that is a common feature of modern US university and college campuses. We are utilizing Carole Sheffield's sexual terrorism framework to analyze how Institutes of Higher Education (IHE) often prioritize brand management over community safety. We advocate that institutions need to move away from profit driven models and, instead, shift their efforts to focus on building civic responsibility, becoming institutional advocates, and moving away from institutional betrayal and toward institutional courage.

2 What was your biggest challenge when writing this book?

We received our final book contract in March 2020. COVID-19 greatly impacted our ability to write this book. As mothers of young children, we navigated daycare closures, school closures, switching our teaching modalities to online, and basically having our lives feeling like they were in constant upheaval. We were also working on other projects simultaneously during this time so finding time to write, and consistently write, was often hard.

3 How to ensure a book proposal is as good as it can possibly be?

Get other people who have written books and secured their own contracts to review your work. We were lucky to have several people in our lives (colleagues and mentors) who took time to review our proposal. They provided important insight and thoughtful suggestions.



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2 illustrations

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Campus Sexual Violence

A State of Institutionalized Sexual Terrorism

Sarah Prior, Michigan State University and Brooke A. de Heer, Northern Arizona University

Series: *Routledge Critical Studies in Crime, Diversity and Criminal Justice*

Campus Sexual Violence: A State of Institutionalized Sexual Terrorism conceptualizes sexual violence on college campuses as a form of sexual terrorism, arguing that institutional compliance and inaction within the neoliberal university perpetuate a system of sexual terrorism. Using a sexual terrorism framework, the authors examine a myriad of examples of campus sexual violence with an intersectional lens and explore the role of the institution and the influence of neoliberalism in undermining sexual violence prevention efforts.

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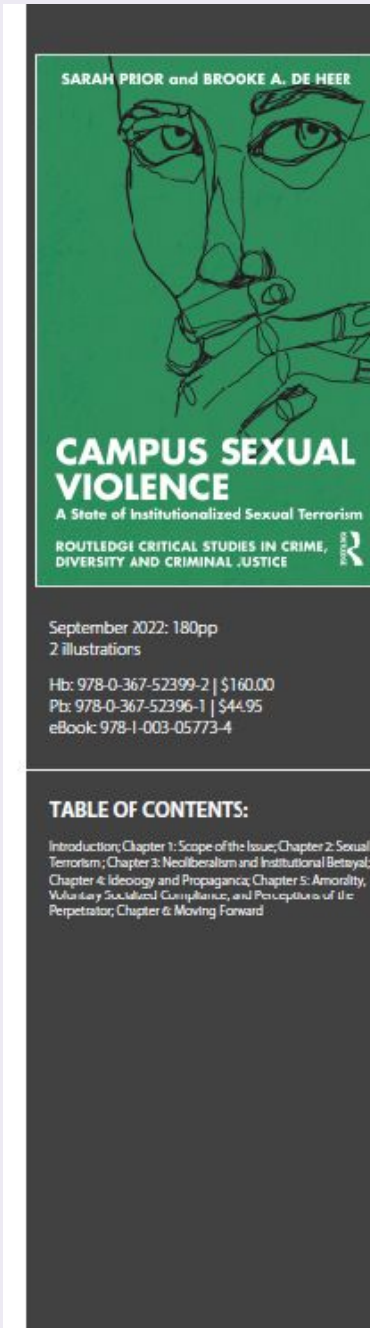
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4 What factors shall we consider when choosing a publisher?

We sent our proposal to a number of publishers. We looked at both popular and academic presses. When choosing a press, it is important to get a feel for the people you are working with. Are they flexible? Do you get the sense they believe in your work? Are you a good fit within their catalogue? Can they produce your work in the format and at a cost that is acceptable? For example, some presses will only print your book in hardback at first, and then, for some presses, only in paperback if they sell enough hardback copies. We wanted our book to be affordable and accessible. We have absolutely loved working with Routledge. They have the capacity of a major press, but our editor and editor's assistant were lovely and supportive and always helpful and responsive, even during COVID.

5 Any other thoughts you would like to share with DWC student members and junior scholars on book publishing?

Always provide a buffer for your deadlines. While you may hope to finish it by a certain date, providing yourself a little wiggle room is so important. You never know when something will happen in your life (or a global pandemic will happen!) that puts you off track. It is also important to advocate for yourselves. Most publisher contracts are forms with standard language. We encourage you to ask for changes where you'd like to see changes. For example, it was important for us to have decision-making authority over our cover, so we asked for that and we absolutely love our cover. We asked for additional author copies and a number of other things. Your publisher will tell you no if they cannot accommodate it. It was intimidating since this was our first book contract, but ultimately, your contract with your press is a relationship and both sides should be open and honest about what they want and need. Also, if you co-author, make sure you are embarking on the book writing process with someone you respect, trust, and can meet deadlines. We had a long-standing co-authorship (and friend) relationship before writing this book and our writing process together was extremely enjoyable, insightful, and efficient. Working together makes our individual ideas and writing styles stronger!



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For more details, or to request a copy for review, please contact: Medha Malaviya, Senior Editorial Assistant, medha.malaviya@taylorandfrancis.com

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DFC SOCIAL MEDIA

The Division offers a number of social media options to allow members to keep in touch and promote Division activities. Before posting, please review our [social media policies](#).

LISTSERV

The DFC listserv is a way for members to keep in touch about research opportunities, position announcements, grant proposal information, current events, and more!

To subscribe, send an email message to ascdwc+subscribe@groups.io. You don't need to type a subject or anything in the body. Shortly thereafter, you will receive an email asking you to confirm that you want to join. You only need to reply to that message to confirm subscription.

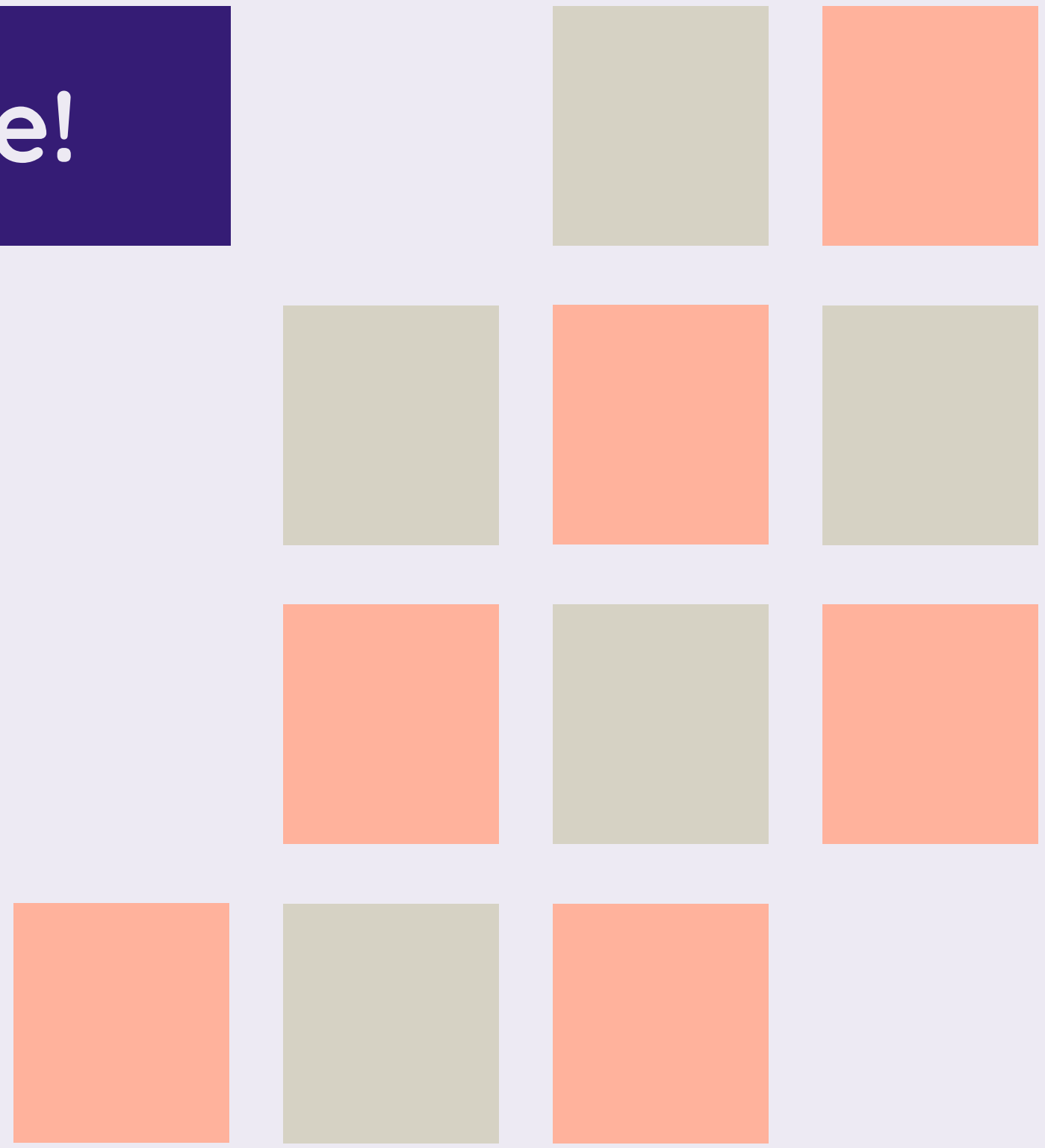
At this point, you are subscribed and don't need to do anything else unless you want to change settings or set up preferences. You can post to the listserv by sending a message to ascdwc@groups.io. [Visit us here for more information on the listserv.](#)

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Our handle is [@ASCWomenCrime](#), and is a mirror of our Facebook posts (that is, if you're already following us on Facebook, there's no need to add Twitter).

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DFC/DWC Teaching Workshops at ASC 2022

Moderated by Dr. Shelly Clevenger

Creative Ways to Engage Your Syllabus using Black Feminist Texts, Media, and Music

Ka'Lyn Coghill, Virginia Commonwealth University
kalyncoghill@gmail.com

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Trauma-Informed Course Design: Plan Your Course and Create a Visual Syllabus with Principles from Psychotherapy and Graphic Design

Tsvetina Kamenova, University of Massachusetts Lowell
Tsvetina_Kamenova@uml.edu

The structure of a course sets the stage for students' experience and engagement throughout the semester. A clear and effectively communicated course structure can save time and decrease frustration for both students and instructors while leaving space for more meaningful engagement with the material. In this workshop, we will look at trauma-informed principles applicable to course structure that aim to create this clarity about expectations and set the stage for learning by promoting psychological safety in the classroom. We will then see examples of syllabi that use visual design principles to help communicate course expectations. Participants will have a chance to interact as a group and experience how these ideas can be used with a variety of teaching styles and philosophies. Upon completion of the workshop, an editable syllabus template will be sent to each participant.

PART I
Thursday, Nov 17th,
3:30-4:50
L404, Lobby Level

Transformative Justice through Experiential Learning: Lessons Learned from a Pen Paling Project with Incarcerated Individuals

Daniela Jauk (University of Akron) & Azzurra Crispino (Texas A&M University)
da18@uakron.edu; azzurra@tamu.edu

This workshop is a space to share experiential learning strategies in the criminal justice classroom. We are kicking off the workshop with a presentation about a collaborative Online Service Learning project for prisoner support through penpaling we have carried out with 80 students in two classes in 2021. We present logistics, challenges, and findings from a preliminary evaluation of the project, but are also interested to learn how YOU engage and inspire your students with hands-on assignments for transformative justice, prison abolition, and anti-carceral feminisms.

Culturally Responsive Teaching at Hispanic-Serving Institutions

Sarah E Murray, Roanoke College
sbann001@ucr.edu

Culturally Responsive Teaching describes the recognition and constructive use of students' unique cultural learnings and perspectives in order to connect previous knowledge to new classroom concepts and theories (Hammond 2014). This approach is vital when teaching a racially and ethnically diverse student body, such as those found at federally designated Hispanic-Serving Institutions. This interactive session will help participants identify their own cultural reference point and provide tools to widen one's cultural aperture in order to improve the classroom environment and teaching overall.

Creating Opportunities for Agentic Learning

Katie Ratajczak, Sam Houston State University
kxr084@shsu.edu

Providing opportunities for choice in the classroom can encourage student engagement with course materials, particularly for students who may struggle with traditional course structures. Multiple avenues for providing student's agency in their learning will be discussed, including in individuals' assignments and entire course set-up

Managing difficult conversations

Joan Antunes, Towson University
joan.esmail@gmail.com

This part of the workshop will discuss teaching for change. Specifically, the idea that when discussing charged topics like immigrants and CJ, systemic racism, the policing of Black and Brown bodies, for example, that frequently facts alone don't seem to matter. We can provide data, statistics etc. but internal change, educational growth is going to occur slowly. So how do we, as educators, promote this growth, remaining open (not necessarily impartial) but permitting discourse and more importantly facilitating difficult conversations that can be triggering? How do we, in effect, create an environment that is cohesive, honest and fosters learning starting at different baselines? Strategies on how to manage difficult conversations about heated topics will be presented. Specifically, how to foster positive and meaningful discourse when opinions are going to vary and background, culture, SES and other characteristics may have already shaped perspectives.

PART II
Friday, Nov 18th
12:30 - 1:50
International A,
International Level

Getting Reel: Using Films for Teaching Theory in Criminology

Rebecca L. Morrow, Tarleton State University
rmorrow@tarleton.edu

In this workshop, Dr. Morrow will share findings from her Scholarship on Teaching and Learning project which used movies to teach and apply criminological theory and policy. Utilizing Vygotsky's Zone of Proximal Development (1978), this study compared an in-person, synchronous section with an asynchronous, fully-online section to measure confidence and learning and application of criminological theories. By combining using a wiki format along with peer review, students were able to focus on movies (of their choice) to experiment with how to apply theory and policy. This session will consist of a hands-on workshop for how to apply this format in classes and a discussion of the findings from the study.

A decorative grid of colored squares is positioned on the left side of the slide. It consists of four rows and three columns. The top row has two olive green squares. The second row has an orange square followed by an olive green square. The third row has an orange square followed by an olive green square. The bottom row has an orange square, an olive green square, and another orange square. The word 'Thanks' is written in white, bold, sans-serif font on a dark blue rectangular background to the right of the top row of squares.

Thanks

Thank you to all of our editors, contributors, and members!

Don't forget to submit your updates, news, accomplishments, calls for papers, and more for our next newsletter!

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