

SUMMER/FALL 2023

DIVISIONEWS

The Official Newsletter of the
Division of Feminist Criminology



Welcome from the Co-Editors!

BY VANESSA J. GUTIÉRREZ & DR. AMY L. POLAND

Welcome to the latest issue of the [DivisioNews](#) - the Official Newsletter of the Division of Feminist Criminology!

We are excited to showcase the achievements of section members and news from around the American Society of Criminology.

We hope you enjoy the latest issue and look forward to seeing many of you in Philadelphia, PA this November!



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& so much more!

About the NEW Co-Editors



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Vanessa J. Gutiérrez is a Ph.D. Candidate and a Teaching Associate in the Department of Criminology and Criminal Justice at Indiana University of Pennsylvania. She is also an Adjunct Lecturer in the Department of Sociology and the Department of Political Science at John Jay College of Criminal Justice - The City University of New York. Her research interests include comparative criminology, gender and crime, police-community relationships, and disparities in criminal legal policies and practices.

Vanessa is from The Bronx, New York. She earned an M.A. in International Crime & Justice, a B.A. in International Criminal Justice, and a B.A. in Criminology from John Jay College of Criminal Justice - The City University of New York. She is excited to work with Amy & contribute to the DFC!

DR. AMY L. POLAND
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Hello everyone. I'm Amy Poland, Professor of Criminal Justice at St. Joseph's University-New York. Having worked with female offenders and taught women & crime for many semesters, this division was the first I joined several years ago. Even before joining, I used many of the resources found on the website and joined the listserv.

I am excited to be one of the new co-editors of DFC DivisioNews. I have been an avid reader for years and have enjoyed contributing to the newsletter as the section editor for 'Ask a Senior Colleague' for the past two years. I look forward to working with Vanessa over the next year and hope you consider contributing to the newsletter. Please reach out if you would like to be on the committee and watch for opportunities to contribute throughout the year.



Meet the Committee

DR. TARA SUTTON

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Tara E. Sutton, PhD, is an Assistant Professor in the Department of Sociology and affiliate faculty in Gender Studies and African American Studies at Mississippi State University, and an Associate Editor of the DFC Newsletter (Around the Divisions). Her research explores the social and family influences of 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.



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Rimonda Maroun, Ph.D. is an Assistant Professor of Criminal Justice at Endicott College and an Associate Editor of the DFC Newsletter. 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.

Meet the Committee (Cont.)

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Julia Dillavou is a Ph.D. Candidate in Criminology in the Department of Sociology & Criminology at Pennsylvania State University and an Associate Editor of the DFC Newsletter (Member News). 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.



DR. AMANDA GOODSON

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Amanda Goodson, Ph.D., is an Assistant Professor in the Department of Criminal Justice at The University of Texas at El Paso and an (Outgoing) Associate Editor of the DFC Newsletter (Employment and Funding). 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.

Meet the Committee (Cont.)

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Venessa Garcia, Ph.D. is an Associate Professor of Criminal Justice at New Jersey City University and an Associate Editor of the DFC Newsletter (Book Reviews). 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.



DR. JANICE E. CLIFFORD
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Janice Clifford, Ph.D. is an Associate Professor of Sociology in the Department of Sociology, Anthropology and Social Work at Auburn University and an Associate Editor of the DFC Newsletter (Book Reviews). 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.

E-Portfolios: A Creative Alternative Assessment

Breanna Boppre, Assistant Professor
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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.

Why e-portfolios?

Most of what we assign gets stuck in the learning management system (LMS). If we assign quizzes and exams, the test remains on the LMS and is difficult for students to copy or save. If we require assignment reflections or papers, they are scattered throughout the LMS in individual submissions. I personally struggled with organization until much later as a doctoral student. I had random notes all over my Google Drive and other apps.



"That's what I wanted for my students: something they could be proud of and share with others beyond the class to demonstrate all the cool things they learned!"

BREANNA BOPPRE,
ASSISTANT PROFESSOR

E-Portfolios: A Creative Alternative Assessment (Cont.)

Instead, what if students could have a dynamic and fluid document that they can add to and take beyond the LMS? In my undergraduate course on serial killings, I remember creating a portfolio with profiles of 10 famous people who committed serial murder. I held onto that portfolio for years and even shared it with my family!!! That's what I wanted for my students: something they could be proud of and share with others beyond the class to demonstrate all the cool things they learned!

I read *Ungrading* last summer, which is an edited book by Susan Blum that shows examples of ungrading approaches. These approaches counter traditional forms of grading and instead emphasize self-assessment, peer-assessment, and reflection. One approach mentioned was e-portfolios by Jesse Stommel. He stated,

"Having students build personal or professional sites on the web, for example, can help them craft a digital identity that exists outside (but also in conversation with) their coursework. The key is to use a portfolio not as a mere receptacle for assignments but as a metacognitive space, one with immediate practical value (as a way for students to share their work with potential collaborators, employers, graduate schools, etc)." p. 38

I already started using Google Sites for my liquid syllabi and course sites and decided that format would be perfect: a digital portfolio on a free and accessible platform students could save and interact with beyond the semester. Other potential platforms include Wix, Word Press, or even a simple Google Doc. I allow students to use whatever platform they are most comfortable with as long as it is something digital they can access and share beyond the class. I support students with detailed instructions, tips, and video tutorials! Students mentioned how much the videos help them set up their e-portfolios.

" I allow students to use whatever platform they are most comfortable with as long as it is something digital they can access and share beyond the class."

BREANNA BOPPRE,
ASSISTANT PROFESSOR

E-Portfolios: A Creative Alternative Assessment (Cont.)

What to put in e-portfolios?

INTRODUCTION

I ask students to create a homepage where they share about themselves and introduce their e-portfolio to readers. These introductions have been minimal to EXTRA with lots of photos of students with their families and pets. Some students have also embedded music and videos to their homepages! One student had a Power Rangers theme and now in the second class with me has a Marvel comics theme!

COURSE GLOSSARY

I ask students to create a course glossary. This helps students easily access key terms for the class and remember what they have learned. The progression of creating the glossary is fulfilling as they go from one-terms in the beginning to a whole page. Some students even add images and avatars to represent each term.

REFLECTIONS

The biggest part of the e-portfolio in my courses are module reflections. Students summarize what they learned in a blog-style post. I ask them to explain the content to someone who has no background in criminal justice or victim studies. I give them specific questions or prompts to answer in their reflections to guide them. The second part of each module reflection is reflecting on the learning process. I ask students to discuss which activities they enjoyed or found most useful (as well as the opposite). I also ask students to connect the material to their previous courses and experiences.

I teach heavy content that often brings up student disclosures about prior victimization. Prior to assigning e-portfolios, we discuss what verbiage would trigger a mandatory report and how to disclose without requiring a report, as recommended by Bedera (2021) and Richards et al., (2021) to engage in survivor-centered teaching and ensure students are empowered and informed about their decisions to disclose. To help ensure students' sensitive information cannot be easily accessible, Google Sites can be made private and only shared with specific people. Also, I allow students to create avatars or use their initials if they prefer.

E-Portfolios: A Creative Alternative Assessment (Cont.)

Beyond the module reflections, I also ask students to complete a pre-course and final reflection. In the pre-course reflection, students discuss how they are feeling about starting the class and what preexisting knowledge they enter with. They also reflect on the learning objectives and set their own goals for the course. At the end, student circle back in their final reflection to discuss how the assignments and activities helped them achieve the learning objectives and reflect on their progress with their own goals.

OPTIONAL CONTENT

I give students suggestions for optional content to include in their e-portfolios, such as resumes/CVs or training certifications.

Responses to e-portfolios

So far, students LOVE e-portfolios! Some indicate hesitancy at first because it is a brand-new format. By the end, students become very comfortable with the process and format. Students even tell me that they share their e-portfolios with their co-workers, family, and friends. They are proud to share what they created in the class!

“At first, I was nervous on creating an e-portfolio due to inexperience on creating this type of portfolio as one of my assignments. But at the end of finishing my e-portfolio I realize how much I enjoyed creating this page due to the feeling of triumph I feel of creating something new by myself.”

“We are able to add our own spice to it with still following the instructor’s directions.”

As the instructor, I find assigning e-portfolios to be extremely rewarding. E-portfolios help me to get to know my students on a more personal level.

E-Portfolios: A Creative Alternative Assessment (Cont.)

Examples (shared with permission):



Power Rangers homepage

Course Glossary

 <p>Empathy: The understanding of perspectives and emotions of someone else.</p>	 <p>Self-care: the act of taking care of oneself, especially in periods of high stress.</p>	 <p>Survivor centered: taking victims into consideration and keep them in mind while creating policies, programs, or approaches to serve them.</p>	 <p>Intersectionality: the understanding of how multiple things (race, gender, class, sexuality) interact with each other and make individuals who they are.</p>
 <p>Family violence: any act or omission (neglect) by persons who are cohabiting or living together as a family that results in serious injury (physical or emotional) to other members of the family.</p> <p>Includes but not limited to: Elder abuse, Child abuse, sibling abuse, intimate partner violence, etc.</p>	 <p>Intimate partner violence: physical, sexual, or emotional abuse that occurs between two people who have a close personal relationship.</p>	 <p>Child abuse: any act or failure to act on the part of a parent, caretaker, or adult that results in the harm of a child.</p>	 <p>Adverse childhood experiences (ACE): A variety of potentially traumatic events that involve abuse and neglect and occur in childhood (0-17 years).</p>
 <p>Child exploitation: the use of persons for forms of sexual activities, forced labor or services.</p>	 <p>Child welfare system: a group of services to promote safety, permanency, and well-being of children that are experiencing or are at risk of experiencing child maltreatment.</p>	 <p>Sibling abuse: the nonaccidental physical, psychological, or sexual abuse of one member of a sibling dyad by another.</p>	 <p>Elder abuse: any knowing and intended act or omission of acts that causes physical, mental, emotional, and/or financial harm to an older person.</p>

Course Glossary

E-Portfolios: A Creative Alternative Assessment (Cont.)

Examples (shared with permission):

Module Reflection Page

The screenshot shows a digital page titled "Module Reflections" with a dark wood-grain background. It features three distinct sections, each with a colorful geometric border at the top and bottom. The first section, "Pre-Reflection", includes an illustration of a woman sitting on books and a reflection prompt. The second section, "Empathy, Openness, & Self-Care", features a reflection prompt and a circular graphic with the text "How Can I Support You?". The third section, "Intro to Family Violence", includes an illustration of a woman standing by a door with the text "Honey, I'm Home!" and a reflection prompt.

Module Reflections

Pre-Reflection
As we are getting ready to jump into the world of family violence, let me reflect on this course as a whole.

Empathy, Openness, & Self-Care
The concept of family violence comes with its own baggage and biases. It is important to be considerate of all perspectives and to acknowledge when it feels overwhelming.

Intro to Family Violence
The family unit is not as black and white as it used to be.

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Richards, T. N., Branch, K. A., Pinchevsky, G. M., & Hayes, B. E. (2021). Walking the Tightrope: Navigating Faculty Status as a Mandatory Reporter in the #MeToo Era. *Journal of Criminal Justice Education*, 32(3), 375-389.

For more, please check out Bree's interview on the Lecture Breakers podcast. [Alternative Assessment: Creative Ways to Use Technology to Engage Students and Assess Learning](#)

Ms Lauren Moton and Her Road to the Division of Feminist Criminology 2022 Graduate Student Paper Award



In our 2022 summer newsletter, we showcased Ms. Julia Dillavou, a doctoral candidate in Criminology of Penn State University and the winner of 2021 DFC Graduate Student Paper Award, in the Student Corner and share her research interests with us. Julia talked about the physical and mental health challenges she experienced during the Covid-19 pandemic, when conducting her research project in prisons. She also discussed the difficulty of balancing scholarship and activism, empiricism and idealism, as a doctoral candidate.

This issue, we are fortunate to have Ms Lauren Moton, a doctoral candidate in the Criminal Justice Doctoral Program of John Jay College, CUNY and the winner of DFC 2022 Graduate Student Paper Award in the Student Corner. Lauren talks about the way her background impacts her research interests and also the hardships she experienced when collecting data for her doctoral dissertation in three diverse cities. It is truly stunning for me to find out the strength and perseverance Lauren held throughout this process. If you are a student member of the DFC, please consider submitting your paper or poster to the 2013 awards. May this be a great source of impetus in your pursuit of academic excellence.

AMY POLAND

Ms Lauren Moton and Her Road to the DFC 2022 Graduate Student Paper Award (Cont.)

CAN YOU TELL US SOMETHING ABOUT YOUR RESEARCH INTERESTS, AND HOW DID YOU BECOME INTERESTED IN THAT FIELD?

I am a fifth-year doctoral candidate at John Jay College of Criminal Justice in New York City (NYC). My scholarship is rooted in Black feminist and queer criminological thought and centered on the complex interplay between victimization, marginalized identity, and criminal legal systems. Specifically, my research agenda emphasizes four areas in criminal justice: responses to victimization (e.g., human trafficking and gender-based violence), marginalization in criminal legal and policy sectors, police and the community, and the intersection of media and the criminal legal system. I initially became interested in this field because my father, a Black man, was a detective turned Chief of police in the city I grew up in, which ultimately informed my curiosity around marginalization within policing. However, it wasn't until I enrolled in a feminist theory course outside of my department during my criminal justice master's program that exposed to me to Black feminist thought and foundational scholars of intersectionality, critical race theory, and queer theory. This is where I realized that I wanted to do research at the intersection of these schools of thought and criminology and criminal justice and pursue a PhD.

IS THERE A STORY OR ANYTHING IN PARTICULAR YOU WOULD LIKE OUR COMMUNITY TO KNOW ABOUT YOU OR YOUR WORK?

The data that my paper examines is derived from my dissertation data collection in NYC with trans women of color sex workers. When I received IRB approval for my project, I felt immense imposter syndrome as it was now time to embark on the data collection process alone. This was extremely intimidating as all of my prior research experience to that point was attached to a more seasoned scholar that I could look to for immediate guidance in times of uncertainty. I scheduled interviews with the women all over various boroughs, park benches, pizza shops, and community centers in NYC and I was nervous that I wouldn't be ready or taken seriously as a researcher. When I met with each participant, not only were they warm and welcoming, they had so many questions for me about the research process and higher education. But the most incredible part of this data collection was that I had the privilege of listening to their stories and being in community with these women. So much strength, joy, hope, humor, and resilience just emanated from each interview, revealing the absolute beauty of what the research process can be. Some of us cried together, laughed together, sat in silence together. This is where I became a researcher and a scholar. These are the moments that solidified I had chosen the right path.

Ms Lauren Moton and Her Road to the DFC 2022 Graduate Student Paper Award (Cont.)

WHAT OBSTACLES HAVE YOU OVERCOME IN CONDUCTING YOUR PHD RESEARCH?

I endeavored a very ambitious dissertation. My project examines victimhood construction within Human Trafficking Intervention Courts (HTICs)—specialty courts designed to divert arrested individuals out of the sex trade. I collected data in three diverse sites (i.e., New York, NY, Columbus, OH, and Nashville, TN) through HTIC court observations and interviews with defendants and court stakeholders. I spent three months in each field site. This required funding, time, and access. During the proposal process, I had colleagues tell me that maybe I should think about only doing one field site, but I felt stubbornly attached to including multiple sites to get a more robust examination. Looking back now (as I'm neck deep in data), I can see that they were trying help me! In order to accomplish these goals and stay on track to finish my degree, I had to aggressively apply to any and every relevant grant I could find, attend several webinars and workshops for grant applications, and consult mentors and colleagues throughout the application processes. Fortunately, I was able to secure a handful of external and internal grants that funded the entire project. Although simultaneously I needed to gain access to my research sites during a global pandemic that caused many hiccups along the way. One of the original courts that I was supposed to collect data was closed permanently during the pandemic and I had to pivot and find a new site to try and gain access to. This required IRB amendments, amendments to my grant, and many cold emails to court personnel that went unanswered, but I was ultimately able to successfully add another site. I learned quickly that these obstacles are very common in the research process and it is important to learn how to be flexible, have persistence, and mentors and colleagues in place to bounce ideas off of during challenges during the research process.

CAN YOU SHARE WITH US ABOUT THE REASONS YOU APPLIED FOR THE 2022 DFC GRADUATE STUDENT PAPER AWARD?

I applied to the 2022 DFC Graduate Student Paper Award because my scholarly identity is deeply rooted as a feminist criminologist, and I wanted to share my work with other scholars of the like. Winning this award is an honor, privilege, and testament to slowly becoming the feminist scholar that I aim to be. I owe much of my development not only through reading and engaging with feminist scholarship produced by many members of the DFC, but also by participating in the division. Particularly, in 2020 when I joined the Dr. Christine Rasche Mentoring Program where I was paired with a mentor Dr. Stacie Merken at Indiana University South Bend. Dr. Merken, a feminist criminologist, provided support, encouragement, sometimes a shoulder to cry on (especially during the job market), and brought me on to projects to help me build and refine my research skills. This mentorship program and my mentor were integral to much of my growth as a graduate student and feminist researcher.

Ms Lauren Moton and Her Road to the DFC 2022 Graduate Student Paper Award (Cont.)

Having someone outside of my institution to give me perspective and guidance was invaluable. I plan to give back and volunteer in the future as a mentor in the program. This program is only one example of the tangible impact that the DFC has had on my growth and identity as a scholar that it seemed fitting to submit my work to be evaluated for the 2022 DFC Graduate Student Paper Award.

WHAT ARE THE PRACTICAL TIPS FOR WRITING AN AWARD-WINNING PAPER?

Don't procrastinate and find a routine that works for you. Once you know what you would like to prepare to submit for the award, establish a writing routine. I joined a writing group that helped hold me accountable to my writing goals. This was also a space to bounce ideas off other scholars and commiserate through the often-grueling writing process. Other examples could include setting small goals to check off a to-do list or blocking out daily/weekly time to sit down and write. Sticking to a routine that works for you maintains consistency and regular progress.

This goes for any piece of writing but share your work with colleagues and mentors for feedback. This is especially important if you're submitting a solo-authored piece. It is very easy to get caught in the weeds of the data or paper and not be able to bring a critical eye to your writing. I shared my manuscript with a few close mentors to get feedback and help prepare the piece for submission.

Submit a piece that helps drive the mission of the Division of Feminist Criminology forward. In recent years the DFC has been in a period of transition aiming to be more inclusive and representative of communities engaging in feminist criminological work. It was important to me to submit a piece that is reflective of this evolution. As my dissertation was coming together in my fourth year, I saw that I had a larger sample of trans women of color and knew right away that a paper centering their lived experiences as sex workers would help emphasize diversity and inclusion already happening in the division. In addition, this was an opportunity to hold these women's stories to the light, illuminate their resilience, and contribute to solidifying their space in a discipline that has historically excluded them. Submitting work that brings a more inclusive lens or examines underrepresented groups will continue to reflect that the DFC is committed to inclusive practice and normalize diversity of thought.

Ask a Senior Colleague

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I am 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?

Before turning to the responses I received, I wanted to highlight Katheryn Russell Brown's recent [article for the *Criminologist*](#) (starting on page 8) that provides details of Florida's Stop WOKE Act and the implications for faculty in Florida discussing race in the classroom. In the article, she breaks down the recently passed law as it relates specifically to race, provides hypothetical scenarios from college classrooms, and the impact on teaching race in college classrooms in Florida.



“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?”

AMY POLAND

Ask a Senior Colleague (Cont.)

Regarding specific suggestions and strategies, there was a suggestion to use [Dee Fink's Integrated Approach to Course Design](#) to examine student and classroom demographics that might change how you teach about race and gender in the classroom.

How would the level of the course (lower division, upper division, graduate) change how you approach the topics? How would the modality of the course (face-to-face, hybrid, online, etc.) change your teaching on race and gender? What expectations are placed on you from the university and if at a state school, from the state, regarding how you teach about race and gender?

Another suggestion was to check in with students frequently through short surveys regarding the class. Short surveys with 3-5 questions about what is going well and what could be improved are a good way to not only show students you are listening to them but also to make changes, if needed, in the class.

And finally, there are a wealth of [resources on the DFC's website](#) for teaching including resources on [Managing Hot Topics in the Classroom](#) and [Teaching Sensitive Topics with Technology in Mind](#).

“Short surveys with 3-5 questions about what is going well and what could be improved are a good way to not only show students you are listening to them but also to make changes, if needed, in the class.”

AMY POLAND

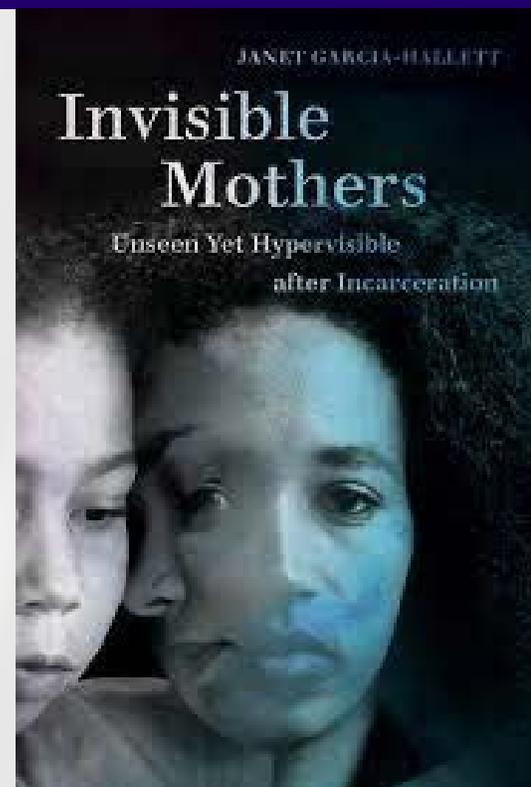
Garcia-Hallett, J. (2022). *Invisible Mothers: Unseen Yet Hypervisible After Incarceration*. University of California Press.

Reviewed by: Geniece Crawford Mondé,
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In Janet Garcia-Hallett's *Invisible Mothers*, readers are invited to interrogate how the criminal legal system and the broader ecosystem of carceral adjacent institutions treat and mistreat formerly incarcerated mothers. What distinguishes Garcia-Hallett's work from other scholarly appraisals of formerly incarcerated mothers, is that it attends to the intra-racial differences that inform cultural interpretations of motherhood and motherwork among women of color.

Garcia-Hallett deftly unpacks the complex factors that shape what it means to exist on the margins as a woman of color, whose life has been upended by court dates, custody battles and economic precarity. Women's experiences are not one-off events, solely influenced by individual level encounters with the criminal legal system. Rather, their lives are influenced by socio-historical factors that create a context for injustice to thrive.

When examining how mothers engage with their identities as African American, Latina/e or Caribbean women, a richer, more nuanced understanding of how and why women interpret motherhood in the ways that they do is revealed. This book is a necessary intervention, illustrating the continued importance of listening to voices that have long been silenced.



“This book is a necessary intervention, illustrating the continued importance of listening to voices that have long been silenced.”

GENIECE CRAWFORD MONDÉ
WINGATE UNIVERSITY

Garcia-Hallett, J. (2022). *Invisible Mothers: Unseen Yet Hypervisible After Incarceration*. University of California Press. (Cont.)

What does it mean to be a mother? This is the central question raised throughout Chapter 1 and what the author finds is that there is no simple answer. On one hand, the women that Garcia-Hallett interviewed often described motherhood in ways that conformed to normative expectations related to availability, time investment and care. However, because of their marginalized position as mothers of color entangled within the criminal legal system, women also articulated a version of motherwork that addressed their precarious societal status. The author explains that motherwork is not merely the tasks a mother does or is expected to do because she has a child. Rather, it includes both the acts related to mothering and the decisions mothers make when their roles as mothers are constrained by societal pressures and obstacles. For example, when one's role as a mother is both gendered and racialized, as was the case for the women in the book, the act of performing a version of mainstream motherhood can become burdensome. This is a burden that women resist by defining motherhood in their own way through engaging in motherwork centered on emotional attentiveness and community.

Some mothers enacted a form of “hypervigilant motherwork”, prioritizing their children's needs at the present, while making sure that their children were protected from the possibility of negative outcomes in the future. This need to safeguard their children was deeply rooted in an understanding that their children were not just children but Black and Brown children, in a world often unkind to children of color. This is one of the most striking aspects about women's articulation of motherwork: they are acutely aware of the potential harm their children may encounter due to racist institutional processes because of their own status as justice involved mothers (Garcia-Hallett, 2022, p. 90). Their experiences of navigating the bureaucratic maze of social services and checking in with parole and probation officers allowed these women to see elements of the criminal legal system most mothers never encounter. And it was these insights that informed their unique understanding of motherhood.

Normative representations of motherhood portray a “good” mother as one who is physically attentive, shuttling her children to and from numerous activities, all the while maintaining a home. For women like those featured in *Invisible Mothers*, who spent significant periods of their children's formative years incarcerated, that portrayal of motherhood was often unattainable.

Garcia-Hallett, J. (2022). *Invisible Mothers: Unseen Yet Hypervisible After Incarceration*. University of California Press. (Cont.)

Garcia-Hallett reveals that women's vision of motherhood is expansive, not limited to physical presence but included a mother's emotional availability, the ability to express care from a distance (what the author terms "mothering from a distance") and, for older women, mothering their grandchildren. Because of women's broad definition of mothering and motherwork, they were reluctant to disparage other mothers or label them as "bad." For these women, motherhood was not a neat dichotomy between bad and good but rather a spectrum that allowed for human imperfection, recognizing that one's intentions do not always align with lived reality.

In Chapter 2 Garcia-Hallett examines the impact of incarceration on a woman's ability to resume her role as a parent and the structural and relational challenges that make that reality difficult. Once women are incarcerated their children are placed in temporary custody arrangements, or worst, in the child welfare system. Regarding the latter, the author finds that "welfare" is a misnomer given that the child welfare system often marginalizes both mothers and children. Poor mothers, especially those who are Black and Brown, are stigmatized by state actors who decide who meets the standards of "good" motherhood. When women bear the mark of a criminal record, it is almost certain that they will be deemed unfit, facing even more obstacles when they attempt to reunify with their children. *Invisible Mothers* illuminates the heartbreaking truth that the overrepresentation of children of color within the child welfare system is shaped by that very system's judgement of their mothers as unaligned with middle-class normative expectations of motherhood. In essence, the criteria upon which formerly incarcerated mothers are evaluated for suitability for reunification is influenced by a system that creates exclusionary metrics that sidelines those mothers.

Given the punitive nature of the child welfare system, women strongly preferred temporary custody arrangements. Most of the women Garcia-Hallett interviewed relied on family members to care for their children while they were incarcerated. The importance of "shared mothering" offered a powerful rebuke to the idea held by institutional actors that these mothers were careless or disregarded their responsibilities as parents. The close-knit nature of those relationships demonstrated that women had invested in building a social network of support prior to their arrests and incarceration, allowing their children to navigate the difficult experience of maternal incarceration.

Garcia-Hallett, J. (2022). Invisible Mothers: Unseen Yet Hypervisible After Incarceration University of California Press. (Cont.)

Those arrangements, the author notes, were not without complications. Once women left penal institutions, they sometimes found that they had to demonstrate to both to caretakers and their own children, that they were capable of providing stability. This was one further instance in which women were saddled with the emotional labor that comes with losing custody, a seemingly unavoidable consequence of their incarceration.

The transition from incarceration to the community is shaped in large part by women's ability to secure employment. In Chapter 3 the author reveals the complex set of challenges women face, both on the labor market and within their homes. Soon after leaving prisons and jails, formerly incarcerated mothers are faced with the ubiquitous reluctance of employers to hire them. The stigma of a criminal record remains an ongoing obstacle, even when women demonstrate a serious commitment to work ethic. Not only are women faced with barriers to employment related to their criminal record, but the intersecting axes of social marginality, race, class, and gender, further relegate them to the margins of the labor market. Garcia-Hallett notes that these obstacles are further exacerbated by the criticism they receive from family members who view women's criminal activity as unjustified and a mark of familial shame. This was especially true for West Indian and Latina mothers, whose families felt that their entrée into crime not only reflected their individual choices but also negatively impacted their broader cultural community. When mothers did seek work, they were often confronted with the disheartening reality that their only options were low-paid work that lacked benefits such as paid sick leave. For women who were primary care takers of young children, those options often meant that they would have to choose between taking care of their children or risking unemployment in the future. In the face of limited or no employment opportunities, some women viewed the lack of options as a blessing in disguise. These women used that time to attend to relationships with their children, in an attempt to make up for that lost time during their incarceration.

While the commission of a crime brought shame to some families, it was the specific type of crime that seemed to impact how women were treated when they returned home from prison. In Chapter 4, readers are offered insight into the challenges that women recovering from substance abuse face both from their families and broader society.

Garcia-Hallett, J. (2022). *Invisible Mothers: Unseen Yet Hypervisible After Incarceration*. University of California Press. (Cont.)

In one sense, women struggle with the physiological challenges of addiction—trying to avoid a relapse but constantly facing daily stressors that place them at higher risk for using illicit drugs. Women also struggle with the stigma of irresponsibility because substance abuse is framed by both institutional actors and family members not as an isolated mistake, but as a moral weakness. Garcia-Hallett finds that women wrestle with this incomplete framing of addiction, particularly when women felt that they were criticized by family members for betraying cultural norms. (Garcia-Hallett, 170) Furthermore, recovery from drug use was particularly difficult because even within reentry programs, spaces that ostensibly would be less judgmental, women with a history of substance abuse were still met with skepticism. For example, other mothers with a criminal history viewed peers with a past of drug abuse as morally inferior, framing their choices as intentional and an abdication of their responsibility as mothers. In this way, mothers with a criminal record reproduced some of the very same frames of morality used to stigmatize them by drawing boundaries between themselves and mothers who battled drug addiction.

The contribution of *Invisible Mothers* is significant, demonstrating that the experience of maternal incarceration is neither a flat nor singular experience. The compounding aspects of stigma and poverty when interwoven with racism impact how women navigate a world that views them as unworthy of motherhood. Moreover, Garcia-Hallett's attention to ethnicity further underscores how cultural frames of motherhood informs notions of motherwork in the general sense, while more specifically shaping how West Indian, Latina and African American mothers frame their individual experiences within the United States. While reading this text I found myself considering how the author's work might complement studies of maternal incarceration of women in Latin American and/or the West Indies who were still situated within those contexts. For example, does the stigma of a criminal record increase and lead to further isolation for a Jamaican formerly incarcerated mother in Kingston? Is a mother battling substance abuse in Tegucigalpa or Port-au-Prince more or less likely to receive familial support than a first- or second-generation counterpart in the United States? This is not a critique of the work but rather a recommendation for further study either by the author or other scholars engaged in work at the nexus of carcerality, gender and ethnicity.

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.

Please send any updates to julia.dillavou@psu.edu.

New Jobs, Promotions, & Awards

BETHANY BACKES

Promoted to Associate Professor with Tenure in the Department of Criminal Justice & School of Social Work at the University of Central Florida. She also Assumed the role of Lead for UCF's Violence Against Women Faculty Cluster.

ELAINA BEHOUNEK

Promoted to Associate Professor with Tenure in the Department of Sociology and Criminal Justice at Middle Georgia State University. She was also awarded the Middle Georgia State University Excellence in Diversity and Inclusion.

STEPHANIE BONNES

Received an Honorable Mention for the American Sociological Association's Peace, War, and Social Conflict Section's Outstanding Article of the Year Award for "Femininity Anchors: Heterosexual relationships and pregnancy as sites of harassment for U.S. Servicewomen", in the American Sociological Review.

JULIA DILLAVOU

Received the Outstanding Criminology Graduate Student Award from the Department of Sociology and Criminology at Pennsylvania State.

VANESSA J. GUTIÉRREZ

Awarded funding from the College of Health and Human Services and the School of Graduate Studies and Research at Indiana University of Pennsylvania. She is also a recipient of the Student Mirco Grant by the Center for Rural Pennsylvania. Collectively, these grants are being used to explore the impacts of the coronavirus pandemic on rural policing in Pennsylvania.



**Do you have
news that you
want to share?
Let us know!**

**We love to
celebrate the
amazing work of
our community
members!**

JULIA DILLAVOU

JANET GARCIA-HALLETT

Won the New Scholar Award from the ASC Division of People of Color and Crime (DPCC). Dr. Garcia-Hallett also received the ACJS Dorothy Bracey and Janice Joseph Minority and Women New Scholar Award.

DEENA ISOM

Named as the incoming editor of Race and Justice

REBECCA L. MORROW

Won the COLFA Outstanding Junior Faculty Award from Tarleton State University.

DANIELLE SLAKOFF

Awarded a Women of Influence Award from Sacramento State University.

SHUAI EDDIE WEI

Will begin a lectureship in Criminology and Criminal Justice in the Department of Sociology, Social Policy and Criminology at the University of Liverpool, in August 2023

Innovative Teaching, Community Impact, and Other Accomplishments

ELAINA BEHOUNEK

Awarded \$25,000 grant to explore community perception of license plate reader usage by law enforcement.

MOLLY DRAGIEWICZ

Appointed to a second term on the Queensland Domestic and Family Violence Death Review Board.

DIANNE LAYDEN

Since June 2021, has served on the Bernalillo County (Albuquerque) Sheriff's Office Advisory and Review Board, appointed by the Bernalillo County Commission. Among other efforts, she arranged for a League of Women Voters sheriff's candidate forum in October and is presenting a paper about the board at the Historical Society of New Mexico annual conference in late March. She will provide a copy of my paper upon request.

Dr. Layden has also been performing as Supreme Court Justice Ruth Bader Ginsburg in a Chautauqua around the state sponsored by the New Mexico Humanities Council. She will share slides and materials upon request.

Innovative Teaching, Community Impact, and Other Accomplishments (Cont.)

JANE PALMER

Was selected as an "interdisciplinary research leader" by the Robert Wood Johnson Foundation for a three-year community-based participatory research project with former clients of Capital Area Food Bank. <https://irleaders.org/team/building-local-power-to-challenge-structural-racism-through-systems-and-policy-change-advocacy/>. Additionally, Dr. Palmer was selected for the Humanities Truck Fellow for a youth-powered multimedia project with DC Action: <http://humanitiestruck.com/projects/current-truck-fellows-projects/>

KATALIN PARTI

In her project titled PROS: Performances to Reduce Online Scams, investigates online and telephone scams against older people. It is a community-based storytelling project that utilizes interactive theatre to raise awareness of scams. The theatre show that was created out of qualitative interview segments were showcased 6 times in February, 2023 in Virginia. Dr. Parti also utilized the project for teaching research methods (interview, focus group, ethnographic observations, and survey methods) to undergraduate students, and eliminating agism, sexism, and ableism in the academic community.

For more: https://vtx.vt.edu/articles/2023/02/clahs-this-is-not-a-scam-performance.html?utm_source=cmpgn_news&utm_medium=email&utm_campaign=vtUnirelNewsDailyPublicCMP_022423-public

Innovative Teaching, Community Impact, and Other Accomplishments (Cont.)



Daniela Jauk-Ajamie's article appeared in the special issue "Feminist Approaches to Justice: Contributions to CSW66" based on parallel events organized by Rosemary Barberet, Sheetal Ranjan, and Dawn Beichner-Thomas co-organized on behalf of the DFC for the Commission on the Status of Women Meetings in 2022.



DR. DANIELA JAUK-AJAMIE

This work was referenced in an open letter of over 220 international signatories addressed to all UN High-Level Forums on women's rights in July 2023. Review the Open Letter from Women Beyond Walls addressed to all UN High-Level Forums on women's rights, July 17, 2023, 220+ signatories below!

https://www.womenbeyondwalls.org/_files/ugd/2d77c8_953ab705db55479dbafeda0005b21223.pdf



From the left: Dr. Rosemary Barberet, Dr. Sheetal Ranjan, & Dr. Dawn Beichner-Thomas

Articles, Books, and Book Chapters

[Aneesa A. Baboolal](#). (2023). (Under)cover and Uncovered: Muslim Women's Resistance to Islamophobic Violence. *Victims & Offenders*, 1–21.
<https://doi.org/10.1080/15564886.2023.2175093>

[Aneesa A. Baboolal](#). (March 2023). Gender-Based Violence in the English-speaking Caribbean In D.S. Peterson, J.A. Shroeder & D. Zhang (Eds), *International Responses to Gender-Based Domestic Violence: Gender-Specific & Sociocultural Approaches*, Routledge.

[Rosemary Barberet](#), & [Vanessa Gutiérrez](#). (Forthcoming). What About Us?: International Gendered Responses Toward the Social Rehabilitation and Reintegration of Justice-Involved Women. In Federica Coppola & Adriano Martufi (Eds) *Social Rehabilitation and Punishment: Legal, Penological and Policy Perspectives*. Routledge. (pp. 230-247). Routledge.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003196891-18/us-rosemary-barberet-vanessa-guti%C3%A9rrez>

[Stephanie Bonnes](#). (2023). *Hardship Duty: Women's experiences with sexual harassment, sexual assault, and discrimination... in the u.s. military*. Oxford University Press US.

[Stephanie Bonnes](#) and [Samantha Tosto](#). (Forthcoming). "Prosecuting Military Sexual Assault: The Entanglement of Military Discourse and Victim Stereotypes in Prosecutor Case Strategies." *Feminist Criminology*.

[Kaitlin Boyle](#) (2023). *Doing Gender, Avoiding Crime: The Gendered Meaning of Criminal Behavior and the Gender Gap in Offending in the United States*. *Social Psychology Quarterly*.
<https://doi.org/10.1177/01902725231167845>

[Kaitlin Boyle](#), Jones, P., & Mancik, A. M. (2022). *Racialized Backlash: A State-Level Analysis of Black Women's Homicide Victimization by Black Men, White Men, and Police*. *Crime & Delinquency*. <https://doi.org/10.1177/00111287221134922>

[Miltonette Craig](#), [Mijin Kim](#), and [Dawn Beichner-Thomas](#) (2023). *Incarcerated in a Pandemic: How COVID-19 Exacerbated the "Pains of Imprisonment."* *Criminal Justice Review*.
<https://doi.org/10.1177/07340168231190467>

Goldberg, A. E., [Danielle Slakoff](#), & Buist, C. L. (Eds.). (2023). *The (mis)representation of queer people in true crime*. Routledge.

Articles, Books, and Book Chapters (Cont.)

Walter DeKeseredy. (2022). Men's Rights, Gun Ownership, Racism, and the Assault on Women's Reproductive Health Rights: Hidden Connections. *Dignity: A Journal of Analysis of Exploitation and Violence*, 7(3). <https://doi.org/10.23860/dignity.2022.07.03.05>

Walter DeKeseredy, Cowan, S., & Schwartz, M. D. (2023). On Thin Ice: Toward A Modified Male Peer Support Theory of Professional Hockey Players' Violence Against Women. *Sociology of Sport Journal*, 1–11. <https://doi.org/10.1123/ssj.2022-0094>

Deena Isom. (2024). *Gratuitous angst in white America: A theory of whiteness and crime*. Routledge.

Julia Dillavou. (2023). Solidarity or Solitude? Correlates of Incarceration and the Peer Networks of Imprisoned Women. *Justice Quarterly*, 1–27. <https://doi.org/10.1080/07418825.2023.2183237>

Molly Dragiewicz, Woodlock, D., Easton, H., Harris, B., & Salter, M. (2023). "I'll be Okay": Survivors' Perspectives on Participation in Domestic Violence Research. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-023-00518-6>

Molly Dragiewicz. (2023). Best-practice principles for measurement of technology facilitated coercive control. In B. Harris & D. Woodlock (Eds.), *Technology and domestic and family violence: Victimization, perpetration and responses* (pp. 49–62). Taylor & Francis Group. <https://www.taylorfrancis.com/books/edit/10.4324/9780429316098/technology-domestic-family-violence-bridget-harris-delanie-woodlock>

Janet Garcia-Hallett. (2022). *Invisible mothers: Unseen yet hypervisible after incarceration*. University of California Press.

Janet Garcia-Hallett & Popy Begum. (2022). The Anticarceral Promise of Deregulating Motherhood and Decriminalizing Substance Use. *Journal of the Motherhood Initiative for Research and Community Involvement*, 13(2). <https://jarm.journals.yorku.ca/index.php/jarm/article/view/40657>

Martin-Howard, S., & Janet Garcia-Hallett. (2022). The (Power) Struggle: Experiences of BIWOC Correctional Officers at Rikers Island Jail. *Women & Criminal Justice*, 1–15. <https://doi.org/10.1080/08974454.2022.2154631>

Articles, Books, and Book Chapters (Cont.)

Mendenhall, R., Lee, M. J., Cole, S. W., [Rebecca Morrow](#), Rodriguez-Zas, S. L., Henderson, L., Turi, K. N., & Greenlee, A. (2023). Black Mothers in Racially Segregated Neighborhoods Embodying Structural Violence: PTSD and Depressive Symptoms on the South Side of Chicago. *Journal of Racial and Ethnic Health Disparities*. <https://doi.org/10.1007/s40615-022-01432-1>

[Michelle Hughes Miller](#). (2024). *Criminalizing Motherhood and Reproduction*. Routledge. In 2020 Michelle Hughes Miller guest edited a Special Issue of *Women & Criminal Justice* called "Regulating Motherhood and Reproduction." Taylor & Francis will be publishing this Special Issue in 2024 as part of their Special-Issue-Into-Book series.

[Daniela Jauk-Ajamie](#). (2023). Global governance and climate stress of incarcerated women: The case of the U.S. *International Journal of Comparative and Applied Criminal Justice*, 47(2), 115–129. <https://doi.org/10.1080/01924036.2022.2146731>

[Mari Kita](#). (2024). *Offender care and support by families in contemporary Japan: The nexus of gender, shame, and ambivalence* (1 Edition). Routledge.

[Jane Palmer](#) & Hoxmeier, J. (2022). Bystander Opportunity, Actions, and Inaction in Suspected Intimate Partner Violence: Differences Between Graduate and Undergraduate Students. *Violence and Victims*, 37(6), 837–854. <https://doi.org/10.1891/VV-2021-0116>

[Katalin Parti](#). (2022a). Illiberal and Populist Political Narratives on Gender and Underreporting of Sexual Violence: A Case Study of Hungary. *Politics and Governance*, 10(4). <https://doi.org/10.17645/pag.v10i4.5519>

[Katalin Parti](#). (2022b). Preventing Revictimization in Sexual Assault Investigations: Personal Security and Trauma-Informed Case Management *. *Journal of Applied Security Research*, 1–12. <https://doi.org/10.1080/19361610.2022.2161799>

[Kathleen Ratajczak](#). (2022). Small Social Networks and Disclosure After Campus Sexual Assault: How Race and School Size Can Limit Student Disclosure. *Crime & Delinquency*. <https://doi.org/10.1177/00111287221134918>

Articles, Books, and Book Chapters (Cont.)

[Kathleen Ratajczak](#), & Teut, J. (2023). Queering Title IX: Protecting Transgender and Gender Non-Conforming Students from Discrimination, Harassment, and Violence. *Victims & Offenders*, 18(1), 101–121. <https://doi.org/10.1080/15564886.2022.2138665>

[Danielle Slakoff](#). (2023). “She did see warning signs but chose to ignore them”: Perpetrator justification and victim-blaming narratives in true crime podcasts about intimate partner violence. *Feminist Media Studies*, 1–17. <https://doi.org/10.1080/14680777.2023.2171086>

[Danielle Slakoff](#) & Duran, D. (2023). A New Media Frontier, or More of the Same? A Descriptive Analysis of the “Missing White Woman Syndrome” in Top True Crime Podcasts. *Race and Justice*. <https://doi.org/10.1177/21533687231199271>

Wilson, A., [Barbara Koons-Witt](#), & Pasquire, N. (2022). Mothering experiences in prison: Exploring distinctions between maternal and paternal caregiving arrangements. *Family Relations*. <https://doi.org/10.1111/fare.12807>

Woodlock, D., Salter, M., [Molly Dragiewicz](#), & Harris, B. (2023). “Living in the Darkness”: Technology-Facilitated Coercive Control, Disenfranchised Grief, and Institutional Betrayal. *Violence Against Women*, 29(5), 987–1004. <https://doi.org/10.1177/10778012221114920>



DIVISION NEWS

DCS is thrilled to welcome Kimberly Kras as Vice Chair, Colleen Berryessa as Secretary/Treasurer, and Ryan Labrecque as Executive Counselor.

NEW PUBLICATION – COMING THIS FALL!

[Division on Corrections and Sentencing Handbook \(Vol. 7\)](#)

The Division on Corrections & Sentencing is pleased to announce their forthcoming Handbook, [Prisons & Jails](#) (Routledge, 2024). This volume, edited by Danielle Rudes, Kimberly Kras, Talisa Carter, & Gaylene Armstrong) will be a comprehensive and innovative approach to examining all aspects of the carceral experience. The editors seek contributions in the form of empirical and theoretical essays that address any aspect of living and/or working within penal institutions around the world including work on lived experiences. Topics may include: trauma, risk, programs, treatment, services, mental and physical health, systemic or individual racism, discrimination, representation, disproportionality, intersectionality, positionality, LGBTQ+, aging, veterans, religion, substance use disorder, market economies, and/or any other topic relevant to those interested in prisons/jails. Look for the Handbook this Fall at ASC!

ALT-ACADEMIC PROFESSIONAL DEVELOPMENT

The Division on Corrections and Sentencing Alt-Ac Workshop Series seeks to demystify the alternatives to traditional academic employment opportunities. Alt-Ac workshops help dismantle myths surrounding these career choices, allowing students to excel in various research spaces that best suit them. The Alt-Ac Workshop Series has hosted numerous meetings, round table discussions and skill building sessions dedicated to translating academic experience into applied settings. To receive updates about time/date of sessions, webinar links, speaker information (including biographies and contact information), and resources for the group, please consider joining our email list. To join, please email alt-academic-workshop-subscribe@googlegroups.com or dcs.studentgroup@gmail.com.

ALT-ACADEMIC PROFESSIONAL DEVELOPMENT

We encourage DFC members interested in corrections and sentencing research to consider reaching out to DCS members to propose joint sessions.

Please reach out to Kim Kras at kkras@sdsu.edu with ideas!

Division of Cybercrime

The ASC Division of Cybercrime has a new website (created by webmaster Divya Ramjee).

Check it out here: <http://ascdivisionofcybercrime.org/>. The Division of Cybercrime will be hosting a virtual workshop panel in the Fall, so look out for more details on that event.



Call for Papers: Link Between Online & 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.



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:

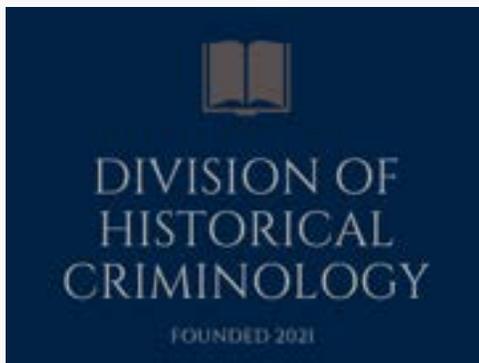
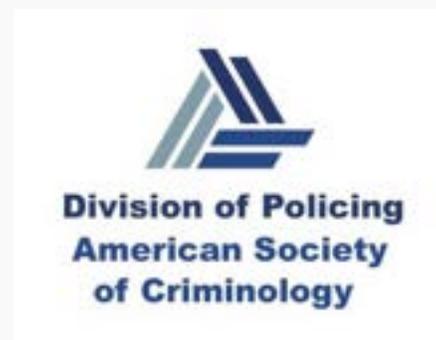
- Activism Among Academics: Creating Change from “The Ivory” (Moderated by Ericka Adams, Panelists: Brittany Battle, Henrika McCoy, Sean Wilson, and Isaac Yablo). November 2020.
- Black Lives Matter vs. Far Right Extremism: Protests, Movements and Riots (Moderated by Ericka Adams, Panelists: Janaé Bonsu, 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.



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 DFC 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 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!

American Society of Criminology
Division of Feminist Criminology (formerly Women and Crime)
Jobs and Fellowships List

JOB SITES

American Society of Criminology
Academy of Criminal Justice Sciences
HigherEd Criminal Justice
HigherEd Women's Studies
HigherEd Sociology

TENURED/TENURE TRACK (MULTIPLE POSITIONS IN PARENTHESES)

Assistant Professor
Shawnee State University
<https://careers.acjs.org/jobs/view/assistant-professor-criminal-justice-tenure-track/68243817/>

Assistant Professor (2 Positions)
University of Alaska Anchorage
<https://careers.acjs.org/jobs/view/tenure-track-assistant-professor-of-justice-2-positions/68185167/>

Assistant Professor
University of Hawaii at Hilo
https://asc41.com/wp-content/uploads/position_ad_hawaii_0323.pdf

Assistant Professor
University of Colorado Boulder
https://asc41.com/wp-content/uploads/position_ad_colorado_0323.pdf

Assistant Professor (3 Positions)
Howard University
https://asc41.com/wp-content/uploads/position_ad_howard_0223.pdf

NON-TENURE TRACK

Lecturer
University of Maryland
https://asc41.com/wp-content/uploads/position_ad_umd_0223.pdf

Feminist Approaches to Justice: Contributions to CSW66

International Journal of Comparative and Applied Criminal Justice, 47(2)



Guest Co-Editors

Rosemary Barberet, John Jay College of Criminal Justice (CUNY)

Sheetal Ranjan, Montclair State University

Dawn Beichner-Thomas, Illinois State University

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Rosemary Barberet, Sheetal Ranjan, & Dawn Beichner-Thomas. Feminist approaches to justice: Contributions to CSW66. Editors' introduction. <https://doi.org/10.1080/01924036.2023.2168284>

Daniela Jauk-Ajamie. Global governance and climate stress of incarcerated women: The case of the U.S. <https://doi.org/10.1080/01924036.2022.2146731>

Venessa Garcia & Anqi Shen. An equity-first policy for women police around the world: strategies for change. <https://doi.org/10.1080/01924036.2022.2149579>

Mozn Hassan & Helen Rizzo. The sexual and gender-based violence epidemic meets the COVID-19 pandemic: Survivors' and Advocates' narratives in Egypt. <https://doi.org/10.1080/01924036.2022.2159465>

Fernanda Fonseca Rosenblatt, Marília Montenegro Pessoa de Mello & Carolina Salazar L'Armée Queiroga de Medeiros. Secondary victimisation, procedural injustices, and machismo: the experiences of women who access Brazil's not-so-specialised domestic violence courts. <https://doi.org/10.1080/01924036.2022.2157456>

Gita Mittal & Dipika Jain. Women's equal representation in the higher judiciary: A case for judicial diversity in India. <https://doi.org/10.1080/01924036.2022.2164317>



Workshops

Pre-Conference Teaching Workshop

Tuesday Nov. 14th 2:00pm-4:00pm @ Franklin Hall 8, 4th Floor
No Cost to Attend - Donation to <https://www.woar.org/>

DFC Teaching Workshop

Thursday Nov. 16th 2:00pm-3:20pm @ Liberty Ballroom Salon B, Headhouse Tower, 3rd Floor

Roundtables & Panels

DFC Professional Development Panel for Graduate Students & Early Career Feminist Scholars

Wednesday Nov. 15th 11:00am-12:20pm @ Room 306, 3rd Floor

Roundtable - Feminist Criminology: New Directions for the Journal

Wednesday Nov. 15th 5:00pm-6:20pm @ Conference Suite I, 3rd Floor

Roundtable - DFC Conversations: Feminist Criminology Following the Fall of Roe

Friday Nov. 17th 9:30am-10:50am @ Room 307, 3rd Floor

Meetings

Meet the Editors: Getting your Work Published in Criminology Journals

Wednesday Nov. 15th 3:30pm-4:50pm @ Salon C, 5th Floor

Breakfast Meeting I - General and Board Meeting

Thursday Nov. 16th 7:30am-9:20am @ Liberty Ballroom Salon A

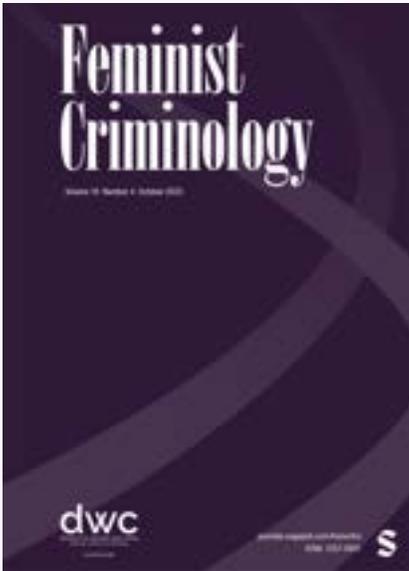
Editorial Board Meeting

Thursday Nov. 16th 9:30am-10:50am @ Liberty Ballroom Salon B

Breakfast Meeting II - Awards Ceremony

Friday Nov. 17th 7:30am-9:20am @ Liberty Ballroom Salon A

DFC Social @ U-Bahn (Tickets Required)
Wednesday, November 15, 8:00PM - 10:00PM



Feminist Criminology

Feminist Criminology (FC), published five times a year, is an innovative journal dedicated to research related to women, girls, and crime within the context of a feminist critique of criminology. The official journal of the Division on Women and Crime of the American Society of Criminology, this international publication focuses on research and theory that highlights the gendered nature of crime. [View full journal description](#). This journal is a member of the [Committee on Publication Ethics \(COPE\)](#).

DFC Membership - Join the section!

Membership in the DFC is open to any member of ASC in good standing. Members can join the Division for just an additional \$15 per year, or \$25/year for those members who are tenured or financially able. Membership remains just \$5 for students. Members enjoy free access to the Division's journal, Feminist Criminology. The ASC/DFC membership application can be found [here](#). You can also view a copy of the [DFC Constitution & Bylaws](#).

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 ascdfc+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 ascdfc@groups.io. If you have trouble signing up, send a message to ascdfc+help@groups.io.

DFC Social Media



[@ASCFemCrim](https://twitter.com/ASCFemCrim)



facebook.com/ASCDFC

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](#).