

ACJS *Today*

Official Newsletter of the Academy of Criminal Justice Sciences

A Sobering Service Learning Experience

Dr. Richard A. Ruck, Jr.*

In mid-October 2017, I was contacted by county detectives at the Monroe County, PA Office of the District Attorney with an unusual request. A daylong training for area law enforcement officers was being organized and role play participants were required. Having frequent internship exposure with our criminal justice students at East Stroudsburg University compelled the detectives to inquire whether current students would be interested in expanding their networking with police by voluntarily participating in a local training exercise.

The training was a police in-service class on tactical approaches to active school shooter incidents. The audience would be local municipal police, deputy sheriffs, and state constables. The training coordinator assured that any student participant would not be subjected to any form of physical

interaction in the training environment. This “no touch” form of police training only compelled the student volunteers to act as overwhelmed civilians caught up in a shooting incident. The students would observe how law enforcement trains in preparation for such spontaneous acts of violence while providing valuable assistance to the police participants in creating a realistic training that was anything but benign.

Recognizing the potential academic and service learning value in this request, I employed a purposive selection process of screening students by classes who appeared most appropriate for this partnership. Due to numerous factors, a current class of 21 upper-level criminal justice major students was selected for proposal. These students collectively attend a class I instruct titled “Ethics in

Criminal Justice.” The majority of student enrollees in this class are forecast to graduate with a baccalaureate degree within the next two academic semesters. Most were also engaged in their own program internship, which exposed them to practical and clinical aspects of the criminal justice field. The proposal and details to attend the training were shared with the students, who unanimously agreed to participate in the training.

On the day of the event, we met at the former Clearview Elementary School in Stroudsburg, PA. The school building has been unused since the local school board shuttered the school during a district-wide consolidation project in 2014. The 1940s-era brick structure was empty and ideal for providing the realistic setting and framework for the scenarios. Upon arriving, I was met with a feeling of melancholy, as my personal ties to this school were deep. In my former career, I had been a police officer in the area and had responded to that very school on several occasions for routine calls for service. One time I had the privilege of sharing lunch with some of its kindergarten and first-grade students. More recently, my wife had been the last building principal to serve at Clearview, and she was relocated to a far more sterile and less lively administrative setting shortly after the closure.

The school was without lighting, unheated, and unkempt. What had been the heart of this community now ceased to beat. A building standing in wait longing for its children and teachers to return from their exodus would today resemble the darkest places of our thoughts. My students, however, appeared enthusiastic and prepared to

assist the trainers and student officers in their service learning role.

Prior to the commencement of training, all participants involved were introduced to each other and objectives were shared. We were then subjected to being “wanded” with a portable metal detector by the training staff, to ensure that no unauthorized items or weapons were intentionally or accidentally introduced into the training environment. I learned that the trainers were all from the Federal Law Enforcement Training Center (FLETC.gov) in Glynco, GA, at the request of the district attorney’s office. Interestingly, my class was able to interact with a cross-section of law enforcement professionals representing federal, state, and local agencies.

My students were divided into smaller task groups and taken to various sections of the building. The first dose of reality came when the instructor distributed eye and hearing protection to all. Some students took the role of wounded persons, some were frightened and fleeing civilians, and a few accepted the ominous request to be the attacker. Depending on their role, some of the students were positioned lying on the floor to represent the obvious crime victims of this realistic scenario. All took the opportunity to switch roles to enhance their service learning experience.

When the fluid training began, additional “stimulation” was added with loud music being played, students yelling and screaming, and a nerve-racking simulated explosion triggered by the trainers to represent an explosive device being used

against responding police by the attacker. The combination of these sounds and explosions provided a stark reminder of the imagined horrors experienced throughout these tragic events we have witnessed as a society recently. This realistic impression was performed for each individual participant officer and group of officers who were exposed to the scenarios.

As we completed the various training events that afternoon, I critiqued my class and reflected on what they had just experienced. Although many had “fun” outside of our university classroom, a more realistic and somber tone emerged. Some shared how the police officers responded to the crisis and things that they did or didn’t do. Others commented on how their personal confidence in law enforcement surged as the police demonstrated their tactical skills in engaging a hostile intruder in a school or other public venue. Collectively, the class agreed that such training provided a stronger and more informed perspective on the wider national conversation on gun violence, active shooters, contemporary Second Amendment issues, and police image.

In the final moments of the class, the participant police officers and trainers gathered with my students in a classroom to express their appreciation for the role our criminal justice students played in their overall understanding and preparedness for active shooting events and responses by law enforcement. The tension and reality of what we all had just experienced in the training setting was rapidly overshadowed by a sense of respect and kindness toward all as we applauded each other in recognition of our valuable contributions that day.

By being exposed to the sobering topic of police response to active shooters, my students were immersed in a practical learning environment that they typically would not have within the classroom confines. The exposure allowed these upper-level students to demonstrate maturity, poise, and understanding, while creating a new avenue for prospective partnerships between local criminal justice agencies and our criminal justice academic program, to bring students and practitioners together in learning.

References

Federal Law Enforcement Training Center. (2015)
Retrieved from <https://www.fletc.gov>

**Dr. Richard A. Ruck Jr. has been teaching in higher education for the last eight years. After serving 20 years in law enforcement, he was honorably retired in 2009, last serving as a police chief in Northeastern PA. His most recent research has focused on whether the number of law enforcement referrals and amount of student discipline that occur in public schools is influenced by school districts that utilize municipal police officers through joint school district and municipal agreements, in contrast to public school districts that employ their own school police officers. Dr. Ruck’s interests include police leadership, police organizations, police in K–12 schools, ethics, community policing, and domestic violence responses by police.*



ACJS 2018 Annual Conference

“So What? Understanding What It All Means”

**February 13–17, 2018
Hilton New Orleans Riverside
New Orleans, Louisiana**

Host Hotel:

Hilton New Orleans Riverside
2 Poydras Street
New Orleans, LA 70130
Main Phone: 504-561-0500



*A view of the skyline of New Orleans as seen from the French Quarter.
This work was released into the public domain by Gonk.*

The Academy of Criminal Justice Sciences General Business Meeting will be held on Saturday, February 17, 2018, 11:00 AM – 12:00 PM, Hilton New Orleans Riverside Hotel, Two Poydras Street, New Orleans, LA, 2nd Floor, Prince of Wales meeting room.

Meeting Information: <http://www.acjs.org/page/2018AnnualMeetin>

Teaching Tip: A Consideration of Significance Testing

By J. Pete Blair

What does it mean when you say something is “statistically significant”? Something like, “The value of the slope was significant at $p < .05$ ”? Take a moment and think about it. What is your answer?

In order to give you the correct answer to this question, I first have to take a brief detour and make sure that you understand probability notation. The letter P is used to denote probability. A statement of $P(\text{Male})$ is read “the probability of being male.” Often a conditional probability statement is used. These statements take the form of $P(X|Y)$. This is read “the probability of X given Y.” The vertical line indicates given. For example, a statement of $P(\text{Male}|\text{Officer})$ is read “the probability of being male given that the person is a police officer.”

If your answer to the meaning of statistical significance was anything other than the following, you are wrong:

$P(D|H_0) < .05$; that is, the probability of data (e.g., a mean difference or slope) this or more extreme—assuming that the null hypothesis is true—is less than 5%.

Don’t feel bad. You were probably taught some approximation that attempts to get at this idea in rather imprecise terms. Something like, “If you ran this experiment 20 times, you would get one finding that is inconsistent with this” or “It means that there is likely a relationship in the population.” If you were taught really poorly, it was something like “It means this is important.”

But significance means only one thing. Significance means that $P(D|H_0) < .05$, which simply means that the difference, slope, or other statistic of the magnitude or larger that you have observed in your data set is unlikely to occur if you assume the null hypothesis (of no relationship or effect) is true. It means this and nothing else.

$P(D|H_0)$ Is Not the Same as $P(H_0|D)$

Significance does not mean the $P(H_0|D) < .05$, that is, “the probability of the null hypothesis given the data is less than 5%.” To think this way is to commit the logical fallacy of transposing the conditional (also known as the prosecutor’s fallacy). For example, given that a person you meet is a police officer, what is the probability that this person is male [i.e., $P(\text{Male}|\text{Officer})$]? Most people would guess that that probability is rather high, but what if I asked, “What is the probability that a person is a police officer, given that the person is male [i.e., $P(\text{Officer}|\text{Male})$]?” Your answer to this question would be different from the first one. Sometimes a probability statement and its transposed conditional are the same, but you can’t count on it.

There Is No Way You Can Assume That $P(H_A|D) = 1 - P(D|H_0)$

Now, what usually happens in the standard null hypothesis testing scheme is that we assume that since the data are inconsistent with the null hypothesis, our alternative or research hypothesis is true. Formally, this would look something like $P(D|H_0) < .05$;

therefore, $P(HA|D) > .95$. In other words, the probability of the data given that H_0 is true is $< 5\%$; therefore, the probability of my research hypothesis (H_A) being true given the data is greater than 95%. This is what you really want to know. Unfortunately, this not only transposes the conditional (as above) but also substitutes in your research hypothesis, which was not part of the test you conducted. Substituting H_A for H_0 may sound reasonable as they are mutually exclusive, but the example below makes clear that such a substitution is not logically valid.

Assuming that $1 - P(D|H_0) = P(HA|D)$ is like saying the probability of being an officer given that the person is male is less than 5% [$P(\text{Officer} | \text{Male}) < .05$]. Therefore, the probability that the person is female, given that they are an officer [$P(\text{Female} | \text{Officer})$] is $> 95\%$. This is obviously false and clearly demonstrates that we cannot say much about the probability that some random person is female, given the fact that the probability that we observed in the data was that a person has a less than 5% chance of being an Officer if they are Male.

The Inevitable Conclusion

This should lead you to one obvious conclusion. The underlying logic of null hypothesis significance testing (NHST) is problematic. If the logic underlying the process is problematic, the process itself is questionable.

There is one case in which NHST does work logically. That case is model assumption testing. When you test a model assumption, you really are interested in $P(D|H_0)$. Therefore, when you find that the probability of the data, given that the assumption is

true, is less than .05, you can reasonably conclude that the data are not consistent with that assumption.

Some Suggestions for Teaching and Interpretation

First, because significance tests have a precise meaning, I suggest that you always use the formal definition $P(D|H_0)$ when teaching or discussing significance. Anytime that I deviate from this, I find that I start using approximations that are incorrect and create confusion for my students and myself.

Second, focusing on the formal definition helps to remind students that the test itself is not very informative. This can help students avoid “star hunting” and help them to focus on interpreting the data as a whole rather than paying attention to only the “significant” results.

Third, minimizing the importance of significance encourages students to use alternatives that create a better understanding of the data. Among these are confidence intervals and effect sizes (or even better, effect sizes with confidence intervals). Minimizing the importance of significance can also lead students to explore methods that give direct evidence of $P(HA|D)$, such as Bayesian statistics.

Note: Thanks to D. Kim Rossmo for his helpful comments.

Dr. Blair is a Professor of Criminal Justice at Texas State University. He has taught statistics at the undergraduate, master's, and doctoral levels. He has struggled to get students to understand statistical significance for more than a decade. His research deals with applied issues in policing and active shooter response.

Book Review: *Chokehold: Policing Black Men* by Paul Butler

New York, NY: The New Press, 2017. ISBN: 978-1595589057

Reviewed by Tianyin Yu*

In the book *Chokehold: Policing Black Men*, Paul Butler, a law professor at Georgetown University and a former prosecutor, exposes the prevalent racial inequality in the United States' justice system. The word "chokehold" appears both as a tactic used by police during a confrontation and as a metaphor to symbolize the oppression imposed on minority groups, especially black men. Employing data from official reports and research findings, as well as his own experience with the justice system as a prosecutor and once as a black male defendant, Butler elaborates on why he thinks the justice system is "broke on purpose" and how it "targets black men and sets them up to fail." Layer by layer, he exposes how racial bias is entrenched not only in the United States' justice system, but also in the entire social setting.

The success of this book in illustrating the crux of racial inequality lies in Butler's knowledge and understanding of the justice system and United States history, both in the eyes of an ordinary black man and of a law enforcement officer. Through his writing, he demonstrates a tremendous in-depth understanding of the cause, present situation, and future solution of racial inequality in the United States. His opinion is unbiased and his writing well supported by scientific data and filled with plenty of brutal truths. As much as he cares for African

American men as a group, Butler also shows great calmness in presenting the facts. Being an African American himself, he does not show a bit of anger, nor is he cynical. Under his seemingly indifferent tone of fact presenting, though, lies a strong hope for an era of true justice, in which everyone is treated equally regardless of his or her race, gender, skin tone, income, or education.

Butler starts the book with a striking statement: "American criminal justice today is premised on controlling African American men" (p. 17). He recognizes the "fear and anxiety" that is prevalent in our daily interactions with African American men. Most of the fear, he states, comes from "a pervasive stereotype that African American men are prone to crime" (p. 21). As we are all aware, data show that African Americans disproportionately are arrested for crime and are victims, as well. Butler presents readers with official statistics on such topics. Meanwhile, he also emphasizes the fact, and one that is often neglected by most people, that most black men have never committed any violent crime. It is disheartening to imagine what most black men experience in their daily life. "Almost everywhere we go we have to engage in some performance that pushes back against the presumption that we are violent criminals" (p. 23).

In Chapter 4, Butler lays out the facts about black male violence. The numbers are consistent with what we know: “black men are about 6.5 percent of the population but they are responsible for approximately half of all murders in the United States” (p. 120). Because most crimes are intra-racial, black men also make up about half of murder victims. With these statistics laid out, Butler moves on to explain why black men disproportionately committing crime and falling victim should not distract from police brutality toward them—the two are fundamentally different in that the former is harshly punished, while the latter is authorized by the state with impunity. He then discusses what may be contributing to the disproportionate violent crime rate among black men. It is not an easy question to answer, but Butler provides readers with some serious thoughts.

Overall, “black male culture” may contribute to high crime rates, but it is much more complicated than just that. Multiple factors together—the survival skills for staying safe in “the hood,” the vast deprivations of high-poverty neighborhoods, the disproportionate and intense surveillance of black men, and easy access to guns—all add to a bleak situation for most blacks. The solution, Butler thinks, does not lie in “black self-help,” as is the core idea of Don Lemon’s five point plan—black men should “hike up” their pants, finish school, not call each other “nigger,” take care of their communities, and not have children outside of marriage. Butler contends that the answer to the entire problem lies not in the black or minority community, but in the entire American society. To

some degree, Butler may be right. Everyone sees high crime rates among minority communities, families with single mothers, and high arrest records among black adolescents. However, rarely does one ask the question, why? “There are certainly personal responsibilities that have to be addressed,” as President Obama put it, but “some of the specific pathologies in the African American community are a direct result of our history” (Remnick, 2014, para. 6).

The most disheartening truth comes in Chapter 7, when Butler offers suggestions to young black men and teaches them how to navigate the justice system. In step-by-step instructions, he describes in detail how to not get stopped by police, how to prevent a stop from turning into an arrest, and what to do if one gets arrested. As an insider, Butler also describes in detail who one should call if arrested and the myths about public defenders and private attorneys. In this section, he uses the case in which he was a defendant both as an example of, and as a sharp contrast to, what a majority of black men face. “Like Kalief,” Butler said, “I am an African American man, but otherwise I had a lot of advantages that he did not. I retained the best lawyer in the city ... We hired a former police officer as our investigator” (p. 222). Many of us probably tend to think being innocent matters in legal proceedings. Butler uses his own experience to tell people that innocence is not the most important thing. “Innocent people get convicted in criminal court every day” (p. 223). In fact, “an effective trial lawyer can make even an innocent person look guilty” (p. 223).

At the end of the book, Butler calls for a bold change: the abolition of prisons. Using data from a recent study by New York University's Brennan Center for Justice, Butler points out it is feasible to reduce both prison populations and crime rates. As one would imagine, it is not only unrealistic but also dangerous to release every inmate indiscriminately. Butler acknowledges that and suggests a gradual approach that involves three actions:

1. Reduce the maximum punishment for every criminal offense to 21 years in prison;
2. Reduce the number of offenses one can be sent to prison for; and
3. Relocate funding from police to community health care.

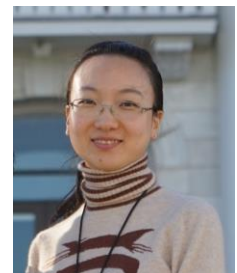
For each of these actions, Butler gives a detailed explanation as to why doing so is in the best interest of the general public. For example, "prisoners who are older than fifty are extremely unlikely to commit another crime if they are released" (p. 233). We know this is true, as the age-crime curve is one of the most robust findings supported by empirical evidence. The third action, to relocate funding from policing to community health care, aligns with present statistical data as well. The fact that almost 80% of prisoners suffer from either addiction or mental illness is both disturbing and disheartening. We know prisons are not a conducive treatment environment for these populations. A 2005 documentary by PBS called *The New Asylums* provides much insight into the life behind bars of these mentally ill inmates. Many of them get arrested time after time, struggling to remain free.

As Kathryn Russell-Brown (2017) stated in her opinion of the book, "*Chokehold* is more than a critique of our justice system. It is a declaration of who we are as a country: We are a people who accept and support a justice system that treats people differently based on race, gender, skin tone, income, neighborhood and education" (para. 12). *Chokehold* serves as an invaluable source to remind people from all walks of life, black or white, old or young, men or women, straight or gay, that America being proud through so many years of prosperity, freedom, and equality still has a long way to go to bring true justice to all citizens.

References

- Remnick, D. (2014, January 27). Going the distance: On and off the road with Barack Obama. *New Yorker*. Retrieved from <https://www.newyorker.com/>
- Russell-Brown, K. (2017, July 27). An unyielding justice system built for the oppression of blacks. *Washington Post*. Retrieved December 4, 2017, from https://www.washingtonpost.com/opinions/an-unyielding-justice-system-built-for-the-oppression-of-blacks/2017/07/27/72a9aa12-4d23-11e7-a186-60c031eab644_story.html

**Tianyin Yu is a PhD student at the University of New Haven and a research associate at the Henry Lee Institute of Forensic Science. Tianyin completed her master's degree in forensic science at the University of New Haven in 2012. She also holds a BA degree in electronic science and technology from Shanghai University of Electric Power.*





CRIME & JUSTICE RESEARCH ALLIANCE

Board Members

Nancy La Vigne, PhD (Chair)
Director, Justice Policy Center
The Urban Institute

Paul Elam Jr., PhD
President
Public Policy Associates, Inc.

Natasha Frost, PhD
Associate Dean of Graduate
Studies and Associate Professor,
School of Criminology & Criminal
Justice
Northeastern University

Marlyn J. Jones, PhD
Professor, Division of Criminal
Justice
California State University,
Sacramento

David L. Myers, PhD
Professor and Director,
Criminal Justice PhD Program
University of New Haven

Richard Rosenfeld, PhD
Professor of Criminology and
Criminal Justice
University of Missouri - St. Louis

Christy Visser, PhD
Professor of Sociology and
Criminal Justice
University of Delaware

Peter Wood, PhD
Professor of Sociology and
Criminology
Eastern Michigan University

John Worrall, PhD
Professor of Criminology
University of Texas at Dallas

As you continue to stay informed about the latest news and events relating to crime and criminal justice topics, we encourage you to review the monthly newsletter from the Crime & Justice Research Alliance (CJRA).

As you may know, CJRA is a centralized resource of authoritative experts and scholarly studies created to provide policy makers, practitioners, and the public with direct access to relevant research on crime and criminal justice issues. Formed in 2015, CJRA is a collaborative partnership between the nation's two leading criminal justice scholar associations, ACJS and the American Society of Criminology (ASC).

CJRA lobbies for federal funding for crime and justice research, while facilitating access to evidence-based research by its experts through its website (<http://crimeandjusticeresearchalliance.org/>), proactive media outreach, and advocacy on the hill. The website provides a list of experts who are willing to talk to policy makers and the media as well as abstracts of policy-relevant research.

As part of its outreach efforts, the Alliance publishes a monthly newsletter (<http://crimeandjusticeresearchalliance.org/news/>), which includes the following categories:

Introduction

The introductory article of the newsletter highlights recent or upcoming events, trending issues, and messages from the chair of CJRA. This section provides an overview of the recent focus and efforts of the Alliance and briefly summarizes timely information.

Washington Update

For the latest news and information about what is happening on the hill, check out the Washington Update. The CJRA government relations consultant provides an overview of the current funding for crime and criminal justice research as well as explanations of the events taking place in our nation's capital.

Expert Q&A

Each month, the CJRA communications consultant works with a CJRA expert to share his or her research findings with national media outlets. The expert Q&A provides a link to the article that was promoted as well as a one-on-one interview with the lead author about the impact of the findings.

In the News

The news section of the newsletter highlights a few of the news articles secured by the CJRA communications consultant on behalf of CJRA experts from that month.

www.crimeandjusticeresearchalliance.org



ACJS Seeking Committee Volunteers for 2019-2020

Prabha Unnithan, ACJS 1st Vice President, is actively seeking Committee volunteers to serve during his presidency, March 2019 – March 2020. If you are interested in learning more about how to be actively involved in service to ACJS, contact Prabha at Prabha.Unnithan@colostate.edu to volunteer. Every attempt will be made to place ACJS members who volunteer on a standing or *ad hoc* Committee.

Committee membership is limited to ACJS members. The composition of all committees will be as diverse as possible with regard to gender, race, region, and length of Academy membership.

Every year, ACJS needs volunteers for the Academy's Standing Committees. Committee volunteers usually serve for one year, beginning with the Friday of the Annual Meeting after the Executive Board meets. Appointments to the following ACJS Standing Committees are for one year, unless otherwise stated:

- **Academic Review** (Members serve three-year terms and membership is restricted to trained certification reviewers)
- **Affirmative Action** (Open membership)
 - **Assessment** (Open to three new members who serve three-year terms)
 - **Awards** (Open membership)
 - **Business, Finance, and Audit** (Open to one person from the ACJS membership selected by the 2nd Vice President)
- **Committee on National Criminal Justice Month** (Open membership)
 - **Constitution and By-Laws** (Open to three new members selected by the 2nd Vice President and serve three-year terms)
 - **Ethics** (Members are nominated by the Trustees-At-Large and appointed by the ACJS Executive Board and serve three-year terms)
 - **Membership** (Open membership)
 - **Nominations and Elections** (Members are appointed by the Immediate Past President)
- **Program**
 - **Public Policy** (Open membership)
 - **Publications** (Open membership)
 - **Student Affairs** (Open membership)
 - **Crime and Justice Research Alliance (CJRA)** (Open to two members at large appointed by the 1st Vice President)

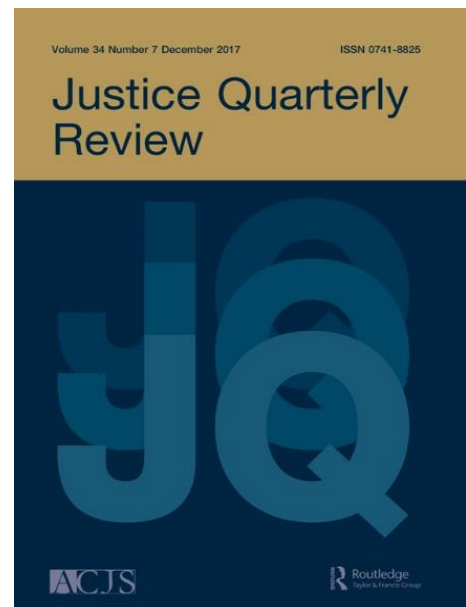
*The success of ACJS depends on having a dedicated cadre of volunteers.
Committee membership is an excellent way to make a difference in the future
of ACJS.*

Justice Quarterly Review

Call for Papers

Jeffery Ulmer, the *JQ Review* Editor, is pleased to invite submissions for the 2018 *JQ Review* issue: *Prosecutorial Discretion: Processes and Outcomes*. We invite manuscripts that examine topics such as:

- Prosecutors' interactions and relations with police
- Prosecutorial charging decisions
- Prosecutors and plea bargaining, including charge bargaining, sentencing bargaining, fact bargaining, and other dimensions
- Prosecutors' discretion around pursuing mandatory minimums
- Prosecutors' relations with the broader court community
- Disparities in prosecutorial decisions and outcomes
- Prosecutorial accountability and decision visibility
- Prosecutors and the death penalty



We will consider theoretical as well as empirical papers, and we welcome quantitative, qualitative, and multimethod research. All submissions will be subject to peer review and are due no later than **March 31th, 2018**. Please submit manuscripts through [JQ's Scholar One submission site](#), following the *Justice Quarterly* [Instructions for authors](#). In your cover letter please note that your submission is specifically for the *Justice Quarterly Review* issue, so that it is assigned to the Review Editor. If you have questions, please submit them to Jeffery Ulmer by email at jtu100@psu.edu. For more information about *Justice Quarterly*, please visit www.tandfonline.com/rjqy.



CRIMINOLOGY GRADUATE STUDY AT THE UNIVERSITY OF MIAMI

Graduate study in Criminology at the University of Miami offers three different degree programs.

Master of Science (MS) in Criminology and Criminal Justice

- Terminal degree for criminal justice professionals or those seeking to enter the field
- Flexible program in terms of specialization and completion tracks
- Interdisciplinary in focus as students take some electives from across UM's outstanding schools and colleges

Graduate Certificate in Criminology and Criminal Justice

- 15 credits
- Provides training in the fundamentals of the criminal justice system, criminological theory, and research methods and statistics
- For criminal justice professionals seeking a degree to enhance knowledge and career development and for those with degrees in other areas who seek in-depth training in criminology and criminal justice.

Master of Arts (MA) / Doctor of Philosophy (Ph.D.) in Sociology with a concentration in Criminology

- Geared for individuals who wish to enter research intensive or academic positions
- Traditional research oriented Ph.D. program (MA earned along the way)
- Three major areas of focus: Criminology, Medical Sociology, and Race, Ethnicity and Immigration

Please see our websites for additional details and information about our three programs.

- Master of Science (MS) and Graduate Certificate: www.as.miami.edu/sociology/graduate-programs/mscriminology/
- Master of Arts (MA) / Doctor of Philosophy (Ph.D.) in Sociology with a concentration in Criminology: www.as.miami.edu/sociology/graduate-programs/

Criminology Core Faculty

Olena Antonaccio Criminological theory, juvenile delinquency, cross-national research, survey research, cybercrime

Roger G. Dunham Police decision-making, police use of force, racial profiling by police, juvenile delinquency, deviance theories

Amie L. Nielsen Violence, immigration, race and ethnicity

Kathryn Nowotny Health disparities, correctional health & health care, drug use & abuse, mental health

Marisa Kei Omori Racial stratification within criminal justice institutions, courts and sentencing, drug use and drug policy, research methods

Nick Petersen Law & society, racial stratification, geography and criminal justice, research methods, statistics

Affiliated Faculty

Michael French Health economics, economics of crime, program evaluation, substance abuse research, risky behaviors, econometrics

Robert J. Johnson Mental health, life course, aging, deviance, LGBTQ Studies, terrorism

Jan Sokol-Katz Drug abuse, juvenile delinquency, deviance, sociology of sport



Contact us at (305)284-6158 or email us at nielsen@miami.edu



Steven J. Green
School of International
& Public Affairs

Ph.D. in International Crime and Justice

About the program

FIU is the ideal institution to offer the first Ph.D. in International Crime and Justice in the U.S. The international focus of the program capitalizes on its location in Miami, which serves as a global gateway and mirrors the diverse and multicultural student body living in South Florida.

The Ph.D. program is offered by the Department of Criminal Justice in the Steven J. Green School of International and Public Affairs and requires a minimum of 78 credit hours of graduate course work beyond the bachelor's degree, including a comprehensive exam and dissertation based on the student's original research. A maximum of 36 credits are transferable from a completed master's degree program with the approval of the program director. Classes are available on FIU's main campus and online.



Department of Criminal Justice
Florida International University
Miami, FL 33199

Funding is available

Research and teaching assistantships with tuition waivers are available to qualified doctoral students enrolled full time.

International areas of study

Transnational crime
Terrorism
Immigration and crime
International human rights
Maritime piracy and justice
Comparative crime and justice
Human trafficking and rule of law
Geospatial crime analysis



*For additional information,
visit us online at cj.fiu.edu*



ACJS Today

Editor: **David Myers, PhD**
Professor and PhD Program Director
University of New Haven
300 Boston Post Rd. West Haven, CT
06516
Phone: 203.479.4883
dmyers@newhaven.edu

Historian: **Mitchel P. Roth, PhD**
Sam Houston State University
College of Criminal Justice
P.O. Box 2296
Huntsville, TX 77341
Phone: 936.294.1649
icc_mpr@shsu.edu

ACJS National Office

Executive Director: John L. Worrall
worrall@utdallas.edu

Association Manager: Cathy L. Barth
manager@acjs.org

Academy of Criminal Justice Sciences
P. O. Box 960
Greenbelt, Maryland 20770

Office Location:
7339 Hanover Parkway, Suite A
Greenbelt, MD 20768-0960
Tel.: (301) 446-6300; (800) 757-ACJS (2257)
Fax: (301) 446-2819
Website: <http://www.acjs.org>

ACJS Today Publication Schedule

January
March
May
September
November

Copyright © 2017 by the Academy of Criminal
Justice Sciences. All rights reserved. Distributed
to all current members of ACJS.

Submission Deadlines

December 15th
February 15th
April 15th
August 15th
October 15th

*The editor will use his discretion to accept, reject or
postpone manuscripts.*

Article Guidelines

Articles may vary in writing style (i.e., tone) and
length. Articles should be relevant to the field of
criminal justice, criminology, law, sociology, or
related curriculum and interesting to our readership.
Please include your name, affiliation, and e-mail
address, which will be used as your biographical
information. **Submission of an article to the editor of
ACJS Today implies that the article has not been
published elsewhere nor is it currently under
submission to another publication.**

Photos: jpeg or gif

Text format: Microsoft Word, RTF, TXT, or ASCII

Citation Style: APA 6th Edition

ACJS 2017 – 2018 Executive Board

President

Nicole Leeper Piquero
University of Texas at Dallas
Program in Criminology
800 West Campbell Road
Richardson, TX 75080
972-883-2485
npiquero@utdallas.edu

1st Vice President

Faith Lutze
Washington State University
Criminal Justice Program
P.O. Box 644872
Pullman, WA 99164
509-335-2272
lutze@mail.wsu.edu

2nd Vice President

Prabha Unnithan
Colorado State University
Department of Sociology
200 West Lake Street
Fort Collins, CO 80523
970-491-6615
prabha.unnithan@colostate.edu

Immediate Past President

Lorenzo M. Boyd
University of Maryland - Eastern Shore
Department of Criminal Justice
Associate Professor & Department Chair
3032 Richard Hazel Hall
Princess Anne, MD 21853
410-651-8482
lmboyd1@umes.edu

Treasurer

Marlyn J. Jones
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6085
916-278-7048
marlyn@csus.edu

Secretary

Heather L. Pfeifer
University of Baltimore
1420 North Charles Street
Baltimore, MD 21201
410-837-5292
hpfeifer@ubalt.edu

Trustees-At-Large:

Peter J. Benekos
Mercyhurst University
Erie, PA 16546
814-572-7842
pbenekos@mercyhurst.edu

Ashley Blackburn
Department of Criminal Justice
University of Houston – Downtown
One Main Street, C-340M
Houston, TX 77002
713-222-5326
blackburna@uhd.edu

Bitna Kim
Indiana University of Pennsylvania
411 North Walk
Wilson Hall Room 112
Indiana, PA 15705
724-357-5976
bitna.kim@iup.edu

Regional Trustees:

Region 1—Northeast

Aimee "May" Delaney
Assistant Professor, Criminal Justice
Worcester State University
Department of Criminal Justice
486 Chandler Street
Worcester, MA 01602
(508) 929-8421
adelaney@worcester.edu

Region 2—Southern

Leah Daigle
Georgia State University
Department of Criminal Justice and Criminology
140 Decatur Street
1227 Urban Life Building
Atlanta, GA 30303
404-413-1037
ldaigle@gsu.edu

Region 3—Midwest

Victoria Simpson Beck
University of Wisconsin Oshkosh
Department of Criminal Justice
421 Clow Faculty, 800 Algoma Blvd.
Oshkosh, WI 54901-8655
(920) 424-7094
beckv@uwosh.edu

Region 4—Southwest

Camille Gibson
Prairie View A&M University
PO Box 519, MS 2600
Prairie View, TX 77446
936-261-5234
cbgibson@pvamu.edu

Region 5—Western

Ricky S. Gutierrez
Division of Criminal Justice
California State University, Sacramento
6000 J. Street
Sacramento, CA 95819-6085
916-278-5094
rickyg@csus.edu

National Office Staff:

Executive Director

John L. Worrall
University of Texas at Dallas
800 West Campbell Road, GR 31
Richardson, TX 75080
972-883-4893
worrall@utdallas.edu

Executive Director Emeritus

Mittie D. Southerland
1525 State Route 2151
Melber, KY 42069
270-674-5697

Association Manager

Cathy L. Barth
P.O. Box 960
Greenbelt, MD 20768-0960
301-446-6300
800-757-2257
301-446-2819 (fax)
manager@acjs.org

Academy of Criminal Justice Sciences
ACJS Today
P.O. Box 960
Greenbelt, Maryland 20768-0960