

# ACJS *today*

Academy of Criminal Justice Sciences Newsletter



## Public Criminology: Now. More. Than. Ever.

*By Alex R. Piquero, PhD*

There is no shortage of media coverage on crime, its causes, and its policy responses. Just as well, there is no shortage of public opinion and armchair quarterbacking on these issues. If you've ever taken a plane ride and actually told someone you were a criminologist, other than making Law & Order references, undoubtedly your seat partner shared her or his view on the subject. But as people say, everyone has an opinion; unfortunately, many of those opinions are not grounded in science. Enter public criminology (for a lengthier discussion, see Piquero, 2019).

Public criminology (hereafter PC, a different kind of PC, if you will) is not new, as criminology has really been public since its beginnings (see Quetelet, 1831/1984; Shaw & McKay, 1942). As is the case with our field, PC borrows from public psychology and public sociology (see, e.g., Burawoy, 2005; Uggen & Inderbitzin, 2010).

[\*continues page 13\*](#)

## Is an Alternative Academic (Alt-Ac) Research Career Path Right for You?

*By Eileen M. Ahlin, PhD*

The academy was hit hard during the COVID-19 pandemic. Program budgets were frozen, cut, redirected, or rescinded. Hiring ceased, stalled, or was severely limited. As we approach a new normal, some institutions are facing the possibility of [closing](#) or [merging](#), while others are using [financial exigency](#) to lay off faculty or shutter small programs with low or dwindling enrollments (Aspegren, 2021; Neitzel, 2021b; Seltzer, 2020).

[\*continues page 6\*](#)

## Highlights

- ☐ **NEW EDITOR IN CHIEF**
- ☐ **ACJS ANNUAL MEETING INFORMATION**
- ☐ **BOOK REVIEW: SEXUAL CITIZENS**

# Table of Contents

4

## ACJS CONFERENCE INFORMATION

6

## IS AN ALT-AC RESEARCH CAREER PATH RIGHT FOR YOU? *CONTINUED*

10

## PRESIDENTIAL ADDRESS From Local to Global: Scaling Up and Expanding Out the Study of Unresolved Homicides

13

## PUBLIC CRIMINOLOGY: NOW. MORE. THAN. EVER. *CONTINUED*

15

## IN MEMORIAM Harry E. Allen Mitch Chamlin Hans Toch

18

## BOOK REVIEW Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus

22

## EXECUTIVE BOARD

# From the Editor's Desk

*By Ráchael A. Powers, PhD*

I am delighted to assume the duties of Editor of *ACJS Today*, starting with this issue. I am honored by the trust placed in me by the ACJS selection committee and hope that I will serve the ACJS membership well during my term. I am also very grateful to my predecessor, David Myers, for his generosity in facilitating the transition.

You will notice that the layout is new! We revamped the look of the newsletter and made it more interactive. You can expect more in the way of video messages, links to external websites, etc. in the coming issues. We are also on social media! If you are on Twitter, come follow us (@[ACJS Today](#)) for notifications of issues and important ACJS news from the main association as well as our regional associations and divisions.

Although the look is new, our priorities and content are the same. *ACJS Today* serves as a platform to discuss timely issues that are relevant for researchers and practitioners. *ACJS Today* has served as a platform for distributing “lessons learned” and innovations in research. For example, Thomson and colleagues’ recent article (January 2020) on securing officer buy-in for officer workload increases associated with gunshot technology addresses a barrier to implementation and a challenge for evaluation research. *ACJS Today* serves as a means to improve our research.

Additionally, *ACJS Today* has also been a source of overviews, commentary, and recommendations on critical issues in the criminal justice system. For example, Roberts Freeman (November 2020) provides an overview of criminal history on sentencing disparities and provides recommendations for both research and policy. Relatedly, Cooper and colleagues (September 2020) provide an overview of recent changes in policies surrounding illegal immigration, implications for all stages of the criminal justice system, and a compelling argument that criminologists and practitioners should be more involved. Original work, reaction pieces, lessons learned, calls for research, and policy briefs push our field forward. We need this content more than ever right now; I strongly encourage these kinds of submissions that align with ACJS’s mission to be relevant to policy and practice. Moreover, ACJS celebrates its professional diversity, our 1,800+ members represent academia and professionals in all sectors of the criminal justice system—*ACJS Today* will reflect that diversity.

The last few years have forced a lot of innovation in our teaching. *ACJS Today* will continue to serve as an important outlet for improving criminal justice



## From the Editor's Desk

education. Ever heard of liquid syllabi? You have if you read our January issue (2021) with an article on them by Sanchez and Wilson. Again, this is where the professional diversity of ACJS is a strength. ACJS's engaged membership represents a wide range of institutions which *ACJS Today* can leverage to highlight best-practices and innovation in the classroom. I also strongly encourage teaching and career-related content. Likewise, we will continue to publish book reviews of as it is a way for us to meaningfully engage with recent work outside of our annual conference.

Speaking of our conference, *ACJS Today* will continue to provide members with notable news, messages from our leadership, and opportunities (e.g., award nominations and journal special issues) that are relevant to our membership.

You will see all of those themes in the current issue. Alex Piquero provides an argument for public criminology and some sage advice for scholars starting down that path. Making our work applicable and accessible for practitioners and stakeholders is how we advance the field and serve our communities. In line with professional diversity and timely issues, Eileen Ahlin provides a discussion of academia vs. alt-ac positions. As a scholar who has walked both career paths, she provides an honest and thoughtful comparison. Stemming from a virtual event where she served as an expert panelist, Michelle Hughes Miller authored a book review for *Sexual Citizens*. Her review is not only pertinent to the book, it is also an impactful commentary on intersectionality in our research. You will also see that a non-trivial amount of space in this issue is devoted to tributes of scholars. Harry Allen, Mitch Chamlin, and Hans Toch were giants in the field, devoted mentors, and friends. We are honored to reflect on their legacies in this issue.

So, again, I am delighted to serve ACJS through this position and look forward to working with you in the coming years. If you have an idea for an article and would like to discuss it, please feel free to reach out to me directly. Our next

deadline for submissions is October 15th. ■



**RÁCHAEL A. POWERS, PHD** is Associate Professor of Criminology at the University of South Florida. She received her BA in Psychology/Sociology from the University of Alabama in Huntsville (2005),

her MA in Criminology from the University of Maryland (2008), and her PhD in Criminal Justice from the University at Albany (2012). Her main research interests lie in the areas of violent victimization, with a focus on gender-based violence (IPV, sexual assault), hate crime, and bystander behavior. Much of her recent work centers on victim and bystander agency, what victims and bystanders do during and after victimization, including the use of the criminal justice system. Dr. Powers also has experience in evaluations of campus- and community-based violence prevention programs.





## CALL FOR PRESENTATIONS

Your research matters! There is no better place to showcase it than the **59<sup>th</sup> ACJS Annual Meeting** in Las Vegas, Nevada. Be sure to respond to the **Call for Presentations** on or before the deadline to ensure your abstract submission is included in the review process. Topic Chairs anxiously await your submissions, so please don't wait until the last minute. **Hurry, because the deadline is quickly approaching!**

To view the topic areas, instructions on submitting your abstract, and other details, visit <https://www.acjs.org/page/Abstracts2022>.

**Submission Deadline preferred: September 30, 2021**

**Final Deadline: October 11, 2021**

**Remember:** Register as soon as possible to get the best price on the meeting registration fee and to secure your spot at this highly anticipated event. **For an Overview of the meeting and registration details visit:** <https://www.acjs.org/page/Overview2022AM>.

***Interested in Exhibiting during the 59th ACJS Annual Meeting?*** Find out how you can become an Exhibitor and invest with your target audience by visiting the Exhibits page - <https://www.acjs.org/page/Exhibits2022>.

**Sponsorship Opportunities** - <https://www.acjs.org/page/AnnualSponsor2022>

**Advertising Opportunities** - <https://www.acjs.org/page/AnnualAdvertising2022>

**SAVE with Advance Registration!!! Deadline: Monday, January 31, 2022. To Register, visit <https://www.acjs.org/page/AnnualReg2022>.**



# WESTERN SOCIETY OF CRIMINOLOGY



## 2022 Annual Conference

**The Sheraton Waikiki**  
**Honolulu, Hawai'i**

**February 3–5, 2022**



**2255 Kalakaua Avenue ♦ Honolulu, HI 96815 ♦ (808) 922-4422**

People wishing to present at the conference will be able to submit proposals through our online [abstract submission system](#) by October 1, 2021.

We encourage the submission of complete panels.

### PANEL TOPICS

- COURTS AND JUDICIAL PROCESSES  
(INCLUDING SENTENCING)
- CORRECTIONS
- CRIME ANALYSIS  
(INCLUDING GEOGRAPHY & CRIME AND SOCIAL NETWORKS & CRIME)
- CRIMINOLOGICAL THEORY
- CYBERCRIME
- DRUGS/SUBSTANCE ABUSE & CRIME
- FORENSIC SCIENCE
- GENDER, SEXUALITY, & CRIME
- JUVENILE JUSTICE
- LEGAL ISSUES IN CRIMINAL JUSTICE  
(CRIMINAL LAW, CRIMINAL PROCEDURE, & EVIDENCE)
- ORGANIZED CRIME & GANGS
- PEACEMAKING CRIMINOLOGY
- POLICING
- SEX CRIMES
- TEACHING  
(PEDAGOGY & ASSESSMENT IN JUSTICE EDUCATION)
- TERRORISM
- WHITE COLLAR CRIME

***All proposals must be electronically submitted through the WSC's online Abstract Submission System***  
***<http://westerncriminology.org/conference-3/abstract-submission-gateway/>***  
***by October 1, 2021.***

In deciding the most appropriate topic area for your abstract, think about the main focus of your paper or presentation and how it might fit within a panel organized around a larger topical theme. For example, if your paper examines both race and juvenile issues, think about whether you would like to be placed on a panel with other papers discussing race issues or other papers dealing with juvenile issues and then submit it to the topic area in which you think it fits best.

All presenters are asked to submit an abstract of 1,100 characters or fewer to only one of the panel topics listed above. In addition to the abstract, please include the name, mailing address, email address, and phone number for all authors on the submission for the participant directory.

Please note that all presenters are required to preregister and prepay the nonrefundable conference fees no later than Monday, January 3, 2022. Failure to do so will result in presentations being removed from the final program.



For those who have been around academia long enough, these current financial problems may be reminiscent of the [2007–2009 Great Recession and ensuing financial crisis](#), which rocked the endowments that fund much university business (Wolinsky, 2009). Although the Great Recession period saw a [substantial increase in post-secondary enrollment](#) (U.S. Census Bureau, 2018), which arguably helped sustain or buoy higher education operations, it is not yet clear whether the global pandemic will have similar effects on colleges and universities, which means we face another uncertain job market. The events of the past 18 months have left many on edge and concerned about employment options. Even without a global pandemic, there are [diminishing professorial prospects](#) due to a mismatch between the number of PhD graduates and available academic jobs (Zahneis, 2021).

Graduations continue to outpace retirements. Many upcoming and recent PhDs are facing career decisions. The traditional tenure-track job may not be readily available, or desirable, to many bright and talented, newly minted doctors. Another element may also challenge the idea that a professorship is the gold standard career. Pandemic-related stressors and a desire for work-life balance may have an unexpected effect on the academic market. A survey conducted in Fall 2020 with 1,122 academics at 2- and 4-year colleges and universities suggested that 35% of tenured respondents were considering retirement or a career change as a result of the pandemic (Nietzel, 2021a). This experience has left many people questioning how to prioritize both their career goals and life goals.

As such, discussions and professional development opportunities surrounding alternative academic (alt-ac) careers have ignited conversations on the plethora of various employable ways to use scholarly credentials to earn a living. Perhaps it is my newfound affinity for podcasts (yes, I'm late to the party) and use of Twitter (again, slow to embrace new forms of media), but content (e.g., Self-Compassionate Professor podcast, Zoom-based talks) focusing on alternatives to the professoriate seem to have made a burgeoning presence during the pandemic.

As a tenured associate professor who is happy with her career and current institution, you may wonder why I have been paying attention to these discussions about alt-ac careers. No, I'm not contemplating a career shift. I'm a former alternative academic (or alt-ac'er, in catchier jargon) and am in a unique position to understand both types of employment. I routinely share with academics my experiences on what traditionalists call the "dark side" when asked what it is like to work outside of the ivory tower. I have enjoyed and been challenged by both experiences.

In the remainder of this article, I share some observations in the form of pros and cons of alt-ac careers compared to academic careers. Keep in mind that these pros and cons are based on an N of 1. There are many alternative views and experiences of both academia and alt-ac careers. However, I hope my experience contributes to the conversation on alt-ac careers for PhDs and sheds some light on the "dark side."

## PROS OF ALT-AC RESEARCH CAREERS

1. *There are many ways to use your credentials.* Opportunities include conducting applied research (for local, state, or federal agencies with a private company, nonprofit, or government entity); managing criminal justice programs (e.g., drug court); and serving as a government program officer (e.g., Bureau of Justice Statistics).
2. *Variety is the norm.* Rather than spending 20+ years as an academic focusing on one niche area, breadth and depth of knowledge are valued. This keeps things interesting, although time management and multi-tasking are essential (see Con #1 below).
3. *There are jobs throughout the United States.* You may have greater say over where you live than in an academic job that depends on vacancy, need for your specialty, and funding commitment from the college/university.



4. *You can contribute to the collection of criminal justice statistics used by literally everyone.* Did you know that government agencies like the Bureau of Justice Statistics hire contractors for much of their data collection? Government reports may say that the federal agency found something interesting, but that data most likely was collected by professional researchers paid to perform national probability sampling techniques, develop survey instruments, and train hundreds of field researchers to collect data (e.g., National Crime Victimization Survey, National Survey of Youth in Custody, and Drug Abuse Warning Network).
  5. *Publish or perish is not a thing.* Depending on the agency, publications may be optional. If you do publish, there may be less focus on journal rankings (they are less important in non-academic circles).
  6. *There is collaboration.* Alt-ac jobs can be very collaborative, and there is often a joint goal; whether it is client success or landing that next client project, teamwork is essential. For example, in a large research organization, grant writing is a group effort. Subject matter experts may write the introduction and literature review, while methodologists craft the study design and statisticians draft the sampling plan and analysis section.
- taught me a lot about research and project management, but it was never my choice to work in that area.
3. *Lack of tenure.* Grant and contract work can be feast or famine; some organizations will “float” employees on agency reserves in between projects while others operate with soft money and require employees to bring in business to support themselves.
  4. *Grants and contracts are a numbers game.* Writing grants and responding to contract requests for proposals can feel like a waste of time if they are not won and do not result in new work. In academia, efforts expended on grant writing can often be used in other ways (e.g., publications, classes).
  5. *No summers off.* Grant season in the criminal justice field has been stretched, but it typically runs from mid-spring through the end of the summer. This means you may need to (co)write multiple grants in the office (not at home or the beach) while also managing your current project workload.
  6. *Success is measured differently.* In academia, people are deemed successful if they publish a lot of quality research. In an alt-ac job, you may not be provided with billable time to write papers, chapters, or books. Some projects may include publications as a deliverable, while others, like contract work, may prohibit you from publishing anything from the data collection (i.e., the data may belong to the client). In alt-ac research, success is a happy client and billable work.

## CONS OF ALT-AC RESEARCH CAREERS

1. *Divided attention is the norm.* You may not have the option to focus on one project at a time. You may have no projects during lulls or too many projects all at different stages. Alt-ac research is truly feast or famine.
2. *Expert, *schm*’expert.* You may need to focus your work on topical areas that you are not (yet) familiar with, you are not interested in, and you may never be passionate about. This was one of the main reasons I transitioned to academia; I wanted to focus on my research agenda and areas of interest to me. The DWI work was great and

## FINAL THOUGHTS

I spent 15 years working at a private, for-profit research firm. It was my first “real” job after earning my undergraduate degree. It taught me many skills that I would not have otherwise brought to the professoriate, given my unorthodox graduate school path. I credit my time as a professional researcher



with teaching me how to write grants and design studies, manage my time, balance multiple (often disparate) projects at once, and manage research projects and staff. I was lucky to find a supportive alt-ac environment that helped me grow as a researcher and scholar while I worked toward my PhD. My decision to pursue an academic career was a personal choice; I could have easily stayed and eventually retired with the company. My experience is mine alone, and the pros and cons I've identified may not apply to others, though I do hope that by sharing my first career path with others that a bit of the "dark side" is illuminated and seen for what it is: a viable and respectable alternative to academic jobs. ■

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**EILEEN M. AHLIN, PHD** is Associate Professor of Criminal Justice at Penn State Harrisburg. She uses an ecological framework to study violence and to identify policies and practices that address risk and protective factors among informal and formal social controls. She was named a 2016 W.E.B. Du Bois Fellow by the National Institute of Justice, when she and Dr. Maria João Lobo Antunes were awarded a grant to examine how residential mobility influences violence among marginalized populations. Her recent research appears in *Journal of Interpersonal Violence*, *Aggression and Violent Behavior*, *Race and Justice*, and *The Prison Journal*. She is author or co-author of several books and edited volumes, including *Youth Violence in Context: An Ecological Routine Activity Framework* (Routledge, 2022) and *Taking Problem-Solving Courts to Scale: Diverse Applications of the Specialty Court Model* (Lexington Books, 2021). Dr. Ahlin was the 2020 recipient of Penn State Harrisburg's Excellence in Research and Scholarly Activity Award.



## *Murder at 144* *Student Investigative File*

Using the scenario of a murder investigation, students learn how to solve the crime using appropriate investigative techniques and applying the law. Investigative updates and worksheets are included to help students organize and build their cases. Students use the active learning component that provides a quiz for every section, helpful vocabulary flashcards, a comprehensive exam, multiple related videos and discussion questions, and varying hypothetical scenarios that require critical thinking and application of newly developed skills to predict the next investigative step.

## *Terrorism and National Security* *Student Case File*

This text begins with essential distinctions between terrorism and national security and the personnel likely to work these cases. Next, students are presented with terrorism related scenarios, details of terrorism and national security-related fact patterns, crime scene illustrations, case, and lab updates, and example legal documentation to help build their hypothetical case. The investigation culminates in a charge and other court-related outcomes that require research of relevant case law and related case studies. Students use the active learning components to predict the next investigative steps.

## *About the Authors*

**Professor Fanelli** spent 20 years as a special agent with the FBI working violent crimes, organized crime, fraud, and human trafficking. In addition, Professor Fanelli, a behavioral psychologist, worked as a Psychologist for the FBI during her 20-year tenure. Professor Fanelli holds dual master's degrees in behavioral psychology and psychology research and design.

**Mr. Moscato** is a retired federal prosecutor and chief of national security. He has extensive experience prosecuting organized crime entities, labor racketeering, and white-collar crimes. Mr. Moscato also served on active duty as a trial counsel for the U.S. Army.

## **INTRODUCING AN ACTIVE LEARNING CRIMINAL JUSTICE SERIES FOR HIGHER EDUCATION**

**Theresa Fanelli**, Professor, Felician University, retired FBI Agent.  
**Anthony Moscato**, retired Federal Prosecutor and Chief of National Security.

### **ABOUT THE SERIES**

The Fanelli & Moscato collection of "Student Investigative Files" is a series of workbooks with accompanying active learning materials and instructor resources that invite the student to assume the role of the investigator in an unfolding case using hypothetical crimes and fact patterns.

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### **Additional Resources**

- Instructor's resources- Complete PPT presentation, Instructor's Guide, quizzes, and exam answer key.
- Active Learning - Multiple video links to related topics and accompanying discussion questions, Situational Scenario Questions, Flashcards, Section Quizzes & Comprehensive Exam.
- Also available through Cognella are Student Investigative Files covering:
  - White Collar, Organized Crime & Fraud
  - Criminal Psychology & the Law
  - Abridged High School version of Terrorism & National Security

***More Titles and resources are on the way!***

### **Websites:**

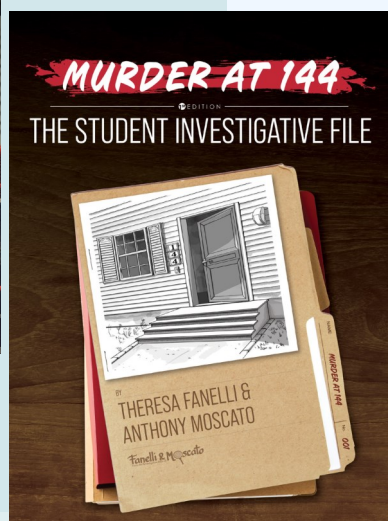
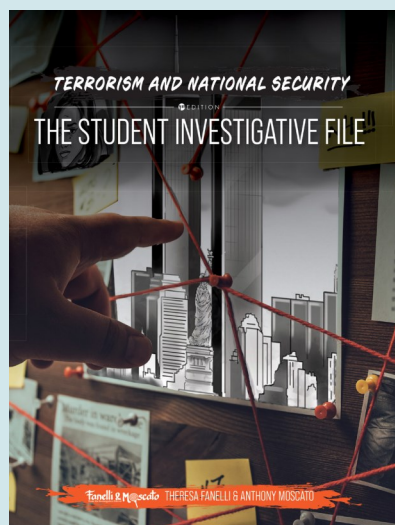
Publisher's Website: [Cognella.com](http://Cognella.com)

Our website: [investigativefiles.com](http://investigativefiles.com)

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He studied Criminology in India and, after moving to the US, received a PhD in Sociology from the University of Nebraska-Lincoln. Unnithan has been a member of the faculty of the Department of Sociology at Colorado State University since 1987 and was named a John N. Stern Distinguished Professor in 2019. He has previously served as Editor of the *Journal of Criminal Justice Education* and the *Social Science Journal* and as Co-Editor of *The Sociological Quarterly*. Unnithan was President of the Academy of Criminal Justice Sciences in 2019-2020 and is cur-



# WELCOME NEW FACULTY!

**ROBERTA LIGGETT O'MALLEY, PHD***Assistant Professor*

Dr. O'Malley received her Ph.D. in Criminal Justice from Michigan State University, an M.A. in Forensic Psychology from New York University, and her B.S. in Psychology from Eckerd College. Her research interests include sexual violence, sex offender treatment, cyber crime, and social media use.

**COLBY VALENTINE, PHD***Visiting Instructor*

Dr. Valentine received her Ph.D. in Criminology and Criminal Justice from Florida State University, an M.S. in Criminology and Criminal Justice from San Diego State University, and a B.A. in Sociology with an emphasis in Criminal Justice from the University of the Pacific. Her current research involves studies of prison misconduct, recidivism, and domestic violence.

**AMBER ODERINDE, MS***Visiting Instructor*

Ms. Oderinde earned her B.S. and M.S. degrees in Criminal Justice from Eastern Kentucky University. Before coming to USF, Oderinde held an academic advisor position at several institutions including West Virginia University, Bethel University, and Benedict College. Prior to her experiences in post-secondary education, Oderinde worked in human services as a case manager for Big Brothers Big Sisters and JAG, a national high school dropout prevention initiative.

## CHECK OUT OUR FACULTY'S RESEARCH LABS:

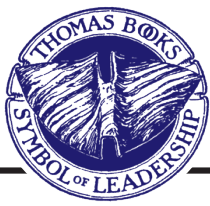
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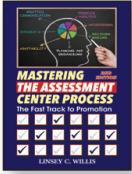
**CYBERCRIME INTERDISCIPLINARY BEHAVIORAL RESEARCH LABORATORY (CIBR LAB)**

**SOCIAL AND PSYCHOLOGICAL RESEARCH FOR UNDERSTANDING CRIME ETIOLOGY (SPRUCE LAB)**





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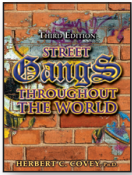


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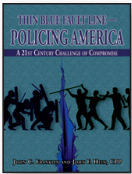


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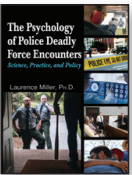


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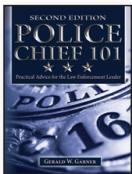


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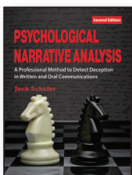


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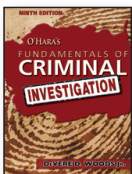
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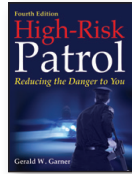


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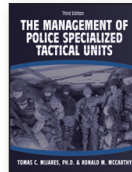
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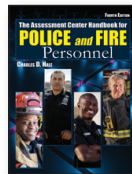


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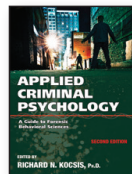
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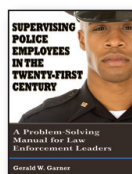
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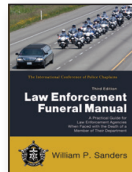


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Although space constraints prohibit a detailed overview of PC, the bottom line is simple: getting our science into the public domain for review and discussion. This in itself is crucial because crime policies are often based on what tugs at heartstrings or makes sense politically (like laws named after people). In this regard, it is also important to note that I did not say “change policy.” More on that at the seventh-inning stretch below.

There are many types of PCs (no, not personal computers), including class lectures, guest lectures (yep, Zoom too), testifying before political bodies, media appearances (tv, radio, print, online), op-eds, community talks (Rotary, retirement centers, even bars (yes, I’ve done those)), and, to an extent, social media. All of these have their strengths, weaknesses, and moments, especially since some are live. In this regard, here are a few tips.

First, make sure you know what you are talking about—and all of the science behind it. If you are going to claim to be an expert on a topic, you better know everything—yep, that means having read everything. Which means you go beyond what shows up in criminology and criminal justice journals, as many people study crime. (Nerd Alert: When I was in graduate school, every Friday afternoon I’d go to the current periodicals and walk up and down each aisle looking at abstracts in geography, psychology, public health, economics, history, and so forth—and yeah, I did

have a life, but I also had a thirst for going to the mountain and reading as much as I could because I was told, and rightly so, that I’d never have that amount of time again.)

Second, do NOT begin from a premise of advocacy. People will see that you have a horse in the race. Begin with a premise of science and then advocate for a policy position, not simply because you believe in it but because the science points you in that direction, at least right now until more science is produced.

Third, different people need different data in different ways for different purposes. You cannot talk about your latest multi-level model and show some nice Greek equations to a roomful of county commissioners. Not only will they not care, but you will run out of time, as usually in public settings you will have between ninety seconds and three minutes, on a timer, to make your point. Knowing your work is one thing; knowing how to communicate it to a wide variety of people is another beast. And you do this by using your 30-second elevator speech that allots 10 seconds for each of the following: (1) What did you do? (2) What did you find? (3) Why does it matter? I do this in my undergraduate and graduate courses, but we need to be doing more of this training and reinforcing it at every opportunity we can.

Fourth, do not be so naïve to think that your study or program of research is going to sway a key political decision

on a crime problem. The goal should be getting science to the table. Leave the policymaking to policy makers.

Fifth, be ready for the haters. Haters going to hate. And typically, they will hate without the science and simply because they do not appreciate your work—if they even understand it. So, don’t read comments and do not engage in a Twitter war. No one wins.

Sixth, be careful about being misquoted or mischaracterized. You do not want an e-mail or phone call from your chair or dean about your comments. My advice here is to ask reporters to record your conversation (and you should then record it yourself—that way, there is a record of what you said and the context in which you said it). As well, some print/online media will not share the final copy (this is normal) but some will—and that is the power of relationships because when you work together as colleagues, they will sometimes circle back to you to do a “final fact check” or “double-check your quote.” And please do not forget to be careful about whether you are speaking on your own behalf or on behalf of the university. This is a huge deal, and universities have policies on this. Don’t say “I didn’t know.” Your ignorance about your employer’s policies is not their fault. The onus is on you.

Seventh, although the Rolling Stones sang about time being on your side, it is not—especially as an assistant professor. Your job is to generate your research





program, be a great teacher, and be a good citizen to the department, university, and scholarly community. Most universities do not reward PC (though that is slowly changing; see American Sociological Association, 2016). You will spend a lot of time talking to reporters, often on background, and many times you will not get quoted. That is not your goal. Remember, we are educators, and sometimes talking to a reporter about crime trends or failed policies is important in itself. You make a contact and you gain experience. It is not about the limelight, as Rush sang.

I have enjoyed PC. It has made me a better scholar and communicator. But it is not for everyone, and should you choose to do PC or not to do PC, that is your decision as it is your career. Not mine. Not your mentor's. Not your Grandma's. But I will say this: criminologists—and academics, for that matter—should be in the business of reaching communities that need it most. Although our currency tends to lie within one another, there is a world that awaits your scientific work. ■

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**ALEX R. PIQUERO, PHD** is Professor and Chair of the Department of Sociology & Criminology and Arts & Sciences Distinguished Scholar at The University of Miami and Professor of Criminology at Monash University in Melbourne

Australia. He is also editor of *Justice Evaluation Journal*. His research interests include criminal careers, criminological theory, crime policy, evidence-based crime prevention, and quantitative research methods. He has received several research, teaching, and service awards and is fellow of both the American Society of Criminology and the Academy of Criminal Justice Sciences. He has received several research, teaching, and mentoring awards. In 2019, he received the Academy of Criminal Justice Sciences Bruce Smith, Sr. Award for outstanding contributions to criminal justice and in 2020 he was recipient of the Lifetime Achievement Award from the Division of Developmental & Life-Course Criminology of the American Society of Criminology. He has published academic articles in journals such as *Deviant Behavior*, *Criminal Justice Review*, *Journal of Criminal Justice Education*, and *Criminal Law Bulletin*, among others. His research interests include inmate-guard inappropriate relationships, police and prison officers' liabilities for the use of Tasers and stun guns, computer crime and cyberbullying, and issues related to publication productivity and rankings in criminology and criminal justice.





### HARRY E. ALLEN 1938–2021

Our beloved friend and colleague, Harry E. Allen, passed away at his home in Palm Springs, California on July 4, 2021. He will be greatly missed by all who knew him but especially by his partner and husband of 22 years, Bruce Ponder.

Harry E. Allen was born in Selma, Alabama on February 16, 1938. His stepfather was a career military officer, so much of his residency in earlier years was geographically scattered. He attended college at Stetson University in Deland, Florida, graduating with a Bachelor of Arts degree in 1960. He was ordained a Southern Baptist minister in 1959. He continued his education at Vanderbilt University, obtaining a Master of Arts degree before he enrolled at The Ohio State University to study under Simon Dinitz and Walter Reckless. A newly-minted Ph.D. (1969), he taught at Florida State University briefly before being recalled to Ohio to serve as executive secretary of the Ohio Governor's Task Force on Corrections.

His work for the Task Force led to an invitation to join the School of Public Administration at The Ohio State University as a tenured associate professor (1971) and professor (1975), and as director of the Program for the Study of Crime and Delinquency. He recruited

and surrounded himself with exceptional doctoral candidates and undertook an extensive research program culminating in more than 100 papers presented at professional meetings of relevant criminology and justice programs; 20 monographs; many chapters in books; and 19 books authored, co-authored, or edited. With graduate student Clifford Simonsen, he authored in 1975 what is the longest continuously published corrections textbook, now in its 15th edition (*Corrections in America*). He took particular pride in the careers and performances of his former doctoral graduates, including Edward Latessa, Gennaro Vito, Chris Eskridge, Rick Seiter, and Charles Eden. He was an exceptional mentor to his students.

In 1978, when The Ohio State University was buffeted by arctic weather and a 63-degree wind chill factor, he accepted an offer to teach at San Jose State University in the Department of Justice Studies. He taught a wide variety of core and elective courses and retired in 1998 to return to seminary at the Pacific School of Religion on "Holy Hill" in Berkeley, California. Professor Allen remains professor emeritus, San Jose State University.

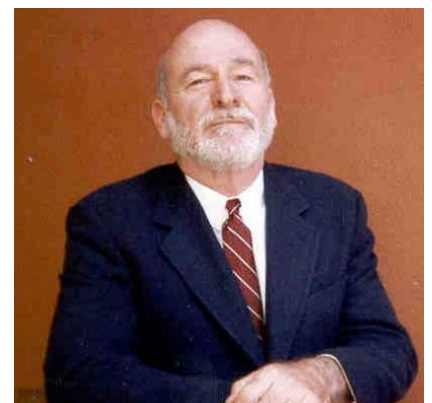
Professor Allen was extensively active in the leadership of professional organizations. He was the first criminologist to serve as president of the Academy of Criminal Justice Sciences and the American Society of Criminology. In

the Academy, he served as program committee chair, secretary-treasurer, and president (second vice-president, first vice-president, president, and immediate past president), among other roles.

Harry Allen received many recognitions, awards, and honors, including the Block Award (American Society of Criminology). In 1996, he was recognized as the most-cited scholar in corrections, was a fellow in the Western Society of Criminology, and received the Founders Award and Outstanding Mentor Award of the Academy. In 2001, he was a distinguished scholar in residence at the University of Louisville.

In 2002, Harry Allen began online teaching for the University of Louisville, team-teaching with his husband Bruce Ponder on a wide variety of courses, including Corrections, Community Corrections, Victimology, Alternatives to Incarceration, International Terrorism, Intelligence and Homeland Security, Drug Abuse, and Ethics.

Harry was well respected by his colleagues and his students. He will be greatly missed by all who knew him.





### MITCH CHAMLIN

Our colleague and friend, Mitch Chamlin, passed away too soon on June 3, 2021 in Toledo, Ohio. A close friend described his loss by observing, “There will never be another.” These words perfectly described the force that was Mitch. He was such a unique character: a self-described rebellious Jewish New Yorker.

Mitch graduated from Forest Hills High School in Queens, New York and earned his undergraduate degree in history and PhD in sociology from the University at Albany, SUNY. He joined the faculty at University of Oklahoma in 1985, earned promotion to full professor at the University of Cincinnati, and was a professor in the School of Criminal Justice and Criminology at Texas State University at the time of his death. Mitch was a prolific scholar in the field of macro-social criminology, and he regularly published in the top journals in criminology and criminal justice. Mitch’s work on deterrence, threat, social altruism, and crime control is profound. He was a foremost expert of ARIMA analyses and employed the technique to study the reciprocal relationship between crimes and arrests and also as a tool for social policy analysis.

While editor of the *Journal of Crime and Justice* (2007–2010), Mitch devoted much time and effort to mentor authors

and provide detailed feedback, and he loved mentoring students and teaching research methods courses to graduate and undergraduate students. In 2011, he received the inaugural ACJS Minorities Mentorship Grant Award.

Scholarship was central to his identity, but it wasn’t his entire identity. Mitch was high energy, loved basketball, and was an avid runner, finishing the Flying Pig Marathon and several half marathons. An avowed Deadhead, Mitch was also committed to passing along the genius of Monty Python to another generation.

He was a devoted husband to Beth. He appreciated smoking a good cigar and drinking a nice glass of scotch. He looked forward to walking his dog, Maggie. He enjoyed spending time with good friends and recounting stories about his graduate training at SUNY.

Mitch placed great value in friendship, demonstrated in the over 100 friends and colleagues who participated in his Zoom memorial. He made the extra effort to stay in touch, was generous with his time, and always willing to help others. Even as a graduate student, he would spend significant time to explain concepts to others who didn’t grasp as quickly. Mitch was a deep thinker who was just as brilliant in his everyday conversation. He liked to make the rounds to connect with colleagues for a quick conversation, mostly standing in the doorway to talk about whatever was

on his mind—and never in a whisper.

Born in Queens, New York to the late David and Betty Chamlin, Mitch is survived by his wife of 24 years, Beth Sanders, as well as his brother, Rick (Theresa) Chamlin; nieces Michelle and Alex; nephew, Nick Chamlin; and great-nieces and -nephews. Donations can be made to the [Scleroderma Research foundation](#) or the [Kevin Shimek Memorial Endowed Criminal Justice Scholarship](#) at Texas State University.

*Prepared by Friends of Mitch*





### HANS TOCH

Hans Toch passed away at his home in Albany, New York on June 18 at the age of 91. Born in Vienna, Austria in 1930, Toch escaped to Cuba with his family on the cusp of the Holocaust and later immigrated to the United States. He earned his B.A. at Brooklyn College in 1952 and his Ph.D. in psychology at Princeton in 1955. Hans was a founding faculty member of the University at Albany's School of Criminal Justice, which he joined in 1967 following previous service as a Fulbright fellow in Norway, a visiting lecturer in the Department of Social Relations at Harvard, and a faculty member at Michigan State University. He retired as a distinguished professor, the highest rank in the SUNY system, in 2008, although his scholarly writing continued until shortly before his death. His pioneering scholarship, consisting of more than 30 books and countless articles, combined rigorous social scientific research and a distinctive humanistic bent characterized by a concern for representing the viewpoints, understandings, and humanity of the subjects of his writings. He wrote on many subjects, with a particular focus on the social psychology of violence, prisons and prison reform, and policing and police reform. Among his books are such modern classics as *Violent Men*; *Living in Prison: The Ecology of Survival*; *Police as Problem Solvers*; and *Organizational Change Through Individual Empowerment*. Toch

received the August Vollmer Award from the American Society of Criminology in 2001 and the Prix DeGreff award for distinction in clinical criminology from the International Society of Criminology in 2005. He was a fellow of the ASC and of the American Psychological Association.

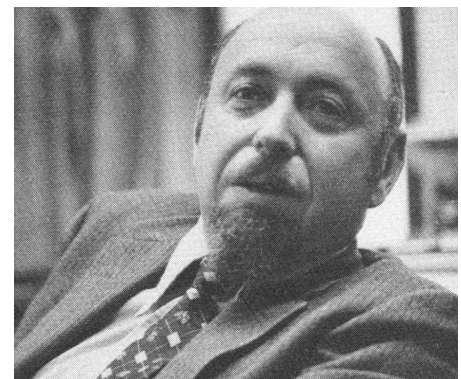
Although groundbreaking and highly influential with respect to criminal justice theory and policy, Hans's scholarly contributions do not begin to capture the sum and substance of the man. As news spread of his deteriorating health, friends, colleagues, and former students poured forth a cascade of well wishes and fond personal remembrances. They recalled his peripatetic sojourns throughout New England in search of antique shops, where he delighted in haggling with merchants about the pricing of their wares. They held their collective noses while describing the malodorous cigars that he smoked until physicians' orders and university policy conspired to deny him that vice. They heard echoes in the hallways of his inimitable booming laugh and his perpetually clattering typewriter, a compositional staple that only slowly and begrudgingly yielded to the mysteries of the computer age, which he never ultimately solved. They remembered how Hans doted on his faithful canine companions, how he loved nothing more than a good argument, from which he invariably emerged (at least in his own mind) as a winner, and how he religiously took sustenance in his favorite Chinese

restaurant, never tiring of feasting on his standing-order meal. The emerging portrait, steeped in heartfelt affection, was of a crusty curmudgeon on the outside who was imbued with a decidedly soft interior; an incomparable, razor-sharp intellect; and a heart of pure gold. He was loved by many and will be missed by all who knew him.



Hans is survived by his son Jay Toch, his daughter Michelle Toch Dinsmore, his son-in-law Daniel Dinsmore, and his grandchildren Braydon Hans Louis Dinsmore and Sierra Ann Dinsmore. Those who wish to share memories of Hans or who would like to view the Celebration of Life held in his honor may do so at [hanstoch.com](http://hanstoch.com).

*Prepared by Dr. James Acker, Dr. Shadd Maruna, and Hans's daughter Michelle Toch Dinsmore*







# Jennifer Hirsch and Shamus Khan's **Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus**

*Review by Michelle Hughes Miller*

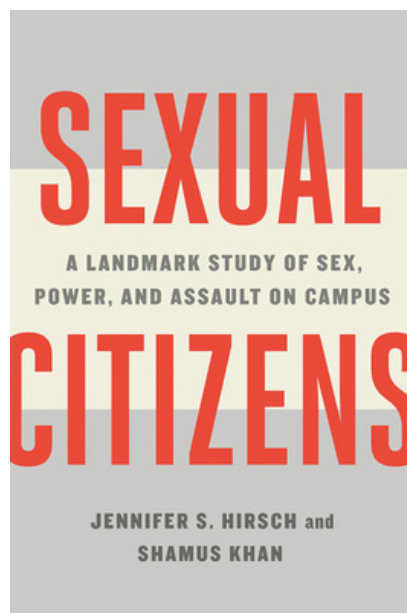
*Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus* by Drs. Jennifer Hirsch and Shamus Khan is a wonderfully researched, complex, theoretically and data-driven approach to campus sexual assault<sup>1,2</sup>, based on the results of their comprehensive triangulated study of campus sexual assault, the Sexual Health Initiative to Foster Transformation (SHIFT).<sup>3</sup> Much of the Introduction resonated with me because of the use of an ecological model that looks at “problem behaviors, in the broader context of [students’] relationships, their pre-college histories, the organizations they are a part of, and the cultures that influence them” (p. xi). I also appreciated their exploration of “intersecting forms of social inequality” (p. xii) that inform our understanding of how gender, sexuality, and power affect sexual assault.

1 This book review started as a virtual “Author Meets Critic” session sponsored by the Division on Victimology, moderated by Dr. Catherine Kaukinen, on March 16, 2021. Dr. Khan was the author at the event and Dr. Claire Renzetti was the critic.

2 Sexual assault is defined as “unwanted nonconsensual sexual contact” (p. xxvii) in the text, which includes rape, attempted rape, and other forms of sexual touching.

3 SHIFT entailed a population-based survey, a daily diary study, and an ethnography, presented in the book, involving interviews, focus groups, and 600 hours of observations (pp. 276–277).

Two elements of the text are particularly important contributions to scholarship. First, I really like the frame of sexual projects, sexual citizenships, and sexual geographies to explain “why sexual assault is a predictable consequence of how our society is organized, rather than solely a problem of individual bad



actors” (p. xiii). Sexual projects (discussed in Chapter 4) encompass why students seek certain sexual experiences (p. xiv), sexual citizenship (Chapters 5 & 6) is about acknowledging our own and others’ right to sexual self-determination (p. xvi), and sexual geographies (Chapter 2) considers the spaces

and networks around students (p. xix). Sexual projects are diverse and related to students’ other goals, sexual citizenship recognizes entitlement both given and negated by culture, and sexual geographies lead to the conclusion that “space is inextricably intertwined with sexuality” (p. xix).

The authors’ arguments about sexual geographies were especially intriguing to me as a scholar and activist on my own campus. The structural-cultural components of campus are where, with resources, campuses can effect change. We can restructure social and private spaces to facilitate students’ safety, security, and sexual projects. We can re-envision inclusion for all sexualities, gender identities, and racial/ethnic groups to ensure that power is lessened in terms of locations, opportunities for engagement, etc., even if we cannot fully eliminate that power.

The continuity between this theoretical framework and their conclusion was exceptional. If we are concerned about sexual projects, we need sex education to improve students’ abilities to define their own. And consent, especially affirmative consent, requires better education and training. This will help to ensure that sexual projects consider the equivalence of others’ rights to sexual citizenship. There are also calls for restorative justice to address the situations “where one person is inattentive to the other person’s right to





sexual self-determination” (p. 19). Often the call for restorative justice has been because “justice” is lacking, both within higher education and outside of it in our criminal legal system, and because of concerns about the racialized way justice in both domains has been enacted (see Perry, 2021).

Second, I am glad the authors invoked an ecological model, including the lived experiences of students within their social groups, the power differentials built into an elite university like Columbia, and the made environment, such as the “ownership” of spaces of partying and privacy, that are facilitative of sexual violence. This multi-level understanding of the context within which campus sexual assault takes place is valuable because we need to constantly strive to improve our campuses’ prevention and response efforts. As noted in the book and as a great deal of research demonstrates, our current official responses are sorely lacking (Cantalupo, 2020).

The discussion of the role of groups in creating connections to the spaces of campus was outstanding. Group membership increases the “community burden of assault” (p. 219) in groups of potential “co-survivors” (p. 260). The discussion pinpoints how little we do to help peers support their friends, though peers are the dominant form of social support victims seek (81% in the SHIFT survey; Fleming & Muscari, 2021). It is heartbreaking to recognize

groups may be too overburdened to help members manage their responses to victimizations, and the countervailing forces can make maintaining social cohesion more important than supporting victims because of the silencing and loss of community it may entail. Group members are also sometimes facilitative of sexual assault—by leaving individuals alone (p. 176) or by essentially creating sexual opportunities for each other (p. 179). They also sexually assault their own group members, as many narrators describe (see, e.g., Fisher et al., 2000). These “social failures” (pp. 207, 226) question whether group members understand their peers’ sexual projects and respect their peers’ sexual citizenship and, if they do not, how they can be a legitimate source of social support for their peers.

There were also two elements of the book that I found troubling. First, I’m concerned about the unrealized promise of intersectionality. After reading the methodological appendix, I was pleased to discover half the authors’ participants were students of color and about 27% did not identify as heterosexual.<sup>4</sup> I was excited to see how the “rich details” of the text incorporated this diversity (or lack thereof).

As a qualitative researcher, I know publication expectations for respondent descriptions that facilitate a

<sup>4</sup> Only seven interviewees identified as trans, nonbinary, or genderqueer, resulting in primarily cisgender participants in the sample.

contextualizing of their stories. Thus, I approached the first five chapters of the book (approximately 150 pages) like a data source and analyzed the presence of narratives from those students who do not identify as heterosexual or who identify as a student of color. Sexuality—if the student did not identify as heterosexual—was rarely (fewer than 10 times) incorporated into student narratives to help us understand these experiences. Yet the heterosexuality of a participant was only mentioned once—out of a total of almost 50 discussions of students. In terms of race/ethnicity, about half the students had no racial/ethnic identity mentioned at all. Only four of the narrators in these 150 pages were explicitly identified as white. Two-thirds of the students’ stories in the chapters were decontextualized by this factor.

This is important because intersectionality theory (see, e.g., Crenshaw, 1989) requires understanding students’ intersectional identities within the context of the explicit matrix of oppression (Collins, 1990) that exists here, at Columbia. The authors do address gender, race, and wealth as systems of privilege (Chapters 3 and 9). They also make clear that other categories of privilege matter at Columbia: age, level in school, sexual experience, intoxication level, and control over space. Indeed, these other factors are more widely discussed in the text as contextual factors in students’ sexual and sexual assault experiences



than race. Yet without the contextualization of students' stories by identifying their placement within the matrix of sexuality and race/ethnicity hierarchies of Columbia, the reader cannot fully understand how social inequality has affected their experiences. Instead, the presumption of heterosexuality contained in the stories of sex, sexual assault, and sexual projects made heterosexuality not only the norm, but an unstated norm. And, the invisibility of race/ethnicity facilitates a default assumption among readers that respondents are white. That should not technically be the assumption in this text because only half their interviewees were white. Whiteness is so dominant in our social world generally, and at Columbia itself, which is described as a "white institution" (p. 53), the outcome of silence is whiteness reasserted.

The second element of the book that I found troubling is the authors' rejection of rape culture as a potential explanatory factor. I do not know how an ecological model on sexual assault can be complete without explicitly considering rape culture, especially given the book's findings. Rape culture is "a pervasive ideology that effectively supports or excuses sexual assault" (Burt, 1980, p. 218). Rape culture is not as "diffuse" (p. 255) as the authors argue it is in their Conclusion. Indeed, the book demonstrates it as a lived experience for the narrators. One element of rape culture permeates many narrators' stories and even the authors' own analysis: rape myths, or the "pervasive, persistent, and problematic set of beliefs [that] serve to undermine victim credibility and lessen offender culpability" (Schulze et al., 2019, p. 13). I use two general rape myth categories and degendered statements from the IRMAS (Payne et al., 1999) and the RIRMAS (McMahon & Farmer, 2011) to illustrate my point about rape culture as an element of the ecology of sexual assault at Columbia, contrasted with examples from the text:

### 1. Myths that undermine victim credibility

Myth	Example
If a [person] goes to a room alone with someone at a party, it is their own fault if [they] are raped. (RIRMAS)	Respondents reported using space (as in, where did individuals go) as a shorthand for consent (p. 115).
If a [person] initiates kissing or hooking up, [they] should not be surprised if the [other person] assumes [they] want to have sex. (IRMAS)	Respondents reported enacting their sexual projects and then holding themselves accountable for the assaults that occurred because they initiated the sexual interaction. "She was excited to go back to his room and make out. She wanted a little human contact, not to have sex. He raped her" (Maureen's story, p. 199).

It is understandable that the narrators frequently accepted these myths because they are widely accepted generally (Schulze et al., 2019). But, these myths are implicated in how students enact their sexual projects and understand potential outcomes.

### 2. Myths that undermine victim culpability

Myth	Example
If a [person] goes to a room alone with someone at a party, it is their own fault if [they] are raped. (RIRMAS)	Coercion is seen as common, particularly when coupled with relationship-based pressure or gendered sexual scripts in their narratives: "You know, guys will pressure you until you do consent. I've never been raped or anything" (p. 33, Gwen's narrative).
When [people] are raped, it's often because the way they said "no" was unclear. (RIRMAS)	The use of body language, location, alcohol consumption, etc. to ascertain consent, rather than the affirmative consent that is the "rule" at Columbia, leads to the perception of a "miscommunication" and not a sexual assault—a perspective held by both those who have been harmed and those who harm. Miscommunication becomes "a failure of empathy and imagination" or inattentiveness to the other person's right to sexual self-determination (p. 19).



To be clear, I am not arguing that the book is perpetuating rape culture or rape myths. I am arguing that the authors identified rape culture in the lived experiences of their participants. Their ecological model would be enhanced by embracing these findings. Overall, I found the book exceptional because of its rich data from the SHIFT study; its thought-provoking integration of sexual projects, citizenship, and geographies; and its awareness of policy implications that are both practical and essential if we truly want to effect change in our campuses' social worlds to prevent sexual violence. ■

Jennifer Hirsch and Shamus Khan, *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. New York, NY: W.W. Norton & Company, 2020. ISBN: 9780393541335

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