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CONTACT US

Western Society of Criminology
c/o California State University, Long Beach
School of Criminology, Criminal Justice, & Emergency Management
1250 Bellflower Blvd.
Long Beach, CA 90840

Visit us at https://westerncriminology.org
@WSCriminology
FROM THE PRESIDENT

PROF. DAVID MACALISTER

Simon Fraser University

As the fall term carries on, with remote teaching for many of us, thoughts turn to wondering when the world will get back to normal. By this time of year, most of us would normally be thinking about our conference presentations for the upcoming year. However, this is not like any other year. Shortly after the Western Society of Criminology (WSC) annual conference in Phoenix last February, the world changed for all of us. The spread of the COVID-19 pandemic sent most of us into self-isolation, emerging from our homes to pick up essential groceries, carrying out futile searches for toilet paper, cleaning products, and other household items we had all taken for granted. By mid-March, the Canada-USA border was closed to all non-essential travel, and remains closed to this date.

In late April, the American Society of Criminology made the difficult decision to cancel their 2020 annual conference, scheduled to be held in late November. By the end of May, Hank Fradella and I wrote to the WSC membership notifying them of the need to cancel our 2021 WSC conference in Vancouver. The provincial government of British Columbia announced it will not allow conferences or concerts until either (1) a successful treatment for COVID-19 is found and widely available, (2) a successful vaccine is developed and widely implemented, or (3) we reach a sufficient level of community/herd immunity. Of course, this put us in a difficult position at a time when we would normally be ramping up planning for our February 2021 conference.

We consulted with the sales management team at the Sheraton Wall Centre in Vancouver, the hotel with which we had contracted to host our 2021 conference. That hotel has been rescheduling all of the international conferences they had scheduled during the first half of next year. Regretfully, this impacts us and necessitates the cancellation of our February conference in Vancouver. The good news, however, is that the hotel management allowed us to reschedule our conference at the Sheraton Wall Centre for February of 2023. They have graciously agreed to honor all of the contractual provisions currently in place. That means that there will be no room rate increase even though we will be two years out from our planned conference date. In other words, the hotel will honor their 2021 room rates for us in 2023.

Although we are all disappointed about the need to postpone our conference in Vancouver, doing so was in the best interest of the Society (financially) and our members (in terms of their health). We are all hopeful that our 2022 conference, to be held at the Sheraton Waikiki Hotel, is something we are all able to attend.

While the conference will not be held in February, WSC is still functioning. As with any society, we have continuing costs for things like insurance, maintaining the website, and providing awards. In light of this, it would be greatly appreciated if all of our members could renew their membership for the year, even though there will not be a full-fledged conference to attend. Finally, I want to take this opportunity to wish you and yours a healthy, safe, and productive remainder of the fall term, and all the best for the year ahead.
FROM THE EDITORS

DR. ASHLEY N. HEWITT
Texas State University

Western criminologists, welcome to the fall 2020 issue of our newsletter! I sincerely hope that all of you are keeping well and safe during these stressful and uncertain times. In every fall issue, we advertise for our upcoming conference that takes place in February. As many of you are now aware, this upcoming year will be different as the WSC Executive Board had to make the difficult decision to cancel the 2021 meeting in Vancouver, British Columbia. As WSC President David MacAlister noted above, although this is disappointing, we will be returning to Vancouver in 2023, so that is certainly something to look forward to.

In this issue, the WSC is seeking nominations (including self-nominations) for the Executive Board. If you are interested in joining, please contact Dr. Edith Kinney, Chairperson of the nominations committee (see p. 5). We are also pleased to announce the 2021 award winners in this issue! Congratulations to Drs. John Hipp, Aili Malm, Hadar Aviram, Michael White, Nikki Jones, Lisa Pasko, Matthew Ball, and Simon Verdun-Jones. Furthermore, the student award winners of this year’s June Morrison Scholarship as well as the Miki Vohryzek-Bolden Student Paper Competition will be announced by December 11, 2020.

Also included in this issue is a short piece by doctoral student Callie Shaw on remote learning (something that many of us are still getting used to!), and calls-for papers for the WSC’s journal, *Criminology, Criminal Justice, Law & Society (CCJLS)*. CCJLS journal editors, Drs. Jacqueline Helfgott and Elaine Gunnison, are soliciting manuscripts for their special issue on police violence, political protests, and violent extremism. The deadline for submissions is December 15, 2020. Authors of the accepted papers will be invited to submit videotaped lightning talks on their key findings, as well as to present their findings in a virtual panel presentation.

To further support the WSC, please consider asking your college or university to sponsor our organization at the Double Diamond, Diamond, Platinum, Gold, or Silver level. Without our generous sponsors, the WSC could not afford to provide food and beverages for our conference attendees every year, or to publish an open-access journal. And finally, we wish to thank outgoing social media director, Dr. Natalie Todak, for all of her efforts in disseminating information to our membership via the WSC’s Facebook and Twitter accounts. Dr. Aili Malm will take over for Natalie, so if you have any news stories, information, or announcements that you would like posted or tweeted, please do not hesitate to reach out to her.

If you have any suggestions for future issues of *The Western Criminologist*, please let me know. I hope that each of you continue to stay safe and be well as we near the end of the fall term, and that you all have a lovely holiday season.
Welcome to the Fall 2020 issue of *The Western Criminologist*! Congratulations to the 2021 WSC award winners. It is unfortunate that we cannot convene for the 2021 conference, but I’m looking forward to 2022 in Honolulu, HI and circling back to Vancouver, BC in 2023. Special thanks to all of the WSC sponsors who support the WSC meetings and the CCJLS. We welcome any suggestions for the 2021 newsletter cycle. Feel free to forward those along to my contact information listed below.

Hope you are all “hanging in there” during this remarkable year and having a successful fall 2020 semester. Stay safe and well!

**AN INVITATION TO SHARE YOUR THOUGHTS**

We invite both practitioners as well as academics in the field of criminology and criminal justice to consider contributing your thoughts on a topic that is of interest to you and the WSC readership to be included in the Spring 2021 issue of our newsletter. Please send your article, or any questions, to:

**Dr. Ashley N. Hewitt**  
School of Criminal Justice and Criminology, Texas State University  
[ashley.hewitt@txstate.edu](mailto:ashley.hewitt@txstate.edu)

**Dr. Victoria A. Terranova**  
Department of Criminology and Criminal Justice, University of Northern Colorado  
[victoria.terranova@unco.edu](mailto:victoria.terranova@unco.edu)
RUN FOR ELECTION TO THE WSC EXECUTIVE BOARD

Each year, the Western Society of Criminology elects two or three Executive Counselors to serve three-year terms. And, each year, the WSC also elects one person to serve three consecutive years in the offices of Vice President, President, and Immediate Past President, respectively.

Board Members:

- Form the policies of the WSC;
- Determine the date, location, and general program of the Annual Meeting;
- Ratify the budget for the WSC;
- Review the accounts and disbursements of the WSC;
- Act on resolutions submitted by the Resolution Committee;
- Coordinate a book exhibit to raise scholarship funds for students each year;
- Select editors for our journal, *Criminology, Criminal Justice, Law & Society*; and,
- Select award recipients from the slate of people nominated by the general membership of the Society.

We hope that you will choose to get more involved with the WSC by running for election to the Board! Nominations, including self-nominations, are welcome. Please contact Dr. Edith Kinney, Chairperson of the Nominations Committee, for more information:

**Dr. Edith Kinney**  
Department of Justice Studies  
San José State University  
One Washington Square  
San José, CA 95192  
(408) 924-2946  
edith.kinney@sjsu.edu
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2021!

Dr. John R. Hipp

*Paul Tappan Award: To honor outstanding contributions to the field of criminology*

John Hipp is a Professor of Criminology, Law and Society at the University of California, Irvine. Professor Hipp’s research examines the dynamic changes that occur in neighborhoods over time, how change affects and is affected by neighborhood crime, and the influence of social networks and institutions in driving those changes. Dr. Hipp has published more than 100 peer reviewed articles in leading journals, and he has been awarded more than $3 million dollars in external funding. Importantly, Dr. Hipp’s contributions to criminology and his legacy endures through the significant work of his graduate students. UCI has recognized Dr. Hipp with numerous awards for his contributions to undergraduate research and graduate student mentoring.

Dr. Aili Malm

*Fellows Award: To honor a person generally associated with the western region who has made important contributions to the field of criminology*

Aili Malm is a Professor of Criminology and Criminal Justice at California State University, Long Beach. Dr. Malm’s research uniquely blends theory with advanced methodologies, especially social network analysis (SNA). She was one of the pioneers in applying SNA to help understand illicit networks across a range of markets. More recently, Aili has made her mark in policing where she has worked with multiple police departments to evaluate the impact of body worn cameras on police practices. In addition to her more than 50 publications, she has worked as a Principal Investigator or Co-Principal Investigator for over $5 million in grants. Professor Malm has succeeded in merging her work and contributions so that both academics and practitioners can make use of it.
**Dr. Hadar Aviram**  
*June Morrison – Tom Gitchoff Founders Award:* To honor a person who, through scholarship and/or activism, has significantly improved the quality of justice in the United States

Hadar Aviram has published on domestic violence, behavioral perspectives on policing, prosecutorial and defense behavior, unconventional family units, public trust in the police, correctional policy, criminal justice budget policy, and the history of female crime and punishment. She served as President of the Western Society of Criminology, as a Trustee of the Law and Society Association, and she is currently the Book Review Editor for *Law & Society Review*. One of the leading voices in California and nationwide against mass incarceration, Professor Aviram is a frequent media commentator on politics, immigration, criminal justice policy, civil rights, the Trump Administration, and the Mueller Report. Her popular blog, *California Correctional Crisis*, covers crime and punishment in California. Professor Aviram’s socio-legal interests stem from her lifelong commitment to compassion for humans and nonhuman animals. In Fall 2019, she was a Visiting Scholar at Harvard’s Animal Law & Policy Program, and she is currently training as a Mindfulness Meditation Teacher.

**Dr. Michael D. White**  
*Joseph D. Lohman Award:* To honor a person who has provided outstanding service to the Western Society of Criminology

Michael D. White is a Professor in the School of Criminology and Criminal Justice at Arizona State University, where he is also the Associate Director of ASU’s Center for Violence Prevention and Community Safety. He served five years on the Board of the Western Society of Criminology in the positions of Executive Counselor, Vice-President, President, and now Immediate-Past President. During his tenure on the Board, Dr. White undertook numerous work-intensive assignments and he worked to build the Society’s membership base to include more practitioners.
Dr. Nikki Jones

_W.E.B. DuBois Award:_ For significant contributions to advancing awareness of racial and ethnic issues in criminology and criminal justice

Nikki Jones is a Professor in the Department of African American Studies at the University of California, Berkeley, and she is also a faculty affiliate with the Center for the Study of Law and Society. Dr. Jones’ areas of expertise include urban ethnography, race and ethnic relations and criminology and criminal justice, with a special emphasis on the intersection of race, gender, and justice. Professor Jones has published two sole-authored books: _Between Good and Ghetto: African American Girls and Inner City Violence_ (2010) and _The Chosen Ones: Black Men and the Politics of Redemption_ (2018). This most recent work, based on several years of field research in a San Francisco neighborhood, examines how African American men with criminal histories change their lives, and their place in the neighborhood once they do. Her current research draws on the systematic analysis of video records that document routine encounters with the police. Professor Jones is the past-Chair of the American Sociological Association’s Race, Gender and Class Section (2012-13). She also serves on the editorial boards of the American Sociological Review and Gender & Society.

Dr. Lisa J. Pasko

_Meda Chesney-Lind Award:_ For significant contributions to scholarship or activism on the intersection of women and crime

Lisa Pasko is an Associate Professor of Sociology and Criminology at the University of Denver. She has studied adolescent behavior, the female offender, youth violence, delinquency and the juvenile justice system, and sexualities for over 15 years. Dr. Pasko’s recent research examines correctional attitudes about girls, sexual behavior, and sexual minority status. Additionally, she has been Chair for the Colorado Coalition for Girls and performed an evaluation of InterCept, a girl offender intervention program. Dr. Pasko is co-author of _The Female Offender: Girls, Women, and Crime_, and numerous other articles that explore issues of girls, delinquency, violence, and justice.
Dr. Matthew J. Ball

Richard Tewksbury Award: For significant contributions to scholarship or activism on the intersection of crime and sexuality

Matthew Ball is an Associate Professor in the School of Justice at Queensland University of Technology in Australia. His research focuses on the intersections between sexuality, gender, and criminal justice. Professor Ball has established an international research profile in the field of Queer Criminology, having written and edited three foundational works in the field, and he is also an active member of the Queering Paradigms collaborative research network. Dr. Ball currently serves as the Higher Degrees Research coordinator in the QUT School of Justice. In addition, he currently sits on the QUT LBGTIQA+ Action Plan Working Party, has an ongoing role as a member of the QUT Ally Network, and has previously served as the Faculty of Law Equity chair. Internationally, he has been a major force in bringing Queer Criminology to the American Society of Criminology and he has been instrumental in increasing the visibility of queer criminology in U.S. journals.

Simon Verdun-Jones, JSD

President’s Award: For contributions to the field of criminology and positive influence on the current Western Society of Criminology president’s career

Professor Emeritus Simon Verdun-Jones has been affiliated with Simon Fraser University’s School of Criminology over many years, being a founding member of what was then the Department of Criminology back in the mid 1970s. With his strong leadership, vision and dedication, Dr. Verdun-Jones increased the School of Criminology in size to more than 30 faculty members during his time. His research has focused largely on the intersection of crime and mental health, and he has been an ardent critic of the police in their interactions with those suffering from mental disorders. Dr. Verdun-Jones regards his teaching and supervision among his major contributions for which he was awarded Simon Fraser University’s Excellence in Teaching Award (2004). Over the years, he acted as a senior supervisor in helping approximately fifty graduate and honors students complete their theses.
WSC STUDENT AWARD ANNOUNCEMENTS

The submission deadline for both the June Morrison Scholarship Fund as well as the Miki Vohryzek-Bolden Student Paper Competition has now passed.

Winners will be notified in writing by December 11, 2020

June Morrison Scholarship Fund: Using money raised from the Book Exhibit, the June Morrison Scholarship Fund provides supplemental funds to help defray the cost of student members' participation at the annual meeting, provided that they are presenting papers at the conference. Typically, one or two awards are made to students attending the annual meeting of the WSC. The amount of the awards varies by year (usually between $200 and $300), depending on the sales of books at the Book Exhibit the prior year. Please note that this scholarship is not related to the Student Paper Competition. All students attending the annual meeting are encouraged to apply.

Miki Vohryzek-Bolden Student Paper Competition: Students are invited to compete in the Miki Vohryzek-Bolden Student Paper Competition sponsored by WSC each year. Appropriate types of papers include, but are not limited to, policy analyses, original research, literature reviews, position papers, theoretical papers, and scholarly commentaries. Please note that papers co-authored by faculty will not be considered.
REMOTE LEARNING: THE NEW NORMAL

CALLIE D. SHAW, PH.D. STUDENT
SCHOOL OF CRIMINAL JUSTICE AND CRIMINOLOGY
TEXAS STATE UNIVERSITY

February 29, 2020, marked the first death in the United States from the then new severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2); the strain of coronavirus that causes coronavirus disease 2019 (COVID-19) (Gorbalenya et al., 2020). Now, a mere 8 months later, the Center for Disease Control (2020) reports that COVID-19 has killed over 230,000 people in the United States, and has infected over 9 million. To say the virus has transformed our social and professional lives would be a gross understatement – it has forced our society to completely shift the way in which we act, behave, and engage. We once shook hands by way of introduction; now, we stand six-feet apart and wave hello to one another with the shared sentiment of COVID-19 fear exhaustion. One issue, however, that deserves attention, is the impact COVID-19 is having on our higher-education facilities, and most importantly, the students who once filled its halls. Faculty and students are now staying connected through technological platforms, video conferencing, and other digital software. This rapid shift from face-to-face, however, has left many students in a lurch. Not every student has Internet access, camera-equipped computers, or stable/reliable Internet access. How can, and should, our level of education support these students? How can we proactively address the inequity that is reflected in the now, technological-focused classrooms? The following explores some of these issues, and ultimately provides suggestions to help those, who are sitting in the same technologically-tenuous boat, in moving their classes forward, with everyone getting a life jacket. There will not be a Titanic ending here, Jack will be saved along with Rose.

Prior to the COVID-19 chaos, there was a shift in higher-education towards distance learning. Distance learning, however, is not new. Correspondence-based courses have existed since the nineteenth century; individuals would sign up to complete course work via the U.S. Postal Service (Schlosser & Anderson, 1994). In fact, in 1892, the College of Chicago in New York became the first independent department of correspondence education (i.e., distance learning) in the world (Schlosser et al., 1994). You would think, consequently, that after nearly 130 years, higher education administrators and faculty would understand how to properly design a distance learning infrastructure. The Internet, on the other hand, is more complicated than merely licking a stamp on an envelope to submit coursework. Today, there are dozens of online platforms and resources. If you are a higher education instructor, you have now, most likely, been inundated with e-mails listing a host of resources – these emails tend to overwhelm your inbox, and ultimately become lost or deleted.

Today, most undergraduate students have taken at least one online course in their academic career. The Babson Survey Research Group’s (2017) report found that in 2016, distance student enrollments increased for the 14th straight year. Additionally, they discovered that public institutions command the largest portion of distance education students, with 67.8% of all distance students. The number of students studying on a campus dropped by over one million (1,173,805 or 6.4%) between 2012 and 2016 (Babson, 2017). The takeaway here, however, is that the students did not 100% move to remote learning. Students had a choice – they could choose to learn via face-to-face or online. It was not an either-or dilemma. Today, it is.
Since July 2020, some of the most well-known universities including Rutgers, Harvard, Princeton, and Georgetown, announced they would move their classes to online only for the fall (Inside Higher Ed, 2020). Since that time, many colleges (both two- and four-year, community, public and private) have likewise moved to remote teaching for the fall. This has been an understandable response considering the growth of COVID-19, and the need to protect faculty, staff, and students. This move, however, needs to address some of the reasons why students, prior to COVID-19, chose and preferred face-to-face courses. Success in online learning requires a specific type of student who can learn through the online medium. Tseng, Kuo and Wash Jr. (2020) found that success in online learning is largely dependent on the characteristics of the student. Students, for example, who have high levels of anxiety, may struggle to do well in online coursework that requires weekly remote interaction and the requirement to self-pace their reading and assignment completion (Tseng et al., 2020). To succeed in online coursework, a student must possess specific skills, including time management, technological competence (the ability to navigate online/possess technological experience) and the ability to absorb a high amount of visual content (Tseng et al., 2020). Online students, however, who lack such skills may become anxious and frustrated, leading to the student becoming unmotivated and ultimately, performing poorly (Tseng et al., 2020). The student who is technologically savvy and capable of managing his/her schedule without someone physically present/supporting them, is the type of student most likely to succeed in remote learning.

At this point, I would like to introduce you to “Michael.” Michael is a first-generation student who works part-time at a local bar to help support himself through his undergraduate degree. Michael comes from a single-mother household, which only possesses one laptop that is more than 10 years old. Otherwise, Michael has a four-year old smart phone that he relies on to check his e-mails, make phone calls, text, and perform quick google searches. COVID-19 struck the United States and as he was wrapping up his sophomore spring semester, the bar he worked at closed due to COVID concerns, and his classes moved to remote learning. Michael moved back home with his mother, who was now working remotely from home. Consequently, Michael and his mother must complete their work sharing one outdated computer. Notably, the computer lacks a camera/video, so Michael is not able to sign in and share his screen during the scheduled Zoom class meetings. He can, however, watch the Zoom class session from his cell phone, which only affords him a little over two-inches worth of visualization. When Michael must complete coursework, he must wait until late at night so he can use the laptop computer at a time his mother does not need to use it for work. Michael must also review the recorded Zoom classroom lectures late at night so that he can see the material better on the larger computer screen. In addition, he is required to post responses in weekly discussion forums. To do so, though, he is required to access various linked documents and videos. Many times, the links do not work or they take him to additional links/pages that become cumbersome to navigate through. In short, Michael becomes frustrated, burnt out, and he starts to miss the scheduled Zoom meetings, and he accepts the fact that he most likely will barely pass the class. Michael is, unfortunately, not unique.

The example of Michael, above, reflects the most perplexing issue reflected in today’s mandatory remote learning journey. Online students must possess the technology required to review the course remotely and possess technological proficiency to succeed (Dabbagh, 2007). In other words, a student must own technology in order to engage with technology. As of 2020, one might think that such technological access and fluency is almost second nature to students, but that is not so. When American College Testing (2020) surveyed 13,000 students, they found that even though 99%
reported access to at least one technological device at home, the quality and type of Internet connection varied, with most students having access to a smartphone (86%) and/or laptop computer (76%). The Internet connection was described as either just “OK” (52%) or “unpredictable” (13%)\(^1\). Notably, African American and Hispanic students as well as first-generation college students are more likely to have access to only one device at home (ACT, 2020). Why is this an issue? In the pre-COVID-19 world, such students had ready access to (typically) numerous computer labs available throughout their college campus. They also had available the library which provides hard copy resources as well as online/digital resources. How can we assure that students, like Michael, will not be overlooked in favor of students who are fortunate enough to have easy, reliable access to technology? The answer is, we cannot, and we have not; not yet, at least.

So, how do we address the needs of those students who lack access to an available technological device? Lack technological skills to competently review and interact with the remote class? Here are some suggestions that do not fully mediate the dilemma, but perhaps make such students’ journeys through this “new normal” a bit easier to experience:

- **Provide the tools.** As mentioned above, some students lack the technological resources or skills to succeed in online classes. Thus, provide them the tools they need to thrive! If a student is expected to go fully online with their coursework, they should be provided a laptop with the requisite features to succeed in online coursework. According to Digital Trends (2018), the average laptop costs approximately $600 when new, but many popular laptop and desktop models cost at least twice that much. Providing college students with the required technology they need to succeed in remote learning can be achieved several ways:
  - The state could provide public Universities the funding needed to obtain tablets or laptops to registered public college students\(^2\);
  - Factor the cost of student laptops into tuition (replacing the now, unnecessary overhead expense(s) students are typically charged). The average cost of college for the 2017-2018 school year was $20,770 for public schools (in-state) and $46,950 for non-profit private schools, only including tuition, fees, and room and board. The college student, for the moment, no longer needs room and board, thus, replace the cost charged to students for room and board, and instead, factor in the cost (which will be significantly less) of a laptop and/or tablet.

- **Communicate, communicate, communicate.** A student who typically thrives in face-to-face classes may feel separate and apart from the online material. They need to know they are recognized and their learning matters. Thus, reach out to every student individually via email, tell them you are there for them when (not if) they have questions. When a student does well on a quiz or exam – send them a personalized email, give them a long-distance high five to commend them on a job well done. Likewise, if a student performs poorly, reach out to them, and ask what aspects of the assignment gave them trouble. Walk through it with them and you may find out that you did not present an issue clearly. This dialogue becomes a learning

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\(^1\) A reported 35% stated their Internet connection was “great” (ACT, 2020).

\(^2\) The San Antonio Independent School District in Texas put a tablet in the hands of every one of its almost 50,000 students – reaching a 1-to-1 computing environment in light of Covid-19.

[https://www.edweek.org/ew/articles/2020/06/03/coronavirus-pushes-schools-closer-to-a-computer.html](https://www.edweek.org/ew/articles/2020/06/03/coronavirus-pushes-schools-closer-to-a-computer.html)
process for you and your students. Notably, some faculty have hundreds of students, thus, individual emails to each student may not be feasible. Typically, however, there are only a handful of students who will need the personalized communication to succeed, so focus on what and who you can as an instructor.

- **Lights, camera, action.** Record a video tutorial at the start of each term that shows students how to navigate the online course. Imagine that you are explaining the layout of the course like a realtor shows a home to potential buyers – show them all the closets, all the plumbing – in effect, show them the whole sha-bang. Otherwise, students may navigate the course blindly, missing important features and resources that are available to them.

- **Engage the students, do not just lecture.** Engaging students is something that researchers have confirmed leads to student success (Jung & Lee, 2018; Tseng et al., 2020; Wang, 2017). Emotional engagement is a good strategy. Currently, we are not short on social issues to explore and apply to social scientific theories and concepts. Thus, get the students talking (even if it is online), break them into Zoom groups, and have them engage one another on these topics. This leads to a deeper learning process than merely providing a pre-recorded lecture or talking at them and not with them.

The above suggestions address a handful of the issues. They are, however, not a complete resolution. There are still disparities present between students that we must confront and address, including reliable internet access. The Pew Research Center (2019) found that approximately three-quarters of American adults have broadband Internet service at home. An estimated 77% of students have broadband access at home; this leaves out approximately 23% of students (PRC, 2019). These figures, however, reflect a more problematic picture when one disaggregates broadband access by race and ethnicity. For instance, 61% of Hispanic students and 66% of Black students have broadband service at home. This is compared to nearly 80% of White students who reportedly have broadband access at home. Income also impacts the likelihood one has access to broadband at home, with merely 56% of those making less than $30,000 having access, and about 72% of those making between $30-50,000 having access. In short, race and income matter when it comes to having broadband service at home. This should be considered, especially for those institutions that are classified as Hispanic or minority-serving.

In summary, a colleague asked me today, what is one thing that I would want to impart to my current online students? The first thing that came to my mind was: have hope. They are our future professionals, our future community leaders, and future educators. As their current educators, it is our responsibility to help online students adapt to this new normal. In the end, do not despair, as the wise Charles Schulz who animates the cartoon Peanuts once said, “don’t worry about the world coming to an end today. It’s already tomorrow in Australia.” There will be a tomorrow folks, but let us make the most of today.
References


- cases_casesinlast7days


48th ANNUAL CONFERENCE

On account of COVID-19, the 48th annual conference of the WSC in Vancouver, British Columbia, Canada has been cancelled.

We have rescheduled our next visit to Vancouver for 2023.

MARK YOUR CALENDAR: FUTURE WSC ANNUAL MEETINGS!

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<tr>
<th>Dates</th>
<th>City</th>
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<td>February 3 – 5, 2022</td>
<td>Honolulu, HI</td>
<td>The Sheraton Waikiki</td>
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<td>February 2 – 4, 2023</td>
<td>Vancouver, BC, Canada</td>
<td>The Sheraton Vancouver Wall Centre</td>
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WE NEED INSTITUTIONAL SPONSORSHIPS FOR 2021!

The WSC could not afford to provide food and beverages for our conference attendees, or to publish an open-access journal, without the generous support of institutional sponsors. Please ask your college or university to purchase one of the following sponsorships:

- **Double Diamond Sponsor**: A contribution of $5,000 or more.
  - Sole sponsorship of a major event at the annual conference (e.g., Plenary Breakfast, Awards Luncheon, Keynote Brunch, or a reception) and named sponsorship of the journal, *CCJLS*;
  - A two-page advertisement in the conference program;
  - Two faculty hiring position announcements distributed to all WSC members via email;
  - A year-long online advertisement on our website; and
  - Two complimentary conference registrations for people from the sponsoring institution.

- **Diamond Sponsor**: A contribution of $2,500 to $4,999.
  - Sponsorship of a major event at the annual conference (e.g., Plenary Breakfast, Awards Luncheon, Keynote Brunch, or a reception) or named sponsorship of the journal, *CCJLS*;
  - A two-page advertisement in the conference program;
  - One faculty hiring position announcement distributed to all WSC members via email;
  - A year-long online advertisement on our website; and
  - One complimentary conference registration for a person from the sponsoring institution.

- **Platinum Sponsor**: A contribution of 1,000 to $2,499.
  - Sponsorship of a major event at the annual conference (e.g., Plenary Breakfast, Awards Luncheon, Keynote Brunch, or a reception);
  - A one-page advertisement in the conference program;
  - One faculty hiring position announcement distributed to all WSC members via email; and
  - A year-long online advertisement on our website.

- **Gold Sponsor**: A contribution of $500 to $999.
  - Co-sponsorship of a reception at the annual conference;
  - A one-half page advertisement in the conference program;
  - One faculty hiring position announcement distributed to all WSC members via email; and
  - A year-long online advertisement on our website.

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CCJLS invites all of the following:
- theoretical and empirical research on criminology, criminal justice, and criminal law and society;
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- historical and contemporary perspectives are encouraged, as are diverse theoretical and methodological approaches.

Manuscripts must be submitted electronically through the journal’s portal on Scholastica. Submissions should be formatted according to the Publication Manual of the American Psychological Association, Sixth Edition (2009). All correspondence is conducted online to speed the review process. There are no page, color, or appendix restrictions, although a 30-page upper limit for the body of papers is recommended. Additionally, authors may, at their discretion, include images (in .jpg. or .gif formats), as well as hyperlinks to web pages, source documents, YouTube videos, and similar multimedia materials on the Internet to take full advantage of the digital nature of the journal. Our evaluation process involves an internal review by editorial staff, followed by a blind assessment by two external reviewers. Inquiries about CCJLS should be directed to the editors—Jacqueline Helfgott and Elaine Gunnison—via email at CCJLS@WesternCriminology.org.

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Authors will be invited to submit videotaped lightening talks on key findings for inclusion in the special issue and to present findings in a virtual panel presentation prior to publication of the special issue.

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