FROM THE PRESIDENT

Dr. Aili Malm

California State University, Long Beach

As I write this, I’m in a coffee shop in London waiting for “the beast from the east” storm to pass through. I’ve just spent the past two days attending the Society for Evidence-Based Policing conference – a gathering of police and academics interested in transforming policing through understanding what works. As usual, the most fruitful conversations happened après-meeting at the bar. The discussions between researchers, cops, and analysts were inspired, partly by whiskey, but inspired nonetheless. I have no doubt I’ll soon be reading journal articles about some of the research projects designed on cocktail napkins.

This is my favorite part of being a criminologist – sharing ideas with criminal justice practitioners to advance the profession. It’s one of the reasons the Western Society of Criminology is unique. We have always made an effort to have practitioner representation on the executive board, as awardees, as keynote speakers, and in our membership. A couple of years ago, I participated in a WSC presidential plenary on body-worn cameras. The best part of that panel was Chief John Vinson’s response to the research presentations. He implored researchers to design studies in partnership with practitioners, not in isolation. As criminologists, how can we expect to improve the criminal justice system if we don’t communicate, partner, and build trust with practitioners? Shouting from the outside has its place, but there is very little evidence that it affects consistent institutional change.
I’m not saying building these partnerships is easy – it’s not. It often starts by taking on small projects, with little or no funding, to help answer questions where agencies are struggling. The agencies might not open up right away. As much as academics like to think we are above reproach, there have been instances of researchers violating agency trust. It may be something as insidious as data misrepresentation, or something as innocent as not giving the agency a “heads-up” about the upcoming release of results. If criminologists expect to build trusted partnerships with practitioners, we need to do three things: 1) suspend our own political agendas and work with agencies to develop research questions they need help answering; 2) be willing to compromise in research design to accommodate internal and external pressures the agency may be facing; and, 3) effectively communicate our research outside of academic journals.

So, if there are two things I hope to achieve this year, they are to: 1) grow WSC’s practitioner partnerships, and 2) highlight action research in our region. Mike White, our illustrious Vice-President, and I are putting together a WSC sponsored panel at the American Society of Criminology conference titled, “Evidence-based policing research in the western region.” This panel will feature western region police-academic partnerships that have successfully and rigorously evaluated police practice. One of the presidential plenaries at our upcoming conference in Hawaii will similarly highlight action research. The Executive Board will be making a concerted effort to nominate practitioners as Executive Counselors and for our awards.

I’m also asking for your help. Reach out to practitioners. Let them know about the WSC and the engaged group of criminologists eager to advance evidence-based criminal justice policy. Let them know we are keen for their participation in our conference and on our Executive Board. And if all that fails, let them know our next conference is on the beach in Hawaii. That should help convince them.

FROM THE EDITOR
Dr. Ashley N. Hewitt
Texas State University

Greetings, Western Criminologists! I am excited to be sharing the Spring issue of our newsletter with you, which opens with a message from our new WSC President, and continues with congratulatory remarks for our 2018 award winners. We are currently seeking nominations for next year’s WSC awards. Please read the descriptions of the awards and put forth the name of a potential recipient before the deadline of Friday, April 27th. For students, please consider applying for the June Morrison Scholarship Fund, or submitting a paper to the Miki Vohryzek-Bolden Student Paper Competition. Papers are welcome from students matriculated at any college or university anywhere in the world. The deadline for both awards is Friday, October 12th. Detailed information about each of these opportunities is available below.

This issue features two short articles: Dr. Jay D. Jamieson discusses the future of research in the social and behavioral sciences, and Allison Fernandez illustrates how theory can be used to teach theory in criminology and criminal justice classes. This issue continues with a call for papers for a special journal issue featuring emerging issues in criminology and criminal justice for LGBTQIA people, and an advertisement for the Law Enforcement and Public Health conference taking place in Toronto, Canada, in the Fall. Of interest to graduate students, the American Society of Criminology’s Division on Women and Crime and the Division on Victimology are seeking applications for the Feminist Criminology Graduate Research Scholarship and the Larry J. Siegel Graduate Fellowships for those working in the fields of gender and crime and victimology. The deadline for these opportunities is April 1st, and more information can be found in the advertisements below.

We wish to thank our 2018 institutional sponsors for their support in making our conference last month in Long Beach, California, a great success. Please also consider submitting your manuscripts to the WSC’s official journal, Criminology, Criminal Justice, Law & Society, edited by Drs. Elaine Gunnison and Jacqueline Helfgott. Lastly, if you come across a story that you would like to be posted or tweeted, please contact the WSC’s social media director, Dr. Natalie Todak. I am already looking forward to next February when we all meet again for our annual meeting in Honolulu, Hawaii!
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 Gisela Bichler, Chairperson of the Nominations Committee, for more information:

Dr. Gisela Bichler
Department of Criminal Justice
California State University – San Bernardino
5500 University Parkway
San Bernardino, CA 92407
(909) 537-5510
gbichler@csusb.edu

COME JOIN US!

We encourage you to mark your calendar for the 46th Annual Conference of the WSC!

Hotel: Hilton Waikiki Beach
2500 Kuhio Avenue
Honolulu, HI, 96815 USA
(808) 922-0811

Rate: $289 USD (city view), $299 USD (mountain view), or $339 USD (ocean view), per night, plus taxes and fees

Book: A link to a special portal for WSC guests to register at this hotel will be added to the website during the late summer of 2018. Please visit http://westerncriminology.org/conference-3/ for more details.

The Program Chairs are:

- Dr. Natalie Todak, University of Alabama at Birmingham, 1202 University Boulevard, UBOB 213, Birmingham, AL 35294-4562, ntod@uab.edu;
- Dr. Danielle Wallace, Arizona State University, 411 N. Central Avenue, Room 600, Phoenix, AZ 85004, danielle.wallace@asu.edu;
- Dr. Megan Welsh, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-4505, m welsh@mail.sdsu.edu.
CONGRATULATIONS TO THE WSC AWARD RECIPIENTS FOR 2018!

DR. PATRICIA L. BRANTINGHAM
PAUL TAPPAN AWARD:
To honor outstanding contributions to the field of criminology

DR. MICHAEL D. WHITE
FELLOWS AWARD:
To honor a person generally associated with the western region who has made important contributions to the field of criminology

DR. DELORES JONES-BROWN
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

DR. MATTHEW J. HICKMAN
JOSEPH D. LOHMAN AWARD:
To honor a person who has provided outstanding service to the Western Society of Criminology

DR. CHARIS E. KUBRIN
W.E.B. DUBoIS AWARD:
For significant contributions to advancing awareness of racial and ethnic issues in criminology and criminal justice

DR. MARIE L. GRIFFIN
MEDA CHESNEY-LIND AWARD:
For significant contributions to scholarship or activism on the intersection of women and crime

ANDREA J. RITCHIE, ESQ.
RICHARD TEWKSbury AWARD:
For significant contributions to scholarship or activism on the intersection of crime and sexuality

DR. MALCOLM M. FEELEY
PRESIDENT’S AWARD:
For contributions to the field of criminology and positive influence on the current Western Society of Criminology president’s career
2018 AWARDS LUNCHEON

WSC STUDENT AWARD RECIPIENTS

JUNE MORRISON SCHOLARSHIP FUND:

Cassandra Boyer
University of Nevada, Las Vegas

&

Sara Grey
University of Nevada, Reno

MIKI VOHRYZEK-BOLDEN STUDENT PAPER COMPETITION:

Justice on High: Assessing the Impact of National Inequality on Perceived Obligation to Obey the Law

David H. Tyler
Arizona State University

Abstract: Over the last two decades, scholars around the globe have sought to understand why people obey the law. The procedural justice model has arisen as a favored explanation of why people have a perceived obligation to obey. While a large body of literature has developed procedural justice theory at the individual level, scholarship has not yet examined macro-level influence, such as behaviors of the national government, and their ability to provide justice to citizens. Drawing on data from 26 European countries, this study tests whether national protection for civil and political rights, gender equality, and perceptions of corruption in the national government influence one’s perceived obligation to obey the law. Findings indicate measures of normative legitimacy have a unique effect on an individual’s perceived obligation to obey police, and that the inclusion of the national indicators can explain up to 32% of the variation in perceived obligation observed between countries after controlling for relevant process-based measures. Results also indicate the relationship between individual-level process-based measures and one’s perceived obligation to obey the law does not change with the inclusion of the national-level variables. These findings suggest the inclusion of macro-level variables improve our understanding of the process-based model.

HONORABLE MENTIONS:

CHRISTOPHER CONTRERAS
UNIVERSITY OF CALIFORNIA, IRVINE

&

JENNIFER KUSZ
SIMON FRASER UNIVERSITY
2018 PRESIDENT’S WELCOME AND RECEPTION

WSC STUDENT SOCIAL
This year’s student social was a great success after the first full day of the conference!

CALL FOR WSC AWARD NOMINATIONS
NOMINATIONS DUE FRIDAY, APRIL 27, 2018

Nominations for each of the following WSC Awards are currently being accepted:

- **Paul Tappan Award** for outstanding contribution to the field of criminology.
- **Fellows Award** conferred upon individuals generally associated with the Western region who have made important contributions to the field of criminology.
- **W.E.B. DuBois Award** for significant contributions to the field of racial and ethnic issues in criminology.
- **Meda Chesney-Lind Award** for significant contributions to the intersection of gender, crime, and justice.
- **Richard Tewksbury Award** for significant contributions to the intersection of sexuality, crime, and justice.
- **June Morrison – Tom Gitchoff Founders Award** for significant improvement of the quality of justice.
- **Joseph D. Lohman Award** for outstanding service contributions to the Western Society of Criminology.

Nominees do not need to be WSC members.

The deadline for submissions for each of these awards is **Friday, April 27, 2018, by 5:00 p.m. Pacific Daylight Time.**

Please submit your nomination via email to the Chairperson of the Awards Committee, Dr. Hadar Aviram at aviramh@uchastings.edu.

Be sure to include a short biographical sketch for each nominee (400 to 600 words) summarizing why the person is deserving of the specific award.
WSC STUDENT AWARD ANNOUNCEMENTS

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.

• Eligibility: Any student currently enrolled full-time or part-time in an academic degree program at either the undergraduate or graduate level is eligible to apply for this award, provided that they are presenting a paper at the annual conference. Conference registration and student membership dues must be paid prior to the scholarship being awarded.

• Submission Requirements:
  o A résumé or curriculum vitae
  o A cover letter, indicating your intent to apply for the award, including the following information:
    1. your full contact information, including your name, address, phone number, and email address;
    2. the name of your school, department, and whether you are a graduate or undergraduate student;
    3. the title of your paper presentation;
    4. a summary of other funding sources available to you, if any;
    5. a brief explanation of how conference attendance will be valuable to your career development (including how it will relate to future career plans); and,
    6. a brief summary of how your presentation fits into your larger research trajectory (i.e., what, if any, are your plans for the project you plan to present at the conference, such as use in project, thesis, or dissertation; submission for publication to a specific journal; etc.).
  o An e-mail message from a faculty sponsor from your school to the Chairperson of the Awards Committee, Dr. Hadar Aviram, indicating his/her support of your request for travel funds.

Email the information to Dr. Hadar Aviram, by 12:00 noon PST on Friday, October 12, 2018. Winners will be notified in writing by December 14, 2018.

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.

• Eligibility: Any student currently enrolled full-time or part-time in an academic degree program at either the undergraduate or graduate level is eligible to submit a paper. Students from all majors are eligible, however, all entries must be related to criminology, criminal justice, or criminal law and society. Papers must not exceed 30 pages, including abstract, text, references, tables and figures, notes, et cetera. Papers exceeding this limit will not be considered. Papers must be double-spaced, typed in 12-point font on pages using one-inch margins, and conform to a standard format for the organization of papers and citation (e.g. APA, ASA, Bluebook). The WSC Awards Committee is responsible for evaluating papers meeting the guidelines described above.

• Award Prize: Students selected for this award will be recognized at the WSC’s annual conference; will receive a reimbursement of student conference fees (less membership dues); and will receive a cash award of between $125 and $250 for first place, depending on whether the paper was sole-authored or co-authored. Additionally, if the award recipient desires, the best paper will be submitted for review to the journal of Criminology, Criminal Justice, Law & Society. In rare circumstances, a cash award of up to $100 may be awarded to a second place paper. Please note that the cash award must be used to fund travel or hotel expenses for the award recipient to attend the WSC conference. An award winner who does not attend the conference will not receive the cash stipend.

• Please Note: The paper that students submit to compete in Miki Vohryzek-Bolden Student Paper Competition need not be the same paper that they present at the conference. We recognize that conference presentations may be works in progress or may be a result of joint efforts with faculty mentors. In contrast, papers submitted for the Student Paper Competition must be completed papers that were written by a student (or co-authored by two or more students) without the assistance of faculty. Papers are welcome from students matriculated at any college or university anywhere in the world.

A completed, final paper should be emailed to Dr. Hadar Aviram, by 12:00 noon PST on Friday, October 12, 2018. Winners will be notified in writing by December 14, 2018.
CALL FOR PARTICIPATION

2019 ANNUAL CONFERENCE
HONOLULU, HAWAI’I
FEBRUARY 7-9, 2019

❖ Please note that the deadline to submit abstracts is Friday, October 5, 2018 ❖

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/
between August 15th and October 5th, 2018.

In deciding the most appropriate topic area for your abstract, think about the main focus of your paper 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 7, 2019. Failure to do so will result in presentations being removed from the final program.
THE PHLOGISTON FILE: THE FUTURE OF RESEARCH IN THE SOCIAL AND BEHAVIORAL SCIENCES

Dr. Jay David Jamieson
Texas State University

Ever heard of phlogiston? I didn’t think so. I only heard of it because I broke some ribs and had nothing to do but watch the History Channel for a week or so. The term was coined when scientists were trying to figure out what happened when things burned or rusted. Burnable or rustable material gave up phlogiston to the air as they burned or rusted, so they theorized, until all of the resident phlogiston was finally gone and the fire went out. In a closed space, like a bell jar, combustion could only occur until the air inside became saturated with phlogiston. Then you had to let in some new air that wasn’t phlogisticated, so you could start the fire again.

Although there was no way to actually observe or measure phlogiston, many of the best scientists in the world latched on to the concept and, for about one hundred years, they built careers proving it with experiments, teaching it in universities, and arguing about its nuances at professional meetings. Sound familiar? It wasn’t until a smartass Frenchman named Antoine-Laurent Lavoisier refused to let go of the fact that some metals always gained weight as they rusted, that the concept was challenged in a meaningful way. Lavoisier didn’t try to invent some theoretical baloney to reconcile the logical inconsistency, like some other prominent scientists did at the time (sound familiar, again?). Instead, he used appropriate scientific tools and went after more scientific facts in his research, and eventually discovered oxygen. He was a good, honest scientist, in spite of being a smartass Frenchman.

Sure, some scientists doggedly hung on to the phlogiston concept, probably because they wanted to keep their jobs, but for the most part, it faded rapidly into scientific obscurity, and no more time or money was wasted on it.

In the social and behavioral sciences, we don’t have any behavioral facts, and thus, no behavioral scientific law of any kind. We have tendencies that we have observed in our meticulous research. That’s pretty much it. Unfortunately, no matter how meticulous our research may be, it is easily challenged because of the wide range of ‘threats to validity’ to which we must admit as we report our findings. Have you ever read a research article in the behavioral sciences that didn’t include a section entitled something like ‘Limitations of the Study’? I didn’t think so. The very best research we can do will result in an observed tendency which, of course, won’t be true for everybody. We cannot use any of it as a basis for law, and we can’t trust any of it to work consistently on everybody we try to rehabilitate or deter from committing crime or deviant behavior. We are still asking the same research questions that we were asking a hundred years ago. It is no wonder then, that outside of our little niche in academe, no one has much more than a passing interest in the research we do. Within our little niche, we make a big deal of it and continue to build careers on it, demonstrate the same tendencies repeatedly with our meticulous research, teach our theories in universities, force our graduate students to plow through tedious research articles, and argue about the nuances of the many theoretical perspectives in professional meetings. I don’t believe it to be a healthy trend. Our ‘scientists’ are consumed with accumulating strong publishing records, getting lots of publications and citations by any means necessary, to further their careers. Little thought is given to developing appropriate scientific tools, searching out scientific facts, or making meaningful, useful discoveries that may be truly employed to change harmful behavior and make our communities safer. The primary motivation for research in the behavioral science academic community centers around getting a job, keeping a job, or getting promotions on time.

From my perspective, publishing records in the social and behavioral sciences are more likely to indicate networking ability than good science. They also indicate a capacity for tedious, repetitive writing and a willingness to be manipulated by administrators who just want to see ‘achievements’ that are easy to count and useful as propaganda for an institution’s level of research prestige, or as insulation from lawsuits involving personnel decisions. This is, of course, an unpopular perspective in our academic niche, especially among those colleagues who have placed all of their trust and effort into the publishing game. They really don’t want to be evaluated according to their actual contributions to a university’s educational mission, nor do university administrators want to be responsible for that sort of honest evaluation. Better just to count publications and cover your butt, and of course, trumpet the numbers as indications of superiority in academic research. Active hustlers in the publishing game typically are rewarded with reduced teaching loads and indeed, some do no teaching at all and have no contact with the pesky students. For the taxpayer, this means that quite a few millions of tax dollars
will continue to go down the drain just so social and behavioral science academicians can pad their resumes and administrators can feel safe.

I expect that some of you are boiling by now, especially those of you in Criminal Justice who might gently point out that you are accomplishing practical, measurable improvements in the Criminal Justice System with your research in crime analysis, policy analysis, operations evaluation, the whole range of geographic and criminal profiling, et cetera, et cetera. You would be correct, of course, and now I’m the smartass, but perhaps only momentarily, because I would be quick to retort that your close cousins in criminology fall heavily in with the social and behavioral scientists who wander the theoretical landscape without effective, appropriate research methods, and thus, no means to develop any measure of useful scientific law. And so, you noble folk in Criminal Justice are exceptions to the rule in our unfortunate academic niche.

Outside of our academic niche, scientists are actually doing what we should have been doing all along.

In neurobiology, for example, scientists like V.S. Ramachandran are making very interesting progress uncovering facts about how human experience and behavior are linked directly to the dynamics of biological processes in the human brain. A friend recommended his book The Tell-Tale Brain: A Neuroscientist’s Quest for What Makes Us Human (Ramachandran, 2011) (because the good doctor has a knack for presenting difficult concepts in readable ways, plus, he thought that a mere behavioral scientist might be able to understand some of it). It’s a great book, although my friend cautioned that some of Dr. Ramachandran’s thoughts on ‘mirror-neurons’ have been successfully challenged (not by me). But anyway, all manner of human experience, including stress, emotion, learning, routine activities, et cetera, involve the development and use of neural pathways over which the various elements in our brains communicate with each other with chemical/energy impulses. Just turning off a light switch is easy because we have done it many times and the associated neural pathways are very well developed and efficient. If we learn to play the guitar as teenagers, we will be clumsy at first, but with practice and repetition, the associated neural pathways will develop and strengthen and we will get better, and eventually play as automatically as turning off a light switch. It is probably not ‘muscle memory’ like we always thought. If we put the guitar in the closet for twenty years before playing again, we will be clumsy at first, but rapidly better as the old neural pathways reawaken with use.

Neurobiologists are on the verge of making definitive explanations about how mental illness is associated with the same processes. Life experience or stress, for example, may be associated with inaccurate or inappropriate neural communication. Prolonged stress may result in the development of very strong and efficient neural pathways associated with violent, acting-out behavior. Those pathways don’t disappear when the stress is no longer present. When something goes haywire in the person’s life again, the easiest and most efficient neural communication may be along those same inappropriate pathways.

Just imagine the positive changes in our world that will accompany the neurobiologists’ progress as they learn to cultivate and manage neural pathways and neural processes in the human brain. For one, on some bright day in the future, mental illness will finally be treated consistently and effectively with the scientific ability to engineer neural pathways. The range of possibilities is limitless and exciting.

And so I, for one, wish that the neurobiologists would hurry up and get a firm grip on the scientific laws governing the relationships between human behavior and the characteristics of neural pathways in the brain. I can’t wait for the scientific truths that we can actually use to improve the behavioral characteristics of our world. And I won’t speculate about the theoretical perspectives that will join the Phlogiston File in the dusty archives of forgotten science. Not now, anyway.

References

USING THEORY TO TEACH THEORY
Allison J. Fernandez
Texas State University

While criminological theory is a core class in nearly all criminology and criminal justice programs, the curriculum of these courses may vary depending on the instructor. An important consideration for instructors responsible for educating students within these courses is the order and context in which theoretical arguments are presented, as the order of theoretical progression was not arbitrary, but rather, has the tendency to shadow the development of scientific knowledge and changes in the political climate. Theoretical development, in part, is a product of the historical context. For this reason, instruction in criminological theory should consider associating theoretical perspectives with the contextual influences driving their development, popularity, and demise. If one was to take the constructivist approach to learning, a loosely chronological structure of theory courses (with historical context, when applicable) may benefit students by providing a schema for understanding how and why theories developed, as well as improve retention. With a richer understanding of criminological theory, students will be better prepared to teach them in the future, if entering academia. Furthermore, students will be better able to examine these theories through research, both of which will undoubtedly serve to benefit the field of criminology and criminal justice.

The assumption that students will benefit from a wide-ranging presentation of criminological theory, rather than an abstract presentation, is based on David Ausubel’s (1967) Meaningful Reception Learning and Schema Theory. From this perspective, students will be better equipped to relate newly acquired knowledge (i.e., criminological theory) to previously learned concepts (i.e., historical contexts) and engage in meaningful, rather than rote, learning. With meaningful learning, substantive information is achieved rather than mere memorization of uninformed pieces of information. Presented below are examples of how previously learned concepts can serve to integrate new knowledge to students studying criminological theory, followed by a discussion for future work on the best approaches to aid in student learning.

Biological theories serve as a prominent illustration of how historical contexts affect theoretical development. Drawing upon the work of Charles Darwin, Cesare Lombroso presented his work in 1876 when biology was in its ascendancy, arguing criminality is inherited and can be identified by certain physical characteristics (see Lombroso, 2006). Although Lombroso was one of the first to use the scientific method to study crime, the conclusions drawn from his studies were unreliable and were often coupled with anecdotes and old proverbs, which he used as scientific evidence. However, these flawed assumptions were not considered rudimentary at the time. Due to prevailing stereotypes, the biological features identified by Lombroso to be indicative of a criminal, such as protruding lips, a large jaw, and a small skull, were widely accepted. At the time, Lombroso’s explanation of crime was more modern and scientific than the preceding thoughts of classical criminologists, who argued that crime was a utilitarian product of free will. Although biological explanations have resurfaced, they are not as rigidly deterministic as Lombroso’s, and are centered on risk factors, probabilities, and more reliable methods. This background, given enough time, could be briefly discussed in theory courses at the undergraduate level and should presumably be covered in more detail throughout a student’s progression to graduate studies. Ideally, this historical context is not novel to students and will serve as building blocks for acquiring new knowledge about the formulation of Lombrosian theory. Providing this additional information increases meaningful learning and improves retention by encouraging students to be active learners and reflect on how social influences affected theoretical development.

Connections between labeling theory can similarly be made as the popularity of this perspective, and its subsequent demise, was very much linked to socio-political contexts. The emergence of labeling theory challenged many of the traditional assumptions of criminology at the time. Rather than focusing on an individual’s deviant behavior, scholars began to question why certain behaviors are classified as criminal while others are not; why only certain individuals are caught and punished; and, how the consequences of being caught and punished affects an individual’s life. In essence, labeling theorists proposed that justice system involvement stigmatized individuals and guaranteed a lifelong pursuit of criminal activity due to denied conventional opportunities, the formation of a negative self-identity, and alienation that served to reinforce association with other criminals (Paternoster & Iovanni, 1989). While criticisms of the United States grew, alleging abuse of power and rampant government corruption, labeling theory resonated with many scholars and became a dominant paradigm in the early 1970s.
At a time of government deceptions regarding shootings at Kent State University and the Vietnam War, a theory that blamed the government was happily accepted. Overviews such as these are important for students to understand and should be briefly discussed to facilitate understanding and personal meaning.

Ultimately, theory can be abstract and unfamiliar to many students. It is the hope of the author that this discussion prompts a broader conversation about how theoretical paradigms can be, and are, impacted by historical contexts. Specifically, the importance of relaying the historical context of theoretical development to students is critical in order for them to move from passive to active learning, should one adopt the constructivist approach to learning (which includes other concepts such as the flipped classroom). However, it is also important to note that other learning theories exist (e.g., behavioral and cognitive; see Kay & Kibble, 2016). While the examples here encourage using learning applications based on the constructivist perspective, there are other methods that may be more appropriate for other courses. Applying learning theory and conceptual frameworks can be useful when preparing any course, and using learning theories to facilitate student’s retention of knowledge is encouraged.

References


Don’t miss the opportunity to share your learnings and insights with colleagues from many sectors wrestling with questions like:

- Why is the obvious intersection of law enforcement (especially police) and public health so inadequately recognized and poorly understood?
- Why is the marginalization of certain populations the enemy of security and health?
- Can inclusive policing really work to overcome marginalization?
- Is it possible to build police-public health partnerships that are effective, accountable, sustainable and inclusive?
- What actually works ‘on the ground’ and in practice?

LEPH2018 is a must attend conference for all those with a professional interest in criminology and law enforcement. Be part of this biennial conference series exploring the complex and diverse intersections of law enforcement and public health involving researchers, practitioners, and policy makers from these and other related sectors.

Understanding this common ground is critically important, with many current social, humanitarian, security and broad public health issues requiring an inter-sectoral approach. In this emerging field it is important to bring together practitioners, policymakers and academics to explore the nature of the myriad interactions between police and public health.

LEPH2018 moves the discussion from Description (LEPH2012), Analysis (LEPH2014) and Action (LEPH2016) to Leadership in Policy and Practice (LEPH2018). The LEPH2018 Conference Program will be heavily weighted towards promoting collaborative action – in practice, research and policy.

➢ To find out more about LEPH2018, including program themes: www.leph2018toronto.com
➢ To Register for LEPH2018: www.leph2018toronto.com/register
➢ To submit an Abstract: https://leph2018toronto.com/call-abstracts-important-information/

Abstracts close on April 2, 2018.
APPLICATIONS NOW BEING ACCEPTED FOR THE FEMINIST CRIMINOLOGY GRADUATE RESEARCH SCHOLARSHIP

The Division on Women and Crime is now accepting applications for the Feminist Criminology Graduate Research Scholarship, which is designed to recognize an exceptional graduate student in the field of gender and crime. The scholarship is funded by the royalties from Feminist Criminology, an innovative journal that is dedicated to research related to women, girls, and crime within the context of a feminist critique of criminology. Published quarterly by SAGE Publications as the official journal of the Division on Women and Crime (DWC) of the American Society of Criminology, this international publication focuses on research and theory that highlights the gendered nature of crime.

The DWC will award one graduate student annually a one-time scholarship in the amount of US$5,000 to support a project involving original research. The student must be the leader or principal investigator on the project.

Applications are due to the division by April 1, 2018. Winners will be notified by May 2018.

To read more about the Feminist Criminology Graduate Research Scholarship, visit http://ascdwc.com/student--awards.
APPLICATIONS NOW BEING ACCEPTED
FOR THE LARRY J. SIEGEL GRADUATE FELLOWSHIPS
FOR THE STUDY OF GENDER AND CRIME AND THE STUDY OF VICTIMOLOGY

The Division on Women and Crime and the Division on Victimology are now accepting applications for the Larry J. Siegel Graduate Fellowships (given by the Darald and Julie Libby Foundation), recognizing exceptional graduate students in the fields of gender and crime and victimology.

Each division will award one graduate student annually a one-time fellowship in the amount of $5,000 to support a project involving original research, program or service development, implementation, and/or evaluation, or advocacy. The award will be given based on the originality of the proposed project, potential of the project to inform research, theory, or practice, and feasibility of the proposed project, including the budget and timeline for completion.

Applications are due to the divisions by April 1, 2018. Winners will be notified in May 2018.

To read more about the Larry J. Siegel Graduate Fellowship for the Study of Gender and Crime, visit http://ascdwc.com/student-awards.

To read more about the Larry J. Siegel Graduate Fellowship for the Study of Victimology, visit https://www.ascdov.org/fellowship
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Criminology, Criminal Justice, Law & Society (CCJLS), formerly Western Criminology Review (WCR), is the official journal of the Western Society of Criminology. This peer-reviewed journal builds on the mission of its predecessor by promoting understanding of the causes of crime; the methods used to prevent and control crime; the institutions, principles, and actors involved in the apprehension, prosecution, punishment, and reintegration of offenders; and the legal and political framework under which the justice system and its primary actors operate. Historical and contemporary perspectives are encouraged, as are diverse theoretical and methodological approaches.

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Manuscripts must be submitted electronically through the journal’s portal on Scholastica (https://scholasticahq.com/criminology-criminal-justice-law-society). 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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For additional membership or conference information, visit us online at:
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Submission Deadline for Abstracts – October 5, 2018
WSC on Social Media

Dr. Natalie Todak is an Assistant Professor in the Department of Criminal Justice at the University of Alabama at Birmingham and is the social media director for the WSC. If you come across a story that you would like Dr. Todak to post or tweet, please send her an email at ntod@uab.edu. Furthermore, Dr. Todak can be contacted regarding job opportunities to circulate, new research or books by WSC members, or any other announcements or questions that you may have for the WSC.

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