DIVISION ON PEOPLE OF COLOR AND CRIME

RACE AND JUSTICE SCHOLAR

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INSIDE THIS ISSUE:

From the Editor: Shaun L. Gabbidon

Hi everyone,

I know this newsletter arrives as you are likely completing your semester, but I hope you will take the time to read through this issue of Race and Justice Scholar. To begin, I would like to thank the many people who sent kind emails regarding the last issue. In particular, there was an overflowing response to the Mentoring Tips section of the newsletter. In response to the outpouring, the section will remain a regular feature of the newsletter. In addition to Mentoring Tips, this issue includes: some words from our Chair; a call from a graduate student of color to explore serial killers of color; descriptions of book publications by our members; a call seeking an editor for our proposed journal; and, a call for nominations for our DPCC awards. Please note the call date for an inaugural editor has been pushed back to June 1st and the deadline for DPCC award nominations has been moved forward to July 1st.

Shaun

From the DPCC Chair: Everette B. Penn

In recent months, some well-known people have sparked controversy over what they have said. A few months ago it was Michael Richards of *Seinfeld* fame, before that it was Mel Gibson. And, of course, we cannot leave out "*Imus in the Morning*" who is no longer in the morning, noon, or night, for that matter. Although we all know "people make mistakes," I believe these incidents bring to our attention the sting of racist and sexist language in our society. These events clearly demonstrate why the Division on People of Color and Crime is just as important today as it was when it was created.

Over ten years ago the Division was formed to be a leading voice in our discipline to speak out on issues such as racism, injustice, discrimination, and inequality in criminology and criminal justice. Our membership is filled with people from different races, ethnic groups and

backgrounds whose research, teaching and service further our agenda among colleagues and the general public. We currently have just over 120 members with the potential to double or triple that amount. I ask that you encourage others to join us as members of the Division. I would also urge you to renew your membership, if by chance it has expired.

I am looking forward to seeing you again at the ASC conference in Atlanta, November 14-17, 2007. Our Executive Counselor, Jerome McKean, is again organizing the Division's conference activities. Before the conference our most ambitious task is to find a founding editor for our proposed journal *Race and Justice: An International Journal.* If you are interested or know of someone who may be persuaded to apply, please refer to the "Call for Editor" in this edition. Vice Chair Shaun Gabbidon is handling the nomination process in conjunction with the Division's executive board.

Our newest Executive Counselor, Nathaniel Terrell, has taken the lead to develop a mentorship program for members of our division. Mentorship has been a topic of a past column in *Race and Justice Scholar* and Shaun continues his Mentoring Tips section in this edition. Our mentorship program provides the opportunity for students and faculty to grow with a mentor. Mentors are willing to assist our members in any stage of one's development starting with the transition into a doctoral program, completion of the program, securing a tenure-track position, achieving promotion and tenure, moving towards full professorship, and, for those who are interested, transitioning into administration. If you have not registered as a mentor or protégé, I invite you to do so.

The latest edition of the *Directory of Minority Ph.D. Criminologists* is available on our webpage. This time around we have over 210 entries that include contact information on criminologists who are African American, Asian, Latino, Native People and those who choose not to be categorized in the typical racial/ethnic categories. Almost weekly I receive data sheets from minority criminologists updating their information. The next edition will be published on-line in June so please send any new information as soon as you can.

We have two Executive Counselor positions available this year. These two year positions provide an excellent opportunity for members to shape and develop our division through their volunteer service. Additionally, my term as chair expires in 2007. I have been asked to seek re-election for the final two years of the maximum four consecutive years available for a person to hold the office of chair. I have accepted the call and ask for your support in the forthcoming election. Vernetta Young, past DPCC chair, is organizing elections. Over the next few months please think about what you would like to see from our Division. If you have ideas you believe with further the mission of the Division, drop me an email at pennev@uhcl.edu. Together, we can keep our Division strong and vibrant.

A GRADUATE STUDENT OF COLOR SPEAKS OUT ABOUT SERIAL KILLERS OF COLOR

BY

ERIC BASKERVILLE

When one examines the Uniform Crime Reports and the Supplemental Homicide Reports, one does not have a clear portrait of the scope of serial killing in America. As a graduate student of color in criminal justice, I have an interest in serial killers. More specifically, I'm interested in serial killers of color. Recently, Meloy and Felthous (2004) defined serial killing as the intentional killing of individuals in a series. This definition leads one to conclude that serial murder is the premeditated murder of several individuals over a span of time. Given this definition, and the common stereotype of whites monopolizing the "serial killer" designation, one is often stunned when there is a serial killer is of color. In line with this thinking, Walsh (2005) stated that people were stunned when they learned the identities of the D.C. Snipers' skin of color. Perhaps people were stunned because black serial killers are often overlooked because, at least from what we know, there are less of them. Even so, that shouldn't be an excuse not to study them.

During my graduate studies, I have learned that it is important to be open-minded when it comes to crime. For example, Fox and Levin (2005) and others present the picture of serial killers primarily being white males in their late 20's or 30's. However, Bohm and Walker (2006), drawing on Newton's 1990s serial killer resource, showed that 82 percent of the serial killers were white and 15 percent were African American, with many of the remainder being Latino. More to the point, Walsh (2005) has identified 413 serial killers from 1945 to 2004, of which 90 were African Americans. This is about 22 percent or nearly twice the representation of African Americans in the general population. As such, researchers may need to revisit the serial killer profile. Why? Because police forces that serve African American and other neglected communities likely rely on outdated race-based profiles that might miss the presence of a serial killer in such communities.

As a student that will begin a doctoral program in criminal justice in the fall, I believe the study of African American serial killers should become an emerging area of race and crime scholarship. Like white communities, communities of color should be seen as places where serial killers might be present. Without such thinking, residents in such communities have an increased risk of falling prey to a serial killer.

About the Author: Mr. Eric Baskerville will receive his Masters in Criminal Justice this summer from Capella University. In the fall, he is slated to enroll in Capella's Ph.D. program in Public Safety with a specialty in Criminal Justice. An honor student, he is the son of Wilma Baskerville of Lynchburg, Virginia. He has a brother, Gerald and a sister, Lea. Eric desires to teach students how to improve the criminal justice system.

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Mentoring Tips II by Shaun L. Gabbidon

Back by popular demand, this section provides some basic tips on being a faculty member in higher education. Just so you know, these tips are based on what I've learned in my 12 years as a faculty member at 2 different universities. As such, those of you who have had different experiences or have something different to say, please feel free to send me your tips for the next edition of the newsletter. In general, as I have noted previously, my aim here is simply to provide some tips that might assist you along the way.

- **What type of university is right for you?** In the last issue I noted that picking the right university is also important to your success. Why? Because, while at some point we all have visions of grandeur which involves being at the most prestigious universities and justice-related programs in the country, in reality, we all can't or don't want to do what is necessary to meet the requirements to be successful at some of these universities (particularly publications). And guess what? Believe it or not, everyone shouldn't be at a research intensive university—and that's ok. Below I outline some quick guidelines on the nature of the various types of colleges and universities—and the typical publication expectations. These are simply "loose" guidelines.

    1. Research I: 2-2 teaching load (some of these universities actually have 2-1 loads) and they require about 2-3 good to excellent publications a year (doctoral and masters students)

    2. Research II: 3-3 or 3-2 teaching load and they require about 1 good publication a year, and maybe 1-2 excellent publication before the tenure-track is completed (possibly doctoral students, but more likely to have undergraduate and masters programs)

    3. Masters/Teaching: 4-4 teaching load (some schools actually require a 5-5) and they usually require 3-5 publications before the end of the tenure-track period (often times they have masters and undergraduates, but mostly the lat ter)

    4. Community College: 4-4 or 5-5 teaching load and they require no research

It is important to select the right university for two reasons. First, you want to go somewhere where people are doing the same things you are doing and/or publishing in the same venues as you. Why? Because if you don't do what the faculty in the department are doing, you will not be rewarded in the same way. For example, if you apply for a job that says "we are a quantitative department" and you do qualitative research, which is not significantly represented in the major journals where it is likely they want you to publish (see Tewksbury, DeMichele, & Miller, 2005), it is likely that your work will be devalued and not receive the recognition it deserves for annual reviews and promotion and tenure decisions. Second, you won't be able to develop your skills in a department where no one does what you do. While this may seem unfair, each department has the right to define their mission and objective. My suggestion is to go to a department that realistically reflects the level of publications you plan to produce, the types of journals you plan to publish in, and the type of research you plan to do.

- **Non-renewal & denial of tenure:** Even if you find the right university for what you want to do, there is still the possibility that either your contract will not be renewed at an early review stage in the tenure-track process or you may actually be denied tenure. As I see it, there are four reasons people don't get tenure. These include: (1) poor teaching; (2) paucity of scholarship; (3) politics; and (4) outrageous and/or criminal behavior. It has been my experience that very few people are denied tenure because of a lack of service. It likely happens—but not as often for the other things.

Teaching: I have personally sat on promotion and tenure committees where people who get poor evaluations do not get their contracts renewed and, in most cases, never make it to the promotion and tenure decision stage. In most instances, they might make it past the first review, which at my current university is in the 2nd year, but when 4th year review comes around—something better have changed. Universities are very serious about teaching. With rising tuition bills around the country, they are sensitive to exposing students to poor teachers.

Paucity of Scholarship: Now this one is a bit tricky. I know, the first thing you want to know when you interview for a job and accept the position is—how many publications do I need to get tenure here? And the standard answer is: "there is no firm number." While in reality there isn't—there is a minimum standard that committees have in mind. Several years ago I sat in a meeting where it was eluded to that 5 was a bare minimum in my college. I'm sure it has changed since then, but there is a number out there—it's just that no one will openly tell you. If you follow the guidelines I specified earlier for the various type of universities and you track the journal rankings presented in the Mentoring Tips in the last issue, you should be fine. And by the way, some universities care about journal rankings and some don't; therefore, make sure you know where your Program AND University stands on that issue. One final thing here. It has also been said that you need to show a "pipeline" of scholarship as you approach your promotion and tenure decision. That is, your program and university want to ensure that you're not headed for an early retirement when you get tenure, so they want to see that things are under review and new projects are underway. At more research-oriented universities, this is a big issue. I can tell you someone was denied tenure because of this at my university. Without going into detail, the candidate barely met the publication standard and had nothing in the pipeline. As such, this combination proved fatal.

Politics: For this one, I'm going to use my own experience. Therefore, you can't repeat the story I'm going to tell :-). For my first faculty job I headed to a small inner-city college because I wanted to work with minority students and help inner city communities (see Gabbidon, 1999). When I got to the university, I noted some serious issues related to quality, so I did what I had done in the private sector before I came into academe—I sought to "call out" where the problems were and tried to have something done about them. This led me into a "politicized" environment where I became somewhat of the campus radical where people supported me in private but didn't support me in public (through their silence). And, at some point, I was identified by the administration as "the problem. " To make a long story short, even though I had outstanding teaching evaluations, surpassed the publication standards, and won two faculty awards in consecutive years, after only three years, my contract wasn't renewed. Well, as you can imagine, taking on the President (who had a 20+ year tenure at the university), was not the wisest thing to do, but in the end, I learned quite a bit from the experience. My first inclination was to appeal the decision. But, the university did not have a formal channel to do so. Thus, I hired a higher education lawyer to take up my cause. After we met a few times and had communicated with the university's attorney, we developed a plan of attack. However, one day I was sitting in my attorney's office and he simply said: "Shaun, do you really want to be at a place where you are not wanted?" He told me these sorts of things happen all the time in academe and most of his clients—who moved on—went on to do great things elsewhere. Well, at that instance, I had one of Oprah's so-called "aha moments." It was time to give up the fight and move on. It really wasn't that easy emotionally because I felt I was "right," the President had his cronies attacking me regularly, and I was also a bit embarrassed about having been fired (for the first time in my life)—even if I felt it was for a noble cause. But, in the end, my attorney was right. As such, I paid him his final fee, and I never met with him again. After that, I quietly rode out my tenure at the university, and the rest, as they say, is history! Below are some general thoughts related to the experience.

Getting back on the market: For me, there was a sense of urgency in getting back on the market because I had a wife and two kids to support. At most universities you are given an extra year to find a job, so I didn't need to leave immediately, but I knew I had to do something. The first year I looked far and wide and, since I had publications and a strongteaching record, I did get some interviews. Even so, nothing seemed to work out so I waited until my last year to get a job. While this was somewhat of a risk, in the strong job market then, and especially today, it was worth the wait to find the job that was a "fit." And each of you will likely know what job that is when you get there.

Everyone is expendable: Hey, if Harvard University can run Cornell West out of town, all of us—especially faculty of color—should realize that we are expendable. In my case, I felt like I was doing the right thing and, without my efforts, the quality of what was going on particularly in my department would be diminished. The reality is that, while that might have been true: the program was there before I got there and is still graduating students long after my tenure there.

Everything happens for a reason: When I was going through the experience, I didn't understand why it was happening to "me." But I now realize that I wouldn't be where I am today had I stayed there. In short, if your contract isn't renewed or you're not tenured, over time, you'll learn two important things; everything happens for a reason, and, more importantly, LIFE GOES ON!!!

Outrageous or Criminal Behavior: This is self explanatory. These are the cases where faculty engage in behavior that is considered outrageous and an embarrassment to the university. Going further, if a faculty member engages in criminal behavior, they are likely to be fired before, and even after, they have received tenure.

- **Always carry a vita:** This is pretty straight forward. I don't carry a vita to every conference because I'm testing the market all the time, I do so because opportunities are out there and, in a competitive environment, sometimes the qualified person who gets there first, gets the opportunity. It's happened to me on a few occasions, so I can assure you following this tip will, in the future, lead to initiating or securing an opportunity.

- **Keep your preparations and teaching days minimized:** Irrespective of the type of university you teach at, preparations and teaching days will be critical to your success. That is, make sure you have a set number of courses you teach. For example, I teach methods, race and crime, and on occasion, introduction to criminal justice or private security. I don't branch out too much further because I won't be productive if I have to go in too many directions each semester. Carve out your courses, and if possible, stick with them. Also, I have found that having my courses on two days allows for me to get the maximum amount of writing done. Even so, I generally go on campus at least one of those other days when I am not teaching. Having such a schedule has been a key component of my increased productivity. At my previous university, I taught on 4 or 5 days—sometimes with 4 different preparations— and, while you can get other things done, it's quite a challenge. If you're headed into a new position, this should be a key negotiating issue.

- **Handling faculty conflicts:** For academics, like death and having to pay taxes, somewhere along their career path, a faculty conflict(s) is a surety. While I have had good relations with nearly all of my colleagues over the years, I have had conflicts with a few. I had one colleague who was known to put voodoo hexes on people, and one day I got mine. Yes, I'm serious! As you can imagine, in that case, there really was no way I could rationalize with the person. As such, I joined a list of other persons who avoided that faculty member or simply didn't take them seriously. But yes, that is one way how some people deal with conflict in academe. They avoid people. Come on, some of you know what I'm talking about! As an example, you try not to be in when the person you have a conflict with is in or you try or at least hope that your classes are scheduled on days when the other faculty member are off. This, I believe, is the worst way to handle such things, at least if you are dealing with a rational person! In another scenario, I had someone "get loud" and cantankerous with me in a meeting because they disagreed with my perspective. While I stood my ground, if I had said what I really wanted to say, I would have likely regretted it, so I let things simmer down and then met with the person later to discuss the issue. In the end, we worked it out. On the other hand, I have known colleagues who have completed formal mediation through human resources and still likely despise being in the same room. Either way you cut it, maintaining your professionalism, to me, is more important than "getting the upper hand." Because in the end, unprofessional faculty members are the ones who end up being the outcasts of programs and universities. Life's too short, take the "high road," work it out if you can, and move on. If it's that bad, I encourage you to head elsewhere. But if you keep moving around because of conflicts, you are either terribly unlucky or you might need to take a deep look in the mirror to find the real source of your continuing conflicts.

- **Do what YOU want to do with your career:** Simply put, never do what others want you to do. Yes, we all have people who want the best for us; however, don't let them steer you places where you don't want to go. For example, some faculty want their best students to go to research 1 institutions because they believe they "can do it," and also because it makes them look good. But if that's not what you want to do with your career, don't do it. Always listen to what people have to say—but use your personal "gut check" to determine what is best for you.

I hope these tips have provided you with some insight. As I did in the last issue, I invite senior faculty to send in some additional tips!

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DPCC MEMBER BOOK PUBLICATIONS (2006-2007)

Doing Justice Without the State: The Afikpo (Ehugbo) Nigeria Model

Routledge (2006)

Author: O.Oko Elechi

This study examines the principles and practices of the Afikpo (Eugbo) Nigeria indigenous justice system in contemporary times. Like most African societies, the Afikpo indigenous justice system employs restorative, transformative and communitarian principles in conflict resolution. Indigenous social and political institutions that function as channels for conflict resolution and justice are examined. The Afikpo indigenous justice system's continued perceived popularity and legitimacy are discussed, as is the basis of the system's co-examined. The Afikpo indigenous justice system' continued perceived popularity and legitimacy are discussed, as is the basis of the system's co-existence with the Nigerian state agencies for conflict resolution. The Afikpo indigenous is functional, effective, unique, democratic and allows for the participation of all community members. In line with its egalitarian world views, crime is viewed as a conflict between community members. As the primary stakeholders in the conflict, victims, offenders, and the community are actively involved in the definition of harm and the crafting of solutions acceptable to all stakeholders. The quality and effectiveness of justice are measured through the well-being of victims and the community members. Justice making is also an opportunity for the re-evaluation of community values and socio-economic conditions. The Afikpo indigenous justice system is victim-centered, humane and applies persuasive and re-integrative principles in adjudicating justice.

Class, Race, Gender, and Crime: The Social Realities of Justice in America
Second Edition (2006) Rowman & Littlefield

Authors: Gregg Barak, Jeanne Flavin, & Paul Leighton

Class, Race, Gender, and Crime: The Social Realities of Justice in America is a systematic examination of the impact of class, race and gender on criminological theory and the administration of criminal justice. These topics represent the main sites of inequality, power, and privilege in the U.S., which define society's understanding, consciously or unconsciously, of who is a criminal and how society should deal with them.

The text is ordered around short, lucid introductions to the key concepts of class, race/ethnicity, gender and their intersections. Subsequent chapters use these concepts as subheadings to structure topics related to criminology, victimization and each phase of the administration of criminal justice: practices of law making, law enforcement, adjudication, sentencing, and punishment. Significantly, the authors provide a history to contextualize contemporary data and policy debates, which they observe through the lens of social justice. The book concludes with a review of the evolution of justice in America, along with an evaluation of alternative crime reduction policies, intended to further realize the goals and aspirations of "liberty, justice, and equality for all."

Private Prisons in America: A Critical Race Perspective

Illinois University Press (2006)

Author: Michael A. Hallett

Under the auspices of a governmentally sanctioned "war on drugs," incarceration rates in the United States have risen dramatically since 1980. Increasingly, correctional administrators at all levels are turning to private, for-profit corporations to manage the swelling inmate population. Policy discussions of this trend toward prison privatization tend to focus on cost-effectiveness, contract monitoring, and enforcement, but in his *Private Prisons in America,* Michael A. Hallett reveals that these issues are only part of the story. Demonstrating that imprisonment serves numerous agendas other than "crime control," Hallett's analysis suggests that private prisons are best understood not as the product of increasing crime rates, but instead as the latest chapter in a troubling history of discrimination aimed primarily at African American men.

Merchandising Prisoners: Who Really Pays for Prison Privatization?

Praeger (2006)

Author: Byron Eugene Price

Beginning in the mid 1980s, the privatization of jails and prisons burgeoned in the United States. Not only has there been a steady growth of private, for-profit operation of federal, state and county correctional facilities, but private firms have also become more involved in other aspects of the prison industry, such as the financing and construction of new prisons and the renovation of existing ones. Moreover, many of these private companies have gone public and are trading on the stock exchanges. Perhaps more than with other service industries in this country, the privatization of prisons has become a growth industry. Yet, prison privatization continues to be one of the most controversial issues in public policy. Although sold to the public as a cost-saving measure, the privatization of prisons has not only led to significant changes in policy making and the management of prisons, but has also generated widespread concern that incarceration has become a profit-making industry. That, in turn, strengthens calls for policies on mandatory minimum sentencing that keep the prison industry growing. After all, in order to be successful business enterprises, prisons will need occupants.

What compels state policy makers to privatize their prisons? The conventional response by political and appointed policy leaders has consistently and unequivocally been that they wish to save costs. But the truth may be otherwise. Eugene Price illustrates that fiscal issues are often trumped by political factors when it comes to the decision to privatize. He examines the potential reasons why a state might choose to privatize its prisons, and considers financial and political aspects in depth. Ultimately he concludes that the desire to save costs is not the primary reason for state prison privatization. Rather, the more plausible explanations revolve around political and ideological factors such as the party of the governor and the overall political and ideological culture of the state. This work sets the record straight about the decision to privatize state prisons, revealing the political bias that often drives these policy choices.

Women Behind Bars: Gender and Race in US Prisons

Lynne Reinner Publications (2006)

Authors: Vernetta D. Young & Rebecca Reviere

Today's prisons are increasingly filled with poor, dark-skinned, single mothers locked up for low-level drug involvement, with serious ramifications for the corrections system. *Women Behind Bars* offers the first comprehensive exploration of the challenges faced by incarcerated women in the United States.

Young and Reviere show conclusively that serving time in prisons designed by and for men not only does little to address what landed women, particularly women of color, there in the first place, but also undermines their prospects for an improved life on the outside. Using a multifaceted race/class/gender lens, the authors make a convincing argument that women in prison are punished twice: first by their sentences, and again because the policies that govern time behind bars were not designed to address women's unique problems and responsibilities.

Immigration and Crime: Race, Ethnicity, and Violence

Edited by Ramiro Martinez, Jr. and Abel Valenzuela, Jr.

New York University Press (2006)

The original essays in this much-needed collection broadly assess the contemporary patterns of crime as related to immigration, race, and ethnicity. **Immigration and Crime** covers both a variety of immigrant groups--mainly from Asia, the Caribbean, and Latin America--and a variety of topics including: victimization, racial conflict, juvenile delinquency, exposure to violence, homicide, drugs, gangs, and border violence.

The volume provides important insights about past understandings of immigration and crime, many based on theories that have proven to be untrue or racially biased, as well as offering new scholarship on salient topics. Overall, the contributors argue that fears of immigrant crime are largely unfounded, as immigrants are themselves often more likely to be the victims of discrimination, stigmatization, and crime rather than the perpetrators.

Inequalities of Race, Ethnicity, and Crime in America

Edited by Ruth D. Peterson, Lauren J. Krivo and John Hagan

New York University Press (2006)

In this authoritative volume, race and ethnicity are themselves considered as central organizing principles in why, how, where and by whom crimes are committed and enforced. The contributors argue that dimensions of race and ethnicity condition the very laws that make certain behaviors criminal, the perception of crime and those who are criminalized, the determination of who becomes a victim of crime under which circumstances, the responses to laws and crime that make some more likely to be defined as criminal, and the ways that individuals and communities are positioned and empowered to respond to crime.

Privileged Places: Race, Residence, and the Structure of Opportunity

Lynne Reinner Publications (2006)

Authors: Gregory D. Squires and Charis E. Kubrin

In the United States today, quality of life depends heavily on where one lives, but high levels of racial segregation in residential communities make it frustratingly difficult to disentangle the effects of place from those of race. Gregory Squires and Charis Kubrin tackle these issues head-on, exploring how inequities resulting from the intersection of race and place, coupled with the effects of public policy, permeate and shape structures of opportunity in the United States.

Images of Color, Images of Crime (3rd edition).

Roxbury Publishing (2006)

Editors: Coramae Richey Mann, Marjorie S. Zatz, & Nancy Rodriguez

- This edited volume explores the dynamics of race, crime, and the criminal justice system in the United States today. It offers equal attention to the linkages between images of color and images of crime as well as the ramifications of criminal justice policies and practices.
  Changes to the new edition include the following:
  Revised introductory and concluding chapters that more clearly outline the focus and selection of the racial and ethnic groups discussed.
- The book further examines the ways in which gender, religion, culture, sexuality, and sexual orientation are central components of racialized constructions.
- A new chapter provides examples of criminal justice practices and crime control policies on racial and ethnic groups in the United States including examples of law enforcement policies, prosecution and sentencing, and imprisonment.
- Brief, framing introductions underscore why each chapter is important and how it fits into the book's overarching themes.

W.E.B. Du Bois on Crime and Justice:
Laying the Foundations of Sociological Criminology

Author: Shaun L. Gabbidon

Ashgate Publications (2007)

This is the first book to discern the contribution of Du Bois' work to criminology and criminal justice through a comprehensive review of his papers, articles and books.

Beginning with reflections from his childhood, the author traces Du Bois' ideas on crime and justice throughout his life. This includes a unique analysis of Du Bois' experience as an object of the criminal justice system, a review of his FBI file, his 1951 trial and his pioneering social scientific research program at Atlanta University. The book illustrates the depth of Du Bois' interest in the field and reveals how he was a pioneer in key areas of criminology and criminal justice.

The book contains five appendices which include four original papers written by Du Bois as well as maps from The Philadelphia Negro.

Criminological Perspectives on Race and Crime

Author: Shaun L. Gabbidon

Routledge (2007)

Criminological Perspectives on Race and Crime examines an array of perspectives that have been used to contextualize criminal behavior among racial/ethnic minorities. Beginning with an historical review of a single perspective, each chapter takes into account the historical development of that perspective and the way in which race/ethnicity is contextualized by that theory. Because of the international nature of the overrepresentation of racial/ethnic minorities and immigrants in justice systems around the globe, the book also reviews international research. Throughout the chapters, the author considers which perspectives have shown the most promise in contextualizing the overrepresentation of racial/ethnic minorities and immigrants in justice systems around the world.

Inaugural Editor Sought for *Race and Justice: An International Journal*

The Division on People of Color and Crime is seeking an inaugural editor for their future journal. At the November 2006 DPCC general business meeting, it was decided that the Division would move forward and start a journal tentatively titled: *Race and Justice: An International Journal*. In response to that meeting, the Division has approached Sage Publications who is interested in the journal, and is currently awaiting a proposal from the Division. The person selected for the editorship will be required to complete and submit the journal proposal to Sage. In addition, the person would serve as the inaugural editor for the first 2 years, with the possibility of renewal. We are looking for a detail-oriented person who has a notable record of peer-reviewed scholarly publications in the area of race and justice. It is anticipated that the journal will begin in 2008. Applicants must be a member of the DPCC. **All applications must be received by June 1, 2007.**

Application materials should include (1) an updated curriculum vita, (2) a vision for the journal, (3) a statement of editorial philosophy, (4) and, any information on potential institutional support to house the journal at their institution.

Interested applicants should contact Shaun L. Gabbidon at slg13@psu.edu.

Applications can be sent by mail or preferably as an email attachment to:

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CALL FOR NOMINATIONS

Division on People of Color and Crime Annual Awards

The Julius Debro Award – The Coramae Richie Mann Award – The Outstanding Student Award

The Division on People of Color and Crime presents three awards for outstanding contributions to our field at the annual meetings of the American Society of Criminology. The Division is currently seeking nominations for these awards in anticipation of the 2007 meeting in Atlanta. Descriptions of the awards and nomination procedure are below.

Please help us recognize our colleagues and students by calling our attention to those exhibiting excellence in their scholarship and service.

Awards

The ***Julius Debro Award*** recognizes professional members of the Division who have made *outstanding contributions in service* to professional organizations, academic institutions, or the advancement of criminal justice;

The ***Coramae Richie Mann Award*** recognizes professional members of the Division who have made *outstanding contributions of scholarship* on race/ethnicity, crime, and justice;

The ***Outstanding Student Award*** recognizes *outstanding student research* on race/ethnicity, crime, and justice.

Nominations:

Please forward nominations to Dr. Hillary Potter, via email. Your nomination should provide the name and affiliation of the nominee, and a brief but detailed explanation of the basis of your nomination. In the case of *Outstanding Student Award* nominees, a sample of the student research should be provided, if possible. **Nominations will be received until July 1, 2007**.

Please forward nominations as soon as possible to:

Dr. Hillary Potter
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