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From the Editor: Shaun L. Gabbidon

Hi everyone,

Welcome to another issue of *Race and Justice Scholar*. As we begin the fourth year of the newsletter, I hope this year produces lively, interesting, and insightful commentaries. In addition, I hope to again highlight the good works of the members of our Division. After a brief message from Everette, this issue includes an essay outlining important developments from the science community and Mentoring Tips returns with some suggestions for your career. In this issue we also have the suggestions for revisions to our constitution from our constitutional review committee, our annual call for nominations for the DPCC awards, and there is also a call for a new editor of *Race and Justice Scholar*. At the back-end of the newsletter, we continue to feature some of the works published by our members.

Shaun

From the DPCC Chair: Everette B. Penn

The Division on People of Color and Crime is an organization committed to diversity and inclusion of all people, regardless of color. We provide a forum for members to discuss issues related to criminology, criminal justice and race/ethnicity. Our listserv is a constant volley of research, opinions and position announcements to inform members and further their careers. During the American Society of Criminology conference in Atlanta, November 2007 we saw an increased number of participants in our sponsored sessions and luncheon event. I am happy to report our Division on People of Color and Crime is strong! We are strong because of you the member who believes in the mission and supports the division with your annual membership and participation. I am happy to report as of April 7, 2008 we have 173 members and over \$8,000 in available funds. The Division has never seen growth at this rate before.

Since the last *Race and Justice Scholar* in October we have added three new members to our Executive Board. They include:

Julie Abril – Executive Counselor

Elsa Chen- Executive Counselor

Jennifer Christian- Secretary/Treasurer

I thank them and the other members of the board for their volunteer service and action for the Division. Please refer to our website at <http://www.asc41.com/dir2/dpccindex.htm> for additional information about our Division.

As we move into the summer and enter the national campaign season, I hope many of you will consider running for office in our organization. This fall we will have an unprecedented four positions up for election; Vice Chair, Secretary/Treasurer and two Executive Counselor positions. Nominations will be taken in September and the election will be held in early October. In addition, this fall the Division will consider the suggestions presented by the Constitutional Review Committee (their preliminary report can be found in this issue).

In the fall we will also make final preparations for an active American Society of Criminology annual conference to be held November 12-15, 2008 in St. Louis, Missouri at the Hyatt Regency St. Louis Riverfront (previously called the St. Louis Adam's Mark). We will have the honor of having Director Janelle Doughty speak at our luncheon symposium. She serves as the director of the Southern Ute Tribe's Department of Justice. Director Doughty leads one of the largest department's of justice in Indian Country. She will provide an excellent symposium on Indiana Country criminal justice issues. We are also planning to have dozens of panels sponsored by and or of interest to division members. Additionally there will be an evening of R&B music, a service-learning event and of course our annual social with the Division on Women and Crime.

As we move to our annual conference in November our challenges for the next few months include:

- A record number of memberships to exceed 300;
- Financial stability with available funds exceeding \$10,000;
- Approval from Sage Publishing to begin a "Call for Papers" for our new journal;
- Increase the number of mentors and mentees participating in our Mentorship Program; and

Members of our division being recognized within and outside of the division for their outstanding scholarship and service.

It is my pleasure and honor to serve you as the Chair of the Division on People of Color and Crime

Everette B. Penn

Current DPCC Executive Board

Everette B. Penn, Ph.D. (Chair)

University of Houston, Clear Lake
Department of Criminology
Term: 2007-2009

Shaun L. Gabbidon, Ph.D. (Vice Chair)

Pennsylvania State University, Harrisburg
School of Public Affairs
Term: 2006-2008

Jennifer L. Christian, M.A. (Secretary/Treasurer)

Indiana University, Bloomington
Department of Sociology
Term: 2007-2008

Julie C. Abril, Ph.D. (Executive Counselor)

Consultant
Term: 2007-2009

Nathaniel Terrell, Ph.D. (Executive Counselor)

Emporia State University
Department of Sociology & Anthropology
Term: 2006-2008

Elsa Chen, Ph.D. (Executive Counselor)

Santa Clara University
Department of Political Science
Term: 2007-2008

Vernetta Young, Ph.D. (Immediate Past Chair)

Howard University
Department of Sociology & Anthropology

RACE AND JUSTICE SCHOLAR LEAD ESSAY

“Breakthrough of the Year 2007” - Its Implications for Culture, Race & Justice

Julie C. Abril, Ph.D.

In the December 21st, 2007 (318:1833, 1842-1843) issue of *SCIENCE* (the official journal of the American Association for the Advancement of Science (AAAS)), it was reported that the “Breakthrough of the Year 2007” was that multiple, globalized teams of researchers have uncovered 3 billion bases (“lines”) of code that determine such mundane details as hair and eye color, skin tone, and left-handedness. It also reported that among in these “lines” are those that predispose humans to certain diseases. Of interest to this audience is that certain of these “lines” are related to behavioral traits. Psycho-pathologies such as bipolar disorder, schizophrenia, and aggression are included in these “lines” of code. Much work is occurring and discoveries about the human genome are advancing quickly. At the time of this writing, it is unknown if sound or defensible scientific methodologies exist to show that these “lines” are causal to deviant behavior and not simply contributory.

This becomes a concern for criminologists because it is well known that DNA data collection from imprisoned offenders has been underway since the 1990's. At this time, it is unknown if these “lines” are concentrated or appear to be so within the prisoner population. As scientists, we would demand that causality between the “lines” and the deviant behaviors be proven before public policy is created to address this issue. That is, that the prisoner population (a concentration of members of minority groups who may have these deleterious “lines”) be addressed in a genetically therapeutic manner. However, we know that scientists do not make public policy, especially in regards to crime control. The ill- and uninformed groups who often do make crime control policy are not likely to consider the long-term and, possibly, detrimental effects of these on the sub-cultural groups to whom such policies are likely to be targeted.

As scientists, we can influence crime control policy development in this area with high quality social scientific research. Experiments and quasi-experiments can be designed and carried out in the field that demonstrate the level of influence of society on either contributing to or blunting the development of negative behavioral traits among those individuals who carry these “lines”. For example, a simple design that isolates material goals of society (e.g., home, car, ‘bling’, etc.) with the reality of being unable to achieve these goals using a group of individuals who carry the particular “line” and a control group who do not have these “lines”, it may then be possible to infer somewhat of an effect. Simply, expose your sample groups to all the goals of society then expose them to the reality that it is unlikely that they will achieve such goals in a pro-social manner and then measure responses. Of course, there would be intervening variables that would need to be addressed. But the designs to do these types of studies are simple and the subjects in ample supply. The alternative to this type of knowledge creation would be to not acknowledge the reality of advancing technology and to stay in our current mind-set. No other group of scientists is better positioned within various sub-cultural groups to conduct this type of research. We must also consider changing the manner in which we collect and present our data.

While textbooks, readers, anthologies, encyclopedia entries and the like provide valuable information to undergraduate students and should be the work product of graduate students, they do not influence public policy. When was the last time you heard of crime control policy makers who read a textbook and acted on its general theme? Do law makers consult with encyclopedias of criminological phenomena to learn all aspects of the area before considering supporting a crime control policy measure? In my experience, I know this does not occur. So, what is currently influencing good crime control policy? Currently, scientifically-sound, evidenced-based empirical research influences crime control policy. This work often does not appear in the leading criminological journals. It does appear in top-tier scientifically rigorous journals such as *SCIENCE*, *NATURE*, and the like (e.g., Sampson, *et al.*, 1997 article on collective efficacy and community violence). This is the type of work often funded by NSF. This type of work is more labor intensive and time-consuming but it is not impossible. One may argue that getting funding to do this type of work is quite difficult. It is so but it is not impossible. All one needs to do is to start small with smaller projects that require less funding. Departments may have the resources to fund a project needing only a few hundred dollars. Once success on a smaller project has been established one may then move on to larger projects that require somewhat more funding. When you complete this initial project you will have the two most important records; (1) successfully securing funding, and (2) producing the final product you promised to the funder. Start your simple projects as the example above illustrated and you will have a much more successful chance of obtaining the funding needed to do the research required to show that the direction society is heading may not be beneficial but also detrimental to the sub-cultural groups to which you either belong and/or study.

Another article appearing in the December 7th, 2007 issue of *SCIENCE* (vol. 318:562-563), titled “How Do Plant Roots Interact?” showed empirically that plant roots “recognize and respond to the identities of their neighbors.” The article demonstrated that plant roots stick to their ‘own kind’. As we already know, animals also stay within their ‘own kind’. Humans, too, tend to engage in the same behavior. Once the information about the “lines” of code is revealed to the general public, i.e. explained in simpler terms, it would not be unreasonable to assume that those less-well informed may come to the belief that those with specific “lines” need to be with their “own kind” or worse. No doubt this would challenge the socially constructed notion that integration of various ethnic groups and cultures is the best social policy. The ideas I have just presented may likely lead the reader to believe that I am proposing Nazi style separation of the cultures. To be clear, that is not my proposal. I am simply pointing out what an average person, who may or may not be college educated, might think and act upon this idea in the form of a social movement.

The reader may now think that the above scenario would be impossible because this type of research would be prevented by all institutional review boards and Title 42 U.S.C. – Health and Welfare rules and regulations. If so, consider the article appearing in the same issue with the “Breakthrough of the Year 2007” piece (318:1937-1940) titled, “Cognitive Recovery in Socially Deprived Young Children: The Bucharest Early Intervention Project.” Here, the authors reported their study of the effects of leaving infants and toddlers in institutions versus foster home placements. They found that very young children left in institutions are more likely to develop mental retardation than those in foster homes. This was an experimental study directed by U.S.-based researchers from UCLA, Harvard, Temple, and the University of Maryland and conducted in a foreign country. While much debate occurred on this type of research, (“The Ethics of International Research with Abandoned Children” appearing on pages 1874 – 1875), it did not address the fact that U.S.-based researchers are still required to obey the laws of Title 45 U.S.C. – Health and Welfare and 45 C.F.R. part 46.103(A).³ even while working outside of the United States (personal communication with USH&HS official, 2001). In sum, it is not beyond the realm of reality for ‘research’ of the nature described within this writing to occur, even if only outside of the United States. Yes, young children in this study were severely cognitively harmed as a result. Less concern, no doubt, would arise for offenders who would likely be the subjects in any DNA research regarding crime and violence. We can chose to ignore the reality of technological advances and unscrupulous researchers outside the United States, or we can take proactive steps now in our scientific work in order to ward off ill-advised policy-makers from taking steps that may likely be harmful to not only the offender populations, but to many cultural and ethnic sub-groups as well.

Editor Sought for *Race and Justice Scholar*

The Division on People of Color and Crime is seeking an editor for its newsletter, *Race and Justice Scholar*. Now in its fourth year of existence, the newsletter provides DPCC members with timely articles, announcements, and updates on the scholarly activities of the DPCC membership. We are looking for a detail-oriented person who is willing to improve on the current newsletter. Published bi-annually, the new editor’s first issue will appear in April 2009.

Application materials should include (1) an updated curriculum vita, (2) a vision for the newsletter, and (3) a statement of editorial philosophy.

Application materials should be forwarded to Everette B. Penn at:
pennev@uhcl.edu.

All applications must be received by July 1, 2008.

Mentoring Tips IV by Shaun L. Gabbidon

This section, again, provides some basic tips for those in the academic world. For this version of the column, I plan to focus on things such as public lectures, securing a book contract, and moving from associate professor to full professor. As usual, I can't assure you everything in this section will be relevant to your current experience, but I hope something that is presented will be useful somewhere along your career. So, here we go.....

Public lectures: What exactly is a public lecture? Public lectures refers to those out-of-class talks that you give in assorted settings. These typically include on-campus lectures, off-campus lectures in the community, invited talks before government officials, or invited university lectures. In general, lectures are excellent ways to disseminate information. I've given lectures that fit all of the aforementioned criteria so I plan to give you some tips on doing them. On-campus lectures are usually available through either a university-sponsored lecture series or some one invites you to just lecture to a group of students, faculty, or both. Most of these lectures involve either 1 to 1.5hr time slots. In most instances, I would say speak for 45 minutes and leave ample time for questions. If you go on longer than 1 hour, you better be good! Attendees, like students, have short attention spans! Why do these types of lectures? First, it allows you a measure of visibility on campus, and also exposes your colleagues to your research. Another benefit is that you never know who might attend your lecture. After one lecture I gave, I was invited to speak before government officials on the same topic. I recently gave that invited talk before officials from the state agency and it was a wonderful experience. The state officials were enlightened by my talk and I was enlightened by the subsequent dialogue and questions. Lectures in the community provide for a different type of visibility, as well as providing you with a wonderful forum to educate the public on a particular topic. If you're fortunate, you will be invited to do a university talk on a topic related to your specialty. These are really fun activities. Just imagine, you get to go to another university, often in another state, to discuss your research. As a bonus, they pay for all your expenses and often you receive an honorarium! Another bonus is that you get wonderful feedback on your research and you get to educate students and faculty at another university on your topic.

Pay and expectations for lectures: Most people in academe are sensitive about discussing money. Well, I'm going to violate that practice and lay out some loose guidelines. First, most on-campus university lectures are done for free. However, I recently did a lecture in an on-campus lecture series in which all participants were being compensated so I received \$250.00. My guide here is that if everyone else is getting paid for their time, why shouldn't you? In a similar vein, if everyone else is waiving their fee, you should too. Talks in the community are usually done for free. I have never been paid or asked to be paid for such lectures. The same goes for lectures to government agencies. Just the connections alone are worth doing these. I recently got access to an exclusive dataset because of my interactions with the state agency in which I gave the lecture. For university lectures, there is a bit more to know. First off, I have lectured at universities for free, but I have also been paid anywhere from \$250.00 to \$1,000.00 per lecture (plus all travel expenses & meals). Typically a university lecture involves giving a 1-2 hour lecture to the entire university. The lecture is also typically open and advertised to the entire university and larger community. As your honorarium goes up, I find that more is expected. On the low end of the scale, you might simply give a lecture and go out to dine with students and faculty members. On the high end, besides giving the lecture, I have also been scheduled to talk with graduate students, faculty, and, on one occasion, visited the class of one professor who saw I was coming to campus and invited me to participate in her class. The latter event was optional, but if you're committed to getting your work out there, you should take advantage of every opportunity to do so. Incidentally, I had a great time in the class! One final thing here, I was recently invited to give a lecture and book talk at a well known university but when I agreed they had no funds to pay for a honorarium. I went anyway and had a great experience. To my surprise, four months after the event, I received a check for \$500.00! In the end, they found some funds. The moral of the story is: While most of us want to be paid for our time, the experience is equally as important!

Taking on a Book Project: Deciding to write a book is a serious consideration in one's career. There is something mystical about having a book published. However, there are a few things you should know when taking on such a commitment. First, ask yourself the following questions before you take on the task: 1) Why do I want to do this? 2) Is this a project I'm passionate about? 3) Do I have the time to complete the book? 4) Will this book make a substantive contribution to the field? and 5) Does the book have the potential to sell? I know this seems like overkill, but this is the process I go through every time I decide to write a book. There is one additional issue to consider, but I'll mention it after I address the first five.

1) Why do you want to do this? This is an important question. The answer shouldn't be: "because I think it will be cool

to write a book.” Given the required investment of time, you should have a more compelling reason; especially if you are at a university that expects you to publish peer-reviewed articles not books.

2) Are you passionate about the project? If you are not passionate about the project, don’t even think about taking it on. Why? Because even the projects you are passionate about can take on a life of their own and wear you down. Some of you know what I’m talking about! Thus, there has to be enough passion to carry you through most of the project and then, hopefully, if it dies down at the end, you’ll persevere through. Yes, it can be that tough to finish a book—even one you started out thinking was going to change the world. I’ve had colleagues tell me they don’t write books because they don’t have an attention span long enough to complete one. If you fall into that category, stick to the journal articles.

3) Do you have the time to complete the book? I don’t know about other authors, but I need chunks of time to write books. I presume most people do. Thus, if you’re teaching 3-4 classes a semester, chairing your department, and have a family—exactly when will you have the time to write that 400 page tome you promised some publisher? Be realistic about this. You don’t want to take on projects that you can’t finish. It is well-known in the publishing industry that about 50% of the book projects that are signed by publishers never get completed. That’s the stark reality publishers face.

4) Will your book make a substantive contribution to the field? Every time I think about writing a book, after going back and forth, I must feel that the book will make a substantive contribution to the field. Why? Because who needs another book that says the same thing as the last one did in the same way? The answer is no one. Academics are finicky about changing books, so unless there is something compelling about yours, guess what? It will not be read or adopted. This brings me to the fifth question below.

5) Will the book sell? If the answer to question 4 is yes, you have more of a chance to have decent sales. Believe me, you don’t want to spend 2-3 years of your life researching and writing a book that will sell only a few hundred copies. There is also one caveat here. Some people publish books that are suited for classroom use while others publish books that will primarily be purchased by other scholars and libraries. Obviously, some books will be attractive to all of these diverse audiences. The difference, though, is pricing. If you publish a book with a publisher that caters to libraries, it will be typically published in hardback only and sell for some ridiculous price. Here again, it better be a compelling book for libraries to shell out \$80 to \$100 or more. When you publish any book, but particularly one geared at library markets, you should try and have it reviewed in the journal *Choice*, which is the publication that libraries use to guide which books they will purchase. A good review in that publication can yield significant library adoptions. The two books that I have published that were reviewed in there sold well in libraries even though they were targeted for class room adoption.

The final consideration that I have for deciding to take on a book project is: if your instincts tell you that there is a book you must write, do so. Thus, even though I have laid out some specific guidelines, at times, I have violated them. I can recall being a graduate student and being frustrated with the lack of scholarship on African American contributions being discussed in my doctoral program. So what did I do? I put together an idea for a book and sought out a more senior person to collaborate with on the project. I was discouraged at all stages, but I was determined that the book needed to be written then, not a decade later after I was an established professor. Well, we got a contract, and **a few years after the delivery deadline**, the book was published and received favorable reviews. We were late, but I feel good that we weren’t in that 50%....

Book contracts: Again, what I provide here are simply loose guidelines. To date, over the course of my career, I have signed 11 book contracts with 5 different publishers, so I’ve had a diverse experience with the nuances of the process. To begin, as a general rule, the newer you are the more of a risk you are for a publisher; therefore, your contract will not be as good as a seasoned author. So, for example, my first book was with a university press and the contract stated that we would get 10% of sales after selling a specified number of books. We also had to do our own index which is often expected of younger scholars. Well, the book sold fairly well, but there were stipulations in the contract that resulted in us not receiving any royalties for seven (7) years. Last year my co-author and I received the first check. It was for \$50 dollars, and it wasn’t really a royalty it was because someone reproduced a chapter out of the book and we were paid a permissions fee! Two things were at work here. We were naïve. And, in all honesty, we were just happy to get a contract. In case you were wondering, while we didn’t make any money on the project, it was still worth it. The book received good reviews, it helped our careers, and it led to improved contracts. By the way, you should know up front there are three types of presses that publish academic books. University presses publish scholarly monographs that are often research-based works. Commercial Academic publishers are publishers like Sage or Prentice-Hall that publish books that are more text-oriented. Finally, there are vanity presses that will publish anything you ask them to, as long as you pay! The first two receive more respect in the field, but some universities only recognize scholarly monographs published with well-known university presses.

As you can imagine, each of these presses have different levels of resources. Normally, university presses will have limited funds for advertising and will not offer too many perks. What they do offer is the reputation of having published with a university press. So what perks am I referring to? Some presses can provide advances against royalties and/or research assistance grants that you don’t have to pay back. Others might pay to have the index done and pay for any permissions fees that might be associated with edited volumes or reprinted materials. It all depends on the press and how much they want to sign your project. As for advances against royalties, if your book doesn’t sell enough to cover them, you typically don’t have to reimburse the press. How do I know? Well, I’m still in the hole with one of my books! In terms of specifics, some presses have a standard 10% of sales

royalty scheme (e.g., \$30 book x 1,000 books sold = \$30,000 and \$3,000 royalty check), while others have accelerated rates for royalties based on how many books you sell. Often times, you hear people say, “you can’t make money from books.” Well, it’s only partially true. Many of us have heard that some of the big-name textbook authors make large sums of money from texts. This is true. Just imagine a \$100 text selling 3,000 copies. That’s \$300,000 dollars in revenue generated and a \$30,000 royalty check. I can assure you those big-name authors who write the standard texts for introduction to criminology/criminal justice, etc. courses are making considerable sums of money writing books. The rest of us are happy to make a contribution to the field and recover enough from royalties to pay for our efforts. What do I mean? Well, I have a senior college in my School who has published about 15 books. He mentors me on occasion regarding general topics, but one day I chatted with him about book projects. His philosophy is that when you are contemplating writing a book, you need to chart out the time it will take and the payoff. If you are going to spend an inordinate amount of time researching and writing the book, the hourly wage you actually get for the book might be so low that, in the end, it’s a financial loss. **I could go on here, but I suggest you talk to someone before signing a contract with a publisher. This might help you avoid some of the pitfalls I’ve described.**

Moving from associate to full professor: This is one where I can only speak to what worked for me. Even before I arrived at my current university, the first thing I did was survey the landscape. That is, my goal was to get to associate professor on the way to full professor, so I had to know what I was getting into before I arrived. As I checked the records of full professors, I realized the average number of publications, where they were publishing and the sort of things they did prior to being promoted. As I approached associate professor, I also started to look outside my university at national studies on the scholarly productivity of full professors in criminal justice programs across the country. I did this because I realized that not only did I need to meet the standard at my home University, but at the national level as well. Why? Because, at some point, I knew external reviewers would be brought into the picture. One other thing I took stock of was that the field was rapidly changing. How? The era of secondary data analysis and co-authored papers had taken hold and the standards of the past were being raised and the standards of the future were unknown. Since I’m not a big secondary data analysis person, I realized it might be best to get to full professor before they get to a level where it would be impossible to be competitive. Some of you know what I mean. People who are new assistant professors have 20 articles or more after being in the field just a few years. On this point, a story is in order. I was talking to a Dean from a major business school not long ago and he said it plain enough. He told me that he had a long-time faculty member in his school who was upset that he wasn’t receiving merit raises and hadn’t been promoted while newer scholars were having success in these areas. The Dean told me he set up a meeting with the faculty member to discuss the issue. When the faculty member came in, the Dean had two piles on his desk; one with the publications of a newer faculty member and one with the publications of the disgruntled faculty member. After looking at the significant disparities in the piles, the faculty member got up and left—never to be heard from again. It’s all about numbers and what have you done for me lately. Well, this isn’t entirely true. Where you publish does matter as well. Besides publications, maintaining a high-level of teaching is also critical to being promoted. Yes, people have not been promoted to full professor because there has been a drop off in their teaching evaluations. It probably doesn’t happen that often, but it goes without saying that poor teachers shouldn’t have been promoted to associate professor in the first place! As for service, I realized that significant service was a must for promotion to full. So immediately after being tenured and promoted to associate professor, I took on the role of the program coordinator, which included undergraduate programs (we offered our undergraduate program on two campuses and graduate programs). I did this for three years, while also serving as an elected member of the college’s promotion and tenure committee. Off campus, I was active in a number of activities as well. Collectively, I felt these activities, combined with my considerable scholarly achievement would be enough to warrant consideration for full professor. So I scheduled an appointment with my Director, who in turn, scheduled an appointment with my Dean to see if she would support my case. In the end, she stated that we should wait for some published reviews on my recently published books. I was disappointed to hear the news, but it only hardened my resolve. The next year we went through the same process and it was decided to move forward. It is important to note here that only one book review appeared, which was extremely favorable, but the next person who was put up for promotion to full had fewer publications and edited books that had not been reviewed. I suspect age and years in rank played a role in my situation, but one never knows for sure. Nonetheless, my advice is to know the standards at all levels and exceed them— just meeting them is not enough. In short, craft a strategy and go for it!

Dealing with rejection: If you’ve been around for some time, you will experience rejection quite a bit. Even worse, you’ll experience passionate rejections. What is this? This is when an editor or reviewer doesn’t just say your manuscript doesn’t meet the standard of the journal, they do so in a mean and degrading way. Well, no need to fret, it happens to all of us! My advice is to take stock of the constructive criticism, polish up the manuscript, and give it a go again! It’s that simple. Don’t let anyone deter you from pursuing the publication of a manuscript that you are passionate about. I don’t. I tend to pick understudied or quirky lines of research, so I get some interesting rejections. I had one paper I sent to a top-tier journal, which I don’t often do as a result of my topics, and I did a back and forth with the editor for some time before the editor showed his hand. First off, let me tell you that the article was a policy-oriented paper assessing the effectiveness of the Nation of Islam Security Agency in high-rise public housing developments in Baltimore. After the editor tore into me, he finally wrote me a note that said “this has nothing to do with Minister Farrakhan...” I knew then that the paper was never going to be accepted at that journal. I dusted off the manuscript, made some slight changes, and it was accepted at a lower-tier journal. I was passionate about that paper because it was based on an important evaluation I did with colleagues that had been submitted to Baltimore’s Housing Commissioner. I thought it captured something different. Anyway, I’ve heard this editor was notorious for degrading authors. Thankfully, he is no longer the editor of that journal. To repeat, if you have a good manuscript you’re passionate about, don’t let editors and reviewers discourage you from pursuing it for publication somewhere!

Report of the DPCC Constitutional Revision Committee

Co-Chairs Sue Carter Collins, JD, Ph.D. and Gregory Brown, Ph.D.

April 7, 2008

Summary of Proposed Changes

1. Throughout the document the term Division has been changed to DPCC.
2. Where appropriate the language has been expanded to include racial and ethnic groups in conjunction with the term people of color.
3. In general, an attempt was made to correct errors in punctuation and grammar, and to eliminate ambiguous language throughout the document.
4. Article IV Section B has been expanded to include the number of the Executive Counselors and their functions.
5. Article V contains two significant additions: Section F, Contested Elections and Section G, Email Voting. The language in Section F was adopted from ACJS Constitution and modified to include references to DPCC and its committees/subcommittees. The language from Section G, Email Voting was adopted from the Georgia State University Senate By-Laws. The Rationale for Email Voting is as follows: Robert Rules of Order cautions against E-mail voting because “the opportunity for simultaneous aural deliberation among all participants is central to the deliberative character of a meeting.” (p. 482, Roberts Rules of Order, 2000). For most DPCC actions, voting should be done at the Annual Meeting or as otherwise specified in the DPCC Constitution and By Laws. Email voting should not be used as a substitute for in-person deliberation and debate; however, in extraordinary circumstances there may be actions that need to be taken before the next meeting when email voting provides an efficient and timely response. Email voting is being permitted to facilitate the advancement of non-controversial matters. In cases where DPCC members believe that an issue must be discussed, they can require that action be delayed until the next meeting or, in cases where they missed the email notice, they can bring the issue up for a vote when it is reported at the next meeting.
6. What was previously Article VI, Amending the Constitution and By-Laws, has been moved to the end of the document and renumbered as Article X. The remaining Articles have been renumbered accordingly.
7. Article VI, Dues, specifies that any change in membership dues must be approved by a simple majority of DPCC members in good standing.

Please note more on this report will be forthcoming from Dr. Sue Carter Collins. If you have questions/suggestions, she can be contacted at collins@gsu.edu.

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 2008 meeting in St. Louis. 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. Elsa Chen, 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, 2008.**

Please forward nominations as soon as possible to:

Dr. Elsa Chen
Department of Political Science
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-0320
(408) 551-7055 (phone)
(408) 551-6061 (fax)
echen@scu.edu

Nominate Fellow DPCCers for Criminal Justice Awards and Competitions!

Hello, DPCC! Below is some information about several awards offered by criminal justice organizations throughout the U.S. Nomination deadlines are spread out throughout the year. Some are approaching fast. Other deadlines (for 2008 awards) recently passed before this newsletter's publication, but I thought I would mention those awards here so we can keep them in mind and plan ahead to ensure that deserving DPCC members and students are well-represented among the nominees next year! If you know of other awards and competitions, please send me the details (echen@scu.edu) and I'll circulate them among our membership.

- Elsa Chen, DPCC Executive Council Member

American Society of Criminology

April 15 is the deadline for the **2008 Gene Carte Student Paper Competition**. Graduate or undergraduate papers are eligible. "The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, respectively, and will be eligible for presentation at the ASC Annual Meeting. The 1st prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting." Details on how to submit a paper can be found at <http://www.asc41.com/cartesp.html>.

May 1 is the deadline for nominations for the **ASC Minority Scholars/Mentors Research Grant** program. Faculty mentors and students apply as a team for these grants. "Grantees receive \$10,000 in research scholarship funds, which is divided into awards of \$5,000 for the student during his or her Junior and Senior years of undergraduate study. Grantees also receive a grant of up to \$1,500 to support travel to the annual meetings of the American Society of Criminology during November of the student's Senior year of undergraduate study. At that annual meeting, the student will present a research paper (developed during in the previous year) under auspices of a faculty mentor (who may be a co-author). Awardees begin their work on the paper during the junior year of study." Details are here: <http://www.asc41.com/uminorfel.htm>.

Unfortunately, the March 1 deadline has passed for several 2008 ASC award nominations, including the **Herbert Bloch Award**, which "recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology," the **Ruth Shonle Cavan Young Scholar Award**, the **Michael J. Hindelang Award** for an outstanding book, the **Outstanding Article Award**, the **Thorsten Sellin & Sheldon and Eleanor Glueck Award** for international or comparative research, the **Edwin H. Sutherland Award**, which "recognizes outstanding contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law, or justice," the **August Vollmer Award**, which "recognizes a criminologist whose research scholarship has contributed to justice or to the treatment or prevention of criminal or delinquent behavior, either through a single outstanding work, a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar," and the **Graduate Fellowships For Ethnic Minorities**. (See <http://www.asc41.com/awards.htm> for details.)

Justice Research and Statistics Association

The deadline for paper submissions to the JRSA Student Presentation Contest is **Friday, May 30**. The winner will have all expenses paid to present a paper at the 2008 Justice Research and Statistics Association National Conference (October 16–17, 2008 in Portland, Oregon). Details are posted here: <http://www.jrsa.org/events/conference/student-presentation-contest08.pdf>.

Western Society of Criminology

WSC offers the Miki Vohryzek-Bolden Student Paper Competition for undergraduate or graduate papers. Abstracts are due October 6, 2008, and the paper deadline is January 5, 2009. Winners will be recognized at the conference (February 5-7, 2009 in San Diego), and first and second place awardees will receive a monetary prize. Details can be found at <http://www.sonoma.edu/ccjs/wsc/studentpaper.htm>.

Academy of Criminal Justice Sciences

ACJS presents several awards each year, including the Bruce Smith Sr. Award “in recognition of outstanding contributions to criminal justice as an academic or professional endeavor,” the Academy Fellow Award “for a distinguished contribution to justice education and scholarship,” the Outstanding Book Award “in recognition of the best book published in the area of criminal justice,” an Outstanding Paper Award, and an Outstanding Student Paper Award.

The Academy also offers travel grants for undergraduate and graduate students to attend and present research at the annual conference, including the Minorities and Women’s Section Esther Madriz Student Travel Awards, directed specifically towards underrepresented minority or women undergraduate or master’s degree students

Deadlines will be in August through November 2008 for awards to be presented at ACJS’s March 2009 conference in Boston. Check the “Awards” page on the ACJS website (<http://www.acjs.org>) for updated information about their 2009 awards (at this time, the information there is about the 2008 awards).

Announcing a book publication series...

THE SUNY SERIES ON RACE, ETHNICITY, CRIME AND JUSTICE

edited by

Shaun L. Gabbidon, Ph.D.

Professor of Criminal Justice

School of Public Affairs

Penn State Harrisburg

The SUNY series on Race, Ethnicity, Crime and Justice publishes both theoretical and applied works focusing on racial and ethnic issues in Criminology and Criminal Justice, with relevance not just to the United States, but to countries around the globe. Manuscripts with a theoretical focus should either build upon seminal works or present paradigm shifts. Applied works should focus on important policy questions which have yet to receive adequate coverage in the scholarly literature within the field of Criminal Justice.

We welcome submissions from a wide range of disciplines, including Sociology, Psychology, Political Science and Ethnic Studies. The aim of the series is to publish cutting edge theoretical and applied works authored from a variety of backgrounds, offering a venue not only for the work of well-established scholars in the field, but for intriguing new work by lesser known scholars, providing thought-provoking and ground-breaking new work and research pointing to new directions for policies and practices related to race, ethnicity, crime and justice.

Guidelines for submitting manuscripts and proposals are available at:

<http://www.sunypress.edu>

Manuscripts and proposals should be sent to:

Nancy Ellegate

Senior Acquisitions Editor

State University of New York Press

194 Washington Avenue, Suite 305

Albany, NY 12210-2384

DPCC MEMBER BOOK PUBLICATIONS (2006-2008)

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-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.

Racing the Storm: Racial Implications and Lessons Learned from Hurricane Katrina

Editor: Hillary Potter

Lexington Books (2007)

On August 29, 2005, Hurricane Katrina hit land and gravely affected the lives of many people in the states along the Gulf Coast. Katrina went beyond demonstrating the devastating natural effects of a hurricane by exposing the continuing significance of race relations and racial stereotyping in U.S. society. *Racing the Storm* serves to highlight the race-based perceptions of and responses to Katrina survivors by governmental entities, volunteers, the media, and the general public. Scholars from a variety of disciplines take on the task of analyzing the social phenomena and racial implications surrounding Hurricane Katrina.

Researching Theories of Crime and Deviance.

Authors: Charis E. Kubrin, Thomas D. Stucky, and Marvin D. Krohn.

Oxford University (2008)

Articles of Interest:

Abril, Julie C. (in press) "Cultural Conflict and Crime: Violations of Native American Indian Cultural Values" *International Journal of Criminal Justice Sciences*.

Gabbidon, S.L., & Higgins, G.E. (2007). "Consumer Racial Profiling and Perceived Victimization: A Phone Survey of Philadelphia Area Residents." *American Journal of Criminal Justice*, 32(1/2): 1-11.