



# INTER-NEWS

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The Newsletter of the Division of International Criminology of the American Society of Criminology

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## Note from the Editor:

I hope members will continue to submit student essays for consideration or nominate a student and provide their contact information if you feel he/she would enjoy or be willing to share her/his perspectives or thoughts. Also, in the new format, we will be able to include as many photographs of events that members may want to share (e.g., international symposiums, workshops or conferences). Please feel free to send them to me for inclusion. I would also like to include short essays on topics relevant to current international research or issues from members. Please send to:

Dawn L Rothe, PhD.  
Old Dominion University  
Norfolk, VA 23517  
drothe@odu.edu

Thank you,  
Dawn L. Rothe, PhD.



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From the chair's desk:

The ASC conference marks the beginning of a new year for the DIC. Each year we have two major events at the conference; the business meeting Friday at 11:00 – 12:20 and the luncheon at 12:30-2 PM. Both are open to all members and we encourage you to come! As over 100 of you experience each year, our luncheon is great fun! It is a time to network and meet others who are interested in international issues. We'll hear brief comments from our Distinguished International Scholar, give awards for student papers and have the famous open mike where we can share information about other exciting activities.

## **At the Conference:**

In your conference bags you will find a listing of over **150 international focused panels** at this year's meeting. The DIC continues to strive to internationalize all aspects of criminology, recognizing the need to look to our international counterparts for wisdom and experience and to cooperate in transnational issues. It is truly exciting to see so many panels with an international component.

Thursday 2-3:20 PM **Criminologists without Borders** will have its inaugural meeting. This meeting, conceived by a group of international scholars at ACJS last March, will begin the discussion on how to build a group of policy oriented researchers who would be willing to develop balanced statements, incorporating all perspectives in an unbiased way. Policy makers can make better decisions if we provide the research data in a format that is digestible to them.

Friday **business meeting and luncheon!** (11-2 PM). International ballots took up to two months to arrive during the last election. We will discuss minor changes in the election procedures to correct this problem. Additionally, there will be a discussion of the book award to increase inclusion of books written in languages other than English.

## **Looking ahead:**

At ASC 2009, we will have **elections**. Please join us at the business meeting and luncheon. If you are interested in running for office, please let it be known.



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In reflection:

- We have a list serve! Thanks to Sheldon Zhang. Please submit anything that is time sensitive to the list serve. The webpage will be modified to be an archive of activities.
- The DIC membership has climbed to nearly 350 from nearly 25 countries – before registration at the meeting.
- The UN Crime Commission passed a Decision instead of a Resolution regarding women.
- The newsletter has a new look! Thanks to Dawn Rothe.

I look forward to seeing all of you in St. Louis.

Respectfully yours,

Cindy



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Student Essay

By

Eleni Stasinopoulou

Old Dominion University

Norfolk, VA

All of my life I have wanted to study abroad or follow a career that would allow me to spend some time in different countries all over the world. Now, here I am in Old Dominion University in Norfolk, getting my MA in Applied Sociology/Criminal Justice: accomplishing my dream. Yet, the road was not always smooth. The most difficult was the preparation period in order to attend to the university. This was intense and hard, however focusing on my goal and with the support of my family and friends, I managed to overcome all the obstacles.

I graduated from the University of Athens, in Greece with a bachelor degree in Social Theology. I have to say that I did not enjoy my studies in the undergraduate level, because this was not my preference of studies. Unfortunately, the educational system in Greece does not allow you to study whatever you desire, rather it is based on the grade you have and even for .5 you might lose the school of your preference. In addition, you have the opportunity to take these exams every year until you get lucky and score for the school of your choice, although even constant exams do not guarantee success. Nevertheless, while obtaining my undergraduate degree I had a course named Introduction to Criminology, and it was not until then, that I became intrigued by the subject and in the field. At that time, I had no incentive in rushing things and obtain my bachelor degree. It was a couple of years later that I decided to pursue a MA in Criminology in Athens, partly because of the desire to be able to analyze social problems and because I was getting irritated and sensitized of the injustice in all basic aspects of human interaction. First, I visited a professor of the department in Athens, but rather he discouraged me arguing that it would be difficult for me to integrate in that department without holding a criminology first degree or a law's degree at least. So I thought maybe I should go and study abroad. After all, the United States has a good reputation as far as the area of Criminology is concerned. Thus, I had some months ahead of me to prepare and obtain all the prerequisite transcripts (3 courses more in order to obtain my bachelor, Toefl, GRE) before applying to Universities abroad.

However, I had a major concern: the language problem. I needed to study hard in order to overcome it, read as many books possible, so to enrich my vocabulary. I wanted to be able to express myself and my ideas fluently. Hence, all the books I read were related in criminology and sociology and by US scholars, and the more I read the more confident and sure I was of my decision. Finally, when I obtained all of my diplomas I applied and received Old Dominion University's first reply that I have to say, disappointed me. They could not enroll me to the program unless I took two courses, Statistics and Research Methods. The positive thing is that I was offered the chance to complete it there. However, some time later, I received another email notifying me that I could not take the courses there because of the visa problems that would ensue. Yet, I had already issued my ticket and sent some personal items. A total nightmare I thought, until this professor that for sometime had worked in the department of international students, got involved personally in my case and checked over my file and recommended to enroll me to the graduate program, take one course of the MA program and the two prerequisite courses of the undergraduate level. I have to let you know that this was one and a half months before classes started and all this exchange of emails was frustrating enough, because of all these delays.

I mention these details, because I want to show you the burdens that an international student has sometimes to confront. I realize the difficulty of administering special cases as far as international students is concerned, notwithstanding a need of flexibility is essential. Nevertheless, the main issue is not to lose track of your goal and everything will be resolved.



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CONTINUED

Student Essay By Eleni Stasinopoulou

I have been here approximately for two months, trying to adjust and I can say until now I have not had any big issues to deal with, but, basically this is because I live with a relative which has proven very helpful. First and foremost the professors at Old Dominion University are very helpful and approachable. This is important to me because I come from a country where education and classical studies, especially with the school of Plato and Aristotle, main concept was centered around the belief in personal interaction between the teacher and the student (it was this character that contributed to the significance of classical studies, however, unfortunately, the educational system in Greece is far from its predecessors). The amazing thing is that this kind of relationship I encountered here also. For this reason, I feel really grateful for all the professors I have met so far. Very importantly, a great pleasure for me was the meeting with one of the professors that kindly offered to help me by providing me with useful information and preparation in a field I am particularly interested yet had no training or coursework. I strongly, believe that there is nothing more important for a graduate student than to have a mentor and an adequate guide.

Coming back, now, to the language problem I have to say that it takes me many hours to write an essay (including this as well), but I am working on it. Everybody encourages me not to worry; the first semester is the most difficult. I had a presentation in my first days of classes, and although I was really anxious, it went better than expected. I am, also, really thankful to my classmates that show an understanding of my difficulty and make it easier for me in times I have to present. Furthermore, meeting new people was and is very easy, because people are very friendly and willing to help you with anything you need: especially, the student organizations that play a fundamental role for newcomers. Parties and various activities are an integral element of student life in Old Dominion University, and you have the chance to interact with many people.

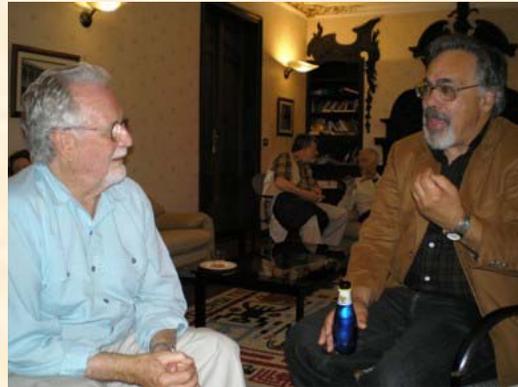
Getting involved in various activities keeps you busy and fills a probable issue that may arise because of homesickness. Moreover, it seems American universities constitute a melting pot of different cultures and that is what makes it so interesting. I have met people from all over the world and we share valuable thoughts and perspectives. My mind broadens here every day and more. It has been a while now since I have arrived here and I have already so many things I am engaged in and most importantly, I enjoy every bit of my being here. It is not easy, it surely is challenging. Among the delightful things I enjoy while I am here are the conversations with people from almost all the fields. I have an amazing opportunity to be among researchers and discuss over so many interesting topics. It is, definitely, the heart of knowledge and cultivation.

I will repeat this again, I had a long way to come here, but there is nothing more fulfilling than studying what I really want and most importantly appreciate the people that will help me advance my knowledge. We have this Greek expression, «it is only until I sew, and when I sew, I can do everything»; meaning, that a fundamental element for someone to act to the utmost of his abilities is to place him to the adequate spot of his desire. Ultimately, my goal is to get the best of this experience and especially to contribute to the promotion of the well-being of our impoverished society.



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## Photos Taken at the International Institute for the Sociology of Law: Workshop on State Crime in the Global Age





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Raising Hell: A Feminist Reflection on Truth Telling in the Academy

By Meda Chesney-Lind, PhD.

One of the persistent problems with academic life is that one is encouraged to tell the truth, whether in research, the classroom, or the department meeting. Our years in graduate school, in particular, stressed the importance of meticulously documenting girls and women's lives, which had been rendered invisible by the virtually all fields; it was a heady time. I know that these days, the idea of truth is contentious, but in the real world in which we work, there are real problems that women confront (like sexual harassment, discrimination, and workplace violence) continue. Documenting these problems on our own campuses is a particular burden that feminist criminologists, as well as others, have taken on. It produces genuine challenges in a career that relies heavily on "collegiality" and "civility." This essay reflects on the costs of telling it like it is while also considering the long term benefits, such as they are, of truth telling.

*Surviving and Thriving in Academia:*

On the Virtues of Marginality. I have lived and worked on the periphery of our field, both geographically and intellectually, and I have always suggested to others that there is much virtue and considerable freedom in marginality. Being at the center of the field (whether at an elite institution or submitting to an elite journal) can be tough on women and minorities, since the privileges afforded to those within these venues brings a tendency to be quite conservative to non-mainstream views—the very ones we bring to the table. My interest in girls, in particular, was seen as decidedly odd when I first began doing research in criminology, but it was tol-



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erated at my institution because no one was patrolling the intellectual boundaries all that vigorously.

What about the teaching/research/service balance? For me, teaching has always been about creating new colleagues—young women and men who, even if they did not seek an academic career, maybe felt a little differently about girl's and women's issues than they did before they took my courses. If they cultivated a particular career track out of the exposure to my lectures, all the better. But, the bottom line is that I never want them to watch a sexist advertisement on television without wincing. If I can enlist them on that long march that still seeks social justice for women—the one that started well before any of us were born—that is even better.

## *Teaching Smart.*

Teaching can be fraught with dangers, especially for a new scholar who can, during the first couple of semesters, face a slew of new preparations. Here is some advice. First, use your students to help you teach the class. This is a component of “active learning,” and it is a better way for them to learn. Active learning includes small group discussions, student presentations, and cooperative learning. You do not need to spend hours and hours perfecting a lecture that most students cannot remember five minutes after they walk out of the class. In other words, as one recent article stated, be “canny about class preparation” (McClain, 2003, p. C2). McClain noted that there is actually research to suggest that teachers who spend less time preparing (in order to write) end up with better teaching evaluations. Specifically, she noted, “when I had a class prepared to the minute, with a gorgeous PowerPoint presentation, film clips, and care-



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fully-orchestrated discussions, the students could be overwhelmed into passivity” (McClain, 2003, p. C2). Often, she found that she had to cut off even interesting class discussions “in order to get to the next planned event.” When she was slightly less prepared, she found that her classes were more interesting and that she had more time to follow a discussion in the classroom to its conclusion.

McClain also noted that judicious use of films (and I would add videos) actually helps with this generation of visual learners, and my experience is that some of them provide a good opportunity for students to view the world almost as ethnographers (e.g. “Streetwise in Seattle” or “Hooker”) or present powerful visual images and complex arguments that can spur discussion and critical assessment (e.g. “Tough Guise” or “Bowling for Columbine”). It is the creative and constructive use of video that makes powerful points about the worlds of marginalized and incarcerated folks in ways that no lecture can. In order to effectively use video, students must move past the “bubblegum of the mind” state to a place where they genuinely watch, analyze, and interpret the video. Candidly speaking, video also gives you a bit of a break in course preparation. McClain also noted that some apparent time savers (like guest speakers and field trips) are not necessarily time savers.

Also, if you are a woman or minority, understand that teaching and particularly teaching evaluations can be both sexist and racist, so do not take these entirely to heart. Having taught in both mainstream and Women’s Studies courses, I have learned that students do not necessarily shed all prejudices when they walk through the classroom door. Some research has found that



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women are expected to be “nice,” “friendly,” and to put up with all sorts of comments about their appearance and attire (Burns-Glover & Veith, 1995; Martin, 1984). In fact, in order to overcome sexist stereotypes in student teaching evaluations, Martin factitiously writes that women faculty should “be sure to wear a feminine blouse with [their] skirted suit[s]” (p. 491). Women and minorities can expect questions about their competence, and can face downright hostility if they take on the “tough” subjects of racism and sexism, so do not wear your heart on your sleeve.

Finally, I heartily advise folks to seek out Women's Studies Programs where you are able to teach and cross-list as many courses as you can with them. Similarly, seek out Ethnic Studies Programs or African/Asian American Studies Departments and do the same. In my experience, students in these programs or departments increasingly are there for a reason, and the reason is generally a laudable one. Having these students in your classes is a gift. They also fire up the class and make it more fun.

## *Research Tips.*

What about research? I have always advised students and colleagues to only consider doing work that they can approach with passion, and if you are doing feminist research, do not be surprised if it is greeted with hostility (which is often carefully masked in reviews). Bowker (1988) did us all a terrific favor in his paper entitled “Publishing Feminist Research: A Personal Note from Lee Bowker.” Bowker, whose publications number in the hundreds, made his name in many areas of criminology. But when he began doing work on wife abuse, he suddenly no-



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ticed problems with the peer review process that had never dogged him previously. In a table, he noted that when he submitted non-feminist article and book manuscripts, his acceptance rate was 85%. However, when he submitted what he labeled “feminist” publications, his acceptance rate fell to 54%. In reviews of his feminist work, he further noted that he was assumed to be female, and his work was generally rejected for poor methodology. He quipped, “From my experience with gatekeeper journals, I think I have found the answer to the question, ‘What is the correct methodology for carrying out feminist research?’ It is ‘Whatever methodology you didn’t use.’” (Bowker, 1998, p. 171). He even caught one editor shopping for a critical review through a slip-up in the editor’s communication with him.

However, the reaction toward feminist scholarship could be changing. I just got an e-mail from a student who was doing a paper on my research. She asked, “I was just wondering if you thought that your research was feminist and why and why you call yourself a feminist? Does it help you to get work recognized and read more quickly by labeling yourself a feminist? Just some curious questions that I would love to include in my paper.” I admit, after years of getting my work rejected precisely because it was feminist, this comment made me laugh out loud. Still, the student makes a point. There may well be some folks in some fields who see research on gender and race as smart career moves, rather than the “career suicide” it once was. Still, as our paper will show, it is still tough to actually be a woman or a minority in higher education (even if one is not doing explicitly feminist stuff), and it is potentially even harder if you take opposition to racism and sexism seriously (and attempt to make both your campus and your



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profession safer places for minorities and women).

As far as I am concerned, working in isolation is extremely difficult. If you team up with someone else, and increasingly that person can be geographically distant, you are more productive, smarter, and have more fun doing the work. My most rewarding work has been done with my colleagues around the world, and I use the national and regional meetings to create new colleagues, linkages, and possibilities. It goes without saying that going to these meetings is far more than going to sessions—it is about creating and nourishing a network. The Division on Women and Crime was my intellectual and academic birthplace in so many ways, and it can be that for others as well. Other Divisions, like the Division on Critical Criminology and the Division of People of Color are also provide crucial support and encouragement to those who's research on gender, race, and class may put them out of the mainstream of the field. Likewise, consider journals like *Women and Criminal Justice* for your work. These outlets are an antidote to the publication bias that is so evident in virtually all aspects of our professional life. Finally, expect the unexpected in research, and do not be afraid to publish what you find. There will be some bumps in the road (well, actually a lot of bumps if you are doing feminist work), but I like to think that nothing worth doing comes easily.

## *What About Service?*

Leave the campus as often as possible (as traditional academics are a pretty self-absorbed, and often depressed bunch). Fortunately, early in my career, a mentor of mine made me go out and work with local agencies (some social service and some criminal justice). This



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got me in touch with folks then my age (and now a tad older) that were out in the real world doing some fairly powerful and important stuff. They sometimes took me out into that world, and got me talking to others. I learned that if you are going to evaluate a prison delinquency prevention program, it is not a bad idea to have taught in the prison before and to know many of the folks in the facility. If you are going to study gangs, it is not a bad idea to know the neighborhoods where gangs are everywhere and to know some of the folks who live and work there. Finally, I am fortunate to live in a place where most of the students, and many of my friends and colleagues, are culturally different from me. You learn an awful lot from difference, and you get some great meals out of the experience as well! Beyond this, you can gain trust and access to settings that might well provide you (and your students) with research opportunities.

Service to the community, to the campus, and to your profession can be a great source of moral and emotional support, but it can also be a “time vampire.” This is particularly true for minority and women scholars, who face multiple service commitments because their very status makes them “valuable” for committees that aspire to be “diverse.” Additionally, women are seen as more approachable than men and have a harder time saying “no,” according to Emily Toth, who writes on mentoring for the *Chronicle on Higher Education* (Fogg, 2003).

Finally, minority and women faculty are often sought out by students looking for a mentor who understands racism and sexism. These students are often experiencing marginalization on campus, and they see faculty who understand these pressures as essential to their survival on campus. Most women and minority faculty take this burden up willingly, but we also need to



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name the problem. Moreover, we need to get the traditional academy to recognize and reward this mentoring service (and reduce other demands accordingly). Finally, a personal bit of advice—use office hours and avoid making lots of specific “appointments” with students. Often students want to meet face to face when a five-minute phone call is all that is needed. If you are endlessly available to your students, you will not get the writing done that is critical to your survival.

*How can faculty, particularly untenured, minority, and/or women faculty, survive the high departmental demands for academic service?*

First, learn that some administrative tasks are more important than others, pick carefully, and be sure not to over-work yourself. Whether at the departmental level or at the university level, try to select committee work that is meaningful to you. Learn enough about the social and political structure of your department and your college to spend your service hours wisely (and seek community work that could possibly lead to research opportunities). Learn to differentiate between critical tasks and “administrivia,” (trivial administrative or bureaucratic activities) such as meetings to craft mission statements, departmental budget committees where the chair makes all the final decisions, or completely unnecessary meetings that take an hour when a phone call would suffice. Make sure that you are making shrewd use of your service time, and try to “double dip”—that is, use your service activities to further your research or teaching agendas (such as making contacts with agencies that might later provide you with data or provide guest speakers for your classes). Further, if you do not know if some work should be undertaken, ask



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a trusted senior professor (not necessarily in your department). This is where former dissertation chairs or mentors that emerge out of a campus mentoring program can help.

A Final Note About Time Management. I once saw an excellent article by Gmelch (1996) on the need for professors to manage their time carefully. Among other things, the article forces one to confront the many sources of “urgent” but unimportant work (like responding to many voice mails and e-mails) as opposed to non-urgent but important work such as publishing or revising an article. Academics are burdened by a system that does not provide us with a real screen between those who are contacting us (or want something from us) and ourselves. E-mail has only compounded this problem, turning our jobs into something that arguably could be a 24/7 workplace.

How should we manage our time? Gmelch argues that we need to spend some time every day planning. We need to establish our high priority areas, and we also need to be able to assess and intervene if the urgent, unimportant or, worse, the non-urgent, non-important activities interfere with these priority areas. Some things will simply fall off our “to do” list. Moreover, we may need to find a “hideout” or retreat where we can undertake these high priority activities without interruption (Gmelch, 1996). This can be a lab, a home office, research center, etc. Save the e-mail tasks until the time of day when you are least productive.

## **Making Trouble**

Here's my best advice to those who want to be effective advocates:



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*Rules for Feminist Scholars, especially when you need to make trouble*

**In general...**

**Show up**

**Work hard, they won't expect it, and it makes you feel better**

**If you get things, read them [most people won't]**

**Be nice, or at least, avoid being petty and mean**

**Have a sense of humor**

**Cultivate a broad social network and make a point of network maintenance**

**When working in groups, work small**

**Exercise to relieve stress/eat healthy, this ain't a game for the weak**

**When you need to push back...remember**

**Be in the "right" and check this out with others (see rule number 9, below)**

**Every bureaucrat has a boss**

**Never ask permission and always be prepared to apologize**

**Ask questions when told no including "May I see a copy of that policy"**

**Keep written records**

**File written memos, letters of complaint, etc.**

**Use ccs wisely and strategically**



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**Continued**

**Avoid fighting over email**

**Don't battle over paper clips**

**Be prepared for racism and sexism...don't be surprised.**

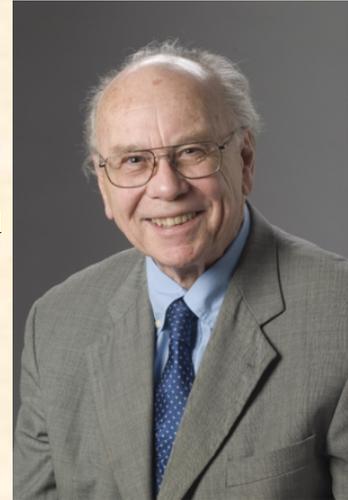
**Think about going public, using the media, if necessary**



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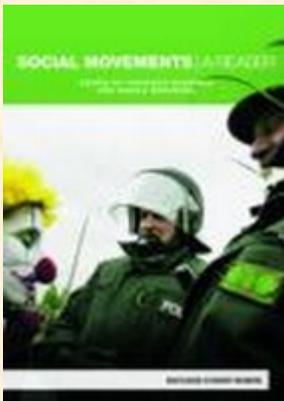
## MURRAY STRAUS GIVEN AWARD FOR LIFETIME CONTRIBUTIONS TO RESEARCH ON AGGRESSION

The award was presented to Straus in Budapest during the 18th world meeting of the International Society For Research On Aggression. Straus (Family Research Laboratory and Sociology, University of New Hampshire) has published in the society's journal *Aggressive Behavior* since volume 1 in 1972.



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Congratulations to VINCENZO RUGGIERO and Nicola Montagna



**Social Movements: A Reader** was selected as **Book of the Month** by The *European Sociological Association* for **September 2008**



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## *Announcement*

### **The 2008 ASC United Nations Panel**

*Thinking about Research Useful to United Nations Policy on Natural Resource Crime:  
Towards a Global “Green” Research Agenda*

**Thursday, November 13, 3:30-4:50, Rose Garden, Hyatt**

As most of you know, the ASC has retained its special consultative NGO status with the United Nations Economic and Social Council (ECOSOC). Because of this, at each annual ASC meeting, one or more sessions on policy topics that are of special interest to the UN are organized (as decided by the ASC Executive Board in November 2007). This year, because of the growing importance and urgency of issues of environmental harm and related forms of crime, the 2008 ASC UN Panel is devoted to the problem of natural resource crime, with an emphasis on theoretical clarification and the beginning outline of a research program.

A panel consisting of international experts in this fast-growing field, chaired by the executive officer of the Applied Research Programme of the UN Interregional Crime and Justice Research Institute (UNICRI), Kristiina Kangaspunta, will exchange ideas about what should be the basis of a global ‘green’ research agenda. Four leading international experts in this area have agreed to present their views on this urgent global problem (see below for details).

It should be noted that the presentations in this panel will be used as the foundation of a publication – either in a special issue of a journal or an edited book. If you are interested in contributing to this publication, please come to this session and express your interest.

Due to an unfortunate oversight, this panel is not listed under the keywords ‘international or transnational crime and criminal justice’ and therefore may have escaped your attention. In order to make sure that this important panel does not get lost in your busy conference schedule, please mark **Thursday, November 13, 3:30-4:50** on your calendar.

The first presentation will be by **Rob White** (University of Tasmania, Australia) on “*Climate Change, Social Conflict and Environmental Criminology*”. This presentation provides an overview of four areas in which climate change and associated environmental transformations are giving rise to significant social conflict. The areas of concern include: conflicts over environmental resources (e.g., water); conflicts linked to global warming (e.g., climate-induced migration); conflicts over the differential exploitation of resources (e.g., bio-piracy); and conflicts over the transference of harm (e.g., cross-border pollution). A research agenda into these matters ought to consider how green or environmental criminology interprets and analyses such trends – by understanding such conflicts from within an eco-justice framework. Responding to these social conflicts and major ecological shifts raises the question of how criminology can best contribute to issues such as the protection of eco-human rights, the development of environmental crime prevention and law enforcement, and the enhancement of global institutions of environmental law and justice.

**Lorraine Elliott** (The Australian National University, Australia) will give the second presentation titled “*Combating Environmental Crime: ‘Joined Up’ Thinking about Transnational Networks*”. This paper takes as



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its starting point three observations suggestive of a transnational environmental crime (TEC) research agenda that anchors policy-relevant outcomes in a critical conceptual analysis. Mette Eilstrup-Sangiovanni (among others) draws attention to the 'potential for misuse of the capabilities provided by network forms of organization for illicit and criminal activities'. Anne-Marie Slaughter suggests that 'network threats require a network response'. And the United Nations Environment Program proclaims clearly, in a report on combating the illegal trade in ozone depleting substances, that 'networking counts'. Taking this collective interest as a cue, she examines, first, how network concepts and practices can help us to understand the transactional dimensions of transnational environmental crime. In particular, she pays close attention to market networks involved in the 'chain of custody' of illicit commodities, social networks in the form of criminal and other alliances, and political-criminal networks that complicate the state/non-state and public/private distinction. In the second part of the paper, she provides an overview of existing transnational 'networked' responses to transnational environmental crime at the level of negotiation, coordination and implementation. She offers some thoughts about a research program that would enable us to evaluate not only whether networks really matter but what kind of networks matter most. In this context, she places particular emphasis on the functional *and* normative consequences of network strategies and on the importance of policy networks that involve 'agency-beyond-the-state'.

The third presentation is by **Nigel South** (University of Essex, UK) who will talk on "*Ecocide, Conflict and Climate Change: Challenges for Rights, Civil Society and the Research Agenda in the 21<sup>st</sup> Century*". Some highlights of his presentation follow: "Ten years ago, in her Presidential Address to the ASC, Margaret Zahn observed that 'Just as Sutherland's white-collar crime expanded our crime paradigm, ... environmental crime will change it in the future. (Zahn, 1999). This prediction is coming true but accommodating this expansion, both theoretically and methodologically, requires further work. We need a research agenda designed to improve our comprehension and capacity for response in the face of growing environmental changes, crimes and related problems. This will need to be an ambitious and adventurous undertaking, embracing a wide range of offences of minor and major consequence, in different locations around the world. Just some indications of this breadth can be conveyed by use of a typology and case study examples and, in turn, these can signal avenues for further research. However, although this is a new field of work for criminology there are a number of key features of criminological engagement with green issues that are solidly traditional and familiar for the discipline. For example, differing definitions of offences and differences of approach between jurisdictions mean that not only is enforcement hampered but data gathering and comparison is difficult; and while there has been some proliferation of treaties and prohibitions relating to environmental crime, this has, in a well-known pattern, produced new opportunities for people to evade and break these. This presentation explores research questions for the future, some modest, some bold, but within a framework that assumes that late-modern societies will continue to exhibit ecocidal tendencies and that related social conflicts and climate change phenomena will present major challenges for human rights and civil society in the coming decades."

Finally, **Nikos Passas** (Northeastern University, USA) will talk on "*Illegal Logging and Governance: Policy and Research Implications from a Mission to Indonesia*". A relatively short site visit in Jakarta and Sumatra and in-depth interviews with officials (central and regional agencies), NGOs, lawyers, private sector and illegal loggers offered an opportunity to meet various actors and gain insights into the domestic and international challenges facing those dealing with the environmental crime of illegal logging. Illegal logging in Indonesia thrives as a result of a host of economic, governance, legal and administrative conditions. It does not take long to see that Indonesia's forests are devastated, the people exploited, illegal logging is all too obvious, logging laws are unclear and at times conflict with each other, enforcement is selective and focuses so far on the low level participants, rule of law and governance are weak, forestry maps are inaccurate, records and statistics are not kept consistently and systematically, agencies do not cooperate with each other, licenses provided at the provincial or district level legitimize a good deal of illegal activity, and borders are porous. An essential part of initiatives to counter illegal logging is to map illicit activities, establish accurately its social organization (esp. nexus with other legal and illegal markets and actors) and use this analysis for the development of an overall strategy that integrates crime control, governance,



# INTER-NEWS

development and environmental policies.

**Kristiina Kangaspunta** (UNICRI) will lead the discussion and provide some up-to-date context for the work UN-related research institutes are doing in this emerging global problem.

For additional information, please contact Ineke Haen Marshall, ASC UN representative ([i.marshall@neu.edu](mailto:i.marshall@neu.edu)).

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## **Michigan State University to Conduct Exchange Program with Philippines Justice Officials**

The U.S. State Department has awarded a grant to Michigan State University's School of Criminal Justice to support a program on "Strengthening Governance through Responsive Citizenship and Innovative Jurisprudence" through a US- Philippines Exchange Program. MSU's Professor Sheila Maxwell, a native of the Philippines, will lead the program that will involve exchange of scholars and justice system professionals between the two countries. The theme of the program will focus on active and responsible citizenship to provide training and education to Filipino justice officials, elected officials, community-based organizations, youth leaders, educators, and the media on effective jurisprudence and responsible governance of natural resources. It will build on MSU's research in community policing, problem solving, juvenile justice, and restorative justice along with its new program in conservation criminology. Xavier University in the Philippines is partnering with MSU on this initiative.

## **Michigan State University Seeks Global Urban Studies Criminologist**

The School of Criminal Justice at Michigan State University, along with the interdisciplinary Global Urban Studies Program, seeks an assistant or associate faculty member with research and teaching interests in crime and justice in global urban context. Review of applications will begin on October 15 and continue until the position is filled. For further information, see the School's website, <http://criminaljustice.msu.edu/> or contact Professor Steve Chermak, [chermak@msu.edu](mailto:chermak@msu.edu).



# INTER-NEWS

Transaction Publishers, directed by Irving Louis Horowitz, has agreed to begin a new book series that focuses on Comparative and International approaches to Criminology and Criminal Justice.

As series editor, I am looking for full-length book manuscripts that fall under this theme.

I have done three books with Transaction and am very happy with the quality and professionalism with this press.

Please send all correspondence to my e-mail address

[jeffreyianross@hotmail.com](mailto:jeffreyianross@hotmail.com)

thanks

Jeffrey Ian Ross, PhD.



# INTER-NEWS

## **The 2008 Student Paper Competition**

Any student currently enrolled in an academic university or college program is invited to participate in the ASC Division of International Criminology Student Paper Competition. Paper topics must be related to international or comparative criminology or criminal justice. Submissions must be authored by the submitting student (only) and submissions will be evaluated in three categories: undergraduate, master's and doctoral levels. Papers must be previously unpublished and cannot be submitted to any other competition or made public in any other way until the committee reaches its decision. Manuscripts should include a 100 word abstract, be double-spaced (12-point Times New Roman or Courier font), written in English, and should be no more than 7500 words in length. Submissions should conform to APA format for the organization of text, citations and references. **Students from all over the world are strongly encouraged to submit papers.**

Submissions should be accompanied by a cover sheet which includes the author's name, department, university and location, contact information (including e-mail address whenever possible) and whether the author is an undergraduate, master's level, or doctoral student. Winning submissions in each category will receive a monetary award and be recognized at the 2007 ASC meeting in Atlanta, Georgia. Winning papers will also be considered for publication in the International Journal of Comparative and Applied Criminal Justice (although winning the competition is not a guarantee of publication as the manuscript will have to go through the journal's regular peer-review process).

We prefer that manuscripts are submitted as an e-mail attachment in any of the following formats: WordPerfect, Word, .pdf file or .rtf file. For those who are unable to submit via e-mail, a hard copy may be submitted, as long as it arrives by the deadline. An e-mail confirmation will be sent when the manuscript is received and logged as a submission.

The Deadline is October 31, 2008 so all submissions must be submitted prior to or on this date. Please send all submissions to:

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