Letter from the Chair, Brian K. Payne, PhD

I am fortunate to be completing my third year in the Department of Criminal Justice at Georgia State University. In a short period of time, so many changes have occurred in our department, our college, our university, and our world. These changes have given us a strong foundation – particularly for the future of the Department of Criminal Justice. We have revised our undergraduate curriculum to make sure that it better reflects our discipline and the needs of the community. Our graduate program has grown stronger, and we are particularly proud to be recruiting our first group of PhD students for our doctoral program in Criminal Justice and Criminology which is starting this fall!

I am fortunate to work with scholars who are committed to the ideals of evidence-based criminology and criminal justice. We have a strong group of faculty members who direct much of their effort towards identifying the causes of crime. I remember a student who once proclaimed to me that he had figured out what caused crime. Of course I asked him for his insight. He said, “People choose to commit crime.” I asked him what causes people to “choose to commit crime.” He replied that he had to go and leave my office. The point I was trying to make with this student was that if we assume that all behaviors are purely and simply about making choices, then we are in effect suggesting that the criminal justice system, or other institutions for that matter, could never deter or prevent misconduct, or make positive changes in human behavior. Moreover, it is extremely important that criminal justice professionals be familiar with empirically supported causes of crime. Would you want to go to a doctor who wasn’t familiar with the causes of a particular disease? Probably not. We must expect the same from our criminal justice professionals.

I am also fortunate to work with scholars who have developed significant expertise evaluating criminal justice policies and programs. We have scholars in our department who study police practices, the activities of officials working in the courts, the way that various sanctions influence human behavior, how certain policies might be better implemented to help offenders and members of society, as well as a number of other topics that have direct implications for the way criminal justice officials carry out their daily routines. We cannot expect criminal justice professionals to know “what works” unless someone is able to empirically verify how and when those policies and programs can be effectively used. That’s where my colleagues come in – they conduct research that offers guidance to decision makers.

I am also fortunate to work in a department that has produced so many outstanding alumni. More than 3,700 graduates have come out of our programs. These graduates go into so many different areas. Some of them enter the public service arena as criminal justice officials. Others enter the private employment area in various occupations. We must expect the same from our criminal justice professionals.

Recent Accomplishments

Two books were recently published by Criminal Justice faculty members. Dr. Leah Dagle’s book Unsafe in the Ivory Tower: The Sexual Victimization of College Women, co-authored with Bonnie Fisher and Frank Cullen, was just published this past month. In addition, Dr. Rick Terrill, emeritus professor of criminal justice, recently published the 7th edition of his World Criminal Justice Systems book. The new edition includes a chapter on Islamic law.

Graduate student Lauren Perea received the Esther Madriz Student Travel Award from the Minorities and Women’s Scholar Section of the Academy of Criminal Justice Sciences for a paper she wrote in one of her graduate classes. She received the award and presented the paper, “The Importance of Social, Emotional, and Academic Learning: Delinquency Prevention through Education,” at the recent meetings of ACJS in San Diego.

Dr. Robbie Friedmann received the J. Edgar Hoover Memorial Scholarship from The Society of Former Special Agents of the FBI, Inc., at the 56th annual meeting of the group held in Atlanta this past fall.

Dr. Brian K. Payne was named vice president of Southern Criminal Justice Association after completing a term as second vice president of the association.

The Criminal Justice Student Association and the Department of Criminal Justice recently co-hosted an extremely successful career fair. Employers participating in the fair included local and state police agencies, local courts, probation departments, law schools, corrections agencies, private employers, and other organizations. More than 200 students attended the Career Fair.

Seven students used work from their criminal justice courses to participate in Georgia State University’s Undergraduate Research Conference on March 24th. The students included

- Christopher Harlan-Cornett
- Johnesha Harris
- David Hunt
- Donald Hunt
- Eric Little
- Richard McCoy
- Zachary Moore.

Good Job!!

Dr. Dean Dabney recently published the results of his observational study of a local police department. Dabney spent 350 hours observing the operations of this department to determine how police officers respond to what is known as the Compstat model of policing. Among other things, Dabney’s research highlighted obstacles to communicating information between the administration and line officers. His study is published in the current issue of Justice Quarterly.

Dr. Dabney also won the Harmonica Player of the Year Award at the Dabney Family Reunion event held in Pittsburgh last month. Dr. Dabney is soliciting offers from music producers to “drop” a record in 2010. In the meantime, you can check him out on iTunes.
2010, The Year of Growth and Graduate School, Lauren Perea

This year is an exciting year for the Department of Criminal Justice. Due to the new doctoral program starting in the fall, which is the first in the state, the graduate student body is expecting to grow tremendously! In anticipation of a larger cohort joining the program, the current graduate students are uniting and forming the Criminal Justice Graduate Student Association (CJGSA). With the guidance of Dr. Dean Dabney, the academic advisor for the program, we are hoping to be an official chartered organization by the end of the spring semester!

The purpose of the new CJGSA is to promote the professional and educational development of our members. Aside from offering the traditional opportunities offered by associations, such as speakers and social events, we want to offer our students chances to be involved with research and career development. We encourage our members to attend conferences to expand their knowledge, apply for awards to present at conferences, and perform research to be published in a scholarly journal. Additionally, our goal is to assist students with their transition into graduate life, academically and socially. We all know what it is like to be the “new kid on the block” and want to make this transition as effortless as possible. Overall, the graduate students are excited about the opportunities the association will provide to its members. Furthermore, we are eager to see what our new members will offer the association and cannot wait to expand our group, our team, our family!

Advice from a Graduate Assistant, Erin Marsh

While I can’t claim to be an expert in the field of criminal justice, I do have some advice and tips that helped me as an undergraduate and graduate student. First, go to class. Not going to class and expecting to succeed is like not going to work but expecting a promotion. It will not happen! Don’t just go to class and zone out, but be an active participant in the lectures. Listen (really listen), take notes, and do the readings for the class. Readings aren’t assigned because the professor is mean, the articles you are given are designed to help you gain knowledge about the topic and not doing the reading will come back to bite you either in class or on the test. Professors are always willing to help if you are having problems understanding the material.

I know that approaching a professor can be intimidating, but my one regret as an undergraduate was not spending more time getting to know my professors and struggling with material by myself that, if I had told my professor, they could have helped me with it. When you graduate, you will need recommendations for either graduate school or in some cases for a job you are applying for, and a professor will write a better recommendation if you spent time talking and getting to know that professor. However, always be respectful to the professors addressing them as Dr. ___ in person and email unless told otherwise. Success in school rests solely on your shoulders. If you want to do well in school, take the time to go to class, do the readings for the class, and be willing to go talk to your professor if you still have trouble understanding the topics.

We can’t help but brag:
- In 2005, the Department of Criminal Justice had 429 majors. Today, we have 538 majors.
- Our credit hours have increased 26% between FY 2007 and FY 2010 (from 8,990 to 11,325).
- Value of the average returned textbook -- $42.00…value of a GSU Criminal Justice education – priceless.

News about Our Journals

The Department continues to house two journals, both of which are edited by Dr. Dean Dabney. Criminal Justice Review and International Criminal Justice Review are each published four times a year through a lease agreement with Sage Publications. As a peer-reviewed journal, the editorial team encourages the submission of articles, research notes, and commentaries that focus on crime and broadly defined justice-related topics. 2008 marked the second year of the James L. Maddex, Jr. Paper of the Year Award, an honor that was bestowed upon Drs. Kent R. Kerley, Heith Copes, and Andy Hochstetler for their article "Self-Control, Prison Victimization, and Prison Infractions." The editorial team of International Criminal Justice Review encourages the submission of articles, research notes, and commentaries that focus on crime and broadly defined justice-related topics in an international and/or comparative context. 2009 marked the second year of the Richard J. Terrill Paper of the Year Award, an honor that was bestowed upon Drs. Sener Uludag, Mark Colvin, David Hussey, Abbey L. Eng for their article "Democracy, Inequality, Modernization, Routine Activities, and International Variations in Personal Crime Victimization."

Distinguished Chair News

Dr. Robbie Friedmann moderated a session titled “Collaboration in Disaster Management” at The First Israeli International Conference on Healthcare System Preparedness & Response to Emergencies & Disasters. The event was convened in Tel-Aviv in January 2010. In addition, Dr. Friedmann provided an update on the terror threat to the Georgia Association of Chiefs of Police Winter Training Conference. His presentation was titled: "Terrorism: Initiated or Inspired? Imported or Homegrown?"
HIGHLIGHTS FROM OUR SELF STUDY

Our Department recently completed a self study as part of the academic program review process at Georgia State University. The academic program review committee consisted of Volkan Topalli (Chair), Brenda Blackwell, Timothy Brezina, and Wendy Guastaferro. Using feedback provided by students, alumni, and faculty, the committee drafted a self study report that addressed our strengths and opportunities. Our commitment to becoming the best possible department we can become is clear in the report. Some highlights from the report include the following:

We solicited responses on the quality of our program from both current students and alumni. The faculty were ranked at or above the University average on items such as whether they are interested in the development of undergraduate majors, on whether the academic program is challenging, on how appropriately faculty are prepared for their courses, the extent to which the program adequately prepares students for their anticipated professional career or continued program of study, and whether class sizes have been suitable for effective learning. Current graduate students and alumni rated the department highly on the extent to which the faculty are interested in the careers of graduate majors, the extent to which the program of study is considered challenging, the quality of communication between students and faculty, and the extent to which class size was conducive to learning. In general, students reported that the program excels at preparing them for further graduate study.

A key strength of the Department is that GSU is located in the heart of the City of Atlanta. This location provides our Department with enormous advantages in terms of the kinds of opportunities for research and collaboration that can be offered to our students and faculty. Faculty members in Criminal Justice take advantage of this strength in their scholarly efforts. Conducting research on topics such as justice in the urban community, urban crime and violence, and criminal justice policies, the faculty help the University maximize this strength in its effort to become a top research university. Our location within the city coupled with the Department’s status as the premier criminal justice program in the state will allow us to become one of the elite criminal justice programs in the country.

President Becker noted in his Investiture that GSU “will be the best possible department we can become is clear in the report. Some highlights from the report include the following:

The Department has positioned itself to be a national academic leader in criminal justice. Our self-study concluded with five goals that are consistent with Georgia State University's mission. These goals include the following:

- **We will become a highly ranked PhD granting program in Criminal Justice and Criminology.**
- **We will increase the amount of external funding we receive over the next five years.**
- **We will continue to improve the quality of education we provide to undergraduate majors.**
- **We will enhance our emphasis on international issues related to criminal justice.**
- **We will continue to develop local, state, national, and international partnerships.**

We look forward to accomplishing these goals and being a part of the change that is occurring at Georgia State University.

---

**Student’s Perspective of the Internship, Geneva Ramsey**

The internship is a great opportunity for criminal justice students to experience their academic studies in action. It allows you to observe different processes and functions as they occur in the criminal justice setting. As a student, you can compare what you have studied, to what you have witnessed, and determine whether or not the two coincide. You often find that what you read and what actually occurs are similar, but varied, depending on the function of the agency and size of the department and its workload. Once you have an idea of how your organization functions and how those functions differ from or align with what you’ve read, it becomes easier to understand how the justice system is changing and what you can do to make it better. Understanding how your agency operates also gives you a feel for the type of justice being imposed on offenders, what consequences those impositions may have on society and how we can contribute to system improvement.

The internship also enables students to experience the field before actually entering it; in this event, students are able to distinguish whether or not the criminal justice arena is right for them. You often find that you are more interested in studying a subject as opposed to practicing it. Being engaged in active practice allows us to see how well we fit into the agency dynamic as well as the overall atmosphere of the criminal justice system. Once engaged, we can decide what sort of agency would best suit our criminal justice ideologies and afford us the platform to put our knowledge base to use. Going to work for an actual criminal justice agency provides students with essential office skills such as researching, investigating, and knowledge of agency specific software. In conjunction with basic office skills, students will learn how to interact with other professionals in the workplace. You will learn when and how to voice your opinions, the importance of establishing a rapport with clients and colleagues, and how to exercise good judgment. Finally, the internship provides students access to individuals with whom they can network and receive first hand information on available positions and their requirements. Overall, the senior internship is an illustration of our academic studies. It is a chance to explore the discipline in person and expand your understanding about how the criminal justice system operates.
**2009 Scholarly Journal Publications**


**Muftić, L. R.** Macro-micro theoretical integration. *Journal of Theoretical and Philosophical Criminology*, 1, 33-71.

**Muftić, L. R., & Gültekin, K.** Gender and terrorism. *Turkish Journal of Criminology and Criminal Justice*, 1, 91-103.


**Payne, B. K., DeMichele, M., & Okafu, N.** Attitudes about electronic monitoring: Minority and majority racial group differences. *Journal of Criminal Justice*, 37, 155-162.

**Payne, B. K., & DeMichele, M.** The GPS electronic monitoring tool. *Perspectives*, 33, 40-49.


**Payne, B. K., King, P., & Manois, A.** Police training about elder abuse. *International Perspectives in Victimology*.


**Teasdale, B.** Mental disorder and violent victimization. *Criminal Justice and Behavior*, 36, 513-35.


**Yang, S. M.** Assessing the spatial-temporal relationship between disorder and violence. *Journal of Quantitative Criminology*. 
Selected 2010 Articles/Forthcoming Scholarship


Teasdale, B., & Bradley, M. Adolescent sexual orientation and mental illness: Examining the role of stress and social support. *Journal of Homosexuality.*


Yang, S., & Wyckoff, L. Does the order of victimization questions affect survey responses?: A randomized experimental study. *Journal of Experimental Criminology.*


Looking for Scholarly Articles? The Library Can Help!, Joseph Hurley, Librarian

Have you ever been assigned a research paper where you have to use "scholarly" sources or "peer-reviewed" articles? If you haven’t yet, just wait until next semester. If you have written a research paper, then you know that it can be a daunting task. Regardless of whether the paper should be 5 pages or 25 pages long, a research paper requires some serious work. Before you can actually write the paper, you need to do some research and find some good articles. Finding good articles can be a challenge. How do you know if an article is "scholarly" or "peer-reviewed"? How do you know where to begin to start searching for articles? If you're feeling overwhelmed, don't panic. There are people at GSU who are here to help. One such person is me, the Criminal Justice Librarian. As a librarian, I am here to help you use library resources.

You may be thinking, why would I need to know how to use the library and its resources? Well, if you're looking for scholarly articles, the library is the place to go! While we all love Google, it's not the best resource to use when you're looking for scholarly articles. As a GSU student, you have access to hundreds of databases that contain more scholarly articles than you could ever imagine. Most of these scholarly articles cannot be found by searching Google. So, if you're working on a research paper and can't seem to find scholarly articles or are having trouble determining what a scholarly article is, save yourself time and frustration and set up an appointment with me (jhurley@gsu.edu). Also, check out the Criminal Justice Research Guide on the Library’s website: [http://research.library.gsu.edu/criminaljustice](http://research.library.gsu.edu/criminaljustice).

Fun With Crime

Below is a list of six crimes. Read them and see if you can decide which ones really occurred. The ones that actually occurred are listed at the bottom.

1. A woman contacted the police to complain about a drug dealer who sold the woman baby powder instead of the cocaine the woman was expecting to get.
2. A college student in jail for one crime was charged with another crime after he tried to steal one of the jail’s computers.
3. In New Jersey, a man was arrested after he took pictures of himself with a camera he found in a house he was burglarizing.
4. A Pennsylvania man was arrested after he approached a police officer with a bag of marijuana taped to his forehead.
5. Two college students were arrested for plagiarizing their professor’s book.
6. A group of day care workers ran a meth lab out of a day care center where they worked.

1, 2, 4, and 6 really occurred. Source: The offenses were selected from [www.dumbcriminals.com](http://www.dumbcriminals.com).
**Faculty Spotlight, Dr. Josh Hinkle**

I took a rather roundabout path in my academic career---little did I see myself ending up as a CJ professor! As an undergrad, I was like most students—very unsure of what I wanted to do. I began my college studies as a computer science major, and switched gears after a year to major in journalism. But by my senior year and having spent time reporting for the local newspaper, I decided a career in journalism was not for me. As such, I decided the best option was to further put off deciding what I wanted to do with my life by going to graduate school to get a Master’s degree in criminology. I’d become very interested in the field after taking several CJ classes to complete my minor in sociology.

Becoming a professor was not remotely on my radar as I started graduate school, but I was fortunate to have the opportunity to study under Dr. David Weisburd and to do a lot of hands on research, mostly in the area of policing. I’d found something that fascinated me, and I knew I wanted to make a career of conducting research in this area and sharing my enthusiasm for the topic in the classroom. Specifically, I focus on integrating theory and advanced methodology to advance police research and practice, as well as advancing evidence-based crime policy.

For the first, much of my work over the past five years has involved testing the broken windows hypothesis and its related policing tactics. This idea that police can better fight crime by cracking down on minor nuisances such as loitering and graffiti has been widely accepted as valid for a host of reasons. Yet, there has been very little high quality research that confirms either the validity of the theory or the effectiveness of police tactics based on the theory. From my study, I noticed that the police tactics may have unintended negative consequences for the communities where they’re carried out. As such, another area of my research focuses on the impacts focused police efforts such as broken windows and hot spots policing.

This leads into my second area of focus—promoting evidence-based crime policy. This is a pressing interest of mine as far too many police tactics (and tactics in other elements of the CJ system) over the years have been entirely atheoretical and based merely on intuition rather than solid evidence. As such, a central goal of my research agenda is to focus on empirically determining what works and making efforts to get this evidence into the hands of police leaders and other policy makers in a format they can use to make informed decisions about how to best deal with crime and disorder problems in their jurisdictions. I am bringing these experiences and perspectives to the classroom and feel very fortunate to have the opportunity to work with great colleagues and talented students to pursue those goals here at Georgia State University.

(editor's note: Check out Dr. Hinkle’s classes for the fall. He will be teaching Introduction to Criminal Justice and Policing. You’ll benefit greatly from his classes!)

**IMPORANT DATES**

- April 28th - Senior Reception/Internship Fair, 4:30 pm, Second Floor of Urban Life. All are invited.
- May 15 - Application deadline for Spring 2011 internship. Go to Urban Life 1201 to complete an application.

**Insight From Your Undergraduate Program Coordinator, Dr. Brenda Sims Blackwell**

The Spring semester is filled with so many exciting milestones; graduation is around the corner for many of our students, while others are preparing for their involvement in the summer internship and capstone courses. It is the time of year that we evaluate our past performances and look forward to opportunities that lay ahead.

Many students find themselves pondering their educational careers and achievements with an eye to what the future holds. Some of our students entered into the criminal justice degree program with a career path already mapped out, intending to enter into law enforcement or legal careers. Others opted into the program with interest in the topic matter, but with no pathway plotted. I would recommend that students think about their goals as they are mapping out their elective courses. I also would like to suggest that students who are less decided about careers take advantage of the services offered by University Career Services.

Our program is designed to assist students in their development of critical thinking and communication skills. It is structured to provide students with the tools that they need to be best prepared to navigate through the criminal justice system components, leaving them with an understanding of how the components are related and the issues that exist. Agencies increasingly rely on data to make programmatic decisions and the information that exists about not only criminal behavior but also criminal justice responses is progressively more sophisticated. As a result, there is a need for appropriately and broadly educated professionals to enter into the workforce. This is what a degree in criminal justice can provide to students who are interested in professional careers in criminal justice. For students who plan to pursue higher levels of education, this breadth of knowledge of the system provides the foundation for advanced studies. Many of our past graduates have gone on to law school and to pursue graduate degrees in this and related fields.

With these thoughts in mind, I encourage students to pay attention to application dates for the internship on the departmental website. As well, students should be meeting with their faculty advisors as they advance in their educational careers. Faculty advisors can provide students with information not only about curriculum and program issues, but also a sounding board and resource for questions about future aspirations. Have a great end of the semester!