Quality Enhancement in the Department of Criminology & Criminal Justice

DR. STEVE BROWN

The Department of Criminology & Criminal Justice had an amazingly busy and rewarding Spring semester, bringing closure to some major initiatives that have been in various stages of planning for an extended period of time. Many of these new directions were facilitated by the university’s Quality Enhancement Plan, or QEP, a unique approach to enhancing student learning by focusing on integration of the full range of learning experiences while enrolled at WCU. The QEP encourages academic departments to select the areas of focus most critical to specific majors and contemplate creative strategies for developing them. After many discussions, the faculty of our department identified effective communication, solving complex problems and clarification of values as the most critical foci for our disciplines. These goals, in turn, drove a massive curriculum proposal that received final approval by the Faculty Senate on April 29.

It is extraordinarily exciting to present a new, cutting-edge curriculum for our criminal justice... Continued on page 10

American Soldier Relays Firsthand Account of Nazi Atrocities

Doug Dallier

On April 15, the Department of Criminology and Criminal Justice welcomed Dr. T. Guy Fortney as a guest speaker addressing the CJ 493: “Crimes against Humanity” class. Dr. Fortney presented a slide show and discussed some of his personal experiences while stationed in Europe during the Second World War, in addition to his discussing his reaction upon encountering the ignorant phenomenon of Holocaust denial. Many in attendance found Dr. Fortney’s presentation haunting in its implications, and some of the personal experiences he described were historically revelatory in significance.

During the Second World War, Dr. Fortney was stationed in Europe with the 4th Armored Division, serving first as an X-ray technician then later as a combat medic. On April 4, 1945, Dr. Fortney was among the first of U.S. forces enlisted with liberating the Nazi concentration camp North Stalag III in Ohrdruf, Germany. North Stalag III has been the subject of several books and motion pictures, and is perhaps most famous for its depiction in the classic film “The Great Escape.” North Stalag III also is significant in that it was the first concentration... Continued on page 2

picted above: General Eisenhower, General Patton and other military officials look upon the remains of Holocaust victims at North Stalag III.
Firsthand Account of Nazi Atrocities

Continued from cover

camp liberated by U.S. forces, where both decorated generals and regular soldiers alike experienced firsthand the cruel sadism of the Nazi persecution apparatus.

Astonishingly, Dr. Fortney noted that the discovery of the concentration camp by his division was a result of serendipity. The arrival of U.S. forces had been unexpected by the Germans as well, for in Dr. Fortney’s own words, the ground was still “moist with blood.” Dr. Fortney showed a series of personal photographic slides that depicted Generals Dwight D. Eisenhower and George Patton overlooking piles of emaciated corpses strewn about the camp. The abundance of bodies within the confines of the camp is remarkable when one considers that North Stalag III is not generally regarded by historians as one of the Nazis’ primary killing centers aimed at eliminating European Jews. North Stalag III was run by the German Luftwaffe (air force) and was intended to house captured enemy airmen. Interestingly, Dr. Fortney noted that photographs showing many (now historically famous) American generals collectively surveying the horrors of the camp could never be taken today, given the safeguards used to protect the well-being of military leaders in modern times, where “improved explosive devices” are ubiquitous. Dr. Fortney drew attention to the livid expressions on the faces of the American soldiers surveying the camp’s recently used gallows and masses of gaunt corpses, poignantly noting that the acts that brought this about constituted “pure evil.”

Interestingly, many took note of Dr. Fortney’s observations relative to the existence of an American-run camp designed to hold captured Germans, because this appears to have been largely overlooked by historians. He noted that the American camp, located about 35 km from North Stalag III, was set up at the insistence of General Eisenhower, who was virulently angry at the German people for the atrocities they had committed. Dr. Fortney noted that he had heard that the guards in the American camp were given free reign by General Eisenhower to treat the captured Germans as they wished, suggesting that the cruel treatment of prisoners is not particular to Germans but perhaps endemic to the human condition.

Before addressing questions from the audience in attendance, Dr. Fortney concluded his remarkable presentation by noting that there are not many members of his generation left alive to iterate their firsthand accounts of the evil that was a consequence of Germany’s Third Reich.

On April 7, Megan Smith and Scott Bass came to speak to students in the Department of Criminology and Criminal Justice about the personal impact of homicide on the families of both victims and offenders. Megan is a murder victim family member. Her father and stepmother were murdered by her stepbrother and a friend. She shared her harrowing story, including her experience as a victim navigating the criminal justice system as well as her arduous path toward closure and forgiveness. Joining Ms. Smith was Scott Bass, the N.C. coordinator for Murder Victims’ Families for Reconciliation. Mr. Bass has extensive experience working with family members of murder victims as well as family members of individuals on death row and discussed how his organization provides guidance and compassion in a time of immense grief for all parties affected by homicide.
The “Meet the Sheriff” event was very successful. It was held in the University Center’s Theater on April 15th, at 5pm. Students from the Criminal Justice Club and the College Democrats were in attendance as well as various staff from the university.

Sheriff Jimmy Ashe brought four of his deputies, including Captain Steve Lillard who is the Sheriff’s Operations coordinator and Lt. Shannon Queen, Lt. Matt Helton, and Sergeant Blake Watson.

Most of the material that the Sheriff discussed were issues prompted by questions relating to Criminal Justice and Political Science topics. Many of the questions covered issues that law enforcement officials and other public figures face on a day to day basis as well as topics such as the utilization of modern technology, effective crime prevention programs and how much attention is required of the Sheriff during election years. The Sheriff also gave advice on how to be successful when seeking careers in Criminal Justice and related fields.

Ashely Corwin, the President of the Criminal Justice Club attended the talk and said, “I really enjoyed having Jimmy Ashe come and speak. It was interesting to be able to talk with someone who has represented this county as long as I have lived here.”

Inspectors from the investigative division of the N.C. Division of Motor Vehicles visited Professor Doug Dailler’s and Dr. Jamie Vaske’s Senior Seminar classes in February. Inspector Sitton and Inspector Davis discussed their roles in investigating identity card theft, title work crimes and stolen vehicle crimes. They also described how crimes involving motor vehicles are related to a host of other crimes including evading arrest and drug dealing. LeeAnn Smith and Sarah Dunn, students in Dailler’s class, agreed that it was informative to learn about a career choice they didn’t know a lot about.

Inspector Sitton advised the class that the N.C. Division of Motor Vehicles has a program and positions for students who are just coming out of college. These positions, referred to as law enforcement agent trainee positions, allow a candidate to complete basic law enforcement training (BLET) and then enter the agency’s own basic academy instead of requiring BLET at the time of hire. Interested candidates can find more information on N.C. Division of Motor Vehicles Web pages at www.ncdot.gov and https://apps.dot.state.nc.us/personnel/jobvacancies/.

On April 23, Dr. Cyndy Caravelis Hughes took her second trip to Central Prison in Raleigh, N.C., with her students from CJ 250: “Introduction to Criminal Justice.” The extensive tour of North Carolina’s only maximum security correctional facility included a tour of death row. Currently there are 159 death row inmates housed in Central Prison along with inmates designated as behavior problems or escape risks. The tour allowed the students to get a glimpse of prison life and reinforced the lessons learned in the classroom.
Students Present Diverse Undergraduate Expo Topics

The Department of Criminology & Criminal Justice was well represented at the Spring Undergraduate Expo by nine impressive presentations. The wide range of student research displayed reflects the breadth of the disciplines of criminology, criminal justice and emergency and disaster management. Congratulations to each of these students for work well done. Students in all our programs are encouraged to consider participating next year.

POSTER PRESENTERS:

Regina Cline: A Look Inside: A Study of Departments in Local Law Enforcement
Sponsored by Dr. Cyndy Caravelis Hughes

Aliandrea Rawlinson: Crime and the Nature/Nurture Debate
Sponsored by Dr. Steve Brown

Hannah MacCall: Does Rehabilitation Reduce Criminal Recidivism Rates?
Sponsored by Dr. Steve Brown

Heather Cavalier: Female Offenders and Strain: Increasing Self-Efficacy and Coping through Mindfulness
Sponsored by Dr. Jamie Vaske

Jaered Shelton: Higher Education and Law Enforcement
Sponsored by Dr. Jamie Vaske

Courtney Dameron: The CSI Effect in the Courtroom, Law Enforcement and Academe
Sponsored by Dr. Steve Brown

At top, Aliandrea Rawlinson and Heather Cavalier present their research. Below, Heather Cavalier shares her research with Dr. Steve Brown, Department Head. Dean Stanford discusses Hannah MacCall’s poster on offender rehabilitation with Hannah and Aliandrea. Professor Carlisle, Associate Dean in the Honors College, expresses an interest in Courtney Dameron’s CSI poster.
**PANEL PRESENTERS:**

**Samantha Moss:** *Texts from Last Night: What They Really Mean*
Sponsored by Dr. Jamie Vaske

The Internet and text messaging are common forms of electronic communication, especially among younger generations. While the majority of the information transmitted through these mediums may be nondeviant, it is likely that a proportion of the information is deviant in nature. Studies on MySpace and other social networking sites have shown that approximately 20 percent of the information references substance use, sexual behaviors or violent behaviors. To extend upon this research, the current study is a content analysis of 1,500 user-submitted texts from the website Texts from Last Night. The current study had two primary research questions: (1) what are the most prevalent themes in the texts on the website, and (2) does the prevalence of these themes significantly vary across area codes. The results show that sexual behavior and alcohol use are the most prevalent themes on the website. Analyses revealed that the prevalence of these themes did not significantly vary across area codes, indicating that these themes are typical across all areas. These findings converge with previous studies findings to show that individuals display at-risk behaviors online.

**Nancy Coltrin:** *Volunteers as a Resource*
Sponsored by Professor Bob Berry

Americans have a tradition of “neighbor helping neighbor.” While it is important for emergency managers to take advantage of a volunteer workforce, that energy must be channeled, organized and managed in order to be applied effectively. Disasters happen at a local level. As such, local volunteers are usually the first to arrive and the last to leave. Community-based agencies understand local requirements and can mobilize quickly. Local volunteers can help the community heal more effectively from disaster if they are properly trained and well managed.

**James “Alex” Berry:** *Violence and Religion*
Sponsored by Professor Doug Dallier

Alex Berry, a senior majoring in criminal justice, made an intriguing presentation on the history and current relationship between violence and religion. He examined religious intolerance and extremism across many religions. Summing many religion-based violent episodes, he identified nearly 20,000,000 deaths, an astonishing amount of suffering. He examined a plethora of religious concepts that have provided justification for violence, including theocracy, zealotry, crusades, martyrdom and jihad.

Aliandrea Rawlinson and Courtney Dameron are among 15 students slated to present research at the annual American Society of Criminology meeting in San Francisco from Nov. 17-20. The trip will be sponsored by the QEP, Honors College, College of Health and Human Sciences and the Department of Criminology & Criminal Justice. Students also will raise funds themselves, and donations are always welcome.
Flying commercial airlines with nervous tension and motion sickness for 12 hours was and is worth the six months spent in Spain. I took a flight from Charlotte, N.C., to Washington D.C., and from there to Brussels, Belgium, and then to Spain. Finally I arrived in Granada, Spain, exhausted, but excited to meet the two individuals that I would live with for the next six months.

At the moment, I am living with a host señor and señora (an older couple with three grown children) in Granada. I am living in a small apartment with this couple and attending the University of Granada in order to graduate from WCU with a minor in Spanish. With the rise of Spanish speakers in the United States increasing, I felt that understanding and being able to speak Spanish would be very beneficial. I have chosen to major in criminal justice and feel learning this language will help knock down communication barriers. I am also now aware of not just the culture in Spain, but several other cultures because of the close surrounding countries.

Studying abroad is one of the best decisions I have made. I have become very independent while studying in Spain. I arrived in a country knowing no one and having to experience everything with little knowledge of the people, language and culture. Not only is language a barrier at times, but transportation, weather, laws and much more have had an effect on how I “survive.” I rely on myself to get to places on time without the use of a vehicle, which is difficult when the weather is poor. Granada is a city much bigger than what I am used to, and I have finally (I think) learned how to deal with the changing weather, varying landscapes and transportation (utilizing the city buses is very important!).

The classes I take are away from the university in two beautiful buildings called Centro de Lenguas Modernas. These buildings contain a mixture of international students and Spanish students wishing to learn another language, with the majority of courses devoted to the Spanish language. During my walks to class every day, I am able to see, in the distance, snow covering the Sierra Nevada while surrounding hilltop houses are without snow. If I wanted to, I am able to go to the beach the same day as going to the snow-covered mountains. This is quite different from living in the Western North Carolina mountains.

“This experience so far has been a life-changing one, and I encourage others to be open when it comes to learning new languages and/or cultures.”
Throughout my stay thus far, I've witnessed poor and great examples of the criminal justice system while studying and traveling. I am able to walk through the streets of Granada with ease and no worry at all of being mugged; this is due to the Granada Police patrolling the city daily, keeping it safe. I have observed, though, that laws here are not as strict when it comes to certain drugs and traffic violations; this, however, does not appear to cause a rise in crime. Traffic does at times seem to be a little crazy. It's not uncommon to see drivers get upset, honk their horn and pass other drivers in rage.

At the beginning of my stay, I could not help but try to figure out which gangs created graffiti all over the city. Around every corner it seems there is painted graffiti on various objects. Taking criminal justice courses on the topics of organized crime and juvenile delinquency prepared me to discover new organized crime groups. I was at ease when I was told that the "art" was simply created by youth and artists.

Just last week, I took a train and ferry four hours away and spent a day and a half in Morocco, or Marruecos. Morocco is in North Africa, and from my experience last week, I honestly feel law is not an important factor there. I greatly enjoyed the experience, but I witnessed things that are not common in my hometown in Valdese, N.C. Illicit drug use and bribery toward buying anything and everything was very common. I eventually learned the trick of not making eye contact when it comes to walking down the street because money appeared to be on everyone’s mind. Sadly, I saw little police work going on in Morocco to control this; I have heard stories of plainclothes officers who work there. This experience so far has been a life-changing one, and I encourage others to be open when it comes to learning new languages and/or cultures because communication is an important factor in life. My eyes are now open to new cultures, cultures that I previously (sad to say) discriminated against at times. Traveling and studying abroad is very beneficial and definitely can have a positive influence on a person and change that person for the better.

### STUDENTS HEAR FROM INMATE DURING INSTITUTION TOUR

In March, students from CJ 340: "Institutional Corrections" and members of the Criminal Justice Club toured the Marion Correctional Institution in Marion, N.C. The students visited all areas of the institution, including prison industries, recreational areas, living units, the religious sanctuary, therapeutic environments and medical facilities. In addition to the tour, students heard from two speakers, including one inmate who spoke about adjusting to life in prison and the challenges incarceration poses to one's mental, spiritual and physical health. Students also were informed about prison gangs, classification procedures and threats to security from the security threats officer. “This was a wonderful engaged learning experience for students,” Dr. Karen Mason said after the tour.

### Students to Study in Europe this Summer

Criminal justice students depart Monday, June 14, to Germany, Italy and Switzerland with the primary focus of extending their understanding of victimology beyond the textbooks and classrooms by visiting the first concentration camp in Germany and the second one to be liberated by U.S. Forces.

In Heidelberg, students will visit the courtyard where alleged witches were once burned alive at the stake. Students also will visit the Palace of Justice and stand at the ninth arch, where other public executions were held. They will visit the prison where Casanova made a daring escape in 1756 in Venice and walk the “Bridge of Sighs” connecting the Doge's Palace to its prison. The bridge earned the name because supposedly the view of Venice from the bridge was the last prisoners saw of their beloved city before incarceration. In Switzerland, students will visit the Lion Monument commemorating Swiss guards slain in the 1792 storming of the Tuileries Palace in Paris. Mark Twain called the carving the “saddest and most compassionate piece of rock on earth.”
One of the few “facts” found in criminology is that males, on average, are more likely to engage in crime and serious antisocial behaviors than females. Studies have shown that males are approximately two to 10 times more likely to be involved in various drug, property and person offenses. The gender gap in criminal behavior is found across studies that have different samples and different methods of measuring criminal behavior (i.e., self-report, official reports, victimization surveys). This type of consistency in a finding is rare in the social sciences, especially given the measurement problems that criminology and other social sciences face.

Given the strength of this finding, scholars have put forth multiple explanations for why males are more likely to engage in criminal and antisocial behaviors than females. Traditional criminological theories have argued that males are more likely to engage in criminal behaviors because they are exposed to more environmental or individual risk factors than females. The environmental risk factors include less parental supervision, less parental attachment, weaker bonds to social institutions, more delinquent peers, higher levels of stress or strain, more opportunities to engage in crime, and greater stigmatization for antisocial behavior for males (relative to females). More recently, scholars have begun to argue that the prevalence of offending is higher for males because they have lower levels of self-control and higher levels of negative emotionality (i.e., anger, frustration, suspiciousness) than females. While empirical studies support these explanations for the gender gap in offending, the majority of these perspectives suffer from one main limitation: they fail to consider how individual risk factors and environmental risk factors could explain the gender gap. Instead, these perspectives either focus exclusively on environmental explanations for the gender gap or individual-based explanations (except Moffitt’s theory). In effect, these perspectives are saying that either: (1) nurture is important for explaining the gender gap, but nature is not; or (2) nature (i.e., a genetic or biologically based individual characteristic)
is important, but nurture is not. A more comprehensive perspective would recognize that both nature and nurture are important for explaining gender differences in criminal behavior. These explanations are referred to as biosocial explanations because they acknowledge that behavior is a product of both individual/biological/genetic and environmental risk factors.

One such biosocial explanation for the gender gap in offending is the polygenic multiple threshold model (PMTM). The PMTM has been used to explain why males are more afflicted by a number of disorders, such as learning disabilities and attention deficit hyperactivity disorder. This model states that behavior is the result of multiple genetic and environmental risk factors that combine to produce a liability or propensity toward antisocial behavior. Everyone has some level of propensity for antisocial behavior, while some individuals have a much higher propensity toward antisocial behavior than others (see Figure 1). It is assumed that propensity for antisocial behavior is normally distributed in the population, and that people will only engage in crime once their liability crosses a certain threshold. Thus, if the threshold is set at seven risk factors, a person with three genetic/individual factors and three environmental risk factors will not engage in crime. However, if a person has three genetic/individual risk factors and four environmental risk factors, then we can say that they are probably an offender or at high risk of becoming an offender.

The PMTM may explain the higher prevalence of offending among males relative to females. The PMTM hypothesizes that males are more likely to engage in crime because males’ threshold for risk is substantially lower than females’ threshold. This suggests that males are much more sensitive to genetic and environmental risks than females. There is some evidence to support this hypothesis. For instance, studies have shown that males who are abused as children or who grow up in poverty are much more likely to engage in antisocial behaviors during adolescence and adulthood than abused females or impoverished females, respectively. My own research shows that small increases in genetic risk correspond to increases in offending for males, but that genetic risk must reach very high levels before it is associated with increases in offending for females (see Figure 2). These are very preliminary results, but these findings, together with findings from previous research, suggest that males are more sensitive to risk than females.

If indeed this is true, our next questions may be, “Why are males more sensitive to genetic and environmental risk factors?” and “Given this knowledge, should we put into place programs that attempt to increase males’ resilience?” To the first question, there are a number of explanations for why males and females may have the same risk factor, but the risk factor has a more profound effect on males’ behavior than females’ behavior. One explanation may be that certain protective factors may be absent or less concentrated for males than they are for females. More specifically, it may be hypothesized that males (on average) lack certain biological, psychological and sociological protective factors that are more prevalent for females. This hypothesis is not unreasonable given the research that shows that males generally report lower levels of social support than females, and that “defective” genes on the X-chromosome may be silenced or masked for females but not males. Despite the logic of this hypothesis, it still requires empirical evaluation before it can be accepted.

The second question concerns the policy implications of these findings. If males are more sensitive to genetic and environmental risk factors, should we put into place programs to buffer or protect males from these risk factors? This is an interesting question, especially given criminology’s past history of focusing exclusively on the treatment and rehabilitation of males. A handful of gender-specific scholars may argue that this policy implication would threaten the scarce resources that are currently allocated to gender-specific programming for females by moving these resources back into programs that focus exclusively on males, thus ignoring the specific needs of females once again. Perhaps this would happen, or perhaps we would provide preventive “services” to both males and females with hopes of getting a bigger “payoff” from our efforts for males. The policy implications of these findings are certainly open for discussion, and it is up to researchers to further explore how gender, genetic risk and environmental risk come together to influence antisocial behavior.
degree, a new Administration of Justice concentration for practicing professionals in our distance learning program and a new residential minor in Emergency and Disaster Management. Enumerating details of these new developments are the focus of the DH Corner for this issue of The Carolina Criminologist.

Effective Fall 2010 semester, all freshmen and new transfer students will begin their major under the umbrella of exciting new major and minor requirements. Returning students who have not progressed too far may also find this new curriculum advantageous. Without a doubt, it is entirely up-to-date and reflects state-of-the-art curricular developments in criminal justice and criminology around the nation. It should come as no surprise that the openness of WCU to innovation and keeping pace with rapidly evolving academic areas is placing our departmental curriculum in the midst of the national forefront.

The new curriculum features a streamlined core that provides a foundation in basic criminal justice and criminology and a strong component of skills for tackling complex problems. It introduces a new “Sophomore Seminar” that will orient students to the major, launch the major component of the Education Briefcase (a QEP novelty) and lay the groundwork for building written communication skills. It also includes a capstone experience in a rapidly evolving Senior Seminar that will serve a critical role in helping students to integrate the full range of educational experiences. This seminar is designed to help students reflect on application of their knowledge in their careers or to transition into graduate-level study. It also provides an opportunity for the department to assess our success in delivering an up-to-date, high quality academic experience.

Another fundamental change, bringing us in line with the best curricula in the country, is identification of three critical areas of study, requiring each student to complete at least two courses per area. This feature provides some scheduling flexibility for both students and staffing, while insuring competence across three critical areas: The Justice System, Diversity

### CURRICULUM FOR CRIMINAL JUSTICE MAJOR

**Core (16 hours, required of all students)**

- 150: “Introduction to Criminal Justice and Criminology”
- 295: “Criminology and Criminal Justice Sophomore Seminar” (1 hour)
- 355: “Theories of Crime”
- 280: “Research Methods for Criminology and Criminal Justice”
- 380: “Statistical Analysis for Criminology and Criminal Justice”
- 495: “Senior Seminar”

**Area I: The Justice System (take two)**

- 204: “Criminal Law”
- 305: “Social Justice and the Law”
- 311: “Juvenile Justice and Delinquency”
- 320: “Police in Society”
- 340: “Institutional Corrections”

**Area II: Diversity and Ethics in Criminal Justice (take two)**

- 347: “Gender and Crime”
- 354: “Comparative Criminal Justice Systems”
- 370: “Ethics in Criminal Justice”
- 438: “Minorities, Crime and Social Policy”

**Area III: Criminological Issues (take two)**

- 375: “Seminar in White Collar Crime”
- 310: “Victimology”
- 351: “Violence in American Society”
- 463: “Biosocial Criminology”
- 460: “Drugs and Society”

**Electives (15 hours)**

- 290: “Introduction to Forensic Science”
- 342: “Myths and Media in Criminal Justice and Criminology”
- 315: “Investigative Principles”
- 330: “Criminal Courts”
- 323: “Crime Scene Investigation”
- 365: “Cyber Crimes”
- 313: “Criminal Justice Administration”
- 424: “Community Corrections”
- 425: “Police Practices and Problems”
- EDM 457: “Terrorism”
- 470: “Criminal Justice Policy”
- 480: “Independent Study in Criminology and Criminal Justice” (with DH approval)
- 483: “Internship in Criminal Justice”
- 493: “Special Topics in Criminology and Criminal Justice”

### NEW ADMINISTRATIVE OF JUSTICE (DISTANCE LEARNING) CURRICULUM

**Core (16 hours, required)**

- 150: “Introduction to Criminal Justice and Criminology”
- 295: “Criminology and Criminal Justice Sophomore Seminar”
- 355: “Theories of Crime”
- 280: “Research Methods for Criminology and Criminal Justice”
- 380: “Statistical Analysis for Criminology and Criminal Justice”
- 495: “Senior Seminar”
and Ethics in Criminal Justice and an array of Criminological Issues. Each of these areas incorporates new courses supportive of our QEP goals.

Additional significant changes were made in the distance learning (DL) criminal justice degree plan that is delivered across the state and around the nation. In addition to aligning with QEP objectives, it refocuses on the need to serve practicing professionals that was the impetus for original development of the program. In that vein, the DL program was redesigned to incorporate a concentration in Administration of Justice specifically envisioned to support experienced professionals. Admissions will now require a minimum of a year of documented experience working in criminal justice and allied professions.

Another promising opportunity lies with our program in emergency and disaster management. It is now available as a residential minor. If you are majoring in criminal justice and have been undecided about whether to develop a minor or what to choose as your minor field of study, this presents an excellent complementary minor. If you have not elected a minor and want to know more about emergency and disaster management, speak with your major adviser or contact Professor Carlie Merritt, Director of the program in Emergency and Disaster Management, Belk 108, 828-227-2172, cmerritt@wcu.edu.

Opening of the 2010-11 academic year will be exciting for students and faculty alike. Faculty members have been, and will continue to be, laboring to develop courses that will reveal new horizons and issue challenges for students to seek new heights. While change is always accompanied by strain in implementation, our students and overall academic programs will reap huge dividends for stepping to the forefront of our disciplines and providing opportunities for expansion. It is really rewarding to see the department at this stage and will be awesome to watch the new curricula unfold. Thanks is owed to the collective faculty who have worked so hard to bring this to fruition, academic administrators who have encouraged and supported quality enhancement and to the many units around the university who support academic units in fulfilling the university mission of providing a quality educational experience.

Concentration core (12 hours)
CJ 313: “CJ Administration of Justice Foundations”
CJ 358: “Computer Applications in Criminal Justice”
CJ 445: “Supervision and Leadership of Personnel”
CJ 425: “Police Practices and Problems”

Concentration support area (6 hours)
CJ 365: “Digital Crime, Evidence and Investigation”
CJ 389: “Issues in Correctional Treatment”
CJ 448: “Community Policing”
CJ 438: “Minorities, Crime and Social Policy”
CJ 347: “Gender and Crime”
CJ 305: “Social Justice and the Law”
CJ 470: “Criminal Justice Policy”
EDM 435: “Homeland Security”
EDM 457: “Terrorism”

And 15 hours of general criminal justice electives and/or additional courses from the concentration Support Area.

NEW CRIMINAL JUSTICE MINOR
21 hours, including:
150: “Introduction to Criminal Justice and Criminology”
355: “Theories of Crime”

One course each from:
Area I: The Justice System
Area II: Diversity and Ethics in Criminal Justice
Area III: Criminological Issues

And two additional courses from major electives and/or additional courses from areas I, II and III.

NEW EMERGENCY AND DISASTER MANAGEMENT MINOR FOR RESIDENTIAL STUDENTS
18 hours, including:
EDM 250: “Introduction to Emergency and Disaster Management”
EDM 324: “Emergency Planning”
EDM 340: “Political and Policy Basis of Emergency and Disaster Management”

And choose from:
EDM 300: “Disaster Research Methods”
EDM 322: “Social Dimensions of a Disaster”
EDM 326: “Risk Assessment and Vulnerability Analysis”
EDM 332: “Disaster Response Operations and Management”
EDM 335: “Principles of Hazard Mitigation”
EDM 435: “Homeland Security”*
EDM 351: “Resource Management”
EDM 360: “Asset Protection and Critical Infrastructure”
EDM 448: “Exercise Design and Evaluation”
EDM 452: “Legal Issues in Emergency and Disaster Management”
EDM 457: “Terrorism”*
EDM 460: “Case Studies in Emergency and Disaster Management”
EDM 493: “Special Topics in Emergency and Disaster Management”

*These courses may be taken as part of the criminal justice major, but may not be counted toward both the major and minor.
I am a 1998 graduate of Western Carolina’s Criminal Justice program. During my final semester at Western Carolina, I had the opportunity to intern in my hometown with the West Palm Beach Police Department.

West Palm Beach is located in Southeast Florida, approximately 60 miles north of Miami, and is the county seat of Palm Beach County. The City of West Palm Beach has 108,000 full-time residents and a daytime service population in excess of 160,000. The population of Palm Beach County exceeds 1.5 million residents and is part of the Southeast Florida Metropolitan Area (the sixth largest in the United States), which totals 5.5 million residents.

Upon graduation, I was encouraged to apply with the department. Although I had planned to move back to North Carolina, with an offer coming only weeks after graduation, it was difficult to pass up the opportunity to join a large metropolitan department. I applied, completed the background investigation and interviews, and was hired.

Upon graduation from the police academy, I began the field training program. A few weeks into the program, my FTO (field training officer) and I were dispatched to a death investigation. The decedent was elderly and had passed away due to natural causes. We obtained all the pertinent information and assisted the family. Upon clearing the scene, my FTO and I went to a nearby substation to start writing reports. The FTO directed me to start writing the report and said he would review it when I finished. When I completed the report, I nervously handed it to him and waited for the critique to begin. When he finished reading, I was pleasantly surprised. He put the report down on the desk and said, “That is the most thorough death investigation report I have ever read that was written by a rookie.” He then joked, “Tell me again where you went to college?”

This is an amusing memory from the start of my career, but I feel it is a good example of how well the criminal justice program at Western Carolina prepared me to enter the field of law enforcement. I feel I was prepared to “hit the ground running” and I haven’t looked back since.

Upon completion of the field training program, I was assigned to the Patrol Division, where I worked in a very busy urban district. After two years, I was asked to join one of our uniformed street crime teams. This unit addresses crimes which affect the quality of life of city residents and visitors (street-level drug sales, prostitution, etc.). I was then transferred to the Criminal Investigations Division (Detective Bureau).

I was first assigned to the Property Crime Unit, where I investigated burglaries and thefts. I then worked in the Violent Crime Unit, where I investigated robberies, assaults and sex crimes. For the past five years, I have been assigned to the Homicide Unit. The Homicide Unit is responsible for the investigation of murders and suspicious deaths. Additionally, we investigate all police-involved shootings and in-custody deaths. If you have seen the television show “The First 48,” you have an idea how we work. Each investigation is approached as a team. When a homicide occurs, all members of the team respond to the scene and are integral parts of the investigation that follows.

As morbid as it may sound, I thoroughly enjoy investigating homicides and death. Most people, including police officers, have no interest in spending any time inside a home in which a deceased person has gone undiscovered for weeks. It definitely takes a different type of person to do this work. Every day is mental exercise. I compare detective work to a mental chess game. You are constantly thinking about your next move in an attempt to out-think the suspect and uncover evidence that will lead to arrest and eventual conviction.

Based on my experience, one of the most important skills necessary for success in law enforcement is the ability to communicate effectively. Verbal communication skills are important in all professions. As a law enforcement officer, it is not only important to your career success, it is vital to your survival.

As a uniformed officer, you respond to in-progress situations and arrest people who most likely do not want to go to jail. Effectively communicating can be the key to de-escalating volatile situations, making arrests peacefully and going home safely. These skills then transfer into the courtroom, where you will be expected to convey to a judge and jury the conditions of the scene when you arrived and the thought process behind your actions. To state the obvious,
none of these people were there at the time of the incident. Thus, your effectiveness in the courtroom is essential to successful prosecution.

As a detective, my verbal communications skills are constantly being put to use. During the course of an investigation, I speak to family members of victims; police personnel; medical examiners; witnesses; suspects; attorneys; and the media. Communicating with each of these groups requires varying skills. At times I am required to inform a parent their child has been murdered. These notifications are never easy and require compassion and empathy. Hours later I may be sitting face-to-face with the person who just committed this heinous crime in hopes of gaining a confession.

An equally important area is written communication. There is nothing glamorous about report writing, but it is one of the most important skills in law enforcement. Your reputation begins with your ability to document your actions. This begins within your own agency. People you have never met read your reports and begin to form an opinion of you, your knowledge and the quality of your work. This then continues with your local district attorney/state attorney’s office as they read your reports and probable cause affidavits. No matter what type of crime or incident you are documenting, your reports are a direct reflection of you. The ability to thoroughly document your investigation may mean the difference between a conviction and acquittal.

As graduation nears, you should continually work to hone your communication skills. By the time of graduation, you should feel extremely confident. Based on your education, you will have an advantage over your competition. The Criminal Justice program at Western Carolina University is one of the best in the Southeast.

After living more than half a century and being out of academia for more than 30 years, I have returned to college to complete my long-awaited degree. Returning to school after a 30 year absence is scary. The last time I was in college nobody had a cell phone or a personal computer and Bill Gates was just a geek I never knew existed. I was concerned that my lack of computer skills, along with the augmented curriculum in college, might be too much for me. I feared that time had passed me by and it was too late for me to finish college. Distance learning at Western Carolina University has made the transition much easier than expected.

My first class was the USI 130: “The University Experience,” and the course was invaluable to me because I discovered all the learning aides available online. The class made my transition back into the college world so much easier. Before I took the course, I wondered why it was required; now I know. I owe my early success toward completing my degree to the UE program. I depend on and need so much help adjusting to college life, and WCU has more than provided everything I need.

I use Smarthinking.com religiously, usually submitting my paper for its review at least four times before sending my final copy to my professor. I rely so much on the help of Anne Halliburton in searching for key words to find information needed for my research papers. All of the professors who I have had, including Dr. Marable, Dr. Johnson, Dr. Brown and Professor Vassey (who also is my adviser) have been extremely nice, helpful and understanding toward me. I received encouragement and positive feedback from all the people associated with WCU, making me feel like they are teammates and we are trying to attain a degree together. I feel that I must succeed and not let them down for all their efforts. I honestly feel that with all the support I have received, not only will earning my four-year degree in criminal justice be a reality, but I am driven to make such good grades that I will be able to attend graduate school, if I so desire.

I am full of emotions that it is hard to express myself. Basically, learning is fun again for me, and my wife tells me that I am almost obsessed with each class I take. I get so focused, so caught up in the moment, that when the class is finished I am emotionally and physically drained, yet sad to see the class end. The good news is that I get to do it all over again with another class.

I want to personally thank WCU and all staff members for giving me the tools, support and opportunity to be successful in completing my degree requirements. I would never be able to achieve my goal of attaining my degree without the distance learning program. If I can do it, anybody can. I encourage anybody who has ever thought of finishing or starting work on a degree to enroll. It truly is never too late.
Dr. Fred Hawley offers comments on the Open University lecture by Dr. Mitch Miller, Visiting Scholar. The events took place Feb. 15-17 and also included classroom visits and a faculty seminar. Thanks to the Office of the Provost’s Visiting Scholar Program and the College of Health and Human Sciences for supporting this visit.

New Whining in Old Bottles? Taking On Criminal Stereotypes of the South

Dr. Fred Hawley

Some 20 years have passed since Steve Messner and I wrote what we hoped would be the definitive piece on the “Southern violence construct” (SVC), that is, the notion still current in historiography, the social sciences and indeed popular culture, that (white) Southerners are irredeemably violent. For a variety of reasons, this lengthy and painstakingly researched article has proven to be probably the least-cited opus in all of criminological oeuvre. Feeling quite frustrated by the result and sensing that my view that the SVC was primarily a label successfully affixed by Northern-oriented scholars in a stigma contest, I elected to drop the subject and move on to more microfocused examples of criminological topics dealing with Southern themes. This includes cockfighting and my ongoing research on Civil War era white gangs in the urban South. In general, the topic of Southern violence was left to the tender mercies of other scholars and disciplines.

However, some more recent research conducted in Northern universities seemed to indicate that as a result of a long history as Celtic-influenced cattle herders, white Southern undergraduate students studying at said Northern universities were “spilin’ for a fight” when only slightly provoked.
This, along with other unconvincing data, was seen as evidence for the existence of the validity of the SVC. This reductionist outlook deserved some response, and J. Mitchell Miller took on this topic in his Feb. 15 visiting scholar address in the Grandroom of the A.K. Hinds University Center on the WCU Cullowhee campus. Miller, Professor of Criminology and Department Head at the University of Texas at San Antonio and a Ph.D. from the University of Tennessee, spoke about a Southern culture of violence, an artifact quite similar to that delineated by Messner and me in our Justice Quarterly piece of two decades past.

Miller, who is in the midst of collecting data for a comprehensive study on this topic, made the point that a number of simplistic explanations have been made for higher rates of homicide in the South. The weather, poverty, religion, poor education, rural residence, high rates of gun ownership, kinship systems and informal social control mechanisms have all been used as explanations. Making a number of humorous asides and insider criminology jokes, he outlined how “culture” has been ill-used in attempts to explain the Southern subculture of violence (SSV). He discussed the major subcultural theories put forth by Cohen, Coward and Ohlin, and Walter Miller, and noted that they had been discredited as “politically incorrect” in the 1970s. Then, at length, he outlined the history of the Scotch-Irish and how their exploitation in the British Isles, then in the New World, led them to develop a defensive outlook and response pattern. Specifically, their outlook was molded by centuries of being pushed to the margins culturally, socially and geographically. In order to respond to this stigmatization and exploitation, highland Southerners developed patterns of self-definition and survival techniques. This was most manifest, for our purposes, in the “Code of the Hills,” or the informal behavioral pattern peculiar to the Scotch-Irish living in Southern Appalachia. Miller points out that adherence to this code produces a retaliatory, violent behavior not found in other parts of the South, nor was it noted in white Southerners of English extraction.

In general, Miller believes that the old SSV notions relied rather overextensively on unflattering stereotypes about the South and Southerners. In addition, he pointed out that such ideas really did not measure Southern “culture” very well at all. These ideations also distorted generalized Southern culture and falsified the value system of both the Old and New South for largely ideological reasons. Part of the problem of earlier research is that the researchers were reluctant to get out into the field, due to the remoteness of the locale. Finally, because only a few researchers on the topic were native Southerners, Miller suggests that a high degree of ethnocentrism and political correctness limited the validity of their conclusions. In order to further our understanding, he proposes using the numbers of chapters of Sons of Confederate Veterans in a county as a way to measure degree of being committed to Southern Appalachian attitudes toward appropriateness of violence. He also is using individuals’ self-identification of Scotch-Irish descent as a measure of the same. He looks with alarm at the decline of history in the study of crime and in the discipline of criminology.

Criminology has moved quite some distance from history in the last decades. As evidence, one could cite the dissolution of the journal Historical Criminology and the dearth of historical papers presented at professional meetings. It may be that most criminologists, hailing as they do from a sociological or policy study milieu, view history, as did Henry Ford, as just so much bunk. If true, this bodes ill for the field for a number of reasons. History informs every aspect of our endeavor. For example, failure to understand the historical context of the American Revolution and its impact on the Constitutional Convention impoverishes our understanding of classical criminology and our apprehension of our Constitution, our legal system and our Bill of Rights. A failure to understand that gangs were a sturdy and well-integrated fixture of urban life in the South and that they were deeply involved in our political systems as early as the 1840s (!) informs us that the view that gangs spontaneously sprang into being in the early 1900s as a response to Chicago school era ecological factors is just plain wrong. My own research on this issue implies gang history and theory may need some substantial reexamination and revision. Similarly, the notion that white Southerners, and by extension, Southerners of Afro-American ancestry, carry the contagion of regional violence wherever they roam, an offensive component of the SSC, is belied by historical and economic factors, as Miller made clear.

Professor Miller calls us to a more comprehensive knowledge of factors that influence the mere statistical arguments mustered in defense of the SVC and further suggests that historical factors are not to be overlooked in our analyses. We ignore history at our peril, as the present example of conducting continuing land wars in Asia (anathematic to military strategists) so close on the heels of the Vietnam experience, suggests. It seems that even those who “remember the past,” in the words of Santayana, “are condemned to repeat it.” In criminology, knowledge of history in general, but certainly knowledge of the history of the phenomena that constitute our areas of study, can prevent us from falling into continual errors of repetition. But perhaps Hegel was right when he wrote, “What experience and history teach is this – that nations and governments have never learned anything from history, or acted upon any lessons they might have drawn from it.”
GRADUATES
SPRING 2010

CRIMINAL JUSTICE
HONORS COLLEGE
Hill, Brandon
Kahn, Jonathan
Lyon Lindsey*
Nantz, Gilliam*

CRIMINAL JUSTICE
Adams, Ashlyn*
Anchia, Ryan
Blackwell, Latoya
Boyd, Katie
Burrell, Timothy*
Chapman, Erica
Conley, Nicholas
Crawford, Kristina
Creasman, Kevin
Crocco, Alexandra
Davies, Benjamin
Dorsett, Brock*
Eckert, Timothy
Gailliard, Adrian
Giguere, Zackary
Guerin, Jeffrey
Haines, Bart
Hamm, Misty
Hendrick, Natasha
Hensley, Kendal

Hill, Brandon
Holder, Hilary
Holland, Kurtis*
John, Joseph*
Kahn, Johnathan
Kirby, Alexander
Kocsis, Crystal
Lail, Sarah
Leatherman, Miciah*
Leviner, Laura
Long, Amanda
Lozowiski, Jeffrey
Lyon, Lindsay
Martin, Patricia
Mayse, Karess
Moran, Ashley
Miller, Erin
McIntire, Taylor
McCain, Shameka
McIntire, Taylor
McNeill, Hannah
Orr, Keanon
Osborne, Travis
Owen, Evan
Parker, Jamie
Parton, Jordan*
Peters, Erica
Peterson, Jeffrey

Price, Kevin***
Puzon, Heather
Ra, Arnold
Ramirez, Jesse
Reid, Daniel
Rogers, Andrew
Rosas, Janet*
Roughgarden, Branan
Rowe, Ashley
Salter, James*
Shannon-Kellerman, Joseph
Smith, LeAnn
Stafford, Ryan
Taylor, Andrew
Tikhonov, Lilia**
Weber, Erica
Wheeler, Christopher
Whitfield, Kyle
Woods, Tyeshia
Wyatt, Austin
Yarborough, Hannah
Ziegler, Tiffany

CRIMINAL JUSTICE
DISTANCE LEARNING PROGRAM
Aaron, David
Abreu, Amber***
Atwell, Adam**
Barnes, Paula*
Beam, Jeffrey
Bergstedt, Christopher**
Carlson, Adam**
Castelloe, Christopher***
Cerdan, Jonathan
Clamser, Kenneth
Collins, Crystal***
Cox, Matthew
Crowder, Kevin***
Davis, Jamie
Davis, William**
Dobey, Brian*
Dolan, Patricia*
Doucette, Keith**
Dunbar, Steven
Dyson III, Jacob**
Flick, Ryan***
Franklin, Michael**
Freeberg, Ashley
Garmon, Anne*
Gibson, Julie
We are so pleased to welcome new faculty to campus or to new roles in the Department of Criminology & Criminal Justice. WCU attracts the best! Please welcome the following to our programs:

**Dr. Tom Johnson** (Belk 112) will be joining our faculty as an Assistant Professor in our Emergency and Disaster Management program. Dr. Johnson has been best known as Chief Johnson on this campus for the past five years, having led the campus police department. He also has served as an adjunct faculty member with us for the past four years, teaching both residential and online criminal justice courses. Dr. Johnson is able to draw on a successful law enforcement career and continued involvement in academe. His doctoral dissertation is titled “The Effect of Distance Learning Technology as a Training Delivery System for Rural and Small Law Enforcement Agencies” (Mississippi State University). He will be teaching a variety of courses in the distance learning Emergency and Disaster Major as well as some residential courses in that new minor.

**Dr. Al Kopak** (Belk 106) will be joining our faculty as an Assistant Professor of Criminology and Criminal Justice. Dr. Kopak recently completed his doctorate at Arizona State University. His doctoral dissertation was titled “Acculturative Status and Substance Use Trajectories among Mexican-origin Juvenile Offenders.” He will specialize in teaching about drugs, juvenile delinquency, research methods and statistics. Both residential and distance students will have the opportunity to take classes with him.

Stop in and welcome these new professors. They are wonderful additions to our diverse faculty team.
IN MEMORIAM...

WILLIAM “BILL” FREDERICK SCHUCK III | June 17, 1983-Feb. 7, 2010
An alumnus of the Department of Criminology & Criminal Justice was killed while on duty as a deputy in Oconee County, S.C., on Feb. 7. Deputy Schuck was a 2005 cum laude graduate of the program. He was married to the former Carey Ann Johnston, also an alumnus of the College of Health and Human Sciences. The couple were expecting a child. The death occurred as a result of a vehicle accident when his patrol car became stuck on a rural road.

Danielle “Dani” West Morgan graduated from WCU in 2004. Although a major in English, her real love, as indicated by her postgraduate experience, was her minor in Criminal Justice. She was an active member of Alpha Chi Omega sorority. After graduation she attended UNC Charlotte evenings and to earn a master’s degree in Criminal Justice. She worked for Bank of America and Students for Prevention and Informing on Drugs and Alcohol (see www.spidacharlotte.org/about.htm), through which she counseled young people in high schools in Charlotte. She enjoyed college sports and was a very big Duke basketball fan. She loved going to the beach for vacation and planned on having her wedding there. She loved going to concerts with her mom and loved all types of music. Dani also was an avid reader and was seldom without a book in hand.

JUSTIN MICHAEL AZZOPARDI | July 8, 1982-May 15, 2010
One of our Criminal Justice distance learning students passed away unexpectedly. Mr. Azzopardi was born in Greenville, S.C., and raised in Raleigh, N.C. He graduated from Friendship Christian School in 2001 and from Wake Technical Community College with an Associate in Applied Science degree in Criminal Justice in 2009. Since graduation he worked at Easter Seals and A Small Miracle as a job counselor for disabled individuals. He is survived by his wife, Jennifer, his parents, Joe and Angela, and his sister, Lauren, all whom reside in Raleigh. He also is survived by his father and mother-in-law, Richard and Janet Berger of Raleigh, and his brothers-in-law, Richard Berger and his wife, Abbey, of Raleigh, and Jeremy Berger and his wife, Abigail, of Philadelphia. He will be remembered most for his love for his wife, Jenny, and his family and friends. He also will be remembered for his sense of humor and his willingness to befriend and help everyone. In remembrance of Justin the family asked that donations be made to his wife and expected child. Please make checks payable to: Jennifer S. Azzopardi, 8625 Langtree Lane, Raleigh, N.C. 27613.

FACULTY SCHOLARLY WORKS

PROFESSOR BOB BERRY
Delivered a presentation with Professor Carlie Merritt at the Emergency Management Higher Education Conference in Emmitsburg, Md., on June 9. The topic was “A Functional Disaster Exercise: Pedagogy, Faculty Preparation and Technology Issues in a Simulated Environment.”

DR. LISA BRIGGS
Published an article with Kent Briggs entitled “Assessing physical fitness among middle school children in Western North Carolina: Where we’re at, and where could we be headed?” in The North Carolina Journal of the NCAAHPERD: North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance 45 (1). The pair also made a presentation of their findings at the North Carolina Alliance for Athletics, Health, Physical Education, Recreation & Dance in Winston-Salem, N.C. In addition, Dr. Briggs has a review of “The Ku Klux Klan and the 1940’s” accepted for publication in The Forties in America, an edited work being published by Salem Press.

DR. FRED HAWLEY
On April 27, the College of Health and Human Sciences held the annual honors program for students throughout the college. The following students from the Department of Criminology & Criminal Justice were recognized. Congratulations to each for outstanding accomplishments at WCU!

**WILLIAM HYATT LEADERSHIP AWARD: JAY SALTER**

Jay Salter, originally from Brevard, N.C., majored in Criminology and minored in Political Science. His post-graduation plans include attending Appalachian State University for graduate study and eventually working in prisoner rehabilitation.

**OUTSTANDING SENIOR IN CRIMINAL JUSTICE: KEVIN PRICE**

Kevin Price, born in nearby Sylva, N.C., graduated summa cum laude this spring with a Bachelor of Science in Criminology and Criminal Justice. Kevin served four years in the U.S. Army with the 2/505th Parachute Infantry Regiment of the 82nd Airborne. He was deployed to Afghanistan and Iraq and to provide relief after Hurricane Katrina.

**OUTSTANDING NONTRADITIONAL STUDENT: KELLY ATKINS**

Kelly Atkins worked as a patrol officer for the Lincoln County Sheriff’s Department from 1991 to 1995. Currently, Kelly is Director of Planning and Inspections in Lincoln County, N.C. He is responsible for overseeing all aspects of planning, code enforcement, zoning and building inspections. In addition to being an active member of his community, Kelly is married to Amy, and they have three children. He decided to return to school to finish his undergraduate degree in Criminal Justice. He is planning to graduate in May 2011 and to pursue a graduate degree shortly after. Kelly’s long-term goals are to complete his 30 years with Lincoln County government and to pursue politics, specifically the Lincoln County Sheriff’s seat.

**OUTSTANDING SENIOR IN EMERGENCY AND DISASTER MANAGEMENT: NANCY COLTRIN**

After a long career in the telecommunications industry, Nancy Coltrin decided on a midlife career change and enrolled in the Emergency and Disaster Management program at WCU, hoping to parlay her business, finance and management skills into a more rewarding endeavor. Originally from Colorado, Nancy has lived all over the United States, traveled to six of the seven continents, completed 12 marathons and currently resides in Atlanta.

**STUDENT SERVICE AWARD: HEATHER CAVALIER**

Heather Cavalier, originally from Bryson City, N.C., double-majored in Criminology and Philosophy. Heather plans to continue volunteer work as a prison tutor with the Literacy Council of Buncombe County and SCCW. Over the next year, she will be completing a second major in Philosophy and plans on applying to top doctoral programs that will allow her to pursue a career in writing and teaching.

**PROFESSOR CARLIE MERRITT**

Joined with Neil Torda in presenting “A Functional Disaster Exercise: Pedagogy, Faculty Preparation and Technology Issues in a Simulated Environment” at the annual North Carolina Technology for Teaching and Learning Conference, hosted by UNC-Pembroke from April 13-15. The conference was held this year in Second Life, a virtual environment that allows synchronous communication and interaction through an Internet connection. Professor Merritt also delivered, with Bob Berry, a presentation at the 13th Annual Emergency Management Higher Education Conference in Emmitsburg, Md., on June 9. The topic was “A Functional Disaster Exercise: Pedagogy, Faculty Preparation and Technology Issues in a Simulated Environment.”

**DRS. LAURA AND LARRY MYERS**

Have had a manuscript entitled “The Creation of Regional Partnerships for Regional Emergency Planning” accepted for publication in the Journal of Business Continuity & Emergency Planning. They also presented on “Disaster Preparedness, Safety and Security” at the annual meeting of the North Carolina Criminal Justice Association in Raleigh during February.

**DR. JAMIE VASKE**

Has been notified of acceptance for publication of “A dopamine gene (DRD2) distinguishes between offenders who have and who have not been violently victimized” in the International Journal of Offender Therapy and Comparative Criminology. The paper was co-authored with John Wright and Kevin Beaver.
CONGRATULATIONS TO...

DR. LISA BRIGGS was tenured this year and promoted to the rank of Associate Professor. She earned her doctorate in philosophy with specializations in crime and delinquency and in inequality from N.C. State University. She has field experience in law enforcement and probation and parole. Dr. Briggs has been the recipient of “outstanding teaching awards” and is a member of several national and international honor societies, including Alpha Kappa Delta, Alpha Phi Sigma, Pi Gamma Mu and Gamma Sigma Delta. She also has been selected to the National Chancellor’s List and to the Cambridge Who’s Who of Professional Women.

DR. KEITH BELL, a former faculty member, and his wife, Jessica, welcomed a 7 pound, 2 ounce baby boy on April 2. While Dr. Bell is a faculty member at The Citadel, he has continued to teaching distance learning courses for our online degree in criminology and criminal justice.

MAKE YOUR GIFT

When making Gifts for the Department of Criminology & Criminal Justice by check note on the memo line the purpose of the gift “for Criminology & Criminal Justice Dept.”

Make checks payable to:
The Western Carolina University Foundation

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Make a Difference;
Strengthen Criminal Justice Education

If you are in a position to donate to the Department of Criminology & Criminal Justice, please consider doing so. Challenging economic times have impacted the state of North Carolina, including higher education, quite significantly. This would be an extremely helpful time for alumni and other supporters to pledge donations. Your monetary support will help us continue to pursue our mission and activities such as those reported in this newsletter.

GIVE BACK TO WCU

To discuss your ideas regarding donations, please contact:
Dr. Steve Brown
828.227.2174
browns@wcu.edu.

MAKE FEEDBACK?

The Carolina Criminologist is edited by:

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We welcome your thoughts and comments.