

DEPARTMENT HEAD'S CORNER

DR. STEVE BROWN

The marketability of real estate is often depicted in terms of location, location, location. While Cullowhee is a remarkably beautiful location for Western Carolina University, learning is best cultivated through diverse experiences and processes. Those determined to absorb all they can from their studies, and seeking to craft the most marketable resume possible during the educational experience, must take a much broader approach. While the classroom builds intellectual foundations, diverse opportunities to test and apply knowledge yields the full structure of a learned person. Provision of such varied learning experiences serves as the guiding philosophy of programs within our department and reflects the commitment of the faculty. This is what distinguishes WCU, and especially the Department of

Continued on page 2



U.S. Attorney Kenny Smith speaks to conference attendees.



INSIDE THIS ISSUE

Engaged Learning	4
News Beat	13
"Brownbag" Series	14
Faculty Scholarly Works.	16
Graduates	18
Hearing From Alumni.	19
Alumni Spotlight	20
International News	22
Support your Program	24

Department Brings Human Trafficking Conference to Campus

ASHLEY NORMAN, VALERIE PARKS, REGINA CLINE, CHRISTINA FOSTER,
SAVANNAH BELL, SHAY SCRUGGS AND SARA WYATT

On Dec. 1, 2011, students and faculty were asked to join Assistant United States Attorney Kenny Smith, sexual assault nurse examiner Cindy McJunkin, FBI Special Agent David Dawson and Special Agent Kelly Harrison from ICE-Homeland Security Investigations for a conference addressing human trafficking.

Dr. Lisa Briggs put forth an enormous amount of effort in organizing the event. This conference enabled students, faculty, and law enforcement officers from surrounding areas to become more aware of the epidemic of human trafficking.

Human trafficking is a modern day form of slavery, with the victims being coerced into illegal and humiliating activities. The exercise of smuggling people into the United States is often misconstrued as human trafficking and, while often related, is a distinct problem. After being smuggled into the United States many of these persons become human trafficking victims. Special Agents David Dawson and Kelly Harrison explained that both the commercial sex industry and labor industry are central components in human trafficking. Inside the labor industry, men and women are lured by the "American Dream," the opportunity for a better economic life, but sadly become targets of human traffickers. Typically, human trafficking in

Continued on page 2

Department Brings Human Trafficking Conference to Campus *continued from cover*

DEPARTMENT HEAD'S CORNER *continued from cover*

Criminology & Criminal Justice, from other institutions and academic programs. This issue of *The Carolina Criminologist*, as does each, reports on the variety of engaged learning opportunities recently staged. While very time and resource intensive, it is such unique and special events that build both minds and resumes. Among the many events that took place in the fall semester were a conference on human trafficking (the featured lead story) co-sponsored with the Federal Bureau of Investigation and six other agencies, presentations by 11 students and faculty at the annual meeting of the American Society of Criminology in Washington, D.C., a Saturday workshop on defensive tactics in criminal justice professions, a plethora of experiential and service learning projects, guest lectures, a long list of scholarly accomplishments among the faculty, and valued feedback from alum. The growth in scholarship among our students, guided by faculty deeply committed to a wide range of scholarly activities, provides the foundation of our department. The breadth of student opportunities to engage external communities of scholars, practitioners, and communities in need cultivates thoroughly well rounded graduates.

Hearty congratulations to all students who have been taking liberal advantage of these opportunities to expand your intellectual and personal horizons as well as building your resume. For those who have not, do not despair, as the spring semester and those following will bring additional opportunities. Plans for some of them are already far enough along that they are announced in this issue. Commit yourself now and pledge to "make time" for growth and learning.

the labor industry is associated with agricultural/farm work, cleaning services, construction, domestic servitude and restaurant work.

Sex trafficking is generally facilitated through prostitution, massage parlors, escort services, strip clubs, newspaper ads, business cards and billboards. Becoming a victim of sex trafficking often transpires through the boyfriend ruse or legitimate job offers. The "boyfriends," or pimps, are able to persuade women by taking them to nice dinners and pampering them. After establishing a bond, the boyfriend will begin to change, demanding proof of love. A massage parlor can make about \$3,000 a week on one woman. These women are often expected to sleep with an average of six men a day, seven days of the week. Brothels, which are usually homes or apartments for entertaining and providing sexual activities, can generate as much as \$5,000 a week. The women living in brothels typically see around 25 men per day, earning \$30 per visit.

Every year, more than 50,000 women and children enter the United States to work as slaves. There are a number of signs to look for in human trafficking. Inability to speak alone, living and working in the same place, and evidence of control are just a few red flags identified by agents Dawson and Harrison. The frequency of human trafficking continues to rise, but broad public awareness is the first step toward prevention. In addition, increased attention of the justice and health systems are important to coping with victimization and seeking reductions in the scope of the problem. Conferences such as this will allow current and future practitioners the knowledge necessary to contend with and prevent human trafficking.

The conference was comprised of multiple sessions at different locations throughout the day. About 300 students and faculty representing a variety of disciplines attended morning presentations in the Ramsey Center.

Seven of Dr Briggs' students developed and made presentations to a group of about 250 criminal justice personnel at Lake Junaluska Conference Center. The students presented alongside a dynamic set of professionals in the field similar to those presenting at the Ramsey Center. Perhaps the most valuable and intriguing aspect of the conference was that it brought together such a diverse group of professionals, students and faculty to share concerns and ideas for combating human trafficking in Western North Carolina.

The opportunity for criminal justice students to present information from Dr. Briggs' victimology class to a gathering of professionals was a great experience. Dr. Brown notes that the first learning priority under the department's QEP is fostering effective communication skills. There is no better way to hone oral communication skills than presenting before an assembly of professionals interested in the topic. Moreover, it provided a unique opportunity for students to learn from experienced professionals. As Valerie Parks put it, "this allowed me to surround myself with people who saw this issue firsthand." Our students did a great job of focusing conference discussion on several important dimensions of human trafficking.

Regina Cline spoke on the issue of child labor trafficking in the United States, specifically labor trafficking in agriculture. Her primary focus was to emphasize the scope of the problem in the U.S. Many people recognize that it is a serious issue but fail to realize that it happens here and not just in Asia or South America. She detailed some of the horrific circumstances of trafficking children. They are taken from their families, kept in harsh, filthy, dangerous environments, given little to no pay or food and water, and worked mercilessly from before dawn to well after the sun sets. These are children ranging from 3 to 16 years of age, with an estimated 400,000 children exploited in agricultural fields every year. Farm owners often go to other countries and bring the children back for a "better life in the States" and charge

them outlandish fees to keep them in servitude working on their farms. Many of the children develop severe health problems because of the pesticides they have to inhale on a daily basis and harsh manual labor that they are forced to perform.

Christina Foster discussed human trafficking as a global issue impacting 27 million people in this modern day slavery, which includes the sex and labor industry. She presented the Child Welfare Response Protocol Handbook that was developed by the International Organization for Adolescents and the Center for the Human Rights of Children at Loyola University. The primary objective of the handbook is to increase the ability of child welfare and protection staff to screen and identify child victims of all forms of human trafficking and provide the appropriate protections and treatment for these victims.

Savannah Bell prepared research for the FBI concerning pimps and batterers. She reported that the methods of control used by pimps are very similar to those used by batterers. The tactics include isolation, minimization and denial of abuse, exercising male privilege, threats and intimidation, and emotional, sexual and physical violence. When a pimp isolates a prostitute, or a husband isolates his wife, he cuts off all support for the woman. She has no one to talk to, no one to turn to for help. By doing this, they diminish the woman's ability to resist. The men often use extreme violence as a means to demonstrate the futility of resistance. Pimps and batterers also limit women economically, not allowing them to have any significant amount of money or to hold legitimate jobs, leaving them dependent on their abuser for essential needs. If the victim is not a U.S. citizen, his/her passport is typically taken from them, making them more vulnerable to the batterer.

Shay Scruggs described to the group how the victims were treated after they were rescued, summarizing programs that have been implemented in different parts of the U.S. and North Carolina in particular. She



A panel of criminal justice students presented to an assembly of practitioners.

presented findings from investigating a faith-based program that has operated in North Carolina for several years and its efforts to identify and help the victims of human trafficking. Shay ultimately concludes that there is a need for more services directed at victims who may not initially view themselves as such and who have special needs, such as dependencies.

Sara Wyatt presented a "day in the life of a prostitute," where she performed a skit on the realities of living in horrific conditions, performing degrading tasks and feeling helpless by a lack of opportunities to do otherwise.

Valerie Parks and Eligh McEwan presented on the legal tools available to child victims. Eligh covered labor trafficking and Valerie covered sex trafficking. The two learned that according to the federal statute in the child welfare handbook that victims of human trafficking who are not U.S. citizens and were trafficked here by threat of force, actual force or coercion have rights afforded to them than many are not aware of. There are even T-visas that can be granted to assist the victims in gaining permanent U.S. status. Most of these victims are afraid to come forward, however, and do not trust our laws and deportation policies.

Throughout the day criminal justice students and faculty both shared and learned about the human trafficking challenge in the U.S. One thing that was made clear was the interdisciplinary nature of the problem, requiring the attention of social workers, health professionals, the justice system and the public at large. In short, it was an intriguing day that undoubtedly motivated a number of students to study the issue further and perhaps helped practicing professionals to frame the issue in new ways that will inform policy and practice.

The Department of Criminology & Criminal Justice would like to give special appreciation to FBI Victim Specialist Andrea Firpo. She and Dr. Briggs spent countless hours coordinating these events. The victimology students donated their time in setting up and supervising registration, and special thanks to Taylor Jones, FBI student intern, for his contributions.

ENGAGED LEARNING AT WCU

Engaged learning is the mantra of WCU and the Department of Criminology & Criminal Justice, which excelled in providing a host of learning and service experiences to students during the fall semester, both on and off campus. These activities are what distinguish our programs from those of other colleges and universities. Take the opportunity to participate in as many as you can and be sure to select a variety of activities from among engaged scholarship, community service, participating in field observations of the justice system, international learning, and learning applied skills through extracurricular activities. There is so much available at WCU to have an astonishingly well-rounded learning experience. Take advantage of all you can and be a step ahead of your peers attending other institutions.

Students Present Research at ASC Conference

*In this contribution to *The Carolina Criminologist*, Dr. Jamie Vaske summarizes the experience of four of our students who made presentations at the annual meeting of The American Society of Criminology. Faculty sponsors were Drs. Brown, Caravelis Hughes, Kopak, and Vaske.*



Four undergraduate Criminal Justice students and four faculty sponsors attended the annual American Society of Criminology conference from Nov. 15-19. While at the conference, students were able to attend panels to hear about others' research as well as present their own research to professionals and other students. Students presented research on a variety of topics, including predictors of alcohol abuse among college students, potential explanations for gang membership among Latinos, the development of diversion programs among Cherokee populations, and the legal restrictions against pit bull ownership.

The students noted that faculty welcomed their participation at the annual conference, a conference that is primarily attended by faculty, graduate students and professionals. Maurice Lee II said, "Overall, my poster got a really warm reception. I had a variety of

people come by and ask questions, and even have in-depth conversations relating to the topic at hand. ... It also was encouraging to have support from people you don't even know, who encourage you to pursue and continue your research." Christina Foster stated, "Being able to present my ideas and implications for a certain issue and receive feedback from other researchers not only enhanced my communication skills and knowledge, but also increased my confidence. I felt empowered to talk about my study and enormously supported by my wonderful, enthusiastic professors."

Students also interacted with faculty and professionals from all over the world to learn more about their own specific interests. Christina Foster said, "By attending the panel and poster sessions, I learned about victimization, offenders and at-risk youth. My calling in life revolves around mentoring

and assisting at-risk youths. While attending these sessions, I found vast amounts of data reporting the issues that orbit around juveniles. I, however, only found one poster that actually addressed these issues with solutions. It was exciting to talk with the researchers and discuss further implications



Samantha Brothers discusses her research project with conference attendees.

that could be implemented to help this population. We have exchanged contact information and I plan to learn as much as I can from them.” Irene Diaz-Clark noted, “I was impacted by the amount of people from other countries attending the conference and the different views and focuses of the criminology experts, depending on their country. I even had the opportunity to meet with two criminologists from my home country of Spain.”

One goal of inviting undergraduate students to the national conference is to help them clarify their goals for the future. Many undergraduate students have not considered what careers they would potentially be happy in, or even what type of environment that would like to live in upon graduation. Reading over their reflection papers, it is apparent that the conference trip facilitated their consideration of these larger questions. Maurice Lee II said, “Going to various panels opened my eyes to what all is actually at my disposal. I had never thought about doing graduate school more until being in that type of environment.” Similarly, Samantha Brothers noted, “Meeting with these different professors really got me thinking about my future and the decisions I still had left to make concerning graduate school. ... I really don't know where I want to work when I graduate, but now I think a city might be the perfect place for me in my young career.”

Aside from attending the conference, students were able to explore Washington, D.C., with each other and the faculty. Christina Foster stated, “I was able to visit



Christina Foster presents her research while her faculty sponsor, Dr. Cyndy Caravelis Hughes, looks on.

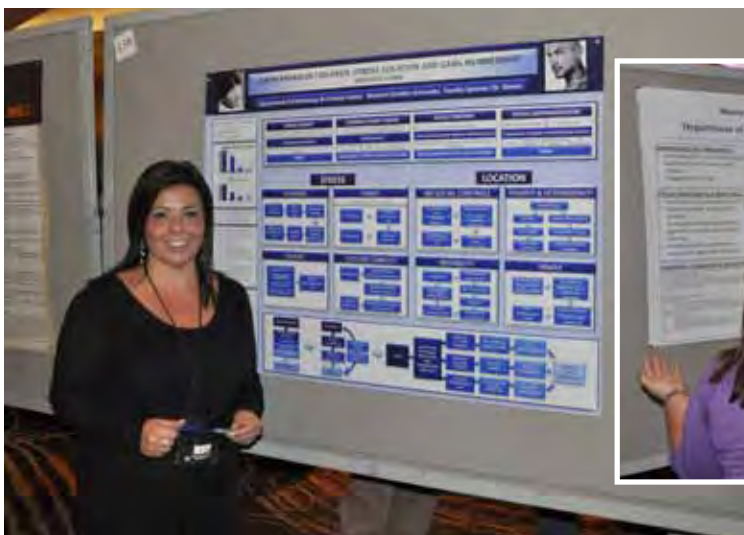
numerous historical sites and embrace the history and beauty of these special areas. I visited the Martin Luther King Jr. Memorial, the World War II Memorial, Abraham Lincoln's memorial and other famous sites. It was an amazing experience to pay tribute at these memorials and give thanks to these important figures in our history. I also was able to experience the city life of Washington D.C., and enjoy the diversity and culture that is present there.” Reflecting upon a trip to the Capitol Building arranged by Dr. Cyndy Caravelis Hughes, Irene Diaz-Clark said, “The most exciting visit was to the room where the first Supreme Court ruled inside of the Capitol building. When I entered the room, I had chills all over (knowing the history of that room).”

A benefit of this kind of trip is that it allows faculty and students to interact on a more personal level. Maurice Lee II described how Dr. Albert Kopak encouraged him to expand upon an in-class assignment and to present his information at the conference. “If it wouldn't have been for my teacher Dr.

Kopak giving me the encouragement in going, I would not have had this opportunity.” Samantha Brothers stated, “Another aspect of the trip I enjoyed was being able to see my professors outside of the classroom. It was interesting to see them in a different setting and to realize that even out of the classroom, they are still interested in you and your future.” Irene Diaz-Clark, a student in the distance criminal justice program, said, “As a distance and nontraditional student, I think that we often feel like we are not part of the university experience. However, to be able to meet with the professors that I only knew through emails and Blackboard discussions, to be able to put a face with a name, and to see how welcoming they were of my participation in this trip, not only provided me with a better idea of the WCU experience, but made the event much more exciting.”

In closing, it is a blessing that Western Carolina values the development of its youngest scholars—the students—in addition to faculty. Academic conferences help foster the development of students and faculty

on both a professional and personal level. The conferences energize faculty and students to continue their research and to continue to disseminate their knowledge. In a financial state where the budget is continuously in question, these investments in conference trips keep faculty and students excited to learn about the social world and to create effective solutions for social problems.



Irene Diaz-Clark presents her research on Latino gang membership.



Maurice Lee receives feedback on his research from a conference attendee.



Department Organizes Defensive Tactics Workshop

Saturday, Dec. 3, was devoted to teaching and learning defensive tactics for working in criminal justice professions. The event was sponsored by the department and the Criminal Justice Club. Twelve criminal justice majors had the opportunity to work with seven faculty members with training experience in martial arts and/or law enforcement defensive tactics. In addition, they had an extraordinary session

with Armando Basulto (Basulto Academy of Defense, or BAD), who brought three of his students along to assist. Our very hearty thanks go out to Mr. Basulto for his interest and work with our students. He is a black belt in Gracie Jiu-Jitsu, a very rare credential in itself, along with extensive training, competition and instructional experience. He is a wonderful instructor whom we hope to have return for future sessions. We

encourage our students to visit the BAD in Waynesville (www.wncbjj.com) and to strive to incorporate study of martial arts in their lifestyle as a means of maintaining health, fitness, and safety.

As the photos show, we had a long and strenuous day, but all had fun! You don't want to miss our next defensive tactics event!



Defense Important in Red Zone

Victimology students participated in an education campaign to reduce sexual assaults on college campus. The Red Zone refers to the period of time between the fall semester and Thanksgiving break when sexual assaults on college campuses are especially high (www.rainn.org).



Victimology students get ready to participate in the Red Zone Awareness Campaign.

During the Red Zone, students are establishing new relationships, living in new areas, experiencing less parental supervision, and sometimes using alcohol or drugs. These factors all are known to increase the risk for sexual assault. As part of the Red Zone campaign, victimology students drew awareness to steps that can be taken to reduce the risk of sexual assault:

- Trust your instincts. If you don't feel comfortable in a situation, leave.
- Do not mix sexual decisions with alcohol or other drugs. It blurs your reasoning and ability to communicate.
- Talk about it. Be sure you both know that there is consent before you have sex. To be sure, ask.
- Use the buddy system. Go with a group of friends to new social events. Be sure you leave together. Don't leave friends.
- Be assertive. You have the right to make choices about what you do.

Service Learning Helps Needy

Eighteen students in Dr. Briggs' victimology class participated in "Impact 2011." This day was set aside to make a difference for people in the community and abroad. Students focused on projects affecting victims of natural disaster and victims of the economy or structure of society. Among the projects were splitting and delivering 39 pickup loads of wood to the less-fortunate elderly in our community. In WNC some homes are completely heated by wood, and most of the elderly lived in areas that are difficult to access. One student member of the delivery team commented, "I can't believe how isolated this 93-year-old woman lived. We had to use a four-wheel drive just to get to her home. It did not seem that she had family,

and her only source of heat is wood."

The project also included clearing broken trees from people's property after previous storm damage. The project benefitted those who needed help cleaning up the damage and enabled there to be an abundance of wood to convert into heat for the elderly this winter. Other students



Victimology students help load firewood to deliver to local residents in need.

helped package 37,000 meals for "Stop Hunger Now." These meals were shipped to Africa, where famine is widespread.



Interim Provost Beth Lofquist joins Tamara Davis, John Balentine and Dr. Cyndy Caravelis Hughes in making the first shoe donations that launched the Soles4Souls shoe drive.

Department Participation in the Global Poverty Project

This year, Western Carolina University embarked upon a yearlong initiative, the Global Poverty Project, designed to address poverty issues both domestically and abroad. As part of the initiative, the Department of Criminology and Criminal Justice partnered with the CJ Club to spearhead a month-long shoe drive to benefit the charity Soles4Souls, which distributes donated shoes to people in need in the United States and abroad. Students, faculty and staff filled collection boxes all around campus while local residents filled other boxes located in nearby Sylva and Dillsboro. In all, 1,167 pairs of shoes were collected to benefit those in need.

Drs. Tom Johnson and Cyndy Caravelis Hughes drove a box truck, donated by the WCU Police Department's Chief Ernie Hudson, to Gaffney, S.C., to deliver the donated shoes. It was an impressive effort for all involved, and the Department of Criminal Justice was very pleased with the generosity of our campus community.

Guest Speakers in the Classroom | LORI GERBER, VICTIMOLOGY

Lori Gerber of the Center for New Beginnings, a nonprofit victim service agency, came to speak to students about victim advocacy and the court experience for victims of crimes. Mrs. Gerber is a nationally certified first responder for victim-based crisis and was one of the counselors who helped victims and their families deal with the tragic events of 9/11. She also shared about these experiences. Students also were instructed on the steps to take to initiate a career in victim services and some of the "keys to success" in being able to be successful in this type of employment.

In addition, several of the students in Dr. Briggs' victimology course engaged in experiential learning with this agency, which is out of Asheville. They attended first responder training in dealing with victim issues, participated in awareness campaigns for victims rights and services, and became more directly exposed to the problems surrounding the criminal justice system and victim-based issues. Dr. Briggs serves on the board of directors for the Center for New Beginnings.

Judge J. Douglas McCullough, Criminal Law

Students in Professor Wayne Knight's criminal law class had a great opportunity to hear Judge McCullough, an associate judge of the North Carolina Court of Appeals, discuss legal issues in our system. The October visit allowed students to interact with one of the state's most successful and learned judicial figures. The criminal law course always generates a host of questions from students.

The presence of such an experienced attorney and judge adds a whole new dimension.

Dr. Roger Hartley, Senior Seminar

Dr. Roger Hartley visited Dr. Vaske's senior seminar capstone course to discuss the master's degree in public affairs (MPA) at Western Carolina University. He discussed the requirements of the program as well as the reasons why an MPA degree is beneficial to students looking to enter into criminal justice professions. Dr. Hartley emphasized that the MPA degree is an excellent choice for students who are interested in working in county government or those who are seeking leadership positions in public service agencies. More information on the MPA program can be found at www.wcu.edu/4839.asp, and those interested in the program can directly contact Dr. Roger Hartley at 828.227.3494 or rehartley@email.wcu.edu.

Chief Bill Hollingshed, Senior Seminar

Police Chief Bill Hollingshed of the Waynesville Police Department was a guest speaker in Dr. Jamie Vaske's senior seminar course to discuss the proper approaches to addressing mentally disordered offenders in law enforcement. Chief Hollingshed reviewed a 2004 case in which a Statesville mentally disordered resident died while in a restraint chair. This Statesville case facilitated the development of BLEET and in-service trainings for interacting with special populations. Chief Hollingshed also emphasized the importance of residents participating in the Special Needs Registry, which is a registry of residents that

describes the specific nature of their special needs (i.e., mentally disordered, elderly, physically disabled), the physical description of the individual, and how the individual best communicates with others. Law enforcement professionals can access this registry so that they can best address the needs of residents. More information on the Special Needs Registry (as well as information on prescription pill abuse and prevention of abuse) can be found at the Waynesville Police Department website, www.waynesvillepd.com/.

Jeff Naber, Senior Seminar

Officer Jeff Naber, a United States probation officer for the Western District of North Carolina and a 1990 WCU graduate of the Criminal Justice Department, discussed the roles and responsibilities of being a federal probation and parole officer. He described how federal probation officers are responsible for pretrial assessment, pretrial supervision, compiling the pretrial investigation report and the post-sentence supervision of offenders. He also discussed his educational and professional experience, which includes being a Hendersonville police officer, a North Carolina state probation officer, a court trainer at the Federal Judicial Center, a certified computerized voice stress analysis examiner, and serving on a Federal Law Enforcement Training Center work group for crisis management situations. More information on being a federal probation officer can be found at www.uscourts.gov/FederalCourts/ProbationPretrialServices.aspx, and information on the International Critical Incident Stress Foundation can be found at www.icisf.org/

Victimology Class Visits Cherokee Tribal Court

ASHLEY NORMAN

Our class had the opportunity to go to Cherokee for Tribal court regarding domestic violence cases on November 29, 2011. Never before attending a court session, I was certain we would be subject to a number of cases. We were, however, only able to hear one case and observed that it takes a lot of time to call the docket. Beyond the case we were able to see, there was a warrant for someone's arrest issued due to failure to appear in court. However, this was quickly settled, as the defendant was just in the restroom.

There were two different Judges for this docket; Chief Justice Boyum and Judge Martin. The one case we did witness was that of (name withheld). Judge Martin had to recuse himself from this case so that it was heard by Judge Boyum. Mr. (name withheld) needed a translator during his session and that was a very interesting process to observe. There was not really a trial process because the translator basically said the man was pleading guilty and the judge fined the abuser five-hundred dollars, as well as spending one-hundred and eighty days in jail (active time). We also witnessed several offenders receive a certificate for completing a program designed to reduced domestic violence and help find alternative



Victimology students meet with Larry Nessler, who works with Legal Aid representing victims, during their recent trip to the Tribal Court.

ways to release anger, communicate and cope with troubling situations. Many of the offenders also participated in drug and alcohol rehabilitation programs.

Throughout the experience of court, our class was able to talk to several people. To our pleasant surprise, Judge Martin spoke directly to us several different times. Fictional television portrays Judges as so stern that I was surprised at his thoughtful communication. It was interesting to see how generous Judge Martin was when defendants repeatedly gave reasons for a continuance and how willing he was to help us CJ students learn. Beyond talking to Judge Martin, we were able to talk to several Legal Aids, a probation officer, and Legal Aid Attorney Larry Nestle who directed a program to counsel defendants charged with domestic violence. Surprisingly, he acknowledged the difficulties in dealing with the many barriers in successful treatment.

After the majority of the class left, Eli, Haley, and I were able to talk more individually with the legal aids. They were eager to share their routine duties with us, and said if we ever wanted to do an internship they would be more than happy to help us.

Overall, the knowledge gained by attending Tribal Court was well worth the time. It was also great to see a couple of WCU Criminal Justice graduates working for the court. Speaking to several different members involved with the court process was probably more beneficial than witnessing the actual cases taking place. Being able to see a case was definitely an added bonus, however. Though attending court will more than likely be an inconvenience when working in the criminal justice field, I am eager to gain more experience.

Helping Victims through Service Learning

REACH of Jackson County is committed to promoting economic self-sufficiency and zero tolerance for domestic violence and sexual assault in our area. Students in Dr. Briggs Victimology course donated approximately 100 hours to assist REACH in opening a new domestic violence shelter. Through this experiential learning opportunity, students learned for themselves about the difficulties surrounding opening and running these important shelters, and they realized that not enough donations are being provided to assist in these efforts. One of the more consistent comments from the students was how much people throw away that shelters would find valuable. Many students took it upon themselves to ask grocery stores to donate food, implement a coat drive and attempt to locate old beds. These same students moved furniture, unpacked, assembled beds, caulked bathrooms, hung pictures and basically

helped facilitate the ability of the shelter to open. Because of the relationship formed with REACH, several of the students are currently training as "hotline" operators and will be "on

call" to aid victims in need. Overall as a result of their experience, many students have a better understanding of the plight of domestic violence victims in our area.



Kacey Tilley and Valerie Parks lend a helping hand

Experiencing 'Hard Time'

Twenty-five of Dr. Brown's "Introduction to Criminology and Criminal Justice" students got the chance to "do hard time." Fortunately, all returned to the comfort of WCU that evening. On Nov. 21, the class visited Marion Correctional Institution in Marion, about 40 miles east of Asheville. The visit was facilitated by David Cothran and led by Mike DeLuca, an alumnus of our department, along with several other staff members. This provided students with an opportunity to envision life within a "close" (high security) environment, hear the perspective of an inmate serving a long sentence for armed robbery, and to discuss work issues and career opportunities with the staff.

The experience impacted students in a variety of ways and provided a great filter for concepts and ideas discussed in class. As Mary Hannah Hughes wrote afterward, "The prison trip was a fantastic experience for me as a criminal justice major because it allowed one to really see how it runs and how it is structured." Our tour lasted about three hours and covered virtually every



The razor wire and roving patrols convey the security of the setting.

part of the facility. Dilliana Anaya-Ramirez concluded, "The trip was a privilege, letting students get an idea of what prison life is like." Marion is an exceptionally clean and well run facility, but observing prison for the first time is always a bit unnerving. Jamie Bauguess expressed it this way. "It was an eerie place to walk into but it was a very cool experience that I think everyone should have the opportunity for." The inmates left

impressions as well. James Harvey said that what stood out the most to him was "that the men in there were just ordinary people, not crazy, wild people, but just as human as you or I." In short, visiting a prison and interacting with inmates tends to shatter preconceived notions of all sorts and raise many questions. That, after all, is what an education is supposed to do.

Criminal Justice Club Fall Activities

For information about joining the Criminal Justice Club, please contact faculty sponsor, Dr. Jamie Vaske.

Trip to Jackson County Detention Center

On Sept. 15, seven students from the Criminal Justice Club and Dr. Jamie Vaske toured the Jackson County Detention Center. Lt. Matt Helton, a student in the Bachelor of Science Criminology & Criminal Justice distance learning program, escorted the eight visitors around the facility and explained the operations of detention center. Lt. Helton also discussed his educational and professional experience as a Deputy Sheriff for Jackson County Sheriff's Department. Lt. Helton trains other officers on report writing, responding to domestic violence, and patrol techniques. Information on the Jackson

County Sheriff Department can be found at <http://sheriff.jacksonnc.org/>.

Visit from Dr. L. Alvin Malesky Jr.

Dr. L. Alvin Malesky Jr. visited the Criminal Justice Club to discuss his interests in forensic psychology as it relates to sex offenders. Dr. Malesky also described the details of his study abroad "Psychology of Hate" course (PSY-393). Before departing to Germany, students will first complete an online course that discusses the psychological factors that facilitated genocide in the Third Reich. Students will then accompany Dr. Malesky to Germany, where they will tour many historical sites that were related to the German's use of genocide against its citizens and citizens of other countries. Students who are interested in the material but who cannot participate in

the study abroad program can complete the online course. For more information about Dr. Malesky's research or about the "Psychology of Hate" course (PSY-393), please visit Dr. Malesky's website at wcu.edu/7049.asp.

Trip to Rex's Shooting Range

On Dec. 7, students from the Criminal Justice Club visited Rex's Shooting Range in Hendersonville. Students were able to fire a number of handguns, ranging from 22-caliber pistols to 9-mm pistols. This is the third time that students have visited the shooting range. Many of them noted that this is one of the first times they have shot a handgun and that they realize the importance of becoming comfortable with a handgun if they are choosing law enforcement or probation/parole as their careers.

Emergency & Disaster Management Undertakes Disaster Simulations

FROM: American Red Cross - We currently have shelters set up in the Central City and surrounding areas. We estimate about 40,000 people currently being sheltered at these locations. We are in immediate need of large quantities of food and water. We also have no storage facilities for frozen perishable items. We need your help immediately. –From 2011Earthquake Exercise, EDM 448

An important component of the Quality Enhancement Plan for the Emergency and Disaster Management major is engagement of students in functional disaster exercises in which each student can assume the role of an emergency responder, policymaker or business/nonprofit owner/director and make decisions related to a disaster event. Through this experience, students are able to practice communicating effectively to coordinate, delegate and collaborate in response to an emergency. They also pull information from a variety of sources to assist in decision-making and work together to solve problems posed by the exigencies of the disaster event, as well as by their own capabilities to respond in a pressure situation. Students view these exercises as invaluable in providing practice for their chosen field in a risk-free environment.

Faculty members develop these simulations using WebEOC, a disaster management software that is currently used by the North Carolina Division of Emergency Management and local emergency management organizations. The students receive inputs at timed intervals and are required to respond by use of an "Operations Activity Log," which is visible to all participants. The Vendor, ESI, normally charges localities at least \$120,000 for

the use of the system, but has generously offered for educational purposes the use of their software and access to their servers.

Disaster simulations are integrated into courses to support learning outcomes; scenarios address course material and concepts while exposing students to a greater understanding of the response activity and roles. Examples include:

- Homeland security: Students assuming roles of first responders, Coast Guard and park rangers respond to a reported terrorist event in a port storage facility that is next to a park where children participate on a field trip.
- Asset protection and critical infrastructure: Students assuming roles in a nursing facility, a restaurant and in an emergency operations center test business continuity plans they had developed for emergency contingencies when they respond to reports of a chemical explosion.
- Exercise design and evaluation: Students assuming roles within an emergency operations center respond to an earthquake report to test their ability to handle responsibilities of specific support function annexes, as outlined in National Response Framework guidelines.
- Social dimensions of disaster: Students assume roles in a shelter during an evacuation to address the issues of logistics as well as needs for vulnerable populations.
- Emergency planning: Students coordinate activities in a shelter as they address the needs of vulnerable populations during a winter storm.

Faculty members also use information obtained from the exercises for scholarship and program assessment. Dr. Bob Berry and Professor Carlie Merritt presented on the process and results of the 2009 disaster exercise at a 2010 Federal Emergency Management Institute on Higher Education Conference. To facilitate program review, they used the same earthquake script for the 2011 EDM 448 exercise. A comparison of the quality and timeliness of student responses in the two exercises should demonstrate the effectiveness of curriculum changes made to strengthen the program.

Dr. Tom Johnson conducted research on disaster exercises as examples of authentic learning and presented his results at the fall 2011 North Carolina Emergency Management Association Conference. The results of his research indicated that students (1) obtained better comprehension of the course material, (2) gained fuller appreciation of the dynamics of an emergency situation, (3) online students were able to benefit from an additional dimension of interactivity, and (4) generally, students gained greater self-confidence.

Anecdotally, students report that WebEOC is more intuitive than Second Life, a virtual simulation environment, and they enjoy the fact that North Carolina state and localities use the same software for their disaster management and training needs. They also appreciate the need to collaborate and communicate when they are required to work together in a pressure situation. The experience of practicing disaster exercises in the program using WebEOC will provide students a competitive edge when they seek employment in the field.

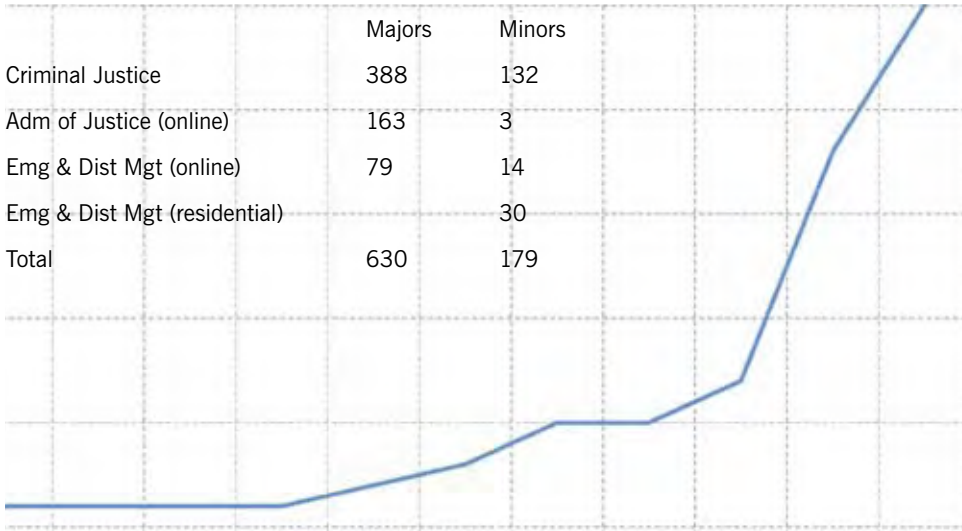


News Beat

Catch up on other news in the department from the fall semester and begin planning for the spring. You do not want to miss the Visiting Scholar lecture. Undoubtedly this will be provocative, as the lectures are intended to be. Whatever your views on the availability of guns in American society, attend the lecture for a lively and informative discussion. It is sure to make us all reflect and question our views.

Tracking the Growth Curve

Our department is both large and rapidly growing in terms of numbers of students coming to WCU to major in one of our programs. We have grown to 630 majors. Our most rapid growth is currently in the residential criminal justice major, which has experienced a 20 percent growth, currently standing at 388 and representing more than 20 percent growth from last fall. Another area of rapid growth has been in the service of residential minors, with more than a 25 percent increase in the last year. Below is our distribution of majors and minors near the end of fall semester.



CONGRATULATIONS TO ... Dr. Bob Berry

The emergency and disaster management faculty of our department recently added a Ph.D. to the program. On Dec. 10, Bob Berry was awarded the doctoral degree in political science with a concentration in public administration and public policy from the University of Nevada, Reno. The title of his dissertation was "An Assessment of the Top-down/Bottom-up Approaches to Policy Analysis and the Impact of State and Local Government Participation on Emergency Management Policy Implementation: Is the Use or Application of a Middle-middle Model a Better Answer?"

Distance Learning News Flash:

Administration of Justice Concentration Remains No. 1 Nationally

The online criminal justice program within the Department of Criminology and Criminal Justice recently received renewed No. 1 national ranking by Geteducated.com with an "A" for overall quality, student satisfaction and affordability. The online criminal justice degree is a concentration in Administration of Justice that is designed to serve the needs of practicing professionals in the justice field. The program features a progressive core of criminal justice and criminology courses augmented by concentration courses addressing the most current technological and management skills applicable within criminal justice agencies. Its service to practicing professionals allows students to share unfiltered knowledge, experience and debate regarding policy and practice in the justice system. The program is currently developing new courses to remain at the cutting edge of both technology and management issues within the contemporary criminal justice system. The program is under the administrative guidance of Dr. Karen Mason, Assistant Department Head and Director of the Administration of Justice program, who may be reached at kmason@wcu.edu or 828.227.2814.

The following summarizes an Oct. 19 presentation made by Dr. Berry to colleagues in our Faculty Brown Bag Series.

Assessment of Top-Down/ Bottom-Up Policy Analysis Approaches and The Application of a New Middle-Middle Model

DR. ROBERT T. BERRY, LIFETIME CEM



Many efforts have been made, and continue to be made, in order to effectively conduct, evaluate and analyze policy implementation. However, this has been a problem because so little is known concerning how it occurs, and why it is, or is not, effective (Berman, 1978; Ingram and Mann, 1980; Sabatier, 1986; Goggin et al., 1990). Policy implementation has been described as “the carrying out of goals and plans ... [and] refers to a stage in decision making that occurs after a decision has been made about what goals are to be sought” (Palumbo, 1994: 100). State policy implementation has been defined as “a process [which consists of] a series of state decisions and actions directed toward putting an already-decided federal mandate into effect” (Goggin et al., 1990: 34).

Implementation of a policy is important because it is the next step toward taking a decision and putting it into effect; making it work or happen. Policy research in itself does not always have an immediate impact on the policy process. However, it does serve to advise and educate the decision makers in order to help them to make a decision perhaps years down the line (Brewer and deLeon, 1983; Anderson, 2003).

Hurricane Katrina (2005) is a classic example of how a natural hazard of disastrous, if not catastrophic, proportions served to identify and expose the weakness and the lack of an effective mechanism with which to address its damage and impact. The horror and catastrophic damage inflicted by Hurricane Katrina upon the U.S. Gulf Coast and mainly New Orleans shows why effective emergency policy and preparedness are so critically important (Sylves, 2006). Experiences such

as this have made it apparent that when it is necessary for the various governmental entities to cooperate and coordinate their efforts and resources in response to a disaster, there is no structure within which they can meet and function effectively (Roberts, 2007b). There needs to be a soliciting of expertise from practitioners in the field of emergency management and related professional disciplines in order to design and create a new model of all governmental entity cooperation beyond and outside of the realm of party politics.

Over the years, there has not been a concerted effort made to address or correct the lack of effective policy implementation (Goggin et al., 1990). Policy implementation analysis has been dismissed as some kind of mystical art form for which there are no practical formulas, recipes, checklists or other practical steps to apply to evaluate success, structure or other useful measurements.

The top-down model, which has been the generally accepted political and academic approach for the past several decades in the U.S., deals with how the federal government dictates terms and tries to control all policy outcomes (Goggin et al., 1990; Lester et al., 1987; Wildavsky, 1998; Waugh and Sylves, 2004; Dye, 2000). This model grew out of the commonly held belief of the educated world power elite that the general public in a democratic society is uninformed or misinformed as to the facts necessary to make informed, intelligent decisions concerning policy issues (Dye, 2001). It offers no flexibility and provides few if any options that can be exercised by the state and local entities (Bullock, 1980; Gunn, 1978; Mazmanian and Sabatier, 1981).

The impact and undesirable effects of the top-down policy model can be observed in the way the Department of Homeland Security has implemented its top-down directives to the state and local governments concerning how to deal with the war on terrorism. This approach may well do more harm than good. Waugh and Sylves recognized that this dictatorial policy model will also serve to cause a return to the old federal policy of dictated mandates with the result of reducing the availability of resources to address the all-hazard needs of local jurisdictions above and beyond terrorist issues (Waugh and Sylves, 2004).

The bottom-up model is just the opposite of the top-down model (O’Toole, 1986). Local governments influence or dictate terms of a program and control the means and the outcome (Lester et al., 1987). Choices are limited to local needs and demands with few options provided for federal changes. Dye points out that the popularly driven policymaking model in American politics is the bottom-up approach. However, he explains that “most Americans are skeptical of the bottom-up process [because] they do not believe that the government pays much attention to their [local] policy views” nor understands local problems very well (Dye, 2001:10). It is interesting to note that U.S. civil preparedness goals, those for which emergency management agencies are responsible, are established at the federal level. However, the responsibility for their implementation falls directly upon the state and local governments. This should make it clear that in order to enlist the necessary cooperation of all local entities, convincing persuasion must be relied upon instead of dictatorial coercion.

The study and application of both of these models shows that there is a need for something new that is more effective in addressing the needs and priorities of all participants (Drabek, 2004; McEntire, 2004a). Along with this recognition of the need for a change came the conclusion that there is a need for, and the desirability of combining, the best aspects or elements of the policy implementation approaches of the top-down and bottom-up models (Drabek, 1987).

The "synthesis" of these positive model elements formed the basis of attempts aimed at creating an improved new model (Sabatier, 1986, 1988, 1998; Sabatier and Jenkins-Smith, 1988, 1993, 1997). These attempts were aimed in the right direction but did not go far enough. Sabatier and others recognized that the passage of time can have a major effect on policy as a result of changes in the environment which had originally led to the creation of a policy, thereby altering or changing the level or amount of support, attitudes, need, demand, priority, etc. (e.g., changes in the economy, funding availability, disasters, catastrophes, etc.) (Sabatier and Mazmanian, 1980; Sabatier, 1986, 1988, 1998; Weible, 2008; Weible, Sabatier and McQueen, 2009; Nohrstedt and Weible, 2010).

The U.S. catastrophic preparedness, mitigation, response and recovery system and mechanism may not be as poorly designed and ineffective as many critics claim. Recently recognized weaknesses and failures may merely be the symptoms. The real problem, which can be corrected, is the attitude of apathy, ignorance and inexperience combined with the inability to recognize major problem areas outside of the realm of the political arena. Critical priorities must be quickly and accurately recognized, identified and acted upon effectively. All of this must be done without concern for personal image, protection of territory or turf, popularity or who gets the credit or criticism for the vital decisions that must be made and actions taken as quickly as possible.

A middle-middle model recognizes the critical importance of effective leadership, participation by all stakeholders and the major role that must be played by the individual states coordinating with the federal government and providing support by serving as an advocate for the local entities under its jurisdiction in order to be successful. There are five steps which must be accomplished in order for this new model to function.

1. Well-educated, well-trained and experienced leaders must be identified who

can provide the required effective leadership and direction.

2. It is necessary to identify, develop, cultivate the support, train and educate the various stakeholders, players and groups (including private industry, nonprofit organizations and all levels of government) that must participate in order to be credible.

3. There must be created a continuously sustained mechanism that will afford or provide these stakeholders with the forum upon which to collect and organize their ideas in order to design and implement desired policy proposals and make them known.

4. There must be established and maintained a strong membership presence and support from the state Legislature as well as all other levels of concerned government.

5. In order for the new model to be self-sustaining, it is required that fully open channels of continuous communication of ideas, problems and other vital information among all stakeholders be established and scrupulously maintained. Full cooperation, open communication and mutual trust are the key elements for success.

Each jurisdiction that considers adopting and applying the middle-middle model or approach must first examine its scope of authority, statutory support, duties and responsibilities, budgetary demands and resources, level of support and/or opposition and the benefits that can be realized through its application. Each state will need to coordinate with neighboring states to identify the levels of support and cooperation that are in place in order to proceed and to establish a regional organization and process. A funding source must also be identified to determine and provide organizational sustainability.

All of this is doable. It will require a great deal of hard work and effort, but it can be done. The resulting benefits should far outweigh the necessary cost and effort exerted. The application of the middle-middle model appears to be limited only by the extent of the creative imagination of those who need and choose to use it. Its value in uniting various interest groups by identifying mutual interests, commonality of problems and the benefits of cooperating to achieve solutions helpful to all parties is significant in itself. Unlimited opportunities appear to be possible as additional research is conducted that can help to shed more light on the diversity of its use and application.

REFERENCES

- Anderson, James E. (2003). *Public Policymaking*, 5th ed. Boston, MA: Houghton Mifflin Company.
- Berman, Paul (1978). The Study of Macro-and Micro-Implementation. *Public Policy*, 26 (2): 157-184.
- Brewer, Garry D. and Peter deLeon (1983). *The Foundations of Policy Analysis*. Chicago, IL: The Dorsey Press.
- Bullock, Charles S. III (1980). Implementation of Equal Education Opportunity Programs: A Comparative Analysis. Daniel A. Mazmanian and Paul A. Sabatier, eds. *Effective Policy Implementation*. Lexington, MA: Lexington Books.
- Dye, Thomas R. (2001). *Top-Down Policymaking*. New York, NY: Chatham House Publishers of Seven Bridges Press, LLC.
- Drabek, Thomas E. (1987). *The Professional Emergency Manager: Structures and Strategies for Success*. Program on Environmental and Behavior Monograph #44. Boulder, CO: Institute of Behavioral Science, University of Colorado.
- Drabek, Thomas E. (2004). Theories Relevant to Emergency Management Versus a Theory of Emergency Management. A paper presented at the FEMA Annual Emergency Management Higher Education Conference, National Emergency Training Center, Emmitsburg, MD (June).
- Goggin, Malcolm L., Ann O'M. Bowman, James P. Lester and Laurence O'Toole, Jr. (1990). *Implementation Theory and Practice: Toward a Third Generation*. New York, NY: Harper Collins Publishers.
- Gunn, Lewis (1978). Why is Implementation So Difficult? *Management Services in Government*, 33: 169-176.
- Ingram, Helen M. and Dean E. Mann, ed. (1980). *Why Policies Succeed or Fail*. Beverly Hills, CA: Sage Publications.
- Lester, James P., et al. (1987). Public Policy Implementation: Evolution of the Field and Agenda for Future Research. *Policy Studies Review*, 7 (1): 200-216.
- Mazmanian, Daniel A. and Paul A. Sabatier, eds. (1981). *Effective Policy Implementation*. Lexington, MA: Lexington Books.
- McEntire, David A. (2004a). Tenets of Vulnerability: An Assessment of a Fundamental Disaster Concept. *Journal of Emergency Management*, Vol. 2, No. 2: 23-29.
- Nohrstedt, Daniel and Christopher M. Weible (2010). The Logic of Policy Change After Crisis: Proximity and subsystem Interaction. *Risk, Hazard & Crisis in Public Policy*, Vol. 1, Issue 2, Article 1.
- O'Toole, Laurence J., Jr. (1986). Policy Recommendations for Multi-Actor Implementation: An Assessment of the Field. *Journal of Public Policy*, vol. 6, no. 2: 181-210.
- Palumbo, Dennis J. (1994). *Public Policy in America: Government in Action*. Fort Worth, TX: Harcourt Brace & Co.
- Roberts, Patrick S. (2007b). Was it the Plans, the Leaders, or the System? Hurricane Katrina and the Difficulty of Reform in the American Political System. Paper prepared for presentation at the 2007 *American Political Science Association* meeting in Chicago.
- Sabatier, Paul (1986). Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, 6 (January): 21-48. Also see Sabatier's articles of 1988 and 1998.
- Sabatier, Paul A. and Daniel Mazmanian (1980). The Implementation of Public Policy: A Framework of Analysis. *Policy Studies Journal*, 8 (4): 535-560.
- Sabatier, Paul and Jenkins-Smith eds. (1988). Symposium on policy change and learning. *Policy Sciences*, 21: 123-278. Also see their articles of 1993 and 1997.
- Sylves, Richard T. (2006). President Bush and Hurricane Katrina: A Presidential Leadership Study. *Annals of Political and Social Science*, (March).
- Waugh, William L. Jr. and Richard T. Sylves (2004). Organizing the War on terrorism. *Annual Editions: Homeland Security*. Guilford, CT: McGraw-Hill/Dushkin: 32-40.
- Weible, Christopher M. (2008). Expert-Based Information and Policy Subsystems: A Review and Synthesis. *Policy Studies Journal*, Vol. 36 (4): 615-635.
- Weible, Chris, Paul Sabatier, and Kelly McQueen (2009). Themes and Variations: Taking Stock of the Advocacy Coalition Framework. *Policy Studies Journal*, Vol. 37 (2): 121-140.
- Wildavsky, Aaron (1998). *Federalism & Political Culture*, ed. David Scheicher and Brendon Swedlow. New Brunswick, NJ: Transaction Publishers.



FACULTY SCHOLARLY WORKS

DR. BOB BERRY

Presented a paper entitled "Student Competencies in Emergency Management Higher Education" at the North Carolina Emergency Management Conference, in October in Hickory.

DR. LISA BRIGGS

Has a chapter entitled "Single Parenthood, Poverty, Crime, and Delinquency" forthcoming in Robert McNamara and Keith Bell (eds.) *Dimensions of Crime as a Social Problem*, Carolina Academic Press. She also co-authored (with Dr. Mason) "Myths and moral panics: An active learning approach to controversial topics," appearing in *Transformative Dialogues: Teaching & Learning Journal*.

DR. STEVE BROWN

Presented a paper at the annual meeting of the American Society of Criminology, Washington, D.C., in November titled "Is Poor Writing a Crime? An Assessment of Criminology Students' Writing Proficiency" (with Professor Orender and Dr. Kopak) and another at the annual meeting of the Southern Association of Criminal

Justice, Nashville, Tenn., in September titled "'Deadbeat Dads': Another Case of Constructing Deviance?," with John Wright.

DR. FRED HAWLEY

Presented "Vigilantes, Fireboys and Bowery B'hoys: An Antebellum Gang Typology" at the annual meeting of the American Society of Criminology, Washington D.C., in November and "Family Warmth and Delinquency Among Mexican American and White Youth: Detailing the Causal Variables" (with Dr. Kopak) at the annual meeting of the Southern Criminal Justice Association in Nashville, Tenn., in September.

He also contributed a chapter entitled "Vigilantes" to *Police and Law Enforcement: Key Issues in Crime and Punishment*, Sage 2011. In addition he authored five entries in the *Encyclopedia of Street Crime* (Sage): "Truancy," "San Francisco," "Peep Shows," "Skid Row" and "Seniors as Victims."

DR. CYNDY CARAVELIS HUGHES

Has had "Race, Ethnicity, Threat and the Designation of Career Offenders" (*Justice*,

Quarterly, official journal of the Academy of Criminal Justice Sciences) accepted for publication. Co-authors on the paper were Ted Chiricos and William Bales. Dr. Hughes also was a co-author of a paper titled "Comparison of Self-Reported Crime and Official Crime Statistics at Western Carolina University" with Christina Foster (one of our majors) and was a co-author (with student Samantha Brothers and Dr. Kopak) on a poster project titled "Diversion Programs for EBCI Juveniles." Both of these projects were presented at the annual meeting of the American Society of Criminology in Washington, D.C., in November.

DR. TOM JOHNSON

Presented "The Introduction of WebEOC® into the Curriculum" at the North Carolina Emergency Management Conference in Hickory in October.

DR. AL KOPAK

Presented three papers at the annual meeting of the American Society of Criminology, Washington, D.C., in November: "The Implications of Immigrant Status for Substance use Trajectories



Among Mexican American Youth,” “Is Poor Writing a Crime? An Assessment of Criminology Students’ Writing Proficiency” (with Professor Orender and Dr. Brown) and “Risk and Protective Factors in Self-Reported Alcohol use Among College Students” with Dr. Cyndy Caravelis Hughes and D. Christina Foster (student). At the annual meeting of the Southern Criminal Justice Association, Nashville, Tenn., in September, Dr. Kopak presented “Family ties that bind: The role of family factors in the prevention and reduction of delinquency” (with Dr. Hawley). He also recently wrote an appendix for the Sage Encyclopedia of Street Crime titled, “Street Crime Trends in America’s 25 Largest Cities over the Past 24 Years.”

DR. HOON LEE

Recently had a paper accepted for publication in *Police Practice & Research* (with co-authors Lim, H., Moore, D.D., and Kim, J.) The work is titled “How Police Organizational Structure Correlates with Line Officers’ Attitudes toward Corruption: A Multilevel Model.”

He was a co-author on two papers presented at the annual meeting of the American

Society of Criminology in Washington, D.C., in November: “The Effects of Using Variable Lengths of Directed Patrol Deployment in Hot Spots: Evaluating the Houston Enhanced Action Patrol Project” and “A Multi-level Analysis of Police Use of Force: The Impact of Incident Characteristics, Supervision, and Neighborhood Context.”

DR. KAREN MASON

Recently published a paper entitled “Myths and Moral Panics: An Active Learning Approach to Controversial Topics” in *Transformative Dialogues: Teaching & Learning Journal*. Dr. Briggs was a co-author.

PROFESSOR CARLIE MERRITT

Presented “Innovative Use of Technology in Education” at the North Carolina Emergency Management Conference, Hickory, N.C., in October.

PROFESSOR MAGGIE ORENDER

Presented “Is Poor Writing a Crime? An Assessment of Criminology Students’ Writing Proficiency”(with Drs. Kopak and Brown) at the annual meeting of the American Society of Criminology in Washington, D.C., in November.

DR. JAMIE VASKE

Has recently published a book entitled *Genes and Abuse as Causes of Offending* (2011), LFB Publishing. She co-authored a manuscript entitled “A Twin Study of Sex Differences in Self-Control” that is forthcoming in *Justice Quarterly* (journal of the Academy of Criminal Justice Sciences) and “The Effects of Differential Parenting on Sibling Differences in Self-Control among Brother-Sister Pairs” that will be appearing in *Criminal Justice Review*.

Dr. Vaske was lead author on two papers presented at the annual meeting of the American Society of Criminology in Washington, D.C., in November. They were “Exploring the ‘Black Box’ of the Victim-Offender Relationship” and “The immediate and Cumulative Effects of Strain Through Early Childhood and Adolescence.” In addition, she was a co-presenter of three posters at this meeting (all with current students and/or alumni): “The Role of Self-Control in Alcohol Use and Pornography Use,” “Blame it on the Alcohol” and “Driving While under the Influence: Does it Matter Where you are Partyng?”

GRADUATES

FALL 2011

CRIMINAL JUSTICE

HONORS COLLEGE

Burkley, Jessica – *summa cum laude*

Hayes, Kellie

Jones, Elizabeth – *magna cum laude*

CRIMINAL JUSTICE

Allen, Brett

Allen, Michael

Banks, Brittany

Bowen, Adrian – *cum laude*

Burkley, Jessica

Burns, Seth

Cockrell, Joshua

Cribbs, Meghan – *summa cum laude*

Curtis, Brannon

Dotson, William

Hayes, Kellie

Jeffries, Lauren

Johnson, Peggy

Jones, Elizabeth

Lake, Michaela

Lee, Maurice

McLeod, Adrian

Monteith, Brandon

Morris, Eren

Oates, Rebecca

Pardue, Ethan

Parrott, Colton

Reece, Lindsay

Ritch, Austin

Scruggs, Collette

Slomianyj, Jordan

Smith, Larry

Sova, Ashley

Stamey, Jacob – *cum laude*

Stansell, Shenna

Trull, Matthew

Vespasian, Willia – *magna cum laude*

Walton, Brian

CRIMINAL JUSTICE DISTANCE LEARNING PROGRAM

Acuff, Richard – *magna cum laude*

Adams, Taylor – *magna cum laude*

Barnes, Tifanie – *cum laude*

Bates, Danny – *magna cum laude*

Belli, Christopher

Bitting, Aaron – *magna cum laude*

Bowman, Steve – *magna cum laude*

Cannon, Kevin

Clark, Irene – *summa cum laude*

Clark, Robert

Clendenning, Jessica – *summa cum laude*

Crawley, Ronald – *magna cum laude*

Darga, Christina

Davis, Jeffery

Dixon, William

Fraser, Bradley

GeBauer, Lisa

Hamby, Kenneth – *magna cum laude*

Hatley, Joseph – *summa cum laude*

Huffman, David

Joyce, David – *magna cum laude*

Kiefer, Melissa

King, Joel

Luffman, Jeremy – *magna cum Laude*

Massie, Clifford – *magna cum laude*

McClenny, James

McMurray, Kelly

Miller, Leewanda

Minor, Robert

Moore, Katherine

Morris, Frances

Motley, Danielle

Murray, Amber – *magna cum laude*

Powell, Shandle

Rogers, Jasper

Rominger, Christian

Rowe, James

Saxon, Angela – *magna cum laude*

Shaw, Tracy – *cum laude*

Simons, Howard

Snider, Amy

Spencer, Charles

Taylor, John – *magna cum laude*

Thomas, Kathy

Trivette, Eric

Urban, Jesse

VandenBerg, Samuel

Weldon, Christopher

White, Tiffany – *cum laude*

EMERGENCY & DISASTER MANAGEMENT PROGRAM

Doss, Kevin – *cum laude*

Emerson, Scottie – *cum laude*

Hasty, Glyn – *cum laude*

Knight, Brian

Morgan, Brandon – *cum laude*

Robinson, Brad – *magna cum laude*

Romano, Stephen – *cum laude*

Roper, Douglas – *cum laude*

Turner, Timothy

Weeks, James – *magna cum laude*



Michaela Lake and Brandon Morgan enjoy refreshments with the EDM faculty following commencement.

Alumnus Offers Career Planning Tips for EDM Students

WARD NOLAND

Ward Noland '07 is currently a state/local warnings and plans specialist and EMAC coordinator with the Idaho Bureau of Homeland Security.

I recently attended a policy and planning conference held by the National Emergency Management Association (NEMA) in Austin, Texas. A conversation began during lunch in reference to undergraduate education programs relating to emergency management. This immediately piqued my interest, in that I sit on the Education and Training Committee and the

Standards and Practices Committee of the International Association of Emergency Managers (IAEM). The general topic of discussion was the "experience versus education" debate that is so often held by persons involved with emergency management. Although this is not the main point that I wish to convey, I think that you should know that a combination of both is generally considered to be desirable by most EM practitioners.

The comment that most concerned me was a story which was told by one of my peers who works as an emergency manager in a metropolitan area. He had agreed to host an intern from a higher education facility (he would not reveal which facility he was speaking of) who was quite worried about his upcoming final exams. The student was a senior and was in his final semester prior to graduation. The student asked for advice as to what he should focus on and know thoroughly prior to his final exams. After pondering the question for a brief period of time, the emergency manager responded that he should become well versed in the Stafford Act and other legislation that affects how the business of emergency management is done. The intern, following a moment of obvious confusion, then asked "What is the Stafford Act?" Again, I emphasize that this student was a senior nearing graduation, not a student that was new to an emergency management program.

I am quite sure that the Stafford Act is well covered at WCU; Professor Berry made the relevance and importance of the act quite clear when I was a student there, and I am

sure he continues to do so. However, this story does illustrate a problem that is being experienced by the emergency management profession, in that applicants for positions (including entry level positions) are entering the job market unprepared or poorly prepared to function in the emergency management field. Also, the experience level of applicants for even entry level positions is greater than it has ever been before. I have been told that it is not uncommon for persons with graduate degrees to apply for entry level positions in the economic climate that currently exists.

I have two main points to pass on to your students.


1. Grades matter, especially today. While I was a resident student (junior year, 2006), I heard much more often than I would have liked the statement, "I don't care as long as I get at least a C." Employers do care, however. When potential employers ask for a copy of your transcript, they will not only look at the courses taken, they will look at how you performed in those courses.
2. Know the basics (Stafford Act, legislation affecting EM, ICS, NIMS, four phases and what they do, etc.). If you don't know the basics now, study them until you do.

I sincerely believe that the education I obtained at WCU, in combination with my experience in emergency services, were the keys that opened the door that led to my emergency management career. I wish your students the best of luck as they move forward with their careers.

John Taylor '11 Presents Paper at U.S. Senate

Pi Gamma Mu International Honor Society selected John Taylor '11 as one of 42 students from colleges and universities across the United States to present a paper in the Kennedy Caucus Room of the U.S. Senate in October of 2011. His topic was "The Revolutionary Armed Forces in Columbia (FARC): A Threat Against the United States." The paper is being considered for publication in the society's quarterly academic journal, The International Social Science Review.

Officer Taylor was featured a year ago in The Carolina Criminologist as he recovered from multiple gunshot wounds suffered in the line of duty and continued to complete his degree. He was deeply appreciative of Pi Gamma Mu's support and recognition. Aside from the moving experience of presenting in the Senate building, Officer Taylor noted that he "was able to visit the National Law Enforcement Officers Memorial and reflect on my own incident, as well as remember a close friend, Charles Callemyn, who died in the line of duty Feb. 17, 2007." It was very fitting that Officer Taylor had the opportunity to represent Pi Gamma Mu, WCU, and the law enforcement profession.



Alum Derek Mueller '11: presenting a poster at the annual meeting of the American Society of Criminology in November. Derek is now a graduate student in the criminal justice program at the University of Cincinnati.

ALUMNI SPOTLIGHT:

Mary Beth Carroll '09

Dr. Karen Mason, assistant department head and director of our distance learning program in Administration of Justice, recently had an opportunity to interview one of our distinguished alumni from our DL program. We are pleased to share Mary Beth Carroll's career successes and advice to other students.

Mary Beth Carroll

Peace College, A.A. Communication
Western Carolina University, Magna Cum Laude, B.S. criminal justice
Pi Gamma Mu
Alpha Sigma Lambda

Question: *What is your current position and what does this job entail?*

Answer: Chief of Executive Services for North Carolina Department of Correction, Division of Prisons. Serve as executive staff member to the deputy director and director of prisons. Responsibilities include policy development, legislative and legal liaison, investigations, division audits, accreditation manager, communication with general public, outside agencies, and legislature. Manage special projects that affect the division, such as elimination of tobacco, and sentence credit changes for inmate population.

Q: *How did your degree from Western Carolina help you reach your goals?*

A: I had been with the agency for 15 years prior to going back to school to get a degree to match my career. The degree from WCU helped me think outside the box and refocus on the responsibilities of the job by looking at new management techniques and the future of criminal justice. While the Division of Prisons is tasked with the housing of offenders for North Carolina, the goal of any correctional agency should be rehabilitation and transition. Western Carolina's Criminal Justice Program calls for diverse courses of study in many areas of criminal justice to include courts, law enforcement, probation and transition. Many of the courses not only focused on the historical study of criminal justice but also the future and the obstacles facing corrections, probation, law enforcement and society. The required curriculum called for me to look outside my world of corrections and focus of other areas such as the courts, law enforcement, and society's view on criminal justice.

This combination of focus has allowed for a different approach when proposing and implementing change in the agency based on outside sources that may not have been taken into consideration prior to my study of criminal justice. Most importantly, through course requirements and research, I have established a network of criminal justice professionals I can refer to and brainstorm with to address problems and issues that are facing correctional agencies and criminal justice as a whole. This network allows for a more detailed view of what is happening before and after incarceration. My support and actions therefore do not just affect corrections but other areas of society. In the coming year the Department of Corrections will merge with other criminal justice agencies to better support the needs and responsibilities of criminal justice and to provide more efficient and effective resources. The degree I have earned should help in addressing obstacles faced by such a merger and allow for camaraderie among the staff, the mission and goals.

Q: *What advice would you give to recent graduates?*

A: Be open to all areas of criminal justice, not just an area related to your career or interest. Looking at all areas is like really getting to enjoy the whole pie and not just a piece of it. You never know when another area may have the answer you are seeking to solve a problem or expand your viewpoint on the situation at hand. Establish a network of diverse criminal justice resources. Again, such connections can help you better understand the topic and how it is perceived by others. And remember "We will receive not what we idly wish for but what we justly



WCU alumna Mary Beth Carroll speaks with Capt. Bruce and Sgt. Siciak in a prison dormitory.

earn. Our rewards will always be in exact proportion to our service." --Earl Nightingale

Q: *What else would you like to add?*

A: I just want to take a moment to really promote the online program at Western Carolina. First, it is one of the most economical, quality educations one can receive. Second, its flexibility allows one to continue to earn a living and deal with personal responsibilities while receiving a wonderful education. The quality of the online services and resources to help achieve the goal is outstanding. But most importantly, the educators and class participants have a greater perspective and initiative to achieve superior quality of education in order to make up for the face-to-face contact. When I started the program I was a busy career woman who had just had my first baby. I was nervous about returning to school but felt it necessary to have an education in what had become my career path. Suddenly, halfway through the program, I experienced the unexpected death of my husband. I was facing raising a toddler on my own, continuing to work, and be head of household alone. I gave serious consideration to stopping my criminal justice study, but along with family and friends, it was the support of the college that allow me to see I could continue to meet my educational goal and meet the other needs in my personal and professional life. In 2009, my son and I celebrated his graduation from preschool and mine from Western Carolina. That is a memory I will never forget and one I am proud to share with my fellow co-workers, friends and Western Carolina graduates.

Visiting Scholar Presentation

Guns & Violence Good Guys vs. Bad Guys

*featuring Dr. Gary Kleck
David Bordua Professor of
Criminology at Florida State
University, Author of Point
Blank: Guns and Violence in
America and Targeting Guns:
Firearms and Their Control*



**Monday March 5, 2012
6:30pm | UC Grand Room**

Sponsored by: The Criminal Justice Club, the Department of Criminology & Criminal Justice, and the Department of Political Science & Public Affairs

INTERNATIONAL NEWS

International study, activities and linkages are an important part of our criminal justice programs. Consider a wonderful tuition-free opportunity to study in Korea this summer and earn six hours of credit. But you have to hurry to take advantage of this special arrangement. See the announcement below.



Supreme Court



Everland



Daejeon Prison



Hanok Village



DMZ Joint Security Area



Gyeongbok Palace



National Police University



Hannam University



Haeundae Beach

Study Abroad in Korea, Summer 2012

June 15-July 16

Base camp:

Hannam University, Daejeon, South Korea

- A maximum of 15 spots will be available for only CJ students with tuition waived
- Six credit hours total
- You will be paired with English-speaking Korean students so that language is no barrier

For detailed information contact Dr. Lee hlee@email.wcu.edu

Courses:

- USI 421: "International Travel Partnership" (three credits, first three weeks)
- Korean Studies Summer Program offered by Hannam University
- Korean science, technology, history and economy
- Korean architecture, cuisine, language and martial arts
- Field trip to Demilitarized Zone (DMZ), Korean traditional village, palace and amusement park (six days)
- Home stay, buddy activity, movie night, sauna and karaoke
- CJ 475: "International Studies in Law & Society" (three credits, final week)
- Field trip to Korean criminal justice agencies
- Korea National Police University
- Supreme Court of Korea
- Constitutional Court of Korea
- Daejeon Metropolitan Police Agency
- Ride along with Daejeon officers
- Daejeon Prison
- Field trip to Haeundae Beach, Busan, South Korea

Total estimated cost: \$4,400

Dr. Brown and Colleagues' Criminology Book a Hit in Korea

Dr. Brown's *Criminology: Explaining Crime and Its Context* (with Finn Aage Esbensen and Gilbert Geis) was recently translated to Korean. The international use of this book is not new. It has served as the criminology text for the University of South Africa system for many years. In a foreword to the Korean translation, Dr. Eui-Gap Hwang, Kyonggi University, commented (translated to English):

"Steve Brown and his colleagues' *Criminology: Explaining Crime and Its Context* is by far the best organized text among all criminological theory books introduced to South Korea. The authors clearly present historical development, empirical evidence, and policy implications of each theory needed to fathom criminal behavior in a fashion suitable for the academic world as well as practitioners in Korean society."

The initial list of adoptions in Korea (Below) includes Daejeon University, where a summer visit is planned by Dr. Lee and WCU students.

Daegu Catholic University

Daejeon University

Dongkook University

Dongshin University

Kyonggi University

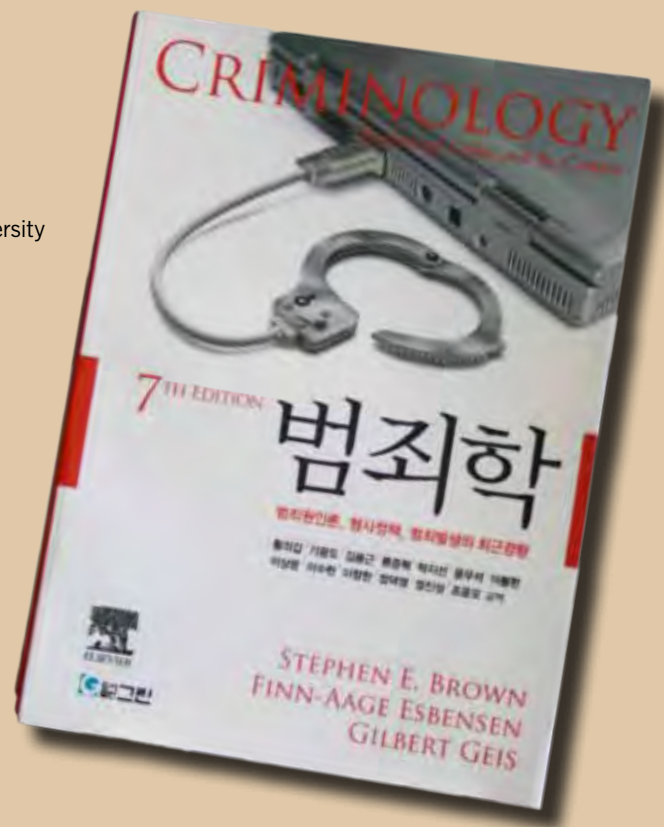
Kyoundong University

Kyemyung University

Ulsan University

Kyongsang University

Korea National Police University



Help Support Your Program

Show your support for programs in criminal justice and emergency and disaster management. With your tax deductible gift of \$25 or greater, you will receive the WCU lapel pin of your choice (Criminal Justice or EDM) and will be placed upon the mailing list to receive printed copies of The Carolina Criminologist. Donors also will be recognized in The Carolina Criminologist, which is circulated on campus and emailed to thousands of alumni. Your gift will help provide the margin of excellence needed for these programs and will help support activities and events that distinguish criminal justice and EDM education at WCU, including support for student presentations at conferences, guest speakers, student workshops and agency visits.

There are a number of ways to give to the Department of Criminology and Criminal Justice. Please consider how you can help strengthen the department through a gift.

RECENT ALUMNI \$25-35 (2008 graduate or later)

- Lapel pin of your choice
- Placed on the mailing list for copies of The Carolina Criminologist
- Recognition as a Recent Alumni contributor

PATRON SUPPORTER \$50-99

- Lapel pin of your choice
- Placed on the mailing list for bound copies of The Carolina Criminologist
- Recognition as a Justice Supporter

JUSTICE SUPPORTER \$100 OR MORE

- Lapel pin of your choice
- Placed on the mailing list for copies of The Carolina Criminologist
- Recognition as a Justice Supporter

SUSTAINING SUPPORTER RECURRING MONTHLY GIFT OF \$10 OR GREATER

- Lapel pin of your choice
- Placed on the mailing list for copies of The Carolina Criminologist
- Recognition as a Sustaining Supporter
- Invitations to special departmental and college events

DONOR INFORMATION

Name _____

Address _____

City, State, zip _____

Telephone _____

Email _____

Alumni yes no

PAYMENT OPTIONS

Mail checks to:

Department of Criminology & Criminal Justice
Western Carolina University
Cullowhee, NC 28723

Checks should be payable to "The Western Carolina University Foundation" and note on the memo line "gift for Criminology & Criminal Justice Department."

Make a gift online at: give.wcu.edu

Please specify for the Department of Criminology & Criminal Justice in the comments box.

Call WCU's Office of Development to make a credit card gift by phone:

828.227.7124 or 800.492.8496.



Indicate your preferred level of support:

- Recent Alumni [\$25-35] (graduated 2008 or later)
- Patron Supporter [\$50-99]
- Justice Sponsor [\$100 or more]
- Sustaining Supporter [recurring monthly gift of \$10 or greater]
- Other: \$ _____
- Please contact me to discuss planned giving options

To discuss planned giving or support needed for major departmental initiatives with naming opportunities, please contact Dr. Steve Brown, Department Head, at browns@wcu.edu, 828.227.2174 or Greg Bauguess, Director of Development, at bauguessg@wcu.edu, 828.227.3045.

the Carolina CRIMINOLOGIST

Department of Criminology & Criminal Justice

edited by:

DR. CYNDY CARAVELIS HUGHES
caravelis@wcu.edu

DR. STEVE BROWN
browns@wcu.edu

GOT FEEDBACK?
We welcome your thoughts
and comments.

WCU is a University of North Carolina campus and an Equal Opportunity Institution. 200 copies of this public document were printed at a cost of \$634.00 or \$3.17 each. Office of Creative Services | January 2012 | 12-033