Visiting Scholar Leaves Faculty and Students with Challenges

Spring semester witnessed the unfolding of many events, accomplishments and honors within the Department of Criminology & Criminal Justice. This issue of The Carolina Criminologist summarizes a good sampling of them. Moving from the status of WCU students to the ranks of alumni at Spring Commencement were 51 residential criminal justice students, 29 through the Distance Learning program and 15 Emergency and Disaster Management students. For a listing of all of this years graduates, see page 5. Congratulations to each of you in achieving this personal milestone. As you launch or advance your careers we hope that you will continue to draw on your WCU foundation for lifelong learning. At the same time, the departmental faculty of your alma mater commit to the challenge of continued intellectual growth and quality enhancement of our programs.

Criminology, criminal justice and emergency/disaster management are dynamic fields of study. As young disciplines, the bodies of underlying knowledge are exploding at exponential rates. Although this rapid change can be intimidating at times it is also part of what generates so much excitement and stimulating debate. Our faculty are determined to expose students not just to old schools of thought, but to “cutting edge” debates and discoveries. This mindset of challenge is the driving force as we chart our future course. We will aggressively seek curricula, course content and open debate that looks forward and not always down the same path. At our core will increasingly be a commitment to provide students with a framework for ethical decisionmaking, a broad theoretical premise from which policies can be critically assessed and a foundation in the production of continuing on page 2

Faculty Member Honored with Chancellor’s Meritorious Award

Dr. Lisa Briggs, a faculty member with The Department of Criminology & Criminal Justice, was awarded the Chancellor’s Meritorious Award for Engaged Teaching. Dr. Briggs was also honored with the College of Health and Human Science’s award for student engagement. As a result of being recognized at the College and University levels, she was called upon to share her teaching strategies with university faculty at five different events throughout the year. Dr. Briggs regularly has her classes engaged in exercises outside of the classroom. These include activities from animal rescue to assisting child and domestic abuse victims. Among her noteworthy projects is one bringing awareness to the dangers of drunk driving as her students participate by painting their faces gray and providing the campus with statistics on the dangers of drunk driving. The department congratulates Dr. Briggs on her award and would like to thank her and her students for their service to the community and campus.
knowledge through data-based inquiry. The educational experience must implant the critical thinking skills necessary for sustained progress. We can all agree that society will be well served by identifying improved responses to crime, emergencies and disasters, or better yet, learning how to prevent them.

Of course we will always continue to incorporate realistic descriptive experiences in our programs and train students regarding some basic techniques. Students understandably are anxious to know what it is “really like” to be at the scene of a crime or disaster, to encounter the persons and conditions that foretell these unfortunate events, or what routine steps are taken in reacting to a multitude of related scenarios. But ultimately, the university mission is more of educating than training. Our graduates can be confident that agency training will be far easier to master with the sound educational foundation that we seek to provide. Moreover, a broad analytical framework will prepare alumni of our programs to lead. The hard part lies in asking the far deeper questions: not how, but why? What implicit assumptions underlie any policy or approach? What are the alternatives? What are the ethical issues? During university education is the time to revel in these more profound questions. Our programs would be failing a central dictum of their mission should they not prioritize the critical thinking skills that stimulate such inquiry.

Congruent with these visions and responsibilities we were able to host several outstanding speakers over the Spring months. We had classroom visits by several criminal justice professionals to enliven discussion and impart a sense of career vision. Outstanding academic visitors also brought both interest and intellectual challenge to our midst. Our premier event was the presence of visiting scholar Dr. John Wright, March 30 through April 1.

The Visiting Scholar program is coordinated through the Office of the Provost, Dr. Kyle Carter, to facilitate stimulating public lectures and to bring our students into contact with preeminent scholars. The College of Health and Human Sciences, the Department of Social Work and the School of Health Sciences also joined our department in sponsoring this interdisciplinary lecture series. Professor Wright is a Senior Fellow in the Arlitt Child and Family Research Center and also serves as Director of Graduate Studies (including a very large doctoral program) in criminal justice at the University of Cincinnati. While here he spoke in four of our classes, conducted a faculty seminar and on March 30 delivered a public lecture to about 350 persons in the University Center.

Addressing the controversial debate and relative contribution of nature and nurture to violent street crime, Professor Wright’s public lecture represented the epitome of intellectual challenges that must be faced by criminologists. As he noted in his opening comments, biology and crime constitutes “one of those areas where people have very strongly held beliefs,” going on to present evidence that conflicts with some of these common assumptions. Such debate is, and must be, at the very essence of academic inquiry and university education. It was an insightful presentation that will leave us pondering important issues in our classes and as we scrutinize our curriculum.

Professor Wright quickly dispensed with the misleading and value laden notion that nature and nurture are competing concepts, clarifying that they are actually complementary in a fundamental sense. Cautioning that there is “no single gene for crime,” he observed “that for the vast majority of people, it is always a combination of

Lilia Tikhonov will be a Summer 2009 graduate of the residential criminology program. She currently holds a 3.8 GPA as a full-time student in the Honors College. Lilia has had an eventful time as a college student. Her family ancestry is Russian and Lilia has said that “growing up in a Russian family here in the United States has not been easy because my parents have had a hard time accepting American life and the need for a college degree.” Lilia mentioned “upon graduating high school I had no support or encouragement to go to college.” These setbacks did not persuade Lilia to give up her dream of being the first of five older siblings to attend college and earn a degree.

In addition to maintaining a spectacular GPA and fulfilling Honors requirements at WCU, Lilia has been employed throughout her undergraduate studies. While juggling work and excelling in school, Lilia also studied to earn her American citizenship, recently successfully completing that process. Ms. Tikhonov is considering the possibility of attending different graduate schools in Criminal Justice & Criminology. She wants to thank Drs. Bell, Hawley, Brown, and Briggs for the help and support she felt they provided to her throughout her years at WCU. The department congratulates Lilia for her hard work and perseverance in earning her degree. We are confident that she will represent WCU very well in her graduate studies and throughout her career.
ALUMNI SPOTLIGHT: Van Duncan

Van Duncan is a 1986 graduate of Western Carolina’s Criminal Justice program as well as a 1993 graduate of the Administration Officers program at NC State University. He has been employed full time in law enforcement since 1986 and is the current Sheriff of Buncombe County, NC. Sheriff Duncan has spent many years as a patrol officer and supervisor for Buncombe County, as well as four additional years as a criminal investigator. He also was a member of the Sheriff’s Tactical Response Team for six years, the Chief of Company Police for Biltmore Estates House and Gardens, and taught management and supervision classes for the North Carolina Justice Academy in Edneyville.

Sheriff Duncan was elected in 2006 and has 372 employees who are responsible for roughly a population of 220,000 people. Sheriff Duncan has worked diligently to restore honor and trust to the office by adhering to “principles of service, integrity, professionalism, accountability, and dignity.” He says, “these guiding principles are displayed everywhere,” and he is exceptionally proud of all the divisions within the Sheriff’s Office and the level of service they deliver. Sheriff Duncan takes pride in two programs the office has continued to grow. The On Track Program, aimed at partnering with Eblen Kimmel Group to work with at risk 8th- and 9th-graders; and The Read Across Buncombe County program, aimed at K-2nd-graders and involves 15-20 deputies reading one morning every other week to classes in the public school district.

Sheriff Duncan takes pride in his work and his family. He is married to Shana Randall Duncan and has three children, Austin, Colton, and Heath. The Department of Criminology & Criminal Justice would like to congratulate Sheriff Duncan and recognize him for his service to the community and the state.

their genetic architecture, their experiences and what they have been socialized to do.” Contrary to many traditional criminologists, however, Wright emphasized that “the process starts very early in life.” Even before birth, for example, ingestion of neurotoxins by the pregnant woman (e.g. tobacco, alcohol, drugs) may “assault the developing brain of the fetus which can impact behavior later in life.” He offered that “criminologists used to think that crime started in adolescence… but that simply is not true.” Quite a point of (initial) dismay and humor was elicited by Professor Wright’s point that “the most criminal group in our society are two-year olds…. But his point was that none of us are restrained in our behavior as infants and toddlers. Should self control not be instilled, we would be doomed to a pattern of anti-social behavior that would place us in deep conflict with society and probably gain our long-term admission into the prison system. But we are not all on equal footing as we start through the process of socialization. Risk factors identifiable at a very young age impact the likelihood of successful socialization.

It is when risk factors take their toll and prevent the unfolding of normal socialization that the anti-social pattern takes grip. Once it does, it can be difficult to reverse. In Dr. Wright’s words, “anti-social behavior can be very stable over time…. It is best predicted by prior anti-social behavior.” Moreover, the deviant typically resists change, leaving society and the criminal justice system with a potent challenge. While risk factors may be social in origin, there is now compelling evidence regarding a litany of biological forces that place humans at high risk of developing criminal behavior patterns. In addition, the evidence points to high levels of genetically based concentrations. Wright points out that “90 percent of all high rate offenders come from just 10 percent of all families.” Similarly, he noted that “we have known for a long time that adopted children turn out significantly more like their biological parents than their adoptive parents.” Similarly, he alluded to “clear evidence that mental illness is a brain-based problem.” Thus to understand anti-social behavior it is essential to study the brain. Both genetics and environmental factors (e.g., lead poisoning) impinge upon brain development and functioning.

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Regional Disaster Planning Project Highlights
Community Engagement Efforts
Drs. Laura & Larry Myers

In 2007-2008, Dr. Laura Myers and Dr. Larry Myers conducted a research project and community engagement effort in the Charlotte, North Carolina region to develop and document a model process to assist disaster response planners and stakeholders with regional disaster response planning. Regional disaster response planning is critical because agencies, groups, and individuals need plans for catastrophes that spread beyond local boundaries and beyond the jurisdiction of local response units. Regional disaster response planning also enhances local response efforts that require outside resources because of a lack of local resources.

The project is a community engagement research effort created to enhance and highlight the efforts of first responder professionals and to assist them in their disaster response efforts to protect the citizens within their regions. A major element of the project is the integration of groups and individuals who can contribute to disaster response efforts that have not been traditionally involved in public sector disaster response planning, such as faith-based organizations and businesses. In 2008-2009, the project is being implemented in additional communities in the southeast to further develop the model process. The project is funded by the Department of Homeland Security through its Southeast Region Research Initiative (SERRI) at the Oak Ridge National Laboratory in Oak Ridge, Tennessee.

The project is an emergency management project designed to enhance communication and develop working relationships between various first responder groups within a response region. Dr. Laura Myers and Dr. Larry Myers are using a facilitated peer-interaction group methodology to bring disparate groups together. She created the model process through many years of extensive research on communication between disparate stakeholders. Dr. Laura Myers has utilized this method for over twenty years throughout the United States, working with disparate criminal justice, legal, business, emergency management and governmental groups. The technique being used to develop the regional planning model process integrates the expertise of each stakeholder group and facilitates a process in which they educate each other about their missions, goals, priorities, and methods. Working together, the various stakeholder groups develop policies, plans, agreements, and relationships necessary to create integrated responses.

The model process is a series of collaborative workshops designed to assist teams of disaster response planning stakeholders in their efforts to undertake an ongoing, continuous regional action planning process. The model process can be used by disaster response planners at any point in their regional planning efforts to establish annual regional planning goals and to establish a process that allows them to make progress toward meeting those goals. Regional planning goals can include identifying regional response gaps, developing specialized regional response teams, creating collaborative agency mutual aid agreements to be in place prior to a disaster, and identifying regional “crumbling pillars” which are existing plans and infrastructure believed to be prepared for disaster, but in need of attention because of focus on other issues.

The key to the model process is the enhancement of communication between disparate planners and stakeholders, such as law enforcement, fire and rescue, the business community, faith-based organizations, and emergency management, each representing different missions in the disaster response process. These entities do not typically work together, but in a regional disaster their collaborations create a more comprehensive and efficient response. Regional action planning benefits from all disaster response efforts that have been established across a region. How those efforts can be combined and enhanced to better allocate resources and provide an effective and efficient regional response to disasters is a product of using the model process. A regional response also permits an improved local response to disasters within regions with regional efforts dispatched to focus on local events, particularly in locations with more needs.

What can a team of regional disaster planning stakeholders accomplish using the model process? The process creates new and/or improved communication between disparate planning stakeholders that might have been limited, or non-existent, before this process was implemented. A regional planning process creates the broadening of regional boundaries with the inclusion of more planning stakeholders from neighboring agencies, entities, and jurisdictions who should be part of the regional planning process. The documentation of regional action planning efforts by communities to meet federal and state compliance standards can also be created using the model process.

Smaller communities are able to network with larger communities to share resources, develop action plans, and are better prepared for disaster response. By collaborating with communities that have already been working toward or have achieved NIMS (federal response standards) compliance, other communities within the region are able to work toward and achieve their own NIMS compliance and any other compliance standards within their goals. Using the process can lead to the identification and resolution of gaps at the regional level that might not have been identified at the local level, or there might have been limited capability to resolve at the local level. Use of the regional action planning process can lead to better regional response plans for large scale disasters. Regional action planning includes exercises to test the efficacy of regional plans.

The model process allows for the inclusion of key decision makers in the regional action planning process and allows for the increased dissemination of training to enhance regional action planning.

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GRADUATES

FALL 2008
CRIMINAL JUSTICE
Brown, Stephen **
Caveny, Elizabeth **
Clouden, Kurt
Edwards, Catherine
Grubb, Justin
Haulk, Morgan ***
Hicks, Teresa **
Hunter, Kara
King, Shepard
Mock, Bryant
Oocumma, Sissy **
Padgett, Brandon *
Parton, Joshua **
Poindexter, Christopher
Reber, Ashley
Stefanini, Rhonda
Young, Paul

CRIMINAL JUSTICE
DISTANCE LEARNING PROGRAM
Aligood, Darin *
Bailey, Brittany
Ball, Samuel
Bambalis, Jonathan **
Bennett, Kristie **
Bowman, Thomas
Cook, Charles ***
Darcy, Robert *
Isely, Alicia
Hamilton, Samantha *
Leonard, Amy **
Peck, Candace ***
Roberts, Jamie *
Thomas, Adrienne ***
Vincent, Nicholas **
Wood, Gregory ***

EMERGENCY & DISASTER MANAGEMENT PROGRAM
Brown, Thomas
Devinney, Brian **
Horne, Charles *
Ward, Kyle
Rehl, Matthew

SPRING 2009
CRIMINAL JUSTICE
Ambrose, Kyle
Austin, Jonathan
Baruwa, Buki
Beatty, Stephanie
Beck, Jamie
Bolton, Dustin
Clark-Dear, Joseph
Deal, Jacob
Deshaies, Alexandra
Doughan Lindsay
Garretto, Vincent **
Goode, Wayne
Gray, Darrell
Guzic, Lauren *
Hedrick, Jennifer
Hutchison, Joshua
Johnson, Jennifer ***
Kellough, Daniel **
Lail, Michelle
Louis, Jeremy
Mackey, David
Marshall, Shuantel
Miller, Erin
Monroe, Justin ***
Myers, Jonathan *
Owens, Simon
Pearson, Don
Penland, Jon
Purdy, Ross
Rivera, Daniel
Robinson, Justin
Sanchez, Erica ***
Schlosser, Jennifer **
Shields, Stacey
Stein, David
Williams, John
Williams, Douglas
Wilson, Jessica
Light, Jennifer

CRIMINAL JUSTICE
DISTANCE LEARNING PROGRAM
Bigard, Alexandra
Blevins, Joseph *
Carroll, Mary **
Carter, Litonya
Darcy, Robert
Elkins, Calvin **
Jackson, Ryan *
Kane, Graceanne
Kellough, Daniel
Light, Sheila ***
Martin, Johnny **
Ognoisky, David **
Robinson, Amanda
Waddell, Lydia *
Wheeler, Brittany
White, Cody ***
Wiggins, Kevin

EMERGENCY & DISASTER MANAGEMENT PROGRAM
Albert, Cyril
Auten, Kim
Bryson, Douglas **
Cantando, Keith *
Chandler, Edward **
Coffrin, Derek
Costner, Robert
Davis, Ricky *
Harper, Eric
Miles, Stacie **
Porter, David

* CUM LAUDE
** MAGNA CUM LAUDE
*** SUMMA CUM LAUDE
Professor Merritt Serves as Faculty Fellow

The Department of Criminology & Criminal Justice is honored that Professor Charlene (Carlie) Merritt was appointed for a three-year term as an eLearning Faculty Fellow for Western Carolina University. She works with three other fellows as a faculty liaison to promote instructional quality by modeling effective online teaching, learning and course design. E-Learning Faculty Fellows serve as eMentors for faculty, provide workshops at Passages and other WCU conferences, and act as faculty liaisons to the WebCat team to make the team aware of faculty support needs.

Professor Merritt serves as an eMentor to several faculty and has supported numerous colleagues with issues related to e-Learning technology. In November she and WCU Media Specialist Neil Torda, facilitated a workshop at the Passages conference on planning and designing coursework in Second Life, a “cutting edge” computer technology that allows multiple parties to interact in a virtual setting. They presented a similar session at the State Teaching and Learning conference in February. Professor Merritt also directed a panel on copyright and FERPA Regulations at a Scholarship of Teaching and Learning Retreat in February.

Professor Merritt also served as Director of both the Emergency and Disaster Management program and the Distance Learning (online) Criminal Justice program this year. In addition, as the Administrative Associate of the department, she has initiated several projects within the Department of Criminology & Criminal Justice. With a grant on e-Learning from the North Carolina General Administration, she was among the first faculty members to develop course content in Second Life, a website that allows for the creating of simulated environments. On the WCU “island,” she worked with staff from the Coulter Faculty Center to create a virtual court house. They developed several exercises related to criminal courts which took place in the courtroom using “avatars,” which are simulated people representing individuals in the class.

Professor Merritt worked this past year with Professor Bob Berry in our Emergency and Disaster Management program to construct a virtual Emergency Operations Center on the WCU island in Second Life, including a press briefing room, the actual Emergency Operation Center, an executive conference room and a “special functions room.” They continue developing a WIKI for use by Emergency and Disaster Management students to place data, protocols, resource lists and guidelines that can be used for virtual emergency exercises.

In conjunction with Professors Bill Hollingsed, Chief of Waynesville Police Department, and Tom Johnson, Chief of Western Carolina University Police Department, Professor Merritt has constructed the “Catamount Police Department,” a WIKI which allows faculty and students from law enforcement classes to interact, develop projects and view the type of reference material that is typically found at a police department. They are also collaborating on the recording of police-citizen interactions, such as traffic stops, which can be used by Criminal Justice and Communication students to analyze the elements of effective communication.

Carlie enjoys the creativity and challenge of working in the online environment with like-minded faculty and with students who want to get the most value for their education. She is proud that WCU provides a wonderful support system for e-Learning initiatives and welcomes the opportunity to be a part of it as an eLearning Faculty Fellow. Professor Merritt is an amazing “support system” of one for the technological needs of the Department of Criminology & Criminal Justice. Students and faculty very much appreciate her expertise and willingness to share it.

Drop us a line

The faculty of the Department of Criminology & Criminal Justice very much enjoy hearing from our alumni. We encourage you to send any thoughts, comments or suggestions for the Carolina Criminologist.

Dr. Steve Brown, Department head
browns@wcu.edu
Declare a major in Criminal Justice

During the Summer of 2009 criminal justice students enrolled in CJ 475: International Studies in Law & Society studied abroad. Dr. Briggs reports that the students did an exceptional job representing WCU. The students interacted with law enforcement personnel in Germany, Greece, Italy and Spain. They traveled back in time to the birthplace of democracy, stood on the ancient grounds of trial courts (Mars Hill near the Acropolis); they walked the “Sacred Path” where emperors and ancient Greeks sought advice from the Oracle. They stood at the tombs of Leonardo da Vinci, Michelangelo, Galileo and Dante. They traveled through Rome witnessing the Colosseum, the Vatican, the Sistine Chapel and Trevi Fountain. What a learning experience it was! Plan ahead and enroll in CJ 475: International Studies in Law & Society to study at various places around the world.
What can the Department of Criminology & Criminal Justice mean for students at Western Carolina University?

STUDYING DIVERSE TOPICS

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<tr>
<th>Victimology</th>
<th>Crime scene investigation</th>
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<td>Drug issues</td>
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<td>Causes of crime</td>
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<td>Correctional treatments</td>
<td>White collar crime</td>
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<td>Policing</td>
<td>Ethics and justice</td>
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<td>Ethnicity, gender and crime</td>
<td>Criminal justice research</td>
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<td>Biology and crime</td>
<td>Juvenile delinquency</td>
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EXTRA-CURRICULAR ACTIVITIES

Events sponsored by the Criminal Justice Club
Activity in Alpha Pho Omega: The Criminal Justice Honor Society
Career Day activities in Criminology & Criminal Justice
Hiking mountain trails
Canoeing and kayaking (lessons on campus!)
Lots of entertainment brought to the Fine and Performing Arts Center

Don't settle for just a wonderful university community in the mountains of western North Carolina. Elect the most stimulating and exciting field of study! Declare a major in Criminal Justice. Or if you are unable to live in or near beautiful Cullowhee, North Carolina, consider our Distance Learning programs in Emergency and Disaster Management or in Criminal Justice.
Criminal Justice majors Justin Wilson, Katie Boyd, Erica Chapman and Ashley Rowe sell Greek pastries at Spring fundraiser for their summer trip to Greece, Italy and Spain. Yum!

Jessica Wilson served her internship with the United States Secret Service.

**DIVERSE LEARNING EXPERIENCES**

*Studying law & society around the world*

*Internship opportunities in a variety of settings*

*A diverse range of informative and stimulating guest speakers in classes…*

judges
probation officers
FBI agents
social activists
nationally recognized criminologists
defense attorneys
police officers
and many more

Spread the word! The Department of Criminology & Criminal Justice at WCU is the major of choice for those who seek diverse intellectual challenge, lively discussion of critical social issues, community engagement and who look forward to meaningful careers serving their communities.

Check us out at cj.wcu.edu
Visiting Scholar  (continued from page 3)

Ultimately distinct brain functioning is evident among anti-social individuals.

Critical to succumbing or not to forces that can generate criminality is how well each individual is equipped to cope with those pressures. “Most people are highly resilient to stress.” Considering that most poor people do not become serious law violators, contrary to the predictions of some social theories, biology allows us to explain that gap. In Professor Wright’s words, “Most people coming from poor families, impoverished families, families that are somewhat dysfunctional are ok. It’s quite normal.” But those with an underdeveloped or damaged prefrontal lobe, mental illness, Attention Deficit Hyperactivity Disorder (ADHD) or other behavioral disorders will face additional challenges in enduring environmental insults that the more typical individual will tolerate without resorting to deviant responses.

The litmus test of a biologically informed criminological perspective, as with much of criminology, is in the policy realm. Professor Wright was adamant that he wants what he studies and teaches to make a difference, noting that this goal is what led him down this path. He had a lot to say about what works and what does not. “When we start talking about what we can do, there are some very clear things we can do and there are some very clear things we should not do. What shouldn’t we do? Virtually everything that we do now! Why? Because most of our understanding of criminal involvement is built around wrong theories, old ideas, and assumptions about human beings.” He urged that we base policy on an examination of the traits of high rate serious offenders, asserting that this will send us down new crime prevention and control paths. To be effective, programs must target offender characteristics that can be changed. He argued that most current criminal justice practices do not do this.

Regarding job opportunities for the serious repetitive offender, Dr. Wright observed: “Most job programs don’t work to reduce offending, I’m sorry to say, I wish they did… You give them a job, they lose it. You give them a job, they don’t want it. You give them a job, they steal from it. You give them a job, they beat up their boss. The anti-social behavior has not changed; it is just expressed differently.”

Similarly, many criminologists uncritically accept the notion that low self-esteem, which surely stifles many people, must also be a source of criminal motivation. But examining the premise of this view, Wright responded in this fashion. “One of my favorites is ‘fostering self-esteem’…. The problem with self-esteem is that in the offending population it is too high. It’s backwards. It’s too high. It’s not low, it’s high.” Do we want people that assault, rape or kill others to feel better about themselves? To the contrary, our Visiting Scholar scoffed, they should feel bad about themselves for such deeds.

Adding a bit more humor, but highlighting the point that many criminal justice programs and policies are ridiculous, Professor Wright chuckled as he outlined a gender-based approach. “Here is my favorite program targeting things that don’t change. New Jersey has a program; the theory of this program is that violent men need to get in touch with their feminine side. Yes, I’m not joking. So they dress them
up in dresses, makeup and high heels and they take them out to the local mall.... Is there anything I’ve covered tonight that would say a guy wearing a dress will reduce his tendencies toward aggression and violence? Probably not.”

One of the most popular notions in criminology in recent years has been that much crime is deterrable. Similarly, many criminal justice professionals as well as lay persons feel that a punishment response will prevent crime. But for the serious recidivistic offender, Professor Wright asks, “Is there anything covered today that would say that if you beat the hell out of somebody that will change their behavior? No. In fact, it could backfire on you. I wish it were that easy. Unfortunately, it’s not.”

What Professor Wright left faculty and students with is a challenge to seek a fuller understanding of the causes (and thus cures) of our criminal ills. Following the broader spirit of his messages, we must strive to address the more profound questions within our disciplines and draw on all available bodies of evidence in seeking to answer them. As university programs we are obligated to critically assess the bodies of knowledge underlying criminology, criminal justice and emergency/disaster management. The faculty of the Department of Criminology & Criminal Justice commit to carrying that challenging spirit forward as we teach our classes and strengthen our curricula. Only by continually bringing these challenges to our students will they be prepared to enhance our society’s ability to prevent and cope with the massive tragedy and disaster that is at the core of the charge to our fields.

To view Dr. Wright’s lecture in its entirety, go to:
http://fpamediaserver.wcu.edu/~static/johnwright.mov

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To view Dr. Wright’s lecture in its entirety, go to:
http://fpamediaserver.wcu.edu/~static/johnwright.mov

Principles of Effective Intervention

- Risk Principle – target higher risk offenders (WHO)
- Need Principle – target criminogenic risk/need factors (WHAT)
- Treatment Principle – use behavioral approaches (HOW)

Risk Principle
- Target those offenders with higher probability of recidivism
- Provide most intensive treatment to higher risk offenders
- Intensive treatment for lower risk offenders can increase recidivism

Need Principle
- By assessing and targeting criminogenic needs for change, agencies can reduce the probability of recidivism
- Criminogenic
  - Antisocial attitudes
  - Antisocial friends
  - Substance abuse
  - Weak social skills
  - Impulsive behavior
- Non-Criminogenic
  - Anxiety
  - Low self esteem
  - Creative abilities
  - Medical needs
  - Physical conditioning

Treatment Principle
- The most effective interventions are behavioral:
  - Focus on current factors that influence behavior
  - Action oriented—creates work for the offender
  - Offender behavior is appropriately reinforced
  - Offender learning styles are understood
  - Therapists are competent
Money and Morality: 
The Costs of White-Collar Crime
Dr. Karen Mason

White-collar crime has gained recent national attention due to several high-profile cases including the $50 billion Ponzi scheme perpetrated by financial investor Bernard Madoff. While this case and others, such as the collapse of Enron, are familiar to most citizens, what is less clear is the total costs of all white-collar crimes and how the costs of white-collar crime compare to street crime. In addition to these monetary costs, few consider the greatest toll of white-collar crime on our society - the loss of trust in our economic system. This threat to trust, possibly the most important thread in our social moral fiber, is critical for our future.

Estimations of the overall cost of white-collar crime are often convoluted and complex since no government agency tracks this annually, however the most conservative estimate is that the annual cost, withholding losses from egregious cases such as the Savings and Loan Scandal, Tyco, WorldCom, or Enron, to range between $200-320 billion annually (Reiman, 2007). When compared to the overall cost of street-crime, white-collar crimes cost a minimum of 10 times that of all street crime in any given year, and possibly as much as 30 times that of street crime. Another example of the extreme burden of white-collar crimes as compared to street crimes can be found by comparing the costs of all property crimes to that of the crime of embezzlement. Approximately every one arrest for $10,600 in property crimes equals about one arrest for $904,000 in misappropriated funds caused by embezzlement (Reiman, 2007). Clearly, white-collar crimes pose tremendous challenges in detection and prosecution for our criminal justice system, as well as significant monetary losses to the average U.S. citizen.

While these direct monetary costs of white collar crime are substantial, perhaps the most significant cost is the threat to trust in major financial institutions and the ability of the government to protect us from financial crimes. Modern society demands that citizens spend more time interacting with individuals and organizations with whom they only have cursory, instrumental relationships. This applies to relationships such as the businesses we work for, banks where we deposit our money, stockbrokers with whom we invest, service professionals such as mechanics who repair our cars, doctors who treat us and so on (Friedrichs, 2007). In these intricate exchange relationships, it is necessary for the average citizen to trust, or have confidence in the moral character of others, in organizations that they are going to “play by the rules.” If the economic rules are consistently broken, confidence in economic relationships are weakened, which may lead the public to withdraw or reduce their consumption of goods and services. This may launch a downward spiral for financial institutions and the economy at large.

In recent months, the lack of “investor and public confidence” has been frequently referenced by journalists and other pundits as a crucial component to economic recovery, yet the relationship between public trust and white-collar crime has never been explored systematically by criminologists. But, it is precisely public trust – in economic institutions, the government and the individuals that comprise those organizations – that provides the social ties that binds community together. Once that cohesiveness is undermined or damaged, the moral and social foundation of society suffers (Meir and Short, 1982). This moral injury to society may pose a greater and more enduring threat to society than most of the monetary costs incurred by white-collar crimes.


KEITH BELL

Attended the 2009 meeting of Academy of Criminal Justice Sciences, presenting a paper entitled “Intimate Partner Abuse: Learned Behaviors or Techniques of Neutralization?” Dr. Bell also has two pieces forthcoming in The Encyclopedia of American Immigration by Salem Press. These include “The Immigration Act of 1990” and “Smuggling of Immigrants: Human Smuggling Versus Human Trafficking.”

LISA BRIGGS


STEPHEN BROWN


FRED HAWLEY


RONALD HUNTER

Attended the 2009 meeting of the Academy of Criminal Justice Sciences, presenting a paper entitled “From Local to Global: A Holistic Model of Crime Prevention” and serving as a discussant on “The Diplomate in ACJS: A Discussion.” Dr. Hunter also contributed three pieces to the Encyclopedia of Victimology and Crime Prevention. The topics were “The Crisis Reaction/Repair Cycle” “Micro, Macro, and Meso Levels of Crime Prevention” and “Crime Stoppers.”

LAURA & LARRY MYERS

PROFESSOR AARON VASSEY who joined us in May as our Distance Education advisor for both Criminal Justice and Emergency & Disaster Management. He will be a terrific resource for our Distance students. Professor Vassey will also be teaching online and residential courses. Aaron received his Bachelor’s degree from our criminal justice program and earned a master’s degree in Criminal Justice from East Carolina University. Since 2000 he has served on the Spindale and Forest City, NC police departments and since 2004 has served as an adjunct instructor with Isothermal Community College. Aaron will be in Belk 112 starting in the Fall term.

DR. JAMIE VASKE who will join us for the Fall term as a tenure track Assistant Professor. Dr. Vaske completed the Ph.D. in Criminal Justice at the University of Cincinnati in May. Her teaching and research interests include biosocial criminology, developmental criminology, correctional rehabilitation and gender & crime. Jamie has already published several papers in these areas and will bring very current knowledge to our department. She will be located in Belk 410-A as the 2009/10 academic year begins.

DR. CYNDY CARAVELIS HUGHES been appointed to a tenure track Assistant Professor position in the department, beginning in August. Dr. Caravelis Hughes earned her Ph.D. in Criminology and Criminal Justice from the Florida State University in 2007. Cyndy worked as a Crime Intelligence Analyst for the Florida Department of Law Enforcement for four years, as a Legislative Analyst for the Florida Commission on Capital cases for three years and for the past year has taught female inmates in the Gadsden Correctional Institution. Her teaching and research interests include criminological theory, sex offenders and race, ethnicity and crime. Dr. Caravelis Hughes can be found in Belk 105-A as the Fall term approaches.

Stop in and welcome our new faculty to the WCU community!
We are really fortunate to attract such a promising group of scholar-teachers to our programs.

FAREWELL TO...

DR. KEITH BELL... and congratulations on his June 6 wedding to Jessica Taylor in Charleston, SC. Jessica is a detective with the Charleston Police Department and Keith will join the Criminal Justice faculty of the Citadel this Fall. We wish them well in their new lives together and their careers. Keith was a pleasant and dedicated professor who will be missed by students and faculty at WCU. No doubt, though, he will maintain friendships and working relationships at WCU for years to come.

PROFESSOR DAVID MOORE, who has returned to federal service with the Department of Homeland Security after serving a year on our faculty. David brought a wealth of information to our program and was a fun guy to have around. We will miss him, but he has promised to return for guest lectures. Look for Agent Moore to be back on campus periodically!

Regional Disaster Planning (continued from page 4)

Most important, the process allows users to create a set of prioritized goals with a timeline for completion, as well as the ability to assess progress toward those goals and creates an environment for improved knowledge of assets and better resource allocation using regional boundaries to draw from.

Year Two of the regional emergency planning project is currently underway with multiple communities developing their regional action planning process in unique and diverse ways, while using the model process. There are numerous students and alumni of WCU’s Department of Criminology and Criminal Justice involved in the project in the Charlotte region, as well as in the Year Two communities of Spartanburg, SC, Anderson, SC, and the surrounding counties along the I-85 corridor in the Upstate of South Carolina. The North Carolina State Highway Patrol; The Contingency Planning Association of the Carolinas; the Charlotte-Mecklenburg Utilities; Wachovia—A Wells Fargo Company; the emergency management offices of Charlotte, NC, York County, SC, Spartanburg and Anderson, SC; the Western Piedmont Emergency Management Task Force; the SC Emergency Management Division; the Buncombe County Emergency Management Office; and the NC Emergency Management Division, are just some of the entities who have contributed to the project thus far.

A result of this research has revealed an extreme diversity in regional action planning methods in each of the regions using the model process. This diversity has depended on the planning leadership, resource allocations, and the emergency planning needs of the community. The model process has provided these communities with a mechanism to customize the workshop process to their own unique characteristics and to enhance their regional planning activities to achieve important goals for the emergency response needs of their communities.
Drs. Briggs and Bell had a funny beginning (literally, for those who appreciate slapstick comedy) of their to their Research Methods classes in the Spring. They were visited by Dr. Bob Gardner and Dr. Robert Davidson, math professors at East Tennessee State University, who have become experts on enlivening statistics-related classes by studying the violent antics of The Three Stooges. The math professors provided a brief lesson in the history of these popular characters and went on to examine Stooge films as a data collection exercise. Students participated in such activities as counting the violent acts in Stooge episodes (quite a task!) and testing violence hypotheses. They determined, for example, which stooge was most violent and looked at how their behavior changed across the nearly 50 years they were in show business! But guess what…the Stooges are coming back to your local theater in a film being directed by The Farrelly brothers and starring Jim Carrey (as Curly), Sean Penn (as Larry) and Benicio Del Toro (as Moe). Not a bad cast for stooges, huh? The production is scheduled to be on the Big Screen in 2010. If you want to know all about The Three Stooges and their comeback, go to Dr. Gardner’s website! Those students who have not yet had Research Methods may be able to catch a rerun if we are able to get the math/stooge experts back on campus for an encore performance!

Visit Dr. Gardner’s website at etsu.edu/math/gardner/gardner.htm
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.

To discuss your ideas regarding donations, please contact:
Dr. Steve Brown
828-227-2174
browns@wcu.edu.

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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.”

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