

ACJS Today

Academy of Criminal Justice Sciences

Making Moot Court Matter: How to Get the Most out of Moot Court Simulations

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Garnering student enthusiasm and interest within the traditional classroom environment is a continuing challenge for all faculty. One of the more effective teaching tools for increasing students' attention and creating a stimulating classroom environment is a role-playing simulation. Social-learning theory suggests that people learn behaviors by watching others perform the tasks at hand (Bandura, 1977) thus allowing them to acquire whole patterns of behavior efficiently and effectively, rather than having to develop their skills gradually through trial and error (Hershey, 1984).

Criminal justice, as a discipline, is highly conducive to simulations that place students in "situations whose opportunities, constraints and incentives resemble those found in real politics" (Walcott, 1976, 1980; Hensley, 1993; Smith & Boyer, 1996). The use of role-playing exercises improves critical and analytical skills and introduces students to alternative problem solving approaches. Simulations increase the incentives for students to think innovatively, enhance student

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President's Message



It is indeed an honor to serve as President of the Academy of Criminal Justice Sciences (ACJS). I would like to thank the ACJS Board members who completed their term of service in March 2009. Their contribution has left a lasting imprint on the organization. Special appreciation goes to Wes Johnson, Barbara Sims, Mittie Southerland, and Cathy Barth for an outstanding and successful conference in Boston. The attendance at the conference was the second highest in ACJS' history.

ACJS has experienced remarkable growth in the past several years and this is reflected in its rapidly expanding membership and its professional activities. ACJS now has over 2,500 members, five regional organizations, and ten sections. The number of awards has increased with the introduction of the SAGE Junior Faculty Professional Development Teaching Award which is given to junior faculty members to defray expenses in attending the ACJS Professional Development Teaching Workshop and ACJS Annual Meeting. Our journals are in high demand and the annual issues of *Justice Quarterly* will increase from four to six issues and from three to four for *Journal of Criminal Justice Education*. ACJS also continues to work collaboratively with the American Society of Criminology and other criminal justice organizations. ACJS also continues to offer a one-year free membership to doctoral students. It continues to play a central and influential role in shaping research, policy and practice for our discipline.

With a commitment to international and global criminal justice issues, I have continued to develop the international dimension of ACJS through linkages between ACJS and other international professional organizations, contacts between our members and our international colleagues, and the dissemination of international information to our membership. I am also working on expanding the number and diversity of our membership through the continued recruitment of graduate students, new faculty members, minorities, women, and practitioners. These goals are reflected in the way the 2010 conference program has been organized.

The title of the 2010 conference, which will be held in San Diego from February 23-27, 2010, is *Beyond our Boundaries: The Inclusivity of Criminal Justice Sciences*. Apart from the traditional topics focusing on police, courts, and corrections, this conference will emphasize international issues, gender issues, and racial/ethnic issues. The conference will also provide an opportunity for the empowerment of students through their participation on the student panels. The research and pictorial showcase which has been successful the past two years will be featured again this year at the conference. Employment exchange services will also be available for free at the conference.

The location for the conference is San Diego which is an international and multicultural city. It is the second largest city in California. Popular attractions include the San Diego Zoo, Seaworld, Old Town, and one of the largest naval fleets in the world. The city also offers warm weather, parks, museums, and lovely beaches. The Town and Country Resort is an exquisite hotel with a relaxing atmosphere. Easy accessibility is available from the hotel to downtown San Diego.

We are hoping to organize a conference that would stimulate the exchange of knowledge between conference attendees and provide a forum for outstanding scientific research. I would, therefore, like to extend a special invitation to all members to attend the 2010 conference. Your participation is invaluable to the success of the conference. See you in San Diego.

Janice Joseph

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interest in topic areas, and expand the opportunities students have to interact with fellow students (Carlson & Skaggs, 2000; Dhooge, 1999; Greening, 1998; Bentley, 1996; Albanese, 1993).

One of the more popular simulations that has grown from being a classroom project to becoming a national phenomenon (including a reference on the "*Colbert Report*") is moot court - a simulation of appellate advocacy that educates students about the practice of law, legal reasoning, and the judicial process (Deardoff & Aliotta, 2003; Guiliuzza, 1991). Students, acting as lawyers, present their case before an appellate panel of judges. Some are asked to prepare a written brief.¹ (Knerr & Sommerman, 2001).

Moot court is a fluid pedagogical tool which should be used beyond classroom simulations. Its effectiveness is evidenced by the fact that every law school has a moot court program, and that undergraduate regional and national moot court programs have been put in place within the last eight years. Moot court participation heightens student involvement and retention with class materials (Stice, 1987: 293); provides students with a greater motivation to learn; and develops more positive attitudes toward classes (Dekkers & Donatti, 1981). Thus, the creation of a national organization dedicated to advancing and enhancing the moot court experience on a national level was almost inevitable.

Development of state, regional, and national systems

Beginning in the late 1990s, a small group of judicial simulation enthusiasts, principally undergraduate faculty in the United States and Australia, came to understand the educational

benefits of moot court (Knerr, 2000). They recognized that such simulations permitted greater integration of the material than was possible through other teaching techniques (McKeachie, 1986). The only question was what form simulations take. At the time, there was a wealth of data that recognized simulations could take on various forms, ranging from federal and state appeals panels (Hensley, 1980) and Supreme Court decision-making (Ringel, 2004; Hensley, 1993; Pacelle, 1989; Whitaker, 1973), to "you-be-the-judge" exercises for introductory American government courses (Lenchner, 1989) and constitutional moot courts (Claude & Parker, 1984). While students come into classes already familiar with the trial court images from the popular media, they were not aware of differences between trial and appellate environments. Simulating appellate decision-making provided students with insight into differences, and allowed students to develop critical reasoning abilities while honing their oral advocacy skills and argumentation expertise.

While the simulation experiences drew high marks from student participants, faculty wanted a broader application of the process. Rather than have the preparation be a one-shot class experience, the goal was to present an alternative opportunity for students to engage with one another at other universities in a competitive environment similar to that of mock trial (Spader, 2002; Kravetz, 2001) and debate (Atchison & Panetta, 2008). From this, a Texas statewide system developed on an ad hoc basis in 1989. It evolved into a formal statewide system (which today includes Arkansas). Founded in 1993, the Texas Undergraduate Moot Court Association is the nation's largest moot court association which holds three annual

competitions at both law schools and undergraduate schools. As the program grew, so did the recognition that there was a need to formally develop a national organizational structure. The national structure is the American Collegiate Moot Court Association (ACMA).

The American Collegiate Moot Court Association (ACMA) is an umbrella organization which is the only nationwide undergraduate moot court tournament in the United States. Founded by a handful of schools in Texas (2001), the ACMA has grown at a remarkable pace, and the present national championship tournament features 64 teams (plus two alternates) who earn bids to the national competition through a series of seven regional tournaments held around the country during the fall semester. In the 2008-09 academic year, 219 teams from 60 colleges and universities within 21 states competed in regional tournaments to earn a national bid. The ACMA is run by an executive board which manages the regional tournaments where students qualify to compete at the national level.

The ACMA's executive board is comprised of thirteen members including a president², regional directors (the exact number varies), several at-large-members, and an executive director. It accomplishes much of its work through committees that deal with technical operations including case and site selection, and managing the national tournament.³ The president and executive director are chosen by the board, members are not compensated for service, and no school can have more than one voting member.

The Regional Qualifying Tournaments

To qualify for the national championship a team *must* earn a bid by competing in one of the ACMA's officially sanctioned regional tournaments that occur in different dates during

the fall academic semester. Presently, the top 25% of the teams at the regionals earn bids to the national championship. While schools can try to earn as many bids as possible, ACMA rules prohibit schools from accepting more than eight bids, thus ensuring diversity of interest from around the country. At present, there are seven regional sites. The term "regional" is a misnomer because such competitions are actually "qualifying" tournaments. With one exception, the regionals are open to schools from any state or region, and there is considerable travel performed by many schools (e.g. the Western regional regularly draws schools from as far east as Virginia).⁴ Tournaments are held over different weekends throughout the late fall. This flexibility allows students to visit different regions to meet students from other schools. It also allows smaller regionals to grow, and if dates selected for regional tournaments have conflicts with other university programming, it allows schools unable to attend their local regions to compete in the national system.⁵

The regionals vary greatly in terms of the numbers of teams that compete (in 2008 they ranged from 12 to 52), and the structure of the tournaments. The number of elimination rounds often varies by tournament size (there is a minimum requirement of three preliminary rounds, but some regionals have octo-finals while others only rely on quarter-finals for medal rounds). A regional may feature two judge panels, but some have used five or seven judge panels depending on the number of law students, attorneys, and faculty who are available. Regionals also vary regarding the fees assessed the schools.

As is the case with the funding of the student program, universities and colleges have used a variety of funding sources. Some regionals have managed to save funds which accrue interest and may fund future events or scholarships (e.g. TUMCA offers cash prizes to

top speakers and teams, as well as drawings for free LSAT courses, and the Western regional gives books and other prizes.). Some schools depend on fees to pay for food, certificates, and trophies at the event itself. In general, the regional hosts bear a disproportionate share of the costs which may range as high as in the thousands and comprise 50%-75% of the cost of each event.

At a basic level, the regionals are uniform insofar as the case used, scoring system, and judging criteria. Case problem topics have varied substantially, but have followed topical issues in the federal and state courts ranging from warrantless surveillance of suspected terrorists, the habeas corpus rights of detainees and enemy combatants, the right to keep and bear arms, and religious and free speech freedoms. 2009-10's hypothetical problem—selected in February 2009—examines the timely topic of whether giving juveniles life without parole violates the Eighth Amendment. In May 2009, the U.S. Supreme Court accepted certiorari in two cases to hear *Sullivan v. Florida* and *Graham v. Florida* that challenge the legality of sentencing minors to life in prison without the possibility of parole. The second issue in the 2010 moot court case considers a Fourth Amendment illegal search and seizure of an optical enhancement device.

Another area of uniformity involves the regional leadership structure. Each regional is run by a director who is responsible for a variety of tasks, including:

- Recruiting teams, judges and volunteers (time keepers and score runners)
- Distributing the case and other pertinent information to teams competing in the regional
- Arranging, providing and coordinating rooms and food for the event, including information about hotel, car rental, and airport information
- Collecting fees for the event

- Promoting the ACMA
- Providing materials needed for the regional (ballots, stop-watches, the bench brief)
- Interpreting and applying ACMA rules
- Assign team numbers and randomly assign team-matchups
- Tabulate ballots and assign rankings to teams reaching elimination rounds
- Mentoring and advising new coaches

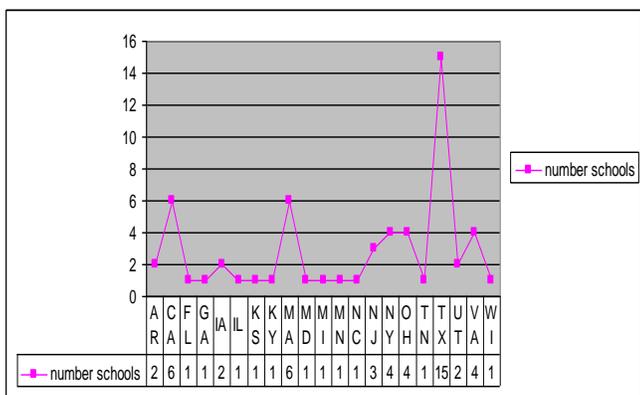
How Schools or Students Can Get Involved with the ACMA:

The ACMA is open to any school that wishes to participate, and the models for coaching, student involvement, success, and funding vary substantially as do curricular moot court simulations (Ringel, 2004; Ringel & Fair, 2004). As Figure 1 illustrates, schools come from a variety of states across the country. Coaches need not be professors or attorneys, and indeed some programs do not have faculty sponsors at all, but instead rely on student representatives or former alumni. In a majority of cases, teams are sponsored by faculty because it has proven to be a more effective model for organizing programs. Depending on the program structure at any given college or university, funding for the program, course releases for faculty, credit for service and teaching, can all vary substantially.

The models for student participation also vary according to size and resources of programs. The size of “squads” (complete university or college groups competing represented by multiple, individual teams) varies substantially depending on the model utilized by the program. Some programs field only one team, while other squads are comprised of dozens of teams that compete around the country. Moreover, depending on the method of recruitment and assessment of student participants, the ability to hold students

accountable can vary substantially as well as Table 1 illustrates.

Figure 1: The Number of Participating Schools per State



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ACMA participants vary wildly in terms of where the money comes from to finance the programs. Some programs are financed in large part by the students themselves, while other schools have substantial endowments to cover travel costs to compete in multiple regionals. Table 2 illustrates the range and reliability of funding sources. It is important to also note that in a number of schools, there are several “pots” of money for supporting programs. More recently, programs have begun to recognize that that moot court is a source for donor cultivation for academic programs.

How Can the Bar and Bench Support the ACMA?

Members of the bar and bench are vital to ACMA. Volunteers are needed to serve as both coaches (to help students prepare) and as judges at tournaments. Approximately 350-400 law students, lawyers, law school deans and professors, and judges volunteer in this capacity. This may mean coming to campus or, if facilities exist, allowing students to practice in both real and simulated courtrooms. Another critical way is to provide financial support. Teams often need travel support and the regionals often need support to ensure adequate supplies, facilities, and, at a basic level, food for contestants. Such contributions are tax deductible, and in recent years, colleges and universities have begun to recognize the development potential of moot court programs as ways to engage alumni and affiliate supporters.

At a basic level the bench and bar should support the ACMA because it is an excellent way of giving back to the community. Frequently mentoring relationships develop from the coaching process of local attorneys who help train the teams; participation constitutes a material and substantial contribution. In addition, participants find the experience so intellectually challenging and professionally rewarding that they return to judge year after year. Many have remarked how pleased (and often surprised) they were with the quality of the students competing. Participation is win-win. Involvement frequently serves to satisfy local *pro bono* service requirements, it is a chance to network with attorneys and judges, and law offices can find bright, aspiring externs at ACMA events. Law school faculty and deans have a chance to meet and recruit scores of potential law students for their institutions, while having an opportunity to develop connections with alumni and affiliate supporters.

Conclusion

It seems self evident that moot court is good preparation for any student considering law school. Undergraduate students who have gone through the process have a superior advantage on their competition upon entering law school. Moot court is also a very useful activity for any student, regardless of their interest in a career in law. Student competitors gain improved communication skills, enhanced critical thinking abilities under duress, improved legal research and writing skills, and enhanced self-confidence and poise. These are skills that can be translated into keys to success in any career area and will serve our students well.

Moot court is also fun and develops a sense of camaraderie. The ACMA provides a formal tournament structure which allows students to meet peers from other schools, to travel, and to fuel their competitive nature while gaining invaluable advocacy skills. It makes for an unforgettable experience that serves to foster the intellectual development of students who seek to go into professions where policy issues and persuasive verbal and analytical skills are utilized.

Persons interested in competing are encouraged to contact the ACMA or one of the regional directors. Contact information is available on-line at the ACMA's current web-address: <http://falcon.fsc.edu/mootcourt/>

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Notes:

¹There are various options for the appellate panel of decision-makers. Panels are typically comprised of students, former students, law students, attorneys, faculty members, or actual judges. In many classroom simulations, students or former students are "judges", while some schools have successfully integrated alumni and affiliate supporters into their program to encourage connections between the university and the broader community.

²The President coordinates the regional tournaments and ensures compliance with the rules and procedures, chairs the National Tournament committee, supervises the allocation of bids to nationals, collaborates with the Director to organize and oversee the tournament, releases the case problem after approval by the Case and Executive Committees, maintains and updates an ACMA Internet site, and calls special meetings or conferences of the Executive Committee when necessary. The President is a voting member of the Executive Committee.

³The Executive Director directs outreach activities to promote the ACMA's goals and programs, maintains financial records including regular reports to the Executive Committee, issues an annual report on Invitational and Regional Tournaments, maintains the historical records, supervises the writing of new case problems, and calls special meetings or conferences of the Executive Committee when necessary. The Executive Director is not a voting member of the Executive Committee.

⁴The Southwestern regional in Texas is closed because the programs within that region are so large that even some teams wanting to compete within the region are limited from doing so. Recall that the Southwestern region is home to TUMCA which is unique because its program holds multiple statewide tournaments throughout the year. Thus students who may be denied competing at a regional will have the opportunity to participate at other statewide tournaments.

⁵Some schools use the travel as opportunities to visit local law schools that students may be interested in applying to after graduation.

Table 1. Models for Student Participation in Moot Court

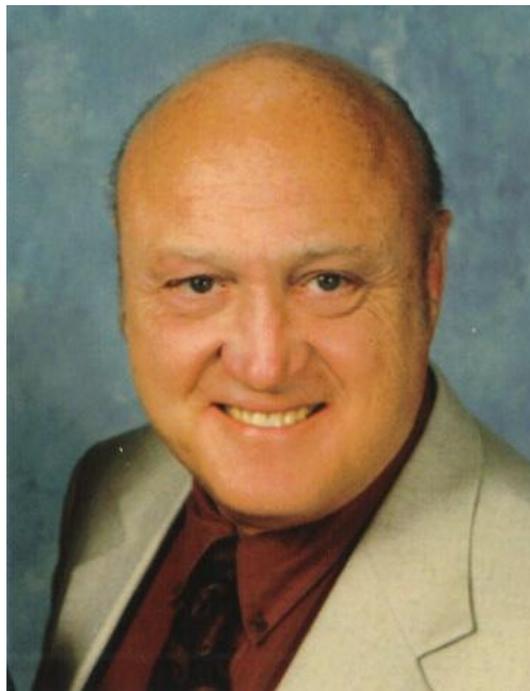
| Model | Structure | Assessment measures | Student Accountability |
|-------------|--|---|------------------------|
| Voluntary | Student participation exclusively through after school practices. | Attendance | Low |
| Curriculum | Case and Moot Court simulation used in courses relevant to curriculum including judicial process, American legal system, and Constitutional law courses. | Course grade structure dependent on active participation | High |
| Scholarship | Students chosen from applicant pool developed by program, department, college or university which establishes selection process and standards. | Varies according to institution, so scholarship may or may not be linked to performance depending on funding source | Medium |
| Practicum | Students given credit for participation in moot court as part of programmatic structure, including internship credit, honors thesis credit, or capstone course credit. | Course grade structure dependent on active participation | High |

Table 2. Student Funding for Moot Court

| Model | Structure | Assessment measures | Funding Reliability |
|-------------------------------|--|---|---------------------|
| Student Service Fees | Course or student government fees used to cover program costs. | Typically annual budget request required which may involve hearings for funding. | High |
| Student Organization | Funding comes through fundraising from student organizations, including pre-law societies, Phi Alpha Delta, or other student groups form team. | Requires annual fundraising which can vary depending on organization size and quality of leadership. | Low |
| Department | Funding comes from academic units sponsoring the squad or establishing the curricular requirements for the program (e.g. Criminal Justice, Political Science, Communication Studies practicum courses, etc.) | Requires annual request to department chair including requests regarding release time and service credit. May also include budgetary supervision. | High |
| College/Provost/President | Funding comes from administrative officials who want to develop such programs as part of an overall strategic plan, including advancement, admissions and recruitment. | Requires annual request to appropriate administrative personnel. | High |
| Alumni & Affiliate Supporters | Funding comes through former students or individuals committed to the programmatic goals. Community organizations and bar associations are also potential funding sources. | Requires designation of faculty, administrative staff, and/or students responsible for cultivating donors. | Medium |
| Corporate Sponsors | Funding comes through various sponsorships including test prep review courses, local attorneys, and area business who have a university clientele. | Requires designation of faculty, administrative staff, and/or students responsible for cultivating commercial donations. | Medium |

In Memoriam

Dean John Champion (1940-2009)



Dr. Dean John Champion, Professor of Criminal Justice, passed away on February 23, 2009 after a brief struggle with leukemia. Dean was a native of California and attended Brigham Young University where he received both his undergraduate and graduate degrees. He earned his Ph.D. in Sociology from Purdue University and taught at the University of Tennessee – Knoxville for over 25 years. He also held positions at California State University – Long Beach and Minot State University. He was a Professor of Criminal Justice at Texas A&M International University in Laredo, Texas, at the time of his passing. Dr. Champion was well liked by students and was a great mentor to colleagues who had the opportunity to work with him. He was also a very prolific writer, with over 40 texts and/or edited works to his name, a few of which were internationally recognized having been translated into Russian, Portuguese, Chinese and Spanish.

Dean was a great supporter of the discipline and maintained memberships in 11 professional organizations. He was a lifetime member of the American Society of Criminology, Academy of Criminal Justice Sciences and the American Sociological Association. He was a former editor of the Academy of Criminal Justice Sciences/Anderson Publishing Company Series on Issues in Crime and Justice, and the *Journal of Crime and Justice*. He had been a Visiting Scholar for the National Center for Juvenile Justice and was a former president of the Midwestern Criminal Justice Association. His research interests spawned numerous topics, a few of which included juvenile justice, criminal justice administration, corrections and statistics/methods.

Dean will be missed by all who knew him and his absence will especially be felt in the classroom and at annual meetings where he was a constant presence at the book exhibit.

Richard D. Hartley

Announcements

The *Asian Journal of Criminology* would like to welcome manuscript submission of academic research and public policy studies on all crime and criminal justice topics related to Asia. The journal welcomes both theoretical and methodological manuscripts with an emphasis on evidence-based empirical studies addressing Asian contexts as well as international and comparative studies relevant to Asia. It welcomes research from a broad variety of methodological traditions, including quantitative, qualitative, historical, and comparative methods. Its multi-disciplinary approach spans a range of disciplines, including criminology, criminal justice, law, sociology, political science, psychology, forensic science, social work, urban studies, history, geography, and anthropology. The Journal provides a platform for discussion and exchange of ideas among criminologists, policymakers, and practitioners, by publishing papers relating to crime, crime prevention, criminal law, medico-legal topics and the administration of criminal justice in Asian countries. The journal also invites shorter reviews or research notes, as well as book reviews.

If you have any questions, please feel welcome to contact the editor-in-chief:

Prof. Jianhong Liu – JLiu@umac.mo

For manuscript submission, please proceed online at

<http://www.edmgr.com/ajoc/default.asp>

The guideline for manuscript submission and the online issues are available at

<http://www.springer.com/social+sciences/criminology/journal/11417>

ACJS 2010 Annual Conference Call for Presentations

Preparations have begun for the 2010 Annual ACJS Conference in San Diego. This year's Meeting is titled "Beyond our Boundaries: The Inclusivity of Criminal Justice Sciences." The Call for Presentations is now available for submissions on the Annual Meeting web page at <http://www.acjs.org/>. The ACJS Program Topics/Sub-Topics have again been expanded in 2010 to include a broader range of topics to meet the needs and interests of our expanding membership. Though every ACJS annual meeting has a theme indicative of the current ACJS President and Program Chair's interests, current research on topics of interest to the general criminal justice/criminology community of scholars is always welcome. The deadline is September 15, 2009. *We encourage your active involvement in the 2010 ACJS Annual Meeting.*



Announcements

Third Annual Academic and Health Policy Conference on Correctional Health

The Third Annual Academic and Health Policy Conference on Correctional Health will take place on December 3-4, 2009 at the Hilton Fort Lauderdale Hotel in Fort Lauderdale, FL. Co-sponsored by the University of Massachusetts Medical School's Commonwealth Medicine division and Nova Southeastern University's College of Osteopathic Medicine, the conference provides a forum for sharing and planning research, as well as discussing best clinical practices on health care for adult and juvenile detainees.

Scheduled key speakers at this event include:

- Henry J. Steadman, Ph.D., Director of the TAPA Center, National GAINS Center
- Lawrence O. Gostin, J.D., Associate Dean (Research and Academic Programs) and Linda D. and Timothy J. O'Neill Professor of Global Health Law, Georgetown University Law Center, and Professor, The Johns Hopkins Bloomberg School of Public Health
- David Wohl, M.D., Associate Professor of Medicine (Infectious Diseases), University of North Carolina at Chapel Hill

Planned tracks this year include Mental Health, Infectious Disease, Ethics, Chronic Illness, Medical Legal Issues/Risk Management, Criminal Justice, Training and Curriculum, Discharge Planning/Special Populations, Substance Abuse, and Juvenile Justice.

A call for presentation abstracts will be announced soon. To learn more about the conference, please visit the conference website at http://www.umassmed.edu/commed/ch_conference09/index.aspx

Law & Public Policy Section Ready for Action

The Law & Public Policy Section has been reconstituted from the former Information and Public Policy Section. The Section is in the process of electing Section officers this summer and looks forward to expanded activities.

At the Section's business meeting in March, attendees discussed a number of exciting possibilities for future Section events. Tops on the list was to promote focused, relevant, and exciting panels for the 2010 Annual Meeting in San Diego. An idea included having the Section invite a prominent guest speaker at a venue such as a wine and cheese gathering. Another was to hold a debate between prominent proponents and opponents of controversial policy proposals. We are sure that there are plenty of other ideas, and if you would like to share them or would like to be involved in preparing some policy events for the San Diego meeting, we look forward to hearing from you.

If you have a special interest in policy issues, in the politics of criminal justice, or in legal and constitutional issues and methodologies, join the Law & Public Policy Section. Be sure to checkmark "Law and Public Policy Section" when you send in your membership enrollment each year. We'll see you in San Diego!



GEORGIA STATE UNIVERSITY



Georgia State receives Board of Regents approval for Criminal Justice and Criminology Doctor of Philosophy Degree

The Board of Regents of the University System of Georgia granted approval to the Georgia State University Department of Criminal Justice to offer a Doctor of Philosophy (Ph.D.) degree. No other Ph.D. program focusing on criminal justice is offered in the state of Georgia at any public or private university.

The department will begin accepting applications in the fall of 2009 for the first class of students who enroll in Fall 2010.

Why Georgia State's Department of Criminal Justice?

- Curricula and faculty research emphasize issues of crime and justice occurring in urban environments from a multicultural, interdisciplinary perspective to inform science, policy, and practice.
- Faculty engage in policy-relevant research and cross-disciplinary research.
- Department has 16 full-time tenure-track faculty members with backgrounds in psychology, law, social work, and sociology, as well as criminology and criminal justice.
- The substantive strengths of the faculty are in the areas of urban crime, violence, and participatory research.
- National reputation for being a highly productive department. Based on publications in top criminal justice and criminology journals between January 1995 through December 1999, the Department of Criminal Justice at Georgia State University was ranked 14th nationally; the highest in the nation among programs without a Ph.D. program. More recently, the Department was ranked eighth in the nation in terms of the average number of scholarly articles published in top criminal justice/criminology journals.
- Two journals (e.g., *Criminal Justice Review* and *International Criminal Justice Review*) are housed in the Department.
- Established in 1967, the department has enjoyed a long history of high-quality teaching and cutting-edge scholarship and has produced more than 3,600 criminal justice professionals.

Georgia State University has an enrollment of over 28,000 students and is the state's flagship urban research university, located in downtown Atlanta, near the state capital.

We Are:

Brenda Sims Blackwell, *University of Oklahoma*
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From the Editor

Greetings and welcome to the newest issue of *ACJS Today*. It is an honor to serve as the new editor of the Academy Newsletter. The previous editor of *ACJS Today*, Nicolle Parsons-Pollard, has done a wonderful job of developing the Academy Newsletter to its current standard. I will work diligently to maintain the reputation she, and our predecessors, have instilled in this newsletter.

In my mind, *ACJS Today* serves several important functions. First, and foremost, *ACJS Today* serves to inform the membership of ACJS about the Annual Conference, important dates, act as a forum for the current President, and any other announcements that impact members. Second, the newsletter is a platform for research on topics that impacts the members (whether empirical or pedagogical). Finally, *ACJS Today* serves to inform readers on newly published works through the book reviews. This function of the newsletter can help readers stay informed on new works, the utility of various textbooks, and promote member publications. As editor, I will adhere to all three of these key functions.

In terms of submissions, I am looking primarily for variety. Since *ACJS Today* is distributed in an electronic format, the newsletter can be as long or as short as necessary, therefore manuscripts can be short or long (within reason). If you have something that you believe would be of interest to the members of the Academy, definitely submit it. I would also ask that you try to involve your students in their initial forays into publishing by encouraging them to write book reviews for *ACJS Today*. Since the newsletter comes out four times a year, it can facilitate many book reviews. This will also help in ACJS' recruiting efforts towards the future of the Academy.

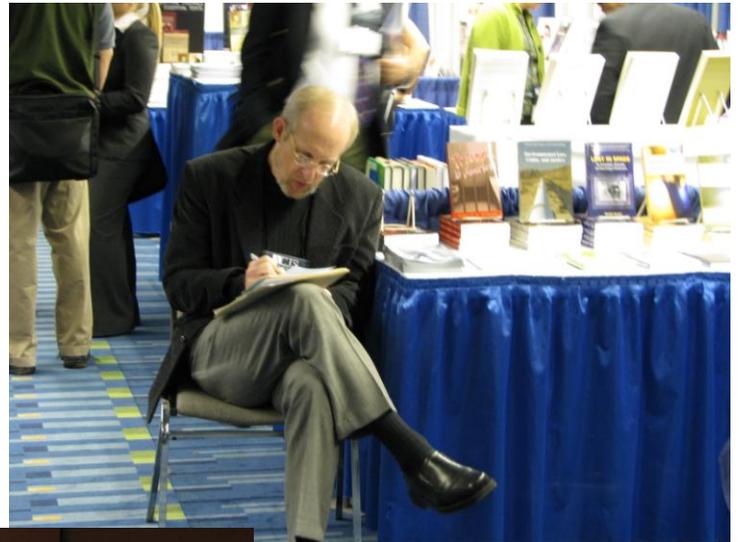
I hope you enjoy this issue of *ACJS Today*. If you have any comments, questions, or concerns, feel free to call or email me.

Sean Maddan, Editor
University of Tampa
May 2009

ACJS Annual Conference, 2009 Boston



ACJS Annual Conference, 2009 Boston



Book Review

Vronsky, P. (2007). *Female serial killers: how and why women become monsters*. Calgary: Berkley Trade. ISBN 9780425213902, pp. 496, pb.

The book *Female serial killers: how and why women become monsters* offers a unique insight into a highly specialized field of homicides. While male and female serial killers may kill for differing reasons, Vronsky makes the argument throughout the book that no matter the reason or methodology that the female used to kill their victims, female serial killers need to be included when profiling and researching serial murder. In his introduction, the author attempts to illustrate what he terms “the politics of female aggression.” These politics do not connote legislative action, but rather the cultural and criminological perspective that has long associated serial killings with males. Female serial killers extend back in history, whether it is Agrippina during the Roman Empire or Aileen Wuornos attacking people along Florida highways.

Before moving on to actual accounts of serial killers, the author attempts to consolidate the many definitions of serial murder. Summing up all of these definitions, Vronsky defines serial murder as the murder of at least two people on separate occasions for any reason. Further delineations of female killers are described using law enforcement analyses of organized versus disorganized killers, and newer classifications such as power-control, visionary, missionary and hedonist. Additionally, the author defines multiple psychological attributes of female killers who tend to kill primarily out of some emotional state, ranging from angels of death, who murder those who they are charged as care-takers of their victims, to accommodating partners, who play the role of the submissive lover who kill out of love or devotion to their partner. One of the most fascinating things that the author attributes to female killers over males is their later onset in serial killings as well as their longer duration of successful evasion from police. While Vronsky states that male killers evade capture and kill for

around four years, most female killers will kill over an average of eight years before desisting or being caught. While this could be due to the less apparent results of a serial-style killing spree, it could also be possible that stereotypes are at work.

Part 1 focuses on the mental makeup (Chapter 1) and history (Chapter 2) of serial murder first examined during the introduction. In Chapter 1, many generalizations occur but provide for ample understanding of the female motive that is somewhat different from the male serial killers. While males are usually preoccupied with some factor associated with the killing (sexual desire, power, domination, etc.) those things are usually secondary, albeit important in some way to the female killer. Female serial killers tend to be fascinated by the killing itself; only after the killing has occurred does the satisfaction of the act begin to surface within them. Vronsky even states later in the chapter that most women enjoy the kill itself, which conveys a sense of anticipation and a rush of committing the act, not just having committed it. Chapter 1 also covers other reasons for committing the killings, ranging from emotional trauma as a child to fantasies generated over a lifetime. The problems with this premise, is that research is lacking in this area, and in the case of serial killers, the majority of research is focused on males. Thus, the author is forced to generalize and make statements that are based on male research.

Chapter 2 focuses on episodes throughout history that illustrate some of the best examples of female serial murder. One method of killing that has stood the test of time for females across history has been with arsenic; for centuries, arsenic has been the weapon of choice for most female serial killers wishing to get rid of someone cheaply and with little attention.

Part 2 (Chapters 3-7) is comprised of specific cases where the author takes an even more journalistic approach in telling the stories of female serial killers. Rather than telling the facts of the case in a chronological order, the author examines just enough of a particular killing incident to pull the reader into the chapter. Vronsky subsequently winds back the pages of time and starts from what he believes were one of the first causal relationships in that serial killer’s life that led them

on their path to commit serial murder. In Chapter 3, Aileen Wuornos is the primary focus as the first “post-modern female serial killer.” Vronsky traces her story back to a traumatic childhood followed by years of abuse, isolation and emotional anguish. This led to her eventual killing of potentially seven people in cold blood despite her attempts to claim self-defense. Chapter 4 covers serial killers traditionally known as black widows – those who kill as some sort of profit-based attempt gone awry. Dorothea Montalvo is one example here; Montalvo, who abused the social security system by defrauding elderly patients out of their monthly revenue, poisoned her victims and buried them beneath her own yard.

Chapter 5 provides further insight into another strain of female serial killers, those females who kill children and others while in the form of caregivers (nurses for example) simply because they enjoy the power to be in control of life and end it on their terms. Genevieve Jones was a nurse that had a talent for taking care of little children, but used that talent for malicious intent. Jones killed over 47 babies that for the most part would have survived despite being in intensive care. Killers like Jones are described as potentially having Munchausen Syndrome by proxy, wherein they actually look to create symptoms for people they supposedly care about in an effort to provide them with medical care. Chapters 6 and 7 focus on two final segments of serial killers – male/female partnerships and cult/militaristic style killers. These examples include the ‘honeymoon killers’ and Nazi concentration camp killers. These are interesting subcategories of serial killers, but are more rare in relation to female serial killers.

This book can be used by professors and students in two primary ways. First, this book would act well as a supplement for certain classes. In particular, this book could be used as a supplemental text for courses on gender and crime, serial murder, and general violence courses. Secondly, this book can act as a quick reference for academics completing a review of the literature or students in completing term papers or micro-assignment papers.

Robert Crapo
University of Tampa

Haiku For Statisticians in Love
John Klofas

Exogenous one
Outside my analysis
The path not taken

One standard deviation
Thirty-four point one percent
Close enough for love

Regression can be mean
Till and toil work the soil
Count now begin again

Living fair in Chi Square
Have good relationships there
More than meets the eye

The perfect correlation
How can there be such a thing
More than similar?



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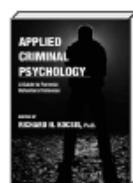
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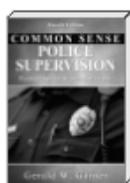
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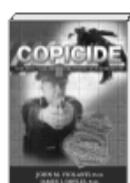
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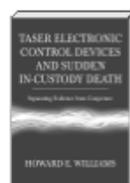
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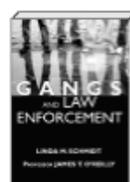
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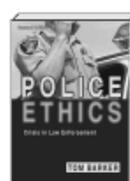
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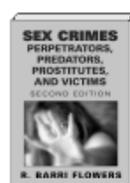
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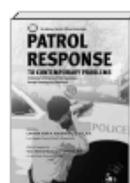
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CONTEMPORARY JUSTICE REVIEW

CALLS FOR PAPERS

“CELEBRATING” THE 35TH BIRTHDAY OF RESTORATIVE JUSTICE

The editors of *Contemporary Justice Review* would like to invite scholars from all disciplines, activists, and practitioners of Restorative justice to submit an essay title/abstract for a special issue on “‘Celebrating’ the 35th Birthday of Restorative Justice.” We are using as a starting point the establishment of the Victim-Offender Reconciliation Program (VORP) in Kitchener Ontario by Mark Yantzi and Dave Worth in 1974. Of course, we welcome papers on the aboriginal foundations of restorative justice that long preceded programs such as VORP in the Anglo world.

Authors might wish to focus on restorative justice demonstration projects around the globe, highlighting the difficulties of establishing such programs in this era of punishment-based corrections as well as the reasons for the successes and failures of different models of restorative practices. Critical assessments of restorative justice paradigms are welcome.

Articles might assess the efficacy of the movement in its 35-year history. Was too much promised? More delivered than hoped for? Issues of co-optation of restorative practices by state officials and policies will shed light on such matters. The implementation of restorative practices might also be looked at within the theory of complex organizations, whether the managerial practices of some organizations structurally defeat the ameliorative potential of restorative justice.

We welcome re-evaluations of the theoretical foundations of restorative justice: the legal, spiritual, and psychological foundations of restorative practices? Do certain religious affiliations defeat the restoration of lives because of their inherent theological requirements?

Some authors might wish to examine films that tackle the difficult and complex issues of restorative justice, highlighting how screenwriters and directors portray the possibilities of restoration without re-victimization. *Dead Man Walking* comes immediately to mind. We are interested in the review and re-review of books that have contributed substantially to restorative justice theory and practice.

We are also looking for an examination of: (1) restorative justice practices in families, schools, and places of work as well as practices of nonviolent conflict resolution generally; (2) the various relationships between restorative justice and criminology, sociology, and psychology. How can the social sciences through theories of change offer insight into how to expand the practice of restorative justice to all arenas of social life? Where, for example, does the recent work on traumatology and the “loss of one’s assumptive world” fit into restorative justice theory and practice?

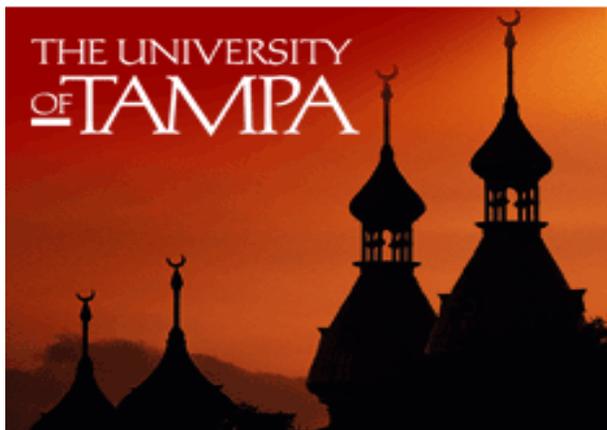
And, can restorative programs consider change realistically without taking into account social-structural conditions which militate against restoration and the successful reintegration of those harmed and wounded into “the community?” That is, are there instances of restorative programs that spin their wheels while seeking to alleviate the pain and suffering of persons affected by criminal and other forms of harmful activity?

Those with questions about the appropriateness of their work for this special issue of CJR should contact Editor-in-Chief Dan Okada at <dokada@csus.edu>. Those interested in submitting work on these topics should send title/abstract to Assistant Editor, Diane Simmons Williams <dsw27@earthlink.net> by June 15, 2009. Notification of acceptance will be made by July 15. Completed essays (see www.justicestudies.org for format requirements) will be due May 1, 2010.

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Submission Deadlines

January 15th
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 September 15th
 November 15th

The editor will use his discretion to accept, reject or postpone manuscripts.

Article Guidelines

Articles may vary in writing style (i.e. tone) and length. Articles should be relevant to the field of criminal justice, criminology, law, sociology or related curriculum and interesting to our readership. Please include your name, affiliation and email address, which will be used as your biographical information. Submission of an article to ACJS Today implies that the article has not been published elsewhere nor is it currently under submission to another publication.

Minimum length: 700 words
Maximum length: 2000 words
Photos: jpeg or gif
Text format: Microsoft Word, RTF, TXT, or ASCII
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