

THE DLC CRIMINOLOGIST

A Division of the American Society of Criminology

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The American Society of Criminology Division of Developmental and Life-course Criminology aims to advance developmental and life-course criminology and the study of criminal careers, to bring together ASC members interested in discussing and supporting developmental and life-course research in criminology, to facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and to organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

"Advancing developmental and life-course criminology and the study of criminal careers"

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CHAIR'S WELCOME

Bianca Bersani



I am honored to take on the role of Chair of the **Division of Developmental and Life Course Criminology**. I fondly remember the enthusiasm during the initial discussions about creating the division, and I have been a proud and active member ever since. The support, encouragement, and intellectual inspiration I've received from the DLC community have been invaluable.

I am excited to work alongside the Executive Board and the entire DLC community to continue our efforts in fostering an intellectually inspiring environment and expanding opportunities for engaging within the division.

I express my tremendous gratitude to our outgoing board members for the years of service to the division, including **Darrick Jolliffe**, **Henriette Bergström**, **Sonja Siennick**. We are fortunate that Darrick has agreed to continue organizing what is widely regarded as the best ASC social event each year!

This year we welcome four new members of the executive board including **JZ Bennett** (vice chair), **Raquel Oliveira** (executive counselor: program), and **Carol Stoffel** and **Gabriel Alvarez** (student representatives). They join **Maria Tcherni-Buzzeo** (secretary/treasurer), and executive counselors **Adam Fine** (nominations), **Walter Forrest** (membership), and **David Abeling-Judge** (mentorship). I'd also like to recognize the contributions of **Hugo Gomes**, **Melanie Escue**, and **Sarah Banks** who support our communication efforts with the newsletter, website, and social media outlets.

I am thrilled to congratulate the recipients of our 2024 DLC Awards whose achievements represent the excellence and commitment of the DLC community. Congratulations to **Brandon Welsh** who was recognized for his exceptional contributions to the field with the Life-time Achievement Award. The Outstanding Contribution Award recognized **Stephen Farrall** and **Emily Gray** for their important new book *The Politics of Crime, Punishment and Justice: Exploring the Lived Reality and Enduring Legacies of the 1980's Radical Right*.

As I step into this role, I am eager to connect with more of you to explore ways to continue to strengthen our community and grow and diversify the DLC membership. Our goal is to ensure that anyone engaged in work - whether it be research, practice, or teaching - relevant to developmental and life course criminology finds a welcoming home with the DLC.

I am keen to hear your ideas on how we can further support our community. For those who have the capacity, I encourage you to consider volunteering some time to the division. Your involvement is invaluable to our collective success.

Meet Our Executive Team

Vice-Chairperson



J.Z. Bennett is an Assistant Professor in the School of Criminal Justice at the University of Cincinnati. He received his Ph.D. in Criminal Justice from Temple University, with expertise in developmental and life-course

criminology, juvenile lifers, and the relationship between education and crime. His work has been supported by the MacArthur Foundation, Arnold Ventures, and the U.S. Department of Education. He is the Director of the Urban Youth Leadership Academy and author of *Black Freedom Struggle in Urban Appalachia*.

Executive Counsellors



Adam D. Fine is a Professor in the School of Criminology & Criminal Justice at Arizona State University. He received his Ph.D. from the University of California, Irvine, specializing in Developmental Psychology and Quantitative Methods. His work has been supported by a variety of funders, including the National Institute of Justice, the Annie E. Casey Foundation, and a CAREER award from the National Science Foundation. He is the director of the Youth Justice Lab.



Raquel V. Oliveira is an Assistant Professor of Criminal Justice at Augusta University, where she earned her PhD in Criminology and Criminal Justice from Florida State University. Her research centers on life-course criminology and violent offender typologies, using integrated bio-psycho-social approaches to inform social justice and recidivism studies.



Walter Forrest is a life-course criminologist and Senior Lecturer in the School of Social Science at the University of Queensland. He holds a PhD in criminology and criminal justice from the Florida State University (FSU), a MSc in political science from FSU, and a Bachelor of Arts with first class honours from the University of Queensland. His research examines the causes and consequences of crime and violence over the life-course.



David Abeling-Judge is an Associate Professor of Criminology and Criminal Justice Sciences at Barton College. He holds a PhD in Criminology and Justice Policy from Northeastern University. His research interests involve desistance from crime and general offending, victimization, education and crime, and policing.



Secretary and Treasurer



Maria Tcherni-Buzzeo is a professor of criminal justice and PhD program director at the Henry C. Lee College of Criminal Justice and Forensic Sciences, University of New Haven. She earned her PhD in criminal justice from SUNY Albany in 2011. Her research explores structural and biosocial explanations for crime trends and patterns, the relationship between poverty and violence, and issues related to developmental crime prevention. Her work has appeared in *Journal of Quantitative Criminology*, *Justice Quarterly*, *Aggressive Behavior*, and other peer-reviewed journals. Her co-authored textbook, *Evaluating Research in Academic Journals: A Practical Guide to Realistic Evaluation* (8th edition), was published by Routledge in 2024.

Graduate Student Representatives



Gabriel Alvarez is a Ph.D. student in Criminology, Law and Society and a J.D. candidate at UC Irvine. His research explores how legal institutions shape relationship trajectories across the life course, with particular attention to neurodiverse populations and transitions to adulthood. Drawing on interdisciplinary training in criminology, demography, psychology, and law, his work informs policy for system-involved youth and families.



Carol Stoffel is a Ph.D. student in the Department of Criminal Justice & Legal Studies at the University of Mississippi ("Ole Miss"). Carol's research focuses on the development of human behavior across the life course, drawing on insights from multiple disciplines. In particular, her work encompasses behavior genetics, psychological and cognitive science, and (increasingly) computational theories. Most recently, she has focused on issues affecting aging adults—a population often

underrepresented in developmental research.

ONGOING DLC DEVELOPMENTS



We're growing as a community—expanding how we engage, broadening our lens, and elevating more voices in DLC activities! Below are a few of the activities that are underway. We hope you will join us at our general meeting at ASC to learn more and find ways to become involved.



Program Committee

- Hosting multiple panels at ASC this year, including:
 - ***NEW*** cross-division collaborative panels
 - Two emerging scholar lightning talk showcases

Awards & Recognition

- ***NEW*** We are expanding award opportunities beyond traditional recognitions to include students, emerging scholars, and practitioners. Keep an eye out for upcoming announcements!
- Our awards honor career delays and other exceptional circumstances.

Communications

- Stay connected with monthly email updates.
- DLC newsletters—available on the division website including archived and current issues.
- ***NEW*** We're planning to relaunch online social initiatives by developing a Twitter profile. We are looking for volunteers to help foster networking and engagement (let us know if you're interested!).

Mentorship Committee Expansion

- This newer committee is actively growing (committee members and ideas) to support mentoring initiatives across career stages and subfields.

Ways to Get Involved

- Join the Division to receive updates and participate in DLC events
- Volunteer to help revive DLC's online social networks
- Submit nominations for DLC awards or contribute to panels and programming

Let us know how you'd like to be involved—we're eager to include all voices in DLC's collective work!



Towards a globally oriented DLCC:

An interview with Joseph Murray.

By Hugo S. Gomes



Joseph Murray is a full professor in the Postgraduate Program in Epidemiology at the Federal University of Pelotas, Brazil. He earned his PhD in criminology under the mentorship of Prof. David Farrington at the University of Cambridge, where he also completed his postdoctoral studies. In 2010, Joe moved to Brazil, where he established the Human Development and Violence Research Centre (DOVE). At DOVE, he leads a multidisciplinary team investigating the psychosocial development of children and the causes, consequences, and prevention of violence. His research centers on life-courses processes from early childhood onwards, and links between micro and macro causes of violence, aiming to provide evidence-based strategies to promote healthy development and reduce violence. In this interview, I am excited to explore Joe's academic journey, his work at DOVE, and his future projects. I am sure our readers will find this conversation insightful and engaging.

1. You have been a long-standing member of the DLC division, and many in our community are familiar with your work. However, what they may not know is that your undergraduate studies were not in criminology. Could you share what initially drew you to criminology, and particularly to Developmental and Life-Course Criminology (DLC)?

I did an undergraduate course in Philosophy, Politics, and Economics at Oxford University. Clearly, politics and economics are behavioral sciences, and I was very interested in understanding behavior, particularly at a larger, macro level at that time. But it was principally philosophy that led me to criminological issues via the question of the justification of punishment—a philosophical question. As an undergraduate, I was curious about the philosophical positions on that and whether empirical understanding on causes of crime might affect those justifications, especially if some of the positions required a concept of free will and agency. It seemed the more one understood about causes driving behavior, the more interesting that question became. That was what first pushed me into thinking about crime. Then I worked for a couple of summers in a young offenders' institution as a teacher and was considering postgraduate studies. I realized what a nexus of different, interesting, and important social issues were involved for this population. At that stage, I was drawn to studying something very multidisciplinary, and in the UK, when you look across postgraduate courses, criminology is ideal in that sense. It involves philosophy, law, biology, psychology, sociology, and more – what a treat! I was also always motivated by a sense that criminology addressed a critically difficult problem in society involving very vulnerable people – and hopefully

could help. People involved in the criminal justice system have often experienced multiple and deep social and psychological difficulties, so tackling that issue felt very important. At that point, I had no background in developmental criminology; I only became exposed to that after arriving in Cambridge.

In the master's in Cambridge you are wonderfully exposed to all sorts of perspectives, and I absolutely adored that course. I became very interested in understanding prisons at that point, and the effects of incarceration on families of prisoners became the subject of my PhD. I still wasn't doing much with longitudinal studies. I was doing my PhD a small study at a local prison, but enquired of David Farrington: "Have boys with parents in prison been looked at in the CSDD?" This opened up the world of DLCC to me for the next two decades. I started looking into the Cambridge data—coding which of the boys had had a parent go to prison—and suddenly had a moment: "Hang on, this is an unbelievable opportunity to look at this question." It had previously only been addressed in very small qualitative studies, but here we could go up to age 30 and ask about the effects.

After finishing my PhD, I got postdoc fellowships between 2006 and 2009, and then a small grant for another year that funded a lot of further work on that topic, looking across other longitudinal studies, in Sweden, the USA, and the Netherlands. That was the beginning of my work leading up to the large birth cohort studies I work on now in Pelotas, Brazil.

2. Is there any specific piece of research or work that has had a profound influence on you?

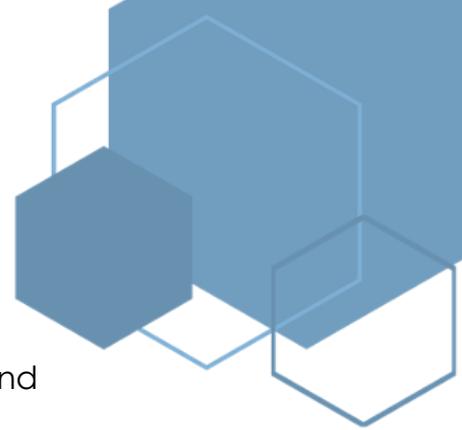
There is no question—it has to be the Cambridge Study with David. Until I went to his office and I was working on my topic, going to Bedford prison and trying to find families, I hadn't really got into DLCC. From that meeting, I realized the incredible opportunities that longitudinal studies really represented, and with the CSDD that had already run for so long. That was just a huge influence on me.

At that time, no one had looked at any long-term outcomes for children of prisoners. Looking at this issue in the CSDD was so exciting – and saddening to see such profound, long-term effects on children's lives. And David's personality was so influential. Anyone who studies with him, like yourself, can see how he offers a compelling vision of what doing longitudinal studies can bring to criminology. So, there's no doubt that studying with David was the most influential part for me.

3. Can you describe your journey from working in criminology and then psychiatry at the University of Cambridge to leading research in Brazil? What motivated this transition, and how has your understanding of violence and psychosocial development evolved along the way?

I started spending time in Brazil because of my wife. Of course, I was aware of the statistics on crime in Brazil, particularly serious violence.

But when you're actually living in a place, you see more deeply the challenges of generating data and scientific knowledge. A tiny percentage of the world's research is dedicated to regions like Latin America which face much larger issues with violence. Far more global resources need to address violence in such regions, so in transitioning to live in Brazil I couldn't just carry on analyzing data from Europe and North America without trying to contribute here in Brazil.



I increasingly collaborated with colleagues in epidemiology and public health, first from the Psychiatry department in Cambridge, and then directly with the Epidemiology group where I currently work in Pelotas, Brazil. Seeing the levels of violence in Brazil and working with people in fields like epidemiology gave me new perspectives on studying these issues. For example, in public health, there are rigorous analytic methods to help understand population-level changes, that have not been fully integrated into criminology. The very deep challenges of inequality, and structural violence in Brazil also made it critical to find ways to conduct developmental research in a way that is sensitive to this social context.

4. Could you give our readers an overview of what the DOVE Research Centre is and the key areas it focuses on?

DOVE is a research center based at the Postgraduate Epidemiology Program at the Federal University of Pelotas, and it exists here because this is where four extremely large, important birth cohorts are run. DOVE is responsible for research on violence within these cohorts. The first cohort started in 1982 with the recruitment of all children, the total population of children born in the city of Pelotas—nearly 6,000—who have been followed to this day. In a remarkable series of matched birth cohorts, new studies have been started every 11 years afterward: in 1993, 2004, and 2015. These studies are enormously important in epidemiology. Since 2010, I have been integrating research into them that looks at violence as an exposure, how it impacts development, health, and social outcomes, and how violence develops through the life course. I direct the youngest birth cohort, including 4,275 children born in 2015 (99% response rate) and most recently evaluated at age 6-7 (92% retention), with a vast array of relevant bio-psycho-social measures. DOVE is the research center that brings together a multidisciplinary team, primarily to work on those cohorts, as well as other projects, to understand violence and its prevention.

5. As Director of the DOVE Research Centre, what are your primary responsibilities and challenges?

There are about 15 people in DOVE, including research associates, postdocs, and graduate students. I am responsible for managing this team and the research that we are running. My primary responsibility is keeping these cohorts running, which involves organizing fieldwork, and analyzing data with students and others in DOVE. It's important to understand the added level of challenge in a middle-income country, compared to the UK where I am from, in terms of getting the funding and infrastructure to run studies like this, and to maintain a team where we have almost no support at all from the



university. All organizational aspects have to be handled by professors themselves.

6. The Pelotas birth cohort studies are among the longest-running and most comprehensive in the developing world. What unique insights have these cohorts offered about the role of bio-psycho-social factors in shaping developmental outcomes, particularly in relation to DLCC?

Remember, these studies weren't set up in the early days to look at crime or violence. So, there are a lot of data that were collected early on, relevant for studying issues like maternal and infant health and other public health concerns, which have contributed important and voluminous knowledge in these areas. The study of crime, violence and broader conduct problems really began when I came in as a collaborator from 2010, and then running DOVE some years later when I took up a permanent professorship in 2015. My early focus was on examining some well-known risk factors – looking at variables we strongly expect to associate with crime and violence, but that had not been tested in this social context, just to see whether similar associations arise. I also used a birth cohort in England, ALSPAC, to make some direct comparisons.

The main findings from that early work was that a well-established risk factors identified primarily in high-income country studies also tended to replicate here. At first, we looked at childhood behavior problems. In a social context like this, it's not impossible their association with later violence would be washed out due to overwhelming influences of other factors, such as the context of gangs and drugs trafficking. No, we found that child behavior problems were indeed relevant to later crime and violence in this population. We also examined biological factors, like low resting heart rate, a classic indicator, which was also associated with crime and violence in our cohort. And we have since shown many other family factors, trauma and other adversities are relevant to violence here, as one might expect from international literature. However, although such classic risk factors are indeed here, that still leaves open the gaping question as to why rates of violence are so high in Brazil, and that has led us into both comparing exposures to risk factors between cohorts here and in the UK, but also trying to examine the macro-level factors that seem so important in Brazil in our cohorts – for example, how youth perceive the deep inequality here, and their perceptions of the legitimacy of the state and police.

Since then, we've been exploring criminal careers. Although we have evidence that there are important findings that replicate, such as the degree of concentration of offending in these cohorts, we certainly can't assume everything will follow the same pattern as elsewhere. The number one reason we know that is that we have seen that in the oldest cohort born in 1982 the age-crime curve is different. We have looked at their criminal records up to age 30 and we have not seen the decline that you see in almost any other study, suggesting there may be distinct processes in this context that are quite different, although that needs careful examination in relation to other possible explanations, such as period effects.

Third, we're now exploring new and interesting aspects of life-course criminology that haven't been tested elsewhere. For instance, we recently published on the life-course effects of poverty on homicide and violence. To my knowledge, this is the only prospective longitudinal study besides the Pittsburgh Youth Study (PYS) that examines homicide as an outcome. This unique evidence, with data from birth onward in this case, allowed us to examine the role of poverty from the very beginning of life, through childhood and young adulthood in relation to both homicide and violence more generally. Our recently published findings on this highlight the relative importance of poverty depending on when it occurs. And unlike some theories might suggest, it wasn't early poverty, but rather poverty in adulthood that had the greatest impact. A novel analytic method from life-course epidemiology helped clarify this effect.

7. For someone aspiring to establish their own research team, like you did, what do you think should be the main priorities? Any advice you would like to offer?

I won't get into the ins and outs of trying to secure funding which is needed for building large studies and supporting such a team, rather I'll make three broader points.

1. Get your intellectual vision clear. Force yourself to clarify- what do you really want to achieve intellectually with the group? So that you can seek out people with similar interests with the right set of abilities who could join that group. You need to do your own work to form a strategic vision of what you want to accomplish intellectually, and identify the kinds of projects that will support that vision, so you can bring in the right people, and not get too distracted – as everything is interesting!.
2. Be careful about growth. If you are lucky enough to get sufficient funding and things grow, be careful not to grow too quickly and end up becoming just a manager. Managing teams is a lot of work, so you need to strike a balance between working on the intellectual aspects of what your group is doing and handling logistics. This is likely something that becomes critical in the later stages.
3. The third point is much more personal, and the most important. Based on my experience working in academia, I reflect a lot on how much people suffer in this field. It's an industry with beautiful aims and principles, and it's fascinating and rewarding, but there's also enormous pressure, especially on young researchers, and I see many people struggling with the competition and pressure to succeed. If you're starting your own group, the most important thing is how you work with the people closest to you. Of course, you want to have good interactions with everyone, but this personal-level connection is most crucial with those you work with closely. So if you're starting your own group, you're stepping into a role of authority, and it's critical to consider human values in the way you run that group. Recognize that the academic environment is tough, and it's important to establish a culture where people feel supported and

kind to each other amid the challenges that come with working in this field. Put human values first and foremost.

8. What advice would you give to early-career researchers? [Would you recommend they specialize in one area or adopt a broader approach to the field?]

This is a general response rather than one tailored to a specific person—for a particular person, I might give a different answer. But at a general level, it's not about saying "broad" or "narrow"—the main point is to know yourself. People in research have very different strengths and interests. Ideally, you want to align what you do with your interests and strengths, which will vary from person to person. Some people are best suited to a tight, specialized area, and that's great; others are interested in a variety of things and are good at getting broad overviews. So, the primary advice is to work out who you are.

But regarding advice to early-career researchers, linking to what I just said about forming a group, is to be kind to yourself. I don't think we talk enough about the difficulties in academia. Many of us have a great time and love our jobs, but I've observed that many people, including myself in periods, find the pressures very challenging, and I think those pressures are growing as we move more and more toward a metric-based analysis of success. As young researchers, try to be clear on what your values are as you enter this career, what you really want for yourself, and what you aim to enjoy and contribute. It's so easy to get caught up in seeing success as a large number of publications or grants. But it's very helpful to reflect deeply on what your actual aim is, because such objectives, to me, definitely can't be ends in themselves. What matters is how much you're getting out of your work—whether you find it interesting, fulfilling, and meaningful—and what you're actually contributing to the world. So, although the world often revolves around metrics, which don't necessarily reflect these things at all, I think getting clear on your values as you enter this highly pressured and competitive field is one of the most important pieces of advice I can give to early-career researchers.

9. Looking ahead, how do you envision DOVE contributing to DLC? Are there any specific questions or themes you would like DOVE researchers to explore using the Pelotas data?

What I am currently thinking is that while the DLCC is excellent at what it does, it's somewhat limited by its method. We are looking at the causes of differences between people or between individuals over time, which is a completely different question than examining the causes of population-level variations in violence or crime. These are basically different questions, and this distinction is often overlooked. When we study what explains individual-level differences, we miss the point that we a risk factor must vary for it to appear important. For example, if we imagine a society where everyone smokes, DLCC would not highlight smoking as an important cause of poor health. I'm interested in exploring how we can address both micro-level causes of variation and, especially given the context in Brazil, how we can identify the macro-level factors that drive high rates of violence. Here's what I'm

considering: How can we think about micro- and macro-level causes in an integrated way where we use micro-level research to help identify important macro-level influences. For example, we are beginning to measure how participants perceive social inequality, police behaviour, and the legitimacy of the state. I would like DOVE to contribute to DLCC by being more context-aware, moving beyond just the individual and a relative local social context to link to broader social issues involved in violence.

For another aim, we are in a very unusual position - because we have access to repeated cohorts over four decades. We want to explore population-level trends throughout the city of Pelotas in the context of Rio Grande do Sul, Brazil, and examine how these trends differ across cohorts relative to individual experiences. Setting this life-course understanding within the context of social change over time, as seen through repeated cohorts, could help us examine what is happening on a macro level.

10. Finally, is there anything else you would like to add?

Let me just say how wonderful it is to remain involved with all our collaborators, not only in Brazil and the Global South but also in the North. It's always such a pleasure when people want to come and work with us here, and I have been delighted to keep up links with colleagues in the UK and other countries in the North. I believe this global collaboration is an important and exciting direction for criminology, encouraging the field to become more globally oriented. I invite people reach out and to visit us in Pelotas, to help towards a global criminology.

It was an absolute pleasure speaking with Joe Murray, whose insights into the global potential of criminology and dedication to advancing research in Brazil are both inspiring and impactful. His commitment to bridging micro- and macro-level perspectives highlights an exciting direction for DLCC. I am grateful for the opportunity to closely collaborate with him and to share his vision with our readers. More information about the DOVE Research Centre can be found at www.doveresearch.org.

-Hugo S. Gomes

DLC Student Section:

Reflections on Student Membership in the DLC

By: Gabriel Alvarez & Carol Stoffel

Starting out in graduate school can feel like navigating a new world—new theories, new expectations, and new questions about where you fit in. **The Division of Developmental and Life-Course Criminology (DLC) offers a welcoming space for students who are still finding their footing while exploring big ideas about crime, justice, and human development over time.** Whether you're just beginning to shape your research interests or are gaining momentum on a project, the DLC provides meaningful opportunities to connect with others working at the intersection of developmental science and criminology. You'll find supportive mentors, future collaborators, and peers who understand the growing pains of graduate life.

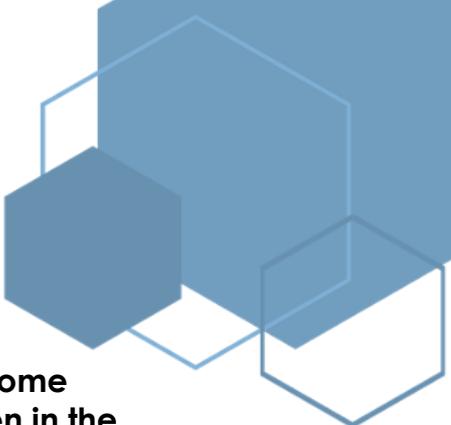
As a student member, you'll have access to tailored professional development—from workshops on publishing and teaching life-course content to conversations about navigating academia and industry careers. The division also celebrates student contributions through our Outstanding Student Contribution Award, recognizing the important work emerging scholars bring to the field.

And here we want to emphasize this amazing opportunity. Our student paper competition. Instead of asking why you should participate, we would ask you: *why not participate?* We know that sometimes participating in paper competitions might sound too ambitious and the feeling of “not being enough” knocks on the door.

I (Carol) felt that in my bones as well. I remember the first time I sent a paper for a student competition. I had just started my Ph.D., I was attending the very first semester, and I was extremely embarrassed to ask my mentor to nominate my paper for it. If it was not that self-nomination was permitted, I would never have... gotten the award! **Not getting an award is always a sure thing, especially if you do not submit your paper. If you submit, you might get it. So...**

- Given that you don't need anyone to nominate you, and that self-nomination is welcomed.
- Given that your paper does not have to be published.
- Given that you can submit a solo-authored paper, or a paper that was written in collaboration with another student or faculty.
- Given that you have probably already written a final paper for a class that you can just update and wrap up.

What about giving it a try?



And, to be quite honest, more than looking good on the CV or the monetary prize, the major gain for me was confidence. Getting the award in a major competition meant “external validity” for me. The panel did not have any Professor who knew me or who would have any kind of favorable treatment towards me. **Having my paper recognized by “third parties” helped me to begin gathering some courage to stand out for the ideas I would love to pursue, even in the beginning of my Ph.D. journey.** I just had to give myself and my paper a chance.

We are truly looking forward to reading your paper and, mostly, to have you join our Division. Being part of the DLC means more than signing up for a listserv—it’s about becoming part of a community that values longitudinal thinking, interdisciplinary collaboration, and supporting one another’s growth. If you’re ready to dive deeper into life-course criminology, we’d love to connect with you.

Reach out to us to learn more about getting involved

Contact Information for DLC Student Board Members:

- Gabriel Alvarez (galvare4@uci.edu)
- Carol Stoffel (aastoffe@go.olemiss.edu)

ASC UPDATES & UPCOMING EVENTS



ASC New Travel Award for International Participants

The Travel Fund for International Participants (TFIP) is a new two-year pilot program seeking to increase the diversity of attendees at our Annual Meetings. To this end, TFIP will provide up to five awards of \$500 + a waiver of conference registration to international participants facing unique challenges linked to high travel costs and low institutional support for professional development at their home institutions.

Click here for more information and to apply: <https://asc41.org/tfip>

Upcoming Events of Interest

- American Sociological Association (ASA) conference, Chicago, IL, USA, August 8-12 2025
- European Society of Criminology (ESC) conference, Athens, Greece, September 3-6, 2025
- Society for Longitudinal and Lifecourse Studies (SLLS), Fribourg, Switzerland, September 8-10, 2025
- Australian and New Zealand Society of Criminology (ANZSOC) conference information coming soon.
- American Society of Criminology (ASC) conference in Washington, DC, USA, Nov 12-15, 2025
- Academy of Criminal Justice Sciences (ACJS) conference, Philadelphia, PA, USA, March 3-7, 2026
- Law and Society Association (LSA) conference, San Francisco, CA, USA, May 28-31, 2026

**Have an opportunity you'd like to share with the DLC community?
Share a short summary with asc.dlc.chair@gmail.com for inclusion in
future membership updates.**



JOURNAL REPORT

Journal of Developmental and Life-Course Criminology



...it's not just about longitudinal data

The Journal of Developmental and Life-Course Criminology is the official journal of the Division and is the preeminent outlet for high-quality and impactful developmental and life-course criminological research.

[The Journal of Developmental and Life-Course Criminology](#) is accepting manuscripts from a broad range of theoretical and conceptual domains related to crime and associated outcomes. This journal publishes qualitative research (e.g., [Morgan \(2024\)](#)), systematic reviews (e.g., [Lankester et al., 2025](#)), comparative research (e.g., [Zych et al., 2021](#)), studies with a biological focus ([Joyner & Beaver, 2023](#)) and studies of the judiciary (e.g., [Berryessa \(2021\)](#)). As long as manuscripts connect their unique contribution to knowledge with broad developmental criminological frameworks (empirical, theoretical, conceptual) they will be considered in scope.

If you would like to find out whether your contribution would be considered before submission, please contact the Editors at jdicc@rhul.ac.uk.

Also, for members who do not have institutional/library access, you have online/electronic access via your Division membership. Please contact the Division secretary for more information.

-Darrick Jolliffe & Manuel Eisner



ABOUT THE DLC DIVISION



- To facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and
- To organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

The Division of Developmental and Life-course Criminology was established in November 2012 and had their first meeting at the 2012 American Society of Criminology (ASC) conference in Chicago. The Division was established by David Farrington and Tara Renae McGee. We welcome current members and those interested in joining the Division to attend our meetings at the annual ASC conference. See <http://www.asc41.com>.

Our Life-time Achievement Awards and Early Career Awards are presented at the ASC meetings.

The aims of the Division of Developmental and Life-course Criminology are:

- To advance developmental and life-course criminology and the study of criminal careers,
- To bring together ASC members interested in discussing and supporting developmental and life-course research in criminology,
- To facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and
- To organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

