

**PROFESSIONAL DEVELOPMENT IN CRIMINOLOGY**

CCJ 6065

Tuesday, 2:00 p.m., Eppes 0214

Professor: Carter Hay  
Office: Eppes 307  
E-Mail: chay@fsu.edu  
Office hours: Thursday 1:00-3:00 (please make an appointment) or other arranged times

**Course description**

This course provides PhD students with training on professional activities that are central to a successful career in criminology. Primary focus is on the strategies, skills, and professional standards needed to translate one's scholarly interests into a successful and ethical career—first as a graduate student and then as a professional criminologist. As this description indicates, this course is most appropriate for PhD students interested in a career that emphasizes teaching, research, policy, and service to the field.

**Course objectives**

Students who successfully complete this course will develop skills and strategies pertaining to these dimensions of professional involvement:

- Career and time management
- Succeeding in the program/passing comprehensive exams/doing a dissertation
- Developing a research agenda/conducting research/being an effective and productive writer/navigating the peer review process
- Preparing and giving presentations at professional meetings
- Serving as a journal referee
- Seeking external funding
- Being a successful teacher
- Securing employment
- Starting into the career/getting tenure

**Reading material**

Silvia, Paul. 2015. *Write it up: Practical strategies for writing and publishing journal articles*. American Psychological Association. [You can buy your own copy, but an e-copy also can be accessed from lib.fsu.edu site.] 36078

Bain, Ken. 2004. *What the best college teachers do*. Harvard University Press. 35448

There also will be articles, chapters, and notes placed on the course site.

## Course requirements

1. Class participation (15% of grade). Each student is expected to read the assigned material and contribute to class discussion. Students should come to class with notes over major themes in the reading and specific topics or questions to be raised. All students will be involved in the discussion.
2. Professional development paper (25% of grade). Students will write an approximately 10-page paper on a professional development topic of their choice. This paper will not need to exhaustively review the literature on a given topic; instead, it will summarize the main arguments and themes from 3-5 major books or articles that go beyond the course readings.
3. Other class assignments (60% of grade). At four points in the semester, students will complete assignments relevant to topics covered at that time. For example, during the “Serving as a journal referee” section, students will review a manuscript using the guidelines and tips discussed in class. Similarly, during the “Becoming an effective teacher” section, students will create the first draft of a syllabus for a course they can teach in the future. Instructions for assignments will be discussed in class 1-2 weeks in advance of due dates. All assignments will be submitted as hard copies.

## Something that is not required but should be done

If you have not done so already, you should become a member of the American Society of Criminology (ASC), the Academy of Criminal Justice Sciences (ACJS), or both. These are the main professional organizations in our field, and membership provides you a subscription to top journals *Criminology*, *Criminology & Public Policy*, and *Justice Quarterly*.

Moreover, membership provides you information on each organization’s annual meetings. The ASC meetings are always in the Fall, and the ACJS meetings are always in the Spring. Ph.D. students should strive to attend these meetings and present a paper by their 2<sup>nd</sup>-3<sup>rd</sup> year in graduate school.

## Course policies

1. Changes in the reading, schedule, or any other part of the course may occasionally be made. It is each student’s responsibility to stay involved in the course and remain informed of any changes.
2. In any online discussions, be sure to communicate in ways that show respect to other students and viewpoints.
3. It is my expectation that all assignments will be turned in on time, and I do not anticipate accepting any late assignments. I therefore recommend that you stay on

top of your assignments and avoid the practice of cramming right before a deadline. It is recognized, however, that in a very small number instances, unavoidable emergencies occur that may warrant accepting a late assignment. Under such circumstances, you need to contact me as soon as possible to discuss your situation.

4. **University Attendance Policy:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
5. **Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)
6. **Academic Success:** Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.
7. **Americans with Disabilities Act:** Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

*To receive academic accommodations, a student:*

(1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>

8. **Confidential Campus Resources:** Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

9. **COVID:** As our President has informed the university community, FSU expects everyone on campus to use face-coverings. In regions where virus rates are high, the CDC recommends that even vaccinated individuals wear masks in public indoor spaces, like classrooms, especially where social distancing is not possible. Florida infection and hospitalization rates are greater now than they were at the height of the 2020 surge due to the Delta variant, a more infectious and easily transmissible

version of the COVID-19 virus. The best way to protect against serious illness is to be fully vaccinated, but not everyone among us can be. Because the Delta variant can infect even vaccinated individuals and can be spread by them to others, it poses a special threat to members of the community with underlying health conditions and children at home who are too young for vaccination.

For these reasons, FSU expects each member of the community to comply with the public health protocols our President set forth on August 9, 2021, including (1) wearing masks in public indoor spaces, (2) getting fully vaccinated, (3) being tested for the virus if you have symptoms, and (4) staying home and away from others if you are sick. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the COVID-19 situation is fast-moving, and that university guidance on the issue may change at any time.

## SCHEDULE

**January 11** Introduction to course, discussion of objectives and requirements

---

**January 18** Career management/time management

On career management, our discussion will focus on this question: Where do you see your career headed? It might be academia, but we'll talk about many careers and jobs that our PhD graduates have entered. The general theme of our discussion will be this: If you know where you are headed, you can know how to prepare.

Next, we will focus on a different type of *management*: Time management. Even if you know *where you are headed*, getting there requires you to glean as much productivity as possible out of your days, weeks, and months. Our readings for this week focus on this topic, with a particular focus on identifying and gaining control over your different priorities.

Reading:

Chapter 3 from *Rediscovering Willpower* by Roy Baumeister and John Tierney.

PDF for Brian Tracy's *Eat That Frog!*

---

**January 25** Navigating the program/passing comps/doing a dissertation

During most weeks, we focus on skills and strategies that extend beyond the PhD. However, in this early week, we'll focus squarely on the graduate school experience. We'll use Cullen and Vose's article as a jumping off point, and then focus particular attention on the comprehensive exams and the dissertation.

Reading:

Cullen, Francis T., and Brenda Vose. 2014. "How to be a successful graduate student." *Journal of Contemporary Criminal Justice* 30:362-377.

---

**February 1** Research (week 1): Developing a research agenda and ideas

Research fundamentally involves specific issues of theory, methods, and statistics. We leave those issues to your other classes and instead focus on broad themes to consider in developing research ideas and interests, writing manuscripts, and navigating the peer review process.

Reading:

Fiske, Susan T. (2004). "Developing a Program of Research," pp. 71-90 in *The Sage Handbook of Methods in Social Psychology*. Edited by Carol Sansone, Carolyn C. Morf, and A.T. Panter. Thousands Oaks: Sage.

Pratt, Travis C. (2014). "How to be a successful publisher." *Journal of Contemporary Criminal Justice* 30:378-391.

---

**February 8**      Research (week 2): Effective writing

Reading:

Silvia, Paul. 2015. *Write it up: Practical strategies for writing and publishing journal articles*. (Read the Introduction and Chs. 2-8).

Strunk, William, Jr., and E.B. White. 2000. *The Elements of Style*. Introduction (pp. xiii-xviii) and Chapter 5 (pp. 66-85).

Assignment #1 (Developing an idea for research) is due.

---

**February 15**      Research (week 3): Navigating the peer review process

Reading:

Silvia, Paul. 2015. *Write it up: Practical strategies for writing and publishing journal articles*. (Read Chs. 1, 9, 10).

Baumer et al. *Editors' Corner* selections from *The Criminologist*.

Other sources to consider:

Sorensen, Snell, and Rodriguez. 2006. "An assessment of criminal justice and criminology journal prestige." *Journal of Criminal Justice Education* 17:297-322.

---

**February 22**      Preparing and giving presentations at professional meetings

A standard part of being a professional criminologist involves attending professional meetings. We'll focus on the basics of these meetings and the things to do and not do in preparing and giving presentations.

Reading:

"A.S.C. Call for Papers, 2019 Annual Meeting" at [https://asc41.com/Annual\\_Meeting/2020/ASC\\_AnnualMeeting\\_2020\\_CALL\\_FOR\\_PAPERS.pdf](https://asc41.com/Annual_Meeting/2020/ASC_AnnualMeeting_2020_CALL_FOR_PAPERS.pdf)



Also see the “Annual Meeting Info” at <http://asc41.com/annualmeeting.html>.

Lauritsen. 2007. “How to impress your colleagues at ASC.” *The Criminologist*, 32 (Sep-Oct):11.

---

**March 1**            Serving as a journal referee

Criminologists who pursue a scholarly career will be called upon to serve as journal reviewer; in fact, those with an active research career often get these requests monthly. We will discuss strategies and tips for playing this role. As an assignment due next week, students will review a paper.

Reading:

Osgood, Baumer, and Gartner. 2012. “The editorial board and exceptional reviews: The ‘backbones’ of *Criminology*.” *The Criminologist* 37:18–19.

Lucey, Brian. 2014. “10 tips from an editor on undertaking academic peer review for journals.” ([www.elsevier.com/reviewers-update/story/career-tips-and-advice/ten-tips-from-an-editor-on-undertaking-academic-peerreview-for-journals](http://www.elsevier.com/reviewers-update/story/career-tips-and-advice/ten-tips-from-an-editor-on-undertaking-academic-peerreview-for-journals)).

---

**March 8**            Seeking external funding

Many criminology careers now require one to seek and secure external funding. We will discuss this issue broadly, but then also will focus especially on dissertation grants available to PhD students in criminology.

[No reading or something TBD]

Assignment #2 (reviewing a manuscript) is due.

---

**March 15**           Spring break

---

**March 22**           Being a successful teacher (week 1): Up-front issues on designing a course

For those who go into academia, teaching arguably is the most time-consuming part of the career, especially in the early years. This is true even for those at research-oriented universities. We will devote three weeks to discussing the philosophies, practices, and logistics of effective teaching. There is a key theme to our discussion: There is no single way to be an effective teacher (different people do it in different ways), but there are core basics that most effective teachers prioritize.

Reading:

Bain, Ken. 2004. *What the best college teachers do*. Chs. 1-3.

Chs. 1-5 from *Instruction at FSU*

---

**March 29** Being a successful teacher (week 2): Lectures, assignments, and tests

Reading:

Bain, Ken. 2004. *What the best college teachers do*. Chs. 4-7.

Chs. 7-9 from *Instruction at FSU*.

---

**April 5** Being a successful teacher (week 3): Dealing with students/evaluations

<http://www.npr.org/sections/ed/2014/09/26/345515451/student-course-evaluations-get-an-f>

Ch. 14 from *Instruction at FSU*.

Assignment #3 (creating a syllabus) is due.

---

**April 12** Securing employment

The process of gaining employment as a criminologist basically involves four steps: (1) locating jobs, (2) preparing the necessary materials and submitting an application, (3) interviewing, and (4) negotiating and finalizing a contract on jobs that may be offered to you. We devote the next two weeks to these issues.

Reading:

Rice, Stephen et al. 2012. "Meet the members of your search committee, Parts I. and II. The *Criminologist* 37: May/June (pp. 26-27) and September/October (pp. 21-22).

[Sample letters of interest from recent successful candidates—I'll send these out.]

Other sources to consider:

MacKenzie and Piquero. 1999. "How to apply for an academic position in criminal justice or criminology." *Journal of Criminal Justice Education* 10:201-230. [This one has some good information, but you'll spot areas in which it's dated.]

---

**April 19** Securing employment (continued)

[No reading.]

Assignment #4 (letter of interest) is due.

---

**April 25** (The Monday after the last week of classes)

Professional Development paper is due at 6:00 p.m.