

## **Proseminar in Criminology and Criminal Justice**

CCJ 5050, Wednesday 11:00 a.m.

Criminology Building 0214

Professor: Carter Hay  
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### **Course overview and objectives**

The course has two key objectives. The first is to introduce students to the College's faculty members and their research interests and activities. The second is to provide students training in areas central to success in the program and beyond. As part of this, the course will cover big-picture issues related to career planning and time management, skills for performing well in classes, and strategies for navigating the program in a successful and timely manner. Also, substantial attention will be devoted to mastering the principles of effective social scientific writing and attending to key aspects of "life management" that lay the foundation for a happy and successful career in criminology.

This class will be most beneficial to students who are in their first year in the College at either the M.A. or Ph.D. level.

### **Reading material**

Most of the reading for this course will come from PDFs that are made available on the course website or accessed through normal computer searches. There also is one required book that is available at the FSU Bookstore or online book sites:

Dreyer, Benjamin. 2019. *Dreyer's English: An utterly correct guide to clarity and style*. New York: Random House (ISBN: 0812995708) [35349]

Clear, James. 2018. *Atomic habits*. New York: Avery (ISBN: 0735211299).

### **The organization of course meetings**

Our typical class meeting will have two parts. First, we will have a roughly 30-45 minute visit from a College faculty member. This faculty member will have selected one of their articles or chapters that will be a part of the discussion. All students will read the faculty member's CV and the and the article/chapter and be prepared to discuss it and ask questions. Additionally, for each faculty visit, we will have 2-3 student discussion leaders. The discussion will resemble an interview—leaders will come prepared with questions to get a discussion started about such things as what initially drew the faculty member to this

area of research, how this work fits within their broader research agenda, and what unique challenges emerged in doing this work.

After this visit, we will take a short break, and the rest of class will consist of a training session/workshop on the skills, strategies, and habits that will contribute to your success in the program and to your overall professional development.

Note: Prior to each course meeting (typically 6 days in advance), I'll send a preview/notes document on the material that we'll be covering next.

## **Course requirements and grades**

This course will have a total of 100 possible points that span five different types of assignments.

1. Article summaries (20 points). For each visit from a faculty member, you will read one of their articles/scholarly works. As part of this, you should take notes over what you read (we will discuss an approach to taking notes), and these notes will be turned in on the day of that visit. Your notes will receive a score of 2.00 for excellent, 1.00 for fair, or 0.00 for less than fair. These are submitted electronically through Canvas prior to each class meeting. (More details coming on that).

2. Professional development notes (20 points). These are for **any** reading assignment that is **not** a faculty member article/chapter being read for that faculty member's visit. For each reading assignment, you will take at least 1 page of notes in which you describe the overall main points or ideas that you take from that assignment, along with bullet points for issues or questions to raise in our class meeting. The exact content of your notes—the themes and ideas that you emphasize—are absolutely open to your discretion and should reflect your interests and experiences. This must be submitted electronically through Canvas prior to each class meeting. (More details coming on that).

3. Attendance/participation (5 points). Each student is expected to attend class, read the assigned material, and contribute to class discussion. Students can earn up to 10 points on the basis of making frequent contributions to the class discussion that reflect an engagement of the course material, including the reading material.

4. Faculty visits (10 points). Each student will serve as a discussion leader for one faculty visit during the semester. Your job will be to come prepared with detailed knowledge of that week's reading assignment that allows you to keep an informed dialogue going in which the faculty member can discuss the big-picture basics or finer nuances of this work.

5. Writing assignments (45 points). You will have three different writing assignments over the course of the semester in which you will implement the strategies for successful writing that we discuss. Each will be worth 10 points. The assignments will be discussed in detail at least two weeks prior to being due.

## Course policies and other issues

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/Academics/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 Department of Student Support and Transitions 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 person 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.

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. 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 the latest version of this statement and 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. **Free tutoring from FSU.** On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options –see <http://ace.fsu.edu/tutoring> or [contacttutor@fsu.edu](mailto:contacttutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

[see schedule below]

## SCHEDULE

### August 24

Discussing the course and syllabus

### August 31

Note-taking and preparing for the faculty visits + doing well in classes + avoiding plagiarism

Reading:

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

### September 7

Faculty visit (practice session): Carter Hay

Professional development: Career management

Reading:

- Faculty article: Hay, Carter, Alex Widdowson, and Brae Campion Young. 2018. "Self-control stability and change for incarcerated juvenile offenders." *Journal of Criminal Justice*.
- 7 habits of highly successful people (briefly summarized): <https://www.stephencovey.com/7habits/7habits.php>

### September 14

Faculty visit: Dan Mears

Professional development: Performance/time management

Reading:

- Faculty article: Mears. Forthcoming. Bridging the research-policy divide to advance science and policy: The 2022 Bruce Smith Jr. Award address to the Academy of Criminal Justice Sciences. *Justice Evaluation Journal*.
- YouTube summary of David Allen's *Getting Things Done: The Art of Stress Free Productivity*: <https://www.youtube.com/watch?v=4aD8WG49PY4> [Take notes on this 8-minute video the way you would if it was a chapter.]

### September 21

Faculty visit: Young-An Kim

Professional development: Time management (continued)

Reading:

- Faculty article: TBD
- Brian Tracy's *Eat That Frog! 21 great ways to stop procrastinating and get more done in less time*.

### September 28

Faculty visit: Marin Wenger

Professional development: Building good habits and breaking bad ones

Reading:

- Faculty article: Wenger, M. R. (2021). Omitted level bias in multilevel research: An empirical test distinguishing block group, tract, and city effects of disadvantage on crime. *Justice Quarterly*, 38(5), 792-826.
- James Clear's *Atomic habits*, Intro-Ch. 10 (about 140 pages)

### **October 5**

Faculty visit: Jennifer Copp

Professional development: Habits (continued)

Reading:

- Faculty article: Copp, J. E., Casey, W., Blomberg, T. G., & Pesta, G. (2022). Pretrial risk assessment instruments in practice: The role of judicial discretion in pretrial reform. *Criminology & Public Policy*, 21(2), 329-358.
- James Clear's *Atomic habits*, Ch. 11-Conclusion (about 115 pages)

### **October 12**

Faculty visit: No visit today

Professional development: Being an effective and productive writer

Reading:

- Strunk and White. 2000. Introduction (pp. xiii-xviii)
- *Dreyer's English*: Introduction and Chapters 1-3.
- Pp. 11-28 from *How to Write a Lot* by Paul Silvia.

\*\*\*Writing assignment #1 submitted by 5:00 p.m. on Friday of this week (Oct 14)

### **October 19**

Faculty visit: Bryan Holmes

Professional development: Dreyer's English continued

Reading:

- Faculty article: TBD
- *Dreyer's English*: Chapters 6, 9, and 10

### **October 26**

Faculty visit: Julie Brancale

Professional Development: Dreyer's English (continued)/life management

Reading:

- Faculty article: Brancale, Julie and Thomas G. Blomberg. Forthcoming. The Role of Normative Age-Graded Transitions and Human Agency in Patterns and Variations of Financial Exploitation of Older Adults. *Journal of Research in Crime and Delinquency*.
- *Dreyer's English*: Chapters 12 and 13.
- Excerpt from Carol Dweck's *Mindset: Changing the way you think to fulfill your potential*.

### **November 2**

Faculty visit: Joe Schwartz

Professional development: Writing a good introduction section/life management

Reading:

- Faculty article: Schwartz et al. Forthcoming. Changes in jail admissions before and after brain injury. *Journal of Quantitative Criminology*.
- Sample Introductory section TBD
- Excerpt from Matthew Walker's *Why we sleep: Unlocking the power of sleep and dreams*.

### **November 9**

Alumnus visit: [Shooting for a visit from Jason Kaelin, FSU alum with the FBI.]

Professional development: Writing a good review of the literature/life management

Reading:

- TBD
- Excerpt from Anna Lembke's *Dopamine nation: Finding balance in the age of indulgence*.

\*\*\*Writing assignment #2 submitted by 5:00 p.m. on Friday of this week (Nov 11)

### **November 30**

Faculty visit: No scheduled visit for today

Professional development: Concluding issues/life management

Reading:

- Faculty article: None
- Podcast episode: The Happiness Lab with Laurie Santos, Episode 1, "You can change" (approximately 47 minutes)

### **December 6**

\*\*\*Writing assignment #3 submitted electronically by 5:00 p.m.