PROFESSIONAL DEVELOPMENT IN CRIMINOLOGY

CCJ 6065

Wednesday 1:30 p.m., 0214/ the 4th floor conference room

Professor: Carter Hay

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Office hours: Wednesday 11:o0 a.m.-1:00 p.m. or other arranged times (please make an appointment for either)

# 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 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 management/productivity 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.] 34664

Bain, Ken. 2004. *What the best college teachers do*. Harvard University Press. 3916

McKeown, Greg. 2021. Effortless. Random House

[This book is a late addition! We’ll read the 1st half for January 17 and the 2nd half for January 24. You can go with Amazon ($15.49) or Kindle ($4.99), but you’ll need it quickly. A better option may be for me to loan my hard copy to a student (insert wink-smile emoji).]

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 2nd-3rd 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](https://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>

1. **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/>

### SCHEDULE

**January 10** Introduction to course and career management

On career management, our discussion will focus on this question as a starting point (know that clear answers aren’t needed at this point!): In what direction do you see your career headed? It might be academia, but the options range significantly there. Also, there are many careers outside of academia that our PhD graduates have entered. The general theme of our discussion will be this (and this captures a general theme of a course like this): If you can gain some insights on where you are headed, you can start preparing for the challenges with as much precision as possible.

**January 17** Productivity management

For this week, we focus on the big and broad topic of productivity management. For whatever career and life that you are striving for, getting there requires you to glean as much productivity as possible out of your days, weeks, and months. However, this has to be done in smart strategic that are compatible with a balanced and happy life. Our readings for this week focus on this topic with Greg McKeown’s (2021) book *Effortless*.

Reading:

Greg McKeown’s *Effortless*

**January 24** Productivity management and *Effortless* (continued)

**January 31** Navigating the program

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 move on to other topics, and I’m open to anything that we want to discuss. I’m guessing that comps and the dissertation will be a big part of that discussion, but I’ll ask for your input in advance on what we might discuss, and I’ll probably ask a few post-comps students who aren’t in the class to join us for the discussion.

Reading:

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

**February 7** Research (week 1):Developing a research agenda and moving ideas forward

Research fundamentally involves We will leave specific issues of theory, methods, and statistics to your other courses and training and instead focus on broad themes to consider in developing research ideas and interests, writing manuscripts, and navigating the peer review process. In this first week, we’ll talk about the basics of developing an idea and then pivot to some good advice from Pratt’s chapter.

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

**February 14** Research (week 2): Effective writing

Effective writing has two components: (1) a time management/productivity management component in which we allocate time to writing and then actually write and (2) a “mechanics of writing” component in which we learn the protocols and specifics for writing good articles. We’ll talk about both, although the reading is focused much more on component (2).

Reading:

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

Wenger, Marin. 2021. “Multilevel effects of changes in disadvantage on changes in crime.” Crime & Delinquency, 69, 2102-2123.

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

# February 21 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*.

**February 28** 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.

**March 6** Seeking external funding

[We’ll be missing this week—Campus Preview. I will send out materials on the topic, and then we can follow-up on the topic the following week.]

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.

Assignment #2 (reviewing a manuscript) is due.

**March 13** Spring break

**March 20** Being a successful teacher (week 1): Up-front issues on designing a course

For those who go into academia, teaching is a time-consuming and challenging part of the career, especially in the beginning, even at research-oriented universities. That said, it can be immensely rewarding, especially as you gain experience. With that in mind, 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 27** 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 3** [Missed week: I’m at Sam Houston State University as an external reviewer.]

**April 10** 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 17** 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.]

**April 24** Securing employment (continued)

[No reading.]

Assignment #4 (letter of interest) is due.

**May 1** (The Wednesday after the last week of classes)

Professional Development paper is due at 11:59 p.m.