

TEXAS STATE UNIVERSITY, SCHOOL OF CRIMINAL JUSTICE

CJ7309.251 – PROSEMINAR

SPRING– 2020

INSTRUCTOR INFORMATION:

Dr. Shayne Jones. Office Location: Hines Academic Center, Room 120; E-mail: sej57@txstate.edu

COURSE INFORMATION:

Meeting Times: Hines 201; Thursdays 6:30 – 9:20

COURSE DESCRIPTION:

This course considers important issues for doctoral students in criminal justice, including criminal justice as a discipline, writing and publishing, attendance at professional meetings, teaching, postdoctoral employment, and ethics in criminal justice.

REQUIRED READINGS:

See course calendar below

RECOMMENDED READINGS:

McKeachie, Wilbert J. and Svinicki, Marilla (2010). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Thirteenth Edition. Boston, MA: Houghton Mifflin Co. [There is a 14th edition, but you can save money and acquire the 13th.]

Rudestam, Kjell Erik and Newton, Rae R. (2007). *Surviving your Dissertation: A Comprehensive Guide to Content and Process*, Third Edition. Los Angeles, CA: Sage Publications. [There is a 4th edition if you are interested.]

Vick, Julia Miller and Furlong, Jennifer S. (2008). *The Academic Job Search Handbook*, Fourth Edition. Philadelphia, PA: U of PA Press. [There is a 5th edition, if you are interested.]

COURSE LEARNING OUTCOMES:

Upon successful completion of this course, a student should be able to:

- (1) Develop a strategy for completing his/her dissertation;
- (2) Describe the steps, challenges, and pitfalls of academic publishing and presenting at scholarly conferences;
- (3) Describe the steps and challenges associated with grantsmanship and identify the sources of external funds for criminal justice and criminology research and intervention;
- (4) Describe the steps associated with successfully applying for and accepting an academic job and strategies for obtaining tenure.

COURSE REQUIREMENTS:

CLASS PARTICIPATION:

Class participation (40% of grade). I expect everyone to attend all of the class meeting times, complete the assigned readings, and participate enthusiastically in class discussions.

SHORT ASSIGNMENTS:

There will be a series of 12 short assignments (each worth 5% of your grade) that correspond to the Weekly topics covered in the class as per the course calendar below. Be sure to pay attention to the course calendar below for which particular assignment corresponds to which specific class meeting.

COURSE GRADES:

The following is the grading scale to be used:

A (90-100); B (80-89); C (70-79); D (60-69); F (59 or below).

Your grade will be based on the following:

Your grade for this course will be based on your scores for class participation and the 12 short assignments.

Class Participation: 45%

Short Assignments: 55% (11 short assignments @ 5% each)

Total: 100%

COURSE POLICIES:

Make-Up Policy: If an assignment is missed for an exceptional circumstance (doctor's appointment, illness, funeral, or other university-approved absence) students may make-up the assignment. Any other circumstance will result in a zero for the assignment.

Changes to the Course Syllabus: The professor reserves the right to make changes to the course syllabus and schedule. If this does occur, an announcement will be posted on the Canvas course website and an e-mail will be sent to all students registered for the course. A revised course syllabus and schedule will also be posted on the Canvas course website.

UNIVERSITY POLICIES:

Notice of Copyright/Intellectual Property: Students are not to post lecture notes or other course materials on commercial or public websites. Notes are to be used for personal use only (including sharing notes with a classmate or in a study group). Posting notes without the instructor's permission violates the academic honor code and university policies regarding intellectual property. Any infringement will result in the final grade being reduced by one full letter grade. In addition, university sanctions allowed by the relevant university policies and procedures will be pursued.

Students with Disabilities: A student with a disability may require an accommodation(s) to participate in the course. They must contact the professor within the first two weeks of the semester. They will be asked to provide documentation from the Office of Disability Services (ODS) at that time. Failure to contact the professor in a timely manner will delay any accommodations they may be seeking. Ongoing care by a physician does not automatically qualify you as an ODS special needs student. Students are required to file paperwork for accommodations with ODS each semester. Accommodations granted one semester do not automatically carry forward to the next.

Academic Honesty Policy: The submission of any work for a grade for which unauthorized help has been received is termed academic dishonesty and may be grounds for a failing grade in the course. "Unauthorized" is a term used here to designate stealing, copying (with or without permission), or collaboration with other individuals. Students are strongly encouraged to refer to the Texas State University student handbook for policies related to academic dishonesty. These policies may be found at <http://www.dos.txstate.edu/handbook/rules.html>.

Addressing Acts of Academic Dishonesty: Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion. Students accused of violating the academic honor code are encouraged to consult UPPS No. 07.10.01 at <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

Texas State University Honor Code: As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our university recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: I pledge to uphold the principles of honesty and responsibility at our university.

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

COURSE SCHEDULE:

Week	Topic	Readings & Assignments
Week 1 January 23	Course Welcome and Introduction; Review Course Syllabus	NONE
Week 2 January 30	Discipline of Criminology/Criminal Justice; Code of Ethics	READINGS: (1) J. Price Foster, Jeffrey S. Magers & Jessica Mullikin (2007) Observations and Reflections on the Evolution of Crime-Related Higher Education, Journal of Criminal Justice Education, 18:1, 123-136. (2) Clint Wrede & Richard Featherstone (2012) Striking Out on Its Own: The Divergence of Criminology and Criminal Justice from Sociology, Journal of Criminal Justice Education, 23:1, 103-125. (3) Brendan D. Dooley & Jason Rydberg (2014) Irreconcilable Differences? Examining Divergences in the Orientations of Criminology and Criminal Justice Scholarship, 1951–2008, Journal of Criminal Justice Education, 25:1, 84-105. (4) Vanessa H. Woodward, Megan E. Webb, O. Hayden Griffin III & Heith Copes (2016) The Current State of Criminological Research in the United States: An Examination of Research Methodologies in Criminology and Criminal Justice Journals, Journal of Criminal Justice Education, 27:3, 340-361. (5) American Society of Criminology Code of Ethics (6) Academy of Criminal Justice Sciences' Code of Ethics SHORT ASSIGNMENT #1: Write a two-page, double-spaced paper on what your definitions and perceptions are of

		Criminology/Criminal Justice as a discipline, and be prepared to share and discuss with the class.
Week 3 February 6	Developing a CV, Reviewing CVs	<p>READINGS:</p> <p>SHORT ASSIGNMENT #2: Bring your current CV and bring copies of 3 CVs of Criminologists currently employed at a Criminology/Criminal Justice PhD-granting institution (one at the Assistant Professor, one at the Associate Professor, and one at the Full Professor level). Be prepared to share and discuss these CVs and your own CV.</p>
Week 4 February 13	Writing and Publishing; How to Write an Article; Co-Authorship	<p>READINGS:</p> <p>(1) Andrew S. Denney & Richard Tewksbury (2013) How to Write a Literature Review, Journal of Criminal Justice Education, 24:2, 218-234.</p> <p>(2) Bert Van Wee & David Banister (2016) How to Write a Literature Review Paper?, Transport Reviews, 36:2, 278-288.</p> <p>(3) Bryanna Hahn Fox & Wesley G. Jennings (2014) How to Write a Methodology and Results Section for Empirical Research, Journal of Criminal Justice Education, 25:2, 137-156.</p> <p>(4) Richard Lemke (2013) Perceptions on the Trend of Multi-Authored Collaboration: Results from a National Survey of Criminal Justice and Criminology Faculty, Journal of Criminal Justice Education, 24:3, 316-338.</p> <p>(5) Gregorio González-Alcaide, David Melero-Fuentes, Rafael Aleixandre-Benavent & Juan-Carlos Valderrama-Zurián (2013) Productivity and Collaboration in Scientific Publications on Criminology, Journal of Criminal</p>

		<p>Justice Education, 24:1, 15-37.</p> <p>(6) Stephen K. Rice, Matthew J. Hickman & Patrick Reynolds (2011) A Preliminary Assessment of Small World Scholarship Networks in Criminology and Criminal Justice, <i>Journal of Criminal Justice Education</i>, 22:1, 67-83.</p> <p>SHORT ASSIGNMENT #3: Identify 3 articles that you “like”, bring them to class to share, and be prepared to discuss what the article is about (generally/briefly) and its strengths and weaknesses.</p>
<p>Week 5 February 20</p>	<p>Writing and Publishing; How to Review an Article</p>	<p>READINGS:</p> <p>(1) Richard Tewksbury & Elizabeth Ehrhardt Mustaine (2012) Cracking Open the Black Box of the Manuscript Review Process: A Look Inside <i>Justice Quarterly</i>, <i>Journal of Criminal Justice Education</i>, 23:4, 399-422.</p> <p>(2) Elizabeth Ehrhardt Mustaine & Richard Tewksbury (2013) Exploring the Black Box of Journal Manuscript Review: A Survey of Social Science Journal Editors, <i>Journal of Criminal Justice Education</i>, 24:3, 386-401.</p> <p>(3) Elizabeth Ehrhardt Mustaine & Richard Tewksbury (2008) Reviewers' Views on Reviewing: An Examination of the Peer Review Process in Criminal Justice, <i>Journal of Criminal Justice Education</i>, 19:3, 351-365.</p> <p>SHORT ASSIGNMENT #4: Review article assigned by instructor and bring review to class and be prepared to discuss.</p>
<p>Week 6 February 27</p>	<p>Ranking (and Selecting) Journals, Doctoral Programs, and Research Productivity</p>	<p>READINGS:</p> <p>(1) Christina DeJong & Sarah St. George (2018) Measuring Journal Prestige in Criminal Justice and</p>

		<p>Criminology, Journal of Criminal Justice Education, 29:2, 290-309.</p> <p>(2) Benjamin Steiner & John Schwartz (2007) Assessing the Quality of Doctoral Programs in Criminology in the United States, Journal of Criminal Justice Education, 18:1, 53-86.</p> <p>(3) Gary Kleck & Bethany Mims (2017) Article Productivity Among the Faculty of Criminology and Criminal Justice Doctoral Programs, 2010–2014, Journal of Criminal Justice Education, 28:4, 467-487.</p> <p>(4) Wesley G. Jennings, Chris L. Gibson, Jeffrey T. Ward & Kevin M. Beaver (2008) “Which Group Are You In?”: A Preliminary Investigation of Group-Based Publication Trajectories of Criminology and Criminal Justice Scholars, Journal of Criminal Justice Education, 19:2, 227-250.</p> <p>(5) Ellen G. Cohn, David P. Farrington & Amaia Iratzoqui (2017) Changes in the Most-Cited Scholars and Works Over 25 Years: The Evolution of the Field of Criminology and Criminal Justice, Journal of Criminal Justice Education, 28:1, 25-51.</p> <p>SHORT ASSIGNMENT #5:</p> <p>A. The instructor will assign you 2 academic journals. You will be responsible to go to the journal’s website and prepare a one-page (double-spaced) summary of the journal/description/mission/type of content that it publishes, etc. Also, review the latest published issue of the journal and report on the topics that are included in the issue. Be prepared to share this information (summary and latest issue content/topics) with the class.</p> <p>B. Be prepared to discuss your</p>
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		<p>approach and decision-making process when you were considering applying to doctoral programs.</p> <p>C. The instructor will assign you 2 academic “stars”; You will be responsible for researching these stars (CV, faculty webpage, bio, etc.) and reporting back to the class on their academic and professional history and career trajectory (teaching interests, research interests, how many publications they have, how many of their publications have co-authors, how long they have been publishing, how many presentations they have had, how many grants they have had, how many different institutions they have worked at, awards, administrative appointments, etc.).</p>
<p>Week 7</p> <p>March 5</p>	NO CLASS	NONE
<p>Week 8</p> <p>March 12</p>	Professional Associations and Conference Participation	<p>READINGS:</p> <p>(1) Rosemary Barberet (2007) The Internationalization of Criminology? A Content Analysis of Presentations at American Society of Criminology Conferences, <i>Journal of Criminal Justice Education</i>, 18:3, 406-427.</p> <p>(2) David Mueller, Andrew Giacomazzi & James Wada (2004) So how was <i>your</i> conference? Panel chairs' perceptions of the 2003 ACJS meeting in Boston, <i>Journal of Criminal Justice Education</i>, 15:2, 201-218.</p> <p>(3) Heather L. Pfeifer, Leanne F. Alarid, Barbara A. Sims & Wilson R. Palacios (2014) Improving the Quality of Academy of Criminal Justice Sciences Annual Meetings: Where do we go from here?, <i>Journal of Criminal Justice Education</i>, 25:3, 259-274.</p> <p>(4) Melanie-Angela Neuilly &</p>

		<p>Mary K. Stohr (2016) The Art of Conferencing, Journal of Criminal Justice Education, 27:2, 194-211.</p> <p>SHORT ASSIGNMENT #7: Prepare a 15 minute conference style Powerpoint Presentation based on a research project you are working on to deliver in class and receive feedback on.</p>
<p>Week 9</p> <p>March 19 (SPRING BREAK)</p>	NO CLASS	NONE
<p>Week 10</p> <p>March 26 (ACJS Meeting)</p>	NO CLASS	NONE
<p>Week 11</p> <p>April 2</p>	Grants and Fellowships	<p>READINGS:</p> <p>(1) Elizabeth Ehrhardt Mustaine & Richard Tewksbury (2009) Rainmakers: The Most Successful Criminal Justice Scholars and Departments In Research Grant Acquisition, Journal of Criminal Justice Education, 20:1, 40-55.</p> <p>SHORT ASSIGNMENT #8:</p> <p>Identify an external source for possible funding for dissertation research. Prepare a one-to-two-page double-spaced summary on the solicitation itself, the parameters of the solicitation, the deadline/s, the required application materials, etc., and share this information with the class.</p>
<p>Week 12</p> <p>April 9</p>	Teaching	<p>READINGS:</p> <p>(1) Joanne Belknap (1996) Criminal justice teaching practicum I: Teaching doctoral students to teach, Journal of Criminal Justice Education, 7:1, 121-136.</p> <p>(2) Dennis E. Hoffman, Scott P. Chenault, Melissa A. Conn, Jin Dong, Connie M. Koski, Yanhua Liu, William T. Morris, Sandra K. Petersen, Liddie Thompson & Edith</p>

		<p>A. Schwen Westfall (2007) Sink or Swim: A Model for Immersing Criminal Justice Doctoral Students in the Craft of Teaching, Journal of Criminal Justice Education, 18:3, 476-491.</p> <p>(3) Martin D. Schwartz (1991) Teaching the mass class: Myths and tips, Journal of Criminal Justice Education, 2:2, 255-266.</p> <p>(4) Peter J. Benekos (2016) How to be a Good Teacher: Passion, Person, and Pedagogy, Journal of Criminal Justice Education, 27:2, 225-237.</p> <p>(5) Tara Gray & Jon'a Meyer (1997) Peer coaching: Teachers helping teachers, Journal of Criminal Justice Education, 8:2, 273-284.</p> <p>SHORT ASSIGNMENT #9: Prepare a 15 minute Powerpoint lecture (intended for an undergraduate student audience) based on a topic of interest to deliver in class and receive feedback on. Bring a copy of a syllabus for a course you have taught/currently teach/are interested in teaching</p>
<p>Week 13</p> <p>April 16</p>	<p>Service</p>	<p>READINGS:</p> <p>(1) Heather L. Pfeifer (2016) How to be a Good Academic Citizen: The Role and Importance of Service in Academia, Journal of Criminal Justice Education, 27:2, 238-254.</p> <p>(2) Jeffery T. Walker & Kilby Erwin Raptopoulos (2008) Journal Editors and Journal Writers: Service vs Publication as a Measure of Faculty and Department Productivity, Journal of Criminal Justice Education, 19:2, 251-274.</p> <p>SHORT ASSIGNMENT #10:</p> <p>Come to class with documentation</p>

		of efforts to become engaged in <i>both</i> university (attended a guest speaker event on campus, attended Graduate College event, etc.) and professional service (joined an association, joined a section of an association, reviewed a manuscript for a journal, volunteered to be a reviewer for a journal, etc.). Be prepared to share and discuss these activities with the class.
Week 14 April 23	How to Apply for and Be Competitive for a Job	<p>READINGS:</p> <p>(1) Doris Layton MacKenzie & Alex R. Piquero (1999) How to apply for an academic position in criminal justice or criminology, <i>Journal of Criminal Justice Education</i>, 10:2, 201-230.</p> <p>(2) Leanne Fiftal Alarid (2016) How to Secure Your First Academic Job Out of Graduate School, <i>Journal of Criminal Justice Education</i>, 27:2, 160-174.</p> <p>(3) Kweilin T. Pikciunas, Jonathon A. Cooper, Kathleen J. Hanrahan & Samantha M. Gavin (2016) The Future of the Academy: Who's Looking for Whom?, <i>Journal of Criminal Justice Education</i>, 27:3, 362-380.</p> <p>(4) Brandon K. Applegate, Caity R. Cable & Alicia H. Sitren (2009) Academia's Most Wanted: The Characteristics of Desirable Academic Job Candidates in Criminology and Criminal Justice, <i>Journal of Criminal Justice Education</i>, 20:1, 20-39.</p> <p>SHORT ASSIGNMENT #11: Prepare a Cover Letter for a Tenure-Track job application and bring to class (use example job advertisement provided by Instructor).</p>
Week 15 April 30	Preparing for Job Interview and How to Keep a Job (and get Tenure)	<p>READINGS:</p> <p>(1) Alida V. Merlo (2016) The Pre-Tenure Years: Survive, Succeed,</p>

		<p>and Thrive, Journal of Criminal Justice Education, 27:2, 175-193.</p> <p>(2) N. Prabha Unnithan (2016) How to Publish and Develop a Research Agenda in Academic Criminal Justice, Journal of Criminal Justice Education, 27:2, 212-224.</p> <p>(3) David Fabianic (2012) Publication Profiles at Point of Promotion of Criminal Justice Faculty, Journal of Criminal Justice Education, 23:1, 65-80.</p> <p>(4) Robert M. Worley (2011) What Makes Them Tick: Lessons on High Productivity from Leading Twenty-First Century Academic Stars, Journal of Criminal Justice Education, 22:1, 130-149.</p> <p>SHORT ASSIGNMENT #12: Come to class dressed in professional business attire (like you would dress for a job interview) and be prepared for “mock” interviewing from instructor and peers/fellow classmates.</p>
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