

**CRIM 797: PROFESSIONALIZATION SEMINAR**  
**CRIMINOLOGY, LAW AND SOCIETY**  
Spring 2019

**INSTRUCTOR OF RECORD**

Allison Redlich, PhD  
Office: 350 Enterprise, Fairfax Campus  
Email: [aredlich@gmu.edu](mailto:aredlich@gmu.edu)  
Campus Phone: 703-993-5835

**SEMINAR**

Tuesday, 3pm – 4:15 pm  
Innovation 139  
Fairfax

**COURSE DESCRIPTION**

This course is designed to introduce doctoral students to research, scholarship and teaching practices in the field to promote their professional development. This course will provide students with information about the culture, norms, and expectations of academic life and help students develop the practical knowledge, skills, and attitudes necessary to maximize their graduate experience. It will prepare students for academic and non-academic job searching, and provide a supportive cohort/group for facilitating each other's progress through graduate school and beyond.

**COURSE FORMAT**

The course will cover 14 different topics, each presented by different faculty members in the department. Class meetings are designed to: 1) allow for informal discussion of the weekly topic, including any assigned readings and homework exercises and 2) to familiarize doctoral students with the faculty in the department and examples of their work. In addition to any assignments related to the topic of the week, students will read an article written by the faculty member running that session. The faculty member may briefly discuss some topic related to the development of the article (i.e., an aspect of the research or writing process).

**COURSE REQUIREMENTS AND STUDENT EVALUATION**

The course requires: 1) regular attendance and participation and 2) completion of assigned reading and homework exercises. The course is graded satisfactory/no credit. \*\*To pass the course, students must attend at least 11 of the 14 sessions and actively participate in class by completing homework/reading assignments and by regularly contributing to group discussion. Students who receive no credit for the course will need to successfully repeat it in order to satisfy the degree requirement.

**BLACKBOARD**

The course syllabus, reading assignments, homework assignments, and important announcements will be posted on Courses. To access Blackboard, log in at: <http://mymason.gmu.edu>, click on the Courses tab, and locate CRIM 797. If you need assistance, please send an e-mail to [courses@gmu.edu](mailto:courses@gmu.edu) or call the Collaborative Learning Hub (703-993-3141) or the Support Center (703-993-8870). For additional help with the Blackboard system, go to: <http://help.blackboard.com/student/index.htm>

## **HOMEWORK AND READING ASSIGNMENTS**

Short homework assignments (in the form of a reading or an exercise) have been developed for some of the weekly sessions. Students should complete these prior to the class session. Students should also read the faculty research articles that are assigned each week, to familiarize themselves with the breadth of faculty interests and the variety of research being completed in the department.

## **COURSE COMMUNICATION**

Changes to the course schedule and other important information will be sent to your Mason email address. Be sure to check your email account regularly for updated information (if you choose to forward your GMU email to another email account, make sure that the forwarding is set up correctly). If you have questions or concerns about the course, you are encouraged to stop by my office or contact me via email to set up an appointment.

## **ACADEMIC INTEGRITY AND THE GMU HONOR CODE**

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Students are expected to abide by the GMU Honor Code, which prohibits lying, cheating, stealing, and plagiarizing (see <http://oai.gmu.edu/the-mason-honor-code-2/> for detailed information). Instructors are required to report all violations of the Honor Code to the GMU Honor Committee. All graded work is to be completed independently. Suspected cases of plagiarism may be evaluated using anti-plagiarism software. Violations will likely result in a failing grade for the assignment and may result in a failing grade for the course, plus any additional penalties determined by the committee, including dismissal from the university. Please be sure that the work you submit in this class is your own, and that you provide proper citations when referencing another person's words or ideas.

## **STUDENTS WITH DISABILITIES**

If you are a student with a disability and you need academic accommodations, please inform the instructor and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. See <http://ods.gmu.edu> for more information.

## RECOMMENDED READINGS

The following list consists of readings recommended by faculty and graduate students. They address a variety of topics (e.g., surviving graduate school, reading, writing, research, scholarly productivity, grants, etc.) and may be helpful to you in navigating graduate work and preparing for your future career. Some of the articles may be assigned for the seminar (see course schedule below) and all are available on Blackboard.

Adler, M.J. & C. Van Dorn. 1972. *How to Read a Book*. New York: Touchstone Books.

Becker, Howard. 2007. *Writing for Social Scientists*. University of Chicago Press. 2<sup>nd</sup> Edition.

Bem, Daryl. 2003. Writing the Empirical Journal Article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) *The Complete Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington, DC: American Psychological Association.

Bolker, Joan. 1998. *Writing Your Dissertation in 15 Minutes a Day*. Owl Books.

Boice, Robert. 2000. *Advice for New Faculty Members*. Pearson.

Cohn, Ellen G., 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, DOI: 10.1080/10511253.2016.1153686

Copes, Heith, David Khey & Richard Tewksbury. 2012. Criminology and Criminal Justice Hit Parade: Measuring Productivity in the Discipline. *Journal of Criminal Justice Education*. 23(4): 423-440.

Davis, Barbara Gross. 2009. *Tools for Teaching*. Josey-Bass Publishers, 2<sup>nd</sup> Edition.

Denney, A.S. & Tewksbury, R. 2012. How to Write a Literature Review. *Journal of Criminal Justice Education*. 1-17. Online First, October 11, 2012.

Foss, Sonja and William Waters. 2007. *Destination Dissertation: A Traveler's Guide to a Done Dissertation*. Rowan and Littlefield Publishers.

Gabbidon, S.L., & George E. Higgins. 2012. The Life of an Academic: Examining the Correlates of Job Satisfaction Among Criminology/Criminal Justice Faculty. *American Journal of Criminal Justice* 37 (4): 669-681.

Gabbidon, S.L., Higgins, G.E., & Martin, F. 2010. Press rankings in criminology/criminal justice: A preliminary assessment of book publisher quality. *Journal of Criminal Justice Education* 21(3): 229-244.

Gabbidon, S.L., Higgins, G.E., & Martin, F. 2011. Moving through the faculty ranks: An exploratory study on the perceived importance of book publishing and publishing in peer-reviewed journals in criminology/criminal justice. *Journal of Criminal Justice Education* 22(2):165-180.

Gabbidon, S.L., & Martin, F. 2010. An era-based exploration of the most significant books in criminology/criminal justice: A research note. *Journal of Criminal Justice Education* 21(3): 348-369.

Hemmens, Craig. (Special Editor) 2016. Special Issue: How to Find Success as A Criminal Justice Faculty Member. *Journal of Criminal Justice Education*, 27:2.

- Jennings, Wesley (Special Editor). 2011. Special Issue: New Directions in Examining Publication Productivity and Rankings in Criminal Justice. *Journal of Criminal Justice Education*. 22(1).
- Kelsky, Karen. (2015). *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job*. Three Rivers Press.
- Kleck, Gary & Bethany Mims (2016): Article Productivity Among the Faculty of Criminology and Criminal Justice Doctoral Programs, 2010–2014, *Journal of Criminal Justice Education*, DOI: 10.1080/10511253.2016.1146008
- Lemke, Richard. (2012): Perceptions on the Trend of Multi-Authored Collaboration: Results from a National Survey of Criminal Justice and Criminology Faculty, *Journal of Criminal Justice Education*, DOI:10.1080/10511253.2012.719163
- Locke, Lawrecen, Waneed Spirduso and Stephen Silverman. 2007. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Sage Publications. 5<sup>th</sup> Edition.
- Mustaine, Elizabeth & Richard Tewksbury. 2008. Reviewers' Views on Reviewing: An Examination of the Peer Review Process in Criminal Justice, *Journal of Criminal Justice Education*, 19:3, 351-365
- Parkes, J. & M.B. Harris. 2002. The purposes of a syllabus. *College Teaching*, 50 (2): 55-61.
- Potter, H., Higgins, G.E. & Gabbidon, S.L. 2011. The influence of gender, race/ethnicity and faculty perceptions on scholarly productivity in criminology/criminal justice.” *Journal of Criminal Justice Education* 22 (1): 84-101.
- Silvia, Paul. 2007. *How to Write a Lot*. American Psychological Association.
- Silvia, Paul. 2014. *Write It Up: Practical Strategies for Writing and Publishing Journal Articles*. American Psychological Association.
- Sorensen, J. R. 2009. An assessment of the relative impact of criminal justice and criminology journals. *Journal of Criminal Justice*, 37(5), 505-511.
- Tewksbury, Richard & Elizabeth Mustaine. 2012. Cracking Open the Black Box of the Manuscript Review Process: A Look Inside Justice Quarterly. *Journal of Criminal Justice Education*. 23(4): 399-422.
- Tyldum, Guri. 2012. Ethics or access? Balancing informed consent against the application of institutional, economic or emotional pressures in recruiting respondents for research, *International Journal of Social Research Methodology*, 15:3, 199-210
- Weir, Henriikka & Erin Orrick. 2012. The Most Prolific Female Scholars in Elite Criminology and Criminal Justice Journals, 2000-2010. *Journal of Criminal Justice Education*. Online First, August 13, 2012.
- White, L. 2005. Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*. 67:4, 791–798.
- Woodward, Vanessa H., 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, DOI: 10.1080/10511253.2015.1131312

## FACULTY ARTICLES

In order to help familiarize doctoral students with the faculty in the department and examples of their work, students should read the following articles. All are available on Blackboard, organized into weekly folders (see course schedule below).

**Dong, B.,** Branas, C.C., Richmond, T.S., Morrison, C.N., & Wiebe, D.J. (2017). Youth's daily activities and situational triggers of gunshot assault in urban environments. *Journal of Adolescent Health* 61, 779-785.

**Gallagher, C. A.,** & Dobrin, A. (2005). The association between suicide screening practices and attempts requiring emergency care in juvenile justice facilities. *Journal of the American Academy of Child & Adolescent Psychiatry*, 44(5), 485-493.

**Gill, C.,** Weisburd, D., Telep, C. W., Vitter, Z., & Bennett, T. (2014). Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: a systematic review. *Journal of Experimental Criminology*, 10(4), 399-428.

**Houston, S.L.** (Revise & Resubmit). Holes in the pipeline: An empirical test of the relationship between school suspension and incarceration. *Social Science Research*.

**Irvin-Erickson, Y.,** La Vigne, N., Levine, N., Tiry, E., & Bieler, S. (2017). What does Gunshot Detection Technology tell us about gun violence? *Applied Geography*, 1-12.

**Johnson, D.,** Maguire, E.R., & Kuhns, J.B. (2014). Public Perceptions of the Legitimacy of the Law and Legal Authorities: Evidence from the Caribbean. *Law & Society Review*, 48(4): 947-978.

**Koper, C. & Lum, C.** (2018). Effectiveness of License Plate Readers for Patrol and Investigations.” *The Police Chief*, 14-15.

**Lum, C. & Nagin, D.** (2017). Reinventing American Policing: A Seven-Point Blueprint for the 21st Century. *Crime and Justice* 46, 339-393.

**Norris, R.J.** (2017). Framing DNA: Social movement theory and the foundations of the innocence movement. *Journal of Contemporary Criminal Justice* 33: 26-42.

**Redlich, A.D.,** Bibas, S., Edkins, V., & Madon, S. (2017). The psychology of defendant plea decision-making. *American Psychologist*, 72, 339-352.

**Rudes, D. & Magnuson, S.** (2019). Scapegoating culture: Misunderstanding culture as the problem in carceral institutions and beyond. *Sociology Compass*, 1-12.

**Taxman, F.S.,** Pattavina, A., & Caudy, M. (2014). Justice Reinvestment in the US: The Case for More Programs. *Victims & Offenders*, 9(1): 50-75.

**Weisburd, D.** (2015). The Law of Crime Concentration and the Criminology of Place. *Criminology* 53, 133-157.

**Willis, J.J.,** Mastrofski, S.D., & Weisburd, D. (2007) “Making Sense of COMPSTAT: A Theory-Based Analysis of Organizational Change in Three Police Departments.” 41 *Law and Society Review*: 147-188.

**Wilson, D.,** Gottfredson, D. & Najaka, S. (2001). School-Based Prevention of Problem Behaviors: A Meta-Analysis. *Journal of Quantitative Criminology*, 17(3): 247-272.

**Yang, S-M., & Pao, C-C.** (2015). Do You “See” the Same Thing?: An Experimental Look into the Black Box of Disorder Perception. *Journal of Research in Crime and Delinquency*, Vol. 52(4) 534-566.

## CLASS SCHEDULE AND ASSIGNMENTS

*Readings and assignments should be completed before class on the date they are listed. All are available on Blackboard.*

<i>Date</i>	<i>Topic</i>	<i>Instructor(s)</i>	<i>Faculty Article To Read/Skim</i>	<i>Homework Assignment (See Blackboard for details)</i>
Jan 22	Time Management	Devon Johnson	Johnson, Maguire & Kuhns,	
Jan 29	Preparing Presentations	Catherine Gallagher	Gallagher & Dobrin 2005	Read How to Give a Killer Presentation
Feb 5	Professional Conferences	Sue-Ming Yang	Yang & Pao 2015	
Feb 12	Reading in Graduate School	Cynthia Lum	Lum & Nagin 2017	
Feb 19	Dissertations	David Weisburd	Weisburd 2015	
Feb 26	Scholarly Publishing	Dave Wilson	Wilson et al 2001	Review instructions for submitting article to a journal [ignore date on assignment]
Mar 5	Research Ethics/IRB	Charlotte Gill	Gill et al 2014	- Complete CITI training (or renew if expired. - [for students with current CITI certification] Read Belmont Report or watch the video at: <a href="https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html">https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html</a>
Mar 12	<b><i>Spring Break – No Class</i></b>			
Mar 19	Academic Job Market	Stacey Houston & Rob Norris	Houston 2019 Norris 2017	
Mar 26	Non-Academic Job Market	Chris Koper & Laurie Robinson	Koper & Lum 2018	
Apr 2	Writing in Grad School	James Willis	Willis, Mastrofski, & Weisburd, 2007	Ch. 1 in <i>The Criminal Justice Student's Writer's Manual</i>
Apr 9	Research Proposals	Beidi Dong & Yasemin Irvin-Erickson	Dong et al., 2017 Irvin-Erickson et al., 2017	Review NIJ GRF guidelines
Apr 16	Applying for Fellowships and Grants	Kay Agoston		Review Office of Graduate Fellowships website
Apr 23	CVs and Resumes	Faye Taxman & Allison Redlich	Taxman et al. 2014 Redlich et al. 2017	Send CVs to Taxman & Redlich by 4/18
Apr 30	Health and Mental Health in Graduate School/Wrap Up	Danielle Rudes	Rudes & Magnuson 2019	Read <i>Atlantic</i> article