

CRIM 797: PROFESSIONALIZATION SEMINAR
CRIMINOLOGY, LAW AND SOCIETY
Spring 2024

INSTRUCTOR OF RECORD Devon Johnson, PhD Office: 340 Enterprise Hall, Fairfax Campus Email: djohns22@gmu.edu Phone: 703-993-8424	IN-PERSON SEMINAR Tuesdays, 3:00 – 4:15 pm Innovation Hall 338 Fairfax Campus
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COURSE DESCRIPTION AND FORMAT

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 alt-academic job searching and provide a supportive cohort/group for facilitating each other's progress through graduate school and beyond.

This face-to-face seminar 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) familiarize 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(s) running that session.

COURSE REQUIREMENTS AND STUDENT EVALUATION

The course requires regular attendance and participation and the completion of assigned reading and homework exercises. Students should complete reading and homework assignments these prior to the class session. Students should also read the faculty research article(s) that are assigned each week, to learn about the breadth of faculty interests and the variety of research being conducted in the department.

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 to satisfy the degree requirement.

COURSE EXPECTATIONS

A positive and productive ProSem experience depends on all participants focusing on the class material and participating fully in discussions and exercises.

This course is scheduled to meet in person in a classroom, but it is possible that some sessions may need to be held virtually. If so, an announcement and Zoom link will be sent to your Mason email. Virtual course meetings will be equivalent to on-campus classroom meetings; please find a space that is free of distractions and devote your time solely to this class. For the most part, cameras should be ON during virtual class meetings (cameras can be off for a few minutes here and there, when needed). Please mute your microphone when not speaking to reduce background noise.

BLACKBOARD AND COURSE COMMUNICATION

The course syllabus, reading assignments, and homework assignments will be posted on Blackboard. To access Blackboard, log in at: <http://mymason.gmu.edu>, click on the Courses tab, and locate CRIM 797 in your course list. For technical assistance with Blackboard, go to: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Changes to the course schedule, meeting format, or other important information will be sent to your Mason email address; please check it regularly. 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. Students must use their Mason accounts for all email communication.

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 Mason Honor Code, which prohibits lying, cheating, stealing, and plagiarizing: <https://oai.gmu.edu/full-honor-code-document/>.

All graded work for this class must be completed *independently and by the student*. Please be sure that the work you submit in this class is your own (not written by someone else or created by AI software), and that you provide proper citations when referencing sources and other people's words or ideas. Suspected cases of plagiarism may be evaluated using anti-plagiarism software or scanned for AI-generated material. Instructors are required to report suspected violations of the Honor Code to the Mason Honor Committee. Violations of the Honor Code may result in a failing grade for the assignment or exam, a failing grade for the course, or any additional penalties determined by the committee, including dismissal from the university.

ACADEMIC ACCOMMODATIONS

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

RECOMMENDED READINGS

The following list consists of readings recommended by faculty and graduate students over the past several years. The readings 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. All are available on Blackboard.

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

Becker, H. (2020). *Writing for Social Scientists*. University of Chicago Press. 3rd Edition.

Bem, D. (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, J. (1998). *Writing Your Dissertation in 15 Minutes a Day*. Owl Books.

Boice, R. (2000). *Advice for New Faculty Members*. Pearson.

Brunson, R. & Stewart, E. (Special Editors) (2021). Special Issue: BLM in the Academy: Black Scholars' Personal Accounts. *Race and Justice*. 11(3).

Cohn, E.G., Farrington, D.P. & Iratzoqui, A. (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.

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

Davis, B.G. (2009). *Tools for Teaching*. Josey-Bass Publishers, Second Edition.

Denney, A.S. & Tewksbury, R. (2012). How to Write a Literature Review. *Journal of Criminal Justice Education*. 24(2): 218-234.

Foss, S. & Waters, W. (2007). *Destination Dissertation: A Traveler's Guide to a Done Dissertation*. Rowan and Littlefield Publishers.

Gabbidon, S.L., & Higgins, G.E. (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, C. (Special Editor) (2016). Special Issue: How to Find Success as a Criminal Justice Faculty Member. *Journal of Criminal Justice Education*. 27(2).
- Jennings, W. (Special Editor). (2011). Special Issue: New Directions in Examining Publication Productivity and Rankings in Criminal Justice. *Journal of Criminal Justice Education*. 22(1).
- Kelsky, K. (2015). *The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job*. Three Rivers Press.
- Kleck, G. & Mims, B. (2016). Article Productivity Among the Faculty of Criminology and Criminal Justice Doctoral Programs, 2010–2014. *Journal of Criminal Justice Education*. 28(4): 467-487.
- Lemke, R. (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*. 24(3): 316-338.
- Locke, L., Spirduso, W. & Silverman, S. (2013). *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Sage Publications. 6th Edition.
- Mustaine, E. & Tewksbury, R. (2008). Reviewers' views on reviewing: An examination of the peer review process in criminal justice. *Journal of Criminal Justice Education*. 19(3): 351-365.
- Palmer, J.E., Rajah, V. & Wilson, S.K. (2022). Special Issue: Anti-racism & Intersectionality in Feminist Criminology. *Race and Justice*. 12(3).
- Parkes, J. & Harris, M.B. (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, P. (2007). *How to Write a Lot*. American Psychological Association.
- Silvia, P. (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, R. & Mustaine, E. (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, G. (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, H. & Orrick, E. (2013). The Most Prolific Female Scholars in Elite Criminology and Criminal Justice Journals, 2000-2010. *Journal of Criminal Justice Education*. 24:3, 273-289.
- White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*. 67:4: 791-798.
- Woodward, V.H., Webb, M.E., Hayden Griffin III, O. and Copes, H. (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.

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 (Faculty Readings folder).

- Dong, B., & Wu, X.** (2022). Reaching and engaging people: Analyzing tweeting practices of large US police departments pre-and post-the killing of George Floyd. *PLoS ONE*. 17(7): e0269288.
- Drakulich, K., Wozniak, K., Hagan, J. and **Johnson, D.** (2020). Race and Policing in the 2016 Presidential Election: Black Lives Matter, the Police, and Dog Whistle Politics. *Criminology*. 58(2): 370-402.
- Gill, C.,** Weisburd, D., Nazaire, D., Prince, H., & Gross Shader, C. (2024). Building “A Beautiful Safe Place for Youth” through problem-oriented community organizing: A quasi-experimental evaluation. *Criminology & Public Policy*. First published online January 2, 2024.
- 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*. 86: 262-273.
- Kimbrell, C. S., **Wilson, D. B.,** & Olaghere, A. (2023). Restorative justice programs and practices in juvenile justice: An updated systematic review and meta-analysis for effectiveness. *Criminology & Public Policy*. 22(1): 161-195.

- Koper, C.S.** (2020). Assessing the potential to reduce deaths and injuries from mass shootings through restrictions on assault weapons and other high-capacity semiautomatic firearms. *Criminology & Public Policy*. 19: 147-170.
- Lee, J. R.** (2023). Understanding markers of trust within the online stolen data market: An examination of vendors' signaling behaviors relative to product price point. *Criminology & Public Policy*. 22(4): 665-693.
- Lowder, E.M.,** Diaz, C. L., Grommon, E., & Ray, B. R. (2023). Differential prediction and disparate impact of pretrial risk assessments in practice: A multi-site evaluation. *Journal of Experimental Criminology*. 19: 561-594.
- Lum, C.** (2021). Perspectives on Policing. *Annual Review of Criminology*. 4: 19-25.
- Merola, L.M.,** Lum, C., & Murphy, R. (2019). The impact of license plate recognition technology (LPR) on trust in law enforcement: A survey-experiment. *Journal of Experimental Criminology*. 15: 55-66.
- Madrigal, A.J. & Norris, R.J.** (2022). The good, the bad, and the uncertain: State harm, the aftermath of exoneration, and compensation for the wrongly convicted. *Critical Criminology*. 30: 895-913.
- Novak, A.** (2018). Using International and Foreign Law in Human Rights Litigation: The Decriminalization of Homosexuality in Belize. *Journal of Human Rights Practice*. 10(2): 346-54.
- Rebellion, C.,** Trinkner, R., Van Gundy, K.T. and Cohn, E.S. (2019). No Guts, No Glory: The Influence of Risk-taking on Adolescent Popularity. *Deviant Behavior*. 40(12): 1464-1479.
- Redlich, A.D.,** Domagalski, K., Woestehoff, S., Dezember, A., & Quas, J.A. (2022). Describing and comparing plea hearings in juvenile and criminal court. *Law and Human Behavior*. 46: 337-352.
- Shariati, A., & Guerette, R. T.** (2023). Findings from a natural experiment on the impact of covid-19 residential quarantines on domestic violence patterns in New Orleans. *Journal of Family Violence*. 38(2): 203-214.
- Weisburd, D.** (2015). The law of crime concentration and the criminology of place. *Criminology*. 53(2), 133–157.
- Umamaheswar, J.** (2023). Innocence as burden and resource: Adaptation and resistance during wrongful imprisonment. *Theoretical Criminology*. 27(3): 499-516.
- Yang, S.,** Gill, C., Lu, Y., Azam, M. and Kanewske, L.C. (2024). Improving police response to people with mental illness in a suburban-rural community: A randomized controlled trial. *Journal of Experimental Criminology*. First published online January 4, 2024.

CLASS SCHEDULE AND ASSIGNMENTS: *Readings and assignments should be completed before class. All available on Blackboard.*

	Date	Topic	Instructor(s)	Faculty Article to Read	Homework/Notes
1	Jan 16	Course Intro/ Reading & Writing in Grad School	Devon Johnson/Rob Norris	Drakulich et al 2020 Madrigal & Norris 2022	
2	Jan 23	Time Management	Charlotte Gill	Gill et al 2024	
3	Jan 30	Preparing Presentations	Evan Lowder	Lower er al 2023	
4	Feb 6	Scholarly Publishing	Cynthia Lum & Dave Wilson	Lum 2022 Kimbrell et al 2023	
5	Feb 13	Alt-Ac & Non-Academic Job Market	Chris Koper	Koper 2020	
6	Feb 20	Grants & Fellowships	Allison Redlich	Redlich et al 2022	
7	Feb 27	Dissertations	David Weisburd	Weisburd 2015	
8	Mar 5	SPRING BREAK	NO CLASS		
9	Mar 12	Academic Teaching	Andrew Novak & Auzeen Shariati	Novak 2018 Shariati & Guerette 2023	
10	Mar 19	DEI in Academia	Janani Umamaheswar	Umamaheswar 2023	
11	Mar 26	Research Proposals	Beidi Dong & Yasemin Irvin-Erickson	Dong & Wu 2022 Irvin-Erickson et al 2017	
12	Apr 2	Professional Conferences	Sue-Ming Yang	Yang et al 2024	
13	Apr 9	Health & Mental Health in Grad School	Jin Lee	Lee 2023	
14	Apr 16	CVs & Resumes	Linda Merola	Merola & Murphy 2019	Review and bring a copy of your CV to class. (May be virtual session.)
15	Apr 23	Academic Job Market	Cesar Rebellon	Rebellon et al 2019	

