

**CCJ 6936 – PROSEMINAR IN CRIME, LAW AND JUSTICE (Class #11468)**  
**SYA 7933 – SEMINAR IN PROFESSIONAL DEVELOPMENT IN SOCIOLOGY (Class # 18300)**  
**Fall Semester 2022**  
**Fridays Periods 7-9 (1:55-4:55 PM), Weil Hall 0238**

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**Instructor / Moderator:** Stephen G. Perz, Department of Sociology and Criminology & Law  
**Office:** 3219 Turlington Hall (go to the Department Main Office, not my faculty office, 3115 Turlington)  
**Office hours:** MWF 12:50 PM – 1:40 PM  
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**Course Canvas Page:** <https://ufl.instructure.com/courses/462113>  
**Zoom link for office hours:** <https://ufl.zoom.us/j/99747195681>

**Course Overview:**

Graduate school is “professional school”, and part of your graduate training is to learn the practices of your chosen profession, whether in careers tied to sociology or criminology and law. This seminar will provide you a space for dialogue with faculty in our department about their career trajectories so you can chart your own. You will also practice selected professional activities such as engaging relevant research literatures, developing your own proposals for research, and situating your research contributions in the broader context of your chosen field of study. In the process, you will gain familiarity with the professional standards in your chosen field, as regards selected elements of research methods, research ethics, science communication, and other elements of professional practice in the conduct of research.

**Learning Objectives:**

1. Understand professional ethics in your discipline and field of study
2. Identify faculty research interests that align with student research interests.
3. Understand the structure and content of your national professional association.
4. Review and summarize research literature in your topical specialty.
5. Develop a detailed outline for a research proposal.
6. Present your research proposal to the class in the format of a conference presentation.
7. Develop a curriculum vita that reflects your professional accomplishments and goals.

This course meets the outcome and assessment of the first Professional Behavior SLO: Demonstrate broad understanding and application of professional ethics, assessed by completing human subject research protection training. Completing the course serves as the assessment of the second Professional Behavior SLO: Demonstrate broad understanding and application of the role of the professional sociologist or professional criminologist.

**Required Readings:** All materials are available online for free.

### **Teaching Philosophy:**

My teaching philosophy of graduate professional development training is based on the premise that seminar members are early career professionals who are motivated to become competent criminologists and sociologists. As early career professionals, you will invest time and effort in developing your mastery of critical skills important for pursuing your career objectives.

I therefore avoid student-oriented textbooks and instead feature materials produced and consumed by professional sociologists and criminologists. We will also avoid rote learning methods and instead favor engagement with professionals and activities that focus on the practice of professional conduct. This seminar features dialogues between seminar members and early career faculty in our department, focusing on the research practices they employ as professional social scientists. We will also have occasion to discuss teaching as a key professional activity.

Similarly, the activities and assignments will focus on the use of research techniques for data collection, data analysis, and technical or professional writing. Many assignments yield research products that can be used, in part or in whole, to meet subsequent program requirements and to build a strong research record. Some assignments and classroom activities are structured as group efforts, wherein I will defined groups in some activities and seminar members will do so in others. Collaboration is common in social science research, whether on teams formed organically by their members or teams constituted by administrators.

### **Assignments and Grading**

I will assess your performance based on your participation in the assigned activities and your mastery and on-time delivery of the resulting products. The table below lists the assignments and the percentages they contribute to your course grade. You will not be assessed on the basis of tests or quizzes as indicators of performance. This class has no final exam.

<b>Assignment</b>	<b>Points/ Percentage</b>
Certifications	5

Individual Development Plan and Mentor-Mentee Contact Form	5
Faculty interviews and presentations	10
Analytical memo 1	5
Analytical memo 2	15
Analytical memo 3	15
Moderation of topical panel	5
Research proposal outline	25
Presentation of research proposal outline	10
Curriculum vita	5
TOTAL	100

Course grades will be assigned in accordance with UF grading policies, <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

**Certifications.** Early in the seminar, you will need to do three (3) online trainings via UF portals to get three certifications. These are 1) FERPA, 2) Sexual Harassment Prevention, and 3) CITI Research Ethics. All are relevant to professional conduct in general and specifically to the performance of research at UF. Instructions for completing these certifications are available via this assignment in our course Canvas website.

**Individual Development Plan and Mentor-Mentee Contact Form.** These are departmental requirements for graduate students. Everyone needs to complete the Individual Development Plan (IDP), which will help you define your course of study and thereby guide you through graduate school. The Mentor-Mentee Contact Form is to help you set professional goals each semester with your faculty mentor. As you are beginning, it is your task to meet with your appointed departmental mentor, even if your goal becomes identification of a different mentor. Both have deadlines this semester, which are indicated in this course syllabus for your convenience. Both forms are available in the assignments on our course Canvas website.

**Faculty Interviews and Presentations.** Each seminar member will select a departmental faculty member for interviews. You will be given access to departmental faculty CVs to guide your selection. You also need to review in detail the CV of your chosen faculty interviewee. You then need to contact that faculty member to set a time and then meet with them for the interview. The interview may be in-person or via Zoom as you and the faculty member prefer. Record the responses of the faculty interviewee and come to seminar to present a 10-15 minute report about that faculty member. Instructions and CVs for faculty appear among the assignments in our course Canvas website.

**Assistant Professor Visitors.** During the course of the semester, Assistant Professors (tenure-track faculty) will visit our seminar to talk about their research. Each of them will provide the

class with one publication (or manuscript for submission) about their work for our review. Your job is to review that document and identify 2-3 questions about their work. When they visit the class, we will then have the opportunity to ask them about their research and thereby engage in dialogue. This is important for your professional development, since those professionals are just a few years ahead of where you are now. Take advantage of this important opportunity to ask them about e.g. how they came to be interested in their research, how they opted for the theories or methods they employ, how their research questions have changed over time, and related issues of professional development. Your participation in these dialogues (and all other class discussions) informs my grading of your participation and engagement (discussed below). The readings for the Assistant Professor visits will be available on our course Canvas website.

**Analytical Memos.** During the course of the semester, you will perform background research activities that constitute the groundwork to conducting your own inquiry. The products from those background research activities will be your analytical memos. You will conduct your background research in three main stages, and thus produce and submit three analytical memos. In the first stage, you will identify the key terms for the central concepts in your chosen research area and possibly other specialties within your home discipline (sociology or criminology). You will submit a review of those key concepts as Analytical Memo 1. You will then use those words to search for and select key publications in your home discipline, which you will then organize and summarize in Analytical Memo 2. In the third stage, you will use those keywords again to consider publications in other social science disciplines (e.g., anthropology, economics, political science, geography, psychology), and possibly other disciplines outside of the social sciences, including interdisciplinary work, humanities (e.g. history, religion, etc.), race/ethnic studies (African American Studies, etc.) or area studies (Latin American Studies, etc.). You will then organize and summarize that content in Analytical memo 3. Instructions and other documents for the analytical memos are available in our course Canvas website.

**Moderate a topic panel.** Several times during the course of the semester, we will hold topic panels with one or more guest faculty. You will moderate one of those topical panels by asking the guest faculty questions about their experience with regard to the panel's topic. For each topic panel, you will read one or more documents about the topic to become more informed about it, as well as to help you identify questions for panelists when you moderate your topic panel. Moderating a topical panel means identifying 4-6 questions for the panelists to address. Each graduate student will moderate one of the eight topic panels. I anticipate that most panels will have more than one grad student moderating, so it will be important for collaborating grads to coordinate the moderation, e.g. decide who asks which questions. On the topic panels, I will also be your helper and ask the panelists questions as well. Readings for topical panels will be available in our course Canvas website.

**Outline for a research proposal.** Stemming from your work in identifying a research focus and developing analytical memos, you will develop the outline of a proposal for your research. To help guide your research proposal, we will draw on guidelines from the National Science Foundation (NSF). NSF is a major funder of scientific research, and has established protocols for proposal submission in its Grant Proposal Guidelines (GPG), including for Doctoral Dissertation Research Improvement Awards (DDRIs). Key to the outline will be to address the two key NSF

proposal review criteria, namely 1) intellectual merit (the theoretical importance of the work proposed in terms of its innovations and contributions to relevant scholarly literatures), and 2) broader impacts (the importance beyond academia of learning more about your topic, whether for policymakers, professional practitioners, social movement organizations, activists, etc.). The proposal outline builds directly on your analytical memos, and thus allows you to take the next step in going from reading the work of others to producing and articulating your own ideas. There are several documents to help you advance your proposal outline on our course Canvas website. Those documents include guidance for graduate students in moving forward with proposals for their MA theses (or non-thesis papers) and PhD dissertations, the NSF GPG, the NSF sociology program DDRI, and detailed instructions for your proposal outlines in this seminar, along with other documents about elements of NSF proposals like biosketches and budgets.

**Curriculum vitae.** All professionals develop and regularly revise a curriculum vita (CV), a document like a resume that summarizes their accomplishments. You will develop your CVs in this course, organized around three broad areas by which professional scholars are typically evaluated in academic organizations: 1) research, 2) teaching and 3) service. Your vita will identify your accomplishments, works in progress, and professional goals. More on the format and content of your CV is available via our course Canvas website. You will see numerous examples of CVs from departmental faculty during the course of this semester.

**Final Grades.** Your grade is determined based on your on-time submission or presentation of the required work, and mastery of said work. **A** = completion of all assignments with mastery, **A-** = all assignments completed and approaching mastery, **B+** = almost all assignments completed and approaching mastery, **B** = more than one incomplete assignment and approaching mastery, **B- to F** = several assignments not completed, course must be repeated.

### **Course Policies:**

Attendance Policy: Attendance and engagement are elements of good professional practice. I expect you to attend and participate actively in all seminars. If you know you will miss beforehand, please notify me beforehand and we will discuss. Absences for documented health issues and professional activities that conflict with seminar attendance (e.g. attending a conference) are generally accepted.

COVID Policies: This is an in-person residential course, which means we will meet at scheduled times in the classroom indicated. This accords with UF guidance on COVID as of the beginning of the Fall 2021 semester. For on-campus classes and in-person meetings for class and office hours, you must comply with UF guidelines on COVID related practices. Failure to do so can lead to a report to the Office of Student Conduct and Conflict Resolution. There are likely to be updates on UF guidance about COVID, which can be found here: <https://coronavirus.ufl.edu/university-updates/>.

Makeup and Late Work policy: On-time submission of professional work is an element of good professional practice. Assignments all have specific due dates and times with instructions for submission. If you are unable to complete an assignment by the deadline, please contact me as

soon as possible so we can discuss your situation and arrive at a clear resolution. Late work for documented health issues or unusually heavy professional activities generally result in granting of an extension.

Grading Policy: Assignments are designed to build professional competency toward demonstrating mastery of the material. Assignments should be completed with professional integrity: do your own work, as that is good professional practice and you benefit more. I will provide detailed instructions for graded work. Some graded work, like certifications, will get full credit if they are completed on time and documented. Other graded work, like Analytical Memos, will have rubrics to guide my grading. I will provide comments and suggestions on assignments with grading rubrics, and assign points based on performance relative to the rubric.

### **University Policies and Services:**

Accommodation for students with disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. More information is available at <https://disability.ufl.edu/>.

UF Counseling & Wellness Services: Resources are available on-campus for students having personal problems or lacking a clear career and academic goals which interfere with their academic performance. These resources include:

1. U Matter, We Care, 392-1575, [umatter@ufl.edu](mailto:umatter@ufl.edu), for students in distress or concerned about other students;
2. University Counseling & Wellness Center, 392-1575, [counseling.ufl.edu](http://counseling.ufl.edu), crisis and non-crisis services, personal and career counseling;
3. Student Health Care Center, 392-1161, [shcc.ufl.edu](http://shcc.ufl.edu), personal counseling;
4. University Police Department, 392-1111, 911 for emergencies, [police@ufl.edu](mailto:police@ufl.edu).
5. UF Shands Emergency Room / Trauma Center: 733-0111, [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center), for medical emergencies

Academic Honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." More information is available at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Online Communication Etiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. More information is available at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

UF Technical Support: For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at <https://helpdesk.ufl.edu/> or 352-392-HELP (4357), Option 2.

In-class Recording of Lectures. As outline in HB 233, Section 1004.097, students may record faculty lectures, for one or more of three purposes: 1) for the student's own personal educational use, 2) in connection with a complaint to the University where the recording is made, or 3) as evidence in or in preparation for, a criminal or civil proceeding. Students do not need faculty permission to record. Students may not share recordings without the prior consent of the faculty member. More details are available at <http://aa.ufl.edu/policies/in-class-recording/>.

**\*TENTATIVE\* COURSE SCHEDULE**

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<b>Date</b>	<b>Seminar Activities</b>	<b>Readings, Assignments, Deadlines</b>
26 Aug	Week 1: 1. Introductions 2. Review course syllabus 3. Research agendas, IDPs, Mentor forms 4. Faculty Interviews, CVs 5. Analytical memos	<b>Assignment: Certifications for FERPA, Sexual Harassment Prevention, IRB 803 Research Ethics</b> <b>Assignment: Individual Development Plan (IDP) and Mentor-Mentee Contact form</b> Reading for next week: Faculty CVs, send me your three preferences for faculty interviews Reading for next week: Instructions for Analytical Memo 1
2 Sept	Week 2: 1. Identifying research foci 2. Search engines to review literature 3. Analytical Memo 1 4. Decide on faculty interviews	<b>Assignment: Faculty Interviews</b> <b>Assignment: Analytical Memo 1</b> Reading for next week: Docs on Edo Navot Reading for next week: Docs on Rebecca Hanson Reading for next week: Docs on Analytical Memo 2
7 Sept		<b>DEADLINE: Certifications due, electronic submission in Canvas, AND e-mail to Ardelt &amp; Hathcox</b>
9 Sept	Week 3: 1. Faculty visitor 1: Edo Navot 2. Faculty visitor 2: Rebecca Hanson 3. Analytical Memo 2	<b>Assignment: Analytical Memo 2</b> Reading for next week: Docs on Jessica Kahler Reading for next week: Docs on Nicole Jones
14 Sept		<b>DEADLINE: Analytical Memo 1 due, electronic submission in Canvas</b>
16 Sept	Week 4: 1. Faculty visitor 4: Jessica Kahler	<b>DEADLINE: Faculty Interviews 1</b> Reading for next week: ASA and/or ASC Codes of Ethics

	<p>2. Faculty visitor 3: Nicole Jones</p> <p>3. Reports from faculty interviews 1</p>	<p>Reading for next week: UF IRB 02 URLs</p> <p>Reading for next week: Docs on Bonnie Ernst</p>
23 Sept	<p>Week 5:</p> <p>1. Reports from faculty interviews 2</p> <p>2a. Professional Associations: Codes of Ethics</p> <p>2b. UF IRB procedures: IRB02, Training, Informed Consent</p> <p>3. Faculty visitor 5: Bonnie Ernst</p>	<p><b>DEADLINE: Faculty Interviews 2</b></p> <p>Reading for next week: Docs on Analytical Memo 3</p> <p>Reading for next meeting: Docs on A.J. Alvero</p>
28 Sept		<p><b>DEADLINE: Analytical Memo 2 due, electronic submission in Canvas</b></p>
30 Sept	<p>Week 6:</p> <p>1. Analytical Memo 3</p> <p>2. Reports from faculty interviews 3</p> <p>3. Faculty visitor 6: A.J. Alvero</p>	<p><b>DEADLINE: Faculty Interviews 2</b></p> <p><b>Assignment: Analytical Memo 3</b></p> <p>Reading for next meeting: ASA Job Postings or ASC Employment Exchange</p> <p>Reading for next meeting: Docs for Topic panel 1</p> <p>Reading for next week: Docs on Won-tak Joo</p>
7 Oct	<p>NO CLASSES, HOMECOMING HOLIDAY</p>	
14 Oct	<p>Week 7:</p> <p>1. Professional Associations: Job Banks</p> <p>2. Topic Panel 1, Bill Marsiglio, Book Publications</p> <p>3. Faculty visitor 7: Won-tak Joo</p>	<p>Reading for next week: Docs on Topic panel 2</p> <p>Reading for next week: Docs on Topic panel 3</p> <p>Reading for next week: Docs on Curriculum vitae</p>
19 Oct		<p><b>DEADLINE: Analytical Memo 3 due, electronic submission in Canvas</b></p>

21 Oct	<p>Week 8:</p> <ol style="list-style-type: none"> <li>1. Curriculum vitae</li> <li>2. Topic Panel 2, Corey McZeal and Erika Brooke, Teaching Assistants and Graduate Instructors</li> <li>3. Topic Panel 3, Jodi Lane and Lora Levett, Applied Research</li> </ol>	<p><b>Assignment: Curriculum Vitae</b></p> <p>Reading for next week: Docs on Topic panel 4</p> <p>Reading for next week: Docs on Topic panel 5</p> <p>Reading for next week: Docs on Proposals, part 1: Graduate Student Process, NSF PAPPG thru Chap. 2, and NSF DDRI Guidelines</p>
28 Oct	<p>Week 9:</p> <ol style="list-style-type: none"> <li>1. Proposals, part 1</li> <li>2. Topic Panel 4, Christine Overdeest, Qualitative and Quantitative Research</li> <li>3. Topic Panel 5, Chris Gibson, Professional Conferences</li> </ol>	<p><b>Assignment: Research proposal outlines</b></p> <p><b>Assignment: Presentations on research proposal outlines</b></p> <p>Reading for next week: Docs on Topic panel 6</p> <p>Reading for next week: Docs on Topic panel 7</p> <p>Reading for next week: Docs on Proposals, part 2: Proposal Outline Instructions and other docs</p>
4 Nov	<p>Week 10:</p> <ol style="list-style-type: none"> <li>1. Topic Panel 6, Alin Ceobanu and Tanya Koropecykj-Cox, International Research</li> <li>2. Topic Panel 7, Abby Fagan and Chuck Peek, Publishing in Peer-reviewed Scholarly Journals</li> <li>3. Proposals, part 2</li> </ol>	<p>Reading for next week: Docs on Presentations of research proposal outlines</p> <p>Reading for next week: Docs on Topic panel 8</p> <p>Reading for next week: Annual Evaluation, Committee Approval, and Plan of Study forms (Soc or Crim) for Strategic planning, at <a href="https://soccrim.clas.ufl.edu/resources/departmental-forms/">https://soccrim.clas.ufl.edu/resources/departmental-forms/</a></p>
11 Nov	NO CLASSES, VETERANS DAY HOLIDAY	
18 Nov	<p>Week 11:</p> <ol style="list-style-type: none"> <li>1. Discussion of presentations of research proposal outlines</li> <li>2. Topic Panel 8, Marian Borg, Interdisciplinary Research</li> </ol>	<p><b>Assignment: Presentations of research proposal outlines</b></p> <p><b>DEADLINE: Individual development plans (IDPs) and mentor-mentee forms due, electronic submission in Canvas</b></p> <p><b>DEADLINE: Curriculum Vitae, electronic submission in Canvas</b></p>

	3. Strategic planning for Spring 2023 and beyond	
25 Nov	NO CLASSES, TURKEY DAY BREAK	
2 Dec	Week 12: 1. Presentations of research proposal outlines	<b>DEADLINE: Presentations of research proposal outlines</b>
7 Dec		<b>DEADLINE: Research proposal outlines due, electronic submission in Canvas</b>