

**CCJ 6936 – PROSEMINAR IN CRIME, LAW AND JUSTICE****Section # SP06, Class # 11270****SYA 6600 – SEMINAR IN PROFESSIONAL DEVELOPMENT IN SOCIOLOGY****Section SP 15, Class # 30076****Fridays Periods 7-9 (1:55-4:55 PM)****Turlington Hall 2342**

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|------------------------------------|---|
| <b>Instructor / Moderator:</b>     | Stephen G. Perz, Department of Sociology and Criminology & Law  |
| <b>Office:</b>                     | 3219 Turlington Hall (go to the Department Main Office, not my faculty office, 3115 Turlington)           |
| <b>Office hours:</b>               | MWF 12:50 PM – 1:40 PM  |
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| <b>Course Canvas Page:</b>         | <a href="https://ufl.infrastructure.com/courses/515689">https://ufl.infrastructure.com/courses/515689</a> |
| <b>Zoom link for office hours:</b> | <a href="https://ufl.zoom.us/j/99747195681">https://ufl.zoom.us/j/99747195681</a>                         |

**Course Overview:**

This seminar provides a review of 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. We will also examine various other professional practices, such as teaching, mentor-mentee relationships, navigation university regulations, and much more. As a result, you will gain familiarity with the professional standards as regards research ethics, science communication, and other elements of professional practice in your chosen field.

**Learning Objectives:**

1. Identify faculty research interests that align with student research interests.
2. Apply professional ethics in your discipline and field of study.
3. Identify and engage with relevant professional associations.
4. Review and critique research literature in your topical specialty.
5. Develop a curriculum vitae that reflects your professional accomplishments and goals.

6. Present your literature review to the class in the format of a conference presentation.

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 subjects 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 free, and will be available via our course Canvas page.

### **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 practicing criminologists and/or sociologists. As early career professionals, you will invest time and effort in developing your mastery of key skills and habits important for pursuing your career objectives.

I therefore avoid 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 practices 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 feature visits by senior faculty and instructional faculty to discuss a range of professional activities and the practices and habits they involve. This will notably include attention to teaching as a key professional activity, as well as professional practices outside of academia.

Finally, seminar activities and assignments will focus on the development of research questions, notably as related to writing of research proposals. Many assignments yield research products that can be leveraged to meet subsequent program requirements for the conduct of research as a means to build a strong research record. Some assignments and classroom activities are structured as group efforts, which require effective collaborative practice. 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. For some items, assessment will be

based on completion of the task and on-time submission. For others, assessment will also be based on application of a grading rubric.

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/<br/>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  | 10                            |
| Analytical memo 4  | 10                            |
| Moderation of topic panel                                  | 5                             |
| Curriculum vita  | 5                             |
| Analytical literature review                               | 25                            |
| Presentation of analytical literature review               | 5                             |
| <b>TOTAL</b>   | <b>100</b>                    |

**Certifications.** Early in the seminar, you will need to do three (3) online trainings via UF training portals to get specific professional certifications. These are 1) FERPA, 2) Sexual Harassment Prevention, and 3) CITI Research Ethics. All are relevant to professional conduct in general and are specifically required for teaching and 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 an interview. You will be given access to departmental faculty CVs to guide your selection. You need to carefully review 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. 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 a review of previously published scholarly literature as the groundwork to propose your own research questions. The products from those literature review activities will be your analytical memos. You will conduct your literature review in four parts, and thus produce and submit four analytical memos. In the first part, you will identify the key terms for the central concepts in your chosen research area (within sociology or criminology). You will submit a review of those key concepts as Analytical Memo 1. You will then use those keywords 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 part, you will use those keywords again to consider publications in other social science disciplines (e.g., anthropology, economics, political science, geography, psychology) in Analytical Memo 3. In the fourth part, you will consider 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.) in Analytical Memo 4. In Analytical Memos 2, 3 and 4 you will submit matrixes (tables) with summaries of specific aspects of the previous work. Those tables will also call for you to begin to identify gaps and limitations in previous publications. This will require critical analysis of what is missing or what previous researchers themselves identified as limitations in their work. 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 many 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 may ask the panelists questions as well. Readings for topical panels will be available in our course Canvas website.

**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: 1) research, 2) teaching and 3) service. Your CV 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.

**Analytical Literature Review.** The Analytical Memos provide the basis for an Analytical Literature Review. Whereas Analytical Memos 2, 3 and 4 feature tables with details about individual publications in your topic, along with a synthetic essay about gaps and limitations in a particular literature, the Analytical Literature Review will be a narrative that synthesizes insights from those three Analytical Memos taken together as a whole. In particular, the Analytical Literature Review will require you to provide an overall synthesis review of the three literatures consulted in the Analytical Memos. From that review, you will identify three (3) of the most important gaps or limitations in previous work, as a means of motivating three (3) priority research questions you can pursue in your own future research. You will then discuss each of those three priority research questions, noting how you might address them, why they are important, and what we would gain from answering them. You will also get the opportunity to offer your expectations about what you think the answers will be, and what that might imply, academically or otherwise. Spelling out priority research questions in this way provides a basis to help you define your research focus by delineating how you can go beyond previous work and make a further contribution to scholarship in your field. You will write and submit your Analytical Literature Review, and present it to the seminar in the form and style of a professional conference presentation. Instructions and other documents for the Analytical Literature Review, as well as the presentations, are available in our course Canvas website.

**Final Grades.** Your grade is determined based on your on-time submission or presentation of the required work, and mastery of said work according to grading rubrics when they apply. Assignment of final grades will go as outlined in the table below.

| Total Points | Final Grade |
|--------------|-------------|
| 93+          | A           |
| 90-<93       | A-          |
| 87-<90       | B+          |
| 83-<87       | B           |

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| 80-<83 | B- |
| 77-<80 | C+ |
| 73-<77 | C  |
| 70-<73 | C- |
| 67-<70 | D+ |
| 63-<67 | D  |
| 60-<63 | D- |
| <60    | E  |

Note that passing grades for graduate students are outlined in the UF Graduate Catalogue and related regulations, available at <https://gradcatalog.ufl.edu/graduate/regulations/>. Graduate students with grades of B- or less must repeat the seminar.

### **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. More on graduate attendance policies is available via UF Graduate School regulations at <https://gradcatalog.ufl.edu/graduate/regulations/>.

**Makeup and Late Work policy:** On-time submission of high-quality work is an element of good professional practice. All assignments in this seminar 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 Disability Resource Center (DRC). The DRC will provide guidance to

the student who must then provide documentation to the Instructor when requesting accommodations. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; students should contact the DRC as soon as possible in the term for which they are seeking accommodations. More information is available at [disability.ufl.edu/](http://disability.ufl.edu/).

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/>.

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).

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

In-class Recording of Lectures. 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>   |
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| Fri, 23<br>Aug     | Week 1:<br>1. Introductions<br>2. Review course syllabus<br>3. Certifications, IDPs, Mentor forms<br>4. Faculty Interviews, CVs<br>5. Research agendas, Analytical memos | <b>Assignment: Certifications for FERPA, Sexual Harassment Prevention, IRB 803 Research Ethics</b><br><b>Assignment: Individual Development Plan (IDP) and Mentor-Mentee Contact form</b><br>Reading for next week: Faculty CVs, send me your three preferences for faculty interviews<br>Reading for next week: Instructions for Analytical Memo 1 |
| Fri, 30<br>Aug     | Week 2:<br>1. Identifying research foci<br>2. Search engines to review literature<br>3. Analytical Memo 1<br>4. Decide on faculty interviews                             | <b>Assignment: Faculty Interviews</b><br><b>Assignment: Analytical Memo 1</b><br>Reading for next week: Docs on Faculty Visitor 1<br>Reading for next week: Docs on Faculty Visitor 2<br>Reading for next week: Docs on Analytical Memo 2   |
| Wed,<br>4 Sept     |  | <b>DEADLINE: Certifications due, electronic submission in Canvas, AND e-mail to Ardelt &amp; Hathcox</b>  |
| Fri, 6<br>Sept     | Week 3:<br>1. Faculty visitor 1: Jessica Kahler<br>2. Faculty visitor 2: Won-tak Joo<br>3. Analytical Memo 2   | <b>Assignment: Analytical Memo 2</b><br>Reading for next week: Docs on Faculty Visitor 3<br>Reading for next week: Docs on Faculty Visitor 4  |
| Wed,<br>11<br>Sept |  | <b>DEADLINE: Analytical Memo 1 due, electronic submission in Canvas</b>   |
| Fri, 13<br>Sept    | Week 4:<br>1. Faculty visitor 3: Edo Navot   | <b>DEADLINE: Faculty Interviews 1</b><br>Reading for next week: ASA and/or ASC Codes of Ethics  |



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|                 | <p>2. Reports from faculty interviews 1</p> <p>3. Faculty visitor 4: Lin Liu</p>  | <p>Reading for next week: UF IRB 02 URLs</p> <p>Reading for next week: Docs on Faculty Visitor 5</p> <p>Reading for next week: Topic panels</p>  |
| Fri, 20<br>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: Kevin Winstead</p> <p>4. Topic panels</p> | <p><b>DEADLINE: Faculty Interviews 2</b></p> <p>Reading for next meeting: Docs on Faculty Visitor 6</p> <p>Reading for next week: Docs on Analytical Memo 3</p> <p>Reading for next week: Docs on Curriculum vitae</p>           |
| Fri, 27<br>Sept | <p>Week 6:</p> <p>1. Reports from faculty interviews 3</p> <p>2. Faculty visitor 6: Maggie You</p> <p>3. Curriculum vitae</p> <p>4. Decide on Topic panels</p>  | <p><b>DEADLINE: Preferences for Topic Panels</b></p> <p><b>Assignment: Curriculum Vitae</b></p> <p>Reading for next week: Docs for Topic Panel 1</p> <p>Reading for next week: Docs on Topic Panel 2</p>                         |
| Wed,<br>2 Oct   |   | <p><b>DEADLINE: Analytical Memo 2 due, electronic submission in Canvas</b></p>   |
| Fri, 4<br>Oct   | <p>Week 7:</p> <p>1. Topic Panel 1: Erika Brooke and Evan Lauteria, Student Issues in Teaching</p> <p>2. Topic Panel 2: Charles Gattone, Epistemology and Theory</p> <p>3. Analytical Memo 3</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 week: Docs on Topic Panel 3</p> <p>Reading for next week: Docs on Topic Panel 4</p> |
| Fri, 11<br>Oct  | <p>Week 8:</p> <p>1. Topic Panel 3: William Marsiglio, Research with Undergraduates</p>   | <p>Reading for next week: Docs on Analytical Memo 4</p> <p>Reading for next week: Docs on Analytical Literature Reviews</p>  |

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|                | <p>2. Topic Panel 4: Jodi Lane and Lora Levett, Applied Research</p> <p>3. Professional Associations: Job Banks</p>   | <p>Reading for next week: Docs on Topic Panel 5</p> <p>Reading for next week: Docs on Topic Panel 6</p>  |
| Wed,<br>16 Oct |   | <b>DEADLINE: Curriculum Vitae, electronic submission in Canvas</b>   |
| Fri, 18<br>Oct | NO CLASSES, HOMECOMING  |  |
| Wed,<br>23 Oct |   | <b>DEADLINE: Analytical Memo 3 due, electronic submission in Canvas</b>  |
| Fri, 25<br>Oct | <p>Week 9:</p> <p>1. Topic Panel 5: Tiffany Jenson and Joseph Rivera, Course Preparation for Teaching</p> <p>2. Topic Panel 6: Christine Overdevest, Non-academic Careers</p> <p>3a. Analytical Memo 4</p> <p>3b. Analytical Literature Reviews</p> | <p><b>Assignment: Analytical Memo 4</b></p> <p><b>Assignment: Analytical Literature Review</b></p> <p>Reading for next week: Docs on Topic Panel 7</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> |
| Fri, 1<br>Nov  | <p>Week 10:</p> <p>1. Topic Panel 7: Chris Gibson, Professional Conferences</p> <p>2. Topic Panel 8: Abigail Fagan and Charles Peek, Publishing in Journals</p> <p>3. Strategic planning for Spring 2024 and beyond</p>                             | <p><b>DEADLINE: Individual development plans (IDPs) and mentor-mentee forms due, electronic submission in Canvas</b></p> <p>Reading for next week: Docs on Topic Panel 9</p> <p>Reading for next week: Docs on Topic Panel 10</p> <p>Reading for next week: Docs on presentations of literature reviews</p>  |
| Fri, 8<br>Nov  | <p>Week 11:</p> <p>1. Topic Panel 9: Marian Borg, Interdisciplinarity</p>   | <b>Assignment: Presentations of Analytical Literature Reviews</b>  |

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|                | 2. Discussion about presentations of Analytical Literature Reviews<br>3. Topic panel 10: Ravi Ghadge and Tanya Koropecyj-Cox, Course Syllabi |   |
| Fri, 15<br>Nov | Week 12:<br>1. Presentations of Analytical Literature Reviews, part 1  | <b>DEADLINE: Analytical Memo 4 due, electronic submission in Canvas</b>             |
| Fri, 22<br>Nov | Week 13:<br>1. Presentations of Analytical Literature Reviews, part 2  | <b>DEADLINE: Presentations of Analytical Literature Reviews</b>                     |
| Fri, 29<br>Nov | NO CLASSES, THANKSGIVING HOLIDAY   |   |
| Wed,<br>4 Dec  |  | <b>DEADLINE: Analytical Literature Reviews due, electronic submission in Canvas</b> |
| Fri, 6<br>Dec  | NO CLASSES, READING DAYS   |   |