
FALL 2024

CJ 601

PROSEMINAR

in the administration of justice

Professor: Burrel Vann Jr

Room: AH 4131

Day & Time: Mondays: 4:00PM - 6:40PM

Schedule #: #4529

DESCRIPTION

Graduate school is “professional” school. As a graduate student, you transition from being simply “consumers” of knowledge, to becoming experts or “producers” of knowledge. Part of your training is to learn the practices of the fields of criminal justice and criminology.

This seminar will be a space for dialogue about and practice building a professional identity - from developing research specializations, engaging relevant literatures, honing academic writing skills, as well as public-facing aspects like web presence and CVs. Students will also engage in discussions about the faculty in our School. Further, students will gain training essential to their success in the program, such as time management, skills for performing well in classes, seeking mentorship, and strategies for successfully navigating the program.

OBJECTIVES (SLOS)

By the end of this course, students will be able to:

1. explain the purpose of graduate study
2. articulate the various research areas within the fields of criminal justice & criminology
3. develop a strong research question and hone their writing skills
4. design an academic plan that suits their current and future goals
5. describe the research specializations of faculty
6. engage faculty to meet mentorship goals
7. practice the art of presentations

CONTACT

Professor: Burrel Vann Jr

Email: bvannjr@sdsu.edu

Office: <https://SDSU.zoom.us/j/81468538945>

Office Hours: By appointment only, on Tuesdays: 1:00pm-2:00pm

EMAIL POLICY:

When emailing about the course, please provide the course number and time. I check email twice per day, Monday through Friday, between 9:00am and 5:00pm. Please allow up to 72 hours for a response.

Requesting Help:

If you miss a class meeting, you should: First, look on the course website for material you missed. Second, if you need help understanding material, you should contact your classmates via the course Slack channel or Canvas (direct email or discussion board). Third, if you still find it difficult, email me to schedule an appointment chat with me during Zoom office hours. For office hours, I require 1-week notice to schedule a meeting.

Requesting Non-Office-Hours Zoom Meetings:

If you still need help but cannot attend office hours, you may email me to request a meeting. For Non-Office-Hours Zoom meetings, I require a minimum of 1-week notice.

MATERIALS

Tea Party Organizations, and Battles over Distributive Justice

Rory McVeigh,^a Kraig Beyerlein,^a
Burrel Vann Jr.,^b and Priyamvada Trivedi^c

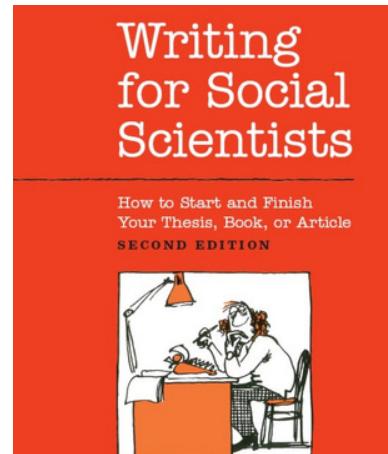
Abstract
 Competing visions of who is deserving of rewards and privileges, and different understandings of the fairness of reward allocation processes, are at the heart of political conflict. Indeed, social movement scholars generally agree that a key component of most—if not all, social movements—is the issue of “distributive justice” or “fairness” (Gamson 1992; McAdam 1982; Snow et al. 1986; Turner and Killian 1987). In this article we consider the role that residential segregation by education level plays in shaping perceptions of deservingness in Tea Party activism and its effect on the success of their political mobilization. We apply these ideas in an analysis of Tea Party activism and show that educational segregation is a strong predictor of the number of Tea Party organizations in U.S. counties. In a complementary analysis, we find that individuals with a bachelor's degree are more likely than people who did not have college education to support the Tea Party; this relationship is strongest in counties with higher levels of educational segregation.

Keywords
 social movements, Tea Party, educational segregation, conservative mobilization

If politics is about “who gets what, when, and how” (Lasswell 1936), then those who engage in political action must have reasons for why they have some explanation to do. Because democratic political institutions provide opportunities for the disadvantaged to fight for a greater share of societal resources, individuals seeking to protect their advantages have an incentive to try to convince others

^aUniversity of Notre Dame

^bUniversity of California-Irvine



ARTS

REQUIRED

Articles & Book Chapters

BOOK

RECOMMENDED

Becker, Howard S. 2007.
Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago, IL:: University of Chicago Press.

TECHNOLOGY ACCESS:

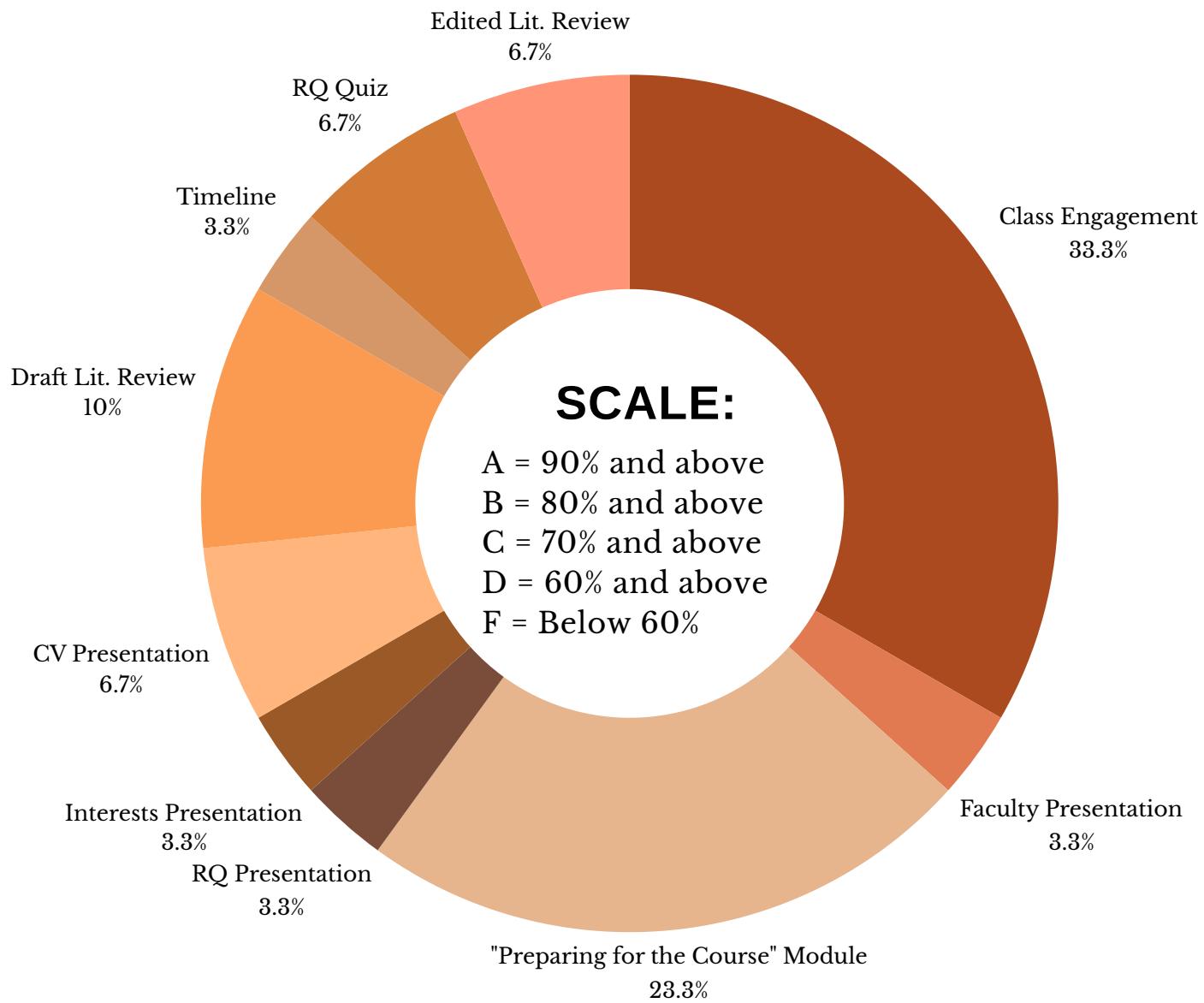
To be successful in this class, students will be required to have access to a computer with an internet connection and Google Drive.

- **Computer w/ Internet Access:**
 - Students must be able to access the course material.

- **Google Drive:**
 - Students will submit their assignments via Google Docs/Slides/Sheets.

GRADING

Final grades will be based on a course/grad school prep module (various tasks), engagement, a research question quiz, 4 presentations (RQ, interests, CV, faculty research/mentorship), an academic timeline, a draft literature review, and an edited literature review, for a total of 150 points. A +/- grading system will NOT be used.



GRADING/REGRADING POLICY & LATE WORK:

Students who wish for an assignment to be regraded are required to submit a written formal request, stating why the work warrants a higher grade, within seven (7) days of the date when the graded work is returned. Beyond these seven (7) days, assignment will not be regraded. A regrade may result in the same, a higher, or a lower grade - although students requesting a regrade on an assignment often receive a lower grade.

I do not accept late work. In extreme circumstances, however, I may be willing to grade late work, but written documentation will be required. But this is not a guarantee.

35 PTS

COURSE PREPARATION MODULE

During Week 1, students will complete a check of the email policy, Google Doc submissions, and updated profile.

15 PTS

"DRAFT" LITERATURE REVIEW

Students will submit a draft literature review, designed to help students complete the work early, get and incorporate feedback, and acclimates students to the process of re-writing.

5 PTS

ACADEMIC TIMELINE

Students will an academic timeline.

5 PTS

5-MINUTE RQ PRESENTATION

Students will present on their RQ.

10 PTS

CV PRESENTATION

Students will present a draft of their curriculum vitae.

50 PTS

COURSE ENGAGEMENT

Attendance for this class is critical for your overall success.

5 PTS

INTERESTS PRESENTATION

Students will present on their research interests and personal background.

10 PTS

"EDITED" LITERATURE REVIEW

Students will submit an edited literature review, 1-2 pages, using ASA/APA format.

10 PTS

RESEARCH QUESTION QUIZ

Students will complete one (1) quiz to develop a strong research question for the class. The RQ should be related to their interests within their field.

5 PTS

FACULTY PRESENTATION

Students will present on faculty in the School.

ENROLLMENT

PREREQUISITES FOR COURSE:

Only graduate students from the following departments are allowed: city planning, criminal justice, criminology, and public administration.

ADDING & DROPPING:

Students must make adjustments to their course schedule by the add/drop deadline indicated in the current term's [Academic Calendars](#).

STUDENT CONDUCT

Please be courteous to your classmates and me by remaining engaged and respectful. Students are expected to conduct themselves in a way that does not interfere with the educational experience of others. Additionally, turn cell phones and other electronic devices on silent during class time.

ACADEMIC (DIS)HONESTY:

The University adheres to a strict policy regarding [cheating and plagiarism](#) (outlined in [Executive Order 1098](#)). These activities will not be tolerated in this class. Become familiar with the policy and what constitutes plagiarism. Any cheating or plagiarism will result in failing this class and a disciplinary review by the University. These actions may lead to probation, suspension, or expulsion.

Examples of plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

EXTRA CREDIT POLICY:

Students may be given the opportunity for extra credit, worth a maximum of 10 points. If granted, extra credit is only accepted when it is due and will not be accepted late.

RESOURCES

A complete list of all academic support services is available on the **Academic Success** section of the **Student Affairs** website.

STUDENTS WITH SPECIAL NEEDS:

Please inform the instructor during the first week of classes about any special needs that require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with “disabilities” must document their special needs at the Student Disability Services (SDS) in order to receive accommodations for their courses. Additional information can be found at the **SDS website**, by calling **619-594-6473**, or by email at **sds@sdsu.edu**.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):

CAPS offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting **619-594-5220**. You can also **Live Chat** with a counselor between 4:00pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at **888-724-7240**.

WRITING CENTER:

For help with improving your writing ability, the staff at the SDSU **Writing Center** is available in person and online.

STUDENT TECHNICAL SUPPORT:

Student support for Canvas is provided by the Library Computing Hub, located on the 2nd floor of Love Library. They can be reached at **619-594-3189** or by emailing **hub@sdsu.edu**.

EMERGENCY PREPAREDNESS:

Information about SDSU’s emergency preparedness policy can be found at Campus **Emergency Preparedness**.

CHANGES TO MATERIAL:

I reserve the right to make changes to the syllabus, including the course outline and schedule, at any time, based on the pace of the class. This class may include hybrid format lectures, where there will no class meeting, but students are expected to read online lecture materials.

1	MODULE 1 AUG 26	READ/WATCH Module 1 INTRODUCTION & PREPARING FOR GRADUATE STUDY	DUE Email Policy Check (8/31) Google Doc Submission Check (8/31) Install Zotero Check (8/31) Updated Profile Check (8/31)
2	SEP 2 NO CLASS: LABOR DAY	READ/WATCH	DUE
3	MODULE 2 SEP 9	READ/WATCH AREAS OF INTEREST & DEVELOPING EXPERTISE	DUE Present Research Interests & Self (9/9)
4	MODULE 2 SEP 16	READ/WATCH Readings in Main CJ/Crim Areas	DUE
			TOPICAL AREAS IN CRIMINAL JUSTICE AND CRIMINOLOGY
5	MODULE 3 SEP 23	READ/WATCH Developing a Strong RQ	DUE Research Question Quiz (9/27)
			DEVELOPING A COMPELLING RESEARCH QUESTION
6	MODULE 4 SEP 30	READ/WATCH CV Guide	DUE Present Research Question (9/30)
			PROFESSIONALIZATION: THE CV AND PROFESSIONAL PRESENCE
7	MODULE 5 OCT 7	READ/WATCH Boolean searches & literature How to read the literature Organizing and notating literature	DUE Present Curriculum Vitae (10/7)
			HOW TO READ & ORGANIZE THE LITERATURE
8	MODULE 6 OCT 14	READ/WATCH Time management Balancing coursework, life Developing a grad timeline	DUE
			TIME MANAGEMENT: BALANCING THE SOCIAL SELF

9	MODULE 7	READ/WATCH Becker Ch.1 & Ch. 5 Mechanics and strategy Citation styles	DUE
OCT 21	SCHOLARLY WRITING PRACTICES		
10	MODULE 7	READ/WATCH Becker Ch. 8 How to do a literature review	DUE
OCT 28	WRITING A LITERATURE REVIEW		
11	MODULE 8	READ/WATCH Panel of current/former grads What do you want in a mentor? Identifying potential mentors	DUE Draft Literature Review (11/9)
NOV 4	SEEKING ADVICE		
12		READ/WATCH	DUE
NOV 11	NO CLASS: VETERANS DAY		
13	MODULE 9	READ/WATCH IRB & Certifications Developing a Timeline	DUE Academic Timeline (11/23)
NOV 18	GETTING STARTED WITH RESEARCH		
14		READ/WATCH	DUE
NOV 25	NO CLASS: THANKSGIVING BREAK		
15	MODULE 10	READ/WATCH	DUE Present on Faculty Member (12/2)
DEC 2	DISCUSSING SCHOOL FACULTY		
16		READ/WATCH	DUE Edited Literature Review (12/17)
DEC 12-18	FINALS		
