

**Table 2. Fifteen Theses for Proseminars (from Uggen and Hlavka, *No More Lame Prosems*)**

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**1. The standard proseminar is really lame**

An aimless parade of faculty visitors does little to advance the needs of graduate students.

**2. Reading is forbidden**

Do not bomb busy students with new reading materials. Instead, maintain a website and good handouts and resource lists, presenting the information during the proseminar sessions.

**3. Everybody talks**

Establish a norm of participation and interaction, so each student speaks at least once in each session.

**4. Provide fresh data and social facts about the discipline**

Share information about salaries and trends in the discipline, including hiring by area and funding sources. Rankings of departments and journals can be reported with comment or critique. Describe various career trajectories, asking what kinds of jobs students want and how they might obtain them.

**5. It is difficult to enjoy being a professor until one becomes comfortable in the classroom**

Messages to underinvest in teaching can do harm, so emphasize ways to balance faculty roles.

**6. Encourage both safe and risky research agendas, showing students the premium placed on creativity**

Foster both productivity and creativity in research and teaching.

**7. Help students find personally meaningful roles in research, teaching, and service**

**8. Doing the right thing**

Discuss both formal rules and policies as well as development of personal commitment to ethical research.

**9. Loving your neighbors**

Discuss issues of solidarity in the cohort, department, and discipline. Learn to appreciate faculty as potential allies and stewards of department culture. Offer frank discussions and advice on relationships with other graduate students, undergraduate students, faculty, administrators, and others.

**10. Orient students to both internal and external audiences**

While some sociological work may garner attention from national and international audiences, sociologists must also make positive contributions to their immediate work environment.

**11. Share and celebrate failures**

When instructors share their own failures, rejections, and horror stories, students can better contextualize the difficulties they will inevitably experience.

**12. Attend to emotional content**

Emphasize how sociologists learn to manage the emotions of the job. Do not shy away from issues such as rejections, competitiveness, problematic relationships, and other stressors.

**13. Workshop it**

Share information about constructing curriculum vitas, job application materials, conference presentations, and other materials.

**14. Individualize it**

Individual meetings between the instructor and each student are often especially productive, as are group meetings with panels of graduate students.

**15. Having a life**

Many students are wrestling with issues of work/family balance, welcoming discussions of time management, role overload, and mental and physical health.