

**Criminal Justice 44.590 RESEARCH METHODS IN CRIMINAL JUSTICE**  
**Mondays 4:30 pm – 6:50 pm Fall 2008**  
**Location: Mahoney 207**

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**Office Hours**

**Mon: 2:30 pm – 4:30 pm OR alternating Tues, Wed, Thurs, or Fri. Check**  
**<http://faculty.uml.edu/lwilliams/> or my office door for up-to-date schedule.**  
**By Appointment Call 978-934-4118 or e-mail [Linda\\_Williams@uml.edu](mailto:Linda_Williams@uml.edu)**

**COURSE DESCRIPTION:**

This is a graduate course designed to increase students' knowledge and understanding of the design and process of social research in criminal justice. The material covered in this course includes the nature of scientific inquiry; the ethics of criminal justice research; research collaborations; conceptualization, operationalization and measurement; research design including the use of experimental and quasi-experimental designs, survey research, document studies, and qualitative and ethnographic research; data collection and use criminal justice data sources; and interpreting research findings and developing implications for policy and practice.

**WEB-ENHANCED COURSE--- a note about on-line access**— This class provides web-enhanced features by logging in at: <http://continuinged.uml.edu/online> . A handout distributed during the first class will give you information about how to get your password and log in for the first time. The syllabus and weekly assignments are posted here. Discussions boards are available for our use and team work. Assignments must be submitted via this site. It is critical that all students taking this course use the web-enhanced features—so now is the time to get familiar with this resource.

There is also an excellent study site for the text: <http://www.sagepub.com/prccj3/index.htm>  
And many articles and supplemental materials can be found there.

**REQUIREMENTS:** The success of this course depends on each student's active participation, and on completion of the readings and other assignments. Your grade for this class will reflect these expectations. Students should obtain knowledge of the subject matter through class participation, assimilating the lecture materials, class presentations and assigned readings (supplemented by readings for the research proposal project).

**EVALUATION:**

<b>Attendance &amp; Class Participation</b>	<b>25%</b>
<b>Leading class discussion of selected research article</b>	<b>10%</b>
<b>Completion of Human Subjects Research Certification</b>	<b>15%</b>
<b>Midterm Exam</b>	<b>20%</b>
<b>Research proposal</b>	<b>30%</b>

**Attendance & Class participation (including brief assignments) (25%).**

Class participation means speaking in class, as well as, listening to fellow students and helping others to understand the material. Regular class participation is an important element for success in this course. Students should come to each class prepared to pose questions, to respond orally to questions about the readings and should have completed any brief assignments for that week. This class meets only once a week, and is a seminar, which means that student participation is what makes the class successful. Therefore, every student needs to attend every class. If you are too ill to attend, you may miss one class without questions – however, please let me know you are out sick before the class meets (except in emergencies). Send an e-mail or call me anytime and leave a message.

Before every class please complete the assignments for that day and work through relevant portions of the Bachman and Schutt interactive exercises from their study site at:

<http://www.sagepub.com/prccj3/index.htm>

### **Leading class discussion of selected research article (10%)**

At the beginning of the semester (by the 3<sup>rd</sup> week of classes on Sept. 22<sup>nd</sup>) students (or a pair of students) will sign up for an article related to one of the weekly topics (weeks 4-11). Students will then take responsibility for leading approximately 20 minutes of one class session. **All students are expected to have read all assigned articles** but the student leader(s) will pose questions about the article to the class and lead class discussion. The text chapters or other assigned readings may dovetail with the readings and provide some context for the questions and discussion. The articles are listed for each week below. (The website for the Bachman & Schutt has a link to all of these articles: <http://www.sagepub.com/prccj3/journals.htm> or they are available from me via WebCT). In class you will distribute at least 3 questions about the article that reflect your understanding of the critical RESEARCH issues raised by the article and that challenge fellow students and the instructor to think about the research. [Note: the questions and discussion should not be about the substance of the article topic but about the research-- except as the substance is related to the methodological issue. So, for example, if your article is about a study of the effectiveness of a drug treatment program, the discussion should be primarily about the way the effectiveness is assessed (i.e., the methodology and research design) and not so much about why people use drugs]. Therefore, if the topic for the week is measurement, you should be prepared to discuss and pose questions about how the paper handled measurement issues. Be prepared to provide YOUR own assessment of how the researchers handled the research. Your grade for this discussion will reflect the quality of questions and how well you are able to help fellow students learn the material. The better prepared you are, the better the class session is likely to be.

### **Completion of Human Subjects Research Certification (15%) (Provide copy of certificate by Sept. 29<sup>th</sup>)**

The required certification for this course is either <http://ohsr.od.nih.gov/IRBCBT/intro.php> or <http://phrp.nihtraining.com/users/login.php> Complete the certification (it may take an hour or two). On the page for the Institutional Review Board for UML there are links to the required training programs: (see [http://www.uml.edu/ora/institutionalcompliance/IRB/training\\_info.html](http://www.uml.edu/ora/institutionalcompliance/IRB/training_info.html) )

There are actually three training programs. The CITI training is more extensive <http://www.citiprogram.org/default.asp?language=english> and is NOT required for this course but is an option for those interested in more detail about human subjects. Whichever training program you complete, print your certificate and bring a copy to class by Sept. 29<sup>th</sup>. (Note: this certificate will cover you for 3 years with UML IRB—so keep a copy in case you need it for a future research project).

### **Midterm exam (20%) due by 9:00 PM THURSDAY Oct. 23<sup>rd</sup> --- submitted to me on WebCT in the "drop box."**

The midterm exam will consist of essay and short answer questions provided to you in advance in class on Wednesday Oct. 15<sup>th</sup> (that Wednesday uses a Monday schedule)—or also on WebCT. Books may be used but the work is to be completed independently with no assistance from others. Midterms must be completed by Thursday Oct. 23<sup>rd</sup> at 9:00 p.m. and submitted to me on WebCT in the "drop box." Late exams will not be accepted without documentation of medical excuse or other family emergency.

### **Written Research Proposal (30%) This is a team project to be presented in class on either Nov. 24<sup>th</sup> or Dec. 1<sup>st</sup> with hard copy and self-evaluations submitted on-line by 4:30 pm Dec. 8th.**

The research proposal narrative must be 15-20 pages in length (double spaced not including references in page count) (1" margins all around, double-spaced, in Times New Roman, Arial or Century Gothic). (more detail about the content of this proposal will be distributed in class/ available on-line).

There are several steps for completing this assignment;

**By Monday Sept. 22<sup>nd</sup> be prepared to meet in teams.**

**By Oct. 6<sup>th</sup> you must have met with your team and must submit final topic in writing and discuss it in class.**

On Wednesday **Oct 15<sup>th</sup>** discuss in class and submit via WebCt a list of 10 references to be used in your team's literature review for research proposal. Seven of these must be from peer-reviewed journals, 3 may be from other sources. The citations should be prepared in accordance with the APA or ASA rules for references appearing in a bibliography. Links to the articles are appreciated.

**By Monday Oct. 27<sup>th</sup> discuss in class and submit in writing (electronically) a draft statement of the problem and hypotheses for research proposal**

By Monday **Nov. 10<sup>th</sup> provide in class** a *detailed* outline of the proposal research design. As applicable to your design the outline should cover 1.) general approach, 2.) subjects/ participants, 3.) Instrumentation or measurement, 4.) data collection, and 5.) data analysis. This should be revised and **submitted electronically by 9 pm Thursday Nov. 13<sup>th</sup>.**

**In Class presentation of final research proposal—Nov. 24<sup>th</sup> and Dec 1<sup>st</sup>.** The proposal will be presented to the class as follows: A copy of the abstract should be provided to everyone. The team will have 15 minutes to present their research proposal to the rest of the class who will serve as the grant reviewers and potential funders. Reviewers will have 15 minutes for questions of the proposal team. Final funding decisions will be made in the last class.

Submit final research proposal paper. **DUE: Monday Dec. 8<sup>th</sup> to be submitted by teams on-line by 4:30 pm.** The complete final written proposal is due no later than the last class of the semester. Reminder: be sure to use your own words when writing and when you take an idea or words from another person, you must give credit for it by citing them.

**LATE ASSIGNMENT POLICY:** Be aware that late assignments will not be accepted without prior permission and/or proof of medical emergency. If a late paper or assignment is accepted, points may be deducted for each day the assignment is late.

### **ACADEMIC INTEGRITY**

The university's academic integrity policy, which can be found on-line, will be enforced in this class. Students are also encouraged to readings the policy on plagiarism:

[http://www.uml.edu/catalog/undergraduate/policies/academic\\_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm)

Do not plagiarize. Plagiarism is defined as:

1. direct quotation or word for word copying of all or part of the work of another without identification or acknowledgement of the quoted work;
2. extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text; and
3. an abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased, without acknowledgment that another person's text has been the basis for the recapitulation; and
4. downloading information from the internet without direct quotation and reference, name of author, title of article, or text and date.

Very important: The paper and other written work submitted for this course must be your original work for this course and not in whole or part be work you submitted for another course.

Also see the following site-- It offers good suggestions:

<http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

If you are in doubt about what might constitute plagiarism in a written assignment, post a question on the discussion board or send me an e-mail me about it (discussion board is preferred since your question will undoubtedly be useful to others). Any attempt to represent the work of someone else as your own, or any

other form of academic dishonesty will result in an F (0 points) on that assignment. So please don't cheat, plagiarize, fabricate, or help anyone else do these things

**REQUIRED TEXT:**

**Ronet Bachman & Russell K. Schutt, (2007) The Practice of Research in Criminology and Criminal Justice. (3<sup>rd</sup> edition). Thousand Oaks, CA: Sage Publications.**

Text study site:

<http://www.sagepub.com/prccj3/index.htm>

**REQUIRED DOWNLOADABLE DOCUMENTS:** OTHER REQUIRED DOWNLOADABLE or ELECTRONIC DOCUMENTS WILL BE ADDED TO THIS SYLLABUS AND ALL WILL BE LINKED IN EACH WEEK'S COURSE MATERIALS ON THE WEBPAGE.

DATE	SESSION TOPIC	READINGS and ASSIGNMENTS DUE ON EACH DATE
WK 1 9/8	Introduction to CJ Research	<p><b>Introductions and review syllabus.</b></p> <p><b>Review information on web-enhanced course and learn how to log in so you can participate in discussions and download additional readings.</b></p> <p>Tonight: Log into website for the course and post an introduction to the "introduction discussion list." <a href="http://continuinged.uml.edu/online">http://continuinged.uml.edu/online</a></p> <p>In addition-- check out the website for the text-- <a href="http://www.sagepub.com/prccj3/index.htm">http://www.sagepub.com/prccj3/index.htm</a></p>
WK 2 9/15	The Process and Problems of Criminological Research	<p><b>Before class tonight make sure you have reviewed information on web-enhanced course and know how to log in, post to the discussion board, and download articles and additional readings.</b></p> <p><b>Readings: Bachman &amp; Schutt (B&amp;S) chapter 1 &amp; 2</b> Also begin to work your way through appendix, A, B, and C.</p> <p>Note: Begin work on HS Certification (due week 3)</p>
WK 3 9/22	Conceptualization and Measurement  Ethics in Criminal Justice Research	<p><b>Readings:</b> <b>B&amp;S chapter 3</b> <b>The Belmont Report:</b> <a href="http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm">http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm</a> <b>and</b> <b>The Nuremberg Code</b> <a href="http://ohsr.od.nih.gov/guidelines/nuremberg.html">http://ohsr.od.nih.gov/guidelines/nuremberg.html</a></p> <p><b>In class activities:</b> <b>Sign up</b> for an article related to one of the weekly topics (weeks 4-11). <b>Discuss</b> potential research proposal topics and meet in teams to discuss research proposals.</p>

<p>WK 4 9/29</p>	<p>How to design a research Proposal</p> <p>Causation and research design; Sampling</p>	<p><b>Readings:</b> <b>B&amp;S chapters 4 &amp; 5</b></p> <p><b>paper for in class discussion:</b> Hendricks, B, Werner, T., Shipway, L. &amp; Tirinetti, G.J. (2006) Recidivism among spousal abusers: Predictions and program evaluation. <u>Journal Of Interpersonal Violence</u>, vol. 21 no. 6, p. 703-716.</p> <p><b>review:</b> <a href="http://www.learnerassociates.net/proposal/index.htm">http://www.learnerassociates.net/proposal/index.htm</a> <a href="http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html">http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</a></p> <p><b>By tonight (Feb 11<sup>th</sup>) you must submit completion of Human Subjects Research training</b> <a href="http://www.uml.edu/ora/institutionalcompliance/irb/training_info.html">http://www.uml.edu/ora/institutionalcompliance/irb/training_info.html</a> Go to either <a href="http://ohsr.od.nih.gov/irbcbt/intro.php">http://ohsr.od.nih.gov/irbcbt/intro.php</a> or <a href="http://phrp.nihtraining.com/users/login.php">http://phrp.nihtraining.com/users/login.php</a> and complete the certification. Bring a copy of the training certification to class or submit it on WebCT.</p>
<p>WK 5 10/6</p>	<p>Experimental and Quasi Experimental designs</p>	<p><b>Readings:</b> <b>B&amp;S chapter 6</b></p> <p><b>paper for in class discussion:</b> Bottcher, J &amp; Ezell, M.E. (2005) Examining the effectiveness of boot camps: A randomized experiment with a long-term follow up. <u>Journal of Research in Crime and Delinquency</u>, Vol. 42 No. 3, p. 309-332</p> <p><b>Teams submit a brief description of the topic for research proposal.</b></p>
<p>WK 6 10/15 WED CLASS THIS WEEK</p>	<p>Survey research and questionnaire construction.</p>	<p><b>Readings:</b> <b>B&amp;S chapter 7</b></p> <p><b>paper for in class discussion:</b> Evans, W.P., Brown, R. &amp; Killian, E. (2002) Decision making and perceived postdetention success among incarcerated youth. <u>Crime Delinquency</u> Vol. 48, p.553-567.</p> <p><b>Teams submit a list of 10 references to be used in literature review for research proposal.</b></p> <p><b>Midterm exam questions distributed (due next week, Thursday, Oct. 23<sup>rd</sup>)</b></p>
<p>WK 7 10/20</p>	<p>Analyzing content</p>	<p><b>Readings:</b> <b>B&amp;S chapter 10</b></p> <p><b>paper for in class discussion:</b> Gore, R.Z. and Pattavina, A. (2004) Applications for examining the journey-to-crime using incident-based offender residence probability surfaces. <u>Police Quarterly</u> vol. 7, p. 457-474.</p> <p><b>Midterm exam due Thursday, Oct. 23<sup>rd</sup>.</b></p>

WK 8 10/27	Qualitative research methods, ethnographic studies and field research	<p><b>Readings:</b>  <b>B&amp;S chapter 8</b>  <b>Ragin, C., Nagel, J. &amp; White, P. (2004) <u>Workshop on Scientific Foundations of Qualitative Research</u>. Washington, DC: National Science Foundation.</b>  <a href="http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf">http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf</a>  <b>Read through page 18 of this document (you may also find the articles from Appendix 3 interesting).</b></p> <p><b>paper for in class discussion:</b>  Dodge, M. and Pogrebin, M.R. (2001) Collateral costs of imprisonment for women: Complications of reintegration. <u>The Prison Journal</u> vol. 81, p. 42-54.</p> <p><b>Discuss in class and submit in writing (electronically) a draft statement of the problem and hypotheses for research proposal.</b></p>
WK 9 11/3	Qualitative Data Analysis	<p><b>Readings:</b>  <b>B&amp;S chapter 9</b></p> <p><b>paper for in class discussion:</b>  Stoutland, S.E. (2001) The multiple dimensions of trust in resident/police relations in Boston. <u>Journal of Research in Crime and Delinquency</u>, vol. 38, p. 226 - 256.</p>
WK 10 11/10	Evaluation Research & Policy	<p><b>Readings:</b>  <b>B&amp;S chapter 11</b></p> <p><b>Williams, L.M. (2004). Researcher-advocate collaborations to end violence against women: Toward liberating methodologies for action research. <u>Journal of Interpersonal Violence</u> 19 (11): 1350-1357.</b></p> <p><b>paper for in class discussion:</b>  Walrath, C. (2001) Evaluation of an inmate-run alternatives to violence project: The impact of inmate-to-inmate intervention. <u>Journal of Interpersonal Violence</u> vol. 16, p. 697-711.</p> <p><b>Discuss in class (and submit electronically by Thursday at 9 pm) a detailed outline of the proposal research design. As applicable to your design the outline should cover 1.) general approach, 2.) subjects/ participants, 3.) Instrumentation or measurement, 4.) data collection, and 5.) data analysis</b></p>
WK 11 11/17	Quantitative Data Analysis; Interpreting data	<p><b>Readings:</b>  <b>B&amp;S Chapter 12</b></p> <p><b>paper for in class discussion:</b>  Nagin, D.S. &amp; Tremblay. R.E. (2005) Developmental trajectory groups: Fact or a useful statistical fiction? <u>Criminology</u> vol. 43, no. 4; p. 873-904</p>
WK 12 11/24	Reporting research results; Implications for policy and programs--- what does it all mean?	<p><b>Readings:</b>  <b>B&amp;S Chapter 13</b></p> <p><b>PRESENTATION OF RESEARCH PROPOSALS</b></p>
WK 13 12/1	Research Proposals	<p><b>PRESENTATION OF RESEARCH PROPOSALS</b></p>

WK 14 12/8	Proposal Review and Funding Decisions	<b>FUNDING AGENCY DECISION MAKING AND FEEDBACK ON PROPOSALS</b>  <b>Research Proposal to be submitted on-line by 4:30 pm TODAY and please also bring a hard copy to class.</b>
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Some relevant peer reviewed journals in Criminal Justice:

### **CORRECTIONS**

Corrections Today  
 Forum on Corrections Research  
 IARCA Journal on Community Corrections  
 Journal of Offender Monitoring  
 Journal of Offender Rehabilitation  
 Journal of Probation and Parole  
 Prison Journal  
 Probation Journal  
 Punishment & Society: The International Journal of Penology

### **CHILD ABUSE AND DELINQUENCY RELATED**

Adolescence  
 Child Abuse and Neglect  
 Child Maltreatment  
 Child Welfare  
 Journal of Abnormal Child Psychology  
 Journal of Adolescence  
 Journal of Adolescent Health  
 Journal of Adolescent Research  
 Journal of Child Psychology and Psychiatry  
 Journal of Child Sexual Abuse  
 Journal of Clinical Child Psychology  
 Journal of Gang Research  
 Journal of Juvenile Law  
 Journal of Juvenile Justice & Detention Services  
 Journal of the American Academy of Child and Adolescent Psychiatry  
 Journal of Youth and Adolescence  
 Juvenile and Family Court Journal  
 Reclaiming Children and Youth

### **GENERAL CRIME AND DELINQUENCY**

American Journal of Criminal Justice  
 American Sociological Review  
 Australian & New Zealand Journal of Criminology  
 Behavioral Sciences and the Law  
 British Journal of Criminology  
 British Journal of Law and Society  
 Canadian Journal of Criminology  
 Contemporary Justice Review  
 Crime and Justice  
 Crime & Delinquency  
 Crime & Social Justice

Crime, Law and Social Change  
Crime Prevention & Community Safety: An International Journal  
Criminal Behaviour and Mental Health  
Criminal Justice  
Criminal Justice Policy Review  
Criminal Justice Review  
Criminal Justice and Behavior  
Criminal Justice: The International Journal of Policy & Practice  
Criminology  
Deviant Behavior  
European Journal on Criminal Policy and Research  
Feminist Criminology  
Howard Journal of Criminal Justice

Indian Journal of Criminology  
International Journal of Comparative and Applied Criminal Justice  
International Journal of Offender Therapy & Comparative Criminology  
International Journal of the Sociology of Law  
International Review of Criminal Policy  
International Review of Victimology  
Journal of Contemporary Criminal Justice  
Journal of Crime & Justice  
Journal of Criminal Justice  
Journal of Criminal Justice and Popular Culture  
Journal of Criminal Justice Education  
Journal of Criminal Law & Criminology  
Journal of Quantitative Criminology  
Journal of Research in Crime & Delinquency  
Justice Quarterly  
Justice Research and Policy  
Law & Policy Quarterly  
Law & Society Review  
Scandinavian Journal: Studies in Criminology and Crime  
Social Forces  
Social Justice  
Social Science Quarterly  
Sociology and Social Research  
Theoretical Criminology  
Women and Criminal Justice

## **VIOLENCE**

Aggression and Violent Behavior  
Homicide Studies  
Journal of Family Violence  
Journal of Interpersonal Violence  
Violence Against Women  
Violence and Victims

## A Note About Citations

The style guidelines of the American Psychological Association (APA) for references to journal articles calls for them to be formatted as follows:

Author's last name, author's first and middle initial. (Year of publication). Article title. Journal Name, volume number, page numbers.

### **A few pointers:**

- All names should be inverted (last name first), followed by the author's initial(s) and a period after each initial. Separate multiple authors' names by commas. The last author in a list of two or more authors should be preceded by an ampersand (the "&" sign). List all authors in the same order in which they appear in the article.
- For the title of the article, capitalize only the first word of the title, the first word following a semi-colon in the title and any proper nouns: e.g. Three strikes laws in California: Good policy or good politics?
- Capitalize and underline the name of the journal. Separate the volume number from the name of the journal by a comma and underline the volume number as well.
- Give the full range of page numbers of the article.  
If you retrieve the article from an electronic source as opposed to a paper copy available in the library or through inter-library loan, refer to the APA's guidelines for instruction on how to add a notation about the electronic retrieval.
- Here are some more tips on APA style: <http://www.apastyle.org/previoustips.html>  
<http://sociology.camden.rutgers.edu/curriculum/citation.htm>
- Finding journal articles
- <http://www.uml.edu/libraries/>
- [http://www.uml.edu/libraries/Research\\_Help/Know%20How/h-articl.html](http://www.uml.edu/libraries/Research_Help/Know%20How/h-articl.html)
- This link will take you to PolyCal library and you can't sign in there but I found this information helpful <http://www.lib.calpoly.edu/research/guides/peer.html>
- Use Dept of Justice website
- <http://www.ncjrs.gov/>

Here are some useful links for sources for information on writing a research paper:

[http://owl.english.purdue.edu/handouts/research/r\\_ressteps.html](http://owl.english.purdue.edu/handouts/research/r_ressteps.html)

<http://www.ruf.rice.edu/~bioslabs/tools/report/reporterror.html>

<http://www.infoplease.com/homework/t1termpaper1.html>

<http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm>