

Criminal Justice 44.590 RESEARCH METHODS IN CRIMINAL JUSTICE
Mondays 4:30 pm – 6:50 pm Spring 2010 --- Location: Mahoney 208

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Office Hours: Wed: 3:00 pm – 4:00 pm ~*~*~*~*~*~*~*~*~*Thurs: 8:30 am – 10 am (This may vary at times—for appt e-mail or check office door for updates)or **By Appointment Call or send an e-mail**

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-- This class provides web-enhanced features by logging in at: <http://continuinged.uml.edu/online> . A handout distributed during the first class provides information about how to get your password and log in. The syllabus and weekly assignments are posted here. Discussion 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.

Learning Objectives – To provide students with and understanding of the:

- design and process of research in social sciences with a focus on criminal justice and criminology.
- role of theory in social science research.
- ethical issues and standards in research.
- value and use of qualitative, quantitative, experimental and quasi-experimental and mixed method designs.
- critical issues in research design, including causation, validity, and causal inference.
- design of research and evaluation studies.
- research process, including identification of research questions, collaborations, selection of appropriate research design, conceptualization, operationalization, measurement, sampling, and data collection.
- use of surveys, interviews, record review, observation, secondary data analysis
- analysis and interpretation of findings.

Course Outcomes and Assessment/ Upon completion of this course students will:

- Be familiar with research methods in criminal justice and criminology.
- Understand the foundations of science and different purposes of research.
- Understand and be able to identify ethical issues that arise in research involving human participants in criminal justice
- Have attained a human subjects’ research certification.
- Be acquainted with the research process and the conduct of empirical and qualitative research.
- Be able to assess the extent to which a research study provides evidence of association, causality, validity and reliability.
- Understand what steps are involved in conducting criminal justice research, and be able to formulate research questions, and design and critique the use of research tools including conceptualization, operationalization, measurement, sampling, data collection, and evaluation.
- Interpret research data including statistical, quantitative and qualitative analyses.

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:

Attendance & Class Participation	20%
Class discussion/ write up of assigned research articles	15%
Completion of Human Subjects Research Certification	15%
Participation in research activity and reaction paper	20%
Research proposal	25%
Review and critique of research proposals	5%

REQUIRED TEXT: This is a graduate course in research methods. As such it builds on the concepts and terminology graduate students are expected to have mastered in their undergraduate work. We will use this text as a prime source --- you will need to thoroughly master all the concepts introduced in this text to do well in this graduate course. In addition there are many assigned downloadable documents to read and critique.

Ronet Bachman & Russell K. Schutt, (2007) *The Practice of Research in Criminology and Criminal Justice*. (3rd edition). Thousand Oaks, CA: Sage Publications. There is a study site for this text that you need to access at <http://www.sagepub.com/prccj3/>

Each week complete the assignments and work through relevant portions of the Bachman and Schutt interactive exercises from their study site at: <http://www.sagepub.com/prccj3/index.htm>

And many articles and supplemental materials can be found there.

REQUIRED DOWNLOADABLE DOCUMENTS: Required downloadable or electronic documents are available on Blackboard and linked in each week's course materials

- Bonta, J., Wallace-Capretta, S., & Rooney, J. (2000). A quasi-experimental evaluation of an intensive rehabilitation supervision program. *Criminal Justice and Behavior*, 27(3), 312-329.
- Bottcher, J., & Ezell, M. E. (2005). Examining the effectiveness of boot camps: A randomized experiment with a long-term follow up. *Journal of Research in Crime and Delinquency*, 42(3), 309-332.
- Buzawa, E., Hotaling, G. & Byrne, J. (2006). Understanding the impact of prior abuse and prior victimization on the decision to forego criminal justice assistance in domestic violence incidents: A life-course perspective. *Brief Treatment and Crisis Intervention*, 7(1), 55-76.
- Canetti-Nisim, Daphna, Mesch, Gustavo and Pedahzur, Ami(2006) 'Victimization from Terrorist Attacks: Randomness or Routine Activities?' *Terrorism and Political Violence*, 18: 4, 485 — 501.
- Edwards, K., Kearns, M.C., Calhoun, K.S., & Gidycz, C.A. (2009) College women's reactions to sexual assault research participation: is it distressing? *Psychology of Women Quarterly*, 33, 225–234.
- Hamby, S. L., & Koss, M. P. (2003). Shades of gray: A qualitative study of terms used in the measurement of sexual victimization. *Psychology of Women Quarterly*, 27(3), 243-255.
- Herrera, V.M., Wiersma, J.D. & Cleveland, H.H., (2008) The influence of individual and partner characteristics on the perpetration of intimate partner violence in young adult relationships. *Journal of Youth and Adolescence*, 37, 284-296.
- Holtfreter, K., & Boyd, J. (2006). A coordinated community response to intimate partner violence on the college campus. *Victims & Offenders*, 1(1), 141-157.
- Kassam-Adams, N. & Newman, E. (2002) The reactions to research participation questionnaires for children and for parents (RRPQ-C and RRPQ-P) *General Hospital Psychiatry* 24, 336–342.
- McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). A study of the predictors of persistence in stalking situations. *Law and Human Behavior*, 33(2), 149-158.
- Merari, A., Fighel, J., Ganor, B., Lavie, E. Tzoreff, Y., & Livne, A. (2010) Making Palestinian "Martyrdom Operations"/"Suicide Attacks": Interviews With Would-Be Perpetrators and Organizers. *Terrorism and Political Violence*, 22 (1), 102- 119.
- Powell, M. E., & Berman, J. (2006). Effects of dependency on compliance rates among elder abuse victims at the New York City Department for the Aging, Elderly Crime Victim's Unit. *Elder Abuse and Mistreatment: Policy, Practice, and Research*, 46 (3-4), 229-247.
- Williams, L.M. (2004). Researcher-advocate collaborations to end violence against women: Toward liberating methodologies for action research. *Journal of Interpersonal Violence* 19 (11): 1350-1357.
- Williams, L.M. (2009). *Pathways into and out of commercial sexual victimization of children: Recommendations and implications for policy and practice*. Lowell, MA: University of Massachusetts Lowell.
- Williams, L.M. (2009). Provide Justice For Prostituted Teens: Stop Arresting And Prosecuting Girls. In Natasha A. Frost, Joshua D. Freilich, and Todd R. Clear (Eds.), *Contemporary Issues in Criminal Justice Policy: Policy Proposals from the American Society of Criminology Conference*. (pp. 227-306). Belmont, CA: Cengage/Wadsworth.

Attendance & Class participation (including brief assignments) (20%). 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 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.

Leading class discussion/ write up of assigned research article (15%) There are a number of assigned articles for this class. Each student will be assigned a discussant role in regard to one of the articles and the weekly topics. For class on the assigned week you will take responsibility for writing 2-3 pages with a discussion of the article covering 1) KEY METHODOLOGICAL ISSUES and 2) ETHICAL ISSUES (these 2-3 cogent pages will be submitted on-line to the instructor). You will also prepare 3 questions for the class to answer about the article. These questions should reflect your understanding of the critical RESEARCH issues raised and challenge fellow students and the instructor to think about the research. **EVERYONE is responsible for reading each article**, however, 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. [Note: your 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]. Be prepared to provide YOUR own assessment of how the researchers handled the research. Your grade for this discussion will reflect the quality of your prepared comments and questions and how well you are able to help fellow students learn the material.

Completion of Human Subjects Research Certification (15%) (Provide copy of certificate by Feb 3rd) The required certification for this course is found at <http://phrp.nihtraining.com/users/login.php> You also should become familiar with the Institutional Review Board for UML <http://www.uml.edu/ora/institutionalcompliance/IRB/IRB.html> and read materials on this site.

Read the assigned reading on human subjects and complete the certification (it may take an hour or two). You MUST print your certificate (you can print the page to a pdf that can be e-mailed or actually print a hard copy to submit in class on the 3rd). If it is an electronic version please send it to me via Blackboard by 9:00 pm on February 3rd. (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).

Participation in research activity and reaction paper (20%) On Feb 24th you will receive additional briefing and training on the assigned research activities that include hands-on work on a research project. Each student will be responsible for completing the research activities and preparing short papers (due in April) on the activities describing the process and your assessment of methodological strengths and weaknesses.

Written Research Proposal (25%) This is a team project. The written proposal will be **provided to the class electronically via posting to Blackboard and presented in class on May 5th It will be submitted in final form by 4:30 pm on Friday May 14th.** The research proposal narrative must include a one-page abstract and be 15-20 pages in length (double spaced not including references in page count, 1" margins all around, in Times New Roman, Arial or Century Gothic). There are several steps for completing this assignment described in a separate handout.

Review and critique of research proposals (5%) On-line submission of the research proposal to class for peer review and scoring will commence on May 5th. Review and scoring to be completed by fellow students by Monday May 10th at 9 PM. This will be a peer review process. Scoring according to a standardized procedure will occur and fellow students will be expected to each provide detailed constructive critique for each proposal in writing and in class on May 14th. The "funded/ winning" proposal will be announced.

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

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.

DATE	SESSION TOPIC	READINGS AND ASSIGNMENTS DUE ON EACH DATE
WK 1 1/27	Introduction To CJ Research	<p>Review syllabus. Review information on web-enhanced course and learn how to log in so you can participate in discussions and download additional readings.</p> <p>Tonight: log into website for the course and post an introduction to the "introduction discussion list." Http://continuinged.uml.edu/online In addition-- check out the website for the text-- http://www.sagepub.com/prccj3/index.htm</p> <p>*****Completion of Human Subjects Research Certification is due next week*****</p>
WK 2 2/3	Ethics In Criminal Justice Research; the Process And Problems Of Criminological Research	<p>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.</p> <p>Complete Ethics readings: THE BELMONT REPORT: http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm and THE NUREMBERG CODE http://ohsr.od.nih.gov/guidelines/nuremberg.html</p> <p>READINGS: Bachman & Schutt CH 1 and start chapter 13</p> <p><u>By tonight (Feb 3rd) submit the certificate of completion for the human subjects research training (see above for details and links)</u></p> <p>In class activities: Discuss participation in research activity.</p>
WK 3 2/10	Conceptualization & Measurement -- Association, Causality, Validity & Reliability. Causation & Research Design	<p>Readings: Bachman & Schutt CH 2, 3 AND 5</p>
WK 4 2/17	Overview of the research process and the conduct of empirical and qualitative research.-- use of qualitative, quantitative, experimental and quasi-experimental and mixed method designs.	<p>READINGS: Bachman & Schutt CH 5, 6 and 13 Review: http://www.learnerassociates.net/proposal/index.htm http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html</p> <p>In class activities: Sign up for an article related to one of the weekly topics</p> <p>Discuss potential research proposal topics and meet in teams to discuss research proposals. Tonight draft a brief description of the topic for research proposal.</p>

<p>WK 5 2/24</p>	<p>Field Research, Qualitative Research Methods, and Ethnographic Studies</p> <p>Sampling for Quantitative and Qualitative Designs</p>	<p>READINGS: Bachman & Schutt CH 8 AND 4</p> <p>Everyone complete assignment on the following article: Herrera, V.M., Wiersma, J.D. & Cleveland, H.H., (2008) The influence of individual and partner characteristics on the perpetration of intimate partner violence in young adult relationships. <i>Journal of Youth and Adolescence</i>, 37, 284-296.</p> <p>Hamby, S. L., & Koss, M. P. (2003). Shades of gray: A qualitative study of terms used in the measurement of sexual victimization. <i>Psychology of Women Quarterly</i>, 27(3), 243-255.</p> <p>In class activities: Discuss and receive training for participation in research activity.</p>
<p>WK 6 3/3</p>	<p>Experimental and quasi experimental designs in basic research and evaluation studies</p>	<p>READINGS: Bachman & Schutt CH 6 CONTINUE AND 11</p> <p>Bottcher, J., & Ezell, M. E. (2005). Examining the effectiveness of boot camps: A randomized experiment with a long-term follow up. <i>Journal of Research in Crime and Delinquency</i>, 42(3), 309-332.</p> <p>Bonta, J., Wallace-Capretta, S., & Rooney, J. (2000). A quasi-experimental evaluation of an intensive rehabilitation supervision program. <i>Criminal Justice and Behavior</i>, 27(3), 312-329.</p> <p>Teams submit a list of 10 references to be used in literature review for research proposal.</p>
<p>WK 7 3/10</p>	<p>Survey Design and Questionnaire Construction.</p>	<p>READINGS: Bachman & Schutt CH 7</p> <p>Powell, M. E., & Berman, J. (2006). Effects of dependency on compliance rates among elder abuse victims at the New York City Department for the Aging, Elderly Crime Victim's Unit. <i>Elder Abuse and Mistreatment: Policy, Practice, and Research</i>, 46 (3-4), 229-247.</p> <p>Edwards, K., Kearns, M.C., Calhoun, K.S., & Gidycz, C.A. (2009) College women's reactions to sexual assault research participation: is it distressing? <i>Psychology of Women Quarterly</i>, 33, 225–234.</p> <p>Kassam-Adams, N. & Newman, E. (2002) The reactions to research participation questionnaires for children and for parents (RRPQ-C and RRPQ-P) <i>General Hospital Psychiatry</i> 24, 336–342.</p> <p>Discuss in class and submit in writing (electronically) a draft statement of the problem and hypotheses for research proposal.</p>
<p>WK 8 3/24</p>	<p>RESEARCH ACTIVITY</p> <p>COLLABORATION</p>	<p>PROVIDE UPDATES ON THE RESEARCH ACTIVITY</p> <p>Holtfreter, K., & Boyd, J. (2006). A coordinated community response to intimate partner violence on the college campus. <i>Victims & Offenders</i>, 1(1), 141-157.</p> <p>Williams, L.M. (2004). Researcher-advocate collaborations to end violence against women: Toward liberating methodologies for action research. <i>Journal of Interpersonal Violence</i> 19 (11): 1350-1357.</p>
<p>WK 9 3/31</p>	<p>Interviews, Observation, Record Review, and Secondary Data Analysis</p>	<p>READINGS: Bachman & Schutt CH 7 and 10</p> <p>Canetti-Nisim, Daphna, Mesch, Gustavo and Pedahzur, Ami (2006) 'Victimization from Terrorist Attacks: Randomness or Routine Activities?' <i>Terrorism and Political Violence</i>, 18 (4), 485 – 501.</p> <p>Merari, A., Figheh, J., Ganor, B., Lavie, E. Tzoreff, Y., & Livne, A. (2010) Making Palestinian "Martyrdom Operations"/"Suicide Attacks": Interviews With Would-Be Perpetrators and Organizers. <i>Terrorism and Political Violence</i>, 22 (1), 102- 119.</p>

WK 10 4/7	Data Analysis	<p>READINGS: Bachman & Schutt 9 AND 12</p> <p>McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). A study of the predictors of persistence in stalking situations. <i>Law and Human Behavior, 33</i>(2), 149-158.</p> <p>Buzawa, E., Hotaling, G. & Byrne, J. (2006). Understanding the impact of prior abuse and prior victimization on the decision to forego criminal justice assistance in domestic violence incidents: A life-course perspective. <i>Brief Treatment and Crisis Intervention, 7</i>(1), 55-76.</p> <p>Discuss in class (and submit electronically by Friday at 9 pm) a detailed outline of the proposal research design</p>
WK 11 4/14	Interpreting Findings	<p>Readings: B&S Chapter 13</p> <p>Reports on research activities #1 and #2 due today</p>
WK 12 4/21	Reporting research results; implications for policy and programs--- what does it all mean?	<p>Williams, L.M. (2009). <i>Pathways into and out of commercial sexual victimization of children: Recommendations and implications for policy and practice</i>. Lowell, MA: University of Massachusetts Lowell.</p> <p>Williams, L.M. (2009). Provide Justice For Prostituted Teens: Stop Arresting And Prosecuting Girls. In Natasha A. Frost, Joshua D. Freilich, and Todd R. Clear (Eds.), <i>Contemporary Issues in Criminal Justice Policy: Policy Proposals from the American Society of Criminology Conference</i>. (pp. 227-306). Belmont, CA: Cengage/Wadsworth.</p> <p>Reports on research activity #3 due today</p>
WK 13 5/5	Proposal submission and Presentation	<p>Written Research Proposal to be submitted by today for class review and scoring. Proposal plan is presented in class including a copy of the abstract for everyone.</p> <p>Review and scoring to be completed on Blackboard by Monday May 10th at 9 PM.</p>
WK 14 5/12	Proposal Review And Funding Decisions	<p>Decision Making And Feedback On Proposals from Assigned Reviewers</p> <p>Final research proposal to be submitted on-line by 4:30 pm today and please also bring a hard copy to class.</p>