

San José State University
Department of Justice Studies
JS 202, Seminar in Justice Research Methods, Fall 2012

Instructor:	Amelie Pedneault
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Office Hours:	Tuesday 3:50 – 4:20pm & 7:30 – 8:00 pm
Class Days/Time:	Tuesday 4:30 – 7:15pm
Classroom:	Clark 231
Prerequisites:	None

Course Description

This course examines research methods applied to solving problems and resolving issues in justice-related agencies, organizations and processes. It covers the basic elements of social science research design and methodology and focuses on the logic underlying different methods of inquiry. The research methods covered will comprise both quantitative and qualitative techniques. You will learn about the necessary components of research methods to understand, design, critique, and conduct sound research. Specifically, the course focuses on the application of the scientific method to problem-solving and program evaluation in justice-related topics. The course is intended to establish fundamental research knowledge and skills to be applied in other core area courses when research is reviewed, and, for some students, in the preparation of their theses.

Please note, JS 202 is part of the required classes of the master program. Required courses must be completed with a grade point average of 3.0 (“B”).

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

- Evaluate various research designs;
- Write research and grant proposals;
- State a research question in terms of hypotheses;
- Conduct basic quantitative and qualitative research;
- Understand statistical tests;

- Read, write, and contribute to discussions about methodologies of research at a skilled and capable level.

Required Texts/Readings

Textbooks

Maxfield, M. G., & Babbie, E. R. (2010). *Research methods for criminal justice and criminology* (6th ed.). Belmont, CA: Wadsworth Publishing.

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work. A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, CA: Sage

Weiss, C. A. (1997). *Evaluation* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Citation style manual (if needed): American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other Readings

A list of required weekly empirical readings is presented in the course schedule.

Assignments and Grading Policy

Students will be evaluated on the basis of participation and contribution to the class, two article critiques, exam, and research proposal paper and its presentation. Grades will be allocated as follows:

Active participation and contribution to the class	30%
Article critiques	20%
Exam	20%
Research proposal paper and presentation	30%

Active participation and contribution to the class

Generally, I expect a high level of class participation, involvement, and contribution in class discussions and activities. As graduate students, you are expected to come to class with **all** the readings done and with adequate reflection put into the readings. You are going to benefit the most from class discussions, explanations, and activities if you have some knowledge about the concepts studied each week; you can gain this knowledge by reading closely the textbooks and the required empirical articles. In addition, a list of preparatory questions will be submitted to students each week to help guide their reading. Answers to preparatory questions, along with homework assigned, can be collected and graded.

Article critiques

Students will have to write two article critiques during the semester. Instructions about how to complete these assignments will be distributed at a later time. Each critique will

be a review of pre-selected articles. Critiques aim for the students to demonstrate their critical thinking skills and they should be written with a focus on the methodological issues (design, sample, procedures, and measures) raised in the articles. Article critiques should be submitted via the dropbox function of D2L before 4pm on the due date.

Exam

There will be a comprehensive final exam incorporating concepts from the entire course. The final will test your deeper understanding of research methods and will test how well you are able to apply the material covered in the class. The exam will comprise multiple-choice, short-answer, and essay-style questions.

Research Proposal Paper and Presentation

Students are required to write a research proposal paper (approximately 20 pages). The proposal must be accompanied with the required documentation in support of an application to the ethics committee for research with human subjects. Students will learn through the semester about the function, preparation and content of a research proposal. In addition, students will receive detailed written guidelines. Both quality of the content and structure of the paper will be graded. The research paper requires precise APA style formatting (including in-text citations and reference list, punctuation, grammar, and writing style). The paper should be submitted via the dropbox function of D2L before 4pm on the due date. In addition, students will give a twenty-minute oral presentation about their research proposals.

Grading

In order to receive a grade for this course, all course requirements must be met and every assignment must be completed. Failure to complete any one assignment may result in a failing grade for the course. Deadlines are firm. Late assignments/papers will not be accepted for full credit (without extenuating personal circumstances due to own or family health; or other university recognized excuse). In such cases, appropriate documentation must be shown to the instructor. **Late assignments/papers will lose 10% for every calendar day that they are late**, including weekend days.

97-100%	A+	77-79	C+
94-96	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
		0-59	F

NO EXTRA CREDIT. NO CURVE.

Academic dishonesty

Academic dishonesty is taken very seriously. It is expected that all students in this class will scrupulously conform to the conduct requirements for members of SJSU university community. Plagiarism will not be tolerated on any piece of assessment, under any circumstances. Plagiarism includes, but is not limited to misquoting (such as omitting page numbers or quotation marks), representing someone else's writing as your own,

and/or failing to cite your sources. Cheating on examinations or other assignments (copying from the work of others, surreptitiously using aids during closed-book exams, etc.) is also considered to be a major offense. Students found to be guilty of plagiarism will receive an F for that assignment and may be referred to the University's Honor Council.

D2L

Copies of the course materials such as the syllabus, major assignment, announcements, etc. may be found on the course website (<https://sjsu.desire2learn.com/>). You are responsible for regularly checking in D2L. This is also where you will turn in your article critiques and final paper (via the dropbox function).

Classroom Protocol

Students are expected to be present in class. I understand that some of you have other responsibilities but I take as granted that you are able to attend class and *be on time*. Tardiness will not be tolerated. Class will begin promptly at 4:30pm. Students are expected to have read the materials prior to class and to be ready to discuss them. Please turn off all cell phones, pagers, PDA's or any other electronic device. The use of anything that beeps or vibrates during class will not be tolerated. If you use a telephone (even silently, e.g. texting), you will be asked to leave the classroom. If you cannot attend class, it is your responsibility to contact the instructor or other students concerning missed notes, materials, and announcements.

Instructor's Note on Communication

Students are encouraged to come to my office hours with their questions. Students are invited to make an appointment with the online appointment scheduler: <https://www.securedata-trans16.com/ap/departmentofjusticestudiessanjosestateuniversity/index.php?page=10>. If there are extenuating circumstances, I am also available by appointment at other times. The best way to keep in touch is in-person during office hours, or at another time by appointment. I will answer emails only if I can do so in a few sentences. If the question requires a long answer, I will simply ask you to make an appointment. Emails will be responded to during business hours (Monday through Friday only). When you send me an email please put "JS 202" and your full name in the subject line. I will not respond to emails where the student is not identified in either the subject line or the body of the email. Allow 24 hours to get an answer. Please do not send me multiple emails asking why I have not responded before 24 hours. Finally, note that all communication regarding assignment and exam grades must be conducted in person and *not* via email.

Library Liaison

The liaison librarian for justice Studies is named Nyle Monday. You can contact him by phone at (408) 808-2041 or email at Nyle.Monday@sjsu.edu.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Justice Studies reading and writing philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter>.

University Policies

Academic integrity

Students should know the University's Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development, found at <http://www.sjsu.edu/studentconduct>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the *American Disabilities Act*

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

JS 202, Seminar in Justice Research Methods, Fall 2012, Course schedule

* Schedule, readings, and assignments are subject to change with fair notice at instructor's discretion.

Wk	Date	Topics covered	DUE	List of readings to complete prior to class
1	08/28	Syllabus Introductions Purposes of research Important vocabulary		1- Maxfield & Babbie, chapters 1; 12 2- Weiss, chapters 1&2 3- Briggs, L. T., Brown, S. E., Gardner, R. B., & Davidson, R. L. (2009). D.R.A.MA: An extended conceptualization of student anxiety in criminal justice research methods courses. <i>Journal of Criminal Justice Education</i> , 20(3), 217-226. doi: 10.1080/10511250903109348
2	09/04	Research process Theory, hypotheses Research questions		1- Maxfield & Babbie, chapter 2 2- Weiss, chapter 3 3- Harcourt, B. (1998). Reflection on the subject: a critique of the social influence conception of deterrence, the broken windows theory and order maintenance policing New York style. <i>Michigan Law Review</i> , 97(2), 291-389.
3	09/11	Research Ethics CJS ethical research standards IRB process		1- Maxfield & Babbie, chapter 3 2- Weiss, chapters 5; 14 3- Locke, Spirduso, & Silverman, chapter 2 4- APA publication manual, sections 1.07 to 1.12 5- Westmarland, L. (2001). Blowing the whistle on police violence. Gender, ethnography, and ethics. <i>British Journal of Criminology</i> , 41(3), 523-535. doi: 10.1093/bjc/41.3.523 6- Chaffin, M. (2011). The case of juvenile polygraph as a clinical ethics dilemma. <i>Sexual Abuse: A Journal of Research and Treatment</i> , 23(3), 314-328. doi: 10.1177/1079063210382046

Wk	Date	Topics covered	DUE	List of readings to complete prior to class
4	09/18	Concepts & Measures Conceptualization Operationalization Validity & Reliability Levels of measurement		1- Maxfield & Babbie, chapter 5 2- Weiss, chapter 6 3- Dietz, A. S. (1999). Response models for predicting fear of crime. <i>Journal of Police and Criminal Psychology</i> , 14(1), 66-80. doi: 10.1007/BF02813863 4- Taylor, R. B. (2002). Fear of crime, social ties, and collective efficacy: Maybe masquerading measurement, maybe déjà vu all over again. <i>Justice Quarterly</i> , 19(4), 773-792. doi: 10.1080/07418820200095421 5- Farrall, S., & Gadd, D. (2004). Evaluating crime fears: A research note on a pilot study to improve the measurement of the 'fear of crime' as a performance indicator. <i>Evaluation</i> , 10(4), 493-502. doi: 10.1177/1356389004050216 6- Feilzer, M. Y. (2009). Not fit for purpose! The (ab-)use of the British Crime Survey as a performance measure for individual police forces. <i>Policing</i> , 3(2), 200-211. doi: 10.1093/police/pap009
5	09/25	Sample Generalizability Sampling Strategies Units of analysis Errors in causal conclusions		1- Maxfield & Babbie, chapter 8 2- Weiss, pp. 163-166 3- Sampson, R. J., & Wilson, W. J. (1995). Toward a theory of race, crime, and urban inequality. In J. Hagan & R. D. Peterson (Eds.), <i>Crime and inequality</i> , 37-53. Stanford, CA: Stanford University Press. 4- Kaufman, J. M. (2005). Explaining the race/ethnicity–violence relationship: Neighborhood context and social psychological processes, <i>Justice Quarterly</i> , 22(2), 224-251. doi: 10.1080/07418820500088986

Wk	Date	Topics covered	DUE	List of readings to complete prior to class
6	10/02	Causation and design Experimental design Quasi-experimental Non-experimental		1- Maxfield & Babbie, chapters 7; 12 (pp. 381-391) 2- Weiss, chapters 8&9 3- Weisburd, D. (2000). Randomized experiments in criminal justice policy: Prospects and problems. <i>Crime & Delinquency</i> , 46(2), 181-193. doi: 10.1177/0011128700046002003 4- Rosenbaum, D. P., Yeh, S., & Wilkinson, D. L. (1994). Impact of community policing on police personnel: A quasi-experimental test. <i>Crime & Delinquency</i> , 40(3), 331-353. doi: 10.1177/0011128794040003003 5- Chappell, A. T. (2009). The philosophical versus actual adoption of community policing: A case study. <i>Criminal Justice Review</i> , 34(1), 5-28. doi: 10.1177/0734016808324244 6- Lombardo, R. M., Olson, D., & Staton, M. (2010). The Chicago Alternative Policing Strategy. A reassessment of the CAPS program. <i>Policing: An International Journal of Police Strategies and Management</i> , 33(4), 586-606. doi: 10.1108/13639511011085033
7	10/09	In-class research lab Writing research proposal – part 1 AC#1 distributed		1- Weiss, chapter 4 2- Locke, Spirduso, & Silverman, chapters 1; 4; 6
8	10/16	No class (ATSA conference)	Article critique #1 due D2L	
9	10/23	Asking questions Survey research		1- Maxfield & Babbie, chapters 6; 9 2- Peak, K. (1990). A research note on successful criminal justice survey research: A "personal touch" model for enhancing rates of return. <i>Criminal Justice Policy Review</i> , 4(3), 268-277. doi: 10.1177/088740349000400305 3- Yang, S.-M., & Wyckoff, L. A. (2010). Perceptions of safety and victimization: does survey construction affect perception? <i>Journal of Experimental Criminology</i> , 6(3), 293-323. doi: 10.1007/s11292-010-9100-x

Wk	Date	Topics covered	DUE	List of readings to complete prior to class
10	10/30	Asking questions Interviews Field research Observation research Ethnography		1- Maxfield & Babbie, chapters 9 (pp. 273-276); 10 2- Weiss, chapter 11 3- Humphreys, L. (1970). <i>Tearoom trade</i> . Chicago, IL: Aldine Publishing Company. (pp. 1-15; 104-130) 4- Venkatesh, S. A. (1997). The social organization of street gang activity in an urban ghetto. <i>American Journal of Sociology</i> , 103(1), 82-111. doi: 10.1086/231172 5- Halliday, S., Burns, N., Hutton, N., McNeill, F. & Tata, C. (2008). Shadow writing and participant observation: a study of criminal justice social work around sentencing. <i>Journal of Law and Society</i> , 35(2), 189-213. doi: 10.1111/j.1467-6478.2008.00435.x 6- Morash, M., & Haarr, R. N. (2012). Doing, redoing, and undoing gender: Variation in gender identities of women working as police officers. <i>Feminist Criminology</i> , 7(1), 3-23. doi: 10.1177/1557085111413253
11	11/06	Records, Content, and Secondary Data AC#2 distributed		1- Maxfield & Babbie, chapter 11 2- Glover, K. S. (2007). Police discourse on racial profiling. <i>Journal of Contemporary Criminal Justice</i> , 23(3), 239-247. doi: 10.1177/1043986207306866 3- Dixon, T. L., Schell, T. L., Giles, H., & Drogos, K. L. (2008). The influence of race in police–civilian interactions: A content analysis of videotaped interactions taken during Cincinnati police traffic stops. <i>Journal of Communication</i> , 58(3), 530-549. doi: 10.1111/j.1460-2466.2008.00398.x
12	11/13	In-class research lab Writing research proposal – part 2	Article critique #2 due D2L	1- Locke, Spirduso, & Silverman, chapter 9 2- APA publication manual sections 3.11 to 3.17

Wk	Date	Topics covered	DUE	List of readings to complete prior to class
13	11/20	Understanding quantitative results		1- Maxfield & Babbie, chapter 13 <i>Results sections of:</i> 2- Dixon (2008) - week 11 3- Briggs (2009) - week 1 4- Yang (2010) - week 9 5- Kaufman (2005) - week 5 6- Rosenbaum (1994) - week 6 7- Dietz (1999) - week 4
14	11/27	Understanding qualitative results How to prepare for an oral presentation – proposals		1- Locke, Spirduso, & Silverman, chapter 7 <i>Results sections of:</i> 2- Morash (2012) - week 10 3- Venkatesh (1997) - week 10
15	12/04	Presentations of research proposal	Oral presentations	
16	12/11	Exam review	Proposals due D2L	
		FINAL EXAM		