

**San José State University
Justice Studies Department
Fall 2014**

**JS 202 Seminar in Justice Research Methods
(Prerequisite is STAT 95 or equivalent, JS 114 (Research
Methods in Justice Studies) or equivalent, and graduate
standing.)**

Instructor:	Yoko Baba
Office Location:	MacQuerrie Hall 510
Telephone:	(408) 924-5334
Email:	yoko.baba@sjsu.edu
Office Hours:	Mondays (4:15 to 6:15 p.m.) Tuesdays and Thursdays (6:00 to 7:00 p.m. online) and by appointment
Class Days/Time:	W 4:30 p.m. to 7:15 p.m.
Classroom:	MacQuerrie Hall 526

Note

MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU.

Course Description

Examination of research methods applied to solving problems and resolving issues in justice-related agencies, organizations and processes. Focuses on the application of the scientific method to problem-solving. Specific focus on survey research methods, including statement of the research problem, literature review, hypothesis construction, measurement, sampling and data collection.

Course Goals and Student Learning Objectives

The major goal of this course is to develop research skills in order to carry out social research including a Master's project and possibly a M.A. thesis (upon approval of the Graduate Advisor). The specific goals include: (1) selection of the research

problem; (2) construction of the hypothesis; (3) comprehensive treatment of measurement; (4) survey research methods – sampling, questionnaire construction, mailed questionnaires and interview studies; (5) analysis, presentation, and interpretation of data (specifically control, elaboration, and multivariate analysis); and (6) ethics in social research.

Student Learning Objectives are as follows:

CLO#1 Demonstrate how to state a research question in terms of hypotheses.

CLO#2 Demonstrate an ability to read, write, and contribute to discussion at a skilled and capable level.

CLO#3 Demonstrate a comprehensive understanding of research methodology used in criminology and justice related fields

Required Texts/Readings

Textbooks

Frankfort-Nachmias, C. and D. Nachmias (2008) *Research Methods in Social Sciences*. New York: St. Martin's, 7th edition.

Galvan, J.L. (2012) *Writing Literature Reviews*. Los Angeles: Pyczak Publishing, 5th edition

Additional Reading Materials

Kosko, K.W. and Miyazaki, Y. (2012) "The effect of student discussion frequency on fifth-grade students' mathematics achievement in U.S. schools," *Journal of Experimental Education* 80 (2) 173-195.

Malik, N.M. (2008) "Exposure to Domestic and Community Violence in a Nonrisk Sample: Associations with Child Functioning," *Journal of International Violence* 23 (4), 490-504.

Schieman, S. (2003) "Socioeconomic Status and the Frequency of Anger across the Life Course," *Sociological Perspectives* 46 (2), 207-222.

Extra Article for Practice

Downey, D. B. (1990) "Family size and occupational mobility, Indianapolis: 1860-1880," *Sociology of Social Research* 74 (4) 197-201.

Nelson and Barry (2005) "Distinguishing Features of Emerging Adulthood: The Role of Self-Classification as an Adult," *Journal of Adolescent Research* 20 (2), 242-262.

Reeves, J.B. and Darville, R.L. (1991) "Gender-related Worker Characteristics: Their effect on income in a dual-career family," *Free Inquiry in Creative Sociology* 19 (2) 155-159.

Library Liaison (Optional)

Silke Higgins, MLK Librarian silke.higgins@sjsu.edu

Classroom Protocol

- (1) Turn off your cell phone or pager in class.
- (2) Do not come to class late or leave class early. If you have to arrive in class late regularly, I advise you not to take this course.
- (3) Do not chat with your classmates in class unless you are expected to have discussions in a small group.
- (4) Respect your classmates' ideas and opinions, even when they are different from yours.

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://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Course Requirement, Assignments and Grading Policy

Requirements:

You are required to read all chapters in advance. Please bring the textbook(s) to class. Your grade is based on 3 short projects, 1 final exam, 3 article reviews, 5 small group activities, and class presentation/evaluation.

Assignments:

I will not accept your late assignments. Your assignments must be turned in on the assigned day in class.

If you are ill on the day when the assignments are due, you need to send your assignments via e-mail as attachments on the due date before 4:00 p.m. and turn in a hard copy on the next class period. Regardless of the reasons, you will not receive any credits for your assignments if you will not follow this instruction. The assignments are scheduled in the beginning of the semester, and there is no reason why you cannot complete these assignments prior to the due date. This is your responsibility.

Final Grade (400 points):

- (1) 3 Short Projects (CLO #1) **170 points**
 - (a) Project 1 is worth 30 points
 - (b) Project 2 (2A and 2B) is worth 100 points
 - (c) Project 3 (3A, 3B and 3C) is worth 40 points
 - (2) 3 Article Reviews (CLO #3) **75 points**
 - (a) The first article review is worth 25 points
 - (b) The second article review is worth 25 points
 - (c) The third article review is 25 points
 - (3) Class Presentation /Evaluation (CLO #2, CLO #3) **30 points**
 - (4) 5 In-class Small Group Activities (CLO #1) **25 points**
 - (5) 1 Final Exam (CLO #3) **100 points**
- Final Exam: Wednesday, December 17, 2014 from 5:15 to 7:30 p.m. in class.**

You will not be able to drop the class after the official DROP Day except when you have medical emergency with your doctor's note.

A final grade of incomplete (I):

http://www.sjsu.edu/registrar/students/gradesgrades_changes/grade_symbols_and_values/

Total Points Possible: 400 points (There is no possibility of extra credit)

A+ = 100-96% (384-400)	A = 95-93% (372-383)	A minus = 92-90% (360-371)
B+ = 89-86% (344-359)	B = 85-83% (332-343)	B minus = 82-80% (320-331)
C+ = 79-76% (304-319)	C = 75-73% (292-303)	C minus = 72-70% (280-291)
D+ = 69-66% (264-279)	D = 65-63% (252-263)	D minus = 62-60% (240-251)
F = 59-0% (0-239)		

Make-up Policy: There will be no make-ups for your missed exams. There will be only one exception to this policy. Those students who provide written notice in advance who must miss class for university business will have special tests arranged usually before the scheduled test.

Short Projects

Project 1 (Problem Statement Section or Introduction Section) (30 points)

Project 1: Develop your Problem Statement which will be your introductory section. This section includes a brief statement about the significance of your study, theoretical orientation, and hypothesis. The project is due on **Wednesday, September 17, 2014 in class only. The paper is about two pages plus a reference page.**

The following guidelines need to be followed for Project 1:

1. You need to turn in Project 1 in class only.
2. The late paper will receive 0 points.
3. Project 1 should be typed and double-spaced (12-font).
4. You need to keep one copy for yourself.
5. You need **at least 5 refereed journal articles** relevant to your study. Please do not use any books, internet materials, newspapers, etc. except refereed journal articles.
6. You need to cite your references in your text **and** attach a reference sheet.

Projects 2A and 2B (Literature Review and Hypothesis Section) (100 points)

Project 2A: Develop your literature review. This part includes past research done by other researchers who conducted a similar work. Ideally Project 2 should include an existing theory. However, you may not know theories very well at this point. Thus, you may find a general theory (i.e., symbolic interaction theory). In your final paper, you need a refined theory in the literature review section.

Project 2A is due on **Wednesday, November 5, 2014. The paper should be about 8-10 pages.** You may add your reference page.

Project 2B: Develop one hypothesis. This part needs the clearly defined testable hypothesis (directional hypothesis as opposed to non-directional hypothesis). The hypothesis should include one independent variable and one dependent variable. You need to indicate what your independent variable is and what your dependent variable is. You are required to prepare one hypothesis. This project is also due on **Wednesday, November 5, 2014.**

Turn in Revised Project 1 and Projects 2A and 2B together.

An example of the directional hypothesis is: Students who have taken more liberal education courses are more likely to vote than those who have not taken any.

The following guidelines need to be followed for Projects 2A and 2B:

1. You need to turn in Projects 2A and 2B in class only. You also need to turn in your revised Project 1.
2. The late paper will receive 0 points.
3. Project 1 should be typed and double-spaced (12-font).

4. You need to keep one copy for yourself.
5. You need at least 15 refereed journal articles which are different from the first five journal articles that you used in the Problem Statement section. Thus, you should have at least a total of 20 refereed journal articles in your Literature Review/Hypothesis section when you turn in this section.
6. At this stage, if you need to use any books and other materials, you need to use beyond 20 refereed journal articles.
6. You need to include only references that you used in the text.

Projects 3A, 3B and 3C (Methodology and Questionnaire Section) (40 points)

Project 3A: Develop your methodology section. How do you collect your data hypothetically? What is your sample? How do you obtain the sample and how many? Add a short description of the respondent's confidentiality, anonymity, etc.

You also need to explain each variable: How are the variables defined and measured conceptually and operationally? Using the example of the hypothesis described in Project 2B, you may say . . . the independent variable for the first hypothesis was measured operationally by asking the following question: "How many justice studies courses have you taken at SJSU?" The answer for this question indicates the actual number of courses.

The length of Project 3A is approximately 3 pages.

This project is due on **Wednesday, December 10, 2014. Turn in all materials together (Revised Project 1, Revised 2A and 2B, and 3A, 3B and 3C).**

Project 3B: Construct a questionnaire. You need to construct a questionnaire based on your hypothesis. You may include a set of demographic questions (e.g., age, sex, marital status, and income) and a set of questions which test your hypothesis. If your literature review does not refer to specific demographic variables, you should not include such variables in your questionnaire. For example, if your research does not address the question of "Age" in your literature review, you should not include a question about the respondent's "Age."

A total number of questions should be no more than 10. You need to submit all projects together. The project is also due on **Wednesday, December 10, 2014. The length of Project 3B is approximately 2-3 page.**

Project 3C: In addition to the above questionnaire, you need to submit a separate sheet of paper indicating which questions in the questionnaire are created for which independent and dependent variables. For example,

Hypothesis 1 – Students who have taken more liberal education courses are more likely to vote than those who have not taken any.

A question for the independent variable – How many justice studies courses have you taken at SJSU?

A question for the dependent variable – Did you vote last year?

This Project is due on **Wednesday, December 10, 2014.**

Use of Human Subjects needs to be cleared by the Institutional Review Board (IRB)
<http://www.sjsu.edu/gradstudies/irb/>

The following guidelines need to be followed for Projects 3A, 3B and 3C:

1. You do not have to add new journal articles unless you would like to add them.
2. You will have a total of 20 journal articles (excluding web materials) that you used in Project 1 and Projects 2A and 2B.
3. At the end, you will have approximately 15 to 18 pages (Project 1, Project 2A and B, and Project 3A, 3B and 3C) plus your references.
3. You need to keep one copy for yourself.

Article Reviews:

There are three article reviews. Each article review is worth 25 points.

Article Review 1 (25 points):

The first article is exhibited in Galvan's book. However, you may read the entire article.

October 29	Review C "The Effects of Student Discussion Frequency on Mathematics Achievement" by Kosko and Miyazaki (2012) (in Galvan's Writing Literature Reviews)
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You need to answer the following questions for the first article:

1. What is the statement of the problem? Does the introduction provide a clear notion of the statement of the problem? Critically examine.
2. What is the purpose of the research? Does the introduction provide a clear notion of the purpose of the research? Critically examine.
3. Why and in what way is this research significant? Critically examine.
4. In what way does the literature review seem relevant to the research problem? Critically examine.
5. What is the unit of analysis?
6. Is this study cross-sectional or longitudinal? If it is a longitudinal study, is it a cohort study, trend study, or panel study? Present evidence.
8. What is the hypothesis? or What are the hypotheses?
9. What is the independent variable? or What are the independent variables? Define the independent variable(s) conceptually and operationally. What is the level of measurement used in the independent variable(s)? Examine.

10. What is the dependent variable? or What are the dependent variables? Define the dependent variable(s) conceptually and operationally. What is the level of measurement used in the dependent variable(s)? Examine.

Article Reviews 2 (25 points) and 3 (25 points):

You need to get the following articles by yourself.

November 12	“Exposure to Domestic and Community Violence in a Nonrisk Sample: Associations with Child Functioning,” by Malik, N.M. in <i>Journal of Interpersonal Violence</i> 2008, 23 (4): 490-504..
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December 3	“Socioeconomic Status and the Frequency of Anger across the Life Course,” by Schieman, S. in <i>Sociological Perspectives</i> 2003, 46 (2): 207-222.
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You need to answer the following questions for the second and third article reviews:

1. What is the statement of the problem? Does the introduction provide a clear notion of the statement of the problem? Critically examine.
2. What is the purpose of the research? Does the introduction provide a clear notion of the purpose of the research? Critically examine.
3. Why and in what way is this research significant? Critically examine.
4. In what way does the literature review seem relevant to the research problem? Critically examine.
5. What is the unit of analysis?
6. Examine the following questions. 1) What is the sample in the study? 2) How was the sample obtained? 3) What is the number of the sample? 4) Is the number of the sample studied sufficient? 5) Can the results be generalized? 6) If it can be generalized, to what population would you generalize the results of this study?
7. Is this study cross-sectional or longitudinal? If it is a longitudinal study, is it a cohort study, trend study, or panel study? Present evidence.
8. What is the hypothesis? or What are the hypotheses?
9. What is the independent variable? or What are the independent variables? Define the independent variable(s) conceptually and operationally. What is the level of measurement used in the independent variable(s)? Examine.
10. What is the dependent variable? or What are the dependent variables? Define the dependent variable(s) conceptually and operationally. What is the level of measurement used in the dependent variable(s)? Examine.
11. If there were interaction terms, which interaction terms did the author include? Why did the author do this? What were the findings about interaction terms? You need to demonstrate what evidence (tables, relationships, etc.) you used to answer these questions.

The following guidelines need to be followed for all article reviews:

- (1) Your assessment must be turned in class only. I will **not** accept the paper which is left in the Sociology Office or which is sent as attachment.
- (2) When you turn in your final review paper later than a specified date for any reasons including your illness, you will receive **0 points**.
- (3) Your review paper should be **typed and double-spaced (12-font)**.
- (4) The number of page is limited to approximately **3 to 4 pages** per article.

Class Presentation (30 points):

Total points = 30 points (20 points for Class Presentation and 10 points for Evaluation of Your Classmate)

Each student is expected to present his or her project (approximately 5 to 6 minutes) on **Wednesdays, December 3 and December 10, 2014**. You also need to evaluate your classmate's project. The format of presentation and evaluation will be discussed later.

Small Group Activities (25 points):

Five in-class small group activities (announced in class)

Final Exam (100 points):

Final exam is scheduled on December 17, 2014 (Wednesday) from 5:15 to 7:30 p.m. The study guide will be give one week before the final exam.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.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. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

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 (on the first day), or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (Formerly known as DRC (Disability Resource Center)) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center (Optional)

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/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic

challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

JS 202 Seminar in Justice Research Methods Fall 2014 Course Schedule

Please note that the schedule is subject to change with fair notice and that I will let you in advance by providing a revised schedule.

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 27	Introduction
2 – 3	September 3 -10	Selection of the Research Problem ---- Frankfort-Nachmias and Nachmias Chapter 1 The Scientific Approach Chapter 2 Conceptual Foundations of Research Chapter 3 Elements of Research Chapter 4 Ethics in Social Science Research
4-5	September 17 –24	Literature Review ---- Galvan Chapter 1 to Chapter 11 September 17 -- Project 1 (Problem Statement) due in class
6-7	October 1- 8	Hypothesis Construction ---- Frankfort-Nachmias and Nachmias Chapter 3 Elements of Research
8-9	October 15-22	Level of Measurement Validity and Reliability ---- Frankfort-Nachmias and Nachmias Chapter 7 Measurement
10	October 29	Survey Research Methods Survey Sampling ---- Frankfort-Nachmias and Nachmias Chapter 8 Sampling and Sample Designs October 29 -- Article Review 1 due in Class Review C “The Effects of Student Discussion Frequency on Mathematics Achievement” by Kosko and Miyazaki (2012 in Galvan’s Writing Literature Reviews)
11	November 5	Survey Research Methods Questionnaire Construction

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>---- Frankfort-Nachmias and Nachmias Chapter 11 Questionnaire Construction</p> <p>Mailed Questionnaires, Personal Interview and Telephone Interview</p> <p>---- Frankfort-Nachmias and Nachmias Chapter 10 Survey Research</p> <p>November 5 -- Project 2A (Literature Review) and Project 2B (Hypothesis) due in class</p>
12-14	November 12-26	<p>Analysis, Presentation and Interpretation of data</p> <p>---- Frankfort-Nachmias and Nachmias Chapter 17 Control, Elaboration and Multivariate Analysis</p> <p>November 12 -- Article Review 2 due in class</p> <p>“Exposure to Domestic and Community Violence in a Nonrisk Sample: Associations with Child Functioning,” by Malik, N.M. in <i>Journal of International Violence</i> 2008, 23 (4): 490-504.</p>
15	December 3	<p>Class Presentation</p> <p>December 3 -- Article Review 3 due in class</p> <p>“Socioeconomic Status and the Frequency of Anger across the Life Course,” by Schieman, S. in <i>Sociological Perspectives</i> 2003, 46 (2): 207-222.</p>
16	December 10	<p>Class Presentation</p> <p>Project 3A (Methodology), 3B (Questionnaire) and 3C due in class</p>
Final Exam	December 17	<p>Final Exam (5:15 to 7:30 p.m.)</p>