

**San José State University**  
**Summer 2015**  
**Justice Studies 114-1 (JS Area B Required Course)**  
**Research Methods**  
**Dr. Chris Hebert**  
**Monday and Wednesday from 12:30 to 4:20 in MAQ235**

Instructor: Dr. Hebert  
Office: 527 MacQuarrie Hall  
Phone: (408) 924-1363  
e-mail: Chris.Hebert@sjsu.edu

**The plural of anecdote is not evidence.**  
(Anon.)

**Prerequisite:** Having taken and passed JS 100W with a C or better is required for JS 114. This requirement will be strictly enforced and students will be required to provide proof of having met the prerequisite on January 27<sup>th</sup>. Students who have not fulfilled the prerequisite will be disenrolled from the course. Absence from class on January 27<sup>th</sup> will be presumption of failing to fulfill the prerequisite. Students with a legitimate cause for absence and who provides proof of fulfilling the prerequisite will be allowed to re-enroll in the course, space, budget, and policy permitting.

**Catalog Description:** Introduction to quantitative research methods used in Justice Studies. Includes relationship of theory to empirical evidence; logic underlying methods of inquiry; ethics in conducting empirical research; and methodological design, operationalization, and data analysis.

**Note:** Justice Studies 114 is a required course for the Justice Studies major. As with all JS courses, to be accepted for credit towards a degree a grade of “C” or better is required. In addition, because JS 114 is a required course failure to obtain a grade of “C” or better after two attempts will result in disqualification from the degree program.

If you are taking JS 114 for the second time, plan on meeting with me early and often to track your progress in the course.

**Section Specific Description and Student Learning Objectives:** My learning objectives are modest: to train students to observe, interpret, and interact with the world through the lens of a research scientist. The second is for students to develop an appreciation for satirical understatement. These will be achieved through the Justice Studies learning objectives for JS 114:

1. Demonstrate a detailed understanding of the quantitative research methods commonly utilized to conduct empirical research in the areas of social and criminal justice.
2. ~~Write a research paper in the area of social or criminal justice that applies proper research methodology.~~
3. Students will write a research paper: well conceptualized, analyzed and presented. Because these skills are transferable to almost all vocations and avocations, I do not restrict the choice of topics to criminal justice.

4. Understand core concepts and competencies in criminological and justice research including ethical research, empiricism, problem identification, hypothesis formation and testing, sampling, observation, measurement, data analysis, causality, and report writing.

## Office Hours

**General Statement on Office Hours:** My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes. For summer session, I’ll generally arrive at my office between 9:30 and 10:00 and, as noted above, will be available to meet.

**Monday and Wednesday:** 11:00 – 12:15  
 ..... 4:20 – 4:55

If the question is class related (but not personally related as in missing a scheduled quiz or assignment) please bring it up class. If you don’t understand something, chances are other students, students shyer than you, don’t understand it either and they will (quietly, as they are shy) appreciate your asking what they could not vocalize.

**Chat:** I will be offering optional “Chat” sessions through Canvas. Chats are archived on the site and students are responsible for any material that may be presented. We’ll figure out a time at the first meeting.

## Required Readings:

- 1) **Fundamentals of Research in Criminology and Criminal Justice 3<sup>rd</sup> edition** 2015 Bachman, Ronet and Russell K. Schutt. Sage Publications, Los Angeles.
- 2) **Statistical Concepts For Criminal Justice and Criminology** 2009 Williams III, Frank P. Pearson Education, Upper Saddle River, New Jersey.
- 3) **A Guide to Writing Sociology Papers 7<sup>th</sup> ed.** 2013 The Sociology Writing Group Worth Publications.
- 4) Other material referenced as required. All will be costless electronic distributions and most will be posted to CANVAS.

## Required Datasets:

- 1) This is the website for the datasets referenced in Fundamentals of Research ... in the Performing Data Analysis ... section at the end of each chapter.

<http://www.sagepub.com/bachmanfrccj3e/study/default.htm>

- 2) **General Social Survey:** We will use the 2012 for most exercises and students are required to use the GSS for their paper. A copy is provided on CANVAS.

The codebook, which is massive (35MB) and confusing until some practice reading it is found at:

[http://publicdata.norc.org/GSS/DOCUMENTS/BOOK/GSS\\_Codebook.pdf](http://publicdata.norc.org/GSS/DOCUMENTS/BOOK/GSS_Codebook.pdf)

It contains all questions and variables ever asked in the GSS, the vast majority of which were not asked in 2012.

3) Other datasets as assigned.

## Required Software:

1) SPSS (Statistical Package for the Social Sciences): Available at 102 Clark (turn right at main entrance, turn left when the glass wall ends. Called the Student Academic Computer Center or something like that.) Bring a flash drive and this really expensive program is yours for free. We will use part of the first class to get everyone loaded up.

## Recommended Technology:

A copy of EXCEL (supported) or another spreadsheet (non supported) may come in handy for you. If, by chance you find yourself actually getting into statistical analysis and you own a Mac I cannot recommend more highly the single greatest software program ever created, TextWrangler from the good people of Barebones software. Download it – free, absolutely free from:

<http://www.barebones.com/products/textwrangler/>

Windows users – I simply don't know of a comparable program.

As much as I would like to require a portable computer, I cannot. But I highly, and I mean highly recommend that you bring a portable computer to class every day. The best way to learn research methods is by doing, and you'll be able to do much more efficiently with my guidance.

## Distribution of Course Material:

Most, possibly all, course material except quizzes and exams will be posted to Canvas. For the first time in years, I am distributing, I can't bring myself to say it exactly, so I'll refer to them as Study \*\*\*\*\*s for this course. "What do I have against Study \*\*\*\*\*s?" I often am asked. Just this: Some, well, most students equate being on the Study \*\*\*\*\* as being "important" or even worse as "all that I need to know." Nonsense. Think about it this way: There are dozens of textbooks that I could have assigned for this class, many of which are full of material that I consider unimportant, irrelevant, or mistaken. But I didn't assign you one of those; instead I chose a textbook that, while I am not in 100% agreement with all aspects of its content, exposition, and organization, I feel is the best choice for the course. Unless specifically stated in the Study \*\*\*\*\* you are responsible for all the material in the chapter. I use the Study \*\*\*\*\* to explain aspects that students have had difficulty with in the past, to provide background on the development of the material, to extend the material into areas that the text does not, and, on occasion, a disagreement with the author regarding conclusions or interpretations of theoretical or empirical material.

Course material will be found in Modules. Modules will be numbered corresponding to the assigned chapters and I will do my best to open up modules well in advance of the assigned week. I may use other

sections of Canvas, but not many and do not pay any attention to grades nor depend on its announcement section for notifications. The course schedule is found in the greensheet and any changes, other than a one day change in a quiz date, will be announced and an updated greensheet distributed. Please **do not** use the “Conversation” feature as I will rarely check it and use my sjsu.edu e-mail.

## Course Requirements

### Group Work

The largest group allowed is two students. I encourage, but will not require that the term paper be done as group work. Assignments will usually, but not always be done in groups. The Quiz / Tests and Final Exam are solo work only.

### Assignments

Assignments may be given written or orally in class. The weighting of each assignment will depend on the ultimate number assigned. Most, possibly all, will be in-class assignments. Assignments can consist of participation, pop-quizzes, and exercises.

### Quiz / Test

The quizzes and exams will consist of short answer type questions. Some type of reference material will be allowed for during testing. I haven't decided on the exact format yet beyond that of only paper material being allowed.

### Paper

The paper will be a research paper. Two part papers are required to be turned in. They will not be graded per se but instructions / corrections should be followed. Students are encouraged to work in groups of two, which must be the same pair for all parts, including the final version of the paper. At least two independent variables must be used. Unless specific permission is given no later than June 8th, the data for the paper must come from the provided 2012 GSS dataset.

## Course Weighting of Material:

Assignments	Total	= <del>20%</del>	<u>25%</u>
Research Paper	1 X 20%	= <del>35%</del>	<u>35%</u>
Quiz / Test #1	1 X 5%	= <del>5%</del>	<u>10%</u>
Quiz / Text #2 & 3	2 X 10%	= <del>20%</del>	<u>0%</u>
Final Exam	1 X 20%	= <del>20%</del>	<u>25%</u>
<u>Participation</u>			<u>5%</u>

## Grading Policy and Correspondence:

A curve is usually applied to quizzes and exams and occasionally to assignments. When returned, there will be an indication of points / points possible and the percentage. If a curve is applied, you will have to make the calculation yourself, to determine your grade, but rest assured the curved score has been recorded in the gradebook. If a curve is applied, approximately 20 to 25 percent of the class will receive an A- or

better on that exam. All assessment materials are graded on a percentage basis, and correspond to the following letter grades.

### Percent to Letter Grade Correspondence

Minimum Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

### Synthetic ID Grade Posting

I don't anticipate distributing grades en masse in this course, but on the off chance that it does occur, a synthetic ID number lists student grades. To create the synthetic ID number, multiply the first five digits of your SJSU student ID number by the last four digits of your SJSU student ID number. The last four digits of the product is the synthetic ID number.

EXAMPLE: SJSU ID number is 004199408

First five digits are: 00419

Last four digits are: 9408

Multiply = 3941952

The last four digits, 1952, is the Posting ID number.

**Late Test and Assignment Policy:** No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:		Quizzes and Mid-Term Exam.	Assignment, Crime Portfolio, Final Exam.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Attendance:	I can match name to face.	Pretty sure that you are, or were, in one of my classes.	Couldn't pick you out of a lineup for \$100,000.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will forfeit that quiz/exam and receive a zero.

### **Communication / Interaction:**

I'm usually available outside of my office hours, though with an extremely heavy workload this semester, I won't be as available as much as I prefer. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

**e-mail:** If you have a course-procedural or course-content question, it should be brought up in the class as it's a good bet that other students have the same or similar questions. If further clarification is needed, then see me outside of class. Matters that are to remain confidential should be communicated in-person. As students are expected to, though are not required to, attend scheduled class meetings (University Policy F69-24: <http://www.sjsu.edu/senate/f69-24.htm>) I will not, except in the most unusual of circumstances accept e-mailed assignments for grading. An e-mailed assignment, in conjunction with appropriate documentation / explanation, will be used as proof of timely completion of the material, but only printed material will be accepted for grading.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

**Phone:** Good for contacting me on Monday or Wednesday. I'm much more likely to answer if I'm not teaching a class at the time. If you leave a message, it's best to follow it with an e-mail.

**Recording and Distribution of Course Material:** The following is reproduced from SJSU Policy S12-7.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

## Mandatory Statements

**Academic Integrity:** In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html).

**Accessibility:** "If you need course adaptations or accommodations because of a disability, or if you need 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 register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2)."

**Common-Sense:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

**Religious Accommodation:** [Included under protest as appears to be a violation of the 14<sup>th</sup> (Equal Protection) Clause.]

"San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed."

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

## Summer Session Addendum:

We will only have 9 class meetings so not a lot of time can be wasted. Be on time and be ready to roll when class begins. To every class bring; 1) the research (FUND) and statistical (STAT) textbooks; 2) a personal computer with SPSS, assigned datasets, and supplementary material assigned through that day; 3) loose-leaf paper and a writing instrument. We will take a 20 to 30 minute break midway through each meeting. Yes, there is a lot of reading and yes, my lecture will not always correspond with the readings and I will likely lecture on the same topic several times. There is a method in the seeming madness and if you do your part, you will, I dare say, do well and enjoy the course. Make sure you have read the material by the assigned date along with the posted study guide. Don't be afraid of SPSS and get used to how it works.

### **Miscellaneous Items and Some Repeating:**

Material will usually be distributed via Canvas. Be sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment that means you were either absent or late when I distributed the assignment. Check with your classmates or ask me at the beginning of class if an assignment had been distributed the previous class meeting.

Attendance is strongly encouraged, as some of the material on the exams will be presented only in class. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out.

Assignments are returned in class when I have finished grading and recording them. I only bring each set of papers to class once, so if you are late or miss the day that I hand them back, it's your responsibility to come to my office and pick them up. Quizzes and exams are not returned, though you are welcome to review yours in my office.

If a substantial change in due dates or assignments is required, I will distribute an updated greensheet via Canvas or e-mail and announce the new version number in the following class. A quiz may be postponed for one meeting without creating a new schedule.

**This greensheet, like all greensheets is subject to revision.**

# Justice Studies 114

## Summer 2015

### Schedule

Date	Readings / Lecture	Assignments* / Activities and Lecture
June 1	Kopelman and Minkin: "Toward A Psychology Of Parimutel Behavior: A Test Of Gluck's Laws"	Mainly organizational. Goals and expectations for course. Get and install SPSS, download the GSS and NCVS datasets, make sure everything works. Align SPSS preferences. Make account at <a href="http://www.sagepub.com/bachmanfrccj3e">www.sagepub.com/bachmanfrccj3e</a> (student resources). Download, read, go over Kopleman and Minkin.
June 3	STAT: Ch. 2 <i>Levels of Measurement</i> STAT: Ch. 4 <i>Central Tendency</i> FUND: Ch. 1 <i>Science, Society</i> pgs. 4 – 7 and pgs. 12 -- 18 FUND: Ch. 4 <i>Conceptulization and Measurement</i> and FUND: Ch. 7 <i>Survey Research</i> pgs. 142 – 155 and skim pgs. 156 - 169	Survey Construction Variables, levels, and values Validity and Reliability Samples vs. Populations Generalizability SPSS
June 8	WRITING: Chps. 1 – 5 and Ch. 8 STAT: Ch. 5 <i>Dispersion</i> STAT: Ch. 6 <i>Curves and Distributions</i> STAT: Ch. 7 <i>Frequency Distribution</i>	Hypotheses and hypothesis testing Probability Measurement in theory and practice Proxy measures SPSS Recoding -- Dummy?
June 10	FUND: Ch. 5 <i>Sampling</i> FUND: Ch. 6 <i>Causation and Research Design</i> FUND: Ch. 12 <i>Reporting Research Results</i>	<u>Quiz / Test #1</u> SPSS Research Papers: Do's and dont's. Tables and Figures
June 15	STAT: Ch. 8 <i>Crosstabulations</i> STAT: Ch. 9 <i>Hypotheses and Sampling Distributions</i> STAT: Ch. 10 <i>Statistical Sig.</i> STAT: CH. 11 $\chi^2$ <i>Significance Testing: Chi-Square</i> FUND: Ch. 8 <i>Qualitative Methods</i>	<u>Paper Part #1 Due</u> Percentaging – which way? $\chi^2$ : The power and the pitfalls. The importance of nothing (null hypothesis) and something (research hypothesis) Statistical Significance: What it means and what it doesn't. SPSS
June 17	STAT: Ch. 8 <i>Crosstabulations</i> STAT: Ch. 9 <i>Hypotheses and Sampling Distributions</i> STAT: Ch. 10 <i>Statistical Sig.</i> STAT: CH. 11 $\chi^2$ <i>Significance Testing: Chi-Square</i> FUND: Ch. 8 <i>Qualitative Methods</i>	<u>Quiz / Test #2</u> "Controling:" Partitioning / Study Design / Statistical SPSS

Date	Readings / Lecture	Assignments* / Activities and Lecture
June 22	STAT: Ch. 12 <i>Testing in Two Groups: The t-Test</i> STAT: Ch. 13 <i>Testing in Multiple Groups: ANOVA</i> STAT: Ch. 14 <i>Concept of Association</i> STAT: Ch. 15 <i>Phi</i>	<u>Paper Part #2 Due</u> Deciding which statistical procedure is best. Violating Assumptions Strength of Relationships SPSS
June 24	STAT: Ch. 16 <i>Pearson's r and Regression</i> STAT: Ch. 17 <i>Multivariate Relationships</i>	<u>Quiz / Test #3</u> Control variables The beautiful simplicity of multiple regression. SPSS
June 29		Review / Fun / Paper Questions
July 1		<b>Final Exam</b> <b>Paper Due</b>

\* Assignments may occur at any time.

FUND: = Fundamentals of Research in Criminology and Criminal Justice

STAT: = Statistical Concepts for Criminal Justice and Criminology