

**San José State University**  
**Spring 2018**  
**Justice Studies 114-04 (JS Area B Required Course)**  
**Research Methods**  
**Dr. Chris Hebert**  
**Tuesdays and Thursdays from 3:00 to 4:15 in Clark 310**

### Contact Information

Instructor: Dr. Hebert  
Office: 527 MacQuarrie Hall  
Office Hours Tuesdays and Thursdays 11:45 -- 12:15 and 4:15 -- 4:45  
Also: See Door  
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The plural of anecdote is not evidence.  
(Anon.)

### Course Information

#### 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 30th. Students who have not fulfilled the prerequisite will be disenrolled from the course. Absence from class on January 30th 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.

#### 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. 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.

### **Department Credit Policy:**

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.

### **Class / Section Requirements**

#### **Required Readings:**

1. **Statistics for Criminology and Criminal Justice 2nd ed.** 2016 Jacinta M. Gau  
Sage Publications
2. **A Guide to Writing Sociology Papers 7<sup>th</sup> ed.\*** 2013 The Sociology Writing Group Worth Publications. \* The 5th and 6th edition are also acceptable.
3. **Social Science Research: Principles, Methods, and Practices. (SSRPMP)** 2012  
Bhattacharjee, Anol USF Tampa Library Open Access Collections. Available at:  
[http://scholarcommons.usf.edu/oa\\_textbooks/3/](http://scholarcommons.usf.edu/oa_textbooks/3/)
4. **OTHER:** To be announced. Links or direct downloads will be provided in or through CANVAS and/or e-mail.

#### **Required Software:**

1. SPSS (Statistical Package for the Social Sciences): [Download a hecka expensive program for nothing \(as long as you are a student\) by clicking on this sentence.](#)

If the above doesn't work, cut n' paste the following into your browser: Or simply clicking on it may work.

<http://its.sjsu.edu/services/software/#spss>

## Required Datasets:

1. 2016 [General Social Survey \(GSS\)](#)

Scroll down a tiny bit for the 2016 data.

If the above doesn't work, cut'n paste the following into your browser:

<http://www.gss.norc.org/get-the-data/spss>

2. Exercises referenced in Statistics for Criminology and Criminal Justice

## Recommended Hardware:

I strongly recommend that a portable computer be brought to class.

## Recommended Data Resources:

Alternatives to using the GSS 2016. You still must receive my permission to use any of the datasets found at the sites, but it will mostly be *pro forma*.

<http://sda.berkeley.edu/archive.htm>

<https://ropercenter.cornell.edu/polls/dataset-collections/>

<https://www.icpsr.umich.edu/icpsrweb/>

## Assessed Material:

The course grade is determined by exercises (30%), exams (35%), and a research paper (35%). Complete descriptions of the exercises and exams, along with an overview of the research paper follows below.

### Chapter Exercises (30%):

All of the chapter exercises are drawn from Statistics for Criminology and Criminal Justice. The exercises, 11 in total, 10 of which will be used in the calculation of the course grade, consist of designated questions found at the end of each chapter. The ten highest of the eleven assigned exercises are used in the calculation of the course grade. The exercises shall be turned in on the provided forms and all instructions followed.

Unless otherwise indicated, you need not show your work. However, it is often in your interest to show your work in the case of transcription errors or a mistake in the component of a formula, which will then spread itself downstream like an oil slick fouling your answers. If you find a mistake in the grading of your paper or have an appeal for points on the basis of shown work, bring it to my attention as soon as possible. I may give full, partial, or no credit for work correctly done, but for one reason or another, not correctly written down. Receiving credit for the wrong answer but the right process is not automatic; answers have consequences beyond the process that created it.

Exercises may be **graded in class** or **turned in**. The default is **graded in class**. If the exercise is to be **turned in** will specifically announced in advance.

**Graded in Class Instructions:**

Turn in the exercise and sign the turn-in sheet by 3:05. After the exercises have been distributed, write your name as the grader in the indicated location. Unless otherwise indicated each answer is graded as 1 (one) point for correct, 0 (zero) points for incorrect. Write the grade next to each answer. When finished, total the scores and write it at the indicated location. Of the 3% for each exercise, 0.5% is for grading, 2.5% for answers.

**Turned in Instructions:**

Turn in the exercise and sign the turn-in sheet by 3:05. Each exercise is worth 3% for the answers.

**Mini-Mid Exams (10%):**

The Mini-Mid exams (2X 5%) consist of any combination of short-answer, essay, and multiple-choice questions. One, up to 5"X7" notecard (both sides), can be brought to the exam, along with a handheld calculator. Using a computer, smartphone or tablet, is prohibited.

**Mid-Term Exam (10%):**

The Mid-Term Exam consists of any combination of short-answer, essay, and multiple-choice questions. Two, up to 5"X7" notecard (both sides), can be brought to the exam, along with a handheld calculator. Using a computer, smartphone or tablet, is prohibited.

**Final Exam (15%):** The Final Exam is cumulative per university policy and consists of any combination of short-answer, essay, and multiple-choice questions. Three, up to 5"X7" notecards (both sides,) can be brought to the exam, along with a handheld calculator. Using a computer, smartphone or tablet, is prohibited.

**Research Paper (35%):** The research paper contributes three scores towards the course grade; 7.5% for the Introduction and Literature Review and; 7.5% for Data and Methods and; 20% for the final paper, including the presumably rewritten Intro/Lit Review and Data/Methods sections for a grand total of 30% of the course grade. Use *A Guide to Writing Sociology Papers* as your guide / template. You are responsible for the material in *A Guide to Writing Sociology Paper* and while I will address questions about the text in class, I will not otherwise address it. Further instructions and examples, hints, etc. on the research process and paper to follow.

The research paper may be a solo or a group project with up to three members. The Introduction / Literature review will be taken as the decision whether to work solo or in a group, and if a group, group membership. In addition to following the style recommended for a quantitative research paper as found in *A Guide to Writing Sociology Papers*, the minimum requirements for the research paper are as follows:

Element	Solo or 2-group	3-group
Simultaneous Independent Variables	2	3
Academic (Peer reviewed journal articles or Monographs) Sources	3	5

A **General Social Survey** from any single or combination of years may be used as the data without permission of the instructor. Any other data source requires permission from the instructor no later than February 20.

**Weighting of Course Material (Summary):**

Exercises	(10 X 3%)	= 30%
Mini-Mids	(2 X 5%)	= 10%
Mid-Term	(1 X 10%)	= 10%
Final Exam	(1 X 15%)	= 15%
Resch. Paper	(1 X 35%)	= 35%
	~~~~~	
		= 100%

**Grading Policy and Correspondence:**

A curve is usually applied to exams. 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. Grades will either be on the returned material or posted outside my office by Synthetic ID number.

**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 Calculation**

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. No credit will be given on a graded in class exercise turned in after grading has begun. With that caveat: 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:		Mini-Mid and Mid-Term Exam.	Final paper, exercises, 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.

**Instructor Preferences and Miscellaneous Notes:**

**Communication / Interaction:**

I'm usually available outside of my office hours. 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.

I strongly encourage course-related questions to be raised in class. If I've been unclear or you find the material difficult, be assured that you are not the only one. Therefore, you should do the shy students in the class a favor and ask the question that they themselves can't ask. If the conversation is institution-related (course of study 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 (see [University Policy F 15-12](#)). 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.

### **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, its 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.

To get started on the semester: It's in the greensheet.

### **Justice Studies 114 Stats / Methods Special.**

I'm willing to put in more than a normal amount of time and effort into this course because I believe it is our single course most conducive to achieving the elusive goal of "life-long learning." I understand that this course is difficult for most students and cannot deny that the

department's two strikes and you're out policy does not make it less stressful. I have no objection, save for my standard caveat above, to going over material outside of my regular office hours. All of our lives will be happier that if you plan on seeking assistance from me you let me know sufficiently ahead of time so that if it turns out, as it likely will, that several students are having difficulty with that material, in order to at least try to meet in a small group. However, at the same time I expect that there had been an honest effort on your part to keep up with and comprehend the material. An inescapable feature of stats or methods courses is that the material explicitly builds upon itself as the semester unspools. My demeanor will be noticeably chilly if, for example, that in a meeting during the first week of April it becomes obvious that you haven't understood a thing since the middle of February.

### **Required Statements:**

The university requires that a seemingly ever-increasing plethora of required statements. It is with great relief that a recently adopted policy allows for inclusion by linkage. The policies are found here:

<http://www.sjsu.edu/gup/syllabusinfo/>

My own interpretations and comments follow.

### **Recording and Distribution of Course Material:**

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).

**Academic Integrity:** In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run.

### **Workload and Credit Hour Requirements:**

The wording is required by the federal government in exchange for Pell Grants and all other Federally backed student aid. The language is that of regulators and translates as: Success is based on the expectation that students will spend 9 (nine) hours / week; 3 (three) hours in the classroom and 6 (six) hours outside the classroom. So, do you spend at least six hours a week studying outside for every one of your classes? No, fewer than 1 in 10 of you do so.

### **Religious Accommodation:**

Included under protest as appears to be a violation of the 14<sup>th</sup> (Equal Protection) Clause.

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

**This syllabus, like all syllabus is subject to revision.**



## Justice Studies 114 Spring 2018 Schedule

Date	Readings	Activities
Jan. 25	Syllabus	Hello! Did you know that Clark was the campus library?
Jan. 30	SSRPMP: [Introduction to Research] pgs. 1-24	Download and install SPSS. Download GSS.
Feb. 1	SSRPMP: [... Theories] pgs. 25-29; [Research Design] pgs. 34-49	NOTE: Be prepared to play with SPSS <u>any</u> class day for the remainder of the semester.
Feb. 6	SSRPMP: [Scales ...] pgs. 55-62; [Sampling] pgs. 65-72	
Feb. 8	SSRPMP: [Survey Research] pgs. 73-78, 80 - 82; [Experimental Research] pgs. 83-87, pg. 92; OTHER: TBD	
Feb.13	SSRPMP: [Case Research] pgs. 93-95; [Interpretative Research] pgs. 103 111; [Ethics] pgs. 137 - 142 OTHER: TBD	
Feb. 15	Gau: Chp. 1 Introduction to the Use of Statistics in Criminal Justice and Criminology Gau: Chp. 2 Types of Variables and Levels of Measurement	<b>Mini-Mid Term #1</b> -- Covers material from 1/25 through 2/13
Feb. 20	Gau: Chp. 2 Types of Variables and Levels of Measurement (cont.) Gau: Chp. 3 Organizing, Displaying, and Presenting Data OTHER: TBD	Exercises Chp. 1 and Chp. 2 due.  If not using the GSS, approval of data source required no later than today.
Feb. 22	Gau: Chp. 4 Measures of Central Tendency	
Feb. 27	Gau: Chp. 5 Measures of Dispersion	Exercise Chp. 4 due.
March 1	Gau: Chp. 5 Measures of Dispersion (continued)	Paper: Introduction, Literature Review
March 6		<b>Mini-Mid Term #2</b> -- Material from 2/15 through 3/1
March 8	Gau: Chp. 6 <i>Probability</i>	Exercise Chp. 5 due.
March 13	Gau: Chp. 6 <i>Probability</i> (continued)	
March 15	Gau: Chp. 7 Population, Sample, and Sampling Distributions	Exercise Chp. 6 due.
March 20	Gau: Chp. 8 Point Estimates and Confidence Intervals	Exercise Chp. 7 due.

Date	Readings	Activities
March 22	Gau: Chp. 8 Point Estimates and Confidence Intervals (continued)	
March 27	SPRING BREAK	
March 29		
April 3	Gau: Chp. 9 Hypothesis Testing: A Conceptual Introduction Gau: Chp. 10 Hypothesis Testing With Two Categorical Variables: Chi-Square	Exercise Chp. 8 due.
April 5		<b>Mid-Term</b> -- Material from 1/25 through 4/3
April 10	<i>Chi-Square (cont.)</i> The Concept of "Control" Illustrated Using Chi-Square with Three Categorical Variables	Exercise Chp. 9 due.
April 12	Data Refining: missing data, cut-points, scales, and the wonders of the dummy variable.	Paper: Data and Methods, Results. Exercise Chp. 10 due.
April 17	Gau: Chp. 11 Hypothesis Testing With Two Population Means or Proportions	
April 19	Gau: Chp. 12 Hypothesis Testing With Three or More Population Means: Analysis of Variance	Exercise Chp. 11 due.
April 24	Gau: Chp. 13 Hypothesis Testing With Two Continuous Variables: Correlation	
April 26	Gau: Chp. 14 Introduction to Regression Analysis)	Exercise Chp. 13 due.
May 1	Gau: Chp. 14 Introduction to Regression Analysis (continued)	
May 3	Introduction to Multiple Regression and other groovy stuff.	
May 8	Introduction to Multiple Regression and other groovy stuff.	
May 10	Review	Complete Paper: Abstract, Introduction (edited), Literature Review (edited), Data and Methods (edited), Results (edited), Conclusion
May 18 (Friday)	FINAL EXAM @ 2:45 - 5:00	<b>FINAL EXAM</b>
May 23	Final Exam Overload Day*	

\* See Senate Policy S17-1 for applicability.