

**San José State University**  
**Spring 2021**  
**Justice Studies 114-01 (JS Area B Required Course)**  
**Research Methods**  
**Dr. Chris Hebert**  
**Mondays and Wednesdays 1:30 – 2:45 via ZOOM**

## Contact Information

Instructor: Dr. Hebert  
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Office Hours Monday and Tuesday 12:00 – 1:00

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CANVAS

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 modified 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. 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.
3. The above will be evaluated through a) quizzes and exams; b) quality of contributions to discussions and; c) a series of short, but well written presentations and interpretations of statistical procedures.

### **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 3rd ed.** 2018 Jacinta M. Gau; Sage Publications
2. **Research Methods in Criminal Justice and Criminology.** 2019. Rennison, Callie Marie and Timothy C. Hart; Sage Publications
3. **OTHER:** Articles selected to aid in learning the material.

#### **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.](#) Clicking on the SPSS 2X folder will reveal two installer, one for PC, one for Macs. Do not forget to download the installation instructions if only for the license number. The type of license is not "Institutional" as you may think but a "Personal" license.

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

<https://www.sjsu.edu/it/services/collaboration/software/instructions.php>

## Recommended Data Resources:

This is not a comprehensive list by any means.

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

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

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

## Assessed Material:

I am going with multi-modal assessment for this class. Course grade will be based on tests of various sorts: self-test quizzes, quizzes, a mid-term and a final exam. There are also 3 papers to be written, problems to answer found at the end of assigned chapters, and participation. Extra-credit is built into the course.

## Descriptions

- 1) Self-Tests: Self-Tests are found in Student Resources on the web site for each text chapter by chapter. I am trusting you to self-report your own grade. I have taken a couple of quizzes and have encountered keying errors, or put differently, an incorrect answer is answered as correct. I doubt I will have time to precheck all the self-tests, but when I find an error, I will give you instructions on how to deal with it. If you come across an error, let me know but heed this: Make damn sure you are correct that the self-test is wrong. Apparently the questions are given in random order, so you will have to reproduce the question and answer for me and provide me with an exact reference to the text that supports your claim. You will record the grades in a "Quiz," and I will post exact instructions in the header.
- 2) Quizzes: There are three quizzes scheduled for the course. I anticipate that the format will go from heavily multiple choice to almost no multiple choice over the semester. I am also undecided whether or not quizzes will be given in class or done in a more online pattern.
- 3) Papers: Short and sweet. For the first three papers I will provide a dataset and codebook for your use. You shall choose the variables to analyze, write a brief literature review, write the research question, and explicitly define the hypothesis. Variables will be described, along with their coding, the analysis run, and a decision made whether to accept or reject the null hypothesis.
- 4) Problems. Once we get into the meatier part of the Gau textbook, I'll start to assign problems from the back of each chapter.
- 5). Participation/Discussion. Some of the participation points will be based on in-class participation in the form of answering questions, offering insights, and asking questions. Part will be based on participation in Discussion groups. Both quantity and

quality of contributions is considered for grading. I don't expect brilliant, insightful questions or answers every week or discussion, but I don't give credit for "me-tooing" in discussion.

6) Mid-Term: Same format as quizzes

7). Final Exam: Same format as quizzes.

## Weights

Self-Test Quizzes	All	=	10%
Quizzes	3 X 5%	=	15%
Papers	4 X 5%	=	20%
Problems	All	=	20%
Participation/Discuss	All	=	15%
Mid-Term Exam	1 X 10%	=	10%
Final Exam	1 X 15%	=	15%
Total		=	105%

It is possible to score 105% out of 100% in the course. That's how extra-credit is built into the course.

## 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.

### 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.

### **A FEW WORDS FOR JS 114**

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.

I haven't updated the following for the COVID era, but I will by the final version.

### **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 shyer 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.

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

## JS 114 Spring 2021 Schedule

Date	Readings	Activities / Focus
January 27	Hello!	A little testing, expectations, SPSS, and perhaps a bit more.
February 1	Gau: Ch. 1-3	Levels of Measurement and Units of Analysis
February 3	Gau Ch. 4 Central Tendency	
February 8	R&H Ch. 1 and CSA study	CSA Study, Medians, Grouped Data
February 10	R&H Ch. 2 Research Problem	CSA Study, Medians, Grouped Data
February 15	R&H Ch. 3 Literature Review	
February 17	Gau Ch. 5 Dispersion	
February 22	Gau Ch. 6 Probability pgs. 148 - 162 R&H Ch. 4. Concepts, Operationalization	
February 24		Quiz 1
March 1	Gau Ch. 7 Population, Sampling R&H Ch. 5 Sampling	
March 3		
March 8	Gau Ch. 8 CONFIDENCE INTERVALS! R&H Ch. 9 Secondary Data	
March 10		
March 15	Gau Ch. 9. Hypothesis Testing	
March 17	Gau Ch. 10. Chi-Square	
March 22		Quiz 2
March 24		Paper 1 (Chi-Square) MIDTERM
March 29	Spring Break.	
March 31		
April 5	Gau Ch. 11. T-tests	
April 7	Gau Ch. 12 ANOVA	
April 12		
April 14	Gau Ch. 13 Correlation	Paper 2 (T-test and ANOVA)
April 19	R&H Ch. 11 Evaluation Research	
April 21		
April 26	Gau Ch. 14 Regression pgs. 335-346	

Date	Readings	Activities / Focus
April 28	R&H Ch. 7 Survey Research	
May 3	Gau Ch. 14 (cont.) Multiple Regression pgs. 346 - 366	
May 5	R&H Ch. 8 Experiments	
May 10		Quiz 3
May 12	Odds and Logistic Regression (No assigned reading)	Paper 3 (Multiple Regression)
May 17	Last Day of Classes	Paper 4 (Survey - Group)
	Final Exam	