

DEPARTMENT OF CRIMINAL JUSTICE & CRIMINOLOGY
COLLEGE OF CRIMINAL JUSTICE
SAM HOUSTON STATE UNIVERSITY
COURSE SYLLABUS
CRIJ 5392-01
SURVEY OF RESEARCH METHODS
FALL 2017

Instructor: Ling Ren, Ph.D.
Class Hours: TH 1:30pm-3:50pm
Office: C211
E-mail: Lren@shsu.edu

Credit Hours: 3
Classroom: A205
Phone: 936-294-4793
Office Hours: TH 11am-1:30pm, or
by appointment

Course Description

This course will build upon your current knowledge from a typical undergraduate-level methods survey course. Emphasis will be placed on understanding different methods of research as well as applying them to the real world research. Our collective goal is to strength your capacity to digest existing criminal justice research and to lay a solid foundation for a productive research career of your own. Thus, the reading materials selected for this course reflect heavily on the application of research methodology in the field of criminology and public policy where theories, research designs and empirical analyses are intertwined.

Course Objectives

1. To provide a more complete understanding of different methods of research.
2. To better understand research presented in peer-reviewed journals.
3. To **apply** methodology learned in writing and presenting a comprehensive research proposal.
4. To provide you with the skills to critically assess and discuss the difficulties involved in planning and conducting criminal justice research.

Required Textbooks

Babbie, Early. (2015). *The practice of social research* (14th Edition). Wadsworth Publishing: Belmont, CA.

Pope, Carl, Lovell, Rick, & Brandl, Steven G. (2001). *Voices from the field: Readings in criminal justice research*. Wadsworth Publishing: Belmont, CA.

Ling Pan, M. (2015). *Preparing literature reviews: Qualitative and quantitative approaches* (5th Edition). Routledge.

Supplementary Reading Materials

Supplementary reading materials are available through *Blackboard*.

Five items will comprise your grade for this class:

1. **Midterm Exam (100 points):** The midterm exam will be a take-home exam. It will require students to answer multiple essay questions. Questions will include material from all required readings as well as class discussions.
2. **Final Exam (100 points):** The final exam will be a cumulative take-home exam. It consists of essay questions. Questions will include material from all required readings as well as class discussions.
3. **Term Paper/Research Proposal & Presentation (160 points):** Over the course of the semester, students will develop a full-fledged, original research proposal. You are strongly encouraged to select a topic that is in line with your research interest. Some class time will be dedicated towards this; however, students should also schedule time outside the classroom towards this endeavor. More detailed instructions will be provided at a later point.
4. **Weekly summary of the reading materials, Class Projects, & Class Participation (140 points):**
 - 1) **Weekly summary of the reading materials (40 points)**
 - 2) **Two class projects (60 points)**
 - 3) **Class participation (40):** Your active participation in class discussion is important to the success of this class. Class participation will be mainly measured by the quality and quantity of class discussion, willingness to listen and respond to opinions of your classmates, and participation in sharing relevant articles or information beyond assigned readings.

Grading Scale

A= 450-500
B= 400-449
C= 350-399
F≤ 349

Attendance Policy & Make-up Work

Regular and punctual class attendance is required. Irregular class attendance without prior notice will adversely affect your grade. Exams, outline of the designated readings, class projects and term paper must be completed and turned in on the due dates (or the amended due dates if later clarified by the instructor). If an unavoidable conflict with one of the dates exists, the students must provide the instructor with valid excuse prior to the absence. The excuse must be

written, appropriately documented and provided to the instructor within five school days prior to the absence. Rare situations arise in which it is impossible to notify the instructor in advance. Failure to turn in the proposal or outline, take an exam on the scheduled date, without making prior arrangements, will result in a zero on that particular exercise.

Refer to the following link for more details on University Attendance Policy:
<http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf>

Sam Houston Writing Center

If you need some help with your term paper, Sam Houston Writing Center will provide qualified writing tutors who support the academic mission of the SHSU. Writing tutors will work with you one-on-one at any stage of the writing process (brainstorming, generating a draft, organizing a draft, or revising a draft) for any written assignment. For additional information, please call **936-294-3680**, or browse their website at <http://www.shsu.edu/centers/academic-success-center/writing/>

Academic Honesty

In accordance with *Academic Policy Statement 810213*

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

The University's policy on academic honesty and appeal procedures can be found in the manual entitled *Student Guidelines* published by the Office of Student Life.

Cell Phone Policy

Engaging in voice communication using a cell phone or similar communication devices during class is prohibited. Leaving the classroom to receive a phone call is prohibited, except with prior approval of the instructor for urgent communications. Device sound alerts should be turned off or silenced during class. Engaging in text communication during class is prohibited. With instructor approval, students may take notes via laptop computer, provided that it does not disturb other students in the process. Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period may result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty. During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student.

More information can be found at <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

Disabled Students Policy

It is the policy of Sam Houston State University that no otherwise qualified disabled individuals shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity.

Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. Students are also encouraged to discuss any concerns with the instructor.

More information can be found at <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Services for Disabled Students

Accommodations are provided for students who are registered with the Counseling Center. Information on a variety of services available to disabled students can be found at <http://www.shsu.edu/dept/counseling/>

Student Absences on Religious Holy Day Policy

In accordance with *Academic Policy Statement 861001*

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

Any student desiring to be absent in order to observe a religious holy days(s) should meet with the instructor in the first two weeks of the course to discuss appropriate times to make up any work to be missed.

Please refer to the website <http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf> for more information on this subject.

Withdrawals

Students wishing to withdraw are cautioned to follow formal procedures outlined by the University. Consult the Sam Houston State University Graduate Catalog, 2017-2018 for official policies under “tuition and fees refund policy” and “dropping courses.”

CLASS SCHEDULE*

Week 1 (8-24)

Class Introduction & Overview of Syllabus
Student Introduction

Week 2 (8-31)

Babbie Chapter 1 Human Inquiry & Science
Chapter 2 Paradigms, Theory, & Social Research

Student-led article discussions:

Pope Chapter 18 Schneider, Ervin, & Snyder-Joy

Hickman, M. J., Fracas, J., Strom, K. J., & Pope, M. W. (2011). Mapping police stress. *Police Quarterly*, 14, 227–250.

Osgood, D. W., & Chambers, J. M. (2000). Social disorganization outside the metropolis: An analysis of rural youth violence. *Criminology*, 38, 81-115.

Zhao, J., Thurman, Q., & Ren, L. (2008). An examination of strategic planning in American law enforcement agencies: A national study. *Police Quarterly*, 11, 3-26.

Week 3 (9-7)

Term Paper Assignment

Babbie Chapter 3 Ethics & Politics of Social Research
Chapter 4 Research Design

Student-led article discussions:

Pope Chapter 12 Brandl
Chapter 15 Worden

Zhao, J., He, N., Lovrich, N. P. (2003). Community policing: Did it change the basic functions of policing in the 1990s? A national follow-up study. *Justice Quarterly*, 20, 801-828.

Schreck, C. J., Stewart, E. A., & Fisher, B. S. (2006). Self-control, victimization, and their influence on risky lifestyles: A longitudinal analysis using panel data. *Journal of Quantitative Criminology*, 22, 319-340.

Week 4 (9-14)

Ling Pan, M. (2015). *Preparing literature reviews: Qualitative & quantitative approaches*.
Literature Review & Research Proposal
Library Lecture (University Library)
Class Project #1

Week 5 (9-21)

Babbie Chapter 5 Conceptualization, Operationalization, & Measurement

Chapter 6 Indexes, Scales, & Typologies

Student-led article discussions:

Pope Chapter 13 Wells & Rankin

Maxfield, M.G. (1999). The national incident-based reporting system: Research & policy applications. *Journal of Quantitative Criminology*, 15, 119-149.

McCormack, P. D., Pattavina, A., & Tracy, P. E. (2017). Assessing the coverage and representativeness of the National Incident-Based Reporting System. *Crime & Delinquency* 2017, 63(4), 493-516.

Fisher, D., Reynolds, G., Wood, M., & Johnson, M. (2004). Reliability of arrest and incarceration questions on the risk behavior assessment. *Crime & Delinquency*, 50, 24-31.

Esbensen, F., Winfree, L. T., He, N., & Taylor T. J. (2001). Youth gangs and definitional issues: When is a gang a gang, and why does it matter? *Crime & Delinquency*, 47, 105-130.

Week 6 (9-28)

Babbie Chapter 7 Sampling Logic

Student-led article discussions:

Pope Chapter 6 Decker & Rosenfeld

Wells, W., Cavanaugh, M., Bouffard, J., & Nobles, M. (2012). Non-response bias with a web-based survey of college students: Differences from a classroom survey about carrying concealed handguns. *Journal of Quantitative Criminology*, 28, 455-476.

Jacobs, B. A. (1996). Crack dealers' apprehension avoidance techniques: A case of restrictive deterrence. *Justice Quarterly*, 13, 359-381.

Li, Y., Ren, L., & Luo, F. (2016). Is bad stronger than good? The impact of police-citizen encounters on public satisfaction with police. *Policing: An International Journal of Police Strategies & Management*, 39, 109-126.

Eterno, J. A., Verma, A., & Silverman, E. B. (2016). Police manipulations of crime reporting: Insiders' revelations. *Justice Quarterly*, 33, 811-835.

Week 7 (10-5) Midterm Exam

Week 8 (10-12)

Babbie Chapter 9 Survey Research

Student-led article discussions:

Pope Chapter 4 Frank, Brandl, Cullen, & Stichman

Leiber, M., Nalla, M., & Farnsworth, M. (1998). Explaining juveniles' attitudes toward the police. *Justice Quarterly*, 15, 151-171.

Zhao, J., Tsai, C., Ren, L., & Lai, Y. (2014). Public satisfaction with police control of disorder crime: Does the public hold police accountable? *Justice Quarterly*, 31, 394-420.

Wu, Y., Lake, R., & Cao, L. (2013). Race, social bonds, and juvenile attitudes toward the police. *Justice Quarterly*, DOI: 10.1080/07418825.2013.778325

Taylor, T., Turner, K.B., Esbensen, F., & L.T. Winfree. (2001). Copping an attitude: Attitudinal differences among juveniles toward police. *Journal of Criminal Justice*, 29, 295-305.

Week 9 (10-19) Class Project #2

Brown, B., & Benedict, W. R. (2002). Perceptions of the police: Past findings, methodological issues, conceptual issues and policy implications. *Policing: An International Journal of Police Strategies and Management*, 25, 543-580.

Peck, J. (2015). Minority perceptions of the police: A state-of-the-art review. *Policing: An International Journal of Police Strategies & Management*, 38, 173-203.

Week 10 (10-26)

Babbie Chapter 8 Experiments

Student-led article discussions:

Pope Chapter 3 Sherman & Weisburd

Farrington, D. (2003). A short history of randomized experiments in criminology. *Evaluation Review*, 27, 218-227.

Weisburd, D. (2000). Randomized experiments in criminal justice policy: Prospects and problems. *Crime & Delinquency*, 46, 181-193.

Lum, C., & Yang, S. (2005). Why do evaluation researchers in crime and justice choose non-experimental methods? *Journal of Experimental Criminology*, 1, 191-213.

Week 11 (11-2)

Babbie Chapter 10 Qualitative Field Research

Chapter 11 Unobtrusive Research

Student-led article discussions:

Pope Chapter 7 Vander Ven

Pope Chapter 8 Decker

Pope Chapter 9 Schmid & Jones

Tasca, M., Rodriguez, N., & Zatz, M. S. (2001). Family and residential instability in the context of paternal and maternal incarceration. *Criminal Justice and Behavior*, 38, 231-247.

Week 12 (11-9)

Babbie Chapter 12 Evaluation Research

Student-led article discussions:

Esbensen, F., Osgood, W., Taylor, T.J., Peterson, D., & Freng, A. (2001). How great is G.R.E.A.T? Results from a longitudinal quasi-experimental design. *Criminology & Public Policy*, 1, 87-118.

Hamilton, Z., Kigerl, A., & Hays, Z. (2015). Removing release impediments and reducing correctional costs: Evaluation of Washington State's Housing Voucher Program. *Justice Quarterly*, 32, 255-287.

Ren, L., Zhang, Y., & Zhao, J. (2015). The deterrent effect of the castle doctrine law on burglary in Texas: A tale of outcomes in Houston and Dallas. *Crime & Delinquency*, 61, 1127-1151.

Week 13 (11-16) American Society of Criminology Annual Meeting (No Class)

Week 14 (11-23) Thanksgiving Holidays

Week 15 (11-30) Student Paper Presentations

Week 16 (12-6) Final Exam Due

*** Schedule is subject to change as necessary. It is the responsibility of the students to remain informed of any changes.**