

CRIM.591.201 -- RESEARCH DESIGN -- Fall 2013

Mondays 5:00 pm – 7:50 pm --- Location: HSSB 431

Dr. Linda M. Williams, Professor, School of Criminology and Justice Studies

e-mail: linda_williams@uml.edu phone: 978-934-4118 office: HSSB 459

Office Hours: Monday 2:00 pm – 5:00 pm and Tuesdays 11 am -12 noon

or by Appointment (making an appointment via e-mail is always best)

COURSE DESCRIPTION: This course addresses the fundamentals of Research Design and is one of a series of graduate courses which expose graduate students to methodology as used in criminology, criminal justice, and other social sciences. The course will survey the research design enterprise and cover a host of issues surrounding the measurement and collection of data, and other procedures that influence whether a research study will lead the investigator to scientifically rigorous information that contributes to the field. This course: (1) investigates various strategies for devising social science research; (2) compares the relative benefits of various designs; and (3) identifies the tools necessary to conduct studies that will yield data worthy of analysis and interpretation. The course material will be valuable not only for students who will conduct research themselves, but also, administrators who must evaluate the research of others in their conduct of their jobs in the criminal justice system or other policy contexts.

The course covers the following:

1. Selection of a research design
2. Review of the literature
3. Theory construction and theory testing
4. Ethical issues related to research
5. Defining a research problem or question and, if applicable, formulating one or more meaningful testable hypothesis (and identifying dependent, independent, and intervening variables.)
6. Formulating a research design including data collection, data analysis and interpretation
7. Addressing issues of reliability, validity and generalizability.
8. Assessing and managing the realities of conducting research in the field.
9. Planning data analysis and interpretation of results.
10. Considering implications for future research and/or policy.

STUDENT LEARNING OBJECTIVES/OUTCOMES: At the end of the course, students will be able to:

- plan research in criminal justice;
- analyze and discuss the role of theory in social science research;
- anticipate and address ethical issues related to research;
- develop research questions and/or hypotheses for qualitative, quantitative, and mixed methods research;
- describe the procedures involved in developing quantitative, qualitative, and mixed methods plans;
- select appropriate research designs demonstrating an understanding of critical issues in research including causation, validity, operationalization, measurement, and sampling;
- plan research that incorporates surveys, interviews, record review, observation, secondary data analysis;
- develop a scholarly proposal for a research study.

COURSE OUTCOMES AND ASSESSMENT: Written assignments and class participation will demonstrate student research design competencies including assessment of the extent to which a research study tests or contributes to theory development and provides evidence of association, causality, validity and reliability; identification of ethical issues that arise in research involving human participants; achievement of human subjects' research certification; and preparation of an application for IRB approval. Each student will prepare a research design (proposal) that provides justification for their proposed research/activities; a sound and an executable (feasible) research plan; and clear discussion of anticipated significance and contribution to the field.

REQUIREMENTS: The success of this course depends on each student's active participation and completion of ALL readings and other written or orally presented assignments. Your grade for this class will reflect these expectations. Students should obtain knowledge of the subject matter through class participation; assimilating the lecture materials, class discussions and assigned readings (supplemented by your own reading for your proposal); and completion of the brief written assignments and final research proposal.

REQUIRED TEXTS:

Lanier, M. & Briggs, L.T. (2014) *Research methods in criminal justice & criminology: A mixed methods approach*. NY: Oxford University Press. (L&B) AND Warren, C.A.B. & Karner T.X. (2010) *Discovering qualitative methods: Field research, interviews, and analysis. 2nd edition*. NY: Oxford University Press. (W&K)

REQUIRED DOWNLOADABLE DOCUMENTS:

Articles, book chapters, and related material for each week are included in this syllabus in the weekly planner (below). All of these are electronically available on blackboard and should be read prior to class discussion. Other readings will be assigned.

Supplemental texts: This is a course designed for students in the PhD program and, as such, builds on the concepts and terminology graduate students are expected to have mastered in their undergraduate work. If you need a basic review of these materials you may also wish to purchase this book often used in the undergrad or master’s level online class [Ronet Bachman & Russell K. Schutt., 2014, *The Practice of Research in Criminology and Criminal Justice*. (5th edition). Thousand Oaks, CA: Sage Publications.] It may help if you complete the exercises that are on Bachman and Schutt’s website:

<http://www.sagepub.com/bachmanprccj5e/study/default.htm> Also many articles and supplemental materials can be found there. The bookstore stocks this as well as another possible supplement: Hagen’s *Research Methods in Criminal Justice & Criminology*.

WEB-ENHANCED COURSE: This class provides web-enhanced features by logging in at:

<http://continuinged.uml.edu/online/confirmation/>. A handout distributed during the first class provides information about how to get your password and log in. The syllabus and weekly readings and any updates and assignments are posted here. Discussion boards are available for our use. Written assignments must be submitted via this site. It is critical that all students taking this course use the web-enhanced features—so now is the time to get familiar with this resource and introduce yourself on the discussion board. **Please do not use the Blackboard mail function. In this on-campus class the best email to use in my UML email account and yours (see below).**

Email Use: Please do not email me for this course using a non UML account. UML recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. UML encourages all official student email correspondence be sent only to a student’s UML email address and that faculty and staff consider email from students official only if it originates from a UML student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UML furnishes each student with an email account that is to be used in all communication with university personnel. UML also provides a method for students to have their UML email forwarded to their personal accounts.

EVALUATION: Class participation counts for 10% of the grade and includes intensive research design discussion and critique. Several written assignments comprise another 30% of your grade. Completion of the CITI version of the Human Subjects Training is required as well for 10% of your grade. Forty-five percent of the course grade will be based on your final (sole authored) research proposal, due by 9 pm on **Dec. 13th** and 5% for the proposal review work.

EVALUATION:	
Class Participation	10%
Written assignments	30%
Completion of Human Subjects Research Certification	10%
Research Proposal Reviews	5%
Research Proposal	45%

Course Grading Scale
98 - 100 = A+
94 - 97 = A
90 - 93 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
75 - 79 = C+
70 - 75 = C
<= 69 = F

1. **Class participation (including brief assignments) (10%)** Class participation means speaking in class, as well as, listening to fellow students and helping others to understand the material. Regular class participation is an important element for success in this course. Students should come to each class having read the materials and completed any brief assignments for that week and prepared to pose questions and respond orally to questions about the readings. This class meets only once a week and student participation is what makes the class successful. Therefore, every student needs to attend every class.

2. **Written assignments (30%)** Handouts and due dates for these assignments are provided and consist primarily of activities related to proposal development (e.g., developing or critiquing survey questions; conducting an interview in the field; preparing sampling plans; preparing an IRB proposal, etc.)

3. **Completion of Human Subjects Research Certification (10%)** (Submit a copy of certificate to Blackboard by 4 PM on Monday Sept. 23rd). On the page for the UML Institutional Review Board there are links to required training programs: (see <http://www.uml.edu/Research/OIC/human-subjects/default.aspx> . The required certification for this course is the CITI training (see <http://www.citiprogram.org/default.asp>). Complete the certification (it may take several hours or more). Save your certificate electronically (e.g., print it as a pdf, doc or mht file) and upload it to Blackboard by Mon. Sept. 23rd. [Note: this certificate will cover you for 3 years with UML IRB—so keep a copy (or remember your login information) in case you need it for future research].

4. **Review and critique of research proposals (5%)** On-line submission of the research proposals will permit peer review and scoring to commence on Tues. Nov. 26th. All abstracts and proposals will be reviewed by each student and scored according to a standardized procedure. Students (individually) **must complete review and scoring by Dec. 2nd at 4 pm**. In addition you will serve as in-depth reviewer for three proposals (lead on one) and be expected to provide detailed constructive critique following guidelines set forth in the course materials. The “funded/ winning” proposal will be announced following the ratings.

5. **Written Research Proposal (45%)** This is a sole authored project, but the class will advise you on your progress during the semester. A draft must be submitted by Monday Nov 25th at 4 pm for class review and scoring. By Friday December 13th at 9 pm you must submit the final proposal for grading. This assignment involves writing a proposal (such as one you might write to a funding agency) that sets forth the rationale for your proposed research and the specific methods you propose to use. To be clear—this is a PROPOSAL for research and you will NOT collect research data for this assignment.

The research proposal narrative must include a 1 page abstract and be 15-20 pages in length (double spaced not including references in page count, 1“ margins all around, in Times New Roman, Arial or Century Gothic). The narrative may not exceed a total of 20 pages. (More detail about the content of this proposal is provided on the assignments handout and on blackboard.)

LATE ASSIGNMENT POLICY: Late submission of course required materials is only permitted when there are documented extenuating circumstances (e.g., medical and family emergencies), and the student has notified me 48 hours prior to (or, if dictated by the emergency, after) the due date. Extensions on assignments will be allowed only in extenuating circumstances AND if you have contacted me and received approval 48 before the due date and time. Emailing me to tell me an assignment is going to be late is NOT prior approval. The equivalent of one letter grade (for example, from an A to an A-) will be deducted for each day (including weekend days) that a paper is late, up to five days. Assignments more than five days late will be given a zero. Generally all makeup work MUST be scheduled within one week of the original due date.

INCOMPLETES: Incompletes are permitted only when a student who is satisfactorily passing the course misses a minor part of the course or a final exam due to emergency circumstances. In that case, students need to provide documentation of emergency circumstances within 48 hours. Responsibility for making arrangements with an instructor to complete all outstanding course work rests entirely with the student and the arrangements are to be made PRIOR to the end of the course. Please see the UML Academic Catalog section on Grading Policies for more information on Incompletes.

COURSE CALENDAR AND ASSIGNMENTS

WEEK-DATE	Session topic	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 1 Sept 9	Introduction to research design; role of literature and theory.	Examine the books and materials, become familiar with the course requirements, login to the web-enhanced course (Blackboard). Note: It will be helpful to read Lanier & Briggs (L&B) chapter 11.
Week 2 Sept 16	Overview of the research process; Research design and selection; conducting empirical and qualitative research	Readings: L &B: Chapters 1 and 2 W&K: Chapter 1 <u>Assignment A due by 4 pm Sept 16 via blackboard and also bring a copy to class for discussion.</u>
Week 3 Sept 23	Criminal Justice Research Ethics and Field work	Readings: L &B: Chapter 3 W&K: Chapters 2 and 3 The Belmont Report: http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html The Nuremberg Code: http://www.hhs.gov/ohrp/archive/nurcode.html (these are also available on the Bb site) <u>Completion of Human Subjects Research Certification (Submit on Blackboard).</u> <u>Proposal Topic Assignment due today submit on Bb by 4 pm bring a copy to class for discussion.</u>
Week Four Sept 30— this material will be covered 10/7	Designing your Research; Research Questions and Hypotheses; Key concepts association, causality, validity and reliability; Experimental designs.	Readings: L &B: Chapters 4 and 6 W&K: Chapter 4 Duwe, G., & Kerschner, D. (2008). Removing a nail from the boot camp coffin: An outcome evaluation of Minnesota's challenge incarceration program. <i>Crime & Delinquency</i> , 54(4), 614-643. Watch this video on-line: Collaboration Video: Fostering Collaborative Research: Viewpoints from Violence Against Woman Practitioners and Researchers-- http://library.uml.edu/media/CJ/vaw.html <u>Final Proposal Topic Assignment due today submit on Bb by 4 pm.</u>

WEEK-DATE	Session topic	READINGS AND ASSIGNMENTS DUE ON EACH DATE
Week 5 Oct 7 Arrive early if possible for consultation and stay late for extra office hours.	Qualitative Research Note extended office hours will be available on Tuesday Oct 8	Readings: L &B: Chapter 5 W&K: Chapters 5 and 6 Ragin, C., Nagel, J. & White, P. (2004) <i>Workshop on Scientific Foundations of Qualitative Research</i> . Washington, DC: National Science Foundation. http://www.nsf.gov/pubs/2004/nsf04219/nsf04219.pdf Read through page 18 of this document (you may also find the articles from Appendix 3 interesting).
Week 6 Oct 14 (H)	Monday Holiday Office hours on Tuesday Class space will be available for student work on the 16 th	Readings: L &B: Chapter 8 and 11 Introduction to your proposal due on the 16th by 4 pm (via Bb).
Week 7 Oct 21 Arrive early if possible for consultation and stay late for extra office hours	Quantitative Methods; Sampling Mixed methods	Readings: L &B: Chapter 7 W&K: Chapters 7 and 8 Lambert, E. G., & Paoline, E. A. (2008). The influence of individual, job, and organizational characteristics on correctional staff job stress, job satisfaction, and organizational commitment. <i>Criminal Justice Review</i> , 33(4), 541-564. NOTE CHANGE in date due: Submit a survey, interview or observation protocol on Bb by 4 pm and bring a copy to class for discussion.
Week 8 Oct 28	Analysis and Interpretation of Findings	Readings: L &B: Chapter 9 and 10 Maher, L., & Hudson, S. L. (2007). Women in the drug economy: A metasynthesis of the qualitative literature. <i>Journal of Drug Issues</i> , 37(4), 805-826. Gottfredson, D. C., & Soulé, D. A. (2005). The timing of property crime, violent crime, and substance use among juveniles. <i>Journal of Research in Crime and Delinquency</i> , 42(1), 110-120. Revised Introduction for planned research design and sampling plan due by 4 pm today.
Week 9 Nov 4	Analysis and Interpretation of Findings	Readings: W&K: Chapter 9 Bridges, A. J., Wosnitzer, R., Scharrer, E., Sun, C., & Liberman, R. (2010). Aggression and sexual behavior in best-selling pornography videos: A content analysis update. <i>Violence Against Women</i> , 16(10), 1065-1085. Submit the Measures or Data Collection part of proposal on Bb by 4 pm today. Submit results of your questionnaire pretest, interview or field observation by 4 pm today and bring to class for discussion
Week 10 Nov 11	No class Veteran's Day	Work on proposals
Week 11 Nov 18	Understanding the peer review process	See materials posted on review process and video of an NIH review team in action. Submit any needed revisions to your research proposal (through the measures section) Submit human subjects section of your proposal and sample IRB application.
Week 12 Nov 25	Writing Research	L & B chapter 11 W&K: Chapter 10 Written Research Proposal (Draft) and Abstract (Draft) to be completed and submitted by 4 PM on Mon Nov 25th for class review and scoring.
Week 13 Dec 2	Peer review and scoring	Review and scoring to be completed by today.
Week 14 Dec 9	Peer review and scoring Significance and Implications for Policy	Research Results; Reporting Findings and Implications for Policy And Programs. What will it all mean?
Dec 13-19	Finals Week	Proposals due by 9pm on December 13th

Student Support & Special Services: While this course is not solely focused on victims' issues, materials on crime and violence can raise many emotions for us and many examples from my own research do focus on victimization. Due to the difficult nature of some of these materials, you may experience a need or desire to ventilate about the topic or to process some of your own personal experiences with violence or other crimes. This is a completely normal and reasonable response. Some students find they want to discuss these feelings or experiences with a supportive friend or other adult. The online or in-person classroom is not the appropriate venue for this processing to take place. If you contact me, I can elaborate on possible support services. For your reference, here are a few resources you may wish to utilize: National Crime Victims Helpline 800-FYI-CALL (8:30 a.m. – 8:30 p.m.)
 National Domestic Violence Hotline 800-799-7233 (24 hour)
 National Sexual Assault Hotline 800-656-HOPE (24 hour); <http://online.rainn.org/> (online hotline)
 Safelink (Massachusetts Statewide Domestic Violence hotline) 877-785-2020 (24 hour)
 The Counseling Center at UML 978-934-4331 (Weekdays, 8:30 a.m.-5 p.m.)

ACADEMIC INTEGRITY ---The university's academic integrity policy, which can be found on-line, will be enforced in this class. Students are also encouraged to readings the policy on plagiarism: <http://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx> Do not plagiarize. Plagiarism is defined as: 1. direct quotation or word for word copying of all or part of the work of another without identification or acknowledgement of the quoted work; 2. extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text; and 3. an abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased, without acknowledgment that another person's text has been the basis for the recapitulation; and 4. downloading information from the internet without direct quotation and reference, name of author, title of article, or text and date. Very important: The paper and other written work submitted for this course must be your original work for this course and not in whole or part be work you submitted for another course.

If you are in doubt about what might constitute plagiarism in a written assignment, post a question on the discussion board or send me an e-mail me about it (discussion board is preferred since your question will undoubtedly be useful to others). Any attempt to represent the work of someone else as your own, or any other form of academic dishonesty will result in an F (0 points) on that assignment. So please don't cheat, plagiarize, fabricate, or help anyone else do these things.

A Note about Citations-- The style guidelines of the American Psychological Association (APA) for references to journal articles calls for them to be formatted as follows: Author's last name, author's first and middle initial. (Year of publication). Article title. Journal Name, volume number, page numbers. A few pointers:

- all names should be inverted (last name first), followed by the author's initial(s) and a period after each initial. Separate multiple authors' names by commas. The last author in a list of two or more authors should be preceded by an ampersand (the "&" sign). List all authors in the same order in which they appear in the article.
- For the title of the article, capitalize only the first word of the title, the first word following a semi-colon in the title and any proper nouns: e.g. Three strikes laws in California: Good policy or good politics?
- Capitalize and underline the name of the journal. Separate the volume number from the name of the journal by a comma and underline the volume number as well.
- Give the full range of page numbers of the article.
- If you retrieve the article from an electronic source as opposed to a paper copy available in the library or through inter-library loan, refer to the APA's guidelines for instruction on how to add a notation about the electronic retrieval.

Here are some more tips on APA style: <http://owl.english.purdue.edu/owl/resource/560/01/>

Finding journal articles <http://www.uml.edu/libraries/>

This link will take you to PolyCal library and you can't sign in there but I found this information helpful

<http://www.lib.calpoly.edu/research/guides/peer.html>

Use Dept of Justice website: <http://www.ncjrs.gov/>

Here are some useful links for sources for information on writing a research paper and APA style:

<http://owl.english.purdue.edu/handouts/research/ressteps.html>

<http://www.ruf.rice.edu/~bioslabs/tools/report/reporterror.html>

<http://www.infoplease.com/homework/t1termpaper1.html>

<http://web.pdx.edu/~dbls/HowtoWriteLiteratureReview.htm>