

HU 494: Senior Thesis Research

Instructor: Joe Allen
E-Mail: joseph.allen@chaminade.edu
Office: Behavioral Sciences #109
Office Hours: By appt.

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Course Prerequisites: approval of the program director.

CATALOG COURSE DESCRIPTION:

This course is required for completion of the Humanities major. It is offered annually and is set up in consultation with the instructor to meet the requirements of the individual student degree plan.

PROGRAM LINKING STATEMENT:

Successful completion of major requirements guarantees that, at minimum, students will have mastered the skills and competencies listed in the previous section. Program Learning Outcomes are linked to the courses in the specific program of study developed by the faculty advisor and student. At the time of the development of a course of study, the faculty advisor will submit an assessment plan which integrates the shared program outcomes with the outcomes found in the area concentration within the degree. Students will be responsible for maintenance of a portfolio of individual work examples that are linked to the program outcomes as presented in the course of study that are consistent with their approved assessment plan. The Senior Thesis will be the primary assessment tool and intellectual product of the program.

COURSE DESCRIPTION:

Students in this course will begin the formative stages of the preparation of a contemporary research paper on a selected humanities issue. The student will collect information and data on this issue, providing summaries and notations, and preparing a final outline for use in the production of a 15-20 page paper for HU 498. The student will not have to produce the final paper for this course (that will occur in HU 498) but it is expected that all major research materials, synthesis of ideas and hypotheses, and a detailed and linear outline for the final paper will be produced.

STUDENT LEARNING OUTCOMES:

Students successfully completing the Humanities major program will demonstrate:

1. an understanding of the importance of humanities and the arts in society.
2. an understanding of change, continuity and causality.
3. an understanding of the Marianist educational tradition of education for service, justice and peace.
4. outcomes appropriate to a minor in the selected area of concentration (see the specific minor programs in humanities, fine arts, and social sciences).

ASSESSMENT:

- **Information & Data Collection.** The student will collect a minimum of 10 scholarly resources related to their topic.
- **Literature Review Summaries.** The student will produce a 1-2 paragraph summary of each resource, highlighting study findings, conclusions, hypotheses, etc. Detailed information from each source will be bullet-pointed after each summary. Citation of each source will follow standard APA format.
- **Brief Overview of Literature.** The student will produce a 1-2 page overview of the major themes that he/she delineates from the review of the literature. This overview can be in bullet-point format.
- **Literature Review Synthesis & Outline.** The student will produce a detailed outline of a literature review of materials synthesized (this outline will guide the student in HU 498). This outline will minimally include: introduction to the issue, conclusions, and themes found in the literature.

GRADING SYSTEM:

A standardized grading system will be used:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = 69% and below

POINT DISTRIBUTION & SCORING SYSTEM:

Activity/Assignment	% of Final Grade
Information & Data Collection	10%
Literature Review Summaries	50%
Brief Overview of Literature	20%
Literature Review Synthesis & Outline	20%
	100%

ATTENDANCE & PARTICIPATION:

- The instructor and the student will meet in-person as needed; though expect to meet weekly until the project is well underway. While the student and instructor will not be meeting several times a week (unless necessary), the student is expected to keep open lines of communication with the instructor in the forms of e-mail, phone, etc.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

About the Instructor:

Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

COURSE SCHEDULE**HU 494**

Week/ Date	General Topic
1	Course Introduction
2	Discussion & Selection of Research Topic
3	Further Discussion of Research Topic
4	Data Collection
5	Data Collection
6	Data Collection
7	Data Collection
8	Finalize Data Collection & Begin Literature Summaries
9	Literature Summaries
10	Literature Summaries
11	Literature Summaries
12	Literature Summaries
13	Begin Overview & Literature Review Outline
14	Overview & Literature Review Outline
15	Review of Summaries, Overview, & Literature Review Outline