

CJ321: RESEARCH METHODS

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Office Hours: By appt. (easy, just email to set up)
Course Prereq: None. Open to non-majors.

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Online

CATALOG COURSE DESCRIPTION:

This course will introduce students to the research methodology used to assess practices and policies within the criminal justice system and in criminology overall. Students will be equipped with the range of quantitative and qualitative tools available to the criminal justice researcher. Students will also learn the ethic limitations and obligations of the social science researcher.

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the program student learning outcome of the Scientific Method and its Application in the Field of Criminal Justice.

COURSE DESCRIPTION:

This course will provide an introduction to research methods in Criminal Justice and Criminology. Foundations of research, research design, analysis of findings, and ethical issues in researching criminal justice issues will be addressed. Students will obtain an understanding of how research is conducted and how practitioners can benefit from this knowledge. The assigned textbook for the course is: *Research Methods in Crime and Justice*. Brian L. Withrow. Routledge. 2014. Additional reading materials may also be assigned to supplement the textbook.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. Developing hypotheses that can be tested through a research proposal design project.
2. Research methodologies and individual research to design a quality research proposal appropriate to test a selected hypothesis.
3. Research methodologies including stages of conducting research and threats to reliability and validity.
4. Ethical issues in criminal justice research and potential sources of ethical violations when conducting research.
5. Appropriate methodologies in a research proposal to answer a research question sufficiently and ethically.

COURSE APPROACH:

Learning in an online environment is definitely different from an in-class one. Most notably, things are 'asynchronous' -- we are not all together and in each other's presence at the same time. This makes things very convenient for students, but presents challenges for instructors. This structure does not always allow for the easy flow of information that one expects from a traditional classroom setting. Interactions and exchanges of ideas are less spontaneous and more formalized, and when these things do happen, there are lag times between being recognized/heard and then interacted with/responded to. Study habits and staying 'on track' come out a bit more in an online course. I will give you all of the support and resources I can in order for you to learn and to add to your pedagogical toolbox (learning to learn/critical thinking), though you must read materials and do assignments in a

responsible manner in order to succeed in the traditional sense (grades). Online courses require a bit more planning and pacing on the student's part.

ASSESSMENT:

- **Reading Homework (5).** For each chapter of the textbook covered in the course (Ch. 1-14), you will be given homework; questions to answer and things to think about/focus on. These will be divided up into 5 sections. The questions will usually be presented in and short answer/essay format, but there may be other format types from time to time. Also included in your reading homework will be notes for you on things to focus on and/or consider; often this will point to things that the you will want to pay particular attention to for the exams.
- **Exams (3).** Exams will be based on the three major sections of the textbook (Quiz #1 - Ch. 1-3, Quiz #2 - Ch. 4-8, Quiz #3 - Ch. 9-14). The questions on the exams will have been discussed and pointed out in the reading homework. The questions will be objective format (i.e., only multiple choice, true/false, completion; not short answer/essay). The exams will be open-book/notes. The exams will also be timed, but very loosely; for example, you may be given a 1-2 hour window to complete an exam that would take 30-60 minutes in a traditional classroom setting. You will already have been clued in to the questions beforehand and you will be allowed to have all resources at your disposal (e.g., notes, textbook, slides, assessment of homework questions, etc.). The exams are not administered with 'testing' and 'performance' as the goals; the goal here is to promote learning, thoughtful reading, and some modest preparation. Given the resources at your disposal, the notes on what to focus on, and the timing parameters, you can do well with very little stress.
- **Written Assignments & Other Activities.** Students will be given written, posting, and other participatory assignments. Examples of assignments include, but are not limited to: watching/reading something and responding to questions in paper format or through posting on the postboard, responding to postboard questions, completing surveys or participating in other types of research/learning activities. Some of the written assignments and activities will support the construction of your research proposal, which is due at the end of the term.
- **Research Proposal.** Students will prepare a brief 6-7 page research proposal. This proposal will minimally include sections on: (1) research question, (2) research design, (3) variable selection & measurement, (4) hypothesis, (5) sampling, and (6) ethical/privacy considerations.

GRADING SYSTEM:

The class will be graded based on the following standardized grading system:

A = 90-100% B = 80-<90% C = 70-<80% D = 60-<70% F = <60%

Point Distribution & Scoring System:

Activity/Assignment	% of Final Grade
Reading Homework (5)	35%
Exams (3)	15%
Writing Assignments/Activities	30%
Research Proposal	20%
	100%

Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

LOGGING IN & COMMUNICATION:

- **Regular Class Login.** As a policy, if a student misses materials due to not logging in when necessary, this is not excusable. For those with extenuating circumstances, documentation will be required for any level of excusal. "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as 'circumstances beyond one's control' (e.g., medical illness, family emergency). Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not seen, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.
- **Communication.** Email through Canvas is the best way to reach me with questions about the course. If you would like to talk with me online (webcam) or via phone, I'm happy to do so; for this, it is probably best to email me and then we can set up a day/time. For email, I will answer all emails as soon as I can (usually very quickly if I am on the computer, but always within 24 hours unless I am travelling for work or at a conference). If you have a question about something in the course, do NOT send out group emails to all other students; this is not their burden to share -- send your questions directly to me.

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.

TERMS OF COURSE REQUIREMENTS:

1. If accepted, late assignments/projects will be discounted an initial 30% and 10% per day after the due date. All late assignments must be turned in within **1** week, otherwise loss of **all** credit will occur.
2. *Exam/Quiz materials are to be completed within the timeframe that they are made available.* Exceptions are to be granted only in extenuating circumstance, otherwise loss of all credit will occur.
3. *Logging into the course regularly is a must taking into consideration the amount of material covered in the course.*
4. *Students will be expected to read the assigned materials as these materials provide the pedagogical basis for the course.* Students will be unlikely to pass, much less perform well, if they do not read the assigned materials.
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. DON'T HESITATE to talk to, call, or email me!*
6. Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.
7. *As a policy, opportunities for extra credit WILL NOT be available. All students begin the course with perfect scores, and will have every opportunity to maintain this score.*

8. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

University Statement on Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

University Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center – 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

About the Instructor:

Dr. Allen is a full-time faculty member, Associate Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, survey research methods & 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. Prior to Chaminade, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), the 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: victim compensation/restitution, 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 was born in Minnesota and spent his formative years there).

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: Due Dates & Timeframes

Below are the due dates for homework/assignments and timeframes for exam completion. Do not wait until the last minute to complete things as they may take longer than anticipated. All due date times are 11:59p (HST) except for the research proposal which is due by noon on the due date.

Due Date/Timeframe	Item Due	Graded By
7/20 (Friday)	Reading Homework #1 (Ch. 1-3)	7/24 (Tuesday)
7/23 (Monday)	Writing Assignments/Activities #1	7/27 (Friday)
7/25-7/27 (Wed-Fri)	Exam #1: Chapters 1-3	7/30 (Monday)
8/2 (Thursday)	Reading Homework#2 (Ch. 4-5)	8/6 (Monday)
8/6 (Monday)	Writing Assignments/Activities #2	8/10 (Friday)
8/15 (Wednesday)	Reading Homework #3 (Ch. 6-8)	8/19 (Sunday)
8/17 (Friday)	Writing Assignments/Activities #3	8/22 (Wednesday)
8/20-8/22 (Mon-Wed)	Exam #2: Chapters 4-8	8/24 (Saturday)
8/28 (Tuesday)	Reading Homework #4 (9-11)	9/1 (Saturday)
8/30 (Thursday)	Writing Assignments/Activities #4	9/4 (Tuesday)
9/7 (Friday)	Writing Assignments/Activities #5	9/11 (Tuesday)
9/10 (Monday)	Reading Homework #5 (12-14)	9/12 (Wednesday)
9/13-9/14 (Thurs-Fri)	Exam #3: Chapters Ch. 9-14	9/18 (Tuesday)
9/18 (Tuesday-NOON)	Research Proposal	9/21 (Friday)

Textbook TOC

Part One – Getting Started

Chapter 1 – The Research Practice

Chapter 2 – The Research Process

Chapter 3 – The Ethical Principles that Guide Researchers

Part Two – Learning Research Design Basics

Chapter 4 – Classifying Research

Chapter 5 – Causality

Chapter 6 – Measurement

Chapter 7 – Variables and the Structure of Research

Chapter 8 – Sampling

Part Three – Acquiring and Analyzing Data

Chapter 9 – Experimental Design Research Methods

Chapter 10 – Survey/Interview Research Methods

Chapter 11 –Non-Reactive Research Methods

Chapter 12 – Qualitative Research Methods

Chapter 13 – Evaluation Research Methods

Chapter 14 – Data and Information Analysis