

CJ 321: RESEARCH METHODS

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

Spring 2019
TR 1:00p-2:20p
Henry Hall 102

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, 2nd Ed.* Brian L. Withrow. Routledge. 2018. 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.

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 (2).** These exams are not cumulative and will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lecture and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats.

- **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.
- **Participation/Attendance.** Student can fulfill this aspect of the course by attending class regularly and participating. Absences up and beyond 5 for the entire term, especially without excuse, will negatively impact the student's grade in a sizeable way (see below regular class attendance).

GRADING SYSTEM:

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

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

Point Distribution & Scoring System:

Activity/Assignment	% of Final Grade
Reading Homework (5)	20%
Exams (2)	15%
Final Exam	10%
Writing Assignments/Activities	25%
Research Proposal	20%
Attendance/Participation	10%
	100%

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

ATTENDANCE & PARTICIPATION:

- **Regular Class Attendance.** As a policy, if a student misses more than 5 classes throughout the term, a deficiency notice will be sent to the registrar's office. Absences up and beyond 6 will result in the student losing 5% of their overall final grade points for each subsequent absence. For those with extenuating circumstances, documentation will be required for an incomplete (to be made up no later than 30 days after the final exam). "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). Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, 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.
- **Regular classroom participation.** Besides simply coming to class, students will be asked to contribute to lecture, group discussions and exercises, informal presentations, and to complete in-class and out-of-class assignments. Contributions to group and individual assignments will be

assessed through participation (e.g., extent and depth of discussion), completeness of work turned in, etc. This also means that students will come to class prepared, being able to respond to questions posed from the instructor.

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. Assignments, quizzes, and exams that are not completed by the time items have been graded or discussed in class will receive no credit.*
2. Unless otherwise specified, *assignments are due at the beginning of class.*
3. *Exams and Quizzes are to be taken on the days that they are administered.* Exceptions are granted only in extenuating circumstance, otherwise loss of all credit will occur. Final exams may be taken earlier if needed and arrangements can be agreed upon; taking the final exam after the scheduled final exam day/time will not be considered unless extenuating circumstances exist.
4. *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.*
5. *Regular attendance is a must, given the amount of material covered in the course.* If you know you will be missing a class in the future due to legitimate reasons, be sure to tell me in advance so I can keep you up-to-date on material you will be missing.
6. *Students are expected to read materials as assigned.* It is especially important that students read and do work outside of the classroom due to the breadth of materials covered during the term.
7. *I have an open door when it comes to helping students understand the material and do well in the course. If you would like to meet with me, don't hesitate to approach me and/or e-mail me to set up an appointment.*
8. 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.
9. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

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.

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: (1) • Chaminade Counseling Center – 808-735-4845 or (2) 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. 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).

<u>SPRING DAY 2018 - 2019 Final Examination Schedule</u> (May 06 – May 09, 2019)		
<u>CLASS TIME</u>		<u>EXAM TIME</u>
<u>Monday, May 06, 2019</u>		
Tu Th 10:00 – 11:20 AM		08:30 – 10:30 AM
MWF 09:30 – 10:20 AM		11:00 – 01:00 PM
MWF 02:30 – 03:20 PM		01:15 – 03:15 PM
ALL EN 101 & 102		03:30 – 05:30 PM
<u>Tuesday, May 07, 2019</u>		
Tu Th 08:30 – 09:20 AM		08:30 – 10:30 AM
MWF 01:30 – 02:20 PM		11:00 – 01:00 PM
Tu Th 01:00 – 03:20 PM		01:15 – 03:15 PM
ALL Language Courses		03:30 – 05:30 PM
<u>Wednesday, May 08, 2019</u>		
Tu Th 11:30 – 12:20 PM		08:30 – 10:30 AM
MWF 11:30 – 12:20 AM		11:00 – 01:00 PM
Tu Th 02:30 – 03:20 PM		01:15 – 03:15 PM
MWF 04:30 – 05:20 PM		03:30 – 05:30 PM
<u>Thursday, May 09, 2019</u>		
MWF 08:30 – 09:20 AM		08:30 – 10:30 AM
MWF 10:30 – 11:20 AM		11:00 – 01:00 PM
MWF 03:30 – 04:20 PM		01:15 – 03:15 PM
Tu Th 04:00 – 05:20 PM		03:30 – 05:30 PM

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**CJ 321**

Week	General Topic	Read for Week
1 1/14-1/18	Course Introduction Ch. 1 - The Research Practice	Text: Ch.1
2 1/21-1/25	Ch. 2 - The Research Process	Text: Ch.2
3 1/28-2/1	Ch. 3 - The Ethical Principles That Guide Researchers	Text: Ch.3
4 2/4-2/8	Tentative: Exam #1 (Ch. 1-3) Ch. 4 - Classifying Research	Text: Ch.4
5 2/11-2/15	Ch. 5 - Causality	Text: Ch.5
6 2/18-2/22	Ch. 6 - Measurement	Text: Ch.6
7 2/25-3/1	Ch. 7 - Variables and the Structure of Research	Text: Ch.7
8 3/4-3/8	Ch. 8 - Sampling	Text: Ch.8
9 3/11-3/15	Tentative: Exam #2 (Ch. 4-8) Ch. 9 - Experimental Design Research Methods	Text: Ch.9
10 3/18-3/22	Ch. 10 - Survey/Interview Research Methods	Text: Ch.10
3/25-3/29	SPRING BREAK -- NO CLASS	
11 4/1-4/5	Ch. 11 - Non-Reactive Research Methods	Text: Ch.11
12 4/8-4/12	Ch. 12 - Qualitative Research Methods	Text: Ch.12
13 4/15-4/19	Ch. 13 - Evaluation Research Methods	Text: Ch.13
14 4/22-4/26	Ch. 14 - Data and Information Analysis	Text: Ch.14
15 4/29-5/3	Research Proposal Discussion/Preparation ***Research Proposal DUE by 11:59p on 5/4***	
****FINAL EXAMINATION: SEE ATTACHED FINAL EXAM SCHEDULE**** (Chap. 1-14; all materials covered during term)		

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