



CJ321: RESEARCH METHODS

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

COURSE/CATALOG DESCRIPTION:

This course will introduce students to the research methodology used to assess practices and policies within the criminal justice system and criminology overall. Students will be equipped with a 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.

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. (ISBN: 9781138124233). Additional reading materials may also be assigned to supplement the textbook.

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.

ALIGNMENT OF LEARNING OUTCOMES:

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

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

#	CCJ PROGRAM LEARNING OUTCOMES (PLOs)
1	Demonstrate an understanding of practical knowledge regarding the inherent complexities and day-to-day operations of the American justice system.
2	Demonstrate an understanding of issues of age, race and ethnicity, gender and social class and the need to understand social causes of crime.
3	Demonstrate an understanding of integrating concepts of forensic science, and prosecutorial law in criminal investigation instruction.
4	Demonstrate an understanding of learning the basic rights guaranteed to each individual by both state and federal constitutions and laws.
5	Demonstrate an understanding of a model of criminal justice management theory and practice, stressing conceptual, methodological and contextual knowledge development and application.
6	Demonstrate an understanding of formulating plans for research.
7	Demonstrate an understanding of providing service to the community and preparing for careers in criminal justice.

MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace.
5. Educate for adaptation and change.

NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

ALIGNMENT OF LEARNING OUTCOMES

Area/CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Essential Questions	1	2	3	4	5
Marianist/NH Values		2		4	2,4
Program Learning Outcomes	6	5,6	5,6	4,5,6	5,6,7

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 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 into 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 = <90-80%

C = <80-70%

D = <70-60%

F = <60%

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.

GRADING SCALE

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

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 traveling 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.

TERMS OF COURSE REQUIREMENTS:

1. 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. Late assignments will unlikely to be accepted if assignments for other students have already been graded and returned.
2. *Exam/Quiz materials are to be completed within the timeframe that they are made available.* Exceptions are to be granted only in extenuating circumstances, 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 cataloged 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.

ADA POLICY

Statement from the [New Student Handbook](#)

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center in the Student Support Services Building, Room 101, by phone at (808) 735-4845 / email: counselingcenter@chaminade.edu. For further information, go to: studentaffairs.chaminade.edu/counseling-center/counseling-services

TUTORING AND WRITING SERVICES

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua `Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua `Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua `Ike at tutoring@chaminade.edu or 808-739-8305.

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.

TITLE IX COMPLIANCE

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

ACADEMIC CONDUCT POLICY

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

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 earlier formative years there).

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
Fri Sep 6, 2019	Assignment Reading Homework #1 (Ch. 1-3) due by11:59pm
Mon Sep 9, 2019	Assignment Writing Assignment/Activities #1 due by11:59pm
Fri Sep 20, 2019	Assignment Exam #1 (Ch. 1-3) due by11:59pm
Thu Sep 26, 2019	Assignment Reading Homework #2 (Ch. 4-5) due by11:59pm
Mon Sep 30, 2019	Assignment Writing Assignment/Activities #2 due by11:59pm
Wed Oct 16, 2019	Assignment Reading Homework #3 (Ch. 6-8) due by11:59pm
Fri Oct 18, 2019	Assignment Writing Assignment/Activities #3 due by11:59pm
Wed Oct 23, 2019	Assignment Exam #2 (Ch. 4-8) due by11:59pm
Tue Nov 5, 2019	Assignment Reading Homework #4 (Ch. 9-11) due by11:59pm
Thu Nov 7, 2019	Assignment Writing Assignment/Activities #4 due by11:59pm
Sun Nov 17, 2019	Assignment Writing Assignment/Activities #5 due by11:59pm
Mon Nov 25, 2019	Assignment Reading Homework #5 (Ch. 12-14) due by11:59pm
Mon Dec 2, 2019	Assignment Exam #3 (Ch. 9-14) due by11:59pm
Sun Dec 8, 2019	Assignment Research Proposal due by11:59pm

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