



# Chaminade University OF HONOLULU

## Course Syllabus

**Course Number:** CJ 321

**Course Title:** Research Methods

**Department Name:** Criminology & Criminal Justice

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Spring 2023

**Course Credits:** 3

**Class Meeting Days:** Tuesdays and Thursdays

**Class Meeting Hours:** 10:00 – 11:20am

**Class Location:** Hale Hoaloha 101

**Instructor Name:** Laura Tipton, PhD

**Email:** [laura.tipton@chaminade.edu](mailto:laura.tipton@chaminade.edu)

**Phone:** 808-735-4804

**Office Location:** Tredtin DSC 3

**Office Hours:** M,W 9-11am or by appointment

**Instructor Website:**

**Other Professional Contact Information:**

## 1. University Course Catalog 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 ethical limitations and obligations of the social science researcher.

## 2. Course Overview

In this course we will cover both quantitative and qualitative methods used in social science and criminal justice research. Foundations of research, research design, analysis of findings, and ethical issues in researching criminal justice issues will be addressed.

## 3. Program Learning Outcomes

Upon completing the B.S. degree program in Criminology & Criminal Justice the student will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Evaluate social, cultural, and technological change and its impact on the criminal justice system.
4. Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
5. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

## 4. Course Learning Outcomes and Linkage to Program Learning Outcomes

At the conclusion of CJ 321, students will be able to:

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1. Develop hypotheses that can be tested through a research proposal design project		X				
2. Apply research methodologies and individual research to design a quality research proposal appropriate to test a selected hypothesis		X			X	

3. Identify and critique research methodologies including stages of conducting research and threats to reliability and validity		X			X	
4. Identify and assess ethical issues in criminal justice research and potential sources of ethical violations when conducting research			X	X	X	
5. Develop appropriate methodologies in a research proposal to answer a research question sufficiently and ethically				X	X	X

### 5. Course Prerequisites

EN 102 and COM 101

### 6. Required Learning Materials

Research Methods in Crime and Justice, 2nd ed. Brian L Withrow. Routledge. 2019. (ISBN: 9781138124233) *available in the bookstore*

Additional materials will be posted on Canvas as needed.

### 7. Course Website:

### 8. Technical Assistance for Canvas Users:

Search for help on specific topics at [help.instructure.com](http://help.instructure.com). [Chat live with Canvas Support 24/7/365](#).

Watch this [video to get you started](#) with online guides and tutorials. Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu), or call (808) 735-4855

### 9. Assessment.

Attendance/Communication	5 points
Quizzes (x3)	30 points
Reading Homeworks (x6)	35 points
Research Proposal	30 points
<b>Total</b>	<b>100 points</b>

Grading will be based on student points earned from attendance/communication, quizzes, reading homeworks, and a final research proposal. Quizzes will be multiple choice and conducted through Canvas. Reading homeworks will generally be short answer format and will come from your textbook. Proposals will be developed based on material and sources discussed in class.

## 10. Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. They are interpreted as follows:

- A 90-100% 90 points or more: Outstanding scholarship and an unusual degree of intellectual initiative
- B 80-89% 80-89 points: Superior work done in a consistent and intellectual manner
- C 70-79% 70-79 points: Average grade indicating a competent grasp of subject matter
- D 60-69% 60-69 points: Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F <60% 59 points or less: Failed to grasp the minimum subject matter; no credit given

## 11. Course Schedule

Week	Date	Lesson	Chapter	Assignment
1	1/10-12	<ul style="list-style-type: none"> <li>Introduce syllabus.</li> <li>Everyone introduces themselves.</li> <li>What defines research?</li> </ul>		
2	1/17-19	<ul style="list-style-type: none"> <li>Research Practice</li> </ul>	1	
3	1/24-26	<ul style="list-style-type: none"> <li>Research Process</li> </ul>	2	Reading Homework 1 (ch 1-2)
4	1/31-2/2	<ul style="list-style-type: none"> <li>Ethical Principles</li> <li>Classifying Research</li> </ul>	3, 4	Quiz 1 (ch 1-3)
5	2/7-9	<ul style="list-style-type: none"> <li></li> </ul>		
6	2/14-16	<ul style="list-style-type: none"> <li>Causality</li> </ul>	5	Reading Homework 2 (ch 4-5)
7	2/21-23	<ul style="list-style-type: none"> <li>Measurement</li> </ul>	6	
8	2/28-3/2	<ul style="list-style-type: none"> <li>Variables</li> </ul>	7	Reading Homework 3 (ch 6-7)
9	3/7-9	<ul style="list-style-type: none"> <li>Sampling</li> </ul>	8	Quiz 2 (ch 4-8)
10	3/14-16	<ul style="list-style-type: none"> <li>Experimental Design</li> </ul>	9	Research Proposal Draft
11	3/21-23	<ul style="list-style-type: none"> <li>Spring Break, no classes</li> </ul>		

12	3/28-30	<ul style="list-style-type: none"> <li>• Survey/Interview Methods</li> </ul>	10	Reading Homework 4 (ch 9-10)
13	4/4-6	<ul style="list-style-type: none"> <li>• Non-Reactive Research Methods</li> </ul>	11	
14	4/11-13	<ul style="list-style-type: none"> <li>• Qualitative Research</li> </ul>	12	Reading Homework 5 (ch 11-12)
15	4/18-21	<ul style="list-style-type: none"> <li>• Evaluation Research</li> </ul>	13	
16	4/25-27	<ul style="list-style-type: none"> <li>• Data and Information Analysis</li> </ul>	14	Reading Homework 6 (ch 13-14) Quiz 3 (ch 9-14)
17	5/2-4	<ul style="list-style-type: none"> <li>• Exams (no class)</li> </ul>		Research Proposal

This schedule is presented as a guideline and is subject to change at the instructor’s discretion. The student will be notified of any major deviations from this schedule.

## **12. Alignment with Marianist and Hawaiian values of the University.**

### **12.1 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.

For this course specifically, the course will tend to emphasize on #4 (educate for service, justice and peace) and #5 (educate for adaptation and change). These values are important considerations when working with research and research populations.

### **12.2 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 ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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.

### **13. Additional departmental and university policies**

#### **13.1. Late Work Policy**

Requests for extensions due to extenuating circumstances (medical problems, for example) will be considered but in general work received after the deadline will not be graded. Computer problems and poor time management are not an excuse for late work.

#### **13.2. Grades of "Incomplete"**

Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the School Secretary and the Portal) must be completed. When submitting a grade, the "I" will be accompanied by the alternative grade that will automatically be assigned after 90 days. These include IB, IC, ID, and IF. If only an "I" is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 90 days after the end of the semester or term. This limit may not be extended.

#### **13.3. Writing Policy**

Paper requirements and formatting will be discussed during the course when the assignment is given

#### **13.4. Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [laura.tipton@chaminade.edu](mailto:laura.tipton@chaminade.edu). Online, in-person, and phone conferences can be arranged. Response time will take place within 3 days.

The University provides a Chaminade email address for all students. Official Chaminade communications will be sent to the students' Chaminade email address and instructors will use only this email to communicate with students. It is the responsibility of the student to check their email frequently. Report email-related problems to the Helpdesk at 808-735-4855 or [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu)

#### **13.5. Cell phones, tablets, and laptops**

*Music Devices and Cellular Phones:* Unless specifically permitted by your instructor, use of music devices and cell phones is prohibited during all classes, as it is discourteous and may lead to suspicion of academic misconduct. Students unable to comply will be asked to leave class. Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **13.6. Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **13.7. 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. 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

### **13.8. Attendance Policy**

If you are not feeling well, please do not come to campus! Please email Dr. Tipton to let her know that you will not be attending. Most lectures will be posted online and participation in online components will be considered attendance. Repeated unexcused absences without email notification may lead to a grade reduction for the course.

### **13.9. Academic Conduct Policy**

See the current Undergraduate Academic Catalog and the Student Handbook available from Student Affairs.

## **14. Dr. Tipton's policies**

### **14.1 Inclusion Statement**

I recognize that I cannot fully understand the lived experience of many minoritized individuals. However, I am dedicated to increasing excellence through inclusion. That includes recognizing as assets the different perspectives students and scholars from diverse backgrounds bring to the classroom and to science. It includes a drive to have the readings and examples used in the classroom be as inclusive and diverse as possible. Furthermore, it is an awareness that biases, both conscious and unconscious, exist in academia, science, and the world, and an aim to reduce the influence of those biases in my decisions and

in those around me. Actions that seek to limit the potential of others or perpetuate biases or anti-inclusive sentimentality will not be tolerated.

### **14.2 Safe Space**

To the extent possible, I hope you will consider my office a safe, non-judgmental space; a place where you can bring your whole self and all your emotions. As stated above, I am obligated by law to report Title IX violations and any reports of abuse. Beyond that, I will do my best to listen, help, and direct you to campus and community resources when appropriate.

### **14.3 Syllabus Changes**

This syllabus is a guide to the class and will be adhered to as much as possible; however, I reserve the right to make changes as I see fit, so long as they do not create an additional undue burden on the student.

### **14.4 Miscellaneous**

Congratulations on reading all the way to the end of the syllabus. For an extra credit point, please email a picture of your favorite fruit to me.