

CRM 310A – RESEARCH METHODS (WRITING IN THE DISCIPLINE) Spring 2021

Class Meetings: Monday 8:30-9:20

Tuesday & Thursday 2³⁰-3⁴⁵am

Virtual Classroom: Zoom Meeting

Instructor: Dr. Anamika Twyman-Ghoshal

Office: Martin 235

Office Hours: Monday 10:00am-12:00pm and by appointment

Zoom Personal Meeting Room

https://stonehill.zoom.us/j/8682320577

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Extension: 5649

AIMS OF THE COURSE:

This course examines the methods and techniques of research in criminology and criminal justice. Emphasis will be given to the development and use of knowledge, including using critical thinking to consume and evaluate information. The course will cover creating hypotheses, ethical considerations in social research, research designs, modes of scientific observation, application and analysis of data, and interpretation of results. Students receive a basic conceptual framework for understanding, interpreting, and critiquing social science research as well as practical experience in designing empirical research and writing a supporting review of literature. Pre-requisite: CRM 120 or CRM 201; open to Junior and Senior Criminology or Sociology majors. This class satisfies the Writing in the Discipline (W.I.D.) Cornerstone requirement and will therefore be writing intensive.

REQUIRED TEXTS:

• Michael **Maxfield &** Earl **Babbie**. (2018). Research methods for criminal justice and criminology (**M&B**)

You can access an online version at https://www.vitalsource.com/products/research-methods-for-criminal-justice-and-michael-g-maxfield-v9781337517119?term=9781337091824

- Peter M. Nardi. (2017). *Critical Thinking: Tools for Evaluating Research* (PN) You can access an online version at: https://www.vitalsource.com/products/critical-thinking-peter-m-nardi-v9780520965478
- MacPhaidan Library LibGuide for Research Methods for Criminology: http://libguides.stonehill.edu/c.php?g=379387&p=2569399

NOTE: Additional readings will be required.

LEARNING OBJECTIVES:

- Students will learn to be informed consumers of information in the public and scientific domains.
- Students will strengthen and deepen critical thinking skills, including a greater awareness of racial justice and how it pertains to research.
- Through an understanding of human rights and racial justice, students will develop a competency in evaluating the ethical and social justice implication of criminological research, recognizing the need to incorporate social context in research.
- Students will develop an understanding of how scientific research is produced.
- Students will learn to formulate practical and meaningful research questions and employ appropriate qualitative and quantitative research methods to answer these questions.
- Students will acquire an appreciation of how to scientifically measure and test abstract theories
 and concepts and applying theories and methodologies to measure and evaluate social
 problems.
- Students will enhance their written communication skills.

EXPECTATIONS:

<u>CLASSROOM POLICIES</u>: You need to arrive to our virtual class on time and remain for the entire session. If there is a serious reason for the delay, please email me in advance. If you need to leave early, please communicate this to me in advance.

Out of respect for your Professor and your classmates, do not schedule any other meetings during class time. You are expected to **submit work on the days specified** below. **Late work** will not be accepted.

If **any issues or concerns** arise during the semester, please come and see me **as soon as possible**. Please do NOT wait till the end of the semester.

Please do not share access codes, passwords, or other mechanisms designed to secure online forums. Students who share such information may be held responsible for the behavior of the recipient, including harassment, "Zoombombing," and other inappropriate conduct.

<u>CAMERA USE</u>: Camera use is strongly encouraged and very helpful for building class rapport, but it is not mandatory. I recognize that you may be in an environment that might not feel private, safe, or comfortable to "open" to an entire class. You always have the option of using a <u>non-distracting virtual Zoom background</u>. If you plan to have your camera off for any portion of the class, please get in touch so we can develop a participation contract to make clear how you will participate and indicate that you are following along.

<u>CELL PHONES</u>: Please turn your cell phone to silent mode during class time and keep it out of sight throughout the duration of the class. Please be respectful and do not use the phone during class time. <u>CLASS DISCUSSIONS</u>: This is a discussion-based class; therefore, it is a requirement that ALL students participate in each class/virtual class. In our class discussions, students should work on developing an ability to defend their ideas (supported by evidence) but also an openness to relinquish and modify positions that are not justifiable. Be respectful & thoughtful in all your communications. Be aware of your own biases and work on acknowledging and changing these throughout the semester (& beyond). <u>ELEARN</u>: I will use eLearn for communication, announcements and *posting of additional readings*. You are expected to check eLearn regularly in order to remain informed of the most recent developments in schedule and assignments.

<u>ASSIGNMENT SUBMISSIONS</u>: All coursework should be submitted on ELEARN on the due date. Work that is missing will have points deducted. You may be required or permitted to submit work to me via email if circumstances require it. By submitting work in this manner, you are consenting to receiving grades or feedback from me via email.

<u>WORK LOAD</u>: The federal definition of a credit one hour of classroom or direct faculty instruction and a *minimum* of two hours of student work for approximately fifteen weeks. Therefore, my expectation is that **you are spending** *at least* **eight hours per week in addition to our time in the classroom**.

<u>READINGS</u>: It is important that you arrive to class having completed <u>ALL</u> the readings & watched the lecture recordings <u>COMPLETELY</u> for that class/virtual class. Class meeting will be used to clarify the course material and to elicit critical discussion. Attendance, preparedness, and participation are a portion of your grade. Participation requires not only that you attend class prepared for each lecture, but that you actively engage in class discussion.

<u>COLLABORATION</u>: My expectation is that you will adhere to the **Stonehill Academic Honor Code and Academic Integrity Policy** found in the 2019-2020 Hillbook under Academic Policies and Procedures. In this course, **I expect students to work independently** on all assignments and exams, unless otherwise specified. Evidence of collaboration will result in a failing grade. When in doubt, always check with me if something is being done properly or is allowable in this class rather than simply make an assumption based on the fact that it was or is currently allowable in another class.

GRADING:

Grades are assigned using objective criteria, they are non-negotiable. Your running course average will be available on eLearn. Your grade reflects points that you have earned over the course of the semester.

A	A-	B +	В	B -	<i>C</i> +	C	<i>C</i> -	D+	D	F
95-100	90-94	87-89	84-86	80-83	77-79	<i>74-76</i>	70-73	65-69	60-64	0-59

RESOURCES FOR ACADEMIC SUPPORT

The Center for Writing and Academic Achievement (CWAA) provides academic support services in a welcoming, professional environment that emphasizes collaborative learning and peer tutoring, supplemented with professional-level support. The CWAA offers a variety of academic support services, including peer tutoring in writing, math, and foreign languages. The CWAA is located in MacPháidín Library, Room 314. Drop-in hours are offered Sunday – Thursday. Students can visit the CWAA website to view schedules, make appointments, or request a tutor.

INCLUSIVE CLASSROOM

Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences. There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: https://www.stonehill.edu/offices-and-services/intercultural-affairs/bias-incident-protocol-team/

If you ever have a concern about my behavior or that of another student in the class, please, please approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you!

ACADEMIC ACCOMMODATIONS

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104 or visit: https://www.stonehill.edu/offices-and-services/accessibility-resources/. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu

EVALUATION:

ATTENDANCE & PARTICIPATION: (15%)

Regular attendance will be monitored in class. Attendance will be graded, all *unexcused* absences will result in the deduction of one point. Each day you are *tardy to class* will be counted as an unexcused absence, unless you have a legitimate reason for being late that has been communicated to me in advance.

The larger part of this grade is your participation in our virtual class discussions, this means regular contribution in class is required.

ANTI-RACISM READINGS & JOURNAL: (15%)

As part of an ongoing anti-racism journey, I am asking that all students read Jason Reynold's and Ibram X. Kendi's book 'Stamped: Racism, Antiracism, and you' (2020) (adapted from Ibram Kendi's 'Stamped from the Beginning: The Definitive History of Racist Ideas in America') before the semester starts. You will need to complete a reading quiz once you have finished the book (the completion of the quiz is also required before we start semester). During the semester you will continue this work by keeping an anti-racism journal, this will be an online journal consisting of a series of guided questions which are aimed at self-awareness, reflection, and action to becoming an anti-racist. This work will be reflected in our discussions throughout the semester highlighting the importance of anti-racism for criminological research. To get full credit, you need to complete the quiz and you can miss no more than 3 entries in your anti-racism journal.

ASSIGNMENT A: (10%)

Presenters: Students will be divided into small groups to read and present on a research article. The presentation should be recorded to be posted for everyone to watch in advance of the group meeting. We will then discuss it in our virtual classroom (presenters will need to attend both group meetings that week). Each research article will be an example of the topic or research method that we will be covering that week. The group assigned to the article will need to read ahead on the topic in the M&B book, then carefully read the article and describe the study. You will need to summarize what the aims of the research were, the way research was conducted, what made this a good study (think in terms of research design, ethics, and overcoming the realities of social research) and what the limitations were of the study. You will also need to explain the findings. In addition, you will need to answer the specific questions posted for each of the individual articles (see specific questions in schedule below). The recording needs to be submitted to me the week before the presentation is due to be discussed in class. All feedback you receive on the draft presentation will need to be integrated into the class presentation.

Audience: Students who are *not* writing up/presenting the assignment that particular week are required to read the article and annotate it in preparation of the class. Students are required to write **three** discussion questions for each of the articles to prepare them to contribute to the presentation by their peers. These will be due before the presentation on eLearn.

ASSIGNMENT B: (5%)

Students will be required to put together a recorded presentation, accompanied by an informative but concise **one page** handout for the class. Each group will be working on ONE crime data collection efforts, this will include NIBRS, NCVS, British Crime Data, and two other international examples. You will need to explain how concepts are defined, how the information is collected, what changes have been made since the creation of the instrument, and identify the strengths and weaknesses of the data collection effort. In addition, make sure you compare the similarities and differences of the data collection efforts to the UCR. Summarize these for the class on a **one-page**, visually pleasing, and informative but succinct handout that can serve as a study guide.

RESEARCH PROPOSAL:

Your research proposal will involve designing your own research study on a topic of your choice (the topic and research question will need to get my approval). The topic should be interesting but also reasonably narrow so that you can create a strong research proposal.

RESEARCH PROPOSAL TASKS: (20%)

To help you formulate your research proposal you will have a series of Research Proposal Tasks to complete. These tasks will allow you to think through each step of creating a scientific research study. See the description of each of these in the schedule below. To complete the tasks you will need to refer back to the readings and apply the concepts to your proposed research.

FINAL RESEARCH PROPOSAL: (15%)

The proposal will require the following sections:

- Introduction including a problem statement & research question
- Literature Review
- Research Methods & Sampling Procedure (This will need to include at least **two** different methods, one of which needs to be a survey or an interview)
- Ethical Considerations
- Proposed Time-Table & Budget
- References (using APA citation style)
- Appendix with your survey or questionnaire

The proposal should be around **10-12 pages** long. Make sure you also include a cover page with the title, your name, and the date of the proposal **strictly following APA citation style**.

EXAMINATIONS: There will be two written examinations which will monitor understanding of the course material and monitor timely reading of the assigned readings.

MIDTERM EXAMINATION: Part I & some of Part II. (10%)

FINAL EXAMINATION: Entire course. (10%)

SCHEDULE & READINGS

The following is a tentative schedule; changes will be announced in advance. It is *YOUR* responsibility to be aware of any such changes. Make sure you *regularly* check on eLearn for announcements.

Week	Dates	Readings			
Part I: A	Part I: An Introduction to Social Science Inquiry				
1	1/25	Introductions, the Syllabus & the need for Critical Thinking - PN Introduction: Critical Thinking			
	1/26 1/28	Importance of Research - PN Introduction: Chapter 1 - Fumento, M. (1998, August). "Road rage" versus reality. The Atlantic Monthly, 282, 12-17. Available at: http://www.theatlantic.com/past/docs/issues/98aug/roadrage.htm			
2	2/1 2/2	Scientific Inquiry & Basics of Academic Writing - M&B Chapter 1 - PN Chapter 5			
	2/4	Drop in Session			
3	2/8 2/9	Foundations of Research - M&B Chapter 2 - PN Chapter 6 Drop in Session			

Research Proposal Task 1 due 2/11: Find a scholarly, peer reviewed journal article that decribes a research study on a topic you are interested in exploring for your research proposal. Read and annotate the article (i.e. highlight and make notes in margins). Look over the reference section and identify at least three articles that you would look into for further reading on your topic of interest (these will be the initial sources for your literature review research). Write one page summarizing the article: identifying the research question, explaining the theory used (if any), what research methods were used, and how the study was conducted. Explain what the findings of the research were and how it informs your proposed study. Write a second page suggesting your research subject and why it is an important area of research. Pose a research question you plan to answer and identify what criminological theory (think back to your CRM 201 class!!) will guide your research and why. Use M&B Chapters 1& 2 to guide you. Make sure to submit a copy of your article with your Task 1.

*Assignment A1 due 2/12: Prepare a recorded presentation of the analysis of the research design used by Sherman and Berk. After explaining what research methods they used and how the study was conducted, explain the type of observation used for this study and the units of analysis used. Identify the strengths of the study as well as acknowledging the limitations of the study considering that practical difficulties of conducting social science research. In addition, identify what was done to mitigate the limitations in the study and/or if they were identified adequately in the article. Conclude with a nuanced discussion about the reliability and validity of the study.

Part	II:	Struct	uring	Social	Science	Inquiry
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1 ar	m. Budetaring Boerar	science inquiry
4	2/15 2/16	Research Design Issues & Writing an Annotated Bibliography
		- M&B Chapter 4
		- Sherman, L. W., & Berk, R. A. (1984). The specific deterrent effects of
		arrest for domestic assault. American Sociological Review, 49(2), 261-
		272. (eJournals)
	2/18	Reading Day

*Assignment A2 due 2/19: Prepare a recorded presentation of the analysis of the paper by Marcus where you summarize and analyze the arguments made: What is Marcus saying about research on the general theory of crime? Why, based on his analysis, is operationalization and measurement so important? What does he say has been done incorrectly and why? Finally, in your assessment, was previous research in this area really a "waste of time"? Explain why or why not.

5	2/22 2/23	Concepts, Operationalization and Measurement & APA citation style - M&B Chapter 5 - Marcus, B. (2004). Self-control in the general theory of crime: Theoretical implication of a measurement problem. Theoretical
	2/25	Criminology, 8(1), 33-55. (eJournals) Drop in Session

Research Proposal Task 2 due 2/25: Based on your chosen topic (see Research Proposal Task 1 feedback) prepare an annotated bibliography and a topic paper.

The annotated bibliography should include at least **4-5 scholarly articles** summarized in no more than **three pages** (**total**). Make sure that each of the articles included are *directly relevant* to your research topic. The references need to be in APA citation style, make sure to edit your work carefully before submitting.

The **one page** topic paper should include a problem statement and a research question; the purpose of the study (exploratory, descriptive, explanatory, evaluative); a brief explanation of the underlying criminological theory that guides your research; and what methods (remember you need to have *two* methods) you are planning to use to answer the question (remember you will need to include a *survey OR interview* as one of your methods) and why these are suitable.

6 3/1 3/2 3/4 **Measuring Crime & Writing a Literature Review**- M&B Chapter 6

Assignment B due 3/1, 3/2, 3/4

*Assignment A3 due 3/5: Prepare a recorded presentation of the analysis of the research design used by Engels et al. After explaining what research methods they used and how the study was conducted, explain the type of observation used for this study Identify the strengths of the study as well as acknowledging the limitations of the study. In addition, identify what was done to mitigate these in the study and/or if they were identified adequately in the article. Make sure to identify all the basic building blocks of experimental research as they were used in this study and visualize their experiment using the Campbell and Stanley (1966) notation. Conclude with a nuanced discussion about the reliability and validity of the study.

7 3/8 3/9 **Experimental and Quasi Experimental Designs** - M&B Chapter 7 - Engels, R. C. M. E., Hermans, R., van Baaren, R. B., Hollenstein, T., &

Bot, S. M. (2009). Alcohol portrayal on television affects actual drinking behavior. Alcohol & Alcoholism, 44(3), 244-249. Available

http://alcalc.oxfordiournals.org/content/44/3/244

3/11 **EXAMINATION I**

Assignment A4 due 3/12: Prepare a recorded presentation of the analysis of the report prepared by Ghandnoosh of the Sentencing Project. Explain how Ghandnoosh collected the information for this report. Looking closer at the sources she used, chose **one** of the most shocking findings in more detail and find the source research she used and read it carefully. Identify what research methods they used and how the study was conducted, explain the type of observation used for this study and what measures were used. Identify the type of research methods used, how the research was conducted, what measures were used? For surveys, what type of questions were used? What other ways were perceptions measured? What were the threats to reliability and validity in these studies? How were these controlled for and/or how were they identified in the studies. Conclude with a nuanced discussion of the value and importance of the Ghandnoosh report in understanding racial perceptions and punitive policies.

8 3/15 3/16 **Surveys Research** - M&B Chapter 9 - Ghandnoosh, N. (2014). Race and Punishment: Racial Perception of Crime and Support for Punitive Policies. The Sentencing Project. Available at: https://www.sentencingproject.org/wp-content/uploads/2015/11/Race-and-Punishment.pdf 3/18 **Drop in Session**

Research Proposal Task 3 due 3/18: Identify the key concepts in your research. In one page explain how you will operationalize and measure these. What indicators/dimensions will you use to measure this? Rethink the two research methods you plan to use for your study (remember that one needs to be a survey or an interview). Explain how the two methods you have chosen (you can change them from your original idea) are suited to measure the indicators. Make sure to also explain how you will assess the measurement quality.

Part III: Modes of Observation			
9	3/22	Guest Lecture Cameron Burke '2017	
	3/23	Qualitative Interviewing	
		- M&B Chapter 10	
	3/25	Drop in Session	

Research Proposal Task 4 due 3/25: Submit a draft literature review (four pages max) for your research proposal, remembering that the literature review is NOT an annotated bibliography. Make sure you outline the literature by topic, critique the current research, and present your conclusions about the research as it relates to your research question. Attach a separate reference page using APA citation style.

Assignment A5 due 3/26: Prepare a recorded presentation of the analysis of the research design used by **Duck.** After explaining what an ethnography is and how it was conducted, explain the type of observation used for this study and how the cases/places were selected. Identify the strengths of the study. In addition, identify what the weaknesses are of field research and what was done to mitigate these in the study and/or if they were identified adequately in the article. Conclude with a nuanced discussion about the generalizability of this study.

10 3/29 3/30 **Field Observation**

- M&B Chapter 11
- Duck, W. (2017). The complex dynamics of trust and legitimacy: Understanding Interaction between the police and poor black neighborhood residents. The ANNALS of the American Academy of Political and Social Science, 1(673), 132-149. (eJournals)
- 4/1 **Drop in Session**

Research Proposal Task 5 due on 4/1: Prepare a **one-two page** summary of you survey design/interview protocol. Explain if it is qualitative or quantitative in nature; the type of questions included; who you want to survey/interview; the method of contact; how this reaches your unit of analysis; and how you will conduct your survey/interview (in person, via telephone, etc.) and why. Finally, create at least **ten questions** for your survey/interview and attach it to your summary (remember to think carefully about the various pitfalls of asking questions).

Assignment A6 due 4/2: Prepare a recorded presentation of the analysis of the research design used by **Brown.** After explaining what research methods used and how the study was conducted, explain the type of observation used for this study and the units of analysis used. Identify the strengths of the study as well as acknowledging the limitations of the study. In addition, identify what was done to mitigate the limitations in the study and/or if they were identified adequately in the article. Conclude with a nuanced discussion about the reliability and validity of the study

11	4/5	Easter Break
	4/6	Content Analysis & Secondary Data
	4/8	Guest Lecture Katie Wahrer '2017

- M&B Chapter 12
- Brown, J.A. Running on Fear: Immigration, Race and Crime Framings in Contemporary GOP Presidential Debate Discourse. Critical Criminology, 24(3), 315-331/(eJournals)

12 4/12 4/13 Sampling, Generalizability & Structuring your Research Proposal

- M&B Chapter 8
- PN Chapter 2
- 4/15 **Drop in Session**

Research Proposal Task 6 due 4/15: This task consists of three parts:

- Submit a **one page** sampling plan for your proposed research project, make sure that you have a sampling plan for both research methods that you plan to use. Your sampling plan need to: identify who you plan to survey or interview, what kind of sampling methodology you will use, and describe how you will draw up your sample.
- Submit a time line (**one page**) for your proposed research project.
- Submit a budget (**one page**) for your proposed research project.

Keep in mind that the time line and budget need to take account of both the research methods that you will be using.

13 4/19 4/20 Ethics in Criminal Justice Research - M&B Chapter 3

- ASC code of ethics:

https://asc41.com/wp-

content/uploads/Core Documents/ASC Code of Ethics.pdf

- Stonehill Institutional Review Board (IRB):

https://www.stonehill.edu/offices-and-services/institutional-review-board/

4/22 **Drop in Session**

Research Proposal Task 7 due 4/22: Write ONE page on which ethical standards apply to your research and how you will ensure that these standards are maintained. Use the BOTH the ASC Code of Ethics and the Stonehill IRB forms for support. Make sure to reference these in your writing.

<u>Assignment A7 due 4/23:</u> Prepare a **recorded presentation** of the assessment of **Rosenbaum's two-policy recommendation.** After explaining how he arrived at his conclusions, explain the value, implementation, impact and feasibility of the D.A.R.E. program.

14 4/26 4/27 Evaluation Research & Public Policy

- M&B Chapter 13

- Rosenbaum, D.P. (2007). Just say no to D.A.R.E. Criminology

and Public Policy, 6(4), 815-824. (eJournals)

4/29 **EXAMINATION II**

Part IV: Application & Analysis

15 5/3 5/4(*Th schedule*) Fact, Opinion, and Logical Reasoning

- PN Chapters 7

5/5 (Wed) **Drop in Session**

16 Exam Week

Research Proposal (full & final draft) due 5/10/21