



STONEHILL COLLEGE

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

Class Meetings:	Monday 8:30-9:20 Tuesday & Thursday 2 ³⁰ -3 ⁴⁵ am
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
E-mail:	atwymanghoshal@stonehill.edu
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:

CLASSROOM POLICIES: 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.

CAMERA USE: 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 [non-distracting virtual Zoom background](#). 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.

CELL PHONES: 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.**

CLASS DISCUSSIONS: **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).**

ELEARN: 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.**

ASSIGNMENT SUBMISSIONS: **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.**

WORK LOAD: 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.**

READINGS: It is important that you arrive to class having completed ALL the readings & watched the lecture recordings COMPLETELY 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.

COLLABORATION: 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+	B	B-	C+	C	C-	D+	D	F
95-100	90-94	87-89	84-86	80-83	77-79	74-76	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: An Introduction to Social Science Inquiry		
1	1/25	Introductions, the Syllabus & the need for Critical Thinking - <i>PN Introduction: Critical Thinking</i>
	1/26 1/28	Importance of Research - <i>PN Introduction: Chapter 1</i> - <i>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</i>
2	2/1 2/2	Scientific Inquiry & Basics of Academic Writing - <i>M&B Chapter 1</i> - <i>PN Chapter 5</i>
	2/4	Drop in Session
3	2/8 2/9	Foundations of Research - <i>M&B Chapter 2</i> - <i>PN Chapter 6</i>
	2/11	Drop in Session

Research Proposal Task 1 due 2/11: Find a scholarly, peer reviewed journal article **that decries 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.

- 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 at <http://alcalc.oxfordjournals.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.

