

DATE OF LAST UPDATE:

CJ 8305/ (formerly 605)

**ADVANCED CRIMINAL JUSTICE STATISTICS:
MULTILEVEL MODELS IN CRIMINAL JUSTICE &
CRIMINOLOGY
SPRING 2010
SYLLABUS
R. B. Taylor**

Main Course Page: http://www.rbtaylor.net/605_sp10_main.htmlInstructor Home Page: <http://www.rbtaylor.net>

All users : See LEGAL link below. Your use of these pages explicitly implies you have read and understood the legal conditions stipulated.

Links[TOPIC
SEQUENCE](#)[EXPLANATION
HLML
HANDOUTS](#)[POSTER
SESSION \(will
appear later\)](#)[LEGAL](#)***Basics***

Instructor	R. B. Taylor (GH 536-7)
Time and Place	TUESDAY 3:00 - 5:30 (+/-)
Office Hours	Friday 9:30-11:00 and by appt. as needed
Contact	TEL: 215.204.7169 (v). You also can ring 1-7918 and ask Ms. Major if we need to chat and the phone is not being picked up; ask her to leave a message for me EMAIL: tuclasses at gmail.com The syllabi polizei require I include my Temple email on the syllabus. Here it is: ralph.taylor at temple.edu but Please do not use it.

BlackBoard and Website

This website serves as the main architecture for this course. Major readings and lecture notes will be distributed on a CD at the beginning of the semester.

There is also a BlackBoard site. I use that site for

* updated information - test guides, test feedback, and so on

* additional handouts

In the past students have not liked this split personality. Sorry. If you want to know why I do this then see the link to legal information (at left).

Policies

This section includes various policies that apply to this course. **It does not include all of my teaching and grading policies.** Therefore, you may encounter policies during the semester that are not included here, although I have tried to include as many of them as possible.

Disability statement

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately as soon as possible. Contact Disability Resources and Services at 215.204.1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities. You may require special services if you are sight or hearing impaired, or if you wish to register for gaining extra time for taking exams or completing assignments.

Statement on Student and Faculty Academic Rights and Responsibilities and Academic Freedom.

"Freedom to teach and freedom to learn are inescapable facets of academic freedom. Temple University has adopted a policy on student and faculty academic rights and responsibilities." Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the University's policy on academic rights and responsibilities. The full policy can be found at:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals will be determined by the Provost.

Snow Cancellation

Yes, winter is here. This is a **day** class and the emergency closing number is 101. If there IS a closing I will post an announcement on Blackboard (if it's working) and on the main course page. If there is no closing, assume that I am doing my best to get here.

Religious Holidays

"If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, your instructor will offer you an opportunity to make up the class or course requirement if you make arrangement by informing your instructor of the dates of your religious holidays within two weeks of the beginning of the semester, or three days before the holidays if they occur in the first two weeks of class."

Policy on Weapons of Mass Distraction and Laptops

1. Turn off cell phones, PDAs, pagers, and iPods before you come to class
2. If by chance you forget to turn it off, and your phone or pager rings, I expect you to turn it off immediately.
3. **TEXTING IN CLASS OR CHECKING YOUR SMART PHONE OR EVEN YOUR DUMB PHONE FOR TEXT OR EMAIL OR MISSED CALLS IS STRICTLY PROHIBITED.** If there is an urgent message you are awaiting, alert me at the beginning of class. Yes, we do have a break every class. You can check all of your messages during break. After break - everything needs to be off again.
4. **IF YOU HAVE YOUR LAPTOP ON I expect you ONLY to be taking notes. I do not expect you to be websurfing, browsing, checking email and such. If your laptop is on expect I will be interested. If I think that you are more distracted than you would be were you taking notes about what is happening in class, I may ask you to keep it off.**

Email

You would do well to start thinking about how to send email in a professional manner. You can get a book about this called: "Send: The Essential Guide to Email for Office and Home." To learn more about this book [CLICK HERE](#).

For this course you may expect that I will reply to any email from you within five business days. I may reply sooner, but there is no guarantee. If there is something we need to address speedily, it may be faster to chat with me about it at the next class meeting or call me at home.

Special Services

Students who may require special services should notify the instructor at the earliest opportunity, and I will put you into contact with the Office of Disability Resources and Services at Temple (<http://www.temple.edu/disability> - 215.204.1280). You may require special services if you are sight or hearing impaired, or if you wish to register for gaining extra time for taking exams.

The Focus

Statistical

Hierarchical Linear Models (HLM) or Multilevel models (MLM) represent a significant advance in social scientists' ability to understand how outcomes are affected by context, how individual and contextual factors interact, how outcomes change over time, and how to summarize results from a series of studies. We will be concentrating in this course largely on the first two uses of HLM. We will get to the other two uses of HLM - to investigate changes over time, and to summarize studies -- if and as time permits. I am optimistic. These models address a range of theoretical and methodological issues relevant to criminal justice, sociology, psychology, urban studies, education, and political science. The issues include multilevel analysis, aggregation issues, contextual analysis, and clustered samples. In simple, whenever the individual units of study (e.g., students) are nested within a higher level unit (e.g., schools), HLM is an appropriate, and some would argue the most appropriate form of analysis.

HLM refers both to an analytical technique, and a specific software program. There are other multilevel software programs available, like MLWin, MIXPROC n SAS, GLLAMM in STATA, various modules in R, and others. In this course we are using HLM.

The field appears to be moving faster than the HLM program can keep up with. This is probably the last iteration of this course that will use HLM. Ask me and I can tell you more.

There are questions about whether MLMs are just a "fad" right now in criminal justice and criminology research. I don't think so, for the following reason. First, many problems in research and evaluation in criminal justice are most amenable to, and only amenable to, a multilevel approach. Offender or delinquency careers represent cases in point. In addition, the interaction between the lower level unit and the higher level unit (e.g., the officer and the police department) is fundamental to numerous theoretical and policy concerns, and MLMs provide a systematic way to approach these.

Here are some examples of "units nested within larger units" in criminal justice evaluation or research:

Level 1 units	Level 2 units
Residents	Different Neighborhoods
Police Officers	Different Precincts
Police Precincts	Different Police Departments
Cases Sentenced	Different Judges
Prisoners	Different Prisons
Sentenced Drug Offenders	Different Drug Courts
Juveniles	Different Treatment Programs
Decades	Neighborhoods
Offenses by year	Offenders

You will note with the last two examples time is nested. This is a repeated observation setup. You will be learning how observations can be nested within the same individual, or the same unit. This means that MLMs can analyze much of the same data analyzed by repeated measures ANOVA, or even time series, and in some cases, depending on the circumstances, do a better job of it. MLMs have become a powerful analytic tool for life course criminology, and there is an avid ongoing debate about trajectories vs. latent growth curve modeling.

At the same time, I do NOT think MLMs are going to "solve" all or nearly all of our analytic problems. That would be asking too much. In fact I think many may become disenchanted with MLMs because the answers they provide may not be to our liking. We have many theory and policy ideas around the interaction between person and context. But MLMs may often find that these interactions are nonexistent or trivial in the pragmatic sense. Alternatively, I think MLMs can help "push" us in our theorizing, moving us to think in more detailed ways about processes. For a great example see: Wilcox, P., K.C. Land, and S.A. Hunt. 2003. *Criminal circumstance: A Dynamic multicontextual criminal opportunity*. New York: Aldine deGruyter.

In the long run, my guess is that MLMs will become like SEMs and other general purpose but also somewhat specialized multivariate techniques: very useful in a wide range of situations, but also easily mis-applied.

In this class we use examples from criminal justice and many other disciplines. There are a lot of examples here from neighborhood research, and also on neighborhoods, health, and well being. But there are

Goals and activities

The goals of this course revolve around different sets of activities. These activities break into two clusters.

CLUSTER 1

The first is concerned with general, doctoral student skills: completing secondary analysis, writing research papers, and presenting them

Many of the examples that we use in this course will come from an extract of the 2006 Philadelphia Health Management Corporation Southeastern Pennsylvania Adult Health Survey. PHMC does this survey every two years. It includes social or health related outcomes. Philadelphia respondents are grouped into 45 PHMC neighborhoods. We can look at individual and neighborhood effects.

Because the class is small this time around -- the smallest it has ever been since the first time it was offered to one faculty member and one student -- you will be expected to consult with your major advisor and acquire from him/her an available nested data set on which he/she seeks additional analyses to be done. You want to start those conversations right now. I will ask each of you to report back to me on those conversations next week.

You will each be completing your own research project.

Your research project will advance sufficiently that you can present a research poster using HLM by the last week of the semester, and complete a draft empirical research paper by the end of the semester.

Several students have had good luck pushing forward with these research papers after the semester and getting them published.

See:

Garcia et al. (2007) *Justice Quarterly*

McCord et al. (2007) *JRCD*

Wyant (2008) *JRCD*

Two students who learned HLM in this course worked with me on another paper:

Taylor, Kelly, & Salvatore (in press). *Policing and Society*.

You will be completing portions of the research paper as the semester progresses, and, in a poster session at the end of the semester, you will be presenting your results at an "in house" event.

CLUSTER 2

The second cluster is specific to course content: carrying out and interpreting contextual regressions; understanding the fundamentals of HLM; and carrying out and interpreting HLMs. In addition, we will be reading a small number of articles using HLM, so that you become familiar with interpreting HLM tabular output.

We will be having some lab time. Not sure at this time exactly how much. There is a student version of HLM you can acquire. Encourage you to do so because then you can do some simple things at home. Details on the student version limits appear below. **It is going to be extremely important for you to practice with the HLM program on your own. It also is important for you to keep me posted on how you are doing with the program.**

To help you learn about how MLMs are being used, you will start reading some papers using these techniques, and we will be discussing them in class. To learn the mechanics of HLM there will be some exercises put out there that you can do with PHMC data or your own data set.

Topical

I have sought to include HLM readings from a range of topics: reactions to crime, collective efficacy, juvenile justice processing, court Since the PHMC data set addresses health issues and collective efficacy, articles in that area are included as well

Assumptions

I assume you understand the basics of OLS multiple regression AND RUNNING SPSS, including:

- variance
- covariance
- correlation
- scatterplots
- R squared
- adjusted R squared
- F test of R squared
- b weights
- standard errors of b weights
- beta weights
- t tests of b weights
- constant
- residuals
- predicted scores
- residual diagnostics
- tests for linear vs. curvilinear impacts

coefficient of alienation

SAVING DATA FILES

WORKING IN SYNTAX BOXES

BASIC DATA PROCESSING STATEMENTS - computing new variables, transforming variables, and the like.

In addition, I assume you know your way around SPSS for Windows. This includes being able to write syntax boxes, and save them, and diagnose what is happening with them.

If any of the above terms is unfamiliar to you, you have some remedial work to do!. Please let me know ASAP so we can get working on this.

Readings and books

You will be reading books, articles, and handouts. The required and "sort of" required books have been ordered. Of course, although I officially recommend the College Bookstore for all your collegiate purchases, you also may find you can save money either through Amazon.com or through ssicentral.com's bookstore.

In addition to the books indicated below, there are handout note files prepared by the instructor (see handouts link), and additional works completed in the area.

You also will be reading many articles in your interest area.

Required

Stephen Raudenbush, Anthony Bryk, Yuk Fai Cheong, Richard Congdon, and Mathilda duToit (2004). HLM 6: Hierarchical Linear and Nonlinear Modeling. Chicago: SSI Scientific Software International. **This is the program manual. Be sure you get version 6**

Sort of Required

Stephen W. Raudenbush, Anthony S. Bryk (2002). Hierarchical Linear Models : Applications and Data Analysis Methods.

SECOND EDITION Thousand Oaks: Sage. **This book costs a lot but it is a crucial reference.** It is close to \$100. Feel free to look for used copies. [This is in the category "sort of" required because of the cost. Many students when they are done with this course have concluded that this book was impenetrable, not that helpful, and extremely expensive. Although it is the "standard" reference, you may **not** wish to buy this unless you are certain that you will be doing a lot of multilevel modeling in the future.]

Perhaps Helpful (recommended)

This first book says it provides a basic overview. The running example is from political science. I am not sure yet what I think about this book. In the first few pages I have found stuff that is potentially confusing. But try it -- it is cheap at least -- and see if it works for you:

Luke, Douglas A. (2004). Multilevel modeling. (Series: Quantitative Applications in the Social Sciences #143). Thousand Oaks: Sage.

These next two are recommended in that they provide additional detail; they are not necessarily oriented to those who are looking for more basic help. Kreft and DeLeeuw is a lot easier to penetrate than Snijders.

Ita G. G. Kreft, Jan De Leeuw (1998). Introducing Multilevel Modeling (Introducing Statistical Methods) Thousand Oaks: Sage. [Chapter 2 is a nice review of contextual models. There are some nice graphical examples of varying slopes.] The text uses a different program than we are using, so the programming examples are not that helpful.

Tom A. B. Snijders and Roel J. Bosker (1999). Multilevel analysis: An Introduction to basic and advanced multilevel modeling Thousand Oaks: Sage. [More "advanced" [confusing?] than the above book. Good discussion of sampling issues, however. Uses Greek alphabet differently than HLM program does.] This book, however, has some stuff you cannot find anywhere else.

J. J. Hox (1995) Applied Multilevel Analysis. This is on your cd: hlm_applied_hox.pdf. This is over a hundred pages. I like the discussion about connecting across levels. There is some useful, basic material here. Again, you will need to be careful because his Greek differs from the other Greek you will see in other places. **Please do not print this all out - just print out pages as**

Articles and Files

Articles. We are going to be reading a good number of articles and handouts.

Some of these will just be examples of MLM uses. Others will address specific conceptual issues. I am going to try and put most of these on a CD, although some may appear later on Blackboard.

Handouts. The handouts are a series of HLM lecture notes you get directly off the website

Other

MLM is growing like topsy. Luke (2004) recommends a couple of websites as being among the best. These include

The folks at University of Bristol (UK) maintain the following:

<http://www.mlwin.com/> [This used do be: <http://multilevel.ioe.ac.uk/>]

The folks at UCLA, of whom deLeeuw is one, maintain:

<http://statcomp.ats.ucla.edu/mlm/>

These may or may not prove helpful.

Class Structure

You will complete the assigned readings on a weekly basis and come to class prepared. **To help you prepare there are questions to go along with the article readings. You want to write answers to some of those questions after you have read the articles. If it turns out that discussion in class is lagging because a significant number of students are not doing the readings, and not answering the questions beforehand, I will revise the class grading structure to reduce the weight of both exams somewhat, and add a required number of written answers.** You should expect that I will call on you in class to read answers you have written to questions.

The weekly readings provide the needed conceptual background for carrying out the work assigned, and for understanding how MLMs are advancing scholarship in criminal justice and criminology. Thus it is important that you keep up with the readings. They provide not only examples that help us decode MLMs, they also provide very interesting background for the conceptual work.

Once you get started with HLM after the first couple of weeks in the course you will be given certain types of models to complete with your data set, and you will be asked to write up some of your basic output. This gets you started with your research paper.

You will notify me beforehand if it is absolutely essential for you to miss a class. Given the amount of ground we must cover, a missed class may create a significant burden for your learning curve. If you do miss a class it is completely your responsibility to get all handouts, assignments, and so on, that were distributed.

There is a public research poster session at the end of the semester. You will prepare a poster and learn how to "present" a poster at a

Grades

Your grade at the end of the semester will be based on

30%	Final paper. It is intended that this be of close-to-submittable quality
30%	Final examination. This will focus on the identification of an appropriate tool to use in a particular situation; and on interpreting results presented in tables

10%	CREDIT for turning in written assignments, related to the paper project, on time. These build to the final paper. IF you make a credible attempt to complete the assignment, and turn it in on time, you get full credit.
20%	Short, in-class, mid-term examination
10%	Poster session presentation

Grading Policies

1. Assignments are due on the date indicated. If you cannot get your paper in to me at class time, please send me an email explaining why, and let's be sure to have a follow-up chat. The assignments that I do ask you to hand in must not only be credible but also handed in ON TIME in order for you to get full credit. Same applies to the final paper.
2. If I encounter solid evidence of academic misconduct I reserve the right to fail you on the assignment in question, and/or to assign you a failing grade for the course. I will try to state as clearly as I can the ways in which it is acceptable for you to cooperate with one another and network, and the ways in which it is not acceptable.
3. You do have a right to submit assignments for regrading. (The midterm, final, and paper.) You should state in writing the reason you think you deserve a higher grade, attach that to the original completed assignment, and return it to me. Your grade may go up, go down, or

Avoiding Academic Misconduct

[CLICK HERE](#) to see College Policy circa 1983 - I think this gives you the most detail. STRONGLY RECOMMENDED.

We will discuss in class the nature of academic misconduct, including plagiarism. You are responsible for understanding the different varieties of academic misconduct, and for understanding the Graduate School's policies as described below. If I encounter solid evidence of academic misconduct I will discuss the matter with you, and then deliver the consequence I deem appropriate. Possible consequences include: failure on the assignment in question (i.e., a 0); assigning a failing grade for the course; or attempting to have you expelled from Temple University. Should you wish to contest a decision I make on academic misconduct, I will inform you of the procedures to follow. The department and the college have fully specified grievance procedures for graduate students.

The following materials are from the University's Graduate Bulletin statements on academic honesty of about six years ago [<http://isc.temple.edu/grad/Bulletin/Default.htm>] Even though I can no longer find this in the current Graduate School

Academic Honesty

Temple University believes strongly in academic honesty and integrity; therefore, any kind of academic dishonesty is prohibited. Essential to intellectual growth is the development of independent thought and of a respect for the thoughts of others. The prohibition against academic dishonesty is intended to foster this independence and respect. Primarily, the two types of academic dishonesty include the following: Plagiarism and Academic Cheating.

Plagiarism is the unacknowledged use of another person's labor, ideas, words, or assistance. Normally, all work done for courses — papers, examinations, homework exercises, laboratory reports, oral presentations — is expected to be the individual effort of the student presenting the work. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. All these forms of plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University. Our education and our research encourage us to explore and use the ideas of others, and as writers we will frequently want to use the ideas and even the words of others. It is perfectly acceptable to do so; but we must never submit someone else's work as if it were our own, rather we must give appropriate credit to the originator.

Academic Cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. Some examples include: falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize; or cheating from one's own or another's work; or actually doing the work of another person.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a

failing grade in a course, suspension, or expulsion from the University. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

For more information about what constitutes Academic Dishonesty or about disciplinary and/or academic grievance procedures refer to the University's Statement on Academic Honesty and the Student Code of Conduct or contact the Student Assistance Center, 215-204-8531.

Load

This course ends up being somewhat more demanding than some other graduate courses for some students. In short, for some of you, this may "feel" like a four credit or a six credit graduate course. Try to plan your weeks (*and weekends*) accordingly.

Software

For HLM we will use a specific program, put out by Scientific Software International. The main web page for SSI is [SSICENTRAL.COM](http://www.ssicentral.com). This is a useful website, because you can look at the examples, and get help interpreting HLM output. I STRONGLY ENCOURAGE YOU TO GO THROUGH ALL THESE EXAMPLES ONCE WE ACTUALLY START WORKING ON HLM. Here is the link:

<http://www.ssicentral.com/hlm/examples.html>

The College has bought a site license for this program. This means that you need to do your work on College computers if you want to have access to the FULL version of the program. College labs are available in Gladfelter 513, basement Anderson, and 3rd Floor Gladfelter, 8th Floor Gladfelter. I do not know at this time whether the program also is available on other computers, like at the Tech Center.

There is, however, a STUDENT version of the file. See the SSICENTRAL website for more details. I will be putting a version of the student program on your CD. If you want to go to SSICENTRAL in the meantime and download it yourself, you can do that too.

There are, however, a number of restrictions with the student model. Most importantly, you can not run very complex models. Below are quotes from a paper I can no longer find that described the limitations of the student edition.

The student edition can run all the analyses the full version can in terms of models selected, statistical options and output.

Restrictions are, however, placed on the data used and the size of the model selected. The following restrictions apply in this edition:

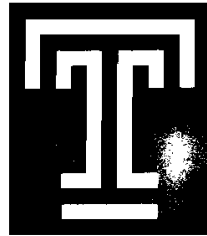
The student edition can run all the analyses the full version can in terms of models selected, statistical options and output. Restrictions are, however, placed on the data used and the size of the model selected. The following restrictions apply in this edition (ACCORDING TO THE WEBSITE):

- The DBMSCOPY utility used for the importation of data is not included. The student edition will only accept ASCII, SYSTAT, SPSS for Windows or SAS transport data files.
- For a level-3 model, the maximum number of observations that may be used at levels 1, 2 and 3 are approximately 7500, 1700 and 60 respectively. Note that the restriction applies to observations in the case of the level-2 file, for example, and not to actual number of level-2 units to be included in the analysis.
- For a level-2 model, the maximum number of observations at the two levels are 7200 at level-1 and 350 at level-2 of the hierarchy.
- No more than 5 effects may be included in any HLM equation at any level of the model, and the grand total of effects can not be 25 or higher.

When these limitations are exceeded, an appropriate error message will automatically be displayed.

I know that getting to a place where you can run this program is going to be a hassle for many of you. I also know the program itself is prohibitively expensive for many of you. If you do end up coming to campus to run programs please be aware that security in this building is not good during the evenings, and especially during the weekends. Please be cautious.

Temple University



College of
Arts and Sciences

Statement on
Academic
Honesty

Policy of the College of
Arts and Sciences

Approved October, 1983

Academic Honesty

The students and faculty of the College of Arts and Sciences at Temple University are working together in a common endeavor to seek the truth, to discover the truth, to speak and to publish the truth. It is an ancient and honorable endeavor to which teachers and students have dedicated themselves since time immemorial. Out of this long history of dedication to the truth has grown a specific set of requirements governing the ways in which we behave toward one another in the classroom and the ways in which we may use one another's thoughts, words, ideas, and published research. As a student in the College of Arts and Sciences, you will want not only to dedicate yourself generally to the pursuit of truth but also you will need to learn the specific rules which govern academic behavior in this college.

The most important rules are self-evident and follow inevitably from a respect for the truth. We must not take credit for research, for ideas, or for words which are not our own. We must not falsify data or results of research. We must not present any work under false pretenses. In order to be sure that we do not violate this principle, we must learn some specific rules. We must understand exactly what the College of Arts and Sciences means when it speaks about the two major types of academic dishonesty: plagiarism and violating the rules of an assignment. The faculty of the College of Arts and Sciences is confident that if we all understand these few simple rules, we will have no need to worry about academic dishonesty.

Academic Dishonesty: Plagiarism and Violating the Rules of an Assignment

The two types of academic dishonesty are 1) plagiarism and 2) violating the rules of an assignment.

1. Plagiarism. Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance.

There are many forms of plagiarism: repeating another person's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. All these forms of plagiarism are

prohibited both by the traditional principles of academic honesty and by the regulations of the College of Arts and Sciences. Our education and our research encourage us to explore and use the ideas of others, and as writers we will frequently want to use the ideas and even the words of others. It is perfectly all right to do so; but we must always remember that when we use the words and ideas of others we must acknowledge their use. In short, we must never submit someone else's work as if it were our own.

Some sorts of plagiarism are obvious. Students must not copy someone else's examination answer or laboratory report, submit a paper written in whole or part by someone else, or have a friend do a calculus assignment or take a psychology test for them.

Other forms of plagiarism however, are less obvious. We provide below some guidelines concerning the types of materials that should be acknowledged.

(a) Quotations. Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material. This applies also to quotations you have altered by the omission of some words (indicated by three spaced periods within the quotation) or by the addition of some words (enclosed in square brackets).

(b) Paraphrasing another's language. Avoid closely paraphrasing another's words: substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar a little, just changing the tenses of verbs, and so on. Either quote the material directly, using quotation marks or put the ideas completely in your own words. In either case, acknowledgement is necessary. Remember: expressing someone else's ideas in your own way does not make them your original ideas.

(c) Facts. In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on American history, for example, it would not ordinarily be necessary to give a source for the statement that the Civil War began in 1861 after the inauguration of Abraham Lincoln.) But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should give the source for the facts. Similarly, when you attribute a belief or claim to someone, you should

support the attribution unless it is common knowledge that the thinker held the view in question. (In the context of a philosophy course it would probably not be necessary to document your claim that Descartes thought souls were different sorts of things from bodies but you should support, by reference to appropriate primary or secondary sources, your claim that he thought the soul and body communicated in the pineal gland.)

(d) Ideas. If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should give the source. You should give the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt how to do so, ask your instructor. When in doubt about whether to identify a source, either go ahead and cite the source or consult with your instructor.

There are two ways that you can provide the source for a quotation, paraphrased passage, fact, or idea. Sometimes the instructor will expect you to use footnotes. This is especially true if you are writing a long paper. In such a case, the instructor may also expect you to give a bibliography, in which you would list all sources that you actually used in preparing the paper, and perhaps all those you consulted.

But it is often all right for you to provide the source in the body of the paper, without using a footnote. (For example, in a paper on the history of Philadelphia, you might write the following sentence: "Warner, in his book Private City, states on page 55 that the population of the city was 565,529 in 1860." This would acknowledge your source and avoid the use of a footnote.)

When preparing a paper, you should ask your instructor whether he or she expects you to use footnotes, and whether all sources consulted should appear in a bibliography or only those from which you used material.

2. Violating the Rules for Assignments. Academic course work is intended to advance the skills, knowledge, and intellectual competence of students. It is important, therefore, that students not participate in course work in such a way as to thwart these intentions. When students

are given assignments in a class or laboratory, the instructor will normally explain the rules under which the assignment is to be carried out. A student who does not understand the rules should ask the instructor for clarification. These rules are intended to make the assignment an educational experience or to make certain that the students' accomplishments on the assignment can be fairly evaluated. A violation of the rules of an assignment is cheating.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

There are many examples. When an examination is given in class, the instructor will usually assume or explicitly state that it is a "closed book" exam. If it is, students should not use notes or any other written aids in taking the exam. If you are unsure, ask.

If the answers to mathematics problems are in the back of the book, looking them up may produce correct answers, but it will not promote skill, knowledge, or competence. Or if the teacher says not to use a dictionary for a foreign language translation but you use one anyway, you will not participate in the reading exercise which the teacher intended by making the assignment. In both of these examples, not only do you cheat yourself out of academically useful work, but you also cheat yourself of any helpful evaluation which the teacher might make. If instructors don't know what kinds of problems their students are having, they can't do much to help with those problems. Moreover, they may be led to miscalculate the difficulty and usefulness of the assignments which they have made. So a few students' disregard of the conditions of a particular assignment may affect the quality of instruction for an entire class. Failing to follow the directions for an assignment constitutes academic cheating.

Another form of academic cheating occurs when work is submitted as if produced according to instructions when actually it is produced by some other means, or is simply invented. When students are given a laboratory assignment, it is assumed that they will carry out the assignment and that their reports will be based on their own laboratory work. A student should not make up data for a report or prepare a report without doing the assignment. If the assignment has called for the collection of data, perhaps

through social or laboratory experiment, then the significance of the cheating can be great. Inventing or lying about the data gives you an unfair advantage over students who have obtained the data in prescribed ways, and it seriously distorts the teacher's perception of the class. More importantly, it completely bypasses a principal purpose of such assignments.

A special case of such cheating occurs when students avoid the expected work of an assignment not by drawing upon the work of others but by drawing upon their own work, already done for another course—for instance, by submitting a paper from one course to fulfill an assignment for another. This is academic cheating, since it frustrates the aims of the assignment. It avoids the development of skill, knowledge, and competence for which the assignment was made. When an instructor assigns a paper to be written outside of class, it is assumed that a student will prepare a paper specifically for that course. This does not mean, of course, that students should avoid building upon their previous work. All education, and especially education within a major field, assumes a continuous building upon what has been learned before. For the purpose of course work, however, work you have already done should be regarded as if it were the work of someone else. Specific use of that work must be appropriately acknowledged. And substitution of that work for a current assignment is a form of cheating unless specifically permitted by the instructor. If you wish to use a paper that you have prepared for another course, you should obtain permission from your instructor.

Penalties for Academic Dishonesty

The penalty for plagiarism or cheating as a first offense is normally an F in the course in which the offense is committed and a report to the Dean. A subsequent offense may in addition be referred to the University Discipline Committee.

Students who believe that they have been unfairly accused of cheating may appeal the decision of the instructor. The student should first speak with the instructor. If that does not resolve the matter, the student should speak to the department's student adviser/ombudsperson. If the matter is not satisfactorily resolved at the departmental level, then the student may appeal to the Grievance Committee of the College, which consists of students and faculty members. The office of the Dean can provide information concerning an appeal.

CJ 8305/605 Spring 10: Sequence of Topics and Readings

[course: home](#)

Date of last update: 1/17/2010

The sequence of topics and readings, as best as I can predict them at this point, appear below. All of this is subject to change depending upon numerous factors *so it is a good idea to double check this page (be sure to reload the page in your browser) before you tie in to the readings for the week.* The readings and assignments are for the week they are DUE.

Codes

CD = on a CD that will be distributed. These are usually PDF files.

HLML = note files I have generated; these are available on the CD

Main texts:

R&B = Raudenbush and Bryk

RBCC=Raudenbush, Bryk, Cheong,Congdon,DuToit; this is the program manual for HLM 6

Recommended texts:

K&DL = Kreft and deLeeuw

S&B = Snijders and Bosker

Class Date	Topics / Readings DUE on this week
1/19 WK1	Hello. What we are about. How to get ready for this course. How to create space for this course in your life and not lose your mind. MLM: what does it do? Main areas of application in criminology and criminal justice and sociology and psychology
1/26 WK2	METHODS: Current issues in researching neighborhood effects; how to create an aggregate file in SPSS and conduct your own contextual analysis; audit functions in secondary data analysis THEORY: key issues in neighborhood research; neighborhoods and health; cross-neighborhood effects and health; conceptual and empirical challenges of contextual analyses <ol style="list-style-type: none"> 1. Sampson, R. J., Morenoff, J. D., & Gannon-Rowley, T. (2002). Assessing "neighborhood effects": Social processes and new directions in research. <i>Annual Review of Sociology</i>, 28, 443-478. (CD) 2. Morenoff, J. D. (2003). Neighborhood mechanisms and the spatial dynamics of birth weight. <i>American Journal of Sociology</i>, 108(5), 976-1017. (CD) 3. HLML00CC.PDF (CD) - please read over regression examples carefully; answer questions in the text 4. R&B: 1 - 10 <p>QUESTIONS to consider while you read</p>
2/2 WK3	METHODS: Review of aggregation procedure and results; understanding the aggregation problem; theoretical and statistical implications; statistical power questions THEORETICAL: Connecting micro and macro; why communities matter for health HLM SUBMODEL 1: the one-way anova via HLM; steps to creating the HLM file; interpreting output READ <ol style="list-style-type: none"> 1. Thorndike, E. L. (1939). On the fallacy of imputing the correlations found for groups to the individuals in smaller groups composing them. <i>American Journal of Psychology</i>, 52, 122-124. (CD) 2. Liska, A. E. (1990). The Significance of aggregate dependent variables and contextual independent variables for linking macro and micro theories. <i>Social Psychology Quarterly</i>, 53(4), 292-301. (CD) 3. Sampson, R. J. (2003). The Neighborhood context of well-being. <i>Perspectives in Biology and Medicine</i>, 46(3 (Supplement)), S53-S64. (CD) 4. R&B: 16-24;38-41; 69-72

	<p>5. HLML01.PDF (CD)</p> <p>6. RBCC 1-49</p> <p>7. RECOMMENDED: K&DL 22-29; S&B 6-16</p> <p>QUESTIONS to consider while you read</p>
2/9 WK4	<p>METHODS: HLM SUBMODEL 1: One-way ANOVA with random effects ROUND 2: intraclass correlation; the statistical test</p> <p>THEORY: Updating the "Chicago" approach to understanding communities and their impacts</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Sampson, R. J. (2002). Transcending tradition: New directions in community research, Chicago style. <i>Criminology</i>, 40(2), 213-230.(CD) 2. Sampson, R. J. (2002). Studying modern Chicago. <i>City and Community</i>, 1(1), 45-48. (CD) <p>RECOMMENDED:</p> <ol style="list-style-type: none"> 1. K&DL: 9-10 2. S&B: 16-18; 45-47 3. Shinn, M., & Toohey, S. M. (2003). Community contexts of human welfare. <i>Annual Review of Psychology</i>, 54, 427-459.(CD) <p>QUESTIONS to consider while you read</p>
2/16 WK5	<p>METHODS: HLM SUBMODEL 2: One-way ANCOVA with random effects;</p> <p>THEORY: What makes informal control stronger in some neighborhoods than others?READ:</p> <ol style="list-style-type: none"> 1. R&B: 25-26 2. Duncan, T. E., Duncan, S. C., Okut, H., Strycker, L. A., & Hix-Small, H. (2003). A multilevel contextual model of neighborhood collective efficacy. <i>American Journal of Community Psychology</i>, 32(3/4), 245-252. (read only THROUGH p. 249) (CD) <i>(HLM EXAMPLE)</i> 3. HLML02BB (CD) 4. HLML03BB (CD) 5. HLML04DD (CD) <p>RECOMMENDED: K&DL, 30-32</p> <p>QUESTIONS to consider while you read</p>
2/23 WK6	<p>HLM SUBMODEL 2: One-way ANCOVA with random effects: ROUND 2</p> <p>THEORY: Reactions to crime: Two local examples</p> <p>READ:</p> <ol style="list-style-type: none"> 1. Wyant, B. R. (2008). Multilevel impacts of perceived incivilities and perceptions of crime risk on fear of crime. <i>Journal of Research in Crime and Delinquency</i>, 45(1), 39-64. (read results up through Table 3) (CD) <i>(HLM EXAMPLE)</i> 2. McCord, E. S., Ratcliffe, J. H., Garcia, R. M., & Taylor, R. B. (2007). Nonresidential crime attractors and generators elevate perceived neighborhood crime and incivilities. <i>Journal of Research in Crime and Delinquency</i>, 44(3), 295-320.(CD) <i>(HLM EXAMPLE)</i> <p>QUESTIONS to consider while you read</p>
3/2 WK7	<p>HLM SUBMODEL 3: Random coefficients regression model.</p> <p>In-class midterm</p>
3/9	Panama City / Daytona Beach Spring Break
3/16 WK8	<p>METHODS: HLM SUBMODEL 4 and maybe the full model: MAOR and IASAO</p> <p>THEORY: Multilevel models of legal cynicism</p> <p>READ:</p>

	<ol style="list-style-type: none"> 1. HLML05CC (CD) 2. Finish Duncan et al. (2003) 3. Sampson, R. J., & Bartusch, D. J. (1998). Legal Cynicism and (Subcultural?) Tolerance of Deviance: The neighborhood context of Racial Differences. <i>Law and Society Review</i>, 32, 777-804. (CD) (<i>HLM EXAMPLE</i>) 4. R&B: 99-107 <p>QUESTIONS to consider while you read</p>
3/23 WK9	<p>METHODS: HLM FULL MODEL: Intercepts and Slopes as Outcomes (IASAO); what does it mean to predict varying slopes? THEORY: Impacts of Crime and Collective Efficacy READ:</p> <ol style="list-style-type: none"> 1. Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. <i>Science</i>, 277(15), 918-924. (CD) (<i>HLM EXAMPLE</i>) <p>QUESTIONS to consider while you read</p>
3/30 WK10	<p>METHODS: Observations over time THEORY: Changes over time: life course criminology; trajectory models vs. growth curve models; evaluation models READ:</p> <ol style="list-style-type: none"> 1. HLML06BB (CD) 2. R&B: 160-200 3. Raudenbush, S. W. (2005). How do we study "What happens next"? <i>Annals of the American Academy of Political and Social Science</i>, 602, 131-144. (CD) (<i>HLM EXAMPLE</i>) 4. RECOMMENDED for further theoretical background only: Sampson, R. J., & Laub, J. H. (2003). Life-course desisters?: Trajectories of crime among delinquent boys followed to age 70. <i>Criminology</i>, 41(3), 555-592. (CD) <p>QUESTIONS to consider while you read</p>
4/6 WK11	<p>METHODS: Residual Analysis THEORY: READ:</p> <ol style="list-style-type: none"> 1. Kautt, P. M. (2002). Location, location, and location: interdistrict and intercircuit variation in sentencing outcomes for Federal drug-trafficking offenses. <i>Justice Quarterly</i>, 19(4), 633-671. (CD) (<i>HLM EXAMPLE</i>) <p>QUESTIONS to consider while you read</p>
4/13 WK12	<p>METHODS: The general probability model: Binary, multinomial, and count outcomes THEORY: A delinquent retention example using the full model (IASAO); impacts of crime on trust READ:</p> <ol style="list-style-type: none"> 1. HLML15 (CD) 2. Rodriguez, N. (2007). Juvenile court context and detention decisions: Reconsidering the role of race, ethnicity, and community characteristics in juvenile court processes. <i>Justice Quarterly</i>, 24(4), 629-656. (CD) (<i>HLM EXAMPLE</i>) 3. Garcia, R. M., Taylor, R. B., & Lawton, B. A. (2007). Impacts of violent crime and neighborhood structure on trusting your neighbors. <i>Justice Quarterly</i>, 24(4), 679-704. (CD) (<i>HLM EXAMPLE</i>) 4. <u>R&B: 291-317</u>

	QUESTIONS to consider while you read
4/20 WK13	TBA
4/27 WK14	POSTER SESSION MONDAY 5/3 IS LAST DAY OF SCHEDULED CLASSES. 5/4 AND 5/5 ARE STUDY DAYS. EXAMS BEGIN ON 5/6
5/4	STUDY DAY PAPER DUE
5/11	SECOND IN-CLASS EXAM

**CJ 8305/605 Spring 10:
Sequence of note files and handouts**

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ADDITIONAL HANDOUTS

HLML FILES - This is a list of a number of HLM lecture (HLML) files that I have written over the years. Many students reported they were helpful. Some have reported otherwise.

These files will be distributed on the original CD distributed at the beginning of the course. Some of these may be later updated and put on the BlackBoard site.

NOTE FILES: EXPLANATION OF MAIN TOPICS IN HLM

HLML00	Regression and context
HLML01	Notes on HLM terminology for Level I
HLML02	Notes on HLM terminology for Level II and the combined model
HLML03	More HLM submodels
HLML04	Notation on submodels ANCOVA with Random Effects
HLML05	More submodels: RCR and IASAO
HLML06	HLM, growth curves, and change
HLML09	Residual files in HLM
HLML10	How to deal with residual files; residual analysis
HLML11	Comments on Bryk and Thum
HLML12	Meta-analysis
HLML14	Multi-parameter hypothesis tests
HLML15	Generalized linear models: binary and count outcomes