

Department of Criminal Justice

CJ 8102: RESEARCH METHODS IN CRIMINAL JUSTICE

Tuesdays 12-2:30

Fall 2008

Prof. John Goldkamp

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Office: 553 Gladfelter Hall (Hours Weds/Thurs 10-12, by appointment)

PLEASE NOTE: The first class will be held on Tues Sept. 2, 2008 at 12-2:30.

Course Goals and Methods

The purpose of this course is to provide background that will help you to read, understand, critique and plan social science research in criminal justice and related areas. The readings will be of two general kinds: texts explaining concepts in research methods and articles reporting actual research exemplifying some of the concepts involved. The idea underlying the approach this course will take is that concepts are best understood by looking at actual examples of published research. The following outline is tentative and subject to change. You'll need the following texts: Shadish, Cook and Campbell, Experimental and Quasi-Experimental Designs, Hirschi and Selvin, Delinquency Research, Fleisher, Beggars and Thieves. In addition, I recommend that you make use of the Maxfield/Babbie (non-required) text -- or some similar basic methods text--as a background reference for topics we will be discussing. Additional readings will be assigned on a weekly basis.

This course will be structured around in-class discussion, a midterm, a research proposal (paper), critiques of other student proposals, and a final exam. If prior milestones are accomplished successfully (i.e., there are many excellent proposals and presentations), there may not be a final exam.

The research proposal will address such issues as the definition of an actual research problem (including literature review), the proposed design and rationale, the data collection strategy and measurement considerations, a proposed analytic plan and implications of possible findings, as well as a proposed timetable and budget estimate. (See attached for more specifics). Each student will share a well-written draft of his/her research proposal for review and critique by other students and submit a written critique on all other proposals near the conclusion of the semester. (The proposal and the critiques will demonstrate a familiarity with the research methods discussed in the course.) Each student will have the opportunity revise his/her own research proposal after taking the critiques (including the professor's) into consideration and submit it as a final paper.

Grading: Participation (5%). Midterm (25%). Proposal (35%), Critiques (10%) Final (25%). [Subject to change depending on quality of progress prior to final exam.]

Disability Statement: This course is open to all students who met 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 to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Statement of Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
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Academic misconduct

Academic misconduct is a serious violation of university policy. The relevant policies are described in the Temple University Undergraduate Bulletin, 2006-2007. The specific policies for plagiarism and cheating are provided below.

Academic Honesty and Plagiarism Policy:

“Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's 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. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the 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.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to 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. Students who believe that they have been unfairly accused may appeal through the School or College's academic grievance procedure. See [Grievances](#) under Student Rights in this section."

For more information about what constitutes Academic Dishonesty or about disciplinary and/or academic grievance procedures, please refer to the University's Statement on Academic Honesty and the Student Code of Conduct online at:

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities_rights.shtm or contact the University Student Assistance Center at (215) 204-8531.

Tentative Course Outline

Class

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| I
(9/2/08) | <u>Introduction</u> |
| II
(9/9/08) | <u>Science, Research and Measurement</u>
(Goring, <u>The English Convict</u> , 1907, Introduction by Pearson, xv-xx, 1-51, 370-374); Boyle and Anglin, "To the Curb"); Greenwood et al., Three Strikes and You're Out (1994). |
| III
(9/16/08) | <u>Framing the Research Problem: Hypotheses, Concepts and Indicators</u>
(Blalock, "The Measurement Problem," 5-27; Angel et al., 1971; Gottfredson and Hirschi and/or Blumstein et al., on Career Criminal and Lambda) |
| IV
(9/23/08) | PAPER TOPIC DUE
<u>Sampling, Inference and Error</u>
Maxfield; Lazerwitz 278-378; Ball et al., 1982) |
| V
(9/30/08) | <u>Sampling (Cont.)</u>
(Bureau of Justice Statistics (Sourcebook); Gerstein et al., Evaluating Recovery Services (CALDATA), 1994; other examples) |
| VI
(10/7/08) | <u>Research Design and Causal Inference</u>
(Hirschi and Selvin, 37-137; Shadish, Cook and Campbell 1-32, cf. Campbell and Stanley; Speckart and Anglin, (1985) |
| VII
(10/14/08) | <u>Causal Inference (Cont.)</u>
(See articles on drug court, treatment; and/or articles on age and crime) |
| VIII
(10/21/08) | <u>Reliability and Validity</u>
(Shadish Chps 2 and 3; Goldkamp, Gottfredson and Weiland, 1990; Geerken, 1994); Auerhahn, 1999. |

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CJ 402 (Cont.)**

- X
(10/28/06) Implementing Field Experiments: Some Examples
(Goldkamp et al. 2006;; Sherman and Berk; Garner et al., 1995; Shadish
CHps 9, 10, 14)sss
- XI
(11/4/08) Non-Experimental, Quasi-Experimental and Experimental Designs
(Shadish, Chps 4, 5; Campbell and Stanley; Goldkamp et al. 2000)
- IX
(11/11/08) **Midterm EXAM**
- XII
(11/18/08) Surveys, Questionnaire Design, Archival Data
Gottfredson (NCP); Deming; Shuman and Presser;
Cicourel)
- Calendar Adjustment*
11/25/08 NO CLASS
- XIII
(12/2/08) Unusual, “Exotic” or Alternative Designs (: Qualitative Methods and
Participant Observation)
(Fleischer, Beggars and Thieves; Other non-required examples:Johnston et
al. Taking Care of Business;Humphreys, Tea Room Trade; Klockars;
Spradley; Ratner; Bourgois)
Draft Proposal (Paper) Due (original & five copies)
- XIV
(12/9/08) **Student Critiques of other Proposals Due**
Class Presentation and Discussion of each proposal
Last Class
- 12/11/08 Final Paper Due [Revised Final]**
No later than 12/12/08 at noon
- Final Exam (maybe)***
(12/16/08) *Depends

RESEARCH METHODS IN CRIMINAL JUSTICE CJ 402

Research Proposal

The research proposal will be no more than 15 pages of well-written and well-organized text and will address the following aspects of a proposed research project:

1. Define the research problem, questions, importance and implications. (Includes brief literature review--5 page limit.) (30%)
2. Describe the key concepts involved and how they will be measured in the proposed research approach. (10%)
3. Design: explain the proposed sampling design and data collection strategy; discuss data collection concerns (type and quality, strengths and limitations) and the rationale for the proposed approach over other approaches; provide a draft example of data collection instrument--survey, questionnaire, coding instrument. (35%)
4. Describe a proposed analytic plan (how are you going to examine the data to answer your questions?) with a rationale. (10%)
5. Discuss the implications of possible findings. (10%)
6. Discuss the resource constraints: how the research should be staffed, the cost implications and the likely research timetable. (5%)

(Excellent) Draft Due 12/2/08; Revision Due No Later Than 12/12/08 at noon

Student Critiques of Proposals

On 12/2/08, each student will provide one original draft proposal and five copies (one for each of four student peer reviewers and one for the professor). On 12/9/08, each student will provide a thorough, printed one to two page critique of each of four assigned student proposals. Each critique will review and assess the proposals in at least the six areas listed above. Each student will bring six copies of the critiques to class on 12/9/08 for distribution to the rest of the class and professor. Presentation and discussion of each student's proposal (and associated critiques) will form the subject matter of the final class on that date. Students will then take the critiques and class discussion into consideration in revising the proposal for a final submission no later than 12/12/08 at noon.

Late papers will not be accepted.

Suggested Readings:

Auerhahn, K. "Selective Incapacitation and the Problem of Prediction," 37 Criminology 702, 1999).

Ball, John C., et al. "Lifetime Criminality of Heroin Addicts in the United States." Journal of Drug Issues (1982): 225-239.

Blalock, Hubert. "The Measurement Problem: A Gap Between the Languages of Theory and Research" in Blalock and Blalock (eds.). Methodology in Social Research. New York: McGraw-Hill, 1968.

Blumstein, Alfred, Jacqueline Cohen, and D. Farrington. "Criminal Career Research: Its Value for Criminology." 26/1 Criminology 1-36, 1988.

Boyle, Kathleen and M. Douglas Anglin. "To the Curb: Sex Bartering and Drug Use Among Homeless Crack Users in Los Angeles." In Ratner, M. (ed.) Crack Pipe as Pimp. New York: Lexington Books/MacMillan, 1993.

Campbell, Donald and Julian Stanley. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally, 1963. (optional)

Cook, Thomas and Donald Campbell. Quasi-Experimentation: Design and Analysis Issues for Field Settings. Boston: Houghton Mifflin, 1979. (optional)

Fleisher, Mark S. Beggars and Thieves. Madison, WI: University of Wisconsin Press, 1998.

Geerken, Michael. "Rap Sheets in Criminological Research: Considerations and Caveats." 10/1 Journal of Quantitative Criminology, 3-21 1994.

Gerstein, Dean et al. Evaluating Recovery Services: The California Drug and Alcohol Treatment Assessment. General Report. Sacramento: California Department of Alcohol and Drug Programs, 1994.

Goldkamp et. al. "Restoring Accountability in Pretrial Release: the Philadelphia Pretrial Release Supervision Experiments." 2/2 Journal of Experimental Criminology 143-181. (2006)

White, Michael D., J.S. Goldkamp and Jennifer B. Robinson. "Acupuncture in Drug Treatment: Exploring its Role and Impact on Participant Behavior in the Drug Court Setting." 2/1 Journal of Experimental Criminology 45-65.

Goldkamp, John and Peter Jones. "Pretrial Drug Testing Experiments in Milwaukee and Prince George's County: The Context of Implementation." 29/4 Journal of Research in Crime and Delinquency (November 1992 430-465).

Goring, Charles. *The English Convict*. Montclair, N.J.: Patterson Smith, 1972.

Gottfredson, Michael and Travis Hirschi. "Science, Public Policy, and the Career Paradigm." *26/1 Criminology* 37-55, 1988.

Greenwood, Peter W. , C. P. Rydell, A. Abrahamse, Jonathan Caulkins, James Chiesa, Karyn Model, and Stephen Klein. *Three Strikes and You're Out*. Santa Monica: Rand Corporation, 1994.

Maxfield, Michael and Earl Babbie. *Research Methods for Criminal Justice and Criminology*. Belmont: Wadsworth Publishing Co., 1995.

Sherman, Lawrence and Richard Berk. "The Specific Deterrent Effects of Arrest for Domestic Assault." *49 American Sociological Review* 1984 (April: 261-272).

Speckart, George and Douglas Anglin. "Narcotics and Crime: An Analysis of Existing Evidence for a Causal Relationship." *3/3 Behavioral Science and the Law*. Pp 259-282. U. S. Department of Justice, Bureau of Justice Statistics, *Sourcebook of Criminal Justice Statistics*. Washington, D.C.: U.S. Government Printing Office.