

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

In this course, students will develop a practical understanding of the most common research tools and techniques used by public and private sector criminal justice organizations. Students are able to contextualize criminal behavior while developing skills using tools for resource allocation within criminal justice agencies. The course also explores both traditional and more contemporary approaches to research.

Course Overview:

In this course, you will evaluate, and conduct the empirical research methods implemented in the field of criminal justice; this includes conceptualization and measurement, sampling, experimental design, validity, qualitative and quantitative research, and analysis. You will recognize the vital role that research plays on the social process theories in criminology.

You will be presented with current real-world case studies to show you how the research techniques are applied in a practical manner. In addition, you will be able to discuss about administrative, ethical, and political constraints in social science research.

Course Learning Outcomes:

1. Show knowledge of the main approaches to research in criminal justice and of the differences between qualitative and quantitative methods.
2. Assess and apply research concepts and their application in different research phases, with a focus on evaluation research.
3. Formulate appropriate research questions, employ appropriate methods and resources, and evaluate resources and conceptual frameworks with regard to exploring and developing research questions.
4. Evaluate the importance of ethical issues associated with criminal justice research.
5. Devise the appropriate research design to develop a systematic research proposal concerning a current criminal justice research question.

6. Demonstrate understanding of the use and interpretation of basic descriptive statistics.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Bachman, R., & Schutt, R. K. (2017). *The practice of research in criminology and criminal justice* (6th ed.). Thousand Oaks, CA: SAGE Publications, Inc. ISBN-13: 9781506306810

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapters 1, 2, & 3 in *The Practice of Research in Criminology and Criminal Justice*
- Eriksson, K. H., Hjalmarsson, R., Lindquist, M. J., & Sandberg, A. (2016). The importance of family background and neighborhood effects as determinants of crime. *Journal of Population Economics*, 29(1), 219-262.
- Muftić, L. R., Payne, B. K., & Maljević, A. (2015). Bosnian and American students' attitudes toward electronic monitoring: Is it about what we know or where we come from? *International Journal of Offender Therapy and Comparative Criminology*, 59(6), 611-630.

Discussion (25 points)

Critical Thinking (90 Points)

Option #1: Single-Article Review

Download the PDF: Examining the Effectiveness of Boot Camps: A Randomized Experiment with a Long-Term Follow Up. Write a single-article review to address:

1. What is the significance of this topic?
2. Are the scope and purpose clear?
3. Is this article addressing a gap in the literature or not?
4. Is this article analytical (conceptual, empirical, theoretical, philosophical)?
5. Are the article's conclusions valid?

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Option #2: Reviewing Research Design

Read the article: The Philadelphia Foot Patrol Experiment: A Randomized Controlled Trial of Police Patrol Effectiveness in Violent Crime Hotspots. Answer the following questions:

1. Do the author's statements in this study have both empirical and logical support?
2. What was the research/methodology design used to conduct this study?
3. What limitations do you perceive in this study?
4. Would it be possible to do a replica of the study? If so, how?
5. How would you have executed the study differently?

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Portfolio Reminder (0 points)

Review the two portfolio options in Week 8, decide about one of them and write a paper explaining why you selected that option.

Your paper must be concise, well written, and should meet the following:

- Length: 1 page.
- Formatted in compliance with: CSU-Global APA Style Guide Requirements.

Your milestones are due in Weeks: 1 and 3. Your final portfolio project is due in Week 8.

Module 2

Readings

- Chapter 4 in *The Practice of Research in Criminology and Criminal Justice*
- Gordon, S., Rotheram-borus, M., Skeen, S., Perry, C., Bryant, K., & Tomlinson, M. (2017). Research priorities for the intersection of alcohol and HIV/AIDS in low and middle income countries: A priority setting exercise. *AIDS and Behavior*, 21, 262-273.
- Reyes, H. L., Foshee, V. A., Niolon, P. H., Reidy, D. E., & Hall, J. E. (2016). Gender role attitudes and male adolescent dating violence perpetration: Normative beliefs as moderators. *Journal of Youth and Adolescence*, 45(2), 350-360.

Discussion (25 points)

Critical Thinking (90 points)

Option #1: The Research Concept and Validity: Bite Mark Comparison

Lately bite mark comparison's validity has been very questioned. For this CT assignment, review the documentation provided at: Innocence Project and 3D imaging for bite mark analysis web pages. Write a paper considering whether bite mark analysis should still be a valid measure of evidence or not. Was the measurement conceptualized accordingly? Why or why not? Remember to support your statements with evidence. How would it look, if you were to produce the measurements?

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Option #2: Measurement

In the 1968 case of *Terry v. Ohio* (392 U.S. 1), the Supreme Court wrote of a police officer, "*he testified that he had been a policeman for 39 years and a detective for 35, and that he had been assigned to patrol this vicinity of downtown Cleveland for shoplifters and pickpockets for 30 years. He explained that he had developed routine habits of observation over the years, and that he would "stand and watch people or walk and watch people at many intervals of the day." He added: "Now, in this case, when I looked over, they didn't look right to me at the time."*

Write a paper on reliability in the context of police patrol and focus on the following statement: "*Reliability does not ensure accuracy any more than precision does.*"

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Module 3

Readings

- Chapter 5 in *The Practice of Research in Criminology and Criminal Justice*
- Madan, M., & Nalla, M. K. (2015). Exploring citizen satisfaction with police in India. *Policing, 38*(1), 86-101.
- Parkin, W. S., & Green, D. A. (2016). Terrorism in the news: The efficiency and impact of sampling methods on data collection and content analysis. *Studies in Conflict & Terrorism, 39*(7-8), 668-686.

Discussion (25 points)

Portfolio Milestone (20 points)

Statement of Research & Source List

Through the Portfolio Milestone page in the Module 3 folder, submit your research interest statement, citing at least 3 academic research articles. Your submission needs to comply with the CSU-Global APA Style Guide Requirements.

The CSU-Global Campus Library database is a useful resource to get research articles.

Module 4

Readings

- Chapters 6 & 7 in *The Practice of Research in Criminology and Criminal Justice*
- Smith, S. G. (2015). Management models for international cybercrime. *Journal of Financial Crime, 22*(1), 104-125.
- Tanner-Smith, E., Fisher, B. W., Addington, L. A., & Gardella, J. H. (2018). Adding security, but subtracting safety? Exploring schools' use of multiple visible security measures. *American Journal of Criminal Justice, 43*(1), 102-119.

Discussion (25 points)

Critical Thinking (90 Points)

Option #1: Identifying Research Causation, Experiments, & Internal and External Validity

The Drug Abuse Resistance Education (D.A.R.E.) is a well-known program. However, there is no scientific evidence that proves its effectiveness.

Create a presentation in PowerPoint describing an experimental design, testing the hypothesis that D.A.R.E. reduces drug use. Is your design feasible? Make sure that you are considering the elements of a classical experimental design, and internal and external validity issues.

Your PowerPoint presentation needs to be 8-10 slides in length (not counting the cover and references slides) and comply with the CSU-Global APA Style Guide Requirements.

Option #2: Validity Threats and Experimental Design

Crime hot-spots are places where crime is prevailing. Police departments with competent resources can identify these spots and create useful strategies to minimize crime in those affected areas.

In your paper, address the following:

- In studying the effects of police interference on crime hot-spots, what types of validity threats researchers would investigate?
- By taking into consideration the components of a classical experimental design, how would you construct a study to investigate this?

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Module 5

Readings

- Chapter 9 in *The Practice of Research in Criminology and Criminal Justice*
- Davis, M., PhD., Sheidow, A. J., PhD., & McCart, M. R., PhD. (2015). Reducing recidivism and symptoms in emerging adults with serious mental health conditions and justice system involvement. *Journal of Behavioral Health Services & Research, 42*(2), 172-190.
- Perry, G., Jonathan-Zamir, T., & Weisburd, D. (2017). The effect of paramilitary protest policing on protestors' trust in the police: The case of the "Occupy Israel" movement. *Law & Society Review, 51*(3), 602-634.

Discussion (25 points)

Critical Thinking (90 Points)

Option #1: Qualitative Research

As a researcher, it's in your interest to develop an in-depth perspective of the daily living of inmates in prisons. To execute this investigation, you need to conduct qualitative interviews of inmates.

- What could be the disadvantages & advantages of phone or in-person interviews?
- Would a non-structured or structured interview be most favorable?
- Is this study viable?
- What would be the main limitations?
- What are the ethical issues involved?
- Would you be able to establish empathy with the inmates to reach quality data?

Write a paper, describing your plan for qualitative research, along with your responses to the above questions.

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).

- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Option #2: Qualitative Research

Create a PowerPoint presentation with a proposal to evaluate the quantity of illegal drug use on your university's campus. To examine this, utilize one of the following three methods: focus groups, interviews, or participant observation.

Evaluate and describe how would you design a field research project to obtain the most accurate results.

- What would be the main limitations of this study?
- What ethical issues would arise?
- Are there any issues in terms of validity?
- How could you raise reliability in your field research in respect to the illegal drug's use on your campus?

Your PowerPoint presentation needs to be 8-10 slides in length (not counting the cover and references slides) and comply with the CSU-Global APA Style Guide Requirements.

Module 6

Readings

- Chapters 8, 10, & 12 in *The Practice of Research in Criminology and Criminal Justice*
- Arntfield, M. (2015). Toward a cybervictimology: Cyberbullying, routine activities theory, and the anti-sociality of social media. *Canadian Journal of Communication, 40*(3), 371-388.
- Tanner-Smith, E., & Fisher, B. W. (2016). Visible school security measures and student academic performance, attendance, and postsecondary aspirations. *Journal of Youth and Adolescence, 45*(1), 195-210.

Discussion (25 points)

Critical Thinking (90 Points)

Option #1: Finding and Analyzing Data: Crime in the United States

Review this FBI's Uniform Crime Reports web page. Identify and compare the rates of: violent and property crimes for 2007, 2011, & 2014 in the city where you live or in your nearest metropolitan area.

- Do the data measure what is intended?
- Are the data reliable?
- What are the units of analysis?
- Have the crime's rates fallen or risen in any of the categories?
- Why do you think crime has fallen or risen?

Write a paper analyzing and comparing the data.

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Option #2: Finding and Analyzing Data: Criminal Victimization

Read the Criminal Victimization report. The data collection on this report has been obtained from the Bureau of Justice Statistics' (BJS) National Crime Victimization Survey (NCVS). With the most current data from NCVS, evaluate and explain if the trend data compiled from the Crime in the United States' website is contrary or consistent with the information given by the NCVS. What is the unit of analysis? How can you conclude if the data is valid and reliable?

Your paper must be concise, well written, and should meet the following:

- Length: 2-3 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 2 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

Module 7

Readings

- Chapter 13 in *The Practice of Research in Criminology and Criminal Justice*
- Beckett, K. & Evans, H. (2015). Crimmigration at the local level: Criminal justice processes in the shadow of deportation. *Law & Society Review*, 49(1), 241-277.
- Ludwig, A. & Marshall, M. (2015). Using crime data in academic research: Issues of comparability and integrity. *Records Management Journal*, 25(3), 228-247.

Discussion (25 points)

Module 8

Readings

- Chapters 11 & 15 in *The Practice of Research in Criminology and Criminal Justice*
- Artz, L., Meer, T., Galgut, H., & Müller, A. (2017). Participation in practice: A case study of a collaborative project on sexual offences in South Africa. *Feminist Review*, 115(1), 79-96.
- Miller, J. M., & Khey, D. N. (2017). Fighting America's highest incarceration rates with offender programming: Process evaluation implications from the Louisiana 22nd Judicial District Reentry Court. *American Journal of Criminal Justice*, 42(3), 574-588.

Discussion (25 points)

Portfolio Project (330 points)

Research Proposal

Write a research proposal based on the discussed project that you have augmented throughout this course in the Discussion Board.

- Identify the problem and question you propose to investigate.
- Describe the significance of your study.
- Discuss the kind of information/data needed to answer your research question and steps you must take to collect the information.

Identify the main (key) points established in the literature regarding your problem. Describe the different views the literature presents.

Argument about the stakeholders who may sympathize with your research results and discuss what interests and perspectives they could bring.

Based on the literature, identify the most conclusive (credible) solutions to the problem you established. Do you find the literature limiting?

Your paper must be concise, well written, and should meet the following:

- Length: 6-8 pages (not counting cover and references pages).
- To support your statements, cite a minimum of 5 scholarly journal sources that are not provided or linked in this course. The CSU-Global Campus Library database is very useful to find this type of scholarly sources.
- Formatted in compliance with the CSU-Global APA Style Guide Requirements.

COURSE POLICIES

| Grading Scale | |
|---------------|---------------|
| A | 95.0 – 100 |
| A- | 90.0 – 94.9 |
| B+ | 86.7 – 89.9 |
| B | 83.3 – 86.6 |
| B- | 80.0 – 83.2 |
| C+ | 75.0 – 79.9 |
| C | 70.0 – 74.9 |
| D | 60.0 – 69.9 |
| F | 59.9 or below |

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.