

Research Design 1

A. Course Information (8/23/2021)

CRIM 6301.001 - Monday 4:00pm - 6:45pm, SLC 1.204

B. Professor Contact Information

Professor Simon Fass

Office phone: 972 883 2938

Email: eLearning “Course Messages” (or fass@utdallas.edu if Course Messages is inoperative)

Office location: GR 3.224

Office hours: Monday & Wednesday 11:00 am-12:30 pm; Thursday 5:00-6:30 pm; and by prior arrangement. *...not available September 6-8*



NB: Social distancing and associated issues require that I ask that you to set appointments in advance for the noted office hours days/times, whether the visit is in person or by telephone (directly or via MS Teams). To this end I have created an appointment calendar with 15-minute visit increments at:

<https://simon-fass.youcanbook.me>

C. Modality - Traditional Classroom/Laboratory

D. Course Pre-requisites: None

E. Course Description

Introduction to fundamentals of social science research design that practitioners use in criminology, criminal justice, and other settings. The purpose of the course is to acquaint students with the broad range of methods used in the study of crime and criminal justice issues. Themes addressed include causation, causal theory, and the logic of inquiry; research language and thought; key elements of the research enterprise; development of measurement methods and scales; sampling procedures; experimental, quasi-experimental and non-experimental designs; and survey/interview techniques.

Along the way of considering these themes, we study how to state and refine answerable research questions, weigh the relative strengths and weaknesses of different designs for research intended to answer the questions, identify appropriate tools to carry out convincing studies that produce information worthy of analysis and interpretation, and prepare a brief research proposal.

This course offers value to individuals who plan to carry out, evaluate or critically consume research in their criminal justice or other career fields and, more generally, to anyone interested in discovering different ways to better understand why people and organizations act in the ways that they do.

F. Student Learning Objectives/Outcomes

through class readings and assignments, students will become more:

- ❖ familiar with the broad range of design methods used in criminology and other social sciences;
- ❖ able to distinguish problems that are and are not amenable to empirical scientific research;
- ❖ adept at recognizing strengths and weaknesses of alternative research designs;
- ❖ proficient at critically assessing the validity of claims based on empirical research, and
- ❖ skilled at forming good research questions and designing effective ways to answer them.

G. Required Textbook

William M. Trochim, James P. Donnelly and Kanika Arora. 2016. *Research Methods: The Essential Knowledge Base, 2nd Edition*. Cengage Learning. ISBN 978-1-133-95477-4 **[TDA]**

NB: Please obtain a hardcopy version of the text. The midterm examination is open book/open notes, but electronic devices are not allowed. So e-versions of the text will not be accessible.

Suggested Texts (if irrepressibly fascinated by research design):

- Bachman, RD & Schutt, RK. 2019. *The Practice of Research in Criminology & Criminal Justice*, 7/e Sage
- Blair, J., Czaja, RF. and Blair, EA. *Designing Surveys: A Guide to Decisions & Procedures* 3/e. 2014. Sage
- Booth, W.C., Colomb, G.G., & Williams, J.M. *Craft of Research*, 3/e 2008. University of Chicago.
- Creswell, J. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* 4/e. 2017. Sage
- Gadd, D., Karstedt, S. and Messner, SF (eds). 2012. *SAGE Handbook of Criminological Research Methods*.
<http://methods.sagepub.com.libproxy.utdallas.edu/book/sage-hdbk-criminological-research-methods>
- Henry, S. (ed). 2017. *Recent Developments in Criminological Theory: Toward Disciplinary Diversity and Theoretical Integration*. Routledge
<https://www-taylorfrancis-com.libproxy.utdallas.edu/books/e/9781315089089>
- McLaughlin, E. and Newburn, T. 2010. *The SAGE Handbook of Criminological Theory*. Sage
http://sk.sagepub.com.libproxy.utdallas.edu/reference/hdbk_criminologicaltheory
- Shadish, WR, Cook, TD and Campbell, DT. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. 2001. Houghton Mifflin

H. Academic Calendar

1. August 23: Introduction to the Course

- Bickman L and Hamner KM. 1998. *An Evaluation of the Yad Vashem Holocaust Museum*, Evaluation Review, Vol. 22 No 4. August 435-446

2. August 30: Explaining the Why 1 - Causal Mechanisms

- Astbury B and Leeuw FL. 2010. *Unpacking Black Boxes: Mechanisms and Theory Building in Evaluation*, American Journal of Evaluation, 31(3) 363-381
- Hedström P and Ylikoski P. 2010. *Causal Mechanisms in the Social Sciences*, Annual Review of Sociology, Vol. 36, pp. 49-67
- Knight, CR. 2015. *Mechanism-Based Causal Analysis*, in the International Encyclopedia of the Social & Behavioral Sciences, 2nd ed. Vol 14. Pp 873-879
- Peng RD and Matsui E. 2016. *Chapter 3: Stating and Refining the Question*, in The Art of Data Science: A Guide for Anyone Who Works with Data. Skybrude Consulting

3. September 13: Explaining the Why 2 – Causation and Theory

- Cowls, J. and Schroeder, R. 2015. *Causation, Correlation, and Big Data in Social Science Research*. Policy & Internet, Vol. 7, No. 4, 2015
- Goldthorpe, JH. 2001. *Causation, Statistics, and Sociology*, European Sociological Review. Vol 17, No.1 pp 1-20
- Moos, RH. 2007. *Theory-based active ingredients of effective treatments for substance use disorders*, Drug and Alcohol Dependence 88. 109–121
- Polaschek, DLL. 2006. “4 Violent offender programmes: concept, theory, and practice” in Hollin, CR. and Palmer, EJ (eds). 2006. Offending Behaviour Programmes - Development, Application, and Controversies. London: Wiley. 113-154
- Mann, RE. and Fernandez, YM. 2006. “5 Sex offender programmes: concept, theory, and practice” in Hollin, CR. and Palmer, EJ (eds). 2006. Offending Behaviour Programmes - Development, Application, and Controversies. London: Wiley 155=178

4. September 20: Research Language and Thought

TDA: Chapters 1.2 to 1.5

de Vaus, D. 2001. *Part 1: What is Research Design?* Research Design in Social Research, Sage Publications.

Gaventa, J. 1993. *The Powerful, the Powerless and the Experts: Knowledge Struggles in an Information Age*, in Park, P., Brydon-Miller, M., Hall, B. and Jackson, T (eds.), Voices of Change: Participatory Research in the US and Canada. Bergin and Garvey, pp. 21-40.

5. September 27: Validity

TDA: Chapters 5.1 to 5.3 and Chapters 8.1 to 8.4

Weisburd, D., Lum, C.M. and Petrosino, A. 2001. *Does Research Design Affect Study Outcomes in Criminal Justice?* Annals, AAPSS, 578, pp 50-70

Edwards PK, Acock AC and Johnston RL. 1985. *Nutrition Behavior Change: Outcomes of an Educational Approach*, Evaluation Review, Volume: 9 issue: 4, page(s): 441-459

de Anda, D. 2006. *Baby Think It Over: evaluation of an infant simulation intervention for adolescent pregnancy prevention*, Health and Social Work, 31 (1) pp. 26-35

6. October 4: Experimental Design 1

Assignment 1 due

TDA: Chapters 9.1 to 9.8

Solomon Four-Group Design: <http://www.socialresearchmethods.net/kb/exphbrd.php>

Lovaglia, M. 2003. *From Summer Camps to Glass Ceilings: Power of Experiments*. Contexts, 42-49.

Solberg A. 1983. *Community Posthospital Follow-Up Services*, Evaluation Review, Vol. 7(1) 96-109

7. October 11: Experimental Design 2

Braga, A. 2001. *The Effects of Hot Spots Policing on Crime*. Annals. AAPSS, 578, pp 104-125

Horney, J. and Ineke Haen M. 1992. *An Experimental Comparison of Two Self-Report Methods for Measuring Lambda*. Journal of Research in Crime and Delinquency, Vol. 29 No. 1, pp 102-121

Steinberg, L., and Piquero, A. 2010. *Manipulating Public Opinion About Trying Juveniles as Adults: An Experimental Study*. Crime & Delinquency, 56 (4) pp 487-506

Braga, AA., Weisburd, DL., Waring, EJ., Mazerolle, LG., Spelman. W., and Gajewski, F. 1999. *Problem-oriented policing in violent crime places: a randomized controlled experiment*. Criminology 37:541-580

Weisburd, D. and Green, L. 1995. *Policing drug hot spots: The Jersey City drug market analysis experiment*. Justice Quarterly, 12:4, 711-735

8. October 18 **Midterm Examination**

9. October 25: Quasi-Experimental Design

TDA: Chapters 10.1 to 10.4

Burke, R.J. and Mikkelsen, A. 2004. *Benefits to police officers of having a spouse or partner in the profession of police officer*, Psychological Reports, 95 (2) pp. 514-6

Mobasserri, S. 2019. *Race, Place, and Crime: How Violent Crime Events Affect Employment Discrimination*. American Journal of Sociology, Volume 125 Number 1 pp 63-104

Dutton, DG. 1986. *The Outcome of Court-Mandated Treatment for Wife Assault: A Quasi-Experimental Evaluation*. Violence and Victims Vol. I, No. 3, 163-175

Saunders, J., Hunt, P. and Hollywood, JS. 2016. *Predictions put into practice: a quasi-experimental evaluation of Chicago's predictive policing pilot*. Journal of Experimental Crim. 12:347–371

Bonta, J., Wallace-Capretta, S. & Rooney, J. 2000. *A Quasi-Experimental Evaluation of an Intensive Rehabilitation Supervision Program*. Criminal Justice and Behavior, Vol. 27 no. 3, 312-329

Supplementary

Fan X and Nowell DL. 2011. *Using Propensity Score Matching in Educational Research*, Gifted Child Quarterly. 55(1) pp 74-79

Smith, M.R. and Petrocelli, M. 2019. *The Effect of Concealed Handgun Carry Deregulation in Arizona on Crime in Tucson*. Criminal Justice Policy Review, Vol. 30 (8) pp 1186- 1203

Berg, MT. and Huebner, BM. 2011. *Reentry and the Ties that Bind: An Examination of Social Ties, Employment, and Recidivism*, Justice Quarterly, 28:2, 382-410,

Jakobs, J. 2019. *"Effects of Prison Program Participation on Recidivism Outcomes."* Master of Arts (MA), thesis, Sociology/Criminal Justice, Old Dominion University

10. November 1: Non-Experimental Design

Assignment 2 due

TDA: Chapters 3.1 to 3.6

Edin K and Lein L. 1997. *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. New York: Russell Sage. Chapters 1 and 2

Few AL. 2005. *The Voices of Black and White Rural Battered Women in Domestic Violence Shelters*, Family Relations, Volume 54, Number 4, pp. 488-500

Trinkaus J. 2002. *Shopping center fire zone parking violators: an informal look*, Perceptual and Motor Skills, 95 (3 pt 2), pp 1215-6

Bahr, S.J., Harris, L., Fisher, J.K., and Armstrong, A.H. 2010. *Successful Reentry What Differentiates Successful and Unsuccessful Parolees?* International Journal of Offender Therapy and Comparative Criminology. Volume 54 Number 5. 667-692

Supplementary

Koen, M.C., Willis, J.J., and Mastrofski, S.D. 2018. *The effects of body-worn cameras on police organisation and practice: a theory-based analysis*, Policing and Society

Vilică, E.R. 2016. *Studying Parole in the "Spotlight": Lessons from a Large American Jurisdiction*. European Journal of Crime Policy Research 22 pp 1–88

Aside: The Art of Article Dissection

Constantine, MJ., Wallace, BC., and Kindaichi, MM. 2005. *Examining Contextual Factors in the Career Decision Status of African American Adolescents*, Journal of Career Assessment, Vol. 13 No. 3, pp 307–319

Brown, J., Sorrell, JH., McClaren, J. and Creswell, J.W 2006. *Waiting for a Liver Transplant*. Qualitative Health Research, Vol. 16 No. 1, pp 119-136

11. November 8: Creating and Measuring Constructs

Assignments 3 and 4 due

TDA: Chapters 6.1 to 6.4

Brown JD. 2011. *Likert items and scales of measurement?* JALT Testing/Evaluation SIG 15(1) 10-14

Dinero TE. 1996. *Scale Development*, Journal of Health and Social Policy, 8:1. 9-22

Bledsoe LK and Sar BK. 2011. *Intimate Partner Violence Control Scale: Development and Initial Testing*. Journal of Family Violence 26:171–184

Jelenchick LA, Eickhoff J, Christakis DA, Brown RL, Zhang C, Benson M, Moreno MA. 2014. *The Problematic and Risky Internet Use Screening Scale (PRIUSS) for Adolescents and Young Adults: Scale Development and Refinement*. Computers in Human Behavior 35. 171–178

Wann DL. 1995. *Preliminary Validation of the Sport Fan Motivation Scale*, Journal of Sport and Social Issues, 19 (4). November. pp 377-396

12. November 15: Producing Data 1–From Whom?

TDA: Chapters 4.1 to 4.7

Michael, R.T., Gagnon, J.H., Laumann, E.O. and Kolata, G. 1994. “Chapter 2: *The Sex Survey*,” in Sex in America: A Definitive Survey. Warner Books, pp. 5-41

Patchin, JW. 2006. *Bullies Move Beyond the Schoolyard: A Preliminary Look at Cyberbullying*, Youth Violence and Juvenile Justice, April, vol. 4 no. 2 pp. 148-169

13. November 29: Producing Data 2–With Whom?

TDA: Chapters 7.1 to 7.5

Schuman, H. 2002. *Sense and Nonsense About Surveys*. Contexts. Summer, pp 40-47.

Fischer, B.B. 2009. *The Effects of Survey Question Wording on Rape Estimates*. Violence Against Women, Volume 15 Number 2 pp 133-147

Langhinrichsen-Rohling, J., Arata, C., O’Brien, N., Bowers, D., and Klibert, J. 2006. *Sensitive Research with Adolescents: Just How Upsetting Are Self-Report Surveys Anyway?* Violence and Victims, Volume 21, Number 4, pp 425-444

14. December 6: Presentation and Discussion of A5 Findings

Assignment 5 due

TDA: Chapters 13.1 to 13.3

December 7: Research Proposal due before 1:00pm

December 13: Final Examination

I. Grading Policy is:

A(4.0), A-(3.67), B+(3.33), B(3.00), B-(2.67), C+(2.33), C(2.00), F(0), based on:			
assignments (5@10%)	50 %	mid-term examination:	10 %
research proposal:	20 %	<u>final examination:</u>	<u>20 %</u>
		Total:	100 %

J. Assignments:

There are five (5) class assignments. The first three (i.e., A1-A3) are done individually. A4 and A5 are group projects:

A1: (*maximum 2 pages, single-spaced*): Develop a criminal justice or other social science research, evaluation or policy question to work on for the duration of the course. The question should be on a topic/theme that interests you and that is answerable by a *scientific* approach (i.e., amenable to experimental or quasi-experimental research designs rather than to non-experimental designs or descriptive analyses). Choice of a viable question is crucial because it sets up the thread for other assignments and the research proposal.

Then identify four (4) scholarly/academic articles in *refereed* journals that describe some kind of experimental or quasi-experimental research related to the question, provide proper bibliography that lists these articles as well as the authors' abstracts, or the first 1-2 paragraphs of the text if there is no abstract.

Have whole articles at hand to send to me if I ask for them, i.e., not just the abstracts.

A2: In no more than a half-page for each of the two following elements, discuss the main:

- hypothesis(es) that is(are) the basis of the research proposal,
- the causal mechanism(s) embedded in the hypothesis(es).

A3: Prepare a table that dissects the 4 articles identified in A1. The table should identify the research topics/subjects and explain how the author(s) chose them. Distinguish between independent and dependent variables and describe how author(s) operationalize these. The table template is:

Item	Article 1	Article 2	Article 3	Article 4
1. Title, Author, Year (i.e. citation)				
2. Purpose of Study				
3. Unit of analysis and # of units				
4. Sample selection method(s)				
5. Type/structure of design(s)				
6. Data collection method(s)				
7. Dependent variable(s)				
8. Main independent variables				

A4: Each group forensically dismembers (i.e., analyzes) a research article supplied by the instructor (me), and produced a report that describes: the background/context of the study (why was it done?); main research question; setting/participants; nature of the intervention (treatment); principal outcomes and measures used; research design (i.e., research structure, methods); results/findings of the study; conclusions; and any other comments about the study design.

A5: Each group conducts a condensed research project that includes developing testable research hypotheses; choosing a workable one for testing; determining how variables of interest are to be operationalized and measured; devising and executing a plan to obtain needed information; producing that information; analyzing the information; interpreting results; and presenting project findings.

K. Research Proposal: The proposal contains the four (4) sections indicated below. If and as relevant, work done on A1-A3 can fold into this proposal.

1. Introduction to Research Problem 20 points, 1 page.

This opening section clarifies the topic of interest and indicates why it is relevant to a specific criminal justice or other social policy issue. If others are to support the work, it is essential to justify the research purpose. Is the topic an important, substantive policy issue or problem? Is the proposal going to try to test a theory (i.e., hypothesis) with different subjects/data or with improved methods? Is the purpose to evaluate a policy or program?

2. Review of Research Literature 30 points, 1 page.

This assesses relevant studies by their contribution to knowledge about the problem at hand and by research design issues, such as reliability, validity and sampling that render the contribution more or less useful. To review/assess prior research, issues addressed typically include the following (though not all these issues are relevant to all articles):

- ✓ research purpose, including theoretical/conceptual framework, casual mechanisms;
- ✓ research hypothesis(es);
- ✓ operationalization of key indicators;
- ✓ type of research design;
- ✓ selection and adequacy of subjects, including unit of analysis; and
- ✓ proposed methods and procedures for data collection

In addition to what an article reports, one might think about what it does not measure (i.e., issues and concepts). And if the intent of the research is causal, one must address how well it meets basic criteria to establish causation.

The conclusion of this section should identify the important next steps for research, and thereby lead directly to gaps in knowledge that the proposed study intends to fill.

3. Methodological Plan for the Study, 40 points, 1 page.

This section discusses how the proposal will respond to the particular mix of opportunities and constraints associated with the topic. It is appropriate here to address the 6 issues listed in the previous section and to justify the proposed method.

4. References, 10 points, as many pages as needed.

Cite appropriately. Every citation in the text of the proposal must be in bibliography and every item in the bibliography must have a citation in the text. If uncertain about style, use APA or Turabian formats consistently.

NB: A helpful resource for developing a research proposal is the USC Library Research Guide: <http://libguides.usc.edu/writingguide/purpose>

L. Guidelines: Professional practice typically requires adherence to some set of standards for report preparation and submission. These are put in place to assure that written work is readable (easy on the eyes) and readily manageable in terms of transmission, storage and retrieval. Mastering such standards is an important skill, certainly worth acquiring. Accordingly, there are 2 standards that you must try to follow in all written work, one for document format/presentation and the other for document naming/submission:

Format/presentation: Kindly adhere to the following (use as checklist before submitting anything):

- margins: **1-inch on all sides**
- orientation: **portrait**
- font: **Times New Roman, regular, 12 points** (not Calibri default, not HTML, not anything else)
- alignment: **left** (no justification)
- page numbering: **on all pages, centered** at the bottom
- line spacing: **single-space within paras** (not 1.15 Word default)
- paragraph spacing: **double-space** between paragraphs
- indentation: **none**
- assignment title: **at top of first page on one line** (i.e. no cover sheet)
- student name: **next line after the title**
- citations in text: in **any commonly accepted format** (e.g., Smith, 2004)
- bibliography: **any standard format** (e.g. APA, Turabian, Chicago, MLA, Bermuda, etc.)
- spelling: **no errors** (i.e., use spelling checker, and review manually for wrong words)
- grammar: **do not be horrible** (i.e., use grammar checker set to strictest/most formal level)
- endnotes: **place after bibliography** (no footnotes)
- tables or graphics: **include only if essential**, place at very end of document.

Naming/submission:

- submit electronically as **attachment** to message in elearning **Course Messages**
- save and submit attachment as **MS Word document only** (no pdf, Google doc, etc.)
- the individual assignment filename must be: **Last Name, First Initial, Assignment number.**
e.g., for Billy Smith, the first assignment filename is: **Smith, B, A1.**
- the group assignment filename must be **Group Number, Assignment number.**
 - e.g., for Group 3, the first assignment filename is: **Group 3, A1.**
- the proposal filename, as for individual assignments, **Last Name, First Initial, proposal.**

NB: filename is the name used to save the document, not the message subject heading.

M. Course Policies

Make-up exams: none
Extra Credit: unlikely
Late work: 10% of grade value reduced for every day work is overdue
Classroom Citizenship:

Debate about opposing views is a cornerstone of higher education. Your opinions matter as do those of others. Feel free to express yourself with courtesy and respect to all. Larger classes can make participation difficult, but it is still your responsibility to engage the material, i.e. pay attention and do not text, web surf, or disrupt others.

Paying attention in class is courteous and helpful for learning. Ignoring lectures and discussions while in class (live or online) is impolite and unhelpful. So to be on the right side of history, knowledge, and the instructor, know that it is impolitic for cell phones, laptops, tablets or other devices to be in use during class for anything other than class purposes. So for own solace of mind, keep all gizmos unless I invite students to use them for a specific purpose.

N. Comet Creed: This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

O. Academic Support Resources: The information the following link lists the University’s academic support resources for all students. Please go to to [Academic Support Resources](#) webpage for these policies.

P. UT Dallas Syllabus Policies and Procedures: The information in the following link represents the University’s policies/procedures segment of this syllabus. Go to [UT Dallas Syllabus Policies](#) for these policies.

Q. Descriptions & timelines in this syllabus are subject to change at the discretion of the instructor.