I. Course Information

Instructor Information:

Instructor: Dr. Douglas Evans

Course Overview:

This introductory course offers a comprehensive review of how research is conducted in criminal justice. It is designed to provide students with a broad understanding of the development of social science research (i.e., sociology, psychology and criminal justice) and its current epistemological debates. The course will also trace the history of unethical research and the current structures that have been developed to curtail such abuses (i.e., Institutional Review Boards and peer-review processes). Students will learn how to apply various research designs (qualitative and quantitative) to topics of inquiry that they find most fascinating. Finally, the course will provide students with an elementary understanding of how to collect, analyze and interpret qualitative and quantitative data.

Learning Objectives:

This course aims to help students:
1. Understand the importance of protecting special populations and more broadly, human subjects.
2. Collate findings from a comprehensive search of the literature on a topic of interest.
3. Differentiate between quantitative and qualitative research design and sampling strategies.
4. Recognize the benefits of mixed-methods research (triangulation).
**Required Readings:**

**Course Structure:**
This course will consist of lectures, class discussions, and individual and group activities.

### II. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings &amp; Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Human Inquiry and Science</td>
<td>Babbie chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Research Questions &amp; Variables</td>
<td>Babbie chapter 2</td>
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<td>Week 3</td>
<td>Ethics of Social Research</td>
<td>Babbie chapter 3</td>
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<td>Week 4</td>
<td>Research Design</td>
<td>Babbie chapter 4</td>
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<td>Week 5</td>
<td>Conceptualization, operationalization, measurement</td>
<td>Babbie chapter 5</td>
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<td>Week 6</td>
<td>Sampling</td>
<td>Babbie chapter 7</td>
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<td>Week 7</td>
<td>Exam</td>
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<td>Week 8</td>
<td>Experiments</td>
<td>Babbie chapter 8</td>
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<td>Week 9</td>
<td>Survey Research</td>
<td>Babbie chapter 9</td>
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<td>Week 10</td>
<td>Qualitative Field Research</td>
<td>Babbie chapter 10</td>
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<td>Week 11</td>
<td>Unobtrusive Research</td>
<td>Babbie chapter 11</td>
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<td>Week 12</td>
<td>Evaluation Research</td>
<td>Babbie chapter 12</td>
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<td>Week 13</td>
<td>Qualitative/Quantitative Data Analysis</td>
<td>Babbie chapters 13 &amp; 14</td>
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<td>Week 14</td>
<td>Reading and Writing Social Research</td>
<td>Babbie chapter 15</td>
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<td>Week 15</td>
<td>Final Exam</td>
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III. Grading

The final grade will be assessed based upon performance on the following:

**Grading Weights:**
1. Participation/Attendance  20%
2. Writing Assignments  20%
3. Research Paper/Presentation  20%
4. Midterm Exam  20%
5. Final Exam  20%

**ASSIGNMENTS:**

1. **Attendance and participation (20%)**
   Students are expected to attend class regularly and participate in class discussions in an informed manner. Students should have completed the assigned readings prior to class so that the discussions are meaningful and add to the class' understanding of the topic. Students are allowed one free absence. Subsequent absences will result in lost points and more than 3 absences will result in a failing grade.

2. **Writing Assignments (20%)**
   Students will be given assigned writings both in and out of class. The purpose of the writing will be to think critically about the issues we discuss in class. Examples of writing assignments include formulating a research question and designing a study methodology, properly citing sources in APA, Collaborative Institutional Training Initiative Quiz, designing a close-ended survey that would measure a phenomenon, and creation of a semi-structured interview guide.

3. **Research Paper and Presentation (20%)**
   Students will conduct original research on a topic TBD. You will first submit a proposal (including topic, research question, and method of data collection) that must be approved by me before beginning your research. The final paper must include 1) an introduction to the issue, 2) a Literature Review that includes citations from several academic sources, 2) a review of your Method of data collection that includes a description of your sample and procedures (including survey/questionnaire instruments if utilized), 3) a summary of your Findings that may include themes and selected quotes, 4) a Discussion in which you summarize your findings and their implications, list your limitations, and offer future directions, and 5) APA references section.

4. **Midterm Exam (20%)**
   Students will be given a short essay midterm examination covering the first half of the course. Handwritten notes may be used.

5. **Final Exam (20%)**
   Students will be given a short essay final examination covering the second half of the course. Handwritten notes may be used.

The following grading scale will be used for this course:

- **A**  90–100%
- **B+**  85–89%
- **B**  80–84%
- **C+**  75–79%
- **C**  70–74%
- **D**  60–69%
- **F**  <60%
**Late or Missing Assignment Policy:**
Each day an assignment is late students will lose **ONE** letter grade.

**IV. Course Policies**

**Classroom Rules**
Be courteous to one another despite differing viewpoints. Communicate with me honestly about any issues – clarification of course material or assignments, absences, and late work.

**Academic Integrity**
As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students [http://studentconduct.rutgers.edu/academic-integrity](http://studentconduct.rutgers.edu/academic-integrity)

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university’s policy will result in appropriate action.

**Students with Disabilities**
Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website [https://ods.rutgers.edu/](https://ods.rutgers.edu/) or contact the representative for the Newark Campus.

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Website: [https://ods.rutgers.edu/](https://ods.rutgers.edu/)

**Psychological and Counseling Services**
If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university’s psychological and counseling service center ([http://www.counseling.newark.rutgers.edu/](http://www.counseling.newark.rutgers.edu/); 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.