

JLC 680: Introduction to Justice Research

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Office Hours: Thurs 10 am - 12:55 pm or by appointment

Office: SIS 208

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Class Hours: Mon 05:30-08:00 p.m.

Class Room: Kerwin Hall 4

Course Description

This course is the first half of a two part sequence intended to help students develop the skills necessary to design, critique and execute social science research. Each week, we discuss a set of readings and also discuss a portion of the research process with an eye towards developing an original research project. In the final week of the course, we will have a class poster session and simulate an academic conference experience. At this event, students will present their research design, receive feedback from a discussant, and field questions.

Course Objectives

Upon completion of this course, I expect that you will be able to understand the elements of research design. In practice, this means that you should be able to identify strengths and weaknesses in the design choices of articles developed by your peers as well as those published in scholarly journals. Most importantly, you will develop a research design that will serve as a basis for a future project. To accomplish these tasks, you will understand how to: generate a theory, test hypotheses derived from the theory, collect data, and identify and mitigate threats to valid inference.

Learning Outcomes

- Understand the strengths and limitations of different research methods
- Develop concepts and hypotheses and evaluate theories
- Produce an original research paper applying the techniques learned in the course
- Read and critique social science research

Required Materials

Books

Babbie's **The Basics of Social Research** is a classic. I have the 5th edition. The topics really don't change. You can buy a newer or more expensive version if you like to spend money. Otherwise pick up a used copy of the 5th edition (I've found it for less than 10 bucks on Amazon or ad-dall.com). If you use a different edition, just make sure the topics correspond with what you read instead of particular chapters/page numbers.

Babbie, Earl R (2011). *The basics of social research*. Cengage learning.

Articles

All required readings will be on Canvas. If for some reason a reading is not, you can find all the readings via the AU library online and in print.

Evaluation

The grading scale for this class is as follows:

A-	= 90-93	C-	= 70-73
B+	= 87-89	D+	= 67-69
B	= 84-86	D	= 64-66
B-	= 80-83	D-	= 60-63
C+	= 77-79	F	= 59 & below

Participation + Short Papers (20%):

You should think about class as a time for exploration; for figuring out what the readings mean; for critically evaluating arguments made by various authors, by other students, and by me; for connecting the assigned materials to other things you think are relevant and important. A number of things follow from this:

Attendance is required. There is no way to recreate this process of discussion by yourself. It is not enough to understand the readings or to get notes from a fellow student. Since we meet once a week, I expect you will be at every class. Without proper documentation, an absence will count against the participation grade. Students who miss more than three classes for any reason may not be able to pass the course. *Special COVID considerations:* If you are feeling ill, do not come to class. If you do, I will send you home. We can zoom to catch you up.

Careful reading is essential. Students must strategically read all assignments, noting questions or points that they want to raise in class. You will receive a discussion grade for each class period. I expect that you will be prepared to discuss all of the readings each week. I will assign a grade for participation each week based on the following scale:

- A (outstanding) your comments were insightful and contributed to collective understanding of the material across the readings
- A- (strong) your comments were sometimes insightful and sometimes average but were not consistent across the readings
- B+ (good) your comments demonstrated that you understood the material but did not extend the discussion or offer new insights
- B (average) you participated but did not seem to fully grasp the material
- B- (poor) you spoke, but your comments were not germane to the material
- C (unacceptable) you didn't say anything...

The short papers serve two purposes. First, they provide another way for me to evaluate your engagement with the material. Second, they serve as a basis for the final paper. They should be mistake-free and a single page per assignment.

Midterm and Final Exam (40%):

On October 18th, you will have a mid-term exam covering the theoretical foundations learned in the first half of the semester. This test will be open-note and you may use any of your materials and the Internet. All questions will be essay style that require analysis and synthesis of course material. The final exam is due during the exam period for the class. It will be given out 24 hours before it is due. If you get a better grade on the final than the midterm, you will receive the higher grade for the total.

Research Design Paper (40%):

Detailed instructions are on Canvas for this assignment. The research design paper must be 15-25 pages (including references, tables, graphs, etc). The quality of the paper, however, is more important than the quantity. It is a research **design**. That means, you are NOT executing the research yet. If you design a quantitative or experimental project, you can then use this as the basis for your JLC 681 project. To do so, you also need to think about data availability. We will spend the final week of class discussing how to integrate this project with next semester's project.

Academic Integrity Code

Students should be aware of the contents of the AU Academic Integrity Code. I regard violations of this code seriously and will immediately refer the matter to the Associate Dean, should such violations occur. Please see me if you have any questions about the academic violations described in the code either in general or as they apply to particular requirements of this course.

Additional Support Services

If you experience difficulty in this course for any reason, please do not hesitate to contact me. In addition to the resources of the school, a wide variety of services are available to help you in your efforts to meet the requirements of the course.

- Academic Support Center (x3360, MGC 243): offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities.
- Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.
- Counseling Center (x3500, MGC 214): offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.
- Disability Support Services (x3315, MGC 206): offers technical and practical support and assistance with accommodations for students with physical, medical or psychological disabilities.

If you qualify for accommodations due to a disability, please notify me in a timely manner with a letter from the ASC or DSS so that we can make arrangements to address your needs.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to

stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Special Zoom considerations: mute your mic when you are not speaking. Have your camera on unless you need to step away for a moment. Focus on class activities, not instagram, twitter, your email, etc.

Most importantly, class discussions of the issues as they relate to violence, crime, race, etc. can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly.

Scholarly Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students and not allowing people to speak.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

Class Schedule

Read the following before Wednesday's class session. *Important:* class readings are subject to change given changing circumstances. Any adjustments to this schedule will be posted in a revised syllabus on Canvas.

Week 01, 08/30: What is science? What is social science? How can we use science to understand human interaction?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 1 (Human Inquiry and Science)
2. Bernard, Thomas J (1987). "Testing structural strain theories". In: *Journal of Research in Crime and Delinquency* 24.4, pp. 262–280.
3. Agnew, Robert (2010). "A general strain theory of terrorism". In: *Theoretical Criminology* 14.2, pp. 131–153.
4. Souva, Mark. "A Primer on Building Theories." <https://myweb.fsu.edu/msouva/Learning%20to%20Theorize--Souva%20August%202005.pdf>

Suggested:

- Groff, Elizabeth. 2007. "Simulation for Theory Testing and Experimentation: An Example Using Routine Activity Theory." *Journal of Quantitative Criminology* 23(1): 75-103.
- King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry*. Princeton university press. Chap. 1, "The Science in Social Science"

Week 02, 09/06: NO CLASS - Labor Day

Week 03, 09/13: What is a paradigm/research program? How does it relate to theory? What are the implications for research?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 2 (Paradigms, Theory, and Research)
2. Paradigms and theories https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative/s05-02-paradigms-theories-and-how-the.html
3. Monk, Richard C (1988). "Scientific research programs, theory and schools interregnum in criminology and criminal justice". In: *Journal of Contemporary Criminal Justice* 4.1, pp. 1–19.
4. Hedström, Peter and Petri Ylikoski (2010). "Causal mechanisms in the social sciences". In: *Annual review of sociology* 36, pp. 49–67.

BRING SOME CONCEPTS—Bring a list of concepts that are of interest to you. Define each, citing academic literature. For example, you may be interested in the relationship between gender and terrorism or the death penalty and deterrence. Bring a < 1 page typed copy to turn in at the end of class.

Suggested:

- Kosuke Imai, Luke Keele, Dustin Tingley, and Teppei Yamamoto. (2011) "Unpacking the black box: Learning about causal mechanisms from experimental and observational studies." *American Political Science Review*, 105(4):765–789.

- Elman, C., & Elman, M. F. (2002). "How not to be Lakatos intolerant: Appraising progress in IR research." *International Studies Quarterly*, 46(2), 231-262.

Week 04, 09/20: Asking the Right Question: How do I develop a *good* research question?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 4 (Research Design)
2. Zinnes, Dina A (1980). "Three puzzles in search of a researcher: Presidential address' ". In: *International Studies Quarterly* 24.3, pp. 315–342.
3. Nagin, Daniel S (2007). "Moving choice to center stage in criminological research and theory' ". In: *Criminology* 45, pp. 259–272.
4. LaFree, Gary and Gary Ackerman (2009). "The empirical study of terrorism: Social and legal research' ". In: *Annual Review of Law and Social Science* 5, pp. 347–374.
5. Asking good questions in political science. <https://politicalscienceguide.com/what-is-research/the-research-question-2/>

BRING A RESEARCH QUESTION—We will discuss each person's question and offer suggestions and potential readings. Turn in a < 1 page typed copy at the end of class.

Suggested:

- Lehnert, M., Miller, B., & Wonka, A. (2007). "Increasing the relevance of research questions: Considerations on theoretical and social relevance in political science." In *Research Design in Political Science* (pp. 21-38). Palgrave Macmillan, London.

Week 05, 09/27: Conceptualizing, Operationalizing, and Measuring: How do I turn my ideas into a feasible project?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 5 (Conceptualization, Operationalization, and Measurement), Chapter 6 (Indexes, Scales, and Typologies)
2. Young, Joseph K and Michael G Findley (2011). "Promise and pitfalls of terrorism research' ". In: *International Studies Review* 13.3, pp. 411–431.
3. Munck, Gerardo L and Jay Verkuilen (2002). "Conceptualizing and measuring democracy: Evaluating alternative indices' ". In: *Comparative political studies* 35.1, pp. 5–34.
4. Young, Joseph K (2019). "Measuring terrorism' ". In: *Terrorism and political violence* 31.2, pp. 323–345.

BRING IDEAS ABOUT MEASURING CONCEPTS—We will discuss each person's concepts/measures and offer suggestions. Bring in a < 1 page typed copy and turn in at the end of class.

Suggested:

- Goertz, Gary. *Social science concepts*. Princeton University Press, 2012. Chapters 1 and 2.
- Giovanni Sartori. "Concept misformation in comparative politics." *American Political Science Review*, 64(4):1033–1046, December 1970.

Week 06, 10/04: Selecting cases and sampling: How do I choose the cases to investigate?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 7 (The Logic of Sampling)
2. Seawright, Jason and John Gerring (2008). "Case selection techniques in case study research: A menu of qualitative and quantitative options' ". In: *Political research quarterly* 61.2, pp. 294–308.
3. Mahoney, James and Gary Goertz (2004). "The possibility principle: Choosing negative cases in comparative research' ". In: *American political science review* 98.4, pp. 653–669.

BRING CASE SELECTION CHOICES–We will discuss each person's cases and help decide which cases would be appropriate for addressing the question/puzzle. Turn in at the end of class.

Suggested:

- Gary King, Robert O. Keohane, and Sidney Verba. (1994). *Designing Social Inquiry*. Princeton University Press, Princeton, NJ. "Increasing the number of observations" (pp. 208–230)
- James D. Fearon. (1991) Counterfactuals and hypothesis testing in political science. *World Politics* 43(2):169–195.
- Gerring, J. (2004). "What is a case study and what is it good for?" *American political science review* 98(2), 341–354.

Week 07, 10/11: Case Selection Errors: What are the problems with this design?

1. King, Gary, Robert O Keohane, and Sidney Verba (1994). *Designing social inquiry*. Princeton university press. pgs. 124–149
2. Pape, Robert A (2003). "The strategic logic of suicide terrorism' ". In: *American political science review* 97.3, pp. 343–361.
3. Ashworth, Scott, Joshua D Clinton, Adam Meirowitz, and Kristopher W Ramsay (2008). "Design, inference, and the strategic logic of suicide terrorism' ". In: *American Political Science Review* 102.2, pp. 269–273.
4. Pape, Robert A (2008). "Methods and findings in the study of suicide terrorism' ". In: *American Political Science Review* 102.2, pp. 275–277.

BRING ANALYSIS OF SELECTION BIAS IN YOUR AREA OF RESEARCH–Identify potential selection problems from previous studies in your research area. Discuss in a single page potential problems, and how you plan to avoid them. Turn in typed sheet at the end of class.

Suggested:

- Lustick, Ian S. (1996). "History, historiography, and political science: Multiple historical records and the problem of selection bias." *American Political Science Review* 90(3), 605–618.
- Elwert, Felix, & Winship, Christopher (2014). "Endogenous selection bias: The problem of conditioning on a collider variable." *Annual review of sociology*, 40, 31–53.

Week 08, 10/18: MIDTERM EXAM

Bring your notes, materials, and laptop

Week 09, 10/25: Experiments: What are the costs and benefits?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 8 (Experiments)
2. Stanford Prison Experiment <https://www.prisonexp.org>
3. Carnahan, Thomas and Sam McFarland (2007). "Revisiting the Stanford Prison Experiment: Could participant self-selection have led to the cruelty?" ' In: *Personality and Social Psychology Bulletin* 33.5, pp. 603–614.
4. Milgram, Stanley. 1963. "Behavioral Study of Obedience." ' *The Journal of Abnormal and Social Psychology* ([online link](#))
5. Posner, Daniel N (2004). "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi" ' In: *American Political Science Review*, pp. 529–545.

BRING A DEFENSE AND CRITIQUE OF THIS METHOD OF RESEARCH—This should be a single page that evaluates the merits and drawbacks of this approach. Pay special attention to incorporating this into your final paper if you decide to use this methodology.

Suggested:

- Falk, A., & Heckman, J. J. (2009). "Lab experiments are a major source of knowledge in the social sciences." *Science*, 326(5952), 535-538.
- Baldassarri, D., & Abascal, M. (2017). "Field experiments across the social sciences." *Annual Review of Sociology*, 43, 41-73.

Week 10, 11/01: Survey Research: How can it help or hinder the acquisition of knowledge?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 9 (Survey Research)
2. Berinsky, Adam J (2017). "Measuring public opinion with surveys" ' In: *Annual Review of Political Science* 20, pp. 309–329.
3. Brady, Henry E (2000). "Contributions of survey research to political science" ' In: *PS: Political Science & Politics* 33.1, pp. 47–58.
4. Enns, Peter K, Julius Lagodny, and Jonathon P Schuldt (2017). "Understanding the 2016 US presidential polls: The importance of hidden trump supporters" ' In: *Statistics, Politics and Policy* 8.1, pp. 41–63.

BRING A DEFENSE AND CRITIQUE OF THIS METHOD OF RESEARCH—This should be a single page that evaluates the merits and drawbacks of this approach. Pay special attention to incorporating this into your final paper if you decide to use this methodology.

Suggested:

- The Science of Asking Questions

https://www.annualreviews.org/doi/full/10.1146/annurev.soc.29.110702.110112?casa_token=fwGahySZTNM4uUJhiPCcZiwIa9oAggDcRNqNrco373DT5vMWIYyWlOJDvp2p5tH2wGyrtFR6cCmUYR-N3Mcv0_aMQ

- Blair, Johnny, Ronald F. Czaja, and Edward A. Blair. *Designing surveys: A guide to decisions and procedures*. Sage publications, 2013.

Week 11, 11/08: Qualitative Field Research: Why should I use *this* research approach?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapters 10 (Qualitative Field Research) and 11 (Unobtrusive Research)
2. Eck, John E (2006). "When is a bologna sandwich better than sex? A defense of small-n case study evaluations' ". In: *Journal of Experimental Criminology* 2.3, pp. 345–362.
3. Bosworth, Mary, Debi Campbell, Bonita Demby, Seth M Ferranti, and Michael Santos (2005). "Doing prison research: Views from inside' ". In: *Qualitative inquiry* 11.2, pp. 249–264.
4. Jones, Nikki (2008). "Working the code: On girls, gender, and inner-city violence' ". In: *Australian & New Zealand Journal of Criminology* 41.1, pp. 63–83.

BRING A DEFENSE AND CRITIQUE OF THIS METHOD OF RESEARCH—This should be a single page that evaluates the merits and drawbacks of this approach. Pay special attention to incorporating this into your final paper if you decide to use this methodology.

Suggested:

- Beth L. Leech. "Symposium on interview methods in political science." *PS: Political Science & Politics*, 23(3):663–688, 2002.
- Weiss, Robert S. *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster, 1995.
- Wedeen, Lisa. "Reflections on ethnographic work in political science." *Annual Review of Political Science* 13 (2010): 255–272.
- Khalil, James (2019). "A guide to interviewing terrorists and violent extremists' ". In: *Studies in Conflict & Terrorism* 42.4, pp. 429–443.

Week 12, 11/15: Quantitative Research: Why should I use *that* research approach?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 14 (Quantitative Data Analysis)
2. Kearns, Erin, Allison Betus, and Anthony Lemieux (2018). "Why do some terrorist attacks receive more media attention than others?' " In: *Kearns, EM, Betus, A. & Lemieux, A. " Why Do Some Terrorist Attacks Receive More Media Attention Than Others*.
3. Mahoney, James and Gary Goertz (2006). "A tale of two cultures: Contrasting quantitative and qualitative research' ". In: *Political analysis* 14.3, pp. 227–249.
4. Young, Joseph K and Steve Shellman (2019). "Protestors, terrorists or something else? How to think about dissident groups' ". In: *Conflict Management and Peace Science* 36.6, pp. 645–660.

BRING A DEFENSE AND CRITIQUE OF THIS METHOD OF RESEARCH—This should be a single page that evaluates the merits and drawbacks of this approach. Pay special attention to incorporating this into your final paper if you decide to use this methodology.

Suggested:

- Getmansky, Anna, & Zeitzoff, Thomas. (2014). Terrorism and voting: The effect of rocket threat on voting in Israeli elections. *American Political Science Review* 108(3), 588-604.
- Lucas, C., Nielsen, R. A., Roberts, M. E., Stewart, B. M., Storer, A., & Tingley, D. (2015). "Computer-assisted text analysis for comparative politics." *Political Analysis* 23(2), 254-277.

Week 13, 11/22: Ethics of Social Science Research: What (not) to do with your research subjects?

1. Babbie, Earl R (2011). *The basics of social research*. Cengage learning. Chapter 3 (The Ethics and Politics of Social Research)
2. Humphreys, Laud (1970). "Tearoom trade' ". In: *Trans-action* 7.3, pp. 10–25.
3. Dana, Jason and George Loewenstein (2003). "A social science perspective on gifts to physicians from industry' ". In: *Jama* 290.2, pp. 252–255.
4. Krugman, Saul (1986). "The Willowbrook hepatitis studies revisited: ethical aspects' ". In: *Reviews of infectious diseases* 8.1, pp. 157–162.
5. Nordgren, Loran F, Mary-Hunter Morris McDonnell, and George Loewenstein (2011). "What constitutes torture? Psychological impediments to an objective evaluation of enhanced interrogation tactics' ". In: *Psychological science* 22.5, pp. 689–694.

Week 14, 11/29: Replication, Registration

1. Desroches, Frederick J (1990). "Tearoom trade: A research update' ". In: *Qualitative Sociology* 13.1, pp. 39–61.
2. EGAP Registration of Field Experiments <https://egap.org/registry/>
3. Open Science Framework <https://osf.io>
4. Burger, Jerry M (2009). "Replicating Milgram: Would people still obey today?' " In: *American Psychologist* 64.1, p. 1.
5. Kulig, Teresa C, Travis C Pratt, and Francis T Cullen (2017). "Revisiting the Stanford Prison Experiment: A case study in organized skepticism' ". In: *Journal of Criminal Justice Education* 28.1, pp. 74–111.
6. Is withholding data bad science or misconduct? <https://blogs.lse.ac.uk/impactofsocialsciences/2015/07/03/data-secrecy-bad-science-or-scientific-misconduct/#author>

Suggested:

- King, Gary (1995). "Replication, replication' ". In: *PS: Political Science and Politics* 28.3, pp. 444–452.
- Dunning, Thad, Guy Grossman, Macartan Humphreys, Susan D Hyde, Craig McIntosh, Gareth Nellis, Claire L Adida, Eric Arias, Clara Bicalho, Taylor C Boas, and others (2019). "Voter information campaigns and political accountability: Cumulative findings from a pre-registered meta-analysis of coordinated trials' ". In: *Science advances* 5.7, pp. 1-10.
- Dunning, Thad (2016). "Transparency, replication, and cumulative learning: What experiments alone cannot achieve' ". In: *Annual Review of Political Science* 19, pp. S1–S23.
- <https://fivethirtyeight.com/features/how-two-grad-students-uncovered-michael-lacour-fraud-and-a-wa>

Week 15, 12/06: Finding Data: Preparing for Next Semester, Final Paper Due, Prepare for Poster Session

1. Data Sources

- ICPSR

<https://www.icpsr.umich.edu/web/pages/ICPSR/index.html>

- Harvard's dataverse

<https://dataverse.harvard.edu>

- Journal of Peace Research (example)

<https://www.prio.org/Data/Replication-Data/>

- Political Science data by journal

<https://www.poliscidata.com/pages/journalReplicationData.php>

2. R and Stata

Bring a possible data source for this project. In one page, tell me what is the Dependent Variable, the Independent Variable, a control variable and the unit of observation/analysis.

Final Research Design Paper Due

Week 16, 12/13: Final Presentations, Poster Session