

SYLLABUS
Survey Research Methods for Criminal Justice
SPRING 2020

COURSE: CJ 7336.251
Survey Research Methods for Criminal Justice

CLASS MEETING: 6:30 PM — 9:20 PM Tuesdays
HINES 203

INSTRUCTOR: Sean Patrick Roche, PhD (sean.roche@txstate.edu)
OFFICE: HINES 112

OFFICE HOURS: 3:30 PM — 5:00 PM Tuesdays
12:00 PM — 2:00 PM Wednesdays
AND BY APPOINTMENT

Course Description:

This course introduces procedures and techniques for creating and administering surveys, including the design of questions and answers. Students learn how to create face-to-face, telephone, mail, online, and mixed-mode surveys, and are trained in sampling procedures related to survey administration.

Course Learning Objectives:

Students who complete the course should be able to conduct professional-quality surveys. Specifically, students should be able to:

- Identify an appropriate survey data collection mode (e.g., mail, telephone);
- Construct a well-worded and ordered questionnaire;
- Select an appropriate sampling strategy, and judge the quality of a sample;
- Maximize respondent participation;
- Judge the methodological quality of other researchers' surveys;
- Generate high-quality data for use in addressing criminal justice and criminology topics.

Required Texts:

- Dillman, Don A., Jolene D. Smyth & Leah Melani Christian. (2014). *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 4th edition, preferably. Wiley. ISBN-13: 978-1118456149

Attendance: The University has no mandatory class attendance requirements, and neither does this class. Nevertheless, class attendance is **essential** to both learning and performance, and any absences will be noted. In the event of an absence, students are responsible for all material covered in class, and for any announcements or assignments.

In-Class Technology Policy:

[SEP]Laptop computers are allowed in class for the purpose of taking class notes. Emailing or unrelated Internet use is not allowed during class. Smartphones are permitted provided that they are switched to vibrate mode. No calls, texting, gaming, etc. during class. [SEP]**If you violate this policy, you may be asked to leave class for the day.**

COURSE REQUIREMENTS AND GRADING

Weekly Quizzes (140 points):

There will be 14 quizzes worth 10 points each. Each quiz will contain 25 questions about the required readings for the given week. The grading scale for the quizzes is as follows:

- 20 to 25 correct = 10 points
- 15 to 19 correct = 7 points
- 0 to 14 correct = 0 points

Participation (60 points):

Students will receive 60 points for actively participating in class discussions and class activities.

Survey Experiment Project (100 points):

Each student is required to write a proposal that **could** be submitted to the Time-Sharing Experiments in the Social Sciences (TESS). (NOTE: You do **not** actually have to submit the proposal to TESS.)

The proposal must be a five-page paper describing a proposed survey experiment, to be fielded to a nationally representative sample of Americans. Students will include an appendix showing the survey questions they would use in the proposed experiment. The guidelines for TESS submissions can be found here: <http://www.tessexperiments.org/>, under “Submit a Proposal.”

The project is due by 11:59 PM on Wednesday, May 6th.

Final Exam (100 points):

There will be one exam given in this course. The instructor will provide students a list of possible questions at least one week ahead of time, but the exam will be taken in class **without** notes. The exam will be worth 100 points. It will include essay questions spanning the full range of material covered throughout the semester. The exam will cover material addressed in lectures and in the assigned readings.

Grading: The final grade will be based on the following scale:

- 400 – 332 points = A
- 331 – 252 points = B
- 251 and below = C

Daily Quizzes	140 points	35%
Participation	60 points	15%
Project	100 points	25%
Final	100 points	25%
<u>Total Points</u>	<u>400 points</u>	<u>100%</u>

Syllabus Change Policy:

This syllabus is designed to be a resource that students should refer to throughout the semester. While this syllabus lists readings and exam dates, students should also refer to Canvas for the most up-to-date information regarding the course. This is important because the instructor may have to update or modify readings and dates throughout the semester. If changes are made, the instructor will inform students as quickly as possible via email and post those changes to Canvas.

Honor Code and Code of Student Conduct:

All students taking classes in Criminal Justice must subscribe to the Texas State University Honor Code (<http://www.txstate.edu/honorcodecouncil/Academic-Integrity.html>) and Code of Student

Conduct (<http://www.dos.txstate.edu/handbook/rules/cosc.html>). Failure to adhere to any component of these documents may entail consequences ranging from serious (e.g. unexcused absences, zero points assigned for exam grades, etc.) to severe (a course grade of “F” or even dismissal from the University).

Disability Statement:

In accordance with University policy and federal law, reasonable and appropriate accommodations will be made for qualified students with disabilities. Students with disabilities are asked to contact the Office of Disabilities Services who will then coordinate with the instructor on any necessary accommodations. For more information contact:

Office of Disabilities Services
LBJ Student Center, Suite 5-5.1
601 University Drive
San Marcos, TX 78666
Phone: (512) 245-3451 (voice/TTY)
Fax: (512) 245-3452
<http://www.ods.txstate.edu/>

Our Mission at Texas State University:

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

Our Shared Values at Texas State University:

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

TENTATIVE COURSE CALENDAR

The Dillman et al. (2014) text **must be purchased/rented** for the course.
All other readings will be made available on Canvas.

Tuesday	January 21	Course Overview (What you can[not] do with surveys)
Tuesday	January 28	History of Survey Research
		<ul style="list-style-type: none"> • Tourangeau (2004) – “Survey Research and Societal Change” • Igo (2007), <u>The Averaged American</u>, Introduction – “America in Aggregate” • Groves (2011) – “Three Eras of Survey Research”
Tuesday	February 4	Sampling: Theoretical and Practical Foundations
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapters 1 and 3 • Blair et al. (2014), <u>Designing Surveys</u>, Chapter 5
Tuesday	February 11	Survey Nonresponse and Nonresponse Bias
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 2 • Groves et al. (2009), <u>Survey Methodology</u>, Chapter 6 • Pickett et al. (2018) – “The Response Rate Test: Nonresponse Bias and the Future of Survey Research in Criminology and Criminal Justice”
Tuesday	February 18	Introduction to Survey Modes
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapters 8 and 10
Tuesday	February 25	Internet-based Surveys
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 9 • Tourangeau et al. (2013), <u>The Science of Web Surveys</u>, Chapter 6
Tuesday	March 3	Introduction to Experimental Designs
		<ul style="list-style-type: none"> • Shadish et al. (2002), <u>Experimental and Quasi-Experimental Designs for Generalized Causal Inference</u>, Chapters 8 and 9
Tuesday	March 10	Survey-based Experiments
		<ul style="list-style-type: none"> • Gilens et al. (2002) – “An Anatomy of Survey-based Experiments” • Ahler (2014) – “Designing and Implementing Online Survey Experiments”
Tuesday	March 17	SPRING BREAK (Writing Survey Questions)
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 4
Tuesday	March 24	Writing Survey Questions (continued)
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 5
Tuesday	March 31	Measuring Sensitive Topics
		<ul style="list-style-type: none"> • Thornberry & Krohn (2000) – “The self-report method for measuring crime and delinquency” • Tourangeau and Yan (2007) – “Sensitive Questions in Surveys”
Tuesday	April 7	Ordering Questions
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 7
Tuesday	April 14	Designing Questionnaires
		<ul style="list-style-type: none"> • Dillman et al. (2014), Chapter 6
Tuesday	April 21	Basic Survey Data Management
		<ul style="list-style-type: none"> • Callegaro et al. (2015), <u>Web Survey Methodology</u>, Chapter 4

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- Silver et al. (2017) – “Traditional Police Culture, Use of Force, and Procedural Justice” and associated Codebook
 - Pogarsky et al. (2017) – “Heuristics and Biases, Rational Choice, and Sanction Perceptions” and associated Codebook

Tuesday April 28 Future Directions in Survey Research

- Dillman et al. (2014), Chapter 12
- Igo (2007), The Averaged American, Epilogue – “Statistical Citizens”
- Cullen et al. (2019) — “Why Longitudinal Research is Hurting Criminology”
 - Burt (2019) — Response: “Misguided Culprit: Blame Bad Practices Not Longitudinal Data”
 - Cullen et al. (2019) — Retort: “Beefing Up Criminology”

Tuesday May 12 FINAL EXAM (5:00 – 7:30 PM)
