

**Syllabus**  
**CJ 7336**  
**Survey Research Methods for Criminal Justice**  
**Fall 2013**  
**W 6:30-9:30 Hill House Seminar Room**

**Instructor:** Dr. Mark Stafford  
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**Office Hours:** M 4:00-5:00, W 5:00-6:00  
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**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, Internet, and mixed-mode surveys, and are trained in sampling procedures related to survey administration.

**Course Objectives**

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

1. choose an appropriate survey type (e.g., mail, telephone);
2. select a representative sample;
3. construct an appropriately-worded questionnaire;
4. maximize respondent participation;
5. generate high-quality data that can be used to address important criminal justice topics.

**Course Requirements**

Other than attending class (see "Policies" below) and reading the assigned materials, the course requirements are as follows:

- (1) **Course paper** (35% of course grade): Every student will construct a survey that could be used to study an important criminal justice topic. Survey length, question choice, and sampling will be dictated by the research objectives, the concepts to be measured, and the target population. Student surveys will be posted on SurveyMonkey for all to see and critique. In addition, every student will submit a 15-page, written narrative about the survey, focusing on such issues as the research objectives, target population, concepts/hypotheses, planned analyses, sampling, anticipated nonresponse rate, questions, question order, and answer formats. It should provide a detailed rationale for every aspect of the survey. The narrative is due no later than November 26th. Late papers will be penalized one letter grade.
- (2) **Summaries of assigned articles** (15% of course grade): Every student will submit summaries of 10 of the assigned book chapters or journal articles. Each summary should be two typed, double-spaced pages and should outline the major points of the chapter/article. The summary of a particular chapter/article will be due on the day it is scheduled to be discussed.

(3) ***Discussion questions*** (15% of course grade): Every student will prepare two discussion questions each week. These questions should be derived from the assigned readings and distributed to every member of the class by email no later than 12:00 p.m. on the day of the class. The questions will be used to focus class discussion.

(4) ***Exam*** (35% of course grade): There will be one take-home, open-book examination that will consist of essay questions requiring a thorough understanding of the assigned readings and lecture materials. It will be distributed on November 26th, and it will be due by the beginning of class on December 3rd.

### **Policies**

Class attendance is mandatory. If you are absent from two classes, your course grade will be reduced by a full letter. If you are absent from three classes, your course grade will be reduced by two full letters, and so on.

I will discuss appropriate accommodations that you may require as a student with a disability. Before accommodations will be made, you may be required to provide proper documentation.

### **Texas State University-San Marcos Honor Code**

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

**WE ARE CONSCIENTIOUS.** We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

**WE ARE RESPECTFUL.** We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

**WE ARE HONEST.** We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

#### **ADDRESSING ACTS OF DISHONESTY**

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

The policies and procedures regarding Honor Code violations are outlined at <http://www.txstate.edu/effective/upps/upps-07-10-01.html>.

## Schedule and Required Readings (journal articles available on TRACS)

### Required Books:

1. Graham Kalton's *Introduction to Survey Sampling*, 1983
2. Don A. Dillman et al.'s *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 2009
3. Norman Bradburn et al.'s *Asking Questions: The Definitive Guide to Questionnaire Design-for Market Research, Political Polls, and Social and Health Questionnaires, Revised Edition*, 2004.

Schedule	Topic and assigned readings
Aug. 27	<i>Introduction</i> <ol style="list-style-type: none"><li>1. Angela M. Kempf and Patrick L. Remington's "New Challenges for Telephone Survey Research in the Twentieth-First Century," <i>Annual Review of Public Health</i>, 2007.</li><li>2. Roger Tourangeau's "Survey Research and Societal Change," <i>Annual Review of Psychology</i>, 2004.</li><li>3. Michael W. Traugott's "The Accuracy of the National Preelection Polls in the 2004 Presidential Election," <i>Public Opinion Quarterly</i>, 2005.</li></ol>
Sept. 3	<i>History of Survey Research</i> <ol style="list-style-type: none"><li>1. Dillman et al., Chapter 1</li><li>2. C. Matthew Snipp's "Racial Measurement in the American Census: Past Practices and Implications for the Future," <i>Annual Review of Sociology</i>, 2003.</li></ol>
Sept. 10-17	<i>Sampling</i> <ol style="list-style-type: none"><li>1. J. Michael Brick et al.'s "Cell Phone Survey Feasibility in the U.S.: Sampling and Calling Cell Numbers Versus Landline Numbers," <i>Public Opinion Quarterly</i>, 2007.</li><li>2. Dillman et al., Chapters 2-3</li><li>3. Kalton</li><li>4. Michael W. Link et al.'s "A Comparison of Address-Based Sampling (ABS) Versus Random-Digit Dialing (RDD) for General Population Surveys," <i>Public Opinion Quarterly</i>, 2008.</li></ol>
Sept. 24- Oct. 1	<i>Measurement and Nonresponse Error</i> <ol style="list-style-type: none"><li>1. Robert M. Groves et al.'s "Understanding the Decision to Participate in a Survey," <i>The Public Opinion Quarterly</i>, 1992.</li><li>2. Robert M. Groves and Emilia Peytcheva's "The Impact of Nonresponse Rates on Nonresponse Bias: A Meta-Analysis," <i>Public Opinion Quarterly</i>, 2008</li><li>3. Edith De Leeuw et al.'s "The Influence of Advance Letters on Response in Telephone Surveys: A Meta-Analysis," <i>Public Opinion Quarterly</i>, 2007.</li></ol>

- Oct. 8-15      *Types of Surveys*
1. Mick P. Couper's "Technology Trends in Survey Data Collection," *Social Science Computer Review*, 2005.
  2. Dillman et al., Chapters 6-9
  3. Don A. Dillman et al.'s "Response Rate and Measurement Differences in Mixed-Mode Surveys Using Mail, Telephone, Interactive Voice Response (IVR) and the Internet," *Social Science Research*, 2009.
  4. Pamela C. Griesler et al.'s "Adolescents' Inconsistency in Self-Reported Smoking: A Comparison of Reports in School and Household Settings," *Public Opinion Quarterly*, 2008.
  5. Frauke Kreuter et al.'s "Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity," *Public Opinion Quarterly*, 2008.
- Oct. 22      *Asking and Answering Questions I*
1. Bradburn et al., Chapters 1-4
  2. Dillman et al., Chapter 4
  3. Norbert Schwarz and Daphna Oyserman's "Asking Questions About Behavior: Cognition, Communication, and Questionnaire Construction," *American Journal of Evaluation*, 2001.
- Oct. 29      *Asking and Answering Questions II*
1. Bradburn et al., Chapters 5-9
  2. Dillman et al., Chapter 5
  3. Neil Malhotra's "Order Effects in Complex and Simple Tasks," *Public Opinion Quarterly*, 2009.
  4. David C. Wilson et al.'s "Affirmative Action Programs for Women and Minorities: Expressed Support Affected by Question Order," *Public Opinion Quarterly*, 2008.
- Nov. 5      *Asking and Answering Questions III*
1. Bradburn et al., Chapters 10-12
  2. Daniel J. Hruschka et al.'s "Fixed-Choice and Open-Ended Response Formats: A Comparison from HIV Prevention Research in Zimbabwe," *Field Methods*, 2004.
  3. Lee Sigelman et al.'s "What's in a Name?: Preference for 'Black' Versus 'African-American' Among Americans of African Descent," *Public Opinion Quarterly*, 2005.
  4. Randall K. Thomas and Jonathan D. Klein's "Merely Incidental?: 'Effects of Response Format on Self-reported Behavior,'" *Journal of Official Statistics*, 2006.
- Nov. 12      *Issues in Survey Research*
1. Mark Blumenthal's "Toward an Open-Source Methodology: What We Can Learn from the Blogosphere," *Public Opinion Quarterly*, 2005.
  2. Dillman et al., Chapter 13

Nov. 19      **American Society of Criminology – No Class**

Nov. 26      **Course Paper Due by Email – No Class**  
**Take-Home Exam Distributed by Email**

Dec. 3      *Ethics of Survey Research*  
1. AAPOR Code of Professional Ethics and Practice  
2. CASRO Code of Standards and Ethics for Survey Research  
3. Dillman et al., Chapter 11

**Take-Home Exam Due**