

	<p style="text-align: center;">CJUS 5700-400 & -461 Evaluation and Research Methodologies College of Health and Public Service University of North Texas Fall 2025</p>
---	---

COURSE INFORMATION

Instructor: Ryan Getty, Ph.D.

Office location: None

Office hours: N/A

E-mail (preferred): Ryan.Getty@unt.edu (ask for Zoom if more in-depth question(s))

Phone: That would probably be a Zoom conversation

Email expectations: I can only discuss grades/assignments with email messages sent through your Eagle Connect (official UNT) email account (e.g., username@my.unt.edu). You can expect to receive a response within 48 hours during the week and 72 hours on the weekend. If you have not received a response within that time, please email me back with an ! mark as it may have overlooked it.

About me

Please see the “Meet Your Instructor” on the course site. It is in the Modules, scroll down to the Introduction module and it’s the fourth tab down, right above “Next Steps.”

Course Pre-requisites, Co-requisites, and/or Other Restrictions

There are no prerequisites for this course. However, it is assumed that students possess a basic understanding of criminological theory and criminal justice.

Required Materials

The text is properly cited below in APA 7th Style – **exclude the ISBN** when cited –for your convenience. The in-text or parenthetical cite examples are given after the reference example. DO NOT refer to the book as “our book,” “our text,” or other nicknames. The reference needs to be properly cited.

Reference in proper APA 7th:

Maxfield, M. G., & Babbie, E. R. (2018). *Research methods for criminal justice and criminology* (8th ed.). Cengage Learning.

ISBN: 978-1337091824

Different variations for in-text or parenthetically cite Maxfield and Babbie:

According to Maxfield and Babbie (2018), the “Sun is the center of the universe” (p. 41).

According to Maxfield and Babbie (2018), “[O]perationalization means specifying steps...to observe” (p. 41).

“Operationalization means specifying steps...to observe” (Maxfield & Babbie, 2018, p. 41).

There are other variations, but please try to correctly cite the basics.

Course Description

The purpose of this course is to assist students in becoming both critical consumers and producers of scientific research. Through an understanding of research methodology, the student should be better prepared to determine the adequacy of findings from studies reported in both technical research reports and academic journals. Further, students should be able to plan, implement, and assess the outcomes of studies that they might initiate. More specifically, students should be able to: (1) distinguish between the various quantitative and qualitative research designs as may be dictated by the overall research question; (2) understand the statistical techniques that will allow for the testing of research hypotheses; (3) appreciate the protection of human research subjects and other ethical issues associated with scientific research; and (4) communicate to a wide range of audiences the technical language of research and statistics. Students should come away from the course with an appreciation for the relationship between theory (the abstract) and research (the technical) and how both operate in society.

Course Objectives

Upon successful completion of the course, students should be able to:

1. Identify the purposes of conducting scientific research and address methodological issues necessary for conducting and critically analyzing criminal justice research;
2. Recognize the various forms of data collection and sampling techniques used in criminal justice research;
3. Explain issues in research design, including criteria for causality, types of validity, units of analysis, different types of research design, and stages in the research process;
4. Find and use resources for answering real-world research questions; and,
5. Develop a research paper and critically evaluate the research.

How the Course is Organized

This course will take place completely online through Canvas (asynchronous). The course is composed of several modules. Each module contains the relevant chapter outlines as well as other supplementary material *as needed*. **Note:** not all modules will contain supplementary materials or require extra reading beyond the textbook. The students will also participate in four discussions through Canvas during the course. Throughout the semester, students will submit four assignments that will ultimately form the bulk of their research proposal. At the end of the semester, the students will submit their completed research proposal that contains the four assignments as well as additional information. Finally, the students will take two exams, a midterm and a final. Both exams will consist of multiple choice, true/false, short answer, and essay questions.

What Should You Do First?

Once you have entirely read this syllabus, go to the “Start Here” module. There’s a bunch of basics there. Then keep progressing down to the “Introduction” module and click on “Next Steps.” There, you will find a link to the Introduction Discussion Board. Once you have posted there, you can move on to the first module.

How You Should Proceed Each Week (i.e. weekly) for Class Activities?

At the beginning of each week, the student should refer to the course schedule (see below) for their reading assignment for that week. After completing each reading assignment in its entirety, the student should open the corresponding module and study the notes. If there was an assigned supplementary reading for that week, the student will submit one discussion post in response to the reading and respond to **two** of their peers’ posts as well. Once that has been completed, the student should work on the upcoming assignment. If it is the week the assignment is due, the student should also turn in the assignment through TurnItIn. The textbook chapters and the online modules will help you complete the homework for each week and satisfy all learning objectives.

Course Notes and Recommendations

Please make sure to have your official UNT email forwarded to your preferred email address (if different) to receive important updates, changes, announcements, class cancellations (if applicable), and generally, so I can reach you if necessary. **Before emailing Dr. Getty (me) with a question, make sure to (re)review this syllabus. Most questions are answered in this rather lengthy document that has been fine-tuned over the years.**

The Announcement section in Canvas and email will be used for primary communication with the class as a whole. I advise you to check the Announcements section frequently. You can also have announcements and emails “pushed” to you on your phone.

Important: Minimum technology requirements for this course: a browser that is compatible with Canvas (visit [this link](#) to ensure your browser is suitable) and Microsoft Office Word (or processing software that converts to MS Word). Microsoft Office 365 is available for **free** to all currently-enrolled students. For instructions to download the software, please see [this link](#). Students are expected to know how to access their UNT email, open attachments, and use Microsoft Word (NO Apple Pages! Convert it to MS Word). Students facing IT issues should visit the [IT Helpdesk](#). Students are also expected to have basic digital literacy skills such as using UNT’s library website, searching online databases, and properly citing information sources in [APA format](#). Here is a [UNT Library Guide for Criminal Justice students](#) that guides you through how to find research and official sources online.

COURSE REQUIREMENTS

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives. Each week, you will work on various combinations of assignments, discussions, and readings that will be made available to you each Monday morning at 6 AM and close on the following Sunday at 11:59 PM. Students can expect their grades and feedback to be released to them within seven

(7) business days. There are a total of 630 points that can be earned in this class. The grading policy along with other class requirements is presented below.

Grading Scale:

567-630 points=A

504-566 points=B

441-503 points=C

378-440 points=D

Below 378 points=F

Tests (200 points total)

Each student will be required to take two exams in this course for a total of 200 points (each worth 100 points). The tests will consist of any combination of multiple-choice, true-false, short-answer, or essay questions. Each test will cover all module note material, assigned material in the classroom text, and other assigned reading material. By its nature, the material in this class builds on prior material. As such, the tests may have material from prior sections in them.

Each test will be available for 48 hours. However, once you start the exam, you will have only 120 minutes to take it. Note: The tests in this course will have other restrictions as well, including the ability to answer only one question at a time and the inability to review prior questions.

Assignments (150 points total)

In preparation for the research proposal, the students will submit four assignments throughout the course. These will form the bulk of the research proposal due at the end of the semester. The first two (Problem Statement and Research Hypothesis) will be worth 25 points each, and the other two (Sampling and Research Design) will be worth 50 points each. Further details and requirements for each of these assignments will be forthcoming. Please note the “last day to submit” your assignment at the end of this syllabus.

Research Proposal (100 points total)

Each student will identify an empirical research question to be addressed by their research proposal. For this project, the research question must be causal in nature (e.g., what is the effect of X on Y?). Basically, proposals seeking to address research questions of a descriptive (e.g., characteristics of homicide offenders) or exploratory (e.g., how do prostitutes distinguish between undercover police officers and “Johns”?) nature are unacceptable. Because the proposal requires you to do an abridged literature review, it is important that the research question be derived from an existing literature on your topic. The topic must be approved by the professor. Further details and requirements for this proposal will be forthcoming.

Discussion Posts (100 points total)

Each student will be required to respond to 4 discussions throughout the course of the semester. Each discussion is worth 25 points, for a total of 100 points towards your final grade. Writing portions of the

discussions should be roughly 2-3 paragraphs long. Students *must* reply to *at least* one (1) other student's post for full point potential (responding appropriately, of course). For each discussion, your original post will be worth 15 points and your reply will be worth 10 points.

Your discussions will be graded on depth of explanation, utilization of outside sources, specific efforts to back up your arguments with logical points and sources, grammar and spelling, and adherence to the assignment. To receive full credit, you must post an original response and respond to at least two (2) other students' posts. Note that you will NOT be able to see any other students' posts until you have first posted a thread yourself.

Module Quizzes (80 points total)

At the end of each module, students will be required to take a quiz that assesses their understanding of the material up to that point. These quizzes will include either multiple-choice, true/false, or short-answer questions. To proceed to the next module or exam, students will be required to score *at least* 80% on the quiz. However, students will be able to take the quiz as many times as necessary to earn that score. Each module quiz will be worth 20 points.

CLASS POLICIES

Make-Up Policy

Make-up exams/assignments are allowed in this class as long as you have an authorized absence according to university policies. Those in athletics, those who are absent for religious holidays, and/or those involved in other school-supported activities that require being absent from class will be allowed make-up if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused. Make-up assignments as a result of "emergency" (health/accident) authorized absences must be turned in within 3 days of returning from the authorized absence. If you were critically ill in such a way that you could not complete any required assignment or exam, you must submit a doctor's note to me within 3 days.

To be excused, any authorized absence must take place over the entire submission window. That is, if a student has an authorized absence for 1 day of a 3-day submission window for an exam or any other assignment, then they will **not** be excused and will **not** be able to take a make-up. In the event that circumstances require a make-up test, and provided students follow the appropriate procedures for requesting an excused absence that falls on a test or assignment due date, **any authorized make-up test will be conducted during finals week immediately after the final test in this course or at a time arranged with the professor.**

Authorized Absences: Absences are authorized only in cases of participation in school-sponsored activities and/or religious holidays. For an excused absence due to a school-sponsored activity, students must be approved in advance by the department chair and academic dean. Within three days after the absence, students must obtain authorized absence cards from the Dean of Students for presentation to the instructor. Students who wish to request an excused absence for religious holidays can do so and will be excused from class as long as they make a request within the required time frame set by the University (see the most recent undergraduate catalog). Notification must be in writing so that I may have it for my records. Students must arrange to make up any work missed during the excused religious absence or school-sponsored activity.

Students who have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of “F.” ***Last day to withdraw with a grade of “W” is November 7, 2025.***

Student Behavior and University Policy:

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may be referred to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at this [link](#).

Certain topics in criminal justice are controversial, thus discussion may become heated where there will be disagreements. The online classroom is a place to express ideas, opinions, and engage in thoughtful discussions. Students **will** respect the views and opinions of others at all times in the online environment. While I do not foresee any problems, if problems do arise, I will address them with the individual student(s). Below are general guidelines for how to communicate well in an online classroom.

Netiquette

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang or emoticons.
- Use standard, readable fonts, sizes, colors, and avoid writing in all caps.
- Use your instructor’s title of “Dr.” or “Professor,” unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health, personal identifiable information, or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others’ technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.
- Read these [Core Rules of Netiquette](#) or [UNT Online Communication Tips](#) for additional, **good** tips about online communication.

Communicating via Email

- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor’s attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.

- For a sample email, read this article, [How to email your prof](#)

Discussion Board Communication

- Treat your posts like the professional communication that they are. Use correct spelling and grammar and always double-check a response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Read all the messages in a thread before replying so you do not repeat something one of your peers may have already stated.
- Avoid replies such as “I agree.”, but instead, explain why you agree or do not agree.
- Show your work by sharing resources and utilizing citations.
- When disagreeing, do not make personal attacks or use language that discriminates based on gender, sexuality, race, ethnicity, class, and/or culture.

Academic Dishonesty/Integrity

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term **"plagiarism" includes, but is not limited to:** a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and, **using your prior work in another class** without citing yourself (properly in APA Style) and limiting the prior material to no more than 10% on the final project.

Prohibited Use of Generative Artificial Intelligence (AI) Policy for this Class

The use of artificial intelligence programs (AI) in this class is considered “cheating.” In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, Gemini, etc. is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the <https://policy.unt.edu/policy/06-003> Specifically, F. 5. “any other act designed to give a student an unfair advantage on an academic assignment.” The [Code of Student Conduct](#) also applies. **FYI: The papers are submitted to Turnitin.com and it measures plagiarism and suspected AI usage percentile. Just don’t use AI.**

Office of Disability Access Accommodation

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty

a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Student Evaluation of Instruction

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Syllabus Changes

I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that the syllabus must be modified. In the case that the syllabus needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student's responsibility to check announcements/emails so that any and all syllabus changes are documented. Failure to obtain syllabus changes because of not reading emails and/or announcements does not constitute a defense against missed assignments, test dates, and other applicable changes.

Succeed at UNT!

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Emergency Notification & Procedures

UNT uses a system called [Eagle Alert](#) to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. See also, [Campus Closures Policy](https://policy.unt.edu/policy/15-006) (<https://policy.unt.edu/policy/15-006>)

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the [Public Information Policy](#) and the [Family Educational Rights and Privacy Act \(FERPA\)](#) laws and the [university's policy](#). Information regarding data privacy for Canvas can be found [at this link](#). UNT Canvas policies in general are [here](#).

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Visit [Title IX Student Information](#) for more resources.

F1 Visa Holder Regulation

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for [F1 Visa \(DOC\)](#) holders. Full-time status for F1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

If an F-1 Visa holder intends to take more than 3 SCH of online courses in a term, they will need to document the on-campus experiential component of all courses that exceed the 3-hour limit. This on-campus experiential component can be satisfied in a number of ways including a face-to-face test, lab work, a required on-site lecture, mandatory library orientation, etc. Instructors should develop an option to assist students who request an on-campus experiential component to meet the federal regulation. Instructors should have students requesting this assistance to complete the [On-campus Component Reporting Form for Online Courses](#) which requires both the student and the instructor's signature. The instructor should make a copy for the student's departmental file and send a copy to the UNT International Student and Scholar Services (routing address on the form).

Miscellaneous:

The material posted online is personal intellectual property or that of the University of North Texas. You may not utilize the material for other than class purposes. Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

A variety of resources and services are available to students in the Academic Support tab in Canvas.

ACADEMIC CALENDAR

DATE	TOPIC, READING ASSIGNMENTS, AND DUE DATES
Week 1 8/18-8/24	Topic: Crime, Criminal Justice, & Scientific Inquiry Readings: Chapter 1 Assignment: Introduction Discussion due by 08/24 at 11:59 PM
Week 2 8/25-8/31	Topic: Foundations of Criminal Justice Research Readings: Chapter 2; Article: 1) Zhang, S.X. (1998). In search of hopeful glimpses: A critique of research strategies in current boot camp evaluations. <i>Crime and Delinquency</i> , 44(2), 314-334. (Note: The DOIs are omitted due to space, but they will be expected in your reference cites) Assignment: Assignment 1 (Problem Statement) due 8/31 at 11:59 PM
Week 3 9/02-9/07	Note: Labor Day Holiday, Sept. 1st Topic: Ethics & Criminal Justice Research Readings: Chapter 3 Articles: 1) Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford prison experiment. <i>Cognition</i> , 2(2), 243-256. 2) Scarce, R. (1994). (No) trial (but) tribulations: When courts and ethnography conflict. <i>Journal of Contemporary Ethnography</i> , 23(2), 123-149. 3) ACJS code of ethics: https://www.acjs.org/page/Code_Of_Ethics Assignments: Discussion Post 1 Main post due 9/5 at 11:59 PM Responses due 9/7 at 11:59 PM Quiz 1 (Chapters 1-3) due 9/7 at 11:59 PM
Week 4 9/08-9/14	Topic: General Issues in Research Design Readings: Chapter 4
Week 5 9/15-9/21	Topic: Concepts, Operationalization, & Measurement Readings: Chapter 5 Article: 1) Grasmick, H. G., Tittle, C. R., Bursik, R. J., & Arneklev, B. J. (1993). Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime. <i>Journal of Research in Crime and Delinquency</i> , 30(1), 5-29. Assignment: Assignment 2 (Research Hypothesis) due 9/21 at 11:59 PM
Week 6 9/22-9/28	Topic: Measuring Crime Readings: Chapter 6 Article: 1) Wolff, K.T., Baglivio, M.T., & Piquero, A.R. (2017). The relationship between adverse childhood experiences and recidivism in a sample of juvenile offenders in community-based treatment. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 61(11), 1210-1242. Assignments: Discussion Post 2 Main post due 9/26 at 11:59 PM Responses due 9/28 at 11:59 PM

	Quiz 2 (Chapters 4-6) due 9/28 at 11:59 PM
Week 7 9/29-10/05	Exam 1: Chapters 1-6 Exam will be open starting Friday, October 3 at 8 AM. It will close on Sunday, October 5 at 7:59 AM. (Notice: NO 11:59 times because 8 – 7:59 AM is more “normal awake time”)
Week 8 10/06-10/12	Topic: Experimental & Quasi-Experimental Designs Readings: Chapter 7 Article: 1) Jolliffe, D., Farrington, D.P., & Howard, P. (2013). How long did it last? A 10-year reconviction follow-up study of high-intensity training for young offenders. <i>Journal of Experimental Criminology</i> , 9(4), 515-531.
Week 9 10/13-10/19	Topic: Sampling Readings: Chapter 8 Assignment: Assignment 3 (Sampling) due 10/19 at 11:59 PM
Week 10 10/20-10/26	Topic: Survey Research Readings: Chapter 9 Article: 1) Patchin, J.W. & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. <i>Youth Violence and Juvenile Justice</i> , 4(2), 148-169. Assignments: Discussion Post 3 Main post due 10/24 at 11:59 PM Responses due 10/26 at 11:59 PM Quiz 3 (Chapters 7-9) due 10/26 at 11:59 PM
Week 11 10/27-11/02	Topic: Qualitative Interviewing Readings: Chapter 10; Article: 1) Leban, L., Cardwell, S.M., Copes, H., & Brezina, T. (2015). Adapting to prison life: A qualitative examination of the coping process among incarcerated offenders. <i>Justice Quarterly</i> , 33(6), 943-969.
Week 12 11/03-11/09	Topic: Field Observation Readings: Chapter 11; Article: 1) Parry, M. (2015, June 12). Conflict Over Sociologist’s Narrative Puts Spotlight on Ethnography. <i>The Chronicle of Higher Education</i> . Assignment: Assignment 4 (Research Design) due 11/09 at 11:59 PM
Week 13 11/10-11/16	Topic: Agency Records, Content Analysis, & Secondary Data Readings: Chapter 12 Article: 1) Eschholz, S., Mallard, M., & Flynn, S. (2004). Images of prime time justice: A content analysis of “NYPD Blue” and “Law & Order”. <i>Journal of Criminal Justice and Popular Culture</i> , 10(3), 161-180. Assignment: Discussion Post 4 Main post due 11/14 at 11:59 PM Responses due 11/16 at 11:59 PM
Week 14	Topic: Evaluation Research & Problem Analysis

11/17-11/23	Readings: Chapter 13; Article: 1) Braga, A.A., Piehl, A.M., & Hureau, D. (2009). Controlling violent offenders released to the community: An evaluation of the Boston Reentry Initiative. <i>Journal of Research in Crime and Delinquency</i> , 46(4), 411-436. Assignment: Quiz 4 (Chapters 10-13) due 11/23 at 11:59 PM
No Class- Thanksgiving Break (11/24 – 11/30)	
Week 15 12/2-12/5	<p style="text-align: center;">RESEARCH PROPOSAL DUE ON MONDAY, DECEMBER 1 BY 11:59 PM</p> <p style="text-align: center;">Exam 2: Modules 3 & 4 (Chapters 7-13) Exam will be open starting Wednesday, December 3 at 8 AM. It will close on Friday, December 5 at 7:59 AM. (Notice: NO 11:59 times because 8 – 7:59 AM is more “normal awake time”)</p>

References

(in APA 7th Style for you to copy/paste) If DOI is not listed, none was found. If you happen to find it, please let me know; I'll add it to my EndNote library

- Ariel, B., Farrar, W. A., & Sutherland, A. (2015). The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial. *Journal of Quantitative Criminology*, 31(3), 509-535. <https://doi.org/10.1007/s10940-014-9236-3>
- Braga, A. A., Piehl, A. M., & Hureau, D. (2009). Controlling violent offenders released to the community: An evaluation of the Boston Reentry Initiative. *Journal of Research in Crime and Delinquency*, 46(4), 411-436. <https://doi.org/10.1177/0022427809341935>
- Eschholz, S., Mallard, M., & Flynn, S. (2004). Images of prime time justice: A content analysis of “NYPD Blue” and “Law & Order”. *Journal of Criminal Justice and Popular Culture*, 10(3), 161-180.
- Fritsch, E. J., Trulson, C. R., & Blackburn, A. G. (2022). *Applied research methods in criminal justice and criminology*. [online] <https://openbooks.library.unt.edu/cjresearchmethods/>
- Grasmick, H. G., Tittle, C. R., Bursik, R. J., & Arneklev, B. J. (1993). Testing the core empirical implications of Gottfredson and Hirschi's general theory of crime. *Journal of Research in Crime and Delinquency*, 30(1), 5-29.
- Hornblum, A. M. (1998). *Acres of skin: Human experiments at Holmesburg Prison: A true story of abuse and exploitation in the name of medical science*. Routledge.

- Jolliffe, D., Farrington, D. P., & Howard, P. (2013). How long did it last? A 10-year reconviction follow-up study of high intensity training for young offenders. *Journal of Experimental Criminology*, 9(4), 515-531. <https://doi.org/10.1007/s11292-013-9191-2>
- Leban, L., Cardwell, S. M., Copes, H., & Brezina, T. (2016). Adapting to prison life: A qualitative examination of the coping process among incarcerated offenders. *Justice Quarterly*, 33(6), 943-969. <https://doi.org/10.1080/07418825.2015.1012096>
- Maxfield, M. G., & Babbie, E. R. (2018). *Research methods for criminal justice and criminology* (8th ed.). Cengage Learning.
- Parry, M. (2015, June 12). Conflict over sociologist's narrative puts spotlight on ethnography. *The Chronicle of Higher Education*.
- Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4(2), 148-169. <https://doi.org/10.1177/1541204006286288>
- Scarce, R. (1994). (No) trial (but) tribulations: When courts and ethnography conflict. *Journal of Contemporary Ethnography*, 23(2), 123-149. <https://doi.org/10.1177/089124194023002001>
- Wolff, K. T., Baglivio, M. T., & Piquero, A. R. (2015). The relationship between adverse childhood experiences and recidivism in a sample of juvenile offenders in community-based treatment. *International Journal of Offender Therapy and Comparative Criminology*, 61(11), 1210-1242. <https://doi.org/10.1177/0306624X15613992>
- Zhang, S. X. (1998). In search of hopeful glimpses: A critique of research strategies in current boot camp evaluations. *Crime and Delinquency*, 44(2), 314-334.
- Zimbardo, P. G. (1973). On the ethics of intervention in human psychological research: With special reference to the Stanford Prison Experiment. *Cognition*, 2(2), 243-256. [https://doi.org/10.1016/0010-0277\(72\)90014-5](https://doi.org/10.1016/0010-0277(72)90014-5)