

090

090

**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM -- COURSE**  
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/16/2013  New course  Temporary course  Drop service course  
 (effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

- Variable credit \_\_\_\_\_
- Repeat credit (cumulative maximum 9 hours)
- Increase credit (former credit \_\_\_\_\_)
- Lecture-lab ratio (former ratio \_\_\_\_\_)
- Number (former number \_\_\_\_\_)
- Prefix (former prefix \_\_\_\_\_)
- Crosslisting (between WSU departments)  
(Must have both departmental signatures)
- Cooperative listing (UI prefix and number \_\_\_\_\_)
- Conjoint listing (400/500)
- taught by: WSU  UI  jointly taught
- S, F grading
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)
- Other (please list request) \_\_\_\_\_

CrmJ 521 Advanced Topics in Criminal Justice Research Methods  
 course prefix course no. title

3	3	0	0	Research Methods in Criminal Justice (520)	
credit	lecture hrs	lab hrs	studio hrs		prerequisite
	per week	per week	per week		

Description (20 words or less) Exploration of specialized topics in research methodology. Topics may include qualitative methods, GIS, ethnography, and survey design.

**Instructor:** Neuilly, Melanie Phone number: (509) 335-5465 Email: m.neuilly@wsu.edu  
**Contact:** Mareinin, Otwin Phone number: (509) 335-8428 Email: otwin@wsu.edu  
**Campus Zip Code:** 4872

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 9/12/12 [Signature] 9-20-12 \_\_\_\_\_  
 Chair/date Dean/date General Education Com/date

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 All-University Writing Com/date Academic Affairs Com/date Senate/date

**\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

*NOTE: Instructor has been advised to update disabilities statement with current information. cr*

**Washington State University**  
**Department of Criminal Justice and Criminology**

**Advanced Topics in Criminal Justice Research Methods**  
**Qualitative Research Methods**  
**CRM J 521**

**Fall 2012, Thursdays, 2:50-5:40PM**

**Professor:**

Melanie-Angela Neuilly, Ph.D.

**Contact Information:**

Johnson Tower, room 721

509 335 5465

[m.neuilly@wsu.edu](mailto:m.neuilly@wsu.edu)

**Office Hours:**

Tuesdays 3-5PM or by  
appointment

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**COURSE DESCRIPTION**

This seminar will focus on qualitative or interpretive methods in criminal justice and criminology research. The course will cover the specific logic and epistemology of qualitative methods and case studies, qualitative research design, and qualitative data analysis and write-up. A broad variety of qualitative methods will be discussed, including observations, from various ethnographic approaches to systematic approaches; interviewing, from phenomenological to structured; and content analysis, whether in historical, comparative, or other contexts. The seminar will consist of intensive discussions of a broad range of qualitative methods readings, both on epistemology and on examples of applications, and practice exercises in the various qualitative techniques. The seminar will result in a research paper along with a reflective paper on the researcher's role and impact on her research.

**COURSE OBJECTIVES**

1. To become familiar with the characteristics, language and logic of qualitative research methods;
2. To understand the available techniques for designing a qualitative research study;
3. To understand the available techniques for qualitative data analysis;
4. To be able to recognize and assess quality and rigor in evaluating a qualitative research study.

## REQUIRED READINGS

Pascale, C.-M. (2011). *Cartographies of Knowledge, Exploring Qualitative Epistemologies*. Los Angeles, CA: Sage Publications.

Hennink, M., Hutter, I., Bailey, A. (2011). *Qualitative Research Methods*. Los Angeles, CA: Sage Publications.

Bernard, H.R., Ryan, G.W. (2010). *Analyzing Qualitative Data, Systematic Approaches*. Los Angeles, CA: Sage Publications.

Additional readings are available online via the WSU libraries or Angel. Readings marked with an asterisk have to be requested via Inter Library Loan. Readings with two asterisks will be available on Angel.

## COURSE REQUIREMENTS

This course will follow a mixed format in which students are expected to have completed the reading prior to each class meeting in order to actively participate in the lecture. Additionally, students will be required to complete a research paper, a reflection paper, and a presentation.

The research paper will be completed in three stages throughout the term and will consist of a brief review of the literature leading to a research question, then a research design articulated to answer the research question, and finally, a results and discussion section presenting the data analysis conducted. Additional instructions will be found on Angel, where each stage should be turned in.

The presentation will follow the brief format of professional conferences, and will follow the structure of the research paper.

The reflection paper will focus on understanding the researcher's influence and role in the research project.

**IMPORTANT:** If you do have a personal research project under way, you can use this class to further develop and write it up. You will, however, have to give proof that your project is approved with the Institutional Review Board (if human subjects are involved), and you have been certified. If you would like to get involved with someone else's research project involving human subjects, as long as that project is IRB approved, you will only have to be certified. If you do not wish to conduct research involving human subjects, you will still have to submit for exemption with the IRB. The key to all this administrative work is that it has to be completed very early on in the semester, in order to be out of the way by the time research has to start.

In order to conduct qualitative data analysis, you will be required to use a software called HyperRESEARCH. A free trial version is available for teaching purposes at

<http://www.researchware.com/products/hyperresearch/download.html>. Through that same outfit, you can also download a trial version of HyperTRANSCRIBE, a transcription software that can be useful when you have long interviews or other audio material to transcribe.

### Grade breakdown:

Participation:		<b>10%</b>
Final paper:		<b>50%</b>
Literature review	30%	
Research Design	35%	
Results	35%	
Presentation:		<b>10%</b>
Reflection paper:		<b>30%</b>

### CLASS POLICIES

- **Communication:** I am most easily reached via email. Any communication with me should take place between 9 and 5, and a response from me can be expected within 24 hours during the work week under normal circumstances.
- **Grading Disputes:** Any questions and grading disputes in this course are subject to a two-day "cooling off" period. Following the exams, after a minimum of two days to consider your arguments, you may approach me with questions regarding the received grade.
- **Midterm Grade Submission:** Midterm grades will be submitted for all students by 5:00 p.m. on the Wednesday of the eighth week of the semester. Midterm grades will consist of a C or F grade only. For midterm grades, C and F are defined as follows: A C midterm grade is given to any student who is making satisfactory progress. An F midterm grade is given to any student whose progress is not acceptable and who needs to discuss his/her progress with the instructor. This assessment should not be interpreted as a formal grade, but rather as an indication of the student's progress to date. Midterm grades are advisory and do not appear on the student's permanent record, the WSU transcript.
- **Missed Exams/Late Assignments:** Make-up exams or extensions for papers will not be given except in case of an emergency. **Please be advised that you MUST notify me on or before the day of the exam, or of the deadline to the paper to explain your absence, and submit a doctor's or other acceptable excuse as soon as possible.** Also, all make-ups must be completed within one week of the original schedule date. Papers submitted late will automatically get marked down one letter grade per week of tardiness unless notification of emergency is given and an extension is arranged for with me in appropriate

time.

- **Plagiarism and Academic Dishonesty:** Plagiarism is the use of someone else's words or ideas without giving credit to the source. This includes not only copying someone else's work and presenting it as your own, but also failing to cite your sources, including Internet sites. The WSU Statement on Academic Integrity (which includes plagiarism) reads:

*As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.*

Responses to plagiarism in this course will be as follows:

- For a first offense, any assignment plagiarized will receive an "F" (0 points) and the matter referred to the Criminal Justice Director and the Office of Student Affairs. Students *will not be allowed to rewrite or resubmit a plagiarized assignment.*
- For a second offense, the student will receive an "F" in the course with repeat referrals.

For clarification on what constitutes plagiarism, refer to the following web sites:

<http://owl.english.purdue.edu/owl/resource/589/1/> or  
[www.wsulibs.wsu.edu/plagiarism/main.html](http://www.wsulibs.wsu.edu/plagiarism/main.html)

- **Campus Safety Plan:** The WSU (Pullman) campus Safety Plan can be found at <http://safetyplan.wsu.edu>. A listing of university policies and information related to campus safety, emergency management and the health and welfare of the campus community can be found at <http://oem.wsu.edu/emergencies>.
- **Students with Disabilities:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call [509-335-3417](tel:509-335-3417) to make an appointment with a disability specialist. If you have questions, please contact Rosie Pavlov at [pavlovr@wsu.edu](mailto:pavlovr@wsu.edu) or 335-3417. Additional information is available on the DRC website is [www.drc.wsu.edu](http://www.drc.wsu.edu).

- **Syllabus:** This document represents a tentative layout of the semester, and will be subject to any adaptation deemed necessary by the instructor. Students are however expected to refer to this document at all times as well as make all necessary efforts (going to class, checking Angel, contacting classmates, contacting the instructor, etc.) to stay informed of class events, progress, and deadlines.

## **COURSE SCHEDULE**

***Note: This schedule is tentative and subject to change. It is the student's responsibility to stay informed of possible changes.***

### ***Week 1 - August 23***

#### **Course introduction**

### ***Week 2 - August 30***

#### **What is qualitative research?**

Pascale, chapters 1 and 2.

Hennink et al., chapter 1 and 2.

Tewksbury, R. (2009). Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice. *Journal of Theoretical and Philosophical Criminology*, 1(1), 38-58.

Pogrebin, M.R. (2010). On the Way to the Feld: Reflections of One Qualitative Criminal Justice Professor's Experiences. *Journal of Criminal Justice Education*, 21(4), 540-561.

### ***Week 3 - September 6***

#### **Examining assumptions under qualitative research**

Pascale, chapters 3 through 6.

### ***Week 4 - September 13***

#### **Designing qualitative research**

Hennink et al., chapters 3 and 4.

Maxwell, J.A. (1996). Chapters 4 through 6. In *Qualitative Research Design, An Interactive Approach*. Los Angeles, CA: Sage Publications, 49-98.\*\*

### **Week 5 – September 20**

#### **Section 1 of paper due.**

##### **Subjects: Selecting, gaining access, recruiting**

Hennink et al., chapter 5.

Bernard and Ryan, chapters 1 and 7.

Chin, K.-L. (2007). Into the Thick of It: Methodological Issues in Studying the Drug Trade in the Golden Triangle. *Asian Criminology*, 2(1), 85-109.

Williams, T., Dunlap, E., Johnson, B.D. (1992). Personal Safety in Dangerous Places. *Journal of Contemporary Ethnography*, 21(3), 343-74.\*

Wright, R., Decker, S.H., Redfern, A.K., Smith, D.L. (1992). A snowball's Chance in Hell: Doing Field Work with Active Residential Burglars. *Journal of Research in Crime and Delinquency*, 29(2), 148-161.\*

### **Week 6 – September 27**

##### **Unobstrusive methods**

Bernard and Ryan, chapter 2, pages 19-22.

Copes, H., Brown, A., Tewksbury, R. (2011). A Content Analysis of Ethnographic Research Published in Top Criminology and Criminal Justice Journals from 2000 to 2009. *Journal of Criminal Justice Education*, 22(3), 341-359.

Holt, T. (2010). Exploring Strategies for Qualitative Criminological and Criminal Justice Inquiry Using On-Line Data. *Journal of Criminal Justice Education*, 21(4), 466-487.

Lundström, R. (2011). Between the Exceptional and the Ordinary: A Model for the Comparative Analysis of Moral Panics and Moral Regulation. *Crime, Media, Culture*, 7(3), 313-332.

Rader, N.E., Rhineberger-Dunn, G.M. (2010). A Typology of Victim Characterization in Television Crime Dramas. *Journal of Criminal Justice and Popular Culture*, 17(1), 231-263.

Wright, R., Stein, M. (1996). Seeing Ourselves: Exploring the Production of Criminological Knowledge in a Qualitative Methods Course. *Journal of Criminal Justice Education*, 7(1), 65-77.\*

### **Week 7 – October 4**

#### **Observing**

Hennink, et al., chapter 8.

Miller, J. M., Tewksbury, R. (2010). The Case for Edge Ethnography. *Journal of Criminal Justice Education*, 21(4), 488-502.

Becker, H.S., (1958). Problems of Inference and Proof in Participant Observation. *American Sociological Review*, 23(6), 652-660.

Raudenbush, S.W., Sampson, R.J. (1999). Ecometrics: Toward a Science of Assessing Ecological Settings, with Application to the Systematic Social Observation of Neighborhoods. *Sociological Methodology*, 29, 1-41.

### **Week 8 – October 11**

#### **Listening**

Hennink, et al., chapters 6 and 7.

Presser, L. (2010). Collecting and Analyzing the Stories of Offenders. *Journal of Criminal Justice Education*, 21(4), 432-446.

Sandberg, S. (2010). What Can 'Lies' Tell Us about Life? Notes Towards a Framework of Narrative Criminology. *Journal of Criminal Justice Education*, 21(4), 447-465.

Scully, D. (1994). Chapter 1: A Glimpse Inside. In *Understanding Sexual Violence: A Study of Convicted Rapists*. New York, NY: Routledge, 1-32.\*\*

### **Week 9 – October 18**

**Section 2 of the paper due.**

#### **Data analysis: The Basics**

Bernard and Ryan, Chapters 3 through 7.

### **Week 10 – October 25**



**Data analysis: Specifics**

Bernard and Ryan, Chapters 8 through 10.

***Week 11 - November 1***

**Data analysis: Specifics**

Bernard and Ryan, Chapters 11 through 13.

***Week 12 - November 8***

**Data analysis: Specifics**

Bernard and Ryan, Chapters 14 through 16.

***Week 13 - November 15***

***No Class - ASC***

***Week 14 - November 22***

***No Class - Thanksgiving***

***Week 15 - November 29***

**Writing qualitative research**

Hennink et al., chapter 11.

***Week 16 - December 6***

**Presentations  
Section 3 of paper due**

***Week 17 - December 13***

**Reflection papers due**

## CRMJ 521

### Corrected Grading Scale and Disability Statement

Your final course grade will be based upon the total of weighted scores earned across all course requirements. The following grading scheme, based on percent of points earned on each component will determine your course grade:

94 – 100 = A	84 – 86 = B	74 – 76 = C	60 – 66 = D
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	0 – 59 = F
87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	

**Students with Disabilities:** Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

