



# CRIJ 6302 - Advanced Research Methods CJ

Fall 2025 Syllabus, Section 1H1, CRN 16677

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## Instructor Information

**Brittany Hood**

Email: brittany.hood@tamiu.edu

Office Hours:

Thursdays 9-11 AM and by appointment

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## Times and Location

Sa 9am-11:45am in Pellegrino Hall 106

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## Course Description

Focus on the practical research design and implementation to prepare students for advanced study of scientific inquiry. Topics covered may include research design, program implementation, as well as methods of data collection.

Social Sciences Department, College of Arts & Sciences

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## Student Learning Outcomes

My primary goal in this course is to guide and evaluate your pursuit of the following objectives:

1. **Critically evaluate** research designs (experimental, quasi-experimental, qualitative, quantitative, mixed methods, and comparative) by identifying their strengths, limitations, and appropriateness for various criminal justice research questions.
2. **Apply methodological frameworks** to develop and refine their own research proposal, including a clearly articulated research question, literature review, and methodological plan.
3. **Demonstrate advanced research literacy** by synthesizing and critiquing scholarly articles, highlighting how methodological choices influence findings, validity, and policy implications.
4. **Integrate ethical considerations** into the design and implementation of research in criminal justice, ensuring attention to human subjects, vulnerable populations, and responsible data use.
5. **Facilitate scholarly discussion and peer feedback** by leading article critiques, posing thoughtful research questions, and offering constructive critiques to strengthen methodological rigor.

In having a working philosophy, understanding the goals, benefits, and limitation to research methods, and evaluating research on the topic are essential to the everyday work and successful career and development as a professional criminologist. In pursuit of these objectives, you are expected to do the following:

- Read common materials assigned and develop 1) two thoughtful discussion questions weekly.
- Demonstrate comprehension by participating in class discussions in an intelligent and informed way.
- Serve as a facilitator for **three** class meetings throughout the semester.
- Critically evaluate three articles of your choosing.
- Prepare a research proposal.



## Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

Group	Title	Author	ISBN
Required	Forty Studies that Changed Criminal Justice: Explorations into the History of Criminal Justice Research	Thistlethwaite, A. B. and Wooldredge, J. D.	

## Other Course Materials

**Assigned Articles** – see *itinerary*. You are required to locate these readings on your own, they are all easily accessible based on the information provided and this is a skill that you need as a researcher.

## Grading Criteria

[Enter Grading Criteria here. You may provide this information using the table below, and/or using bullet points/lists and/or in paragraph form.

- To edit the table, double click on it.
- To remove the table, click on it and press **DELETE**.

**Please don't forget to remove these instructions.**

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

## Open Boilerplate

### COURSE POLICIES & EXPECTATIONS

Contacting the Instructor: I can be most easily reached via e-mail. Due to FERPA and to protect your confidentiality, you should only contact me through your university email address. If I receive an email from a different email address, I will respond asking you to resend your email through the university email address instead which might cause delays in my communication.

I strongly encourage students to take advantage of my office hours. If you plan to attend my office hours, I recommend you make an appointment, so that I can better prepare for the meeting; however, you are more than welcome to virtually attend at any time. Please do not wait until the end of the semester to contact me about any issues. I can only help you if you communicate in a timely fashion, if you are unable to make it to my office hours, please contact me so we can set up an alternative time that is beneficial to us both; I can be flexible for meetings with advanced notice.

Messages should be written using a professional tone and should conclude with your name and course, so that I can easily identify who the message is coming from. I will answer most of your messages within 24 hours, if not sooner (may have longer response times on weekends). If I have not responded to your message after 48 hours, please feel free to message me again.

Maintaining a Supportive Learning Environment: The role of all employees and students is to create and maintain supportive and harassment-free working and learning environments for all members of the campus community. Since students learn the most when they are actively engaged in learning, classroom discussions will be a major part of the class, and I will expect everyone to engage in these discussions from an intellectual standpoint. If at any time you feel threatened or uneasy, please bring it to my attention via email, during my office hours, or by appointment.

Writing Expectations: This course requires you to engage as an emerging scholar. You will participate in weekly discussions, facilitate class sessions, critique scholarly research, and develop a research proposal with the depth and rigor expected at the doctoral level.



I expect your writing to reflect:

- Professional polish: Proper spelling, grammar, and APA citations are the baseline, not the goal.
- Scholarly engagement: Writing should demonstrate your ability to synthesize literature, evaluate methodological strengths and weaknesses, and situate your arguments within ongoing academic debates.
- Originality: Go beyond summarizing articles—offer critical insights, identify gaps, and propose new directions for research.
- Contribution: Whether in critiques or your proposal, your work should reflect the standards of publishable scholarship, moving toward producing knowledge rather than merely consuming it.
- Clear, precise, and evidence-based writing will be factored into your grade for every assignment.

TAMU's Writing Center (Cowart Hall, 2013) offers free writing support to all writers in the TAMU community. Tutors are available to work one-on-one with you on any stage of a writing project. If you need help brainstorming, planning, drafting, revising, or editing, visit The Writing Center to work with a tutor: TAMU Writing Center FAQs

In addition, I welcome the opportunity to review your writing (in person or virtually). Please visit during office hours or schedule an appointment.

**Technology Use:** Technology can be useful in enhancing educational outcomes. We may use certain applications to integrate technology use into our classroom. If you need access to a laptop, or better laptop than the one you currently are using, please contact TAMU OIT (LINK (<https://www.tamui.edu/cares/index.shtml/#laptop>)) to inquire about a laptop loan.

#### *Use of Generative Artificial Intelligence (AI)*

In this course, you are being trained as an independent scholar capable of conducting original, rigorous research. While AI tools (e.g., ChatGPT, Bing Chat, Claude, Grammarly, etc.) are widely available, their use in this class is restricted to ensure that you develop the academic, methodological, and writing skills necessary for doctoral-level work.

#### 1. Permitted Uses of AI

Students may use AI tools only for:

- Grammar and spelling correction
- Improving clarity of sentence structure and organization
- Generating or refining topic sentences, transition sentences, or outlines (as scaffolding, not final content)
- Identifying possible structural improvements in drafts
- Limited brainstorming for research questions or ideas to explore (not generating written content for submission)

Any permitted use of AI must be transparently documented:

- Students must submit both the original draft (before AI use) and the revised version (after AI use) with each assignment.
- If AI is not used, a statement reading "No AI tools were used in the preparation of this assignment" must appear at the top of the submission.

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#### 2. Prohibited Uses of AI

Students may not:

- Submit any text written wholly or partially by AI as their own work
- Use AI to draft, rewrite, or paraphrase large portions of assignments or the research proposal
- Use AI to generate introductions, literature reviews, methods, and conclusions.
- Use AI to complete assignments beyond the limited editing support described above

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#### 3. Rationale

At the PhD level, your ability to design studies, critique methodologies, and produce original, publishable-quality writing is essential. AI tools cannot substitute for these skills. Requiring both pre- and post-AI drafts ensures transparency and emphasizes that AI can supplement but not replace your intellectual work. Misuse of AI will be treated as a violation of academic integrity and will be subject to university policy.



**Academic Integrity:** Each student's work should be his or her own. Instances of academic dishonesty or plagiarism will be met with penalties in accordance with TAMU's Academic Honesty guidelines. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Self-plagiarism is still considered cheating. Additionally, students may not use pre-made papers or assignments from the Internet or any other source to submit as their own work. I will be checking all your written assignments using an AI detection software of my choosing, which will compare your papers to Internet sources and the TAMU database of papers submitted by other professors. Save your money and submit your own writing!

It is expected that citations will be offered where citations are needed. For this course we will use APA 7 citing format. If you are unclear on proper citation practices, please visit Purdue Owl ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)) or consult me. We will also discuss proper citation throughout the course. Students who violate these rules may receive a penalty grade, including, but not limited to, a failing grade on the assignment or in the course. Contact me if you have any questions or if you are unsure about the appropriateness of your work. For more information on plagiarism, please refer to the College of Arts & Sciences policies listed at the end of this syllabus.

**Missed & Late Assignments:** It is important to keep up with the materials and assignments. Therefore, late assignments will only be accepted if accompanied by a university-approved absence. In the event you miss a deadline with a university-approved absence or emergency, please contact me with documentation within 48 hours of missing the exam or assignment, so we can identify how to make up the missed work. However, you should be working on materials well before our weekly meetings and, therefore, procrastination will be considered in the event that material is missing or late. If you know in advance that you will be gone when an assignment is due, please plan ahead and submit it early. The instructor reserves the right to modify assignments as needed for make-up work. The only exceptions to this rule are those listed in the College of Arts & Sciences Policies located at the end of this syllabus.

#### COURSE STRUCTURE AND ASSIGNMENTS

**Class participation and contribution: 15% (150 points)**

- Attendance is expected at each class meeting. Repeatedly arriving late, leaving early, turning off your camera, or missing class will result in a reduction to your final grade.
- You are expected to read and study all assigned material prior to the class meeting and to participate actively in discussion. It is acceptable to be wrong, misinterpret, or ask clarifying questions, but it is unacceptable to be unprepared.
- You are also expected to listen carefully to each speaker, ask informed questions, and offer constructive critiques.

**Discussion questions and diligence: 15% (150 points)**

- Each week you must submit two discussion questions based on the assigned readings. Questions are due by Friday at 5 PM via email to that week's facilitator, with Dr. Hood copied.
- Questions should move beyond clarification and demonstrate critical engagement with the readings (e.g., methodological critiques, connections to larger debates, or implications for practice).
- The diligence grade will reflect the quality and rigor of your intellectual engagement across all course components, including your discussion questions, in-class participation, facilitation, critiques, and proposal development. Strong questions will:
  - Demonstrate close reading of the assigned material.
  - Connect the week's readings to larger methodological debates.
  - Identify strengths, limitations, or gaps in the research design.
  - Suggest possible extensions, applications, or critiques.
- The pertinence of your questions to the weekly topic of discussion.
- The overall effort at comprehension and scholarly growth as displayed during other phases of the course (e.g., during course participation; as a session leader; in critiquing readings; in writing and revising the term paper).

**Facilitation: 30% (300 points)**

At the doctoral level, you are expected to lead the intellectual direction of a seminar session with professionalism and preparation. Each facilitator must prepare and submit a detailed facilitation outline in advance of class (no later than 8 AM Saturday). This outline should:

- Be organized by themes/topics for the week rather than summarizing each reading.
- Highlight key points from the readings that connect directly to those themes.
- Incorporate guiding questions (your own and student-submitted) arranged strategically to generate discussion across readings.
- Manage the discussion in real time, ensuring that each theme is addressed, all voices are heard, and conversation is sustained across the full class period.

#### *Purpose of Facilitation*



The goal is not to re-summarize readings or lecture, but to guide a doctoral-level conversation. Facilitators are expected to:

- Draw out connections, tensions, and contrasts across the readings.
- Push the group to critically evaluate research design, assumptions, and contributions.
- Foster dialogue that moves beyond *what* was done to *why* it was done, how methods shaped findings, and *what comes next* for research and practice.

Other Assignments: 15% (150 points)

These assignments are designed to develop research literacy and professional preparation:

- Article Critique #1 (Week 3) – 30 points
- CITI Human Subjects Training Certificate (Week 4) – 30 points
- Article Critique #2 (Week 6) – 30 points
- Article Critique #3 (Week 10) – 30 points
- Reaction Paper to Network Analysis Readings (Week 12) – 30 points

Written Research Proposal: 25% (250 points)

This course is designed as both a seminar in advanced research methods and a guided process for developing a doctoral-level research proposal. The weekly readings, discussions, and facilitation sessions will deepen your understanding of methodological debates while also feeding directly into your written work.

Throughout the semester, your proposal will be developed in scaffolded stages that align with the weekly schedule. Each stage is an opportunity to receive feedback from Dr. Hood and your peers, ensuring that by the end of the semester you have a polished, rigorous proposal that demonstrates understanding of research methods and limitations that will be necessary to conduct dissertation-level research.

The proposal will be constructed as follows:

- Part I: Topic & Justification (Week 2) – (20 points)  
Submit a one-page summary identifying your research area, central question(s), and rationale.
- Part II: Literature Review Draft (Week 5) – (40 points)  
Submit a draft synthesizing prior research, identifying gaps, and articulating your contribution.
- Part III: Methods Draft (Week 7) – (40 points)  
Submit a detailed draft of your study design, sampling, measures, and procedures.
- Part IV: Analytic Plan & Anticipated Findings (Week 11) – (20 points)  
Submit a draft describing planned analyses, anticipated findings, and possible limitations.
- Part V: Peer Feedback (Week 13) – (30 points)  
Provide written and verbal feedback on peers' proposals; submit a 2-page critique and incorporate revisions from feedback received.
- Part VI: Final Research Proposal (Week 15) – (100 points)  
Submit a polished, complete proposal (20–25 pages, double-spaced, 12-point Times New Roman, 1-inch margins, plus title page, table of contents, and references). Appendices must include at least one study instrument but also can include additional supplemental materials (e.g., interview guide, consent form). However, additional materials will not affect the grade.

Total Points: 1000

My primary goal in this course is to guide and evaluate your pursuit of the following objectives:

1. Critically evaluate research designs (experimental, quasi-experimental, qualitative, quantitative, mixed methods, and comparative) by identifying their strengths, limitations, and appropriateness for various criminal justice research questions.
2. Apply methodological frameworks to develop and refine their own research proposal, including a clearly articulated research question, literature review, and methodological plan.
3. Demonstrate advanced research literacy by synthesizing and critiquing scholarly articles, highlighting how methodological choices influence findings, validity, and policy implications.
4. Integrate ethical considerations into the design and implementation of research in criminal justice, ensuring attention to human subjects, vulnerable populations, and responsible data use.
5. Facilitate scholarly discussion and peer feedback by leading article critiques, posing thoughtful research questions, and offering constructive critiques to strengthen methodological rigor.



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- Demonstrate comprehension by participating in class discussions in an intelligent and informed way.
- Serve as a facilitator for three class meetings throughout the semester.
- Critically evaluate three articles of your choosing.
- Prepare a research proposal.

## Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Sat	8/30	Welcome & Triangulation in Research	<ul style="list-style-type: none"><li>• Wilson, V. (2014). Research methods: Triangulation. <i>Evidence Based Library and Information Practice</i>, 9(1), 74–75. <a href="https://doi.org/10.18438/B8WW3X">https://doi.org/10.18438/B8WW3X</a></li><li>• Fielding, N. G. (2012). Triangulation and mixed methods designs: Data integration with new research technologies. <i>Journal of Mixed Methods Research</i>, 6(2), 124–136. <a href="https://doi.org/10.1177/1558689812437101">https://doi.org/10.1177/1558689812437101</a></li><li>• Schwartz, J., Steffensmeier, D. J., &amp; Feldmeyer, B. (2009). Assessing trends in women's violence via data triangulation: Arrests, convictions, incarcerations, &amp; victim reports. <i>Social Problems</i>, 56(3), 494–525. <a href="https://doi.org/10.1525/sp.2009.56.3.494">https://doi.org/10.1525/sp.2009.56.3.494</a></li><li>• Thistlethwaite, A. B., &amp; Wooldredge, J. D. (2010). Preface. In <i>Forty studies that changed criminal justice: Explorations into the history of criminal justice research</i> (2nd ed., pp. xiii–xxii). Pearson.</li></ul>	



Sat	9/6	Experimental Research, RCTs & Establishing Causation	<ul style="list-style-type: none"><li>• Sherman, L. W., &amp; Berk, R. A. (1984). The specific deterrent effects of arrest for domestic assault. <i>American Sociological Review</i>, 261-272. <a href="https://doi.org/10.2307/2095575">https://doi.org/10.2307/2095575</a></li><li>• Thistlethwaite, A. B., &amp; Wooldredge, J. D. (2010). The Minneapolis domestic violence experiment: Does arrest deter crime?. In <i>Forty studies that changed criminal justice: Explorations into the history of criminal justice research</i> (2nd ed., pp. 40–45). Pearson.</li><li>• Hiller, M.#L., Belenko, S., Dennis, M., Estrada, B., Cain, C., Mackin, J.#R., Kagan, R., &amp; Pappacena, L. (2021). The impact of Juvenile Drug Treatment Courts (JDTC) implementing Federal Evidence Based Guidelines on recidivism and substance use: Multisite randomized controlled trial (RCT) and regression discontinuity (RDD) designs. <i>Health &amp; Justice</i>, 9, 38. <a href="https://link.springer.com/article/10.1186/s40352-021-00158-2">https://link.springer.com/article/10.1186/s40352-021-00158-2</a></li><li>• Sherman, L. W., &amp; Weisburd, D. (1995). General deterrent effects of police patrol in crime "hot spots": A randomized, controlled trial. <i>Justice Quarterly</i>, 12(4), 625–648. <a href="https://doi.org/10.1080/07418829500096221">https://doi.org/10.1080/07418829500096221</a></li><li>• Bachman, R., &amp; Schutt, R. K. (2013). Causation and Research Design. In <i>The practice of research in criminology and criminal justice</i> (4th ed., pp. 146–171). SAGE Publications. (PDF)</li></ul>	Research Proposal Writing Part I: Brainstorming your Idea.
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Sat	9/13	Student Proposal Discussion & Survey Research	<ul style="list-style-type: none"><li>• Mustaine, E. E., &amp; Tewksbury, R. (1999). A routine activity theory explanation for women's stalking victimizations. <i>Violence Against Women</i>, 5(1), 43–62. <a href="https://doi.org/10.1177/10778019922181149">https://doi.org/10.1177/10778019922181149</a></li><li>• Hiday, V. A., Swanson, J. W., Swartz, M. S., Borum, R., &amp; Wagner, H. R. (2001). Victimization: A link between mental illness and violence?. <i>International Journal of Law and Psychiatry</i>, 24(6), 559-572. <a href="https://doi.org/10.1016/S0160-2527(01)00091-7">https://doi.org/10.1016/S0160-2527(01)00091-7</a></li><li>• Lambert, E. G., Hogan, N. L., &amp; Barton, S. M. (2002). The impact of work-family conflict on correctional staff job satisfaction: An exploratory study. <i>American Journal of Criminal Justice</i>, 27(1), 35-52. <a href="https://link.springer.com/article/10.1007/BF02898969">https://link.springer.com/article/10.1007/BF02898969</a></li><li>• McGlynn-Wright, A., Crutchfield, R. D., Skinner, M. L., &amp; Haggerty, K. P. (2020). The usual, racialized, suspects: The consequence of police contacts with Black and White youth on adult arrest. <i>Social Problems</i>, 67(4), 639–657. <a href="https://doi.org/10.1093/socpro/spz010">https://doi.org/10.1093/socpro/spz010</a></li><li>• Tourangeau, R., Conrad, F. G., &amp; Couper, M. P. (2013). Sampling and coverage issues for web surveys (Ch. 2). In <i>The science of web surveys</i> (pp. 11–35). Oxford University Press. <a href="https://doi.org/10.1093/acprof:oso/9780199747047.001.0001">https://doi.org/10.1093/acprof:oso/9780199747047.001.0001</a>. (PDF)</li></ul>	Article Critique Assignment #1 due September 14th by 11:59 PM.
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Sat 9/20 Qualitative Research

- Friedman, J., Karandinos, G., Hart, L. K., Montero Castrillo, F., Graetz, N., & Bourgois, P. (2019). Structural vulnerability to narcotics-driven firearm violence: An ethnographic and epidemiological study of Philadelphia's Puerto Rican inner-city. *PLoS ONE*, 14(11), e0225376. <https://doi.org/10.1371/journal.pone.0225376>
- Petrillo, M. (2021). "We've all got a big story": Experiences of a trauma-informed intervention in prison. *The Howard Journal of Crime and Justice*, 60(3), 327–344. <https://doi.org/10.1111/hojo.12426>
- Fine, D. R., Mahoney, M. V., Shorey, C., Byrne, T., Naeger, S., Becker, W. C., & Gordon, A. J. (2021). Barriers to medications for opioid use disorder among veterans involved in the legal system: A qualitative study. *Journal of General Internal Medicine*, 36(7), 2074–2080. <https://doi.org/10.1007/s11606-020-06478-3>
- Mulder, J. D., & Van der Linden, M. (2021). Speaking of justice: A qualitative interview study on perceived procedural justice among defendants in Dutch criminal cases. *Psychiatry, Psychology and Law*, 28(6), 872–889. <https://doi.org/10.1080/13218719.2021.1899526>
- Spradley, J. P. (1979). The ethnographic interview (Chapter 1, pp. 3–16). Holt, Rinehart and Winston. (PDF)

CITI training: Social/Behavioral Research Course accessible through this link: [www.citiprogram.org/](http://www.citiprogram.org/) due September 19th by 11:59 PM

Sat 9/27 Content Analysis

- Sandberg, S. (2022) Narrative Analysis in Criminology, *Journal of Criminal Justice Education*, 33:2, 212-229, <https://doi.org/10.1080/10511253.2022.2027479>
  - Daly, S. E., & Laskovtsov, A. (2021). "Goodbye, My Friendcels": An analysis of incel suicide posts [Preprint]. *CrimRxiv*
  - Smith, S. S., & Shuy, R. W. (2002). Forensic psycholinguistics: Using language analysis for identifying and assessing offenders. *International Journal of Research in Social Sciences and Humanities*, 10(1). (LINK to article download)
  - Buglar, S. (2016). The 'focal concerns' of parole board decision-making: A thematic analysis. *Current Issues in Criminal Justice*, 27(3), 285-302.
- Optional Resources: How to Write a Literature Review (Cantero, PDF)

Research Proposal Writing Part II: Literature Review draft due September 28th by 11:59 PM.



Sat 10/4 Observational Research

- Anderson, E. (1994). The code of the streets. *The Atlantic Monthly*, 273(5), 81–94. (LINK)
- Sudnow, D. (1965). Normal crimes: Sociological features of the penal code in a public defender office. *Social problems*, 12(3), 255-276. <https://doi.org/10.2307/798932>
- Bourgois, P. (1989). In search of Horatio Alger: Culture and ideology in the crack economy. *Contemporary Drug Problems.*, 16, 619-649. (LINK to article download)
- Sampson, R. J., & Raudenbush, S. W. (1999). Systematic social observation of public spaces: A new look at disorder in urban neighborhoods. *American Journal of Sociology*, 105(3), 603-651. (LINK to article download)

Sat 10/11 Secondary Data Analysis

- Petrosino, A., & Lavenberg, J. (2007). Systematic reviews and meta-analyses: Best evidence on "what works" for criminal justice decision makers. *Western Criminology Review.*, 8(1), 1-15. <https://westerncriminology.org/documents/WCR/v08n1/petrosino.pdf>
- Pusch, N., & Holtfreter, K. (2018). Gender and risk assessment in juvenile offenders: A meta-analysis. *Criminal justice and behavior*, 45(1), 56-81. <https://doi.org/10.1177/0093854817721720>
- Eisenberg, M. J., van Horn, J. E., Dekker, J. M., Assink, M., van der Put, C. E., Hendriks, J., & Stams, G. J. J. M. (2019). Static and dynamic predictors of general and violent criminal offense recidivism in the forensic outpatient population: A meta-analysis. *Criminal Justice and Behavior*, 46(4), 564–580. <https://doi.org/10.1177/0093854819826109>
- Troy, V., McPherson, K. E., Emslie, C., & Gilchrist, E. (2018). The feasibility, appropriateness, meaningfulness, and effectiveness of parenting and family support programs delivered in the criminal justice system: A systematic review. *Journal of Child and Family Studies*, 27(6), 1732-1747. <https://link.springer.com/article/10.1007/s10826-018-1034-3>

Assignment: Research Proposal Writing Part III: Methods Draft is due October 11th by 11:59 PM.



Sat 10/18 : Geospatial Analysis

- Ristea, A., & Leitner, M. (2019). Urban crime mapping and analysis using GIS. ISPRS International Journal of Geo-Information, 8(6), 270. <https://doi.org/10.3390/ijgi9090511>
- Bogen, K. W., & Orchowski, L. M. (2021). A geospatial analysis of disclosure of and social reactions to sexual victimization on Twitter using #MeToo. Women & Therapy, 44(3–4), 374–390. <https://doi.org/10.1080/02703149.2021.1961449>
- Pain, R., MacFarlane, R., Turner, K., & Gill, S. (2006). 'When, where, if, and but': Qualifying GIS and the effect of streetlighting on crime and fear. Environment and Planning A, 38(11), 2055–2074. <https://doi.org/10.1068/a38391>
- Weisburd, D., & Green, L. (1995). Policing drug hot spots: The Jersey City drug market analysis experiment. Justice quarterly, 12(4), 711–735. <https://doi.org/10.1080/07418829500096261>
- Grant resources to help you prepare your grant proposal• Chapters 3, 5, & 8 from Coleman, N. M., Asher, R. C., & Cloud, M. C. (2008). The complete book of grant writing: Learn to write grants like a professional. Sourcebooks. (PDFs)

Sat 10/25 Comparative Research

- Tonry, M. (2015). Is cross national and comparative research on the criminal justice system useful? European Journal of Criminology, 12(4), 505–516. <https://doi.org/10.1177/1477370815581699>
- Gal, T., & Dancig Rosenberg, H. (2020). Characterizing multi door criminal justice: A comparative analysis of three criminal justice mechanisms. New Criminal Law Review, 23(1), 139–166. <https://doi.org/10.1525/nclr.2020.23.1.139>
- Blumstein, A. (2006). The Crime Drop in America: An exploration of some recent crime trends. Journal of Scandinavian Studies in Criminology and Crime Prevention, 7(1), 17–35. <https://doi.org/10.1080/14043850601037938>
- Marvell, T. B., & Moody, C. E. (1994). Prison population growth and crime reduction. Journal of Quantitative Criminology, 10(2), 109–140. <https://link.springer.com/article/10.1007/BF02221155>



Sat 11/1 Mixed Methods

- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189X033007014>
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133. <https://doi.org/10.1177/1558689806298224>
- Trotter II, R. T., Camplain, R., Eaves, E. R., Fofanov, V. Y., Dmitrieva, N. O., Hepp, C. M., Warren, M., Barrios, B. A., Pagel, N., Mayer, A., & Baldwin, J. A. (2018). Health disparities and converging epidemics in jail populations: Protocol for a mixed methods study. *JMIR Research Protocols*, 7(10), 1-12. <https://doi.org/10.2196/10337>
- Pollini, R. A., Lozada, R., Gallardo, M., Rosen, P., Vera, A., Macias, A., Palinkas, L. A. & Strathdee, S. A. (2010). Barriers to pharmacy-based syringe purchase among injection drug users in Tijuana, Mexico: a mixed methods study. *AIDS and Behavior*, 14, 679-687. <https://doi.org/10.1007/s10461-010-9674-3>

Article Critique Assignment #3 due November 2 by 11:59 PM

Sat 11/8 Evaluation Research

- Miller, J. M., & Miller, H. V. (2015). Rethinking program fidelity for criminal justice. *Criminology & Public Policy*, 14(2), 339-349. DOI:10.1111/1745-9133.12138
- Marlowe, D. B., Festinger, D. S., Lee, P. A., Dugosh, K. L., & Benasutti, K. M. (2007). Adapting judicial supervision to the risk level of drug offenders: Discharge and six-month outcomes from a prospective matching study. *Drug and Alcohol Dependence*, 88(2), S4-S13. <https://doi.org/10.1016/j.drugalcdep.2006.10.001>
- Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and offenders*, 4(2), 124-147. <https://doi.org/10.1080/15564880802612573>
- Turner, S., Petersilia, J., & Deschenes, E. P. (1992). Evaluating intensive supervision probation/parole (ISP) for drug offenders. *Crime & Delinquency*, 38(4), 539-556. <https://doi.org/10.1177/0011128792038004009>

Assignment: Research Proposal Writing Part IV: Analytic Plan and Expected Results due November 9rd by 11:59 PM



Sat	11/15	Network Analysis (Simulation and modeling; Case Studies & Cost-benefit analyses)	ASC (No Class) <ul style="list-style-type: none"><li>• Papachristos, A. V. (2009). Murder by structure: Dominance relations and the social structure of gang homicide. <i>American Journal of Sociology</i>, 115(1), 74–128. <a href="https://doi.org/10.1086/597791">https://doi.org/10.1086/597791</a></li><li>• Drake, E., Aos, S., &amp; Miller, M. (2009). Evidence-based public policy options to reduce crime and criminal justice costs: Implications in Washington State. <i>Victims and Offenders</i>, 4(2), 170–196. <a href="https://doi.org/10.1080/15564880802612615">https://doi.org/10.1080/15564880802612615</a></li><li>• Pogarsky, G., &amp; Piquero, A. R. (2003). Can punishment encourage offending? Investigating the “resetting” effect. <i>Journal of research in crime and delinquency</i>, 40(1), 95-120. <a href="https://doi.org/10.1177/0022427802239255">https://doi.org/10.1177/0022427802239255</a></li><li>• Weisburd, D., &amp; Green, L. (1995). Policing drug hot spots: The Jersey City Drug Market Analysis Experiment. <i>Justice Quarterly</i>, 12(4), 711–735. <a href="https://doi.org/10.1080/07418829500096221">https://doi.org/10.1080/07418829500096221</a></li></ul>	<ul style="list-style-type: none"><li>• Reaction to this week’s readings</li><li>• Email a draft of your research proposal to your assigned Peer Reviewer, copying Dr. Hood, by 11:59 PM November 15, they will provide feedback to you via email (again copying Dr. Hood) by November 23th.</li></ul>
Sat	11/22	Quasi-Experimental Designs (Non-equivalent control group designs, interrupted time series, and natural experiments).	<ul style="list-style-type: none"><li>• Lipsey, M. W. (1999). Can rehabilitative programs reduce the recidivism of juvenile offenders? An update of the Lipsey meta-analysis. <i>Virginia Journal of Social Policy &amp; the Law</i>, 6(3), 611–641. (LINK)</li><li>• Hood, B.J. (2024). Qualitative insights into mental health treatment through telemedicine during the COVID-19 crisis: A natural experiment in community mental health centers. <i>Health and Justice</i>, 12(1), 1-9. <a href="https://doi.org/10.1186/s40352-024-00282-9">10.1186/s40352-024-00282-9</a>.</li><li>• Levitt, S. D. (1995). Using electoral cycles in police hiring to estimate the effect of police on crime. <a href="https://www.nber.org/papers/w4991">https://www.nber.org/papers/w4991</a></li><li>• Rosenbaum, D. P., &amp; Hanson, G. S. (1998). Assessing the effects of school-based drug education: A six-year multilevel analysis of Project D.A.R.E. <i>Journal of Research in Crime and Delinquency</i>, 35(4), 381–412. <a href="https://doi.org/10.1177/0022427898035004002">https://doi.org/10.1177/0022427898035004002</a></li></ul>	Research Proposal Writing Part V: Peer Feedback due November 23rd by 11:59 PM.
Sat	11/29	No Class – University Closed. Thanksgiving		
Sat	12/6	Final week	Research Proposal Writing Part VI: Methods Draft is due December 5 by 11:59 PM.	

## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.



## Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

## Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

## TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the

Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution:* Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

## TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit.



Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamiau.edu](mailto:lorissam.cortez@tamiau.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.



## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.