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Office Hours: Wednesday, 11:00-12:30pm or by appointment  
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Course Summary and Objectives

This course provides an in-depth inventory of the methods used in criminological research. We will consider the philosophy of science and research ethics, sampling, measurement, and methods of data collection and analysis. The course will discuss topics and strategies as they relate to both quantitative and qualitative research. By the end of this course, you should be able to…

- Connect theory, question, and method.
- Apply and execute appropriate methodologies to investigate criminological questions.
- Critically assess extant research with respect to limitations and contributions.
  - Evaluate the meaning of any limitations and formulate alternatives.
- Respond productively to research critiques of your own work and make revisions.
- Develop a concise research proposal that fills a meaningful gap in prior work.
- Interpret and present your own research effectively orally and in writing.

Grading and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30</td>
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<tr>
<td>Deconstructing an Article (1 and 2)</td>
<td>40</td>
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<tr>
<td>Research Questions and Specific Aims</td>
<td>20</td>
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<tr>
<td>Measuring Disorder using SSO</td>
<td>50</td>
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<tr>
<td>Intellectual Merit and Broader Impacts</td>
<td>20</td>
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<tr>
<td>Approach</td>
<td>20</td>
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<tr>
<td>Presentations (1 and 2)</td>
<td>40</td>
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<tr>
<td>Peer Review</td>
<td>30</td>
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<tr>
<td>Revision Memo</td>
<td>30</td>
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<tr>
<td>Field Notes</td>
<td>50</td>
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<tr>
<td>Research Proposal</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>430</strong></td>
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Assignments

*Participation* – Students are expected to ask and respond to questions in class and to participate with in-class assignments. In addition, each week there will be a “discussion” portion of class that will give students an opportunity to present any methodological issues or questions they are deliberating in their own research. This portion of class will serve as an opportunity to workshop research problems.
Deconstructing an Article – Students will fill out a table deconstructing the elements of research articles assigned for Feb 7 and again March 14 (table to be provided by instructor).

Measuring Disorder using SSO (50 points) - You will visit 4 street segments in Baltimore, MD and code for physical disorder using the measures outlined in Sampson et al. 1999, which includes cigarettes or cigars in the street, garbage or litter in the street, empty beer bottles visible in the street, tagging graffiti, graffiti painted over, gang graffiti, abandoned cars, condoms on the sidewalk, needles/syringes on the sidewalk, and political message graffiti. You must go in pairs, but the work should be done on an individual-basis. You will turn in four tables, one for each street. In each table, you should record the presence of each disorder item and for each item, the number of occurrences (e.g. whether graffiti is present and if so, how many times). You will also write a 1-2 page response reflecting on (1) measurement issues in disorder research and (2) limitations and strengths of in-person SSO to measure disorder.

Peer Review (Due April 4) – Students will exchange completed research papers with each other and review each other’s work. Imagine your peer review is for Criminology, and write a quality review of this paper for the author and the journal. The review should be approximately 2-4 pages, single-spaced, and can be written as bullet-points rather than full paragraphs.

Revision Memo (Due April 11) – Following your peer review assignment, each student will write a revision memo in which they respond to the critiques of the review. The response should be approximately the same length as the review (2-4 pages, single-spaced), and may also be written as bullet-points.

Field Notes (Due April 25) – Each student will do a police ride-along with an officer at the University of Maryland or a nearby jurisdiction such as Prince George’s County, Baltimore, D.C., College Park, etc. Students will write up field notes detailing their in-person observations. Examples of field note formats/structures will be provided in class.

Research Proposal (Due May 2) You will prepare a proposal as if you are applying for funding from the National Science Foundation. The specific solicitation can be found here: https://www.nsf.gov/pubs/2019/nsf19519/nsf19519.pdf. For instructions on how to write an NSF proposal, go here: https://www.nsf.gov/pubs/policydocs/pappg18_1/nsf18_1.pdf

Throughout the semester, we will build to this final proposal in shorter, incremental assignments. We will also work on aspects of the proposal during class time. The shorter assignments due throughout the semester are as follows:

- Research Questions and Specific Aims (Due Feb 21)
- Intellectual Merit and Broader Impacts (Due March 7)
- Approach (Due March 28)
- Presentations 1 and 2 (Due March 14 and May 2)

Final Exam (May 9) – Students will take an in-class exam for which they will have to answer 2 out of 4 essay questions that will require them to apply knowledge gained in class to methodological problems or questions.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 31</td>
<td>Introduction</td>
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<tr>
<td>Feb 7</td>
<td>Linking Theory, Question, and Method</td>
<td>Deconstructing an Article 1</td>
</tr>
<tr>
<td>Feb 14</td>
<td>The Experimental Method (Guest Lecturer Professor Sherman)</td>
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<tr>
<td>Feb 21</td>
<td>Measurement</td>
<td>Research Questions and Specific Aims</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Quantifying Crime</td>
<td>Measuring Disorder using SSO</td>
</tr>
<tr>
<td>March 7</td>
<td>*Possible Reschedule</td>
<td></td>
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<tr>
<td>March 14</td>
<td>Sampling and Units of Analysis</td>
<td>Intellectual Merit and Broader Impacts</td>
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<tr>
<td>March 21</td>
<td>Mediation and Moderation (Guest Speaker Charlene Werner)</td>
<td>Presentation #1</td>
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<tr>
<td>March 21</td>
<td>Spring Break</td>
<td>Deconstructing an Article 2</td>
</tr>
<tr>
<td>March 28</td>
<td>Interpreting Findings; Overview of Publishing Process</td>
<td>Approach</td>
</tr>
<tr>
<td>April 4</td>
<td>Innovation, Programming, and Evaluation</td>
<td>Peer Review</td>
</tr>
<tr>
<td>April 11</td>
<td>Qualitative Methodology</td>
<td>Revision Memo</td>
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<tr>
<td>April 18</td>
<td>Qualitative Methodology, Cont’d</td>
<td></td>
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<tr>
<td>April 25</td>
<td>Visual Criminology</td>
<td>Field Notes</td>
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<tr>
<td>May 2</td>
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<td>Presentation #2</td>
</tr>
<tr>
<td>May 9</td>
<td>In-Class Exam</td>
<td>Final Proposal Due</td>
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</tbody>
</table>

### January 31 - Introduction

### February 7 – Linking Theory, Question, and Method


**February 14 – Experimental Methods (Guest Lecturer Professor Sherman)**

Strang, H., Sherman, L., Ariel, B. et al. Camb J Evid Based Polic (2017) 1: 160. [https://doi.org/10.1007/s41887-017-0007-x](https://doi.org/10.1007/s41887-017-0007-x)


Sherman, Lawrence W., and Heather M. Harris. 2015. “Increased Death Rates of Domestic Violence Victims from Arresting vs. Warning Suspects in Milwaukee Domestic Violence Experiment” (MilDVE)” *Journal of Experimental Criminology, 11*, 1-20
February 21 - Quantifying Crime


February 28 - Measurement


March 7 – Sampling and Units of Analysis


March 14 –Mediation and Moderation


March 21 – No Class - Spring Break
March 28 – Interpreting Findings: Overview of Publishing Process


April 4 – Innovation, Programming, and Evaluation


April 11 - Qualitative Methodology


**April 18 - Qualitative Methodology, Cont’d**


**April 25 - Visual Criminology**


**May 2 – Presentation #2**

**May 9 - In-Class Exam**