CCJS 610

Research Methods in Criminology & Criminal Justice

University of Maryland
Department of Criminology and Criminal Justice
Spring 2019

Class Time: T 4:00pm-6:45pm Location: CCJS Large Conference Room

Professor: Min Xie, Ph.D.
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Office Hours: T 2:00-3:30pm, or by appointment

COURSE DESCRIPTION

Whether one is in the position of consuming or producing research, a detailed understanding of research methodology is critical. The purpose of this course is to provide students with a working knowledge of the research methods used in social science research. It focuses on quantitative research design.

We begin with a broad overview: What constitutes social science research? What is the role of research in a social scientist's career? What does the knowledge creation process entail? What are the current methodological orientations in the discipline?

Next, we survey major research designs, techniques, and data that provide the core of contemporary empirical inquiry into social phenomena. We examine a series of topics that scholars should consider when designing any research project, including questions of theory building, theory testing, causality, experiments, quasi-experiments, surveys, measurement, sampling, and research ethics. We discuss the suitability of different kinds of research methods for different kinds of questions. Also, as an important component of the class, we discuss the main sources of crime statistics in the United States including (1) homicide data from police, vital statistics sources, and medical examiners and coroners; and (2) non-lethal crime data from police and survey of victims, including the National Crime Victimization Survey. We also discuss the collection and use of U.S. Census data.

To facilitate learning, we use Klinenberg's (2002) book, "*Heat Wave: A Social Autopsy of Disaster in Chicago*," as a case study to integrate the course materials into a cohesive whole. You may ask, "What does heat wave have anything to do with research methods in criminology?" The answer is "quite a lot," but "why this is the case" is for you to find out.

COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Demonstrate sensitivity to the social, political, and ethical factors shaping social science research.
2. Critically analyze and understand experimental and observational research methods.

3. Evaluate major data collection strategies used in the field, and describe the strengths and weaknesses of using secondary sources of crime statistics.

4. Identify appropriate statistical methods to answer particular questions using quantitative data.

5. Develop an applied research project, and demonstrate proficiency in writing about research based on quantitative data.

PREREQUISITE

I expect that you have taken at least one undergraduate course in research methods and a graduate course in statistics that provided understanding of the linear regression model. If you have questions about this, please speak to me as soon as possible.

ELMS

The course uses the web-based tool, ELMS, to provide you with easy access to all information and notices about the class (http://elms.umd.edu). In order to access ELMS, you must first be registered for the class. Once registered, use your Directory ID and password to log onto the website. This website will contain a wealth of information about the class such as a copy of the syllabus, reading materials, and class announcements. You can also access your grades (but not those of others) through ELMS once they are posted.

REQUIRED COURSE READINGS

Textbooks

Klinenberg, Eric. (2015/2002). *Heat Wave: A Social Autopsy of Disaster in Chicago* (2nd ed.). Chicago: University of Chicago Press.

Lynch, James P., and Lynn A. Addington (Eds.). (2007). *Understanding Crime Statistics: Revisiting the Divergence of the NCVS and the UCR*. New York: Cambridge University Press.

Fowler, Floyd J., Jr. (2014). *Survey Research Methods* (5th ed.). Thousand Oaks, CA: Sage.

Menard, Scott. (2002). *Longitudinal Research* (2nd ed.). Thousand Oaks, CA: Sage.

Additional readings

Abrams, Laura S. (2010). "Sampling 'Hard to Reach' Populations in Qualitative Research: The Case of Incarcerated Youth." *Qualitative Social Work* 9: 536-550.

Anderson, Margo. (2008). "Using national census data to study change." In *Handbook of Longitudinal Research: Design, Measurement, and Analysis*, edited by Scott Menard. Burlington, MA: Academic Press. [PDF on ELMS]

Angrist, Joshua D., Guido W. Imbens, and Donald B. Rubin. (1996). "Identification of causal effects using instrumental variables." *Journal of the American Statistical Association* 91: 444-455.

Braga, Anthony A., David L. Weisburd, Elin J. Waring, Lorraine Green Mazerolle, William Spelman, and Francis Gajewski. (1999). "Problem-oriented policing in violent crime places: A randomized controlled experiment." *Criminology* 37: 541-580.

Cantor, David, and James P. Lynch. (2000). "Self-report surveys as measures of crime and criminal victimization." Pp. 85-138 in David Duffee (ed.), *Criminal Justice 2000, volume 4: Measurement and Analysis of Crime and Justice*, Washington, DC: National Institute of Justice.

Clancy, Kathryn BH, Robin G. Nelson, Julienne N. Rutherford, and Katie Hinde. (2014). "Survey of Academic Field Experiences (SAFE): Trainees report harassment and assault." *PloS ONE* 9(7): e102172.

Dehejia, Rajeev H., and Sadek Wahba. (2002). "Propensity score-matching methods for nonexperimental causal studies." *Review of Economics and Statistics* 84: 151-161.

Fowler, Floyd J., Jr. (2001). Why it is easy to write bad questions. In: ZUMA Nachrichten 25, 48, pp. 49-66. http://www.ssoar.info/ssoar/handle/document/20800

Geddes, Barbara. (1990). "How the cases you choose affect the answers you get: Selection bias in comparative politics." *Political Analysis* 2: 131-150.

Geerken, Michael R. (1994). "Rap sheets in criminological research: Considerations and caveats." *Journal of Quantitative Criminology* 10: 3-21.

General Accounting Office. (1993). *Developing and Using Questionnaires*. Washington, DC: US General Accounting Office. Available at www.gao.gov

Gieryn, Thomas F. (1995). "Boundaries of Science." Pp. 393-443 in *Handbook of Science and Technology Studies*, edited by S. Jasanoff, G. E. Markle, J. C. Petersen, and T. Pinch. Thousand Oaks, CA: Sage. [PDF on ELMS]

Groves, Robert M., and Emilia Peytcheva. (2008). "The impact of nonresponse rates on nonresponse bias: a meta-analysis." *Public Opinion Quarterly* 72: 167-189.

Heckman, James J. (2005). "The scientific model of causality." *Sociological Methodology* 35: 1-97. [PDF on ELMS]

Hoeyer, Klaus, Lisa Dahlager, and Niels Lynöe. (2005). "Conflicting notions of research ethics: The mutually challenging traditions of social scientists and medical researchers." *Social Science and Medicine* 61: 1741-1749.

Hotchkiss, Lawrence, and Ronet Bachman. (2008). "Structuring the National Crime Victim Survey for use in longitudinal analysis." In *Handbook of Longitudinal Research: Design, Measurement, and Analysis*, edited by Scott Menard. Burlington, MA: Academic Press. [PDF on ELMS]

Huber, Chuck. (2012). "Psychometrics Using Stata." [PDF on ELMS]

Huizinga, David, and Delbert S. Elliott. (1986). "Reassessing the reliability and validity of self-report delinquency measures." *Journal of Quantitative Criminology* 2: 293-327.

Jargowsky, Paul A. (1997). Poverty and Place: Ghettos, Barrios, and the American City. New York: Russell Sage Foundation. [PDF on ELMS]

Kalton, Graham. (1983). Introduction to Survey Sampling. Thousand Oaks, CA: Sage. [PDF on ELMS]

Kuhn, Thomas S. (1996/1962). *The Structure of Scientific Revolutions* (3rd ed.). Chicago: University of Chicago Press. [PDF on ELMS]

Loftin, Colin, David McDowall, Brian Wiersema, and Talbert J. Cottey. (1991). "Effects of restrictive licensing of handguns on homicide and suicide in the District of Columbia." *New England Journal of Medicine* 325: 1615-1620.

Ludwig, Jens, Jeffrey B. Liebman, Jeffrey R. Kling, Greg J. Duncan, Lawrence F. Katz, Ronald C. Kessler, and Lisa Sanbonmatsu. (2008). "What can we learn about neighborhood effects from the Moving to Opportunity experiment." *American Journal of Sociology* 114: 144-188.

Maguire, Mike. (2002). "Crime statistics: The 'data explosion' and its implications." In *The Oxford Handbook of Criminology*, edited by Mike Maguire, Rod Morgan and Robert Reiner. Oxford: Oxford University Press. [PDF on ELMS]

Mercy, James A., Robin Ikeda, and Kenneth E. Powell. (1998). "Firearm-related injury surveillance: an overview of progress and the challenges ahead." *American Journal of Preventive Medicine* 15: 6-16.

Monahan, John, Paul S. Appelbaum, Edward P. Mulvey, Pamela C. Robbins, and Charles W. Lidz. (1993). "Ethical and legal duties in conducting research on violence: Lessons from the MacArthur Risk Assessment Study." *Violence and Victims* 8: 387-396.

Mustillo, Sarah A., Omar A. Lizardo, and Rory M. McVeigh. (2018). Editors' Comment: A Few Guidelines for Quantitative Submissions. *American Sociological Review* 83(6): 1281-1283. [PDF on ELMS]

Roucan, Maud. (2006). How to Find and Use Demographic Information from the U.S. Census Bureau Web Site. Purdue Extension. [PDF on ELMS]

Sampson, Robert J. (2010). "Gold standard myths: Observations on the experimental turn in quantitative criminology." *Journal of Quantitative Criminology* 26: 489-500.

Sampson, Robert J., Jeffrey D. Morenoff, and Thomas Gannon-Rowley. (2002). "Assessing 'neighborhood effects': Social processes and new directions in research." *Annual Review of Sociology* 28: 443-478.

Sampson, Robert J., and Stephen W. Raudenbush. (1999). "Systematic social observation of public spaces: A new look at disorder in urban neighborhoods." *American Sociological Review* 105: 603-651.

Schaeffer, Nora Cate, and Stanley Presser. (2003). "The science of asking questions." *Annual Review of Sociology* 29: 65-88.

Semenza, Jan C., Carol H. Rubin, Kenneth H. Falter, Joel D. Selanikio, W. Dana Flanders, Holly L. Howe, and John L. Wilhelm. (1996). "Heat-related deaths during the July 1995 heat wave in Chicago." *New England Journal of Medicine* 335: 84-90.

Shadish, William R., Thomas D. Cook, and Donald Thomas Campbell. (2002). Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Boston, MA: Houghton-Mifflin. [PDF on ELMS]

Simmons, Alicia D., and Lawrence D. Bobo. (2015). "Can Non-Full-Probability Internet Surveys Yield Useful Data? A Comparison with Full-Probability Face-to-Face Surveys in the Domain of Race and Social Inequality Attitudes." *Sociological Methodology* 45: 357-387.

Small, Mario L. (2008). "Lost in Translation: How Not to Make Qualitative Research More Scientific." In M. Lamont and P. White (eds) Report from Workshop on Interdisciplinary Standards for Systematic Qualitative Research. Washington, DC: National Science Foundation. [PDF on ELMS]

Wainer, Howard, Samuel J. Palmer, and Eric T. Bradlow. (1998). "A Selection of Selection Anomalies." *Chance* 11: 3–7. [PDF on ELMS]

Watson, Roy E. L. (1986). "The effectiveness of increased police enforcement as a general deterrent." *Law and Society Review* 20: 293-299.

Wiersema, Brian, Colin Loftin, and David McDowall. (2000). "A comparison of Supplementary Homicide Reports and National Vital Statistics System homicide estimates for U.S. counties." *Homicide Studies* 4: 317-340.

Wilt, Susan A., and Celia S. Gabrel. (1998). "A weapon-related injury surveillance system in New York City." *American Journal of Preventive Medicine* 15: 75-82.

Winship, Christopher, and Robert D. Mare. (1992). "Models for sample selection bias." *Annual Review of Sociology* 18: 327-350.

Winship, Christopher, and Stephen L. Morgan. (1999). "The Estimation of Causal Effects from Observational Data." *Annual Review of Sociology* 25: 659-706.

COURSE GRADING

The ultimate goal of this class is for you to learn how to think critically about research. Grades will be based on whether you are reading the assigned readings (leading discussion), how deeply you think about research (research proposal), how engaged you are (class participation), and how much you have learned (discussion and exam).

Grading Breakdown:

Class participation	15%
Leading discussion 1	10%
Leading discussion 2	10%
Research proposal	40%
Exam	25%

Final course grades will be assigned according to the following scale:

A+ = 96.5% - 100%	**C+** = 76.5% - 79.49%
A = 92.5% - 96.49%	**C** = 72.5% - 76.49%
A- = 89.5% - 92.49%	**C-** = 69.5% - 72.49%
B+ = 86.5% - 89.49%	**D+** = 66.5% - 69.49%
B = 82.5% - 86.49%	**D** = 62.5% - 66.49%
B- = 79.5% - 82.49%	**D-** = 59.5% - 62.49%
	F = Any grade < 59.5%

Class Participation (15%)

Students learn the most when they take an active part in learning instead of being passive recipients of information. Thus to strengthen understanding, class participation (e.g., discussion and team work) is an integral part of the class. For those who are shy, remember that class participation is often rather difficult at first but becomes much easier with practice.

Our objective is for students to discuss and critically evaluate assigned readings and their implications for carrying out research in practical situations. I will lecture on relevant topics, but you should come to class prepared to discuss the readings in depth, ask questions, and consider applications of our discussion points.

My expectation is that students will demonstrate their knowledge and understanding. It is your responsibility to read, study, participate, and perform.

Leading Class Discussion (20%)

Each student is expected to summarize the reading and lead discussion for two class sessions during the semester. We will choose the various topic areas for presentation in the first class. This task consists of three main parts:

1. Thoroughly read and outline the class material as if you are summarizing it for your classmates. You should highlight key points and develop discussion questions.
2. Provide me with a one or two page single-spaced summary (via email) of your understanding of the readings and the points you wish to highlight during class **by 5pm Monday of the week** for which you are scheduled.
3. Lead part of the class session for a particular week. This entails highlighting the key points in the reading and proposing discussion questions to the group for our consideration. Essentially, you will be "second in command" for that particular class and

I will lean heavily on the work that you have done in moving the discussion along. You will not have to stand in front of the class and recite what you know for the entire class period, however. Again, I do not expect that you will "get" every last detail of the assigned reading, but you should be able to summarize key points and present informed questions to the class.

A few tricks for discussion leaders:
A useful list by Lee Haugen (Center for Teaching Excellence)

- **Show enthusiasm for the subject.** You cannot expect others to become interested in a discussion topic for which the discussion leader shows no enthusiasm. This usually means that the discussion leader has not done his/her homework, a part of which is to think about what is interesting, why the subject is worthwhile or relevant, personal experience with the subject, how the topic relates to current events, etc. If you are interested in the subject, then you will be interested in discovering what your classmates think and feel.
- **Clarify for yourself how you see your role as a discussion facilitator.** If you are uncomfortable, the others in the room will also be uncomfortable. So don't try to make yourself into the "Great Communicator" if you are not. Are you more comfortable with a prepared list of topics and questions or do you like a more free-wheeling atmosphere? Do you feel that some topics are strictly off limits or do you feel that you can manage even very "touchy" topics by keeping the discussion relevant and on course?
- **When possible, set up the room for discussion.** A circle works best, especially if the group can sit around a table. If you can't re-arrange the furniture, then move around the room, sit among the others; become a discussion participant rather than a teacher.
- **Ease others into discussion.** One tactic is to arrive at the classroom early and get others comfortable and talking so that as you ease them into the subject for the day, you are not making a sudden demand for performance. You will also be establishing the idea that discussion is a natural process, not cruel and inhuman punishment, or something with which they have no experience.
- **Avoid yes/no questions.** Ask "why" or "how" questions that lead to discussion and when others give only short answers, ask them to elaborate. Also, avoid questions that have only one answer. This isn't "Jeopardy" and people shouldn't be put into the position of trying to guess which set of words you have in mind.
- **Don't fear silence.** This may be the most difficult thing to do but it is absolutely essential. When we are responsible for facilitating a discussion, we tend to feel that a lack of response within one or two beats is stretching into an eternity. But even if you have posed a very interesting question or situation, the others will need some time to think and formulate a response. If you have very reticent classmates, you can try asking them to write down one or two ideas before you open up discussion. Or try handing out a list of discussion topics at the beginning of the session to give them time to think. Even so, there may be times when there is just no response. That's when you need to re-state the topic, use a different example, take only a part of it at a time, or throw out a "what if" scenario or devil's advocate proposition. But the important thing is to learn to bide your time and bite your tongue and wait for the others to respond.

- **Provide positive feedback for participation.** If a student is reluctant to speak up and then makes a contribution that just lies there like a dead fish, that student is not likely to try again. If you can't think of anything better, thank the student for his/her contribution. But it's much better to build on what the student has said, add an insight, ask others how they would respond to what the student said, and otherwise weave that contribution into the fabric of the discussion. Feedback can be a good means of getting through a lull in the discussion also.
- **When possible, encourage quiet people to contribute**.
- **A recap of what has been discussed** so far lets others know that you heard what they said, helps to reinforce main points, and often stimulates further discussion.

Research Proposal (40%)
The final paper will be a research proposal that has several submission stages. I recommend that you select the same topic that you are pursuing for your MA thesis. You may analyze a secondary data set or conduct original data collection (within the context of practical constraints).

Overall, you should provide the background for the research problem in which you are interested and how addressing it would provide a contribution to the discipline; a clear indication of your research question (s); a statement about your expectations, hypotheses, and aims; a thorough discussion of your research design and plan (e.g., sample, data collection strategy, and analytic plan); any anticipated problems with your strategy; and the potential implications of your study in terms of policy development, program enhancement, or theoretical contribution. You will be evaluated on your ability to convey your research plan to readers, so be sure that your proposal is well-written and thoroughly checked for spelling, grammar, etc.

Proposal part 1 – Topic Selection (no grade)
Please submit a brief paragraph on one possible research topic. If you need help choosing a topic, you may submit two brief paragraphs on two possible research topics.

In this paragraph, describe the research question, the data source, and current status of data (e.g., in your possession, ready to analyze, or your plan to collect data). To put your research in context, briefly describe how your question relates to existing literature, and why your question is interesting and important. This does not need to be extensive. It is used by the instructor to decide the worthiness of the project.

If you have trouble developing a research question, I recommend taking a look at chapters 3 & 4 of The Craft of Research 3rd Edition (Booth et al. 2008) available on ELMS.

Proposal part 2 – Literature Review (15%)
In no more than 8 double-spaced pages (not counting references), please clearly identify the research topic you will work on for the remainder of the semester. This section of the proposal should state the topic and the theoretical and practical importance of studying it. It should also identify and review the major studies that have examined this issue in the past. What are their methodological strengths and weaknesses? Use this to explain how your research will contribute to the discipline. State the major hypotheses that your study will test. Identify the major independent and dependent variables and the unit of analysis, as part of your proposal. Include references in *APA* format.

Proposal part 3 – Data and Research Design (15%)
In no more than 12 double-spaced pages (not counting references), indicate clearly the type of data you will use, your research design, and the measures you will use in your proposed research. In this section, be sure to include your rationale for selecting this type of data and sample. In your discussion, clearly indicate the population to which your hypothesis applies and how you will select the sample. Pay particular attention to practical issues, such as sample size, potential attrition, and access. Provide a justification for the decisions you make. You should also clearly indicate the type of research design you will use to test your hypothesis. How does this design allow you to test your hypothesis (i.e., justify your design and provide a rationale for it)? Don't be vague in your design, such as saying you will conduct an experiment or a survey. Be specific – will your survey be a panel design? How many data collection points? Why? What will be the lag or time between surveys/interviews? Why? Will you survey or interview? Why? Finally, discuss your measurement plan. What are the key variables you need to measure in order to test your hypothesis? Indicate precisely how you will measure them and consider/defend their validity and reliability. Include references in *APA* format.

Full Proposal (10%)
This final paper should address all comments and suggested revisions provided throughout the semester. The paper should be double-spaced, in 12-point Times New Roman, with 1-inch margins and in *APA* format. A 20-25 page limit (not counting references) will be strictly enforced.

Exam (25%)
This will be an in-class, closed-book exam that will test you on the core themes covered in the class.

CLASS POLICIES

Attendance: Students are expected to participate in classroom activities and conduct themselves in a professional manner at all times. A class for which you are late or leave early is treated as a missed class unless I am notified in advance. Any absences will be not be excused unless the student provides documentation (such as a physician's note) of a medical or family emergency. In cases of extended absences, the student must meet with me in order to arrive at a plan that will address the missed material and his or her participation grade.

Disability Support: I will make every effort to accommodate students who are registered with the Accessibility and Disability (ADS) Office and who provide me with a University of Maryland ADS Accommodation form, which has been updated for the spring 2019 semester. This form must be presented to me **no later than February 5, 2019**. I am unable to accommodate students who are not registered with ADS or who do not provide me with documentation that has not been reviewed by ADS by that date. ADS students who are requesting to take their exams at the ADS Center need to provide me with a testing form. The form must be turned in to me no later than 1 week prior to the exam. The student is expected to take the exam at the same time as the rest of the class.

Religious Observances: If you are restricted from meeting your course requirements due to a religious observance, you will need to discuss this with me by **February 5, 2019**. Please submit a request for an alternative time to complete an assignment by that date.

Missed Deadlines/Late Assignments: Makeup assessments (including extensions for papers and leading class discussions) will not be given for unexcused or undocumented absences. Accompanying written documentation, such as hospital admission papers or a physician's note, is required. If a *complete* assignment is late without my prior approval, it will lose one letter grade for every 24 hours that is past the due date.

Academic Integrity: Academic dishonesty of any form will NOT be tolerated. The University of Maryland has a nationally recognized Code of Academic Integrity. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

Course Evaluation: Your feedback about this course is very important to me. Completing a course evaluation is also part of what it means to be a member of the UMD academic community. At the end of the semester I very much would like you to fill out the online course evaluation. CourseEvalUM will be open for you to complete your course evaluation. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluation starting in late April.

COURSE SCHEDULE

(Course schedule is tentative and subject to change)

DATE	TOPIC	READINGS	ASSIGNMENTS
1/29	Introduction and orienting remarks The Sociology of Science and Its Process Heat Wave—why use the book ASR—Journal publications	Gieryn (393-407) Klinenberg (preface) Kuhn (2-4, 6, 8-9, 13) Mustillo et al.	
2/5	Heat Wave—What is the core research question? Why is there a debate over the cause(s) of the deaths? Different methods used to establish the cause(s)? Cause and Validity; Theory and Method; Experiments and Observational Data (I)—principles and examples (NCVS)	Klinenberg (prologue - 2) Shadish et al. (1) Sampson, Morenoff, & Gannon-Rowley Winship & Morgan (difficult; elective)	
2/12	Experiments and Observational Data (II) Heat Wave—Neighborhood effects and causality; Defining and collecting crime data using various sources	Shadish et al. (8) Sampson Ludwig et al. Lynch & Addington (1-3) Wiersema, Loftin, & McDowall	**Paper Part 1 due**
2/19	Experiments (III), Quasi-Experiments and Alternatives Heat Wave—Re-construct Chicago neighborhood crime and structural data using various sources	Shadish et al. (4, 5, 10, 14) Roucan Anderson Braga et al. Loftin et al. Watson	

2/26	Cross-Sectional and Longitudinal Research Case control studies vs. alternatives Heat Wave—Chicago neighborhoods now and then; What questions would you ask if you were to study crime in Chicago neighborhoods longitudinally?	Menard (pp1-49) Hotchkiss & Bachman Semenza et al. Klinenberg (3-4, pp225-242)	
3/5	Measurement; Validity and Reliability I Heat Wave—How to assess the validity and reliability of crime measures?	Shadish et al. (2-3) Huizinga & Elliott Lynch & Addington (4, 5, 10)	**Paper Part 2 due**
3/12	Measurement; Validity and Reliability II Psychometric analysis using Stata Heat Wave—Studying neighborhood poverty	Schaeffer & Presser Jargowsky (1) Huber (Intro & Pilot study)	
3/19	Spring Break		
3/26	Sampling: Probability and Nonprobability Based Approaches Survey research—Using NCVS, Small, & Chicago Heat Wave study to demonstrate key concepts	Kalton (all) Fowler (2014: 2-3) Small Cantor & Lynch	
4/2	Sampling continued (sample selection bias) and Data Collection (I)	GAO 1993 (4-6) Fowler (2001) Geddes Wainer, Palmer, & Bradlow Winship & Mare (difficult; elective)	
4/9	Data Collection (II)	Maguire Geerken Simmons & Bobo	

		Groves & Peytcheva Abrams	
4/16	Data Collection (III) Heat wave—Putting it together; design your own study of Chicago neighborhoods	Sampson & Raudenbush Mercy, Ikeda & Powell Wilt & Gabriel	**Paper Part 3 due**
4/23	The Ethics and Politics of Social Research	Monahan et al. Hoeyer et al. ASA code of Ethics www.asanet.org ASC code of Ethics www.asc41.com Clancy et al.	
4/30	Revisit the issue of causality and observational studies: Econometric vs. statistical tradition	Difficult: AIR (1996) Dehejia & Wahba Heckman	
5/7	Summary session Discuss merits & limitations of your project		Be ready to discuss your project in class
5/14	Class time reserved for Q&A's		**Full Proposal due**
5/21			**Exam (4:00-6:00pm)**