



Honors Reading Seminar

CCJS 388H

Fall 2017

<i>Instructor</i>	Professor David Maimon
<i>Lecture</i>	Tuesday 3:30-6:00 Physics Building 4222
<i>Office hours</i>	By appointment
<i>Phone</i>	(301) 405-4716
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Course Synopsis

The purpose of this course is to provide students with tools for their continued work in the honors program. The course will focus on developing critical thinking skills, exposing students to various criminological topics and the research process, improve writing skills, and build students' expertise on a topic area of choice. We will begin by reviewing the nature of social science research and academic writing. We will then understand various discourses around key criminological theories and explore how these discourses emerged and progress. Next we will review empirical literature that implements various research designs in the context of different criminological issues. Throughout the semester we will discuss articles in depth in class, paying attention to the content, the methodology, and the implications of these papers.

The major objectives of the course are:

- To develop critical reading and thinking skills
- To improve academic writing skills
- To become familiar with major research designs that allow the collection of criminological data
- To critically analyze existing criminological theories, research designs and prevention program evaluations
- To expose students to various contemporary criminological topics.

Required Texts

1. Booth, W.C., Colomb, G.C., & Williams, J.M. (2008). *The Craft of Research*, 3rd edition. Chicago: University of Chicago Press.
2. Bradley-Engen, M.S. (2009). *Naked Lives: Inside the Worlds of Exotic Dance*. Sterling Publishing Company inc.

3. Various articles will be posted on ELMS. You must be registered in this class to log on to the website. You may use the website to obtain class information, check announcements and your grades and obtain course readings. The address for the website is <http://elms.umd.edu>.

Course Requirements and Evaluation

Final Exam (15 points)

Term paper project (55 points)

- Research statement (5 points)
- List of sources (5 points)
- Article Review (10 points)
- Presentation (10 points)
- Final Paper (25 points)

Book review (10 points)

Attendance and participation (20 points)

- Questions (9 points)
 - Participation (11 points)
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1. Examination (15 points) - There will be a final examination for this course. The final exam will have two components to it. The first will be given on **December 5** during the regularly scheduled lecture time and will have an in home component to it. The in home component of the exam will be due to me 24 hours after distributing the exam (i.e. **December 6 by 6pm**). The second component is an in class component. The final in class exam date will be determined based on the university schedule.

2. Term paper project (55 points) - Students will develop a paper reviewing a research topic of choice over the course of the semester. The grade for this project is composed of five parts (writing, simply put, is a process): the research statement, list of sources, the article review, in class presentation, and the final paper. This paper is designed so that you develop and construct a thorough understanding on a deviance related topic that genuinely interests you.

1. *Research Statement (5 points)*: This is a single page description of your proposed topic due to me in class on **September 19** for my approval. Choose a provisional title, state what you hope to write a project about, what you wish to demonstrate, the significance of the project, how did this idea come about (optional), and what kind of sources and theoretical frameworks will you be using to analyze your questions.

2. *List of sources (5 points)*: In order to narrow and focus on your proposed research topic, you need to explore relevant sources. You should compile a preliminary bibliography and prepare an initial list of between 25-30 sources. You can add and subtract later, but your initial list should reflect the major scholarly works in the field,

both books and articles, as well as relevant theoretical literature. The bibliography needs to be submitted in accordance with the style sheet provided (see Appendix A). You will use this bibliography to reference your whole paper. Your list is due to me by **October 3**.

3. *Article Review (10 points):* You are to write an article review on one of the outside empirical sources you have chosen for your topic. This should be a two to three page paper including a summary of the article, an evaluation of the article's argument, and a statement of how it fits with the greater structure of the paper. You should also attach the abstract of the article to the back of your assignment. This is due to me in class on **October 17**.

4. *In class presentation (10 points):* At the end of the semester (**November 28 and possibly also Dec 5**), you will give a brief presentation on the topic area for which you developed a reading list and began preliminary research. When preparing your presentation, please make sure your talk includes:

- A review of the relevant literature
- A discussion of dominant theories and how they explain the phenomena
- Common methods for data collection and analysis.
- Research question and research hypotheses

Further guidelines for the presentation will be provided.

5. *Final Paper (25 points):* The final paper, depending on a chosen topic, should be somewhere between 15 and 25 pages of written text in length (typed, double-spaced) excluding footnotes, endnotes, references, tables (if any), and figures (if any) and formatted using APA style. The final product should take the form of a literature review that includes an introduction to the problem, theoretical synthesis, and research hypotheses. Papers will be graded on three criteria. First, is the paper well-written and well-organized (structure)? Second, is the paper fairly rigorous (have you located the most important work in this area, do your hypotheses flow logically from your statement of the problem? Third, is the paper creative? Do you have a fresh approach to the research problem? This paper will be due on **December 11** (no later than 4 p.m.).

3. Book review (10 points) – Students will be required to read one book during the semester and prepare a written synopsis of the book for the benefit of their colleagues (about 5 pages). See book assignment folder on ELMS for specific writing guidelines for this assignment and a book list. Submission due date for the book review assignment is **November 14**.

4. Attendance and participation (20 points) – Your regular attendance and participation in discussions are expected. Although I will do some lecturing each time we meet, much of our time will be spent in roundtable fashion discussing the issues presented in the readings and lectures. Starting in our **September 19** meeting, you are expected to upload by Monday (at 3 p.m.) prior to each session a list of **two** meaningful questions based on the readings assigned for the relevant class on our course discussion board (on ELMS). These questions will be integrated into the class discussion and will count for 9 point towards your final grade (1 point per week). In addition, students are expected to participate actively in class discussions (11 points).

Grading Scale

Grades will be assigned following the University of Maryland standard grading scheme:

Percentage	Letter Grade	Qualitative Description
97-100	A+	Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements.
93-96	A	
90-92	A-	
87-89	B+	Achievement that is <u>significantly above</u> the level necessary to meet course requirements.
83-86	B	
80-82	B-	
77-79	C+	Achievement that is <u>in keeping</u> with the course requirements in every respect.
73-76	C	
70-72	C-	
67-69	D+	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
60-66	D	
0-59	F	Work that was either completed but not worthy of credit, or incomplete

Academic Misconduct

I take Academic misconduct seriously. Please do not engage in any form of academic misconduct. Academic misconduct includes (but is not limited to): cheating (use of unauthorized materials, assistance on individual assignments or exams, etc.), fabrication (the falsification of information in an academic exercise), plagiarism (the presentation of ideas or statements of another person as one's own), and facilitating academic misconduct (helping another student to do any of the above). Any suspected case of academic dishonesty will be referred to the University Honor Council. For additional information on academic dishonesty and the accompanying procedures and penalties, see the University's Honor Code at: <http://www.shc.umd.edu/code.html>

Make-ups and Late Assignments

EXAM: Exam dates are firm. There are **no** make-up exams except under extreme circumstances. You should contact me **PRIOR** to the exam date if you are going to miss an exam. If a make-up exam is granted, you will be asked to provide official documentation.

ASSIGNMENTS: I ask that you *don't place assignments in my mailbox or submit them via e-mail*. Rather, I ask that you turn a hard copy of your assignments in to me **within the first 10 minutes of class**. Assignments that are not turned in to me during that time are subject to a 10% reduction (e.g. -7.5 points for a 75 point assignment) per each day, unless you have a credible excuse, official documentation, and you contacted me **BEFORE** (when possible) the assignment was due.

NOTE : Keep all of your class materials until you have received your final grade. This includes any papers that have been graded and handed back. In addition, please keep an electronic or additional hard copy of your papers until the end of the semester.

The Classroom Environment

The important thing is to respect one another. It is crucial for our classroom to be comfortable and conducive to learning for all participants. We do not have to agree—hopefully we will have all kinds of intellectual disagreements—but we have to treat one another with respect. This means active listening and taking each other’s ideas seriously. Keep in mind that we can learn a lot by listening to our colleagues.

I ask that everyone show up to class on time. In addition, please turn off your cell phones and other portable devices that can be distracting in the classroom. I will make exceptions to this rule if you explain to me why you need it turned on during class. Please inform me of this before class begins. **Surfing the web from your laptops for leisure or sending text messages during lecture time is prohibited.** Disruptive behaviors of any kind will not be tolerated. Students who are unable to show civility in class will be subject to referral to the Office of Student Conduct.

Student Services

I am happy to discuss any issues or problems that you may have with this course during my office hours, or by appointment if needed. If you are experiencing special difficulties with this or other courses, especially in terms of writing or studying, I encourage you to take advantage of the services that The University of Maryland offers:

Writing Center

1205 Tawes Hall
College Park, MD 20742
(301) 405-3785

Email: writadmin@umd.edu

<http://www.english.umd.edu/writingcenter>

Counseling Center Learning Assistance

3125 South Campus Dining Hall
College Park, MD
(301) 314-7651

Email: LAS-cc@umd.edu

<http://www.umarc.miami.edu>

You can also learn more about policies and resources that apply to your experience in all UMD courses here: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Students with Disabilities

If you need accommodation based on the impact of a disability, you may contact me privately to discuss your specific needs. You may also contact the office of *Disability Support Service* at (301) 314-7682 in 4155 Susquehanna Hall to coordinate reasonable accommodation for your documented disability (see also <http://www.counseling.umd.edu/DSS/>). Students with disabilities are responsible for making their needs known to the instructor, and seeking available assistance, in a timely manner.

Class Schedule

This schedule is subject to change. Announcements will be made in class as to changes in this schedule. Please complete the assigned readings before class. Additional readings may be assigned in class.

<u>DATE</u>	<u>TOPIC</u>	<u>READING ASSIGNMENT</u>
Aug 29	Introduction and critical thinking	
Sep 5	The research process	The craft of research sections I & II
Sep 12	Planning your project (the craft)	The craft of research sections III & IV
Sep 19	Theories –Micro social learning *Research statement is due*	Akers and Lee 1996 Haynie 2001 Thomas 2015
Sep 26	Theories Macro social disorganization	Sampson and grove 1989 Sampson et al 1997 Lacoe and Ellen 2015
Oct 3	Theories- Victims routine activities theories *List of sources is due*	Vazsonyi et al 2002 Yar 2005 Maimon et al 2013
Oct 10	Interventions and programs	Braga et al 2012 Braga and Weisburd 2012
Oct 17	Policies *Article review is due*	Dugan and Chenoweth 2012 LaFree et al 2009
Oct 24	No Class	
Oct 31	Experiments	Kirk 2009 Duwe 2011
Nov 7	Non experimental research Surveys and official data	Steffensmeier et al 2011 Xie and McDowall 2014
Nov 14	Qualitative research designs *Book review is due*	Bradley-Engen 2012
Nov 21	Inter disciplinary research designs	Wilson et al 2015 Rocha et al 2010
Nov 28	Final presentations	
Dec 5	Final presentations and take home exam	
Dec 11	*Final project is due*	

APPENDIX A: APA CITATION STYLE¹

Citations in a reference list:

In general, references should contain the author name, publication date, title, and publication information. Include the issue number if the journal is paginated by issue.

For information obtained electronically or online include the DOI:

DOI - a unique alphanumeric string assigned to identify content and provide a persistent link to its location on the internet. The **DOI** is typically located on the first page of the electronic journal article near the copyright notice. When a DOI is used in your citation, no other retrieval information is needed. Use this format for the DOI in references: doi:xxxxxxx

If no DOI has been assigned to the content, provide the home page URL of the journal or of the book or report publisher. Do not insert a hyphen if you need to break a URL across lines; do not add a period after a URL, to prevent the impression that the period is part of the URL.

In general, it is not necessary to include database information. Do not include retrieval dates unless the source material has changed over time.

• Book:

Strunk, W., Jr., & White, E. B. (1979). *The guide to everything and then some more stuff*.

New York, NY: Macmillan.

Gregory, G., & Parry, T. (2006). *Designing brain-compatible learning* (3rd ed.). Thousand Oaks, CA: Corwin.

• Chapter of a Book:

Bergquist, J. M. (1992). German Americans. In J. D. Buenker & L. A. Ratner (Eds.),

Multiculturalism in the United States: A comparative guide to acculturation and ethnicity (pp. 53-76). New York, NY: Greenwood.

• Journal Article with DOI:

Paivio, A. (1975). Perceptual comparisons through the mind's eye. *Memory & Cognition*, 3,

635-647. doi:10.1037/0278-6133.24.2.225

• Journal Article without DOI (when DOI is not available):

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social*

¹ Adopted from the 6th edition of the Publication Manual of the American Psychological Association (APA)

Issues, 37(2), 1-7.

Hamfi, A. G. (1981). The funny nature of dogs. *E-journal of Applied Psychology*, 2(2), 38 -48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/fdo>

- **Online Newspaper Articles:**

Becker, E. (2001, August 27). Prairie farmers reap conservation's rewards. *The New York Times*. Retrieved from <http://www.nytimes.com>

- **Encyclopedia Articles:**

Brislin, R. W. (1984). Cross-cultural psychology. In R. J. Corsini (Ed.), *Encyclopedia of psychology* (Vol. 1, pp. 319-327). New York, NY: Wiley.

Developmental genetics. (2005). In *Cambridge encyclopedia of child development*. Retrieved from <http://0->

www.credoreference.com.library.muhlenberg.edu:80/entry/cupchilddev/developmental_genetics

- **Technical and Research Reports (often with corporate authors)**

Hershey Foods Corporation. (2001, March 15). *2001 Annual Report*. Retrieved from <http://www.hersheysannualreport.com/2000/index.htm>

- **Book Reviews:**

Dent-Read, C., & Zukow-Goldring, P. (2001). Is modeling knowing? [Review of the book *Models of cognitive development*, by K. Richardson]. *American Journal of Psychology*, 114, 126-133.

NOTE: For articles that have a DOI, see Journal Article with DOI example.

- **Data Sets:**

Simmons Market Research Bureau. (2000). *Simmons national consumer survey* [Data file].

New York, NY: Author.

- **Blog post:**

Lincoln, D. S. (2009, January 23). The likeness and sameness of the ones in the middle. [Web log post]. Retrieved from <http://www.blogspot.com/lincolnworld/2009/1/23.php>

- **Website with no author or date of publication:**
Census data revisited. (n.d.). Retrieved March 9, 2009, from Harvard, Psychology of Population website, <http://harvard.edu/data/index.php>

Do not include retrieval dates unless the source material may change over time. If no DOI has been assigned to the content, provide the homepage URL.

• **Reprint from Another Source:**

- Citation in the text:

(Newton, 1998/1999).

- Reference List Citation:

Newton, W. (1999). Return to Mars. In C. Mari (Ed.), *Space Exploration* (pp. 32- 41). New York, NY: H.W. Wilson. (Reprinted from *National Geographic*, pp. 2-26, August 1998).

- In this example of a reprinted book review, the author of the book is named first, followed by the editor of the reprinting source, then the reviewer. In your parenthetical citation, it is necessary to name the author of the book, while the reviewer is named to distinguish from other reviews of this book.

Citations in text

APA uses the author-date method of citation. The last name of the author and the date of publication are inserted in the text in the appropriate place.

When referencing or summarizing a source, provide the author and year. When quoting or summarizing a particular passage, include the specific page or paragraph number, as well.

When quoting in your paper, if a direct quote is **less** than 40 words, incorporate it into your text and use quotation marks. If a direct quote is **more** than 40 words, make the quotation a free-standing indented block of text and **DO NOT** use quotation marks.

One work by one author:

- In one developmental study (Smith, 1990), children learned... OR
- In the study by Smith (1990), primary school children... OR
- In 1990, Smith's study of primary school children...
- **Works by multiple authors:**

When a work has 2 authors cite both names every time you reference the work in the text. When a work has three to five authors cite all the author names the first time the reference occurs and then subsequently include only the first author followed by et al. For example:

First citation: Masserton, Slonowski, and Slowinski (1989) state that...

Subsequent citations: Masserton et al. (1989) state that...

For 6 or more authors, cite only the name of the first author followed by et al. and the year.

Works by no identified author:

When a resource has no named author, cite the first few words of the reference entry (usually the title). Use double quotation marks around the title of an article, chapter, or Web page. Italicize the title of a periodical, book, brochure, or report. For example:

The site seemed to indicate support for homeopathic drugs (“Medical Miracles,” 2009). The brochure argues for homeschooling (*Education Reform*, 2007).

Treat reference to legal materials such as court cases, statutes, and legislation like works with no author.

Two or more works in the same parenthetical citation:

Citations of two or more works in the same parentheses should be listed in the order they appear in the reference list (i.e., alphabetically, then chronologically).

Several studies (Jones & Powell, 1993; Peterson, 1995, 1998; Smith, 1990) suggest that...

Specific parts of a source

Always give the page number for quotations or to indicate information from a specific table, chart, chapter, graph, or page. The word page is abbreviated but not chapter. For example:

The painting was assumed to be by Matisse (Powell, 1989, Chapter 6), but later analysis showed it to be a forgery (Murphy, 1999, p. 85).

If, as in the instance of online material, the source has neither visible paragraph nor page numbers, cite the heading and the number of the paragraph following it. This allows the reader to locate the text in the source. For example:

The patient wrote that she was unimpressed by the doctor’s bedside manner (Smith, 2006, Hospital Experiences section, para. 2).