

QUALITY USED BOOK

RESEARCH METHODS FOR
**CRIMINAL JUSTICE
AND CRIMINOLOGY**

Fifth Edition



Michael G. Maxfield ■ Earl Babbie

Research Methods for CRIMINAL JUSTICE and CRIMINOLOGY

FIFTH EDITION

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Preface

One of my* most oddly rewarding teaching experiences took place not in the classroom but on the streets of downtown Indianapolis. On my way to a meeting with staff from the Indiana Department of Correction, I recognized a student from the previous semester's research methods class. Ryan was seated on a shaded bench, clipboard in hand, watching pedestrians make their way down the sidewalk. After we had exchanged greetings, I learned that Ryan had landed a summer internship with the city's planning department and was currently at work conducting a study of pedestrian traffic.

"Ha!" I exclaimed, recalling student complaints about how research methods are not relevant (what I have since referred to as "Ryan's lament"). "And you whined about how you were never going to use the stuff we talked about in class." Ryan responded that the systematic study of pedestrians was interesting, and he admitted that some course topics did, in fact, relate to his work as an intern. He also said something about not really knowing what actual research involved until he began his current project. Ryan remained attentive to people passing by while we chatted for a few minutes. I was pleased to see that he was a careful observer, applying some of the skills he had learned in my course only a few weeks after the semester's end.

Later, thinking more about the encounter, I recognized the need to change my approach to teaching the course. Ryan clearly enjoyed his experience in doing research, but he had not recognized how much fun research could be until after he left the classroom. As a result, I restructured the course to involve students more actively in the research process. I resolved to be more diligent in linking fundamental

concepts of research methods to a broad spectrum of examples, and to show students how they, like Ryan, could apply systematic inquiry and observation techniques to a wide variety of situations in criminal justice and other policy areas.

Collaborating with Earl Babbie to produce this textbook, I joined a colleague whose writing embodied my efforts to engage students in the learning process. Earl's classic text, *The Practice of Social Research*, has always been an enviable model of clarity—generating student interest while still presenting a rigorous treatment of social science research methods.

As has always been the case with *Practice*, our text illustrates principles of doing research with examples specifically selected to appeal to students. We have sought to convey something of the excitement of doing research that Ryan discovered as he observed pedestrians in downtown Indianapolis.

A Familiar, Comfortable Approach

This text has several distinctive features. Anyone who has taught with or learned from *The Practice of Social Research* will recognize much in our collaborative effort. This enables instructors of criminal justice research methods to organize their course around a familiar approach, capitalizing on the strengths and popularity of Earl Babbie's superb text. At the same time, we have designed our book to address the particular needs of research methods for criminal justice and criminology.

Features of the New Edition

All editions of our text *Research Methods for Criminal Justice and Criminology* have retained a good deal of raw material from *Practice*, albeit revised and otherwise adapted for students in criminology and criminal justice. In preparing the Fifth Edition, we stayed with what has proved to be a popular formula. But we have

*Note: In this Preface, the first-person singular refers to Michael Maxfield, while the first-person plural refers to Maxfield and Earl Babbie.

also responded to suggestions from several people—reviewers, colleagues, and instructors—who used earlier editions.

Putting It All Together: “Driving while Black”

The running example of declining crime in New York has been a popular feature of the text since it was first introduced in the third edition. Its primary purpose was to illustrate elements of each chapter's content with one example that is carried through the text. While we have received many comments praising this feature, we decided to replace it with a new running example, racial profiling, also known as “driving while black.” Two reasons underlie this change. First, one of the appeals of the declining crime example was that it was current and therefore familiar to students. That's less true in the year 2007, when downward trends in crime have been reversed in many cities (though the decline continues in New York). Second, reviewers have pointed out that while New York is the country's most high-profile city it is also unique in many respects and remote from students' experience.

Our new running example is more current and familiar. Racial profiling began to attract attention from mass media and public officials in the late 1990s and has continued to some extent. New Jersey, where one of us lives and teaches, has probably been most widely known among areas where racially biased policing has been a problem, but it has also emerged in states and cities throughout the country. We draw primarily on major studies conducted in New Jersey, North Carolina, and Pennsylvania to examine the problem of racial profiling in each chapter. Students and instructors in other states should recognize similar problems closer to home. Instructors should also be able to supplement the new running example with similar material of local interest.

The new example retains two important features. First, it illustrates a wide range of questions in research methods, from ethics

through data analysis. Second, Maxfield and a Rutgers University student were involved in research on racial profiling in New Jersey. Installments in many chapters draw on the PhD dissertation by Carsten Andresen (2005) and a report prepared by Maxfield and colleague George Kelling (2005). For those who found the New York example especially useful, it has been retained on the text's companion website. So instructors may continue to use and update this example as appropriate.

Online Sessions

Each chapter now includes a series of exercises under the heading “Online Sessions.” This new feature resembles the Internet exercises from previous editions, but it is based more on my own experiences in the classroom.

The Online Sessions reflect my increased use of Internet-based resources to illustrate material covered in the text. I almost always now teach with a computer projector and Internet connection. That makes it possible to pull up reports, data tables, examples of questionnaires, and an endless variety of other items. I have also recently used online statistics sites to illustrate some basic data analysis applications. Displaying such websites on a projector really enhances classroom discussion.

A variation on this is to have students locate an online resource as part of an assignment. They locate websites, write up descriptions relating the site to chapter content, then e-mail the assignment and web address to me. During class sessions I can then link to sites submitted by students, project these along with what students have written, and launch the discussion by having students talk about their work. This technique makes the course more interactive and can even be used in large classes. It really engages students in the discussion.

In most cases, I prepared the online sessions for each chapter as if I were preparing a class session on the chapter's material. As much as possible I try to supplement chapter content with current reports, data, or even current hot

topics. It's especially fun to include topics I may be currently studying myself. For example, Chapter 10 directs students to "hot spot" locations for car crime in New Jersey. Using an online mapping link, students can observe the features of parking lots that have been found to be high-risk locations.

Even if you do not use the examples listed for each chapter, we strongly encourage you to draw on the vast array of web resources to supplement class lectures. In any event, the Online Sessions section for each chapter should offer a number of ideas for expanding what can be covered in the classroom.

Student Research Examples

With each edition, we have been able to incorporate more examples from students at Rutgers University. By now, in the Fifth Edition, this feature has become even more prominent. It is especially satisfying to cite research completed by students as they pursue advanced degrees. Many of the examples will not be well known, but they embody the kind of supervision typical between graduate students and faculty advisers. I have great familiarity with the details of work by my students. Such details are rarely described in published articles, and being able to report them adds behind-the-scenes information not readily available elsewhere.

Problem Analysis

Chapter 12 has been substantially revised. Most important, the section on policy analysis is reshaped to focus on problem analysis. This is consistent with evolving practice in applied research, especially problem-oriented policing. The chapter, and other sections of the text, draw on new problem-solving tools available on websites sponsored by agencies in the United States and England. Chapter 12 also includes a new section on space-based analysis in applied research. This includes basic information on crime mapping and hot spots. The Internet is the best resource for illustrations of crime mapping, as more law enforcement and

even regional planning agencies grant public access to maps. We refer students to these in several chapters.

Theory and Research

Chapter 2, Theory and Criminal Justice Research, has been extensively revised. The most important change is its focus on theory and research. Sections summarizing criminal justice theories have been deleted. Other chapter contents have been rearranged to make the chapter flow more smoothly. It is now substantially shorter, and should be more accessible for more students.

Notable Features Retained and Updated

Qualitative and Quantitative

Reflecting on our own graduate training more than a few years past, memories of the quantitative/qualitative debate remain fresh. Some reviewers of this text have objected to what they perceive as a quantitative bias, pointing to the lack of a chapter titled something along the lines of "Qualitative Field Research." However, a quick review of the contents in this and previous editions also fails to locate a chapter with a title like "Quantitative Designs." To be even more precise, an index search of all text files for this edition finds the word "qualitative" appearing in 29 paragraphs, headings, and citations while the word "quantitative" appears in 26. Lest we be charged with conducting a quantitative analysis to illustrate a qualitative point, we cheerfully plead "guilty"!

Chapter 1 addresses the traditional qualitative/quantitative distinction directly, concluding with a position carried over into all other chapters: (1) each approach has advantages; (2) researchers are best advised to draw on elements of each approach as appropriate; and (3) the best advice is to do the best you can. In Chapter 4 we describe threats to validity as illustrations of how research findings might be wrong, an approach that applies to all

methods. Chapters on measurement (5 and 6) and making observations (9, 10, 11) examine a range of approaches. Design is also discussed in several chapters, though most thoroughly in Chapters 7 and 12.

In all cases we present a range of methods that will be familiar to instructors who may view themselves as either qualitative or quantitative researchers. This is entirely consistent with the most widely respected book on research design in the social sciences (Shadish, Cook, and Campbell, 2002).

Survey Technology

The Internet continues to develop as an increasingly viable conduit for survey research. Chapter 9 discusses how sampling, item presentation, and analysis capabilities continue to expand. The chapter also cautions that web-based surveys have their own problems, not the least of which is a higher-tech version of junk mail and telemarketing. Nonetheless, we expanded our discussion of web-facilitated surveys and sampling.

The Research Writer for Criminal Justice CD-ROM

A new version of the *Research Writer for Criminal Justice* is included as a CD-ROM. The Research Writer for Criminal Justice helps students tackle the task of writing research reports by taking some of the mystery out of the endeavor; it provides them with a template that they can use as they write their research projects. The template guides students through the process of writing a research report, from the beginning idea to the documentation of the last source. Moreover, students can access helpful hints and tips as they write with just a click of a button. They can also e-mail their work at any stage of the process to their instructor, and they can even export their work to Microsoft Word where the document will be formatted in a style consistent with standard research

projects. We hope students find this CD-ROM exciting and helpful.

Measurement

Many people believe that measurement presents the greatest challenge in doing social science research. We feel this is especially true for criminal justice. In response to suggestions, the two chapters on measurement (5 and 6) include additional examples and more in-depth discussion to illustrate the importance of conceptualization and measurement. As in earlier editions, throughout the text we remind students to be careful but creative when it comes to measurement. This edition adds information on a new survey of self-reported offending and behavior initiated in England and Wales.

Design Building Blocks

Research methods seems to be one of those courses in which students feel driven to memorize the book, lectures, practice questions, last semester's notes purchased from a friend, or whatever. The strange vocabulary of the subject probably encourages this tendency, which seems to be especially troublesome when teaching research design. All those Xs and Os must be faithfully recorded, memorized, and associated with the right label.

Although the XO diagrams in Chapter 7 will be familiar to many instructors, we encourage students to become engaged in learning research methods by describing how common research designs represent creative uses of design building blocks. In Chapter 7 and elsewhere, we describe how the fundamentals of subject selection, making observations, and administering or withholding a treatment represent basic building blocks of design. Then we offer examples to illustrate different ways to combine those building blocks. Rather than trying to shoehorn a research problem into some pattern of Xs and Os that appears in their books, we urge students to learn what these building

blocks represent and what different building blocks can be expected to accomplish. Happily, this is similar to the position taken by Shadish, Cook, and Campbell (2002) in their revision of the classic on experiments and quasi-experiments.

Survey Research and Sampling

One of the strengths of *The Practice of Social Research* has always been a comprehensive but eminently readable treatment of sampling and survey methods. Our criminal justice text (in Chapters 8 and 9) retains Earl's general approach, but it also points to some of the more specialized criminal justice applications. These range from victim and self-report surveys to specialized interviews with nonprobability samples. Again, our approach focuses on arming students with the principles of survey methods so that they can adapt these general tools to a variety of uses. The chapter also includes more material on special-purpose crime surveys, such as those seeking to measure family violence. The chapter on sampling has been streamlined to make this material more accessible to students.

Applied Research and Policy Experiments

This edition retains a chapter devoted to applied criminal justice research; Chapter 12 examines program evaluation and problem analysis, though the latter is revised from previous editions. In addition, we link policy and management applications to virtually every stage of the research process, from theory in Chapter 2 through data interpretation in Chapter 13. We feel this approach is crucial for two complementary reasons. First, students whose interests center on criminal justice policy must understand that applied research is as dependent on theory and reasoned expectations as is basic research. Second, basic research in criminology or criminal justice is usually conducted in

some applied context, so the researcher interested in a causal proposition about, say, drug use and violence must recognize that these are not simply abstract constructs. Most measures of drug use and violence will be operationalized with legal or policy definitions of those constructs in mind.

Randomized field experiments have become the designs of choice for many applied studies. Our chapter on experimental and quasi-experimental designs (Chapter 7) and applied research describe the advantages of randomized designs. However, we also caution students that all designs have weaknesses and no design is well suited for all research purposes. Unfortunately, the weaknesses of randomized experiments are sometimes overlooked by their champions and by many textbooks. Our treatment of this topic, encouraging students to think carefully and creatively, is more balanced and will enable students to better recognize appropriate and inappropriate uses of experiments. Expanded material on scientific realism reinforces this perspective.

Data Analysis

Chapter 13 guides students through fundamental principles of descriptive and inferential statistics. Our coverage here is conceptual and brief, reflecting our view that criminal justice research design, measurement, and data collection require the concerted attention of students for a full semester. We also believe that understanding these issues is a necessary foundation for doing meaningful statistical analysis. Future producers and consumers of criminal justice research must understand how concepts become observations and how observations become data before they learn the details of data analysis.

We have deleted sections on multiple regression since the linear families of that technique are used less often in criminal justice, and nonlinear models are too complex for the level

of discussion we have chosen. This change also makes the chapter more accessible.

At the same time, our approach to statistics is both thorough and conceptually sound. As a result, instructors who wish to cover data analysis in more detail (perhaps in a second semester course) will find Chapter 13 an excellent point of departure.

Appendices

Now that we have a companion website to accompany this text, we've moved the appendices from the CD-ROM to the website for greater access anywhere, anytime. Each appendix has been updated to reflect new web-based resources.

Appendix A includes examples and general information about evolving library and information technology. Depending on the availability of tools and resources on your campus, we suggest that you supplement Appendix A with guides or manuals that document campus facilities and routines.

Appendix B describes the National Criminal Justice Reference Service (NCJRS), a specialized library and information tool for criminal justice research and policy development. The NCJRS was rather late in developing a useful website, but it now provides ready access to publications issued by Justice Department agencies. Because more agencies are issuing reports in electronic format, virtually all students have access to documents previously available only in a small number of specialized library collections. Appendix B leads students to several sources.

Appendix C presents guidelines on writing research reports. If your course will require a proposal or research report, we recommend that students review this appendix early in the term. See also Chapter 4 for further information on proposals. You may wish either to supplement or to modify our suggestions to reflect your own preferences. To complement this appendix, Wadsworth has replaced the

CD-ROM that accompanied the third edition with the Research Writer for Criminal Justice CD-ROM.

Appendix D describes major sources of secondary data, most notably the National Archive of Criminal Justice Data (NACJD) and the Interuniversity Consortium for Political and Social Research (ICPSR). If adequate computing resources are available, students can retrieve information about NACJD and ICPSR holdings over the Internet. If not, online data analysis of selected collections is available at the NACJD.

Ancillary Materials

An extensive package of supplemental aids accompanies this edition of *Research Methods for Criminal Justice and Criminology*:

For the Instructor

- **Instructor's Resource Manual** The fully updated and revised *Instructor's Resource Manual* for this edition includes learning objectives, detailed chapter outlines, key terms and figures, class discussion exercises, lecture suggestions, and a complete test bank. Each chapter's test bank contains multiple-choice, true-false, fill-in-the-blank, and essay questions, and a full answer key.
- **ExamView® Assessment Suite** The comprehensive *Instructor's Resource Manual* described above is backed up by ExamView, a computerized test bank available for IBM-PC compatibles and Macintosh computers. With ExamView, an easy-to-use assessment and tutorial system, instructors can create, deliver, and customize tests and study guides (both print and online) in minutes. You can easily edit and import your own questions and graphics, change test layouts, and reorganize questions. And using ExamView's complete word processing capabili-

ties, you can enter an unlimited number of new questions or edit existing questions.

- **JoinIn on Turning Point®** Spark discussion and assess your students' comprehension of chapter concepts with interactive classroom quizzes and background polls developed specifically for use with this edition of *Research Methods for Criminal Justice and Criminology*. Thomson Wadsworth's exclusive agreement with TurningPoint software lets you run our tailor-made Microsoft® PowerPoint® slides in conjunction with the "clicker" hardware of your choice. Enhance how your students interact with you, your lecture, and each other. *For college and university adopters only. Contact your local Thomson representative to learn more.*
- **The Wadsworth Criminal Justice Video Library** So many exciting new videos—so many great ways to enrich your lectures and spark discussion of the material in this text! A list of our unique and expansive video program follows. Or, visit http://www.thomsonedu.com/criminaljustice/media_center/videos/index.html for a complete, up-to-the-minute list of all of Wadsworth's video offerings—many of which are also available in DVD format—as well as clip lists and running times. The library includes these selections and many others:
 - **ABC Videos:** Featuring short, high-interest clips from current news events specially developed for courses including Introduction to Criminal Justice, Criminology, Corrections, Terrorism, and White Collar Crime, these videos are perfect for use as discussion starters or lecture launchers to spark student interest. The brief video clips provide students with a new lens through which to view the past and present, one that will greatly enhance their knowledge and understanding of significant events and open up to them new dimensions in learning. Clips are drawn from such programs as *World News Tonight*, *Good Morning*

America, *This Week*, *PrimeTime Live*, *20/20*, and *Nightline*, as well as numerous ABC News specials and material from the Associated Press Television News and British Movietone News collections.

- **The Wadsworth Custom Videos for Criminal Justice:** Produced by Wadsworth and Films for the Humanities, these videos include short (5- to 10-minute) segments that encourage classroom discussion. Topics include white-collar crime, domestic violence, forensics, suicide and the police officer, the court process, the history of corrections, prison society, and juvenile justice.
- **COURT TV Videos:** One-hour videos presenting seminal and high-profile cases, such as the interrogation of Michael Crowe and serial killer Ted Bundy, as well as crucial and current issues such as cybercrime, double jeopardy, and the management of the prison on Riker's Island.
- **A&E American Justice:** 40 videos to choose from, on topics such as deadly force, women on death row, juvenile justice, strange defenses, and Alcatraz.
- **Films for the Humanities:** Nearly 200 videos to choose from on a variety of topics such as elder abuse, supermax prisons, suicide and the police officer, the making of an FBI agent, domestic violence, and more.
- **Oral History Project:** Developed in association with the American Society of Criminology, the Academy of Criminal Justice Society, and the National Institute of Justice, these videos will help you introduce your students to the scholars who have developed the criminal justice discipline. Compiled over the last several years, each video features a set of Guest Lecturers—scholars whose thinking has helped to build the foundation of present ideas in the discipline.
- **Classroom Activities for Criminal Justice** This valuable booklet, available to adopters of any Wadsworth Criminal Jus-

tice text, offers instructors the best of the best in Criminal Justice classroom activities. Containing both tried-and-true favorites and exciting new projects, its activities are drawn from across the spectrum of Criminal Justice subjects, including Introduction to Criminal Justice, Criminology, Corrections, Criminal Law, Policing, and Juvenile Justice, and can be customized to fit any course. Novice and seasoned instructors alike will find it a powerful tool to stimulate classroom engagement.

- **Internet Activities for Criminal Justice, Third Edition** This is the resource that no introductory criminal justice instructor should be without! The user-friendly booklet allows instructors to send their students far beyond the classroom, guiding them online to conduct research and retrieve information. Its URLs and virtual projects, drawn from all foundational criminal justice areas, have been completely revised and expanded for 2008.
- **The Wadsworth Criminal Justice Resource Center, www.thomsonedu.com/criminaljustice** Designed with the instructor in mind, this website features information about Thomson Wadsworth's technology and teaching solutions, as well as several features created specifically for today's criminal justice student. Supreme Court updates, timelines, and hot-topic polling can all be used to supplement in-class assignments and discussions. You'll also find a wealth of links to careers and news in criminal justice, book-specific sites, and much more.

For the Student

- **Study Guide** The already extensive student study guide that accompanies *Research Methods for Criminal Justice and Criminology* has been thoroughly revised and updated for the latest edition. Because students learn in different ways, the guide includes a variety of pedagogical aids. Each chapter

is outlined and summarized, major terms and figures are defined, and worksheets and self-tests are provided.

- **Online Sessions** Online study sessions for each chapter provide specific assignments that use interesting, real-world research. These sessions will help students to better understand and apply chapter concepts.
- **Criminology: A Workbook Using Micro-Case® Explorit, Fifth Edition** This workbook introduces students to the real world of criminological research and data. The goal of this workbook is to provide students with the opportunity to participate in the criminological enterprise. In each chapter, the author introduces a particular topic of criminology and demonstrates how data are used to support, augment, and test the ideas proposed. He also provides worksheets that include review questions on the material covered, as well as additional data analysis exercises that enable students to further explore the topics under investigation in each chapter. This unique text and software package teaches students how to use data to gain a better understanding of crime and of public opinions about crime.
- **Careers in Criminal Justice Website, www.thomsonedu.com/login** This unique website helps students investigate the criminal justice career choices that are right for them with the help of several important tools:
 - Career Profiles—video testimonials from a variety of practicing professionals in the field as well as information on many criminal justice careers, including job descriptions, requirements, training, salary and benefits, and the application process.
 - Interest Assessment—self-assessment tool to help students decide which careers suit their personalities and interests.
 - Career Planner—résumé-writing tips and worksheets, interviewing techniques, and successful job search strategies.

- Links for Reference—direct links to federal, state, and local agencies where students can get contact information and learn more about current job opportunities.
- **Wadsworth's Guide to Careers in Criminal Justice, Third Edition** This handy guide, compiled by Caridad Sanchez-Leguinel, of John Jay College of Criminal Justice, give students information on a wide variety of career paths, including requirements, salaries, training, contact information for key agencies, and employment outlooks.
- **Writing for Criminal Justice** This book contains articles on writing skills—along with a basic grammar review and a survey of verbal communication on the job—that will give students an introduction to academic, professional, and research writing in criminal justice. The voices of professionals who have used these techniques on the job will help students see the relevance of these skills to their future careers.
- **Handbook of Selected Supreme Court Cases, Third Edition** This supplementary handbook covers almost 40 landmark cases, each of which includes a full case citation, an introduction, a summary from WestLaw, excerpts from the case, and the decision. The updated edition includes *Hamdi v. Rumsfeld*, *Roper v. Simmons*, *Ring v. Arizona*, *Atkins v. Virginia*, *Illinois v. Caballes*, and much more.
- **Current Perspectives: Readings from InfoTrac College Edition** These readers, designed to give students a deeper taste of special topics in criminal justice, include free access to InfoTrac College Edition. The timely articles are selected by experts in each topic from within InfoTrac. They are available for free when bundled with the text.
 - *Terrorism and Homeland Security*
 - *Cyber Crime*
 - *Juvenile Justice*
 - *Public Policy and Criminal Justice*
 - *Crisis Management and National Emergency Response*
 - *Racial Profiling*
 - *New Technologies and Criminal Justice*
 - *White-Collar Crime*
- **Terrorism: An Interdisciplinary Perspective** Available for bundling with each copy of *The American System of Criminal Justice*, Eleventh Edition, this 80-page booklet discusses terrorism in general and the issues surrounding the events of September 11, 2001. This information-packed booklet examines the origins of terrorism in the Middle East, focusing on Osama bin Laden in particular, as well as issues involving bioterrorism, the specific role played by religion in Middle Eastern terrorism, globalization as it relates to terrorism, and the reactions and repercussions of terrorist attacks.
- **Crime Scenes 2.0: An Interactive Criminal Justice CD-ROM** Recipient of several New Media Magazine Invision Awards, this interactive CD-ROM allows your students to take on the roles of investigating officer, lawyer, parole officer, and judge in excitingly realistic scenarios. Available FREE when bundled with every copy of *Criminal Justice in America*, Fifth Edition. An instructor's manual is also available for the CD-ROM online.
- **Mind of a Killer CD-ROM (bundle version)** Voted one of the top 100 CD-ROMs by an annual *PC Magazine* survey, Mind of a Killer gives students a chilling glimpse into the realm of serial killers, with over 80 minutes of video and 3D simulations, an extensive mapping system, a library, and much more.
- **Internet Guide for Criminal Justice, Second Edition** Intended for the novice user, this guide provides students with the background and vocabulary necessary to navigate and understand the web, and then it offers a wealth of criminal justice websites and Internet project ideas.

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