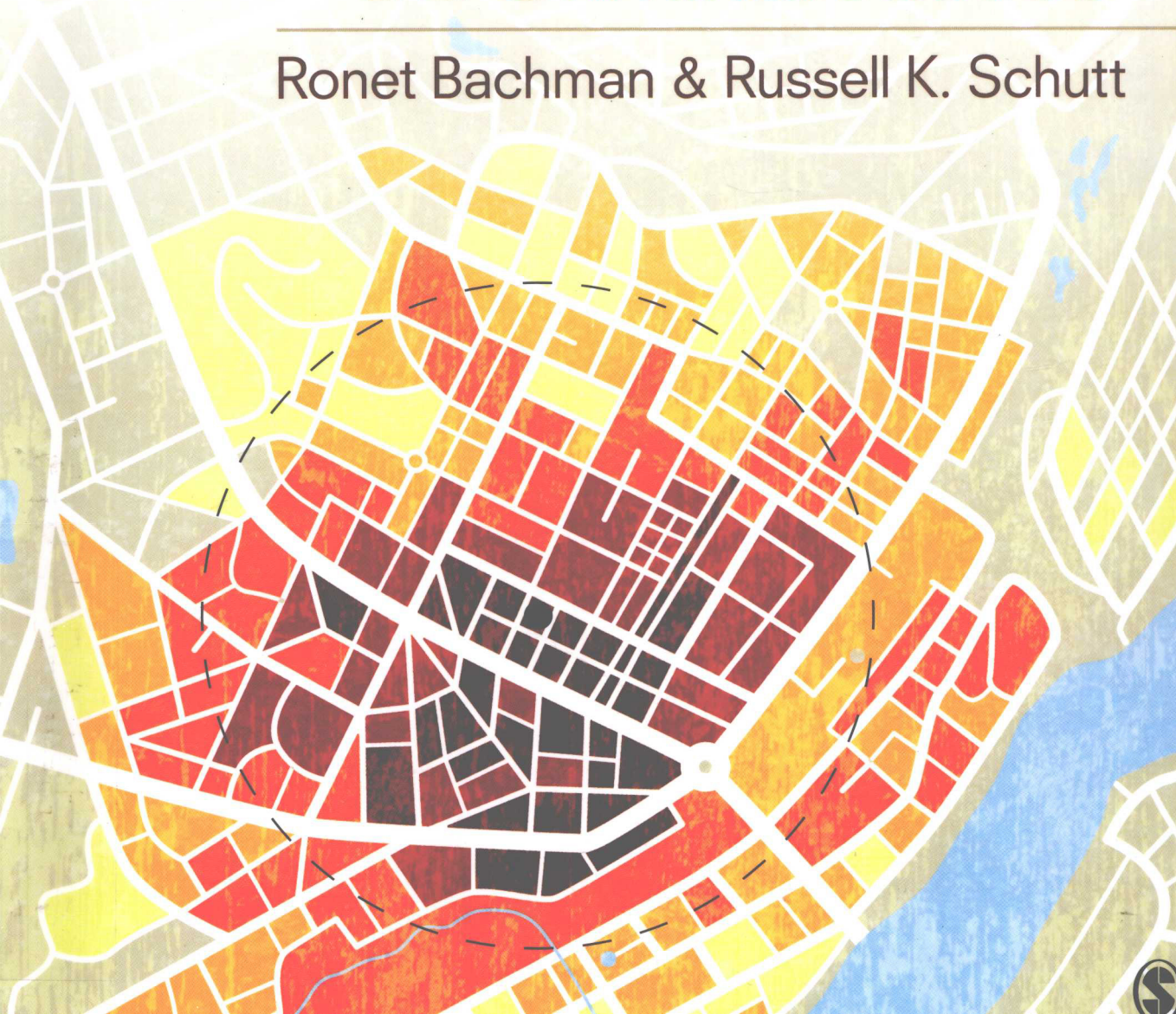


SECOND EDITION

Fundamentals of Research in **Criminology** and **Criminal Justice**

Ronet Bachman & Russell K. Schutt



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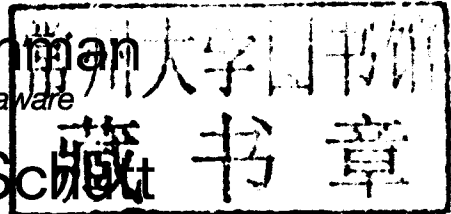
Fundamentals of Research in **Criminology** and **Criminal Justice**

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Student Study Site

The companion Student Study Site for *Fundamentals of Research in Criminology and Criminal Justice* can be found at www.sagepub.com/bachmanfrccj2e.

Visit the Student Study Site to enhance your understanding of the chapter content and to discover additional resources that will take your learning one step further. You can enhance your understanding of the chapters by using the comprehensive study material, which includes interactive exercises, e-flashcards, web exercises, practice self-tests, and more. You will also find special features, such as Learning From Journal Articles, which incorporate Sage's online journal collection.

About the Authors

Ronet Bachman, PhD, is Professor and Chair of the Department of Sociology and Criminal Justice at the University of Delaware. She is coauthor of *Statistical Methods for Crime and Criminal Justice* (3rd ed.), and coeditor of *Explaining Crime and Criminology: Essays in Contemporary Criminal Theory*. In addition, she is author of *Death and Violence on the Reservation*; coauthor of *Stress, Culture, and Aggression in the United States*; coauthor of *Murder American Style*; and coauthor of *Violence: The Enduring Problem* as well as numerous articles and papers that examine the epidemiology and etiology of violence, with a particular emphasis on women, the elderly, and minority populations. She is currently the Co-PI of a National Institute of Justice–funded study to examine the trajectories of drug-involved offenders 10 years after release from prison using a mixed-method design.

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Preface

If you are looking for a comprehensive yet accessible introduction to research methods, this is the book for you. After years of teaching courses in research methods, we have found that the best forum for learning is to link the teaching of key topics to contemporary research in the discipline. We have avoided the “recipe book” approach to research methods by combining discussions of research techniques along with practical research examples from the field. In this way, students not only learn how to conduct research, but they also learn why it is important to do so. In the second edition of *Fundamentals of Research in Criminology and Criminal Justice*, we have retained our unique method of “instruction by example” that is used in our more comprehensive text, *The Practice of Research in Criminology and Criminal Justice*. We believe this approach not only increases students’ understanding of complex research methods, but also conveys to students the vital role that research plays in our discipline.

The purpose of this book is to introduce students to the basics of scientific methods of research and show how they are actually used. Each chapter in this book combines instruction in research methods with investigations of key research questions in our field: What are the causes of violent crime? What is the best police response to intimate partner violence? How do gang members perceive their world? Are boot camps effective in reducing recidivism? Do community police officers perceive their roles as different from regular patrol officers? These and many other research questions are explored through the text in tandem with a discussion of research methods. These substantive examples will help you see how research methods are used in practice.

By the end of the course, students will not only have the ability to conduct research, but they will also be more adept consumers of knowledge claims about “truth” that bombard us on a daily basis. We are careful to describe the benefits and liabilities of each major approach to research and emphasize why employing a combination of them is often preferable to a single-method approach. Students will come to appreciate why the results of particular research studies must always be interpreted within the context of prior research and through the lens of social and criminological theory. Extensive exercises are provided at the end of each chapter that allow students to engage in different research tasks both individually and within groups.

ORGANIZATION OF THE BOOK

The way this book is organized reflects our beliefs in making research methods interesting, teaching students how to critique research, and viewing specific research techniques as parts of an integrated research strategy. Our concern with ethical issues in all types of research is underscored by the fact that we have a new chapter devoted exclusively to

research ethics in addition to sections on ethics in every methodology chapter. The first two chapters introduce the why and how of research in general. Chapter 1 shows how research has helped us understand the magnitude of and the factors related to youth violence. Chapter 2 illustrates the basic stages of research with a series of experiments on the police response to intimate partner violence. Chapter 3 is a new chapter that highlights issues of research ethics by taking you inside Philip Zimbardo's prison experiment and Stanley Milgram's research on obedience to authority. It also introduces you to different research philosophies. Chapters 4 and 5 discuss how to evaluate the way researchers design their measures and draw their samples. Chapter 6 explores issues related to making causal connections and provides a summary of the strengths and limitations of various research designs in making causal conclusions. It offers a detailed discussion of how true experimental designs are the gold standard when making causal inferences.

Chapters 7 and 8 present the other important methods of data collection: surveys and qualitative methods (including participant observation, intensive interviews, and focus groups). Chapter 9 examines methodologies that rely on existing content and includes a discussion of secondary data analysis, historical and comparative research, content analysis, and crime mapping, along with a discussion of triangulation methods. Chapter 10 covers evaluation research and policy analysis and highlights the different alternatives to evaluation along with a discussion of the most appropriate methods to use for each evaluation question (e.g., process versus impact). In this chapter, you will see how various methods have been used to investigate the effects of several programs and policies, including problem-oriented policing and boot camps. You will also see why "evidence-based" policy is increasingly in demand and how meta-analyses help policy makers summarize the findings of a large body of research.

In Chapter 11, we work through an analysis of survey data on self-reported delinquency to see how these statistics are used to answer actual research questions. We finish up in Chapter 12 with an overview of the process of and techniques for reporting research results along with some ethical problems in writing.

The substantive studies in each of these chapters show how each methodology has been used to improve our understanding of criminal justice–related issues, including the factors related to violence, how question wording affects estimates of victimization in surveys, how gang members perceive their world, how community police officers describe their role in comparison to regular patrol officers, the perceptions of jurors who have participated in a death penalty case, the effects of inmates' classification on institutional misconduct in prison, and the effects of poverty on homicide in a cross-national comparison, to name just a few of the examples provided.

DISTINCTIVE FEATURES OF THE BOOK

The most distinctive feature of this text compared with others in the field is the integration into each chapter of in-depth substantive examples from real criminal justice–related research. Examples from the literature are not simply dropped here and there to keep students' attention. Rather, each chapter presents a particular research method in the

context of a substantive research story. As such, this book's success is due in no small measure to the availability in the research literature of so many excellent examples. The following points are additional strengths of this edition:

Expanded coverage of ethical issues. We have added a new chapter on research ethics (Chapter 3) that includes up-to-date information on institutional review boards. You will learn about issues in ethical practice through research examples from Philip Zimbardo's prison experiment and through Stanley Milgram's research investigations of obedience to authority. However, because we believe that every step in the research process raises ethical concerns, every chapter still reviews the relevant ethical issues in the context of each method of data collection, data analysis, and reporting including a new discussion of plagiarism in the chapter on reporting results (Chapter 13). The end-of-chapter "Making Research Ethical" exercises also remain in all chapters.

Streamlined introduction to research. We have incorporated a discussion of how victimization and offending are measured into the research story line of Chapter 1. It highlights the major sources of data including the Federal Bureau of Investigation's Uniform Crime Reporting Program and National Incident-Based Reporting System, the National Crime Victimization Survey, and various surveys that measure offending behavior. We have also moved the discussion of validity and generalizability from Chapter 1 to Chapter 2 and updated the discussion to introduce the concept of "authenticity." We changed the discussion of these concepts to revolve around the research presented in the chapter on arrest and intimate partner assault, which we believe will increase the understanding of these difficult concepts. A case study of a literature review on the deterrence value of arrest in cases of intimate partner assault has also been added to Chapter 2 to illustrate guidelines for effective literature searches.

Examples of criminological research as they occur in real-world settings. We include interesting studies taken from the literature on a variety of topics including the causes and correlates of violence, the efficacy of arrest for intimate partner assault, the perceptions of police officers regarding community policing, and an investigation into the lives of gang members, to name just a few. These real-world research examples illustrate the exigencies and complexities that shape the application of research methods.

Updated discussion of causation that includes more field experiments and other unique methods. The discussion of causation has been incorporated with several new field experiments from the literature, including research examining the impact of a criminal record on finding a job, the specialization of offending patterns in recidivists, the impact of drug courts on recidivism, and the impact of the Youth Criminal Justice Act in Canada.

Expanded discussion of increasingly utilized methods such as systematic observation and crime mapping. We have expanded the discussion of systematic observation and crime mapping within Chapters 9 and 10. We have also added a series of photos and video clips that can be utilized on the Student Study Site and used for coding exercises. These

examples of systematic observation were obtained by Peter K. B. St. Jean (2007) for his research published in *Pockets of Crime: Broken Windows, Collective Efficacy, and the Criminal Point of View*.

New discussion of evidence-based policy and meta-analysis in the evaluation chapter. Because of the increasing demand for systematic reviews upon which to base policy decisions, the evaluation chapter now includes a discussion of evidence-based policy and meta-analysis. This section highlights a study examining the effectiveness of school-based anti-bullying programs.

Streamlined reporting results chapter. Chapter 12 now focuses exclusively on reporting results. We have expanded the section on participatory action research (PAR) and included a researcher's narrative of the PAR process that resurrected a college program in prison and evaluated its outcomes. We have also incorporated a discussion of plagiarism into the ethics section of this chapter.

End-of-chapter exercise with new "How to Use Excel" appendix on the Student Study Site. In addition to individual and group projects, each chapter includes exercises to give you experience in data analysis using IBM® SPSS® Statistics, the Statistical Package for the Social Sciences, or Excel. In addition, real data sets are provided to enhance your learning experience, including subsets of the National Crime Victimization Survey, a state-level file containing crime rates and other variables that measure structural characteristics of each state, such as the poverty rate, the divorce rate, and so on. Each chapter also provides updated end-of-chapter web exercises.

Aids to effective study. Lists of main points and key terms provide quick summaries at the end of each chapter. In addition, key terms are highlighted in boldface type when first introduced and defined in text. Definitions for these also can be found in the glossary at the end of the book. The instructor's manual includes more exercises that have been specially designed for collaborative group work inside and outside the classroom. Appendix A, "Conducting Literature Reviews and Finding Information," provides up-to-date information about using the Internet. The Student Study Site also provides invaluable tools for learning.

We are excited to introduce our unique approach to learning research methods in this *Fundamentals* book. If we have communicated the excitement of research and the importance of evaluating carefully the methods we use in research, then we have succeeded in representing what social scientists interested in issues related to criminal justice and criminology do. We think it conveys the latest developments in research methodology in a comprehensive yet very accessible manner.

We hope you enjoy learning how to investigate research questions related to criminal justice and criminology and will perhaps be inspired to do some research of your own along the way. We guarantee that the knowledge you develop about research methods will serve you well throughout your education, in your career, and in your community.

SUPPLEMENTS

Companion Student Study Site (<http://www.sagepub.com/bachmanfrccj2e>)

This web-based Student Study Site provides a variety of additional resources to enhance students' understanding of the book content and take their learning one step further. The site includes self-study quizzes, e-flashcards, a new "Learning From SAGE Journal Articles" feature, web exercises, real crime data including a subset of the National Crime Victimization Survey data and the General Social Survey, and appendices on how to use SPSS and Excel. It also contains interactive exercises with criminal justice and criminology tracks specifically designed to help students get into the latest research in the field.

Instructor Resources Site

A password-protected instructor resources site is available with this text. It offers a variety of resources to supplement the book material, including lecture outlines, PowerPoint® slides, test questions with answers, and student project ideas. The site also contains articles on teaching criminal justice research methods, film and software resources, and web resources.

A Note About Using IBM® SPSS® Statistics and HyperRESEARCH

To carry out the SPSS exercises at the end of each chapter and in Appendix D, you must have SPSS installed on your computer. The Student Study Site includes several subsets of data, including data from the National Crime Victimization Survey and the Uniform Crime Reports. Appendix D on the study site will also get you up and running with SPSS for Windows; you can then spend as much time as you like exploring the data sets provided, or even use your own data. You can also carry out analyses of the General Social Survey (GSS) at the University of California Berkeley website: <http://sda.berkeley.edu:7502/archive.htm>.

Appendix E on the study site contains a detailed discussion of what it is like to do qualitative research with the statistical software package HyperRESEARCH. In this appendix, you will learn how to begin a simple project in HyperRESEARCH by creating and managing data and ideas, coding, linking, modeling, and asking questions about your narrative data.

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We must first acknowledge our gratitude to Jerry Westby, whose hard work and guidance on this project are unrivaled. He has been more than an editor; he is an ideas man, a tenacious fact finder, a motivator, a therapist, and—most important—a friend. We are also indebted to Leah Mori for her attention to detail in marshalling the text through production, and to Teresa Herlinger for her meticulous copyediting and insightful suggestions for improvements. And finally, this text has been made more "user-friendly" by the herculean

efforts of graduate assistant extraordinaire, Erin Kerrison, whose meticulous reading of the text has made it much more accessible to those without a social research background.

Gratitude also goes to all the reviewers of our *Research Methods* books who have helped make this *Fundamentals* version what it is, including Ira Sommers, California State University, Los Angeles; Kristy Holtfreter, Florida State University; Amy Craddock, Indiana State University; James R. Maupin, New Mexico State University; William Wells, Southern Illinois University Carbondale; Gennifer Furst, The College of New Jersey; Lori Guevara, Fayetteville State University; Frank Cormier, University of Manitoba; Michael J. DeValve, Fayetteville State University; Brian Colwell, Stanford University; Susan B. Haire, University of Georgia; Lisa Anne Zilney, Montclair State University; and Stephen M. Haas, Marshall University. Reviewers of previous editions included Cathy Coughlan, Texas Christian University; Lucy Hochstein, Radford University; Mark Winton, University of Central Florida; Stephen Haas, Marshall University; Hank J. Brightman, Saint Peter's College; Eric Metchick, Salem State College; Kristen Kuehnle, Salem State College; Wilson R. Palacios, University of South Florida; and Phyllis B. Gerstenfeld, California State University–Stanislaus. Andre Rosay also provided an extensive and invaluable review of the first edition of this text. We also thank Lindsay R. Reed and Hanna S. Scott for their diligence and hard work in writing the instructor's manual, Ann Dupuis and Sharlene Hesse-Biber for the appendix on HyperRESEARCH software, Margarita Poteyava for writing the appendix on how to use Excel, and Kathryn Stoeckert as well as Heather Albertson and Peggy Plass for additional interactive exercises.

We continue to be indebted to the many students we have had an opportunity to teach and mentor, at both the undergraduate and graduate levels. In many respects, this book could not have been written without these ongoing reciprocal teaching and learning experiences. You inspire us to become better teachers!

Ronet is indebted to her colleagues in the Department of Sociology and Criminal Justice at the University of Delaware who are unwavering sources of support and inspire her by their exemplary dedication to mentorship, teaching, and the research process. Ronet is also indebted to an amazing circle of friends who endured graduate school with her and continue to be there for guidance, support, therapy, and laughter: Dianne Carmody, Gerry King, Peggy Plass, and Barbara Wauchope. You are the most amazing women in the world, and I am so blessed to have you in my life. She also thanks Alex Alvarez and Michelle Meloy, her other kindred spirits, for their support, guidance, and especially their humor; her mother, Jan, who remains her hero; and her father, Ron, for his steadfast critical eye in all matters of life.

Most important, Ronet would like to thank her husband, Raymond Paternoster, and their son, John, and Russ would like to thank his wife, Elizabeth Schneider Schutt, and daughter, Julia. They have provided love, support, patience, and remarkable joy in our lives.

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