LONDON SOUTH BANK UNIVERSITY

Unit Guide

Researching Crime

PCR-2-206

Faculty of Arts and
Human Sciences

Level 5
Semester 2
2009/2010

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Unit Details

Unit Title:	Researching Crime
Unit Level:	Level 5
Unit Reference Number:	PCR-2-206
Credit Value:	1
Student Study Hours:	150 hours
Contact Hours:	40
Private Study Hours:	110
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	SPS – Criminology Undergraduate Scheme
Year and Semester	2009/10 Semester Two
Unit Coordinator:	Demetris Hadjigeorgiou
UC Contact Details	Email: TBC
Office Hours:	By appointment via email
Subject Area:	Criminology
Summary of Assessment Method:	1 x 3,500 word research proposal

Short Description

The aim of this unit is to introduce students to the main issues involved in research methods within the social sciences with a particular focus on the criminological enterprise. The unit has three parts; the first part situates the study of research methods within a wider context through a consideration of the 'politics' of the research process. It also outlines the debates concerning the relationship between theory and research. The second part provides an insight into some of the various research methods available to social scientists through an examination of questionnaires, interviews, observation and ethnography. The third part goes on to examine the specific nature of research through a focus on various criminological studies on the study of crime, offenders, victims and the study of criminal justice institutions.
The unit will equip students with the skills necessary to be able to undertake social research, together with the analytical tools to be able to critically assess examples of criminological research and to consider the most appropriate methodological strategies for addressing particular research questions.

Aims of the Unit

1. to develop an understanding of the main conceptual and theoretical frameworks of social science research design;

2. to support students in the preparation of a well planned research proposal
3. enhance students' skills in information retrieval, data presentation and their skills of oral and written presentation;
4. enable students' appreciation in their own work of the ethical and organisational issues involved in undertaking social science research
5. enable students to learn about the development of a research proposal through critical exchange with others.

Learning Outcomes

By the end of the unit students will be able to:

- Achieve both a theoretical and technical understanding of various major research methods used in the social sciences.
- Carry out the design, implementation and evaluation of research on an independent basis.
- Identify an appropriate research strategy in terms of reliability, validity and sustainability, select and justify appropriate methodological tools.
- Develop research questions/ hypothesis.
- Design a research proposal.
- Critically review existing literature.
- Show an awareness of the theoretical context of particular methodological tools.
- Understand the relationship between theory and research.
- Apply the principles of research to their third year dissertations.

Transferable Skills
By the end of this Unit students should have acquired:

1. the ability to discuss and debate research methods issues in a group setting
2. the ability to comprehensively review methodological approaches used in criminological texts
3. the ability to work on tasks in small groups
4. the ability to present ideas in a group setting
5. the ability to work to deadlines
6. strong written and oral communication skills
7. the ability to use a range of sources, including the internet, and to write clearly and consistently
8. the ability to conduct research for an in-depth 3,500 project proposal.

Assessment of the Unit

You are required to submit a 3,500 research proposal. Please see the separate handout for details of essay titles and exact due date.

PLEASE ENSURE YOU SUBMIT <u>TWO </u>COPIES OF COURSEWORK FOR ASSESSMENT IN ORDER TO RECEIVE FULL COMMENTS AND FEEDBACK

The pass mark is 40% for the unit.

COURSEWORK LENGTH

It is important that you observe and keep to the word limit for this essay. The following penalties will apply if you go over the allotted word length.

Over 10% over word length - deduct 5 marks

Over 20% over word length - deduct 8 marks.

Over 25% over word length - deduct 10 marks.

Over 50% over word length - deduct 20 marks.

Feedback

Feedback will normally be given to students 20 working days after the submission of an assignment.

Introduction to Studying the Unit

Overview of Types of Classes
You will normally have a two hour lecture each week and a one hour seminar. The seminar will act as a workshop in which to explore your ideas for a variety of research topics in a group setting.

Importance of Student Self-Managed Learning Time
Please note that ALL STUDENTS are expected to read something in preparation for the weekly seminar. If you are unable to find the readings listed then you are expected to show initiative and research alterative sources which address the seminar topic. Active and informed participation in seminar discussions is vital for the success of this Unit. Please come to the class prepared to participate.

Employability

This Unit will provide students with the understanding and knowledge necessary for undertaking future work in a wide range of fields including a range of research institutes, social control agencies, government agencies, research and teaching.

Assessment Criteria

All coursework is assessed in relation to the individual learning outcomes for each unit. Requirements in relation to the level of conceptual analysis and acquired skills will intensify with the student's progression through the course.

The following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:I	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a

book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your <u>Student Handbook</u>. You must read this carefully.

It is vital when taking notes to:

(1) Note the FULL reference of the book/article at the top of the first page of notes.
(2) Keep a precise note of the <u>page numbers</u> of any quoted material (for example in the margins of your notes)
(3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay in accurately and carefully attributed.

Referencing
All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. There are two well-known systems of referencing which can be used for academic work. They are the *Harvard System* and the *Notes system*.

<u>*THE HARVARD SYSTEM*</u>:

This takes the form of giving details of the author and date of publication in square brackets after the relevant place in the text, for example [Pugh:1994]. The full reference to this text is then given in the Bibliography. When citing <u>specific arguments</u> or <u>using quotations</u> the page number must also be given in the bracket: e.g. [Thompson: 1963, p.66]

NOTE: When using sources which themselves quote or paraphrase other pieces of work always cite the source that <u>you have consulted</u>, e.g. Bentham believed.... [Garland:1985, p.77] The source in the bracket should be listed in the Bibliography.

Perry Library has a very detailed Help Sheet on the operation of the Harvard system. You should obtain a copy from the Library and read it carefully.

When constructing the Bibliography works should be listed by authors' surnames in alphabetical order. When you have used two more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter [a,b,c...] thus [Tilly: 1977a], [Tilly:1977b].

Titles of **books** and **journals** should always be underlined and the date of publication given. For your purposes it is not necessary to give place of publication OR publisher.

Books should be cited in the following manner:
K.LAYBOURN, Britain on the Breadline, (1990)
J.STEVENSON & C.COOK, The Slump, (1977)
Articles in readers [i.e. edited collections] are cited as follows:-
G.FENNELL, "The Second World War and the Welfare State in Britain: Sociological Interpretations of Historical Development," in L.JAMIESON & H.CORR, State, Private Life, and Political Change, (1990)

Articles in journals should be cited giving volume and issue number as well as date, for example:
J.TOMLINSON, "Planning: Debate and Policy in the 1940s," Twentieth Century British History, V.3(2), 1992

THE NOTES SYSTEM

With this system references are cited in the text by means of consecutive numerals and the sources given either at the bottom of the relevant page [**Footnotes**] OR gathered together in numerical order at the end of the text [**Endnotes**]. The footnote/end note usually gives full text citation the first time a particular source is used. Subsequent citations of the same source can be abbreviated. The text references are gathered together at the end of the essay for the Bibliography, set out in the manner described above. Many word processing programmes now have easily operated systems for creating and editing footnotes/endnotes.

You may use either of these referencing systems. BUT the important point is to be **consistent** and not to mix them.

Guidelines for Website Referencing for SPS

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

1. Individual Works: For example

Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. http://www.cix.co.uk/-harlend/y (Accessed 26 June 2008).

2. Electronic Journals: For example

Cumper, P. and Rodgers, M.E. (1997), Equality for All? Higher Education and the Disability Discrimination Act 1995 Web Journal of Current Legal Issues (Online). 1997, 3. Available from: http://www.ncl.ac.uk/-nlawwww/1997/issue3/cumper3.html (Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work along with its (Online) status and the (date accessed) for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example:

Harvard Reference in the body of the text: (Trangmar: (1999) (Online) (Accessed 26 June 2008))

Bibliography Reference: Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. http://www.cix.co.uk/-harlend/y (Accessed 26 June 2008).

MUTIMEDIA RESOURCES

PLEASE NOTE THAT WIKIPEDIA IS <u>NOT</u> AN ACCEPTABLE ACADEMIC SOURCE FOR COURSEWORK

A wide-range of resources are now available to you on the internet. When researching a particular topic it is useful to use a search engine such as www.google.com to locate web-sites relating to that topic. For journal articles and abstracts the best starting point is the University's Learning and Information Services (LISA) web-site www.lisa.lsbu.ac.uk. From the LISA site you can access Electronic Journals and Newspapers by following the instructions on the screen.

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references later in this guide, you should use the Web site LISA http://www.lisa.lsbu.ac.uk

Our Learning and Information Services have created this site as your starting point for information searching. Use it to find books and other printed materials held in the Library, in other libraries, and to access recommended

Web sites, electronic abstracting services and full text journal articles. You can also use it to renew your books.

LISA can be used by anyone anywhere, but access to its premium databases and full text article services is restricted to SBU campuses and members of the University at home who apply for off-campus access. Details for off-campus access are on Help Sheet 3 Off-Campus (Remote) Access on LISA at http://www.lisa.lsbu.ac.uk/helpsheets/index.html

For help with using books, journals and electronic materials use the Information Support Centre (ISC) on Level 3 East in the Perry Library (ext.6627) or Help Desks in the other Libraries. The ISC contains reference and statistics collections and over 15 PCs dedicated to information searching. Staff will guide you to the most appropriate sources.
You can also use our Information Quest package
http://www.lisa.lsbu.ac.uk/quest to learn how to search for materials for assignments.

Learning Resources

For weekly readings, please refer to the Weekly Teaching and Seminar programme below. You are expected to complement the lecture programme by reading about the issues covered. It is essential that you read throughout the course, this will ensure that the seminars will be useful as well as lively. Lectures are not intended to cover everything you need to know; they are an introduction to the issues and should serve as guides for your reading and learning. I have listed suggested readings for each week and have included a wider booklist at the end of the guide. Please do not limit yourselves to the references in this unit guide. A good way to achieve strong skills in research and a greater appreciation of the research process is to be aware of the methodological process of ALL the work you read and engage with as part of your entire degree programme, so read as widely as possible.

> **N.B:** Texts specifically focusing on the study of research methods within criminology are a relatively new addition to the literature, therefore be sure to consult material that explores the broader concept of research in the social sciences. There are numerous texts that can be found in the library on research methods and the study of methodology.

You may wish to purchase one or more of the following books, the first three are of particular significance for this course.

- Bryman, A. (2008) Social Research Methods Oxford: Oxford University Press, 3rd edition.
- Jupp,V, Davies,P & Francis,P. (2000) *Doing Criminological Research* London: Sage.

- King,R & Wincup,E. (2000) (eds) *Doing Research on Crime and Justice* Oxford: Oxford University Press.
- Coleman,C & Moynihan (1996) *Understanding Crime Data* Buckingham: Open University Press.
- Delanty, G. and Strydom, P. (2003) *Philosophies of Social Science* Maidenhead: Routledge
- Seale, C. (ed.) (2004) *Researching Society and Culture* London: Sage.
- Seale, C. (ed) (2004) *Social Research Methods: A Reader* London: Routledge
- Devine,F. & Heath,S. (1999) *Sociological Research Methods in Context* London: Macmillan.
- May,T (1997) *Social Research* Buckingham: Open University Press.

WEEKLY TEACHING PROGRAMME

WEEK 1
LECTURE: INTRODUCTION - THE CRIMINOLOGICAL ENTERPRISE

Seminar workshop: Work allocation - discussion of expectations of course / workshops and assessment/ accessing sources of criminological research.

Locate the *Code of Ethics for Researchers in the Field of Criminology* and ensure that you read it for next week.

Coleman,C & Moynihan (1996) *Understanding Crime Data* Buckingham: Open University Press.

Jupp,V. (1989) *Methods of Criminological Research* London: Unwin Hyman

Jupp,V, Davies,P & Francis,P. (2000) *Doing Criminological Research* London: Sage
King,R & Wincup,E. (2000) (eds) *Doing Research on Crime and Justice* Oxford: Oxford University Press.

WEEK 2
LECTURE: UNDERSTANDING KNOWLEDGE - LINKING THEORY AND RESEARCH

Seminar workshop: In this workshop we will be exploring the various ways in which social theory may influence the interpretation of research findings. Think about the various theoretical standpoints and come prepared to discuss them.

Bryman, A. (2004) *Social Research Methods* Oxford: Oxford University Press, 2nd edition, chapter 1

Davies,P. (2000) 'Doing research with female offenders' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

Delanty, G. and Strydom, P. (2003) *Philosophies of Social Science* Maidenhead: Routledge

Harding,S. (1990) *Whose Science? Whose Knowledge*? Open University Press.

Hudson,B. (2000) ' Critical reflection as research methodology' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

May,T (1997) *Social Research* Buckingham: Open University Press (chap1).

Maynard,M & Purvis,J. (1994) *Researching Women's Lives From a Feminist Perspective* London: Taylor & Francis.

Morgan,D. (1992) *Discovering Men*, London: Routledge.

Ramazanoglu,C. (1992) 'On feminist methodology: male reason versus female empowerment' *Sociology* 26/2.

Roberts,H. H (ed) (1981) *Doing Feminist Research* London: Routledge.

Seale, C. (ed.) (2004) *Researching Society and Culture* London: Sage.

Seale, C. (ed) (2004) *Social Research Methods: A Reader* London: Routledge

Stanley,L. (1991) (ed) *Feminist Praxis: Research* , Theory and Epistemology London: Routledge.

WEEK 3
LECTURE: UNDERSTANDING KNOWLEDGE - THE 'POLITICS' OF CRIMINOLOGICAL RESEARCH

Seminar workshop: Working in small groups, consider the various ways that research may be 'political'. Also, consider what it means to conduct ethical research.

Back, L. (2002) 'Guess who's coming to dinner? The political morality of investigating whiteness in the grey zone', in V. Ware and L. Back, *Out of Whiteness* Chicago: University of Chicago Press.

Back, L. (1992) 'Gendered participation: masculinity and fieldwork in a south London community', in D. Bell, et al (eds) *Gendered Fields*. London: Routledge.

Back, L. and Solomos, J. (1993) 'Doing research, writing politics: the dilemmas of political intervention in research on racism', *Economy and Society* 22/2: 178-99.

Bell, C. & Roberts,H. (1984) (eds) *Social Researching Politics, Problems, Practice* London: Routledge.

Bourgois, P. (2001) 'The power of violence in war and peace', in *Ethnography* 2/1.

Bulmer,M (1982) (ed) *Social Research Ethics* London: Macmillan.

Code of Ethics for Researchers in the Field of Criminology British Society of Criminology.

Gouldner, A. (1973) 'The sociologist as partisan', in *For Sociology*. Harmondsworth: Penguin.

Hammersley, M. (1995) *The Politics of Social Research* London: Sage.

Hammersley, M. (2000) 'Varieties of social research: a typology', *International Journal of Social Research Methodology* 3/3: 221-29.

Heller,F. (1986) *The Use and Abuse of Social Science*, London: Sage.

Homan,R. (1991) *The Ethics of Social Research* London: Longman.

Homan, R. (1998) 'The effects of social research', in I. Marsh, et al (eds) *Classic and Contemporary Readings in Sociology* Harlow: Addison Wesley Longman.

Hoyle,C. (2000) 'Being a 'nosy bloody cow': ethical and methodological issues in researching domestic violence' in King, R & Wincup, E. (eds) Doing *Research on Crime and Justice* Oxford: Oxford University Press.

Hughes,G. (2000) ' Understanding the politics of criminological research' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

May,T (1997) *Social Research* Buckingham, Open University Press. (chap 3).

Morgan,R. (2000) 'The Politics of criminological research' in King,R & Wincup,E. (eds) *Doing Research on Crime and Justice* Oxford: Oxford University Press.

Smith, G. (1990) 'Political Activist as Ethnographer' in *Social Problems* 37/4 629-648

Whyte,D. (2000) 'Researching the powerful: towards a political economy of method?' in King,R & Wincup,E. (eds) *Doing Research on Crime and Justice* Oxford: Oxford University Press.

WEEK 4
LECTURE: THE RESEARCH PROCESS - DEFINING AND FORMULATING THE RESEARCH PROBLEM

Seminar workshop: Working in small groups think about doing some research on investigating the relationship between 'drugs and crime'. The topic is sufficiently broad to allow you to narrow down this area to suit your own particular interests. Begin to think about how you could research this topic and construct your discussions in terms of writing a research proposal. Offer a variety of ways in which to research it drawing out the potential advantages and disadvantages of each approach.

Ackroyd,S. & Hughes,J. (1992) *Data collection in Context* London: Macmillan.

Bryman, A. (2004) *Social Research Methods* Oxford: Oxford University Press, 3rd edition, chapters 1, 26

Bell,C. & Robert,H (eds) (1984) *Social Researching Politics, Problems, Practice* London: Routledge.

Bulmer,M (1982) *The Uses of Social Research* Allen and Unwin.

Francis,P. (2000) 'Getting criminological research started' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

Gilbert,N. (1993) *Researching Social Life*, London: Sage.

Hakim,C. (1987) *Research Design: strategies and choices in the design of social research* Unwin Hyman.

Jupp, V. (2000) 'Formulating research problems' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

Jupp,V, Davies,P & Francis,P. (2000) *Doing Criminological Research* London: Sage.

Kane,E. (1985) *Doing Your Own Research*, London: Sage.

May,T (1997) *Social Research* Buckingham: Open University Press. (chap 3).

WEEK 5
Library Sessions

This week will involve a library session with Brenda Spooner. This session will focus on all of the major Criminological and associated databases that you are required to be familiar with as part of your studies. This guidance will prepare you for your forthcoming assignment and your dissertation next year. It is therefore important that you attend this session.

You will be split into two groups running at:
Group 1 - 9.15 – 10.45
Group 2 - 11- 12.30

Please meet Brenda Spooner in the TRAINING ROOM – PERRY LIBRARY

WEEK 6
LECTURE: 'DOING RESEARCH' I – SURVEYS AND QUESTIONNAIRES

Seminar workshop: Working in small groups construct a postal questionnaire schedule, which you believe, will operationalise the concept 'fear of crime'.

Administer the questionnaire to other members of the group, recording any problems encountered, consider the following:

Are the questions clear/ ambiguous?
Are any of the questions leading/ in what way?
Does the question ask for information that the respondent can give?
Are any of the questions too sensitive ?
Will respondents give an honest response?
Consider the concepts of validity (does the question measure what it seeks to?) and reliability (could the question be replicated by others?).

Bryman, A. (20084) *Social Research Methods* Oxford: Oxford University Press,2nd edition, chapters 3,4,5,6,7

De Vaus (1992) *Surveys in Social Research* chapters 3,4 and 6, London: UCL Press.

Ditton,J. et al (1998) 'Measuring fear of crime' *Criminal Justice Matters* no. 31 Spring 10-12.

Ditton,J. et al (2000) Crime surveys and the measurement problem: fear of crime' in Jupp,V, Davies,P & Francis,P. *Doing Criminological Research* London: Sage.

Gabriel, U. & Greve,W. (2003) ' The Psychology of the fear of crime: conceptual and methodological perspectives' *British Journal of Criminology*, 43/3:600-614.

Gilbert,N. (1993) (ed) *Researching Social Life* Chapter 8 London: Sage.

Hale,C. (1996) 'Fear of Crime; a review of the literature' *International Journal of Victimology*

Seminar workshop: Discuss participant observation, using an exercise - taking fieldnotes – in class discuss various ways of observation, writing up notes, and interpreting findings.

Alexander, C. (2000) *The Asian gang: ethnicity, identity, masculinity,* Oxford: Berg

Bourgois,P. (1995) *In Search of Respect: Selling Crack in El Barrio*, New York: Cambridge University Press.

Bourgois,P. (1996) ` In search of masculinity' *British Journal of Criminology* 36/3: 412-444.

Bryman, A. (2004) *Social Research Methods* Oxford: Oxford University Press, 2nd edition, chapter 13, 14

Burgess,R. (1984) *In the Field* Cambridge: Allen & Unwin.

Coffey,A. (1999) *The Ethnographic Self: fieldwork and the representation of identity*, London: Sage.

Ellen,R. (1984) *Ethnographic Research*, London: Academic Press.

Gilbert,N. (1993) *Researching Social Life*, London: Sage.

Hammersley,M. (1990)' What's; wrong with ethnography ? myth of theoretical description ,*Sociology* 24/4

Hammersley,M. (1990) *Reading Ethnographic Research* London: Longman.

Hobbs,D. (1988) *Doing the Business*, Oxford: Clarendon.

Hobbs,D & May,T. (1993) *Interpreting the Field: Accounts of Ethnography* Clarendon Press.

Hobbs,D. & Hall,S. (2000) *Bouncers: The Art of Economics of Intimidation*, Final Report to the ESRC.

Marks, M. (2004) ` Researching Police Transformation: The Ethnographic Imperative, *British Journal of Criminology*, 44/6: 866-888.

May,T (1997) *Social Research* Buckingham: Open University Press. (chap 7)

Silverman,D. (1993) *Interpreting Qualitative Data Methods for Analysing Talk, Text and Interaction* London: Sage.

Stanley,L. (1990) ' Doing ethnography, writing ethnography: a comment on Hammersley' *Sociology* 24/4.

Wardhaugh,J. (2000) ' "Down and outers": fieldwork amongst street homeless people' in King,R & Wincup,E. (eds) *Doing Research on Crime and Justice Research* Oxford: Oxford University Press

WEEK 8 – 'DOING' RESEARCH III - INTERVIEWING

Seminar workshop: Develop a semi-structured interview schedule. Pay particular attention and note the differences between the survey questionnaire of previous weeks and the interview. Carry out the interview; with one person as the interviewer, one person as the interviewee and one person as the observer. Record the experience taking account of both strengths and weaknesses of the interview.

Bryman, A. (2004) *Social Research Methods* Oxford: Oxford University Press, 2nd edition, chapter 15

Denzin, N. and Lincoln, Y. (2005) *The Sage Handbook of Qualitative Research* London: Sage Publications

Mason,J. (1996) *Qualitative Researching* , Chapter 3, London: Sage.

May,T (1997) *Social Research* Buckingham: Open University Press. (chap 5,6).

Robson, C. (2002) *Real World Research* Oxford: Blackwell Publishers

Rubin, H. (1995) *Qualitative Interviewing: the art of hearing data*, London: Sage.

Silverman,D. (1993) *Interpreting Qualitative Data Methods for Analysing Talk, Text and Interaction* London: Sage.

Silverman, D. (2000) *Doing Qualitative Research* London: Sage Publications

Seale, C. (ed) (2004) *Social Research Methods: A Reader* London: Routledge

Sarantakos, S. (2005) (3rd Ed) *Social Research* Basingstoke: Palgrave MacMillan

WEEK 9
ASSIGNMENT TUTORIALS
This is an opportunity for you to sign up to see me to discuss your forthcoming assignment. Please come prepared to discuss your project proposals in depth.

It is important that you consider the following before your tutorial -

- be clear about the topic you will be addressing
- be sure that you have sufficiently narrowed down your topic
- develop aims and objectives for the proposed research
- be able to articulate and provide the literature context
- provide an academic rationale for the research
- articulate your intended methodology
- give consideration to the strengths and weaknesses of your chosen approach

EASTER BREAK

WEEK 10
LECTURE: THE FUTURE OF RESEARCH - the comparative dimension

Seminar workshop: Critically outline and discuss the usefulness of doing comparative research in criminology – use a range of examples to support your views.

Brown,J. & Heidensohn,F. (2000) *Gender and Policing*, London: Macmillan.

Hantrais,L. *Doing Cross National Research*, Aston University Press

Mangen,S. (1987) *Comparative Social Research: The East West Dimension, Aston* University Press.

Mawby,R. (ed) (1999) *Policing Across the World: Issue for the Twenty-first Century*, London: UCL Press.
`
May,T (1997) *Social Research* Buckingham: Open University Press. (chap 9)

Oyen,E. (1990) *Comparative Methodology: theory and practice in international social research*, London: Sage.

Week 11
ASSIGNMENT TUTORIALS

Please sign up to see me and come prepared to discuss your project proposals in depth.

It is important that you consider the following before your tutorial -

- be clear about the topic you will be addressing
- be sure that you have sufficiently narrowed down your topic
- develop aims and objectives for the proposed research
- be able to articulate and provide the literature context
- provide an academic rationale for the research
- articulate your intended methodology
- give consideration to the strengths and weaknesses of your chosen approach

WEEK 12 LECTURE: Conducting your Third Year Dissertation

This session is dedicated to a discussion of your dissertation ideas for next year. Please ensure that you come prepared to share with the group your research ideas. Consider possible dissertation topics together with an idea of the methodological approaches you might take to carry out the research.

Additional reading list for Researching Crime

Alexander, C. (2000) *The Asian gang: ethnicity, identity, masculinity,* Oxford: Berg

Baker,T. (1988) *Doing Social Research*: McGraw-Hill.

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