

Course Outline

COURSE: CRCJ 3001D Quantitative Research Methods in Criminology

TERM: Winter 2023

PREREQUISITES: CRCJ 1000 and Third-Year Standing

CLASS: **Day & Time:** Wednesdays from 2:35pm – 5:25pm
Room: This course is ONLINE through ZOOM

INSTRUCTOR: Dr. Jordan Babando

CONTACT: **Office:** Dunton 1721
Office Hrs: By appointment
Telephone:
***Email:** jordanbabando@cunet.carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/131451>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyanànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyanànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogog kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present,

COURSE DESCRIPTION

This course will engage with quantitative methodologies in criminology. Topics will include the collection and measurement of variables, reliability and validity of data collection and analysis, research design, and quantitative research ethics. While I understand that learning statistics is often frightening for many students, I assure you that I will do my best to present the material in a fun and practical way, and to provide students with the confidence required to overcome statistical fears.

LEARNING OUTCOMES

This course aims to provide students with a foundation in quantitative methodologies with a focus on criminology research. This course offers students an overview of various descriptive and inferential statistics, and provide hands on experience through a balance between writing out statistical equations and the use of IBM SPSS software. Students of this course will learn:

1. The basic functions of IBM SPSS software for organizing and analyzing quantitative data.
2. How to select the proper quantitative approach to address particular questions in criminology.
3. How to design, collect, analyze, interpret, and present quantitative data for various audiences.
4. To engage with, consider, and address ethical issues in quantitative research.
5. How to engage with Indigenous and Inuit communities and decolonized research methodologies.
6. How to more adequately and critically interpret and reflect upon existing quantitative research in the field and more broadly.

TEXTS

Salkind, N. & Frey, B. (2019). *Statistics for People Who (Think They) Hate Statistics: 7th Edition*. Sage

Additional/Recommended

Walter, M., & Andersen, C. (2016). *Indigenous statistics: A quantitative research methodology*. Routledge.

Panter, A. T., & Sterba, S. K. (Eds.). (2011). *Handbook of ethics in quantitative methodology*. Routledge.

NOTE: Please download IBM SPSS software from the University software catalogue.

COURSE CALENDAR.

Week	Topic	Readings
Week 1 (Jan 11)	Introduction – Statistics, OH MY!	Chapter 1
Week 2 (Jan 18)	Averages and variability	Chapter 2 & 3
Week 3 (Jan 25)	Ice cream predicts crime? Correlation versus causation.	Chapter 5 (Quiz 1)
Week 4 (Feb 1)	Validity and reliability	Chapter 6 (Quiz 2)
Week 5 (Feb 8)	Parametric tests	Chapter 11-13
Week 6 (Feb 15)	Non-Parametric tests	Chapter 17 & 18 (Quiz 3)
Week 7 (Feb 22)	READING WEEK	(No class or readings)
Week 8 (March 1)	The research proposal	Articles on Brightspace (Podcast Assignment is due)
Week 9 (March 8)	Decolonizing Research and Indigenous Statistics	Introduction and Chapter 1 in Walter & Andersen (Take-Home Assignment 1)
Week 10 (March 15)	Ethics in research	Articles on Brightspace
Week 11 (March 22)	Data collection – Survey Says!	Chapter 19 and Article on Brightspace (Take-Home Assignment 2)
Week 12 (March 29)	Presenting data	Chapter 4 and Article on Brightspace (Take-Home Assignment 3)
Week 13 (April 5)	The future of statistics in criminology and Class wrap up	Articles on Brightspace (Research Proposal is Due)

EVALUATION

Class Participation	10% (Show up, ask thoughtful questions, and/or engage in discussion)
Mini quizzes/assignments	30% (5% each x6)
Podcast	15%
Research Proposal	45%

Evaluation Details

Class participation: Showing up for the online class is very important for understanding and mastering the subject matter. Grading is based on showing up to class, although there is also weight on participation where students are expected to contribute thoughtful questions, and/or engage in meaningful discussion. Keeping your cameras on is greatly appreciated.

Mini Quizzes/Take-Home Assignments: Students will be provided with 3 quizzes, and 3 take-home assignments. The quizzes will only be about 5 questions each that will test written statistical equation skills. Quizzes will be provided at the end of the class lecture and will only be accessible within a 5-minute window so it will be essential to show up for the lecture and pay attention to find out when the instructor will open the quiz on Brightspace. The three take-home assignments will request students engage with practical research tasks such as completing a mini-ethics application, a research recruitment poster, and an academic journal reflection. Please refer to the course schedule below for the quiz/assignment dates.

Podcast Assignment: Student will work alone or pair up (2 students) to create a podcast with a topic of their choosing. Topics must relate to the course material and be discussed and approved by the instructor or teaching assistant. Podcasts are audio recorded presentations that should be 6-8 minutes in length. Furthermore, podcasts are expected to be relevant to course material and critically engaging rather than simply descriptive. Examples of podcasts will be uploaded to Brightspace and further details will be provided in class.

Research Proposal: Students can complete this alone or with a partner (Can be the same partner for the podcast) and write an 8-10 page research proposal. Again, topics must relate to the course material and be discussed and approved by the instructor or teaching assistant. Students working with a partner are expected to equally contribute to the assignment tasks and engage in proper and respectful communication. Students will be graded based on presentation and organization of the paper, relevance of the topic, clear research question/statement, proper justification of chosen methodology, well supported background information, and grammar and spelling. Specific details will be provided on Brightspace and the research proposal will be discussed in detail during the week 8 lecture.

Late Assignments (Contact the instructor and not the teaching assistant regarding late/missed assignments)

Students are expected to hand in assignments on time and show up for all in class quizzes. It is the responsibility of the student to contact the instructor in advance if there is some conflict with the due date, or with quiz dates – although accommodation is not guaranteed without filling out a *Self-declaration for Academic Considerations* form. If you missed an in-class quiz due to some acceptable extenuating circumstance or illness, then you must arrange a makeup with the instructor. Late assignments will be penalized 5% per day.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary

compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgment;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>