



Institute of Criminology and Criminal Justice

COURSE:	CRCJ 3001C: Quantitative Research Methods in Criminology
TERM:	Winter 2021
PREREQUISITES:	CRCJ 1000 & third-year standing
CLASS:	Day & Time: Wednesday, 11:35 am -2:30 pm Location: Online (Asynchronous - Recorded)
PROFESSOR:	Kanika Samuels Wortley
CONTACT:	Office: On-line via Big Blue Button (BBB) in CuLearn Wednesday's, 3pm - 4 pm , or by appointment Email: kanika.samuelswortley@carleton.ca, or via cuLearn

Course Description

The purpose of this course is to introduce students to quantitative research methods in Criminology. The course will identify common quantitative concepts and measurements, sampling, and ethical principles. By reviewing relevant criminologically focused studies, engagement through on-line lectures, mini assessments, and virtual discussions, students will begin to identify strategies to help develop their own quantitative research projects.

Upon completion of this course, students should be able to:

- Describe commonly used data gathering techniques in quantitative research.
- Critique and apply ethical principles to promote responsible research design, specific to Indigenous, racialized, and marginalized populations.
- Identify an appropriate quantitative analysis technique to investigate research questions.
- Communicate a proposed research project clearly and concisely in written, spoken, and visual form.

Course structure: Online

The class will be delivered asynchronously. Students will be able to watch and hear audio-visual materials and participate in on-line discussion forums via cuLearn. Course materials (syllabus, assignment details, most required readings, and dropboxes for assignments) will be available on cuLearn.

Required Text:

- Alan Bryman, Edward Bell, and James J. Teevan (2019) Social Research Methods, Fifth Canadian Edition. Oxford University Press.
- Maggie Walter and Chris Andersen (2013) Indigenous Statistics: A Quantitative Research Methodology. Routledge Taylor & Francis Group.

Additional Readings

- (*Suggested reading*) -- Bryman, A. (2008). The research question in social research. What is its role? International Journal of Social Research Methodology, Vol 10 (1), pg. 5-20.
- (*Suggested reading for February 24th guest lecture*) -- Wortley, S. and Owusu-Bempah, A. (2009). Unequal before the law: Immigrant and racial minority perceptions of the Canadian criminal justice system. Journal of International Migration and Integration, Vol. 10(4), pg. 447-473.

Please note, links to additional articles and excerpts will be made available electronically on Ares through the cuLearn site for this course. It is your responsibility to go through the syllabus carefully and ensure that you make the time to get and read the material.

Note on Class:

To promote active learning in an engaging and comfortable environment, I will create a discussion forum on CULEARN, where any student enrolled in the class can post questions, anonymously, related to the course. I trust that we are all mature adults, and thus only appropriate questions related to the class will be posted. I understand that quantitative methods may initially be daunting for some so this is an opportunity to be open, transparent and allows for you to ask any questions without feeling singled out. I encourage to you to post questions here. I will address posted questions, first thing, before each recorded lesson.

Course Requirements and Assessments

<u>Assessment</u>	<u>Due Date</u>	<u>Weighting</u>
Instructor Meet/Greet	Within first 2 weeks of class	5%
4 Mini Assessments (each worth 5%)	Dates outlined below	20%
Annotated Bibliography	February 24, 2021	25%
Presentation	Submit by March 29 th , 2021	20%
	Presentations will be viewed On March 31 st	
Research Proposal	April 7 th , 2021	30%

Total

100%

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.

A+ = 90-100 B+ = 77-79 C+ = 67-69 D+ = 57-59

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52 F= Below 50

Instructor Meet/Greet

As I won't have the pleasure of meeting you all in person, I would like to briefly meet with you, individually (virtually, of course), within the first two weeks to "check in". This is an opportunity to put a face to a name, but also gives you the opportunity to share any comments or concerns about the course. I will have a sign-up sheet with time slots on cuLEARN by the first class. I look forward to meeting you all!

Mini Assessments

Twenty percent (20%) of your grade will be based on the completion of 4 mini assessments – each assessment is worth 5%. Each mini assessment is to demonstrate your understanding of class material. To do well on the assessments, one should view each week's recording to gain additional insight into the required readings.

The assessments require you to write answers to the questions below. Responses are to be 1 page in length (single-spaced) and must be based on class lessons. Therefore, it is important to watch all recordings to demonstrate your ability to draw on lessons to provide an adequate assessment of the material. Further details will be provided early on the course.

- Mini assessment 1 – Due Week 3 (January 27th), What are the pros and cons of quantitative research?
- Mini assessment 2 – Due Week 5 (February 10th), Identify three (3) ethical concerns in relation to quantitative research involving racialized and/or Indigenous peoples.
- Mini assessment 3 – Due Week 9 (March 10th), Identify three (3) types of variables and explain what they are.
- Mini assessment 4 – Due Week 11 (March 24th), What quantitative strategy do you think is most effective for answering the following research question (_____). Please identify appropriate variables to use for analysis as well as a suggested type of analysis (i.e. univariate, bivariate, multivariate). Explain.

Annotated Bibliography

By the end of the course, each student will present a research proposal that explores a criminological research question (a list of research questions will be presented early in the term). The proposed study will identify a clear quantitative method of analysis. We will be working through your proposed study throughout the duration of the course. The first stage involves developing an annotated bibliography. The purpose of this bibliography is to identify previous research and thus demonstrate a working knowledge of your proposed study. You are required to find a minimum of five (5) academic articles to include in your annotated bibliography. The annotated bibliography is due on week 7 (February 24th). The annotated bibliography is worth 25% of your grade. Additional criteria will be provided early in the term.

Presentation

As part of your proposed study, each student is required to present their research in a 10-minute presentation. The presentation can either be done individually or with a group (of no more than 4) who are exploring the same criminological question. Each presentation should demonstrate an understanding of the course material. Therefore, you will explain your method of analysis, explain why the selected analysis was chosen, and any critiques of your chosen analysis. Presentations will be recorded by the student(s) and then posted on CuLearn by Monday March 29, 2021. The last two weeks of the course are designated to view all presentations.

I will post each presentation for viewing on March 31st. Students are required to submit brief comments for 5 presentations (no more than 5 to 10 sentences). A rubric will be provided later in the term. The presentation is worth 20% of your final grade (15% for the presentation, 5 % for submitted comments)

Research Proposal

The final research proposal is worth 30% of your final grade. The proposal should be written in an essay format (approximately 10-15 pages in length, double-spaced, not including the cover letter or bibliography).

This assignment will thoroughly outline your research study. Your proposal will provide detailed information on your research topic, questions, methods, ethics and more. The aim of the proposal is to expand on your presentation and critically explore your research question.

You will:

- a) present your research problem
- b) engage with related literature (based on your developed annotated bibliography)
- c) provide a detailed description of your selected quantitative approach

d) discuss any ethical challenges;

e) and finally, provide a timetable which outlines each stage of your proposed research study.

Details of the assignment will be handed out later in the term. A rubric will also be provided.

The research proposal will be handed in electronically through the course website on CULEARN by Wednesday April 7th, 2021, by 11:59 pm.

Useful Resources:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: carleton.ca/csas.

Course Schedule and Readings

(Readings are subject to change)

January 13th - Introduction to Course, general discussion on research designs

Required reading: Bryman and Bell - Chapter 1 - General research orientation (pg. 2-24)

Suggested reading: Bryman, A. (2008). The research question in social research. What is its role?

January 20th - Research Designs

Required Reading: Bryman and Bell: Chapter 2 - Research Designs (pg. 27-48)

January 27th -Research Ethics

Required Reading: Bryman and Bell Chapter 3 - Research Ethics (pg. 50-66)

Required Reading: Indigenous Statistics: Introduction Pg. 7-9

February 3rd - The Nature of Quantitative Research

Required: Bryman and Bell - Chapter 4 (pg. 74-92)

Main Steps in Quantitative Research, Concepts and Their Measurement, Reliability and Measurement Validity, Reflections on Reliability and Validity, Main Goals of Quantitative research, Critiques of quantitative research

February 10th - Decolonizing Quantitative Data

Required Reading: Walter and Anderson -- Indigeneity and the Statistical Lens Pg. 12-16, Indigenous Statistics: Deficit Indigenes Pg. 21-33.

Suggested reading: Paper Genocide: The Erasure of Native People in Census Counts. Retrieved from <https://rewirenewsgroup.com/article/2019/12/09/paper-genocide-the-erasure-of-native-people-in-census-counts/>.

Annotated Bibliography is due today!

-----February 17th READING WEEK-----

February 24th - Survey Research

Required Reading - Bryman and Bell - Chapter 5 (pg. 95-130)

Survey Research: Structured Interviewing and Questionnaires
Open or Closed Questions?, Types of Questions, Rules for Designing Questions, Issues Related to Conducting Interviews Questionnaires, Secondary Analysis of Survey Data

March 3rd - Quantitative Sampling

Required Reading: Bryman and Bell - Chapter 7 (pg. 146-167)

Sampling Error, Types of Probability Sample, The Qualities of a Probability Sample, Sample Size, Types of Non-probability Sampling, Limits to Generalization, Content Analysis Sampling
Reducing Non-response

March 10th - Quantitative Data Analysis - Part 1

Required Reading: Bryman and Bell - Chapter 8 (pg. 170-180 - up to bivariate analysis section)

Missing data, Types of Variables, Univariate Analysis.

March 17th – Quantitative Data Analysis – Part 2

Required Reading: Bryman and Bell – Chapter 8 (pg. 180-194)

Bivariate analysis, statistical significance and inferential statistics, Multivariate analysis.

March 24th -- Conducting a Research Project/Writing up social research

Required Reading: Bryman and Bell -- Chapter 15 (pg. 346-350), Chapter 16 (pg. 360-371)

March 31st – Presentations (No assigned readings)

April 7th – Final Paper is due (No assigned readings)

Policies

Late Work/Missed Exam

You are expected to take responsibility for making appropriate judgements to ensure your assignments are submitted by the due date. It is also your responsibility to back up your work either electronically or by photocopying the work for your own reference. Please alert me to any difficulties that you may be experiencing with course work in a timely manner so that I can provide appropriate assistance and/or direct you to someone who can.

*Mini assessments are due by the end of scheduled class time (Wednesday 2:25 pm). Assignments will not be accepted after this time.

*The annotated bibliography is due on February 24th. Students acknowledge that their mark will be deducted by 5% per day. Late bibliographies will not be accepted after March 3rd.

* Essays are due April 7th, 2021 Thus, you can hand in your paper (via CULEARN) by 11:59 pm on that day. Late essays will not be accepted after April 14th.

Students acknowledges that their mark will be deducted by 5% per day.

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are responsible for informing you as soon as possible and for making alternate arrangements to complete the missed work. *In all cases this must occur no later*

than three (3) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

Email Correspondence

Do not hesitate to reach out to me by email between Monday to Friday from 9 am to 4 pm. You will receive a response within 48 hours. If you would like to schedule a time to meet outside of the virtual office hours, I will do my best to accommodate your request.

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 Faculty of Public Affairs 20 Teaching Regulations 2019-20 as soon as possible after the need for accommodation is known to exist. For more details [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 must 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>

STATEMENT ON PLAGIARISM

The University Senate defines plagiarism as *“presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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 & COPYRIGHT

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 recorded lectures, 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 recorded lectures, voice over PowerPoints, lecture notes, or any other course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

