

# *CRIM315- Research Methods and Analysis in Criminology*

## *Fall 2021 (15 Week Session)*

**Instructor:** Amie D. Bowman

**Contact Information:** [abowma4@gmu.edu](mailto:abowma4@gmu.edu)

**Course Meetings:** Blackboard Ultra

Class meets via Blackboard Ultra on Wednesdays, starting Wednesday, 25 August and ending Wednesday, 1 December, from 9:00am-10:15am.

**Office Hours:** 9-10am US eastern time on Fridays or by appointment.

### **Important Dates**

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website at <https://registrar.gmu.edu>).

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

*These guidelines were developed by the Curriculum Committee and ratified by the College Faculty on December 1, 2008.*

<b>Class Start</b>	<b>Last Day to Free Drop/Add</b>	<b>Deadline: Withdrawal with 50% Tuition Loss</b>	<b>Deadline: Selective Withdrawal with 100% Tuition Loss</b>	<b>Last Day of Class</b>	<b>Final Exam</b>
25 Aug 2021	30 Aug 2021	27 Sep 2021	27 Oct 2021	1 Dec 2021	8 Dec 2021

**\*\*Note:** there will be no class on November 24th for the Thanksgiving Holiday

## Course Description

This course will introduce students to research design, methods, and analysis in the field of criminology. Students learn to understand, interpret, and critique quantitative and qualitative research approaches, and become intelligent consumers of research.



## Required Course Materials

Bachman, R. D., & Schutt, R. K. (2021). *Fundamentals of research in criminology and criminal justice* (5th ed.). Sage.

## Supplemental Course Materials (Not Required)

- None

## Honor Code

- George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited.
- All violations of the Honor Code will be reported to the Office of Academic Integrity ([oai.gmu.edu](http://oai.gmu.edu)).
- See [oai.gmu.edu](http://oai.gmu.edu) for more detailed information.

## Disability Statement

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

## Course Objectives/Learning Goals

At the end of this course, students will be able to:

1. Identify the differences between the characteristics of and uses for qualitative and quantitative research in criminology.
2. Discuss the role bias plays in research and analysis in criminology.
3. Identify bias in criminology study research designs.
4. Conceptualize real-world qualitative and quantitative research questions on issues of concern in criminology.
5. Work with a team to create a research design proposal for an issue in the field of criminology.
6. Follow APA v7 guidelines for grammar, structure, and formatting of written work.

## Grading

This course has a total of 2200 points possible.

A	B	C	D	F
Points 1980–2200	Points 1760–1979	Points 1540–1759	Points 1320–1539	Points <1320

## Course Schedule

<b>Week 1</b> <b>Class Discussion:</b> Introduction and Syllabus Review	Class 1 Date: 25 August <b>Due by midnight, 31 August: Read</b> Ch. 1 in the textbook and <b>complete and turn in</b> Exercise 5 (Personal Research Philosophy) on page 20.
<b>Week 2</b> <b>Class Discussion:</b> Intro to Research Methods Research Project Overview	Class 2 Date: 1 September Groups Assigned <b>Due by midnight, 7 September: Read</b> Ch. 2 in the textbook and <b>complete and turn in</b> questions 1 and 2 under Developing a Research Proposal (Topic Selection) on page 21. <i>*only turn in 1 document per group</i>
<b>Week 3</b> <b>Class Discussion</b> Research Process	Class 3 Date: 8 September <b>Due by midnight, 14 September: Read</b> Ch. 3 and Appendix B in the textbook; find and evaluate three academic articles about your research question that you share with your group members; <b>Submit</b> a bibliography of the articles (Source List) formatted per the Source List example in Course Materials. <i>*only turn in 1 document per group; number of articles in the bibliography equals 3x the number of people in your group.</i>
<b>Week 4</b> <b>Class Discussion:</b> Research ethics	Class 4 Date: 15 September <b>Due by midnight, 21 September: Read</b> Ch. 4 in the textbook; <b>complete and turn in</b> question 3 under Developing a Research Proposal (Hypotheses) on page 42. <i>*only turn in 1 document per group</i>
<b>Week 5</b> <b>Class Discussion:</b> Conceptualizing Research	Class 5 Date: 22 September <b>Due by midnight, 28 September: Read</b> Ch. 5 in the textbook; <b>complete and turn in</b> questions 1 and 2 under Developing a Research Proposal (IRB) on page 67. <i>*only turn in 1 document per group</i>
<b>Week 6</b> <b>Class Discussion:</b> Sampling	Class 6 Date: 29 September <b>Due by midnight, 5 October: Study</b> for Midterm Exam
<b>Week 7</b> <b>Midterm Exam</b>	Class 7 Date: 6 October <b>Due by midnight, 12 October: Read</b> Ch. 6 in the textbook; <b>complete and turn in</b> question 1 under Developing a Research Proposal (Sampling Design) on page 117. <i>*only turn in 1 document per group</i>
<b>Week 8</b> <b>Class Discussion:</b> Causation	Class 8 Date: 13 October <b>Due by midnight, 19 October: Read</b> Ch. 7 in the textbook; <b>complete and turn in</b> questions 1 and 2 under Developing a Research Proposal (Determining Causality) on page 151. <i>*only turn in 1 document per group</i>
<b>Week 9</b> <b>Class Discussion:</b> Quantitative Research	Class 9 Date: 20 October <b>Due by midnight, 26 October: Read</b> Ch. 8 in the textbook; <b>complete and turn in</b> question 1 under Developing a Research Proposal (Questions) on page 184. <i>*only turn in 1 document per group</i>
<b>Week 10</b> <b>Class Discussion:</b> Qualitative Research	Class 10 Date: 27 October <b>Due by midnight, 2 November: Read</b> Ch. 9 in the textbook; Individually, <b>complete and turn in</b> question 2 under Critiquing Research on page 251.
<b>Week 11</b>	Class 11 Date: 3 November

<b>Class Discussion:</b> Analyzing Data	<b>Due by midnight, 9 November: Read</b> Ch. 12 in the textbook; <b>complete</b> questions 1 and 2 under Developing a Research Proposal (Mapping) on page 251 <b>and turn in</b> a 1 paragraph description of the mapping dimension your group proposes for their project. <i>*only turn in 1 document per group</i>
<b>Week 12</b> <b>Class Discussion:</b> Reporting Out Results	Class 12 Date: 10 November <b>Due by midnight, 16 November:</b> N/A ***Work on Group Projects
<b>Week 13</b> <b>Class Discussion:</b> Questions and work period for Group Projects	Class 13 Date: 17 November <b>Group Research Project Proposal Due:</b> midnight 30 November. <i>*only submit one per group</i>
<b>Week 14</b>	No Class- Happy Thanksgiving!
<b>Week 15</b> <b>Class Discussion:</b> Final Exam Review	Class 14 Date: 1 December <b>Final Exam is 8 December</b>

## Assignment Details

Assignment Title	Due Date(s)	Point Value	Medium/Format
<b>Personal Research Philosophy</b>	8/31	50 points	1 paragraph document
Group Assignment: Topic Selection	9/7	50 points	Written document
Group Assignment: Source List	9/14	100 points	Written document
Group Assignment: Hypotheses	9/21	100 points	Written document
Group Assignment: IRB	9/28	100 points	Written document
Group Assignment: Sampling	10/12	100 points	Written document
Group Assignment: Determining Causality	10/19	100 points	Written document
Group Assignment: Questions	10/26	50 points	Written document
<b>Critiquing Research</b>	11/2	100 points	Written document
Group Assignment: Mapping	11/9	50 points	Written document
Group Assignment: Research Project Proposal	11/30	500 points	Written document
<b>Midterm Exam</b>	10/6	400 points	Multiple choice or T/F
<b>Final Exam</b>	12/8	500 points	Multiple choice or T/F

- *Students must use Times 12-point font and follow APA v. 7 guidelines for grammar, structure, and formatting for all written assignments.*

## *Individual Assignment Requirements and Grading*

This course includes four individual grades: (a) the Personal Research Philosophy assignment, (b) the Midterm Exam, (c) the Critiquing Research assignment, and (d) the Final Exam.

- The Personal Research Philosophy assignment is worth 50 points if it is turned in on time. It loses 10 points per day for each day it is turned in late.
- The Critiquing Research assignment is worth 100 points:
  - 20 points for article summary (1 para)
  - 20 points for discussion of bias (1 para)
  - 10 points for discussion of measurement procedures (1 para)
  - 20 points for discussion of sampling (1 para)
  - 20 points for discussion of causal relationships (1 para)
  - 10 points for APA/grammar usage
- The two exams include multiple choice or true/false questions and must be **completed by midnight eastern time** of the day they are due.

## *Group Work Requirements and Grading*

This course includes nine group grades:

- **Topic Selection** is worth 50 points if it is turned in on time. It loses 10 points per day for each day it is turned in late.
- **Source List** is worth 100 points if turned in on time. It loses 10 points per day for each day it is turned in late. Point breakdown:
  - 10 points proper number of articles
  - 50 points proper formatting of reference citation
  - 30 points proper write up of articles (see bibliography example in Course Materials)
  - 10 points for APA/grammar
- **Hypotheses** is worth 100 points if turned in on time. It loses 10 points per day for each day it is turned in late. Point breakdown:
  - 10 points for explicitly identifying an appropriate research question
  - 50 points for identifying at least 2 appropriate hypotheses for your research question (1 para for each hypothesis)
  - 30 points for literature-based support of the research question you identified
  - 10 points for APA/grammar
- **IRB** is worth 100 points if turned in on time. It loses 10 points per day for each day it is turned in late. Point breakdown:
  - 20 points for the identification and rating of potential ethical issues
  - 10 points for page length
  - 60 points for explanation of how your proposal adheres to the American Sociological Research standard
  - 10 points for APA/grammar
- **Sampling Design** is worth 100 points if turned in on time. It loses 10 points per day for each day it is turned in late. Point breakdown:

- 20 points for appropriately defining your research type (qualitative, quantitative, or mixed methods) and matching your sampling discussion to the research type
  - 20 points for appropriately characterizing/defining the population (1 para)
  - 20 points for properly identifying/explaining the sampling frame (1 para)
  - 30 points for identifying the exact procedures for selecting people to be included in the sample (1 para)
  - 10 points for APA/grammar
- **Determining Causality** is worth 100 points if turned in on time. It loses 10 points per day for each day it is turned in late. Point breakdown:
    - 10 points for appropriately identifying a potentially causal relationship
    - 30 points for identifying at least three key variables to control in your survey design
    - 50 points for appropriately supporting your decisions with relevant research literature and social theory
    - 10 points for APA/grammar
  - **Questions** is worth 50 points if turned in on time. It loses 10 points per day for each day it is turned in late.
  - **Mapping** is worth 50 points if it is turned in on time. It loses 10 points per day for each day it is turned in late.
  - **Research Project Proposal** (see Below)

### **Group Research Project Details and Grading**

The final group assignment, the Research Project Proposal, is worth 500 points and is the culmination of all of the group assignments your team has done over the course of the semester. This project is a written report which includes:

- an APA v7 formatted title page,
- a table of contents,
- 1 page identification of and support for your topic including: (a) why you are studying this topic, (b) why this topic is relevant to study, (c) what you expect to gain from studying this topic, and (d) what kind of research design you propose for studying this topic,
- 1 page IRB discussion,
- 1–2 page sampling design
- 1 page discussion of data analysis, supported by literature and theory, including: (a) what are the potential causal relationships in your proposed project and (b) which variables you will control for in your proposed project,
- Questions you propose asking in your research study, and
- Proposed graphic mockup for displaying your anticipated research outcomes.
- An APA v7 formatted reference page.

The first **100 points** for this assignment are earned for group participation. Each team member must submit a participation evaluation for their teammates. The participation forms are available in the course materials section of the class. **This form is submitted separately from the main group project.**

The second **300 points** for this assignment are earned according to the rubric below:

<b>Element</b>	<b>A 100 Points</b>	<b>B 80 Points</b>	<b>C 70 Points</b>	<b>D 60 Points</b>	<b>F 50 Points</b>
<b>Paper Elements</b>	Includes all elements	Missing 1 element	Missing 2 elements	Missing 3 elements	Missing more than 3 elements
<b>Analysis</b>	Demonstrates that the group incorporated feedback from all previous assignments into the final	Demonstrates that the group incorporated feedback from most previous assignments into the final	Demonstrates that the group incorporated feedback from some previous assignments into the final	Demonstrates that the group incorporated feedback from at least one previous assignment into the final	Does not demonstrate that the group incorporated feedback from previous assignments into the final
<b>Substance</b>	Research proposal is strongly supported and presents a viable approach	Research proposal is strongly supported but does not present a viable approach	Research proposal is not strongly supported but presents a viable approach	Research proposal is not strongly supported, does not present a viable approach, but does demonstrate some understanding of research design	Research proposal is not strongly supported, does not present a viable approach, and does not demonstrate some understanding of research design

The remaining **one hundred points** will be awarded for grammar and APA per the below rubric:

<b>Element</b>	<b>A 50 Points</b>	<b>B 40 Points</b>	<b>C 30 Points</b>	<b>D 20 Points</b>	<b>F 10 Points</b>
<b>APA</b>	Few errors	Moderate errors			APA not attempted
<b>Grammar</b>	Few errors	Moderate errors	Grammatical errors impact the paper's readability.	Significant grammatical errors, but the paper is understandable.	Grammatical errors undermine the paper's intelligibility.