

<b>Professor</b>	Dr. Victoria Sytsma victoria.sytsma@queensu.ca
<b>Professor Office Hours</b>	Wednesdays 1 pm to 2 pm Mackintosh-Corry Rm. D523

## Course Outline and Objectives

This course will act as an introduction to a variety of concepts related to sociological inquiry, including epistemology, scientific paradigms, causal inference, and the connection between theory and research. The course will also cover the structure of sociological research, including design, sampling, and measurement, and their respective validity and reliability concerns. Additionally, this course will discuss modes of observation; including surveys, field research, secondary data, and the problems that arise through use of each. Finally, the course will discuss evaluation research and problem analysis to demonstrate the application of social research methods, as well as it will discuss data analysis for both qualitative and quantitative data.

## Learning Outcomes

1. Through lecture, discussion, and in-class activities you will learn concepts related to sociological inquiry, research design, sampling, measurement, modes of observation, evaluation research, and data analysis.
2. Through in-class activities and take-home tests you will learn how to design, and to some extent, carry out research.
3. Through discussion and article review assignments you will learn how to critically assess published empirical research and become more critical "consumers" of social research.

## Required Reading

Required readings are listed below and will be posted to OnQ.

## Accessibility Needs

*Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <https://www.queensu.ca/studentwellness/accessibility-services>.*

## Academic Integrity

Queen's University treats cases of academic misconduct very seriously. See the School of Graduate Studies and Postdoctoral Affairs webpage on academic integrity for guidelines on avoiding departures from academic integrity and the processes for addressing academic offences (<https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>). If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, please contact me or other available campus resources such as Queen's Learning Commons or Student Academic Success Services.

## Grading:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale:

A+	90-100%	C+	67-69%
A	85-89%	C	63-66%
A-	80-84%	C-	60-62%
B+	77-79%	D+	57-59%
B	73-76%	D	53-56%
B-	70-72%	D-	50-52%
		F	0-49%

Evaluation:	Due Date
Article Review #1: 20%	October 21
Article Review #2: 20%	November 11
Take-Home Test #1: 25%	November 4
Take-Home Test #2: 30%	December 6
Tri-Council Policy Statement 2 Course on Research Ethics (CORE): 5%	November 4

### Article Review

**You may complete this assignment with a partner.** Both partners must submit a copy of the assignment. From a list of articles, you will choose two for review (one for each article review assignment). You will provide a **short** summary (half a page), followed by a critique of the methods used in the study. You will be graded on your ability to think critically about empirical research, provide well-reasoned and objective assessments, **identify the most fundamental weaknesses** in the research methods used, as well as **provide recommendations** on what authors could have done differently. You are encouraged to reference course readings where applicable. This assignment will teach you to critically assess published empirical research and become a more critical "consumer" of social research. Responses must be 4-5 pages in length, double-spaced, with 1" margins and size 12 Times New Roman font. You must use proper **APA referencing**.

### Take-Home Test

**You may complete this assignment with a partner.** Both partners must submit a copy of the assignment. This course includes two take home tests that will each consist of a research question or problem scenario. You will be given one week to develop a plan to address the question or problem through activities such as designing a study, developing a measurement tool, and identifying an appropriate data analysis technique. You are encouraged to reference course readings where applicable. This assignment will push you to apply various concepts learned in class and practice engaging in the research process. There is no page length requirement for this assignment, but 8 pages is the recommended length. Responses must be double-spaced, with 1" margins and size 12 Times New Roman font. You must use proper **APA referencing**.

### Tri-Council Policy Statement 2 CORE

Tri-Council refers to Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council of Canada (NSERC), and the Social Sciences and Humanities Research Council of Canada (SSHRC). These federal research agencies have developed a policy for Canadian researchers known as the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. From the Panel on Research Ethics website: "The online tutorial TCPS 2: CORE (Course on Research Ethics) is an introduction to the 2nd edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)*. It consists of eight modules focusing on the guidance in TCPS 2 that is applicable to all research regardless of discipline or methodology." The CORE can be accessed here: <https://tcps2core.ca/welcome> and a copy of the certificate earned by completing the CORE must be uploaded to the OnQ dropbox by the due date.

### Participation

There is no participation grade in this course, but participation is critical in a graduate course. You are expected to come to class prepared to discuss the topic and the readings, as well as participate during in-class activities. In-class activities will push you to apply various concepts learned in class and practice engaging in the research process. In-class activities will generally be completed with a partner or group.

Being late for class creates a distraction for the instructor and your classmates. **Please arrive on time!**

### **Requests for Remarking Late Assignments**

Late papers will incur a penalty of 5% per day (including weekends) for assignments handed in late (i.e., **after 8:30 am on the day the paper is due**).

### **Extensions**

To request an extension complete a Request for Academic Consideration for Extenuating Circumstance and submit it to me. Documentation is required for an extension of more than 72 hours. The form can be found here:

<https://www.queensu.ca/grad-postdoc/wellness/accommodations-academic-considerations>

In order to be considered for an academic consideration you **must** follow-up with me to discuss the request and confirm which academic consideration can be granted. **Failure to follow-up with me will result in denial of academic consideration.**

### **Requests for Remarking**

If you wish to request a remarking of an assignment or test, please submit a detailed memo *in writing* in which you specify the questions or portions of the assignment or test that you believe were marked incorrectly (and why you think the mark was incorrect) within 1 week of the assignment being made available for pick-up.

## Tentative Course Schedule

The instructor reserves the right to change the schedule at any time.

Date	Topic	Readings
Sept 9	- Introduction	
Sept 16	- Scientific Inquiry and Theory	Babbie, 1989a; Erickson & Weber, 1994; Kuhn, 1962
Sept 23	- <b>Guest speakers: Data availability</b> - Measurement	Bernard & Ritti, 1990; Ariel, B. et al., 2016; Sytsma, 2011
Sept 30	- Causality & Design	Hirschi & Selvin, 1967; Braga & Bond, 2008; Widom, 1989
Oct 7	- Sampling & Survey	Burnham et al. 2008; Johnson & Pottie Bunge, 2001
Oct 14	- <b>Fall Break (No Class)</b>	
Oct 21	- Field Research - <b>Article Review #1 Due</b>	Babbie, 1989b; Zhang & Chin, 2002; Campos, 2015
Oct 28	- <b>Take-Home Test #1 Disseminated</b> - Content Analysis & Secondary Data	Babbie, 1989c; Steffensmeier et al., 2006
Nov 4	- Ethics - Applied Research - <b>Take-Home Test #1 Due</b> - <b>CORE certificate Due</b>	White et al. 2015; Ho et al. 2013 Birkland et al., 2005; Braga et al. 2009; McDavid & Hawthorn, 2006
Nov 11	- <b>Remembrance Day (Class ends at 10:30 am)</b> - <b>NVivo workshop</b> - Analyzing Qualitative Data - <b>Article Review #2 Due</b>	Chin & Finckenauer, 2011; Hutchings & Holt, 2015
Nov 18	- <b>Professor away at conference (No Class)</b>	
Nov 25	- Cross-Tabulation - <b>Take-Home Test #2 Disseminated</b>	Piza & Sytsma, 2015; Weinbach & Grinnell, 2015a; Weinbach & Grinnell, 2015b; Weinbach & Grinnell, 2015c
Dec 2	- Regression - <b>Take-Home Test #2 Due Dec 6</b>	Wortley & Owusu-Bempah, 2011; Weinbach & Grinnell, 2015d

### Readings:

Ariel, B. et al. (2016). Wearing body cameras increases assaults against officers and does not reduce police use of force: Results from a global multi-site experiment. *European Journal of Criminology*, 13(6), 744-755.

Babbie, E. (1989a). Human inquiry and science; Theory and research. In E. Babbie, *The practice of social research* (5th ed.) (4-55). Belmont, California: Wadsworth.

Babbie, E. (1989b). Field research. In E. Babbie, *The practice of social research* (5th ed.) (260-289). Belmont, California: Wadsworth.

Babbie, E. (1989c). Unobtrusive research. In E. Babbie, *The practice of social research* (5th ed.) (291-323). Belmont, California: Wadsworth.

Bernard, T.J., & Ritti, R.R. (1990). The role of theory in scientific research. In K.L. Kempf (Ed.), *Measurement issues in criminology* (p. 1-20). New York: Springer-Verlag.

Birkeland, S., Murphy-Graham, E., & Weiss, C. (2005). Good reasons for ignoring good evaluation: The case of the drug abuse resistance education (D.A.R.E.) program. *Evaluation and Program Planning*, 28, 247-256.

Braga, A.A., & Bond, B.J. (2008). Policing crime and disorder hot spots: A randomized controlled trial. *Criminology*, 46(3),

577-607.

Braga, A.A., Piehl, A.M., & Hureau, D. (2009). Controlling violent offenders released to the community: An evaluation of the Boston Reentry Initiative. *Journal of Research in Crime and Delinquency*, 46(4), 411-436.

Burnham, G., Lafta, R., Doocy, S., & Roberts, L. (2006). Mortality after the 2003 invasion of Iraq: A cross-sectional cluster sample survey. *Lancet*, 368, 1421-1428.

Campos, P. (2015). Alice Goffman's implausible ethnography. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Alice-Goffmans-Implausible-/232491/?key=Tjh2IFM8aH1CMX9jbzhEYjsEbn1uYONwYnRBaytxbltQFg==>

Chin, K., & Finckenauer, J.O. (2011). Chickenheads, agents, mommies, and jockeys: The social organization of transnational commercial sex. *Crime, Law and Social Change*, 56, 465-484.

Erickson, P.G., & Weber, T.R. (1994). Cocaine careers, control and consequences: Results from a Canadian study. *Addiction Research*, 2(1), 37-50.

Hirschi, T., & Selvin, H. (1967). *Delinquency research: An appraisal of analytic methods*. New York, NY: The Free Press.

Ho, J.D. et al. (2013). Markers of acidosis and stress in a sprint versus a conducted electrical weapon. *Forensic Science International*, 233, 84-89.

Hutchings, A., & Holt, T.J. (2015). A crime script analysis of the online stolen data market. *British Journal of Criminology*, 55, 596-614.

Johnson, H., & Pottie Bunge, V. (2001). Prevalence and consequences of spousal assault in Canada. *Canadian Journal of Criminology*, 43(1), 27-45.

Kuhn, T. (1962). The route to normal science. In T. Kuhn, *The structure of scientific revolutions*. Chicago: University of Chicago Press.

McDavid, J., & Hawthorn, L. (2006). Chapter 1: Key concepts and issues in program evaluation and performance measurement. In J. McDavid & L. Hawthorn, *Program evaluation and performance measurement: An introduction to practice*. Thousand Oaks, CA: Sage.

Piza, E.L., & Sytsma, V.A. (2016). Exploring the defensive actions of drug sellers in open-air markets: A systematic social observation. *Journal of Research in Crime and Delinquency*, 53(1), 36-65.

Steffensmeier, D., Schwartz, J., Zhong, H., & Ackerman, J. (2005). An assessment of recent trends in girls' violence using diverse longitudinal sources: Is the gender gap closing? *Criminology*, 43(2), 355-405.

Sytsma, V. (2011). A pilot application of risk terrain modeling: Aggravated assault in Newark, NJ. [Research brief]. Newark, NJ: Rutgers Center on Public Security.

Weinbach, R.W., & Grinnell, R.M. (2015a). Chapter 3: Measures of central tendency and variability. In R.W. Weinbach & R.M. Grinnell, *Statistics for social workers (9th Ed.)*. Upper Saddle River, NJ: Pearson.

Weinbach, R.W., & Grinnell, R.M. (2015b). Chapter 4: Normal distributions. In R.W. Weinbach & R.M. Grinnell, *Statistics for social workers (9th Ed.)*. Upper Saddle River, NJ: Pearson.

Weinbach, R.W., & Grinnell, R.M. (2015c). Chapter 8: Chi-square. In R.W. Weinbach & R.M. Grinnell, *Statistics for social workers (9th Ed.)*. Upper Saddle River, NJ: Pearson.

Weinbach, R.W., & Grinnell, R.M. (2015d). Chapter 10: Regression. In R.W. Weinbach & R.M. Grinnell, *Statistics for social workers (9th Ed.)*. Upper Saddle River, NJ: Pearson.

White. M.D., et al. (2015). Examining cognitive functioning following TASER exposure: A randomized controlled trial. *Applied Cognitive Psychology*, DOI: 10.1002/acp.3128

Widom, C.S. (1989). Child abuse, neglect, and adult behavior: Research design and findings on criminality, violence, and child abuse. *American Journal of Orthopsychiatry*, 59(3), 355-367.

Wortley, S., & Owusu-Bempah, A. (2011). The usual suspects: Police stop and search practices in Canada. *Policing and Society* 21 (4), 395-407.

Zhang, S., & Chin, K. (2002). Enter the dragon: Inside Chinese human smuggling organizations. *Criminology*, 40(4), 737-767.