



Instructor Information

Dr. Ryan Larson
Email: rlarson21@hamline.edu
Office Phone: (651)-523-2168

Office Hours: 2-5 p.m, W.
Office: East Hall 306A
Office Hours Sign-Up: [Here](#)

Dr. Caity Curry
Email: ccurry02@hamline.edu
Office Phone: (651) 523-2486

Office Hours: 1-4 pm, Th.
Office: East Hall 306C
Office Hours Sign-Up [Here](#)

Class Information

Location: East Hall 316A
Time: MWF, 12:40-1:40
Canvas link: [Here](#)

Course Description

CJFS 3140 is a criminological research design and data analysis course designed for CJFS majors and other students who wish to gain a foundation in social science methodology. In this class, we will take several steps towards literacy in both quantitative and qualitative social science research methods. This course introduces to students to the fundamental principles of the logic and execution of social research methods and analysis strategies. Students will gain insight into how data are collected and analyzed using methods as divergent as surveys, ethnographies, content analyses, and experiments. The course will help students develop skills in critically analyzing social scientific research by examining issues pertaining to research design, sampling, conceptualization and operationalization of measures, and a range of quantitative and qualitative analytical strategies. In addition to these research fundamentals, you will also think about where and when these skills are best put to responsible use. Whether you plan to go to graduate school, go into a research or data-driven job, or just want to be a responsible consumer of information, these skills will help students engage critically with research design and criminological claims.

Course Objectives

1. Understand the foundational logic of social science methods.
2. Be able to understand the strengths and weaknesses of different research designs.

3. Gain an introductory understanding of the design mechanics of different methodological strategies.
4. Understand the connections between theory, data, and policy.
5. Be able to perform introductory data analysis
6. Explain how researchers use data and evidence to develop criminological insights.

Hamline Plan Objectives

This course is a [Hamline Plan](#) Reasoning (R) course and therefore upon completion of this course you will be able to:

1. Understand the difference between inductive and deductive reasoning and demonstrate familiarity with basic methods of assessing inductive strength or deductive validity
2. Understand and make use of symbolic and abstract representations.
3. Solve problems that require rigorous formal demonstrations with multiple steps.

Required Texts

1. Babbie, Earl. 2021. *The Practice of Social Research, 15th Edition*.
2. Rubin, A. T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Stanford University Press.
3. Stockemer and Bordeleau. 2023. *Quantitative Methods for the Social Sciences, 2nd Edition*. Springer.
4. Lecture Notes - uploaded to Canvas before each class period.

Getting in Touch:

Communication

The best way to reach either of us is by email or come in-person to office hours. We will attempt to return email within 24 hours M-F and within 48 hours over the weekend. There will be times we cannot respond within 24 hours. If you wait until the last minute to email us with questions, we may not be able to respond in time. However, we will do our best to respond to all email inquiries in a timely fashion. We're both usually pretty on top of our email, it's something we take pride in! Should an email go unresponded to beyond these parameters, feel free to reach back out with a friendly bump reminding us of your message. We will also often be available after class to chat about any issues/questions you may have. If your message pertains to class-related material, please be sure to include both of us in the email.

Office Hours

Please come to office hours! This is a dedicated time set aside for you, the student, to:

- Ask questions or get clarifications on topic that weren't clear in the lecture or readings
- Get caught up to speed should you miss a day of lecture
- Get feedback on assignments and papers
- Just talk "shop": research, criminology, etc.
- Talk about concerns you have inside or outside of class
- Get to know us! Scary!

We're excited to meet and get to know each of you personally, and office hours are a great time to do that. We both have sign up links at the top of this syllabus, please sign out a open slot if you'd like to stop by for office hours. We will be there and drop ins are always welcome, but if a student has a signed out slot we will prioritize that time first. Signing out a slot also allows us to be prepared for students that want to come! If our usual office hours do not work with your schedule, please email us to schedule an office hours appointment and we will find a time that works with your schedule. We'd love the opportunity to

learn about you, what is bringing you to study criminology, and how we can help you in your future studies/research/career. Our office hours and locations can be found near the top of this syllabus. Please don't hesitate to stop by and chat!

****Generally, if you would like assistance with the quantitative portions of 3140, Dr. Larson is your contact. If you would like assistance with the qualitative portions of 3140, please contact Dr. Curry.****

Course Assignments

"Scholarly Attitude"

Some faculty members evaluate participation as a part of students' course grades. But mere participation – how much you do or don't talk, sit up or fall asleep – isn't really what most of us want from our students. Instead, most of us hope to see students accept our invitation to "*the life of mind*" by adopting a "scholarly attitude." Having a "scholarly attitude" involves developing intellectual curiosity and a genuine engagement with the ideas presented in the course. In a sense, embodying the idea of being a student: approaching the class as an opportunity to learn about criminology and work alongside an expert in the field, rather than treating any class period or assignment as a means to an end, such as a grade.

Students with a scholarly attitude take the student role seriously and demonstrate their commitment to academic pursuits by actively engaging in the material, reflecting deeply on the readings, raising thoughtful questions and comments in class, bringing unsolicited materials to share that are directly relevant to the topics being covered, come early and/or stay late to raise their own questions about the material, and generally go above and beyond the requirements of the course. Students who lack a scholarly attitude passively complete the readings and requirements, only occasionally engage in other activities during lecture, do not actively engage with research design during lab time, and are primarily concerned with obtaining a particular grade in the course.

Another exemplary aspect of having a "scholarly attitude" is how you handle a situation when you must be absent from class. A scholarly way to handle this will be to notify us of any potential absences *ahead of time*, as well as to take initiative to catch up on any material missed by reading the lecture slides, getting notes from a fellow student, or coming to office hours. Therefore, while this grade does encapsulate attendance to a certain extent, it is less about strict attendance and more about what you do about when you cannot attend class.

This portion of your grade is kind of a "catch-all": it's about how you approach the class, engage with the material in and out of class (e.g., asking questions in class, engaging in class discussions), work collaboratively (with us or other students) on the projects, etc. The main idea here is to be actively engaged with the class material we will engage this semester, and to display a genuine curiosity towards learning about research methods. This portion of your grade is *necessarily subjective*, so please come see me if you have any questions or concerns about this part of your grade.

Labs

We will have weekly lab assignments consisting of article discussion preparation, data analysis walkthroughs and interpretation, guest speaker preparation, and more. Each lab will have an accompanying explainer/template that can be located on Canvas for each week in which we have a scheduled lab. Each lab is graded for completion and is worth **10 pts**. Labs not completed will be at risk for partial or no credit. Lowest two lab scores will be dropped at the end of the semester (not reflected in midterm grades).

We will have four labs consisting of question preparation for reading and guest speaker discussions. For these labs (which are due on Canvas the DAY OF the discussions), you will prepare for the discussions by reading the material and then filling out the lab form. Late submissions will not be accepted for these labs.

For quantitative analysis labs, each lab will only consist of code that has examples from either the lecture

before or on the lab itself. These assignments will guide you through how to perform introductory statistical analyses in R for each method, and will be workshopped during set-aside lab time in class. Each lab will be a formatted RMarkdown PDF file, which you will fill out and turn in via Canvas. We will discuss how to “knit” these PDFs in our first lab of the semester. These labs are subject to the standard late submission policy as described below.

The qualitative labs are designed to give students hands-on experience with the tools, practices, and interpretive strategies of qualitative research. Through guided exercises in interview analysis, ethnographic fieldwork and note-taking, other forms of qualitative sampling and design, students will learn how to critically engage with qualitative data and connect methodological choices to research questions in criminology. Labs will also introduce students to qualitative software (e.g., NVivo). These labs are subject to the standard late submission policy as described below.

The complete list of planned Labs for this semester can be found in the table below.

Week	Lab #	Brief Description
2	1	Preparation for Ethics Guest Speaker Irina Makarevitch
2	2	R/R Studio Installation Lab
3	3	Theory to Design Conceptual Lab
4	4	Preparation for discussion of Winter & Clair 2023
5	5	Preparation for discussion of Santaularia et al. 2024
6	6	Experimental data analysis Lab (FD Messaging Survey Experiment)
7	7	Interview data analysis Lab
8	8	Guest Speaker discussion preparation - Dr. Amber Joy Powell
9	9	Survey data analysis Lab (GSS)
10	10	Ethnography data collection lab
12	11	Ethnography data analysis lab
13	12	Guest Speaker discussion preparation - Dr. Ian Kennedy
14	13	Administrative/secondary data analysis Lab (MPD Use of Force + ACS)
15	14	Qualitative sampling Lab

Community Partner Assignment #1 (QUANTITATIVE): MNJRC Data Source Atlas

The quantitative methods project of CJFS 3140 consists of a group data literacy and documentation assignment. In this experience, students will 1) choose a criminological administrative dataset from a pre-approved list of sources¹, 2) explore the structure and information in that dataset, 3) create a

¹ If a group should wish to complete the data atlas assignment with a public administrative dataset not on the available list, please see Dr. Larson to have a conversation.

public-facing three-page Data Atlas of the dataset for public dissemination by our community partner, the Minnesota Justice Research Project (MNJRC). Each Atlas entry will consist of

- 1) A concise, yet robust, description of the source, collection methods, and structure of the administrative data.
- 2) A brief description of information included in the dataset that could be used to assess research questions of equity in exposure to criminal legal processes (e.g., race, gender, age, etc.).
- 3) Two (2) publication quality data visualization examples of how the data can be used ethically/responsibly
- 4) A standardized codebook that explicates each field present in the dataset, provides a very short description of each.

The most intensive work of this assignment is the creation of example visualizations. We will work on these iteratively throughout the semester and groups will have time to work with professors 1-on-1 to create visualizations tailored to each group's Atlas entry. A template (.rmd) will be provided to all groups to guide students in creating high-quality and standardized atlas entries. The template .rmd file (the file to edit the PDF) and the template PDF (the output of the .rmd file) can be found on Canvas. More details (including more description, timeline, rubric, etc.) can be found on the [project description document](#) on Canvas.

*Community Partner Assignment # 2 (QUALITATIVE): **Project PEACE Interview Assignment***

The purpose of this qualitative assignment is to introduce you to qualitative interviewing while contributing to MNJRC's developmental evaluation of **Project PEACE**, a gun-violence intervention in St. Paul. You will conduct a 1-hour interview with a local resident about their perceptions of gun violence, community safety, and youth programming in their local neighborhood.

The interview guides will already be created by MNJRC but you'll practice interview and analysis skills, engage with real-world restorative justice work, and reflect on community safety and collaborative prevention strategies. Following your interview, you will write up a 2-3 double-spaced paper that includes an interview summary and analysis. You will also complete a codebook for your analysis in Nvivo, a template will be provided. Templates and more details (including more description, timeline, rubric, etc.) can be found on the project description document on Canvas.

Extra Credit

For extra credit in this course you may attend an event (e.g., lecture, research talk, etc.), whether in person or online, that is related to social science research design and write a 1-2 page reaction paper about the event. In the paper you must discuss how this event utilizes/discusses research methods generally and how it is related to particular topics and/or research designs discussed in class. Next, critique the substance of the event based on what you know; is it a sound research design? What are some potential threats, if any, to the study's validity? Was the method used appropriate for the research question? Finally, include reactions to the event: what social or criminological knowledge was gained by this event? To get credit for this assignment, you must get approval from the professor for the event or video over email. Multiple departments across campus offer opportunities, and the University of Minnesota's Sociology Workshop Series is another place to keep an eye on. In addition, there are plenty of online scholarly lectures about criminological topics (e.g., YouTube). Keep in mind that completion of this extra credit opportunity requires timing, and likely cannot be completed last minute. The extra credit is worth 10 pts. upon completion.

Course Policies and Information

General

First and foremost, welcome to CJFS 3140! We are so excited to go on this methodological journey and meet all of you! We find social science research methods to be quite powerful tools, and the questions social science methods can answer are truly fascinating. I hope we can have a great time this semester exploring these methodological ideas. Given this is an upper-level class, many of you will have already developed strategies that help you be successful in the college classroom. However, we also have some tips that will be useful in this class and the others you may be taking:

- Come to class as much as possible! This will allow you to keep up to date with everything, and really engage with the class material. There will be experiences, discussion, and explanation that takes place in class that cannot be replicated otherwise (e.g., by just reading the material).
- Take notes! Either electronically or the old fashioned way with pen and paper, take notes during lecture and discussion. These will help you when you are studying for exams and writing your papers. We structure our lecture slides to be partially constructed notes, so that student driven notes and additions from lecture can be added to them. In addition, this gives a baseline structure for students who have to miss class to get caught back up.
- Ask questions! Please, please, please, ask questions whenever you have them. They can be simple logistical things or in depth questions about the class material. *Grappling with class material is what college is all about*, so we encourage you to ask questions whenever you find something confusing or fascinating! We're happy to answer any questions as we are able, no matter how big or small. If either of us do not know the answer to something, we will work with you to find the answer!
- Come to office hours! Faculty members love it when you come to see them. Take this time to get to know us and your other professors. We are paid and am here to be a resource for you, and expect to serve in that capacity for your learning.
- Use a calendar! Whether it be your Google calendar or an old fashioned planner book, write out all the relevant dates for the course: assignment deadlines, exam dates, class times, our office hours, etc. This will help you stay a bit organized and keep tabs on what's to come in the semester.

Please make use of this syllabus and the class Canvas site. They will both give a guide to what's coming next, and Canvas is also the hub for all assignment submissions. All supplementary class reading materials and other resources will also be posted to the class Canvas site.

Grading and Absences

Overall, We'd love for everybody to not worry about their grades and instead spend that energy with the readings and engagement in class and workshops. If you do so, we are *confident* that the grades will follow, and we want everybody in the class to succeed however you define that for yourself. With that being said, keeping up to date on the readings and class material will be *essential* to obtaining a high grade in this class. Keep in mind that grades do not define your worth as a person, nor as a student.

The grading breakdown, course requirements, and letter grade distributions are listed below. Please come see us if you have any questions related to grading or general course expectations.

All assignments are due at just before midnight of the night they are due unless otherwise noted (11:59pm due date). Emailed assignments are not accepted unless otherwise arranged, and all submissions will take place via Canvas.

We encourage you to turn in assignments on time, as this will allow us to give you feedback: to pat you on the back and give pointers for improvement for subsequent or final submissions. We cannot encourage you strongly enough to take this feedback seriously, as they often will key you in to where the project could use some improvement.

Late assignments are deducted one letter grade if they are turned in within 24 hours of the due date and an additional letter grade for each additional 24 hours beyond this.

Incompletes will not be granted except in rare or extraordinary circumstances and cannot be given without prior written agreement. Incompletes at Hamline University are for exceptional circumstances where the majority of student work in the semester is complete (e.g., classes attended, as assignments complete), and some unforeseen event or barrier prevents a student from successfully completing the course. Incompletes will not be granted in the case of students falling behind, not attending classes or exams, or turning assignments in, or scrambling at the last minute to complete the class. As per Hamline University policy, *“Incomplete grades should be given only in unusual circumstances that are beyond the control of the student. An incomplete cannot be granted if a student is failing or has not completed a substantial portion of the course.”*

If you have questions about how you have been graded on a particular assignment, we have a general policy for handling these situations: please briefly put in writing your thoughts or comments on the grading and see one of us in the next available office hours. We will then discuss your grade(s). Any requests must be submitted within one week of the date the grades for that assignment are distributed.

If you miss a class, please ask a classmate to share their notes with you (in advance, if possible). If you are uncomfortable asking another student, please let us know and we will find a volunteer to share notes. We are in this together! Note that while attendance is not strictly required, multiple absences without proper notice and adequate reasoning will be reflected in your “scholarly attitude” grade, and may impact your preparation and performance on any exams, projects, and papers.

You must notify us in person or via email at least 24 hours prior to missing an assignment due date or exam for us to *consider* giving you a makeup or extension.

We know your lives are busy and hectic, and this class is likely not going to be the most important thing in your life (and it probably shouldn't be!). We're also cognizant that many Hamline students have external work, child/family care responsibilities, etc. We pride ourselves on being understanding of these issues, and we ask that you be open with us in regards to the pressures you may face. The key here is to be in communication with us when you are going to be gone or would request an extension, and we will do our best under the circumstances to work with you to find a solution.

Grade Distribution

A 93+	C 73-76.99
A- 90-92.99	C- 70-72.99
B+ 87-89.99	D+ 67-69.99
B 83-86.99	D 63-66.99
B- 80-82.99	D- 60-62.99
C+ 77-79.99	F < 60

Assignment Weighting

Scholarly Attitude: 13.2% 50 pts.

Methods Labs: 34.2% 130 pts.

Community Partner Project #1 (Data Atlas): 26.3% 100 pts.

Community Partner Project #2 (PEACE Interviews): 26.3% 100 pts.

Other Policies and Info

Inclusivity, Content, and Discussion

Hamline University values diversity and inclusion; we are collectively committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. Our goal is to welcome everyone to the fascinating world of criminology. As your professors, we hold the fundamental belief that everyone in the class is fully capable of engaging and mastering the material. Our classroom should be an inclusive space, where ideas, questions, and misconceptions can be discussed with mutual respect for others' ideas, beliefs, and experiences. There is usually more than one way to see and solve a problem and we will all be richer if we can be open to multiple paths to knowledge.

This course will cover topics of a sensitive nature such as but not limited to class, gender, race, ethnicity, sexuality, religion, violence, victimization, and criminality. These are sensitive social topics, and we expect each of you to broach with maturity and scholarly curiosity. In addition, we expect students to show respect toward the subjects of our study, particularly those who have engaged in crime or have criminal legal system contact, as well as to treat your classmates and us professors with respect and dignity at all times.

Because we cannot possibly know each student's life history and what you may/may not find distressing (although, we certainly hope to learn about you throughout the semester!), we are unable to alert the class to each possibility. Thus, this is a trigger warning of some sort for the entire course. If you have concerns over a particular topic/issue, please review the syllabus and if there is a concern, please let us know.

Academic Honesty

Academic dishonesty will not be tolerated. Academic dishonesty includes but is not limited to cheating, plagiarism, making multiple submissions, fabricating information, using materials in an unauthorized manner, misrepresenting academic records, and facilitating academic dishonesty. A student found guilty of academic dishonesty can receive failure for an assignment, failure for the entire course, or academic suspension or expulsion. For more information on the Honor Code, please visit the [Honor Code website](#).

Technology is rapidly changing; in some ways online tools have outpaced some of the skills of students and professors. One such tool is ChatGPT and other LLMs. Students should be aware that not only is using Chat GPT for assignments a gray area for the honor code, but the artificial intelligence (AI) used by ChatGPT may make significant mistakes - providing information that is clearly incorrect to those with subject-matter expertise. It is possible that AI will eventually get to the point where those mistakes rarely happen; that day, however, is **not** today. As such, we do not recommend using Chat GPT for course assignments and labs. If you do choose to use these tools, they can be useful in fine tuning your research questions, brainstorming or fine tuning your ideas, and checking grammar and spelling. We urge extreme caution for using these tools for wholesale drafting, as the output may contain significant mistakes and not adhere to the assignment structure and requirements.

Further, we are generally interested in your ideas, designs, and analysis. We care far more about the "aliveness" and substance of your writing as opposed to the polish, perfection, or sheen of the final product. There is also burgeoning research that suggests that using AI can stifle student's cognitive development (Zhai 2024). While AI can be a useful aid, overreliance on it for scholarly productions can stunt the development of your critical thinking, decision making, and analytical reasoning. These are crucial skills to incubate during your collegiate years, and will be useful to you both in your future career and in life far beyond it.

If you do choose to use ChatGPT or any other AI system (e.g., Google Bard) for language and writing generation, please cite the program in your references. In addition to citing the language model used, you must also include a brief paragraph at the end of your work explaining how and why you used the model, including any prompts you used to generate output. Failure to do so constitutes an honor code violation as

using AI's words without citation and representing another's words as your own.

Discussion of class material and readings amongst students is encouraged, and helping each other out is expected!

Preparedness

We promise to be prepared, engaged, and as helpful as we can be in each class period, as well as outside of class time. We will be wrestling with new and difficult topic matters during the course of the semester, and we understand it can seem daunting especially given your other responsibilities on and off campus. All we ask is that you give your best effort on each assignment, reading, and class period and we promise to reciprocate.

Accessibility

If you have a documented disability for which accommodations may be required in this class, please contact Steve Anderson (sanderson65@hamline.edu, West Hall 108) as soon as possible to discuss accommodations. If you have already arranged accommodations through Disability Resources, please be sure to meet with us within the first two weeks of class to initiate conversation about how we might work together to make the course as accessible as possible. Although we will receive the letter electronically, we would like to touch base on how we can best accommodate each student in the course. Ultimately, we wish for you to only share with us what you are comfortable with and how we might arrange accommodations in the course.

COVID-19 Policy

Any requirements for use of face masks on campus will be determined by the [Hamline University COVID-19 shift plan](#). See [Hamline's Mask Policy](#) for more information.

In general, if you were exposed to COVID-19, please follow the recommendations as follows from the CDC. Please keep the safety of your fellow students as well as faculty and staff at Hamline at the forefront in your decision making.

- [What to Do If You Were Exposed to COVID-19](#)
- [What to Do If You Test Positive for COVID-19](#)

Writing Assistance

The ability to communicate effectively in writing is an important skill that will be required in all classes at Hamline University and in life outside of the University. While we will workshop projects throughout the semester and you will receive feedback before your final submission, there are also resources on campus to assist you with your writing.

There is free student writing support at the [Writing and Communication Center](#). The writing center can assist you in all stages of the writing process and we encourage all students to take advantage of this valuable resource. To schedule an appointment call (651) 523-2026 or visit the [Hamline University Writing and Communication Center Website](#).

Mental Health

Mental health is important to be a successful university student, and aspects of university life can be stressful and can negatively impact mental health. Hamline University Counseling and Health Services provides confidential, free counseling and crisis intervention services to students. More information can be found at the [Counseling and Health Services Website](#).

Sexual Assault, Relationship Violence, and Stalking

Hamline University also provides academic and other accommodations to students who have experienced sexual assault, relationship violence (physical, emotional, or other form of abuse by a dating or other

intimate partner), or stalking. For more information about Hamline's policy and the resources available to you, consult [Hamline's website](#) or contact our Title IX Coordinator and Associate Dean of Students, Patti Kersten, (651) 523-2421, pkersten01@hamline.edu.

Final Thoughts

We are excited to explore social science research methodology with you this semester, and we hope you all find this class to be interesting and engaging! In particular, we encourage you to think deeply about how the methods and research designs we will discuss in lecture can be applied to questions you are interested in. These are powerful tools that, when used properly, **can be used to make the world a better place**. Further, we hope you are able to take what we learn in this methods class to be a responsible consumer of knowledge, being able to take a critical eye towards claims you run across in your everyday life.

This class will be *challenging* on two different fronts: 1) it will demonstrate truly how difficult, and complex, producing sound criminological knowledge claims can be, and 2) delve deep into social science methods and their mechanics. This second challenge will present new, sometimes terse, terminology, as well as present methodological and statistical issues (e.g., causality). Despite these challenges, you are not alone in this endeavor. We will work through these challenges together this semester!

If this document is updated, a copy will be supplied to you via Canvas and changes will be announced in class.

Tentative Course Schedule

General Weekly Schedule

Monday: Methods lecture and introduction to topic

Wednesday: Hands-on data analysis lab of method

Friday: Project Workshops

Week	Day	Topic/Plan	To Do	Items Due
1	9/3	Class Introductions + Syllabus		
1	9/5	Lecture: Intro to Research Methods (Larson + Curry)	Babbie Ch. 1, Rubin (2021) 1-12	
2	9/8	Lecture: Research Ethics (Larson + Curry)	Babbie Ch. 3; Hamline Human Subjects Training Video/Quiz	
2	9/10	Lab #1: IRB Guest Speaker (Irina Makarevich)		HST; Lab #1
2	8/12	Lab #2: R/R Studio Installation	R Installation Lab	
3	9/15	Lecture: Connecting Theory to Data (Larson + Curry)	Rubin(2021), 59-84	Lab #2
3	9/17	Lab #3: Theory to Design		
3	9/19	R/tidyverse basics	SB Ch. 6	Lab #3
4	9/22	Lecture: Qualitative Design Overview (Curry)	Rubin (2021), pgs. 13-59	
4	9/24	Lab #4: Qualitative Article Discussion	Winter, A. S., & Clair, M. 2023. <i>"The roughest form of social work:" How court officials justify bail decisions</i>	Lab #4
4	9/26	Project PEACE Interviews Workshop #1 - Introduction to Project and Nvivo		
5	9/29	Quantitative Design Overview	SB Ch. 2	
5	10/1	Lab #5: Quantitative Article Discussion	Santaularia et al. 2024: <i>The Mental Health Consequences of George Floyd's Murder in</i>	Lab #5

			<i>Minneapolis in Black, Latine, and White Communities</i>	
5	10/3	Data Atlas Workshop #1		
6	10/6	Lecture: Experiments (Larson)	Babbie Ch. 8	
6	10/8	Lab #6: Experimental Analysis	SB Ch. 7	
6	10/10	Data Atlas Workshop #2 (ggplot2)		Lab #6
7	10/13	Lecture: Interviews (Curry)		
7	10/15	Lab #7: Conducting Semi-Structured Interviews		
7	10/17	Project PEACE Interviews Workshop #2 - Interview Analysis in Nvivo		Lab #7
8	10/20	Lab #8: Guest Speaker - Dr. Amber Joy Powell		Lab #8
8	10/22	EXTRA Midterm Break: *NO CLASS*		
8	10/24	Midterm Break: *NO CLASS*		
9	10/27	Lecture: Surveys (Larson)	Babbie Ch. 9	
9	10/29	Lab #9: Survey Analysis (Spooky Data?!)	SB Ch. 8	
9	10/31	Data Atlas Workshop #3		Lab #9
10	11/3	Lecture: Ethnography (Curry)	Rubin (2021), pgs. 164-207 Teresa Gowan's Guide to Ethnography	
10	11/5	Lab #10: Ethnography Lab		
10	11/7	Elijah Anderson Talk		Lab #10
11	11/10	Project PEACE Interviews Workshop #3 - More Nvivo Practice		Interview Transcript
11	11/12	ASC: *NO CLASS*		
11	11/14	ASC: *NO CLASS*		
12	11/17	Lecture: Qualitative Design Challenges	Rubin (2021), pgs. 84-108	
12	11/19	Lab #11: Ethnography Analysis Lab		Lab #11

12	11/21	Project PEACE Interviews Workshop #4 - Writing Interview Memos		Interview Codebook & Paper Draft
13	11/24	Data Atlas Workshop #4		
13	11/26	Lab #12: Guest Speaker - Dr. Ian Kennedy		
13	11/28	Thanksgiving Break: *NO CLASS*		
14	12/1	Lecture: Administrative/Secondary Data (Larson)		Lab #12
14	12/3	Lab #13: Admin Data Analysis (MPD and Spatial Data)	SB Ch. 9	
14	12/5	Data Atlas Workshop #5 (Presentations)		Lab #13
15	12/8	Lecture: Case Studies and Case Selection (Curry)	Rubin (2021), pgs 108-164	
15	12/10	Lab #14: Qualitative Sampling		
15	12/12	Project PEACE Interviews Workshop #5 (Presentations)		Lab #14
16	12/15- 12/19	Finals Week! Presentations to MNJRC		Data Atlas; Project PEACE Interview