

Methods in Race/ Ethnicity Research

MAS 392/ AFR 286C

Course Description

In this course, we will cover both qualitative and quantitative research methods used in social science to study race and ethnicity. We will discuss how to design a survey, targeting populations of interest, and how to employ public opinion data in your research. We will also cover how to use other quantitative research, such as Census data and geographic markers, to answer research questions. Qualitative methods such as interviewing, ethnography, and focus groups will also be discussed in the course. Students will be exposed to quantitative and qualitative software such as statistical and coding software. Finally, we will analyze how to employ these methods in racial and ethnic communities while understanding our own positionalities and how they affect research.

Reading Materials: There are no required textbooks for this course. All assigned readings are listed in the syllabus and will be posted on the course web page. Please Let the instructors know if you cannot find a reading.

Grading

Reflection Papers.....	35%
Reading Presentations.....	25%
Project Proposal.....	20%
Project Presentation.....	10%
Attendance and Participation.....	10%

Reflection Papers

Students are expected to finish all assigned readings and be prepared to actively participate in discussion. To help motivate participation, students are expected to turn in weekly 2-page double-spaced reflections on the readings that are due by the start of class every Monday. Emphasis should be put on thinking critically about the issues and the papers should reflect your personal critique and arguments on the subjects in the readings. These response papers are not summaries of the readings, but your own reflections on what you have read. Weekly reflection papers should answer the following questions about one of the assigned readings:

1. What is the argument in this work?
3. How does the evidence support this argument?
3. How are the works in conversation with each other?
4. How could the work be made better?

Reading Presentations

Everyone will be required to sign up and co-lead a discussion twice during the semester, providing a brief overview of the reading, highlighting its key concepts, connecting to the larger theme of the course, and posing discussion questions to the class. While not required, some students may want to create handouts for the class. If you have a handout that you would like to distribute, please email them the night before, and we will make copies for the class. Below are some questions that you can use as a guideline to get you started. The signup link will be available on Canvas.

- Summarize the reading
- What is the reading about? What does the author intend to convey?
- What is the author's main point?
- How does this connect to other themes we have discussed?
- Do you agree or disagree with the author? Why?
- Is there anything in this reading that was unclear to you?
- Pose two questions that this reading made you think about.

Project Proposal

In lieu of a final exam, students will develop a research question and submit a literature review and project proposal using one of the methods we discussed in class. What method or methods will be used to answer the overarching question and smaller questions generated by the literature review? What data will be used? How will it be collected? What are the alternatives to the argument advanced in the literature review, and how will you empirically adjudicate between your argument and the plausible alternative explanations? What is evidence that you are right? What might be some challenges that this research might face? Are there ways of overcoming these challenges? Project proposals should be between 10-12 pages double-spaced, including a 5-page literature review. Project proposals will be due **Monday, May 5th, at 1:00pm.**

Project Presentation

On the last day of class, each student will give a 10-minute slide presentation on their project proposal. This will be followed by 5 minutes of class Q&A. More information about how to approach the presentation will be given in class.

Participation

Class participation is an essential component of this class. While we realize that not everyone feels comfortable speaking in class, our goal is to create an environment where we can all participate with ease.

Attendance Policy

Seminar attendance is important for receiving participation credit. Excused absences will be granted for medically documented emergencies or illnesses (this requires a doctor's note) or a note from an administrator explaining your extenuating circumstances. Absences are unexcused for all other reasons. Everyone gets two free unexcused absences from seminar. After your second unexcused absence, each unexcused absence will lower your

participation grade by a letter. In addition to being present, it is also important that you are on time. Anyone who is more than 15 minutes late will be marked as absent.

Rules and Guidelines

- Late policy. If you fail to turn an assignment in on time, you are welcome to submit it after the deadline. There is a grade penalty for late assignments.
- Emails. When emailing, please email both instructors and include your name and reason for emailing in the subject line of your email. Emails should start with a greeting and our names, have at least one body paragraph, a closing, and your signature. We will do our best to respond within 48 hours Monday through Friday. Please note that emails should not ask for a summary of concepts covered in class or if we can read assignments before they are submitted. We would be happy to discuss material and ideas with you during office hours.
- Electronics. You are welcome to use your laptops in class so long as they do not serve as a distraction. Allowing the use of computers is meant for note taking and to reference previous notes, not personal use. We also ask that you place your phones away and on silent during class time in order to minimize disruptions.

Academic Honesty

Your work should consist of your own ideas and your own words. Quotations and ideas used by other authors must be cited appropriately. Plagiarism or any other form of academic dishonesty will be reported to the Dean.

Writing Center

The University Writing Center is a great resource for improving writing skills. They will look at drafts, and preliminary outlines or even discuss how to get started. You can contact them online at <https://uwc.utexas.edu/>

Final Remarks

We cannot stress enough the importance of communicating with us should problems arise during the semester. Be proactive about any problems that may impair your ability to achieve the level of success in the course that you desire. The sooner we are made aware of potential problems, the more options we have for solutions. As instructors we are here to assist you with any problems or concerns that you may have; however, we can only be aware of them if you communicate with us. Our goal is to have you do as well as possible in this course.

January 13 - Introduction to course and syllabus

January 20 - Martin Luther King, Jr. Day, No Class

January 27 - Social Science Research Framework & Positionality

Shively, W. P. (2017). *The craft of political research*. Routledge. (selected chapters)

Martínez, D.E. Reflections of a Chicano social scientist. *Latino Studies* 21, 532–540 (2023).
<https://doi.org/10.1057/s41276-023-00446-y>

Merriam, S. B., Johnson-Bailey, J., Lee, M. Y., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, 20(5), 405–416.
<https://doi.org/10.1080/02601370120490>

February 3 - Mixed Methods

Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual review of sociology*, 37, 57-86.

Ocampo, A. X. (2018). The wielding influence of political networks: representation in majority-Latino districts. *Political Research Quarterly*, 71(1), 184-198.

Rodríguez-Muñiz, M. (2021). *Figures of the future: Latino civil rights and the politics of demographic change*. Princeton University Press. (selected chapters)

Clealand, Danielle Pilar. (2017). *The Power of Race in Cuba: Racial Ideology and Black Consciousness During the Revolution*. Oxford University Press. (chapters 5&7)

February 10 - Survey Data

Converse, P. E. (1987). Changing conceptions of public opinion in the political process. *The Public Opinion Quarterly*, 51, S12-S24.

Couper, M. P. (2011). The future of modes of data collection. *Public Opinion Quarterly*, 75(5), 889-908.

Additional Readings TBD

February 17 - Sampling & Survey Design

Barreto, M. A., Frasure-Yokley, L., Vargas, E. D., & Wong, J. (2018). Best practices in collecting online data with Asian, Black, Latino, and White respondents: evidence from the 2016 Collaborative Multiracial Post-election Survey. *Politics, Groups, and Identities*, 6(1), 171-180.

Lee, T., & Pérez, E. O. (2014). The persistent connection between language-of-interview and Latino political opinion. *Political Behavior*, 36, 401-425

Additional reading to be added

February 24 - Interview Methods (D)

Pugh, A. What good are interviews for thinking about culture? Demystifying interpretive analysis. *Am J Cult Sociol* 1, 42–68 (2013). <https://doi.org/10.1057/ajcs.2012.4>

Fothergill, Alice and Peek, Lori. "Appendix B. Studying Children and Youth in Disaster: A Note on Methods". *Children of Katrina*, New York, USA: University of Texas Press, 2015, pp. 225-268. <https://doi.org/10.7560/303894-014>

Small, Mario Luis. "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research." *Ethnography*, vol. 10, no. 1, 2009, pp. 5–38. *JSTOR*, <http://www.jstor.org/stable/24047975>. Accessed 13 Jan. 2025.

March 3 - Quantitative Analysis

Arkes, J. (2023). *Regression analysis: a practical introduction*. Routledge. Chapter 2

Tufte, E. R., & Graves-Morris, P. R. (1983). *The visual display of quantitative information* (Vol. 2, No. 9). Cheshire, CT: Graphics press. (selected chapters)

March 10 - Ethnography

Cox, A. M. (2015). *Shapeshifters: Black girls and the choreography of citizenship*. Duke University Press.

Hunter, Marcus Anthony. *Black Citymakers : How the Philadelphia Negro Changed Urban America / Marcus Anthony Hunter*. New York: Oxford University Press, 2013. Print.

Miranda, A.A. Ethnographic borders and crossings: Critical ethnography, intersectionality, and blurring the boundaries of insider research. *Lat Stud* **20**, 351–367 (2022). <https://doi.org/10.1057/s41276-022-00381-4>

Pattillo?

March 17 - Spring Break

March 24 - Census and Mapping

Barreto, M. & Gutierrez A. (2022). Taking a deeper look at Hispanic voting patterns in South Florida. chrome-extension://efaidnbnmnibpcajpcglclefindmkaj/https://latino.ucla.edu/wp-content/uploads/2022/03/UCLA_Miami_Latino_Voting.pdf

Anoll, A. P. (2018). What makes a good neighbor? Race, place, and norms of political participation. *American Political Science Review*, 112(3), 494-508.

Kalmoe, N. P., & Mason, L. (2022). Radical American partisanship: Mapping violent hostility, its causes, and the consequences for democracy. In *Radical American Partisanship*. University of Chicago Press. (selected chapters)

An Extremely detailed map of the 2020 Presidential Election Results
<https://www.nytimes.com/interactive/2021/upshot/2020-election-map.html>

March 31 - Oral History & Digital Archives

Shopes, Linda. "Community oral history: where we have been, where we are going." *Oral History (01430955)* 43.1 (2015).

Teresa Barnett and Chon A. Noriega, eds., *Oral History and Communities of Color* (Los Angeles: UCLA Chicano Studies Research Center Press, 2013)

Paula Sanmartín, *Black Women as Custodians of History: Unsung Rebel (M)others in African American and Afro-Cuban Women's Writing* (Cambria Press, 2014)

Benson, Devyn, and Danielle Clealand. "Re-Narrating Mariel: Black Cubans, Racial Exclusion, and Building Community in Miami." *Anthurium* 17.2 (2021): 6.

Voces Oral History Center: <https://voces.moody.utexas.edu/>

April 7 - Alternative Data Forms

Lyons, B., Montgomery, J. M., & Reifler, J. (2024). Partisanship and older Americans' engagement with dubious political news. *Public Opinion Quarterly*, 88(3), 962-990.

Fraga, B. L., & Miller, M. G. (2022). Who do voter id laws keep from voting?. *The Journal of Politics*, 84(2), 1091-1105.

Zheng, P., & Shahin, S. (2020). Live tweeting live debates: How Twitter reflects and refracts the US political climate in a campaign season. *Information, Communication & Society*, 23(3), 337-357.

Guo, Lei and Summer Harlow. 2014. "User-Generated Racism: An Analysis of Stereotypes of African Americans, Latinos, and Asians in YouTube Videos." *Howard Journal of Communications*. 25:3 (281-302).

April 14 - Field and Survey Experiments

Baldassarri, D., & Abascal, M. (2017). Field experiments across the social sciences. *Annual review of sociology*, 43(1), 41-73.

Valenzuela, A. A., & Michelson, M. R. (2016). Turnout, status, and identity: Mobilizing Latinos to vote with group appeals. *American Political Science Review*, 110(4), 615-630.

Pérez, Efrén O. 2015. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics." *American Journal of Political Science* 59(3): 549-564.

April 21 - Overcoming Data Collection Challenges

April 28 - Student Presentations - Project Proposals