

Chicano/Latino Studies 101
Research in Latino Communities
Tues/Thurs 12:30-1:50pm, SST 318

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Course Description

The purpose of this class is to design and implement a research project on an issue of relevance to Chicano/Latino communities in the United States. You will learn various social science research methods, design a project of your own, and complete preliminary research in this course; you will complete the research and conduct more analysis over the Winter break, and complete the analysis and write up your findings in the Chicano/Latino Studies 102W in the Winter quarter.

This course is probably unlike others that you have taken in that the responsibility will largely be on you to identify a research topic and to conduct primary (new) research. I will certainly help and provide some time during the course to conduct this research, but you will have to take the lead in identifying a topic and making time outside of class and, in many cases, off campus, to do this research (and doing more over the break). In order to succeed, you should select a topic that will sustain your interest for the next six months. If you aren't able to take this responsibility seriously, you will not do well in this course and be behind in 102W in the Winter.

Over the course of the quarter, students will:

1. identify a research question(s),
2. conduct a literature review of the subject,
3. develop hypotheses, if applicable
4. identify appropriate methods to conduct the research,
5. conduct preliminary *primary* research, and
6. refine their research proposals based on experiences/findings with primary research.

We will use the first part of the quarter to discuss various research methodologies and to connect research interests with strategies to answer questions being raised. We will also conduct small research exercises to demonstrate how to apply some of the research methodologies being discussed in class. By the mid-point in the quarter, students will begin their own research projects so as to refine preliminary research proposals and to prepare for further primary data collection over the break between the Fall and Winter quarters.

Primary research means to collect and analyze data that does not already exist or has not already been analyzed. There are many methods of primary research, including, but not limited to:

- Ethnography/Observations: looking and recording how people behave in specific scenarios or contexts;
- Experiments: Exposing some respondents to specific stimuli and withholding or altering these stimuli with other respondents in similar conditions;
- Surveys: asking a sample of respondents standardized questions and analyzing their responses using statistical methods;
- Primary (statistical) analysis of existing (secondary) data sets: conducting new analysis of surveys or other datasets collected by others to answer a new research question or to retest a research question asked by previous researchers; or
- In-depth, qualitative interviews: asking respondents open-ended, relatively unstructured questions
- Archives: historical analysis of primary sources such as public and private records, documents, meeting minutes, reports, photos, diaries, letters, transcripts

This course is designed to ensure that students have a carefully designed research proposal and have conducted most, if not all, of their research prior to beginning Chicano/Latino Studies 102W in the Winter quarter. ***In order to get the most out of 102W, students will need to design a project that can reasonably be conducted between the mid-point of the Fall quarter and the beginning of the Winter quarter and have conducted most of their research prior to the beginning of the Winter Quarter. You will need to have a plan not only to collect the information that you need (data), but also to analyze that data.***

There will be very little time at the beginning of the Winter quarter to complete any undone research, so as you design your research project, you must be realistic about the research you can complete between October and early January.

Course Readings

Textbook: Daniel Chambliss and Russell K. Schutt's *Making Sense of the Social World: Methods of Investigation* (Fifth Edition) (Pine Forge Press, 2015). The text is available at the bookstore, is on reserve at the library, and is available for rent as an ebook at:

<http://www.coursesmart.com/9781483380612>.

Required Article:

Tovar, Jessica and Cynthia Feliciano. 2009. "'Not Mexican-American, but Mexican': Shifting ethnic self-identifications among children of Mexican immigrants." *Latino Studies* 7:197-221. (posted on course website)

Additional Research Articles: Eight research articles will be posted on the course website. These articles will serve as examples of sound research projects on issues of importance to Latino communities. You will be required to carefully read *one* of these articles and present to the class a summary of it, *emphasizing the research methods used and connecting the elements of the research design to the ideas in Chambliss and Schutt*. It is recommended that everyone at least skim all of

these articles, and read more closely those that are most similar to the type of research you want to conduct.

- Abrego, L. (2006). 'I can't go to college because I don't have papers': Incorporation Patterns of Latino Undocumented Youth. *Latino Studies*, 4, 212-231. [QUALITATIVE, IN-DEPTH INTERVIEWS]
- Agius, J. A., & Lee, J. (2006). Raising the Status of the Cashier: Latina-White Interactions in an Ethnic Market. *Sociological Forum*, 21(2), 197-218. [ETHNOGRAPHY, QUALITATIVE]
- Campos, B., Schetter, C. D., Abdou, C. M., Hobel, C. J., Glynn, L. M., & Sandman, C. A. (2008). Familialism, social support, and stress: Positive implications for pregnant Latinas. *Cultural Diversity and Ethnic Minority Psychology*, 14(2), 155-162. [QUANTITATIVE, SURVEYS, MEASUREMENT]
- Casavantes Bradford, Anita. (2016). "Let the Cuban Community Aid its Haitian Brothers": Monsignor Bryan Walsh, Miami's Immigrant Church, and the Making of a Multiethnic City, 1960-2000 [ARCHIVES, HISTORICAL, QUALITATIVE, UNOBTRUSIVE]
- Dixon, T. L., & Linz, D. (2000). Overrepresentation and underrepresentation of African Americans and Latinos as lawbreakers on television news. *Journal of Communication*, 50(2), 131-154. [CONTENT ANALYSIS, UNOBTRUSIVE, QUANTITATIVE]
- Feliciano, C., Lee, R., & Robnett, B. (2011). Racial Boundaries among Latinos: Evidence from Internet Daters' Racial Preferences. *Social Problems*, 58(2), 189-212. [QUANTITATIVE, UNOBTRUSIVE]
- Pager, D., Western, B., & Bonikowski, B. (2009). Discrimination in a Low-Wage Labor Market: A Field Experiment. *American Sociological Review*, 74(5), 777-799. [EXPERIMENT, QUANTITATIVE + QUALITATIVE OBSERVATIONS]
- Terriquez, V. (2011). Schools for Democracy: Labor Union Participation and Latino Immigrant Parents' School-Based Civic Engagement. *American Sociological Review*. [MIXED METHODS, SURVEY, QUANTITATIVE + QUALITATIVE, IN-DEPTH INTERVIEWS]

Other readings: I will post other handouts and resources that may be useful for you as you work on your research on the course website. You will also have to do additional readings of the research literature on your chosen topic.

Course Requirements and Grades:

- 1) Participation and attendance (15%): Students are expected to be actively engaged in the class. This means coming to class on time and prepared to discuss the readings and assignments for that day, and listening carefully and asking questions when classmates are presenting.

- 2) Article presentation (10%): Each student will be responsible for co-presenting a summary of one published research article on a topic of relevance and importance to Latino communities; students will work in teams of 3-4 students. These articles will be posted on the course website and are meant to illustrate aspects of the various research methods you will reading about in Chambliss and Schutt. More information about this assignment will be posted on the course website. I will want to get your preferences for which article you wish to summarize before class on October 3 (the first FULL class meeting). Please identify the three articles that you would most be interested in presenting (you can rank them 1, 2, 3). I encourage you to select articles that use research methods that you might want to use in your own research for the class.

- 3) Research activities (10% - 5% each). Each student must complete two research activities, discuss the results of the activities in class, and *submit a one- to two-page summary of the activity*. The activity must be completed by the Tuesday of each week for purposes of class discussion; the written summary can be submitted on Thursday. The assignment should be submitted to the dropbox.

4) Preliminary research design (20%): Students will complete a preliminary research design that will be due on October 29. I will review the research designs and return comments in the order that I receive preliminary research designs.

This research design should be for a quarter-length research project on a Chicano/Latino issue. Your research design must not only discuss how you will collect primary data (or describe which existing dataset you will use), but also how you plan to analyze these data. My experience is that most students considerably overestimate what they can do in a quarter. So, I would encourage you both to identify a question and identify realistically how much evidence you can collect to answer the question.

The design should include:

- a) a statement of the problem;
- b) a preliminary literature review identifying at least *six* academic sources relevant to your research project (*this should make up no more than half of the preliminary research design*). The literature reviewed in the preliminary design should be selected to show why the question being asked is important and why you are adding to knowledge in your area of study with the research design that you propose. You will most likely need to present a much richer literature review in the final paper that you submit to Chicano/Latino Studies 102W;
- c) a set of specific research questions or hypotheses;
- d) a discussion of the analytical method(s) to be used in answering the question, with a discussion of why you think the methods you are using are the most appropriate for the question(s) you are asking; and
- e) a statement of the significance and contributions of the project. Depending on how you lay out your discussion, this may appear near the beginning of the research design rather than at the end.

The preliminary research proposal should also identify a small piece of primary (original) research that can be conducted in the period from November 2 to December 7 that will advance the project and help you refine the research design. Primary research could include data collection, participant observation, primary analysis of secondary data or archival sources, or another activity. The successful completion of this primary research will be essential to the completion of the revised research proposal due finals week.

The preliminary research design should be 6 to 8 pages and will be worth 20 percent of the final grade.

Once you submit your preliminary research design to me, I suggest that you also discuss the project with a Chicano/Latino Studies faculty member who has research expertise in the area and/or method of your research so that you can get their insights into the project in addition to my reactions. If you cannot identify a faculty member, I will help you find one.

5) Presentation of Research Project (10%)

6) Final Research Design and Preliminary Findings (35%): students will complete a final research design that will be due on December 14. The revised research design should be submitted to the assignment dropbox. I will review the research designs and return comments in the order that I receive them.

This revised research design should incorporate the findings of the primary research conducted during the fieldwork period to revise the preliminary research design. The final research design should include all of the elements of the preliminary research design and a discussion of how the research design changed as a result of the primary research conducted for your project. I will expect that you will have revised the research design in response to the comments that I make on the preliminary research design, that it will reflect revisions based on the preliminary research that you have done, and that you will have expanded the literature review to identify sources more specific to the question(s) that you are asking.

The final research design should be 12 to 15 pages and should serve as a foundation for the research projects to be conducted in Chicano/Latino Studies 102W, for students who take this course. The final research design will be worth 35 percent of the final grade.

I will share your preliminary research design and your final research design with Professor Enriquez who will be teaching 102W in the Winter Quarter.

Course Schedule and Readings (subject to change)

WEEK 0

September 28 –syllabus, intro video, brief survey

WEEK 1

October 3 and 5 – What is Social Science Research?

REQUIRED READINGS: Chapters 1-2 in Chambliss and Schutt, skim Chapter 3 (for Tuesday);
Research article: Tovar & Feliciano (for Thursday)

Assignment for October 3: Review the 8 research articles on the course website and submit a list of the 3 articles, in ranked order, you would most like to review. Assignment should be submitted to the dropbox by 10am on the day of class.

Research activity #1: Read a local newspaper and bring in an article that identifies a problem related to Latinos in the U.S. that you would like investigate more thoroughly. Be prepared to discuss how you would go about conducting this research and a hypothesis (or hypotheses) that would guide your research. Write this up in a memo, no more than 2 double-spaced pages.

Please note that as with each of the research activities, you will need to have done this by the Tuesday of the week due (October 3, in this case), but you do not need to submit the written assignment until the Thursday of the week by 10am to the dropbox (October 5, in this case).

WEEK 2

October 10 and 12 – Social Science Data**REQUIRED Readings:** Chambliss and Schutt, chapters 4, 5, 6, 11**Recommended Readings:** Research articles by Campos et. al, Dixon & Linz, Casavantes Bradford, and Pager et al.

Research Activity #2: Conduct an observation of an event or events at two local (off-campus) sites. For example, go and sit at two different commercial sites (a mall and a business street) or two different churches or two different community-based organizations. Observe each site for at least half an hour and write down your observations. What sorts of questions are you able to answer by simple observation? How does comparison improve your understanding of what occurred at each research site? Write this up in a memo, no more than 2 double-spaced pages.

Student presentations:

October 10:

- Campos et al. 2008. "Familialism, social support, and stress: Positive implications for pregnant Latinas"
- Dixon & Linz. 2000. "Overrepresentation and underrepresentation of African Americans and Latinos as lawbreakers on television news."

October 12:

- Casavantes Bradford, Anita. 2016. "Let the Cuban Community Aid its Haitian Brothers": Monsignor Bryan Walsh, Miami's Immigrant Church, and the Making of a Multiethnic City, 1960–2000
- Pager et al. 2009. "Discrimination in a Low-Wage Labor Market: A Field Experiment."

WEEK 3

October 17 and 19 – Archives Workshop , Surveys and Quantitative Data Analysis**REQUIRED READING:** Chambliss and Schutt, chapters 7 and 8, *Using Archives* website**RECOMMENDED READING:** Research articles by Feliciano et. al, Terriquez

October 17 – Archives Workshop

October 19 – *Student presentations:*

- Feliciano et. al, 2011. "Racial Boundaries among Latinos: Evidence from Internet Daters' Racial Preferences."
- Terriquez, 2011, "Schools for Democracy: Labor Union Participation and Latino Immigrant Parents' School-Based Civic Engagement."

WEEK 4

October 24 and 26 - Qualitative Methods and Analysis

REQUIRED READING: Chambliss and Schutt, chapters 9, 10 (chapter 12 is optional, for those interested in evaluation research)

RECOMMENDED READING: Research articles by Abrego, Agius & Lee

October 24: Workshop on findings references/literature

October 26: *Student presentations:*

- Abrego, 2006. "I can't go to college because I don't have papers': Incorporation Patterns of Latino Undocumented Youth."
- Agius & Lee, 2006. "Raising the Status of the Cashier: Latina-White Interactions in an Ethnic Market."

WEEK 5

October 31 and November 2

REQUIRED READING: Chambliss and Schutt, chapter 13

October 31 – IRB Workshop?

November 2 – **TBD**

WEEKS 6 & 7

November 7 - Preliminary Research Design Due. The preliminary research design should be submitted to the dropbox no later than 10am on Tuesday, 11/7.

November 9, 14, 16 - Preliminary Fieldwork, Individual Meetings with Instructor, and TBD

WEEKS 8, 9, 10: **Student Presentations and TBA** (*no class on Nov 23 or Dec 7*)

Student presentations of final research designs for class reactions and suggestions. I will assign days for presentations after I review the preliminary research designs. The presentation should be no longer than 8 minutes and should focus on:

- 1) the area of your class research;
- 2) a brief overview of what scholars researching this question in the past have found;
- 3) a set of specific questions or hypotheses that guide your project;
- 4) a discussion of the analytical method(s) to be used in answering the question; and
- 5) your research findings so far from the preliminary research conducted in November.

December 14 – **Final Research Design Due.** The revised research design should be submitted to the assignment dropbox by 10am.