

Chicano/Latino Studies 101

Research in the Latino Community

Fall 2018

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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 design the project and complete preliminary research in this course, complete the research and conduct preliminary analysis over the Winter break, and complete the analysis and write up your findings in the Chicano/Latino Studies 102W in the Winter quarter. It will be important to design a project that can be completed in this time frame.

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 to 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,
2. conduct a literature review of the subject,
3. develop hypotheses,
4. identify appropriate methods to conduct the research,
5. conduct preliminary *primary* research, and
6. refine their research proposals based on experiences in the field 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. We will work with the UCI library and archivists at UCI to identify resources that can contribute to your research project.

By the mid-point in the quarter, students will begin to conduct 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 data that does not already exist. There are many methods of primary research, including:

- Observation – looking and recording how people behave in specific scenarios;
- Experiments – Exposing some respondents to specific stimuli and withholding these stimuli from other respondents in similar conditions to assess the independent effect of the stimulus;
- Surveys and interviews – asking respondents questions and recording their answers in a rigorous manner;
- Secondary analysis of existing data sets – conducting new analysis of surveys or other data sets collected by others to answer a new research question or to retest a research question asked by previous researchers;
- Archival research – comprehensively analyzing primary source materials in archives (collections) to answer a research question; or
- Panels – following the same respondents over a period of time to identify why attitudes or behaviors change (not a research method that you will be able to use in this class due to our limited time together).

This course is designed to ensure that students have a carefully designed research proposal and to 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 Text and Optional Readings

We will use Bora Pajo's *Introduction to Research Methods: A Hands-On Approach* (Sage Press, 2018). The text is available from local bookstores and is on reserve at the library.

Course Requirements

The course has six requirements. The **first** of these is class attendance, active participation in class discussions, and an in-class presentation of the final research design. Class participation and research design presentations will count for 10 percent of the final grade.

Second, each student will be responsible for presenting a summary of one of the research method chapters in Bora Pajo's *Introduction to Research Methods: A Hands-On Approach* (chapters 4-13). These presentations, which should take no more than 15 minutes, should include:

- a brief discussion of the method and how to use it (you do not have to repeat each point in Pajo; I expect that all students will have read the text before your presentation—the chapters are relatively short); and
- an assessment what sorts of research questions can best be answered with the research method under discussion. Where appropriate, it would be particularly helpful to think about how the research method discussed in your chapter can be applied to researching questions of importance in Latino communities.

I will want to get your preferences for which chapter to review in class on October 2 (the second class meeting). So, you will need to read ahead to identify chapters that you would be interested in summarizing. These presentations will be done by teams of two to three students, so you are welcome to propose a team for the chapter you are interested in presenting. Please identify three chapters that you would be interested in reviewing (you can rank them 1, 2, 3).

I would encourage you to select chapters focusing on research methods that you might want to use in your own research for the class.

This class presentation will be worth 10 percent of the final grade. Each student on the team will receive the same grade.

Third, each student must complete three short research activities, discuss the results of the activities in class, and submit a one- to two-page summary of the results. 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 Canvas prior to the start of class on the due date.

These assignments will each be worth 5 percent of the final grade (for a total of 15 percent).

These research activities will take place in Weeks 1, 2, and 4 of the course. The summaries are due on October 4, October 11, and October 25.

Fourth, students will complete a preliminary research design that will be due on November 1. I will review the research designs and return comments in the order that I receive preliminary research designs. Considering the size of the class, it will take me a while to grade and provide comments on the research designs, so getting your research design in early can mean that you will have comments significantly quicker than a student who submits the research design a few hours later.

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, 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:

- 1) a statement of the problem;
- 2) 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;

- 3) a set of specific questions or hypotheses that will be tested;
- 4) 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
- 5) a statement of the significance of the project for the larger study of Latino communities in U.S. society. 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 1 to November 27 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 another activity. The successful completion of this primary research will be essential to the completion of the revised research proposal.

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

Fifth, students will complete a revised research design that will be due on December 4. The revised research design should be submitted to Canvas. 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 revised 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. The revised research design will be worth 35 percent of the final grade.

Finally, by the end of final's week (December 14), I will expect a summary of no more than two pages of research completed since the submission of the Revised Research Agenda and a plan for continuing the research over the Winter break. Please submit this to Canvas by 12 noon.

This final activity will constitute 10 percent of the final grade. Aside from its value to your grade for 101, continuing to conduct research on your project will be critical you your being able to make the most of Chicano/Latino Studies 102W.

Course Schedule and Assigned Readings

September 27 – Class Introduction and Overview

October 2 and 4 – What is Social Science Research?

READINGS: Pajo, chapters 1-3

Assignments for October 2:

- 1) Review Pajo and bring a list to class of the three chapters, in ranked order, that you would most like to review. You can select from chapters 4 to 13.
- 2) Give some preliminary thought to a research project that you would like to design and conduct the preliminary research for (in this class) and complete (in Chicano/Latino Studies 102W in the Winter). Come to class prepared to discuss briefly your research project and how you will go about collecting data. I understand this the idea that you present will be preliminary and can be changed.

October 2 – Transforming Knowledge, Transforming Libraries Project Entrance Survey

Research activity: Read a local newspaper and bring in an article that identifies a problem that you would like investigate more thoroughly (this is not necessarily the project that you will undertake for your class research project; the goal is to use the newspaper to generate an idea for a project). Be prepared to discuss how you would go about conducting this research and a hypothesis (or hypotheses) that would guide your research.

Please note that as with each of the three research activities, you will need to have done this by the Tuesday of the week (October 2, in this case), but you do not need to hand it the written assignment until the Thursday of the week (October 4, in this case), by the start of class.

October 9 and 11 – Fundamentals of Social Research

READINGS: Pajo, chapters 4-6

Student presentations of Pajo, chapter 4 (October 9)

Student presentations of Pajo, chapters 5 & 6 (October 11)

Research Activity: 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?

Written summary due to Canvas by the start of class on October 11.

October 16 and 18 – Basic Social Research Designs / Individual Meetings to Discuss Progress on Research Project

READING: Pajo, chapters 7-8

October 16 – Session with UCI Chicano/Latino Studies Librarian Christina Woo on library resources for Chicano/Latino research projects

October 18 – Student presentations of Pajo, chapter 7-8

Individual Meetings: During this week, I will set up individual meeting with each student to discuss the progress of his/her research project.

October 23 and 25 Analyzing Social Science Data

READING: Pajo, chapters 9-10

October 23 – Transforming Knowledge, Transforming Libraries Project Workshop on Community Archives
Location – Orange County & Southeast Asian Archive Center, Libraries Gateway Study Center - First Floor

October 25 – Student presentation of Pajo, chapters 9-10.

Research Activity: Read the editorial pages of the Los Angeles Times, the Orange County Register, the New York Times, and La Opinion (if you read Spanish) and identify at least two editorials on the same or similar subjects in at least two of the papers (you may need to look for a couple of days to find editorials on the same subject; you are welcome to look backward). Please note that the editorial is the statement of the newspaper editors' opinion, not a news story which should be more dispassionate. By definition, an editorial is designed to take a position.

Evaluate the assumptions made about the subject of the editorial by the editorial writers in each newspaper. How do these assumptions differ? How do they guide the position taken by newspaper on the issue? Design a research project that could evaluate which of these assumptions was more valid.

Each of these newspapers is available on-line: <http://www.latimes.com/>,
<http://www.ocregister.com/ocregister/sections/opinion/>,
<http://www.nytimes.com/pages/opinion/index.html>, <http://www.laopinion.com/>.

Please note that an editorial is where the newspaper states its opinions. You should not use news articles to complete this assignment.

Written summary due by the start of class on October 25.

October 30 and November 1

READING: Pajo, chapters 11-13

October 30 – Student presentations on Pajo, chapter 11

November 1 – Student presentations on Pajo, chapters 12-13

Preliminary Research Design Due (November 1, *before class*). The preliminary research design should be submitted to Canvas.

November 6-8, 13-15 – Preliminary Fieldwork – No class meetings**November 20, November 27, November 29, December 4, December 6 – Student Presentations**

READING: Pajo, chapter 14

Transforming Knowledge, Transforming Libraries Project – Exit Survey

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 10 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.

Revised Research Design Due (December 4, *before class*). The revised research design should be submitted to Canvas.

End of Final's Week (December 14, 12 noon) – One to two page statement of research completed and plans for conducting research prior to Winter quarter. The statement should be submitted to Canvas.