

CCAS 202: Qualitative Methods in Chicana/o Studies Scholarship

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Brief Description: This course will review, dissect, discuss and debate different research methods that are used in social science scholarship and assess the advantages and disadvantages of different approaches and methodologies. In particular, we will assess the pros and cons of different research approaches when studying Chicanas/Chicanos (and other populations) in the U.S. Students will be expected to write a research paper, and give a presentation, using one of the methodologies we read during the quarter, and to defend that approach. As a scholar, you are expected to develop a theory and make an argument about social processes, and to defend that theory and argument with evidence. Evidence can take any shape, size or form, but it must be collected and assessed in a methodical and defensible manner, so that you can objectively defend your argument against critics from all sides. The goal of this class is to make all of our scholarship stronger, so that we can persuasively advance our theories in the most appropriate and rigorous way according to our respective subfields across the social sciences. Each week, students are expected to complete all of the assigned readings and to bring one example of a research project you could implement using that week's methodology.

Note on technology in the classroom: If you are using your laptop to take notes, and organize the readings, please make sure that you are ONLY using your laptop for that purpose. This is not a time for messaging apps, email, or other browsing. Please be serious and focused about your use of your laptop during class, to contribute to a collaborative and respectful environment. Phones must be put away during class, except for emergencies. Readings are to be done BEFORE class starts.

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. Cambridge University Press.

Joseph Maxwell. 2012. *Qualitative Research Design: An Interactive Approach* (Applied Social Research Methods) 3rd Edition. SAGE.

Perri 6 and Christine Bellamy. 2011. *Principles of Methodology: Research Design in Social Science*. SAGE.

Weekly Readings:

Week 1: Mar 31 – Introductions and Course Outline

Week 2: Apr 7 – Principles of Research Design

Due: ½ page abstract of your project

Principles of Methodology, “Part 1 Foundations: What methodology is and does” (ch 1-4)

- Chapter 1. Inference and warrant in designing research
- Chapter 2. Methodology and social science knowledge
- Chapter 3. Testing, confirming and falsifying
- Chapter 4. Perspectives on findings from social research

Week 3: Apr 14 – Formulating Research Questions

Due: Full page abstract of your project

Qualitative Research Design, “Chapter 2. Goals: Why are you doing this study?”

Qualitative Research Design, “Chapter 3. Conceptual Framework: What do you think is going on?”

Qualitative Research Design, “Chapter 4. Research Questions: What do you want to understand?”

Principles of Methodology, “Chapter 5. Types of research design”

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Week 4: Apr 21 – Case Study Theory & Practice

Due: 2-page abstract of your project

Eisenhardt, Kathleen. 1989. "Building theories from case study research." *Academy of Management Review*. 14(4): 532-550.

Principles of Methodology, Chapter 7: Case-based research design

Zepeda-Millán. 2017. Chapter 3: Promoting Protest Through Ethnic Media

For more: Mines, Richard and Alain de Janvry. 1982. "Migration to the United States and Mexican Rural Development: A Case Study" *American Journal of Agricultural Economics*. 64(3): 444-454

Cantú, Lionel. 1995. "The Peripheralization of Rural America: A Case Study of Latino Migrants in America's Heartland." *Sociological Perspectives*. 38(3): 399-414.

Gerring, John. 2004. "What is a case study and what is it good for?" *American Political Science Review*. 98(2): 341-354.

Week 5: Apr 28 – In-depth interviews I

Cuádriz, Gloria Holguín, Lynet Uttal. 1999. "Intersectionality and in-depth interviews: Methodological strategies for analyzing race, class and gender." *Race, Gender and Class Journal*. 6(3): 156-186.

DiCicco-Bloom, Barbara and B. Crabtree. 2006. "The qualitative research interview." *Medical education* 40(4).

Boyce, Carolyn and Palena Neale. 2006. "Conducting in-depth interviews" *Pathfinder International Tool Series*.

Guion, Lisa, David Diehl, and Debra McDonald. 2011. "Conducting an in-depth interview." Institute of Food and Agricultural Sciences, University of Florida

Week 6: May 5 – In-depth interviews II

Zepeda-Millán, Chris. 2017. *Latino Mass Mobilization: Immigration, Racialization, and Activism*. Cambridge University Press. Chapters 2, 4, 5

Abrego, Leisy. 2008. "Legitimacy, Social Identity, and the Mobilization of Law: The Effects of Assembly Bill 540 on Undocumented Students in California." *Law and Social Inquiry* 33(3): 709-734.

For more: Waters, Mary. 1994. "Ethnic and racial identities of second-generation black immigrants in New York City." *International Migration Review*. 28(4): 795-820.

Week 7: May 12 – Content analysis

Baker-Kimmons, Leslie and Pancho McFarland. 2011. "The Rap on Chicano and Black Masculinity: A Content Analysis of Gender Images in Rap Lyrics." *Race, Gender & Class* (18)2: 331-344.

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).

Fernandez, Celestino and Lawrence Pedroza. 1981. "The Border Patrol and News Media Coverage of Undocumented Mexican Immigrants During the 1970s." The MASRC Working Paper Series. Number 2. University of Arizona.

Oliver, Mary Beth. 1994. "Portrayals of crime, race and aggression in 'reality-based' police shows: A content analysis." *Journal of Broadcasting and Electronic Media*. 38:2 (179-192).

For more: Riffe, Lacy and Fico (2014). *Analyzing Media Messages: Using Quantitative Content Analysis in Research*. NY: Routledge.

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Week 8: May 19 – Surveying hard to reach populations: theory & practice

Muhib, Farzana, et. al. 2001. “A venue-based method for sampling hard-to-reach populations.” *Public Health Reports*. 116(1): 216-222.

Penrod, Janice et. al. 2003. “A discussion of chain referral as a method of sampling hard-to-reach populations” *Journal of Transcultural Nursing*. 14(2): 100-107.

Marpsat, Maryse and Nicolas Razafindratsima. 2010. “Survey methods for hard-to-reach population” *Methodological Innovations* 5(2) 3-16.

Valenzuela, Abel, Nik Theodore, Edwin Meléndez, and Ana Luz Gonzalez. 2006. “On the Corner: Day Labor in the United States.” Center for the Study of Urban Poverty. Los Angeles, CA.

Wampler, Brian, Maria Chavez and Francisco Pedraza. 2009. “Should I stay or should I go? Explain why most Mexican immigrants are choosing to remain permanently in the United States.” *Latino Studies*. 7: 83-104.

Cornelius, Wayne A. 1982. Interviewing Undocumented Immigrants: Methodological Reflections Based on Fieldwork in Mexico and the U.S., *The International Migration Review*, 16(2)

Week 9: May 26 – Validation

Qualitative Research Design, “Chapter 6. Validity: How might you be wrong?”

Principles of Methodology, “Chapter 13: Warranting explanations”

Week 10: Jun 2 – Presentations Group A

Finals: Jun 9 – Presentations Group B

Note on final presentations: Throughout the course of your career you will be called upon to get in front of a room of your peers and present your research. The more practice you get the better. You should plan on roughly a 15-minute presentation of research slides using PowerPoint or any similar presentation software. Take the presentation seriously, start working on it early in the quarter and continue to update it as your project advances. Slides should consist of framing the issue, why is this interesting/important research, existing literature, your specific research question, your argument or point of view, the data and methods you are using, summary of findings, interpretation of results, conclusion, and next steps. Use color, graphics, pictures, maps, flow charts, animation, video, and more to make your presentation dynamic and engaging. I will gladly provide feedback and suggestions on your presentation throughout the quarter. But the most important part is not the literature review, the most important part is **YOUR** argument, your theory, your view on social relationships and processes.

Grading Scheme:

Weekly research examples	20%
In-class participation	20%
Research presentation	30%
Final paper	30%