

Spring 2018 | Matt A. Barreto | 3345 Bunche Hall | 909-489-2955 | barretom@ucla.edu

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/Latinas 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.

Laptops and phones must be put away during class. If you have digital notes print them out and bring them with you. You may refer to digital copies of the readings, but only as necessary. No online communication can take place during class including email, messaging, chat or reading. Readings are to be done BEFORE class starts.

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

Jepson 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: April 4 – Introductions and Course Outline****Week 2: April 11 – Principles of Research Design**

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: April 18 – Case Study Theory & Practice

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

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

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.

Week 4: April 25 – Formulating Research Questions

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”

Week 5: May 2 – In-depth interviews I

Cuádras, 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 Benjamin Crabtree. 2006. “The qualitative research interview.” *Medical Education* 40(4).

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

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 9 – In-depth interviews II

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.

Zepeda-Millán. 2017. Chapters 2, 4, 5

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 16 – Content analysis

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).

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).

Timnit Gebrua, et. al. 2017. “Using deep learning and Google Street View to estimate the demographic makeup of neighborhoods across the United States.” PNAS Early Edition

Lewis, Seth, Rodrigo Zamith and Alfred Hermida. 2013. “Content Analysis in an Era of Big Data: A Hybrid Approach to Computational and Manual Methods.” *Journal of Broadcasting and Electronic Media*. 57:1 (34-52).

For more see: Riffe, Lacy and Fico (2014). Analyzing Media Messages: Using Quantitative Content Analysis in Research. NY: Routledge. Steiner-Threlkeld, Zachary. (2018) Twitter as Data. Elements in Quantitative and Computational Methods for Social Science. Cambridge University Press.

Week 8: May 23 – 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)

CS 202: Research Methods in Chicana/o Studies Scholarship

Week 9: May 30 – Validation

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

Principles of Methodology, “Chapter 13: Warranting explanations”

Week 10: June 6 – Presentations Group A

Finals: June 13 – 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.

Grading Scheme:

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