THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course number:	395K	**Instructor's name:**	Esther J. Calzada, PhD (she/her/hers/ella)
Unique number:	60064	**E-mail:**	esther.calzada@austin.utexas.edu
Semester:	Spring 2022	**Office phone:**	(512) 471-2797
Meeting place:	2.122	**Office number:**	3.106E
Meeting time:	TH 9:00a.m. – 12:00 p.m.	**Office hours:**	By appointment

Research Methods in Minoritized Populations

I.   STANDARDIZED COURSE DESCRIPTION

This research seminar is designed to introduce scholarly discourse with respect to social science research methods that includes race/ethnicity and other minoritized identities as variables, or that is conducted in and with minoritized communities. The course is structured to address five key areas: 1) social science research on minoritized populations in historical context; 2) theoretical and conceptual frameworks when studying minoritized populations; 3) researcher identity and reflexivity; 4) validity and cultural relevance of measures and data collection tools; and 5) how stages of research may vary in research with minoritized populations with an emphasis on data collection, analysis, interpretation, and publication of qualitative and quantitative research.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

1. Describe how social science research has considered race, ethnicity and other minoritized identities historically.
2. Conceptualize research questions and theoretical frameworks that challenge inequities.
3. Select appropriate methods to answer research questions that challenge inequities or aim to reduce them.
4. Evaluate cultural appropriateness of measures and understand issues of cross-cultural validation.
5. Demonstrate in-depth understanding of the various technical and stylistic elements that are integral to publishable manuscripts and consider the impact they may have on minoritized groups.
6. Effectively critique scholarly articles that include race, ethnicity, or other minoritized identities as variables.
7. Conduct and/or propose independent research that examines questions aimed at understanding minoritized populations, identifying health disparities, or reducing inequalities.

III. TEACHING METHODS

This class will be taught using an anti-racist pedagogical lens. That means that we will: 1) disrupt assumptions about the 'objectivity' of knowledge; 2) develop awareness and reflection of our individual social positions; 3) decenter authority so that even as the professor, I am engaged in the learning process with you; 4) critically think, analyze, synthesize, and apply ideas, drawing on individual and collective student and professor experiences; and 5) emphasize collaboration over competition.

In following this pedagogical approach, I am committed to getting to know you and helping you get to know me, listening and learning from you, challenging you, inspiring you to think in new ways, and drawing inspiration from you. I invite you to enter this class with a commitment to and excitement for learning, *and unlearning*, what constitutes "good" research methods.

This course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. Activities include readings, writings, discussions, lectures, in-class activities, and self-reflection.

IV. REQUIRED TEXT AND MATERIALS
Required Text:
Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers.

Other required reading sources are noted in the "Bibliography" of this syllabus and are available online through the library and/or on *Canvas*.

V. COURSE REQUIREMENTS
Overview
1. **Reading reflections:** Offer two reflections for each week's readings. The first reflection should focus on how the reading relates to your personal identity as a researcher (e.g., your lived experiences, your identities, your positionality, your power), and the second reflection should focus on how the reading informs your scholarship. Each reflection should be approximately half of a single-spaced page (i.e., 1 single-spaced page per week) and *all* readings should be referenced in a meaningful way in your submission (i.e., in the first or second reflection, or in both). Reading reflections comprise 20% of your overall grade.
2. **Journal Club:** Lead a critical discussion of research in your area of scholarship. You will sign up for two different class meetings during which you will critique a journal article from a reputable, peer-reviewed journal in your research area (that you identify). The discussion should explore the strengths and weakness of the research from an anti-racist and decolonialized perspective. Please provide the journal article to the class the week before the scheduled discussion. Journal Club comprises 20% of your overall grade.
3. **Research proposal presentation:** Present a research study to the class. Your presentation should include 1) a theoretical framework; 2) research questions; 3) study methods; and 4) a plan for interpretation and dissemination of findings. The class will engage in critical discussion of your ideas for the sake of strengthening your proposal. The presentation and

discussion should be approximately 30 minutes. The presentation comprises 25% of your overall grade.

4. **Research proposal:** Submit a research proposal. Your proposal should include 1) a theoretical framework; 2) research questions; 3) study methods; and 4) a plan for interpretation and dissemination of findings. Your proposal should incorporate feedback from your presentation. Your proposal should be 10 single-spaced pages and follow the template provided by the instructor. The proposal comprises 35% of your overall grade.

Due Dates. Due dates are indicated in the course schedule. Students are expected to turn in all required assignments via Canvas, <u>before</u> the beginning of class. ***If you anticipate a challenge in meeting a due date, please contact me so that we may adjust the deadline (as possible).*** Otherwise, assignments that are not submitted by the due date will be considered late and subject to a point deduction.

VI. GRADING

Reading reflections	20%
Journal Club	20%
Class Presentation	25%
Research Proposal	35%
TOTAL	100%

Grading Scale

94.0 and Above = A	90.0 to 93.999 = A-	
87.0 to 89.999 = B+	84.0 to 86.999 = B	80.0 to 83.999 = B-
77.0 to 79.999 = C+	74.0 to 76.999 = C	70.0 to 73.999 = C-
67.0 to 69.999 = D+	64.0 to 66.999 = D	60.0 to 63.999 = D-
Below 60.0 = F		

Grades are assigned based on the following criteria: A grade of "A" is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of "B" is given for doing all of the work well. A grade of "C" is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

VII. UNIVERSITY POLICIES
COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security

settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: http://deanofstudents.utexas.edu/sjs/.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students

should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- · Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- · If you require assistance to evacuate, inform the professor in writing during the first week of class.
- · In the event of an evacuation, follow the professor's instructions.
- · Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

at: https://protect.utexas.edu/

VIII. CLASS POLICIES

Diversity, Equity and Inclusion. Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

Attendance, Punctuality and Participation. The class experience is co-constructed and students are expected to attend, arrive on time, and participate in class. Students also are expected to complete the readings and other assignments prior to class in order to be well prepared to participate in discussions and experiential learning assignments. If you have challenges that interfere with these expectations, please contact me so that we may identify appropriate solutions.

Communication with the Professor. Open communication with the professor is encouraged. I am available outside of class to discuss class materials, class expectations, course requirements, and class performance. Student feedback is welcome. You are encouraged to provide feedback via Canvas, email, phone, or individual meetings.

Class Expectations

I expect students to complete the assigned coursework, including engaging with all course materials and completing assignments	Students may expect me to be thoughtful about the content and demands of the coursework
I expect students to attend and be attentive in class	Students may expect me to be fully attentive in class and be available outside of class
I expect students to work hard to understand the material presented	Students may expect me to support their understanding of the course material, in and outside of class

I expect students to challenge the material presented	Students may expect me to challenge their ideas, knowledge and beliefs about the course material
I expect students to be aware of their social position as they engage with the course material and with others in the class	Students may expect me to be aware of my social position as I engage with the course material and with others in the class
I expect students to be respectful of others' social positions	Students may expect me to be respectful of others' social positions
I expect students to support each other's learning process, even if it is different from their own	Students may expect me to support their learning process, even if it is different from my own
I expect students to communicate their learning needs with me	Students may expect clear and transparent communication from me
I expect students to provide feedback in a timely manner	Students may expect me to consider and respond to feedback in a timely manner

IX. Week-to-Week View

WEEK 1: JANUARY 20	
What is race, anyways? *Why center race?*	
READ	1. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 1-3.**
WEEK 2: JANUARY 27	
How has race been studied over time? *How are race and intersectionality conceptualized in theory and study design?*	
READ	1. Boleg, L., (2012). The problem with the phrase *women and minorities*: Intersectionality- an important theoretical framework for public health. *American Journal of Public Health, 102*, 1267-1273. 2. Bonilla, S. E. (2021). What Makes Systemic Racism Systemic? *Sociological Inquiry*, *91*(3), 513–533. 3. Daftary, A. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work, 29*, 439-454. 4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 6, 8 and 16.**
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #1: Professor Selection
WEEK 3: FEBRUARY 3	
How are race and intersectionality conceptualized in theory and study design?	

READ	1. Kaomea, J. (2013). Lab Coats or Trench Coats? Detective Sleuthing as an Alternative to Scientifically Based Research in Indigenous Educational Communities. *Qualitative Inquiry*, *19*(8), 613–620. 2. Simonds, V. W., & Christopher, S. (2013). Adapting Western Research Methods to Indigenous Ways of Knowing. *American Journal of Public Health*, *103*(12), 2185–2192. 3. Smith, L.T. (2021). *Decolonizing methodologies: Research and Indigenous peoples*. Zed: Bloomsbury Publishing. **Chapters 7 – 9.**
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #2: Student Selection
**WEEK 4: FEBRUARY 10**
*How are race and intersectionality conceptualized in theory and study design?*
READ	4. Bermudez, J.M., Muruthi, B.A., & Jordan, L.S. (2016). Decolonizing Research Methods for Family Science: Creating Space at the Center. *Journal of Family Theory and Review, 8*, 192-206. 5. Coll, C. G., & Lamberty, G. (1996). An Integrative Model for the Study of Developmental Competencies in Minority Children. *Child Development*, *67*(5), 1891–1914. 6. Grabe, S. (2016). Transnational Feminism in Psychology: Women's Human Rights, Liberation and Social Justice. In P.L. Hammack (Ed). The Oxford Handbook of Social Psychology and Social Justice, Oxford University Press. 7. Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science & Medicine*, *75*(12), 2099–2106. 8. Kilbourne, A. et al. (2006). Advancing health disparities research within the health care system; A conceptual framework. American Journal of Public Health, 96, 2113-2121.
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #3: Student Selection
**WEEK 5: FEBRUARY 17**
*How are race and intersectionality conceptualized in theory and study design?*

READ	1. Stanton, C. R. (2014). Crossing Methodological Borders: Decolonizing Community-Based Participatory Research. *Qualitative Inquiry*, *20*(5), 573–583.
	2. Dion, M. L., Díaz Ríos, C., Leonard, K., & Gabel, C. (2020). Research Methodology and Community Participation: A Decade of Indigenous Social Science Research in Canada. *Canadian Review of Sociology*, *57*(1), 122–146.
	3. Fine, M., Torre, M. E., Oswald, A. G., & Avory, S. (2021). Critical participatory action research: Methods and praxis for intersectional knowledge production. *Journal of Counseling Psychology*, *68*(3), 344–356.
	4. Kidd, S., Davidson, L., Frederick, T., & Kral, M. J. (2018). Reflecting on Participatory, Action-Oriented Research Methods in Community Psychology: Progress, Problems, and Paths Forward. *American Journal of Community Psychology*, *61*(1/2), 76–87.
	5. Kong, S. T., Banks, S., Brandon, T., Chappell, S., Charnley, H., Hwang, S. K., Rudd, D., Shaw, S., Slatcher, S., & Ward, N. (2020). Extending voice and autonomy through participatory action research: Ethical and practical issues. *Ethics and Social Welfare*, *14*(2), 220–229.
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #4: Student Selection

WEEK 6: FEBRUARY 24
How are race and intersectionality conceptualized in theory and study design?

READ	6. Akom, A.A. (2011) Black emancipatory action research: integrating a theory of structural racialisation into ethnographic and participatory action research methods, Ethnography and Education, 6:1, 113-131.
	7. Hess, J. M., Vasquez Guzman, C. E., Hernandez-Vallant, A., Handal, A. J., Huyser, K., Galvis, M., Medina, D., Casas, N., Chavez, M. J., Carreon Fuentes, A., & Goodkind, J. R. (2021). Innovative participatory bilingual data analysis with Latinx/@ immigrants: Language, power, and transformation. *Cultural Diversity and Ethnic Minority Psychology*.
	8. Keyes, T. S., Vogel-Ferguson, M. B., & Patin, K. (2019). An Approach for Engaging with a Mixed-Race, Rural Community Using Social Work Values and a Community-Based Participatory Research Framework. *Journal of Evidence-Based Social Work (2640-8066)*, *16*(5), 524–539.
	9. Okazaki, S., Kassem, A. M., & Tu, M.-C. (2014). Addressing Asian American mental health disparities: Putting community-based research principles to work. *Asian American Journal of Psychology*, *5*(1), 4–12.
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #5: Student Selection

WEEK 7: MARCH 3
How do we engage minoritized communities in the production of scholarship?

READ	1. George, S., Duran, N., & Norris, K. (2014). A Systematic Review of Barriers and Facilitators to Minority Research Participation Among African Americans, Latinos, Asian Americans, and Pacific Islanders. *American Journal of Public Health*, *104*(2), e16–e31. 2. Lynn, P., Nandi, A., Parutis, V., & Platt, L. (2018). Design and implementation of a high-quality probability sample of immigrants and ethnic minorities: Lessons learnt. *Demographic Research*, *38*, 513–548. 3. Waheed, W., Hughes-Morley, A., Woodham, A., Allen, G., & Bower, P. (2015). Overcoming barriers to recruiting ethnic minorities to mental health research: A typology of recruitment strategies. *BMC Psychiatry*, *15*. 4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 9 and 11.**
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #6: Student Selection
**WEEK 8: MARCH 10**
*How does researcher identity influence research?*
READ	1. Bernal, D., Perez Huber, L., & Malagon, M. (2018). Bridging theories to name and claim critical race feminista methodology, in J. DecCuir-Gunby, T. Chapman, & P. Schutz (Eds.) *Understanding Critical Race Research Methods and Methodologies*. New York, NY: Routledge. 2. Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education, 31*, 866-879. 3. Shotton, H. J., Tachine, A. R., Nelson, C. A., Minthorn, R. Z., & Waterman, S. J. (2018). Living our Research through Indigenous Scholar Sisterhood Practices. *Qualitative Inquiry*, *24*(9), 636–645. 4. Suarez-Balcazar, Y., Kia-Keating, M., & Jackson, T. (2021). Navigating Participation and Ethics with Immigrant Communities. Qualitative Psychology. 5. McCracken, J. (2020). Ethics as Obligation: Reconciling Diverging Research Practices with Marginalized Communities. *International Journal of Qualitative Methods*.
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #7: Student Selection
**WEEK 9: MARCH 24**
*How do we center race and intersectionality in quantitative data collection?*

READ	1. Nakash, O., Granek, L., Cohen, M., Bar-Sela, G., Geffen, D., & Ben David, M. (2020). Does assessment method matter in detecting mental health distress among Ashkenazi and Mizrahi Israeli women with breast cancer? *Health & Social Work*, *45*(2), 101–109.
	2. Prewitt, K. (2012). When You Have a Hammer …. *Du Bois Review: Social Science Research on Race*, *9*(2), 281–301.
	3. Schwartz, S. J., Syed, M., Yip, T., Knight, G. P., Umaña, T. A. J., Rivas, D. D., & Lee, R. M. (2014). Methodological Issues in Ethnic and Racial Identity Research With Ethnic Minority Populations: Theoretical Precision, Measurement Issues, and Research Designs. *Child Development*, *85*(1), 58–76.
	4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 5, 7 and 10.**
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #8: Student Selection

WEEK 10: MARCH 31

How do we center race and intersectionality in quantitative data collection?

READ	1. Carter, R. T., Muchow, C., & Pieterse, A. L. (2018). Construct, predictive validity, and measurement equivalence of the Race-Based Traumatic Stress Symptom Scale for Black Americans. *Traumatology*, *24*(1), 8–16.
	2. Martinez-Fuentes, S., Umaña-Taylor, A. J., Jager, J., McDermott, E. R., & Sladek, M. R. (2021). Measurement equivalence testing of the American Identity Questionnaire across Black, Latino, and White adolescents. *Cultural Diversity and Ethnic Minority Psychology*, *27*(3), 376–385.
	3. Jang, Y., Powers, D. A., Yoon, H., Rhee, M.-K., Park, N. S., & Chiriboga, D. A. (2018). Measurement equivalence of English versus native language versions of the Kessler 6 (K6) Scale: An examination in three Asian American groups. *Asian American Journal of Psychology*, *9*(3), 211–216.
	4. Shen, Y., Seo, E., Hu, Y., Zhang, M., & Chao, R. K. (2019). Measurement invariance of language brokering extent and attitudes in linguistic minority adolescents: Item response theory analyses. *Cultural Diversity and Ethnic Minority Psychology*, *25*(2), 170–178.
	5. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapter 18.**
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #9: Student Selection

WEEK 11: APRIL 7

How do we center race and intersectionality in qualitative data collection?

READ	1. Adams, G. (2014). Decolonizing methods: African studies and qualitative research. *Journal of Social & Personal Relationships*, *31*(4), 467–474. 2. Carney, N. (2017). Multi-sited ethnography: Opportunities for the study of race. *Sociology Compass*, *11*(9), n/a-N.PAG. 3. Lincoln, Y. S., & González Y González, E. M. (2008). The Search for Emerging Decolonizing Methodologies in Qualitative Research: Further Strategies for Liberatory and Democratic Inquiry. *Qualitative Inquiry*, *14*(5), 784–805. 4. Parker, L., & Lynn, M. (2002). What's Race Got to Do With It? Critical Race Theory's Conflicts with and Connections to Qualitative Research Methodology and Epistemology. *Qualitative Inquiry*, *8*(1), 7–22. 5. Viruru, R., & Rios, A. (2021). Needed Methodological Emancipation: Qualitative Coding and the Institutionalization of the Master's Voice. *Qualitative Inquiry*, *27*(10), 1146–1158.
SUBMIT	Reading Reflections
CRITIQUE	Journal Club #10: Student Selection
WEEK 12: APRIL 14	
How do we center race and intersectionality in intervention research?	
READ	1. Bernal, G., & Adames, C. (2017). Cultural adaptations: Conceptual, ethical, contextual, and methodological issues for working with ethnocultural and majority-world populations. *Prevention Science*, *18*(6), 681–688. 2. Dawson-McClure, S., Rhule, D., Hamar, K., Calzada, E.J., Kolawole, O., Mondeseir, M., Rosenblatt, K., & Brotman, L.M. (2021). Understanding ParentCorps' Essential Elements for Building Adult Capacity to Support Young Children's Health and Development. Invited chapter submission in Bierman, K., & S. Sheridan (Eds). *Family-School Partnerships During the Early School Years - Advancing Science to Influence Practice.* Springer. (pp. 53 – 72). 3. Fox, S., Bibi, F., Millar, H., & Holland, A. (2017). The role of cultural factors in engagement and change in Multisystemic Therapy (MST). *Journal of Family Therapy*, *39*(2), 243–263. 4. Herrick, A. L., Egan, J. E., Coulter, R. W. S., Friedman, M. R., & Stall, R. (2014). Raising sexual minority youths' health levels by incorporating resiliencies into health promotion efforts. *American Journal of Public Health*, *104*(2), 206–210. 5. Law, K., & Lee, K. (2016). Importing Western values versus indigenization: Social work practice with ethnic minorities in Hong Kong. *International Social Work*, *59*(1), 60–72. 6. Wagaman, M. A. (2015). Changing Ourselves, Changing the World: Assessing the Value of Participatory Action Research as an Empowerment-Based Research and Service Approach With LGBTQ Young People. *Child & Youth Services*, *36*(2), 124–149.
SUBMIT	Reading Reflections

WEEK 13: APRIL 21	
Student Research	
WEEK 14: APRIL 28	
How do we return data to its rightful owners? *Putting it all together: creating a research proposal*	
READ	1. Bridges-Rhoads, S., & Van Cleave, J. (2014). Pursuing Responsibility: Writing and Citing Subjects in Qualitative Research. *Qualitative Inquiry*, *20*(5), 641–652. 2. González y González, E. M., & Lincoln, Y. S. (2006). Decolonizing Qualitative Research: Non-traditional Reporting Forms in the Academy. *Forum: Qualitative Social Research*, *7*(4), 1. 3. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 20.**
SUBMIT	Reading Reflections
MAY 6	
SUBMIT	Research proposal

♦ Submit assignments to Canvas *before* start of class.

X. BIBLIOGRAPHY (highlighted references are optional)

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