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)
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Semester:	Spring 2024	**Office phone:**	(512) 471-2797
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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
This course is *reading intensive*. It relies heavily on thoughtful and critical discussion of weekly readings and journal articles identified by students. The course also requires students to apply the learnings to their own scholarship by developing a research proposal that will be presented orally and in written form.

Assignments
1. **Reading reflections:** Offer a written reflection for each week's readings. While you are expected to complete *all* the assigned readings, the reflection may be more narrow in focus. Specifically, you should address at least two of the following questions using at least two different assigned readings: 1) how does the reading relate to your personal identity as a researcher (e.g., your lived experiences, your identities, your positionality, your power)?; 2) how does the reading inform your scholarship?; 3) what is the primary author's positionality and how may that have influenced the content of the article?; 4) considering the analytic sample, who is not included but should have been, given the aims of the study, and why?; 5) what systemic issues are discussed and how are they (or not) conceptualized

in the analytic model? The reflection should be approximately 1 single-spaced page per week. Reading reflections comprise 15% of your overall grade.

2. **Scholarly critique:** Submit a critical review of research in your area of scholarship. You will select two journal articles from reputable, peer-reviewed journal in your research area (that you identify in preparation for your research proposal). The critique should explore the strengths and weakness of the research from an anti-racist and decolonialized perspective and follow the template provided by the instructor. Your scholarly critique comprises 10% of your overall grade.

3. **Research Proposal:** *You will iteratively develop a research proposal that will be presented orally and in written form. Both the presentation and the written proposal will be completed in several steps, as described below.*

   a) **Proposal development form:** Throughout the semester, you will complete sections of the proposal development form describing your: social impact commitments; research questions; theoretical framework; population/sample; engagement plan; data collection plan (approach and measures); and dissemination plan. Timeline submission of the form comprises 10% of your overall grade.

   b) **Small group presentation and reviews:** Working in a small group of 3 – 4 students, you will 1) present your social impact goals, research questions, and theoretical frameworks to the group, and 2) thoughtfully critique the presentation of other students in the group. Your presentation should be both visual and oral. Your critique should be written and follow the template provided by the instructor. Full participation (as presenter and reviewer) in the small group workshops comprises 15% of your overall grade.

   c) **Research proposal presentation:** Present your research proposal to the class. Your presentation should include 1) your social impact commitments; 2) research questions; 3) theoretical framework; 4) study methods (sampling, engagement, data collection); and 4) a plan for interpretation and dissemination of findings that demonstrates the potential for social impact of your project. The class will engage in critical discussion of your ideas for the sake of strengthening your proposal. The presentation, including discussion, should be approximately 15 minutes. The presentation comprises 20% of your overall grade.

   d) **Research proposal:** Submit a written research proposal. Your proposal should include 1) your social impact commitments; 2) research questions; 3) theoretical framework; 4) study methods (sampling, engagement, data collection); and 4) a plan for interpretation and dissemination of findings that demonstrates the potential for social impact of your project. Your proposal should incorporate feedback from your proposal development form, the small group reviews, and your class presentation. Your proposal should be 10 single-spaced pages and follow the template provided by the instructor. The proposal comprises 30% 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, before 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 may

be subject to a point deduction.

VI. GRADING

Reading reflections	15%
Scholarly critique	10%
Proposal development form	10%
Small group presentation and reviews	15%
Class presentation	20%
Research proposal	30%
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
Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				*minimum to pass course		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/. Furthermore, students are expected to abide by the Standards for Social Work Education (available at https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at https://community.utexas.edu/care/. The University does not maintain a list of religious holy days.

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.

Policy on Academic Integrity. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: https://community.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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/.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the Title IX pregnancy and parenting resource page for more information or contact the Title IX Support and Resources team connect with a Case Manager.

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.

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.

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 18

	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 25
How has race been studied over time? *How are race and intersectionality conceptualized in theory and study design?*

READ	1. Bermudez et al. (2016). Decolonizing research methods for family science: Creating space at the center. *Journal of Family Theory and Review, 8*, 192-206. 2. Daftary, A. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work, 29*, 439-454. 3. Guan et al. (2021). An investigation of quantitative methods for assessing intersectionality in health research: A systematic review. *SSM-population health*, *16*, 100977. 4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 6 and 8.**
SUBMIT	Reading Reflections Social Impact Commitments

WEEK 3: FEBRUARY 1
How are race and intersectionality conceptualized in theory and study design?

READ	1. Coll, C.G., Lamberty, G., et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*(5), 1891–1914. 2. Goings et al. (2023). An anti-racist research framework: Principles, challenges, and recommendations for dismantling racism through research. *Journal of Society for Social Work Research*, 14, 101 – 128. 3. 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. 4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapter 16.**
SUBMIT	Reading Reflections Research Questions

WEEK 4: FEBRUARY 8
How are race and intersectionality conceptualized in theory and study design?

READ	1. Simonds, V. W., & Christopher, S. (2013). Adapting Western research methods to indigenous ways of knowing. *American Journal of Public Health*, *103*(12), 2185–2192.

	2. Smith, L.T. (2021). *Decolonizing methodologies: Research and Indigenous peoples*. Zed: Bloomsbury Publishing. **Chapters 7 – 8.** 3. Walter, M., & Suina, M. (2023). Indigenous data, indigenous methodologies and indigenous data sovereignty. *Educational Research Practice in Southern Contexts,* 207-220.
SUBMIT	Reading Reflections Theoretical Frameworks
**WEEK 5: FEBRUARY 15**

*Small Group Workshops*
PRESENT	Theory, Research Questions, Social Impact
**WEEK 6: FEBRUARY 22**
*How are race and intersectionality conceptualized in theory and study design?*
READ	1. Akom, A.A. (2016) Black emancipatory action research: Integrating a theory of structural racialisation into ethnographic and participatory action research methods, Ethnography and Education, 6:1, 113-131. 2. Fine et al. (2021). Critical participatory action research: Methods and praxis for intersectional knowledge production. *Journal of Counseling Psychology*, *68*(3), 344–356. 3. Kidd et al. (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. 4. Kong et al. (2020). Extending voice and autonomy through participatory action research: Ethical and practical issues. *Ethics and Social Welfare*, *14*(2), 220–229.
SUBMIT	Reading Reflections
**WEEK 7: FEBRUARY 29**
*How do we engage minoritized communities in the production of scholarship?*
READ	1. George et al. (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. Suarez-Balcazar et al. (2021). Navigating participation and ethics with immigrant communities. *Qualitative Psychology*. 3. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapters 9 and 11.**
SUBMIT	Reading Reflections Population/Sample
**WEEK 8: MARCH 7**
*How does researcher identity influence research?*

READ	1. Coleman et al. (2021). Interrogating whiteness in community research and action. *American Journal of Community Psychology*, *67*(3-4), 486–504.
	2. McCracken, J. (2020). Ethics as Obligation: Reconciling Diverging Research Practices with Marginalized Communities. *International Journal of Qualitative Methods*.
	3. Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education, 31*, 866-879.
	4. Shotton et al. (2018). Living our research through indigenous scholar sisterhood practices. *Qualitative Inquiry*, *24*(9), 636–645.
SUBMIT	Reading Reflections Engagement Plan

WEEK 9: MARCH 21
How do we center race and intersectionality in qualitative data collection?

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. 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.
	3. Rodney et al. (2023). Anti-oppression as praxis in the research field: Implementing emancipatory approaches for researchers and community partners. *Qualitative Research*, 0(0).
	4. 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

WEEK 10: MARCH 28
How do we center race and intersectionality in quantitative data collection?

READ	1. Malinowska, J.K., Żuradzki, T. (2023). Reductionist methodology and the ambiguity of the categories of race and ethnicity in biomedical research: an exploratory study of recent evidence. *Medicine, Health Care and Philosophy,* 26, 55–68
	2. 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 Data Collection Plan: Approach

WEEK 11: APRIL 4
How do we center race and intersectionality in quantitative data collection?

READ	1. Carter et al. (2018). Construct, predictive validity, and measurement equivalence of the Race-Based Traumatic Stress Symptom Scale for Black Americans. *Traumatology*, *24*(1), 8–16.

	2. Jang et al. (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.
	3. Shen et al. (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.
	4. Zuberi, T., & Bonilla-Silva, E. (2008). *White logic, white methods: Racism and methodology*. Lanham: Rowman & Littlefield Publishers. **Chapter 18.**
SUBMIT	Reading Reflections Data Collection Plan: Measures
WEEK 12	

WEEK 12: APRIL 11	
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 et al. (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. Dickerson et al. (2020). Encompassing Cultural Contexts Within Scientific Research Methodologies in the Development of Health Promotion Interventions. *Prevention Science,* 21, 33–42.
	4. Perrino et al. (2015). Toward scientific equity for the prevention of depression and depressive symptoms in vulnerable youth. *Prevention science*, *16*(5), 642–651.
	5. 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 18	
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. **Chapter 20.**
SUBMIT	Reading Reflections Dissemination Plan
PRESENT	Research Presentations
WEEK 14: APRIL 25	
PRESENT	Research Presentations
MAY 9	
SUBMIT	Research proposal (in full)

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

X. BIBLIOGRAPHY (highlighted references are optional)

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