READINGS BY TOPIC

Research in Minoritized Populations
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These readings are designed to introduce scholarly discourse with respect to social science research methods that include race/ethnicity and other minoritized identities as variables, or that is conducted in and with minoritized communities. The term **minoritized group** (which has replaced "minority group") emphasizes the systemic nature of marginalization. According to the *Oxford Encyclopedia of Social Work*, based on Critical Race Theory "minoritized groups have distinct experiences with marginalization," based on "how race, gender, class, and sexual orientation among other *identities intersect."*

Note: Links to publicly available articles are included.

Epistemological issues

Assumptions society and researchers make about race/ethnicity and other social constructions

> Tukufu, Z. (2001). *Thicker than Blood: How Racial Statistics Lie*. Minneapolis, MN. University of Minnesota Press. [Part I]

> Moses, Y. (2017). Why do we keep using the word "Caucasian?" *Sapiens Anthropology Magazine.*

> Mochkofsky, G. (2020, September 5). Who are you calling Latinx? *The New Yorker.*

History of research in minoritized communities

Exploration of the history and progression of research in the 20th century to present, issues of racism and colonization, deficit models, research that omits racial/ethnic diversity

> Tukufu, Z. (2001). *Thicker than Blood: How Racial Statistics Lie*. Minneapolis, MN. University of Minnesota Press. [Part II]

> Hanna et al., (2020, January). Towards a critical race methodology in algorithmic fairness. *Proceedings of the 2020 Conference on Fairness, Accountability, and Transparency*, 501-512.

Conceptualizing and designing the study: Theoretical frameworks

Do mainstream theories reinforce racism? Use of mainstream versus culturally specific conceptual frameworks, explore critical race and other theories, how do we incorporate important contextual variables

> Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, Routledge Taylor and Francis Group. [Chapter 7]

Daftary, A. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work, 29*, 439-454.

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.

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.

Methods used in research about minoritized populations

What questions can be answered by mixed methods, participatory action research (PAR), comparative studies, quantitative methods? How can we include participants voices across methodological approaches?

Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, Routledge Taylor and Francis Group. [Chapter 1 & 6]

Liddiard, K. et al. (2019). "I was excited by the idea of a project that focuses on those unasked questions" Co-producing disability research with disabled young people. *Children & Society, 33,* 154-167.

Valdez et al. (2018). A community-responsive adaptation to reach and engage Latino families affected by maternal depression. *Family Process, 57*, 539-556.

Researcher as insider or outsider

Taking account the self in quantitative and qualitative research

Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, Routledge Taylor and Francis Group. [Chapter 4 & 5]

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*. Routledge.

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education, 31*, 866-879.

Measurement and instrumentation

Equivalence across culture and language including validity and reliability of measures for specific groups, and statistical techniques that may be used

Ahmed, A. et al. (2019). Cross-cultural validation of the 5-factor structure of negative symptoms on schizophrenia. *Schizophrenia Bulletin, 45*, 305-315.

Long, A., Gordillo, M., Orsmond, G. (2020). Improving the validity and generalizability of adult autism research through incorporating family and cultural contexts. *Autism in Adulthood, 2*, 177-184.

Vanegas, S., Magaña, S., Morales, M., & McNamara, E. (2016). Clinical validity of the ADI-R in a US-based Latino population. *Journal of Autism and Developmental Disorders, 46*, 1623-1635.

Recruitment in minoritized communities

How should recruitment methods vary across groups, working with gatekeepers, use of internet versus more personal methods, and ethical issues related to recruitment

Burlew, K. et al (2011). Conducting research with racial/ethnic minorities: Methodological lessons from the NIDA Clinical Trials Network. *American Journal of Drug & Alcohol Abuse, 37*, 324-332.

Knight, G. et al. (2009). *Studying Ethnic Minority and Economically Disadvantaged Populations: Methodological Challenges and Best Practices.* American Psychological Association. [Chapter 2]

Data collection in quantitative research

Survey and semi-structured interviews, remote or in-person, explore whether interview procedures and protocols vary across groups

De La Rosa, M. et al. (2011). Challenges and strategies in recruiting, interviewing, and retaining recent Latino immigrants in substance abuse and HIV epidemiologic studies. *The American Journal on Addictions, 21*, 11-22.

Magaña, S. (2000). Mental retardation research methods in Latino communities. *Mental Retardation, 38*, 303-315.

Analyzing quantitative data (Part 1)

From research questions to interpretation: What are considerations for minoritized populations using national existing data sets and survey data?

Tukufu, Z. (2001). *Thicker than Blood: How Racial Statistics Lie*. Minneapolis, MN. University of Minnesota Press. [Part III]

Garcia, N., Lopez, N. & Velez, V. (2018). QuantCrit: Rectifying quantitative methods towards critical race theory. *Race Ethnicity and Education 21*, 149-157.

Castro Y. (2016). Determinants of smoking and cessation among Latinos: challenges and implications for research. *Social And Personality Psychology Compass, 10*, 390-404.

Analyzing quantitative data (Part 2)

What do collinearity and multicollinearity have to do with race? Relative risk and odds ratios and health disparities research

Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, Routledge Taylor and Francis Group. [Chapter 10]

Castro Y. et al. (2018). Sociodemographics, but not acculturation proxies, account for differences in lifetime cessation between white and Hispanic smokers. *Ethnicity and Disease*, 28(3), 145-152. 10.18865/ed.28.3.145

Qualitative data collection

In-depth interviews, participant observations, ethnography, the iterative nature of the qualitative process, how bias can seep into qualitative research

Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, Routledge Taylor and Francis Group. [Chapter 11]

Lloyd, V., Gatherer, A., & Kalsy, S. (2006). Conducting qualitative interview research with people with expressive language difficulties. *Qualitative Health Research 16*(10), 1386-1404.

Heydarian, N. et al., (in press). Perspectives of interactions with healthcare providers among patients who are blind. *Journal of Blindness Innovation and Research.*

Analyzing qualitative research

Maintaining rigor, finalizing analysis, incorporating voices of minoritized participants, writing up qualitative reports

Gulbas, L. (2013). Embodying racism: Race, rhinoplasty, and self-esteem in Venezuela. *Qualitative Health Research, 23*, 326-335.

Morgan, E. (in press). Narratives of single, Black mothers using cultural capital to access autism interventions in schools. *British Journal of Sociology of Education*.

Intervention research

How to develop culturally tailored interventions or culturally adapt existing ones, explore study design, analysis and writing up results

Booth, C., & Lazear, K. (2015). Cultural Adaptation. [Cultural & Linguistic Competence (CLC) Hub of the Technical Assistance Network for Children's Behavioral Health](#) (TA Network).

Kuhn J. et al., (2020). The cultural adaption of a transition program for Latino families of youth with autism spectrum disorder. *Family Process, 59,* 477-491.

Parra-Cardona et al., (2020). Parenting in the midst of adversity: Tailoring a culturally adapted parent training intervention according to the parenting experiences of Mexican-origin caregivers. *Family Process.*

Disseminating, publishing, sharing findings

Consider various audiences and corresponding products (e.g., researchers, funders, policy makers, minoritized groups you are studying, practitioners, and others)

Mallett, R., Runswich-Cole, K., & Collingbourne, T. (2007). Guide for accessible research dissemination: presenting research for everyone. *Disability and Society, 22*, 205-207.