

SAMPLE SYLLABUS
Doctoral Course
Research Methods in Minoritized Populations
Dr. Sandy Magaña

I. Standardized Course Description

This research seminar is 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.*”

The course is structured to address five key areas:

- social science research on minoritized populations in historical context,
- theoretical and conceptual frameworks when studying minoritized populations,
- researcher identity and reflexivity, and
- validity and cultural relevance of measures and data collection tools, and
- 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. Conduct and/or propose independent research that examines questions aimed at understanding minoritized populations, identifying health disparities, or reducing inequalities
6. 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

7. Effectively critique scholarly articles that include race, ethnicity, or other minoritized identities as variables
8. Write a high-quality conference abstract on topics of minoritized populations and effectively present research findings in the format of a national research conference.

III. Teaching Methods

This course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, in-class activities, and self-reflection. It is hoped that much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourage students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. The course will be 100% online this semester.

IV. Required Texts and Readings

Required Text

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

Tukufu, Z. (2001). *Thicker Than Blood: How Racial Statistics Lie*. University of Minnesota Press.

Readings

Additional required readings from journal articles and other books are listed in the attached list of readings by topic area.

V. Coursework and Grade Breakdown (Total=100 points)

1. **In-Class Activities (10 points)**: Student will be given an opportunity to work on their data sets to get them ready for analysis. We will use the last hour of each of 2 class sessions to work on creating your data set and computing target variables, problem-solving as a team. Students will finish tasks not completed in class from home and seek consultation if needed. Students will submit a 1-page description describing their final data set and a table of variables to be used in analysis including variable name, value, label, and measurement (e.g., scale, nominal, etc.).
2. **Revised Manuscript Introduction/Methods (15 points)** Students will take into consideration issues of race/ethnicity as an intersectional issue in their introduction and methods sections. Students will turn in a revised version of the first version of these sections, using track changes to indicate proposed changes. Include a brief one-page cover indicating how your thinking/conceptualization has changed, and/or justify why your original approach accounted adequately for race/ethnicity.
3. **Reviewer Critique (15 points)**: Students will be asked to find a peer-reviewed manuscript of empirical research that uses race/ethnicity in some way (preferably

inadequately) and provide comments and critiques regarding the use of race/ethnicity in the article. Students can also provide critical questions/ comments intended to improve the quality of the scholarly manuscript in general.

4. **Manuscript (Draft and Final) (35 points):** Building on the partial draft, each student will continue to develop an empirical research manuscript. Students will submit a complete draft and, in turn, receive formal feedback from the instructor (written as if it were submitted to a peer-reviewed journal). For the final draft, students are expected to respond to the “reviewer critiques” and submit a complete, final manuscript. The draft/final manuscript should be written as required for submission for publication in a peer-reviewed journal that is identified by the student.
4. **SSWR Abstract and Class Presentation (20 points):** Students will submit a conference abstract following the guidelines for abstracts for the annual conference of the Society for Social Work and Research. Students will present their paper in class. Faculty, students, and staff of the School will be invited to attend. This presentation is intended to mirror how a presentation would be delivered at a national conference.
5. **Class Participation (5 points):** Students will receive 5 points of their total grade for class attendance, class participation, and professional conduct.

VI. Course Schedule

Required readings from journal articles and books chapters are listed in the attached list of readings organized by topic area.

Week	Topic
1	Epistemological issues <i>Assumptions society and researchers make about race/ethnicity and other social constructions</i>
2	History of research in minoritized communities <i>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</i>
3	Conceptualizing and designing the study, theoretical frameworks <i>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</i>
4	Methods used in research about minoritized populations <i>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?</i>

5	Researcher as insider or outsider <i>Taking account the self in quantitative and qualitative research</i>
6	Measurement and instrumentation <i>Equivalence across culture and language including validity and reliability of measures for specific groups, and statistical techniques that may be used</i>
7	Recruitment in minoritized communities <i>How should recruitment methods vary across groups, working with gatekeepers, use of internet versus more personal methods, and ethical issues related to recruitment</i>
8	Data collection in quantitative research <i>Survey and semi-structured interviews, remote or in-person, explore whether interview procedures and protocols vary across groups</i>
9	Analyzing quantitative data (Part 1) <i>From research questions to interpretation: What are considerations for minoritized populations using national existing data sets and survey data?</i>
10	Analyzing quantitative data (Part 2) <i>What do collinearity and multicollinearity have to do with race? Relative risk and odds ratios and health disparities research</i>
11	Qualitative data collection <i>In-depth interviews, participant observations, ethnography, the iterative nature of the qualitative process, how bias can seep into qualitative research</i>
12	Analyzing qualitative research <i>Maintaining rigor, finalizing analysis, incorporating voices of minoritized participants, writing up qualitative reports</i>
13	Intervention research <i>How to develop culturally tailored interventions or culturally adapt existing ones, explore study design, analysis and writing up results</i>
14	Disseminating, publishing, sharing findings <i>Consider various audiences and corresponding products (e.g., researchers, funders, policy makers, minoritized groups you are studying, practitioners, and others)</i>