

Brooklyn College
Department of Puerto Rican and Latino Studies
PRLS 3340: Critical Research Methods in Puerto Rican & Latinx Studies
Fall 2021

Contact Info/Class Info

Professor: Rita Sandoval
Office: Boylan Hall, 1208B
Email: rita.sandoval@brooklyn.cuny.edu
Class Details: Friday 2:00-4:55 PM
Office Hours: By Appointment

Official Course Description

"Examine critical research issues in Puerto Rican and Latinx studies. Introduce students to a variety of ways of thinking about "knowledge" and to specific ways of knowing and making arguments in Puerto Rican and Latinx studies using key humanistic, social science, and "interdisciplinary methodologies."

Course Overview

How do we study U.S. Latino and Caribbean populations and cultures? Some read literature, watch a film, read a history book... and others conduct interviews, do field work to identify and describe social and cultural practices, or collect oral histories and traditions. Are you interested in learning how to use different sources and methods to learn more about ethnic communities in the United States? What is the contribution of ethnic studies to our knowledge about migrant and underrepresented populations and their cultural manifestations? This class is a basic introduction to cultural and social science research methods with a focus on Caribbean and Latino Studies.

Furthermore, the course will introduce you to the research process, including how researchers select topics, formulate research questions, design research, and analyze and interpret data. It will explore differences in how these issues present themselves and are addressed in designs that are quantitative, qualitative or both.

A Brief Note on the terms Latino/Latinx/Latine:

A majority of this course covers the diversity and heterogeneity that fall under the singular designation of "Latino". Many course readings (given their time period and purpose) may use the term "Hispanic", "Latino", or "Latinx". In the last few years, "Latinx" has been used to identify one's indigenous roots, and more recently, to describe works that critically engage with questioning and challenging heteronormative functions that suppress diasporic Latin American and Hispanic-Caribbean people in the United States. During our class discussions, Latinx/Latine can be used at the discretion of students to demonstrate course material's inclusivity of LGBTQ experiences.

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Course Learning Goals

Objectives of this course:

- Upon completion of the course, you will be able to:
 - identify a research question, and produce a research proposal with a hypothesis.
 - Identify and evaluate the appropriate methods and methodology for your research question.
 - Complete a literature review addressing your chosen theme.
 - Question and conduct preliminary primary research.
 - Write a research paper presenting a research question.

Learning Objectives:

- **LEARNING OBJECTIVES 1:** Familiarize yourself with the main questions scholars consider when designing social research and the challenges and requirements for conducting ethnical research with vulnerable populations.
- **LEARNING OBJECTIVES 2:** Familiarize yourself with both qualitative, quantitative, and mixed method research processes, the benefits and limitations of these methodological approaches and interpreting the findings of diverse methods.
- **LEARNING OBJECTIVES 3:** Familiarize yourself with a range of research design options for social research and learn to identify the strengths and limitations of these different approaches.
- **LEARNING OBJECTIVES 4:** Develop your ability to interpret and critically engage with social research.

General Note

We are living through unprecedented times. Students of all levels are facing unique academic and personal challenges in the context of the COVID-19 pandemic. Given these challenges, I believe communication between instructor and students is of paramount importance. Should you encounter any issues throughout the semester, I encourage you to speak with me so we can work together to ensure your successful completion of the course.

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Grading Rubric

Requirement	% of Final Grade
Attendance/Class Participation/Presentations	20%
Topic Identification and Hypothesis	5%
Article Critiques (7)	35%
Abstract & Annotated Bibliography	10%
Final Research Paper	30%

Attendance / Participation / Presentations

- Attendance, class participation (including the two required presentations) is worth 20% of Final Grade. Participation grades are based on **qualitative** assessment of YOUR contribution to class discussions.
- You are expected to attend live on-line class sessions having already read assigned course materials for that week and demonstrate familiarity with assigned readings.
- Please come to class prepared to participate in informed discussion of assigned readings and to engage actively in the in-class activities designed to help you apply what we are learning to a research project of interest to you. Please send me an email before class notifying you will not be attending, *you are not required to provide an explanation for your absence* if you do not wish to.

Presentations

- Students will present a synopsis of their final paper topic during Week 9/10 of the course.
- Students will present the elements of their research project and findings during the last week of class.

Requirements and Grading:

Article Critiques:

- Students will choose one article assigned for the corresponding week the assignment is due and complete the Article Critique worksheet.
- This includes identifying the central research question, hypothesis, sampling method, sample size, and providing an analysis of the literature review, methodology and findings.
- Each critique will be graded on a 30 PT scale and will constitute 5% of the students final grade (35% in total).

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Research Project Abstract and Annotated Bibliography (10%)

- Students will turn in a 250 word abstract of their research project; accompanied by a list of 10 sources with a brief (3-5 sentences) summary of the sources thesis/findings and an explanation of how the sources relates to the students' research project.

Final Research Project Paper (30% of Final Grade):

- Students will be responsible for writing a 10 to 15 page **research** paper on a topic of your choosing within the canon of Puerto Rican and Latinx Studies.
- A full description of the paper and its requirements will be discussed in class and an assignment guide posted on BB.

All assignments due on Blackboard via Turn It In by 3PM on Friday of the week they are due.

Class/Reading Participation

Please come to on-line sessions prepared to participate in informed discussion of assigned readings and to engage actively in the in-class activities designed to help you apply what we are learning to a research project of interest to you. You will also be assigned to a group that will be responsible for re-calling and discussing a particular reading. The reading for which your group is responsible will be decided during our live sessions and the day that reading is covered will be posted on blackboard. On those days, please come prepared for me to "call on" you to discuss the reading.

Statement on Academic Integrity

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Students are responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation.

Students enrolled in this class are hereby placed on notice that the professor reserves the right to use turnitin.com to help identify plagiarism.

Statement from the Center for Student Disability Services

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or

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suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

Division of Student Affairs Personal Counseling

Personal counseling is available to Brooklyn College undergraduate and graduate students. A staff of psychologists, counselors, and social workers are available to assist you with personal issues or problems you may experience during your academic years. Emergency consultations and referrals to outside services are also provided. Workshops are offered on stress management, time management, test anxiety, etc.

All services are free and confidential. No information is released without consent of the student. Initial appointments for services must be made in person. The PC Office is located at 0203 James Hall. You may also contact them at 718-951-5363 or BCPersonalCounseling@gmail.com

Accessibility

Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services at 718-951-5538. See here: [Center for Student Disability Services](#). If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with them.

Nonattendance because of religious beliefs

The New York State Education Law provides that no student shall be expelled or refused admission to an institution of higher education because he or she is unable to attend classes or participate in examinations or study or work requirements on any particular day or days because of religious beliefs. Students who are unable to attend classes on a particular day or days because of religious beliefs will be excused from any examination or study or work requirements. Faculty must make good-faith efforts to provide students absent from class because of religious beliefs equivalent opportunities to make up the work missed; no additional fees may be charged for this consideration.

Week	Date	Topic	Readings	Films/Documentaries/Podcasts	Assignment Due	Schedule Notes
0	23-Aug	Introduction and expectations				
1	31-Aug	Critical Research Methods in PRLS	<p>* Freire, P. (2000). Pedagogy of the oppressed (30th anniversary ed.). New York: Continuum. (chapter 2) (pp. 71-86)</p> <p>* Rodríguez N. (2008) Theoretical and Methodological Issues of Latina/o Research. In: Rodríguez H, Sáenz R., Menjivar C. (eds) Latinas/os in the United States: Changing the Face of América. Springer, Boston, MA.</p> <p>* Salinas Jr, C. (2020). The complexity of the "x" in Latinx: How Latinx/a/o students relate to, identify with, and understand the term Latinx. Journal of Hispanic Higher Education, 19(2), 149-168.</p>	<p>Who Is 'Latinx' For? https://www.youtube.com/watch?v=7ayxrOHvR8E</p> <p>Do People PREFER the Term "HISPANIC" or "LATINX"? Dee on the Street https://www.youtube.com/watch?v=0Zx4m2ok6D0</p>		
2	6-Sep	Introduction to Critical Research	<p>* Creswell, John W. (2018) - Chapter 1: The Selection of a Research Approach</p> <p>* Parent, M. C., DeBlaere, C., & Moradi, B. (2013). Approaches to research on intersectionality: Perspectives on gender, LGBT, and racial/ethnic identities. Sex roles, 68(11), 639-645.</p>	<p>The urgency of intersectionality Kimberlé Crenshaw (Youtube) https://www.youtube.com/watch?v=akOe5-UsQ2o</p>	IDENTIFY RESEARCH TOPIC (200 words)	
3	13-Sep	Surveying the Field and Establishing a Perspective	<p>* Creswell, John W. (2018) - Chapter 2: Review of the literature - Chapter 3: The use of theory</p> <p>Chávez-Moreno, L. C. (2020). Researching Latinxs, racism, and white supremacy in bilingual education: A literature review. Critical Inquiry in Language Studies, 17(2), 101-120.</p> <p>Carrillo, V. G., & Dean, S. R. (2020). Understanding the impact of Chicana Feminism on college success: A literature review. Journal of Hispanic Higher Education, 19(1), 99-110.</p> <p>Hacker, K., Anies, M., Folb, B. L., & Zallman, L. (2015). Barriers to health care for undocumented immigrants: a literature review. Risk management and healthcare policy, 8, 175.</p>			
4	20-Sep	Theoretical Traditions in Social Research	<p>Roithmayr, D. (2019). Introduction to critical race theory in educational research and praxis. In Race is... race isn't (pp. 1-6). Routledge.</p> <p>Bailey, L. E. (2012). Feminist research. Qualitative research: An introduction to methods and designs, 391-423.</p> <p>Muga, D. A. (1990). The Marxist Problematic as a Model Interdisciplinary Approach to Ethnic Studies. The Journal of Ethnic Studies, 17(4), 53.</p>			
5	27-Sep	Ethical Research and Project Inception	<p>* Creswell, John W. (2018) - Chapter 4: Writing Strategies and Ethical Considerations - Chapter 5: The Introduction</p> <p>Au, A. (2019). What a highly controversial ethnography says about tensions, problematizations and inequality in contemporary ethnographic practice and regulation. Qualitative Research Journal.</p> <p>The Atlantic (2003) Bronx Story. https://www.theatlantic.com/magazine/archive/2003/04/bronx-story/303088/</p>	<p>Alt. Latino (Podcast) 'American Dirt': A Conversation About A Controversy https://www.npr.org/2020/01/31/801530214/a-american-dirt-a-conversation-about-a-controversy</p>	IDENTIFY A HYPOTHESIS (500 words)	
6	4-Oct	Establishing Research Parameters	<p>* Creswell, John W. (2018) - Chapter 6: The Purpose Statement - Chapter 7: Research Questions and Hypothesis</p> <p>* Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-method research: A social justice perspective. Journal for Social Action in Counseling & Psychology, 5(2), 69-83."</p>		Article Critique	
7	11-Oct	Quantitative Methods	<p>* Creswell, John W. (2018) - Chapter 8: Quantitative Methods</p> <p>Yamanis, T., Malik, M., Rio-González, D., María, A., Wirtz, A. L., Cooney, E., & Poteat, T. (2018). Legal immigration status is associated with depressive symptoms among Latina transgender women in Washington, DC. International journal of environmental research and public health, 15(6), 1246.</p>		Article Critique	
8	18-Oct	Qualitative Methods	<p>* Creswell, John W. (2018) - Chapter 9: Qualitative Methods</p> <p>Delgado-Romero, E., Singh, A. A., & De Los Santos, J. (2018). Cuéntame: 2: The promise of qualitative research with latinx populations. Journal of Latinx Psychology, 6(4), 318-328.</p> <p>Vos, S. R., Shrader, C. H., Alvarez, V. C., Meca, A., Unger, J. B., Brown, E. C., ... & Schwartz, S. J. (2021). Cultural stress in the age of mass xenophobia: Perspectives from Latin/o adolescents. International Journal of Intercultural Relations, 80, 217-230.</p>	<p>Ethnography (Youtube) https://www.youtube.com/watch?v=aOBh8haj4E0</p>	ABSTRACT AND ANNOTATED BIBLIOGRAPHY (250 word abstract and 10 sources)	

9	25-Oct	Mixed Methods	<p>* Creswell, John W. (2018) - Chapter 6: Mixed Method Procedures</p> <p>Suárez-Orozco, C., & Hernández, G. L. (2020). "Waking Up Every Day With the Worry": A Mixed-Methods Study of Anxiety in Undocumented Latinx College Students. <i>Frontiers in Psychiatry</i>, 11.</p> <p>MacCarthy, S., Izenberg, M., Barreras, J. L., Brooks, R. A., Gonzalez, A., & Linnemayr, S. (2020). Rapid mixed-methods assessment of COVID-19 impact on Latinx sexual minority men and Latinx transgender women. <i>PLoS One</i>, 15(12), e0244421.</p>		Article Critique	
10	1-Nov	Presentation of Research Project Progress	Student Presentations of Individual Research Project Topics			
11	8-Nov	Gender and Sexuality	<p>Alejandro Morales , Edwin E. Corbin-Gutierrez & Sherry C. Wang (2013) Latino, Immigrant, and Gay: A Qualitative Study About Their Adaptation and Transitions, <i>Journal of LGBT Issues in Counseling</i>, 7:2, 125-142</p> <p>Bejarano, C. E., Manzano, S., & Montoya, C. (2011). Tracking the Latino gender gap: Gender attitudes across sex, borders, and generations. <i>Politics & Gender</i>, 7(4), 521-549.</p> <p>Ramírez-Esparza, N., García-Sierra, A., Rodríguez-Arauz, G., Ikizer, E. G., & Fernández-Gómez, M. J. (2019). No laughing matter: Latinas' high quality of conversations relate to behavioral laughter. <i>PLoS one</i>, 14(4), e0214117.</p>		Article Critique	
12	15-Nov	Immigration	<p>Menivar (2016). Immigrant Criminalization in Law and the Media: Effects on Latino Immigrant Workers' Identities in Arizona.</p> <p>Becerra, D., Androff, D., Cimino, A., Wagaman, M. A., & Blanchard, K. N. (2013). The impact of perceived discrimination and immigration policies upon perceptions of quality of life among Latinos in the United States. <i>Race and Social Problems</i>, 5(1), 65-78.</p> <p>Barrett, A. N., Kuperminc, G. P., & Lewis, K. M. (2013). Acculturative stress and gang involvement among Latinos: US-born versus immigrant youth. <i>Hispanic journal of behavioral sciences</i>, 35(3), 370-389.</p>		Article Critique	
13	22-Nov	Holiday Break				College Closed - No Class
14	29-Nov	Education and Labor	<p>Winterer, E. R., Froyd, J. E., Borrego, M., Martin, J. P., & Foster, M. (2020). Factors influencing the academic success of Latinx students matriculating at 2-year and transferring to 4-year US institutions—implications for STEM majors: a systematic review of the literature. <i>International Journal of STEM Education</i>, 7(1), 1-23.</p> <p>González Ybarra (2020). "We Have a Strong Way of Thinking . . . and It Shows through Our Words": Exploring Mujerista Literacies with Chicana/Latina Youth in a Community Ethnic Studies Course.</p> <p>Pumar, E. (2021). The Differential Latinx Attainment Rate: A Comparative Analysis of Recent Trends in Educational Achievements. <i>Journal for Leadership, Equity, and Research</i>, 7(3).</p>		Article Critique	
15	6-Dec	Politics and Economics	<p>Garriga-López, A. (2019). Puerto Rico: The future in question. <i>Shima</i>, 13(2), 174-192.</p> <p>Morales, M. C. (2009, September). Ethnic-Controlled Economy or Segregation? Exploring Inequality in Latina/o Co-Ethnic Jobsites 1. In <i>Sociological Forum</i> (Vol. 24, No. 3, pp. 589-610). Oxford, UK: Blackwell Publishing Ltd.</p> <p>Gershon, S. A., Pantoja, A. D., & Taylor, J. B. (2016). God in the barrio?: The determinants of religiosity and civic engagement among Latinos in the United States. <i>Politics and Religion</i>, 9(1), 84-110.</p>		Article Critique	
16	13-Dec	Presentation of Final Research Project Findings	Student Presentations of Individual Final Research Project			
X	20-Dec	Finals Week	Final Research Papers Due December 21st			