ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE September 8, 2010

1. ACADEMIC UNIT: School of Transborder Studies

2. COURSE PROPOSED:
   TCL 304 Transborder Research Methods 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Norma Valenzuela
   Phone: 480.965.9426
   Mail Code: 3502 E-Mail: nvalenz@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry- L □
- Mathematical Studies- MA □ CS □
- Humanities, Fine Arts and Design- HU □
- Social and Behavioral Sciences- SB □
- Natural Sciences- SQ □ SG □

Awareness Areas
- Global Awareness- G □
- Historical Awareness- H □
- Cultural Diversity in the United States- C ☑

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

The course addresses the cultural diversity in the U.S. with a specific focus on conducting social research with Latinos.

CROSS-LISTED COURSES: ☑ No □ Yes; Please identify courses: ___________________________

Is this a multisection course?: ☑ No □ Yes; Is it governed by a common syllabus? _____

Carlos Vélez-Ibáñez
Chair/Director (Print or Type)

Date: 9/19/2010

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Cultural Diversity [C]
Page 2

Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[C] CRITERIA</th>
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<tr>
<td>CULTURAL DIVERSITY IN THE UNITED STATES</td>
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<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. A Cultural Diversity course must meet the following general criteria:

   The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.

   - [ ] Syllabus

2. A Cultural Diversity course must then meet at least one of the following specific criteria:

   a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   - [ ] Syllabus

   b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   - [ ] Syllabus

   c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.

   *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

   **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tbody>
<tr>
<td>Example—See 2b. Compares 2 U.S. cultures</td>
<td>Example—Compares Latino &amp; African American Music</td>
<td>Example—See Syllabus Pg. 5</td>
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<tr>
<td>1.</td>
<td>Many of the readings in this course are recent examples of studies focusing on Latinos, in the U.S. or transnationally.</td>
<td>For examples, see Syllabus Pg. 4 reading titled “Mexican Migration Project” and on pg. 6, Kaiser/Pew Hispanic Survey. Full citations of all readings are listed in a second document submitted as part of this application.</td>
</tr>
<tr>
<td>See 2a.</td>
<td>This course provides an overview of research methods and the opportunities and challenges of studying Latinos in the U.S. and transnationally.</td>
<td>See Syllabus Pg. 1 for course description and a sample reading: Marín, Gerardo and Barbara VanOss Marín (also see pg. 1 of the list of readings for full citation).</td>
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</table>
Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Transborder Research Methods
TCL 304
Spring 2008
Eileen Diaz McConnell, Instructor
(304-1001 RSC 31855)

Time: Monday and Wednesdays 12:15-1:30pm
Eileen Diaz McConnell, Ph.D.
Office: 6640 Lattie Coor
Phone: 480.727.7073

Agriculture Building 181
Office Hours: 2:00-4:00pm M
and by appointment
Email: Eileen.Diaz.McConnell@asu.edu

COURSE DESCRIPTION

This course is an intensive overview of a broad range of research methods pertinent to the study
and examination of Mexican origin and Latina/o populations in the U.S., along the U.S. Mexico
border, and in binational settings. Taking advantage of recent developments of point of origin to
settlement methods, this course focuses on providing an introduction to methods in a true
transnational and transborder setting. This course explores diverse approaches, including
interviews, surveys, historical, textual analyses, uses of available data; and the value of
approaching research questions with diverse quantitative and qualitative approaches. In addition
to readings, lecture, activities, “hands on” activities, and class discussions, a unique component
of this class will be guest speakers. Faculty from the Transborder Chicana/o Latina/o Studies
department and other units on campus will visit class to discuss their research and the techniques
that they employ in their work. Students will write a research proposal to address a research
question of their choosing. Consequently, by the end of the semester, students will have learned
the basics of research methods, interacted with faculty about their research, and gained
experience with thinking through a proposed study of their own.

COURSE OBJECTIVES

1) To acquire skills in problem formulation, research design and analysis of information.

2) To introduce students to diverse qualitative and quantitative research methods.

3) To develop skills in evaluating other research studies, and the connections between
techniques and interpretations.

4) Concurrent with objectives #1, #2, and #3; to explore how diverse approaches can be
(and are) used to study the dynamic and heterogeneous experiences of Chicanos and
Latinos, in the U.S., along the U.S.-Mexico border, and in other countries.
COURSE REQUIREMENTS:

1) Active participation in all class activities is ESSENTIAL to student learning. Educational research demonstrates that students who attend class regularly earn higher grades. Therefore, there will be sign-in sheets for students to note their attendance each day. An un-excused absence means that a student gives up the opportunity to make up class activities assigned that day. Consequently, the instructor will not provide additional materials to absent students—students are to look over the power points covered in that day and to ask other students for class notes. In the event of an extended absence (more than 2 classes in a row), it is the student’s responsibility to communicate with the professor about the reasons for the absence. Regarding attendance: students missing more than 3 class days over the semester will lose points in their participation and attendance grade. Both the professor and the student will evaluate the student’s participation over the semester.

2) A Blackboard page has been established for our course and will greatly improve communications between the instructor and students (http://myasuycourses.asu.edu). Students are expected to check this page frequently for announcements, grade postings, and other information that may not be discussed in class. Grades are posted regularly on Blackboard, students are encouraged to review their grades throughout the semester. In addition, slides used in class will be posted before class on Blackboard; students are strongly encouraged to print off the slides and bring them to class.

3) It is critical that students complete the reading assigned for each class day! Students are expected to come to each class prepared to discuss the assigned readings and to bring a copy of the day’s reading with them to class. Each article/book chapter/report should be read carefully before each class. Significant portions of each class will be spent discussing the readings. The instructor may administer quizzes, use short writing assignments or use other avenues to insure that students are carefully completing the readings and learning the material. In these situations, quiz grades or other assignments will become part of the participation and activities grade. Such in-class activities cannot be made up if a student is absent, regardless of the circumstances. No exceptions.

4) Students will complete a research proposal focused on developing a research question and planning a study to address the question. This proposal will be a typed academic paper approximately 9-12 pages long (Times New Roman, 12 point font, double-spaced). This proposal will require that students provide a brief overview of a topic of interest, select one or more methods outlined in this course, explain why it is appropriate, and demonstrate a detailed understanding of the particular approach(es), comparing the advantages and limitations with other possible strategies to address the question. A rough draft of the proposal will be due in early April to insure that students are making progress on the proposal and to provide an opportunity for initial feedback and advice from the instructor. The completed proposal may be submitted early, the deadline for dropping off the paper to Prof. McConnell’s office (Coor 6640) is May 2, 2008 at 5pm; only hard copies. No emailed attachments! Papers submitted after the May 2nd 5pm deadline will be docked 10 points per 24 hour period that the paper is late. In the case of serious illness or
other emergency, the student must have written documentation and prior approval of the instructor to make alternative arrangements. More guidance about the research proposal will be provided in the first few weeks of the semester.

5) Two examinations drawn from required texts, lecture and class activities/discussion. The format of the exam may include multiple choice, short answer, and longer essay items. Students are expected to demonstrate sophisticated understanding of the course material. Exam I is scheduled for Monday, February 25, 2008; Exam II is scheduled for April 9, 2008. Make-up exams are available ONLY to those who (1) have a valid excuse (typically medically related; in all cases verifiable); and (2) have contacted the instructor before the Exam via email to explain the circumstances and to receive permission for a make up. Makeup examinations are to be completed within 48 hours of the regularly scheduled exam; makeup exams may be different (and more rigorous) than regularly-scheduled exams. Review sheets to help students prepare for the exams will be provided about a week before the exam.

ACADEMIC INTEGRITY POLICY

All students are expected to follow the ASU Student Code of Conduct, especially with regard to student academic dishonesty. Students found cheating on an assignment will receive a reduced grade in the course. Those found cheating on an exam will fail the course.

STUDENTS WITH DISABILITIES

If any student will require assistance or appropriate academic accommodations for a disability, please contact the instructor as soon as possible. The instructor is available to discuss this or other issues during office hours or by individual appointment.

WRITING ASSISTANCE

All students can benefit from help with writing. Good writing takes practice and careful revisions. Students are encouraged to read William Strunk and E.B. White’s book, The Elements of Style available at the library and local bookstores. ASU provides a number of resources, including the Writing Center (http://studentsuccess.asu.edu/writing), which provides writing tutoring and workshops.
GRADES: 500 Total Points

Participation and Activities: 100 points, Exam I: 125 points, Exam II: 125 points, Research Proposal: 150 points

A+= 485+ points  
A= 465-484 points  
A-= 450-464 points
B+= 435-449 points  
B= 415-434 points  
B-= 400-414 points
C+= 385-399 points  
C= 365-384 points  
C-= 350-364 points
D+= 335-349 points  
D= 315-334 points  
D-= 300-314 points  
E= Below 299 points

COURSE READINGS


The remaining readings are in the course reader or are available online (these latter readings are marked with asterisks). The course reader can be purchased from the Alternative Copy Shop, 715 S. Forest in Tempe. (480) 829-7992.

COURSE SCHEDULE
(Schedule subject to change)

Introduction to Transborder Chican@/Latin@ Studies and Research Methods
Research Methods: The Basics
What does Transborder Research Methods mean?
Studying Transborder Chican@/Latin@ issues and themes

Monday, January 14     (No reading)
Wednesday, January 16   C&S: Ch. 1
Monday, January 21      NO CLASS, MARTIN LUTHER KING DAY
Research Questions and Research Designs
Processes and considerations
Designing a study
Research ethics & IRB

Wednesday, January 30  C&S: Ch. 2  pg. 21-40
Monday, February 4  Durand and Massey, “The Mexican Migration Project.”
Wednesday, February 6  C&S: Ch. 2 pg. 40-47

Measurement
Conceptualization & Measurement
Levels of Measurement
Validity & Reliability
Development & Adaptation of Instruments vis-à-vis Latinos

Monday, February 11  C&S: Ch. 3
Wednesday, February 13  C&S: Ch. 3 (cont’d)
  *MMP Ethnosurvey
  (http://mmp.opr.princeton.edu/databases/pdf/Ethnosurvey2006MX_eng.pdf)
  *Census Bureau, “Overview of Race and Hispanic Origin”
  http://www.census.gov/prod/2001pubs/c2kbr01-1.pdf
Monday, February 18  Guest speaker, Professor Hilda Garcia Perez, “Studying Health Outcomes on the U.S. Mexico Border”
  Hunter et al., “Healthcare Access and Utilization…”
Wednesday, February 20  Marín & Marín. “Enhancing Research Participation.”
  (Exam 1 review at end of class)

Exam 1
Monday, February 25
Sampling

Introduction to Sampling: Why and how it matters

Wednesday, February 27    C&S: Ch.4

Causation and Experimental Design

Defining causality
Experiments

Monday, March 3           C&S: Ch. 5

Wednesday, March 5        Martin, “The Effects of Questionnaire Design on Reporting…”

Spring Break

Monday, March 10

Wednesday, March 11

Survey Research

Creating surveys; challenges
Types of surveys
Examples of surveys: asking about race and ethnicity
Using quantitative survey data

Monday, March 17    C&S: Ch. 6

Wednesday, March 19    *Kaiser/Pew Hispanic: 2002 National Survey of Latinos
                        Executive Summary; Section 2: Identity
                        http://www.kff.org/kaiserpolls/upload/2002-National-Survey-of-
                        Latinos-Summary-of-Findings.pdf
                        *Skim the 2002 NSL survey:
                        http://www.kff.org/kaiserpolls/upload/2002-National-Survey-of-
                        Latinos-Toplines-Survey.pdf

Monday, March 24        Guest Speaker, Michael McLaen, Institute for Social Science
                        Research, “Administering Surveys: Issues and Challenges”
                        Reading TBA
Wednesday, March 26  
C&S: Ch. 9  
Mooney, “Migrants’ Social Capital and Investing Remittances…”

Qualitative Methods: Part I  
Participant Observation  
Interviews  
Ethnography

Monday, March 31  
C&S: Ch. 7  
*Draft of Research Proposal Due*

Wednesday, April 2  
*Guest speaker*, Professor Seline Szkupinski Quiroga, “The Color of Infertility: Race, Reproduction and American Medicine”  
Szkupinski Quiroga, “Appendix A: Methods and Demographics”

Monday, April 7  
C&S: Ch. 8

Exam 2

Wednesday, April 9

Qualitative Methods: Part II  
Archival and Historical Approaches  
Life history

Monday, April 14  
Truett and Young. “Making Transnational History…”

Wednesday, April 16  
*Guest speaker*, Professor Edward Escobar, “Historical Methodology for the Study of Urban Problems  
Escobar, “Dialectics of Oppression.”

Analyses of Texts and Performance  
Analyses of text  
Discourse, Rhetoric, Metaphors and other perspectives  
Latina/o Performance

Wednesday, April 16  
Santa Ana et al., “Awash Under a Brown Tide…”
Monday, April 21

*Guest speaker, Professor Marivel Danielson, “Latina Performance”*
Reading TBA

**Reflecting on Research Methods in Transborder Chicana@/Latin@ Studies, Wrapup**
Research Triangulation
Reviewing and Reporting research
Methods, data, and the characterization of Latinos

Wednesday, April 23

C&S: Ch. 10

Monday, April 28

(LAST DAY OF CLASS)
Bernal, “Using a Chicana Feminist Epistemology…”

*Friday, May 2nd*

Hard copy of Final research proposal due to Coor 6640 by 5pm
READINGS IN COURSE PACKET


