Race, Ethnicity, and Quantitative Methodology
Syllabus – Summer 2018
9:00-11:00am Weekdays (June 26 – July 20)

Instructors:

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1 Overview

This course is designed to provide you with an overview of the major theories and empirical approaches to the study of intergroup attitudes. While doing so, we will spend a considerable amount of time in understanding, dissecting, and extending the methodologies employed in
the study of intergroup attitudes. Since most of the debates on race and ethnicity revolve around measurement, we will focus on different methods in scaling and dimensional analyses, and their applications in the corresponding literature. Each week will begin with a theoretical discussion, continue with methodological lectures, and end with replication/extension of existing studies. The course assumes a basic knowledge of statistics, and familiarity with linear regression (concurrent enrollment in Regression I should be sufficient in the event of no prior knowledge). As we focus on measurement theories, participants are strongly encouraged to enroll in “Scaling and Dimensional Analysis” or “Multivariate Statistical Methods: Advanced Topics” or both. The course will rely on multiple software packages – R, Stata, and SPSS – depending on the methods we cover. Therefore, students might want to take the “Introduction to the R Statistical Computing Environment” and “Introduction to Computing” lectures to supplement their statistical software knowledge.

Due to the nature of course, there will be classes focusing solely on substantive issues related to intergroup attitudes, sessions focusing on application of certain quantitative methods as well as a mixture of both.

2 Learning Outcomes

By the end of this course, students will be able to:

1. Understand and analyze major theoretical debates in the study of intergroup attitudes.

2. Identify methodological approaches to the study of race and ethnicity.

3. Grow a critical outlook in recognizing the strengths and weaknesses of different methods in measuring intergroup attitudes.

4. Replicate and extend existing empirical work on race and ethnicity by using different statistical software.
5. Develop a comprehensive understanding of studying race and ethnicity with a strong emphasis on quantitative methods.

3. **Assessment**

If you are taking this class for a grade, you are expected to submit four assignments throughout the session:

1. **Survey Design (20%)**: The participants will put together a questionnaire that measures intergroup attitudes. The questionnaire may include questions from existing surveys and studies as well as your own questions. The design may be observational or experimental. There is no length requirement. A sample questionnaire will be made available to participants for their reference. The design should be typed, printed, and submitted to the teaching assistant by Monday of the second week at 9am.

2. **IRB Certification and Application (20%)**: The participants will earn IRB certification through their home institutions. This is usually done online, and at the end of the training, a certificate is issued. After the training, the participants will start applying for IRB approval using the questionnaire they designed in the previous week. I do NOT expect you to submit an application. However, if you’re certain that you’ll run this survey, please do so. What I need for grading purposes is an application that’s ready to be submitted. So, please turn in a printed copy of your *draft* application to us. For those participants who cannot document an application, I will make a hard copy IRB application available. They can submit a filled out IRB application as well. The assignment is due to the teaching assistant by Monday of the third week at 9am.

3. **Replication and Extension (30%)**: The participants will pick an article on intergroup attitudes that was published between 2010 and 2017 from the *American Journal*
of Political Science, the American Political Science Review, or the Journal of Politics. They will try to replicate one or more models in the article. If the materials are available online, the participants may use them – as long as they try replicating initially. The participants will also extend the replicated models. This may include changing the measurement of variables, including or dropping covariates, changing the estimation method . . . etc. Please start working on this assignment as early as possible. The participants will submit their replication and extension materials (Do, syntax, or R codes) as well as their theoretical rationale for the extension. Please type, print, and submit the assignment to the teaching assistant by Monday of the fourth week at 9am.

4. Project Description (30%): The participants will develop a project description that satisfies the NSF Doctoral Dissertation Research Improvement grant application. The expectations from the NSF solicitation for political science are as follows:

- This section should describe the scientific significance of the work, including its relationship to other current research, and the design of the project in sufficient detail to permit evaluation. It should also present and interpret progress to date if the research is already underway.

- To be competitive for Political Science Program [OR your field of study] funding, the project description should provide clear descriptions of relevant literature and theoretical frameworks within which the project is set, a complete description of the research methods that will be used, and discussion of the expected intellectual merit and broader impacts that may result from the project.

- A Research Schedule should be included and should indicate the date that funds are required.

- The “Results from Prior NSF Support” section is not required.
• The project description may not be more than ten (10) pages in length. If the PI or Co-PI has had NSF funding within the last three years, information regarding that funding may be included as an additional 11th page.

If your field of study is not political science, please find the appropriate solicitation and requirements at www.nsf.gov.

The project description almost always includes a preliminary or pilot analysis of existing data. Please make sure that your project description analyzes and presents data on intergroup attitudes. Please type, print, and submit your description to the teaching assistant by Friday of the fourth week at 5pm.

If you are not a grade-seeking participant, you’re still welcome to submit the assignments for feedback. Please note on the assignments that you are not taking the class for a grade.

4 Readings

Most of the readings are available through the University of Michigan’s online databases. If not, the instructor will make them available to the participants.

4.1 What to focus on in the readings?

The schedule is designed around weeks rather than days We will notify you about daily readings throughout the term. Please make sure that you make the readings before you come to class for a better learning experience. Since this class will discuss substantive topics, prior knowledge of the readings is essential for a lively discussion around topics. While you are making the readings, especially focus on the:

• Theoretical setup of the paper
• Design – observational or experimental or both

• Measurement of variables – scaling, data reduction techniques, validity, reliability ... etc.

• Model specification and estimation

5 Weekly Schedule

We reserve the right to amend the schedule if it is necessary.

1. Week 1: Concepts and Survey Design

Readings:


2. **Week 2: Racial Prejudice and Measurement**

**Readings:**


• Doherty, David, Conor M. Dowling, and Michael G. Miller. “The Effects of Candidate Race and Gender on Party Chairs’ Assessments of Electoral Viability.” [It’s unpublished - will be provided]

• Enos, Ryan. 2015. “What demolition of public housing teaches us about the impact of racial threat on political behavior.” American Journal of Political Science. 60(1), 123-142.


3. Week 3: Ethnic Prejudice, Latinos, and Causal Inference

Readings


and Survey Methods.


4. **Week 4: Larger Intergroup Attitudes and Modeling**

*Readings*


• Bowleg, Lisa. (2008)“When Black+ lesbian+ woman? Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research.” *Sex roles* 59.5-6 : 312-325.


