RACE, ETHNICITY AND QUANTITATIVE METHODS
http://www.icpsr.umich.edu/icpsrweb/sumprog/courses/0023

with

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June 22 to July 17, 2015
Monday through Friday
1:00 to 3:00pm EST

Course Description and Overview

Social scientists adopted statistics in large part to measure and study race and racialized population groups. Given this motivation, it was during the eugenics debate of the early 20th century that interest in social statistics grew exponentially. During this period, social scientists and demographers sought to demarcate racial groups and assess differences between population groups so specified. Although those initially interested in social statistics were very interested in race, today most social scientists study these topics separately. As a result, best practices in social statistics are often blind to race and ethnicity and students of race and ethnicity are often uninterested in statistics. This course will develop quantitative researchers who give greater, more careful and keen consideration to how race and ethnicity fit in their statistical models. The course will also give race and ethnicity scholars a greater ability to understand, analyze, and use quantitative methods.

In order to achieve these goals, the course is mostly conceptual, and participants are strongly recommended to have had one of each of the following courses prior to attendance: a basic course in race and ethnicity, a graduate level course in research methods, and a graduate level course in social statistics. For those interested in a more focused study of quantitative methodologies, participants are encouraged to dual enroll in one of the many training courses offered at the ICPSR Summer Program (http://www.icpsr.umich.edu/icpsrweb/sumprog/). For more information on this course and pairing it with additional ICPSR courses, please send an email: ifatunji@unc.edu.

The course will cover four broad topic areas of particular interest to social scientists, interested in race, ethnicity and statistics. The first week lays the groundwork for the course by focusing on key concepts and includes a special session on race, ethnicity and research ethics. The week explores foundational concepts including: race, ethnicity, racialization, ethnogenesis, inequality,

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1 This version of the syllabus reflects a re-conceptualization of the course. I am still finalizing minor revisions to the current syllabus. This version of the syllabus was revised on: Thursday, April 30, 2015. Please forward any clarifying questions to: Mosi Ifatunji (ifatunji@unc.edu).
stratification, prejudice, discrimination and ethnoracial orders. Week two covers research design and data collection practices and strategies. Topics include: questionnaire design, sampling and social survey methods, and experimental and quasi-experimental methods. This week will also include a review of newer emerging methods - i.e., big data and agent-based models. Week three focuses on measurement and operationalization. Topics include: measuring race and ethnicity, operationalizing race and ethnicity in multivariate models, measuring group disparities, measuring prejudice and measuring discrimination. The course will conclude with a detailed focus on statistical analysis and inference. The final week reviews practical strategies for appropriately assessing ethnoracial 'effects' across a range of statistical methods and introduces datasets that are mindful of many of the issues covered in the course and available at ICPSR.

Course Readings

The course requires a fairly substantial amount of reading. This is mostly because the course is designed to be a full 16-week semester course. In order to complete reading, the class will divide the readings and produce written summaries. Each student will be required to read one of the required readings for each day. Course readings will be randomly assigned. Students will complete a one-page review of the assigned reading. The reviews will summarize and criticize the readings. Reviews will include composing a set of discussion questions that students feel will be useful in promoting discussion as well as their own clarifying questions. There is also a list of various supplemental readings and course related materials.

Classroom Format

The course is designed to pair the best of informative lecture and class discussion. The course will be divided into two parts. The first portion of each class will be dedicated to classroom discussion. These discussions will include small group work, brief oral summaries of the readings and forced debates (where students are arbitrarily assigned to opposing perspectives). The second portion of each class will be a lecture. The Instructor will provide the majority of the lectures, but the course will include a number of guest lectures from local and national experts. The principle aim of the lecture portion of each class will be to provide a context for the course readings. Lectures will not be summaries of the course readings. Instead, while lectures will be on the topic for the day but go beyond the course readings.

Course Assignments and Grading

There are three points of student evaluation. Each portion of the course is weighted evenly toward the course grade. First, daily reviews will be scored. Second, there will be several course quizzes. The number of course quizzes are not predetermined. Course quizzes are designed to encourage course attendance and provide a means to evaluate student comprehension of course material. Third, students will compose a written methods statement. The methods statement can include a variety of formats but is intended to demonstrate student mastery of the course material. Student methods statements will be decided on during one-on-one meetings with the course instructor. Possible methods statements include – but are not limited to: an extended review of one of the course topics (e.g., comparing and contrasting different ways of measuring prejudice or a review of different approaches to multivariate decomposition), a study proposal or a methodological critique of the literature in a particular area of the literature on race and ethnicity.
Course Listserv

With student approval, students will be added to a listserv, dedicated to a discussion of the intersection between race, ethnicity and research methods, broadly speaking. Although the course is focused on race, ethnicity and quantitative methods, the listserv will discuss methods and methodology more broadly. In addition to discussions on important topics, list members will be able to use the list to think through various issues related to study design, dataset availability and various analysis techniques. The instructor will also assist members in remaining current on issues related to the course by sending information on newly published books, articles, related course offerings, workshops and conferences.

Course Registration and Fees

Course registration, fees and discounts can be accessed at:
https://www.icpsr.umich.edu/icpsrweb/content/sumprog/2014/

Additional Books (Race and Ethnicity)


2 All additional books are not required readings for the course. However, students that are interested in developing a library in this area might consider purchasing these additional readings.

**Additional Books and Resources (Multivariate Statistical Models)**


Calculating the Sobel test: [http://quantpsy.org/sobel/sobel.htm](http://quantpsy.org/sobel/sobel.htm)

A primer on interaction effects in multiple linear regressions: [http://quantpsy.org/interact/interactions.htm](http://quantpsy.org/interact/interactions.htm)


Course Schedule and Detailed Description

WEEK 1: CONCEPTS AND ETHICS

The first week focuses on foundational concepts and includes a special session on race, ethnicity and research ethics. The first day focuses on debates concerning the conceptualization of race and ethnicity. Are these concepts the same? If not, how and why might they be different? Does it really matter? The second day focuses on developing an understanding of ethnogenesis, racialization and race making as key concepts for those interested in the study of race and ethnicity. How and why are racial and/or ethnic groups created? What is their function in Western societies? The third day focuses on parsing different conceptualizations of prejudice and discrimination. There is a long history of studying prejudice in the social sciences. We review arguments concerning the primary motivation for inter-group ‘ethno-racial’ prejudice? Although there is also a long history of concern with discrimination in the social sciences, best practices for the empirical investigation of discrimination, from the perspective of those who are targeted, are still forthcoming. How is discrimination experienced and best conceptualized? The fourth day focuses on understanding inequality and stratification. How are these concepts related and different? Finally, we consider different theoretical models for conceptualizing racial orders. What groups exist and how are they arranged relative to one another? How does this vary over time and various levels of geopolitical space?

Tuesday, June 23: Conceptualizing Race, Ethnicity and Ethnoraciality


Wednesday, June 24: Race Making and Racialization


Thursday, June 25: Prejudice and Discrimination


Friday, June 26: Racial Orders and Research Ethics


WEEK 2: RESEARCH DESIGN AND DATA COLLECTION

After exploring these core issues, participants will be guided through their implications for research design and data collection. The second week is ideal for participants at the early stages of a new study but is also useful for those already analyzing previously collected data. How do we take race and ethnicity into account when planning our studies? Were these issues adequately and appropriately considered during the creation of our secondary datasets? This week will
review strategies associated with both traditional and emerging methods for collecting quantitative data. Although it reviews methods, it is largely focused on ideas and moves the student toward an expanded perspective on what is both important and possible in the areas of design and collection. It begins with a review of strategies to optimize (and maybe achieve) questionnaires and scales with ‘construct invariance’ between racial and ethnic groups. Are the same questions always the same? Should we expect universal social constructs? We then transition to unique issues facing researchers conducting social surveys and experiments. Are all sampling frames created equal? How important is complex survey design? Does population representation matter in our social experiments? There are also new and emerging quantitative data sources and methods. How might quantitative researchers interested in race and ethnicity employ and/or incorporate big data and agent-based modeling in their study design and statistical method?

Monday, June 29: Questionnaire Design


Tuesday, June 30: Experimental Methods


Sankar, Pamela and Jonathan Kahn. 2005. “BiDil: Race Medicine Or Race Marketing?” *Health Affairs*


Wednesday, July 1: Social Survey Methods


Thursday, July 2: Agent-Based Models and Big Data


WEEK 3: MEASUREMENT AND OPERATIONALIZATION

The third week moves from conceptualization to operationalization. It begins with a conversation on the different ways in which social scientists measure race. The first day will review various methods for measuring race, ranging from self-reports of racial identity to measures of genetic ancestry. The next day focuses on how social scientists operationalize race and ethnicity in multivariate statistical models. How are race and/or ethnicity operating in our investigations? Are they an independent variable or an outcome? Are they moderating or mediating a particular statistical relationship? There is a great debate concerning how we might best measure prejudice. Given our course debates concerning the nature of prejudice, how do we measure it using quantitative methodologies? The course devotes an entire day to reviewing and debating the most prominent measures and best practices in the study of prejudice. After gaining greater clarity on the measure of prejudice, we then consider the other side: best practices in the measurement of discrimination in the social sciences.

Monday, July 6: Measuring Race


***Review of Datasets with Multiple Measures

Tuesday, July 7: Operationalizing Race


Wednesday, July 8: Measuring Prejudice


Thursday, July 9: Measuring Discrimination


**WEEK 4: STATISTICAL METHODS AND DATA AVAILABILITY**

The final week focuses on statistical analysis and inference. Although this course is designed to challenge participants’ current thinking in these areas, it also seeks to provide practical guidance on best practices. Therefore, we begin the final week reviewing the history and limitations associated with using social statistics to study racial and ethnic groups. Although many of these issues will have been touched upon prior, these discussions will consolidate our understanding and focus on pragmatic solutions that are mindful of limitations, specific to the study of race and ethnicity. The course dedicates four days to a largely conceptual review of a wide range of statistical techniques – e.g., understanding disparities and residuals, measurement models and multiple group measurement invariance, various ways to model process, the role of interactions and separate group models and, addressing missing data. On the last day we review the availability of various datasets – mostly housed at ICPSR – that reflect best practices in data collection and design and that are best suited for studying various issues related to race and ethnicity.

Monday, July 13: Techniques (Disparities)


Firpo, Sergio, Nicole M Fortin and Thomas Lemieux. 2009. "Unconditional Quintile


**Wednesday, July 14: Techniques (Measurement)**


** Friday, July 17: Available Datasets **