

Sampling: Inequity

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$ echo "Data Science Institute"
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Key Texts

- James, A. (2008). Making Sense of Race and Racial Classification. In T. Zuberi & E. Bonilla-Silva (Eds.), *White logic, white methods: Racism and methodology* (pp. 31-45). Rowman & Littlefield Publishers.
- Harnois, C. (2018). Analyzing race and ethnicity with the GSS. In *Analyzing inequalities: An introduction to race, class, gender, and sexuality using the general social survey* (pp. 65-96). SAGE Publications, Inc., <https://dx.doi.org/>
- Ashok, S. (2016, August 27). The rise of the American 'Others'. The Atlantic. <https://www.theatlantic.com/politics/archive/2016/08/the-rise-of-the-others/497690/>

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Key Texts (continued...)

- Krause, H. (2021, August 27). We need to fill in the blanks in our social identity data. *We All Count* . <https://weallcount.com/2021/08/27/we-need-to-fill-in-the-blanks-in-our-social-identity-data/>
- Krause, H. (2020, December 4). No one is an asterisk . *We All Count* . <https://weallcount.com/2020/12/04/no-one-is-an-asterisk/>
- Krause, H. (2020, June 26). Proxy variables part 2: race. *We All Count* . <https://weallcount.com/2020/06/26/proxy-variables-part-2-race/>

Race in Surveys

Discussion Questions

1. What is race?
2. What may be contributing factors to how we perceive racial identity in others and ourselves?
3. How many races are there? What are they?
4. What are the differences between race, ethnicity, and nationality?
5. How might our definitions of racial categories change across time and space?

Race

- What is **race** ?
 - Race broadly refers to a group of humans that share common characteristics
 - Skin colour
 - Hair type
 - Facial features
 - Language
 - Religion
 - Cultural practice
 - Geographic origin
 - In the modern day, generally accepted to be a social construct with no biological validity

Ethnicity

- What is **ethnicity**?
 - Generally encompasses more than race
 - More often associated with cultural expression, cultural identity, and national/regional origin
 - Ethnicity can often specify subgroups within certain broader racial classifications
 - People who identify racially as “white” may identify ethnically as Turkish, Mexican, French Canadian, Ashkenazi Jew, etc. or a combination of multiple distinct ethnic groups

Race in Surveys

- Data on race and ethnicity are needed to track demographic shifts in populations and inequalities between members of different groups
- Desire to identify and quantify the influence of race without oversimplifying or essentializing
- However, data on race can also be used to perpetuate inequalities in the wrong hands

How do we ask about and measure race?

Racial Classifications

“Because race is a socially constructed concept with no fixed reality, all classification efforts are fraught with imprecision. Classification schemas are always a set of imperfect choices made in response to a given set of political agendas and imperatives. The institutionalization of these choices over the long run always has the effect of ‘naturalizing’ particular understandings of race. That is why there generally has been a great deal of struggle associated with changes in census classification, and why it is necessary to interrogate change and continuities in categorization”

– Angela James, “Making Sense of Race and Racial Classification” in *White Logic, White Methods: Racism and Methodology*

Racial Classifications

- Identification
 - Most surveys allow respondents to self-identify in response to questions about race
 - In the past, race has been indicated by researchers based on appearance or observed lifestyle
 - On the US census, race was recorded by surveyors until 1960
 - On the US General Social Survey, race was recorded through interviewer observation until 2000. Interviewers were instructed to ask respondents of their race only if they were in doubt.
- Race versus ethnicity
 - Depending on the context of the study, one measure may be more informative than the other
 - Both can provide useful insight

Racial Classifications

- Asking the question
- What type of question should be used?
 - Open ended, "pick one", "pick many"
- How many options should be given? What are the options?
- How can this data be analyzed?
 - Open ended: How can information be extracted from responses and meaningfully categorized and quantified?
 - "Pick one": How can we properly account for mixed race individuals?
 - "Pick many": How can we analyze many unique combinations of races, particularly those that pertain to small numbers of respondents? If we are looking for information about one race, to what extent do mixed race individuals enter into our analyses?

Case Study: France

- In France, it is **prohibited to collect data relating to the race or ethnic origin of a person** through official government statistical programs, namely those conducted by the *Institut national de la statistique et des études économiques* and the Ministerial Statistical Departments
- Article 1 of the Constitution states: "France shall be an indivisible, secular, democratic and social Republic. It shall ensure the equality of all citizens before the law, without distinction of origin, race or religion. It shall respect all beliefs."

Case Study: US Census

2010

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☒ Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↗

9. What is Person 1's race? Mark ☒ one or more boxes.

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↗

- | | | |
|---|--|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↗ | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↗ | |

- ☐ Some other race — *Print race.* ↗

2020

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- ☐ No, not of Hispanic, Latino, or Spanish origin
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, another Hispanic, Latino, or Spanish origin — *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.* ↗

9. What is Person 1's race?

Mark ☒ one or more boxes **AND** print origins.

- ☐ White — *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.* ↗

- ☐ Black or African Am. — *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.* ↗

- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow, Inupiat Traditional Government, Nome Eskimo Community, etc.* ↗

- | | | |
|--|--|--|
| <input type="checkbox"/> Chinese | <input checked="" type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Chamorro |
| <input checked="" type="checkbox"/> Other Asian — <i>Print, for example, Pakistani, Cambodian, Hmong, etc.</i> ↗ | <input type="checkbox"/> Other Pacific Islander — <i>Print, for example, Tongan, Fijian, Marshallese, etc.</i> ↗ | |

- ☐ Some other race — *Print race or origin.* ↗

Case Study: Canadian Census

23 What were the ethnic or cultural origins of this person's ancestors?

Ancestors may have Indigenous origins, or origins that refer to different countries, or other origins that may not refer to different countries.

For examples of ethnic or cultural origins, visit www12.statcan.gc.ca/ancestry

24 Is this person First Nations, Métis or Inuk (Inuit)?

Note: First Nations (North American Indian) includes Status and Non-Status Indians.

If "Yes", mark "X" the circle(s) that best describe(s) this person now.

Specify as many origins as applicable using capital letters.

- ☐ No, not First Nations, Métis or Inuk (Inuit)
- Continue with the next question
- OR
- ☐ Yes, First Nations (North American Indian)
- ☐ Yes, Métis
- ☐ Yes, Inuk (Inuit)
- Go to question 26

This question collects information in accordance with the *Employment Equity Act* and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural and economic life of Canada.

25 Is this person:

Mark "X" more than one circle or specify, if applicable.

- ☐ White
- ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan)
- ☐ Chinese
- ☐ Black
- ☐ Filipino
- ☐ Arab
- ☐ Latin American
- ☐ Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- ☐ West Asian (e.g., Iranian, Afghan)
- ☐ Korean
- ☐ Japanese

Other group — specify:

Equity Considerations in Collecting and Using Data about Race

Collecting and Using Data about Race

- Use racial and ethnic categories that are meaningful for your target population
 - Different target populations may benefit from different categorizations for racial or ethnic identities in survey questions
 - For example, if you know your sample is predominantly Indigenous peoples, one “Indigenous” ethnic category will not provide much additional data
 - Use clusters or strata that are relevant to your target population
 - Test surveys in advance
 - Consult target population or available resources for best practices

Collecting and Using Data about Race

- Think critically about the “Other: Please specify” option
 - Allowing respondents to select “Other” as a racial/ethnic identity is useful for those who fall outside of set racial categories
 - High number of “Other” responses may indicate that options provided are too limited and may render analysis less useful
 - Responses to “Please specify” can indicate more categories or further clarification that should be provided

Collecting and Using Data about Race

- Allow respondents to self-identify
 - Race is complex and unlikely to be perceived fully accurately by an interviewer
 - Self-identification allows respondents agency over how their identity is reported in data sets

Collecting and Using Data about Race

- Provide background on how questions about racial or ethnic identity were asked
 - All choices and considerations that have gone into creating questions concerning race should be communicated to data users
 - Consider the following examples from Krause (2020):
 - 25% of students are Black
 - 25% of students self-identified as Black from a list of “Black, Hispanic, White, Mixed Race, Asian, Indigenous, Other, Prefer Not To Say”, created by the University admissions department in consultation with a student advisory panel.
 - 25% of students were counted by their teachers as Black from a provided choice of “White, Black, or Other”, suggested in a staff meeting.

Collecting and Using Data about Race

- Where possible, report data for all racial and ethnic categories even when sample size is small
 - Often estimates for small sub-populations are suppressed due to small sample size
 - Suppressing data for small sub-populations can perpetuate marginalization
 - Instead consider reporting sample size and reliability levels (standard deviation, coefficient of variation, confidence interval, etc.) so that results for all groups can be disseminated

Collecting and Using Data about Race

- Investigate the social circumstances for the differences between racial or ethnic groups in data sets
 - Race often serves as a proxy variable for a variety of social, cultural, historical, political, etc. circumstances that create inequalities
 - Providing broader context shifts responsibility from racialized groups to systems of oppression
 - Avoid simply controlling for race as a demographic variable

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