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The Literature Review

Situating Your Mixed Methods Study in the Larger Context

Objectives

1. To develop an understanding of the role of the literature review in a mixed methods proposal.
 2. To identify ways to prepare, organize, and write your literature review.
 3. To identify what components you will need for your literature review.
 4. To learn how to create a detailed outline of for your literature review.
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In the last chapter we focused on developing the introduction of your research proposal, the section where you will talk about the importance and purpose of your mixed methods study. Now it is time for you to begin to think about your research problem within the context of the existing scholarly literature. In order to do so, we will ask you to address the following questions: What do scholars say about the research on your topic? What methodological approaches have been used to address your research problem? Where does your research

study fit within the current research literature? The answers to these questions are essential to crafting a relevant and thorough literature review for your mixed methods proposal. Remember, your goal for your literature review is to make the case for why your research study is needed and how your mixed methods study will add to the literature in your area of interest.

● THE ROLE OF THE LITERATURE REVIEW

As a completed document, the literature review section of a proposal is the place where you review, critique, and synthesize the literature in your topics of interest with the goal of generating new perspectives related to your research problem(s) (Torraco, 2005). Thus, the literature review plays an important role in the mixed methods proposal. It helps to identify and explain the major themes associated with your research topic. Moreover, the literature review synthesizes and extends the literature in your topic area and leads the reader to the research questions you will attempt to answer using your mixed methods design. Thus, the literature review is where you develop your substantive content theory (see Chapter 2). Basically this involves developing, understanding, and synthesizing a unique look at how others have talked about and researched your problem of interest. To help you with the creation of your literature review, we have divided the rest of this chapter into three sections: (1) preparing and organizing your research literature; (2) the components of the literature review; and (3) writing your literature review.

● PREPARING AND ORGANIZING YOUR RESEARCH LITERATURE

Before you begin writing your literature review, it is important for you to search for literature in a variety of outlets as well as develop a plan for organizing that literature. In addition, it is important to make a distinction between (1) the act of reviewing the literature and (2) what will actually be written in the literature review section of your proposal. For example, as you are reviewing the literature, you will discover what methods other researchers have used to investigate your problem of interest, but unless you are doing a study on research methods, most of what you find out about research methods will end up in your methods section, not in the literature review section of your proposal. However, your synthesis of the research results using those

methods will be included in your literature review section. With that in mind, in this section we provide you with strategies regarding ways of searching your literature, what to look for in that literature, and how to organize what you find.

How to Search for Literature

One of the most challenging aspects of writing a literature review is knowing where and how to begin. The first place to begin is to actually locate the relevant literature in your research topic area. In Table 5.1

Table 5.1 What Do You Look for While Preparing Your Literature Review?

Topic Areas	What do you look for while preparing your literature review?
What writing should you look for?	<ul style="list-style-type: none"> • Theoretical writings that address different theoretical frameworks (e.g., thought pieces, theoretical reviews)
	<ul style="list-style-type: none"> • Data-driven empirical research writings: quantitative (e.g., descriptive, inferential), qualitative (e.g., interview, ethnographic), and mixed methods (e.g., interviews + survey data)
	<ul style="list-style-type: none"> • Review writings (e.g., meta-analysis, reviews of the literature)
How do you identify and clarify your topic area?	<ul style="list-style-type: none"> • Key constructs and how different scholars define constructs. Are there meaningful differences in how particular or similar constructs are defined? What definitions fit with your emerging conceptual framework? Where are the gaps and limitations in the literature?
	<ul style="list-style-type: none"> • What researchers have found about your constructs of interest and their relationships with other constructs. What constructs appear not to be applicable? Why might they not be related?
	<ul style="list-style-type: none"> • Trends, patterns, and themes in your readings. How have the constructs emerged and changed and overtime. Where do you think the trends, patterns, and themes are headed in the future?

(Continued)

Table 5.1 (Continued)

Topic Areas	What do you look for while preparing your literature review?
How do you organize your database?	<ul style="list-style-type: none"> • Develop a system for organizing the material (i.e., chapters, articles, books) that you collect and a system for organizing the content of your review.
	<ul style="list-style-type: none"> • Develop a system for keeping track of the references you will be using in your proposal.

we highlight some of the things you should be looking for while searching your literature, beginning with the type of readings to look for. Generally, the readings you will be using to create and organize your literature will tend to fall into three basic categories: theoretical writings, empirical studies, and reviews.

First, there are theoretical writings. These writings generally focus on the development of new theoretical ideas that explain the results of a number of studies. As such, they usually do not concentrate on the results of single studies but on using the results of a number of studies to critique or improve particular theoretical frameworks. In most disciplines there are journals that publish theoretical articles in addition to empirical articles as well as some journals that are dedicated to publishing only theoretical or conceptual articles. Another resource for more theoretical pieces would be books and chapters in edited books. The focus in these writings is the development or explication of theoretical positions related to particular topic areas. These writings are useful to help you identify and create your own substantive content theory. They are also helpful in locating a variety of resources on your topic. The reference sections of such writings can be tremendous resources.

The second type of literature is data-driven research writings or empirical studies. Generally, these are journal articles that focus on a single study or a series of studies dealing with a particular set of research questions. When reading such articles, keep track of what constructs researchers are investigating, the consistent findings across studies you review, and the unique findings from particular studies. In addition to the research findings, these articles will also include the researchers' methods sections, which will describe what the researchers did to examine their phenomenon of interest (e.g., what procedures, measures, methods, etc. were used). Pay special attention to the research

methods and methodologies used in research articles: What do the researchers identify as the strengths and weakness of the methods they used? What approaches seem useful or problematic? What approaches may be useful to answer the current version of your research questions? Also keep track of what the researcher found. Are different researchers coming up with similar findings? Is there agreement? Are researchers coming up with different findings? Is there disagreement? How do researchers talk about the agreement or disagreement? Your answers to those questions may help you to find a place where you can add to the literature.

The researchers' discussion of their research methods and results will help you to think about your own research questions. In addition, keep track of any measures or instruments that were developed or used. What reliability and validity evidence about those instruments was provided? Are the characteristics of their participants similar to those of the participants you would like to use? For quantitative approaches, what measures were used, what validity and reliability information was provided, and how were their measures aligned with your definition of the constructs? For qualitative approaches, what types of data were collected, how was the data collected and analyzed, and what methodological perspectives informed the scholars' work? For mixed methods approaches, how did they talk about their mixed methods study, and how did they integrate the quantitative and qualitative data in both the data collection and analysis stages? How did theory inform both their data collection and analysis?

These articles are also helpful because they can serve as models for how you will eventually write up the findings for your proposed study. Again, remember you will use your research questions to guide your research methods and methodology decisions. As such, you should always keep an updated draft of your research questions close by. So keep that file open on your computer, print them out and tape them to your computer monitor, or do whatever works for you. To reiterate, as you are working on your literature review, the draft of your research questions should always be within arm's reach. This way you can see if other researchers are researching similar research questions, or you may find information that will help you to revise your research questions.

Finally, the third type of literature to locate is the available reviews of existing literature on topics. There are generally two types of these writings—a review of the literature and a meta-analysis. There are journals in some areas that will publish reviews of the literature articles, where the authors review and extend the research in a particular topic

area. You may also find such reviews in edited book chapters as well. In essence, the authors of these publications, guided by their theoretical frameworks, synthesize the literature in an area, much like you will be doing for the literature review part of your proposal. As such, if you can find one that is well thought out and well written, you can also use it as a model for how your literature review should look.

The meta-analysis is a particular type of review article, where the goal is to examine a number of research articles, dissertations, and other potentially unpublished research by converting the researchers' findings from different studies to a common effect size statistic allowing comparisons across studies. Recently, some have also attempted to include qualitative and mixed methods research in these review articles (Sandelowski, & Barroso, 2006; Timulak, 2014). This allows the author(s) to make comparisons across studies. Thus, in addition to the findings, meta-analyses can help you to get an understanding of what effect sizes you might expect for the quantitative part of your mixed methods study, which will help you with your power analysis. However, it is important to keep in mind that in order for a meta-analysis to be written, there would need to be a sufficient amount of research in a topic area. This means that if you are looking into an area where there is not a lot of research, it may be hard to find a meta-analysis. (For full discussions of meta-analyses, see Glass, MacGaw, & Smith, 1984; Lipsey & Wilson, 2001).

How to Identify and Clarify Your Topic Area

With the aforementioned types of readings in mind, we next provide you with some suggestions for how to proceed with your literature review. To begin with, you have probably already accumulated some literature. To put it another way, what got you interested in this problem? So, check the papers you have written for classes or other course assignments and the readings that might be related. What did you read for those assignments? Also, remember that from this point on, when possible, try to write class papers, unpublished conference proposals, or draft papers on topics that are related to your research problem of interest. Your goal is to become an expert in your topic area as well as other related areas. So read, read, and then read some more.

You may remember in Chapter 2 we suggested that the process of writing a literature review is somewhat like joining a conversation that has been going on for some time. In using that analogy, it is important to remember that as a new person in the conversation, it is your responsibility to develop an understanding of what has been discussed, who

are the key players in the discussion, and where the discussion might be headed. To do so we suggest you start with the most current research and work your way back to origins of the key constructs and people in your topic area and related areas. In other words, how are the scholars defining the key constructs? Who is doing the defining? What are the research methods and methodologies they are using your topic area? As you are reading, identify what seem to be the major themes and key issues related to your topic. As you do so, work to reduce those themes to key words and phrases that you can use to search electronic databases for additional readings. Meanwhile, remember it will be important to develop a search plan. For your search plan, you want to make sure you are covering all the potential literature, so be systematic in your approach.

During this phase of the process, it may be useful to use a mining analogy. For example, when mining for silver, if you are skilled miner, you may find a rich vein of silver that you want to follow wherever it might take you. This is also the case when doing a literature review. You may find a scholar or a group of scholars who are doing research that is related to your interests. These researchers will also cite other researchers who may be of interest. Thus, one article, chapter, or book may lead you to a number of other publications of interest. Thus, the process tends to be multiplicative. This means that just as a miner would follow a rich vein of silver, you will also need to follow the “rich vein” left by researcher(s) you have found. In addition, as you are following a particular vein, you will begin to find overlapping veins. It is through this process that you begin to map the research in your area of interest. The result of this process is that you will most likely begin to see that some scholars and particular written works are cited by a number of other scholars. Those articles and scholars may represent the landmark, classic studies, or seminal writings that you will need to develop the range and depth required for your comprehensive substantive content theory. You may also begin to find researchers who are working in slightly different fields of study being cited in the writings you find. It will be important to follow those veins as well. They may not only provide valuable insight to your understanding of your problem area but also provide you with invaluable ideas about research methods that you may not have found by just staying with your own topic area of interest.

For example, our own study focuses on racial microaggressions. In exploring this topic area, we have generally consulted the research literature in education, counseling, and psychology. One example of a rich vein in this research area would be the work of Sue and colleagues

(2007) in the area of counseling. However, it will be important for us to consult the work in the business literature on microinequities, a similar and related construct that focuses on the differential treatment of people of color in the work place (Rowe, 1990). Again your job is to become an expert on your chosen topic area and to become cognizant of its sister research areas.

How to Organize Your Database

Due to the multiplicative nature of the literature review search process (i.e., in one article you may find the citations for three additional useful articles, etc.), your organization skills will be tested. Think about the organization of your literature searches on two levels. At one level is the organization of the material (i.e., chapter, articles, books) that you collect as you are reviewing the literature. At a second level is the organization of the content of your review. Your ability to organize your literature will prove to be crucial to successfully writing your literature review.

In terms of the organization of materials, things have changed over the years. In the past, many of us used our own elaborate systems, where we would pile printed copies of articles, chapters, and books based on some content categories that we developed through reading, thinking, and writing about those articles, chapters, and books. Now, we tend to do that organization via the use of electronic folders with electronic versions of our readings. The key point here is that in the beginning, when you have 5 to 10 readings, it may be fairly easy to keep track of what you have read. However, that 5 to 10 will quickly become 50 to 100 or more readings. Thus, useful organization of those documents has the potential to save you a lot of time. Whatever organizational system you use for your readings, your goal is to be able to access any piece of information that you need in a timely manner. To reach that goal, the development of a useful organization system for your readings is critical. For some people this involves using an open-source or commercial reference management software package. (For software reviews, see Gilmour & Cobus-Kuo, 2011). For others it may mean developing their own electronic folder system. The key is finding something that works for you.

To organize the content of your review, it is important to keep in mind that it will be useful for you, as much as possible, to combine the reading of the literature with the writing about the literature. Try to be consistent in the format of your notes and writing. Look for ways of rearranging the elements derived from your analysis to identify

relationships, show the main organizing principles, or show how these principles could be used to make different constructs. For some, the development of a model where you can visually diagram your constructs and the transactions among those constructs is a good way to help you organize and clarify your thinking. Many commercial writing software packages have such functionality. Again the key is finding something that works for you.

THE COMPONENTS OF THE LITERATURE REVIEW ●

In order to prepare for the writing of your literature review, it will be important to develop an understanding of what areas should be addressed in your literature review. In Table 5.2, we describe the general areas that tend to be covered in a literature review. The areas include revisiting the statement of the problem, covering the topic, synthesizing the literature into your substantive content theory, discussing the significance of your research, and generally presenting your research questions. Before beginning our discussion, we have two points of clarification. First, Table 5.2 is not intended to suggest the order in which you would address these issues but only that these are issues that should be addressed somewhere in this section of your proposal. Second, as always, remember to be aware of your local norms (i.e., college, department, and/or advisor preferences) before you begin and as you work your way through this process.

Revisiting Your Statement of the Problem

Here, in the literature review, it can be useful to remind the reader about the importance of the problem that you would like to research. In essence, what you are attempting to do is generally set the stage for the importance of your work as you lead into your finer-grained analysis of the literature. So it may be useful to begin the literature review by revisiting your statement of the problem to set the stage and reiterate the importance of the research you are proposing.

Covering the Topic

It will also be important to situate your problem area so the reader develops a clear idea of not only what will be addressed in the proposal but also what will not be addressed, with clear rationales for the decisions you have made. As such, one goal for the literature

Table 5.2 General Areas to Cover in Your Literature Review

Areas	Issues to be addressed in the literature review
Revisiting your Statement of the Problem	<ul style="list-style-type: none"> • Remind the reader of your problem to set the stage for your approach to the problem.
Covering the Topic	<ul style="list-style-type: none"> • Clarify what has been investigated, what has not been investigated, and what could use a fresh perspective. Describe your decisions for inclusion and exclusion of literature from your review.
Synthesizing the Literature Into Your Substantive Content Theory	<ul style="list-style-type: none"> • Situate your research within the broader social-historical context. • Clarify what you see as the important constructs in your topic area. • Address how the key constructs are defined in the literature, and clarify how you will be defining those constructs. • Critique and synthesize the key literatures you have identified into a coherent perspective on your problem of interest. • Develop the themes and patterns that you have discovered in the readings.
Discussing the Significance of Your Research	<ul style="list-style-type: none"> • Argue and establish the importance of the problem area you are investigating. • Discuss what you are adding to the literature. • Discuss the potential practical significance of your proposed research. How might your study help (practically and/or theoretically) with the problem you are attempting to address?
Presenting Your Research Questions	<ul style="list-style-type: none"> • State the research questions you plan to investigate with the research methods you will talk about in the next section of your proposal.

review is to make sure that on the one hand you cover the important issues associated with your research topic area (e.g., key constructs, theories, and researchers as well as any conflicting theories, etc.); yet, on the other hand, it is important to understand that most likely you will not be able to cover everything related to your topic in your literature review. This suggests that you will need to make decisions about what to include in this proposal and what you will want to address in your future research and publications. One strategy for helping you make those decisions is to remember that in the final document you prepare after completing your study, what you talk about in your literature review should also be addressed in your methods, results, and discussion sections. So for example, in the literature review you will define and talk about the important constructs in your research topic area and the mixed methods you will be using to investigate that topic. Then, in the methods section you will talk about how you will collect data to study those important constructs. In the results section you will talk about what you found related to those constructs, and finally in the discussion section you will talk about the importance of what you found related to those important constructs. This makes the synthesis of your literature a key step in the process.

Synthesizing the Literature Into Your Substantive Content Theory

To develop a convincing argument, your overall goal for the literature review is to synthesize the relevant literature you have accumulated into your substantive content theory. Basically, what synthesizing involves is a combining of the theories, research, and other information you have investigated into a unique way of looking at the problem(s) you have identified. Through this process you are also critiquing the literature you are reading. For example, what is missing in the literature? What could have been done differently?

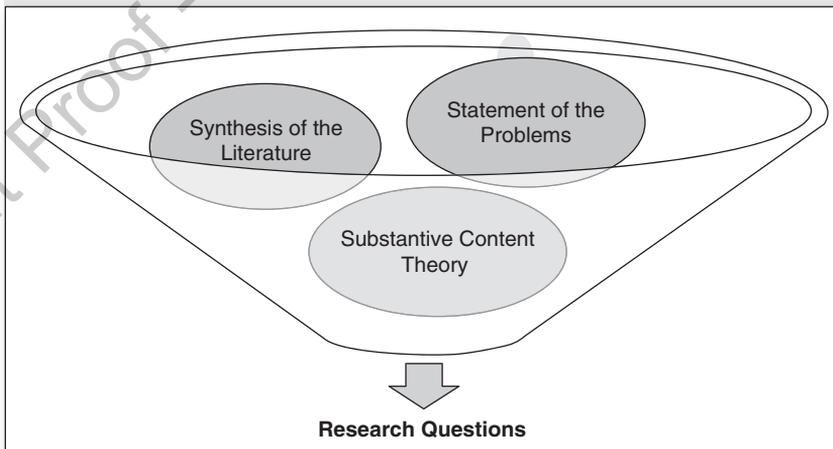
In the beginning phases of pulling the information together, you may feel like you are simply summarizing what others have thought and written about. At that point, remind yourself that you need to be able to describe and understand what others have written before you will be able to synthesize what you have found into something new. As such, in most cases, think of your early summaries as signposts on the road to a useful synthesis of the literature, but also remember they are only signposts, suggesting that more work is to be done.

The literature review is also the section where you situate your proposal within the broader social historical context. In other words, why is your study important to the overall history of issues related to your topic? Generally, you can think of your literature review as a funnel (see Figure 5.1) where you begin broadly, then work your way toward more specificity (e.g., how particular constructs are related), and finish by leading the reader to the logical conclusion, which is the importance of your approach to the problems and the research questions you have developed. As you are doing that, it is also useful to identify and define the key constructs in your topic area and how they relate to each other. In addition, you will want to clarify how you plan to use those concepts and why.

Discussing the Significance of Your Research

Also in your literature review, you will establish the significance of your research by developing and providing evidence for the importance of the problem area you are investigating and the potential practical significance of your approach to the problem. In other words, by the time the readers have finished your literature review (when they get to the bottom of the funnel), you should have convinced them that the research you are planning is exactly what should be done next to address the problem area you have identified, clarified, and defined. In essence, making the case for your mixed methods study basically

Figure 5.1 A Literature Review Funnel



involves answering the “so what” question. To answer that question,¹ it will be useful to think in terms of three key areas: (1) How will your study add to the literature in this area? (2) What practical applications might emerge as the result of your study? (3) Why is it important to use mixed methods to answer your research questions?

Presenting Your Research Questions

Finally, it will be useful to state the research question that you plan to address in the methods section. Keep in mind that the next section of your mixed methods research proposal will be your methods section. Thus, the end of your literature review will be a great place to list or remind the reader generally about the research questions that you intend to address and how your mixed methods approach will be discussed in the methods section of your proposal.

WRITING THE LITERATURE REVIEW ●

Earlier in this chapter we reminded you that there is a difference between what you do during the process of reviewing the literature and what you actually write in the literature review section of your proposal. In the previous section, we talked a bit about the components that should appear in the research proposal, and now we will talk about some strategies for or ways of creating that text.

Identifying Patterns and Themes in the Literature

In order to identify patterns and themes in your literature, we would suggest that you borrow from a grounded theory approach and think in terms of a constant comparative analysis of the literature you are reviewing. The focus in a constant comparative, grounded theory approach is to attempt to identify the essence of the phenomenon or the area of interest (Glaser & Strauss, 1967). Thus, for our purposes here, what you would try to do is to identify the patterns and associations in the readings and attempt to synthesize and represent those findings to your committee (Maykut & Morehouse, 1994). To do this,

¹The “so what” question is one you may be asked at your proposal meeting—so take care of it in the actual proposal.

generally the process is to use “open coding” to break the data—in this case your reading—into basic categories, and then to use “axial coding” to synthesize those key concepts and categories back together in new ways (Strauss & Corbin, 1990). In other words, as you are reading, thinking, and writing about the literature in your area, try to answer these questions:

- What constructs tend to keep reappearing among the scholars you are reading? How do scholars talk about the relationships among those constructs? What processes are involved in those transactions? What models are being used to explain those processes?
- What are the areas where there is agreement among the scholars you are reading? What are some areas of disagreement? How are those differences talked about in the literature?

Overall the key goal for the process of identifying patterns and themes in the literature is to develop an understanding of the literature. This simply means that in order to get to the point where you can synthesize the literature to come up with something new, you need to know and understand your research topic area of interest. The way you get to that point is through reading, thinking, and writing about what you have read and thought about. Thus effort, useful strategies, and a level of persistence are keys to success at this phase of the process.

Making Conceptual Connections With the Literature

As you are identifying patterns and themes in the literature, you should also begin the process of making new or unique connections within the literatures you are reading, thinking, and writing about. This is the creative part of the writing process, and it involves making unique claims regarding the transactions or relationships among the patterns and themes you have identified. Here are some questions to help you guide you through this process:

- What are the issues, conflicts, and/or problems that scholars continue to identify? Based on your understandings, what issues, conflicts, and/or problems are the scholars missing?
- What are the gaps in the literature, or what is missing? Are there other constructs that are not being considered that may help explain the processes involved? Are there other, related areas of study that have approached these issues differently?

- What do the scholars suggest as the next area to investigate? Based on your understandings, what do you think is the next area to investigate?

Evaluating and Interpreting Literature

Throughout the process of identifying patterns and themes and making conceptual connections in your literature, it is also critical that you develop your skills at evaluating and interpreting what you are reading, thinking, and writing about. Thus, part of what is involved in synthesizing the literature is critically evaluating what you read. These questions may guide that process:

- What are the scholars claiming as the key constructs needed to explain what they are researching? What evidence do they use to support those claims?
- What do the scholars claim are the relationships among those key constructs? What evidence do they use to support those claims?
- How do the scholars situate the key constructs and relationships in the wider social historical context? What evidence do they use to support those claims?
- What are the limitations of the methods that have been used in previous research?

It is also important to keep in mind that as you are writing your literature review, you will also be making claims regarding your own substantive content theory. This means that you will be required to provide logical and/or empirical evidence for the claims you have made. Critiquing others, and seeing how they are justifying their claims, are excellent ways of honing your skills at making claims and providing evidence for those claims.

One way of getting started on this process of developing your literature review section is to develop and use a detailed outline. As you will see shortly, this involves developing, over time, a thorough plan. Remember, throughout the process of writing the literature review, the outline will be an emerging draft that will change as you read and think more about what you read. However, the value of the outline is that it will give you direction. The outline will help you to understand where you are and where you need to go.

PRACTICE SESSION

Guided Questions

As you begin to reflect upon your mixed methods study and ways you can situate your work within the research literature, think about the following questions

1. Who are the key scholars in your topic area?
2. What are the key constructs researchers talk about in your area?
3. What are the key theories in your area?
 - a. What are the key areas of agreement regarding key constructs?
 - b. What are the key areas of disagreement regarding key constructs?
4. What do the key scholars in your topic suggest as a need for future research?

Activity for Writing a Literature Review

The purpose of this activity is to help you to think critically about the literature in your area of research as well as to situate your work into that context of scholarly literature. For this activity, we would like you to create a detailed outline of your literature review.

Your outline should address the following:

- Create topic sentences for each main area of your literature review. (Keep in mind that as you continue the review process, the main areas may change.)
- Create supporting statements under each topic sentence.
- Make sure that your topic sentences and supporting statements have citations in the proper format (e.g., APA, Chicago, MLS).
- Include references within your outline. Also it is never too early to start creating your reference section, so make sure that your references are in the proper format (e.g., APA, Chicago, MLS).

Additional Readings on Writing a Literature Review

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3–15.

Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.

Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. Thousand Oaks, CA: Sage.

Glass, G. V., MacGaw, B., & Smith, M. L. (1984). *Meta-analysis in social research*. Beverly Hills, CA: Sage.

Machi, L. A. & McEvoy, B. T. (2009). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press.

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- Sandelowski, M., & Barroso, J. (2006). *Handbook for synthesizing qualitative research*. New York, NY: Springer.
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Sample Session

Below is our beginning list of research questions for our research study on racial microaggressions within the college context. The italicized questions are the research questions that were eventually chosen for our investigation.

African American College Students' Experiences With Racial Microaggressions

- I. African American students are increasingly enrolling at predominantly White institutions (PWIs) of higher learning.
 - a. Recent statistics on African Americans attending PWIs (Harper, 2012)
 - b. Growing incidents of racism on PWIs (Baber, 2012; Cabrera, 2014; Johnson-Ahorlu, 2012)
 - c. Purpose of the literature review
- II. African American students often experience racial microaggressions at PWIs. (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007)
 - a. College students' experiences with racial microaggressions (Gomez, Khurshid, Freitag, & Lachuk, 2011; Harwood, Hunt, Mendenhall, & Lewis, 2012; Yosso, Smith, Ceja, & Solórzano, 2009)
 - i. Experiences with professors (Kohli & Solórzano, 2012)
 - ii. Experiences with peers (Torres, Driscoll, & Burrow, 2010)
 - b. Impact of racial microaggressions on students' health (Parades, 2006)
 - i. Social/emotional impact (Constantine, 2007; Wang, Leu, & Shoda, 2011)
 - ii. Physical impact (Harrell, 2000)
- III. Enduring racism within the college context requires African American students to engage in specific coping and emotional regulation

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strategies. (Brondolo, ver Halen, Pencille, Beatty, & Contrada, 2009; Brown, Phillips, Abdullah, Vinson, & Robertson, 2011)

- a. Coping strategies (Thomas, Witherspoon, & Speight, 2008)
 - i. Avoidance coping (Lazarus & Folkman, 1984; Suls & Fletcher, 1985)
 - ii. Approach coping (Lazarus & Folkman, 1984; Suls & Fletcher, 1985)
 - iii. Coping with racism (Forsyth & Carter, 2012; Lewis, Mendenhall, Harwood, & Hunt, 2012; Melor, 2004)
- b. Emotional regulation strategies (Folkman & Moskowitz, 2004; Gross & John, 2003; Utsey, Giesbrecht, Hook, & Stanard, 2008)
 - i. Affective approaches
 - ii. Cognitive approaches
 - iii. Social approaches

IV. Attending a PWI and experiencing racial microaggressions impacts African American students' sense of self, particularly their racial identity. (Smith, Hung, & Franklin, 2011)

- a. Racial identity (Sellers, Rowley, Chavous, Shelton, & Smith, 1997)
- b. Relationship between racial identity and healthy outcomes (Helms, Jernigan, & Mascher, 2005; Thomas, Caldwell, Faison, & Jackson, 2009)

V. Ultimately African American college students' experiencing of racial microaggressions within the college context, their means of coping with racism, and their racial identity beliefs impact their motivation, particularly their self-determination.

- a. Self-determination theory (Deci & Ryan, 2000; Ryan, Huta, & Deci, 2008).
 - i. Need for autonomy
 - ii. Need for competence
 - iii. Need for relatedness
- b. Relationship between racial microaggressions, coping, racial identity, and self-determination

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