

# *intersections & inequality*

## RESEARCH @ THE INTERSECTIONS

Still with Us: African American College Women Discuss Colorism, Natural Hair, & Body Image Issues in the African American Community

Analyzing Institutional and Community Contexts that Foster Latina/o Educational Attainment along the P-20 Pipeline

## COLLABORATION & CONNECTIONS

Qualitative Research Interest Group (QRIG)

2013 – 2014 QRIG Seed Grant Awardees

In Defense of Qualitative Research: Transparency, Empiricism, and Rigor - A Qualitative Methods Discussion with Dr. Kevin Roy

## MENTORING, PEDAGOGY, & PRACTICE

Book Corner

Suggested Qualitative and Mixed Methods Resources

Reflections on Intersectionality

# table of contents

## intersections & inequalities

Message from the Director	page 3
<b>RESEARCH AT THE INTERSECTIONS</b>	
Still with Us: African American College Women Discuss Colorism, Natural Hair, & Body Image Issues in the African American Community by Mia Smith Bynum, BreAnna Davis, John Hart, & Tiffany Francois	page 4-5
Analyzing Institutional and Community Contexts that Foster Latina/o Educational Attainment along the P-20 Pipeline by Michelle Espino	page 5-6
Intersectional Research Database	page 7
<b>COLLABORATIONS &amp; CONNECTIONS</b>	
Qualitative Research Interest Group (QRIG)	page 7
2013 – 2014 QRIG Seed Grant Awardees	page 8
In Defense of Qualitative Research: Transparency, Empiricism, and Rigor - A Qualitative Methods Discussion with Dr. Kevin Roy	page 10
<b>MENTORING, PEDAGOGY &amp; PRACTICE</b>	
Suggested Qualitative & Mixed Methods Resources	page 11
Undergraduate Members of Our Team	page 12
Reflections on Intersectionality by Emily Livingstone	page 13
Congratulations to Former Research Intern, Djuan Short	page 13
Book Corner	page 14 -15
In Memoriam: Francis Lee Thornton	page 15
Kudos	page 16-17



Message from the Director

**DR. RUTH ENID ZAMBRANA**

In the last decade, the work of CRGE and other initiatives on issues of race, ethnicity, equity and inequality at the University of Maryland show significant progress. The diversity landscape of UM has embraced important global initiatives such as the Center for East Asian Studies (CEAS), and attracted stellar scholars for programs such as the Roshan Institute for Persian Studies. Further, UM has drawn an amazing cadre of visible early-career, historically underrepresented minority faculty in the College of Arts & Humanities, College of Behavioral & Social Sciences, College of Education, and the School of Public Health/Center for Health Equity. As we applaud these strides toward expanding inclusive diversity at UM, we also look to the future and contemplate areas in need of growth.

As a university-wide research center, CRGE has the primary goals of promoting intersectional scholarship, convening intersectional scholars on campus, mentoring and nurturing faculty, graduate and undergraduate students, and collaborating with departments, colleges and units to strengthen diversity initiatives at the University of Maryland. As one of our goals is to bring together intersectional work and the scholars who produce it, we are pleased to support emerging race/ethnicity-focused initiatives. The Critical Race Initiative in Department of Sociology, the Center for Health Equity in the School of Public Health, and Race and Public Policy in the African American Studies Department, are all collaborative efforts committed to community-engaged research that aim to strengthen intersectional work. We have witnessed with much joy how collaboration with faculty and their departments/colleges can not only connect faculty across departmental borders, but strengthen inter-unit connections and aid in the announcing and marketing of initiatives.

The Qualitative Research Interest Group, (QRIG) described on p. 8, is one of two signature programs we are particularly proud of, both of which are unique to UM and the nation. In consultation with the Maryland Population Research Center, (MPRC) we extended the reach of QRIG to include mixed methods, and we welcome quantitative researchers who are interested in intersectional scholarship. The other signature program, the Intersectional Research Database, described on p. 7, is a quick and useful tool for identifying the canons in the field of intersectionality, as well as past and contemporary empirical intersectional research.

Mentoring faculty and students continues to be a high-priority agenda, and it is conducted in a variety of ways. In collaboration with Dr. Stephen Thomas, Director of the Center for Health Equity, we conducted a Master Mentor program for senior faculty that was very successful. An additional benefit to this program was that it created a safe space for senior faculty to discuss and reflect on the practices of mentoring. We have continued to support junior

faculty by engaging in joint paper publishing, offering mentoring and guidance, and with the annual provision of funding through the Qualitative Research Interest Group seed grant program. Additionally, as co-director of the Research, Training and Education Core of the Center for Health Equity, I participated in the Public Health Critical Race Praxis Institute as a developer, presenter and mentor for 22 nationally representative, early career underrepresented minority (URM) faculty--three of whom were UM faculty.

While we are excited about our progress, one area of continued concern is the disproportionate underrepresentation of minority faculty and graduate students when compared to their percentage in the U.S. population. Fall 2013 data from the Office of Institutional Research, Planning & Assessment at the University of Maryland show that only 3.7% of graduate students enrolled are U.S. Hispanic, 7.3% are Black/African American, and 6.7% are Asian, while 44.3% are White. Among faculty, 3.3% are U.S. Hispanic, 4.5% are Black/African American, and 10.7% are Asian, while 61% are White. To better understand the low presence of URM faculty, a study on the Relationship between Work Stress and U.S. Research Institutions' Failure to Retain Underrepresented Minority (URM) Faculty was funded by the Robert Wood Johnson Foundation. The important findings from this study—which are described on our website: [www.cрге.umd.edu](http://www.cрге.umd.edu)—can inform how URM faculty are recruited and retained. Unique academic workplace stressors experienced by URM faculty require the attention of higher education institutions if these institutions are to practice truly inclusive diversity. These findings will be disseminated to key UM administrators upon completion of data analyses to enhance UM diversity climate.

In this annual report, we highlight our major accomplishments and the achievements of our affiliates and students, past and present. We are proud of the work being done to further intersectionality and strengthen intersectional knowledge production at UM. CRGE remains a necessary and vital university-wide research center and there is still much to do! We will continue to foster, nurture, sustain, and extend collaborative relationships amongst and between departments, colleges, faculty and students. We ask that faculty and students use our resources, send us ideas, share your visions for our future, and let us know what is most helpful and valuable to you. The continued support of our UM community is crucial and invaluable, and we thank you.

A handwritten signature in black ink, reading "Ruth E. Zambrana".





## Still with Us: African American College Women Discuss Colorism, Natural Hair, & Body Image Issues in the African American Community

By: Mia Smith Bynum, Ph.D.  
Associate Professor  
Department of Family Science

with graduate students BreAnna Davis, John Hart & Tiffany Francois

Teaching African American children how to cope with racial discrimination (i.e. racial socialization) is critical to their positive development. Despite the reality that African American males and females often confront different racial realities (e.g., gender-based racial stereotypes), few studies have been successful in detecting gender differences in parental messaging about race. This preliminary research report presents findings from an ongoing qualitative study on the role of gender in racial socialization processes. A subsample of African American female undergraduates participated in the study in 2013. Students responded to questions about racial socialization messages they received, with regards to physical appearance from families, friends, and the broader society.

**Methods & Results.** Two one-hour focus groups were conducted by two trained group facilitators with 29 African American female undergraduates (ages 18-22). They were asked about gendered experiences of racial socialization. Participants were encouraged to reflect on previous and current racial and gender socialization. Participants situated their experiences in the Washington, D. C. metropolitan area and on the UMD campus. Four thematic areas emerged with regard to physical appearance: (1) skin tone issues and colorism; (2) hair; (3) body type/body image issues/objectification of the Black female body; and (4) resolution versus confusion.

**Skin tone issues and colorism.** Respondents articulated longstanding racialized values that hold African American women with lighter skin in a higher regard than women with darker skin. Respondents discussed being ridiculed for being “too dark” and thus, unattractive. Women with lighter skin reported receiving messages that they were not authentically African American. Some respondents articulated the role of media and mainstream American beauty ideals as a sustainer of these norms.

**African American women’s hair.** Respondents acknowledged the intense meaning behind decisions to style hair in a natural manner (i.e. without the use of chemical straighteners), a

chemically relaxed manner, or to wear weaves or wigs. Women who decided to wear their hair natural reported that doing so occurred after a period of soul-searching, and occasionally, frustration with the expectations of others. Participants reported receiving positive and negative messages about their hair from African Americans and other racial-ethnic groups. Some participants expressed frustration with the experience of having others inspect or touch (or request to touch) their hair. Some participants also indicated that family members influenced decisions regarding hair. For instance, a few participants indicated that fathers took deliberate responsibility for paying for styling services. Another reported that her aunt’s support and encouragement led to her decision to “go natural.”

**Body type/body image issues and objectification of the Black female body.** Participants articulated several pressures regarding the appearance of Black female bodies. A subtheme focused on preferred physical attributes for Black women in the African American community. The physical ideal was articulated as large breasts, a small waistline, and curvy hips, rear end, and thighs. Participants reported feeling great pressure around fitting into this body type. Many described these cultural expectations as unrealistic and pervasive. Participants who did not meet this physical ideal reported questioning their body image. Some also reported being criticized or teased about their physical appearance during adolescence. Participants worried that their body shape might cause others to view them as being sexually loose. Several participants shared that their mothers had instructed them to dress modestly and in a manner that *minimized the presence of curves*.

**Resolution versus confusion.** This theme addresses whether participants were able to reconcile their personal view of their physical self with conflicting messages from the broader culture. Of the participants that spoke about the issue, some came to value and appreciate their physical attributes, while others stated that they still struggle with these issues and have not yet come to a resolution.

**Conclusions.** Preliminary findings suggest that issues surrounding physical appearance remain salient aspects of the African American experience for young adult women. Women in this sample described pervasive pressures regarding every aspect of their physical appearance. Given the relatively young age of the participants, the data indicate that cultural narratives about Black beauty remain deeply woven in the fabric of the Black cultural experience. Additionally, these findings underscore the need for future research focused on gendered, racial messaging and the racial socialization processes among Black women.

### Additional Readings

- Baker, C. N. (2005). *Images of women’s sexuality in advertisements: A content analysis of Black- and White oriented women’s and men’s magazines.* *Sex Roles, 52*, 13-27.
- Brown, T. L., Linver, M. R., & Evans, M. (2010). *The role of gender in the racial and ethnic socialization of African American adolescents.* *Youth & Society, 41*, 357-381.
- Chavous, T. M., Harris, A., Rivas, D., Helaire, L. & Green, L. (2004). *Racial stereotypes and gender in context: African Americans at predominately Black and predominately White colleges.* *Sex Roles, 51*, 1-16.



## Analyzing Institutional and Community Contexts that Foster Latina/o Educational Attainment along the P-20 Pipeline

Michelle M. Espino, Ph.D.  
Assistant Professor  
Counseling, Higher Education, and Special Education

My scholarship in the field of higher education focuses on understanding how institutional cultures, policies, and practices as well as community contexts affect and inform educational achievement, outcomes, and experience along the P-20 pipeline for racial/ethnic minorities, particularly for Latinas/os— the largest minority population in the U.S. with the lowest educational attainment rates of any minority group.

In 2008, I completed a study funded, in part, by the Ford Foundation, that explored the life narratives of 33 Mexican American Ph.D.s who obtained their doctorates from a variety of disciplines, ranging from education to nuclear engineering, at 15 institutions of higher education throughout the United States (Espino, 2008). This study uncovered the ways that Mexican American Ph.D.s demonstrated self-determination and resistance against racism, sexism, and classism during their journeys to the doctorate. By analyzing the intersections of race/ethnicity, gender, and class, this study challenged traditional, deficit-centered interpretations of Mexican American identity and culture. The findings also validated the experiences of Mexican American scholars who do not fit into traditional paradigms that convey a one-dimensional perspective

on Latina/o experiences. Many studies fail to account for various socio-economic backgrounds, generational statuses, linguistic attributes, and phenotypes (to name a few) that are associated with lived experiences in the higher educational trajectory. With over 100 hours of interviews, I draw rich insights from this dataset and will share some of the key findings that have been cultivated through this work.

### Understanding Resistance to and Reproduction of Dominant Ideologies

A critical aspect of my study was the theoretical framework, which helped me discern the complex relationships between marginalized communities and the dominant culture in reproducing and resisting dominant ideologies (Espino, 2012). Using a storytelling technique employed in critical race theory, I wove together my epistemological perspective, cultural intuition, and position as the translator of participants’ stories with participants’ reproduction of and resistance to master narratives in an effort to present multiple truths about Mexican American educational attainment. By weaving together the complexities of lived experience, I argued that we “have the power to reshape, reframe, and transform traditional paradigms pertaining to Mexican

American educational attainment” (Espino, 2012, p. 62).

### Nurturing College Aspirations through Education and Educación

An example of a traditional paradigm in addressing low educational attainment is the argument that Mexican American communities do not value education, despite substantial evidence to the contrary. Decades of research have critiqued the ethnocentric nearsightedness of educational research pertaining to Mexican American communities, yet the deficit discourse continues to affect how educators and researchers perceive and work with Mexican American students and families at various educational levels (Ceballo, 2004). Little consideration is given to the moral development (i.e., educación) that families provide in the home that complements the academic education received at school (Valdes, 1996; Valenzuela, 1999). In a manuscript currently under review, I focus on the interpretations and (re)tellings of parental/familial messages about education that affected the formation of educational aspirations of seven low-income, first-generation Mexican American Ph.D.s. The findings demonstrate the extent to which positive and negative narratives internalized by children can affect their journeys through various educational systems, adding a new dimension to research on the formation of educational aspirations and the role of educación.

### Integrating Other Forms of Capital in Addressing Higher Education Access and Retention

As a first-generation college student who navigated her way to earning a doctorate, I was intrigued with Yosso’s (2005) community cultural wealth framework because it accounts for various forms of capital not necessarily rewarded or recognized within the field of education, yet cultivated and maintained within Mexican American communities (Espino, forthcoming). This article focused on how participants activated devalued forms of capital as well as valued cultural capital as they applied for and persisted in graduate school. In my analysis, I found that by the time participants entered graduate school, their aspirational, resistant, navigational and social capitals provided some support in establishing an internal locus of control and motivation, but not necessarily in uncovering privileged knowledge through cultural capital that would lead to funding opportunities

and guidance in pursuing faculty careers. Although the framework of community cultural wealth encourages scholars to view educational experiences and pathways through an asset-based lens, my analysis indicated that participants were often reminded through institutional processes and weeding mechanisms that they did not have the cultural capital necessary to access and persist in graduate school.

### Future Plans

My future scholarship will use critical perspectives to extend my current research by conducting an intergenerational study on the transmission of capital from Latina/o Ph.D.s to their children, extended kin, and communities. I also plan to blend individual experiences with institutional strategies for supporting all students, especially racial/ethnic minorities, along educational pathways.

### References

- Ceballo, R. (2004). From barrios to Yale: The role of parenting strategies in Latino families. *Hispanic Journal of Behavioral Science*, 26(2), 171-186.
- Espino, M. M. (forthcoming). Exploring the role of community cultural wealth in graduate school access and persistence for Mexican American Ph.D.s. *American Journal of Education*.
- Espino, M. M. (2012). Seeking the “truth” in the stories we tell: The role of critical race epistemology in higher education research. *The Review of Higher Education*, 36(1), 31-67.
- Espino, M. M. (2008). Master narratives and counter-narratives: An analysis of Mexican American life stories of oppression and resistance along the journeys to the doctorate. (Unpublished doctoral dissertation). The University of Arizona, Tucson.
- Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.
- Yosso, T. J. (2005). Whose culture has capital? A CRT discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

## INTERSECTIONAL RESEARCH DATABASE

The Intersectional Research Database is a free-online database with a rich collection of resources on interdisciplinary, intersectional empirical and theoretical literature. This searchable database, the first of its kind in the nation, holds over 413 bibliographical resources on scholarly works that examines the intersections of race, gender, ethnicity, and other dimensions of inequality. Established in 2005, the bibliographical resources and subsequent annotations are provided by a community of interdisciplinary scholars. The annotations in the database, as of March 2014, cover an array of subjects, including: community (118), labor (64), theory (55), religion/spirituality (9), health and disability (68), violence and power (31), identity (175), sexuality (43), education (126), nation/migration (69), family (53), and welfare and poverty (23). The database can be searched by category or by entering titles, authors, or keyword phrases. For example, a keyword search for “education” would return 120 different annotations containing the word “education” in its text. A categorical search of the database by “education” would return 126 annotations in the subject area of education. We invite you to explore the database, and visit often, as the amount of material in the database is continually growing. We also welcome your comments and feedback as the database expands.

## COLLABORATIONS AND CONNECTIONS

### Qualitative Research Interest Group

The Qualitative Research Interest Group (QRIG) is one of our signature major program areas. In collaboration with the Maryland Population Research Center (MPRC), QRIG is a working group composed of faculty and graduate students who use qualitative and mixed methods research to uncover the lived experiences of marginalized populations. QRIG’s reach crosscuts disciplines, fields and subject matters. It is an integral part of the work we do at CRGE, as it reflects a commitment to supporting the emerging research of early career faculty and graduate students.

A Lecture Series is a popular QRIG program that showcases important and pioneering qualitative and/or mixed methods scholarship by both expert speakers and advanced graduate students. Since its inception 8 years ago, we have hosted over 25 prominent scholars including Andrew Cherlin, Linda Burton, Nadia Kim, and Lorena Garcia.

This spring semester (March, 2014), we were extremely pleased to welcome **Dr. Nikki Jones**, Associate Professor, in the Department of African American Studies at the University of California, Berkeley. Dr. Jones presented her innovative qualitative research method of the use of video in field research in a San Francisco neighborhood. Drawing upon the systematic analysis of video records that document routine encounters between police and civilians, her stellar presentation showed how African American men with criminal histories change their lives and their place in the neighborhood.

In addition to our prominent qualitative and/or mixed methods scholars in the field, QRIG welcomes graduate students using qualitative research methods in their emerging dissertation work and offers a venue to encourage students across disciplines to present their research for instructive and informative feedback. Most recently CRGE/QRIG held such a venue entitled: *Intersecting Identities across the Discipline*. Moderated by: **Dr. Kimberly Griffin**, Associate Professor in the Department of Counseling, Higher Education & Special Education; three advanced graduate students presented their dissertation research. These included:

**Steve D. Mobley, Jr.** (College of Education); *Difference amongst Your Own: The Lived Experiences of Low-Income African-American Students and Their Encounters with Class within Elite Historically Black College (HBCU) Environments*.

**Gabriel Peoples** (Department of American Studies); *People Hear What They See: Rumor and Branding in (Re) presentations of Black Men*.

**Nicole DeLoatch** (Department of Sociology); *Decolonizing the Mind: Racial Revalorization & Self-Reconceptualization as Resistance to Epistemic Violence*.



## SAVE THE DATE:

Monday, November 24, 2014

Dr. David J. Harding, Associate Professor, in the Department of Sociology at the University of California, Berkeley will present his current work on the social and economic reintegration of former prisoners, neighborhoods and prisoner reentry, and the effects of incarceration on crime, employment, and health.

## 2013 - 2014 QRIG Seed Grant Awardees

In addition to offering an academic home for qualitative and mixed methods researchers at UM, QRIG also supports the growth of emerging qualitative scholarship through faculty seed grants. With the support of MPRC, CRGE has awarded over \$95,000 in seed grants to promising qualitative and mixed methods faculty across campus. This human capital investment has spread over four colleges and fifteen departments—revealing how necessary interdisciplinary seed grant funding is for emerging qualitative and mixed methods scholars.

We are pleased to announce the 2013-2014 seed grant awardees from the Qualitative Methods Research Interest Group, a joint project of the Consortium on Race, Gender and Ethnicity and the Maryland Population Research Center.

### Dr. Michelle M. Espino

**Assistant Professor, Department of Counseling, Higher Education, and Special Education**

*Get an Education in Case He Leaves You: Advice for Mexican American Women Pursuing Higher Education*

This study focuses on the influence of consejos [advice] shared by family members on the educational attainment of 25 Mexican American women who earned their Ph.Ds. in a variety of disciplines at institutions across the country. The consejos provided by mothers were often imbued with the mothers' limited educational experiences, which reflected a yearning to gain greater independence and substantially differing lifestyle options. In contrast, relationships between fathers and daughters focused on goals that did not involve marriage or family; a point of discussion that is seldom found in the literature. This study offers an opportunity to explore and challenge traditional stereotypes pertaining to Mexican American women and their families, using Chicana feminist epistemology and Latina/o Critical Race Theory as frameworks to understand the extent to which consejos can influence, support, and even hinder Mexican American women's decisions to enroll and graduate from college and graduate school.

### Dr. Willow Lung-Amam

**Assistant Professor, Urban Studies and Planning**

*The Right to Suburbia: Redevelopment and Resistance on the Urban Edge*

This research investigates contemporary practices of redevelopment at a prescient moment in suburbia's social and spatial transformation. It looks at how the resistance to suburban redevelopment and retrofit projects in low-income, minority, and immigrant communities informs challenges of suburban redevelopment in an age of unprecedented suburban diversity and shifting geographies of metropolitan inequality. It questions how communities are mobilizing to fight against seemingly "good" urbanism, what they are fighting for/against, how projects' location in suburbia both complicates and informs the debate about them, and the impacts of contemporary processes of suburban spatial transformation on socially and economically vulnerable communities.

### Dr. Jade Wexler

**Assistant Professor, Department of Counseling, Higher Education, and Special Education**

*Marginalizing Students with Reading Disabilities: "I'm a Science Teacher, Not a Reading Teacher!"*

Due to newly adopted literacy and science standards, we expect science teachers to integrate literacy instructional practices so students, including those with reading disabilities, have a chance to successfully acquire content knowledge. We propose to examine science teachers' identities and beliefs with regards to their responsibility for integrating literacy into instruction. We investigate the traditional evidence-based literacy practices and any science content-specific literacy practices being implemented by teachers, and link them to student achievement. Additionally, we investigate the experiences of students with reading disabilities in their science content classes. The long term goals are to integrate traditional evidence-based and science content-specific literacy instructional practices into science instruction, and design professional development to help teachers implement these practices in classes with students who have reading disabilities.

### Dr. Derek Kenji Iwamoto

**Assistant Professor, Counseling Psychology, Department of Psychology**

*Act Like a Lady, Binge Drink Like a Man: A Multiphase Mixed Methods Study Exploring the Intersection between Feminine Norms, Race and Problematic Drinking among Asian American and White College Freshman*

Binge drinking (4 drinks in a 2-hour sitting) and alcohol-related problems are on the rise among young adult college women, and Asian American women in particular. Feminine norms, or beliefs and expectations, are a promising, theoretically-relevant factor that may help explain problematic drinking patterns among young adult college women. The proposed research plan implements a sequential multiphase mixed methods design in two phases. In Phase 1, quantitative methods, specifically latent class analysis (LCA), will be used to identify discrete subgroups of women, and examine how multidimensional feminine norms predict latent group membership. In Phase 2, a deeper contextual and etiological understanding of the relationships between key determinants identified in Phase 1 will emerge. Using qualitative grounded-theory analysis, we will analyze semi-structured interviews (N = 30), with a particular focus on exploring the intersection between feminine norms, race, and problematic drinking among Asian American and White college freshman.

### Dr. Julie J. Park

**Assistant Professor, Department of Counseling, Higher Education, and Special Education**

*More than Tiger Moms: Examining How Second Generation East Asian Americans Approach Education and Schooling for Third Generation Youth*

This project seeks to understand the mechanisms that influence social mobility for second and third generation East Asian Americans (EAAs), as well as the broader intersecting social forces and identities (e.g., institutional racism, social class, religion, generational status) that influence mobility. The guiding research questions are: 1) How are second generation East Asian Americans (EAAs), who are the children of immigrants, approaching childrearing and education for their third generation children? 2) Do second generation EAAs utilize social capital networks and cultural capital in ways that are similar to, or different from, their first generation immigrant parents? How? 3) How do the intersecting identities of race, social class, and religion affect the formation and utilization of social and cultural capital for second generation EAAs?

In Defense of Qualitative Research: Transparency, Empiricism, and Rigor  
A Qualitative Methods Discussion with Dr. Kevin Roy

By Tangere Hoagland

In fall 2013, QRIG was pleased to invite Dr. Kevin Roy, Associate Professor in the Department of Family Sciences at the University of Maryland, to present a workshop on qualitative methodological approaches. The workshop advocated for qualitative methodologies as strong tools for generating transparency, empiricism, and rigor in qualitative scholarship. Specifically, Dr. Roy addressed questions comparing qualitative and quantitative methods, with regard to: the task of achieving high standards of rigor, including credibility, transferability, and trustworthiness; how to determine sample size; obtain funding; and how to meet journal space requirements.



**Defense of Qualitative Research**

Dr. Roy argued that the difference between qualitative and quantitative research lies in epistemological assumptions, method, theory, and generalizability. There are tremendous benefits to qualitative research with respect to understanding context, process, meaning-making, and complexity. Qualitative researchers are able to record physical conditions, while acknowledging the impact of cultural and institutional factors. Attention to context and complexity in this way provides insight into the functioning of power in social structures. Sensitivity to dynamics, the ability to interpret behavior, and an understanding of the symbolic and how meaning affects interpretation, are key enhancements unique to qualitative research. Still and all, both qualitative and quantitative research methods are needed to identify patterns and relationships, explore diversity, and help us understand social phenomena.

**Choices within Qualitative Research**

Methodological options within qualitative research occur in relation to research questions. Thus, strong research questions are essential to the qualitative process.

Identifying samples and sample size must be guided by the research question if it is to uncover consistent and accurate themes. Investigators may decide to engage in a simultaneous process of data analyses and data collection until the data reflects thematic saturation.

**Transparency, Empiricism, and Rigor**

Qualitative researchers should strive for credibility, transferability, dependability, confirmability, and saturation when making methodological choices. To establish credibility, researchers need prolonged engagement and persistent observation as they strive to accurately represent realities. Research should have consistency and undergo peer examination to determine dependability. Similarly, it should reflect neutrality and well-grounded, consistent themes should emerge, allowing the data to be translatable into other contexts. Dr. Roy emphasized that the goal of qualitative research is not just the accumulation of knowledge, but the transformation of understanding. Qualitative research establishes innovative ways of thinking, while addressing core questions and concerns.

Suggested Qualitative & Mixed Methods Resources



The **Qualitative Data Analysis Program (QDAP)**: Accurate and reliable coding (or labeling) using humans and machines is central to both the qualitative research and the #bigdata text analytics process. For new and experienced researchers, learning advanced project management skills adds hours of struggle. Since 2005, Qualitative Data Analysis Program (QDAP) coders and project managers have delivered large-scale, high value-added, reliable and accurate annotated text data in a timely and expert manner. The QDAP approach to qualitative research grows out of more than a decade of working on projects funded by the National Science Foundation, the National Institutes of Health, DARPA, the Smithsonian and others. This combination of software, methods, experience, and novel forms of text analytics measurement present a uniquely scientific research support offering with applications across the disciplines. For more information visit: <http://www.umass.edu/qdap/>

**Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**

By: John W. Creswell

SAGE Publications

March 2013

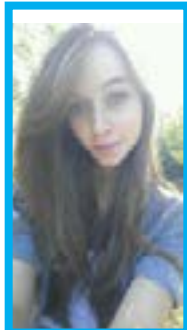
For all three approaches, Creswell includes a preliminary consideration of philosophical assumptions, a review of the literature, an assessment of the use of theory in research approaches, and reflections about the importance of writing and ethics in scholarly inquiry. He also presents the key elements of the research process, giving specific attention to each approach. The Fourth Edition includes extensively revised mixed methods coverage, increased coverage of ethical issues in research, and an expanded emphasis on worldview perspectives.





### Undergraduate Members of Our Team

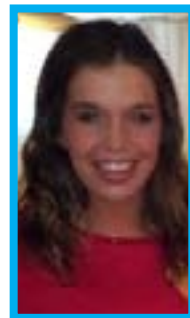
Our undergraduate federal work-study students are invaluable members of our team. They learn how to work in a research and academic professional environment, and we learn from their experiences as students at UM. We often work with the same work-study students for many years and use this opportunity to mentor them and help shape their academic and professional careers. This year, we have two new first-year students, Erica and Christie, and our returning student Emily. Emily has written on how intersectional theory has strengthened her own coursework. We are thrilled that these brilliant and hardworking young women are a part of our team! Below are short biographies they wrote to introduce themselves, along with a special kudos to a former CRGE intern that we could not be more proud of!



#### ERICA EDNEY

My name is Erica Edney and I am a first-year student from Montgomery County, Maryland. I am currently an Environmental Science and Technology major; however I intend to apply to the Business school for next year. I spend most of my time outside my coursework riding horses. I have been riding for 13 years and hope to be part of the equestrian team when I have more time. I am very interested in traveling and would like to study abroad. At CRGE I work as an office assistant, making copies, filing, carrying out deliveries, and developing bibliographies. Since working here I have helped out with exciting research projects. Working at CRGE I have learned a lot of skills that will help me in my academic career. Although I am not quite sure what the future holds, the office experiences at CRGE will help me succeed in the future. I value my time at CRGE and I am happy to be involved in this great community.

through office tasks such as copying, organizing, and updating files, and gained research skills by engaging in projects such as the Black History Month fact sheet. Working at CRGE has been so rewarding because of all the opportunities that allow me to exhibit my potential!



#### Reflections on Intersectionality EMILY LIVINGSTONE

I was introduced to the concept of intersectionality through my federal work study experience at CRGE. Looking back, I believe the CRGE research team gave me one of the most valuable learning experiences on intersectionality. I assisted with a nation-wide study that surveyed underrepresented minority (URM) faculty and looked at occupational stress in research-intensive universities across the United States. My involvement as part of the research team taught me both the concepts and implications of intersectionality. I enjoy discussing the various intersections of identity—race, gender, ethnicity, sexuality—and learning about the implications of these intersections on one’s personal and social identity.

The CRGE team has taught me that intersectionality is not just an idea in a book or something you learn about in your Women’s Studies class to never discuss again. Instead, it is a concept that is ever present and influential in our society today. Being able to work alongside knowledgeable professors and graduate students who are passionate about CRGE’s mission is something I value highly and it will continue to shape the way I look at my future experiences in academia and post-graduate life as a physical therapist.



#### CHRISTIE MOY

My name is Christie Moy and I am a first-year student originally from Germantown, Maryland. I am Chinese and Taiwanese, and well-versed in Spanish and American Sign Language. I am interested in declaring a major in Business, with a focus on Marketing and Management. Once graduated, I dream of moving south and becoming an entrepreneur. Outside of studying, I love watching New Orleans Saints football and working with homeless populations in the community. At CRGE I have been able to develop secretarial skills and professionalism

### Congratulations Djuan Short!

Former CRGE Research Intern

To be Awarded a Master’s in Social Work, University of Pennsylvania, School of Social Policy & Practice  
May 2014



We are so proud of her accomplishments thus far!

- With CRGE as a research intern for 2 years (2010-2012)
- B. A. in psychology, May 2012 from the University of Maryland
- President of the National Association of Black Social Workers, UPenn Chapter
- Student Member of the National Association of Social Workers, Pennsylvania
- College Houses and Academic Services, Graduate Associate (2012-2014)
- Bridging the Gaps, Cohort of 2013
- Cognitive Behavioral Therapy Certification (March 2014)
- University of Maryland Incentive Awards Program

## INTERSECTIONAL RESOURCES

### Safe Space: Gay Neighborhood History and the Politics of Violence

By Christina Hanhardt

December 2013



Drawing on extensive archival and ethnographic research in New York City and San Francisco, Hanhardt traces the entwined histories of LGBT activism, urban development, and U.S. policy in relation to poverty and crime over the past fifty years. She highlights the formation of a mainstream LGBT movement, as well as the very different trajectories followed by radical LGBT and queer grassroots organizations. Placing LGBT activism in the context of shifting liberal and neoliberal policies. Safe Space is a groundbreaking exploration of the contradictory legacies of the LGBT struggle for safety in the city.



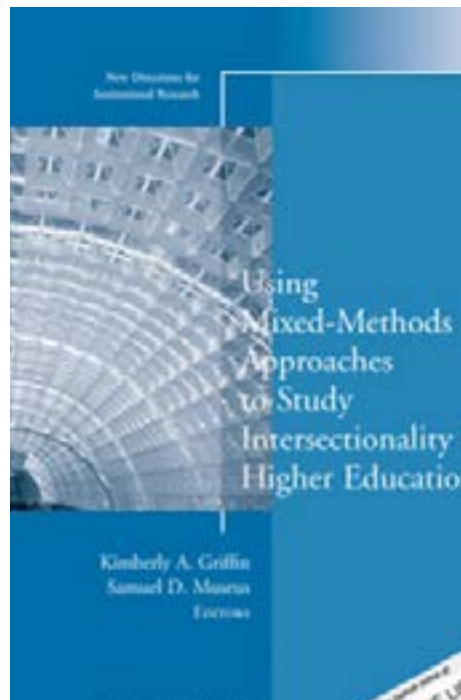
**Intersectionality: A Foundations and Frontiers Reader**  
Edited by: Patrick R. Grzanka  
February 2014

Intersectionality: A Foundations and Frontiers Reader is an accessible, primary-source driven exploration of intersectionality in sociology and related fields. The book maps the origins of the concept, particularly in Black feminist thought and sociology, opens the discourse to challenges and applications across disciplines and outside academia, and explores the leading edges of scholarship to reveal important new directions for inquiry and activism.

**Need Intersectional Articles?  
Go to the Intersectional Research Database**

(enter through [www.cрге.umd.edu](http://www.cрге.umd.edu), link off home page)

CRGE has an online searchable database of intersectional articles in multiple disciplines including education, public health, public policy, sociology, women's studies, LGBT studies, and racial/ethnic studies. The database offers abstracts written by UM graduate students of a wide selection of intersectional articles. This database is both a resource for choosing articles for your courses and also a resource for graduate students. Please spread the word!



*Using Mixed Methods to Study Intersectionality in Higher Education: New Directions in Institutional Research, Number 151*  
October 2011

**Edited by: Kimberly A. Griffin & Samuel D. Museus**

This volume offers institutional researchers several examples of the ways in which quantitative and qualitative methods can be integrated. This gives us a better understanding of how members of our educational communities understand and experience their environments on the basis of their multiple identities

The book focuses on students' experiences and demonstrates how mixed-methodology approaches are used to: explore college access among first-generation Asian Americans and Pacific Islanders; analyze racial ideology of white males with interview data driving analysis of longitudinal dataset; and research and assess to generate accurate understanding how of race and gender shape students' experiences on campus.

**SIGNS (2013)**

*Intersectionality: Theorizing Power, Empowering Theory, in Signs*  
Guest edited by: Sumi Cho, Kimberle Williams Crenshaw, & Leslie McCall

This thematic issue of Signs brings together numerous strands of intersectional scholarship, simultaneously taking stock of the diverse field of intersectionality studies and forging new directions for the production of future insurgent knowledges. This is a timely and critical assessment of this path-breaking concept.

<http://signsjournal.org/intersectionality-theorizing-power-empowering-theory-summer-2013-vol-38-no-4/>



**IN MEMORIAM**

*Dr. Frances Lee Thornton*  
(1941 – 2013)



*To a dear friend and scholar whose work centered around diversity and equity.*

*Frances Lee Thornton was a national TV correspondent, an inspirational college professor, a generous daughter, and a wickedly funny friend, who blazed paths in two professions for African Americans and women. She was a woman of impeccable credentials – earning a Ph.D. in Radio-Television-Film Studies from Northwestern University in 1973 – but also one of unfailing grace and style.*

*She rose to a top political post, the White House, at CBS News in 1977. She was the first African-American woman to be regularly assigned to presidential coverage by one of the then “big three” networks. She was hired at the University of Maryland in 1997 as the first Richard Eaton chair in broadcast journalism at the Philip Merrill College of Journalism and served as professor and chair, and as interim dean in 2008, until her retirement in August 2011. After retiring, Lee held key posts with the university. As interim associate provost for equity and diversity, she worked to close the minority student achievement gap. Her last post with the university was as student ombudsperson. We will miss her.*



## CRGE COMMUNITY KUDOS

**CRGE's Faculty Affiliate Program promotes a community of scholars engaged in intersectional research committed to social change. We highlight their recent achievements.**

**Selected Publications:**

Ater, R. (2013). Commemorating Black soldiers: The African American Civil War Memorial in Washington, D.C. In *Tell It with Pride: The 54th Massachusetts Regiment and Augustus Saint-Gaudens' "Shaw Memorial,"* eds. Sarah Greenough and Nancy Anderson. Washington, DC: National Gallery of Art.

Abrams, D., & Killen, M. (Eds.) (2014). The social exclusion of children. [Guest Editors]. *Journal of Social Issues*.

Brenick, A., & Killen, M. (2014). Moral judgments about Jewish-Arab intergroup exclusion: The role of cultural identity and contact. *Developmental Psychology*, 50(1), 86-99. Doi: 10.1037/a0034702

Cabrera, N., Hofferth, S., & Hancock, G. (2014). Family structure, maternal employment, and change in children's externalizing problem behaviour: Differences by age and self-regulation. *European Journal of Developmental Psychology*. 136-158. Retrieved from <http://dx.doi.org/10.1080/17405629.2013.873716>

Fries-Britt, S. L., Johnson, J. M., & Burt, B. (2013). Black students in physics. The intersection of academic ability, race, gender and class. In T. L. Strayhorn (Ed.), *Living at the intersections: Social identities and Black collegians*. New York: Information Age Publishing, Inc.

Fries-Britt, S. L., George Mwangi, C. A., & Peralta, A. (in press). Learning race in a U.S. context: An emergent framework on the perceptions of race among foreign-born students of color. *Journal of Diversity in Higher Education*.

Hitti, A., Mulvey, K.L., Rutland, A., Abrams, D. & Killen, M. (2013). When is it okay to exclude a member of the ingroup?: Children's and adolescents' social reasoning. *Social Development*. DOI: 10.1111/sode.12047

Killen, M., Mulvey, K.L., & Hitti, A. (2013). Social exclusion: A developmental intergroup perspective. *Child Development*, 84, 772-790. DOI: 10.1111/cdev.12012

Killen, M., Rutland, A., Abrams, D., Mulvey, K.L., & Hitti, A. (2013). Development of intra-and intergroup judgments in the context of moral and social-conventional norms. *Child Development*, 84, 1063-1080. DOI: 10.1111/cdev.12011

Killen, M., & Cooley, S. (2014). Morality, exclusion, and prejudice. In M. Killen & J. G. Smetana (Eds.), *Handbook of moral development*, 2nd edition (pp. 340-360). NY: Psychology Press.

Killen, M., & Rizzo, M. (2014). Morality, intentionality, and intergroup attitudes. *Behaviour*, 151. [Reprinted in F.B.M. de Waal, P. S. Churchland, T. Pievani, & S. Parmigiani (Eds.), 2014. *Evolved Morality: The Biology and Philosophy of Human Conscience*. Leiden, The Netherlands: Brill Publishers].

Martin-Beltran, M. & Peercy, M.M. (2014) Collaboration to teach English language learners: Opportunities for shared teacher learning. 111-120. *Teachers and Teaching: Theory and Practice*. doi:10.1080/13540602.2014.885704

Martin-Beltrán (2013) "I don't feel as embarrassed because we're all learning": Discursive positioning among adolescents becoming multilingual. *International Journal of Educational Research*. 62, 152-161. doi: 10.1016/j.ijer.2013.08.005.

Martin-Beltran, M. & Chen, P. (2013) Mediating feedback in an online writing tutorial. *Academic Exchange Quarterly*, 17(1), 145-150.

McIntyre, E. & Turner, J.D. (2013). Culturally responsive literacy instruction. In B. Taylor and N. Duke (Eds.), *Effective Literacy Instruction: A Handbook of Research and Practice*. 137-161. New York: Guilford Press.

Mulvey, K.L., Hitti, A., & Killen, M. (2013). Morality, intentionality, and exclusion: How children navigate the social world. In M. Banaji & S. Gelman (Eds.), *Navigating the social world: A developmental perspective*. 377-384. NY: Oxford University Press.

Mulvey, K.L., Hitti, A., Rutland, A., Abrams, D., & Killen, M. (2014). Context differences in ingroup preferences. *Developmental Psychology*. Doi: 10.1037/a0035593.

Malin, J., Karberg, E., Cabrera, N., Rowe, M., Cristaforo, T., & Tamis-LeMonda, C. (2013, published online). Father-toddler communication in low-income families: The role of paternal education and depressive symptoms. *Family Science*. 155-163. Retrieved from <http://dx.doi.org/10.1080/19424620.2012.779423>.

Okafor, M. T., Carter-Pokras, O. & Zhan, M. (2014). Greater dietary acculturation (dietary change) is associated with poorer current self-rated health among African immigrant adults. *Journal of Nutrition Education and Behavior*. DOI:10.1016/j.jneb.2013.11.015  
learners. *Theory into Practice*.

Peercy, M. M., Martin-Beltran, M., & Daniel, S. M. (2013). Learning together: creating a community of practice to support English language learner literacy. *Language, Culture and Curriculum*, 26(3), 284-299.

Stromquist, N. & Sanyal, A. (2013). Student resistance to neoliberalism in Chile. *International Studies in Sociology of Education*, 23(2), 152-178. .

Stromquist, N. & Lin, J. Klees, S. Corneilse, C., Choti, T. & Haugen, C. (2013). Women teachers in Liberia: Social and institutional factors accounting for their underrepresentation. *International Journal of Development Education*. 33(5), 521-530.

Stromquist, N. & Burton, G. (2013). Policy-making and education reform in the development of Latin American social democracy: The role of the left in Brazil and Chile. In *British Journal of Sociology of Education*, 34(4), 603-614.

Turner, J. D. (in press). "Working" the common core: Leveraging students' future professional identities for literacy learning. *Language Arts*.

Turner, J. D. (in press). Beyond career day: Nurturing career literacies for children of color in K-5 schools. *Teachers College Record*.

Turner, J. D. & Danridge, J.C. (in press). Accelerating the college and career readiness of diverse K-5 literacy learners. *Theory into Practice*.

Wallen, J., Randolph, S., Carter-Pokras, O., Feldman, R. & Kanamori, M. (2014). "Every year I say I'm going to stop": Engaging African Americans in smoking cessation programs. *American Journal of Health Education*, 45. (In Press).

Wallen, J., Randolph, S., Carter-Pokras, O., Feldman, R. & Kanamori, M. (2014). "Every year I say I'm going to stop": Engaging African Americans in smoking cessation programs. *American Journal of Health Education*, 45. (In Press).

**CONSORTIUM ON RACE, GENDER & ETHNICITY  
UNIVERSITY OF MARYLAND  
1208 COLE FIELD HOUSE | COLLEGE PARK, MD 20742  
PHONE 301.405.2931 | FAX 301.405.2868  
WWW.CRGE.UMD.EDU**

**EDITORS & STAFF**

DR. RUTH E. ZAMBRANA  
DR. LAURA A. LOGIE  
LAUREN DAMMIER  
TANGERE HOAGLAND  
WENDY HALL