

RESEARCH CONNECTIONS 2015

# Intersections & Inequality

*An annual publication from the Consortium on Race, Gender and Ethnicity*

## RESEARCH @ THE INTERSECTIONS

Diversify the Faculty, Transform the Institution  
Medical Anthropology and Global Health

## COLLABORATION & CONNECTIONS

A Conversation on Race, Voice, and Position  
2015 QRIG Seed Grant Awardee

## INTERSECTIONAL RESOURCES

Intersectional Research Database  
Book Corner

## MENTORING, PEDAGOGY, & PRACTICE

Meet the Team  
Kudos

## **EDITORS & STAFF**

Dr. Ruth Enid Zambrana

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Beth Pruitt

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## DR. RUTH ENID ZAMBRANA

As CRGE enters its 16th year, we look forward to building on our many accomplishments. We are inspired as we continue to strengthen our goal to build human capital and promote excellence in diversity, particularly drawing on our pool of talented historically underrepresented faculty, intersectional scholars, and students. We have pioneered strong connections and relationships with affiliate faculty and programs across colleges with whom we collaborate to assure that we make diverse voices heard, create safe spaces, and support intersectional scholarship.

Our reach and connections with other program areas demonstrate our commitment to bridge across disciplines. Our community of affiliates continues to grow with faculty from 20 disciplines and departments. Among those affiliates, we welcome two new faculty members to campus, bid farewell to a strong leader of the African American Studies Department, and celebrate two major accomplishments in our Faculty Spotlight (Page 5). We have collaborated with multiple Maryland research centers, particularly the Maryland Population Research Center (MPRC), to bring intellectually-stimulating programming to campus, such as the Qualitative Research Interest Group (QRIG) Guest Lecture Series: *Life Course and Obstacles to the Opportunity Structure*. This year, our series featured a well-attended talk from ethnographer Alice Goffman. We continue to work with the School of Public Health, Center for Health Equity and the University of Maryland Baltimore Schools of Medicine and Pharmacy to insure that an intersectional perspective is brought to their work.

The research findings of a study on occupational stressors in the academic work environment of underrepresented faculty have now moved into a translational effort. With funding from the Annie E. Casey Foundation (AECF), we expect to discuss the translational ability of the key thematic factors of the study to yield effective practices that can be

disseminated to higher education institutions to recruit and retain a more diverse faculty and promote a more inclusive climate. This initiative is part of *Expanding the Bench*, a core strategy of the Research, Evaluation, and Learning (REAL) unit at AECF (Page 4). To continue to implement lessons learned from this research, we also plan to foster collaboration with ADVANCE campus leaders. The planned initiative will work with early career faculty in their professional development by providing support through the development of writing groups, group mentoring, and other practices beginning in the fall of 2015.

Building human capital is at the core of our mission and programmatic activities, and we are proud to employ three graduate students and four undergraduate research interns. We have a long-standing record of mentoring underrepresented undergraduate students, graduate students, and early career scholars in the academic pipeline to promote completion of PhD. and assure faculty retention. We currently support students by providing an academic support network through research internships, training, and mentoring. The undergraduate students annotate key empirical articles, upload articles onto the Intersectional Research Database, assist with major seminar events, and gather statistical data. In this issue, we highlight the undergraduate research interns and the graduate students who are part of the unique learning and mentoring environment of CRGE. Their short biographies and areas of interest are reported on Pages 23-24. Among early career faculty we also highlight important and cross-cutting research in which these faculty are engaged (Pages 7-12) as well as the doctoral work of our advanced graduate Communications Coordinator (Pages 13-14).

The issues that we tackle as interdisciplinary, intersectional scholars are the greatest challenges that we face as a nation right now, and our qualitative research speaks to the efforts of addressing longstanding issues around race, ethnicity, and gender. As part of this effort, we have included in this publication additional qualitative method resources and recent books on intersectional analyses that

deepen our understanding of these critical social issues.

To highlight the strong presence of qualitative expertise on our campus, this year CRGE launched the Qualitative Research Directory, an online searchable listing of a community of qualitative research scholars at the University of Maryland (Page 18). This resource provides students and faculty with the opportunity to explore collaborations and discover new scholarship across colleges. Drawing upon our campus group of qualitative intersectional scholars, our most exciting entrepreneurial venture this year is our Intersectional Qualitative Research Methods Institute (Page 17). With the collaboration of our exceptional qualitative methods expert faculty (Drs. Griffin, Richardson, and Roy), we will launch this institute as a pilot program to assess the sustainability of future UM intersectional institutes. The announcement has been distributed to major professional organizations, minority listservs, and networks of support for underrepresented minority faculty. We expect to enroll 20 early career scholars in the IQRMI this summer. We fully expect that this pilot will provide the foundation for future summer institutes.

This year we have also invested considerable time in developing our virtual connections. CRGE has built a significant web presence to make cross-discipline connections and disseminate information locally, nationally, and internationally. The visitors to our website come from 46 different states and 40 different nations around the globe. In addition, the Intersectional Research Database is a free research tool for intersectional scholars. It is the only online searchable database of its kind nationwide and represents a creative and innovative intellectual contribution across the disciplines. We also continue to network digitally through social media platforms like Facebook and Twitter. This year we have actively participated in a number of high profile events and lectures on campus that connect to national movements, such as #BlackLivesMatter. These forms of communication have provided new audiences and more national visibility. Moreover, these online social movements have prompted critical reflection in this issue through the article *A Conversation on Race,*

*Voice, and Position: Lessons and Dialogue with #BlackLivesMatter at #UMD* by Beth Pruitt and Dr. Rashawn Ray (Pages 15-16).

We, similar to other units on campus, currently face a serious lack of funding and priority in the larger institutional context. Yet, as the only research center on campus devoted to intersectional theory and multiple dimensions of inequality, CRGE remains uniquely situated to provide leadership in this field and a scholarly and practical response to real-world issues. Our research and mentorship creates more diverse environments for intersectional and underrepresented early career scholars on campus. Further, it performs a unique role as a collaborator for students from diverse backgrounds to engage in research so as to better understand the experiences of marginalized people in society. We have become a stellar national and international voice in scholarship on inequality, diversity, and inclusion, which we believe is a fearless idea. As Dr. Ray states in his article in this issue, we need to be “color brave,” not colorblind. We hope that the UM administration also perceives CRGE as a major asset as it moves forward in its quest for excellence.

We encourage the ongoing participation of our affiliates as we continue to nurture and build our collaborations. We thank you for the support and dedication you have shown throughout the last 16 years toward our mutual goals.





# Diversify the Faculty *Transform the Institution*



In October 2014, CRGE received a \$137,500 grant from the Annie E. Casey Foundation (AECF) to encourage practices that improve diversity and inclusivity in higher education. Underrepresented minority (URM) faculty are disproportionately underrepresented across all degree-granting institutions. Together, African American, Mexican American, Puerto Rican, and Native American professors in U.S. colleges and universities represented less than nine percent of tenure track and tenured university faculty in 2011, according to the U.S. Department of Education. Multiple studies show that such low numbers of URM faculty fail to provide an inclusive and diverse educational environment for all students and can magnify feelings of stress, isolation, and perceptions of prejudice and discrimination among faculty. That, in turn, negatively affects physical and mental health.

Using the data and lessons learned from a mixed-methods study—previously funded by the Robert Wood Johnson Foundation and the Tier 1 Seed Grant, Faculty Incentive Program at UMD—the PI Ruth E. Zambrana will translate this research into action. CRGE will work to encourage the use of and investment in inclusive practices and policies and the production of scholarship to disseminate the findings to a broader audience. To that end, Dr. Zambrana has developed connections between the faculty of multiple disciplines and colleges at the University of Maryland including BSOS, the College of Education, UM Baltimore Schools of Medicine, Pharmacy, and Law, and the Office of Diversity and Inclusion to create a Strategic Advisory Board. The board's role will be to discuss the translational ability of the study to yield effective practices that can be disseminated to higher education institutions to recruit and retain a more diverse faculty and promote a more inclusive climate.

In addition, this spring Dr. Zambrana will collaborate with the AECF in their *Expanding the Bench* initiative to bring

expertise on mentoring and practice as a member of an Advisory Committee. CRGE, in collaboration with the AECF's *Expanding the Bench* initiative, will convene a network of administrators at major higher education association meetings to introduce them to the current research and goals of these projects. In March 2015, we will convene our first meeting with administrators at the National Association of Diversity Offices in Higher Education. We want to recognize the support and collaboration of Dr. Roger Worthington, Professor and Chair of the Department of Counseling, Higher Education, and Special Education, University of Maryland College of Education, College Park. We are deeply grateful for his involvement and assistance with spreading the word about effective practices in retention and promotion of URM faculty.

An additional outcome of this grant is a summer 2015 institute for early career underrepresented minority faculty led by senior scholars to facilitate the development of qualitative methods skills and help navigate the academic terrain for successful careers. The Intersectional Qualitative Research Methods Institute, to be held June 8-12, is currently accepting applications. (For more information on the Institute, please see Page 17.)

Ultimately, this research has the potential to encourage inclusion of URM faculty and promote higher retention rates at the University of Maryland and nationwide. This work has great potential to change the climate of diversity in higher education and create a better learning environment for all students, who will take the lessons learned from faculty into their futures as citizens of the world. For additional information on research findings and tips for mentoring URM faculty, visit our website: [www.crge.umd.edu/urm.html](http://www.crge.umd.edu/urm.html).



# FACULTY SPOTLIGHTS

The Faculty Spotlight highlights CRGE's affiliate faculty members. For 2015, we profile three extraordinary faculty members. We say goodbye to Dr. Odis Johnson (AASD), commend Dr. Faedra Chatard Carpenter (TDPS) on her position as faculty administrator for the Foxworth Creative Enterprise Initiative, and applaud the research grant award earned by Dr. Joseph Richardson (AASD).

## FAREWELL



**Dr. Odis Johnson** has been a dedicated researcher, scholar, and administrator since his appointment (2006) in the African American Studies Department. He is the recipient of the 2013 Outstanding Review of Research Award from the American Educational Research Association, the leading professional association of education research. Dr. Johnson's research has explored neighborhood influences on racial differences in children's achievement, and linkages between neighborhood role modeling opportunities and adolescents' masculine dispositions toward education. Dr. Johnson served as interim chair of the African American Studies Department (2013-2014), and his students and colleagues will greatly miss him. CRGE wishes Dr. Johnson the best of luck in all his future endeavors.

## CONGRATULATIONS



CRGE is pleased to congratulate the appointment of **Dr. Faedra Chatard Carpenter** as faculty administrator for the Foxworth Creative Enterprise Initiative. Announced in 2013, the three-year initiative is a pilot program of the College of Arts and Humanities. The initiative is intended to enrich arts and humanities scholarship and encourage their inclusion in spurring ideas and solutions to society's most pressing issues. Dr. Carpenter, Associate Professor in the School of Theatre, Dance and Performance Studies, is a theater scholar, professional dramaturg, and cultural critic whose research and creative interests are centered on the study of race, gender, class, and sexuality on the stage and in everyday

life. Dr. Carpenter earned a Ph.D. in drama with an emphasis in directing from Stanford University, an M.A. in drama from Washington University, and a B.A. in English from Spelman College.



Associate Professor of African American Studies, **Dr. Joseph Richardson** received a \$100,000 grant from the Robert Wood Johnson Foundation (RWJF). RWJF, the nation's leading philanthropy working to build a Culture of Health in America, awarded Dr. Richardson a 12-month grant through the New Connections program. The grant will allow Dr. Richardson to conduct a longitudinal ethnographic case study on the role and function of the Maryland Affordable Care Act (ACA) Navigators with a specific emphasis on how Navigators enroll victims of violent injury into healthcare coverage. This study will be conducted at two of the busiest trauma centers in the state of Maryland, the University of Maryland Medical

Center's R Adams Cowley Shock Trauma Center in Baltimore and Prince George's Hospital Trauma Center in Cheverly.



### NANCY RAQUEL MIRABAL

Associate Professor, Department of American Studies and U.S. Latina/o Studies Program

Nancy Raquel Mirabal earned a doctorate in History at the University of Michigan, Ann Arbor. Prior to her appointment at the University of Maryland, College Park she was Associate Professor in the Latina/o Studies Department at San Francisco State University. Dr. Mirabal has published widely in the field of Afro-diasporic and Latina/o Studies, and is the author of *Hemispheric Notions: Diaspora, Masculinity, and the Racial Politics of Cubanidad in New York, 1823-1945*; co-editor of *Keywords in Latino Studies*; and first editor of *Technofuturos: Critical Interventions In Latina/o Studies* (honored by the Latino Studies Section of LASA for Cutting Edge Work in Latino Studies, 2009). Dr. Mirabal was a Scholar in Residence at The Schomburg Center for Research in Black Culture, New York Public Library 2012-2013; University Chancellor Postdoctoral Fellow for Academic Diversity at the University of California, Berkeley Department of Ethnic Studies, 2001-2003; An International Migration Postdoctoral Fellow, Social Science Research Council (SSRC), 2002-2003; and a Distinguished Lecturer, Organization of American Historians (OAH), 2005-2010. She is currently conducting research on the politics of gentrification, displacement, and Latina/o spatial discourse.



### LA MARR JURELLE BRUCE

Assistant Professor, Department of American Studies

La Marr Jurelle Bruce is an interdisciplinary humanities scholar, critical theorist, Afromanticist, and Assistant Professor of American Studies at the University of Maryland, College Park. He studies and teaches black expressive culture (especially literature and performance), critical race theory, queer theory, (pop) cultural studies, psychoanalysis, and their various intersections and combinations. Before arriving at Maryland, he earned his Ph.D. in African American Studies and American Studies at Yale University in 2013. Dr. Bruce's budding book project, *How to Go Mad without Losing Your Mind: Madness, Blackness, and Radical Creativity*, considers a cohort of twentieth- and twenty-first-century black artists who have instrumentalized "madness" for radical self-making, art-making, and world-making. His second book will generate a history and theory of *joy!* as depicted and manifested in black expressive cultures since the nineteenth century. Traversing literature, theater, music, sports, religiosity, and the quotidian, this project will explore the liberatory potentials of black joy and the existential perils that threaten and exploit it.



# Research Reports

## MEDICAL ANTHROPOLOGY AND GLOBAL HEALTH

THURKA SANGARAMOORTHY, PHD, MPH, ASSISTANT PROFESSOR, DEPARTMENT OF ANTHROPOLOGY

Trained in epidemiology and medical anthropology, my scholarship examines the ways in which broader structural and social processes impact community health and health care systems. My research aims to optimize health outcomes and access to quality and affordable health care for underserved communities particularly around HIV and sexually transmitted diseases (HIV/STD). Through this work on improving access to care and health outcomes, I am developing new anthropological theories of public health policy and governance and advancing the use of unique mixed methods in both ethnographic studies and public health assessments.

### HIV/STD PREVENTION

Much of my scholarship has focused on the social and cultural context of acute disparities in sexual health outcomes more broadly, and HIV/STD rates in particular, among underserved Black, immigrant, and rural communities. In 2009, I completed a National Institutes of Health (NIH)-funded ethnographic study documenting an on-the-ground view of HIV/AIDS prevention programs and their effect on the health and well-being of Haitians, a transnational immigrant community long plagued by the stigma of being AIDS carriers. My study is one of only a handful to dedicate extensive ethnographic attention to the everyday practices of HIV/AIDS treatment and prevention programs from the perspective of both health experts and clients. Utilizing approaches from medical anthropology, epidemiology, and critical race theory, this project examined how the health and well-being of individuals and communities are affected by larger social formations, cultural norms, and global politics. By integrating these different disciplinary approaches, I moved beyond existing scholarship, focused solely on cultural interpretations and the political economy of HIV/AIDS, to provide broader interpretations of the linkages between public health practices, individual

suffering, and community politics. My work highlighted how public health policy and governance fuse notions of HIV/AIDS pathology with racial and cultural differences while also documenting how Haitians, in the face of social, political and economic marginalization, used HIV/AIDS as a platform to assert social membership and citizenship claims. Results were published as a single-authored book, *Treating AIDS: Politics of Difference, Paradox of Prevention*, named as one of the Rutgers University Press' Top 100 Bestsellers in 2014.

From 2009-2012, with senior colleagues from the Centers for Disease Control and Prevention (CDC), I spearheaded the use of rapid ethnographic assessments (REA). REA is a qualitative method of data collection best used to assess quickly a variety of complex public health issues with the purpose of informing intervention and prevention programmatic needs. I designed and implemented three REAs addressing policy, economic, and social-level factors contributing to high STD/HIV rates in Black and migrant Latino communities in Arizona, North Carolina, and Louisiana. These REAs have been overwhelmingly perceived as useful tools for describing and understanding the situations, processes, structures, and places that directly or indirectly affect health and, as a result, the CDC is beginning to routinely implement REAs as part of their ongoing disease outbreak investigations. As part of my effort to advance the use of ethnographic methods in public health assessments, I have published the results from the North Carolina REA in *Human Organization*<sup>1</sup>, while other findings from Arizona and Louisiana are under review.

Currently, I am leading a study, funded by the ADVANCE



Program at the University of Maryland, examining the prevalence and the lived experience of HIV-related stigma, retention in HIV care, and medication adherence among older Black women



living with HIV/AIDS in Prince George's County. HIV-related stigma is often intensified for those who are already socially vulnerable like women, older adults, and racial minorities because of existing social inequities based on race, gender, and age. This innovative mixed methods research project, using qualitative in-depth interviews and psychometric scales with 35 women, is in collaboration with UMD's School of Public Health. It is a significant contribution to the fields of intersectionality, aging, and HIV racial disparities, and inform future interventions.

## FUTURE TRAJECTORIES

Working with the same underserved communities, I am expanding my research agenda beyond HIV/STD to understand how racial and ethnic discrimination, economic and political marginalization, and precarious immigration status impact health outcomes and access to care more broadly. I am the principal investigator on an ethnographic study, funded by the BSOS Dean's Research Initiative, to understand how undocumented status and other forms of social exclusion—race/ethnicity, gender, and nationality—work together to impede undocumented immigrants' access to health on the Eastern Shore of Maryland.

Migration to the Eastern Shore has been driven in large part by employment opportunities in seafood, livestock, and agriculture industries. In the past decade, the population of immigrants on Maryland's Eastern Shore, particularly those who are Latino, has increased exponentially: 158% from 2000 to 2010, and in two counties the growth rate has exceeded 200%. Based on a handful of studies



conducted in this region, it seems that this growing Latino community is now establishing permanent roots rather than staying temporarily as seasonal migrant workers. As a result, the demographic makeup of the Latino population in these "new settlement" areas of the South (of which Maryland is included) is different from that of more established Latino communities across the country. Latinos in the Eastern Shore, like those in the South in general, are more likely to be young, male, unmarried, foreign-born and recently

arrived; there is also a growing number of Haitian migrants living and working on the Eastern Shore. Many of these men (and a growing number of women) do not speak English and are undocumented. Despite the persistence of these issues and the rapid population growth, very little is known about these communities, their health needs, and the availability of health and related social services. Since 2013, I've conducted 30 interviews with immigrants and service providers. I plan to conduct 20 additional interviews over summer 2015.

Finally, tasked and funded by the State of Maryland and covered in the *Washington Post* and various other media outlets, I am also collaborating with colleagues in the School of Public Health's Maryland Institute of Applied Environmental Health to understand the impact of fracking on underserved rural communities in Western Maryland.

Residents of Western Maryland, like most of those living in the Appalachia region, suffer from various poor health outcomes and live with severely limited access to basic health services. Using focus group data with residents of West Virginia and Western Maryland conducted as part of a state-wide public health impact assessment of fracking, I am currently writing an article that examines how fracking, as a relatively new process of gas extraction, (1) foments anticipatory social stress through discourses of fear, grief, and uncertainty; and (2) transforms how residents of communities where fracking is proposed see themselves in relation to each other and their land. Despite our findings that risks to the public's health from fracking could lead to adverse health outcomes, Governor Martin O'Malley announced that fracking will go forward in Western Maryland. As a result, we are planning to study and monitor the impact of fracking as it moves forward on these underserved communities.



## REFERENCES

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## DIVERSITY IN THE ACADEMY

KIMBERLY GRIFFIN, PHD, ASSOCIATE PROFESSOR, DEPARTMENT OF COUNSELING, HIGHER EDUCATION, AND SPECIAL EDUCATION

Long before I knew I wanted to be a professor myself, I was thinking about the representation of people of color in the academy, which hasn't increased in substantive ways in the last 40 years. Before beginning my doctoral work, I worked in graduate education, focusing on diversity recruitment and outreach. I observed students of color who initially expressed some level of interest in research and contributing to diversity in the academy become disillusioned and disinterested over time, deciding that careers outside of science research were best for them. I listened as students shared that they felt like they didn't quite fit, that they were scared to ask questions for fear of appearing less competent than their classmates, and that they questioned their ability to succeed. When I searched for research that would help me better understand these issues, I found little specific to graduate student issues and career development. There is now a growing scholarly body of literature around these questions, and it is my hope that my research will add to our understanding of how to promote outcomes that will ultimately lead to more people of color in the academy.

Considering the next generation of faculty will be drawn from today's graduate students, several of the projects I've worked on examined the efficacy of strategies to increase graduate student diversity. I conducted research with my colleagues Lorelle Espinosa and Marcela Muniz on the experiences of individuals who are hired to work on diversity issues in graduate education, graduate diversity officers (GDOs). We interviewed 14 GDOs to learn more about their roles and responsibilities, recruitment and retention strategies, and the barriers they faced as they strove to meet their goals.

Much of the work generated from this project highlights the ways that the organizational structure of graduate education can impact efforts to increase graduate student diversity. The decentralized and faculty-driven nature of graduate programs has great influence and must be considered in developing new strategies. For example, engaging in outreach that encourages more students to apply to programs does not matter if faculty admissions committees struggle to recognize student ability beyond GRE scores or the potential of students that attended minority-serving institutions they deem unfamiliar. Centralized diversity

efforts seem to gain less traction at times than those that are more localized, allowing GDOs to engage directly and build relationships with faculty in their respective departments. Thus, as institutional leaders strive to increase graduate student diversity, they must think both globally and locally, considering how to best support administrators and engage faculty in diversity work.

My work as an evaluator on a Bridges to the Doctorate grant has also created opportunities to gain a deeper understanding of how to promote access to graduate education for underrepresented populations. I have studied a partnership between Alcorn State University (which is a historically Black institution that offers terminal Master's degrees in Biology), and Penn State University (a predominantly White institution that offers a wide range of doctoral programs in science). This program aims to foster the development of Alcorn students' research skills, shape their degree aspirations, and ultimately increase diversity in the graduate programs at Penn State. Alcorn students spend 6 months at Penn State, taking graduate courses and engaging in research.

The program has been viewed as a success on all fronts; 11 of 14 students participating in the program have matriculated to Penn State's doctoral programs, and the qualitative and quantitative data I've collected suggest significant growth in students' skills as researchers. I would argue that the program works in promoting access for students at Alcorn because it serves as a form of anticipatory socialization to the academy. Anticipatory socialization allows students to learn the desired norms, values, attitudes, and behaviors associated with their field as they apply for and enter doctoral programs. The extent to which students are socialized often translates to achievement and retention within graduate school, but anticipatory socialization has rarely been used to frame understandings of how to increase doctoral student diversity.

The opportunity to learn more about the structure and expectations of doctoral education at a large, predominantly White institution may be particularly important for students making an academic and social transition from an HBCU to a PWI. While Bridges students cite their gratitude to Alcorn

State for the community support, strong foundation, and increased level of confidence its faculty and administrators helped to develop, they also acknowledged the difficulties in transitioning to a more lecture driven, less community oriented institution. Having the opportunity to gain early exposure to the Penn State learning environment made them more confident in their ability to navigate it, encouraging their interest and ability to be successful in their doctoral programs.



My most recent research looks beyond access to graduate school, and examines how graduate students' and postdoctoral trainees' career interests and aspirations may ultimately

influence the underrepresentation of faculty of color. Scholars have increasingly suggested that graduate students are showing less interest in faculty careers than they once did, and that their interest in academia declines over time. While this may be the case, and partially a reflection of the competitive market for tenure track positions, these trends are rarely juxtaposed with the desire to increase the representation of women and men of color in the academy. Little work has examined whether the patterns of career interest development differs for underrepresented populations; in other words, is their lack of interest part of the reason that we see fewer women and men of color in faculty positions? Is the decline in interest we observe for everyone more significant for these groups?

The research I've conducted in collaboration with Kenneth Gibbs suggests that the answer to this question is yes. We have spent the past few years collecting qualitative and quantitative data for the STEM Ph.D. Careers Research Project, examining the career development patterns of biomedical scientists. Women generally, and women of color specifically, enter graduate school with less interest in faculty careers than their male peers, and the interest of women of color in these positions declines more than other groups during graduate training. Further, women of color show significant increases in careers outside of research and science that exceed their peers' level of interest. Our analyses suggest these trends cannot be fully explained by differences in access to mentoring, scholarly productivity, time to degree, or self-efficacy as a scientist. We are in the

process of analyzing data collected through 69 in-depth interviews to determine whether career development is shaped by the same factors with varying levels of impact across groups, or whether women of color have a unique set of experiences shaping their career development that have not been captured in our surveys.

The findings emerging from this body of work suggest that efforts to increase diversity in the professoriate are going to require a more longitudinal view of career support and development. Institutions must affirm their verbal or written commitment to diversity with action, allocating appropriate resources in staffing, finances, and political support to attract talented students to graduate education generally, and to their campuses specifically. While innovation in recruitment is important, it is not enough to encourage more students from underrepresented backgrounds to pursue graduate degrees. Great care must be taken to cultivate knowledge about various career pathways and interest in the professoriate in graduate training. Deeper understanding of the training experiences and relationships that can ultimately influence career development must be better understood, creating new opportunities to remove barriers and support catalysts that shape interests in faculty life and work.

#### FURTHER READING

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## PATTERNS, INTERSECTIONS, AND INSTITUTIONS: OPPORTUNITY AND RISK

### ROBERT TURNER, PHD, FACULTY RESEARCH ASSOCIATE, AFRICAN AMERICAN STUDIES DEPARTMENT

I see my research as contributing broadly to sociological understandings of how inequalities emerge over the life course among men and women within different racial and ethnic populations. My strategy for exploring these divergences seeks to examine how socialization patterns, related to intersections of gender, race, and class, as well as powerful actors and institutions, influence access to opportunities and exposure to risks. My population of interest is Black males and my research examines specific indicators, namely physical activity, educational achievement, and health outcomes. My program of scholarship advances a trajectory that began with questions from my own life, specifically related to my experience as an NFL athlete, but which then grew to include questions about inequality among marginalized and at-risk populations.

I became interested in the social processes that create and maintain social inequalities while conducting ethnographic field research in graduate school. As a result of this experience, my research is particularly focused on health and educational inequalities as they represent unwarranted disparities in the quality and duration of human life. My current projects are informed by an interdisciplinary lens and varied methodological strategies guide my questions. The first project is a book manuscript that is based on field research conducted during graduate school. Two additional studies focus on youth sport concussions, chronic pain and aging, and Mild Traumatic Brain Injury (MTBI), which involve a secondary data source and original field research.

#### CRITICALLY EXPLORING THE NFL AND ATHLETES' EXPERIENCES WITHIN AND AFTER THE NFL



My book manuscript, *NFL Means Not For Long: The Career of the Star and the Journeyman NFL Athlete*, under contract with Oxford University Press, concerns the fate of former NFL players after they exit the league. The manuscript draws on research

from the league's collective bargaining agreement, archived and online sources, and most centrally, four years of firsthand observations and in-depth interviews with 140 NFL athletes. In exploring the lives

of athletes grappling with such issues as labor-management conflicts, economic hardship, forced retirement, and family struggles, the study demonstrates the ways retired athletes are shaped by their experiences of playing in the NFL.

The manuscript consists of three chronologically oriented sections that examine, explore, and analyze the various dimensions of football players' career trajectories. The first section, entitled "Becoming an NFL athlete (or more likely not)" investigates the experiences of high school and college athletes determined to make it to the NFL. The second section, "Profit, Power Struggles, and Politics in the NFL" studies the labor experiences of NFL players in relation to NFL owners, and the final section, "Life in...and After... the NFL" explores the late-career as well as retirement experiences of NFL athletes. As a result of this study, I have been challenged to consider how individuals are vulnerable for negative developmental, educational, and health outcomes, particularly those that view sports as a means for upward mobility.

Two additional research projects illustrate my aim to make both theoretical as well as empirical sociological contributions in the areas of gender, race, and class intersectionality, health seeking behavior, and health disparities over the life course.

My study entitled, *Black Male Health Seeking Behavior and Accelerated Aging: Coping with Chronic Pain, and Traumatic Injury among NFL Athletes*, is designed to investigate how former NFL athletes cope with the stress of accelerated aging that occurs as a result of sport concussions, mild traumatic brain injury (MTBI), chronic pain associated with osteoarthritis, and traumatic sport injury or joint overuse. This line of research encompasses understanding how traumatic injury, as an occupational hazard, hinders daily living and career planning over the life course. These are many of the same concerns faced by military personnel returning from war. One particular goal of this research is to assist in refining my conceptualization of how accelerated aging occurs in NFL athletes that suffer from traumatic injury and experience chronic pain.



The accelerated aging of athletes emerges from a sport league that establishes norms, rules, and expectations while exposing their bodies to traumatic injury and receiving sharp criticism for its approach to the problem of concussion.<sup>1</sup> Football players offer a unique opportunity to study accelerating aging and stress resulting from traumatic injury given that 48% of former NFL athletes report that the most common retirement problem is difficulty with pain.<sup>2</sup> However, former NFL athletes with traumatic injury and chronic pain may not participate in wellness programs or visit health care professionals at the same rate as people without disabilities. Thus, retired athletes might not benefit from these programs due to a lack of awareness of the need for primary care, or perceived barriers to health-seeking for mental and physical help problems.<sup>3</sup> Despite the recent public interest, there is a dearth of literature on the behavioral and social implications of traumatic injury, chronic pain, and accelerated aging experienced by former NFL athletes. My research seeks to identify what interventions are needed to help promote positive health outcomes among aging and older-aged adult athletes.



Additionally, I am the Principal Investigator for an exploratory/developmental project entitled, Race, Sex, and SES Effects on Youth Sport Concussions Culture and Behavior. This research proposes a series of studies on the topic of concussions in youth sports, a public health concern that has increasingly generated interest, confusion, and controversy among the American public. The research has two primary aims: (1) to explore how socioeconomic status, race/ethnicity, gender, and cultural norms account for variations in health-seeking behaviors, attitudes, and practices related to state-mandated protocols for athletes, parents, coaches, and officials, and (2) to investigate potential inconsistencies between culture (norms and values around dealing with concussions) and climate (policies, practices, and procedures for treatment of concussions) around the prevention and treatment of youth sports-related concussions. We address these aims through a triangulation parallel mixed methods design to collect data in Maryland (Anne Arundel, Baltimore, Montgomery, and Prince George's counties) and the District

of Columbia. We hope that this research will facilitate a larger effort to extend our efforts nationwide. We believe that this work will have important public health policy, clinical, and translational research implications in identifying differences across socio-demographic groups, and type of youth sport (e.g. football, soccer, volleyball, lacrosse, basketball, gymnastics, cheerleading) in health-related behaviors and in demonstrating ways in which behavioral norms around concussions differ from mandated practices.

Beyond the projects listed above, my program of scholarship consists of seeking external support to expand the exploratory/developmental study into a nationwide examination of youth sport concussions. My scholarship allows me to develop future NIH grants, such as a K-award and RO1s. Specifically, a K-award will focus on creating accelerated aging bio-measures to test the hypothesis of racial/ethnic influences in response to stress of repeated or prolonged adaptation to MTBI and pain associated with osteoarthritis. The data from these projects will serve as the nucleus of my next book manuscript, which examines the impact of sport concussions across life-course. In addition to producing peer-review quality manuscripts and articles for general media outlets, I am actively engaged in delivering a series of talks to high school athletes, parents, coaches, and healthcare professionals.

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## LANDSCAPES OF RACE AND GENDER ON A MARYLAND PLANTATION

BETH PRUITT, MAA, PHD CANDIDATE, DEPARTMENT OF ANTHROPOLOGY

The Wye House Plantation, the home of the Lloyds on Maryland's Eastern Shore, is famous for its beautiful

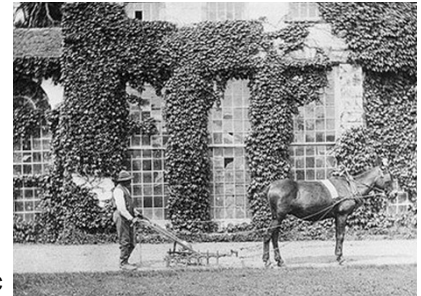


gardens and landscape and its still-standing eighteenth-century greenhouse. It is more famous because Frederick Douglass, who was enslaved there as a child,

describes the plantation in his autobiographies. As an archaeologist, I have researched and excavated at Wye House for the past five years, focusing on the ways that the landscape can be interpreted from a multitude of perspectives and through complex and interrelated cultural connections. Places are experienced in many different ways depending on race, gender, and other social positions. Our experience of the past is likewise changed according to these identities. The narrative at Wye House, and many other colonial-era sites, has long been dominated by a White male point of view. I ask what we would see if we looked at those famous gardens from the perspectives of marginalized groups, women and enslaved people. The goal of this research is to highlight those overlooked stories and challenge archaeologists and historians to leave behind exclusionary practices and interpretations.

Brought to Wye House against their will, the enslaved community carried with them their own expertise, knowledge, and skills in gardening and agriculture. The standing eighteenth-century greenhouse is one of four gardening-related buildings at Wye House that would have been operational at the same time. Douglass describes those that were in charge of the Wye House gardens as a "scientific gardener, imported from Scotland (a Mr. McDermott) with four men under his direction." Scientific gardening was defined by an interest in experimentation and improvement of nature through the application of technologies and knowledge. With a hypocaust system in place in the greenhouse, a series of flues carried hot air through the building to heat the delicate plants at precise temperatures. In order to maintain the gardens at Wye House and the multiple gardening buildings, to keep the hypocaust at exact temperatures, and care for a diverse

arrangement of plants, these gardeners would have required incredible skill and knowledge. These four men were experienced scientific gardeners, like Mr. McDermott, and experts. Though the structure of slavery did not allow them the same level of control over the garden design as the Lloyds, they were the ones who worked with and understood the plants most directly.



Yard spaces of the enslaved people on plantations have been interpreted as being women and children-dominated spaces (Battle-Baptiste 2010) and others have specifically examined how medicines cultivated from the natural surroundings were used by women (Edwards-Ingram 2005). Whitney Battle-Baptiste (2010) claimed that these yards and garden spaces were actively shaped by women to be extensions of the house in order to create a safe domestic place within the plantation, particularly through a ritualistic sweeping of the yard. Though it is difficult to attach gender to archaeological features alone, there is evidence of a swept yard outside the doorway of a slave quarter attached to the back of the greenhouse.

Although there is no archaeological or historical evidence yet of slave gardens in the yards at the Wye House Plantation, it was common for enslaved people to keep garden plots to supplement diet and even income. This was a responsibility that generally fell to the women on the plantation. Douglass explains the way in which his own grandmother's talents in the garden gave her significant status in the region:

*She was a gardener as well as a fisherwoman, and remarkable for her success in keeping her seedling sweet potatoes through the months of winter, and easily got the reputation of being born to "good luck." In planting-time Grandmother Betsey was sent for in all directions, simply to place the seedling potatoes in the hills or drills. (Douglass 1882:2)*

Douglass gives his grandmother a respected title of gardener, and makes it clear that her abilities were valuable to many others. Although enslaved laborers would have existed under a system that controlled their bodies and movement, there were ways that these men and women claimed the landscape as their own.

Just as it is important to recognize the enslaved populations' contributions to the gardens of these plantations, it is also necessary to examine the ways in which White women have been excluded. Edward Lloyd IV, owner of Wye House beginning in 1770, passed the property to his wife upon his death in 1796. Elizabeth Tayloe Lloyd was the daughter of John Tayloe II of Mount Airy, which was also home to a similar eighteenth-century greenhouse. The traditional narrative gives Edward Lloyd IV the identity of a scientific gardener, but not Elizabeth Lloyd. It was during his time that most of the gardening-related buildings were built, emphasizing control and experimentation, and there were many natural science, gardening, and agriculture books recorded in his library. It was long assumed that the modifications to the greenhouse and construction of the hypocaust were under his direction. An examination of the historical record shows this not to be the case.

Elizabeth Lloyd maintained an active interest in the gardens after her husband's death. Her continued involvement is evidenced by payments to seedsellers and the upkeep of repairs to the greenhouse and other garden buildings in the years after 1796. According to financial records and the archaeological evidence, the hypocaust was built between 1798 and 1822 (Pruitt and Leone 2013). This means that Edward Lloyd IV was not alive to oversee the implementation of the hypocaust system in the greenhouse.

According to Barbara Sarudy, it was not uncommon for the ladies of the house to be in control of the greenhouse and kitchen gardens, though they were often not charged with the management of the gardens in their entirety (Sarudy 1998:83). Despite this commonly female involvement in the greenhouse, scientific gardening is often categorized as a male-dominated pursuit from the late eighteenth-century onward. Archaeologists such as Carmen Weber (1996) have recognized the absence of a discussion of women in scientific gardening and noted that they are often overshadowed in history by their male counterparts. In looking at the connections between the Lloyd family and

their relative, Margaret Carroll from Mount Clare in Baltimore, Weber discovered that the similarities between the two estates' greenhouses may reflect an exchange of knowledge and ideas between the women of this extended family (Weber 1996:39-41). The gardens and landscapes of Mount Clare, Mount Airy, and Wye House become linked through the connections and roles of women, and suggests that Mrs. Lloyd could have played a significant part in the greenhouse modifications.

The involvement of Mrs. Lloyd and the enslaved laborers in the scientific gardening at Wye House allows us to shift the focus away from the traditional narrative. In telling the history of botanical experimentation and early scientific gardening, it is important to acknowledge the contributions of women and the enslaved population rather than assuming that the interest and abilities belonged only to White men. Though Edward Lloyd may have been a scientific gardener, there are many others who could also claim this identity.



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## A CONVERSATION ON RACE, VOICE, AND POSITION: LESSONS AND DIALOGUE WITH #BLACKLIVESMATTER AT #UMD

This article was written as a dialogue. The two authors, Beth Pruitt and Dr. Rashawn Ray, wrote separate pieces that engage and respond to one another. Ms. Pruitt comes from the position of a White woman, asking herself how to engage with this movement from a place of privilege. Dr. Ray comes from the position of a Black man, troubled by the reality and violence of racial bias in our nation. Each part is a personal reflection on the intersections of race, gender, class, and education and the roles that these play in their experiences of the #BlackLivesMatter movements.

**BETH PRUITT** Seven months have gone by since Officer Darren Wilson shot and killed Michael Brown in Ferguson, Missouri. It has been four months since the grand jury decision not to indict, with the same decision reached in the case of Eric Garner soon after. We have seen the grief, anger, cries of injustice, and silencing of voices that has unfolded on the streets of major cities and the lawns of college campuses. This past fall semester, the University of Maryland has been the platform for multiple events for students to speak and listen on issues of race, inequality, and the gross fallacy of the “post-racial” nation. At a second town hall meeting on December 3, panel discussants were asked the question, “what have we learned from these tragedies?” For racial/ethnic minorities, for those who deal with systematic racism, microaggressions, and blindness to privilege on a daily basis, the answer is “not much we did not already know.” At the intersections of race, gender, class, and other dimensions of inequality, those whose positions of power are secured have the most difficult lessons to learn. Here, I want to ask myself what I, a White archaeologist, have learned from these events.

When Eduardo Bonilla-Silva spoke on “The Problem of Racism in ‘Post-Racial’ America” on September 18, he made it clear that racism is not overt hatred, but rather the many, varied, and subtle ways in which dominant systems and individuals within those systems discriminate. Everyone takes part in the system, either actively or passively. To not challenge the status quo gives implicit approval to it. I knew this, but I did not live it or speak it. In the past, I have been handed roles within my academic department to make change, and I did not. I have also been given teaching positions from which to connect the past of racism to current events.

Now, I ask the questions: is using my position as an instructor to promote discussions about the ideology of race and racism enough? Is using my role as an archaeologist to bring awareness to local inequalities past and present enough? I listened to the marches through campus and the occupation of Stamp. I knew that there was dissatisfaction, but I was not dissatisfied enough to do more than I already had been doing in the classroom, and that is privilege. If I have children myself, I will not know the same real and ever-present fears that Dr. Ray expresses for his boys.

I have learned that the acknowledgement of privilege is a step in a process, but not the end goal. The goal of protest is to gain institutional power to create change. For the most part that power has been granted to me without the same struggle as others, and I have not done enough with it. I know and understand the position I occupy as a White, educated woman. What should I do with that knowledge? Listening to the voices of these protests has helped me to see that voting for people who will work toward institutional policy changes, participating in committees or organizations that can develop solutions within my professional networks, being involved in the social, academic, and political worlds around me is the next step.

At the end of Bonilla-Silva’s lecture, he evoked Frederick Douglass’ legacy through his famous quote, “Power concedes nothing without a demand.” Since this past summer, a different Douglass quote has been echoing in my head, demanding to be heard. About organizing the escape of a group of enslaved people on the Eastern Shore of Maryland, Douglass wrote, “If anyone is to blame for disturbing the quiet of the slaves



and slave-masters of the neighborhood of St. Michael's, I am the man. I claim to be the instigator of the high crime (as the slaveholders regard it) and I kept life in it, until life could be kept in it no longer." In regards to this quote, a colleague asked me, "how can we disturb the quiet of a 'post-racial' America? How can we be instigators?" We have to use our voices, our positions, and our actions, and we have to keep life in it, until life can be kept in it no longer.

**DR. RASHAWN RAY** I applaud my colleague, Beth Pruitt, for her

statements above. I want to provide the counter positionality as a Black man. More importantly than where our positionality starts, based on privileged and marginalized statutes centered on race and gender, is the fact that we come to a similar set of solutions on how to curtail criminalization in the current era of U.S. race relations. My position on the #BlackLivesMatter movement is deeply personal as an individual who has experienced direct, overt forms of profiling and discrimination by authority figures and those with a badge who have taken an oath to protect me as they have protected others. Unfortunately, throughout much of my life, I never experienced or felt the empathetic protection and comfort of police officers like others have experienced, despite having two uncles who were police officers.

As Alicia Garza, Patrisse Cullors, and Opal Tometi conceptualized, #BlackLivesMatter is not about placing Black lives on a higher pedestal or asserting for a segmented social group based on race. Rather, #BlackLivesMatter is asserting that the current social arrangement of society makes Black lives culpable and less worthy. Professor Judith Butler said it best:

*When some people rejoin with 'All Lives Matter' they misunderstand the problem, but not because their message is untrue. It is true that all lives matter, but it is equally true that not all lives are understood to matter which is precisely why it is most important to name the lives that have not mattered, and are struggling to matter in the way they deserve... So what we see is that some lives matter more than others, that some lives matter so much that they need to be protected at all costs, and that other lives matter less, or not at all.*

As a father of two little Black boys, I worry about the day that people stop perceiving them as the cute kids to gaze at in a restaurant or on a public street and start perceiving them as potential criminals to be threatened by and feared.

Some may have a different perspective and claim that I am indeed the American Dream and an example of racial progress. I grew up in a single-mother household and have never seen my biological father. My mother and I moved fourteen times by my 18th birthday. Yet, I managed to graduate from college, progress on to obtain a Ph.D., and now have the esteemed pleasure of being a professor at a research-extensive university. For me, this seemingly contradictory juxtaposition makes perfect sense. If I supposedly did everything that society told me I needed to do in order to be upwardly mobile and treated equally, why do I worry that my kids may end up like Tamir Rice, Jordan Davis, or Trayvon Martin? It is a troubling truth that in 2015 high levels of socioeconomic status still do not change the likelihood that a Black person will be killed by the police. In fact, Black male teenagers are 21 times more likely to be killed by a police officer than a White male teenager. To put this a different way, a Black person is killed by a police officer every 40 hours. And according to stop-and-frisk data from New York City, an overwhelming majority of individuals (98%) stopped by the police are not committing a crime or carrying contraband on their person. Over 50% of individuals stopped are Black. Roughly 50% of the individuals stopped are physically tormented by police officers. Through these statistics, we can contextualize the incidents involving Levar Jones, Robbie Tolan, and Joseph Sushak. These are Black men who faced legal intervention on behalf of the police and now have to live with not only the physical scars of criminalization and police brutality, but the mental and emotional scars that are frequently forgotten.

What we need are for people to work as allies by being color brave rather than colorblind. We need people to engage in candid conversations about racial bias with family members, friends, and colleagues. This is paramount as racial segregation continues to plague U.S. neighborhoods and schools. Research shows that about 90% of Whites' social networks are with other



Whites and 75% of Blacks' social networks are with other Blacks. There simply is little social interaction across racial divides. Accordingly, we need to acknowledge and verbalize that our criminal justice system has inherent biases centered on policies that stereotype non-white bodies (men and women). Some of these policies include stop-and-frisk, stand-your-ground, and juror exclusion. Centrally, fear needs to be excluded as a viable defense for killing someone. People who claim to see weapons when none are present need to be held accountable.

While some may look at me and say that my life is drastically different from that of a Michael Brown or Eric Garner, I say you are unfortunately missing how race continues to operate in the twenty-first century. When I leave work, I am not wearing a tie like the one Bill O'Reilly said would have protected Trayvon Martin from George Zimmerman the night he walked to the store for tea and skittles. I am normally wearing a hoodie with sweat pants and tennis shoes as I run errands. At those moments, no one knows or cares that I am a professor. All they see is a Black man in a public space who they may perceive as a physical threat. Psychological research shows that some Whites have similar fear of Black males as they do of snakes and spiders, particularly when in close proximity like an elevator or sidewalk. In turn, some may unconsciously view these men as more physically aggressive and larger in size than they actually are, despite passing Black males daily and having neutral or even positive interactions. This is a classic example of cognitive dissonance, and helps to explain why during his grand jury hearing Officer Darren Wilson described Michael Brown as looking like a demon and Hulk Hogan, while he felt like a five year old child (despite being the same height of 6'4 as Brown and ten years older).

Similar to how President Obama said, "[Trayvon] could have been my son... Another way of saying that is Trayvon Martin could have been me 35 years ago," some of my friends and I could be the next Jonathan Ferrell, John Crawford III, Demetrius DuBose, Rekia Boyd, Tyisha Miller, or Tarika Wilson. Similar to FBI Director James Comey's admission that racial biases shape how officers treat individuals, we all must realize the structural circumstances of the events in Ferguson, Staten Island, and beyond if we truly want to

progress toward a policy-based post racial society rather than simply a rhetoric-based post racial society.

**Beth Pruitt** is a PhD Candidate in the Department of Anthropology at the University of Maryland and the Communications Coordinator at the Consortium on Gender, Race and Ethnicity, tweeting from @crgemd.

**Rashawn Ray** is an Assistant Professor in the Department of Sociology at the University of Maryland and the faculty advisor for the Critical Race Initiative. He can be reached at rjray@umd.edu and on Twitter @SociologistRay.

## Intersectional Qualitative Research Methods Institute

June 8-12



CRGE announces a five-day **Intersectional Qualitative Research Methods Institute** to be held summer 2015 with partial support from the Annie E. Casey Foundation. It will bring together an interdisciplinary group

of 20-25 underrepresented minority scholars from across the nation with research interests in intersectionality. Participants will be encouraged to bring their own intersectional projects (including laptop, transcripts, field notes, codebooks, etc.) for hands-on training. Projects should be based on one of the Annie E. Casey Foundation's three program areas: 1) Advance child welfare and juvenile justice through system innovation; 2) Promote economic opportunity for working families; or 3) Create community change for families.

**Applications due March 16 at 5:00 PM EST.**

For more information and to complete the online application, visit [www.cрге.umd.edu/institute](http://www.cрге.umd.edu/institute)



# Qualitative Research Directory

A community of scholars at the University of Maryland, College Park

Here at the University of Maryland, we have a strong community of qualitative methods scholars. Spread across many disciplines, these researchers ask in-depth questions about human behavior and answer those questions in descriptive, layered, and informative ways. In order to bring more attention to this community and aid both graduate students and faculty at UMD in finding collaborators and professional networks, CRGE has launched the Qualitative Research Directory.

[WWW.CRGE.UMD.EDU/QRD](http://WWW.CRGE.UMD.EDU/QRD)

This is a searchable online directory of faculty on campus who engage in qualitative or mixed-methods research. It allows visitors to search and browse profiles, which contain photos, departments, links to faculty websites, research interests, methods, a published work, and a short biography. The directory is dynamic, allowing users to narrow search results based on department, research interests, and the methods that the faculty member employs. Any feedback on the directory is welcomed so that we can continue to make this a useful resource.

Name	Department	Research Interests	Methods	Selected Work
 Alboory, Linda	Behavioral and Community Health Website	gender   health racial/ethnicity economics	ethnography   case studies phenomenology   participant action grounded theory   interviews focus groups participant observation documentary analysis	Adelery, O.A., Alboory, L., & Parakoyi, D.B. (2011). Using Local Culture and Gender Norms to Improve Male Involvement in Maternal Health in Southern Nigeria. <i>Journal of Health Communication</i> , 16(4).
 Bolles, Lynn	Women's Studies Website	gender   racial/ethnicity immigration   economics social movements	ethnography   case studies interviewing   focus groups participant observation	Bolles, A.L. (1996). <i>We Paid our Dues: Women Trade Union Leaders in the Caribbean</i> . Washington, D.C.: Howard University Press.

Inclusion in the directory is voluntary, and based on an application process. If you would like to be listed, please visit the website and submit your information and an up-to-date CV in the online application. These requests are reviewed and approved by the CRGE research committee.

## 2015 QRIG Seed Grant AWARDEE

This seed grant provides \$1,000-\$5,000 to early career faculty annually for the opportunity to develop a study that primarily uses qualitative research methods or mixed qualitative and quantitative methods. It is awarded by the Qualitative Research Interest Group, a joint project of the Consortium on Race, Gender and Ethnicity and the Maryland Population Research Center (MPRC).

**DR. CHRISTINA GETRICH**

ASSISTANT PROFESSOR, DEPARTMENT OF ANTHROPOLOGY

*"American by Birth, Mexican by Blood": Identity and Cultural Citizenship among Second-Generation Mexicans*



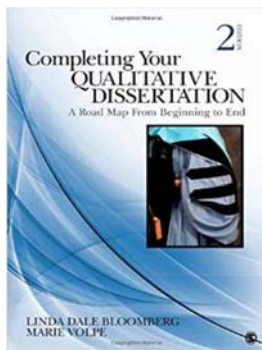
This study will examine how second-generation (children of immigrants, comprising nearly one-quarter of all U.S. children) Mexican youth forge their identities and conceptualize social belonging while living in an increasingly anti-immigrant U.S. society. Dr. Getrich will chronicle how immigration policies, enforcement practices, and racialization processes circumscribe their lives, and how they forge their own multifaceted identities shaped not only by the interaction of race, ethnicity, and gender, but also by national belonging and transnationalism.

# Qualitative Resources



Saldaña, J. (2012). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, CA: Sage.

This manual provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up-to-date, the second edition includes new chapters, more coding techniques, and an additional glossary. In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña discusses the method's origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up.



Bloomberg, L.D., & Volpe, M. (2012). *Completing your Qualitative Dissertation: A Road Map from Beginning to End*. Thousand Oaks, CA: Sage.

Graduate students often struggle with turning qualitative research projects into a master's thesis or doctoral dissertation because the research itself is inherently messy. *Completing Your Qualitative Dissertation: A Roadmap From Beginning to End, Second Edition* helps address that challenge. The authors guide students on finding and articulating clear research problems, purposes, and questions; laying out a research design that will lead to gathering the right kind of data and support the right kind of analysis; and writing up and defending the study.



Lichtman, M. (2012). *Qualitative Research for the Social Sciences*. Thousand Oaks, CA: Sage.

This book offers a balanced and nuanced approach, covering the full range of qualitative methodologies and viewpoints about the field, including coverage of social media as a tool to facilitate research or as a venue for study. After presenting theoretical concepts and a historical overview, the book guides readers, step by step, through the research process, addressing issues of analyzing data, presenting completed research, and evaluating research. Real-world examples from across the social sciences provide both practical and theoretical information, helping readers understand abstract ideas and apply them to their own research.



QDA Miner is an easy-to-use qualitative data analysis software package for coding, annotating, retrieving and analyzing small and large collections of documents and images. This qualitative data analysis tool may be used to analyze interview or focus group transcripts, legal documents, journal articles, speeches, even entire books, as well as drawings, photographs, paintings, and other types of visual documents.

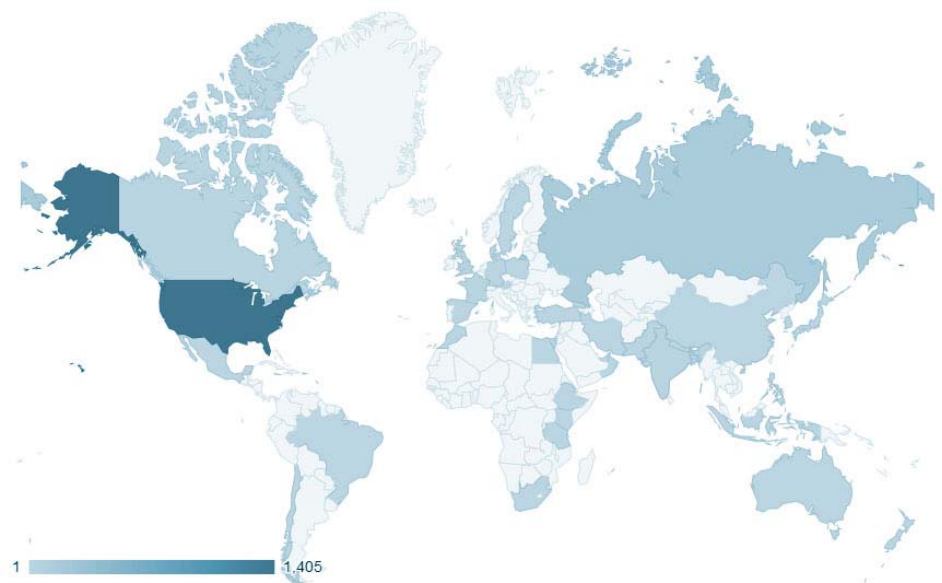
Features of QD Miner include:

- Import different formats of documents and images: PDF, Word, Excel, HTML, RTF, SPSS files, JPEG, etc.
- Text retrieval tools: Keyword Retrieval, Query-by-Example, Cluster Extraction.
- Statistical functions: Coding frequencies, cluster analysis, coding sequences, coding by variables.
- Visualization tools: multidimensional scaling, heatmaps, correspondence analysis graphic, proximity plot.
- GeoTagging (GIS) and Time-Tagging tools
- Report manager tool to store queries and analysis results, tables and graphs, research notes and quotes.

# DIGITAL CONNECTIONS REPORT

This fall, CRGE began to connect with digital communities by building and expanding our presence on the web. In developing our Facebook and Twitter profiles, we have been able to connect to important online conversations happening about intersectional issues on campus and nation-wide. These are not only platforms that we can use to advertise on-campus events, but also tap into current events that affect our national and international discussions on social justice and equality.

In an overhaul of our existing official website, we also began tracking our pageviews so that we can better understand how the services that our website provides are currently used. Since beginning to track our web traffic in October 2014, we have received around 4,000 pageviews from over 1,200 visitors. Our visitors are located around and world and across the country, demonstrating the wide reach of CRGE's work. By far, our most visited content are our informational page on Underrepresented Minority Faculty and mentoring advice and our Qualitative Research Directory (see page 18).



CRGE website visitors from 40 countries worldwide.

These insights allow us to see that these resources are valuable to the intersectional scholarship community, not just within our university, but on a global stage.



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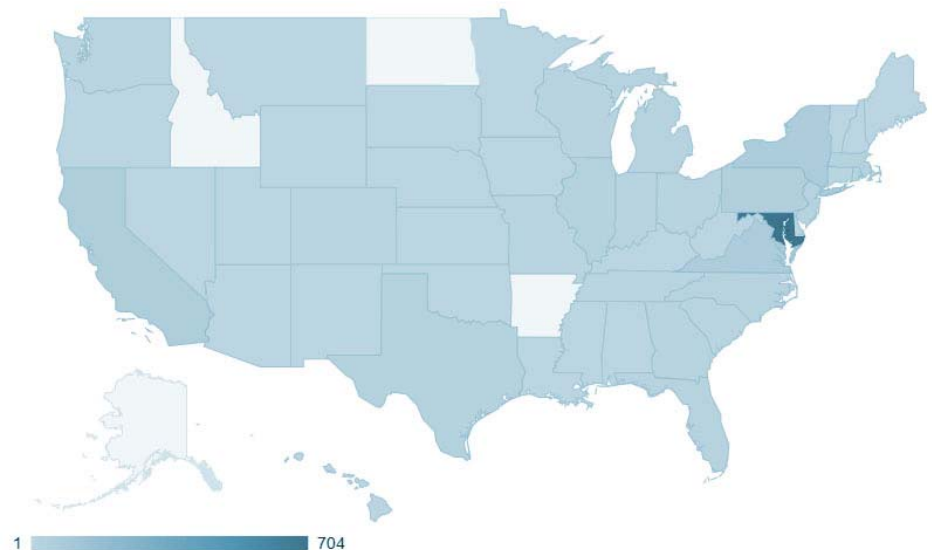


Follow us on  
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Join our **385**  
mailing

list subscribers



CRGE website visitors from 46 states nationally.



# INTERSECTIONAL RESEARCH DATABASE

A Singular Resource of Intersectional Work across Disciplines

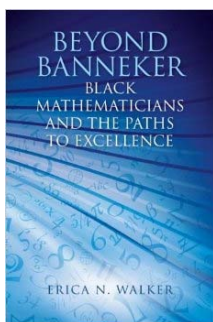
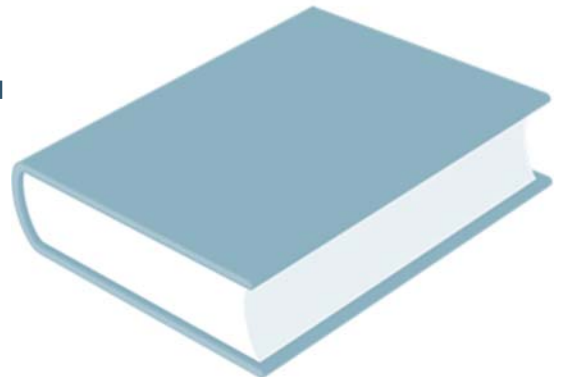
CRGE launched the Intersectional Research Database ([ird.cрге.umd.edu](http://ird.cрге.umd.edu)) in 2005 as the only online searchable compilation of research that examines patterns of inequality through identities of race, gender, class, sexuality, nationality, physical ability, and other interrelated dimensions. Because this is the only database focused on intersectionality in the nation, it has the unique potential to be a powerful and useful research tool for students, scholars, and policy-makers.

The website, designed by the Maryland Institute for Technology in the Humanities (MITH), presently contains over 480 entries of sources. The database is searchable using multiple categories, such as community, poverty, health, and identity. Annotations for each source are also available. Current CRGE research interns are working hard to add new sources and annotations so that the database is constantly updated.

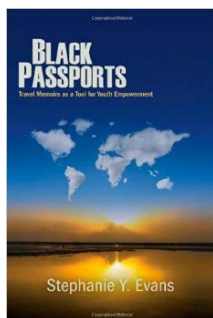
[IRD.CRGE.UMD.EDU](http://IRD.CRGE.UMD.EDU)

## Book Corner

The following books are valuable resources that have been published within the last few years. Here we highlight the breadth and depth of current race and gender scholarship.

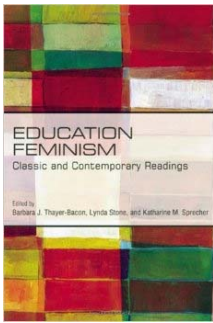


Much of the research and discussion about Blacks and mathematics focuses on underachievement. *Beyond Banneker* demonstrates how mathematics success is fostered among Blacks by mathematicians, mathematics educators, teachers, parents, and others, a story that has been largely overlooked by the profession and research community. Based on archival research and in-depth interviews with thirty mathematicians, this important and timely book vividly captures important narratives about mathematics teaching and learning in multiple contexts, as well as the unique historical and contemporary settings related to race, opportunity, and excellence that Black mathematicians experience.

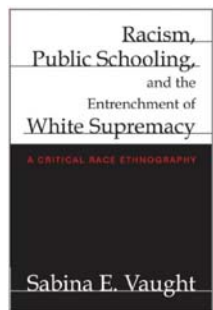


In this resource guide for fostering youth empowerment, *Black Passports*, Stephanie Y. Evans offers creative commentary on two hundred autobiographies that contain African American travel memoirs of places around the world. The narratives are by such well-known figures as Frederick Douglass, W. E. B. Du Bois, Billie Holiday, Maya Angelou, Malcolm X, James Baldwin, Muhammad Ali, Richard Pryor, Angela Davis, Condoleezza Rice, and President Barack Obama, as well as by many lesser-known travelers. The book addresses a variety of issues related to mentoring and curriculum development. Focusing on four main mentoring themes—life, school, work, and cultural exchange—Evans encourages readers to comb the texts for models of how to manage attitudes, behaviors, and choices in order to be successful in transnational settings.

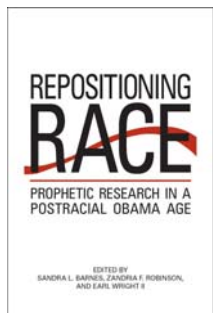




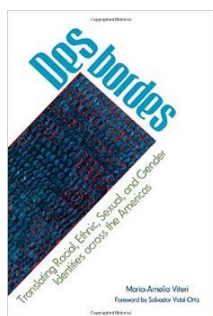
*Education Feminism* is a revised and updated version of Lynda Stone's out-of-print anthology, *The Education Feminism Reader*. The text is intended as a course text and provides students a foundational base in feminist theories in education. The classics section is comprised of the readings that students have most responded to in classes. The contemporary readings section demonstrates how the third-wave feminist criticism of the 1990s has an impact on today's feminist work. Both of these sections address critical multicultural educational issues and have an inclusive, diverse selection of feminist scholars who bring race, class, sexual orientation, religious practices, and colonial/postcolonial perspectives to bear on their work.



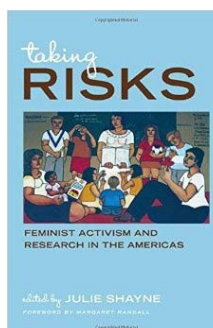
Racism and inequity in U.S. education are pervasive and consistent problems, unavoidable facts of public schooling in this country. *Racism, Public Schooling, and the Entrenchment of White Supremacy* is a multisite critical race ethnography of institutional relationships and organization in a large, urban, West Coast school district. Sabina E. Vaught examines the policies and practices that created and sustain racialized inequity and White supremacy in that district's schools. She interweaves numerous interviews with and observations of teachers, principals, students, school board members, community leaders, and others to describe the complex arrangement of racial power in schooling. Ultimately, Vaught's analyses map the ways in which institutional relationships around schooling ensure the continued undereducation of Black and Brown youth.



In *Repositioning Race*, leading African American sociologists assess the current state of race theory, racial discrimination, and research on race in order to chart a path toward a more engaged public scholarship. They contemplate not only the paradoxes of Black freedom but also the paradoxes of equality and progress for the progeny of the civil rights generation in the wake of the election of the first African American US president. Despite the proliferation of ideas about a postracial society, the volume highlights the ways that racial discrimination persists in both the United States and the African Diaspora in the Global South, allowing for unprecedented African American progress in the midst of continuing African American marginalization.



Maria-Amelia Viteri explores the multiple unfixed meanings that the term Latino takes on as this category is reappropriated and translated by LGBT Latinos in Washington, DC, San Salvador, and Quito. Using an anthropology-based, interdisciplinary approach, she exposes the creative ways in which migrants subvert traditional readings based on country of origin, skin color, language, and immigrant status. "Desbordes" (un/doing, overflowing borders) ethnographically addresses the limits and constraints of current paradigms within which sexuality and gender have been commonly analyzed as they intersect with race, class, ethnicity, immigration status, and citizenship. This book uses the concept of queerness as an analytical tool to problematize the notion of a seamless relationship between identity and practice.



*Taking Risks* offers a creative, interdisciplinary approach to narrating the stories of activist scholarship by women. The essays are based on the textual analysis of interviews, oral histories, ethnography, video storytelling, and theater. The contributors come from many disciplinary backgrounds, including theater, history, literature, sociology, feminist studies, and cultural studies. Each essay addresses two themes: telling stories and taking risks. The authors understand women activists across the Americas as storytellers who, along with the authors themselves, work to fill the Latin American and Caribbean studies archives with histories of resistance. In addition to sharing the activists' stories, the contributors weave in discussions of scholarly risk taking to speak to the challenges and importance of elevating the storytellers and their histories.



Our graduate and undergraduate students are invaluable members of our team. We provide a mentoring atmosphere where they learn how to work in a research and academic professional environment, and we learn from their experiences as students at the University of Maryland. For the 2014-2015 academic year, we introduce three graduate students and four undergraduates. Below are short biographies to introduce them.



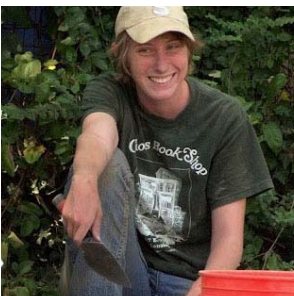
**THOMAS DAWSON**

Thomas joined CRGE as a research intern in 2015. He is a second year graduate student in the College of Public Affairs at the University of Baltimore. He is currently earning his Master of Science in Human Services Administration with a concentration in Health Systems Management. His research interests include minority health literacy, ethnic disparities in education, urban and community development, and program evaluation. Thomas was attracted to CRGE because of the research focus on intersectional analyses of race, gender, and SES and their effects on health and education among low income minority groups. After earning his graduate degree, Thomas plans to pursue a PhD in Public Policy and Administration to contribute to the research in these fields.



**WENDY LAYBOURN**

Wendy is a PhD candidate in the Department of Sociology. Broadly, her research interests are identity, race/ethnicity, and racial ideology. More specifically, her research has two main focuses: 1.) Identity and popular culture, particularly rap music, and how the scripts and presentations within rap music shape conceptions of race/ethnicity and challenge or support racial ideology; and 2.) Identity and raced institutions, and the constraints and opportunities within them for racial/ethnic identity and how those identities are performed. In addition to her research assistantship with CRGE, Wendy is a Graduate School Writing Fellow and the coordinator for the Sociology Department's Critical Race Initiative. Joining CRGE has given her insight into rigorous intersectionality-informed mixed methods and interdisciplinary research.



**BETH PRUITT**

Beth is a PhD candidate in the Department of Anthropology, focusing on historical archaeology. Her research is located at Wye House, a plantation on the Eastern Shore of Maryland, specifically looking at the combination and interactions of African-American and European-American cultures on this landscape in the eighteenth and nineteenth centuries. Central to her study are the material finds that relate to concepts of nature, science, and spirituality. Working for the past five years with the Archaeology in Annapolis project, Beth has also been particularly concerned with digital outreach and education in archaeology. Beth joined the staff at CRGE as the

Communications Coordinator in August 2014, managing CRGE's website, social media, advertisements, and other communications.



### MELVA COLES

Melva is pursuing a degree in Sociology with a concentration in Social Stratification, and a Certificate in Women's Studies. As a woman of African, Asian, and European descent and a first generation college student, Melva is aware and careful to consider how her status and identities affect the role she plays in society. As a result, she possesses a deep interest in urban and minority education and has a strong desire to become a scholar and educator. She serves as the Senior Event Manager at Memorial Chapel and an Event Services Assistant at the Adele H. Stamp Student Union on campus. Additionally, Melva is a scholar of the Incentive Awards Program and a Student Ambassador for the College of Behavioral and Social Sciences.



### EMILY DOTTERER

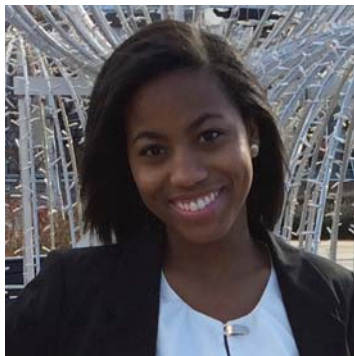
Emily (Emmy) Dotterer is a pre-veterinary undergraduate. She is currently working toward her BA degree and possibly a graduate degree before she transfers to a Veterinary Institute. She volunteers at the Humane Society in Carroll County and at the Campus Farm. In the past, she has had hands-on experience working with members of her community in need of health insurance. Emmy's position at CRGE gives her a unique opportunity to learn more about a range of people with whom she will engage and interact with in the future.



### ALYSSA HILL

Alyssa Hill is pursuing a degree in Government and Politics with a focus in Public Policy and a minor in Law and Society. She is a member of the College Park Scholars Public Leadership Program, the University of Maryland's Primannum Honor Society, and The National Society of Collegiate Scholars. As an African American woman, Alyssa understands how her identity affects all aspects of her life, ranging from social to academic. Her interest in legal ethics and social justice has been solidified during her experience interning at the Philadelphia Municipal Court. She also serves the College Park community as a mentor for elementary and high school students at Gapbusters

Recreational Center.



### BRANDI SAMUEL

Brandi Samuel is a third-year undergraduate student, originally from Overland Park, Kansas. She is a Broadcast Journalism major and once graduated, would like to pursue a journalism career focused on entertainment news or sports reporting. Outside of coursework, Brandi serves on the executive board for the Maryland Association of Black Journalists, the executive board for the Sisterhood of Unity and Love (another on-campus organization), and mentors young girls at Eleanor Roosevelt High School.





# KUDOS

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

**Dr. Christina Hanhardt's** book *Safe Space: Gay Neighborhood History and the Politics of Violence* was awarded the 2014 Lambda Literary Award for Best Book in LGBT Studies, and sole honorable mentions for both the 2014 John Hope Franklin Prize and the 2014 Lora Romero Prize. Dr. Hanhardt was also awarded a Research and Scholarship Semester award from the Graduate School.

**Dr. Marie Howland's** recent publications include:

"La ordenación del suelo industrial en una economía metropolitana en proceso de desindustrialización" In *El retorno de la industria. ¿Están preparadas las ciudades?*, edited by Maria Buhigas. Barcelona: Diputación de Barcelona, 2014. Pp. 185-211.

**Dr. Olivia Carter-Pokras** received the 2014 Merit Award from the Department of Epidemiology and Biostatistics, University of Maryland School of Public Health. Her recent publications include:

Wallen J, Randolph S, Carter-Pokras O, Feldman R, Kanamori M. "Every year I say I'm going to stop:" Engaging African Americans in smoking cessation programs. *American Journal of Health Education*. 2014; 45:151-157.

**Dr. Natasha Cabrera** was promoted to full professor this fall. Her recent publications include:

Natasha J. Cabrera, Sandra L. Hofferth & Gregory Hancock (2014): Family structure, maternal employment, and change in children's externalizing problem behaviour: Differences by age and self-regulation. *European Journal of Developmental Psychology*, 11(20): 1-23.

**Dr. Psyche Williams-Forsen** appeared on MSNBC on the Melissa Harris-Perry Show talking about race and food. Her recent publications include:

"Take the Chicken Out the Box: Demystifying the Sameness of African American Culinary Heritage in the U.S." In *Edible Identities: Exploring Food and Foodways as Cultural Heritage*, edited by Michael Di Giovine and Ronda Brulotte. Surrey, UK: Ashgate, 2014. Pp. 93-108.

**Dr. Steven Klees'** recent publications include:

Klees, S. and Qargha, O. "Equity in Education: The Case of UNICEF and the Need for Participative Debate," *Prospects*, 2014.

Klees, S. "The Rhetoric and Reality of Business Distorts Education," *Our Schools/Our Selves*, 24(4), Summer 2014.

**Dr. Fries-Britt's** recent publications include:

Fries-Britt, S. L., George Mwangi, C. A., & Peralta, A. (2014). The acculturation experiences of foreign-born students of color in STEM. *Journal of Student Affairs Research and Practice*, 51 (4), 349-361.

Fries-Britt, S. L., George Mwangi, C. A., & Peralta, A. (2014). 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*. 7(1).

**Dr. Augusta Lynn Bolles** was named 2014 Graduate Faculty Mentor of the Year at the University of Maryland, College Park. Her recent publications include:

"Race." *Encyclopedia of Tourism*. Edited by Jafar Jafari, Honggen Xiao. NY: Springer, 2014.

**Dr. Melinda Martin-Beltran's** recent publications include:

"What do you want to say?" How adolescents use translanguaging to expand learning opportunities. *International Multilingual Research Journal*. 8(3), 2014. Pp. 208-230.

**Dr. Judith Freidenberg** received the Graduate Research Board Award (RASA) for completion of a book on immigrant experiences in Prince Georges' County with Lexington Books. She has also served as Director of the Graduate Certificate in Museum Scholarship and Material Culture.

**Dr. Sandra Cypess** was the keynote speaker at Coloquio Internacional "Octavio Paz: Laberintos del Poeta" Ottawa, Canada, March 28, 2014. Her recent publications include:

Approaching the Caribbean from a Latin Americanist Perspective. In *Reimagining the Caribbean: Conversations among the Creole, French, and Spanish Caribbean*. Co-editor with Valérie Orlando. Lanham, Boulder, New York, Toronto, Oxford: Lexington Books, 2014. Pp. 1-22.



## **CONSORTIUM ON RACE, GENDER AND ETHNICITY**

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