

Intersections & Inequality

RESEARCH @THE INTERSECTIONS

Intersectional Qualitative Research Methods Institute

Annie E. Casey Foundation 2015-2016: Solution-Driven
Guidebook

Latino Economic Mobility Index (LEMI)

COLLABORATIONS & CONNECTIONS

MENTORING, PEDAGOGY & PRACTICE

Lessons Learned from Associate to Full Professor

Reflections on #BlackLivesMatter

INTERSECTIONAL RESOURCES

Meet the New Members of Our Team

Community Kudos

RESEARCH CONNECTIONS 2016

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

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EDITORS & STAFF

Dr. Ruth Enid Zambrana
Dr. Laura A. Logie
Wendy Hall
Patricia García Gómez
Blaze Buck
Grace Freund



Another year has passed so quickly. This year has been bountiful in yielding new programs and ideas. First, I wish to thank the CRGE staff and undergraduate and graduate students who work so very hard to assure the success of all our activities.

At this moment, with a heavy heart, we bid farewell to Dr. Laura A. Logie, graduate of

the WMST doctoral program 2008. Dr. Logie has been with CRGE since its early beginnings in 1999 and has contributed to its growth, vibrancy, and innovation. Her dedication, loyalty, and competence will not be easily replaced, yet we wish her much success in her new employment. I also want to thank a former CrISP fellow, Tamyka Morant, a doctoral student in the UM College of Education, who volunteered her time and great organizational skills to IQRMI in 2015 and also learned about qualitative methods.

Last June, we launched the first Intersectional Qualitative Research Methods Institute (IQRMI) with support from the Maryland Population Research Center, Office of Diversity and Inclusion, the Annie E. Casey Foundation, and the College of Behavioral and Social Sciences. The Institute was a dream that had been envisioned many years ago by faculty members of the Qualitative Research Interest Group. A shout-out to those faculty who taught the courses—Professors Kevin Roy, Kimberly Griffin and Joseph Richardson—thank you. The camaraderie, exchange of ideas, enthusiasm and intellectual passion were inspirational.

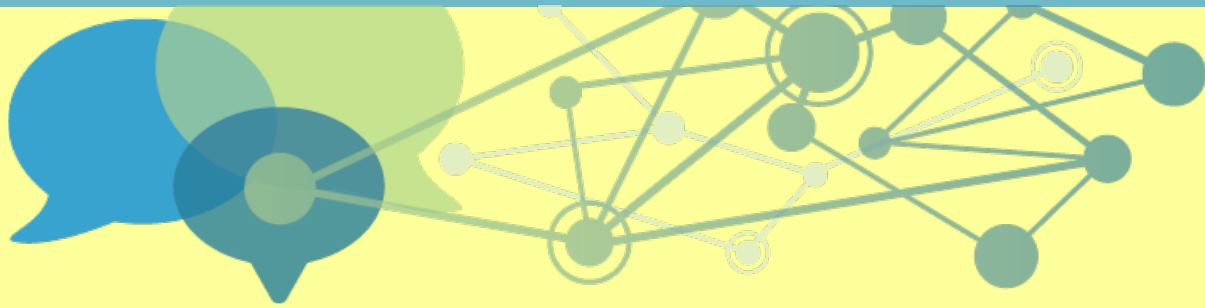
In the fall semester we were joined by Drs. Rashawn Ray and Michelle Espino, who assumed positions as associate research directors. This unique experience provides an opportunity to learn about and be mentored in administrative leadership, programming, and research management projects. Dr. Ray extended our reach in collaborative efforts with ADVANCE and the Critical Race Initiative and assisted with a Mellon grant for research collaborations with historically black colleges and universities. He also solicited the participants for inclusion in our Annual Report. Dr. Ray was unable to continue in his role for the spring semester due to other professional commitments, but we are grateful and express a big thank you for his assistance and support during fall 2015. In this annual report, we highlight the work of intersectional scholars (faculty and graduate students) who are working on important research in the areas of food

studies, built environment and physical activity among youth, racial identification among Dominicans, and the role of religion in #BlackLivesMatter. In response to the unsettling racial incidents that have occurred across the nation and on university campuses, Dr. Ray solicited reflections from different perspectives on campus. Their reflections have yielded some powerful insights for me, and I hope that you will all read them and reflect on your positionality and power to contribute to change.

I also wish to express my appreciation to Dr. Olivia Carter-Pokras, School of Public Health, for the reflections on her “lived experience” from associate to full professor. Although it reads like a cautionary tale, Dr. Carter-Pokras’ unique journey entailed a switch from a government career to an academic career as a midlife professional. This narrative provides many important lessons and insights on what to be vigilant about and how to prepare for submission of dossier for promotion. The narrative may put you on high alert, which I believe is necessary in these contemporary times.

We have updated our website with a new look and an expanded Underrepresented Minority (URM) faculty section that now includes links to recent publications. A significant project funded by the Annie E Casey Foundation is under construction—a guidebook for university administrators on competent and responsive practices in mentoring, hiring, recruitment and retention, appointment, promotion and tenure procedures, and work-family balance for underrepresented minority faculty (See p. 5). We are so pleased that our article, “Don’t Leave Us Behind: The Importance of Mentoring for Underrepresented Minority Faculty,” was the 3rd most read article in the American Education Research Journal this year. Please visit www.crge.umd.edu > Mentorship > Underrepresented Minority Faculty. Our website has also gained tremendous popularity over the years. (See p. 25 for data on visitors).

The events of the last year—the almost daily unveiling of racism, discrimination, and untruths—speak to the role of higher education institutions to engage in deep and continuous reflection to ensure that administrators and faculty do the right thing but also know what the right thing is. Our future work seems ever more compelling and central to the mission of UMD and the nation. As new questions emerge on what is diversity, how policy reflects practice, and how we find effective ways to be part of the solution, the task at hand evokes both fear and hope. May the year ahead nurture the hope and diminish the fears.



Second Annual Intersectional Qualitative Research Methods Institute, June 5-10, 2016

Last June, CRGE hosted the inaugural Intersectional Qualitative Research Methods Institute (IQRMI) for Underrepresented Minority (URM) Scholars. Over the course of five days, 25 participants from across the country learned from and engaged in critical discussions about research design, the writing process, and surviving and thriving in academe with eight noted qualitative and mixed methods scholars. Participants appreciated the opportunity to connect and network with peers and underrepresented minority scholars, enhance their qualitative data analysis skills, and apply an intersectional lens to their research.

Few training institutes focus on qualitative research methods, and currently none incorporate discussions regarding the intersections of race, gender, class, ethnicity, and other dimensions of inequality (i.e., intersectional scholarship), especially as cultivated through the lens of URM scholars. Based on our experiences last summer and participants' feedback, we know that IQRMI offers a unique and innovative program that brings together an interdisciplinary group of underrepresented minority scholars who have the potential to become the next generation of thought leaders in academe who can apply rigorous theoretical and methodological skills to address the most pressing social issues of our time.

This year, with the generous support from the New Connections Program, a national program of the Robert Wood Johnson Foundation, and the Office of Diversity and Inclusion at the University of Maryland, College Park, we are proud to announce the second annual IQRMI, which will be held June 5-10, 2016!

Additional information is available at <http://www.crge.umd.edu/IQRMI/index.html>. The deadline to submit applications was March 28th.

Annie E. Casey Foundation Collaboration Leads to Solutions-Driven Guidebook

Over the past 10 years, Dr. Ruth Zambrana has dedicated her research to understanding the issues that relate to the paltry representation of historically underrepresented minority (URM) faculty at elite higher education institutions. Based on her observations and experience, Dr. Zambrana felt compelled to conduct a deep inquiry about the barriers to and facilitators of successful career paths for URM faculty. The culmination of her scholarly efforts has led to a solutions-driven guidebook for academic administrators funded by the Annie E. Casey Foundation. In collaboration with Dr. Michelle Espino and two higher education graduate students, a draft guidebook has been developed.

This guidebook will provide innovative guidance on effective policies that can address implicit bias and exclusionary institutional practices, and thus create barriers to the promotion and retention of URM scholars along the academic pipeline. This guidebook has the potential to promote positive change with integrity and incorporate the historically underrepresented groups in institutions of higher education. The guidebook will be published in summer 2016.

Latino Economic Mobility Index (LEMI): Coordinating Baseline Survey Activities: Implications for Family Health and Well-Being

Income inequality is a significant issue in the U.S. Latinos and African Americans experience the greatest income disparity compared to Whites and Asians. Low-income, aspiring middle class households—families with small children—are an important population group to assist in finding the pathways to economic stability needed to attain bright and stable futures. For many poor families, access to the social and economic opportunity structures for the development of assets and their ability to accumulate wealth and transmit economic resources to their children often represent unknown pathways.

According to the Pew Research Hispanic Trends Project, 33.8% of Latino children under 18 years old living in the US are living in poverty (Statistical Portrait of Hispanics in the United States, 2012. Published April 29, 2014). The majority of these vulnerable children are part of households where, in many cases, their mother or another adult Latina in the household is primarily responsible for managing the household's finances and their impact on the well-being of children in those households.

Principal Investigator, Dr. Ruth E. Zambrana, in partnership with New Economics for Women (NEW), a non-profit community development corporation based in Los Angeles, is collaborating with UMD colleagues Kathleen Stewart, Department of Geographical Sciences, and Michelle Espino, College of Education, to assess the feasibility of designing a mixed methods study to gather data on the growth of Latina entrepreneurial activity in the United States. It will be initiated in Los Angeles, California. These data, along with census data, health data, business data, and geographical mapping techniques, will aid in the creation of the Latino Economic Mobility Index (LEMI) to monitor community investment and community health and financial well-being in areas of high Latino concentration.



WELCOME



CRGE welcomes **Dr. Oscar Barbarin** to the University of Maryland as Chair of the African American Studies Department. Previously, he was the Lila L. and Douglas J. Hertz Endowed Chair in the Department of Psychology at Tulane University. Dr. Barbarin developed a universal mental health screening system for children and served as the principal investigator of a national study whose focus was on the socio-emotional and academic development of boys of color. In addition to his research in the U.S., Dr. Barbarin has conducted a 20-year longitudinal study of the effects of poverty and violence on child development in South Africa. In his new position, Dr. Barbarin plans to collaborate with other departments and units on campus to establish a center with a focus on boys of color.

CONGRATULATIONS



CRGE congratulates **Dr. Psyche Williams-Forson** in her new position as Chair of American Studies. Dr. Williams-Forson is an affiliate faculty of CRGE, Women's Studies and African American Studies, and served as graduate director for three years in American Studies. Dr. Williams-Forson is the author of two books including *Taking Food Public: Redefining Foodways in a Changing World* and *Building Houses Out of Chicken Legs: Black Women, Food, & Power* (winner of the best book award from American Folklore Society-Women's Section). Dr. Williams-Forson has won several teaching awards and fellowships including recognition from the Foxworth Creative Enterprise Initiative, a "Fearless Ideas" course with the Academy for Innovation and Entrepreneurship, a UMD Service Learning Faculty Fellowship, a Smithsonian Institution Senior Fellowship, and a Ford Foundation Postdoctoral Diversity Fellowship. Her research report provides more details on her current research and teaching endeavors (See p. 10).

NEW POSITION



Dr. Seung-kyung Kim became the founding Korea Foundation Chair in Korean Studies, director of Indiana University's new Institute on Korean Studies, and a professor in the Department of East Asian Languages and Cultures in Bloomington, Indiana. Dr. Kim served as chair of the Department of Women's Studies and director of the Center for East Asian Studies at the University of Maryland, where she also served as founding director of the Asian-American Studies Program. Her research focuses on the intersection of transnational migration, education, and the family. Kim is a fellow of the Korean Family in Comparative Perspective Laboratory for the Globalization of Korean Studies, funded by the Academy of Korean Studies. Her publications include *Class Struggle or Family Struggle?: Lives of Women Factory Workers in South Korea* (Cambridge University Press, 1997; reissued in paperback in 2007) and *The Korean Women's Movement and the State: Bargaining for Change* (Routledge, 2014).

WE WILL MISS YOU: RETIREMENTS 2015-2016



Dr. A. Lynn Bolles joined the Department of Women's Studies in 1989, after serving for eight years as the Director of Africana Studies and Associate Professor of Anthropology at Bowdoin College. She was one of the founders of the Gender and Women's Studies Program at Bowdoin and the Institute of Gender and Development Studies at the University of the West Indies. Dr. Bolles authored "Telling the Story Straight: Black Feminist Intellectual Thought in Anthropology" and "Katherine Dunham's First Journey in Anthropology," in addition to many other articles and books. Bolles is past president of the Caribbean Studies Association, the Association for Feminist Anthropology and the Society for the Anthropology of North America. She received the 2013 "Legacy Award" from the Association of Black Anthropology.



Dr. Deborah Rosenfelt joined the Department of Women's Studies in the fall of 1989. Prior to coming to Maryland she served as Professor and Director of Women's Studies at San Francisco State University and Professor of English at California State University, Long Beach. For twenty years, she directed UMD's Curriculum Transformation Project, which was charged with making the campus-wide curriculum inclusive of gender, race, class, sexual identity and expression, ability, and other aspects of human diversity. She has authored many essays on 20th-century American women's literary and cultural history, women artists and social change, and women's studies and curricular change in higher education. She served as Project Director of a multi-year series of grants on internationalizing and gendering the curriculum funded by the Ford Foundation, and has served as a Fulbright and visiting scholar in the Ukraine and Hungary.



Dr. Marie Howland joined UMD as an Assistant Professor in the Urban Studies Department in 1981, was tenured in 1984, and was promoted to Full Professor in 1995. Professor Howland served as head of the Urban Studies and Planning Program until 2002. As program head, she was instrumental in the change of name to the School of Architecture, Planning, and Preservation, the creation of the National Center for Smart Growth and the school-wide PhD program, Urban and Regional Planning and Design. In 2002, she stepped down as program head to focus on building the PhD program, which has now graduated 22 students. It is in her role as head of the PhD program that she has had the closest cooperation with CRGE. Dr. Howland has had an illustrious career in academia. The enthusiasm, care, and expertise she brought to the classroom educated a generation of urban planners who now work nationwide, using their knowledge and talents to create livable communities. In retirement, she looks forward to continuing to consult, traveling, and spending time with her two sons and family back in her home state of California.

FOND FAREWELL



Dr. Laura A. Logie came to the University of Maryland in 1999. She joined the PhD program in the Department of Women's Studies in 2001 and graduated with her doctorate in May 2008. Her dissertation entitled "An Intersectional Gaze at Latinidad, Nation, Gender and Self-Perceived Health Status" utilized primary data to describe and explore the selected health care and psychosocial factors that are associated with self-perceived health status among Central and South Americans in Montgomery County, Maryland, by gender. Laura served as a graduate research assistant at the beginning of CRGE. In April 2007, she began her tenure as interim assistant director. During the last 8 years, Dr. Logie has overseen CrISP, QRIG, grant development, research projects, books, articles, conferences, colloquia and undergraduate and graduate students. She has been an integral part of CRGE and its overall mission. She will continue her primary research agenda to eliminate the social inequalities that drive persistent disparities in health by gender, race, ethnicity, immigration status and class as the Director of Research at Nueva Vida, Inc. in Alexandria, VA.



CRGE Staff in 2002



CRGE Staff in 2001

CRGE Faculty and Staff: (from top left) Bonnie T. Dill, Ruth E. Zambrana, Miyesha Perry, Amy McLaughlin, Lil Powell Roberts, Sandra M. Nettles, Laura Logie, Samantha Cichero



2009 "Critical Condition: Health Care Policy in the United States"



FOOD PATHWAYS, POWER, AND MARGINALIZATION

Psyche Williams-Forson, PhD
Associate Professor and Chair,
Department of American Studies

When I started conducting research on African American foodways in the late 1990s, I had no idea that twenty years later we would be in the midst of another food revolution. And yet, here we are. In 2006, I published *Building Houses Out of Chicken Legs: Black Women, Food, and Power* (University of North Carolina Press) to highlight the incredible work that African American people—women in particular—had done and are doing with foods that even today are often used to malign them. Since then, I have had the benefit of traveling nationally and internationally to discuss this research. As I continue to shape the field on race and food studies, I have been gathering data for my next monograph on food shaming and food policing in Black communities.

From a scholarly perspective, I use a methodology of participant observation and storytelling to take notice of the ways in which shaming and policing discourses have been gaining fervor, even as the contemporary food movement soars. Everywhere we look nowadays, there is a farmer's market, bumper sticker, or recyclable bag advocating, "buy local." Everyone—from pundits to journalists, food scholars to "foodies"—seems to have some expertise on what is deemed "fresh," "healthy," and "wholesome" food. We are in the midst of food hysteria. Eating is no longer about enjoyment or satiety, but assigning labels—"organic," "sustainable," "healthy," and "local." And at the heart of this culinary madness is an attitude of moral certitude that one group, groups, or person knows better what others should be eating. Failure to adhere to this set of prescriptions often results in food shaming and food policing.

In this ever-changing food landscape, insecurity around food affects a number of people—from those holding a PhD to those without a high school

education. Yet the illusion has not caught up with the reality. From social service providers to the average citizen, many of us have bought into the false notion that recipients of aid—food stamps, housing vouchers, and the like—are "welfare queens." But racializing food stamps denies the wide swaths of the population who experience food insecurity and contributes directly to the obesity rhetoric that ridicules black bodies for being "unruly" and "out of control." Furthermore, these kinds of racializing conversations encourage people to demonize and degrade foods that help to create and sustain communities. Rather than urging people to change what they eat wholesale, I suggest a more effective approach that may help communities incorporate more healthful preparation techniques and ingredients into foods already rich in cultural meaning, encouraging a consideration of an and/or versus a paper or plastic mentality.

Pedagogically, this work manifests itself in a course funded by the ARHU Foxworth Imitative, the Stamp Faculty Fellows, and the Office of Innovation and Entrepreneurship. "Food, Trauma, and Sustainability," works from the premise that food acquisition, preparation, and consumption is deeply embedded in cultural practice. At its core, the term sustainability is defined as "the capacity for being continued; renewable." Mainstream thinking sees environmental studies as the primary discipline for studying sustainability, and the prevailing theoretical model borrows from an accounting framework that incorporates three pillars of intersection—social, environmental, and economic measures, or the "triple bottom line." This course briefly considers these measures of performance but is mostly concerned with an understudied fourth pillar—cultural vitality. The Universal Declaration on Cultural Diversity

issued by UNESCO in 2001 states, “cultural diversity is as necessary for humankind as biodiversity is for nature;” it becomes “one of the roots of development understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.”

Taking this fourth pillar of cultural vitality as a starting point, the course asks how food enables one to achieve a more satisfactory “intellectual, emotional, moral, and spiritual existence” during times of life transition, migration—forced and voluntary, displacement, and dislocation. Research on food in urban environments tells us that many communities are faced with an absence or lack of full service grocery stores. And while full service markets are not a panacea, this is where the emphasis is placed. More importantly, however, is that many people have limited food budgets and cannot afford to purchase food at all, even if full service grocery stores are accessible. Thus, the role of places like dollar stores and gas stations for food acquisition takes on a critical role. The course encourages students to consider the realm of options available to help people make healthy and culturally relevant food choices. This is called helping people eat in the meantime. In the longer term, we should continue to overhaul the agro-industrial food system and address systemic inequalities, environmental racism, and policies that serve as barriers to increasing access, affordability, and culturally relevant food options. The course also encourages students to be aware of their own inherent biases and personal impositions that affect the way they view people with different food behaviors and practices.

The new project takes on these beliefs and the scholars and laypersons who fuel them, because this kind of discourse will have profound effects on future generations. Though we have always lived in a transnational world—where the flows of people, products, capital, and ideas create and characterize global capitalism—now more than ever we are seeing this manifested on our foodscapes. We are living in a moment where cultural sustainability and cultural preservation should trump “eating right,” but often it does not. Sustainable cultural practices get lost in the discourse of telling others what they should and should not eat. This new project offers not only a gentle corrective to this way of thinking, but also gives communities permission to push back on the rhetoric

about what they must do to eat right and thus be good citizens.

Lately, I find myself being called upon more and more to contribute cultural expertise to areas of public health, food and nutrition, sustainability, and food insecurity. These discussions are inflected with race, gender, class, and regional implications. These conversations are heavily burdened by politics—personal and societal—economics, and history. Food cultures require us to think in ways that are more intertwined and multilayered. But complexity is hard for people to get, much less be comfortable with. Often, I encounter the belief that African American foodways emerged from scraps during enslavement. This belief is simple and only partially true. Slavery was a vast, diverse system of bondage that spanned hundreds of years. Food, like other lifeways, changed over time. Yet it is a simple and easy-to-believe narrative because it is short, pithy, and coincides with the larger societal belief of black inferiority. It is easier for people to engage this conversation from a dialectical point of view—good or bad—than to shift to more multifaceted thinking that unveils myriad reasons for varied food consumption patterns.

This ideology becomes all the more acute when dealing with elements of displacement. Using case studies, I showcase the importance of cultural sustainability in asking what defines home for displaced peoples. How have definitions of home and identity been affected by dislocations and transitions, particularly for people moving to more market-oriented economies with access to increased information, travel, and investment? With the increasing numbers of people today visiting their homeland through travel and the Internet, how and where does food fit in? What are the ways that communities reflect and reproduce systems of identities, relationships, and values using food? Using three primary examples taken from African American experiences—enslavement, the Great Migration, and Hurricane Katrina, I hope to provide some avenues for thinking more critically about these questions.



THE BUILT ENVIRONMENT AND PHYSICAL ACTIVITY

Jennifer Roberts, DRPH, MPH
Assistant Professor,
Department of Kinesiology

During my early environmental and public health training, I developed a curiosity of how our health can be directly and indirectly impacted by the design of our neighborhoods and communities. Through the cultivation of this curiosity, I developed my research scholarship, which focuses on the link between the built environment and physical activity, in addition to its impact on obesity and other public health outcomes. More specifically, much of my research has explored the dynamic relationship between environmental, social, and cultural determinants of physical activity, using empirical evidence of this relationship to infer complex health outcome patterns.

Built Environment and Physical Activity

I was a practicing environmental health consultant for approximately six years. During this time, I worked on epidemiological studies where I often examined an association between an environmental exposure (e.g. ozone) and health outcome (e.g. respiratory distress) that was modified by physical activity. As my consulting tenure ripened, my research interests migrated to examining the relationship between the built environment and physical activity. This redirected research interest in physical activity epidemiology became even more pronounced for me when I experienced firsthand the health impact of moving from a car-dependent to a highly walkable environment that reduced my daily work commute from two hours to 20 minutes of driving, increased my weekly physical activity from 0 to over 400 minutes, and increased my sleep from 6 to 9 hours. Hence, my interest in this research was influenced tremendously by this personal experience but equally so by the need to recognize the social and cultural constructs that either incentivize or de-incentivize physical activity engagement, particularly among underserved populations.



Only one in five adults in the U.S. are meeting the 2008 Physical Activity Guidelines for Americans recommendation. In addition to adults, children are also falling short of meeting their physical activity guidelines. I hypothesize that there are several environmental, social, and cultural determinants playing a dynamic role in this actuality. As a way to explore this issue, I am currently the Principal Investigator for the *Built Environment and Active Play (BEAP) Study*.

This study evaluates neighborhood “playability,” or the level of outdoor active play among children in Washington, D.C., and surrounding areas (DMV). An objective of the BEAP Study is to model neighborhood “playability” scores using built environment measures (e.g., presence of sidewalks; home yard availability); incorporating state of the art techniques, such as geographic information system (GIS) modeling; and participant questionnaire data, while also controlling for parental sociological factors (e.g., neighborhood perception; participation in leisure-time physical activity). [1]

The DMV has a residential population of over 5.9 million and is unique in that it is exceptionally heterogeneous with respect to race, ethnicity,

income, education, nativity, and a variety of other variables, which may be contributing to the disparity rates of childhood physical activity and obesity. With my collaborators, Dr. Brian Saelens (University of Washington-Seattle), Dr. Rashawn Ray (University of Maryland-College Park) and Dr. Robin Puett (University of Maryland-College Park), we will attempt to provide a more comprehensive view of factors, specifically neighborhood and/or social factors, influencing the level and type of active play among children. Additionally, the BEAP Study offers an excellent opportunity to understand, address, and reduce childhood physical inactivity among a population of children in the DMV who are affected by the U.S. childhood obesity epidemic.

Active transportation, such as walking, biking, or using public transportation has increasingly been viewed as a strategic and integral pathway to increasing physical activity levels in youth and thus reducing overweight/obesity levels. Adolescents that use active transportation have better cardiorespiratory and muscular fitness, increased energy expenditure, more favorable body composition and less weight gain. Despite these benefits, it is not well understood how environmental and social factors are associated independently or collectively with the adoption of active transportation behavior. Some research has shown that neighborhood street connectivity, land use, urbanicity, family time constraints, adolescent fear coping, and parental risk perceptions can influence adolescent active transportation patterns; however, the dynamic relationship of these environmental and social factors has not been extensively explored.



As Principal Investigator of the *Physical Environment and Active Transport (PEAT) Study*, I will evaluate, along with Dr. Shannon Jette (University of Maryland-College Park), how the newly introduced Washington,

D.C. Metropolitan Area Transit Authority (Metro) system extension (the Dulles Corridor Metrorail Project, Silver Line) and the social environment impact adolescent active transportation among Fairfax County, VA, adolescents, where only 20% of the youth are meeting their necessary physical activity. The Silver Line-Phase One opened with a total of 28 stations, including five new Metro stations in Fairfax County, which now provide an opportunity for adolescents to engage in active transportation to and from Metro stations on their way to school and other destinations. In an area of Fairfax County where Metro stations were absent, the Silver Line-Phase One presents a new opportunity to conduct a natural experiment by capturing and characterizing adolescent active transportation patterns.

Future Trajectories

My future research supports the Healthy People 2020 position, which states, “personal, social, economic, and environmental factors all play a role in physical activity levels among youth, adults, and older adults,” and “understanding the barriers to and facilitators of physical activity is important to ensure the effectiveness of interventions and other actions to improve levels of physical activity” [2]. I will continue to focus on examining the role of factors influencing physical activity levels, specifically targeting underserved and vulnerable populations. A long-term goal is to bring us closer to achieving the Healthy People 2020 physical activity objectives, one of which is “meeting current federal physical activity guidelines for aerobic physical activity and for muscle-strengthening activity” for both adults and youth. [2]

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RACE AMONG LATINOS IN THE UNITED STATES

Jessica Peña, MA
Doctoral Candidate,
Department of Sociology

I became interested in race and racial identities among Latinos in the United States from a very early age, as I've seen the role that race has played in my own life as a second-generation Dominican, along with the lives of my family members and friends. Living in the Dominican Republic, New York, and the Washington, D.C., area has made me much more aware of the role location takes in racial identity formation, as well as the possibility of location playing a larger role in the racial identity formation of others. In the Dominican Republic, anti-Black and anti-Haitian rhetoric is commonplace. While living in the country as a child, I repeatedly received the message that even though many Dominicans and Haitians were physically indistinguishable, Dominicans were not Black like Haitians. New York City's large immigrant population and the large Dominican enclave make it commonplace for individuals to highlight their ethnic identities as well as shift the focus away from identifying with U.S. racial categories.

This is not to say that race does not play a significant role in New York City. As stated by interviewees in the work of other researchers, "I had to discover I was Black...most Dominicans don't discover they are Black until they go to New York" (Gates, Jr. 2011). However, race and the construction of blackness have had a historical presence among Dominicans in the D.C. area and their racial identity formation processes (Candelario 2007). Through in-depth interviews with Dominicans who identify differently in certain locations within the United States, my dissertation research focuses on the processes of identity formation and the resulting mental health impacts.

Racial identities are not fixed but are the result of different racial projects, which are "simultaneously an interpretation, representation, or explanation of racial dynamic, and an effort to reorganize and redistribute resources along particular racial lines"

(Omi and Winant 1994). My research aims to bring greater attention to the racial diversity and many racial projects within U.S. Latino experiences. While the international literature on race within Latin America clearly highlights distinctions and the racial disparities experienced within these countries, the literature on race among Latinos in the U.S. still lags far behind. Though I believe this is not exclusive to Dominicans and may apply to many Latinos in the U.S., it is imperative for good research to take into account the socio-historical context of people from countries with distinct racial histories.

My current research addresses the racial self-classification practices of Dominicans in the U.S. on official documents, such as the Census-collected American Community Survey (2007-2011). This study analyzes the role of location, specifically the percentage of co-ethnics living in a given area, and its role on racial self-classification. Dominicans in the New York metropolitan area, where over 50 percent of all Dominican respondents were located, were more likely to identify as racially "other," opting out of identifying as "White" or "Black." In contrast, Dominicans in the D.C. metropolitan area were less likely to use the "other" racial category and more likely to identify along the U.S. racial classification system. Other factors that play a significant role in the racial classification practices of Dominicans are nativity (whether or not they were born in the U.S. or are first-generation immigrants), gender, and education.

My findings indicate that native-born Dominicans and Dominicans with higher levels of education are more likely to identify along the U.S. racial classification system. Dominican foreign-born women were less likely to identify as "Black" or "White" than their male counterparts, but this gender effect disappears when focusing on U.S.-born Dominicans. While research in Latin America has often highlighted the role of skin

tone on racial self-classification, the literature for Latinos in the U.S. is limited (see Golash-Boza and Darity Jr. 2008).

Research on skin tone, race, and health impacts suggests that multiple measures of race have significant and negative effects on self-reported health (Garcia et al 2015), while the research on the impacts on mental health is limited. Using secondary data on skin tone, racial self-classification, and mental health, I plan on expanding this body of knowledge for Dominican immigrants in the U.S.

While racial self-classification begins to address part of the racial identity formation process, this is still only one piece of the puzzle. As I believe location takes on an important role in identity formation, my future research will expand to other receiving countries with large Dominican immigrant populations and contribute to the immigrant incorporation and identity formation literature internationally.

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Dominican Republic flag at the Hispanic Day Parade, 5th Avenue and 68th Street, New York, 2007. Photo taken by Paul Stein.



A MOMENT OR A MOVEMENT? RELIGION IN #BLACKLIVESMATTER

Kevin Winstead
Doctoral Candidate,
Department of American Studies

Trained as a sociologist within the interdisciplinary field of American Studies, I conduct research that asks: how do people reengage in social insurgency, and what role does faith play in the passing down of emancipatory knowledges for movement use? I see this work as specifically situated in sociology of knowledge framework that in part aims to evaluate the utility of theories of social movements within a neoliberal context. This research contributes to conversations across the fields of sociology, religion, Africana studies, and digital studies.

My current research is birthed out of my previous work on abeyance formations of the Civil Rights Movement and a set of circumstances that began with the death of Trayvon Martin. I draw on the work of Verta Taylor, who defines abeyance as a holding pattern by which movements sustain themselves in hostile political environments, thus providing continuity, connecting one stage of mobilization to another. In my previous work, I examined how some of the energy, strategies, and tactics of the Civil Rights and Black Power movements resulted in a holding pattern within the Catholic Church, where Black nuns, priests, and everyday lay people took the cultural, intellectual, and tactical lessons from the Civil Rights era insurgency and turned their sights on reforming the Catholic Church to address the needs of African Americans during the 1970s and 1980s. I stay connected to the Black Catholic community by delivering a series of talks at the annual Archbishop Lyke Conference, which brings together members of Black Catholic communities, professionals, and academics.

The death of Trayvon Martin took the questions often posed to me through intergenerational conversations in barber shops and local town halls, such as, “What happened to the Civil Rights Movement?” and morphed them into, “What will it take for another movement to emerge?” By the time Michael Brown was killed in Ferguson, Missouri, that question again

morphed, this time into, “Is this wave of protest a movement or a moment?” The current wave of protests from Florida, St. Louis, the University of Missouri, and Baltimore has placed new calls on my emerging dissertation research to think about how theories of social movements are useful or not in thinking about this modern movement.

In order to understand the utility of existing social movement theories, as well as develop a more comprehensive understanding of contemporary social movements, I draw upon data I collected during the Ferguson uprisings. I am also in the process of interviewing Baltimore youth involved in the Baltimore uprising and conducting participant observations in several locations, including Chicago, Baltimore, and St. Louis. From my preliminary data, I find that the structure, strategies, and tactics of contemporary Black social movements are a mixture of passed down emancipatory knowledges restructured to negotiate the contemporary neoliberal moment. As such, my work will continue to reconsider what theories are useful, and what insights can be gained from this community of activists, to help understand how collectives reengage in social insurgency.

This research has already produced two additional research projects that demonstrate my aim to make interdisciplinary, as well as sociological, contributions to both the study of social movements and how we teach social movements in the classroom. In conjunction with the Sociology Department at the University of Maryland, College Park, I am part of a teaching team for a course on Black social movements in which we engage questions of resistance, activism, and social change by examining patterns of contemporary political activism by African Americans and their allies who aim to better the social conditions of people of African descent. I am using this course as a test case on the utility of social media to supplement and/or replace service learning projects as a tool to engage critical current events in real time.



PRSA
Puerto Rican Studies Association

Puerto Rican Studies Association

CRGE is proud to host the Puerto Rican Studies Association's 12th Biennial Conference, **Education, Gender, Equity and Social Justice: Puerto Rican Alliances to Advance Change** to be held from October 27-30, 2016, at the University of Maryland. For more information: <http://arlenetorresprofessor.com/PRSA/index.html>

Education researchers and educators are forging new theories and methods grounded in practice to advance the well-being of Puerto Rican and broader Latina/o communities. In the current sociopolitical landscape, how do we critically evaluate local and national data sets and modes of qualitative inquiry to better examine and interpret the needs of Puerto Rican children and young adults and other historically marginalized groups? This conference seeks to explore the past and imagine a future where education moves beyond the reproduction of inequality and serves as a means to empower Puerto Ricans and other historically marginalized groups to further promote transformative and emancipatory forms of knowledge in practice in the U.S. and Puerto Rico.

ADVANCE Collaborations Across Campus

We are delighted that **ADVANCE** has renewed its efforts through university and college support. CRGE has continued to collaborate in a formal partnership with the ADVANCE Program Directors, Dr. KerryAnn O'Meara and Dr. Ellin K. Scholnick, Chair of the President's Commission on Women's Issues. We have co-sponsored a joint workshop on the transition of women and underrepresented minority faculty from associate to full professor and are planning writing workshops to help faculty jumpstart semester transitions and research productivity for new assistant professors. These collaborations will continue into the future, as faculty report huge dividends from attending. ADVANCE and CRGE will provide additional writing and informational workshops and plan for a potential writing retreat. CRGE is also in the process of organizing collaborative research interdisciplinary groups (CRIGs). One CRIG on Latino health brings together public health, geographical informal sciences and women's studies, and has been awarded a Tier 1 grant. New CRIGs will be forming in the future. Through collaboration with, and support from, the Maryland Population Research Center, we have continued our very well-attended qualitative research seminars and speaker series and have expanded our grant award program to doctoral students (See p. 26).

New Connections: Uncovering the Institutional Impact of Scholars from Historically Underrepresented Backgrounds

RWJF New Connections program, in partnership with CRGE, held a Regional Meeting on Thursday, April 7, 2016, at the University of Maryland, College Park, Marriott Conference Center. The meeting gathered senior scholars, administrators, and leaders working in institutions of higher education and the social sector to (1) share best practices for developing URM professionals, and (2) discuss action-oriented solutions for establishing the necessary infrastructures to support URM professionals. As a secondary goal, this meeting identified institutional and organizational champions building partnerships to foster supportive infrastructures for URMs.



MY PERSPECTIVE: LESSONS LEARNED FROM ASSOCIATE TO FULL PROFESSOR

Olivia Carter-Pokras, PhD
Professor, Department of
Epidemiology and Biostatistics
Interim Dean for Diversity and Inclusion

Olivia Carter-Pokras, PhD, is a Professor of Epidemiology at the University of Maryland School of Public Health. A health disparities researcher for three decades, she has been recognized by the Governor of Maryland, Surgeon General, Assistant Secretary for Health, and Latino Caucus of the American Public Health Association for her career achievements to improve racial/ethnic data, develop health policy to address health disparities, and improve health care quality for Latinos.

This is my second career, following a 21 year career in the federal government. I was a non-tenured Associate Professor at the University of Maryland School of Medicine for 4.5 years and joined the University of Maryland, College Park faculty 8.5 years ago as a tenured Associate Professor. During my tenure here, I have had three chairs, and two Deans. I started the promotion process with the first chair and completed it successfully with the third (effective August 2015). These 8.5 years have not been easy. I had to learn many rules and strategies to navigate the institutional requirements at UM. Upon receiving notice of my promotion to full professor in the summer of 2015, I first threw a big party to celebrate and thank all who have helped me along the way--students, friends, family, and colleagues--and then decided to pass on to my colleagues the lessons I have learned to provide a roadmap for successfully reaching the goal of full professor. Below are 12 important lessons:

Six Levels – I don't think I fully understood until I embarked on this journey that there were six levels of review: Departmental Committee, Chair, School Committee, Dean, Campus Committee, and Provost. You can decide not to continue the process at any point. Even though we already have tenure, this is still a long, tough process. When I got the phone call that I had been promoted, there were definitely tears. During the year, my chair shared with me the results of the Departmental Committee vote, his decision, and then the final decision. The Dean shared with me the results of the School Committee and her decision, and then the final decision. However, many months go by with no word on how things are going.

Review APT Guidelines Thoroughly – Not only will getting to know APT guidelines help you prepare for future promotion, it will also make you a better mentor of early career faculty and doctoral students. APT guideline changes have taken place at the campus level that will impact School and Department APT Committees.

Know Expectations – Expectations are changing due to changes in leadership and the University's path towards increased ranking and visibility. Find out from those who are in the position to make decisions regarding your promotion what their expectations are in terms of research, teaching/mentoring, and service (e.g., number of total publications, average number of peer reviewed journal articles published each year, average number of presentations at scientific meetings, graduation of PhD students, source and type of external funding)—much of this information is not in writing in the APT guidelines.

Publications – Carefully select your publication venues—don't focus just on the number of publications, also consider how well a journal ranks in comparison to others. Since social sciences journals tend to not have as high an impact factor as medical journals, aim for journals that rank in the top two quartiles. You

can use Scimago to check how well a specific journal ranks in comparison to others in the same field. The website JANE can be used with your working article title to search for possible journals to publish in. For your APT package: tracking down information about the acceptance rates for the journal impact table requires contacting journal editors. Most of the 30+ journals in which I have published do not make this information readily available. This also changes over time, so don't waste time tracking down this information too far in advance.

Support from Your Chair – I have heard this over and over again—the chair's support is critical. Having gone through three chairs during this process, I would agree with this assessment. I approached the process with two chairs, and while the third chair took some convincing (see next item), I eventually had my chair's full support.

Request Five Year Review – All Associate and Full Professors are required to complete a five year review, but few have had this done. Mine was two years overdue when chairs were reminded of this requirement, so I asked that we use the results of my five year review to determine whether I was ready to go forward. I prepared my five year review package as if I was going forward for promotion—the same materials and formatting. The results of my five year review were “excellent” for all of the three areas, so my chair was convinced it was time to start the process.

Start Identifying Reviewers Early – Given that this is my second career, I have published with over 160 people, so identifying potential reviewers really took time and effort. They had to be people who would be knowledgeable of my work without having published or worked on a grant/contract with me. I started with a list of people who have cited my work. After I narrowed down the list of people to about 20 full professors at peer or aspirational schools, I shared the list with my mentors and got important feedback as to who would be a good reviewer. Even if you decide not to go up for promotion, this will open your eyes to potential collaborators.

International Connections – My work has focused on health disparities in the U.S.; however, international recognition is something that the University includes as distinguishing Associate from Full Professors. Besides a few international presentations at scientific meetings, I had limited international connections. Using my list of potential reviewers, I reached out to one located in Amsterdam in advance of a family vacation. I had a lovely meeting with her in Amsterdam, resulting in my submitting a Fulbright application (unfunded) and being included as a co-investigator in a European Commission grant (funded).

Teaching Portfolio –Although some of this is straightforward, this is another item that you need to plan for well in advance. If your department/chair has it on file, include a peer teaching evaluation. Note that only a few items from the student evaluations are to be included in a course evaluation summary table. The percent who strongly agree/disagree to certain statements, plus sample comments, can be included in your personal statement and/or teaching summary to underscore a point you want to make. A list of mentee accomplishments can be helpful for your reviewers (e.g., awards, student publications or presentations)—it is too bad that the annual reporting for campus no longer provides a way to easily capture this. You want to document publications and presentations with students in a summary of your mentoring and indicate them on your CV.

Research Impact – In addition to including the required table showing the impact factor of the journals in which you have published, you can add your overall impact factor and number of citations to your personal statement. Create a free Google Scholar webpage to track these easily. When you publish a paper, take the time to update your CV, send a copy to your chair and everyone you cited, post on the departmental bulletin board, etc. Update your online webpages to disseminate your research (e.g., ResearchGate, LinkedIn, affiliate appointment webpages such as MPRC, UMD-SOM). Keep track of when folks use your papers to support policy and practice (Google Scholar can help with this). If your paper is available online, see if you can track

the number of downloads (this can be added to personal statement). Add a list of TV, radio, newspaper, and magazine appearances to your CV (which you can summarize in the personal statement).

Selecting Example Papers – When trying to decide which papers to use as examples, consider your most cited papers, papers that are fairly recent examples of the work that you are currently doing, and papers that have had an important impact on policy and practice. Ideally, choose papers that you have published since you joined UMD, or at least since you joined academia. Selected papers should support points that you are trying to make about your research expertise/focus in your personal statement. Run the selection of papers past your mentors.

Personal Statement – Help reviewers see how your research and service informs your teaching. Give a little more information about accomplishments (e.g., impact of your work) than they can see in the CV (e.g., one of your doctoral students was selected to receive a dissertation award out of XX dissertations). Make sure that what is in your personal statement is also mentioned in your CV or other materials. Since this is the document that is most likely to be read by reviewers, start on this early and run it past your mentors to get feedback. One piece of advice that I was given is to be factual but not brag (of course, I wonder whether men are told the same thing). Provide numbers to help underscore a point (e.g., total dollar amount of external funding received, number of years you’ve received NIH funding as a PI, number of grants, number of publications, impact factor, number of citations, number of first authored publications or percent, number of papers that you have coauthored with students, number of students advised or graduated, etc.). Make it easy for your departmental committee to write the descriptive summary that will be part of your package going forward.

Formatting – Print out a copy of both the departmental and campus APT guidelines to place in a binder, and use highlighter and post-its to note what is needed. Because of the level of detail and the changes in the guidelines, even experienced APT committee chairs don’t have everything memorized. If you know someone who has been promoted to full professor recently, ask them whether they would be kind enough to share their package with you. Start early and realize that even with your best effort, there will likely be last minute requests for changes or additional material. Try to stay calm and centered.

Concluding Thoughts – I couldn’t have done this without the help of many people. I want to give a special “shout-out” to three Advance professors—Dr. Ruth Enid Zambrana, Dr. Sally Koblinsky, and Dr. Dushanka Kleinman, who were in my corner throughout this multi-year process.

Congratulations to Former CrISP Scholar Dr. Maria Velasquez!

Dissertation Title: “Reclaiming Black Beledi: Race, Wellness, and Online Community” Psyche Williams-Forson, Chair

Dr. Velasquez is now a postdoctoral fellow in the Africana Studies Program and the Griot Institute for African Studies at Bucknell University in Lewisburg, Pennsylvania.

FROM ACROSS THE ACADEMIC PIPELINE: REFLECTIONS ON RACE and #BLACKLIVESMATTER

Given incidents of police shootings around the U.S. that have sparked international outrage, as well as town halls and campus protests centered on these issues, and debates about renaming buildings, CRGE wanted to provide a space for individuals involved directly in these issues to reflect on their roles as students, staff, and faculty to help create a more equitable campus and society. First, Rhys Hall, who is a graduating senior sociology major, provides his comment from the renaming ceremony of the Parren J. Mitchell Art-Sociology Building. As an active student leader on campus, Rhys was selected by the President's Office and the Department of Sociology as the student speaker. Second, Melissa Brown, who is a doctoral student in the Department of Sociology, reflects on her ongoing research that studies how social media is used as a vessel for activism and mobilization. Third, Dr. Beth Douthirt-Cohen, who is the Director of Education and Training Programs in the Office of Diversity and Inclusion, reflects on her role as a staff member who provides students, staff, and faculty with the resources they need to create more equity in their daily lives on campus. Finally, Dr. Neil Fraistat, who is the Director of the Maryland Institute for Technology in the Humanities and Professor in the Department of English, reflects on our ability as researchers to capture and document a unique moment by creating an archive of social media data.

After applying to the graduate program at the University of Maryland, College Park and being rejected due to the college president's advice to pursue his degree "off campus," Parren Mitchell sued the university and won admission to the program, becoming the first black graduate student. He was also the first African-American from the state of Maryland to serve as a member in Congress; for eight terms, Parren led the Congressional Black Caucus and House Small Business Committee.

Rhys Hall, Senior, Sociology Major

We are all bestowed with power. How you use it is what comes to define you. Today, I was blessed with the opportunity of dedicating both this building and

my continued service as an academic, activist, and human being in the honor of those who stood before me, those who pioneered the way. Why am I standing here today? It's because of Parren Mitchell. Sixty-five years ago, there was no one like me at this university. The power that I have today comes from the utilization of Mitchell's power before us. The power of his will, of his support system, of a people. Education is championed as the platform for sustained success for the American Dream, and on this very campus my people could not receive an education.

Parren Mitchell sued the University; he was the catalyst behind ending just one of the residual effects of the relegation of the Black human being as something that is less than. In our own state that today has become a leader in a push for diversity, I am speaking of a man who received a Purple Heart after being wounded while serving overseas in WWII. Sacrifice becomes more than an action, more than a mindset. It becomes a way of life. No power is worth having if not used to open avenues for others. I am grateful for that avenue today. This building has provided a lot of memories over the years. The location of tireless hours of research; faculty that have inspired many great jokes, challenged narratives, and inspired theses. Shamelessly, I consider this [Art-Sociology Building] to be the root of my undergraduate experience at UMD.

This has been an experience that, with each passing year, has left a senior feeling compelled to think of ways I can aspire to be more like Parren Mitchell. When I look at the Black Alliance Network; our Sociology, African American Studies, and other programs that highlight the importance of race in academia; the #BlackLivesMatter movement and its expansion to UMD, I think about how bold it feels to see what we are doing. I can only imagine how the founding members of the Congressional Black Caucus felt when planning out how they would boycott President Richard Nixon's State of the Union address, one of the first actions of the organization upon formation. When I reflect on how to have people like Dr. Rashawn Ray step into the lives of a Rhys

Hall or Javon Goard and make a change, I can only imagine how Delegates Curt Anderson or Talmadge Branch felt when they were being mentored by Mr. Mitchell. Power is nothing if it allows itself to end once an individual goal is achieved. As I aspire to commit further education towards the enlightenment and liberation of my community from the persistent effects of systemic racism, inequality, and erasure, I can only wonder where I would be right now if Parren Mitchell hadn't picked up the mantle decades ago and refused to be powerless in the face of oppression. So we are told, "No one man should have all that power?" Then give it away! That's what he did. Because if his power ended before my journey began, I wouldn't have a story to tell you today. From here on out, when you step into this building, when you move on past this university, when you see my face on my streets, and begin paving the way through yours, think about Parren Mitchell, think about that power. He gave it to you, now what are you gonna do with it?

Melissa Brown, Doctoral Student, Department of Sociology

Before hashtags, social media activism, and social movements, I knew the meaning of #BlackLivesMatter. I learned Black lives mattered from my father, who told me how his ancestors survived in the hills of Jamaica as Maroons, the descendants of slaves who escaped the tyranny of both Spanish and British colonialists to found their own free community. I learned Black lives mattered from my mother, who told me how her father worked as a landscaper for plush and beautiful resorts in Montego Bay where neither he nor his children were allowed to swim, eat, or stay because they were Black. I learned Black lives mattered from my sister, whose friend Corey Ward was shot by a plainclothes police officer who was pursuing a group of Black teenaged boys driving an Escalade because he suspected they were car thieves. I learned Black lives mattered for myself in 2011, when I joined Twitter and joined several Black college students across the country, as we used the social media website to generate support for Troy Davis. A year later, when we lost Trayvon Martin, those who believe Black lives mattered started to find each other, as we circulated #BlackLivesMatter on several social media platforms. When we lost Mike Brown, we found our voice. My contribution to the movement is less so one of

organizer, activist, or agitator. I am a Black Lives Matter scholar-advocate. I use my scholarship to challenge notions of racial inferiority or inherent criminality of Blackness. I use my scholarship to demonstrate how #BlackLivesMatter has grown into a social movement, using tweets on Ferguson as data and real world protests as mirrors of social media activity. I advocate for Black lives in spaces where Black lives have traditionally been excluded. I situate myself as a critical race scholar, meaning that I use social theories on race as tools of social justice with the interest of guiding social change. Additionally, I emphasize how the problem of Black Lives Matter is an intersectional one, which extends beyond Blackness to include immigration status, sexuality, and gender identity, to name a few. Furthermore, I use this scholarship to uncover the power relations that have generated not only this movement but counter movements, as well. Lastly, I use my scholarship to illuminate the connections between this movement and other movements against injustice to demonstrate that when we say #BlackLivesMatter, we speak to the struggle for self-determination and the right to exist everywhere.

Dr. Beth Douthirt-Cohen, Director of Education, Office of Diversity and Inclusion

For those of us who identify as White, there has always been a need for our participation in anti-racism work. Now, in our current racial justice moment, the call is even louder: return to our primarily White neighborhoods and institutions and begin discussions on race. Do it together, do it with diligence and care, and begin doing it today.

My own racial consciousness developed in the absence of conversations about race at predominately White institutions (PWIs) in the early 2000s. As a White woman in her late teens and early twenties, who was thinking about her own role in anti-racism movements, the paths that occurred to me for anti-racist work led to spaces and communities with mostly people of color. I thought - accurately - that conversations about race only occurred, and were only going to happen, in spaces run by and including mostly people of color. I thought that race conversations were impossible in White spaces with mostly White people — I did not see these kinds of

conversations role modeled, nor did I understand how they would occur. Twenty years later, students, faculty, and staff of color are still asserting that PWIs are deafeningly silent around race, that the “discussion” of race is often a blanket of awkward evasion, deft topic-changes, and that a “conversation” doesn’t have White people invested in it, as it should.

Given this history, many PWIs, like the University of Maryland, around the country are attempting to figure out their role in the current movement for racial equity. For most campuses, it isn’t straightforward or clear how to begin or proceed with these conversations. There are several generations of White people that were taught two key notions: not to notice race and that talking about race is impolite. And as a result, when race is addressed, the sole focus is often hostile interpersonal racial acts, deliberate racial discrimination, and conscious bias - obscuring the insidious and pervasive unconscious bias and the institutional and systemic manifestations of race bias. So where does an institution like UMD begin?

At the University of Maryland and other PWIs, the Black Lives Matter Movement is demanding that White communities discuss race, teach each other, develop an understanding of racial justice, and directly address racial bias in policy and practice. One of the resounding lessons from this movement is how seductive and profoundly problematic it is for White people to distance themselves from dialoguing about race. Authentic dialogue means owning one’s contribution to the problem of racism, as well as one’s responsibility and capacity to create meaningful change. Most of us who identify as White were not taught to engage race, which suggests unlearning has to occur before authentic engagement can begin. On the other hand, people of color regularly share with me that talking about race was a necessity and connected to survival. PWIs are uniquely situated to support the unlearning and the learning that needs to occur around race.

For White people, denying racism and our complicity with racism can be comforting. We convince ourselves that racism is an isolated or far-away problem, or that those who maintain the systems and structures that perpetuate racism are very different from most of us here on campus. But the comfort is often short-lived. Eventually the institution is likely to face a messy

confrontation with race, and the more that race has been put off, silenced, and derailed, the messier the racial fallout promises to be.

White people committed to anti-racism need to speak up in classrooms, in places of worship, in intimate conversations, in the cracks and crevices of our own White communities. We must have difficult race conversations and change policy and practice. We need to see the progressive path as one leading back to our hometowns where buried, unspoken things are deeply, bone-chillingly, wrong. Calls for “colorblindness” still run amok in classrooms, playgrounds, and residence halls. De-facto segregation, gerrymandering, sentencing bias, disproportionate criminal rates of incarceration, police intimidation and violence, unequal opportunity, and abandoned communities are only the beginning of our common story for which we all own a portion of culpability.

The lesson seems obvious: White people need to interrupt the racism of White people. White people – those who populate our White institutions – need to all stand up and say, “this is real, it can be changed, we are part of the problem, we can be part of the solution, let’s begin the discussion and the changes today.” Anything short of that fails to address the problem.

Dr. Neil Fraistat and Ed Summers, Maryland Institute for Technology in the Humanities

In the aftermath of events at Ferguson and in direct response to the campus Town Hall Meeting about them, we at the Maryland Institute for Technology in the Humanities (MITH) joined the coalition that formed #BlackLivesMatter@UMD and participated in the campus Teach Ins that took place last spring.

MITH’s Teach Ins focused on an archive, created by Ed Summers, of over 13 million tweets that contained the word “Ferguson” during the two weeks following the shooting of Michael Brown. We believe that documenting the historical record of social media activism and making it available in archival form is itself a form of activism. Those in power control the shape of our archives, “the facts on the ground” of history, unless others do something about it and help to shape our collective memory. In the words of

prominent archivist K. E. Foote: “A society’s need to remember is balanced against its desire to forget, to leave the memory behind and put the event out of mind” (<http://bit.ly/1RIHgYa>), and this is nowhere truer than of acts involving race and institutional violence.

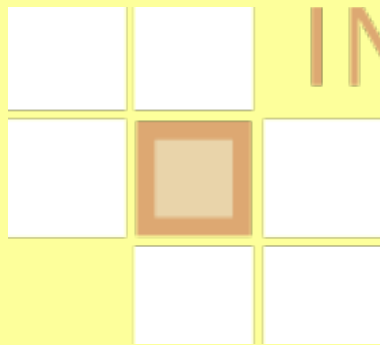
We also believe that analyzing the historical record of social media activism is itself a form of activism. It is not enough for us to simply possess the social media archives we create, we also need to understand them and put them to use. Such understandings can lead to new and more powerful forms of social activism; provide counter-narratives to erroneous, misleading, or falsified accounts; and enable new knowledge about how social media itself is changing the forms and possibilities of social activism.

We therefore extended an open invitation to all those on campus who might have a research interest in our Ferguson Twitter archive to come to a meeting at MITH to share their ideas. Attended by graduate students and faculty from arts and humanities, journalism, social sciences, and information sciences, this thought-provoking meeting prompted us, in collaboration with colleagues from the iSchool and Computer Science, to run a series of four well attended “Researching Ferguson Teach Ins” on how to build social media archives, the ethics and rights issues associated with using them, and the tools and methods for analyzing them.

The tweets in our Ferguson archive include metadata that allowed us to see not only such things as which tweets, photos, videos, links, and people were most retweeted, but also which #hashtags were most used to thematize or narrativize events or contest those of others (e.g., “#BlackLivesMatter” v. “#AllLivesMatter”). Moreover, some of our researchers asked for customized subsets of the archive—for example, all tweets about Ferguson issued by ISIS, which tweeted about the aftermath of Ferguson in increasingly sophisticated ways. The research outcomes of our work are still in process, but they include a recent Mellon grant for “Documenting the Now,” a tool-building project for the archiving and analysis of social media archives and a jointly written article with campus sociologists Rashawn Ray and Melissa Brown that analyzes over 31 million tweets captured during four periods of major racial tension in the year following Michael Brown’s death. One thing we have learned is that the major hashtag contesting #BlackLivesMatter was not, in fact, #AllLivesMatter, as in the example above, but #TCOT, which is the product of a group of “top conservatives” none of us had ever heard of before.

More than one year after events at Ferguson captured the full attention of mainstream national media—largely because of how they were being captured on social media—there is much still to learn about what it means to “Document the Now.” We hope those of you who are interested in how social media can be made tractable to computational analysis, especially in matters relating to race relations, will visit us at MITH.





INTERSECTIONAL Research Database

CRGE launched the Intersectional Research Database in 2005 as the only online searchable compilation of research that examines patterns of inequality. This database remains a rich collection of bibliographical resources on interdisciplinary, intersectional empirical literature. The database contains scholarship using a large number of methodological approaches that examines the intersections of race, gender, ethnicity, and other dimensions of inequality. The Intersectional Research Database is a free, online service to scholars committed to superior quality interdisciplinary work on how intersections of difference construct and shape everyday life. Users can search, narrow entries by topic, or browse all entries. Each entry contains a citation of a book or article and an annotation written by the CRGE research team. Please take some time to explore the database at <http://ird.crge.umd.edu/> and visit often, as the amount of material it contains is continually expanding. We welcome your comments and feedback, as the database continues to grow.

DIGITAL CONNECTIONS REPORT

The CRGE's homepage had a busy year in 2015. Between January 1, 2015 and January 1, 2016, our webpages were viewed a total of 26,906 times by 8,163 people. Our visitors came from all corners of the world. People from 120 countries – from Austria to Zambia – and every state in the U.S. visited our website. Among our visitors, 79.9% accessed us on a desktop computer, 17.8% accessed us on a mobile phone, and 2.3% accessed us on a tablet. Our most visited page was our homepage, which received 7,294 views. Our second most popular page was our introduction to the Intersectional Qualitative Research Methods Institute, which had 2,487 views. IQRMI held its inaugural session last June, and our second IQRMI will be held this summer. Our third most popular page was our informational page on Underrepresented Minority Faculty, which received 1,418 views in 2015.

STAYING CONNECTED WITH CRGE



Consortium on Race, Gender and Ethnicity



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26 QUALITATIVE RESEARCH INTEREST GROUP

Qualitative Research Interest Group (QRIG) Announces 2016 Inaugural Dissertation Seed Grant

CRGE, in collaboration with the Maryland Population Research Center (MPRC), is pleased to announce the inaugural round of a seed grant program for doctoral candidates at the University of Maryland engaged in research using qualitative and mixed (qualitative and quantitative) methods. Seed grants (\$1,000-\$2,500) will provide doctoral candidates with funding for data analysis costs for dissertations that primarily use qualitative research methods (including: participant-observation, in-depth interviews, focus groups, life histories, or ethnographies with human subjects) or mixed qualitative and quantitative methods. Preference is given to those whose dissertation research explores the intersections of race, gender, ethnicity and dimensions of structural inequalities as they shape the construction and representation of complex social relations.

QRIG Research Panel, “Minority Quandaries: Through Four Different Lenses”

On March 9 from 12PM-1:30PM, QRIG hosted the spring research panel, which focused on a discussion of qualitative research processes and issues of race, ethnicity, and intersectionality in research design across anthropology, education, sociology, and public health. The panel was facilitated by Dr. Christina Getrich, a 2014-2015 recipient of a QRIG seed grant award.

QUALITATIVE RESOURCES

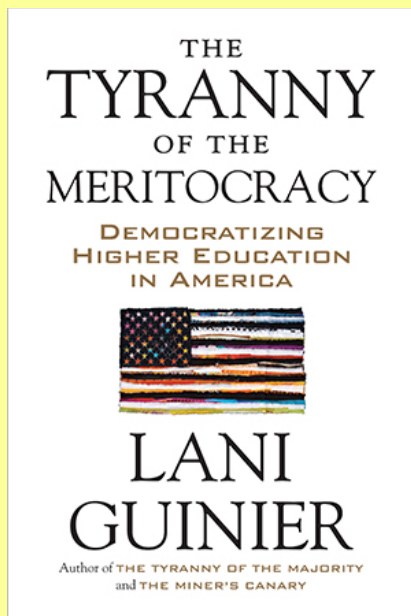
Ethnography Essentials: Designing, Conducting, and Presenting Your Research

By: Julian M. Murchison
John Wiley & Sons, Inc.
January 2010

A comprehensive and practical guide to ethnographic research, this book takes you through the process, starting with the fundamentals of choosing and proposing a topic and selecting a research design. It describes methods of data collection (taking notes, participant observation, interviewing, identifying themes and issues, creating ethnographic maps, tables and charts, and referring to secondary sources) and analyzing and writing ethnography (sorting and coding data, answering questions, choosing a presentation style, and assembling the ethnography).

HyperRESEARCH

HyperRESEARCH is a qualitative data analysis software which enables coding and retrieval of source material, theory building, and analysis of text, graphics, audio, and video data. With flexible organization of codes from any source to any case, support for code frequencies and other code statistics, it is well suited for mixed-method approaches to qualitative research. For more information visit: <http://www.researchware.com/products/hyperresearch.html>



The Tyranny of the Meritocracy: Democratizing Higher Education in America (2015) by Lani Guinier

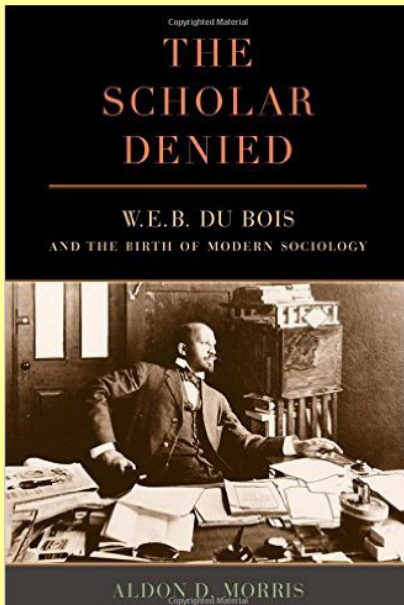
By Dominic P. Hosack, School of Public Health

The author examines the conventional belief that our nation's test-based merit system, or "testocracy," including the SAT, or Standard Aptitude Test, provides universities with a fair and balanced assessment tool for measuring prospective high school students' readiness to perform in college. Proponents of the "testocracy" argue that its objective nature and standardized formatting give each student an equal opportunity to demonstrate their mastery of primary education and therefore deserves to be the ultimate barometer for college admittance. Dr. Guinier points out how these same advocates conveniently justify gaps in standardized testing achievement frequently observed in low-income, minority school districts as an inherent deficiency in aptitude and college-readiness.

Education policies, such as Affirmative Action, receive intense scrutiny under the notion of standardized testing infallibility, which asserts that students of color with lower scores are admitted to universities while more "qualified" white students are denied as a result. Yet data reveal that rather than being an objective measure of a student's "potential" for success, standardized tests such as the SAT are more specifically a reflection of the child's access to test-preparation resources and their ability to memorize patterns. Dr. Guinier draws on evidence-based case studies to show that the culture of standardized testing invokes a predictable cycle of educational attainment disparities in which the best test scores, and subsequently admission to the most prestigious colleges, are confined to high-income students who have the economic resources to pay for test-preparation tools.

In the second half of the book, the author examines the long-term implications of a test-based merit system that encourages memorization and recitation. Using case studies from a variety of alternative schools across the United States, the author highlights how individualized, pattern-based testing fundamentally undermines the creativity and innovativeness of students by rewarding one's ability to remember patterns and strict formula over their ability to problem solve and work collaboratively with others. Numerous examples are provided of how the modern workforce requires the ability to think divergently and connect with a variety of different people across disciplines. In order to equip our nation's youth with the best skills to succeed in the world, Dr. Guinier argues that our education system must challenge the foundation of educational merit by encouraging students to think through problems and articulate their process. This type of educational process would dismantle the validity of standardized test-based measures by acknowledging the importance of logical and interpersonal abilities, such as leadership capability and conflict resolution.

Dr. Guinier posits a convincing argument for the inherent flaws with our current test-based system for college admittance in the United States. Not only do standardized tests provide a poor indicator for actual college performance, the "testocracy" system actively supports institutional disparities by unfairly advantaging students from high-income families who can afford expensive test-preparation resources. Even more problematic, the "testocracy" encourages students to merely recite information rather than critically think and rewards strict memorization rather than innovation and creativity, two concepts that are absolutely fundamental to career success in the 21st century. The book is a powerful empirical tool for educators, parents and policymakers alike to begin moving away from the "testocracy" system towards a more holistic and inclusive system of democratic meritocracy in education.



The Scholar Denied: W. E. B. Du Bois and the Birth of Modern Sociology (2015) by Aldon Morris

By Wendy M. Laybourn, Department of Sociology

“I had thought I would have vast opportunities to become a sophisticated scholar because surely those white, elite professors would be well versed in Du Bois’s scholarship, but that was not the reality,” intimates Dr. Aldon Morris in the Preface of *The Scholar Denied* (xiv). In the pages that follow, Morris examines why Du Bois has been excluded from the history of sociology and why the origin narrative of sociology must be rectified to recognize Du Bois as one of its foundational intellectuals. Using a range of primary and secondary sources, Morris skillfully reveals how Du Bois’ research shaped the trajectory of American sociology (despite largely being erased from its history). He outlines the contours of the first scientific school of sociology—Du Bois’ Atlanta School, and interrogates

the relationship between intellectual schools and power. With Du Bois and the Atlanta School as a case, Morris presents the argument for how intellectual schools can flourish even in the face of severe economic, political, and social marginalization.

On one point I am hesitant – Morris points to Du Bois’ work as the beginning of intersectionality. Though the term “intersectionality” and its subsequent research trajectory have flourished over the past three decades, intersectional analysis has been present far before Kimberlé Crenshaw coined the term and likewise far before Du Bois conducted intersectional analyses. Just as it would be a mistake to start the history of sociology with Marx, Weber, or Durkheim, it would be a mistake to situate intersectionality with Du Bois. Doing so ignores the work of notables such as Anna Julia Cooper and the Black women’s club movement or Sojourner Truth in the oft-quoted “Ain’t I A Woman” speech, in addition to the contributions of other Black women whose names, words, and voices have been hidden, buried, and silenced. An example of the presence of an intersectional lens predating Du Bois is Anna Julia Cooper’s 1892 monograph, *A Voice from the South by a Black Woman from the South*, which was published prior to Du Bois’ 1899, 1915, 1920, and 1921 works cited by Morris (pages 45, 135, and 220, respectively). Throughout *A Voice*, Cooper argues for the importance of Black women’s voices; situated knowledge more broadly; and engages in race, class, and gender analysis. In the Introduction to the 1988 reprint of *A Voice*, editor Mary Helen Washington notes how Du Bois quoted, though did not cite, Cooper’s “when where I enter” quote in one of his essays in *Darkwater: Voices from Within the Veil* (1920). Ironically, in *A Voice* (1892), Cooper addresses the erasure of women’s contributions to history stating, “who shall recount the name and fame of the women?” (129).

This point of critique aside, *The Scholar Denied* provides a long overdue correction of sociology’s history. This book is ideal for sociology of knowledge, sociology theory, and critical race theory courses and a must-read for all sociologists. Given the richness of the text and the multiple calls for action, I anticipate much fanfare for *The Scholar Denied*, and rightfully so. It proves that an intellectual, non-hegemonic school “can make important, enduring intellectual and political contributions” (195).

REFERENCES

- Cooper, Anna Julia. [1892] 1988. *A Voice from the South by a Black Woman from the South*. Oxford: Oxford University Press.
- Du Bois, W.E.B. [1920] 2007. *Darkwater: Voices from within the Veil*. Edited by Henry Louis Gates. Oxford: Oxford University Press.

“The New Entrepreneurs: How Race, Class, and Gender Shape American Enterprise” (2011) by Zulema Valdez

By Jessica E. Peña, Department of Sociology

The New Entrepreneurs discusses how the embedded market perspective, which connects intersectionality and ethnic entrepreneurship, aids in the discussion of American entrepreneurial outcomes. In doing so, Valdez begins to explore the differences in entrepreneurial success by race, ethnicity, class, and gender. The author seeks to explain the collective experience and life chances of Latino/a immigrants, primarily the experiences of Mexican entrepreneurs in the greater Houston area. Dr. Valdez incorporates several threads of sociological knowledge and explains how different theoretical perspectives intersect to inform the work lives of Latino/a immigrants in the United States. The author’s theoretical lens fills a gap in the immigrant incorporation and assimilation literature by attempting to incorporate intersectionality and addressing the role structure, agency, race, ethnicity, class, and gender have on work experiences.

Valdez addresses American entrepreneurship by focusing on the restaurant industry, ranging from small family-style to more formal establishments. Her study uses data collected over four years of ethnographic observation and 54 face-to-face interviews with Latino/a, White, and Black entrepreneurs who live and work in three different neighborhoods in the greater Houston area. She connects the two threads of knowledge of intersectionality and the traditional “ethnic entrepreneurship” paradigm and introduces the embedded market approach, which maintains that the United States’ social structure is comprised of class, gender, racial, and ethnic group hierarchies that intersect to create structural inequality leading to divergent experiences within the labor market. The book, however, fails to adequately assess the role of nativity or immigrant generation in the immigrant incorporation process. Valdez states that Latinos represent a “large, growing, and emergent American racial group” (p. 12). Her conceptualization of “Latino” as an emerging racial group may only be indicative of the racial/ethnic dynamics of the greater Houston area, as it is not convincing that this would be the case for Hispanics or Latinos throughout the U.S. Her evidence of a lack of unity and the act of “othering” from non-co-ethnic Latinos (p. 118), as well as utilizing ethnic-specific labels (i.e. Chilean, Mexican, Salvadoran, etc.), suggests that there may be little merit in the formation of a unified “Hispanic” or “Latino” racial group. This conflation of race and ethnicity is the opposite of what would be expected when utilizing the theoretical lens of intersectionality.

Overall, the author focuses on two key findings: while Latino entrepreneurs can and do achieve some measure of socioeconomic integration, the American dream remains only partially fulfilled; and unequal outcomes between the middle and lower classes, between men and women, and among Whites, Latinos, and Blacks, substantiate the constraints of individual agency within the American social structure. For Latinas specifically, there were significant social benefits to business ownership. Despite the problematic oversimplification of Latino identities, Valdez does successfully expand entrepreneurial research beyond the dominant framework to account for the many other factors impacting entrepreneurial success, as well as move the focus past the traditional ethnic groups being addressed in the literature.

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- Omi, Michael and Howard Winant. 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge.
- Portes, Alejandro and Ruben Rumbaut. 1997. *Immigrant America: A Portrait*. Berkeley: University of California Press.



Michelle M. Espino joined the Maryland faculty in 2012 as assistant professor in the Student Affairs concentration in the Department of Counseling, Higher Education, and Special Education at the University of Maryland, College Park, and serves as the 2015-2016 Research Associate for CRGE.



Wendy Hall serves as Program Management Specialist for the Consortium. She joined the staff of CRGE in July 2002. Prior to that, Hall served as an Office Manager for a local CPA firm. Wendy passed her A+ Certification exam in July 2002 and is currently pursuing her Microsoft Certified System Engineer (MCSE) Certification.



Blaze Buck is a graduate student working toward a Master's of Applied Anthropology and a graduate certificate in Museum Scholarship and Material Culture. Blaze is interested in researching social issues through the lens of intersectional feminism. She hopes to pursue a career in museum collections management or nonprofit communications upon graduation.



Patricia García Gómez has a degree in social psychology with aspirations of working in the realm of sustainable development. Patricia currently assists us in social media dissemination avenues and research assistance. She plans on going to graduate school for a Master's in International Development, focusing on Gender and Racial Equality. Patricia has a passion for traveling and learning from other cultures.



Grace Freund works as a research assistant at CRGE. Grace earned a Bachelor of Science in Psychology with a certificate in Lesbian, Gay, Bisexual, and Transgender Studies from the University of Maryland. Grace's research interests are in the intersections of health, gender, race and ethnicity, socioeconomic status, and sexuality. Grace hopes to become a family nurse practitioner whose research addresses health inequalities.

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.

Anjali Arondekar, Ann Cvetkovich, **Christina B. Hanhardt**, Regina Kunzel, Tavia Nyong'o, Juana Maria Rodriguez, and Susan Stryker, "Queering the Archive," *Radical History Review* 122 (May 2015): 211-231

Christina B. Hanhardt, Review of Christopher Lowen Agee, *The Streets of San Francisco: Policing and the Creation of a Cosmopolitan Liberal Politics, 1950-1972* (University of Chicago Press, 2014) in *American Historical Review* 120:4 (October 2015): 1521-1522.

Kanamori M, **Carter-Pokras O**, Madhavan S, Lee S, He X, Feldman R. Overweight status of the primary caregivers of orphan and vulnerable children in 3 Southern African countries: a cross sectional study. *BMC Public Health*. 2015, 15:757. DOI. DOI 10.1186/s12889-015-2061-2

Espino, M. (2015). Sacrificing a Latina/o presence in the professoriate: An analysis of affirmative action as racial remedy and silent covenant. *Association of Mexican-American Educators (AMAE) Special Invited Issue*, 9(1), 42-56.

Judith Freidenberg submitted a book with a tentative title, *Conversations on Immigration in the United States: The case of Prince George's County* to Lexington Books to appear in spring 2016.

Freidenberg, Judith and Durand, J. (2016) How Do We Talk About Migration? Voices from the United States and Mexico: An Introduction. *Practicing Anthropology*: Winter 2016, Vol. 38, No. 1, pp. 7-10.

Khamis, S. (2015). New media, social change and the communication revolution in an Egyptian village. In L. Hudson, A. Iskandar & M. Kirk (Eds.), *Media evolution on the eve of the Arab Spring*. New York: Palgrave Macmillan.

Khamis, S. & Alwadi, N. (2015). "Cyberactivism" and ongoing political transformation: The case of Bahrain. In I. Epstein (Ed.), *The whole world is texting: Youth protest in the information age*. Rotterdam: Sense Publishers.

Sangeetha Madhavan has been awarded a Semester Graduate School Research and Scholarship Award for AY 2016-17 for her research on "Kinship Support for Mothers and Children in Low Income Urban Communities in sub-Saharan Africa."

Gilbert, K.L. & **Ray, R.** (2015). Why police kill Black males with impunity: Applying public health critical race praxis (PHCRP) to address the determinants of policing behaviors and "justifiable" homicides in the U.S. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, DOI: 10.1007/s11524-015-0005-x

Gilbert, K.L., **Ray, R.**, Siddiqi, A., Shetty, S., et al. (2016). Visible and invisible trends in Black men's health: Pitfalls and promises for addressing racial, ethnic, and gender inequities in health. *Annual Review of Public Health*, 37, 21.1-21.7

Roy, K., Zvonkovic, A., Sharp, E., Goldberg, A., & LaRossa, R. (2015). Sampling richness and qualitative integrity: Challenges for research with families. *Journal of Marriage and Family*, 77, 244-261.

Joseph Richardson was recently awarded a highly competitive patients seed grant through the UMD School of Pharmacy and Agency for Healthcare Research and Quality to conduct a pilot study on patient outcomes for young Black male victims of gun violence related injuries.

Stromquist, N. P. Equidad en la educación superior: límites a su generación y sustentabilidad. In Lya Yaneth Fuentes and Betulia Jimenez (eds.), *Políticas educativas, diferencia y equidad* (e-book). Bogotá: Universidad Central. 2015. <http://www.central.edu.co/editorial/publicaciones-en-acceso-abierto>.

Stromquist, N. P. Foreword. S. Stacki and S. Baily (eds.), *Watering the Seeds: The Changes and Opportunities for Educating Adolescent Girls Around the Globe*. Routledge, 2015.

Stromquist, N. P. Women's Empowerment and Education: Linking knowledge to transformative action. *European Journal of Education*, Vol. 50, No. 3, 2015, pp. 307-324.

CONSORTIUM ON RACE, GENDER AND ETHNICITY

**1208 Cole Field House
University of Maryland
College Park, MD 20742**

Tel: 301.405.2931 | Fax: 301.405.2868

www.crge.umd.edu