

# intersections & inequality

AN ANNUAL PUBLICATION  
FROM THE CONSORTIUM  
ON RACE, GENDER,  
AND ETHNICITY

Research Connections 2017



## RESEARCH @ THE INTERSECTIONS

Creating Inclusive Learning Environments  
Environmental Justice, Health Disparities,  
and Community Inpowerment

## INTERSECTIONAL RESOURCES

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"We Lift Up Love and Reject the Burden of  
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## MENTORING, PEDAGOGY, AND PRACTICE

CrISP Scholars Program  
Kudos



# C O N T E N T S

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Founded in 1998, the Consortium on Race, Gender and Ethnicity (CRGE), is a university-wide, interdisciplinary research organization and pedagogic unit that collaborates with departments and colleges across the University of Maryland campus to promote faculty and graduate student development. It is dedicated to the promotion of intersectional scholarship examining the lived experiences of historically underrepresented minorities (URM) and dimensions of inequality, mentoring of intersectional and URM groups in the pipeline from undergraduate degrees through early career faculty and fostering collaboration.

## Cover Image

*With a Heart of Gold*, 2005-2006

Shoes, wood, screws, metal, and staples  
85 diameter x 16

Image provided by the David C. Driskell Center at the University of Maryland

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# Message from the Director

Dr. Ruth Enid Zambrana

►Welcome to CRGE's spring 2017 edition of Research Connections. This year marks our 19th year as a university-wide research unit on the UMD campus that collaborates with departments and colleges on campus to promote scholarship on race, gender, ethnicity, class and other dimensions of inequality through intersectional research. As we move towards two decades of service, we are reminded how critical intersectional scholarship is at a time when the political winds of change have reverberated throughout institutions and local communities. Now more than ever it is critical that we strengthen our external social networks and relationships to ensure that our work continues to expand the corpus of knowledge on social inequities, influence policy-makers and encourage the next generation of scholars. To that end we are in the process of planning the convening of a CRGE advisory board that would include faculty stakeholders and external political and community representatives.

While the 2016-2017 year has felt like a roller coaster at times, we remain grounded in CRGE's work and proud of the accomplishments of the scholars that have participated in our programs. Most of all, we treasure the confidence and trust scholars place in us as they seek support to navigate their academic careers and are encouraged by their unwavering commitment to social justice. In this edition, we share some of the accomplishments and challenges of this work.

This year is the third year of CRGE's annual Intersectional Qualitative Research Methods Institute (IQRMI), a program becoming increasingly popular as networks and alumni spread the word of its impact. The program is limited to twenty participants to maximize engagement of early career scholars with each other and presenters. The pool of applicants has increased each year with 2017 attracting nearly 70 applicants. This has created a competitive process filled with difficult decisions for the selection committee which attempts to balance the cohort across disciplines and experiences. Although the program is geared towards early career

scholars, graduate students from across the country have also sought admission. The growing list of underrepresented minority students and scholars interested in the IQRMI is encouraging and in the future, CRGE will have to consider the frequency of the program to accommodate the demand. You can read more about IQRMI's impact in this edition's articles, "Creating Spaces of Belonging: Intersectional Qualitative Research Methods" and "Coming Home: Conscious Commitment to Bold Action and Transformative Change." Also, read the moving collective statement, "We Lift Up Love and Reject the Burden of Hate" written by the 2016 IQRMI cohort after their time together processing the deaths of men, women, boys, girls, and transgender people of color by members of law enforcement, and the death of law enforcement officers who lost their lives while doing their jobs. We are deeply grateful to the Robert Wood Johnson Foundation New Connections program and Dr. Soto-Aponte for her continued support of this innovative enterprise.

The Qualitative Research Interest Group (QRIG) continues to support and promote intersectional research conducted by faculty and doctoral students through seed grants. This year was the second year doctoral students were granted awards and we received a greater number of grant submissions. We are pleased to award five grants to: three faculty members in the Departments of Sociology, Kinesiology, and Government and Politics, and two doctoral students in the Departments of Counseling, Higher Education and Special Education, and Geography. Their research spans topics of African-American middle-class motherhood, transportation equity, anti-racist action, Black Muslim women and identity, race and place in Puerto Rico. Keep an eye out for their research presentations in 2018. QRIG has also hosted and cosponsored seminar speakers with the Maryland Population Research Center and other units on campus. We thank Mr. Jeffrey Franke, Interim Dean of The Graduate School, for his support of our methodological qualitative seminar with Dr. Salvador Vidal-Ortiz.

Budget shortages have decidedly impacted colleges, departments and research units across campus. Decisions made by UMD administration to discontinue infrastructure support of research centers has deeply impacted CRGE. As a result, we have spent a considerable amount of time seeking funding support both from internal as well as external sources. We expect to be successful in spite of this obstacle due to the importance of intersectionality and reach across disciplines, which have increased our collaborations and partnership opportunities. CRGE has entered into joint grant collaborations with institutions across the country to increase the academic pipeline of underrepresented minority students from economically disadvantaged backgrounds into health careers. These institutions include: University of Texas at Austin, California State University, Long Beach, and Northwestern University. Grants have been submitted to the National Institutes of Health and the Department of Health and Human Services. In addition, the Annie E. Casey Foundation has extended our funding in the area of underrepresented faculty with plans to convene a summit of leaders in higher education to discuss equity and inclusion of URM faculty and students.

Lastly, I would like to congratulate our student office assistant of four years, Christy Moy, who has worked diligently and grown tremendously over this time. We will miss her very much and wish her much professional success. I also want to thank the staff of CRGE, Wendy Hall and Dr. Diana Guellespe, our two graduate assistants, DB Bauer and Lenora Knowles, who have helped me to weather this very full, yet, difficult year of closing out grants and writing new grants. Our mission was not compromised as we created new initiatives; continued to mentor and support the work of intersectional scholars nationally and on campus; reached out to new partners; and funded and promoted innovative scholarship.

We hope you enjoy reading about our work and that of our intersectional colleagues. Please continue to support our efforts, so that we, in turn, can continue to support students and faculty of the UMD campus.

## grants across the nation

### Creating Inclusive Learning Environments: Translational Science to Promote Effective and Responsive Practices in Institutions of Higher Education

►CRGE received additional funding from the Annie E. Casey Foundation (2016-2017) to extend our nationally recognized work on underrepresented minority faculty. The initiative “Creating Inclusive Learning Environments” has three major goals. These included: conducting a meta-analytic synthesis of best and effective practices throughout the nation to produce a draft article for publication; creating a “Do the Right Thing: Quick Guide” for higher education leaders; and developing plans to convene a summit of leaders in higher education (presidents, provosts and deans) from across the nation who are committed to equity, and support the inclusion of URM faculty and students in welcoming and productive ways. Dr. Zambrana, the principal investigator, has been working closely with Dr. Michelle Espino and her graduate students in the College of Education. To implement the third goal, a partnership is being developed with the University of Pennsylvania leadership and the School of Nursing to co-host the event in 2018.



THE ANNIE E. CASEY FOUNDATION



*New Economics for Women*

### Latina Entrepreneurial Mobility Index Pilot Study Completed

►Data collection has been completed for a pilot study funded by New Economics for Women entitled the Latina Entrepreneurial Mobility Index (LEMI) project in Los Angeles, California. The purpose of the pilot study was to gain information on factors that are associated with the creation of entrepreneurial activity among Latinas, and the community conditions, including institutional resources, needed to support and sustain their entrepreneurial activity.

Preliminary analyses of the data inform on what are the primary motivating factors for starting a business and the importance of access to financial and human capital for sustaining their business. These themes provide insight into behavioral economics. We plan to use these data to seek funding for a larger national study in areas of high Latino concentration and develop partnerships to create an advisory board.



National Institute of  
General Medical Sciences

### CRGE Collaborates with Institutions across the Country to Strengthen PhD Pipeline

►CRGE and administrators from the University of Texas at Austin and California State University, Long Beach, entered into a three-way collaborative effort to create opportunities for skill development, career mentoring, and research training to diversify the biomedical and behavioral research workforce by preparing underrepresented minority (URM) undergraduate, graduate and early career faculty to successfully navigate milestones to academic and professional success.

This multi-leadership effort is a purposeful collaboration between three regions of the nation and among three institutions that have a long-term commitment to mentorship and research training of URM students and faculty, particularly Hispanic/Latino, African-American, and Native American who are first generation college students and/or from economically disadvantaged backgrounds. The principal investigators all have a proven track record of recognizing human capital and assets among URM, fostering a sense of belonging for URM students and faculty within a research environment, and promoting interest in, and commitment to, the biomedical and behavioral sciences.

CRGE led the joint collaboration in applying for a five-year multi-million dollar grant submitted to the National Institutes of Health, National Institute of General Medical Sciences, for the Innovative Programs to Enhance Research Training. Programs that facilitate URM student training in the biomedical and behavioral sciences are imperative if we are to promote diversity within the research workforce.

# faculty spotlight



**Andrea López, PhD**  
**Assistant Professor, Department of Anthropology**

Dr. Andrea López is an Assistant Professor in the Department of Anthropology. She is a medical anthropologist whose work examines health inequities in urban contexts, particularly how marginality along the axes of health/mental health, addiction, and violence is compounded by structural and institutional forces. She has worked on numerous mixed-methods studies of structurally vulnerable populations concerning the impact of the built environment, illness experiences of HIV/AIDS patients, and the social and structural contexts of addiction, mental illness, and violence. Dr. López currently leads a team in analyzing data from her National Institute on Minority Health and Health Disparities-funded study, which uses life history and photo/auto-ethnographic methods to examine criminal justice involvement, health care access, exposure to institutionalized violence, and resilience strategies among a sample of unstably housed women in Oakland, CA. Dr. López is also working on a book manuscript, based on ethnographic fieldwork in San Francisco, examining how women embedded in multiple systems of health/mental health care are paradoxically mandated to corporeal suffering and psychological stress by a system that is supposed to be their entrée into stability and well-being. A manuscript based on this work, “The Indistinct Boundaries of Suffering and Salvation: Hypermarginality and the Care Assemblage in San Francisco,” is currently under review for *Medical Anthropology Quarterly*. In Summer 2017, Dr. López will initiate a study with people who use drugs in Washington, DC, to examine their management of chronic and acute health care needs, experiences with overdose and overdose prevention programs, and interface with the criminal justice system.



**Dawn Marie Dow, PhD, JD**  
**Assistant Professor, Department of Sociology**

Dawn Marie Dow is an Assistant Professor of Sociology. Dr. Dow’s research uses a range of qualitative research methods to examine how intersections of race, class and gender influence the experiences and life trajectories of middle and upper-middle-class African Americans within the context of the family, workplace, educational settings and law. Through three research projects, Dr. Dow examines how intersections of race, class and gender shape, 1) the cultural expectations of motherhood and parenting among middle and upper-middle class African Americans, 2) the reproduction of racial inequality in the workplace and employment discrimination jurisprudence, and 3) the experiences of millennial men of color who are navigating predominately white college campuses. She is currently writing a book manuscript, *Racial Distinctions in Middle Class Motherhood*, that examines the theoretical and practical implications of the structural, cultural, and economic exclusion of African American middle and upper middle-class mothers from dominant ideologies and practices of motherhood. *Racial Distinctions* explores how African American middle-class mothers view and make decisions about work and family and how they approach parenting their children. Dr. Dow’s research has been published in journals including *Gender & Society*, *Sociology of Race & Ethnicity* and the *Journal of Marriage and Family*. She received a B.A. in Sociology from Bryn Mawr College in 1996, JD from Columbia University, School of Law in 2000 and Ph.D. in Sociology from the University of California, Berkeley in 2012. Previously, she was an Assistant Professor of Sociology at Syracuse University.

**Dr. Dow is collaborating with CRGE to facilitate a Write-In for Intersectional Faculty Scholars. The group meets every week on Fridays from 9:30am-12:30pm in Tawes Hall, Room 0330.**



Dr. Lopez facilitates a discussion on “Hypermarginality and Urban Health” with undergraduate students.

## research reports

# Environmental Justice, Health Disparities, and Community Inpowerment

**Dr. Sacoby Wilson,**  
Assistant Professor, School of Public Health

►As an environmental health scientist, I primarily work to advance environmental justice science, the science of understanding how some communities, due to race, socioeconomic status, geography, and political power, are disproportionately impacted by environmental hazards and locally unwanted land uses (LULUs) (e.g., chemical plants, landfills) and underserved by health-promoting infrastructure (e.g., green space, grocery stores, and safe housing).<sup>1-7</sup> As part of this emerging environmental justice (EJ) science, I focus on understanding how chemicals and non-chemical stressors, including poverty, segregation, lack of access to health-promoting infrastructure, contribute to poor health outcomes such as asthma, heart disease, and cancer.<sup>1</sup> In addition, my research explores how the cumulative impact of exposures across multiple media (i.e., air, water, soil, food) and pathways (i.e., inhalation, ingestion, dermal) can enhance community and individual level vulnerability, increase health risks, and exacerbate existing health disparities.<sup>8</sup>

The core of my work is about community “inpowerment.” This term is different from the usual empowerment used to advance the agenda of communities impacted by environmental injustice. Inpowerment is about helping stakeholders connect to the power that they already have individually and collectively, and making that power more active instead of trying to bring them power. Inpowerment is about shifting power and equity in how power is used. Through inpowerment, impacted stakeholders are provided the space, resources, and access, to use their power for change, to speak with their own voices through science and data, to combat environmental racism, environmental classism, and environmental

slavery and oppression.

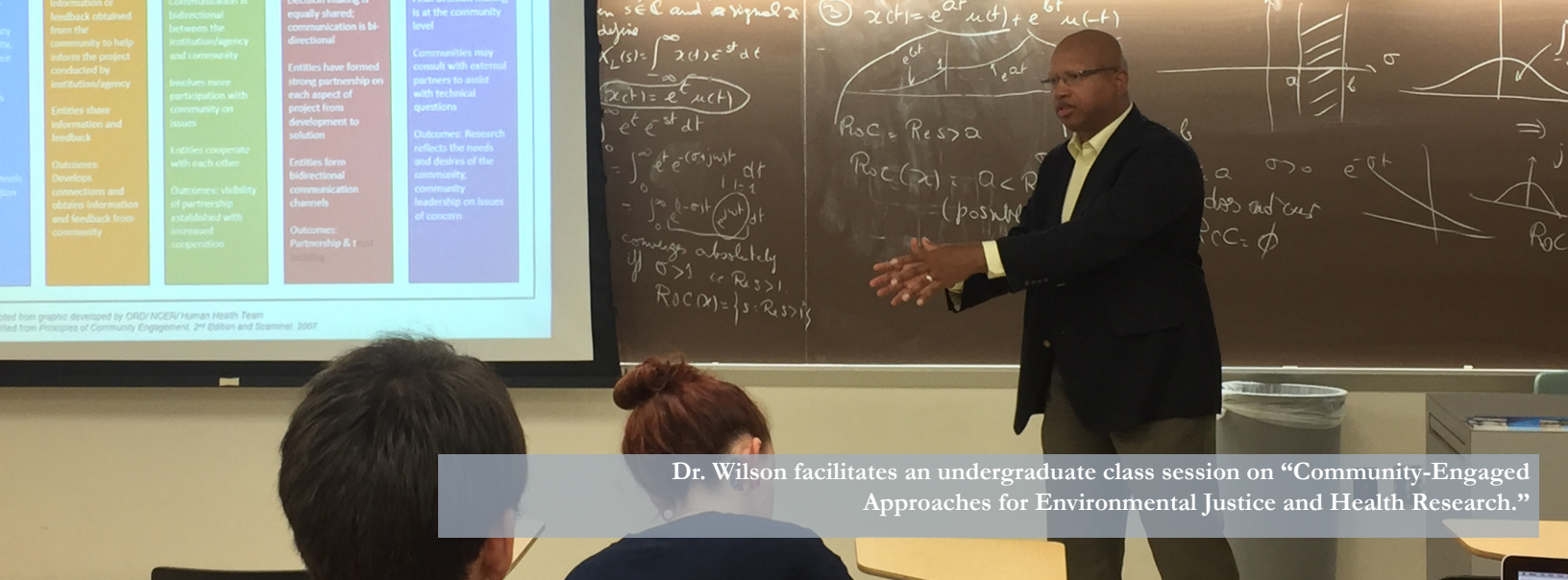
### Community-Engaged Research to Address Environmental Health Issues

To address environmental justice and health issues that impact underserved and overburdened communities, I collaborate with grassroots organizations in community-university research partnerships. In this work, I primarily use the community-based participatory research (CBPR) framework defined as “a collaborative approach to research that equitably involves community members in all aspects of the research process.”<sup>9</sup> In CBPR, we rely on “expert local knowledge” derived from community members’ contextual experiences to improve the research process.<sup>9-13</sup> Through authentic, transformative, and equitable partnerships, we work to translate research to action moving science from the realm of neutrality, seen in conventional health research, to the realm of values, which strengthens its utility.<sup>9-13</sup>

Early in my career, I had the opportunity to receive training in CBPR and use of community-university partnerships to understand and address environmental injustice and disparities, particularly differential exposure to chemical and non-chemical stressors for rural populations differentially burdened by industrial hog farms under Dr. Steve Wing, a leading environmental justice researcher and advocate in the state of North Carolina. I also initiated a long-term partnership with the West End Revitalization Association (WERA) with whom I worked in 1) the development and implementation of the Community-Owned and Managed Research (COMR) framework, 2) training residents to be citizen scientists, and 3) use of the collaborative problem-solving (CPS)

model to translate data to action.<sup>9-13</sup> WERA used the findings to support the first-time installation of sewer and water infrastructure; paved roads for poor, underserved African-Americans; and blocked the building of a highway that would have displaced residents living in historic post-slavery neighborhoods.<sup>9-13</sup>

Another of my long-term community-university partnerships is with the Low Country Alliance for Model Communities (LAMC), based in North Charleston, South Carolina.<sup>14-17</sup> Residents who live in LAMC neighborhoods are negatively impacted by the movement of goods associated with the Port of Charleston and other related industrial activities including high concentrations of diesel truck traffic. I have been working with LAMC to perform a baseline assessment of environmental health problems in low-income, economically distressed neighborhoods before the Port of Charleston expands. We found that overall levels of particulate matter, an air pollutant released from combustion of fossil fuels known to contribute to asthma, heart disease and premature mortality, met current EPA standards. However, the Union Heights neighborhood, which is located closer to port-related activities, and the planned port terminal, registered higher concentrations of particulate matter than other study neighborhoods.<sup>15</sup> We have expanded this work to understand disparities in air pollution-based cancer risk across race/ethnicity, SES, and segregation in Charleston.<sup>16</sup> This partnership helped to shut down an incinerator and stop the building of a recycling plant on the old incinerator site. It also stimulated the creation of new community groups, including the Charleston Community Research to Action Board.<sup>14</sup> We also



Dr. Wilson facilitates an undergraduate class session on “Community-Engaged Approaches for Environmental Justice and Health Research.”

created a public participatory GIS tool, termed “EJRADAR,” to help residents map environmental health data and inform local environmental decision-making.<sup>17</sup>

In the Washington, DC region, I have continued to develop community-university partnerships to understand cumulative exposure and health risks associated with air pollution with community-based organizations. I am a founding member of the Ivy City Right to Breathe Partnership, a partnership that has been collecting data on fossil fuel combustion by-products including PM<sub>2.5</sub>, black carbon, and volatile organic compounds (VOCs). This partnership is designed to help the Ivy City neighborhood document air quality problems, assess human exposure, and related health effects such as asthma. The community is using the data to prevent the DC government from using their neighborhood as a parking lot for tour buses which may increase diesel pollution, further degrade air quality, and potentially increase health problems including asthma morbidity. I have collaborated with Food and Water Watch, SRAP, and Assateague Coastkeeper to help residents stop the building of a poultry waste incinerator in Somerset County, MD. Additionally, we worked with some of the same partners to help a community stop the siting of a chicken processing plant in Sussex County, Delaware by engaging residents in developing health impact assessments (HIAs). Furthermore, I am collaborating with the BTB Coalition based in Brandywine, Maryland to study the cumulative impacts of pollution from power plants, surface mining operations, coal ash landfill, and diesel truck traffic in an area that has become the dumping ground for pollution-intensive industrial development in Prince Georges County.

### Future Work

I am now working with new partners to understand environmental justice and health issues that impact Latinx populations in the Washington, DC region. Some of this work includes assessing exposure of Latinx children to contaminants in child care settings with the Children’s Environmental Health Network (CEHN) and developing environmental health literacy projects with CHISPA and Centro de Apoyo Familiar (CAF). In addition, I am working to expand citizen science efforts in Charleston, South Carolina including creating a real-time air pollution mapping network using low-cost sensors, developing new citizen science projects for communities impacted by industrial and traffic-related pollution in Prince Georges County, and establishing an environmental justice training institute for the Southeastern United States to help empower overburdened and underserved residents to be more engaged in local decision-making and positive social change.

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# Shifting: African American Women Artists and the Power of Their Gaze

**Dorit Yaron,**  
Deputy Director, David C. Driskell Center

►The word “gaze” is defined as looking at someone in a steady way for a long time, especially in admiration, surprise, or thought; it also refers to a visual relationship into which one enters, e.g. the observer and the object looked at. The word’s meaning becomes more layered when we understand that “[gaze] is not only a means of visual gratification but also a symbolic instrument of power, and it is implicitly male.”<sup>1</sup>

For years, a woman’s place in most societies has been defined first and foremost by her gender. As noted by the French scholar Simone de Beauvoir, women are defined as “the other” while men are defined as “the one”; to belong to “the others” or “the one” is evident through sight. According to the British feminist film theorist Laura Mulvey, who wrote extensively on the subject of the “Male Gaze,” women are always the objects of the Gaze, never the possessors of the Gaze.<sup>2</sup> She further suggests that unlike males, females seldom find themselves in the role of spectator and, rather, live lives of spectacle. In the visual culture’s world, “audiences have been made to look at depictions of women which were by and large crafted by male artists (and their “gaze”) for male consumers.”<sup>3</sup>

Dr. Derek Conrad Murray, Associate Professor of Modern and Contemporary Art at the University of California, Santa Cruz, addresses the “Female Gaze” as “...a somewhat controversial notion because while its consideration is potentially empowering, it also places the female image-maker in the position of objectifier;” however, he also notes that a discussion around the Female Gaze emerges from the acknowledgement that women still face incredible amounts of inequality and that this power dynamic (socially/culturally) is what truly defines the negative power of the Gaze.<sup>4</sup>

The exhibition *Shifting: African American Women Artists and the Power of Their Gaze*, organized and presented by the David C. Driskell Center at the University of Mary-

land, College Park, explores how African American female artists turn their gaze on the world around them as well as themselves or on other women. Not attempting to provide one answer, this exhibition serves as a platform for creating a dialogue around these questions: Whose gaze is it? Is the Male Gaze also the Female Gaze? Are women looking at *themselves* through the Male Gaze (a statement made by Laura Mulvey)?<sup>5</sup>

*Shifting* features art made by African American women asserting their own artistic authority and, in many ways, reshaping and redefining the art world and culture at large. Contemporary African American women artists are, without a doubt, leaders in studio practices as well as marketplace recognition. We only have to look to the works in the exhibition by artists such as Emma Amos, Margo Humphrey (a University of Maryland Professor of Art), Beverly McIver, Faith Ringgold, Xaviera Simmons, Mickalene Thomas, and Deborah Willis, to name a few; their gaze, focused on themselves or other women, must be understood through a broader prism which includes reclaiming one’s space, sexuality, emotions, history, individuality, and power.

From the works in the exhibition, a few specific examples demonstrate individual approaches to “Gaze” and self-perception. In her *Nude Self Portrait* (1995), Diane Edison stares intensely and directly at the viewer, shifting the gaze from the viewer herself, thus making the viewer the object. Humphrey’s approach is to stare at the viewer and confront him/her with a text and visual document which includes written words about the history of her life, as an African American woman, literally written on her face.

Again, “gaze” has a wide range of possible meanings. There is the conventional, “steady, intense look,” but we cannot escape the broader implication of “the Gaze” when we examine its self-defining authority

and power. The exhibition and its accompanying panel discussion serve as a backbone for dialogue; they are a sounding board to help recognize and critically examine how African American women artists engage in conversation with, are impacted by, and respond to the concept of “Gaze,” directly or indirectly. The panel was lead and moderated by Lisa Farrington, Art Professor and Chair of the Department of Art and Music at John Jay College, NYC. To review additional information about the exhibition and to view the list of speakers, please visit <http://www.driskellcenter.umd.edu/>.

This exhibition and scholarly discussion highlight the major theoretical and aesthetic shifts that have occurred in the art making strategies of female artists, particularly African American artists, and how those shifts of self-authority have empowered them to direct their “Gaze” upon the world. The Driskell Center believes it is timely and critically important to establish a series of national dialogs around dynamics of race and cultural pride, womanhood, and femininity as critical elements of a national artistic vision.

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Beverly McIver, *Quiet Stare*, 2013  
 Oil on canvas; 48 X 48 inches; Courtesy of the Artist and the David C. Driskell Center  
 © Beverly McIver

#### **ABOUT THE DAVID C. DRISKELL CENTER**

The David C. Driskell Center honors the legacy of David C. Driskell—Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, Curator, and Philanthropist—by preserving the rich heritage of African American visual art and culture. The Driskell Center is committed to preserving, documenting, and presenting African American art, as well as replenishing and expanding the field of African American art. For further information regarding this exhibition and additional activities, please call 301.314.2615 or visit [www.driskellcenter.umd.edu](http://www.driskellcenter.umd.edu).

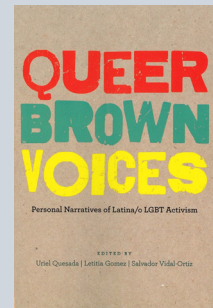
## QRIG Spring 2017 Speaker Series Featuring Dr. Salvador Vidal-Ortiz

CRGE is honored to bring Dr. Salvador Vidal-Ortiz to the UMD campus as part of the 2017 spring speaker series to discuss his work on the book *Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism* which uses oral history interviews and first-person written narratives. The book was awarded the 2016 American Anthropological Association (AAA), Association for Queer Anthropologists' *Ruth Benedict Book Prize* as Outstanding Edited Volume and is an excellent example of intersectional qualitative research. As we try to expand the network of qualitative researchers on campus, we hope that faculty and graduate students alike will find interest in his research approach.

We are also delighted to have Dr. Christina Hanhardt, Associate Professor of American Studies, serve as a discussant for the event. The event co-sponsors include: Maryland Population Research Center, The Graduate School, Department of American Studies, Department of Women's Studies, U.S. Latina/o Studies Program, Latin American Studies Center, Critical Race Initiative, and the Lesbian, Gay, Bisexual & Transgender Equity Center.

In this workshop-style presentation, Dr. Vidal-Ortiz will discuss the foundational feminist, queer, and racial justice roots of the book, *Queer Brown Voices: Personal Narratives of Latina/o LGBT Activism*, the political need for the documentation of

these histories, and mechanisms of producing a book based on oral histories with people from the U.S. and Puerto Rico. The interactive session will help attendees imagine similar projects with communities whose life narratives need to be told – and to think critically about presenting the stories and diversifying their distribution and availability in order to reach younger generations sooner.



Salvador Vidal-Ortiz, PhD, is Associate Professor in the Department of Sociology at American University, in Washington, DC. He also teaches in the Women's, Gender, and Sexuality Studies program. He has co-edited two award winning books, *The Sexuality of Migration* and *Queer Brown Voices*. He continues to work on his Fulbright-based research on forced migration/internal displacement and LGBT Colombians, and is also engaged in a new project, with Juliana Martinez on "Transgendering Human Rights: Lessons from Latin America."



## Creating Spaces of Belonging: Intersectional Qualitative Research Methods Institute

►As the CRGE enters its third year in organizing the week-long Intersectional Qualitative Research Methods Institute (IQRMI), it has taken a moment to reflect on its impact on participants. Few training institutes in the country focus on qualitative research methods and, currently, none incorporate discussions regarding the intersections of race, gender, class, ethnicity, and other dimensions of inequality, especially as cultivated through the lens of underrepresented minority (URM) scholars. Daily interactions, assessments of speakers and seminars, and post-institute activities among scholars of the Institute clearly demonstrate the impact of creating spaces of belonging among URMs and fostering collaboration to expand the intersectional body of knowledge.

Evaluation data collected to date demonstrates that the Institute has met its goals to, a) enhance qualitative research and writing skills, b) develop critical intersectional perspectives for designing and interpreting research, and c) create and hone navigational skills to successfully negotiate academic

career paths. Participants agreed that the Institute improved their research skills, enhanced their understanding of intersectional approaches to research, provided opportunities for professional networking, and enhanced their knowledge about the tenure and promotion process. Participants (98.3%) rated the quality of content and knowledge gained each day as “Good” or “Excellent.” A majority of participants (84.8%) indicated ‘a great deal’ when asked about the likelihood of applying the knowledge to their work. One hundred percent of the participants indicated that they would recommend the IQRMI to a colleague.

This sentiment is also echoed in participants’ overall post-evaluation responses. “The content of the presentations are relevant on a personal and cultural level because the researchers are presenting concepts that emphasize the importance of my work, my presence in the academy, and my research” (2016 IQRMI Participant). Another attendee explained that the best aspects of the IQRMI were the, “interaction, dialogue, and

engagement with a diverse group of scholars committed to social justice; exposure to new ideas and approaches outside my discipline; time with knowledgeable faculty” (2015 IQRMI Participant). “The IQRMI delivers what it promises to deliver. We gathered here to learn about various approaches to intersectional, qualitative, but also CRITICAL research, and you delivered just that” (2016 IQRMI Participant). Post-institute activities among scholars include presentations and sharing of resources with departmental colleagues, submitted research grants, and collaboration on articles.

The 3rd annual IQRMI will be held on June 4-9, 2017. IQRMI is organized by the CRGE and supported by 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.



Dr. Wen-Ying (Sylvia) Chou from the National Cancer Institute discusses how to write grants using qualitative methods for NIH and other funding sources with IQRMI 2016 participants.

## Coming Home: A Conscious Commitment to Bold Action and Transformative Change

►The 2016 IQRMI took place as the country was grappling with the untimely deaths of 37-year old Alton Sterling in Baton Rouge Louisiana and 32-year old Philando Castile in St. Paul Minnesota by members of law enforcement. These events weighed on the hearts and minds of all participants. The Institute became a space to share how they felt as underrepresented minorities, often the only faculty of color in their departments and for students to turn to in these times.

Dr. Ruth E. Zambrana, Director of CRGE, reflected on the Institute's 2nd cohort by stating, "They were an amazing group of brilliant and compassionate scholars who were struggling with central social issues of grave concern, such as African American men and women in prisons; food insecurity among the poor and Latino immigrant groups, caregiving and (mis)use of medications among poor, rural populations. It was moving to observe them feel safe, secure in their belonging and trust to reach out for help."

As a result of the relationships formed, the group continued to communicate and support each other after the week ended. One participant wrote to the group:

"I just wanted to reach out to everyone given the national tragedies we have experienced in recent weeks. A number of patients around the hospital have been overwhelmed by these

events and I have spent a lot of time thinking about the long lasting effects on their mental health. I must admit that I too have been overwhelmed, sitting for hours at a time helping patients process emotions and fears that I have yet to reconcile. I hope that you are all doing well and somehow finding ways in which to cope with the daily threats our communities are facing. I am trying to set up discussion(s) and make these topics a standard of practice and part of medical training. If anyone has resources or advice on how to discuss this topic with a diverse group, I would really appreciate it."

-Kunmi Sobowale, resident, Yale University, School of Medicine

They worked together to draft a collective statement in response to the events titled, "We Lift Up Love and Reject the Burden of Hate." The statement expresses the sadness of the loss of community members and law enforcement officers while noting historical and structural injustices that are still present in our society. "To build a more empathetic community, we must courageously listen and make an honest effort to face our fears and pain, and consciously commit to boldly take action for transformative change in this country. Without this change we will inevitably face continued violence and loss of the skills and talents of those we have lost."



Concluding activity, Healing Circle of Tears, during 2016 IQRMI.

# “We Lift Up Love and Reject the Burden of Hate”

## Collective Statement from the 2016 IQRMI Cohort

►As a collective, we, the members of the Intersectional Qualitative Research Methods Institute (IQRMI) at the University of Maryland, College Park stand together and mourn the recent untimely deaths of 37-year old Alton Sterling in Baton Rouge Louisiana and 32-year old Philando Castile in St. Paul Minnesota by members of law enforcement. These deaths add to an alarming number of men, women, boys, girls, and transgender people of color who have been murdered by members of law enforcement. Individuals in our community are experiencing feelings of pain, distrust, anger and anxiety about the acts perpetuated by a system of policing, which denies our humanity. **We do not feel safe and secure in our persons—a human right denied.** Our community is in a constant state of mourning which is an intolerable situation. These feelings are only heightened in the wake of what many consider to be a “post-racial” society.

Just as tragic are the untimely deaths of members of law enforcement who lost their lives while courageously doing their jobs. The deaths of the five officers in Dallas, TX, while actively on duty; Brent Thompson, 43; Lorne Ahrens, 48; Patrick Zamarripa, 32; Michael Krol, 40; and Michael Smith, age fifty-five. Additionally, the recent deaths of three police officers in Baton Rouge, Louisiana, namely 32-year old Montrell Jackson, 41-year old Matthew Gerald, and 45-year old Brad Garafola who lost their lives while trying to ensure that their community was safe, has deepened this hurt. Sadly, these tragedies have caused deep pain within members of law enforcement and the wider community as many mourn the untimely deaths of their brothers in blue. Instead of examining these recent tragedies as single events, we must acknowledge the historical roots of racism in this country that have perpetuated disproportionate levels of structural violence, whether through direct or implicit means, against Black and Brown people.

We must come together and develop effective strategies that dismantle structural and interpersonal racism that does a disservice to us all. Nevertheless, the creation of strategies, although critical, is not enough. As a nation, we must choose to search our hearts and minds and ask ourselves what is our vision for this country? Can we realize the ideals from which this country was founded? How do we want our children to experience their future? This necessitates that we choose love. As the late Dr. Martin Luther King, Jr. said: “I have decided to stick with love. Hate is too great a burden to bear.”

Moving forward, it is imperative that communities of color, members of the LGBTQ community, activists, allies, and members of law enforcement build relationships that have never before existed. Equally important is that we repair relationships between law enforcement and the community that have become fractured in the wake of recent events. To build a more empathetic community, we must courageously listen and make an honest effort to face our

fears and pain, and consciously commit to boldly take action for transformative change in this country. Without this change we will inevitably face continued violence and loss of the skills and talents of those we have lost.

As individuals and as a national community, we must be unified and work toward peace, understanding, and justice. We must put our collective arms and hearts around one another as we work for solutions that will help everyone feel safe, respected and affirmed.

**Sincerely,**

Members of the Intersectional Qualitative Research Methods Institute (IQRMI) Family

**Nishaun T. Battle, PhD**

Assistant Professor, Department of Sociology and Criminal Justice, Virginia State University

**Diana N. Carvajal, MD, MPH**

Assistant Professor, University of Maryland School of Medicine

**Cassandra D. Chaney, PhD**

Associate Professor, School of Social Work, Department of Child and Family Studies, Louisiana State University

**Uriyoán Colón-Ramos, PhD, MPA**

Assistant Professor, Department of Global Health, George Washington University

**Diana Guespe, PhD**

Adjunct Professor and Director of Research and Evaluation at the Center for Social Justice, Georgetown University

**Kim Hughes, PhD**

Assistant Professor, the Department of Counseling at The University of Texas at San Antonio

**Taharee Jackson, PhD**

Assistant Professor in Minority and Urban Education, Department of Teaching and Learning, University of Maryland

**Sophia Johnson, PhD**

Assistant Professor, Pharmaceutical Health Services Research Development, University of Maryland-Baltimore School of Pharmacy

**Chandria D. Jones, PhD, MPH**

Senior Study Director, Westat

**Charlotte Marshall, PhD**

Assistant Professor, Department of Psychology, Widener University

**Cassandra McKay-Jackson, PhD, LCSW**

Associate Professor, Jane Addams College of Social Work, University of Illinois at Chicago

**TyWanda L. McLaurin-Jones, PhD**

Assistant Professor, Department of Community and Family Medicine, Howard University

**Jamie Mitchell, PhD**

Assistant Professor, School of Social Work, University of Michigan

**Chinonye “Chi-Chi” Nnakwe, PhD**

National Science Foundation, AAAS Policy Fellow

**Laurie Nsiah-Jefferson, PhD, MPH, MA**

Senior Scientist, Senior Lecturer, Heller School for Social Policy and Management, Brandeis University

**Michael Robinson, PhD, MSSW**

Assistant Professor, School of Social Work, University of Georgia

**Brendaly Rodríguez, MA**

Manager, Community Engagement and Cultural Diversity Core, Clinical and Translational Science Institute, University of Miami

**Jocelyn R. Smith Lee, PhD, MS, LGMFT**

Assistant Professor, Psychology Department, Marist College

**Kunmi Sobowale, MD**

Psychiatry Resident, Yale School of Medicine

**Shaquita Starks, PhD, FNP-BC**

Assistant Professor in the College of Nursing, Family Nurse Practitioner/Psychiatric Mental Health Nurse Practitioner, Alliance Health Services

## Congratulations to the QRIG 2015-2016 faculty and dissertation grant awardees!

One UMD faculty member and six doctoral students received funding to support their intersectional research. A panel presentation was held on November 15, 2016, titled, “Millennials, Whiteness, and Adoptees: Exploring Race, Gender and Ethnic Identities,” where four awardees presented their work. The remaining three awardees will present their research on Thursday, April 13, 2017, from 12-1:30pm in Marie Mount Hall, Room 1310. Join us!



**Dr. Taharee A. Jackson, Ph.D.**, Department of Teaching and Learning, Policy and Leadership, Minority and Urban Education

“It’s Not the Color of Your Skin, It’s the Color of Your Pedagogy: An Exploratory Study of Critical Factors in Preparing, Supporting and Retaining Culturally Relevant Teachers”

Dr. Jackson’s exploratory study examines the practices and life experiences of both underrepresented minority and White teachers to determine which factors are most salient in the preparation, support, and retention of teachers who are racially, socioeconomically, and culturally sensitive. Post-Brown, teaching has increasingly become the domain of White, middle-class, monolingual women. This research employs data from a focus group, observations, and interviews to understand how critical, culturally relevant pedagogues are drawn to the profession, affirmed in their teaching, and motivated to persevere or leave. Using a qualitative approach, the study also examines how teachers make decisions to shift classrooms or schools, and how they are “pushed or pulled” to exit the profession or persevere.



**Jessica Chalk Bennett**, Department of Counseling, Higher Education, and Special Education

“Narratives of Fit: Understanding Women Faculty Stories of Making Sense and Finding Place in Gendered Organizations”

Utilizing narrative research methods in combination with institutional ethnography practices, this dissertation explores the meaning that women faculty make of institutional practices, cultures, and relationship in cultivating a sense of fit within their employing institution. With sensitivity to the identity and social locations of women across a highly selective liberal arts institution, women faculty narratives are collected and analyzed to identify patterns of institutional policies, procedures, and structures that allow and disallow women to thrive, define their own paths through the academy, and to be their best selves. This study hopes to contribute both insights into how women faculty make meaning of their work, and how institutions can best get out of their way.



**Jonathan Cox**, Department of Sociology

“I Am But I Do Not See: Colorblind Racial Ideology in College Millennials”

Cox’s dissertation focuses on exploring how racial identity impacts the use of colorblind racial ideology in Millennials. While colorblind racial ideology has been studied by several scholars over the years, previous research typically focuses on whites, and as such it is relatively unknown whether or not people of color utilize the same ideological frameworks as their white peers. Additionally, research often homogenizes people of color, assuming they experience and understand race in similar ways as racial minorities, a belief several scholars work to refute. Jonathan’s dissertation seeks to expand previous understanding of colorblind racial ideology, through an intentional focus on racial identity and an assumption of racial heterogeneity, using the most diverse generation in the history of the U.S.: Millennials.



**Wendy Marie Laybourn**, Department of Sociology

“From Objects in Need of Rescue to Subjects Asserting Selfhood: Korean Adoptee Consciousness and Cross-National Advocacy”

Laybourne’s dissertation examines how Korean adoptees (KADs) explore and enact their multiple identities by grounding her research within AsianCrit perspective and drawing upon social identity theory. KADs comprise 25% of transnational adoptions to the U.S.; are the largest group of transracial transnational adoptees in adulthood; and represent approximately 10% of the present-day Korean-American population. Although research has examined their racial identification as White *or* Asian, shifts in racial ideology, particularly the rise of mixed race studies and post-racialism, KADs may incorporate a wider range of identities (i.e., multiracial, with another racial/ethnic group, non-raced, “adoptee”). To date, little work has thoroughly examined the range of ways KADs may identify and why.



**John Hart, Department of Family Science**  
 “Fathering after Incarceration: Navigating the Return of Young, Black Men to Families, Jobs, & Communities”

Hart’s dissertation utilizes life course theory and intersectionality to examine the lives and families of Black incarcerated fathers. Forty life history interviews were conducted with Black fathers in a local department of corrections to examine how incarceration re-arranges the lives of these men as well as the development of their children, and how men reenter their families and communities after incarceration. While most Black men work, go to school, get married and start families, Black men who are low-income are at a higher risk to experience incarceration. As a result, incarceration challenges these men’s ability to reconnect with social institutions post-release and separates them from their families for extended periods of time.



**Stephanie Madden, Department of Communication**  
 “The Issue with Issues Management: An Engagement Approach to Integrating Gender and Emotion into Issues Management”

Using sexual assault on college campuses as a context for interrogation, the purpose of this study is to offer a normative theoretical framework for expanding issues management to better account for the gendered, racial, and emotional dimensions of issues. This project works to use descriptive knowledge acquired through interviews, focus groups, and participant observation to offer a revised theory of issues management that can help communicators at different types of organizations better communicate about intersectional issues. Findings from this research may help practitioners develop proactive communication strategies for handling sexual assault issues to avoid negative media attention and positively change organizational culture.



**Stephen Secules, Department of Teaching, Learning, Policy, and Leadership**  
 “The Cultural Construction of Engineering Ability”

Secules’s dissertation explores the localized ability hierarchies in an undergraduate programming class for electrical engineers in order to deconstruct them as cultural constructions rather than “abilities” of individual students. Secules examines ethnographic data of a semester-long 30-person class via one-on-one student interviews, lecture and lab section field-noted observations, video of student pairs and projects, and student written work. In addition, course rosters and demographics, seating patterns, course content, and interactional dynamics are examined to identify factors that constrain and influence inequity. By locating the problems outside of individuals, this research intends to be a first step towards finding new operation solutions to problems of equity and access long seen as intractable and inevitable.



## 2016-2017 QRIG seed grant awardees

The Qualitative Research Interest Group (QRIG) at CRGE, in collaboration with the Maryland Population Research Center (MPRC), is pleased to congratulate the following faculty and doctoral students for their innovative qualitative and mixed-methods research.



### **Dawn Marie Dow, PhD**, Department of Sociology

“Racial Distinctions in Middle Class Motherhood: Ideologies and Practices of African-American Middle-Class Mothers”

Using the analytical lenses of intersectionality (Collins 2009), *Racial Distinctions in Middle-class Motherhood* demonstrates that the frameworks typically deployed in research on middle-class mothers and their families, which typically focus on the experiences of elite, White mothers, do not adequately capture the experiences of African American middle and upper-middle-class mothers. Through sixty in-depth semi-structured interviews, *Racial Distinctions* examines the experiences of African American middle and upper-middle-class mothers and uncovers the different cultural expectations that inform their approaches to parenting, combining work and family, and childcare. These mothers’ approaches are influenced by intersections of race, class and gender and beliefs and practices that are supported by specific social, economic, cultural and structural circumstances. This study provides evidence that relying on the experience of a particular group of mothers—specifically white middle class mothers—to stand in for all mothers—results in unhelpful and misleading understandings of the challenges that mothers face.



### **Jennifer D. Roberts, PhD**, Department of Kinesiology

“Exploring Intersectionality in the Physical Environment through an Analysis of Active Transportation Experiences among Washington, DC Area Adolescents”

Active transportation (AT), such as walking, biking or using public transportation, as a means of transport offers an opportunity to improve physical activity levels in youth and thus reduce overweight/obesity levels. Yet, when it comes to youth AT and transportation equity, there is a gap in knowledge of the demographic (e.g. race, gender), environmental (e.g. urbanicity) and social (e.g. parent, peer) intersectional influences on AT behaviors, attitudes and perceptions. With a new opportunity for AT in Fairfax County, Virginia, the Physical Environment and Active Transportation (PEAT) Study-A will explore the impact of the Silver Line-First Phase (Silver Line-1) on AT among adolescents using an intersectional approach to understand the dimensions of structural inequalities shaping and impacting AT behavior. PEAT Study-A will employ a two-phase, exploratory sequential, mixed-methods design to examine the meaning of this new physical environment, an area of transportation inequity, among this vulnerable population of adolescents.





**Kanisha D. Bond, PhD, MPP**, Department of Government and Politics  
 “American Antifa: Anti-Racist Action and the Anti-Fascism Movement in the United States and Canada”

The study uses a mixed-methods approach to explore how institutional development in the North American ARA/Antifa movement has shaped and been shaped by the experiences of individual participants. Data are being collected using two approaches: (1) participant-observation at meetings, rallies, and events of the Anti-Racist Action/Anti-Fascism (ARA/Antifa) movement and (2) semi-structured life-history interviews with women and men from marginalized communities who identify as participants in the ARA/Antifa movement in the United States. This project is fundamentally guided by an intersectional perspective. Specifically, it explores the interaction between the perceptions and experiences of non-White and women members during collective infrastructure-building events and the relative success of movement-level initiatives aimed at institutionalization and expansion.



**Nina Daoud**, Doctoral Student, Department of Counseling, Higher Education, and Special Education

“Portraits of the (In)visible: Examining the Intersections of Race, Religion, and Gender for Black Muslim Women in College”

Through the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis, 1997), this dissertation study utilizes Goffman’s (1959) theory of dramaturgical analysis along with Collins’ (1990) concept of matrix of domination to present portraits of six Black Muslim women, focusing on how they make decisions about which of their identities to express during their undergraduate years. In particular, this study seeks to answer the following research questions, how do internal and external dimensions of campus climate share the college experiences of Black Muslim women and how do they negotiate the intersections of their racial, religious, and gender identities. I anticipate findings from this study to illuminate issues of power and privilege in different spaces, including the Muslim community, the Black community, college campuses, and the U.S. thereby disrupting narratives of universality among those who identify as Black or Muslim, within institutions of higher education as well as the U.S. at large.



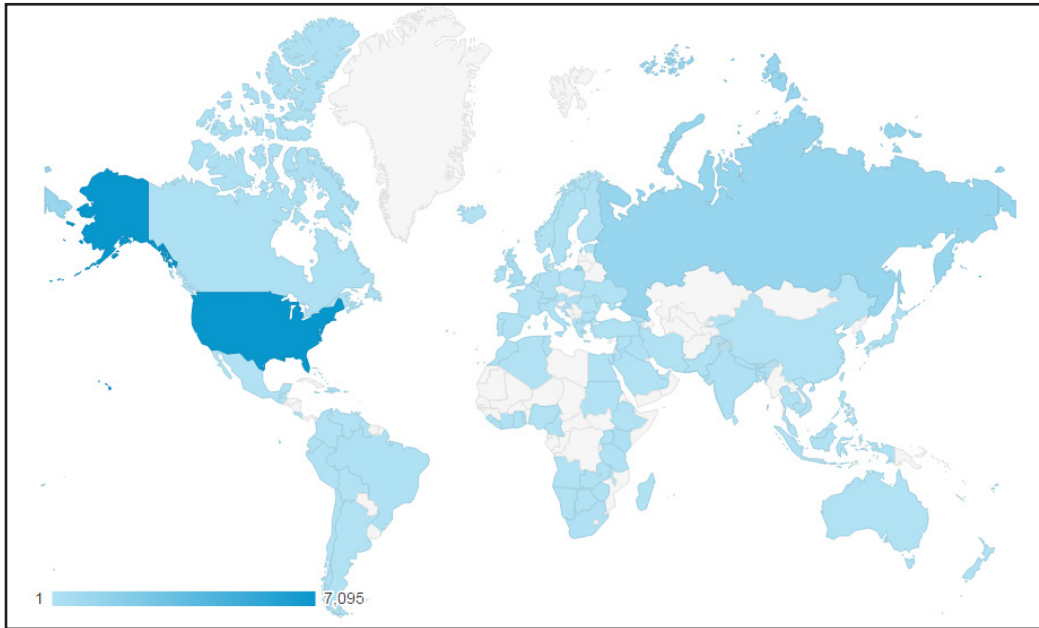
**Ana I. Sanchez-Rivera**, Doctoral Student, Geography Department

“The Role of Government in the Creation of Places and its Influence on Racial Identification: A multi-site case study in Loíza and Canóvanas, Puerto Rico”

Identity, race, and place are interrelated dynamic social constructions that are central to culture and ethnicity. In Puerto Rico, race is linked to ethnicity because the government decided to highlight three groups involved in the colonization as the main representatives of the culture, Tainos (Native-Indians), Spaniards (colonizers) and Africans (slaves). Even though Puerto Rico is understood as a racially diverse place, more than 75% of the population selects White as their race in the U.S. Census. This research tries to understand if places can influence how people select their “race.” The researcher selected two administratively-created counties using racial makeup where their populations are phenotypically similar, but select different racial categories on the U.S. Census. The study challenges existing theories of identity using a mixed methodology from an interpretative and social constructivist approach.

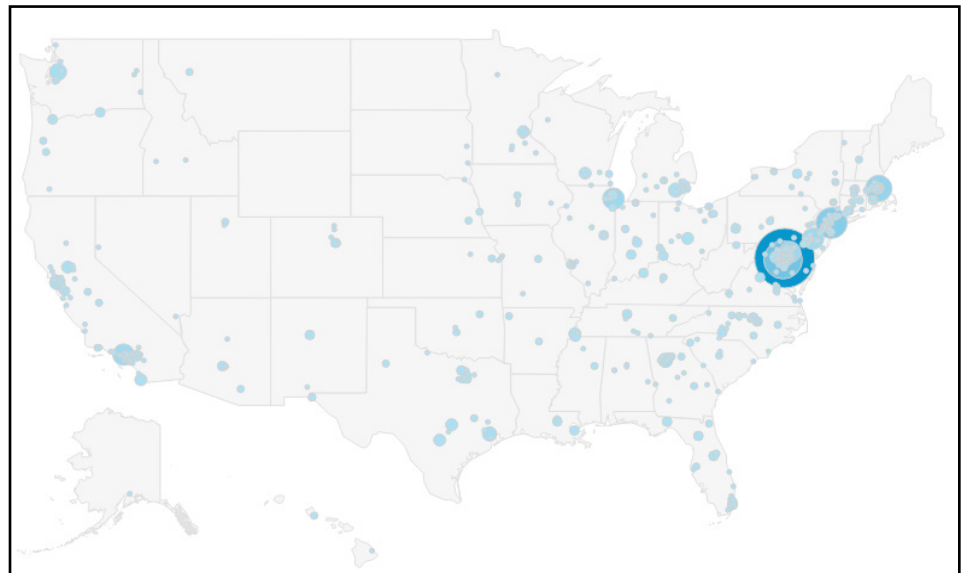
## online presence and social media

CRGE's online presence engages users from around the world. In 2016, **more than 7,000** people visited our online resources available on our website at [www.cрге.umd.edu](http://www.cрге.umd.edu). The maps below illustrate our page visits throughout 2016 (source: Google Analytics).



### Top Hits by US City:

1. College Park, MD
2. Washington, DC
3. New York, NY
4. Boston, MA
5. Baltimore, MD
6. Chicago, IL
7. Philadelphia, PA
8. Los Angeles, CA
9. Silver Spring, MD
10. Seattle, WA



For updates on events, grant opportunities, presentations, etc., please find us on Facebook and Twitter to join our network!



[/crgemd](https://www.facebook.com/crgemd)



mailing list



[@crgemd](https://twitter.com/crgemd)

# intersectional research database

## The Intersectional Research Database has moved to Zotero!

During the Fall 2016 semester, CRGE began to transfer the Intersectional Research Database (IRD) from its original platform to Zotero, a free, open-source online citation management tool. The new Zotero group, available at [https://www.zotero.org/groups/intersectional\\_research\\_database](https://www.zotero.org/groups/intersectional_research_database), affords an easy-to-use interface to explore and search through the many resources included in the database. Zotero has allowed us to update various features of the IRD, including searchable tags and annotations, quicklinks to articles, and other advanced search capabilities.

The screenshot shows the Zotero interface for the 'Intersectional Research Database' group. At the top, there's a navigation bar with 'Home', 'My Library', 'Groups', 'People', 'Documentation', 'Forums', and 'Get Involved'. Below that, the group name 'Intersectional Research Database' is displayed along with group settings like 'Owner: Consortium on Race, Gender, & Ethnicity (CRGE)', 'Registered: 2016-10-05', 'Type: Public', and 'Membership: Closed'. A 'Members (1)' link is also visible. The main section is titled 'Recently Added Items' and contains a table with the following data:

Title	Added By	Updated On
Who's the Indian in Aztlan? Re-Writing Mestizaje, Indigenism, and Chicanoism from the Lacandon	CRGE	Feb 28, 2017 5:14:26 PM
Bodies that Splinter: Gender, "Race," and the Discourse of Mestizaje	CRGE	Feb 28, 2017 5:12:18 PM
Imaginary Spaces: Aztlan and the "Bisque" Body in Chicana's Feminist Cultural Productions	CRGE	Feb 28, 2017 5:10:41 PM
Richard Rodriguez in "borderland": The Relocation of the Discourse of Mestizaje	CRGE	Feb 28, 2017 5:09:07 PM
Racism, Revolution, and Indigenismo: Mexico, 1910-1940	CRGE	Feb 28, 2017 5:06:54 PM
Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought	CRGE	Feb 28, 2017 5:03:47 PM
Here They Go Again with the Race Stuff: Chicana Negotiations of the Graduate Experience	CRGE	Feb 28, 2017 5:01:59 PM
Introduction	CRGE	Feb 28, 2017 4:58:51 PM
Color Coded: Reflections at the	CRGE	Feb 28, 2017 4:56:31 PM

CRGE launched the Intersectional Research Database in 2005 as the only online searchable compilation of research that examines patterns of inequality. The database remains a rich collection of bibliographical resources on interdisciplinary, intersectional empirical literature. It contains scholarship using a large number of methodological approaches that examines the intersections of race, gender, ethnicity, and other dimensions of inequality. The IRD 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.

Thanks largely to the hard work of Lauren Roundtree, CRGE's student intern, the Zotero-based IRD is now up and running. If you have questions or comments, please contact [crgeumd@gmail.com](mailto:crgeumd@gmail.com).

The screenshot shows a detailed view of an article in the Zotero interface. The article title is 'Advancing Women in Leadership Journal'. The author is listed as 'Marcano, Rosita'. The abstract reads: 'This article is a primary data analysis consisting of data collected through a survey, interviews and a brief literature review of 27 articles. The author seeks to understand the challenges, common experiences and victories that Latinas in administrative positions encounter in educational organizations. Marcano focused on the experiences of Latina principals of schools in Texas, Chicago and Wisconsin and asked them specifically about their experiences in "career advancement, cultural and ethnic identity, significant mentors, sexual harassment, and the cultures of the schools in which they currently work" (1). Key findings of this article include: the hiring of school administrators that reflect the ethnicity and culture identities of the student population; Latina principals not wanting to be considered "outsiders;" token as destructive to Latina principals and the idea that it is helpful for all women to become knowledgeable about the majority culture in which they are working. Racism was commonly experienced among all of the participants interviewed. Many share experiences of their language and culture being an asset in working with Latino families, but also as a challenge because their integrity and skills were sometimes questioned. Many respondents also questioned their placement at the school in which they were currently working. Racism also influenced the sexism the participants experienced. Several mentioned the stressful work environment they encountered in having to prove that they are capable of handling situations such as drug-related issues and gang activity to male staff members. In addition, some parents had gone as far as to pull their child out of school for fear that the "school's educational quality might go down with a female minority principle" (2). In the aggregate, these experiences lead to feelings of isolation and culture shock on behalf of the educators. Several participants mentored prospective female principals and noted the most important thing to know is what your strengths and weaknesses are as leaders. Notably, sexual harassment was not much of a concern for the participants compared to sexism and racism.'

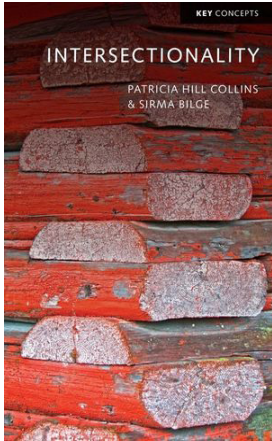
Publication information:

Publication	Advancing Women in Leadership Journal
Volume	1
Issue	1
Pages	1-8
Date	1997
URL	<a href="http://awjournal.org/spring97/awlv1_04.html">http://awjournal.org/spring97/awlv1_04.html</a>
Accessed	2017-01-17 16:56:18
Tags	Labor · Work

## book corner

### Intersectionality takes center stage in contemporary intellectual discourse

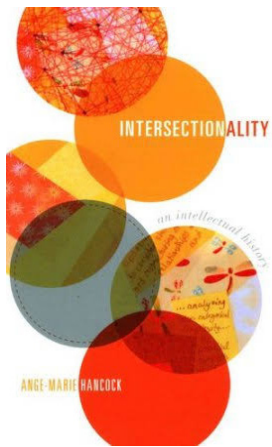
Excerpts below are taken from respective publishers' websites.



#### ***Intersectionality***

by Patricia Hill Collins & Sirma Bilge (Polity Press, 2016)

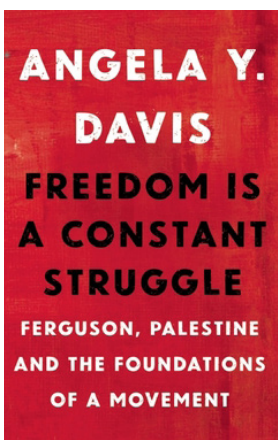
In this new book Patricia Hill Collins and Sirma Bilge provide a much-needed, introduction to the field of intersectional knowledge and praxis. They analyze the emergence, growth and contours of the concept and show how intersectional frameworks speak to topics as diverse as human rights, neoliberalism, identity politics, immigration, hip hop, global social protest, diversity, digital media, Black feminism in Brazil, violence and World Cup soccer. Accessibly written and drawing on a plethora of lively examples to illustrate its arguments, the book highlights intersectionality's potential for understanding inequality and bringing about social justice oriented change. Intersectionality will be an invaluable resource for anyone grappling with the main ideas, debates and new directions in this field.



#### ***Intersectionality: An Intellectual History***

by Ange-Marie Hancock (Oxford University Press, 2015)

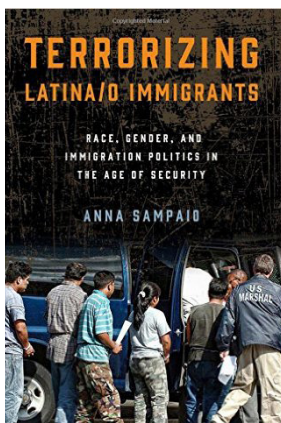
Though intersectionality theory has emerged as a highly influential school of thought in ethnic studies, gender studies, law, political science, sociology and psychology, no scholarship to date exists on the evolution of the theory. In the absence of a comprehensive intellectual history of the theory, it is often discussed in vague, ahistorical terms. And while scholars have called for greater specificity and attention to the historical foundations of intersectionality theory, their idea of the history to be included is generally limited to the particular currents in the United States. This book seeks to remedy the vagueness and murkiness attributed to intersectionality by attending to the historical, geographical, and cross-disciplinary myopia afflicting current intersectionality scholarship. This comprehensive intellectual history is an agenda-setting work for the theory.



#### ***Freedom is a Constant Struggle***

by Angela Davis (Haymarket Books, 2015)

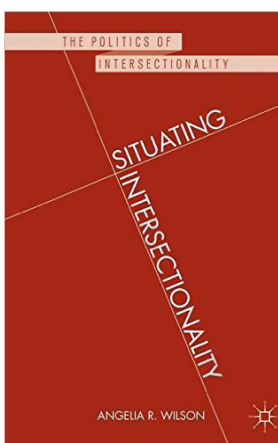
In these newly collected essays, interviews, and speeches, world-renowned activist and scholar Angela Y. Davis illuminates the connections between struggles against state violence and oppression throughout history and around the world. Reflecting on the importance of black feminism, intersectionality, and prison abolitionism for today's struggles, Davis discusses the legacies of previous liberation struggles, from the Black Freedom Movement to the South African anti-Apartheid movement. She highlights connections and analyzes today's struggles against state terror, from Ferguson to Palestine. Facing a world of outrageous injustice, Davis challenges us to imagine and build the movement for human liberation. And in doing so, she reminds us that "Freedom is a constant struggle."



## ***Terrorizing Latina/o Immigrants: Race, Gender, and Immigration Politics in the Age of Security*, by Anna Sampaio (Temple University Press, 2015)**

Immigration politics has been significantly altered by the advent of America's war on terror and the proliferation of security measures. In her cogent study, *Terrorizing Latina/o Immigrants*, Anna Sampaio examines how these processes are racialized and gendered and how they impose inequitable burdens on Latina/o immigrants. She interrogates the rise of securitization, restrictive legislation, and the return of large-scale immigration raids and describes how these re-articulate and re-inscribe forms of racial and gender hierarchy. *Terrorizing Latina/o Immigrants* demonstrates how the ascendance of America as a security state serves as a template to scrutinize, harass, and encumber immigrants while also reconfiguring citizenship. Sampaio uses intersectional analysis coupled with theoretical and empirical approaches to develop a critical framework for analyzing current immigration politics.

Sampaio provides a sustained and systematic examination of policy and enforcement shifts impacting Latinas/os. Her book concludes with an examination of immigration reform under the Obama administration, contrasting the promise of hope and change with the reality of increased detentions, deportations, and continued marginalization.



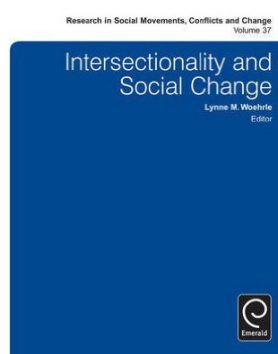
## ***Situating Intersectionality: Politics, Policy, and Power* ed. Angela Wilson (Palgrave Macmillan, 2013)**

A new generation of political science scholars who are comfortable employing intersectional analysis are emerging and their work hones in directly on the complexity of politics, governance and policy making in an increasingly small, technologically connected, ideologically nuanced, global Public Square.

“This wide-ranging and cutting-edge collection links theoretical and ‘real world’ concerns to provide an exciting contribution to the analysis of power and policy that illuminates the complexities involved. Both accessible and sophisticated, it is essential reading for anyone seeking to understand and challenge current patterns of privilege and marginalisation.”  
Review, Valerie Bryson, Professor Emerita, University of Huddersfield, UK.

Emerald Books

## ***Intersectionality and Social Change* ed. Angela Wilson (Palgrave Macmillan, 2013)**



[W]hat can the emerging discipline of intersectionality studies contribute to our quest to understand and analyze social movements, conflict and change? This collection is part of a continued broadening and deepening of the theoretical contributions of intersectional analysis in understanding social structures and human practices. It lends analytical eye to questions of how race, class, and gender shape strategy and experience in social change processes. It also stretches to include thinking about how analysis of age, religion, or sexual identity can influence the model. The papers contribute to our growing understanding of ways to use the social power analysis unique to the intersectional lens to offer new perspectives on well-researched questions such as group identity development in conflict, coalition organizing, and movement resonance. Through the intersectional lens, questions often ignored and populations traditionally marginalized become the heart of the analysis. Additionally, the volume also considers how surveillance and information sharing shape the complex relationship between democratic freedoms and hegemonic governmental systems.

## CRGE Congratulates Dr. Angel Love Miles, Former CrISP Scholar, on Receiving Her Doctorate Degree!

Angel Love Miles began her academic career at the University of Maryland, College Park as a CRGE Interdisciplinary Scholarship Program (CrISP) scholar in 2004 as she entered the Women's Studies doctorate program.

Looking back on her time with the Consortium, Dr. Miles reflects,

*"CRGE provide[d] me with a rare opportunity to engage in intersectional scholarship. I have benefited greatly from the work that CRGE has produced and events that they have sponsored, such as their colloquia, research seminars, and research interest groups as well as CRGE's first Research and Scholarship Day."*

### Housing Inequality and African American Women with Disabilities

Angel Love Miles, PhD

►Although women and racial ethnic minorities have higher rates of disabilities, gender and racialized disparities in the receipt, quality, and outcomes of disability related services persist; resulting in their benefiting significantly less from disability policy than white disabled males. In addition, African Americans specifically, have the second highest rate of disability and African American women have one of the highest rates of severe disabilities in America (Balcazar et.al, 2010). There is a scarcity of research conducted for and with African American women with disabilities on homeownership, a resource so vital to their social and economic security. With the wealth gap widening and an increasing aging population, understanding the experiences of racial/ethnic women with disabilities is more important now than ever.

My dissertation *Barriers and Facilitators to Homeownership for African American Women with Physical Disabilities* fills an important gap in the literature by exploring the social, economic, and health characteristics and experiences of 32 African American women with physical disabilities by homeownership status. Data were collected through self-administered questionnaires and in-depth follow up interviews with 30 respondents living in the mid-Atlantic region of the U.S. Employing case studies and the women's

While a student at UMD, Angel received several recognitions of her academic work and advocacy efforts which created campus-wide awareness about the intersectionality of disability, race, class and gender. Among them were the 2008 Graduate School Enhancement Award, 2009 Southern Regional Education Board, 2016 (UMD) Graduate Student Distinguished Service Award and the 2016 Ethnic Minority Achievement Graduate Student Award.

Dr. Miles was awarded a post-doc fellowship at the University of Illinois-Chicago which will enable her to continue her research in the university's Department of Human Disability and Development.



Dr. Angel Love Miles on commencement day, December 2016.

narratives, I argue that homeownership is an important indicator of social integration and wealth attainment in U.S. society that is largely unavailable to African American women with disabilities. Drawing on the social model of disability, I raise questions about the social factors which impede African American women with physical disability's access to homeownership and quality housing, and describe some of the ways that compulsory able-bodiedness operates as a prerequisite for homeownership attainment. Also informed by feminist disability and intersectional approaches, the study develops a feminist intersectional disability framework.

This framework informs the intersecting impact of inequalities of race, class, gender and ability as illustrated in the women's housing experiences. The findings suggest that education, economics, architecture, and discrimination jointly with personal issues of identity and self-esteem create barriers to

homeownership. Critical facilitators include social networks, homeownership training for both the women and the real estate industry, along with grants and funding to underwrite the architectural accommodations needed to make otherwise affordable homes accessible. In sum, the findings show that African American women with physical disabilities experience barriers to homeownership that are multiple, compounding and complex. It suggests directions for developing new research and policy agendas that consider the implications of multiple minority status and its impact on their physical needs in order to become homeowners.



## Graduate Student Reflection

Lenora R. Knowles, CrISP Scholar

►This first semester as a CRGE Interdisciplinary Scholar and doctoral candidate in Women's Studies has been full of new and necessary learning on the meaning and role of research in bringing about a more just and equitable in our current political, social, and economic moment. I came to the University of Maryland with a scholarly background in

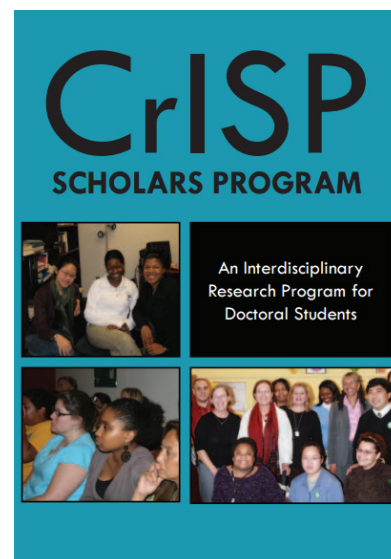
Africana Studies and theological studies. Moreover, over the last nine years I have been an active participant in and developed deep commitments to grassroots organizing in places such as Providence, Rhode Island and Baltimore, Maryland. I decided to return to academia because of persistent questions that arose while doing the work. Some of the most salient questions pivot around the role and necessity of knowledge production in building grassroots social movements that are led by the needs, experiences, and questions of those most impacted by systems of oppression, domination and exclusion. How are we as women of color to theorize and analyze our social movements, power, and multi-faceted subjectivities and relationships to the state?

Several of my most powerful experiences while at CRGE include the opportunities to support scholarly projects that are researching the health and wellness of Latino(a) employees working in the University's Dining Services, Residential Facilities, and Facilities management; naming, recovering, and reflecting on the contributions of Latina intellectuals and practitioners to the larger discourse on intersectionality as critical inquiry and praxis; and examining the experiences Hispanic faculty within the academy in terms of mentoring, health/mental health and gender.

The Latino employee health study has exposed me to the tedious work of building a research study from the ground up and how scholars can craft research that is rooted in the local and contributing to more just and equitable University communities. Moreover, it has been a joy to delve into the rich history of Chicana and Latina intellectuals and activists who are making meaning, building power, and creating scholarship at the intersection of race, class, gender,

sexuality, and more. These Latina theorists and practitioners interrogated white normativity, dehumanizing ideologies, policies, research, and institutions. Furthermore, studying the professional experiences and health of underrepresented minority faculty has been particularly sobering as an Afro-Latina hoping to work in the academy. Such experiences of institutional stress, racism, and overwork are further compounded by immigration status, gender, language, family background, and more. As this project and other projects suggest there is a need to hold institutions and departments across disciplines accountable.

All in all, I am grateful for my involvement at CRGE as Dr. Zambrana has generously offered a valuable orientation into the possibility of intersectional scholarship and a look at what it means to carve out and nurture spaces for critical intersectional research within historically and predominantly white institutions of higher learning. Given the history of extractive research that has often pathologized and depoliticized the health, economic, educational and other social statuses of communities of color such institutes are essential for rethinking and reworking the role of research in our country and across the globe.



### About Lenora R. Knowles

Lenora R. Knowles, CrISP Scholar, is a first year doctoral student in the Women's Studies Department. Lenora's academic work pivots around the question of how are radical poor and working class African American women and Latinas doing grassroots organizing within their respective communities and together across lines of race, ethnicity, and immigration status. Lenora currently resides in Baltimore where she is actively engaged in grassroots community organizing efforts to end police brutality and economic injustice with an intersectional analysis of race, class, gender, sexuality, and immigration status. Prior to joining the Department of Women's Studies, she earned a Master of Divinity at Union Theological Seminary in New York City and held a fellowship at the Poverty Initiative/Kairos Center for the duration of her time in seminary. While at Union she studied the role of religion and spirituality in building grassroots poor people's movements, political economy, and African American women's leadership in the welfare rights movement of the 1960s and 70s. Lenora became the first person in her family to graduate from college by earning a Bachelor of Arts in Africana Studies from Brown University. Lenora first developed both her profound appreciation for the essential role of knowledge production in deconstructing power and oppression and her profound passion for building grassroots social justice movements led by those most directly impacted as a student organizer at Brown.



## Farewell Reflection on CRGE Internship

Christie Moy

►My name is Christie Moy and I am a fourth-year undergraduate student from Montgomery County, Maryland. I am also an office assistant at the Consortium on Race, Gender, and Ethnicity. On May 20, 2017 I will graduate with a Bachelor of Science degree in Community Health with a specialization in Health Risk Behaviors and a minor in General Business.

I became part of the CRGE team in the fall of 2013 as an undeclared first-year student. Four years later, I have CRGE to thank as one of the key reasons why I decided to declare a major within the School of Public Health at the University of Maryland. As part of the CRGE team, I've had the opportunity to not only work beside several established intersectional researchers, but also learn about their own career paths within the field of public health. As a plus, working at the CRGE allowed me to strengthen my interdisciplinary skills and familiarize myself with qualitative, quantitative, and mixed-methods research all across the world of academia.

A few of my favorite CRGE projects include assisting with the Intersectional Qualitative Research Methods Institute; working with Dr. Ruth Zambrana on her long-anticipated book, *Toxic Terrains*; and observing speaker series where researchers present their mixed-methods studies. Specifically, I found Dr. Julie Park's qualitative study on East Asian Amer-

icans ("More Than Tiger Moms: Examining How Second Generation East Asian Americans Approach Education and Schooling for Third Generation Youth") and Jonathan Cox's investigation of racial ideology in college millennials: ("I Am But I Do Not See: Colorblind Racial Ideology in College Millennials") particularly compelling, as these two research topics relate to a large part of my personal identity.

Overall, working at CRGE has not been simply a job for me, but a life experience. I learned about how social and personal identities are formed in regards to race, gender, ethnicity, sexuality, and culture, and how various communities are negatively affected by discrimination, inequalities, and other injustices because of how they identify themselves. This is what influenced me to become passionate about public health and to promote the wellbeing of others.

During my time at CRGE, I have obtained invaluable experiences and skills that have not only enriched my academics, but also helped mold my future career. In the spring of 2017, I will be continuing my public health career with my Capstone internship at the National Institutes of Health, National Library of Medicine. During my internship, I will be working within the Division of Specialized Information Services' Community Health Outreach, where I will develop educational materials and informative presentations, practice my health educator skills, assess social media marketing strategies, and build a presence and network across various social platforms. Upon graduating from Maryland this spring, I am interested in joining a healthcare organization that works to address community or statewide health disparities through community outreach efforts and health education.

### Thank you Christie for your dedication and service to CRGE!

Christy has worked for CRGE as a work-study student for four years. From the start, she showed an eagerness to learn and help in any way. She never turned down a task and learned while doing. She has been a quiet, yet, persistent presence in CRGE. We have watched her grow into a self-possessed and confident young woman whom we all know will be successful. We feel assured that we have provided her the tools to thrive in the professional world and feel much pride in her accomplishments. From all of us at CRGE, we will miss you, Christy. We wish you much success and want you to know you have a welcoming space here, always.



## welcome



### **DB Bauer, CRGE's New Communications Coordinator**

►DB Bauer is a doctoral student in the Department of Women's Studies, also pursuing the Digital Studies in the Arts and Humanities graduate certificate. DB's work explores the relationship between computing technologies and humans, largely in terms of gender, affect, and media studies, speculative design, and maker cultures, such as 3D fabrication. DB often operates within the digital humanities, asking research questions like: Why is Siri a woman? What happens when interfaces become humanized? How do privatization and academic capitalism shape our interactions with computers and social media? DB is the CRGE Communications Coordinator, whose major responsibilities include designing and distributing flyers, promoting and documenting events, maintaining the website, and creating the layout and overall design of this newsletter.



### **Dr. Diana M. Guelespe, CRGE's New Assistant Director**

► Dr. Diana M. Guelespe is the incoming Assistant Director of CRGE. She holds a Ph.D. in sociology from Loyola University Chicago. She has conducted research in the areas of health, homelessness, education and immigration. Her scholarship focuses on the lives of mixed-status immigrant families and the daily challenges they confront as they pursue their education, seek and maintain employment and carry out family obligations while balancing the risk of deportation. She is committed to engaging in community-based participatory research to address social inequalities and identify policies that will improve the quality of life of marginalized community members. Dr. Guelespe's research on mixed-status families and their daily challenges with driving appear in the edited book, *Living Together, Living Apart: Mixed-Status Families and US Immigration Policy*.



### **Lauren Roundtree, CRGE's New Student Intern Office Assistant**

►My name is Lauren Roundtree and I am a first-year student from Baltimore, MD. Currently, I have yet to declare a major, but I have a growing interest in psychology and sociology. I am in the Life Sciences scholars program here at UMD and participate in a few organizations including Black Student Union and Sister to Sister. When I applied for this position at CRGE, I was just looking for somewhere to work. However, being here has been not just an opportunity to make money, but an opportunity to learn as well. I had never even heard the word intersectionality before I started working at CRGE. Now, after being exposed to an immense amount of journal articles and essays about intersectionality, I feel like my knowledge of the world has been expanded in a meaningful way that effects how I live my life. I'm very grateful to be working at CRGE, where I can learn important lessons that go beyond making copies.

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.

CRGE congratulates **Christie Moy** on her graduation and wishes her the best in her future endeavors!

**Dr. Olivia Carter-Pokras** co-presented at the 2016 Epidemiology Congress of the Americas in Miami, FL. She was awarded the Patient-Centered Outcomes Research Institute (PCORI) Engagement Contract T&D #3477: The Patient Voice in Cultural Diversity Training for Patient Centered Outcomes Researchers in the amount of \$250,000 starting August 2016 through August 2017. Her recent publications include:

Graciela, J. Carter-Pokras, O. Xin H. Sunmin L, & Glorisa C. 2016. Associations of types of life events with depressive symptoms among Puerto Rican Youth. *PLoS One*. 27:11(10):e0164852.

Jaschek G, Carter-Pokras O, He X, Lee S, Canino G. (2016). Association of child maltreatment and depressive symptoms among Puerto Rican youth. *Child Abuse Negl*. 58: 63-71.

**Dr. Judith Friedenber**g received a Fulbright Specialist Award (5 years) and was invited to be on the Advisory Board of "World on the Move," an American Anthropological Association (AAA) public initiative on migration. She organized and chaired a session at the November 2016 meeting of the AAA entitled "Citizenship Practices and Cultures of Emigration: Discovering the nation-state from abroad." A symposium honoring the work of Dr. Friedenber

g titled Producing Knowledge for Action: A Multi-Perspective Conversation from Prince George's County will take place at the University of Maryland on March 15, 2017.

**Dr. Sahar Khamis's** recent publications include:

"Reflections on Arab women's leadership and activism in the Arab citizens' revolt." In S. Schaar & M. El Ahmadi (Eds.), *The birth of the Arab citizen and the changing Middle East*. (pp. 148-160). Northampton, MA: Interlink Publishing Group, Inc.

Khamis, S. & Vaughn, K. (2016). New media and public will mobilization in the Tunisian and Egyptian revolutions of 2011. In A. Douai and M. Ben Moussa (Eds.), *Mediated identities and new journalism in the Arab world: Mapping the "Arab Spring"*. (pp. 41-60). New York: Palgrave Macmillan.

Lin, J., Edwards, S. & Khamis, S. (2016). Jewish-Muslim women's leadership initiative: A program for peaceful dialogue. In S. Roy & I. S. Shaw (Eds.), *Communicating differences: Culture, media, peace and conflict negotiation*. (pp. 203-217). New York: Palgrave Macmillan.

**Dr. Steven Klees** was an invited speaker at New York University "The Politics of Privatization in Education" Symposium and presented at the African Studies Association annual meeting, Washington, DC. His recent publications include:

"Privatization and Education: Capitalism and Context," Invited Talk at "The Politics of Privatization in Education" Symposium, New York University, April 12-15, 2016.

"Rethinking Program Evaluation: Rejecting Mechanistic Quantitative Approaches," Presented at the African

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Studies Association annual meeting, Washington, DC, December 1-3, 2016.

**Dr. Martin-Beltrán's** recent publications include:

Martin-Beltrán, M., Chen, J., & Guzman, N & Merrills, K. (2016). How adolescents use social discourse to open space for language learning during peer interactions. In M. Sato & S. Ballinger (Eds.), *Peer Interaction and Second Language Learning: Pedagogical Potential and Research Agenda*. (pp. 319–348). Philadelphia, PA: John Benjamins Publishing Company.

Selvi, A. & Martin-Beltrán, M. (2016). Teacher-learners' engagement in the re-conceptualization of second language acquisition knowledge through inquiry. *System*. 63, 28-39. doi: 10.1016/j.system.2016.08.006

**Dr. Nelly Stromquist** was awarded the H. Benjamin Professorship, College of Education (6 years). Her recent publications include:

(2016). "Adult Literacy and Women: A Present Account." *Dialogues in Social Justice*, 1(1): 18-22.

Stromquist, N. P., Hollmarsdottir, H., and Manion, C. (2016). Focusing on Gender and Education. In E. Epstein (ed.), *Crafting a Global Field: Six Decades of the Comparative and International Education Society*. New York: Springer and the University of Hong Kong.

"The Professoriate: The Challenged Subject in US Higher Education." *Comparative Education* Vol.53, Issue 1, 2017.

Stromquist, N.P., Klees, S, and Lin, J. (2017). *Women Teachers in Africa: Challenges and Possibilities*. New York: Routledge.

## **Underrepresented Minority Faculty: Publication Update**

The study of the lived experiences of historically underrepresented populations in the United States represents our research commitment to a critical and understudied area of inquiry.

We have recently published two articles relevant to this work:

Zambrana, R.E. MacDonald V-M. (2017). Diversity and its Discontents: How the Construct of "Diversity" Masks Demographic Realities and Diverts Attention from Rectifying Historical Wrongs. *The Faculty Voice*, <http://imerrill.umd.edu/facultyvoice1/?p=3864>.

Zambrana, R.E. Wingfield, A. H., Davila, B., Lapeyrouse, L. M., Hoagland, T. & Valdez, R. B. (2016). Blatant, Subtle and Insidious: URM Faculty Perceptions of Discriminatory Practices in Predominantly White Institutions. *Sociological Inquiry*, DOI: 10.1111/soin.12147.

For further information and additional resources, please visit: <http://www.cрге.umd.edu/urm.html>.



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