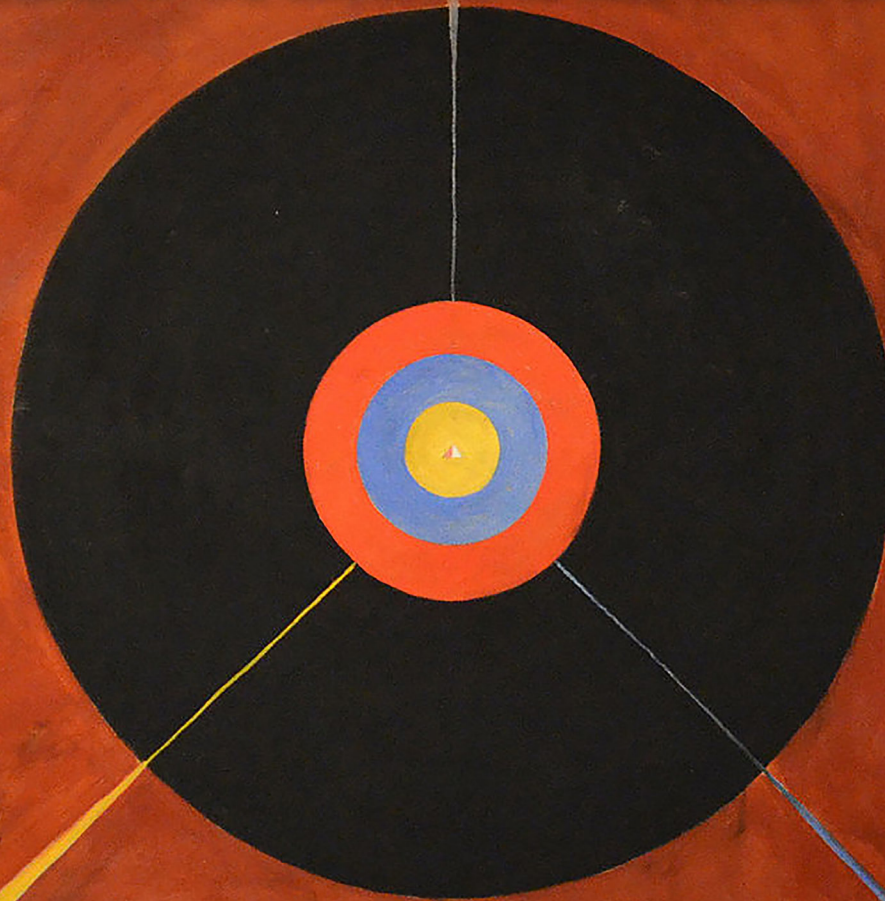




Research Connections 2018

Intersections & Inequality

ANNUAL PUBLICATION OF THE CONSORTIUM ON RACE, GENDER AND ETHNICITY



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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

The Swan, No. 18
Hilma Af Klint
1914-1915

Editorial Staff

Dr. Ruth Enid Zambrana
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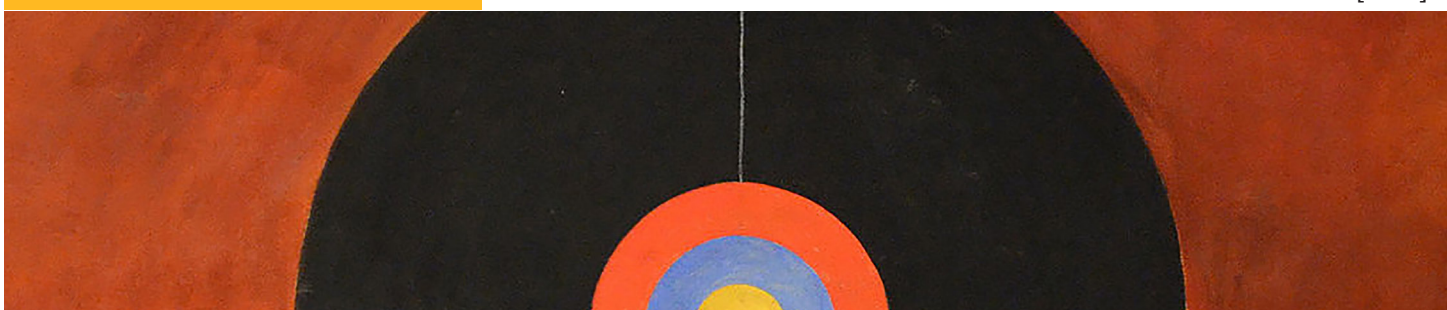
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Message from the Director

Dr. Ruth Enid Zambrana

Welcome to CRGE's spring 2018 edition of *Research Connections*. This year marks our 20th anniversary 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 collaborative, mixed methods intersectional research and mentoring. This past year we have also expanded our reach across the nation to partner with universities in Pennsylvania, Texas, New Mexico and California. In this edition, we inform our UMD community and collaborators about CRGE mentoring activities across educational pathways; highlight the work of intersectional scholars on the University of Maryland campus, share information on our recent events; and introduce you to a team of research interns and assistants who have joined CRGE this academic year.

This year marks the fourth 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. To date, we have had 66 scholars complete the program and are in the process of selecting the

next cohort. In addition, we are collaborating with University of Texas Austin to conduct a similar program for advanced doctoral students across the country. Moving reflections from two 2017 IQRMI scholars are included (see page 14). You can also view a short video on several testimonials from the 2017 cohort on the CRGE website.

On November 9, 2017, in collaboration with the University of New Mexico, Professor Nancy Lopez, Director & Co-founder, Institute for the Study of "Race" & Social Justice, and with support from several campus units, CRGE convened a distinguished group of over one hundred thought leaders, scholars, researchers, practitioners, and policy makers for a symposium titled *The State of Hispanic Race and Ethnicity: Census 2020 Changes and Implications for Addressing Social Inequalities*. The event contributed to the national conversation on implications of proposed changes to the 2020 census which includes how it asks Americans about their racial and Hispanic identity. The conference created a space for interdisciplinary dialogue about the use of racial and ethnic data for interrogating social inequalities, particularly among diverse Latina/o/x communities. Attendees engaged panelists in an

intellectual and politically challenging conversation as they sought answers to accurate measurement of population demographics. Future information collected by the U.S. Census will have far-reaching ramifications for us as individuals, researchers, and policymakers in helping us measure and close the social inequalities gap. We should all consider the impact of these changes and engage in these dialogues in our classrooms, departments, offices, and community groups, so that all are informed and have a voice in these changes (see page 10).

We are also engaged in developing new ways to apply our expertise across campus initiatives and uplift the strong intersectional and qualitative research community on our campus. This year marks an opportunity to not only showcase our accomplishments but to launch new research activities to promote inclusion and increase intersectional research production.

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





collaborations across the nation

Changing the National Conversation on Inclusion and Equity

The University of Maryland Consortium on Race, Gender and Ethnicity, in collaboration with the University of Pennsylvania and Swarthmore College, will cosponsor an invitational summit on Penn’s campus September 20-21, 2018. The conference is tentatively entitled “Changing the National Conversation on Inclusion and Equity.”

The intent is to convene a national group of higher education leaders to discuss successful strategies and practices for producing, promoting and creating equity and inclusion on our campuses. The summit will focus on the recruitment, retention and promotion of historically underrepresented minorities.

The day and a half-long summit of invited higher education leaders will focus on what current empirical research tells colleges and universities about workable strategies for increasing the representation of—and improving the climate for—underrepresented minority faculty. What should we do? Or, perhaps, stop doing? How can higher education translate social science into everyday practice? Especially in light of shifting demographics and divided politics, how can higher education reliably produce equity and inclusion in support of the recruitment, retention and promotion of historically underrepresented minorities? The summit will provide an opportunity to discuss these questions in relation to current issues affecting higher education, including the impact of changes in immigration policies on our inclusive and global campuses, Title IX, affirmative action and open expression challenges.

New Connections Program Pledges Continued Support of IQRMI

Since 2015, CRGE has organized the week-long Institute for Qualitative Research Methods Institute (IQRMI) which brings together an interdisciplinary group of underrepresented early career scholars with a common interest to research critical social problems with an intersectional approach. 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.

CRGE is very appreciative to the Robert Wood Johnson Foundation’s New Connections Program (RWJF) for its past and on-going support of IQRMI, but most importantly for the investment it makes in underrepresented minority scholars. RWJF has supported the Institute since its inception by providing scholarships and infrastructure support. This made it possible for 22 RWJF New Connections scholars to attend and have transformational experiences.

A 2017 IQRMI participant and New Connections scholar shared what he gained through the Institute by stating: “I have established some relationships and I have a game plan which I didn’t have before. I’ve also learned different lenses to look at my work through. . . . I was increasingly not seeing myself as a researcher. . . . Somewhere between Wednesday and Thursday I perceived the speakers differently, and experienced being part of a community that I can call myself a researcher again.” “The New Connections program considers IQRMI as an integral professional development opportunity for our network,” said Seth Klukoff, Co-Deputy Director, New Connections. He continues below:

“We routinely hear about the tangible benefits and value of this program from participants, and the indelible difference it makes in advancing their career trajectories.”





CRGE in Collaboration with UT Austin Expands IQRMI to Historically Underrepresented Minority Advanced Graduate Students

CRGE is pleased to announce a new partnership with The Latino Research Initiative (LRI) at the University of Texas at Austin which will expand its signature program, the Intersectional Qualitative Research Methods Institute, to advanced doctoral students across the country (IQRMI-ADS). This program is an adaptation of the IQRMI currently provided at the University of Maryland for historically underrepresented minority early career faculty.

The overall aim of the institute is to prepare graduate students to successfully navigate academic and career milestones. The goals of the institute are to: 1) enhance qualitative research data analyses, interpretation, and analytic writing skills; 2) develop critical intersectional perspectives for designing and interpreting research; 3) provide guidance on the successful completion of the doctoral degree and transition to a postdoctoral or academic position. Through daily seminars, writing groups, and interactions with peer colleagues, IQRMI-ADS participants have the opportunity to apply their new skills to enhance their research design. It draws upon the experiences and disciplines of underrepresented minority (URM) scholars with a common interest in developing and applying their research skills to address disparities and equity issues affecting underserved populations, such as family well-being, juvenile justice, education and health/mental health. The first IQRMI Graduate Student cohort will begin in June 2018.



Members of the Latino Research Initiative, Scientific Advisory Panel.

L-R: Lynn Weber, Laura Esparza, Deborah Parra-Medina (Director, LRI), Nilsa Burgos, Nelly Salgado de Snyder, and Ruth Enid Zambrana





spotlight on new faculty: university of maryland-college park

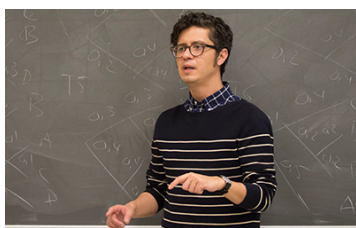


Caryn N. Bell, PhD Department of African American Studies

Caryn N. Bell, PhD is an Assistant Professor in the Department of African American Studies. Dr. Bell obtained her PhD in Social and Behavioral Sciences from the Johns Hopkins Bloomberg School of Public Health. Her research interests focus on the intersections of place, socio-economic status (SES) and socio-cultural factors in cardiovascular disease (CVD) risk factors among African Americans. She studies the impact of racial residential segregation (in urban and non-urban areas) on CVD and related behaviors, such as diet and physical activity. She utilizes geographical information systems (GIS) methods to examine segregation and its mechanisms on health. Also, Dr. Bell studies health-related social norms among higher SES African Americans. She is involved in community-based participatory research (CBPR) projects on health promotion among African Americans.

Jason Nichols, PhD Department of African American Studies

Jason Nichols, PhD is a full-time Lecturer in the African American Studies Department. He is an academic and artist with a range of interests, which include black masculinities, hip-hop music and dance, bullying amongst emerging adults, mental health, homelessness, and Black and Latino identities and relations. He serves as the current editor-in-chief of *Words Beats & Life: The Global Journal of Hip-Hop Culture*, the first peer-reviewed journal of hip-hop studies. He co-edited the book *La Verdad: An International Dialogue on Hip-Hop Latinidades* (Ohio State University Press) with Melissa Castillo-Garsow and is collaborating with her on a book which will address African American and Latino coalitions during the Trump years. The book addresses political and social issues that disproportionately affect Black and Brown people, highlights points of convergence among them and offers specific strategic suggestions on how to survive what many perceive as an administration and overall political climate that is hostile to African Americans and Latinos. Dr. Nichols often speaks publicly on these issues and makes regular appearances on local news programs. He has been featured on Al-Jazeera and Latino Rebels, and in publications, such as *The Guardian* and *The Hill*.



Iván A. Ramos, PhD Department of Women's Studies

Iván A. Ramos, PhD is an Assistant Professor of LGBTQ studies in the Department of Women's Studies. He was previously a University of California President's Postdoctoral Fellow in the Department of Ethnic Studies at UC Riverside. He received his PhD in Performance Studies with a Designated Emphasis in Women, Gender, and Sexuality from UC Berkeley. His first book, *Sonic Negations: Unbelonging Subjects, Inauthentic Objects, and Sound between Mexico and the United States*, examines how Mexican and U.S. Latino/a artists and publics utilized sound to articulate negotiation in the wake of NAFTA. His broader research investigates the links and slippages between transnational Latino/a American aesthetics in relationship to the everydayness of contemporary and historical violence. In Fall 2016, he was a member of the "Queer Hemisphere: América Queer" Residential Research group at the University of California Humanities Research Institute at UC Irvine. His writing has appeared in several journals including *Women & Performance: A Journal of Feminist Theory*, *Studies in Gender and Sexuality*, and *ASAP/Journal*. He has articles forthcoming in the catalog for the exhibition *Axis Mundo: Queer Networks in Chicano L.A.*, sponsored by the Getty Foundation, and the anthology *Turning Archival* from Duke University Press.





research reports



The Structural Context and Community-Based Response to Opioid Overdose in Washington, DC: Community Expertise and the Politics of Visibility

Andrea M. López, Assistant Professor, Department of Anthropology

On October 26th, President Trump declared the opioid overdose crisis in the U.S. a national public health emergency. This declaration came just weeks after the Centers for Disease Control and Prevention released provisional data estimating that 64,000 people died from drug overdoses in the U.S. in 2016. In the previous 12-month period, Washington, DC had a 114.3% increase in overdose deaths—one of the largest percent increases in the nation. Many people on the front lines of the overdose epidemic in DC viewed the declaration as mere political performance, as it committed no additional funds, nor mandated taking bold steps to stop deaths, such as massively expanding access to naloxone, the opioid antagonist that immediately and effectively counters the effects of an opioid overdose.

I am currently engaged in an ethnographic study with unstably-housed, homeless, and low-income people who use opioids in Washington, DC. I am also conducting research with a cohort of local and national policy and program leaders who design and manage overdose prevention strategies. The study, funded by the College of Behavioral and Social Sciences Dean's Research Initiative, examines the relationship between the structural context (e.g., policies and priorities governing overdose prevention and naloxone distribution and non-fatal and fatal overdose surveillance) and the grassroots, community-based efforts by people on the front lines of the epidemic in the District. My sample mirrors what, according to the Office of the Chief Medical Examiner, is the demographic most impacted by overdose deaths in DC—black men between the ages of 45-65. The timing of my research coincides with the rapid appearance of fentanyl in the DC illicit drug market—the synthetic opioid that is 50-100 times more powerful than morphine. By the end of 2016, 78% percent of post mortem drug poisoning toxicology reports in DC showed the presence of fentanyl. This study is innovative because it uses ethnographic methods to consider the relationship between policy, traditional modes of overdose surveillance, and the strategies and practices for survival in the era of fentanyl by the people most at risk for overdose death. Because drug use is highly stigmatized and criminalized, the on-the-ground narratives of the epidemic are often not captured in traditional surveillance techniques. Ethnographic methods are particularly suited to address this gap and contribute to locally sustainable policy interventions that are directly informed by the expertise and long-held prevention practices of people who use drugs.

Preliminary findings indicate a disjuncture between the broader framing of the overdose epidemic as a national public health emergency and the rates of overdose deaths in the District. Many of these fatal overdoses are taking place just minutes from where Trump issued his declaration, even as they are rendered invisible on the national stage. This stands in sharp contrast to previous eras of heightened visibility of drug users in DC and their instrumental use by previous administrations to justify the intensification of the war on drugs, particularly during the racialized discourse of the “crack epidemic” in the 1980s and 1990s. In the District, overdose prevention education and naloxone distribution is largely being managed by people who use opioids and their close allies; yet, this happens in the context of a lack of educational resources at the level of the health department, significant barriers to accessing naloxone in sufficient





quantities, and the ongoing criminalization of people’s drug use, particularly among communities of color, which can deter people from calling 911 in the event of an overdose for fear of liability or arrest.

As I continue data collection and analysis, I am exploring two related lines of inquiry. First, I am exploring to what extent rapid ethnographic data on overdose prevention and response that is drawn from the longstanding strategies among people who use opioids themselves can be integrated into the District’s formal overdose response strategy. I am exploring whether these ethnographic data can be utilized in strategically-targeted outreach, so that when a particular “hotspot” emerges in the District (e.g., fentanyl appears in the neighborhood), concentrated efforts at overdose prevention and naloxone distribution can be activated. Second, I am exploring the dynamics of race, racialization, and invisibility in the overdose epidemic in the District. The contemporary national discourse has constructed some as “worthy victims” of the opioid epidemic. Thus, the contrast between the national discourse and how the epidemic is handled in the local context of DC is an important case study to consider how lives are differentially valued, differentially mourned, and how precarity as a norm of everyday life is reinforced along the lines of race, class, and geographic location.

[1] <https://www.cdc.gov/nchs/nvss/vsrr/drug-overdose-data.htm>

[2] https://ocme.dc.gov/sites/default/files/dc/sites/ocme/Opioid%20related%20overdoses%20Deaths_04.19.17.pdf



Racial Distinctions in Middle-Class Motherhood

Dawn Dow, Assistant Professor, Department of Sociology

As a qualitative sociologist, I have used a range of methods to examine intersections of race, class and gender within the context of the family, the workplace and social movements. I examine how these intersections complicate long-standing debates regarding the relative importance of economic, structural and cultural forces in shaping individual’s experiences and life trajectories, often focusing on middle class African-Americans. Much of my research has explored how race, class and gender work in tandem to influence our lived experiences, rather than one factor trumping the other.

A key area of my research examines how race, class and gender shape the cultural expectations and experiences of motherhood and parenting. This research has culminated in a book manuscript, *Racial Distinctions in Middle-Class Motherhood* (working title), currently under contract with the University of California Press. My initial motivation for conducting this research came from what I saw as a series of omissions in sociological research examining middle-class families. African American middle-class mothers’ experiences were often left unexamined and, when included, often did not conform to the experiences of white middle-class mothers. Some speculated that these differences could be attributed to variations in material resources while others suggested that race and gender are also important factors. This line of my research began with a desire to move beyond speculation toward empirical investigation and analysis.

I conducted sixty in-depth interviews of middle and upper-middle class African American mothers that examined their beliefs and practices related to combining work, family, and parenting. Research on families often focuses on characteristics such as income, cultural traditions, family structure and education; but these mothers’ accounts help unpack how and why mothers approach family, work and parenting in the ways that they do, and how their approaches are shaped by their perceived reception of themselves and their children in broader society. This societal reception can impact a mother’s ability to deploy her resources.





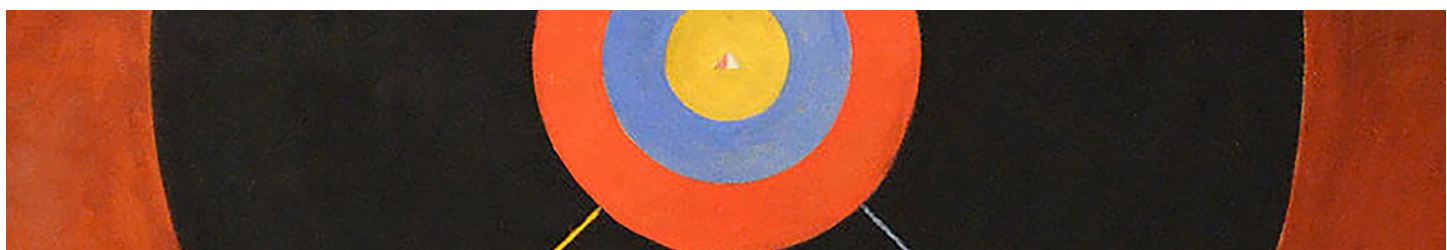
RESEARCH AT THE INTERSECTIONS

Informed by news stories, such as the fatal shootings of Oscar Grant, Trayvon Martin, Jordan Davis, and Michael Brown, and engaged with ongoing popular and academic discussions of work and family conflict, this research demonstrates that the frameworks typically deployed in research on middle-class mothers and their families do not adequately capture the experiences of middle and upper-middle-class African American mothers. The findings from my research suggest that these mothers feel accountable to a different framework of mothering and parenting that is characterized by different assumptions. This alternative framework assumes that parenting practices will be informed by considerations related to both race and gender, fostering specific versions of African American middle-class identity. The mothers in this research were primarily concerned with ensuring their sons' safety and preventing them from being criminalized, as well as protecting their daughters' self-esteem. To address these concerns, they developed a range of strategies to help their children navigate encounters with gendered racism: bias based on both gender and race. Despite having additional financial resources, mothers felt limited in their abilities to protect their children from these challenges.

This research also complicates existing understandings of the cultural expectations that influence mothers' work and family decisions. This alternative framework assumes that childcare will be a mother-centered activity that is also supported by kin and community. It also assumes that mothers will engage in paid employment. In fact, stay-at-home mothers often feel compelled to justify their decisions not to engage in paid employment and experience stigma from both the African American community and the broader society. Applying this alternative framework of motherhood and parenting places a spotlight on the societal forces that produce family diversity and uncovers hidden challenges that some middle-class families experience. It also demands that dominant approaches to motherhood and parenting be reexamined to better understand the specific and differential social, economic and cultural conditions among mothers of otherwise similar class positions.

I am also engaged in other ongoing research projects. One project draws on my experiences as a lawyer and examines how African American employees are advised to respond to experiences of racial bias in the workplace. I examine this through a content analysis of advice about addressing workplace racism in career advancement self-help books marketed to African American professionals employed in white corporate settings. Through this analysis, I uncover how rules about emotional labor play a role in reproducing racial and gender inequality in the workplace and potentially shape employees' views of their rights.

A second project focuses on social movements and is a collaborative effort with Drs. Dana R. Fisher and Rashawn Ray. Since the 2016 presidential election, Americans have been consistently and repeatedly engaging in large marches to voice their discontent with the new administration. Starting with the 2017 Women's March in DC, we have collected data at several large marches to better understand who is coming out to participate and why. Some have suggested that this new surge of activism will fade out but our data suggest that new people have become engaged and have remained engaged, forming what many in the media have referred to as the "Resistance." In addition, these participants are motivated by an intersectional set of issues that are informed by race, class, gender, sexual orientation and immigration.





When Academics Collaborate with Police to Tackle Implicit Bias

Kris Marsh and Rashawn Ray, Associate Professors, Department of Sociology

Research shows racial disparities in police use of force and justifiable homicides. Justifiable homicide, also known as death by legal intervention, is when a police officer or peace officer kills someone in the line of duty. Data from the Federal Bureau of Investigation show that police officers are more likely to kill a Black person, compared to a White person, even when the person is unarmed and not attacking. Even when controlling for social class background, the lower justifiable homicide rate for Whites is persistent over time. Research and policy makers have pursued ways to explain and reduce this racial gap. “Implicit bias training and research is one way to address racial disparities in justifiable homicides and use of force.

Implicit bias is the association our minds make between two seemingly unrelated things, such as skin tone and the propensity to have a weapon or be violent. Although implicit bias is new to policing frameworks, it is a classic social psychological concept originating with Allport’s (1954) theoretical assessment of prejudice. Implicit bias relates to any form of difference, including disability, gender, age, body size, or race/ethnicity. Everyone has implicit biases. However, implicit bias in policing can be dangerous, and even deadly, for citizens as well as police officers.

Despite implicit bias being a term that is readily used today, little research actually evaluates the effectiveness of implicit bias training for police officers. Furthermore, implicit bias trainings typically do not directly address the specific biases that police officers may hold about race, gender, skin tone, immigrant status, or disability. More importantly, rarely do these trainings allow officers to realize and understand their own biases and learn effective strategies for reducing biases. In an UMD-wide collaboration with faculty from sociology (Long Doan, Connor Powelson, Shaun Genter, Genesis Fuentes), government and politics (Robert Koulisch), and computer science (Amitabh Varshney and UMIACS) departments, we have developed an innovative training program to overcome these shortcomings. In doing so, we not only draw attention to where disparities exist, but we also highlight characteristics of police officers who exhibit little to no bias. We believe these officers can then be studied to help train other officers.

Our police trainings include three main implicit bias training approaches: 1) Lectures and interactive workshops to establish understandings of prejudice and discrimination; 2) Computerized Implicit Association Tests (IATs) to help officers uncover their potential biases; and 3) Virtual reality experiments to assess behavior in real-life scenarios. Our virtual reality experiments focus on vehicle stops for speeding, suspicious person calls, and domestic disputes. Through innovative technologies, we are able to measure heart rate, stress through speech, and the speed at which an officer reaches for a replica weapon. In our experiments, we examine how the race, skin tone, gender, immigrant status, disability (autism and hearing impairment), and neighborhood location (affluent or less affluent neighborhood) of an individual may influence treatment by a police officer. We also assess demographic variables about the police officers themselves including race, gender, age, education level, military experience, years on the police force, average hours of sleep, hours worked in the past week, and normal work location. The objective metrics we examine have the potential to provide police training staffs with information to help officers optimize their performance while in the field. In this regard, we are bringing the intersectionality framework to bear on experiments with police officers.

Current Training with Maryland Police Departments

Through a formal partnership with Prince George’s County Police Department (PGPD), nearly 1800 PGPD officers will attend UMD for a 10-hour in-service training on ways to improve relations between citizens and the police. Each training will have approximately 50 officers for a total of 32 in-services from March through November 2018. In a randomized control trial, half of the officers will go through the lectures and interactive workshops and then the experiments (treatment group), while the other half will go through the experiments first (control group) followed by the lectures and workshops. Because PGPD opens their trainings to other police units, some in-services will include police officers and staff from others departments such as UMPD, Greenbelt, University Park, the Parks Service, and The Sheriff’s Department. To date, we have conducted 7 trainings with about 200 police cadets, most of whom are now officers. We also have met with several local, state, and federal policy-makers and have received positive support and feedback for our innovative trainings.

In conclusion, our research has the potential to become a national model for evaluating police training. Because we can analyze police officers’ body movements, language usage, and physiological outcomes, our virtual reality simulations have the capability to help revolutionize police training. We aim to work with criminal justice practitioners and policymakers to use our training to improve policing outcomes and citizen relations.



collaborations & connections



A Viewpoint on the U.S Census and the Hispanic/Latinx Color Line

Reflecting on...

The State of Hispanic Race and Ethnicity: Census 2020 Changes & Implications for Advancing Social Justice

Nancy López, PhD

Director and co-founder, Institute for the Study of “Race” & Social Justice

Associate Professor, Sociology, University of New Mexico

On November 9, 2017, CRGE’s symposium, *State of Hispanic Race and Ethnicity: Census 2020 Changes and Implications for Addressing Social Inequality*, convened three panels to engage in a critical dialogue on whether the U.S. Census should combine two longstanding separate questions on Hispanic origin and race; and what, if any, impact a combined question would have on

Rogelio Saenz, University of Texas San Antonio, Armando Trull, senior reporter for WAMU, Andrea Senteno, Mexican American Legal Defense Fund (MALDEF), Gustavo Velasquez, Urban Institute, and Carlo Sanchez, Maryland State Rep. (See go.umd.edu/crge_prog for the full program)

The general consensus by the policy panel was to combine race and eth-

nicities. It is very likely that the Census will combine the longstanding two-question format. There is even talk about adding a question on citizenship, which would surely contribute to undercounts of vulnerable communities. In spite of what bureaucratic decisions and racist racial projects lay ahead, in planning for the 2030 Census, the litmus test for testing future chang-

How will you use your own social location within intersecting systems of privilege, power and disadvantage to serve vulnerable communities and advance social justice?

the nation’s ability to detect social inequalities along the color line for Latinx communities. This convening was particularly timely, as the decisions about questions format for the 2020 Census will be made before April 2018. Distinguished experts participated in presenting differing viewpoints including: legal scholar, Professor Tanya K. Hernandez, Fordham University, Dr. Howard Hogan, Census demographer, Dr. Mark López, Pew Foundation, Dr. Nicholas Jones from the U.S. Census, Dr. Darrick Hamilton, New School and the Cook Center on Social Equity at Duke University, Dr.

nicity, leaving the color line invisible and unmeasured.

Against the backdrop of sustained assaults on the gains of the Civil Rights movement via the dilution of the Voting Rights Act, the dismantling of desegregation efforts in higher education, housing and the continued systemic and color blind racism in law enforcement among other policy arenas, we have an ethical and moral responsibility to preserve the remaining data infrastructure and scientific evidence base that can help inform equity-based policy making for vulnerable com-

es to the Census should be: Will this change help us detect the intersection of the color line and inequalities among vulnerable communities across a variety of policy-relevant arenas, including civil rights use in housing, employment, education, law enforcement, and health? Instead of denying the reality of racialized inequalities, Dr. Eduardo Bonilla-Silva, President of the American Sociological Association argues: “Antiracism begins with understanding the institutional nature of racial matters and accepting that all actors in a racialized society are affected materially and ideologically

by the racial structure” (See *Racism Without Racists*, 2013). Although they are both social constructions, the difference between Hispanic origin and race is real and it should not be flattened.

The Census recently decided to keep the long-standing two-part questions on Hispanic origin and race separate. We hope that future testing for the 2020 Census includes interdisciplinary social scientific evidence that interrogates the impact of question format on our ability to detect the color line and social inequalities among Latinos. Regardless of the Census and the Office of Management and Budget’s (OMB) decision, we can be anti-racist and resist. We do not have to

be color- and power-evasive. One important and perhaps less well known provision in the 1997 OMB racial and ethnic guidelines revisions is that agencies are permitted to add additional categories as needed. This insight is particularly transformative as it can allow for what Patricia Hill Collins calls “working the cracks.” Regardless of what aesthetically pleasing changes in question format are on the horizon, we can still collect data on Latinx communities in the two-part format (e.g., some universities in New York collect detailed Hispanic origin data; some universities in New Mexico collect detailed data on Native American pueblos and tribes as well as Hispanic origin and race data as separate questions). This format

allows for interrogating if there are racialized inequities along the color line in hiring, admissions and pay within Latinx communities. The only caveat is that the data need to be aggregated up to standard OMB racial and ethnic categories.

How will you use your own social location within intersecting systems of privilege, power and disadvantage to serve vulnerable communities and advance social justice? For more on creating intersectional communities of practice and what Aldon Morris calls “liberation capital,” see the work of the New Mexico Race, Gender, Class Data Policy Consortium (race.unm.edu).



“It’s nice to be in a space where you don’t have to explain race.”



“There’re so many people of color in one room.”

QRIG: Challenging Race/Ethnicity and Gender Identities in Institutional Cultures

CRGE was proud to support the intersectional dissertation research of two doctoral students, Nina Daoud from the Department of Counseling, Higher Education, and Special Education and Ana I. Sanchez-Rivera from the Department of Geographical Sciences. Both students received funding to carry out research activities and advance their dissertations through the Qualitative Research Interest Group (QRIG) Advanced Doctoral Student Dissertation Grant. They presented their research on October 12, 2017, and formed part of a panel titled, “Challenging Race/Ethnicity and Gender Identities in Institutional Cultures.” Nina and Ana’s research topics examined the intersections of race, religion and gender for Black Muslim women in college and the role of the Puerto Rican government and its influence on racial identification. They were joined by Cara Snyder, Department of Women’s Studies doctoral student, who also carried out intersectional research on the feminization of Brazilian women’s soccer. All of the panelists gave outstanding presentations. Over forty people attended the event and asked poignant questions regarding the role of race and how particular moments, such as the election of Donald Trump, Brazil’s Olympic team’s success and U.S. Census data collection spurred significant changes in how society and institutions view race.

This event also served to encourage the next generation of scholars to pursue intersectional research. Panelists and attendees connected with each other and found similarities among their research. They also found comfort in discussing race with a room full of people who understood its implications. Some of the comments shared were, “It’s nice to be in a space where you don’t have to explain race,” and “There’re so many people of color in one room.” CRGE is happy to create these spaces of support and belonging. We wish the panelists the best in completing their dissertation research and look forward to seeing more work from them as scholars!

IQRMI Testimonials Reveal Important Support and Validation: Lessons Learned

Since 2015, CRGE has organized the week-long Intersectional Qualitative Research Methods Institute (IQRMI), which brings together an interdisciplinary group of underrepresented early career scholars with a common interest to research critical social problems with an intersectional approach

The vision for developing IQRMI stemmed from Dr. Zambrana's study results and experiences with listening to URM faculty narratives of neglect, insult, fear, and perceptions of not belonging. Such accounts combined with institutional observations of demeaning appraisals of intersectional equity work and a desire to revalorize qualitative methods served as a compelling motivation. IQRMI brings together compassionate intersectional scholars to test the potential viability of creating a welcoming community of practice where early career faculty from across various disciplines can feel respected, understood, and their research agenda valued.

The curriculum draws on the extensive body of knowledge on mentoring practices, communities of practice, and barriers to recruitment, retention, tenure and promotion in elite institutions. It employs an evidence-based set of principles and techniques to design an intersectional skill-focused community of practice which focuses on improving the writing, research methods, and navigational skills (social capital) of early career faculty. An article on IQRMI as a model group mentoring program presenting evaluative results and narrative data is being completed by core program faculty for journal submission.

CRGE annually evaluates the program and its goals to ensure it meets its objectives and maintains its relevance for participants. A review of evaluation surveys and video testimonials found three prominent themes among their responses: a) validation of their work as URM scholars; b) incorporation of research skills; and c) expansion of a scholarly network. Here are a few excerpts from participants of each cohort:

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 Participant

Participating in this Institute has given me a license to think of myself as a legitimate qualitative researcher. I have been searching for an intellectual space that feeds my spirit and makes my thoughts and ideas feel as though they have a legitimate and scholarly home.

- 2016 Participant

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 Participant

To view the newly released edited video of testimonials from the 2017 cohort, please visit the CRGE IQRMI website. The following section includes personal reflections of 2017 participants.

The 4th annual IQRMI will be held on June 3-8, 2018.



iqrmi 2017 reflections



Quenette L. Walton, PhD, AM, LCSW
University of Houston
Graduate College of Social Work

I am a first-year tenure track assistant professor at the University Of Houston Graduate College Of Social Work. My research focuses on four areas: 1) mental health and mental health disparities among African American women across the life course; 2) socioeconomic status (SES) as a social determinant of mental health; 3) the African American middle-class; and 4) mental well-being and wellness for African American women. Given my research interests and the goals of IQRMI, the opportunity to participate in the Institute could not have been timelier.

inequalities. The gaps in my knowledge about intersectionality, qualitative methods, and the intentional application of both to the research I conduct were filled with resources and examples of how to do it, which was extremely helpful.

Thus, the more I reflect, the more I pause because words cannot express how grateful I am for being selected to participate in IQRMI. From day one, the growth I experienced and the validation I received about my role and my place in the academy was invaluable. From the faculty to my cohort members to the writing time we had to the discussions we engaged in, ev-

“There are no other trainings that I have attended where I left feeling like I found my voice; I found my tribe; and I found the language I needed to help explain the research I am most passionate about.”

As I reflect on why I decided to participate in IQRMI, I often think about two things: (1) the fear I had with transitioning into my new role as a tenure track faculty member as a person of color from a postdoctoral fellowship and (2) the gaps I had in my knowledge about intersectionality, qualitative methods, and the intentional application of both to the research I conduct. The fear I had about transitioning was because I felt that I was not good enough, I did not know enough, and that I did not belong in academia. But what IQRMI did for me was fill in a gap by creating the space, with other scholars, to truly be myself. IQRMI allowed me to practice talking about my research without judgment. The guidance from the faculty and my cohort members allowed me to wrestle with what it meant to be a scholar of color committed to using research to address issues related to race, class, gender, and other

ery part of the program was a reminder of my importance and how academia needs scholars like my cohort members and me. I was pushed to be more critical in my thoughts about what it truly meant to apply an intersectional lens in my research, while simultaneously being pushed to rely on my community—IQRMI—to help me through.

There are no other trainings that I have attended where I left feeling like I found my voice; I found my tribe; and I found the language I needed to help explain the research I am most passionate about. I gained a sense of confidence. I gained a sense a pride and I gained a sense of ownership over my journey. These are things that cannot be taken away and for that, I am truly thankful for IQRMI and for selecting me to be a part of the 2017 cohort!!



“I will likely forget the specific stories each person told, but I will never forget the feeling of power and vulnerability that has provided motivation and strength to reinvigorate my work.”



Jason Daniel-Ulloa, PhD, MPH
University of Iowa
Community and Behavioral Health

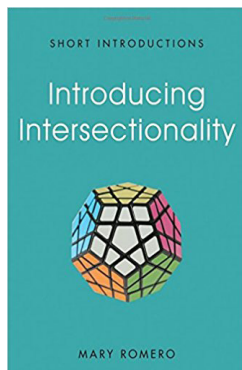
I initially applied to participate in the IQRMI for two reasons. I was preparing to teach a class focusing on intersectionality and health disparities for Latinx in the US and I wanted to learn more about how others defined, talked about and used concepts of intersectionality. The second reason was the work I have been developing with masculinity and health required working with mixed methods approaches that I was not originally trained to use. Although the institute certainly addressed these needs, it also helped to identify and work through issues with my work that I had not identified.

Over the week, I gained a better understanding of the various approaches and philosophies driving qualitative research, especially in relation to studying intersectionality and health. I also feel more confident in approaching collaborators at my home institution to further develop these qualitative skills. More importantly, the institute gave me the opportunity to share my ideas and research questions. For me at least, I work too often in isolation and tend to devalue my own work. Working with these scientists at various stages of their careers from various academic backgrounds pushed me to believe in the validity of my research ideas and questions.

The last day of the institute ends with a ceremony of sorts, gathering hands in a circle expressing our vulnerabilities and triumphs over the past week. As each individual shared a powerful moment from the past week, our bond became stronger, our time together reinforced. I will likely forget the specific stories each person told, but I will never forget the feeling of power and vulnerability that has provided motivation and strength to reinvigorate my work.

As scientists of color, spread out over various Ivory Towers across the country, we rarely get to share our experiences with our peers. We do not often get the opportunity to discuss our vulnerabilities as people of color in these overwhelmingly white institutions and departments. We must always be on guard and vigilant to the stereotypes and narratives about faculty of color and how others view our work and our contributions to science. The most useful and impactful aspect of this institute was the chance to interact with other scientists with similar experiences, to share our feelings and frustrations and be reassured that others are working through them as well, and that despite the isolation that I am not alone. I left the institute reinvigorated with a new strength of purpose and faith in myself and my work.

book corner



Book Review: Connecting Intersectionality to Social Justice, Again

Lynn Weber, Distinguished Professor of Psychology and Women's and Gender Studies, Emerita, University of South Carolina

Introducing Intersectionality by Mary Romero

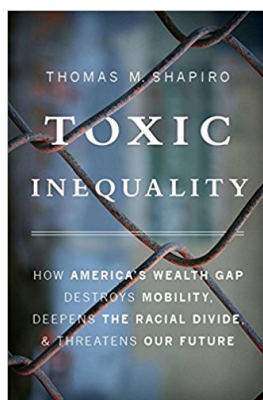
In the *Short Introduction* Series, Wiley Press, 2017

In recent years, the concept of intersectionality has become ubiquitous in the humanities and social sciences, and increasingly in activist/grassroots groups as well as occasionally in the mass media. Yet the concept is often misunderstood and simplistically characterized. Thus, there has been a growing need for a well-written, accessible text that balances a complex explication of what intersectionality brings to our understanding of inequities, while also pointing to pathways for change. Romero's *Introducing Intersectionality* is the text we have been waiting for.

In *Introducing Intersectionality*, Romero sets out to introduce students beginning their journey into sociology to the concept and practice of intersectionality as a way of facilitating development of their “sociological imagination.” She begins with a thorough review of the history of the concept as well as of its basic tenets—for example, that race, class, gender, sexuality and other dimensions of oppression and power are relational concepts and that we all occupy social locations along each of these dimensions. Meeting students where they live, she moves in Chapter 2 to illustrate the meaning and practice of intersectionality through an extended analysis of everyday campus life. Here, as is true of the rest of the book, she employs rich, detailed, and timely examples from everyday life including parenting and family life, immigration and citizenship, the wealth gap, the care crisis, and Black Lives Matter. A smart logic to the organization of the chapters builds the case for intersectionality as a concept while simultaneously demonstrating its practice. To more fully engage students in critical reflection on the material, discussion questions are dispersed throughout the text.

While documenting the multiple groups and processes that produce inequities, she also is careful to identify groups, programs, and collective efforts to challenge inequities, thus demonstrating the ways in which seemingly monolithic powers of oppression can be resisted and reduced. *Introducing Intersectionality* is an intersectional analysis at its best—complicating traditional approaches to identifying oppressive forces while illustrating the pathways to change for justice. As such, this text can be used in a wide array of courses, including for example, in women's, gender, sexuality, ethnic and other interdisciplinary fields, as well as in upper division courses engaging with inequities where interdisciplinary groups of students need common ground for beginning their work in a substantive area. For the same reasons, it can also be useful to activist groups working toward change for justice.

In sum, employing a sophisticated intersectional approach to introduce the complexities of intersectionality itself, Romero has written a tour-de-force. Through framing, extensive case examples and accessible writing, she illustrates how intersectionality enables us to connect personal troubles to social problems and to see pathways to change for social justice.



Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, & Threatens Our Future

By Tom Shapiro
Basic Books, 2017

Excerpted from publisher's website

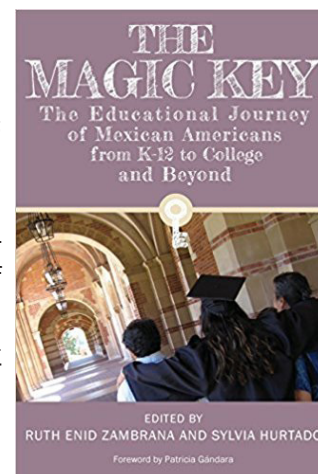
Economic inequality is at historic highs, but its impact differs by race. African Americans' net wealth is just a tenth that of white Americans and in recent decades white families have accumulated wealth at three times the rate of black families. In our increasingly diverse nation, sociologist Thomas M. Shapiro argues, wealth disparities must be understood in tandem with racial inequities—a dangerous combination he terms "toxic inequality."

Toxic Inequality reveals how these forces trap families in place. Shapiro's longitudinal research vividly documents the Great Recession's toll on parents and children, the ways families use financial assets, and the real reasons some families build wealth while others struggle in poverty. The structure of our neighborhoods, workplaces, and tax code—much more than individual choices—push some forward and hold others back. Toxic inequality has been forged by history and preserved by policy, and only bold, race-conscious reforms can move us toward a more just society.

A review of this book by Ruth E. Zambrana has been published by the American Journal of Public Health and can be found online through their webpage at <http://ajph.aphapublications.org/doi/10.2105/AJPH.2017.304026>.

Ruth E. Zambrana Honored for Book on Mexican Americans and Education

The Consortium on Race, Gender and Ethnicity congratulates its Director, Dr. Ruth Enid Zambrana, and Dr. Sylvia Hurtado from University of California Los Angeles, for their book, *The Magic Key: The Educational Journey of Mexican Americans from K-12 to College and Beyond* which won first place for Best Academic Themed Book and second place for Best Nonfiction Multi-Author Book at the International Latino Book Awards. Dr. Zambrana stated, "It was a rewarding experience to accomplish what was started 30 years ago with a well-informed and expert team of scholars." The International Latino Book Awards is the largest Latino literary and cultural awards in the USA. This year's ceremony was held on September 9th at the Dominguez Ballroom of California State University Dominguez Hills where 233 authors and publishers from across the US and around the world were recognized for their accomplishments.





Training the Next Generation of Research Scientists: Undergraduate CRISP Scholars

This year, CRGE expanded one of its signature programs, CRGE Interdisciplinary Scholars Program (CRISP), to include undergraduate students. Three undergraduate students from the Incentive Awards Program (IAP) joined the CRGE team in the fall 2017 and received professional and research skills training through research-based projects, events and bi-weekly meetings. You can read about their experiences through their end-of-semester reflections.

Issmatu Barrie

I am a sophomore majoring in behavioral and community health. I decided to become a research intern at CRGE because I believe that the research areas focused on here are related to my major. Topics such as intersectionality and how the components of race and gender are interconnected play a pivotal role in community. Making these important connections will be useful in the future when I implement health interventions in minority communities.

Prior to joining CRGE I wanted to pursue a research career, and CRGE has strengthened my drive towards that. My biweekly meetings with Dr. Zambrana have provided me with useful resources for research and important aspects in maintaining professionalism. Obtaining critical advice about the field on a regular basis from a distinguished researcher is an invaluable experience that I do not take for granted. At CRGE I had the great opportunity to attend events in which important information was presented. I learned the complex nature of research and how it is useful in exposing underlying issues in society.

At CRGE I assisted in various projects during the semester. I had the task of leading the effort in the creation of the Black History Month fact sheet. I also worked on transcribing IQRMI video interviews, and I helped to generate contact lists for events. These assignments assisted in my development of key skills such as: time management, interpersonal communication, organization, and attention to detail. These skills will help me develop into a qualified candidate for future employment opportunities.

Karim Kambo

I am a second-year student from Prince George's County, Maryland. Currently, I am a public health science major with aspirations to attend law school and practice health law. Being part of the CRGE research team has been an invaluable experience as I finally understand two concepts: intersectionality and research. Prior to interning at CRGE, I had heard of the word intersectionality but I did not know its definition. I learned that intersectionality is how the different factors of race, gender, ethnicity, sexual orientation, socioeconomic status and level of education operate concurrently to determine how you are treated not only by those around you, but the law as well.

I thought I had been researching my entire life, but I was wrong about that, too. Research is furthering the discussion of a subject by extracting pertinent information and posing key questions that will help you understand the significance of that topic. Performing clerical tasks such as copying, creating spreadsheets, and updating databases have allowed me to become acclimated with office life. Working on projects such as the State of Hispanic Race and Ethnicity showed me how important my tasks were as they translated on a larger scale. My supervisors, Dr. Guelespe and Dr. Zambrana, have stressed the importance of being punctual, meticulous, and being able to adapt. I have become a better professional working in the CRGE office.

Miguel Turcios

I am from Hyattsville, Maryland in my second year, majoring in psychology and on a pre-medicine track. I have many aspirations, but my main goal in life is to be a physician. I chose the field of medicine because my mother was diagnosed with cancer. After seeing the adversities cancer brings and how it impacts the family, I decided that I wanted to become a doctor and aid similar people who are in need.

I am a scholar in the Incentive Awards Program. I engage in multiple volunteer activities, including community projects, such as food drives; outreach to high schools where I talk about college life and our program; tutor elementary school children every Saturday morning at the Latino Student Fund in Riverdale; and assist nurses and physicians to attend to patients' needs at a local hospital.

I decided to participate in the research internship because I wanted to gain new skills and useful knowledge. I wanted to partake in research that is important and affects our lives on an everyday basis. The Consortium on Race, Gender and Ethnicity covers a myriad of subjects that one ought to know about, which is what truly draws my attention. During my time at CRGE, I have learned about professionalism, time management, research, and communication. Before coming to CRGE, I knew nothing about intersectionality. Presently, I comprehend the fundamental significance behind intersectionality and how it overlaps with a series of other subjects. I have taken in the benefit of asking questions and understanding that it is okay to be confused. Finally, through CRGE, I have learned the value of patience in research, the importance of collaboration, and the proficiency when working as a team.

crge.umd.edu | 18



Meet New CRGE Team Member: Eva Peskin, Communications Coordinator



Eva comes to CRGE from the Women's Studies Department, where she is a 2nd year PhD student. In addition to her research as a graduate student, Eva is a collaborative performing artist, and current Community Engagement and Content Coordinator for the Fembot Collective/Ada: A Journal of Gender, New Media & Technology. Most recently before joining the UMD community, Eva worked facilitating media literacy programs with The Learning About Multimedia Project, coordinating live programming and outreach for Culturebot, and paying the bills as a restaurant server and freelance non-profit fundraising and events consultant. As a performer, musician/composer, and technologist with New York-based artists ANIMALS Performance Group, Superhero Clubhouse, Nature Theater of Oklahoma, and The Operating Theater (among others), Eva has made work in places like The Leslie Lohman Gallery for Gay and Lesbian Art, The Public Theater, Dixon Place, PS122, Gallim Dance, Silent Barn, the Queens Museum, the LaMont-Doherty Earth Observatory, and The Clarice Smith Performing Arts Center. Eva holds an MFA in Performance and Interactive Media Arts from Brooklyn College and a BA in Music from Barnard College. Curious about performance as civic pedagogy, digital and public humanities, and queer approaches to ecology, Eva's art-research takes shapes as texts, objects, and encounters.

kudos

Perla Guerrero

Books:

- *Nuevo South: Latinas/os, Asians, and the Remaking of Place.* (University of Texas Press, 2017)

Nancy Mirabal

Books:

- *Suspect Freedoms: The Racial and Sexual Politics of Cubanidad in New York, 1823-1957.* (NYU Press, 2017)
- *Keywords in Latina/o Studies.* (NYU Press, 2017)

Online Publications etc.:

- Co-Founder, "Crónicas: A Blog where Academics and Journalists Meet."
- Published blog: "The Unknowable: Archival Strategies for Another Way to Be." (2017)
- African American History and Intellectual Society (AAHIS) Blog: A focus on "Suspect Freedoms," by Ibram X. Kendi (2017) and as a roundtable contributor for Devyn Spence-Benson's "Antiracism in Cuba: The Unfinished Revolution in Cuba."

Jan Padios

Books:

- *Nation on the Line: Call Centers as Postcolonial Predicaments in the Philippines.* (Duke University Press, Forthcoming March 2018)



Devon Corcia Payne-Sturges

Fulbright Award:

- 2017 1-month Fulbright Specialist award, Germany, Department of Community Health, Hochschule für Gesundheit, University of Applied Sciences in Bochum, Germany.
- Devon Payne-Sturges DC, Tjaden A, Caldeira KM, Vincent KB, Arria AM: "Student Hunger on Campus: Food Insecurity Among College Students and Implications for Academic Institutions." *American Journal of Health Promotion*. 2017.
- Bruening M, Argo K, Payne-Sturges D, Laska MN: "The Struggle Is Real: A Systematic Review of Food Insecurity on Postsecondary Education Campuses." *Journal of the Academy of Nutrition and Dietetics*. 2017.

Rashawn Ray

- Ray, Rashawn, Kris Marsh, and Connor Powelson. 2017. "Can Cameras Stop the Killings? Racial Differences in Perceptions of the Effectiveness of Body-worn Cameras in Police Encounters." *Sociological Forum* 32(S1): 1032-1050.
- Fisher, Dana, Dawn Dow, and Rashawn Ray. 2017. "Intersectionality Takes it to the Streets: Mobilizing across Diverse Interests for the Women's March." *Science Advances* 3(9): eaao1390.
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- Brown, Melissa, Rashawn Ray, Ed Summers, Neil Fraistat. 2017. "Say Her Name: #SayHerName: A Case Study of Intersectional Social Media Activism." *Ethnic and Racial Studies* 40(11): 1831-1846.
- Ray, Rashawn. 2017. "Black People Don't Exercise in my Neighborhood: Perceptions of the Built Environment on the Physical Activity of Middle Class Blacks and Whites." *Social Science Research* 66:42-57.

Jennifer Roberts

- Ray R, Sewell AA, Gilbert KL, Roberts JD. (2017). "Missed opportunity? Leveraging mobile technology to reduce racial health disparities. *Journal of Health Politics, Policy and Law*."
- Roberts JD, Rodkey L, Ray R, Knight B, Saelens B. (2017). "Electronic media time and sedentary behaviors in children: Findings from the Built Environment and Active Play Study in the Washington DC Area." *Preventive Medicine Reports*.
- Roberts JD. "Active Transportation Behaviors and Perceptions Among Washington, DC Area Youth" and "Active Living Among Washington, DC Area Youth." International Symposium on "Active Living and Environment: Towards a Healthier and More Sustainable Future."

Richard Quentin Shin

- Richard Q. Shin, Jamie C. Welch, Aylin E. Kaya, Jeffrey G. Yeung, Chynna Obana, Rajni Sharma, Collin N. Vernay, and Stephanie Yee. (2017) "The Intersectionality Framework and Identity Intersections in the Journal of Counseling Psychology and The Counseling Psychologist: A Content Analysis." *Journal of Counseling Psychology*.

Thurka Sangaramoorthy

- Sangaramoorthy, T., A. Jamison, and T. Dyer. 2017. Intersectional stigma and Older Black Women with HIV/AIDS. *Culture, Health, and Sexuality*. (Published electronically April 18, 2017).
- Sangaramoorthy, T, A. Jamison, and T. Dyer. HIV-stigma, Retention in Care, and Adherence among Older Black Women Living with HIV. *Journal of Association of Nurses in AIDS Care* 28(4):518-531.
- Sangaramoorthy, T. and E. Guevara. 2017. Immigrant Health in Rural Maryland: A Qualitative Study of Major Barriers to Health Care Access. *Journal of Immigrant and Minority Health* 19(4):939-946.
- Sangaramoorthy, T. 2017. *Improving Policy to Address Migrant Health*. Inaugural Series Edition, Society for Medical Anthropology. *Anthropology News*. August 4, 2017.

Presentations:



- Guevara, E., and T. Sangaramoorthy. Health and Housing: The Impact of Substandard Housing on Farmworker Vulnerability on Maryland’s Eastern Shore. Society for Applied Anthropology Annual Meetings.
- Sangaramoorthy, T., and M. El-Kotni. Medical Anthropology in the Trump Era: Transnational Engagement, Activism, and Resistance beyond Academic Frontiers. American Anthropological Association Meeting.
- Guevara, E., and T. Sangaramoorthy. Everyday injuries: Female Mexican migrant crab workers on Maryland’s Eastern Shore. American Anthropological Association Annual Meetings.

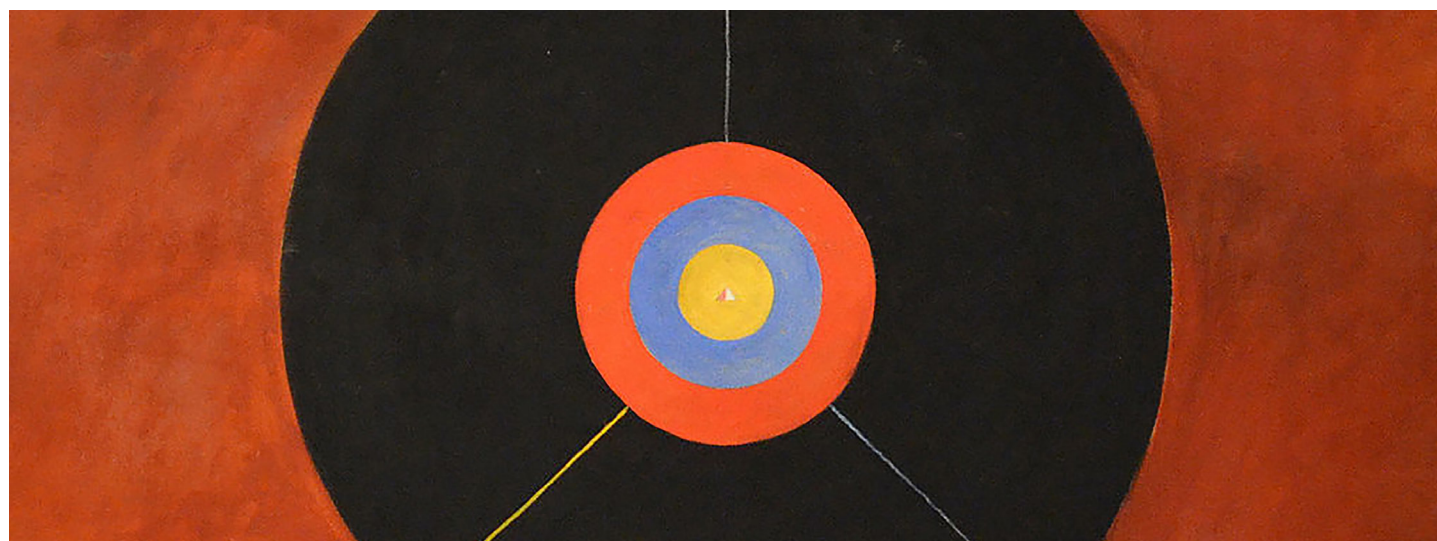
Mia Smith-Bynum

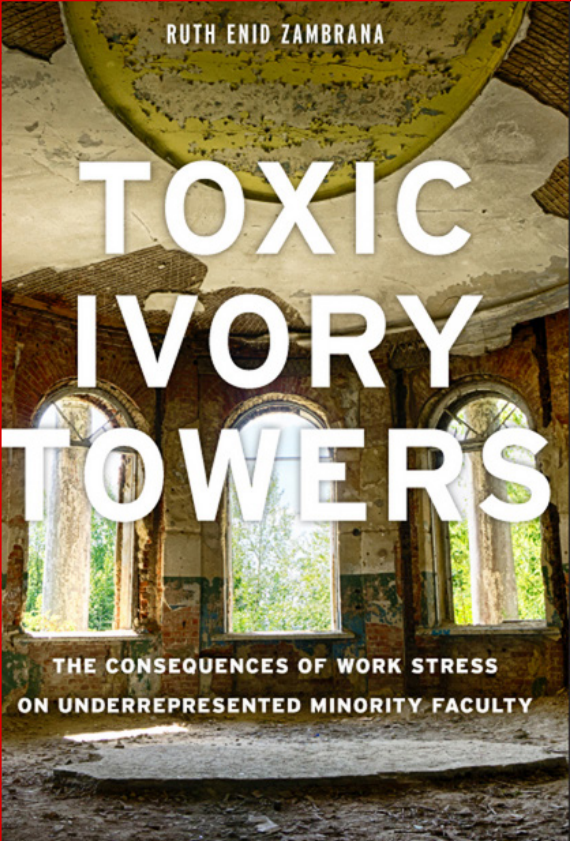
- Chae, D. H., Powell, W. A., Nuru-Jeter, A., Smith-Bynum, M. A., Forman, T., & Sellers, R. M. (2017). The role of racial identity and implicit racial bias in self-reported racial discrimination: Implications for depression among African American men. *Journal of Black Psychology*, 43, 789-812.
- Smith-Bynum, M. A. (Ed.). (2018). *Families in daily life: Macro and micro perspectives*. San Diego, CA: Cognella Academic Press.
- Allen, S. H., & Smith-Bynum, M. A. (2018). Changing attitudes and policy regarding LGBT individuals and their families, In Smith-Bynum, M. A. (Ed.). *Families in daily life: Macro and micro perspectives*. San Diego, CA: Cognella Academic Press.

Nelly Stromquist

Book co-edited:

- Stromquist, N.P., Klees, S., and Lin, J. (eds.). *Women Teachers in Africa: Challenges and Possibilities*. New York: Routledge, 2017.
- Stromquist, N.P. “Gender structure and women’s agency: toward greater theoretical understanding of education for transformation.” In Robert Aman and Timothy Ireland (eds.), *Education and Other Modes of Thinking in Latin America*. New York: Routledge, 2017.
- Stromquist, N. P. and Lozano, G. “Scratching the Surface: The Hidden Functions and Contributions of Popular Universities.” In John Holford, Peter Jarvis, Marcella Milana, Richard Waller, and Susan Webb (eds.), *Handbook of Adult and Lifelong Education and Learning*. Basingstoke, UK: Palgrave MacMillan, 2017.
- Da Costa, R. and Stromquist, N. “Framing Engineering: The Role of College Website Descriptions.” *Social Sciences*, 2017, vol. 7, no. 7, DOI: 103390/socsci7010007.
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- Stromquist, N.P. “The Challenged Professoriate.” *Comparative Education*, vol. 53, no. 1, 2017, pp. 132-146.
- Stromquist, N.P. and da Costa, R. 2017. “Popular Universities. Popular Universities: An Alternative Vision for Lifelong Learning in Europe. *International Review of Education*.” DOI: 10.1007/s11159-017-9662-1.
- Stromquist, N.P. “Twenty years later. International efforts to protect the rights of higher education teaching personnel remain insufficient.” Brussels: Education International. October 2014.





**Coming to Rutgers University Press,
July 2018!**

**For a 30% discount, pre-order here:
go.umd.edu/ToxicIvoryTowers**

“Through an insightful examination of relevant literature and original research, Ruth Zambrana offers a unique and compelling perspective on the entry, retention and advancement of diverse professionals in science- and health-related careers from a historical and contemporary viewpoint.”
—Joan Y. Reede, Harvard Medical School, Dean for Diversity and Community Partnership

“This book presents the most complete picture to date of faculty of color in elite HWCUs (historically white colleges and universities)...A fascinating read with both frustrating and triumphant moments, the book provides a necessary analysis of the professional lives of an important intellectual group in the academy.”
—Eduardo Bonilla Silva, author of *White Out: The Continuing Significance of Racism*

Toxic Ivory Towers seeks to document the professional work experiences of underrepresented minority (URM) faculty in U.S. higher education, and simultaneously address the social and economic inequalities in their life course trajectory. Ruth Enid Zambrana finds that despite the changing demographics of the nation, the percentages of Black and Hispanic faculty have increased only slightly, while the percentages obtaining tenure and earning promotion to full professor have remained relatively stagnant. *Toxic Ivory Towers* is the first book to take a look at the institutional factors impacting the ability of URM faculty to be successful at their jobs, and to flourish in academia. The book captures not only how various dimensions of identity inequality are expressed in the academy and how these social statuses influence the health and well-being of URM faculty, but also how institutional policies and practices can be used to transform the culture of an institution to increase rates of retention and promotion so URM faculty can thrive.





online resources



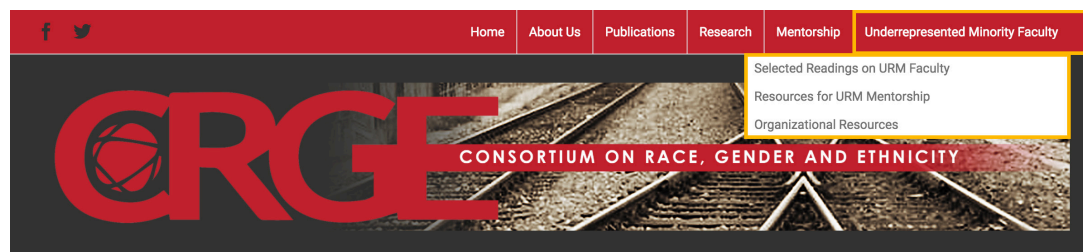
If you are working with or curious about intersectionality as a research framework, CRGE has a tool for you: the Intersectional Research Database.

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. CRGE launched the IRD in 2005 as the only online searchable compilation of research that examines patterns of inequality with an intersectional lens. The database remains a rich collection of bibliographical resources on interdisciplinary, intersectional empirical literature. After hosting the IRD as a unique database for many years, in 2016 CRGE moved the catalogue to Zotero to make this critical research even more readily accessible to scholars and all those interested in exploring the breadth and depth of intersectional scholarship.

Users can search the Zotero Group Library using keyword tags to narrow entries by topic, browse all entries, or search for specific articles. It contains scholarship using a large number of methodological approaches that examines the intersections of race, gender, ethnicity, and other dimensions of inequality. Each entry contains a citation of a book or article and an annotation written by the CRGE research team, or an abstract. The database is always growing – check back frequently to find new research, or let us know if you have recommendations for additions to the catalogue.

Visit go.umd.edu/IRD for more information.

CRGE.UMD.EDU Has a New Look!



We spent the summer completely rebuilding our website so visitors can more easily access the resources and information CRGE has to offer. In addition to a sleek new design, we have streamlined and highlighted informational access points for key programs:

Underrepresented Minority Faculty

Research and resources on, by, and for Underrepresented Minority Faculty

Mentorship

Underrepresented Minority Faculty

Intersectional Qualitative Research Methods Institute

CRGE's unique and world-class Intersectional Qualitative Research Methods Institute

We hope you will visit, and tell us what you think! Keep in touch with us by joining our mailing list, or on social media:

