

# intersections & inequality

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



1998 - 2018 : CELEBRATING 20 YEARS OF INTERSECTIONAL WORK @ UMD



CONSORTIUM ON RACE, GENDER, AND ETHNICITY



## ABOUT US

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.

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## COVER IMAGE

The cover image is a collage of past Research Connections covers. It is an homage to CRGE's work over the last 20 years and our dedication to advancing the field of intersectionality.

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# MESSAGE FROM THE DIRECTOR

**Dr. Ruth Enid Zambrana**

*Interim Chair, Department of Women's Studies*

*Professor, Department of Women's Studies*

**Greetings! Welcome to CRGE's spring 2019 edition of Research Connections.**

This year we celebrate our 20th year 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 mixed methods intersectional research and mentoring. This past year we have expanded our relationships with universities across the nation to engage in the important work of equity uplift for graduate students and early career faculty. In this edition, we look back at 20 years of CRGE, highlight the work of intersectional scholars on the University of Maryland campus, share information on our recent and upcoming events, and introduce you to our new team members who have joined CRGE this academic year.

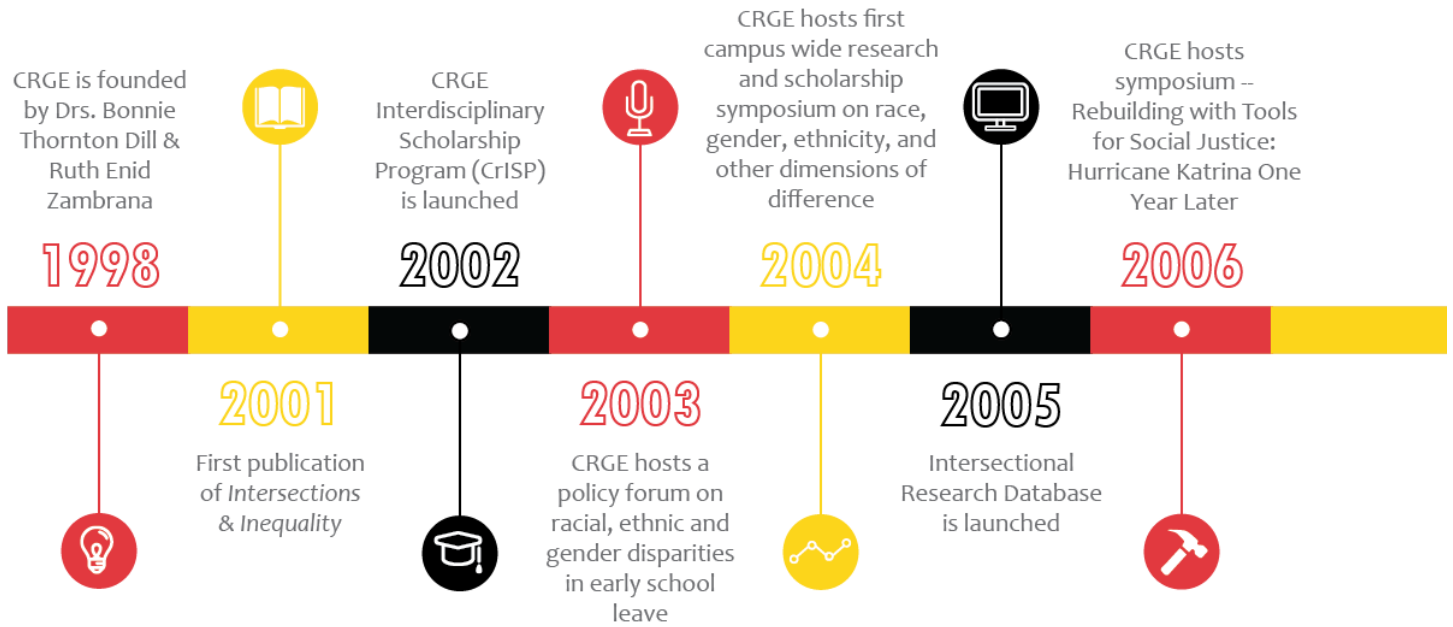
Innovation and growth of existing and new programmatic elements characterize our last five years. This year marks the fifth year of CRGE's annual Intersectional Qualitative Research Methods Institute (IQRMI), a program becoming increasingly popular as networks and alumni spread the word of its impact. To date, 86 scholars have completed the program and 25 early career scholars will be selected as the 2019 cohort. In addition, IQRMI was adapted and launched for advanced doctoral students in collaboration with the University of Texas at Austin Latino Research Initiative in the summer of 2018. Both programs draw from a national pool of students and faculty from research institutions. Moving reflections from two 2018 IQRMI scholars are included in this edition (See pg. 13-14).

We are excited to share with you an overview of Changing the National Conversation: Inclusion and Equity, an invitational event that brought together more than 100 presidents, provosts, and senior administrators from across the country to think strategically about the important work of increasing faculty equity and fostering inclusive excellence on college campuses. I was honored to serve as chair of the executive planning committee for the summit, held on the University of Pennsylvania's campus and organized and co-sponsored by the University of Maryland, College Park, the University of Pennsylvania, and Swarthmore College (See p. 11).

Building on the knowledge gained from the Penn Summit, CRGE is 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 through partnerships with the Graduate School and Maryland Population Research Center among others. This, our 20th anniversary year, marks an opportunity to showcase our accomplishments and to launch new research activities to promote inclusion and increase intersectional research production. 2019 is sure to be an exciting year for CRGE!

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

# 20 YEARS



**The Consortium on Race, Gender, and Ethnicity is celebrating its 20th anniversary on UMD’s campus!**

**Today we celebrate CRGE’s crucial role as an intersectional research unit on our campus for the past two decades and look toward a bright future.**

The planning of events to mark our 20 years on this campus has provided an amazing opportunity to pause and reflect on all the lives we have touched in our work in the last 20 years. CRGE was the first intersectional research center in the United States and one of the first campus-wide centers to significantly engage in equity and inclusion practices. We have collaborative efforts with many major units on campus: the Graduate School, Office of Graduate Diversity and Inclusion (OGDI), Maryland Population Research Center (MPRC), Office of Diversity and Inclusion, Incentive Awards Program, among others, and provide research award programs for graduate students and faculty. Our work extends across campus and we have funded and engaged faculty from the College of Behavioral and Social

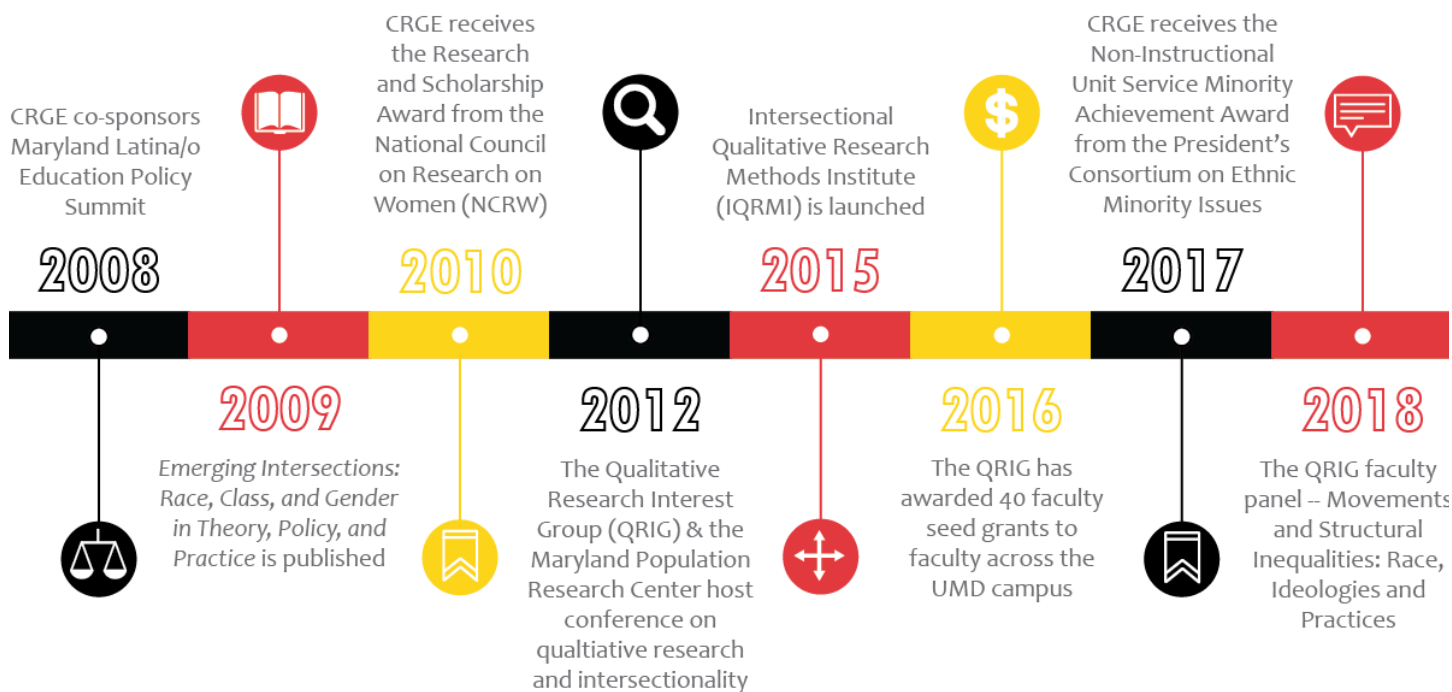
Sciences, School of Public Health, College of Arts and Humanities, School of Architecture and Urban Planning, and the College of Education.

**ACCOMPLISHMENTS:**

CRGE has developed multiple mentoring and research program activities over two decades that have supported students and faculty across the campus community:

- We have trained about 30 graduate students - 22 graduate Crisp scholars, and 8 research assistants through various funded projects on average for 2 years.
- We have worked with about 20 undergraduates in various research internships, the Incentive Awards Program, and work-study students.
- Qualitative research funding has been awarded to 40 early career faculty in collaboration with MPRC and 8 dissertation grants to graduate students.

# IN REVIEW 1998-2018



- Entrepreneurial activities have been interwoven with our mission of equity, inclusion, and social justice and we have developed a summer IQRMI in collaboration with Robert Wood Johnson Foundation (RWJF) / Equal Measure with a focus on intersectional research and national representation of interdisciplinary URM faculty (2015-2018 : 86 scholars); and in collaboration with UT Austin the program has been reproduced for advanced doctoral students.
- QRIG Lecture series has annually invited distinguished intersectional scholars to share their innovative methods and findings with students and faculty.
- CRGE has been awarded approximately \$2.5 million in internal and external grants for research-related activities from the Ford Foundation, Annie E. Casey Foundation, Robert Wood Johnson Foundation (RWJF); contracts from Equal Measure/RWJF New Connections, University of Texas at Austin; and internal grants from Provost Office (2000-2016), Tier 1 UMD Faculty grants, Graduate School Fellowship funded Block grants (2002-2008), and the Maryland Population Research Center.

CRGE was the first intersectional research center in the U.S and one of the first, if not the first, campus-wide center to significantly engage in equity and inclusion practices.



## Dr. Cecily Hardaway

*Assistant Professor*

*Department of African American Studies*

### **Low-Income African American Women and the Challenges of Balancing Work and Family**

My program of research focuses on understanding how race and socioeconomic status intersect and shape child development and family processes. For several years, I have studied low-income children and families, and African American families from diverse class backgrounds. My research interests include examining how contextual risks influence child development and family functioning; understanding individual, family, and extra-familial factors that help protect children and families from contextual risks; and exploring how race, culture, and social class shape the development of African American children.

I recently coauthored a chapter on African American parenting for the third edition of the *Handbook of Parenting* with Dr. Vonnie McLoyd, lead author and professor at the University of Michigan, and Dr. Rosanne Jocson, assistant professor at Ateneo de Manila University. During the course of writing the chapter and reading my coauthor's contributions, I became interested in further exploring the work-family nexus for African American women. In reading the existing research, it became clear that, although African American women with minor children are more likely than women in other racial/ethnic groups to be employed, very little research has focused on work-family balance and conflict among African American women.

Relative to other women, African American women have the shortest postpartum breaks in employment and are more likely to engage in sustained full-time employment during the 18 years following their first child's birth. However, despite strong attachment to the labor force, African American women earn lower wages and are more likely to be counted among the working poor than their counterparts. In addition to economic disadvantage, African American women are also disproportionately employed under poor conditions and are subject to discrimination and bias in the workplace.

Despite the centrality of work in African American women's lives and what is known about the characteristics and conditions of their employment, issues of work-family balance (e.g., work-family conflict) have been understudied in this group. A dearth of research has focused on how job characteristics, conditions, and workplace experiences impact African American women's mental health, parenting, and family relationships. This is a noteworthy gap in the literature, given that unfavorable work characteristics, conditions, and experiences likely add to challenges around parenting and maintaining a family.

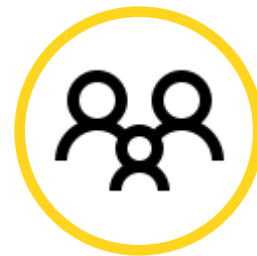
Relative to other women, African American women have the shortest postpartum breaks in employment and are more likely to engage in sustained full-time employment during the 18 years following their first child's birth.

In order to address this gap in the literature, I decided to undertake a study that will focus on how low-income African American women navigate the work-family nexus. This study, funded by the Graduate School's Research and Scholarship Award, will examine how race, class, and gender shape the work experiences of low-income African American women and how these experiences influence family functioning (e.g., family routines, parenting, and the parent-child relationship). I plan to use the collective case study method to answer three research questions: 1) How do low-income African American women perceive, describe, and make sense of their experiences with full-time employment? 2) How do race, gender, and social class shape employment experiences? 3) How do low-income African American women navigate full-time work and family?

This study will draw on data from the ethnographic component of Welfare, Children, and Families: A Three-City Study. The study is a longitudinal, ethnographic study of 256 families with children from Boston, Chicago, and San Antonio, designed to understand the well-being of children and families in the post-welfare reform era. Low-income women with children ages 2 to 4 years old were recruited to participate in this study starting in 1999. Families were interviewed and observed for 6 years. My study will focus on a subset of the 98 African American women who participated, drawing on interview transcripts and ethnographer field notes to identify themes and highlight exemplar cases.

In preparation for conducting this study, I participated in the Consortium on Race, Gender and Ethnicity's 2018 Intersectional Qualitative Research Methods Institute (IQRMI), a week-long intensive training session on qualitative research methods. During the IQRMI, I developed a data analysis plan and conducted preliminary data analysis. After the IQRMI, I assembled a team of undergraduate and graduate students to assist with data analysis. The ethnographic data to be used for this study includes copious text documents (i.e., transcripts and field notes) and my team will play a key role in writing case studies, coding data, identifying themes, and interpreting the results.

I look forward to completing this study, as it will help fill an important gap in the research literature regarding African American women's employment and how employment conditions impact family functioning. Findings from this study may point toward areas for enhancements in work-family policies that improve employment conditions for low-income women or provide additional supports for balancing work and family. My long-range goal is to develop a program of research that utilizes interdisciplinary approaches and multifaceted methods to study work-family issues among African Americans across the social class spectrum. This project fits into my larger research program as it focuses on maternal work conditions and characteristics as risk factors for suboptimal family functioning and child outcomes among low-income African American families. It is one of three studies investigating work-family issues among African American women that I plan to complete during the next two academic years.



The Three-City Study is a longitudinal, ethnographic study of 256 families with children from Boston, Chicago, and San Antonio, designed to understand the well-being of children and families in the post-welfare reform era.





## Dr. Jessica Mathiason

Lecturer

Department of Women's Studies

### Engineering Kinship: Eugenic Ideology and Bioethics

On November 25, 2018, the world awoke to claims from researcher He Jiankui of the Southern University of Science and Technology in Shenzhen, China, that the first genetically-edited babies—twins Lulu and Nana— had been born. Using CRISPR-Cas9 technology, He claims to have altered the embryos' CCR5 gene before implantation to bestow a rare but naturally occurring trait: the ability to prevent HIV from entering and infecting immune system cells. Since the story broke, ethical alarm bells have been sounded, investigations have been launched into He's work, and professionals, from medical bioethicists to Washington politicians, have been debating whether we are poised for the return of eugenic science, this time enabled by 21st century technology.

As promising as the theoretical elimination of HIV may seem, it inaugurates a new era of human gene editing in which the potential for good is equally matched by the potential for harm, both scientifically through off-target effects and ethically, by threatening to eliminate not only organic disease but also socially undesirable traits, such as those associated with disability and LGBTQ identities. My book project, *Engineering Kinship: New Eugenic Media, Economic Speculation, and the Queer Body*, provides both a historical case study and a future roadmap for strategizing how genomic technologies can work with, rather than against, human difference.

My work enters the conversation on genome editing by tracing eugenic ideology back not to its well-known incarnation in Nazi Germany but, rather, to Progressive Era America, where it was once institutionalized in the U.S. War Department's Social Hygiene Division. Drawing on archival research conducted at the Wangensteen Health Sciences Library and the National Archives, I contest the traditional narrative that American eugenics was an *exclusively* right-wing movement by revealing the surprising appearance of radical elements—feminism, progressive economics, and welfare reform—within this otherwise pernicious social project. Today, these progressive strands of eugenic ideology are being de-radicalized through two significant shifts: the shift from state-sponsored eugenic projects to corporation-driven geneticism and the shift from the welfare state to economic neoliberalism. Through an analysis of the 2013 *Myriad Genetics* Supreme Court Case and the scientific literature on the purported “gay gene,” I argue this speculative future veers away from the progressives' valuation of human difference by using technological means and legal strategies to compel domestic normativity and posit the designer child as the rational extension of parental free choice. Divided into two parts, my project offers a

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comparative analysis of the ideological inheritance left to what I call “new eugenic media” from its early counterparts through a critical examination of two collections: the hygiene films produced by the U.S. government from 1915-1922 and genetic-themed media released from 2000-2015. In May 2018, I delivered an invited lecture on my historical research at Northwestern University while the theoretical framework I develop for analyzing new eugenic media is highlighted in my essay “cDNA/©DNA in *Orphan Black*: Eugenics, Surplus Life, and the Castor Virus,” forthcoming in the edited collection *Orphan Black: Sestras, Scorpions, and Crazy Science* (McFarland 2019).

Pairing each media collection with historical records, scientific literature and critical theory, I use a feminist approach to cultural analysis to explore two questions: (1) how did eugenics, first-wave feminism, and the Progressive Era civil rights movement overlap and work together? and (2) how have early eugenic ideologies been reconstituted in the new genetics movement, as it intersects with economic neoliberalism and a queer liberation movement grounded in homonormativity? My analysis reveals that the progressives’ commitment to social utility and intellectual progress facilitated a eugenics program centered on perfecting the human race by cultivating the potential in two unlikely sources: women and “sexual inverts.” The eugenicists’ desire for an intelligentsia-led sociocracy prompted them to see educated women as a model minority while they selected *for*, rather than *against*, homosexuality because they believed an ‘abnormal’ sexual instinct came from inheriting a “nervous” disposition, which was correlated with intelligence and creativity.

The latter half of my project traces the enduring legacy of eugenics both onscreen and in the life sciences today. The new life sciences dovetail with the imperatives of neoliberal economics by blurring the boundaries between the spheres of production (labor) and reproduction (life). Connecting the real-life patenting of genes to the fictional patenting of the human genome in *Orphan Black*, I argue the 2013 Myriad Genetics case creates an ideological loophole towards the patenting of “life itself” while *Orphan Black* provides an explanatory tool for how the modern legal system is structured by corporate pressures and a mode of legal interpretation

that privileges private property rights—both those of organizations and those of potential parents.

Moreover, with the degeneration of modern political organizations, many disability advocates and LGBTQ political groups, seek to replace the rights discourse of the 20th century with essentialist appeals to science. These are increasingly taking the form of a search for a “gay gene” or an “autism gene” which, despite dubious scientific grounding, have been replicated and popularized in television shows like *ReGenesis*. My work intervenes in this practice by demonstrating the social, biological, and political risks of these appeals. As we move from the fictional worlds of *Orphan Black* and *ReGenesis* into the real, brave new world of human gene editing inaugurated by He Jiankui, I urge us to use the Progressive Era eugenicists’ tactics as a catalyst for theorizing how new genetic technologies can support, rather than stifle, human difference.



The new life sciences dovetail with the imperatives of neoliberal economics by blurring the boundaries between the spheres of production (labor) and reproduction (life).





## Cara Snyder

PhD Candidate, Department of Women's Studies

Combining methods from queer and trans studies, anthropology, cultural studies, media studies, and transnational feminist theory, the project unfolds over four case studies.

Brazil is the deadliest place in the world for trans and gender non-conforming people. It is also *o país de futebol*, the nation of soccer. My research looks to Brazil—known for both its violent disciplining of gender non-conformity and its status as a country that is soccer mad—to understand how queer athletes navigate *futebol's* rigid gender binaries, and, more broadly, what this can tell us about how gender is ordered in Brazil. I situate my work at the intersections of Women's, Gender and Sexuality Studies (including LGBTQ and Trans Studies), Transnational Feminisms, Latin American & Brazilian Studies, and Sports/Physical Cultural Studies.

My dissertation, titled *Which Team Do You Play For?*, argues that futebol is a critical and contentious space where racialized, gendered anxieties take shape and where the pressure to adhere to heteronormative gender binaries is often viciously enforced. I explore key moments of internationalization and transition in Brazilian soccer from 1996 to the present as a lens for understanding race, class, gender and sexuality. Combining methods from queer and trans studies, anthropology, cultural studies, media studies, and transnational feminist theory, the project unfolds over four case studies. The first two chapters draw from media and historical sources as well as interviews to argue that the whitening and feminization of Brazilian women's soccer, and the exclusion of queer women of color, that has accompanied the modalities' mainstreaming is a legacy of Brazil's eugenic policies. The athletic migrations of high-performing, non-white, supposedly "masculinized" *futebolistas* between Brazil (the largest exporter of soccer players) and the United States (the largest importer) is one result of the exclusion of women of color from Brazil's national sport. Then, drawing from ethnographic data from the 2018 Paris Gay Games, I examine media coverage of Brazil's first cis gay men's soccer team, the BeetsCats, to explore what Joan Nagel refers to as 'the ethnosexual frontiers' of this international LGBT sporting event. I conclude with the first ethnography of a trans men's

soccer team, the Brazilian *Meninos Bons de Bola* (MBB, or Soccer Star Boys), to examine the ways they navigate the spaces between pink washing and white washing. I argue that teams including the MBB who identify as lesbian, gay, bisexual, trans, queer, intersex, and/or asexual (LGBTQIA, hereafter LGBT) are transforming futebol by rejecting "victory" as soccer's primary goal and by aiming for visibility and unity instead, as indicated in their anthem: "*Winning isn't important, but competing is. Whether we win or lose, we win over new fans. Soccer star boys, we are all transmen*". The project intervenes into current debates in Women's and LGBTQ studies by revealing how Brazilian futebol is a key site where racialized, gendered hierarchies are created and contested on transnational scales.

Two peer-reviewed articles draw on my dissertation project and stem from transnational and activist collaborations: *Women's Studies Quarterly* published my article on the whitening and feminization of Brazilian women's soccer in their 2018 special issue on beauty. On October 12, 2017, I presented on this work for CRGE as part of their Qualitative Research Interest Group (QRIG) initiative. I have an article forthcoming in *Ada: A Journal of Gender, New Media and Technology*, co-authored with two Brazilian activist academics, about the aesthetics of dissent in transnational feminist protests. In light of the election of an ultra-right wing, openly homophobic president in Brazil, my next project will examine queer athletes' activism amidst this rise of the right.



## Ana Sanchez-Rivera, PhD

2018 graduate, Department of Geographical Sciences

Specific statistical analyses point to some racial segregation and inequalities but, in general, these are not as easy to identify as in the US mainland.

The focus of my dissertation was to examine the U.S. Census question of race in Puerto Rico. In the 2010 U.S. Census, over 75% of the population in Puerto Rico selected “White,” which was 5% less than the 2000 U.S. Census results. As a geographer, I became particularly interested in the topic when I created a map of race and socioeconomic characteristics on the Island and most of the population appeared “White” and “poor.” Specific statistical analyses point to racial segregation and inequalities but, in general, these are not as easy to identify as in the U.S. mainland.

The paper I presented at the QRIG explicitly asked about aspects that were leading the population to select a particular race and if the over-representation of self-reported whiteness could be reduced. The questions explored why such high self-reports of white race occur – was it associated with any particular socio-economic or phenotypical characteristic? Or was it because of the place where the person lived or grew up? These variables were collected on a sample of over 300 participants as part of my fieldwork (2016) in four communities. The models for who selects “White” or “Black” included variables that could be found in the U.S. American Community Survey (ACS), with the exception of participant’s observed race and observed self-reported skin tone that were used to compare how participants “race” could be if interpreted using the US definitions of race. The second part of the results tested the definition imposed by the U.S. Census questionnaire with participants’ answers when they were administered with more culturally sensitive definitions.

Both models confirmed that participant’s self-perceived skin tone was a good referent when selecting a racial category. The seven-point scale worked particularly well with participants who identified as “White” because their answers were more likely to agree with those observed by the researcher. In contrast, those who selected “Black” agreed with the researcher’s perception of their race but they tended to select a lighter skin tone, compared to the one observed. Conversations with participants suggested that those with lighter skin tone used the concept “Trigueño” as a middle-point category, while darker-skin participants automatically

refer to it as their skin tone regardless of observing it in the middle of the seven-point scale. As discussed by other researchers of race in Puerto Rico, the results suggest that dark-skinned participants used the concept of “Trigueño” as a whitening strategy and that its selection suggested there are “others” darker than them.

When participants were asked to rank different definitions of race, the top three answers were: “Place-of-Birth,” “Culture” and “Parent’s Place-of-Birth and/or Culture”. These results show that they define the concept as an amalgamation of what we in the academy recognize as “ethnic,” “cultural,” and even “national” identities. However, it is important to notice that these definitions are naturally dependent on the narratives created around what it is politically defined as “countries.” In this case, participants referred to what they have learned in Puerto Rico and its culture is when they are asked to define “race” or to select a racial category from the ones given.

In Puerto Rico, the Institute of Puerto Rican Culture and the Education system have failed to recognize many of the contributions of the African group to the Puerto Rican culture, and have portrayed the group as submissive slaves. The skewed notion of Puerto Rico as a racially mixed country and the selection of “el jíbaro” -a sunburned peasant- as representative of Puerto Ricans have contributed to the understanding of Puerto Ricans (group, race, nation) as light-skinned or “trigueños,” and in the process have denied Puerto Ricans to dark-skinned individuals.

The results suggest that participants who could be considered “Other Race” in the U.S. select “White” as their race to cope with the threat of having to select “Black,” (the other possible option of all those given), while those who report being “Blacks,” use of the concept of “Trigueño” as an opportunity to “whiten” themselves. This can be interpreted as a way in which dark-skinned Puerto Ricans own the threat that denies Puerto Ricans to “Blacks” and affirm their belonging to what has been constructed as “Puerto Rico.”

# A SUMMIT AT THE UNIVERSITY OF PENNSYLVANIA



## “Changing the National Conversation: Inclusion and Equity”

A first of its kind, invitational meeting of university presidents and provosts was hosted at the University of Pennsylvania from September 20-21, 2018. The event was co-sponsored by the University of Maryland, College Park, Swarthmore College, and Penn. The executive planning committee was chaired by CRGE Director Ruth Enid Zambrana, and Debra Joy Pérez of Simmons University served as co-chair of the conference.

In attendance were leaders of liberal arts colleges and research universities. Three keynote addresses were given throughout the two-day event by Penn president Amy Gutmann, Ruth Simmons, president of Prairie View A&M University and the former president of Brown University and Smith College, and Penn Health and Health Equity Professor Risa Lavizzo-Mourey. Ruth Enid Zambrana opened the conference and shared her experiences as a graduate student at Penn in the early 1970's, the importance of engagement in educational equity and inclusion for historically underrepresented groups, and introduced President Gutmann. In her keynote address, Gutmann touched on her personal and professional journey, and underscored the

importance of diversity and inclusion in enriching the educational experiences for all students and propelling innovation. Bonnie Thornton Dill, Dean of the College of Arts and Humanities at the University of Maryland served as a panelist for the first session on “Paths to an Inclusive Academic Community – Tough Questions Facing Colleges and Universities.” The panel explored some of the issues and questions that colleges and universities are grappling with as they seek to become more inclusive and welcoming environments. Over dinner on the first evening, Simmons emphasized that the composition of campuses changes often, therefore strategies and institutional plans for diversity and inclusion must be ongoing efforts rather than endpoints. Lavizzo-Mourey's luncheon address, “The Secrets of Success,” underscored four focus areas for leaders: the importance of mentorship and sponsorship, community and inclusion, playing the long game, and walking the talk.

The conference featured panel discussions where participants offered perspectives and advice on tough questions confronting leaders in the academy; the paradoxes of history from affirmative action to

inclusion; visible and invisible barriers to change; and sustaining inclusive and welcoming campuses. The conference ended with a dynamic plenary discussion addressing inclusive and equitable strategies led by Penn Provost Wendell Pritchett. The aim of the plenary was to identify ideas and initiatives that might be explored more fully, and opportunities for

collaboration to support one another in advancing the important work of inclusion and equity.

The planning committee for the conference continues to meet with plans for two publications based on the strategies and action steps that came out of the event.

This invitational event brought together more than 100 presidents, provosts, and senior administrators from across the country to think strategically about the important work of increasing faculty diversity and excellence and fostering inclusive excellence for the entire campus community.



*Left to Right: Joann Mitchell, Anita Allen, Amy Gutmann, Ruth Enid Zambrana, Eve Higginbotham, Antonia Villarruel, and Wendell Pritchett*

# REFLECTIONS FROM 2018 IQRMI SCHOLARS



**Moctezuma Garcia, PhD, LMSW**

*City of Houston Health Department*

IQRMI has provided a safe space to meet scholars from historically oppressed and highly marginalized populations to reflect on their research and support each other to strengthen one's professional trajectory. Dr. Zambrana has thoughtfully taken into consideration critical stages of professional development for participants to share their experiential knowledge as well as gain insight from the instructors. The journey extends beyond the structured agenda that allows instructors to sow their seeds of wisdom. Topics reviewed during the training linger among the participants, which become the catalyst for the seeds to blossom. A transition occurs outside of the training where the pupil becomes the instructor. Participants reflect on the implications of social stratification and the intersectionality of race, gender, and sexuality. A sacred space is created that provides an opportunity for one to share their vulnerabilities and provide objective feedback towards enhancing one's professional trajectory within social structures reinforcing systemic inequities.

IQRMI has replenished my spirit and has introduced me to professionals that inspire me to proceed with conviction. The instructors in particular come from diverse backgrounds and they have provided critical insight towards enhancing my research interests focused on exploring the intersectionality of ethnicity, sexuality and gender for Latino men who have sex with men (MSM). Contextualizing social and health disparities through intersectionality reframes approaches to access and engagement to care for historically oppressed and highly marginalized populations, such as Latino MSM.

Overall, IQRMI has provided me an opportunity to establish relationships with other scholars interested in supporting each other's professional endeavors. Our diverse backgrounds are united towards a greater cause to enhance the overall welfare of historically oppressed and highly marginalized populations.

You are not alone!



## Giesela Grumbach, PhD, LCSW

Governors State University, Department of Social Work

I am an early career scholar who came into the academy later in life. I teach and conduct scholarly activities at Governors State University, in University Park, IL. I attended IQRMI in the summer of 2018. My research focuses on 1) vulnerable families, 2) parenting and youth development in social work practice as well as 3) health disparities and social work practice.

I attended IQRMI with the expectation of learning how to employ an intersectional lens in qualitative research. I left prepared to use an intersectional lens the way Crenshaw intended when she wrote about intersectionality.

IQRMI is renowned for creating a sense of community for scholars of color. Dr. Zambrana, who I affectionately call “the mother of mentoring”, has a tremendous skill set of connecting early scholars to much needed resources for continued growth and success in the academy. She also has an undying enthusiasm for this work and that desire I believe propels her to action in mentoring/developing scholars of color from all around the country. She does so with ease, finesse, high expectations and a willingness to serve.

Moreover, the IQRMI faculty are well equipped to

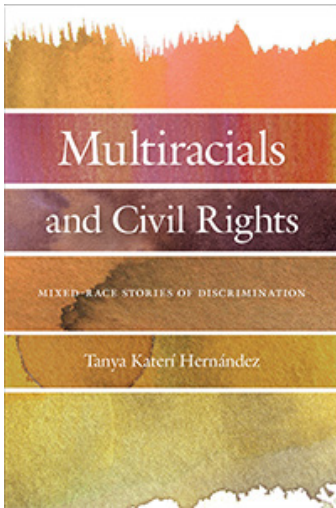
deliver workshops on the latest in qualitative tenets, discuss rigor of qualitative research, current software uses, and demonstrate excellence by presenting their own research.

In addition, IQRMI scholars receive encouragement, and evidence-based knowledge on navigating the academy successfully to achieve tenure. Scholars also leave with connections to a community of likeminded academicians who are making a difference by illuminating the experiences of vulnerable and marginalized people – those who have been silenced far too long.

IQRMI provided me with a great sense of pride in the work that I am doing and the research that other scholars of color continue to promote. It is an experience like no other. It is a weeklong time of learning, exchanging ideas, receiving feedback, and networking with others in the Academy. Attending IQRMI was an invaluable experience that left me energized and reinvigorated in inexplicable ways. I am grateful for IQRMI and I hope there are other opportunities to attend additional workshops! The IQRMI weeklong training gives targeted attention and support to qualitative researchers of color like no other program. I am forever grateful.



*IQRMI Faculty (L to R): Dr. Michelle Espino Lira, Dr. Ruth Enid Zambrana, Dr. Kevin Roy, Dr. Joseph Richardson*



## ***Multiracials and Civil Rights: Mixed-Race Stories of Discrimination***

by Tanya Katerí-Hernández

New York University Press, 2018

### BOOK CORNER

#### Thiago Amparo

Professor, Getulio Vargas  
Foundation's Law School  
(FGV Direito SP), São  
Paulo, Brazil



In very few instances one finds a compelling empirical account that challenges our understandings of race and discrimination law. Professor Tanya Katerí-Hernández's new book *Multiracials and Civil Rights: Mixed-Race Stories of Discrimination* does just that. Hernández's new book is written with a hard-to-find combination of rigorous jurisprudential analysis and critical understanding of the role of law in shaping and sometimes challenging white privilege. On top of that, Hernández adds to the contemporary discrimination legal scholarship her powerful standpoint as a multiracial *scholar-activist* (as she calls herself). Thus, *Multiracials and Civil Rights* offers a valuable contribution to the field of discrimination law, besides being an enjoyable reading.

Hernández's book inquires how unique are the claims presented before US courts by mixed-race individuals, and whether discrimination law has been able to properly respond to those claims. Multiracial-identity scholars – as Hernández calls authors whose scholarship contends that multiracial identity offers peculiar, exceptional challenges to civil rights law as we know it – argue generally in favor of the “insertion of a multiracial category into the legal doctrine”. With such a category, courts would be better equipped to deal with discrimination claims by mixed-race individuals. Hernández's book convincingly argues otherwise.

After compiling and presenting a comprehensive database of US jurisprudence on multiracial discrimination, Hernández finds no ground in the US case law for the claim of exceptionalism presented by multiracial-identity scholars. Hernández's book goes beyond the usual multiracial case-law on work discrimination and expand it to other spheres such as education, housing, public accommodations, and criminal justice system.



*Multiracials and Civil Rights* is a solid contribution to the field of discrimination law for three main reasons. First, by offering the most comprehensive account of the US jurisprudence on multiracial discrimination, Hernández puts in one piece a hard-to-beat amount of evidence of her argument that courts actually frame quite well multiracial discrimination without the need of an additional legal category, often understanding the pervasive nature of white privilege given that most of multiracial discrimination is against nonwhites.

Second, in her critical analysis of the multiracial-identity scholarship, Hernández boldly (and convincingly) argues that this scholarship is concerned with promoting a right to personal identification by multiracial individuals, rather than presenting multiracial category as a historically discriminated one. As a critical scholar, Hernández grounds her legal analysis on historical discrimination and material inequality. Thus, racial identity is not for her an anything-goes situation, but rather a result of historical processes of subordination mediated by law. Here, it would have been interesting to hear more about Hernández's view on whether discrimination law should not be concerned with recognition claims at all and be primarily concerned with material inequality. Her book indicates so, but she does not offer a comprehensive argument for overlooking recognition claims.

Third, *Multiracials and Civil Rights* travels well to other racial contexts, adding to the comparative value of the book although it address exclusively the US

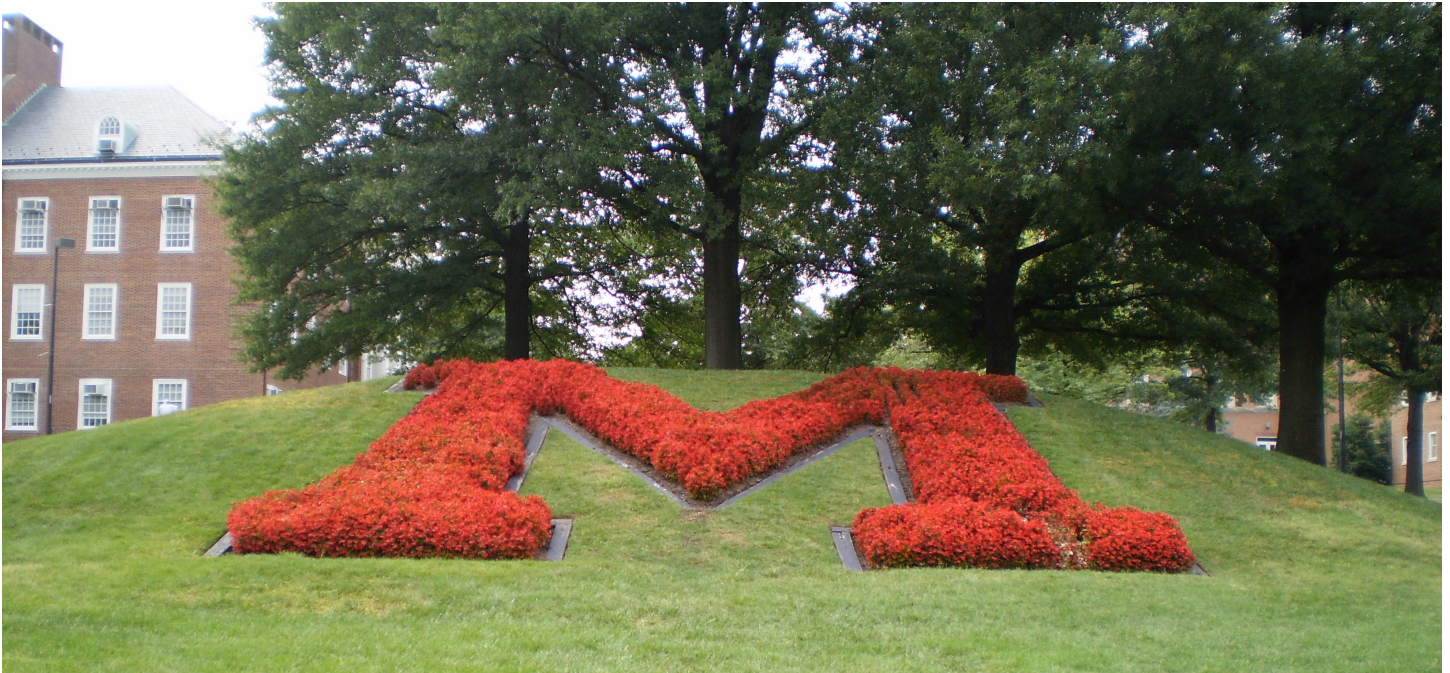
discrimination law. Hernández has already written important pieces comparing the United States with Latin American countries, in particular comparing the legacies of Jim Crow and slavery for the persisting racial inequalities in Americas – of which her 2012 book *Racial Subordination in Latin America* is a prime example.

Now, Hernández's *Multiracials* speaks directly to a contemporary theme among Latin American scholars in general and Brazilian ones in particular: *colorism*. Colorism is the understanding that Black people with different skin tones suffer differently from discrimination (being the darker ones the most likely to suffer from discrimination). While these differences in the incident of discrimination are often true, colorism sometimes is used as a celebration of personal racial identification. In Brazil, the misleading rhetoric of racial democracy is often used to say that almost all Brazilians are entitled to self-identify themselves as multiracial and thus racism magically disappears. More recent legal scholarship in Brazil has shown the importance of Black Brazilians – of different skin tones – to recognize their own origins and their particular standpoint as a historically discriminated group. Such scholarship – like Hernández's *Multiracials* – understands that racial miscegenation does not erase the power of white privilege. Are mixed-raced people discriminated because they are perceived largely as nonwhite? Hernández's *Multiracials* starts an honest conversation about civil rights and racial hierarchies, relevant both in the US and beyond. It does so in a powerful way.

Colorism is the understanding that Black people with different skin tones suffer differently from discrimination (being the darker ones the most likely to suffer from discrimination).

*Thiago de Souza Amparo (Brazil) is professor at FGV Direito SP, teaching courses on diversity and discrimination policies. He holds a bachelor's degree from PUC-SP, holds a master's degree in human rights (LLM) from the Central European University, and a PhD on comparative constitutional law from the same university. He was a visiting scholar at Columbia University (New York -United States). Thiago is an expert on constitutional law, public and business policies on diversity and discrimination law. He was a consultant for the Inter-American Development Bank (IDB) and the Open Society Foundations, among others, on the issue of discrimination. He was deputy secretary of human rights and citizenship at the São Paulo City Hall between January and May 2017. He can be contacted by email: thiago.amparo@fgv.br.*

# MEET OUR NEW CRGE TEAM MEMBERS



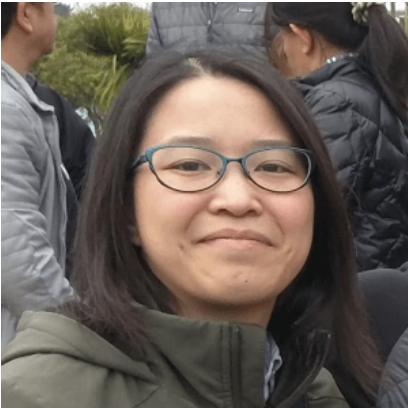
## Dr. Katie M. White

### *Assistant Director*

Dr. Katie M. White serves as the Assistant Director for the Consortium on Race, Gender, and Ethnicity. She received her PhD in Women's Studies from the University of Maryland, College Park in 2015.

Her work has been published in *Digest: A Journal of Food and Culture*, *A Multimedia Encyclopedia of Women in Today's World*, and the *Journal of International Women's Studies*. She has a book chapter in *We Carry These Memories Inside of We: Teaching Julie Dash's Daughters of the Dust as a Black Feminist Narrative* published by Peter Lang (forthcoming).

She is a native Marylander with deep roots in Montgomery and PG counties, and Washington, D.C. She began her career as an educator in 2003 at her alma mater, Good Counsel High School in Wheaton, MD. Since then, she served as the Assistant to the President at Georgetown Preparatory School and worked in public universities for eight years prior to becoming the chair of the English department at Bishop McNamara High School in Forestville, MD where she spent three years before joining CRGE.



## Brittany Wong

### *Communications Coordinator*

Brittany is a PhD student in the Urban and Regional Planning and Design (URPD) program at the University of Maryland—College Park. In addition to her work with CRGE, she works closely with her advisor, Dr. Willow Lung-Amam, as a research assistant for the National Center for Smart Growth Research and Education. Most recently, before joining the UMD community, she volunteered as a Creative Design Consultant for the Paul Robeson Cultural Center at The Pennsylvania State University, University Park. Brittany holds a Master of Architecture (M.Arch) degree with a focus on Culture, Society, and Space from Penn State, and a Bachelor of Architecture (B.Arch) degree from The University of Arizona.

She is interested in the arrangement of urban structures and typologies as well as the development of and the relationship between urban housing and public spaces with regard to the cultural and sociological aspects of urban design that affect the various scales of society, from density and demographics to personal and global dimensions. Her research interests include: gentrification & neighborhood change, right to the city & community empowerment, equitable development & participatory planning, and placemaking & community development.



## Ebada Mun

### *Student Assistant*

Ebada is an Office Assistant for the Consortium on Race, Gender, and Ethnicity. She is a Junior currently enrolled at the University of Maryland, College Park and is working to complete her Bachelor's Degree in Information Science.

She has an interest in leadership roles and is the Vice President of Programming for the Multicultural Greek Council and sister of alpha Kappa Delta Phi Sorority, Inc. In addition, she is interested in expressing her creative outlet by designing graphics, filming videos, and making art. She hopes to become a Data Analyst or Web Designer in the future once she completes her Bachelor's Degree.

# KUDOS!

## Andrea M. Lopez

Assistant Professor,  
Anthropology

Dr. Andrea Lopez was awarded a \$375,000 grant by the Maryland Department of Health through the Centers for Disease Control and Prevention's Public Health Crisis Response Funds to conduct an ethnographic study entitled "Statewide Ethnographic Assessment of Drug Use and Services."

Lopez, Andrea M., et al. "Structural Vulnerability and Supplemental Security Income: Subtle Modes of Punitive Governance with Federal Social Welfare." *Human Organization*. Winter 77 (2018): 302-311.

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## Melinda Martin-Beltran

Associate Professor, Education

Martin-Beltrán, Melinda, et al. "Developing a Zone of Relevance: Emergent Bilinguals' Use of Social, Linguistic, and Cognitive Support in Peer-Led Literacy Discussions." *International Multilingual Research Journal* (2017): 152-166.

—. "Time for una pregunta?": Understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text." *International Journal of Bilingual Education and Bilingualism* (2018): 17-34.

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## Jan M. Padios

Associate Professor,  
American Studies

Padios, Jan M. *A Nation on the Line: Call Centers as Postcolonial Predicaments in the Phillipines*. Duke University, April 2018.

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## Julie J. Park

Associate Professor,  
American Studies

Park, Julie J. *Race on Campus: Debunking Myths with Data*. Harvard Education Press, 2018.

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## Martha Nell Smith

Professor, English

Smith, Martha Nell and Baihua Wang. *I dwell in Possibility: Collaborative Emily Dickinson Translation Project*. Sichuan Literature & Art Press, 2017.

Smith, Martha Nell and Julie R. Enszer. *Everywoman Her Own Theology: On the Poetry of Alicia Suskin Ostriker*. University of Michigan, 2018.

# FOR A JOB WELL DONE!

**Rashawn Ray**  
Associate Professor, Sociology

Ray, Rashawn and Pamela Braboy Jackson. *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work*. Lanham: Lexington Books, 2018.

**Steven Klees**  
Professor,  
International Education Policy

Edwards Jr., Brent, Steven J. Klees and Janet L. Wildish. "Dynamics of Low-Fee Private School in Kenya: Governmental Legitimation, School-Community Dependence, and Resource Uncertainty." *Teachers College Record* (2017).

Klees, Steven J. "Beyond Neoliberalism: Reflections on Capitalism and Education." *Policy Futures in Education* (2017): 1-21.

Stromquist, Nelly P., Steven J. Klees and Jing Lin. *Women Teachers in Africa: Challenges and Possibilities*. Routledge, 2017.

**Mia Smith Bynum**  
Associate Professor,  
Family Science

Davis Tribble, BreAnna L., et al. "No [Right] Way to Be a Black Woman': Exploring Gendered Racial Socialization Among Black Women." *Psychology of Women Quarterly* (2019).

**Sahar Mohamed Khamis**  
Associate Professor,  
Communication

Dr. Sahar Khamis was awarded the "Research Communicator Impact Award" for the year 2019, in recognition of her media contributions, especially Op-Eds, in support of press freedom and journalists' rights around the world, in general, and in the Arab world, in particular.

**Angel Love Miles**  
Graduate (2016, PhD),  
Women's Studies

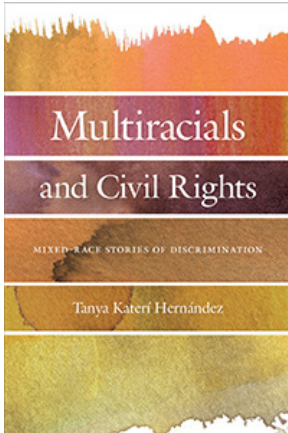
Miles, Angel L. "Strong Black Women": African American Women with Disabilities, Intersecting Identities, and Inequality." *Gender and Society*. Vol. 33 Issue 1. (2019): 41-63.

**Ruth Enid Zambrana**  
Professor, Women's Studies

Walters, K., Lukszo, C., Evans-Campbell, T., Valdez, R., & Zambrana, R.E. "Before They Kill My Spirit Entirely': Insights into the lived experiences of American Indian Alaska Native Faculty at Research Universities." *Race Ethnicity and Education*. (2019). DOI: 10.1080/13613324.2019.1579182

# UPCOMING EVENTS

Friday, April 12



**The Politics of Race and Discrimination -  
“Multiracials and Civil Rights: Mixed-Race Stories of Discrimination”**

**Book Talk and Panel with author Tanya Katerí-Hernández, special guest  
Joseline Peña-Melnyk, Maryland State Delegate, and Dr. Jason Nichols**

12:00 – 2:00pm | David C. Driskell Center

Lunch Provided

**Please RSVP by April 5th**  
<https://go.umd.edu/CRGE-BookTalk2019>

*Part of the CRGE’s 20th Anniversary Schedule of Events*

Sunday-Friday,  
June 2-7



**2019 Intersectional Qualitative Research Methods Institute (IQRMI)**

University of Maryland, College Park

The goals of the institute are to: enhance qualitative research and writing skills; develop critical intersectional perspectives for designing and interpreting research; and develop and hone navigational skills to successfully negotiate academic career paths.

Through daily seminars, writing groups, and interactions with colleagues, IQRMI participants have the opportunity to apply their new skills to further enhance their research design.

*Participation by invitation only*

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TO YOUR FAVORITE CAMPUS PROGRAM**

**SUPPORT THE CONSORTIUM ON RACE, GENDER AND ETHNICITY (CRGE)**

<https://go.umd.edu/Support-CRGE>



The **Intersectional Research Database** is a searchable, annotated catalog of scholarly publications on the intersections of race, class, gender, and other dimensions of inequality.

The Consortium on Race, Gender and Ethnicity (CRGE) launched the Intersectional Research Database (IRD) in 2005 as the only online searchable compilation of research that examines patterns of inequality. This database remains a rich collection of bibliographical resources on interdisciplinary, intersectional empirical literature. The database contains scholarship using a large number of methodological approaches that examines the intersections of race, gender, ethnicity, and other dimensions of inequality. The 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 access the database through our Zotero Group Library to search, narrow entries by topic, or browse all entries. Each entry contains a citation of a book or article and either an abstract or an annotation written by the CRGE research team.

**Link to IRD:** [https://www.zotero.org/groups/738578/intersectional\\_research\\_database](https://www.zotero.org/groups/738578/intersectional_research_database)

**CELEBRATING 20 YEARS: 1998-2018**



**OUTREACH | MENTORING | EDUCATION | RESEARCH**

The Consortium on Race, Gender, and Ethnicity was founded in 1998 by a group of pioneers who developed a small but growing and increasingly important area of knowledge in the contemporary academy – in intersectional scholarship. It was the first university-wide interdisciplinary research center of its kind and has been integral to the process of advancing intersectional qualitative and mixed-methods research on the University of Maryland, College Park campus.

For the past 20 years, the CRGE has been working to grow as a first-class research and scholarship center dedicated to understanding the intersections of inequality and social justice and serving as a national example of a thriving and inclusive environment for diverse peoples whose scholarship addresses crucial social issues.

An upcoming report will highlight CRGE's twenty years of supporting, promoting and creating intersectional knowledge and scholars. We hope you join us in celebrating the next 20 years!



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**CRGE**

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