

intersections & inequality

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



RESEARCH @ THE INTERSECTIONS

Provider Prescription Practices for HIV Prevention
Behavior among Latino MSM & Transgender Women

INTERSECTIONAL RESOURCES

Intersectional Research Database
Book Corner

COLLABORATION & CONNECTION

Representation Matters: "Addressing the Latinex Leadership Crisis in Higher Education"
New Directions in Medical Humanities

MENTORING, PEDAGOGY & PRACTICE

New Team Member Reflections
Kudos



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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.

Cover Image

Ascent of Autumn, 2005-2006
Acrylic and Mixed Media on handmade paper, 42.25" x 30"

At the David C. Driskell Center at the University of Maryland

Photo by Le-My Tran
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Message from the Director



Dr. Ruth Enid Zambrana

Distinguished University Professor and Interim Chair of the Harriet Tubman Department of Women, Gender, and Sexuality Studies

“Democratic institutions that once offered such promise for realizing ideals of freedom, social justice, equality and human rights are increasingly hollowed out from within by leaders who seem more committed to holding on to power than serving the people.”
(p.2) - Patricia Hill Collins, Intersectionality as Critical Social Theory

Our work in the last year has focused on a guidebook for higher education leadership and an important research publication on racial/ethnic stress and health in academia. The celebration of our 20th Anniversary last year encouraged an in-depth reflection of our intellectual and praxis goals. Undoubtedly, intersectional research, collaborations, and grant development represent critical components of our work both inside and outside the institution. We engage in research to not only produce and translate knowledge, but also to provide a fertile training ground for emerging and new investigators. Multiple research grants are in the process of submission or under review for AY 20-21 to include both the collection of data as well as mentoring undergraduate and graduate students. Our collaboration with the University of Pennsylvania to create a guidebook for higher education leaders is complete and has been disseminated to all presidents and provosts who attended the 2018 Changing the National Conversation: Inclusion and Equity Summit. The guidebook [*Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders*](#) aims to engage in institutional change and equity praxis at the leadership levels. It was distributed in Fall 2020.

CRGE will host a national presentation on the crisis of Hispanic leadership in higher education presented by Professor Michelle Espino, College of Education. We have invited three leading experts in Latinos and higher education to join Professor Espino: Deborah Santiago, CEO of Excelencia in Education; Dr. Marie Mora, Provost and Executive Vice Chancellor for Academic Affairs, University of Missouri-St. Louis; and Dr. Lorelle Espinoza, Program Director at the Alfred P. Sloan Foundation, who will moderate the panel (see p. 16).

Collaborations on campus have been fruitful in creating mechanisms for intersectional scholars to obtain seed grants to advance their milestones towards career success. We co-sponsored doctoral student dissertation grants with the Graduate School Office of Diversity and Inclusion under the leadership of Christopher Perez. CRGE awarded 5 seed grants to doctoral students in the 2018-2020 academic years on topics such as: White Evangelical women and their formation as integral to history; race, gender, and Protestantism in the US; and Mexican migrant women, chronicity, and health (see p. 12). We solicited grants for the joint CRGE/MPRC faculty seed awards in population health in AY 2019 and awarded one seed grant. Unfortunately, these grants will no longer be offered in the future.

The pandemic has disrupted all major institutional activities including the highly regarded national Intersectional Qualitative Research Methods Institute (IQRMI) conducted annually at UMD. Our IQRMI for early career URM faculty held in June 2020 was cancelled. It is an intense week, but the joyous outcomes of reenergizing scholars and creating new national, collaborative efforts are greatly rewarding for our faculty participants. Please see the reflections from our 2018 and 2019 Institutes, and the launching of our 2021 IQRMI on pg. 20. We expect to have the IQRMI in person from June 6-11, 2021. Please look for more details in the coming months.

In good news, we have continued our research collaborations with the University of Texas at Austin on several projects and have received an external grant in partnership with the National Hispanic Medical Association. We expect this year to allow us to renew our collaborations with organizations across campus

This issue highlights the extraordinary research of UMD faculty on our campus, a description of the scholarly work of each of the intersectional qualitative research awardees, and intersectional resources inclusive of our Intersectional Research Database. The last section acknowledges CRGE affiliates who have contributed to new scholarship through publications and presentations.

We continue to experience deep gratitude for the support of the UMD community for our efforts and for attending our events.

Wishing you all a productive and peaceful semester,



Ruth Enid Zambrana



**Welcome to Dr. Darryll Pines,
The new President of the University of Maryland!**

CRGE would like to extend our congratulations to Dr. Pines and wish him continued success as he leads the University towards advancing equity and excellence!

Reflections: Equity and Anti-Racist Institutional Practice

Ruth Enid Zambrana

“We cannot solve our problems with the same thinking we used when we created them.” Albert Einstein

This year has been an unexpected and unprecedented moment in history and in our own lives. We find ourselves again at a crossroads in U.S. history. The three pandemics of economics, health (COVID-19), and racism have illuminated the class, race, and ethnic structural inequities that have historically devastated the lives of those same racial, ethnic, gender, and class communities who continue to suffer under the inequitable practices and policies of the nation. We are being asked to reconstruct and expand democracy to include those who built this country but have not benefited from its social and economic opportunities nor the accumulated advantages of wealth. We are engaged in a new national platform of equity and anti-racist institutional action with the recognition among some that all of our American systems carry the “genes” of systemic racism, structural inequality, and inequity. The cry is for the endorsement and implementation of equity and anti-racism institutional action. Our solidarity

with the Black Lives Matter (BLM) Movement resonates with the spirit of the Civil Rights Movement and the Poor People's Movement. The BLM movement centers the agenda of racial, economic and social equity to open opportunity to equal advantages and benefits for all in the U.S.

While there are varying interpretations of equity, the term itself does have a clear definition and visual image. Equality seeks to provide everyone the same resources, for example providing the same size bike to a group of children without consideration for size, disability, gender, race, ethnicity, or place among others. The varying interpretations of equity seem to stem from a confusion between the terms "equality" and "equity" and the dislike and resistance of Americans to interrogate their myth of equality and to endorse equity. The visual below shows the difference.

EQUALITY vs. EQUITY



Equity takes into account the impacts of structural racism on life course circumstances, barriers, and resources (such as wealth, health, educational quality among others), and seeks to provide access to social and economic resources (once denied) so that every person has an equal chance for success. For example, it seeks to understand and respond to the unique economic challenges and social barriers faced by many African Americans, Native American/Alaskan Natives, and Mexican American students and faculty to support and help them overcome obstacles to increase their chances of success.

Much has been said about anti-racist institutional actions. Individuals and organizations are seeking ways to reduce unfairness and structural racism. For us here at the University of Maryland, a need exists to better serve our Prince George's community residents and to provide additional supports to priority populations—especially historically and traditionally underrepresented populations and economically disadvantaged populations. We need to define priority populations who are at the most economic and social disadvantage and make investments in them to provide the "equity lift" to achieve a fair and equal start (equality). These populations can be defined as groups that are most disadvantaged, underserved, and excluded due to long-term historical inequitable treatment. I proffer four recommendations to promote equity and inclusion:

1. I advocate for one required course at UMD on U.S. History of race, ethnicity, and class to be taught by faculty who are knowledgeable and willing to include a comprehensive and accurate overview of the origins of historic race relations in the US. The idea has circulated through our university community before. I take no credit for originality nor innovation here!
2. I encourage collaborative development of syllabi across colleges and within units to include key readings on the intersectional, multi-layered experiences of U.S. populations by race, class, ethnicity, sexuality and other dimensions of inequality, with intentional inclusion of URM authors and scholars who represent our

URM students. Students need to know that people like them were/are role models of achievement and success.

3. I propose that we direct our outreach and recruitment efforts to historically underrepresented students as priority populations, with a focus on Prince George's and Baltimore counties and low-income areas in D.C. and Maryland. These groups need to be a high priority population for scholarship dollars, books, and computer equipment etc. As a public university, UMD can draw from significant priority student populations such as African Americans of U.S. ancestry, working-class rural whites, low-income racialized Salvadoran, Guatemalan, and Honduran students, and other economically and socially disadvantaged groups. These priority groups intersect with other dimensions of inequality such as LGBTQ identity and disability. UMD recruitment efforts need to be intentional and inclusive of those who have the drive but not the means to gain access into the educational opportunity structure.
4. Our data collection systems must measure demographic indicators of race, ethnicity, nativity, SES background and international status for all faculty, staff, and students. If the data are not available, priority gaps cannot be identified. In turn, we cannot address the gaps and advance our equity goals.

This year will no doubt be a difficult one for our nation and the university on many fronts. The pandemic has shone a light on the multiple pandemics that have been omnipresent in the U.S.: racial injustice, economic injustice, health injustice, and educational injustice. The task ahead of us is to not only illuminate but to demonstrate and fearlessly engage in anti-racist and equitable actions to leverage resources to support our most disadvantaged students to achieve equality (level the playing field) so as to strive for success.

Faculty Promotions: Spotlight



Dr. Dawn Dow, was promoted to Associate Professor, Department of Sociology



Dr. Jason Nichols, was promoted to Senior Lecturer, Department of African American Studies



Dr. Rashawn Ray, was promoted to Professor, Department of Sociology



Dr. Joseph B. Richardson Jr., was promoted to Professor, Departments of African American Studies and Anthropology and Professor, Department of Epidemiology and Public Health Division of Preventive Medicine, School of Medicine, UM Baltimore

Research @ the Intersections

Faculty Research Reports



Dr. La Marr Jurelle Bruce
Associate Professor, Department of American Studies

I am an interdisciplinary humanities scholar, cultural critic, black studies devotee, theorist of radical love, and Associate Professor of American Studies. I joined the faculty of UMD in 2014, one year after earning my doctorate in African American Studies and American Studies at Yale University.

My scholarly expertise centers on black expressive cultures, spanning literature, film, music, theatre, and the art and aesthetics of quotidian life across the African diaspora. I am especially intrigued by *black radical creativity* that disrupts the status quo and defies structures of domination—all while imagining, modeling, and realizing alternate ways of thinking and being. More broadly, my interests are in popular culture studies, queer theory, psychoanalysis, disability studies, and the emerging field of mad studies, especially where all these converge with black expressive culture. As a rule, I aspire to generate scholarship that exposes systems of oppression; illuminate cultures of resistance; proposes progressive paradigms for living; and advocates radical love and liberation.

These passions and interests infuse my book, *How to Go Mad without Losing Your Mind: Madness and Black Radical Creativity*. Forthcoming from Duke University Press in fall of 2020, *How to Go Mad* is a study of the presence, peril, and power of “madness” in black literature and performance since the twentieth century. The core assertion of the book is that black cultural producers mobilize madness as content, method, metaphor, form, aesthetic, strategy, and existential posture in an enduring black radical tradition.

To explore the complexity and multiplicity of madness, I propose that there are four primary iterations of madness in the modern West: phenomenal madness, medicalized madness, furious madness, and psychosocial madness. *Phenomenal madness* is severe unruliness or chaos of mind—producing fundamental crises of perception, emotion, meaning, and selfhood—as experienced in the consciousness of the mad subject. *Medicalized madness* is shorthand for a range of acute mental illnesses as codified by medical regimes. *Furious madness* is an affective state of intense and aggressive displeasure. *Psychosocial madness* is radical deviation from the “normal” in a given psychosocial context; any person, idea, or behavior that perplexes and vexes psychosocial norms is liable to be labeled “crazy.”

Launching from this framework, I explore “the mad” in a broad array of African American cultural practices and artifacts. I examine, for example, madness in the historical life and mythical afterlife of Buddy Bolden, purported jazz “inventor” in turn-of-the-twentieth-century New Orleans and eventual insane asylum dweller. I interrogate the claim that black Americans are “a whole people of neurotics, struggling to keep from being sane”—and that doing art or else murder can alleviate their malady—in Amiri Baraka’s *Dutchman* play. I listen to the complex sound of Nina Simone singing truth to power in the key of madness on her protest anthem “Mississippi Goddam” and elsewhere. I study Ntozake Shange’s tale of a black woman artist who perpetually sublimates madness into art in the novel *Liliane*. I also explore Dave Chappelle’s comedic performance of craziness and his hermeneutics of paranoia. Authors Toni Morrison and Gayl Jones, bandleader Sun Ra, comedian Richard Pryor, and hip-hop artists Lauryn Hill and Kanye West are also prominently featured in the book. By “going mad,” these artists

expose and convey the chaos, strangeness, wonder, paradox, and danger—indeed, the phenomenal madness—that infuses modernity’s racial drama.

Even as I tout the potential power in mad black art, I avoid romanticizing madness. In fact, I acknowledge that madness may entail pain, terror, or violence for those who experience it and those in its vicinity. However, I recognize that “Reason” may entail pain, terror, and violence, too. The fact is that far more modern harm has been perpetrated under the aegis of Reason—including chattel slavery, colonialism, wars, and genocides—than committed by rogue madpersons.

My second book project, *The Afromatic*, will unfurl a cultural history, critical theory, and aesthetic expression of black joy amid antiblackness beginning in the nineteenth century. Traversing black diasporic literature, theater, music, sports, sex, religiosity, and the everyday, *The Afromatic* will explore the liberatory properties of black joy and the existential perils that threaten and exploit it. Central to the project is what I call “Afromaticism”: a philosophical orientation, aesthetic sensibility, existential attitude, and way of life rooted in radical utopianism, ecstatic feeling, and instrumental joy—all while honoring the deep sorrow that haunts black life in modernity.



Dr. Eyda Merediz
Associate Professor and Department Head of Spanish & Portuguese

Dr. Eyda M. Merediz (PhD. Princeton University) arrived at the University of Maryland in 1998 and is currently the Head of the Department of Spanish and Portuguese. Her academic interests concentrate primarily on the field of Early Colonial and Transatlantic

Literatures and Cultures as well as Cuban literature and cinema.

Taking the important colonial outpost of the Canary Islands, her work has explored the fluidity of cultural exchange that prevailed in the Hispanic Transatlantic World of the sixteenth and seventeenth centuries. Although numerous interdisciplinary studies have documented the role of the Canaries as a conceptual and practical “halfway house” for the Europeans on their voyage from the Old World to the New, what her work proposed was precisely to consider the revisiting of the islands on the journey back from the New World to the Old. In that way, the historical and literary production about the islands at the turn of the seventeenth century is shown to be reciprocally informed by the colonization of the New World, the legal and political debates it generated, and the European ethnographic gaze on the indigenous population of the Americas.

By exploring the dynamics of this transatlantic relationship, the Canaries emerge as the physical “in between” but also a symbolic intermediary space where Europe, the Americas, and Africa, repeatedly converge, intertwine and interact. If Paul Gilroy’s work led the way for a transoceanic perspective in looking at the Anglophone Modern Black Atlantic, the Canary Islands, indeed at the midway of a transatlantic passage, should be read from precisely that perspective that takes the Atlantic “as one single, complex unit of analysis in their discussions of the modern world ... to produce an explicitly transnational and intercultural perspective.” At the crossroads of histories, politics and cultures, these islands are “sites traversed,” in James Clifford’s words by the constant movement of peoples and ideas and artifacts, the sites of detours and returns and ultimately sites of collisions and dialogues—very much as the Caribbean has been conceived. The transatlantic model that Merediz’s research reveals moves away from the perspectives of late imperial cultures, trans-national and post-colonial spaces, North European or Anglo-centric formulations to explore the beginnings of colonialism, its strategic survival, and its dissenting legacies in the early and Southern Atlantic world. This is where the historical and cultural discourse about the Canaries occupies a privileged “Nepantla” position revealing a fluid model of colonial transactions and negotiations that remaps a far more inclusive and interdependent Hispanic Atlantic.

Merediz has undertaken more recently a project centered on the writings of Bartolomé de las Casas specifically as a foundational script for the Hispanic Caribbean. The writings and intellectual impact of the Dominican historian and early human rights activist, Bartolomé de las Casas, have been central to her inquiries in search of an alternative genealogy for Transatlantic Studies where the Canary Islands and the Hispanic Atlantic were a prominent stage. Las Casas was known for his early combative stance against forms of slavery disguised as legal institutions such as the *encomienda*, for his incipient nuanced anthropological gaze that encouraged miscegenation, for his masterful use of forensic or judicial rhetoric, for his reformist agenda often vilified as extremist, and for his late radical stance against the legality of the Spanish conquest and in favor of indigenous restoration and restitution in the case of Perú. Nevertheless, he has remained a controversial figure regarding the introduction of African slavery in the Americas that had a direct impact in the Caribbean. As new nations or articulations of pan-Caribbeanism emerged in the 1800s, her current work tackles another genealogy that places Las Casas again at the center of a Hispanic Caribbean and Cuban ethos that needs to grapple with a varied set of themes: prolonged colonial and imperial domination, the erasure of the indigenous past, the introduction of African slavery, and the paradoxical identity of the white *criollo* elite. Her scholarly objective is to illuminate transatlantic and transnational intersections that manipulate notions of Hispanism to fit national and Latin American agendas.

Dr. Joseph B. Richardson, Jr.

The Joel and Kim Feller Endowed Professor & Interim Chair, Department of African American Studies, and Professor, Department of Epidemiology and Public Health Division of Preventive Medicine, School of Medicine, University of Maryland Baltimore

Dr. Richardson examines the intersection and impact of the healthcare and criminal justice systems among violently injured young Black men. He specifically investigates the impact of criminal justice involvement on the role of felony disenfranchisement on trauma recidivism among this population. His previous research on risk for repeat violent injury among Black men treated for violent injury at a Level I trauma center in Baltimore (Richardson, St. Vil, Sharpe, Wagner & Cooper 2016) found that a previous history of incarceration was the most significant risk factor for repeat violent injury. With research funding support from the Center for Victim Research, Researcher 2 Practitioner Fellowship, he conducted in-depth interviews and focus groups with N=10 young Black male survivors of nonfatal firearm related injury with histories of criminal justice involvement to determine whether the collateral consequences associated with a felony record contributes to trauma recidivism. In this study, 70 percent of the sample were trauma recidivists (defined as individuals with two or more hospitalizations for violent injury). The preliminary findings suggest that the mark of a felony record affects employment opportunities and housing stability. Participants cited several instances where they were denied a job and housing because they had a felony record. These collateral consequences impact social mobility, increase a sense of hopelessness, and significantly contribute to the likelihood that young Black men will return to a lifestyle that increases the probability of repeat violent injury or early violent death. Since he began this study in the Fall of 2018, one of the participants was shot (his third hospitalization for violent injury) and a second participant was murdered via gun violence. Both had expressed the challenges with acquiring stable employment due to their felony record.

An innovative approach used in this study is digital storytelling. Digital storytelling is an arts-based research method that has the potential to meaningfully capture participants' lived experiences so as to share research findings in a highly engaging manner. The method involves the creation of 3- to 5-min visual narratives that "synthesize images, video, audio..., and text to create compelling accounts of experiences. This research method holds the potential to elucidate complex stories in a compelling and accessible manner and increase participants' and users' engagement with the research process. Additionally, arts-based knowledge translation approaches, such as digital storytelling, can elicit nuanced meaning that may otherwise be unreachable for diverse audiences (Rieger et al 2018). The digital storytelling approach weaves in the narratives of the study participants, animation,

statistics and music to elucidate stories on gun violence and incarceration.

The uniqueness of the project requires a Researcher 2 Practitioner approach. Dr. Richardson's collaboration with Che Bullock, the former Violence Intervention Specialist at the University of Maryland Prince George's Hospital Center, as a producer and co-investigator illuminates why researchers should partner with practitioners to conduct research studies. The study benefitted tremendously from the practitioner's perspectives on gun violence and criminal justice involvement, its causes and consequences. Furthermore, the relationships and bonds the practitioner forged with study participants established by trust and rapport provided the project with the invaluable opportunity to produce viscerally compelling, raw and honest narratives from young Black men who are often distrustful of the healthcare and criminal justice systems, the academy and social institutions. The project is currently in post-production and is expected to be completed by Spring 2020. The website for the project is lifeafterthegunshot.com.

Dr. Richardson is currently the lead investigator on several gun violence studies at the University of Maryland R. Adams Cowley Shock Trauma Center and the Center for Injury Prevention and Policy. One study will examine the relationship between adverse childhood experiences (ACE) and trauma recidivism among survivors of violent injury. A second study will qualitatively assess the barriers to accessing program services for participants who consented to participate in a hospital-based violence intervention program. A third study will evaluate the effectiveness of a hospital-based violence intervention program in the reduction of trauma and criminal recidivism.

Future streams of research will examine: biomarkers among survivors of violent injury particularly the physiological effects of traumatic stress on the body; a retrospective life course fatality review study on victims of violent firearm-related homicide; and a digital storytelling project on how barbers can engage in conflict resolution with my colleague conflict negotiation expert, Leonard Spain.

Institution Collaborations & Connections

Roundtable: New Directions in the Medical Humanities

Jessica Lee Mathiason
Assistant Research Professor

On October 10, 2019, the "New Directions in the Medical Humanities" roundtable launched the University of Maryland's new interdisciplinary research core in the health humanities. An initiative housed in ARHU and co-led by Women's Studies faculty members Drs. Ruth Enid Zambrana and **Jessica Lee Mathiason**, the Medical Humanities and Bioethics Research Working Group challenges historical silos of academic knowledge to rethink clinical ethics, patient care, and the cultural context of medicine.

Dr. Mehl Penrose, Associate Professor of Spanish, moderated the four panelists to highlight new directions in their work that facilitate alternate modes of knowledge production. Assistant Professor of History, **Chantel Rodriguez**'s intervention centered on reclaiming curanderismo healing practices in New Mexico, which include homeopathy, ritual, and prayer. While curanderos recognize not only the strengths of their work but also its limitations, Western doctors often fail to do the same. If someone with kidney disease seeks out a curandero, they will refer the patient to a nephrologist, Rodriguez explained, but a Western doctor will never suggest a patient see the curandero down the street. In fact, many abuses and failures of Western medicine stem from the belief that any symptoms or remedies we do not understand must not be real. But rather than framing Western medicine and curanderismo as competing regimes, there is the potential to use them in tandem to augment patient care.

Turning the audience's attention to 16th-19th century China, Associate Professor of Chinese literature **Andrew Schonebaum** argued literature and medicine must also be understood together. Examining an 1843 novel, Schonebaum showed how vernacular knowledge and metonymic medical concepts artfully combine storytelling with herbal recipes. Their success in alleviating symptoms, even as they refer to fox spirits as potential culprits, led centuries of readers to turn to novels for medical advice.

Identifying a common theme running through the presentations, Penrose underscored how the U.S. healthcare system functions as a “sick care system” in which patients only interact with physicians when they are ill and asked panelists how to reprioritize preventative care. Mathiason suggested that even preventative medicine exists within the framework of “sick care” because it presumes the goal is to prevent illness rather than optimize health. In fact, the best-selling drugs of modern medicine, like hypertensives and statins, promise to prevent illness rather than treat it. This logic, Mathiason argues, underlies many FemTech products, including “smart” menstrual cups and home diagnostic kits, whose commercial success depends on the belief that the cisgender female body is always on the verge of disease. While these devices claim to be designed *for* women, they actually exert biopolitical control *over* women through the gendered construction of disease and the incitation to modify diet, behavior, and hormone levels to achieve socially-instituted norms.

“Health” and “illness” are themselves fraught terms that bear more on cultural preferences than on scientific realities. As Associate Professor of English **GerShun Avilez** argues, certifying political dissidents “mentally ill” allowed South Africa's apartheid government to effectively imprison detractors. In this scenario, the 20th-century hospital became tantamount to a slave ship, confinement became the prescribed treatment, and pain became a branding permanently etched on Black flesh.

Filling the Maryland Room to capacity, the panel drew a broad mix of faculty, graduate, and undergraduate students from ARHU, CMNS, the School of Public Health, and the School of Medicine. The audience's engagement and sharp questions showed a high level of interest in continuing these conversations. The Medical Humanities and Bioethics Research Working Group will hold their next event, an external speaker's panel titled “Prose, Policy, and Practice: Ethics in Medical Humanities” on March 5, 2019.



Top L to R: GerShun Alvarez, Jessica Mathiason; Bottom L to R :Chantel Rodriguez, Andrew Schonebaum, Mehl Penrose

Qualitative Research Interest Group (QRIG) Awards

The **Qualitative Research Interest Group (QRIG)** is a working group composed of faculty and graduate students who are engaged in enhancing knowledge and utilization of mixed-methods in research and teaching; in partnership with the Maryland Population Research Center (MPRC). Each year, CRGE offers funding to faculty and advanced doctoral students to support their intersectional research. Please join us Spring 2021 where 2020 QRIG awardees will present their research.

CRGE partners with The Graduate School Office of Graduate Diversity and Inclusion (ODGI) and Maryland Population Research Center (MPRC) projects to award annual QRIG seed grants for advanced graduate students to complete their dissertation and early career faculty to develop preliminary studies to seek external grant funding. We especially thank Christopher Perez for his generous funding of the seed grants and his support of the graduate student mentoring and research training goals of CRGE.

Congratulations to our QRIG grant awardees!

2020 QRIG Faculty Grant Awardee

Cecily Hardaway, Ph.D.

Assistant Professor, African American Studies

‘Juggling Family, Work, School, Health, and Welfare: Trajectories of Educational Attainment and Associations with Health among Low-Income Women’

Welfare reform prioritized work over education, with TANF rules limiting the types of educational programs and the number of education hours that count toward work requirements. Little attention has been devoted to the educational attainment of welfare recipients after welfare reform. This study addresses this gap using longitudinal ethnographic data from Welfare, Children, and Families: A Three-City Study, a multi-site, longitudinal study of 256 families. This study focuses on three research questions: 1) What are the education patterns of African American women on welfare? 2) What role does African American women’s health and that of their children play in balancing education, low-wage work, and family? 3) How do welfare policies shape patterns of educational attainment across three cities?

2018-2020 QRIG Dissertation Grant Awardees

Emilia M. Guevara, Department of Anthropology (2018)

‘Invisible Suffering: Mexican Migrant Women, Chronicity, and Health’

The proposed ethnographic project examines how the current biomedical concepts of acute and chronic categories are dependent on local understandings and cultural variability of illness prevention, causality, and accessibility of treatment among Mexican transnational migrant women. Using an intersectional lens, I connect these areas through the framework of chronicity, identity-related and social changes that occur over lifelong illness. Chronic illnesses are on the rise worldwide and are now the major causes of death and disability in Latin America and the Caribbean. Mexico, in particular, is experiencing unprecedented rates of diabetes, hypertension, cardiac and kidney disease, musculoskeletal conditions, depression, and obesity. Epidemiological data on disease prevalence provide strong evidence for broader trends and patterns of chronic disease in Mexico and the United States, but offers little about the situation of specific populations such as female transnational labor migrants.

Cintha Salazar, Department of Counseling, Higher Education and Special Education (2018)

'Collective Resistance in Higher Education: A Participatory Action Study with & for Undocumented College Students in Virginia'

The purpose of this dissertation study is to understand how undocumented students at a large public research university in Virginia navigate higher education to pursue their educational goals by engaging undocumented college students as co-researchers in Participatory Action research (PAR). This study specifically focuses on: (a) understanding what motivates undocumented students to pursue a higher education; (b) distinguishing the barriers that undocumented students face in higher education within state and national contexts; (c) identifying how and why undocumented students persist in higher education; and (d) transforming new knowledge into tangible actions within the goal of enhancing the experience of undocumented college students.

Kelsey Sherrod Michael, Department of American Studies (2018)

'Sunday Morning Matters: The Production of Gendered Subjects in Evangelical Life'

Scholars and pundits have long attempted to understand how white evangelical women's position in their church communities shapes them as political subjects. This dissertation diverges from previous research by focusing on the role of the Sunday worship service in the formation of the white evangelical woman. Drawing on ethnographic fieldwork with women who attend predominantly white evangelical churches, this project attends to the ways what happens on Sunday morning materializes in women's bodies in their everyday lives, including in their experiences of labor, sexual intimacy, and material culture. I turn to feminist theories of affect, assemblage, materiality, and desire to consider both the ways the church worship service comes to bear on women's experiences during the rest of the week and how the formation of the white evangelical woman subject is inextricable from the history of race, gender, and Protestantism in the United States.

Anne M. Spear, Department of Counseling, Higher Education and Special Education (2018)

'A Missing Piece: Examining Teachers' Responses to Gender-Based Violence in Schools in Burkina Faso'

Acknowledging the gap in scholarly research on teachers' relationships with gender-based violence (GBV) in schools, this vertical case study examines how existing policies in Burkina Faso address GBV in schools as well as how teachers understand and respond to the violence. The study draws on data collected from document analysis, interviews with 10 policymakers, eight school administrators, and 19 teachers, and four focus groups to analyze the phenomenon of GBV in schools. A feminist post-structuralist framework is used to examine policies discourse, implementation from the national level through the regional level to the school level, and how teachers understand and respond to the violence. The results from this study demonstrate the complexities of how teachers define GBV in schools and how they perceive their (in) ability to stop the violence. This paper explores perceived and real social restraints to teachers' abilities and willingness to act to disable systems perpetuating gender-based violence.

Kecia L. Ellick, Department of Family Science (2019)

'Started from the Bottom...Now We're Where? : A Qualitative Analysis of Stress and Coping Among Highly Educated Black Women'

Black women face unique stressors that put them at disproportionate risk for poor physical and mental health outcomes, including heart disease, diabetes, cervical cancer, and depression. Empirical data suggests that a primary contributor to the disparities experienced by Black women is the body's physiological response to psychological stressors; many which may be rooted in intersecting oppressions associated with race, class, & gender. Education is considered a protective factor against poor mental and physical health outcomes. However, for Black women this does not hold true. The health disparities experienced by Black women exist and persist across all socioeconomic lines. It is suggested that advanced education may serve to reproduce and reinforce

social inequalities and exacerbate their experiences of racial and gender discrimination. Effective coping responses may mediate the influence of perceived stress and reduce its impact on health. This study seeks to explore coping strategies employed by highly educated Black women.

Sharifah Holder, Department of Community and Behavioral Health (2019)

‘Strengthening High School Transition and Attendance: Exploring Multi-Level Risk, and Protective Factors for Chronic Absenteeism among African American Adolescents’

Chronic absenteeism is a growing problem that must be viewed with a public health lens. African-American children in low income, urban settings are at elevated risk for chronic absenteeism based on many socioecological factors including mental health concerns, systemic and individual racism, parental, peer, and teacher relationships, school and neighborhood climate, and trauma exposure. Interventions addressing chronic absenteeism range from punitive to supportive depending on perceived motivations for student absence, which is heavily influenced by race and socioeconomic status. This mixed-method study, informed by Critical Race Theory, explores chronic absenteeism risk factors and centers student voice as counter narratives to the current discourse on absenteeism. The study combines survey regression analysis with thematic analysis of interviews with chronically absent and regularly attending ninth grade students. This study aims to transform dominant narratives about chronic absenteeism in low income, African-American communities and explore protective factors and cultural strengths that explain regular attendance.

Collaborations & Grants

CRGE/University of Texas at Austin

2020 marks the 3rd year of the Intersectional Qualitative Research Methods Institute-Advanced Doctoral Student (IQRMI-ADS) collaboration between CRGE and UT Austin’s Latino Research Initiative (LRI). The program is an adaptation of the IQRMI currently provided at the University of Maryland for historically underrepresented minority early career faculty. In addition to qualitative research methods and critical conversation regarding the intersections of race, gender, class, and ethnicity and other dimensions of inequality, this Institute provides practical lessons in professional development to intersectional scholars, in their pursuit of successful research careers. UT Austin has identified caring, key faculty on their campus who are committed to the success of their students, having already engaged 35 predominantly Mexican American and African American scholars through IQRMI-ADS. CRGE is proud to be a part of that critical national effort.

Equity and Inclusion: Effective Practices and Responsive Strategies: A Guidebook for College and University Leaders

In collaboration with the University of Pennsylvania’s Perelman School of Medicine, School of Nursing, and Faculty and Institutional Affairs, CRGE draws on lessons learned from the President and Provosts National Summit entitled “Changing the National Conversation on Equity and Inclusion” in September 2018, in the development of the guidebook. By concentrating on high-impact, responsive, and effective policy and practice recommendations inspired by empirical studies, scholarly narratives, institutional reports, commissioned policy statements and non-higher education policy statements, and opinion pieces, this Guidebook offers university senior leadership strategies that can be implemented and strengthen the resolve of higher education leadership to address barriers to improve the inclusion of URM doctoral students and early career faculty along the academic life course. Many thanks to our sponsor, The American Council of Education and Lorelle Espinosa, Vice President for Research, for their support. The Guidebook is available on the CRGE website, [here](#).

Provider Prescription Practices for HIV Prevention Behaviors among Latino MSM and Transgender Women

In collaboration with the National Hispanic Medical Association and Gilead, CRGE was awarded a \$129,000 grant to design and develop a national study investigating provider prescription practices for HIV Prevention behaviors among Latino MSM and Transgender women. By 2016, Hispanics/Latinos (hereinafter referred to as Latinos) were the second fastest growing racial/ethnic group in the United States, accounting for 18% of the nation's population (Flores, 2017). A critical knowledge gap exists in understanding provider prescription practices for prevention of HIV, particularly among Latino MSM and transgender women (TGW). Another important knowledge gap exists regarding the use of preventive measures such as the use of PrEP by Hispanic providers who are most likely to serve Latino MSM and TGW at-risk patient populations. The objective of the study is to empirically assess Latino providers' 1) social, demographic, and practice characteristics; 2) knowledge, attitudes, and beliefs about PrEP prescription; and 3) HIV prevention practices including PrEP prescription.

2019-2020 Speaker Series

20th Anniversary Event

Multiracials and Civil Rights: Mixed-Race Stories of Discrimination

Featuring: Tanya Hernández *Archibald R. Murray Professor of Law, Fordham University School of Law*
April 12, 2019, 12:00 – 2:00 PM, David C. Driskell Center

Tanya Hernandez co-directs the Center on Race, Law & Justice as its Head of Global and Comparative Law Programs and Initiatives. She received her A.B. from Brown University and her J.D. from Yale Law School. Professor Hernández is an internationally recognized comparative race law expert and Fulbright Scholar. Hispanic Business Magazine selected her as one of the 100 Most Influential Hispanics of 2007.

Tanya Hernández presentation discussed a plethora of court cases to demonstrate that multiracials face the same types of discrimination as other racial groups. Hernández argues that multiracial people are primarily targeted for discrimination due to their non-whiteness, and shows how the cases highlight the need to support the existing legal structures instead of a new understanding of civil rights law. The legal and political analysis is enriched with Hernández's own personal narrative as a mixed-race Afro-Latina. Coming at a time when explicit racism is resurfacing, Hernández's look at multiracial discrimination cases is essential for fortifying the focus of civil rights law on racial privilege and the lingering legacy of bias against non-whites, and has much to teach us about how to move towards a more egalitarian society.

We extend our gratitude to Professor Hernandez, Dr. Jason Nichols, Senior Lecturer of African American Studies, who served as the moderator, and special guest Delegate Joseline Peña-Melnyk as discussant.

The event co-sponsors included: College of Arts & Humanities, Department of Women's Studies, The Graduate School, Department of Sociology, Department of African American Studies, Department of Criminology & Criminal Justice, iGNite, Critical Race Initiative, The Bahá'í Chair for World Peace, The Latina/o Studies Program, and The Judge Alexander Williams Jr. Center for Education, Justice & Ethics.

Representation Matters: Addressing the Latinx Leadership Crisis in Higher Education

Featuring: Dr. Michelle Espino, Associate Professor, College of Education

October 29, 2020, 2:00 – 4:00 PM. Zoom event

Join CRGE as we present our annual QRIG Spring lectureship event. This presentation seeks to highlight major national and local issues that disproportionately hinder access to senior leadership roles for traditionally and historically underrepresented faculty and administrators.

The topic represents a national as well as a local concern. Latinos represent 18.1% of the U.S. population and continue to have high school dropout rates higher than other racial/ethnic groups and college completions rates for traditionally and historically underrepresented groups that are lower than non-URM Latino groups. We hope to convene faculty, graduate students, higher education policy experts and community representatives to engage in a conversation about issues of equity and inclusion in higher education. A guiding premise of the conversation is that we all have a stake in the success, mobility and advancement of Latinos in higher education leadership.

The event co-sponsors include: College of Arts & Humanities, Harriet Tubman Department of Women, Gender and Sexuality Studies, Gender and Se, The Office for Graduate Diversity and Inclusion, The Latina/o Studies Program, The College of Education, Department of Latin American Studies, Pepsi, and The Office of Diversity and Inclusion.

THE CONSORTIUM ON RACE, GENDER & ETHNICITY *Presents*

Representation Matters: Addressing the Latinx Leadership Crisis in Higher Education

Thursday, October 29, 2020 2-4pm, RSVP by October 21, 2020 <https://go.umd.edu/imM>

			
Dr. Michelle M. Espino <i>Speaker</i> Associate Professor, Department of Counseling, Higher Education, & Special Education University of Maryland, College Park	Dr. Lorelle Espinosa <i>Moderator</i> Program Director Alfred P. Sloan Foundation	Dr. Marie Mora <i>Discussant</i> Provost & Executive Vice Chancellor for Academic Affairs University of Missouri – St. Louis	Dr. Deborah Santiago <i>Discussant</i> CEO, Excelencia in Education

With the increasing shifting demographics in higher education, colleges and universities must be prepared to engage in equitable practices that foster persistence and success for all groups, but most critically, Latinx/a/o student, faculty, and administrator populations. This presentation seeks to highlight major national and local issues that disproportionately hinder access to senior leadership roles for traditionally and historically underrepresented faculty and administrators.

The **Qualitative Research Interest Group (QRIG)** is a working group of faculty and graduate students who use qualitative methods in their research. Central to the work of QRIG is a focus on the intersectional dimensions of inequality and a commitment to racial and class equity and social justice. QRIG seeks to raise the profile of mixed qualitative methodologies as an important component of a research design in order to capture the lived experiences of understudied populations. For more information, contact Wendy Hall at hallw@umd.edu.


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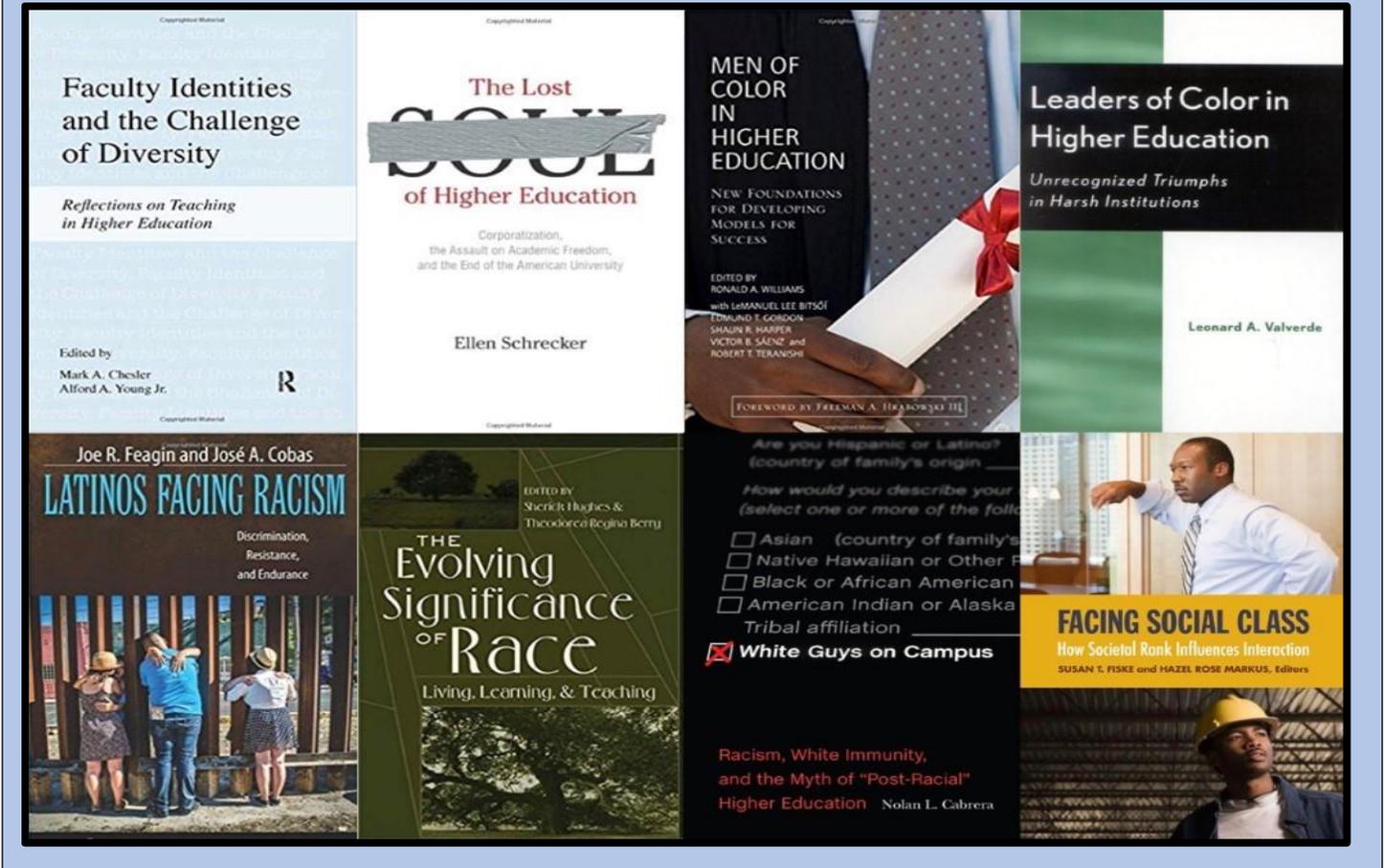

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Intersectional Resources



Chesler, M. A., & Young Jr, A. A. (Eds.). (2015). *Faculty identities and the challenge of diversity: Reflections on teaching in higher education*. Routledge.

Schrecker, E. (2010). *The lost soul of higher education: Corporatization, the assault on academic freedom, and the end of the American university*. The New Press.

Williams, R. A. (Ed.). (2014). *Men of color in higher education: New foundations for developing models for success*. Stylus Publishing, LLC.

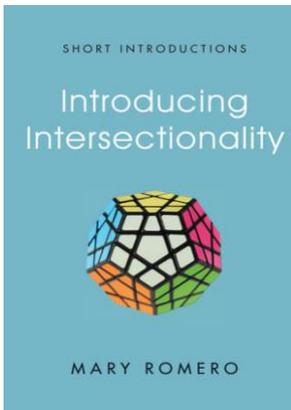
Valverde, L. A. (2003). *Leaders of color in higher education: Unrecognized triumphs in harsh institutions*. Rowman Altamira.

Feagin, J. R., & Cobas, J. A. (2015). *Latinos facing racism: Discrimination, resistance, and endurance*. Routledge.

Hughes, S. A., & Berry, T. R. (2012). *The Evolving Significance of Race: Living, Learning, and Teaching*. Peter Lang New York. 29 Broadway 18th Floor, New York, NY 10006.

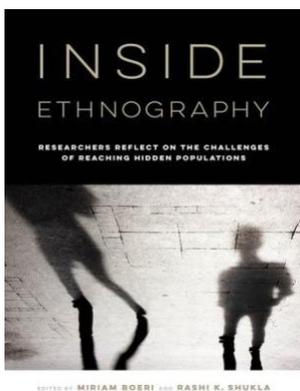
Cabrera, N. L. (2018). *White guys on campus: Racism, White immunity, and the myth of "post-racial" higher education*. Rutgers University Press.

Fiske, S. T., & Markus, H. R. (Eds.). (2012). *Facing social class: How societal rank influences interaction*. Russell Sage Foundation.



***Introducing Intersectionality* (2017). Mary Romero, New York: John Wiley & Sons**

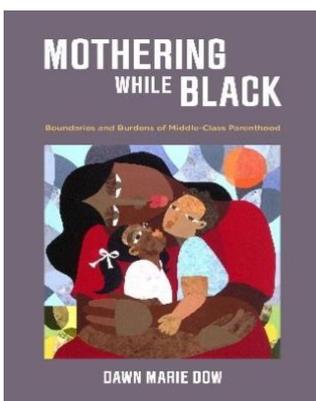
Mary Romero presents intersectionality as a core facet of the sociological imagination. One-dimensional approaches are no longer acceptable. Instead, we must examine all systems of oppression simultaneously and how they integrate and work with or against each other to shape life experiences. Recognizing the dynamics of patriarchy, capitalism, and white supremacy, Romero shows how social inequality is maintained or minimized in various social settings and everyday sites of interaction. Drawing the theoretical threads together, the book demonstrates intersectional approaches in action in relation to the care crisis and wealth divide, to highlight the different understandings of these issues and their solutions arising from a comprehensive, intersectional examination.



***Inside Ethnography* (2019). Eds. Miriam Boeri & Rashi K. Shukla, University of California Press**

While some books present “ideal” ethnographic field methods, *Inside Ethnography* shares the realities of fieldwork in action. With a focus on strategies employed with populations at society’s margins, twenty-one contemporary ethnographers examine their cutting-edge work with honesty and introspection, drawing readers into the field to reveal the challenges they have faced.

Representing disciplinary approaches from criminology, sociology, anthropology, public health, business, and social work, and designed explicitly for courses on ethnographic and qualitative methods, crime, deviance, drugs, and urban sociology, the authors portray an evolving methodology that adapts to the conditions of the field while tackling emerging controversies with perceptive sensitivity. Their judicious advice on how to avoid pitfalls and remedy missteps provides unusual insights for practitioners, academics, and undergraduate and graduate students.

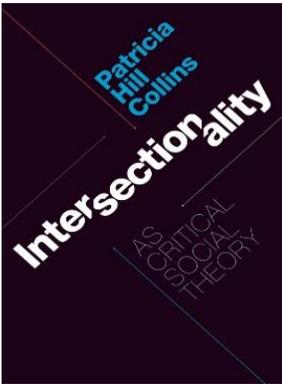


***Mothering While Black*, (2019) Dawn Dow, University of California Press.**

Mothering While Black examines the complex lives of the African American middle class—in particular, black mothers and the strategies they use to raise their children to maintain class status while simultaneously defining and protecting their children’s “authentically black” identities. Sociologist Dawn Marie Dow shows how the frameworks typically used to research middle-class families focus on white mothers’ experiences, inadequately capturing the experiences of African American middle- and upper-middle-class mothers. These limitations become apparent when Dow considers how these mothers apply different parenting strategies for black boys and for black girls, and how they navigate different expectations about breadwinning and

childrearing from the African American community.

At the intersection of race, ethnicity, gender, work, family, and culture, *Mothering While Black* sheds light on the exclusion of African American middle-class mothers from the dominant cultural experience of middle-class motherhood. In doing so, it reveals the painful truth of the decisions that black mothers must make to ensure the safety, well-being, and future prospects of their children.



***Intersectionality* (2019). Patricia Hill Collins (Duke University Press).**

In *Intersectionality as Critical Social Theory* Patricia Hill Collins offers a set of analytical tools for those wishing to develop intersectionality's capability to theorize social inequality in ways that would facilitate social change. While intersectionality helps shed light on contemporary social issues, Collins notes that it has yet to reach its full potential as a critical social theory. She contends that for intersectionality to fully realize its power, its practitioners must critically reflect on its assumptions, epistemologies, and methods. She places intersectionality in dialog with several theoretical traditions—from the Frankfurt school to black feminist thought—to sharpen its definition and foreground its singular

critical purchase, thereby providing a capacious interrogation into intersectionality's potential to reshape the world.

Intersectional Research Database



The Intersectional Research Database (IRD) is a unique database, and to our knowledge the only database that has a collection of research articles and books on intersectional intellectual production. This database showcases important and foundational works from intersectional scholars covering the topics: Black and Chicana Feminist Thought, Racial and Indigenous identity studies, intersectional theory “in the making”, family structure and processes, K-12 education, higher education, criminal justice, health disparities, LGBTQ, and qualitative intersectional studies. Currently the database showcases 381 citations with abstracts. This year the IRD is undergoing renovation to make it easier to access and understand and will continue to add the latest scholarship on intersectionality. Resources will be organized based on the categories previously mentioned. The database is a work in progress and CRGE aims to add the latest work on intersectionality as they emerge.

Many graduate students and staff have contributed to the development of the IRD. Many thanks to Le-My Tran, doctoral student, Department of Sociology, CRGE research assistant and web coordinator. Thanks to her work the Zotero-based IRD has been updated to include almost 500 articles. If you have questions or comments, please contact crge.md@gmail.com.

Mentoring, Pedagogy & Practice



(IQRMI Class of 2018)

Since 2015, the Consortium on Race, Ethnicity & Gender (CRGE) has organized a week-long Intersectional Qualitative Research Methods Institute (IQRMI). Few training institutes in the country focus on qualitative research methods, and currently, none incorporate discussions regarding the intersections of race, ethnicity, gender, class and other dimensions of inequality. Through daily seminars, writing groups, and interactions with colleagues, participants have the opportunity to apply their new skills to further enhance their research design.

Goals of IQRMI:

- Enhance qualitative research and writing skills
- Develop critical intersectional perspectives for designing and interpreting research
- Create and hone navigational skills to successfully negotiate academic career paths

In the last five years, we have engaged 109 scholars, with the overwhelming majority of participants demonstrating interest in the following specific areas of research: a) advancing innovation in knowledge and practice in child welfare and juvenile justice systems; b) promoting economic, social, and educational opportunities for working families; c) creating community resources for family well-being; and d) addressing cultures of health, disparities and inequities.

We look forward to hosting IQRMI on June 6-11, 2021. Additional information is available at:
<http://crge.umd.edu/mentorship/intersectional-qualitative-research-methods-institute/>

Follow this link for 2018/2019 Participant Video Testimonials: <http://crge.umd.edu/mentorship/intersectional-qualitative-research-methods-institute/testimonials/>

Reflections from 2019 IQRMI Scholars

Erica Spears, PhD, MA
Assistant Professor, Health Behavior and Health Systems
University of North Texas

The Intersectional Qualitative Research Methods Institute (IQRMI) exceeded my expectations and remains one of the most rewarding experiences of my career. I attended IQRMI the summer before beginning my first faculty position. After experiencing the imposter syndrome, I believe inherent to being a young, minority woman in the academy, I found myself surrounded by brilliant scholars who told me I belonged. I sat next to and learned with academics with similar passions and perspectives. That learning was facilitated by experts who had gone down similar paths and found success along their journey. Those experts shared their stories, their scars and their strategies. IQRMI gave me the tools I needed to responsibly tell the stories of the people and communities that first called me to the work that I have made my career. I left the institute with new inspiration, colleagues and confidence that not only was my work necessary, but that I had the skills and support I needed to do it.

Natasha Crooks, PhD, RN
Assistant Professor, Department of Women, Children and Family Health Science
University of Illinois at Chicago

Attending IQRMI was an invaluable experience. This experience couldn't have come at a more crucial time in my professional career, while I was transitioning from postdoctoral fellow to a tenure track assistant professor. I was able to learn so much from all of the other scholars who were at various levels and junctures in their careers. Being surrounded by scholars from all over the nation allowed them to share knowledge and expertise with me. The entire experience uplifted my spirit and my energy to continue to do the work that I was doing. It was inspiring to see people at various levels in their careers and how much they had achieved. It was also encouraging to discuss trials and tribulations as scholars of color, in which I am grateful that IQRMI created that safe space. Additionally, this opportunity expanded my network of scholars and a support system nationally, which I continue to use to this day.

Overall, the institute helped me frame my qualitative work using an intersectional lens. This experience reaffirmed the value and importance of my research. It highlighted the work of other scholars and the strategies, the methods they use to address health disparities in their research. Dr. Zambrana emphasized the importance of writing and strategies to implement writing into my everyday routine. The wealth of knowledge I gained and connections that I made at IQRMI were indispensable. The new relationships I have built have only continued to flourish into collaborative partnerships.

CRGE Reflections of 2019-2020 Team Members

Le-My Tran
Department of Sociology

Who is she? Le-My is a second year PhD student at the Sociology Department at UMD. She is currently a research Assistant and website administrator at CRGE. Before coming to UMD she graduated with a BA from Emory University in economics and sociology. As a new member at CRGE she has greatly enjoyed immersing herself in the Intersectionality Research Database and supplementing her knowledge on intersectional and feminist theory which she hopes will bolster her further research. Currently she is researching Vietnamese American Protest but her research interests include Asian American identity, race, and gender.

Working at the Consortium of Race, Gender, and Ethnicity has been both challenging and much needed for me. As a second year PhD student who came straight from undergrad, I had few experiences working in a

professional setting. This experience, working with Dr. Zambrana and Wendy Hall, has taught me valuable skills in communicating, teamwork, and time management. I have also been able to learn more about the intersectionality discourse through working on the Intersectionality Database. Through working on the database, I have discovered a range of new areas in which I am interested in. Namely, I found the resources on racial identity to be most eye opening for my own research and will be going back to these readings in the future. This database has also inspired me to look beyond my own learning. Through my own trouble in finding resources on under-represented topics and voices, I recognize the importance of creating a compiled and easily accessible database. I have and will continue to refer my classmates to this collection of knowledge. Working on the Research Connection Newsletter has allowed me to express my creativity, which is a much-needed reprise from the academic work I am usually doing. Besides that, I am proud to be able to work with an organization that aims to not only promote intersectional research but also support underrepresented students and faculty.



Courtney Butler

Who is she? Courtney is a UMD Alumna (Class of '14) and current staff advisor within the College of Computer, Math and Natural Sciences (CMNS). Before returning to UMD, she spent time working as a healthcare administrator at Johns Hopkins University School of Medicine. Her research interests look to interrogate race/ethnicity, class and gender as overlapping systems of inequality and their subsequent impacts on health. As a new team member of CRGE, she has been able to better explore these areas of interest with the support of knowledgeable faculty and professionals in the field.

As I reflect on the time that I have spent at the Consortium of Race, Gender and Ethnicity, I am filled with gratitude and humility. The mission of the Consortium and quality work that it produces has helped me to expand my own interpretations of intersectional scholarship and practice. CRGE is an interdisciplinary meeting place for students, scholars, educators, administrators, and beyond. A meeting place which challenges all of us to be fervent advocates of equity and social change, recognizing how multi-dimensional identities impact opportunity, life-course, social networks, health, and more.

I have been honored to work closely with Dr. Zambrana on several research papers, honing critical thinking skills, methodological approaches in writing/editing, and understanding of the submission and revising processes. CRGE is important to so many people and my time here has been invaluable. The intentional representation of URM faculty and student involvement in CRGE is inspiring and reinvigorating. URM scholars can oftentimes become discouraged by the ivory towers, but CRGE provides a refuge for support, acknowledgement, and success. Much thanks to Ms. Wendy Hall for her commitment to CRGE and the wealth of knowledge that she brings.

Kudos

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

Judith Freidenberg, Professor Emeritus, Department of Anthropology

Elected Board member and Pelto Award Chair, Society for Applied Anthropology
Invited as Affiliate Researcher, CIS (Centro de Investigaciones Sociales), Argentina
Reviewer for Journal of Ageing and Revista Uruguaya de Etnologia
Presented current research on Medical Tourism, CIS, Argentina
Submitted report to BSOS: "Internationalizing BSOS"
Publications in Press

(1) Lifestyle migration under late capitalism, *City & Society*, 2019

(2) Como la experiencia de los estadounidenses en Argentina ayuda a complejizar los estudios migratorios, *Centro de Estudios Migratorios Latinoamericanos*

Sharon Fries-Britt, Professor, Department of Counseling, Higher Education and Special Education

George Mwangi, C.A., Daoud, N, Peralta, A. & Fries-Britt, S.L. (2019). Waking from the American Dream: Conceptualizing racial activism and critical consciousness among Black immigrant college students. *Journal of College Student Development*.

Awards:

University Distinguished Scholar Teacher Award, 2019

Maryland Alumni Association Research Award, 2019

Sahar Khamis, Assistant Professor, Department of Communication

"Research Communicator Impact Award" 2019, in recognition of multiple media contributions, especially Op-Eds, addressing press freedom and threats to journalists.

-Journal Article:

Khamis, S. (2019). The online public sphere in the Gulf: Contestation, creativity, and change. *Review of Middle East Studies (RoMES)*, 53(2), 1-10. Publisher: Cambridge University Press.

Available at: <https://www.cambridge.org/core/journals/review-of-middle-east-studies/article/online-public-sphere-in-the-gulf-contestation-creativity-and-change/98494CA7E0AD7F0BE9EEBB8BEAB9512D>

-Book Chapter:

Khamis, S. (2019). Mediated, gendered activism in the "post-Arab Spring" era: Lessons from Tunisia's "Jasmine Revolution." In C. Carter, L. Steiner and S. Allan (Eds.), *Journalism, Gender and Power* (pp. 251-264). London: Routledge/Taylor & Francis.

Melanie Killen, Professor, Department of Human Development and Quantitative Methodology

2019-2023 National Institutes of Health/NICHHD. 1R01HD093698. P.I., Melanie Killen, Co-I, Tracy Sweet. An Intervention to Promote Positive Peer Relationships and Reduce Prejudice and Bias in Childhood. \$1,617,813.

Publications:

Burkholder, A. R., D’Esterre, A. P. & Killen, M. (2019). Intergroup relationships, context, and prejudice in childhood. In H. Fitzgerald, D. Johnson, D. Qin, & F. Villarruel, & J. Norton (Eds.) (pp.115-130), *Handbook of children and prejudice: Integrating research, practice and policy*. NY: Springer Press. doi.org/10.1007/978-3-030-12228-7_6

Killen, M. (2019). Developing inclusive youth: How to reduce social exclusion and foster equality and equity in childhood. *The American Educator*, 8 - 40. <https://www.aft.org/ae/fall2019/killen>

Cooley, S., Burkholder, A.R. & Killen, M. (2019). Social inclusion and exclusion in same-race and interracial peer encounters. *Developmental Psychology*. Doi:10.1037/dev0000810.

Hitti, A., Elenbaas, L., Noh, J., Rizzo, M.T., Cooley, S., & Killen, M. (2019). Expectations for cross-ethnic inclusion by Asian American children and adolescents. *Group Processes and Intergroup Relations*. Doi: 10.1177/1368430219851854

Burkholder, A.R., Elenbaas, L., & Killen, M. (2019). Children’s and adolescents’ evaluations of intergroup exclusion in interracial and inter-wealth peer contexts. *Child Development*. 10.1111/cdev.13249?HYPERLINK “<https://www.aft.org/ae/fall2019/killen>”

Steven Klees, Professor, Department of Counseling, Higher Education and Special Education

Klees, S., Ginsburg, M., Anwar, H., Baker Robbins, M., Bloom, H., Busacca, C., Corwith, A., DeCoster, B., Fiore, A., Gasior, S., Le, H.M., Primo, L.H. and T.D. Reedy. “The World Bank’s SABER: A Critical Analysis,” *Comparative Education Review*, forthcoming.

Klees, S. “Beyond Neoliberalism: Reflections on Capitalism and Education,” *Policy Futures in Education*, forthcoming.

Klees, S., Stromquist, N., Samoff, J. and Vally, S. “The World Bank’s World Development Report on Education,” *Development and Change*, 2019 (March), 50, 2, 603-620.

Jessica Mathiason, Lecturer, Department of Women’s Studies

Jessica Lee Mathiason. “From the Assassinations of the 1960s to Stoneman Douglas: Guns, Anti-Black Police Violence, and White Masculinity in Crisis,” Special Issue “1968, Then and Now,” *Cultural Critique*, Vol. 103 (Winter 2019): 91-99.

Jessica Lee Mathiason. “cDNA/©DNA in Orphan Black: Eugenics, Surplus Life, and the Castor Virus.” *Sisterhood, Science and Surveillance in Orphan Black: Critical Essays*. Ed. Janet Brennan Croft and Alyson Buckman (Jefferson: McFarland, 2019): 180-204.

Jan Padios, Associate Professor, Department of American Studies

Jan Padios’s prose poem “Parade Street” was published in *Indiana Review*. It was first runner up for the 1/2K Prize. Her essay on Renee Gladman’s *Ravicka Quartet* was published in *Construction* literary magazine. She was also named program co-chair of the Association for Asian American Studies annual meeting, which will take place in Washington, DC, in April 2020

Mia Smith- Bynum, Associate Professor, Family Science

Davis Tribble, B. L., Allen, S. H., Hart, J. R., Francois, T. S., & **Smith-Bynum, M. A.** (2019). “No [right] way to be a Black woman”: Exploring gendered racial socialization among Black women. *Psychology of Women Quarterly* 43, 43, 381-397. doi:10.1177/0361684318825439

Hart, J. R., Coates, E. & **Smith-Bynum, M. A.** (2019). Parenting style and mother-adolescent relationship quality in African American mother-adolescent dyads. *Parenting: Science and Practice*, 19, 318-340.

Ruth E. Zambrana, Professor, Harriet Tubman Department of Women, Gender and Sexuality Studies, Director, Consortium on Race, Gender and Ethnicity

Publications:

Baca Zinn, M., & **Zambrana, R. E.** (2019). Chicanas/Latinas Advance Intersectional Thought and Practice. *Gender & Society*, 33(5), 677-701.

Zambrana, R.E., Lara, L.C., Stewart, K. & Stotzer, B. (2020). Can entrepreneurship serve as a pathway to reduce income inequality among Hispanic women? (pp. 289-314) In M. Orozco, A. Morales, M. Pisani and J. Porras (Eds.) *Advancing U.S. Latino entrepreneurship: A new national economic imperative*. Purdue University Press.

Carvajal, D. N., & **Zambrana, R. E.** (2020). Challenging Stereotypes: A Counter-Narrative of the Contraceptive Experiences of Low-Income Latinas. *Health Equity*, 4(1), 10-16.

Zambrana, R. E., Valdez, R. B., Pittman, C. T., Bartko, T., Weber, L., & Parra-Medina, D. (In press, 2020) Workplace Stress and Discrimination Effects on the Physical and Depressive Symptoms of Underrepresented Minority Faculty (URM). *Stress and Health*.

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. Our work seeks to identify effective and responsive practices to increase retention and promotion of URM faculty.



IN MEMORIAM

Dr. David C. Driskell

CRGE faculty and staff extend our condolences and deepest sympathies to the family and friends of the beloved and admired Dr. David C. Driskell who passed on April 1, 2020. Dr. Driskell was known as an artist, creator, teacher, pioneer and mentor to many and his impact on The University of Maryland faculty, staff and students is resounding. CRGE is honored to have known Dr. Driskell and are profoundly grateful for his and the Driskell Center's generous opportunity to share their space and art images for our Research Connection publications since the inception of CRGE. His passing is a tremendous loss to the art community, the African-American diaspora, and close friends, mentees and to CRGE. We share with and are committed to his legacy of inclusion, expression, and empowerment and hope that Dr. Driskell lived and modeled to others. For further information visit [DCDC](#).

Dr. Jonathan England

We offer our sincere condolences to Professor England's colleagues, students, and friends, and most especially his family. Professor England loved and was beloved by his wife, Adrienne, and their children Ryann, Jamison, Austin, and Carson. Professor England was a cherished colleague in the Department of African American Studies for more than 20 years and served as a lecturer and as the Director of Undergraduate Studies. Dr. England was a friend of CRGE and will be greatly missed. For further information visit [AASD](#).

