

INTERSECTIONS & INEQUALITY

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



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CONSORTIUM ON
RACE, GENDER AND ETHNICITY



COVER IMAGE

"Conflicting Realities" August 2020

ABOUT THE ARTIST

Rahdne Zola ([website](#))

It is said that what we are drawn to in our childhood is what we are meant to do in that life. Rahdne's earliest memories involve colors and creativity. At age 3, he created his first objet d'art by using model spray paint to redesign his cousin's bedroom.

Photography was added to his repertoire when he received his first camera at age 8. He has been coloring and photographing the world around him ever since.

Artist Reflection

How can we talk about the American Dream when there is liberty and justice for only a few? Those with the societal advantage wish to maintain control. To them, the American Dream is real, it is their reality, and everything must be done to protect it. To those with the societal disadvantage, and their sympathizers, the American Dream is far from a reality, it is an unattainable fantasy. They are not seeking control, or even the upper hand; they seek equality. The barriers holding back the disadvantaged are their reality, yet to the advantaged, those barriers are unimportant, or worse, non-existent. Without a level playing field, there is no American Dream, only a shattered dream, with shards of inequality and discrimination cutting through people's lives. Yet, every four years a battle ensues over the control of this nation, and who will benefit from it most. There can be no winner, there can be no liberty and justice for all when we fail to acknowledge the barriers, the inequality, and thus the conflicting realities in our nation.

EDITORIAL STAFF

Dr. Diana Torres-Burgos
Joana Granados

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MESSAGE FROM THE DIRECTOR



DR. RUTH ENID ZAMBRANA

Distinguished University Professor
Harriet Tubman Department of Women, Gender and Sexuality Studies
University of Maryland

Dear UMD community,

We hope that the arrival of 2022 has brought renewed hope and strength in our investments for a more equitable and just democracy in the U.S. Our cover art is titled *Conflicting Realities*. It speaks clearly to the divides and tensions in the contemporary moment not only in our society, but in higher education as choices are being made between equity/inequity, equality/inequality, moral/immoral, ethical/unethical, advantage/disadvantage, and privileged/deprived. We observed all these dichotomies in the COVID-19 triple pandemic of the intersections of health, race, place, and economics. The reproduction of insistent and omnipresent structural racism will not deter the mission of CRGE.

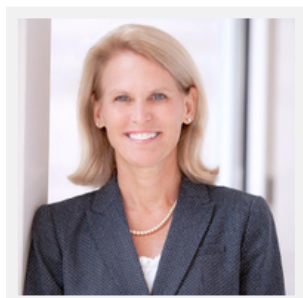
This year we engaged in a self-study of our contributions, strengths, and future challenges and opportunities for a renewed role in the equity efforts of UMD. We reflected on our mission and vision and reaffirmed why we exist. CRGE seeks to assure the intergenerational continuation of knowledge production that builds upon social justice, human dignity and ethical actions, among others. It draws on the historical and pioneering efforts of those who opened doors and came before us. Much of the groundwork for intersectional perspectives draws upon Black, Indigenous and Chicana/o scholars who since the late 1800s confronted intellectually the largesse of the implication of these racial and ethnic constructs in the U.S. As we review our work and accomplishments in the last 24 years, CRGE strives to incorporate historical knowledge into our everyday research and programming in the interest of lifting that knowledge in its contemporary manifestations, and the people who were and continue to be disadvantaged as a result of these historical antecedents.

In this edition, we highlight and welcome new scholars to our campus and celebrate the intellectual production of our own extraordinary faculty. We highlight the continued research collaborations with The University of Texas at Austin and the National Hispanic Medical Association. We are exploring other partners in our equity efforts both on campus and across the country. Our national summer Intersectional Qualitative Research Methods Institute (IQRMI) was successfully held virtually last year and will resume in person this year. With support from the Office of Graduate Diversity and Inclusion (OGDI), we continue to offer competing dissertation completion grants. We highlight research from faculty across units and welcome new faculty to our community. We encourage faculty to become affiliates and support the work of this university-wide research center. Our affiliate faculty continue to engage in important professional activities and produce exemplary publications. These accomplishments are noted in the Affiliate Faculty Kudos section. We regularly feature reflections from current and past research assistants and staff without whom we could not accomplish our mission and goals. Their work and commitment make CRGE a more welcoming and inclusive space. Thank you.

Wishing you all a productive and peaceful semester,


Ruth Enid Zambrana

CRGE WELCOMES PROVOST JENNIFER KING RICE!



JENNIFER KING RICE, PHD

Senior Vice President and Provost

Dr. Jennifer King Rice began her appointment as senior vice president and provost in July 2021. She was previously Dean of the College of Education, where she focused her efforts to align educational resources with initiatives to advance excellence, equity and social justice in preschool through graduate school. Provost Rice has served on the faculty and in college leadership roles at UMD for more than 25 years and has been recognized as a UMD Distinguished Scholar-Teacher. We commend Provost Rice's leadership and support her efforts in extending equity measures to all members of our community.

[Click here for
the full UMD
Right Now
Article](#)

SECTION 1: RESEARCH @ THE INTERSECTIONS

Faculty Spotlights



MÓNICA L. CAUDILLO, PHD

Mónica L. Caudillo is an Assistant Professor in the Department of Sociology at the University of Maryland. She holds a PhD in Sociology from New York University (2017) and specializes in family demography, sexuality and reproductive health, and crime and violence.

Her research focuses on how disruptions to social contexts impact young women's sexual activity, fertility and romantic unions in the United States and Mexico. One of her lines of research assesses the effect of community violence on family formation and reconfiguration in Mexico. Another line of research focuses on the relationship between the opioid epidemic and the family contexts of children in the United States. The third group of projects evaluates disparities in reproductive health and the relationship between contraceptive use and pregnancy intentions in the United States.

Her research has appeared in *Demography*, *Social Science Research*, *Perspectives on Sexual and Reproductive Health*, *Sociology of Education*, and *Gender and Society*.

Faculty Spotlights



VERÓNICA ZEBADÚA-YÁÑEZ, PHD

Verónica Zebadúa-Yáñez is an Assistant Clinical Professor in the University Honors Program at the University of Maryland. She holds a PhD in Politics from the New School for Social Research. Before joining the University of Maryland, she was a Diversity Postdoctoral Associate and Lecturer in the Department of Politics at the University of Virginia. She has over seven years of professional experience as a women's rights policy specialist in the United Nations.

Her scholarship is on the intersection of feminist political theory, decolonial theory, and transnational feminisms. She is currently writing a book manuscript titled *Visions of Freedom: The Plural Genres of Feminist Political Theory*. The manuscript is situated in a context of global backlash against women's and LGBTI rights and a renewed tide of vibrant transnational feminist movements. It develops a feminist political theory of freedom in plural registers. She shows how feminist theory-making and claim-making are not tethered to one set of practices, but many. The manuscript reads six genres as articulations of and articulating embodied feminist political theory: autobiography, biography, fiction, collective manifestos from the Global South and Black US feminisms, the protest-performance "Un violador en tu camino" ("A rapist in your path") by the Chilean feminist collective Las Tesis, and practices of feminist violence—vandalism, in particular—in the contemporary Mexican feminist movement.

She has published in *Hypatia: A Journal of Feminist Philosophy* and in *Arendt Studies* and recently received an award from the American Political Science Association's Fund for Latino Scholarship (2022).



CLARA IRAZÁBAL ZURITA, PHD

Clara Irazábal is the Director of the Urban Studies and Planning Program (URSP) in the School of Architecture, Planning & Preservation at the University of Maryland. She previously was the Director of the Latinx and Latin American Studies Program and Professor of Planning at the University of Missouri, Kansas City.

She received a PhD from the University of California at Berkeley and Master's degrees from UCB and the Central University of Venezuela. In her research and teaching, she explores the interactions of culture, politics, and placemaking, and their impact on community development and socio-spatial justice in Latin American cities and U.S. Latinx, immigrant, and minority communities. Irazábal has published academic work in English, Spanish, Portuguese, and Italian. She is an editorial board member of internationally accredited architectural and planning journals and associate editor of the *Journal of the American Planning Association (JAPA)*.

Irazábal has worked as a consultant, researcher, and/or professor in the Americas, Europe, and Asia. She is a lecturer at Universitat Internacional de Catalunya, Barcelona, where she annually teaches a course in a European Erasmus Mundus program. She has taught award-winning planning and multidisciplinary studios internationally in Brazil, Colombia, Chile, and Trinidad and Tobago; and domestically in Latinx, Black, and immigrant/refugee communities.

Faculty Research Reports

"My scholarship reveals how progressive politics and attempts to reform the social world have a decisive impact on artistic strategies."



GERSHUN AVILEZ, PHD

Professor & Director

Graduate Studies & Department of English
University of Maryland

One overarching question that has directed the path of most of my research is: In what ways do African American artists engage legal and political discourses? I examine how manipulations of creative techniques and methodologies can be read in relation to shifts in the fields of law and politics. My scholarship reveals how progressive politics and attempts to reform the social world have a decisive impact on artistic strategies. Because I employ literary, historical, and visual analysis, my scholarship exemplifies the goal of the field of Black Studies: to work within and across disciplinary boundaries using multiple critical methods to examine the lives, political activities, and cultures of peoples of African descent.

In my first book, *Radical Aesthetics and Modern Black Nationalism* (Illinois, 2016), I trace the impact of Modern Black Nationalism on the realm of art. The book illustrates how revolutionary nationalist rhetoric, which provides the foundation for the Black Arts Movement (1965-75), shapes experimental artistic strategies into the twenty-first century. I approach nationalism through the lens of *Queer of Color Critique*, an emerging theoretical methodology that clarifies how marginalized subjects can identify with and critique dominant ideologies, reflecting how queers of color must deftly negotiate competing demands made on their identities (racial, gender, and sexual). Specifically, I elucidate how marginalized subjects affiliate themselves with nationalist thought as well as how this ideology contains the potential for its own

destabilization. Nationalism's ostensibly strict protocols about racial and gender expression stimulated significant conversations about the boundaries of Black identity. Artists produced experimental art forms in response to the ideological complexity I unearth. The project of *Radical Aesthetics* is to "queer" nationalist rhetoric, meaning to highlight elements of nationalism that resonate with marginalized subjects and to locate critiques of prescriptive notions of identity embedded within it. Through an examination of drama, novels, poetry, film, and visual art, the book shows how a wide-ranging group of artists engage nationalism and produce experimental forms. This interdisciplinary project is recuperative in its attention to the often-neglected archive of the Black Arts Movement, and it also identifies an unrecognized genealogy of experimental art that developed out of the artistic exploration of nationalism. *Radical Aesthetics* was chosen as the winner of the 2017 competition for the MLA William Sanders Scarborough Prize for outstanding work on African American literature or culture.

My second book *Black Queer Freedom: Spaces of Injury and Paths of Desire* (Illinois, 2020), assesses the challenges Black LGBTQ people face in the contemporary social world by exploring how their racial and sexual identities put them at risk and create a near-constant state of vulnerability. This project builds on an established trend in my scholarship: exploring the relationship between Black sexuality and artistic production. *Black Queer Freedom* documents how spatial

vulnerability, or the high risk of physical violence and misrepresentation in the public realm, shapes Black gay and lesbian creative writing and visual art. I reveal that a persistent concern with public space (geographical and conceptual) defines the work of Black Diasporic gay and lesbian artists. The book explores the precarity of Black queer existence by considering four sites or experiences that expose the public vulnerability of racial and sexual minorities: the urban street, immigration, imprisonment, and hospitalization/institutionalization. In this book, I weave together three methods: close readings of artistic productions, historical analysis, and theorizing space; accordingly, the book is multi-generic in terms of content and cross-disciplinary in terms of methodology. *Black Queer Freedom* is an important contribution to the developing field of Black queer studies and it was a finalist for the 2021 P. Sterling Stuckey Book Prize given by the Association for the Study of Worldwide African Diaspora.

I am currently working on a new book project on race, sexuality, and healthcare. In addition to completing these books, I have published many peer-reviewed articles and book chapters on a range of historical and cultural subjects, including the Cold War, segregation narratives, early African American writing, race and terror, social death, queer life, experimental poetry, Black women's writing, the Harlem Renaissance, Black Power gender politics, and the Black Arts Movement.

Faculty Research Reports



BAYLEY J. MARQUEZ, PHD

Assistant Professor
Department of American Studies
University of Maryland

"I examine the ways that using Black students as models for Native students was based on this redemptive narrative of slavery as educational."

As an Indigenous scholar who was trained in the field of education, I have always been dedicated to understanding Indigenous education both past and present. My current work looks at the history of Indigenous education and particularly how it is linked to Black education in the post-emancipation and Jim Crow eras. This focus stems from my broader interests in understanding the connections between antiblackness in relation to Indigenous dispossession and genocide and particularly how the struggles of Black and Indigenous communities are linked. I examine these links through studying the Hampton Normal and Agricultural Institute. The Hampton Institute was founded as a school to educate Black students after the Civil War but was not aimed towards the academic goals of Black communities, and instead was grounded in an industrial education model meant to train former slaves in habits of work and industry. Within ten years, Hampton would expand its educational focus beyond Black communities and enroll Native students. Hampton also had connections to colonial education in Hawaii and influenced education in the Philippines, the Caribbean, and Africa.

In my article in the *Du Bois Review*, "The Black Model Minority: Slavery, Settlement, and the Genealogy of the Model Minority," I examine the common discourse of the model minority through reading documents from the Hampton Institute archives, which demonstrate how Black students were made to be models for Indigenous students. I argue that model minority myths are predicated on antiblackness and can be traced to

models of schooling at places like Hampton that framed slavery as if it were educational. I examine the ways that using Black students as models for Native students was based on this redemptive narrative of slavery as educational. By stating that Indigenous people needed to learn from Black students who were "educated in slavery" for civilization this form of schooling was implicated in both projects of antiblack domination and settler colonialism that sought to assimilate and eliminate Native people. I use these historical data on Hampton to intervene in present-day discussions of the model minority and frame it in relation to the legacies of slavery and Indigenous genocide.

In a second article I co-published with independent scholar Juliet R. Kunkel in the *American Quarterly*, we examine programs for teaching Indigenous languages sponsored by missionaries and white educators from the mid-1800s until the 1940s. This project was tied to my research at Hampton as it began with a reader printed in the Dakota Language that I found in the files of one of the teachers in the archives. My co-author and I became interested in understanding why a school like Hampton would use books in Indigenous languages when they were often seeking to eradicate Native languages. Our article "The Domestication Genocide of Settler Colonial-Language Ideologies" examines theories of language and race as well as theories of queer studies and disability studies to read Dakota and Lakota language teaching materials. We argue that in many areas of Europe the formation of language ideologies as a component of the formation of race naturalized a link

between people and land through defining conceptions of the human and the rational political subject. However, in settler colonial contexts, this link between people and land through language is inverted so that Indigenous people's land is rendered as terra nullius and Indigenous people less than human. We propose the concept of domestication genocide as a means to understand the various ways that settler-colonial language ideologies contributed to indigenous dispossession and dehumanization.

Finally, in an article in *Feminist Formations*, I examine how the Hampton Institute's educational program discussed educating Black and Indigenous women, and what this tells us about the complex interactions of antiblackness, settlement, gender, and sexuality. I begin the article by examining the discourse about the first Indigenous women students who were brought to Hampton and how it compared with the discourse (or lack of discourse) about Black female students. I propose the term settler-colonial racial grammars, which are structures and patterns of meaning that link discourses about race to the domination of Native land through ungendering Black women and hypergendering Native women.

As I move forward with my research agenda, I continually seek to connect Black and Indigenous histories. These conversations are especially necessary in our current political moment when the content of what is taught about race and how it is taught is contested. We cannot understand present-day antiblackness and Indigenous dispossession without an examination of these histories.

SECTION 2: CONNECTIONS & COLLABORATIONS

The University of Texas at Austin



2021 marks the 4th 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, ethnicity and other dimensions of inequality, the 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.

Other projects currently being developed in partnership with UT Austin include a National Latino data repository for population health studies and a professional research development program for Latino URM scholars.

National Hispanic Medical Association

In collaboration with the National Hispanic Medical Association, CRGE was awarded a \$129,000 grant to design and develop a national study investigating provider prescription practices for HIV prevention behaviors among Latino men who have sex with men (MSM) and transgender women (TGW). The objectives of the study are to empirically assess Latino providers' social, demographic, and practice characteristics, knowledge, attitudes, and beliefs about PrEP (pre-exposure prophylaxis) prescription and HIV prevention practices, including PrEP prescription.

Hispanics/Latinos (hereinafter referred to as Latinos) are the second-fastest-growing racial/ethnic group in the United States, accounting for 18.6% of the nation's population. A critical knowledge gap exists in understanding the continued increase in HIV/AIDS rates among Latinos, and the PrEP prescription practices used by all providers for the prevention of HIV among Latino MSM and TGW.

Findings will be presented at two upcoming conferences:

- NHMA 25th Annual Conference: Addressing Social Determinants and Well Being in Arlington, Virginia in March 2022.
- BNGAP LGBT Health Workforce Conference: Envisioning the Future LGBTQ+ Health Workforce in New York in April 2022.



Qualitative Research Interest Group (QRIG)

The Qualitative Research Interest Groups (QRIG) is a working group composed of faculty and graduate students who are engaged in enhancing knowledge and the utilization of mixed methods in research and teaching. Each year, CRGE offers funding to faculty and advanced doctoral students to support their intersectional research. In 2021, four graduate students presented their intersectional work, two of whom were QRIG awardees - Sharifah Holder and Kecia Ellick (see flyer).

CRGE collaborates with the Office of Graduate Diversity and Inclusion (OGDI) 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 wish to especially express deep appreciation to Mr. Christopher Perez, Director of the Office of Graduate Diversity and Inclusion, for his generous funding of the seed grants and his support of the graduate student mentoring and research training goals of CRGE.

The Consortium on Race, Gender, Ethnicity and the Critical Race Initiative Presents:

Race, Gender, and Ethnicity in Qualitative Research: Reflections on Race, Ethnicity, Stress and Strength

Register in advance at: go.umd.edu/CRGEresearch

Thursday, April 22, 2021
12:30 pm-2:00 pm (EST)



Kecia Ellick, School of Public Health

"Started from the bottom, now we're... where?: A qualitative analysis of stress and coping among highly educated Black women."



Sharifah Holder, School of Public Health

"Strengthening High School Transition and Attendance."



Simone N. Durham, Department of Sociology

"Not in this Lifetime: Black Millennial Reflections on Extant and Future Impacts of the Black Lives Matter Movement"



Chandra V. Reyna, Department of Sociology

"Beyond a monolith: Middle-class Latinx mothers' racial and ethnic socialization practices"



Moderated by: Dawn M. Dow
Associate Professor, Department of Sociology



CONSORTIUM ON
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THE
BAHÁ'Í CHAIR
FOR WORLD PEACE



THE
CRITICAL RACE
INITIATIVE



THE
GRADUATE SCHOOL
OGDI



The Consortium on Race, Gender & Ethnicity

Presents

2022 CALL FOR PROPOSALS

FACULTY SEED GRANTS

Qualitative and Mixed Methods Intersectional Research

We are pleased to announce a seed grant program for early career faculty!

We are seeking to fund social science, public health and other disciplinary investigators who employ qualitative and mixed (qualitative and quantitative) methods to explore the intersections of race, gender, ethnicity, class and structural inequalities as they shape complex relationships in social, economic, political and/or health inequities.

This seed grant provides \$1,500-\$5,000 to early career faculty to develop a study that primarily uses qualitative research methods (including: participant-observation, in-depth interviews, focus groups, life histories, or ethnographies with living human subjects) or mixed methods. The investigator may request funds to begin new data collection for a qualitative study, collect qualitative data to complement and interpret prior survey data, or to write up the results of qualitative data previously collected.

The complete application consists of a five-page proposal, justified budget, and CV. For logistical questions, contact Dr. Diana Torres-Burgos, Program Coordinator, at dtorresb@umd.edu and for questions related to research topics or approaches, contact Dr. Ruth Enid Zambrana at rzambran@umd.edu.

Submission Deadline:

Tuesday, March 15, 2022, 4:00PM ET

Click on the
respective flyer for
the Call for
Proposals letter!

[Click here for more
information!](#)



The Consortium on Race, Gender & Ethnicity

Presents

2022 CALL FOR PROPOSALS

Advanced Graduate Student Dissertation Seed Grant

Cultivating Emerging Qualitative/Mixed Methods Scholars

We are pleased to announce the seventh round of a seed grant program for Advanced doctoral students who are engaged in research using qualitative or mixed (qualitative and quantitative) methods!

Applicants who have successfully passed their dissertation proposals, have completed data collection, are preparing for data analysis, or are in the writing stages of the dissertation are eligible. Emphasis is placed on dissertations that explore the intersections of race, gender, class, ethnicity, and other dimensions of structural inequalities as they shape the construction of complex social relations.

This seed grant provides \$500-\$2,500 for doctoral candidates to fund qualitative data analysis costs for dissertations that primarily use qualitative research methods (including: participant-observation, in-depth interviews, focus groups, life histories, or ethnographies with human subjects) or mixed qualitative and quantitative methods. These funds are intended to assist participants with data analyses and completion of dissertation.

The complete application consists of an abstract, brief description of the dissertation study, timeline for completing and defending the dissertation, justified budget, Letter of support from dissertation Chair, Current CV, Current IRB approval letter and a copy of your CITI Human Subjects Research Training completion. For logistical questions, contact Dr. Diana Torres-Burgos, Program Coordinator, at dtorresb@umd.edu and for questions related to research topics or approaches, contact Dr. Ruth Enid Zambrana at rzambran@umd.edu.

Submission Deadline:

Tuesday, March 15, 2022, 4:00PM ET

Congratulations

2021-2022 Awardees!

[Click here to see more previous awardees!](#)

2022 Faculty Seed Grant

Mona Mittal, PhD, Associate Professor, Family Science

Rodman E. Turpin, PhD, Research Assistant Professor, Epidemiology and Biostatistics

Typhanye Dyer, PhD, Associate Professor, Epidemiology and Biostatistics

UMD School of Public Health

Stigma, Discrimination, and Mental Health: Engaging Black Sexual Minority Men Living with HIV into HIV Care

This study aims to fill a gap in the existing literature by qualitatively investigating the experiences of Black sexual minority men (BSMM) living with HIV who are sub-optimally engaged in HIV care. We will conduct individual interviews with 30 HIV-positive BSMM who are experiencing issues with HIV care engagement to gain a deeper understanding of how issues such as intersectional stigma and mental health (depression, anxiety, traumatic stress, and substance use) intersect with HIV in their lives, including how they may interfere with HIV care engagement. The findings from the qualitative interviews will help to elucidate the HIV care needs of HIV-positive BSMM and inform relevant culturally informed interventions needed to address intersectional stigma, discrimination, mental health, and HIV continuum of care engagement for HIV-positive BSMM.

2021 Dissertation Seed Grant

Terra Hall

Student Affairs Concentration

UMD Department of Counseling, Higher Education, & Special Education

Black and Spiritual: Understanding how self-identified Black and spiritual undergraduate students experience support while attending PWIs

This exploratory study employs narrative inquiry methodology to consider the interrelatedness of race and spirituality. Guided by critical and constructivist paradigmatic influences, I center the voices of my participants to understand how, through encounters with people and spaces, self-identified Black and spiritual undergraduate students experience support while attending a predominantly white institution (PWI). Through visual data and semi-structured individual interviews with 13 self-identified Black and spiritual undergraduate students, I will uncover students' definition of spirituality and its interconnectedness with race and an understanding of how students with these interrelated identities experience support while attending a PWI. I will apply the radical healing framework (French et al., 2020) and Black liberation theology (Cone, 1977) to guide my understanding and interpretation of my participants' narratives. Through my analytical approach of restorying, I will (re)present my participants' narratives as findings of this study that have implications for practice and research.

SECTION 3: INTERSECTIONAL RESOURCES

CRGE Website

In the past few months, we have been working to make the website more accessible by making it easier to read and find information through reorganizing. We aim to have our website be an Intersectional Resource!

On our website, you can find information about:

- Intersectional Research Database (IRD)
- Intersectional Qualitative Research Methods Institute (IQRMI)
- Mentorship Resources for Underrepresented Minority Faculty
- Organizational Resources
- Qualitative Research Interest Group (QRIG)
- Select Readings on Underrepresented Minority Faculty

Visit our website!

Click on any of the links above to find out more!

As seen below, our website is utilized in various countries around the world, with the top 2 countries being the U.S. and China. We are also accessed through a variety of platforms such as through our partner organization, Latino Research Institute at The University of Texas at Austin and the Intersectionality Training Institute.

Top 10 Countries

1.  United States

2.  China

3.  United Kingdom


4.  Japan


5.  Canada

6.  France

7.  India

8.  South Africa


9.  Australia

10.  Switzerland

Top 10 Referrals

1.  liberalarts.utexas.edu


2.  intersectionalitytraining.org


3.  fivethirtyeight.com

4.  m.facebook.com


5.  race.unm.edu

6.  t.co

7.  theresearchcompanion.com

8.  ischoolsjsu.libguides.com

9.  l.facebook.com

10.  libraryintersectional.wordpress.com

Intersectional Research Database (IRD)

Zotero

The Intersectional Research Database (IRD) is unique and to our knowledge, is 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 in the following sections:

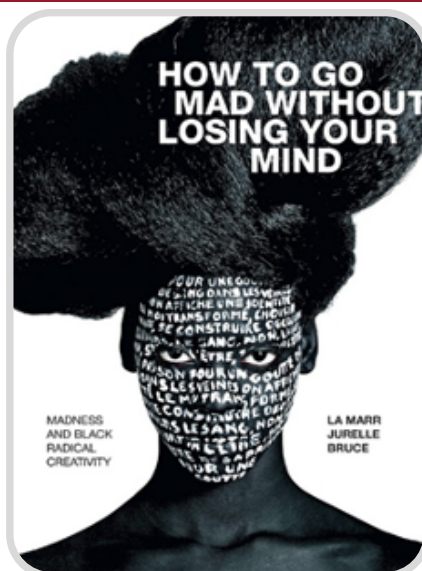
- Black and Chicana Feminist Thought
- Criminal Justice & Prison
- Family Structure & Processes
- Health Equity Disparities
- Higher Ed (Gender, Race/Ethnicity, Class)
- Intersectional Theory
- K-12 Education
- LGBT
- Qualitative Intersectional Methods
- Racial & Indigenous Identity

[Access 462+ intersectional articles here!](#)

Currently, the database showcases 462 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 are organized based on the categories above. The database is a work in progress and CRGE aims to add the latest work on intersectionality as they emerge.

Many undergraduate and graduate students and staff have contributed to the development of the IRD. If you have questions or comments, please contact crgemd@gmail.com.

Book Corner

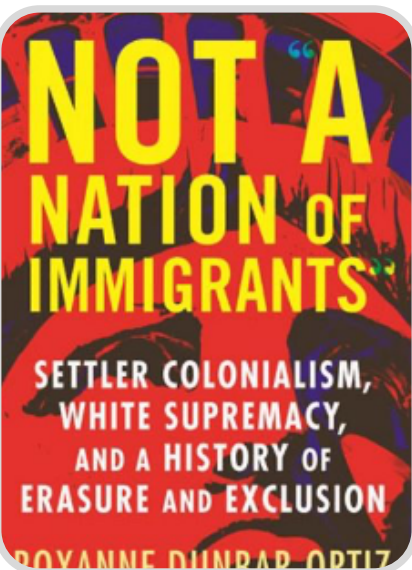


HOW TO GO MAD WITHOUT LOSING YOUR MIND

By La Marr Jurelle Bruce

"Hold tight. The way to go mad without losing your mind is sometimes unruly." So begins La Marr Jurelle Bruce's urgent provocation and poignant meditation on madness in black radical art. Bruce theorizes four overlapping meanings of madness: the lived experience of an unruly mind, the psychiatric category of serious mental illness, the emotional state also known as "rage," and any drastic deviation from psychosocial norms. With care and verve, he explores the mad in the literature of Amiri Baraka, Gail Jones, and Ntozake Shange; in the jazz repertoires of Buddy Bolden, Sun Ra, and Charles Mingus; in the comedic performances of Richard Pryor and Dave Chappelle; in the protest music of Nina Simone, Lauryn Hill, and Kendrick Lamar, and beyond. These artists activate madness as content, form, aesthetic, strategy, philosophy, and energy in an enduring black radical tradition. Joining this tradition, Bruce mobilizes a set of interpretive practices, affective dispositions, political principles, and existential orientations that he calls "mad methodology." Ultimately, *How to Go Mad without Losing Your Mind* is both a study and an act of critical, ethical, radical madness.

Bruce, La Marr J. 2021. *How to Go Mad without Losing Your Mind*. Durham, NC: Duke University Press. [Click on the book cover for more information!](#)

Book Corner

NOT A NATION OF IMMIGRANTS: SETTLER COLONIALISM, WHITE SUPREMACY, AND A HISTORY OF ERASURE AND EXCLUSION

By Roxanne Dunbar-Ortiz

Whether in political debates or discussions about immigration around the kitchen table, many Americans, regardless of party affiliation, will say proudly that we are a nation of immigrants. In this bold new book, historian Roxanne Dunbar-Ortiz asserts this ideology is harmful and dishonest because it serves to mask and diminish the US's history of settler colonialism, genocide, white supremacy, slavery, and structural inequality, all of which we still grapple with today.

She explains that the idea that we are living in a land of opportunity—founded and built by immigrants—was a convenient response by the ruling class and its brain trust to the 1960s demands for decolonization, justice, reparations, and social equality. Moreover, Dunbar-Ortiz charges that this feel-good—but inaccurate—story promotes a benign narrative of progress, obscuring that the country was founded in violence as a settler state, and imperialist since its inception.

While some of us are immigrants or descendants of immigrants, others are descendants of white settlers who arrived as colonizers to displace those who were here since time immemorial, and still, others are descendants of those who were kidnapped and forced here against their will. This paradigm-shifting new book from the highly acclaimed author of *An Indigenous Peoples' History of the United States* charges that we need to stop believing and perpetuating this simplistic and historical idea and embrace the real (and often horrific) history of the United States.

Dunbar-Ortiz, Roxanne. 2021. *NOT A National of Immigrants: Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*. Boston, MA: Beacon Press. Click on the book cover for more information!

[See additional
book
recommendations
here](#)

Book Corner

THE BORDERS OF AIDS RACE, QUARANTINE & RESISTANCE

THE BORDERS OF AIDS: RACE, QUARANTINE, AND RESISTANCE

By Karma R. Chávez

As soon as US media and politicians became aware of AIDS in the early 1980s, fingers were pointed not only at the gay community but also at other countries and migrant communities, particularly Haitians, as responsible for spreading the virus. Evangelical leaders, public health officials, and the Reagan administration quickly capitalized on widespread fear of the new disease to call for quarantines, immigration bans, and deportations, scapegoating and blaming HIV-positive migrants—even as the rest of the world regarded the US as the primary exporter of the virus.

In *The Borders of AIDS*, Karma Chávez demonstrates how such calls proliferated and how failure to impose a quarantine for HIV-positive citizens morphed into the successful enactment of a complete ban on the regularization of HIV-positive migrants—which lasted more than twenty years. News reports, congressional records, and AIDS activist archives reveal how queer groups and migrant communities built fragile coalitions to fight against the alienation of themselves and others, asserting their capacity for resistance and resiliency. Building on existing histories of HIV/AIDS, public health, citizenship, and immigration, Chávez establishes how politicians and public health officials treated different communities with HIV/AIDS and highlights the work these communities did to resist alienation.

Chávez, Karma R. 2021. *The Borders of AIDS: Race, Quarantine & Resistance*. Seattle, WA: University of Washington Press. Click on the book cover for more information!

Color-Blind Racism and
the Persistence of Racial Inequality
in America

RACISM WITHOUT RACISTS

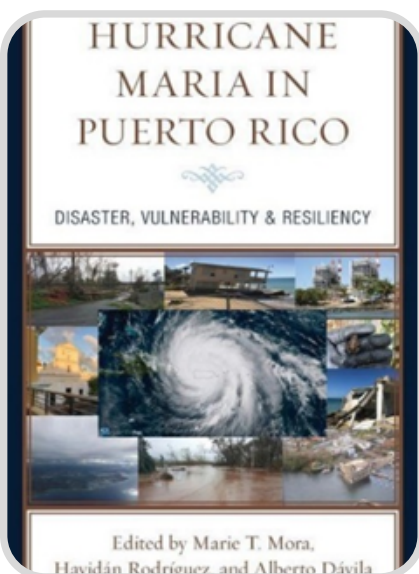
EDUARDO BONILLA-SILVA

RACISM WITHOUT RACISTS: COLOR-BLIND RACISM AND THE PERSISTENCE OF RACIAL INEQUALITY IN AMERICA

By Eduardo Bonilla-Silva

Eduardo Bonilla-Silva's acclaimed *Racism without Racists* examines in detail how Whites talk, think, and account for the existence of racial inequality and makes clear that color-blind racism is as insidious now as ever. The sixth edition of this provocative book includes new material on systemic racism and how color-blind racism framed many issues during the COVID-19 pandemic. A revised conclusion addresses what readers can do to confront racism—both personally and on a larger structural level.

Bonilla-Silva, Eduardo. 2021. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. 6th ed. Lanham, MD: Rowman & Littlefield Publishers. Click on the book cover for more information!

Book Corner

HURRICANE MARIA IN PUERTO RICO: DISASTER, VULNERABILITY & RESILIENCY

Edited by Marie T. Mora, Havidán Rodríguez, Alberto Dávila, foreword by Ruth Enid Zambrana.

With its 155 mile-per-hour sustained wind speeds, the near-Category 5 Hurricane Maria brought catastrophic devastation and destruction as it diagonally crossed the Commonwealth of Puerto Rico from the southeast to the northwest on September 20, 2017. The official death toll estimate of 2,975 lost lives means this record storm became one of the most devastating hurricanes not only for Puerto Rico but for the US. Many of these deaths, as well as the prolonged human suffering, were attributed to what was described as inadequate disaster response and slow restoration of basic services (including running water, electricity, and the provision and distribution of food and medicine), and not to the direct impact of the hurricane itself. At the same time, Hurricane Maria made landfall when Puerto Rico had been confronting a severe economic crisis surging for over a decade.

This crisis, referred to as *La Crisis Boricua*, was characterized by a significant loss of industry and jobs, a deteriorating infrastructure, record net outmigration, a shrinking and rapidly aging population, rising healthcare under-coverage, a bankrupt government, and federal legislation restricting fiscal policy decisions made by elected officials on the island. Thus, Hurricane Maria exacerbated the effects of *La Crisis Boricua* on the socio-economic, health, and demographic outcomes affecting Puerto Ricans on the island and the U.S. mainland. Bringing together scholars from a wide variety of disciplines (including economics, sociology, demography, health, psychology, disaster research, political science, education, the arts, and others), this volume represents one of the first interdisciplinary sets of studies dedicated to analyzing the effects of Hurricane Maria on the island and stateside Puerto Ricans. Specific topics cover Hurricane Maria's impact on labor market outcomes, including wages and employment by industry; health implications, including mental health; changes in artistic expression; civic engagement; and disaster response and recovery. A common thread through many of the chapters was the destruction of Puerto Rico's electrical grid and the prolonged restoration of electricity and other essential services that resulted in the loss of thousands of lives.

Mora, Marie T., Havidan Rodriguez, Alberto Davila (Eds). 2021. Hurricane Maria in Puerto Rico: Disaster, Vulnerability & Resiliency. Lanham, MD: Lexington Books. [Click on the book cover for more information!](#)

SECTION 4: MENTORING, PEDAGOGY AND PRACTICE

2021 Intersectional Research Methods Institute (IQRMI)

Since 2015, the Consortium on Race, Gender and Ethnicity (CRGE) has organized a weeklong 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.

2021 - Virtual Participants



Goals of IQRMI

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

In the last seven years, we have engaged 128 scholars, with the overwhelming majority of participants demonstrating interest in the following specific areas of research:

- advancing innovation in knowledge and practice in child welfare and juvenile justice systems;
- promoting economic, social, and educational opportunities for working families;
- creating community resources for family well-being; and
- addressing cultures of health, disparities and inequities.

We look forward to hosting IQRMI on June 5-10, 2022. Additional information is available here.

[Click here to view our IQRMI Informational Video](#)

[Click here to see participant video testimonials](#)

The IQRMI director wants to acknowledge the extraordinary UMD faculty and student resources that make this program a national success.

Special note of appreciation to faculty who are the core of the interdisciplinary program:

Dr. Michelle Espino

Dr. Joseph Richardson

Dr. Kevin Roy

Faculty lecturers:

Dr. Linda Aldoory

Dr. Craig S Fryer

Dr. Kimberly Griffin

Dr. William Ming Liu

Dean Bonnie Thornton Dill

Dr. Rossina Zamora Liu

Faculty and staff administrative roles:

Dr. Sydney Lewis

Dr. Diana Torres-Burgos

Joana Granados

External Professionals:

Dr. Sylvia Chou, NCI

Congratulations to Dr. Ruth Enid Zambrana!



Dr. Zambrana received the 2021 **Lyndon Haviland Public Health Mentoring Award** from the American Public Health Association!

The Lyndon Haviland Public Health Mentoring Award is intended to recognize the essential role of mentoring in public health and leadership development. It is given annually to senior public health practitioners or academics who take an active role in mentoring students and young professionals through regular contact, professional development, research support or joint publications.

Reflections: 2021 IQRMI Scholars



KRISTINA LOVATO

Assistant Professor, School of Social Work
California State University, Long Beach

My research focuses on enhancing the well-being of Latinx and families at risk of immigration enforcement and public child welfare involvement. Given my qualitative research interests and the aims of IQRMI, the opportunity to participate in the Institute could not have been timelier. In reflecting on why I applied to IQRMI, I am reminded of three reasons: as an early-career faculty member approaching tenure, I experienced the need for 1) specialized training to enhance qualitative research data analyses, interpretation, and analytic writing skills; 2) a greater knowledge about intersectionality and the intentional application to the research I conduct; and 3) a supportive intellectual community made up of BIPOC scholars to help combat feelings of social isolation in academia.

During the immersive weeklong Institute, daily seminars, writing groups and opportunities for engagement with faculty and peers fostered new ideas in developing critical intersectional perspectives for designing and interpreting qualitative research. Through faculty mentor workshops, I gained navigational skills to advance research, enhance intellectual and social capital and translate scholarly work into innovative interventions so that findings are more accessible to the communities that I serve. I also learned how to cultivate an audience and define my own contributions so that as Dr. Richardson professed, "someone else doesn't define it for me." IQRMI inspired me to find my voice as a scholar of color and broaden my scholarly network. The valuable lessons learned through the Institute have energized my spirit and provided me with resources so that I can continue my commitment to conducting research to address issues related to race, class, gender, and other inequalities.

Reflections: 2021 IQRMI Scholars



CAMILLE QUINN

Assistant Professor, College of Social Work
The Ohio State University

I've always been taught that I am my sister (and my brother's) keeper and the tools that I received from the IQRMI summer program helped me to move forward and live out that mantra. I really believe this was "my time" for the 2021 cohort as I was supposed to be in the previous cohort that was deferred due to the pandemic. However, the 2021 faculty and cohort set just the right tone, provided a communal environment that fostered a "no judgment" zone, so I felt comfortable asking questions and sharing my experiences. It meant so much to be in a safe space with faculty, scholars and presenters who look like me and really care about my research and me. I feel like my time in IQRMI was like gaining a new academic family and it came at the perfect time in my academic career. IQRMI changed my life in so many ways - I'm more knowledgeable, confident and skilled as a researcher and even more thoughtful as a colleague. I am so thankful for my experience!



ANDREA M. HEADLEY

Assistant Professor, School of Public Policy
Georgetown University

The IQRMI weeklong training provided me with in-depth intersectional qualitative research skills and tools to use going forward in my research. I have been doing mixed-methods research since my doctoral program and while I have taken qualitative research methods classes and workshops before, these courses were not framed with an intersectional lens.

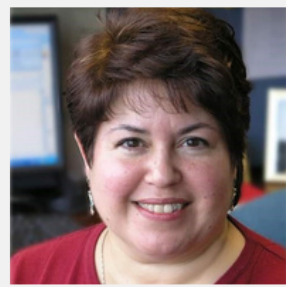
IQRMI featured a carefully curated environment that balanced learning, reflection and engagement. We participated in sessions where we were presented with the theoretical foundations needed to appropriately conduct intersectional qualitative research and also provided with practical examples from senior faculty. During the workshop, we focused on every part of the research process from developing interview questions, using different coding and analysis techniques, applying for grant funding with qualitative research, navigating the publishing process, and responding to reviewer comments.

We were also given time to have small group and one-on-one sessions with faculty in an informal environment. During this time, I was able to ask questions specific to my research as well as questions about navigating the tenure track more broadly. Lastly, IQRMI provided me with a network of early-career scholars across the United States, in a variety of disciplines, doing important intersectional qualitative research. Overall, I was able to learn about others' research, expand my own ideas and apply new insights to my work, and engage with a community of like-minded individuals.



Thank you to our IQRMI participants!

Reflections: New Staff



DIANA TORRES-BURGOS, MD, MPH

CRGE Program Coordinator

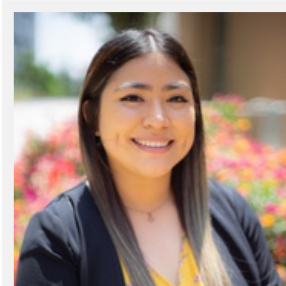
February 2021 – present

Dr. Torres-Burgos is a pediatric, preventive medicine and public health physician. She has experience with mentorship programs and previously worked on a patient-centered research faculty development program with early-career faculty on skills building, steps to academic success, and mentoring. In addition to mentoring, her interests include health education, health disparities, and patient-centered health care.

The last year working in CRGE has been a very enlightening, challenging, and wonderful experience. I learned so much over the past year and was provided with numerous opportunities that allowed for personal growth. Under Dr. Zambrana's great mentoring and support, I improved my organizational skills, time management, research skills and enhanced my writing and grant writing skills. I got the opportunity to be part of a writing team on an article published that I never envisioned. As a clinician, I understood how the social determinants of health could impact health outcomes but after learning about intersectional qualitative methods research, I developed a better understanding of how this type of research is important to help identify factors that can provide solutions, interventions, and policy changes on critical community issues.

Due to COVID-19, I learned how to make the IQRMI program, which has always been in-person, into a virtual program. Initially, we had lots of difficulties and frustrations but quickly learned how to make real-time changes and best engage the participants to give them a personalized touch similar to in-person meetings in the age of Zoom. It took a lot of problem-solving but in the end, it was successful. After the program, during my testimonial interviews with IQRMI scholars, they all communicated the positive and transformative impact the program had on them. I also felt inspired by the program and the amazing senior faculty and was grateful to be part of such a remarkable program.

This year has been filled with personal growth and many learning experiences that have made me more confident in the skills that I can use in future projects and has inspired me to continue the important work of mentoring URM faculty, health professionals, and students to succeed in their career pathways, to not only achieve more equity in numbers but to have more equitable representation from our communities.



JOANA GRANADOS

CRGE Graduate Research Assistant

May 2021 – present

Joana graduated from the University of California, San Diego with a Bachelor's in Ethnic Studies and Sociology. After graduating, she worked as a College Advisor for the University of Southern California College Advising Corps. She is currently in the Student Affairs master's program at UMD. Her research interests take an intersectional approach of gender, race/ethnicity, and class specifically for low-income, first-generation Latinas.

I was introduced to CRGE by a colleague who is now a dear friend. It is thanks to her that I found support in my academic journey at UMD. My work at CRGE has engaged me with data-gathering software, editing papers, participation as a team member in grant writing processes, and more! This has been a learning experience that has made me realize the research areas that I need to continue to improve.

Although the work has been challenging, it has also been filled with vast support from Dr. Zambrana and Dr. Torres-Burgos. There have been times I have been filled with uncertainty because I am unfamiliar with research processes and I have been met with nothing but belief in my abilities and willingness to help me learn. As a low-income, first-generation Latina, this challenge, belief, and support to learn have been transformative.

Reflections: Former Staff



PATRICIA GARCIA GOMEZ

CRGE Communications Coordinator

July 2015 – July 2016

Patricia is currently a Participation Officer at Engage Britain. Engage Britain is a new charity that supports people across communities to share their different knowledge and experiences so they can work together on ideas that address the country's problems. Then they help them test those ideas in the real world until they're ready to be rolled out in practice. By reaching across divides, people can improve each other's lives and make their country (UK) a better place to live in.

An everlasting impact on me and thousands of others around the world: A brief thank you to the CRGE family.

It is hard to overstate how much of my success is in some way owed to the mentorship of Dr. Ruth Enid Zambrana and my time at the Consortium on Race, Gender, and Ethnicity (CRGE). If you want the short version, seize any opportunity to work with Doctora Zambrana and CRGE when you get the opportunity. In my current role at a deliberative democracy organisation based in the U.K., I find myself recalling the many professional and personal lessons that I learned during my time at CRGE. Doctora Zambrana gave me the space and opportunity to develop new technical and academic skills. She refined my personal strengths and encouraged me to use them to grow the areas where I had opportunities to grow professionally. It was at CRGE that I was able to really connect with and learn powerful lessons from like-minded academics. They showed me to value the struggle and patience associated with achieving every meaningful goal. I left CRGE with a holistic view of intersectionality. Understanding the true nature of inequity is helping me to empower others who are usually the least likely to get heard to have a real platform to shape the policies that most affect them. The disenfranchised are not looking for a saviour but rather the opportunity to participate in the decisions that directly matter to them and their loved ones. I'm eternally grateful and can only hope to be able to one day help other underrepresented minorities reach their goals as the CRGE family and Doctora Zambrana have helped me.



COURTNEY BUTLER

CRGE Research Associate

January 2019 – November 2021

Courtney is currently the Assistant Director of the Reed-Yorke Health Professions Advising Office 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 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 the 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 that 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 was 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, acknowledgment, and success. Much thanks to Ms. Wendy Hall for her commitment to CRGE and the wealth of knowledge that she brings.

Affiliate Faculty Kudos

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

Christina B. Hanhardt

Associate Professor, Department of American Studies

- Hanhardt, C. B. (2020). Safe. In Burgett, B. & Hendler, G. (Eds.), *Keywords for American Cultural Studies* (pp. 213-216), Third edition. New York University Press. Available here.
- Hanhardt, C. B., Puar, J. K., Abuja, N., Amar, P., Dutta, A., El-Tayeb, F., Holmes, K., & Seikaly, S. (2020). Beyond Trigger Warnings: Safety, Securitization, and Queer Left Critique. *Social Text*, 145, 49-76. Available here.

Bayley J. Marquez

Assistant Professor, Department of American Studies

- Marquez, B. J., & Juliet, R. K. (2021). The Domestication Genocide of Settler Colonial-Language Ideologies. *American Quarterly*, 73(3), 461-482. Available here.

Christina M. Getrich

Associate Professor & Director of Graduate Studies, Department of Anthropology

- Getrich, C. M. (2021). "People Show Up in Different Ways": DACA recipients' everyday activism in a time of heightened immigration-related insecurity. *Human Organization*, 80(1), 27-36. Available here.
- Vasquez Guzman, C. E., Sussman, A. L., Kano, M., Getrich, C. M., & Williams, R. L. (2021). A Comparative Case Study Analysis of Cultural Competence Training at 15 U.S. Medical Schools. *Academic Medicine: Journal of the Association of American Medical Colleges*, 96(6), 894-899. Available here.

Clara Irazábal

Professor & Director, Urban Studies & Planning Program, School of Architecture, Planning and Preservation

- Irazábal, C., Sosa, I., & Schlenker, L. E. (2020). The High-Rise and the Shack: Rhizomatic Collisions in Caracas' Torre David. *ACME: An International Journal for Critical Geographies*, 19(1), 1-34. Available here.
- Metawala, P., Golda-Pongratz, K., & Irazábal, C. (2021). Revisiting Engels' 'housing question': Work and housing conditions of immigrant platform delivery riders in Barcelona. *Human Geography*, 14(2), 243-257. Available here.
- Irazábal, C. (2021). Decolonizing the Spatial Histories of the Americas. In Lara, F. and F. Hernández (eds.). *Decolonizing the Spatial History of the Americas* (pp. 76-87). The Center for American Architecture and Design (CAAD) Book Series #24. University of Texas Austin School of Architecture.

Kimberly Griffin

Professor & Associate Dean of Graduate Studies and Faculty Affairs, HESI, CHSE, Office of the Dean

- Dr. Griffin was ranked in the Top 200 education scholars that influence educational policy and practice by Education Week. See the full article here.

Affiliate Faculty Kudos

Perla M. Guerrero

Associate Professor and Interim Director of Graduate Studies, Department of American Studies & Director of U.S. Latina/o Studies Program

- Vera-Rosas, G., & Guerrero, P. M. (2021). Immigrant Identity is “Twin Skin” to Linguistic Identity: Tracing the Afterlife of Deportation in Mexico City. *American Quarterly*, 73(3), 507-533. Available [here](#).

Sahar Khamis

Associate Professor, Department of Communication

- Received two awards from the National Communication Association (NCA) in 2021: The Feminist & Gender Studies Division’s Annual “Scholar-Activist Award” and the Activism and Social Justice Division’s Annual “Activism and Social Justice Community Engagement Award.”
- Received “The Communication Faculty Research Award” from the Department of Communication at the University of Maryland, 2021.
- Saxena, A. & Khamis, S. (2021). “I’ll See You on Zoom!” International Educators’ Perceptions of Online Teaching Amid, and Beyond, Covid-19, *Arab Media & Society*, Issue 30, March 22, 2021. Available [here](#).
- Khamis, S. (2021). Modern Muslims’ Online Struggle: Countering Islamophobia One Tweet at a Time, *Insight Turkey*, 23(2), Spring 2021. Available [here](#).

Siv B. Lie

Assistant Professor, Ethnomusicology, Musicology & Ethnomusicology, School of Music

- Published book *Django Generations: Hearing Ethnorace, Citizenship, and Jazz Manouche in France* (University of Chicago Press, 2021). The writing was supported in part by a UMD Independent Scholarship, Research and Creativity Award, and the publication was supported in part by an American Musicological Society 75 PAYS Publication Subvention and by an ARHU Special Purpose Innovation Grant Award.
- Designed and launched a multimedia companion website for the book, supported by an ARHU Special Purpose Innovation Grant Award.
- Lie, S.B. (2021). “Feeling to Learn: Ideologies of Race, Aurality, and Manouche Music Pedagogy in France.” *Journal of Linguistic Anthropology*. Available [here](#).
- Lie, S.B. (2021). “Placing Django: Narratives of Heritage and Race in a Parisian Exhibition.” *French Cultural Studies* 32(4): 315-329. Available [here](#).

William Ming Liu

Professor and Chair, Department of Counseling, Higher Education, and Special Education

- Dr. Liu received the Janet E. Helms Award for Mentoring and Scholarship from Teachers College, Columbia University Cross Cultural Roundtable. Available [here](#).
- Liu, W.M., Liu, R.Z., & Shin, R.Q. (in press). Understanding Systemic Racism: Antiracism, White Supremacy, Racial Capitalism, and the Re/Creation of White Space and Time. *Journal of Counseling Psychology*.
- Noonan, A.E. & Liu, W.M. (2022). *Psychology and the Social Class Worldview*. Routledge. Available [here](#).

ACKNOWLEDGEMENTS

We acknowledge and thank former and current sponsors of CRGE and its programs.



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THE
GRADUATE SCHOOL
OGDI OFFICE OF GRADUATE
DIVERSITY AND INCLUSION

The Consortium on Race, Gender and Ethnicity (CRGE) is a university-wide, interdisciplinary, collaborative 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.