

NM Data Users Conference 2018

What's Your "Street Race"?

Leveraging Multidimensional Measures Race and Intersectionality for Examining Physical and Mental Status among Latinx Communities

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(Join our listserve, visit: race.unm.edu, click "connect now")

GOT AN “INTERSECTIONALITY LENS”?
WHAT WILL YOU DO WITH YOUR
“INTERSECTIONALITY LENS” OR ON-GOING ATTENTION TO THE
SIMULTANEITY OF RACE, GENDER AND CLASS AND OTHER SYSTEMS OF
POWER, PRIVILEGE AND RESISTANCE?

HOW WILL YOU ADVANCE INTERESECTIONAL RESEARCH AND EVALUATION
THAT INFORMS EQUITY BASED POLICY OPTIONS FOR SOCIAL JUSTICE?

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CONVERSATION GOALS

- 1. What is Intersectionality?**
- 2. Research & Evaluation Use of Your Intersectionality Lens**
 - a.) Census and Improving Demographic Data Collection**
 - b.) Street Race and Health Equity**
 - c.) Education & Race-Gender-Class Equity in Higher Education**
- 3. Video Clips & River of Life Activity (Opportunities and Barriers that shaped your educational trajectory)**
- 4. Next Steps:**
 - a.) What are your circles of Influence?**
 - b.) What are your strategic action/policy options priorities?**
 - c.) What three things will you do (short/long term) to advance intersectional justice in data collection, research, evaluation, curriculum, hiring, community engagement at your work, community, etc.?**

WHAT IS INTERSECTIONALITY?

“**Intersectionality is a way of understanding and analyzing complexity in the world, in people, and in human experiences. The events and conditions of social and political life and the self can seldom be understood as shaped by one factor. They are shaped by many factors in diverse and mutually influencing ways. When it comes to social inequality, people’s lives and the organization of power in a given society are better understood as being shaped not by a single axis of social division, be it race or gender or class, but by many axes that work [SIMULTANEOUSLY] together and influence each other... People use intersectionality as an analytic tool to solve problems that they or others around them face (Collins and Bilge 2016:2).”**

Collins, P. H., and S. Bilge. 2016. *Intersectionality*. Malden, MA: Polity Press.

*****NONE OF US CREATED SOCIAL SYSTEMS/STRUCTURES OF INEQUALITY BUT WE ARE ALL LOCATED WITHIN THEM *****

INTERSECTIONALITY

- Shifts the question from – Which is more important—race or gender (or class, sexual orientation, etc.)
- Instead asks how do race and gender INTERACT? How are they SIMULTANEOUS social constructions?
- Can't look at these issues separately; need to account for multiple grounds of identity & social status
- Crenshaw 1991; coined term “intersectionality”

Research for Whom? Or for What?

Who benefits? Social Justice ...

An organized, long-term effort to eliminate oppression and empower oppressed individuals and groups within a just society

- **For Example: “Black feminist thought’ s identity as ‘critical’ social theory lies in its commitment to justice, both for U.S. Black women as a collectivity and for that of other similarly oppressed groups (p.9).”**

How can we maximize equity through reporting and research that informs equity-based policy and practice?

**How can we conceptualize
intersecting social inequalities,
oppression/resistance?
(e.g., power at the micro/indiv.,
meso/institutional, and macro/
societal levels)?**

What's your intersecting social location and experience in social structures of inequality? An Invitation to On-going Intersectional Self-Reflexivity About Difference, Power, Privilege, Discrimination, Resistance and Social Justice Praxis

- * Race/Color/"Street Race"
as a Master Status
- * Tribal/First Nation Status
 - * Ethnicity
 - * Language
 - * Ancestry
 - * Religion
- * Nationality/Citizenship
- * Documented Status

- * Gender/"Street Gender"
as a Master Status
- * Sexual Orientation
- * Sex Assigned at Birth

**Intersecting
Social
Location
and
Lived
experience
&
emotions**

- * Age
- * Disability Status
- * Body / Embodiment
- * Partner Status
- * Parental Status
- * Caregiver Status

- Socioeconomic Status (SES)
- * Class Origins/SES: Parental Educational Attainment, Occupation, Income, Wealth;
 - * Individual SES: Educational Attainment Occupation, Income, Wealth;
 - * Partner SES: Educational Attainment, Occupation, Income, Wealth;
 - * Household Net Worth;
 - * Social Networks;
 - * Social Honor/Esteem

**Resist Ontological Flattening: Race/Color/Street \neq Ethnicity \neq Ancestry \neq Nationality
You cannot measure different concepts with one question; separate questions are necessary**

MATRIX OF DOMINATION

(Collins Black Feminist Thought 2009)

----the overall organization of hierarchical power relations for any society.

----Any specific matrix of domination has:

- (1) a particular arrangement of intersecting systems of oppression, e.g., race, class, gender, sexuality, citizenship status, ethnicity, and age**
- (2) a particular organization of its domain of power, e.g., structural, disciplinary, hegemonic, and interpersonal, plantation metaphor**

VISUALIZING THE MATRIX OF DOMINATION (Collins 2009)

Part 1: Intersecting Systems of Oppression: **Setter Colonization-White Supremacy-Structural Racism-Patriarchy-Heterosexism--Nation/Nativism-Ableism-**

Part 2: Arrangements of Power

**Hegemonic/
Cultural
Domain of Power**

- Narratives that
Permeates all levels of
Power

*Ideological/Narrative
Glue that cuts across all
domains*

**Structural
Domain of Power**

- Organizations
- Institutional Arrangements

**Disciplinary
Domain of Power**

- Management
- Rules of the Game

**Interpersonal
Domain of Power**

- Lived Experience
- Consciousness

For more on Matrix See *Black Feminist Thought* (Collins 2009)

See Crenshaw Mapping the Margins;

McCall Complex Inequalities; Hancock Intersectionality

WHAT COMPLEX INEQUALITIES AND OPPORTUNITIES EXIST IN YOUR NECK OF THE WOODS?

Interrogating Power, Inequality & Resistance...

- STRUCTURAL: *Who's in position of authority? Teaches most classes? Who are the assistants?*
- DISCIPLINARY: *What are the rules of the game? Who's curriculum, ontologies, epistemologies on count?*
- INTERPERSONAL: *How do we engage in working the cracks? Examples of strategic resistance social movements/alliance/coalitions*
- HEGEMONIC/CULTURAL: *What are the ideologies that maintain the status quo?*

SIMULTANEITY MATTERS / PRIVILEGE BLINDS

- “Although African-American women and White American women participate in the same system of institutionalized racism and sexism, each group assigns a *different salience* to race and gender. Race and class and gender may *all* be present in *all* social settings in the United States, yet groups will experience and “see” them differently (Collins 1998:2018)
- Challenge is the “new *myth of equivalent oppression*...experiences are connected but not equivalent” (Collins 1998: 211)

in *Fighting Words: Black Women and Search for Justice*. “

INDIVIDUAL ACTIVITY: DRAW YOUR RIVER OF LIFE (10min) **(can be done collectively as an organization / community)**

Look at Tool for Self-Reflection on Social Location and Matrix of Domination

1. Think about your race-gender-class social location during your P-20+ experience (preschool-elementary, high school, college). What do you remember about your experience navigating power, privilege, opportunity structures, barriers and social inequalities in elementary school? Middle school? High School? College? Grad School?
2. What were some of the institutional and structural configurations of intersecting inequality (e.g., race, gender, class/parental educational attainment, disability, LGBTQ status, citizenship status, etc.) that shaped your educational opportunities and outcomes?
3. What if any public policy lessons can you draw from your experience?

*** SMALL GROUP SHARING – 20 min***

*** LARGE GROUP SHARING - 20 min***

Racial Formation Theory

Racial Projects, Racialization, Rearticulation,

(Omi & Winant, 2015)

CONGRESS
EXECUTIVE, OMB
CENSUS

FEDERAL/STATE DEPT. OF EDUCATION

Social
Movements

State Law
Supreme Court

Mass Media
Public Debate
Art/ Journalism

Collective
Subjectivity

Local Politics/Policies

Institutions

Community/Neighborhood

Schools, Hospitals,

Meso-Level Racial Projects (Institutional)

LOCAL SCHOOL BOARDS
ACCREDITATION STANDARDS

Micro-Level (Individual Level)

Common Sense

Lived
Experience

Cognition

Subjectivity

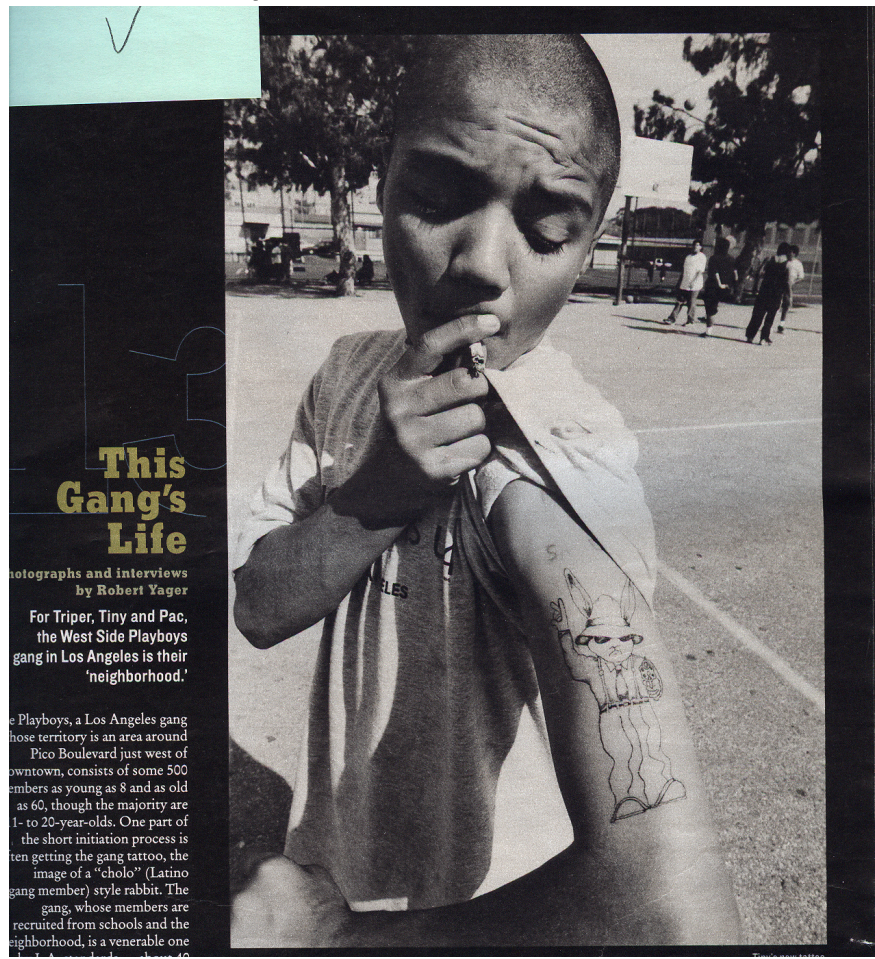
Individual Level
Identity

PEDAGOGY

MASS MEDIA AS A SITE OF RACIAL FORMATION

Racially Stigmatized Masculinities

NY Times Photo essay of Thirteen Year Olds Mar. 1998



Controlling Images of Brown/Black Latinos (Racially Stigmatized Masculinities)



COLORBLINDESS≠/≠ANTIRACISM
(e.g., GENDERBLINDNESS;
CLASSBLINDNESS, SEXUAL ORIENTATION
BLINDNESS)

Antiracism begins with understanding
the **institutional nature** of racial
matters and accepting that
all actors in a racialized society are
affected materially and ideologically
by the racial structure.

**WHY DO WE NEED AN
“INTERSECTIONALITY LENS” FOR RACE
AND ETHNIC DATA COLLECTION AT THE
FEDERAL, STATE, LOCAL INSTITUTIONAL
LEVELS?**

CENSUS & OMB

**EXAMPLE: HISPANIC/
LATINX COMMUNITIES**

2018 Latino Studies Association Plenary

What's Your "Street Race"?

**DEVELOPING YOUR
"INTERSECTIONALITY LENS" FOR
SOCIAL JUSTICE POLICY, PRACTICE &
EMPOWERING LATINX COMMUNITIES**

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Killing Two Birds With One Stone? *Latino Studies Journal* (López, 2013)

Hispanic/Latin@s Within the Same National Origin/Ethnic Group/Biological Families May Occupy a VERY Different “street race” as a Master Status; they are still Latinx



**Interview between KKK Members and Univisión Reporter Iliá Calderón
(Black Colombian Immigrant Woman) Took a Scary Turn
Reporter and Images from Jorge Rodríguez-Jiménez 8/17/17
Things that Matter, Univision Noticias, Youtube.com**

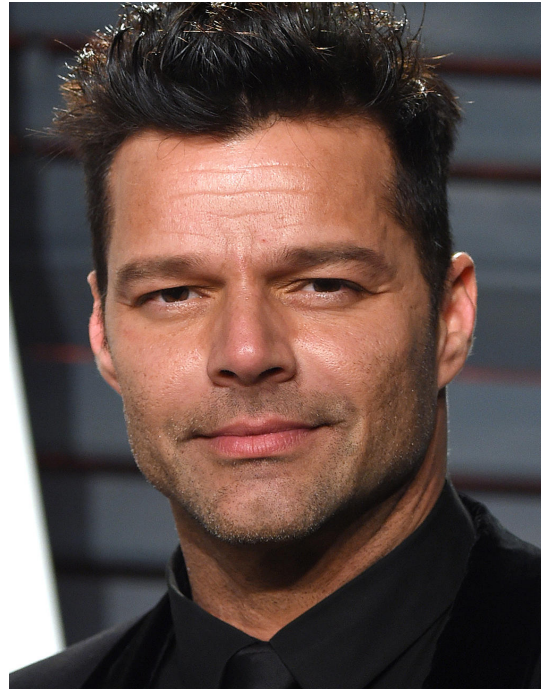


CHALLENGE: 90% of Enslaved Africans in Latin. Am. Caribbean, YET only 3% of Latinos Identify as Black in 2010

2020 Census * Censo 2020

WHAT'S YOUR "STREET RACE"?

¿QUE ES SU "RAZA O COLOR EN LA CALLE"?



FAMILY MEMBERS OF SAME ETHNICITY CAN AND SHOULD ANSWER THE RACE QUESTION DIFFERENTLY TO REFLECT THEIR UNIQUE RACIAL SOCIAL STATUS ...

* PREPONDERANCE SOCIAL SCIENCE RESEARCH EVIDENCE ON LATINX *

COLOR LINE EXISTS !!! NEED SEPARATE QUESTIONS ...

Voting Rights Discrimination

- Tucker (2006)
- Estrada (2000)
- Gordon and Rosenberg (2015)

Employment & Education

- Saenz & Morales (2015)
- Rodriguez et al., (2011)
- Telles & Murguia (1996)
- López (2003)
- Telles (2014)
- Irizarry (2015)

Health

ACA & Civil Rights

- LaVeist-Ramos et al., (2012)
- Gravlee & Dressler (2005)
- Jones et al., (2008)
- McIntosh (2013)
- Sue (2014)
- Williams and Mohammed (2013)
- López (2013); López et al. (2017)
- Zambrana (2018)

Housing Discrimination & Poverty

- Logan (2003)
- Turner et al., (2013)
- Massey & Denton (1994)
- Hogan (2017)

Criminal Justice

- Steffensmeier & Demuth (2000)
- Sampson & Lauritsen (1997)
- Walker et al., (2011)

How will your research collect data on the color line and the opportunity structure/inequality in Latinx communities?

PROPOSED COMBINED QUESTION WILL NOT BE ADOPTED

8. What Is Person 1's race or origin? Mark one or more boxes AND write in the specific race(s) or origin(s).

White — *Print origin(s), for example, German, Irish, Lebanese, Egyptian, and so on.* ↴

Black, African Am., or Negro — *Print origin(s), for example, African American, Haitian, Nigerian, and so on.* ↴

Hispanic, Latino, or Spanish origin — *Print origin(s), for example, Mexican, Mexican Am., Puerto Rican, Cuban, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↴

American Indian or Alaska Native — *Print name of enrolled or principal tribe(s), for example, Navajo, Mayan, Tlingit, and so on.* ↴

Asian — *Print origin(s), for example, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.* ↴

Native Hawaiian or Other Pacific Islander — *Print origin(s), for example, Native Hawaiian, Guamanian or Chamorro, Samoan, Fijian, Tongan, and so on.* ↴

Some other race or origin — *Print race(s) or origin(s).* ↴

→ If more people were counted in Question 1, continue with Person 2.

Aesthetic “Accuracy”? For Whom & for What? What about Ethical Accuracy...

“The primary research objective was to design and test questionnaires that would increase reporting in the OMB race and ethnicity categories, lower item non-response, increase validity and reliability of the results, and elicit reporting of detailed race and ethnic groups (AQE, 2010).”

**WHAT HAPPENED TO HOUSING
DISCRIMINATION, EMPLOYMENT
DISCRIMINATION, VOTING RIGHTS VIOLATIONS
ALONG THE COLOR LINE ??????**

Do all of these subgroups/social locations have similar health physical & mental statuses, obesity, life expectancy, experience with law enforcement, when looking for an apartment/mortgage, interacting with health professionals in ER, in schools vis-à-vis tracking/discipline, airport, immigration officials, etc.? See Hogan 2017; Saenz & Morales 2015; López et al. 2017

Hispanic Origin in U.S. (*National Average 2010 Census; Source: Ennis et al. 2011)	White (53%*)	Some Other Race (37%*)	Black (3%*)
Mexican, Mex. Am., Chicano	53%	40%	1%
Puerto Rican	53%	28%	9%
Cuban	85%	6%	5%
Dominican	30%	46%	13%
South American	66%	25%	1%

NOTE* 13% OF HISPANIC ORIGIN RESPONDENTS LEAVE RACE QUESTION BLANK; ONLY 1% Am. Indian

Challenge 2010 Census: Only 1% of Latinx Identify as Native American / “Indígena de las Américas”



90% of Enslaved African people in Latin America & Caribbean, YET only 3% of Latinos Identify as Black in 2010
No “Brown” Category on Census

See Tedex en Español Video Talk, Dr. Nancy López, race.unm.edu
On importance of an accurate count in light of the citizenship question
and street race/race=/=origin

8 **Is this person a citizen of the United States?**

Yes, born in the United States → *SKIP to question 10a*

Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

Yes, born abroad of U.S. citizen parent or parents

Yes, U.S. citizen by naturalization – *Print year of naturalization* ↙

No, not a U.S. citizen

WHAT IS THE POLITICAL CONTEXT POST CIVIL RIGHTS MOVEMENT?

***** 1970 word “color” erased *****

- mid-1970s, National Advisory Committees (NAC) established
- **Until 2010 Census five separate committees advised the Census**
- 2012 National Advisory Committee (32 members)
- **2010/ 2015 AQE/NCT Testing formats that eliminate the word “race”**
- **Testing not consider a single structural social inequality**
- Dismissal of decades of research on color line
- **2018 Citizenship question added to 2020 Census**
- **2020 Question Form Links Nationality to “races”!?!#!!**

**Book: *Racism Without Racists:*
Colorblind Racism in Post Civil Rights Era (Bonilla-
Silva 2009)**

- **Dismantling of Voting Rights Act**
- **Attacks on Race Data for Housing Discrimination**
- **Supreme Court cases against K-12 desegregation and race sensitive programs in Higher Education**
- **Bill to Delete “non citizens” from apportionment**
- **Citizenship Question Added (Vulgar/Perverse Rearticulation of Civil Rights)**

Transparency Phenomenon?

(See Flagg quoted in Haney-López)

Whether in Latin America/Caribbean/Spain
or in the U.S. there is a preponderance of
interdisciplinary research evidence on how the
COLOR LINE shapes access opportunity structure in
Latinx communities/families/society;
Ignoring that reality will not help advance equity in
voting, housing, employment, criminal justice, etc.

*****PRIVILEGE BLINDS*****

**HOW WILL YOU IMPROVE
DEMOGRAPHIC DATA COLLECTION AND
ANALYSIS FOR EQUITY BASED POLICY
MAKING AND PRACTICE**

CLASS ORIGINS (AT AGE 16):
Parental Educational Attainment
Parental Occupation
Household Income

Individual and Household Net Worth (Assets-Debt)

CURRENT INDIVIDUAL CLASS STATUS:
Educational Attainment

Occupation

Individual and Household Income
Individual and Household Net Worth (Assets-Debt)

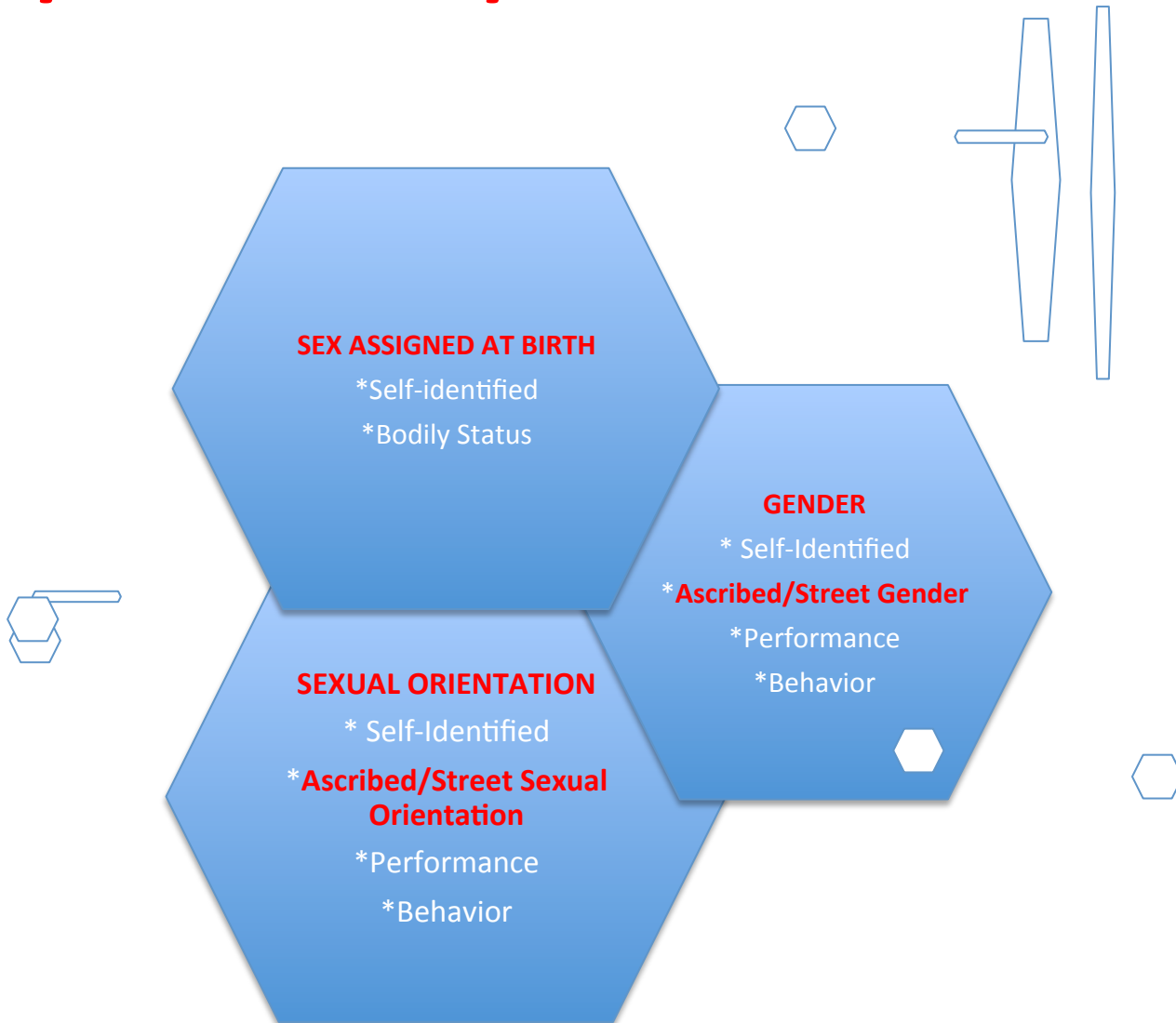
**What's Your
SOCIAL CLASS?**

Power
Social Networks/Social Capital
Social Honor and Prestige

Partner SES & Networks
Partner Educational Attainment
Parental Occupation
Individual and Household Income
Individual and Household Net Worth (Assets-Debt)

NEED MULTIDIMENSIONAL DATA

Sex≠/≠Gender≠/≠Sexual Orientation



How we measure race matters...

National Latino Health & Immigration Survey

STREET RACE QUESTION (N=1,493)

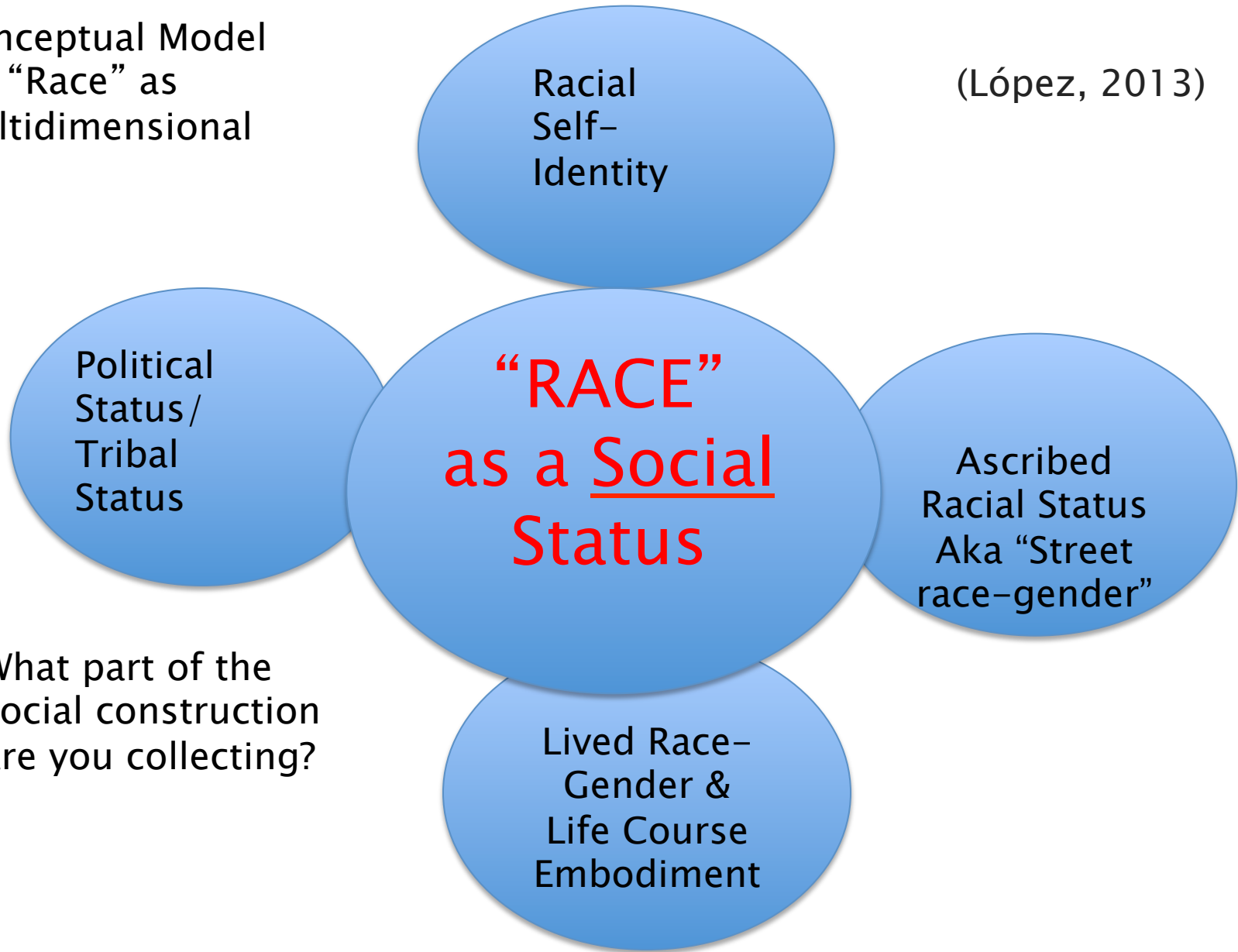
[\(López et al. 2017, *Sociology of Race and Ethnicity*\):](#)

If you were walking down the street, what race do you think other Americans who do not know you personally would assume you were based on what you look like?

- White (N=287).....1
 - Black (N=52).....2
 - Asian American (N=29).....3
- Native American/American Indian (N=27).....4
 - Hispanic or Latino (N=597).....5
 - Mexican (N=317)6
 - Middle Eastern/Arab (N=51).....7
- Some other race (record what they say) (N=60).....8
 - Don't know.....88
 - Refused.....99

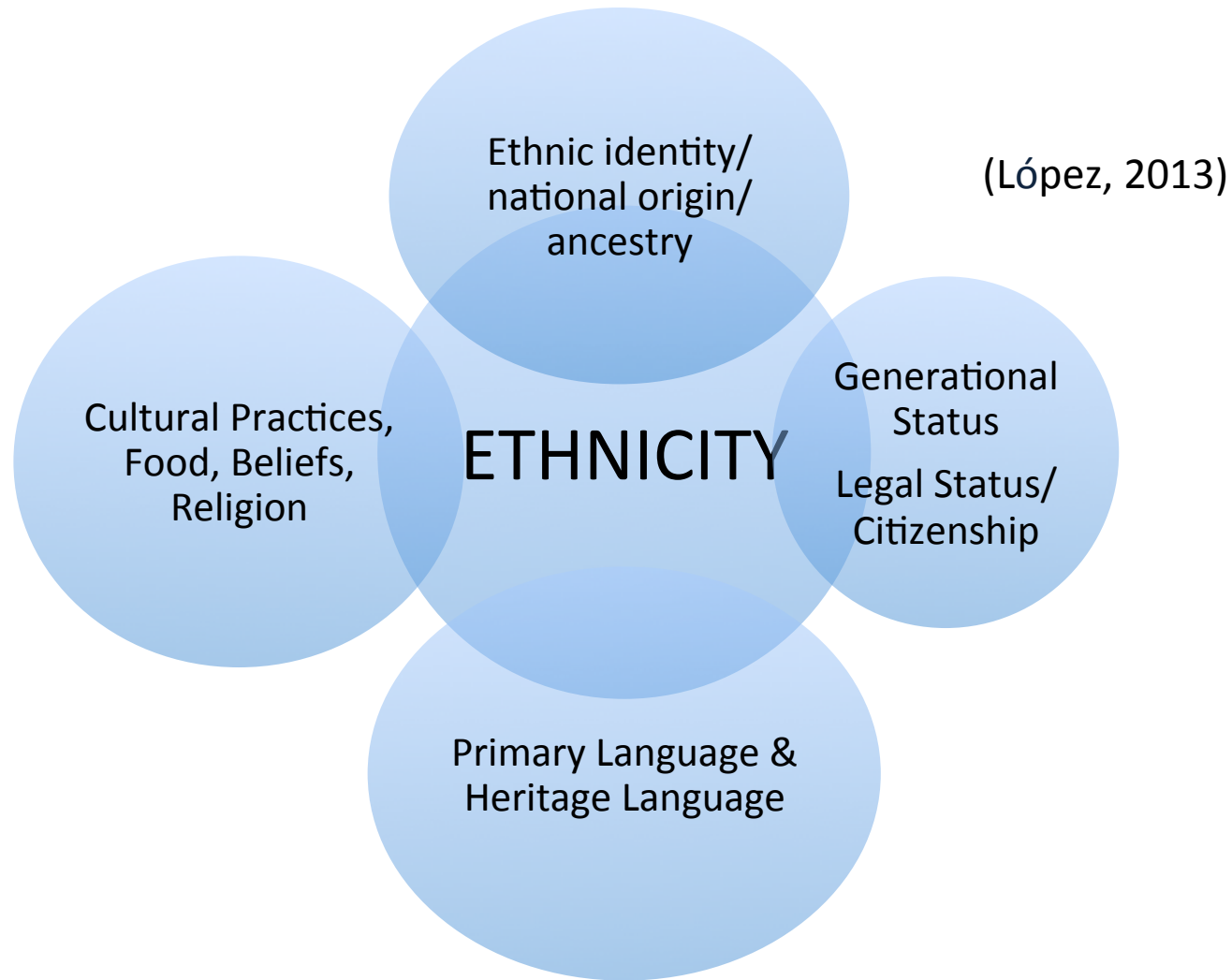
Conceptual Model
for “Race” as
Multidimensional

(López, 2013)



What part of the
social construction
are you collecting?

Multidimensional Ethnicity



WHAT'S YOUR ONTOLOGY? RACE OR COLOR
IS NOT ETHNICITY, NATIONALITY, DNA...



**RACE/COLOR/STREET RACE (LIKE GENDER) IS A
MASTER SOCIAL STATUS**

CENSUS 2030? NEVER LINK NATIONALITIES TO RACE!!!

CENTER THE COLOR LINE AND CIVIL RIGHTS USE

1. **Hispanic Origin: Are you of Hispanic, Latino or Spanish origin?** (check all that apply)

No, not of Hispanic or Latino origin

Yes, Mexican, Mexican American, Chicano

Yes, Puerto Rican

Yes, Cuban

Yes, another Hispanic, Latino or Spanish Group (e.g. Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, etc.) SPECIFY GROUP (S): _____

2. **Race: What is your race?** (Please check only one; Note: this question is used to detect if there is discrimination and civil rights violations in voting rights, housing, employment, education, etc. along the color line. Think about if you were walking down the street what race do you think others who do know you?)

_____ White (Non Hispanic/Latina/o/x)

_____ Black, African American, or Negro (Non Hispanic/Latino/a/x)

_____ American Indian or Alaska Native (Non Hispanic/Latino/a/x): Write NAME OF ENROLLED TRIBE: _____

_____ Asian or Asian American (Non Hispanic/Latino/a/x) Write NAME OF NATIONAL ORIGIN: _____

_____ **Hispanic/Latina(o) White**

_____ Hispanic/Latina(o) Afro-Latina(o)/Black

_____ **Hispanic/Latina(o) Mestiza(o)/Brown**

_____ **Hispanic/Latina(o) Indígena / Indigenous Pueblo of Latin America/Brown**

_____ Middle Eastern / Arab/Brown (Non Hispanic/Latino/a/x) Write NAME OF NATIONAL ORIGIN: _____

_____ Some other Race: (Please write in: _____)

3. **Ancestry: What is your ethnicity, national origin (s) or distant ancestry?** (Write in: _____ For example: German, Haitian, Italian, Arab, Chinese, Somali, Italian, etc.) ****ALREADY ON Am. Comm. Survey**

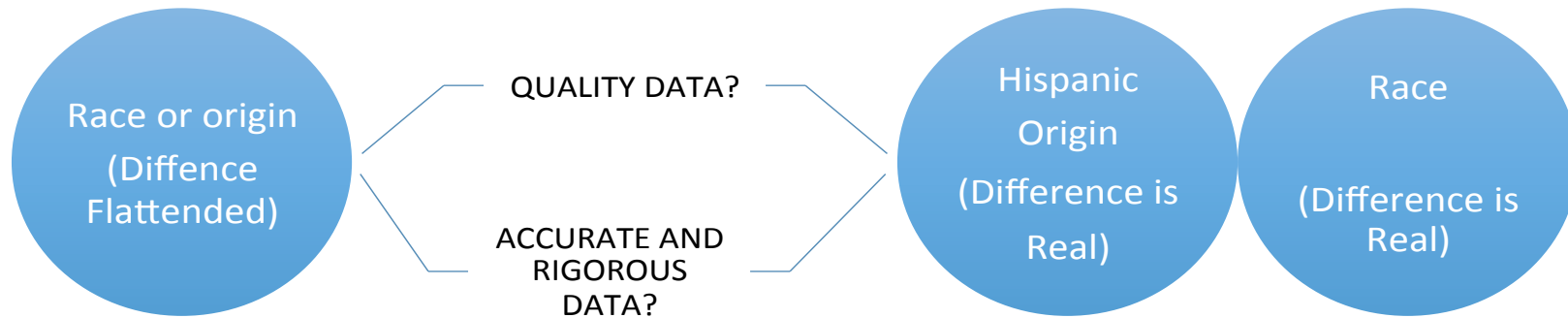
4. **Generational Status:** Would capture place of birth of parents (e.g., place of birth =/=race)

(Last time 1980 Census)

Who has the power to frame the narrative, research and praxis?

Who will win the “ontological contests”?

What about the color line & inequalities?



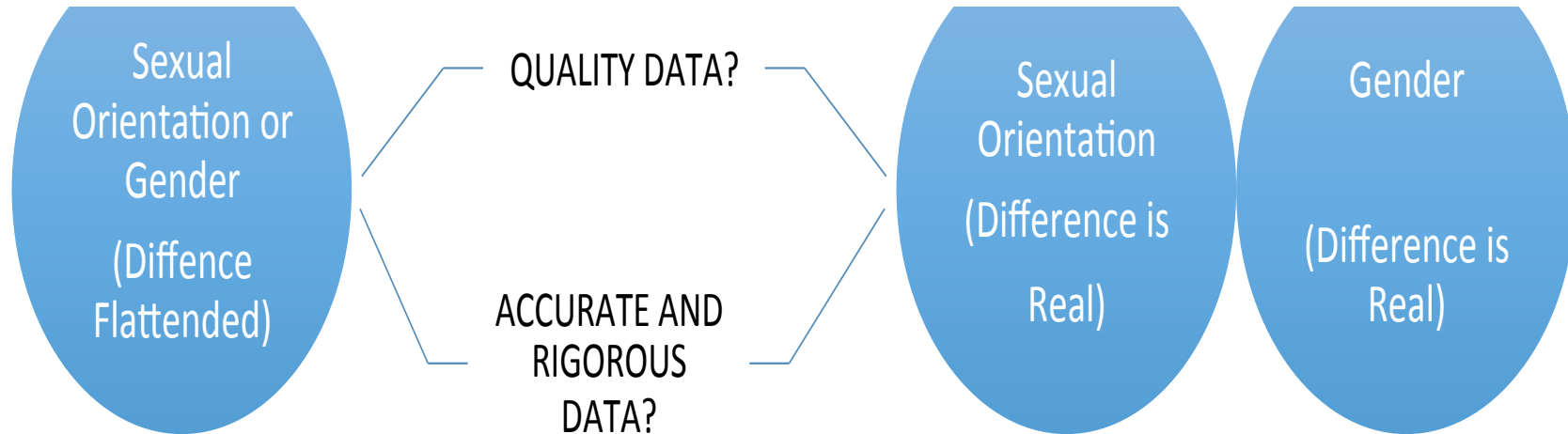
Will the existing and vast interdisciplinary social science evidence base documenting the color line and social inequalities prevail?

Where is the Latinx leadership? Embrace the discomfort!!!

“Latinx fragility”? Visible discomfort about facing the reality of the color line and racialized social inequality within our communities?

(See DiAngelo 2011 on **white fragility; Vidal-Ortiz, 2005; Bonilla-Silva & Glover 2005; Telles 2014; Sue 2013 on **“everyday wounds of color”** and **internalized racism** within Latinx families and communities).**

Appears that Interagency Committee on Sexual Orientation and Gender (SOGI) took a position **AGAINST** Flattening



WILL LATINX ORGANIZATIONS, SCHOLARS AND COMMUNITIES ORGANIZE TO CHANGE THE NARRATIVE?

ACTION: REQUEST MORATORIUM ON ANY CHANGES MAY BE NECESSARY UNTIL SOCIAL OUTCOMES FOR VULNERABLE COMMUNITIES ARE CENTERED CIVIL RIGHTS USE THOROUGHLY EXAMINED; MAKE THE INVISIBLE VISIBLE: COLLECT DATA ON THE COLOR LINE IN LATINX COMMUNITIES

AN INVITATION: CALL TO ACTION

What will you do with your “intersectionality lens”?

******Current 2020 Census & Planning 2030 Census******

- **Cultivating Fierce Solidarity, Alliances & Bridging Internal Divisions**
- **Moratorium & Legislation on any changes to question format (no citizenship; no linking nationalities to race)**
- **Decision based Rigorous Intersectional Interdisciplinary Research Evidence Base on the Color Line for next testing (not just Census neoliberal tests)**
- **Grassroots Organizing at Local Level for Social Justice Transformative Liberatory Curriculum & Pedagogy:**
 - **Critical Race Intersectional Latinx Studies P-20 (More info: race.unm.edu, “ethnic studies”)**

Persona 6

Nombre Inicial

Apellido(s)

2. ¿Vive o se queda esta persona habitualmente en algún otro lugar? Marque *X* todas las que correspondan.

- No
- SI, para ir a la universidad
- SI, por un destino militar
- SI, por un empleo o negocio
- SI, en un hogar de ancianos o nursing home
- SI, con el padre, la madre u otro parente
- SI, en una vivienda de temporada o segunda residencia
- SI, en una cárcel o prisión
- SI, por alguna otra razón

3. ¿Cómo está esta persona relacionada con la Persona 1? Marque *X* UNA casilla.

- Esposo(a) del sexo opuesto
- Pareja no casada del sexo opuesto
- Esposo(a) del mismo sexo
- Pareja no casada del mismo sexo
- Hijo(a) biológico(a) o de sangre
- Hijo(a) adoptivo(a)
- Hijastr(o)
- Hermano(a)
- Padre o madre
- Nieto(a)
- Suagro(a)
- Yerno o nuera
- Otro pariente
- Recomendado o compañero(a) de casa
- Hijo(a) foster
- Otra persona que no es parente

4. ¿Cuál es el sexo de esta persona? Marque *X* UNA casilla.

Masculino Femenino

5. ¿Cuál es la edad de esta persona y cuál es su fecha de nacimiento? Para bebés menores de un año, no escriba los meses de edad. Solo escriba 0.

Edad en años años

Fecha de nacimiento: Mes Día Año de nacimiento

→ NOTA: Por favor, conteste la Pregunta 6 sobre origen hispano Y la Pregunta 7 sobre raza. Para este censo, origen hispano no es una raza.

6. ¿Es esta persona de origen hispano, latino o español? Marque *X* una o más casillas Y escriba los orígenes.

- No, no es de origen hispano, latino o español
- SI, es mexicano, mexicanoamericano, chicano
- SI, es puertorriqueño
- SI, es cubano
- SI, es de otro origen hispano, latino o español - Escriba, por ejemplo, salvadoreño, dominicano, colombiano, guatemalteco, español, ecuatoriano, etc.

7. ¿Cuál es la raza de esta persona? Marque *X* una o más casillas Y escriba los orígenes.

- Blanca - Escriba, por ejemplo, alemán, irlandés, inglés, italiano, irlandés, escocés, etc.
- Negra o afroamericana - Escriba, por ejemplo, afroamericana, jamaicana, italiana, nigeriano, etíope, somalí, etc.
- Indígena de las Américas o nativa de Alaska - Escriba el nombre de la(s) tribu(s) en la(s) que está inscrito o la(s) tribu(s) principal(es), por ejemplo, Navajo Nation, Blackfoot Tribe, maya, azteca, Native Village of Barrow Inupiat Traditional Government Nome Eskimo Community, etc.

- China
- Filipina
- India asiática
- Otra asiática - Escriba, por ejemplo, pakistani, camboyano, hmong, etc.
- Vietnamita
- Coreana
- Japonesa
- Nativa de Hawái
- Samoana
- Chamona
- Otra de las islas del Pacífico - Escriba, por ejemplo, tongano, fiyano, de las islas Marshall, etc.

Algunas otras raza - Escriba la raza o el origen.

→ Si se contaron más personas en la Pregunta 1 de la primera página, continúe con la Persona 7 de la próxima página.

TEDx ABQ EN ESPAÑOL

Nancy López (Available October 2018)

1. Postal y llenar por la red / internet
2. Cuestionario por correo
3. Pueden venir a su casa

*****CONFIDENCIAL*****

NO IMPORTA SU CUIDADANÍA O SU ESTATUS MIGRATORIO

*****NO DEJES QUE NADIE ROBE SU DERECHO*****

POLICY RELEVANT RESEARCH ON COLOR LINE

2011 Symposium 2020 Census; **Grad. Certificate**, UNM

Institute for Study of "Race" & Social Justice (race.unm.edu)



RACIALIZED GENDER SOCIAL DETERMINANTS OF HEALTH

(1) Lived race-gender

- everyday experiences related to one's intersecting ascribed racial and gender social status in society
- Requires examining unearned privileges or disadvantages related to one's social location

(2) Racialized-gendered pathways of embodiment

= cumulative and life course effect of everyday microaggressions and impact of racialized-gendered contexts in shaping health status outcomes

Autoethnographic Reflections ...

- **1. Race-Gender Profiling & Gallstones**
- **2. “Pregnant While Black”: Mammy, Jezebel, Welfare Queen Controlling Images**
- **3. Postpartum Race-Gender Discrimination: Paternity Papers, “African Gene”**

- **4. AfroLatinx Dominican Born Cousin: Labeled Male at Birth Gender NonConforming Street Gender Transgender as an Adult**

(López 2013 in mapping race; See Also Zambrana et al., 2018 Toxic Ivory Tower)

National Latino Health & Immigration Survey

STREET RACE QUESTION (N=1,493)

(López et al. 2017, *Sociology of Race and Ethnicity*):

If you were walking down the street, what race do you think other Americans who do not know you personally would assume you were based on what you look like?

- White (N=287).....1
 - Black (N=52).....2
 - Asian American (N=29).....3
- Native American/American Indian (N=27).....4
 - Hispanic or Latino (N=597).....5
 - Mexican (N=317)6
 - Middle Eastern/Arab (N=51).....7
- Some other race (record what they say) (N=60).....8
 - Don't know.....88
 - Refused.....99

Table 1: Summary Statistics : RWJF National Latino Health and Immigration Survey-2015

Variable	Mean	Standard Deviation	Min	Max
Self-Rated Physical Health	0.43	0.50	0	1
Self-Rated Mental Health	0.60	0.49	0	1
Self-Reported White Race	0.45	0.50	0	1
Ascribed as White	0.14	0.35	0	1
Street-Race: White	0.22	0.41	0	1
Street-Race: Latino	0.46	0.50	0	1
Street-Race: Black	0.04	0.20	0	1
Street-Race: Arab	0.04	0.19	0	1
Street-Race: Mexican	0.24	0.43	0	1

HYPOTHESES

- I. Physical and mental health status differs by self-classified, ascribed, and street race.**

- II. Latinas and Latinos who report their street-race as white will report optimal physical and mental health.**

- III. Street race will impact health inequities differently by gender.**

Data Analytic Technique

Logistic Regressions:

Where:

Dependent Variables (Health):

“How would you rate your overall _____ health -- excellent, very good, good, fair, or poor?”

- 1. Self-Rated Physical Health:** *(0= Good, Fair, Poor, 1= Very Good & Excellent)*
- 2. Self-Rated Mental Health:** *(0= Good, Fair, Poor, 1= Very Good & Excellent)*

Independent Variables:

X_1 = Race Categories (Self-Reported, Ascribed, Street-Race)

Lived-Experience Variables:

X_2 = Social Demographic Factors

X_3 = Cultural Factors

Summary

First attempt to understand how Latina/os feel they racialized at a local level (on the street)

- Hypothesis I. Physical and mental health status differs by self-reported, ascribed, and street race.
- Self-rated physical health (embodied climate?)
- Self-Reported white report optimal health
- Self-rated mental health (embodied climate?)
- Street race white and self-reported white report optimal health

Summary

- Decomposing Street Race
- Hypothesis II. Latinas and Latinos who report their street-race as white will report optimal physical and mental health.
- **Self-rated physical health (embodied climate?)**
- Mexicans are less likely to report optimal health
- **Self-rated mental health (embodied climate?)**
- Middle Eastern/Arab are less likely to report optimal health

Summary

- **Decomposing Street Race by Gender**
- **Hypothesis III. Street race will impact health inequities differently by gender.**

Self-rated physical health

- **Mexican women are less likely to report optimal health, Latino males are more likely to report optimal health**

Self-rated mental health

- **Middle Eastern/Arab men are less likely to report optimal health, Latino men are less likely to report optimal health.**

Next steps linking to discrimination

Street Race: Measuring Discrimination Among Latinas and Latinos in the U.S. for Advancing Health Justice

Vargas, López, Juárez & Bettez, in progress

- **Preliminary Findings: Latinx Street Black & Arab**
 - Report highest levels of discrimination in stores, police, housing, etc.
 - Next steps Disaggregate by gender

STREET GENDER

If you were walking down the street, how would other Americans who do not know you personally identify your gender? Would you say:

- ____ Woman
 - ____ Man
 - ____ Transgender
 - ____ Other? Write in: _____
-
- *Included in NM Social Determinants of Health Survey- need larger Ns and mixed methods – qual/quant.*

DATA IMPLICATIONS

1. build a data infrastructure for intersectional knowledge projects;
2. new empirical measures:
 - “street race”
 - “street gender”
 - “street sexual orientation”
 - “multidimensional class”

Wish List for Future Health Infrastructure: BRFSS Reactions to Race Module

- Created by Dr. Camara Jones
- Why is this module “optional” and not standard measure in all national Behavioral Risk Factor Surveillance surveys
- 2002 Reactions to Race Module Preliminary analysis conducted by Dr. Edward Vargas, Arizona State University

2002 NM Reactions to Race

Preliminary Results to Question # 1

Self-Identified Race	Socially Defined or Ascribed Race/ Perceived as White
White	98%
Multiracial	54%
Some Other Race	36%
Hispanic	15%
Native American	6%
Asian or Black	0%

Reactions to Race Question #2:

- *How often do you think about your race?
Would you say never, once a year, once a month, once a week, once a day, once an hour, or constantly?*
- 2002 BRFSS: Once a day, once an hour, Constantly = 46% Native American; 33% Blacks; 33% Asian; 25% Hispanics; 5% of Whites
- See Helms, 2013; Zaal & Fine, 2008; Jones et al., 2008

Reactions to Race Question #3:

- *Within the past 12 months at work, do you feel you were treated worse than, the same as, or better than people of other races?*
- *2002 BRFSS Worse: 15% Black; 14% Native American; 9% Hispanic; 7% Asian; 5% White*
- *See Goosby & Heidbrink, 2013; Gravlee, 2009; López, 2003; Roberts, 1994*

Reactions to Race Question #4:

- *Within in the past 12 months, when seeking health care do you feel your experiences were worse than, the same as, or better than for people of other races?*
- *2002 BRFSS Worse: 15% Black; 7% Native American; 5% Hispanic; 2% White*
- *See Bridges, 2012; Hoberman, 2012; LaVeist-Ramos et al., 2012; López, 2013*

Reactions to Race Question # 5:

- *Within the past 30 days, have you experienced any physical symptoms, for example a headache, an upset stomach, tensing of your muscles, or a pounding heart, as a result of how you were treated based on your race?*
- *Note: Not included in the 2002 BRFSS*
- Krieger, 1990; Lauderdale, 2006; Goosby & Heidbrink, 2013; Richardson et al., 2011

Reactions to Race Question # 6:

- *Within the past 30 days have you felt emotionally upset, for example angry sad or frustrated, as a result of how you were treated based on your race?*
- *Note: Not included in 2002 BRFSS*
- See Williams, 2012; Zaal et al., 2007; Sue, 2007; Feagin & Sikes, 1994; Vidal-Ortiz, 2004; Wang, 2006

Making the Invisible Visible: Race-Gender-Gaps in Higher Education

- What are race-gender-class achievement gaps in six-year graduation rates and developmental course taking at a major public university in the American southwest over the period 2000 -2015
 - Binder and Ganderton (2004) study on broad merit-based lottery scholarships
 - Many state funding formulas in the US assume PELL status is a proxy for racialized “achievement” gap—not assumed for gender gap
 - Race-gender-class gaps are invisible in current policy conversations
 - Research for social justice policy and practice (praxis-action and reflection)

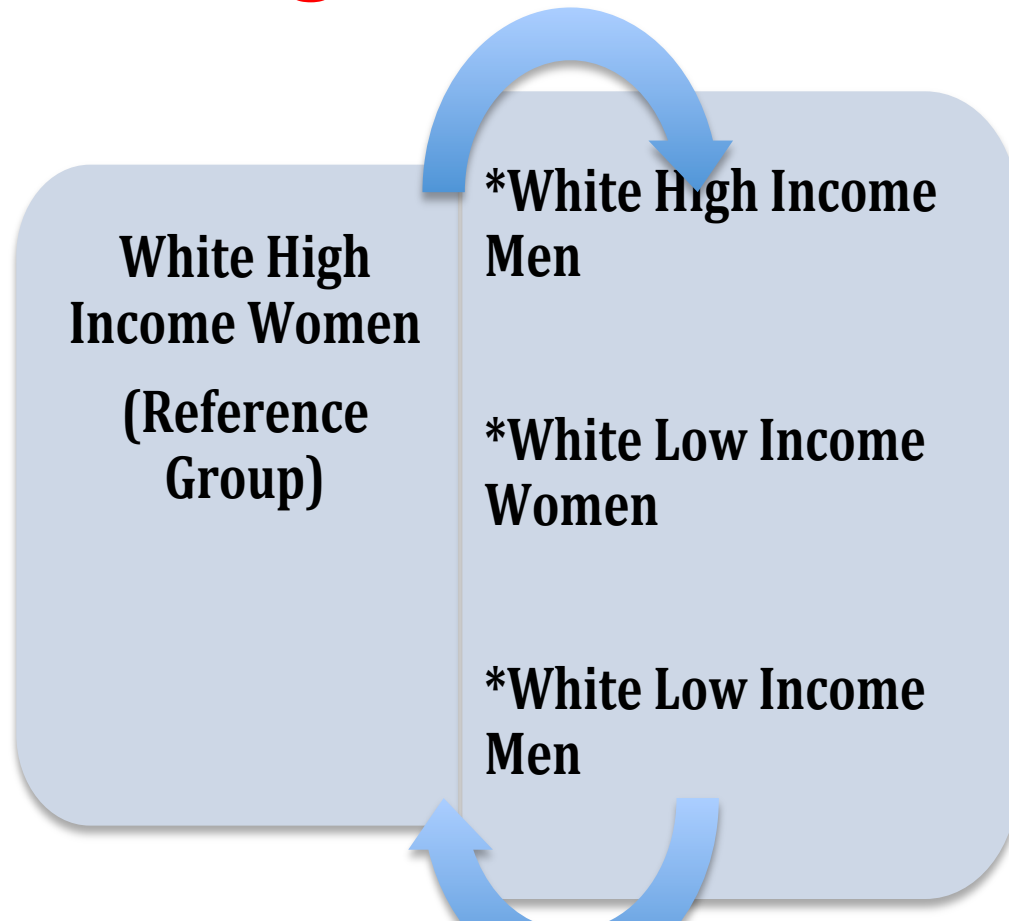
Intersectionality Race-Gender-Class and Higher Education

- UNM Interdisciplinary Research Team

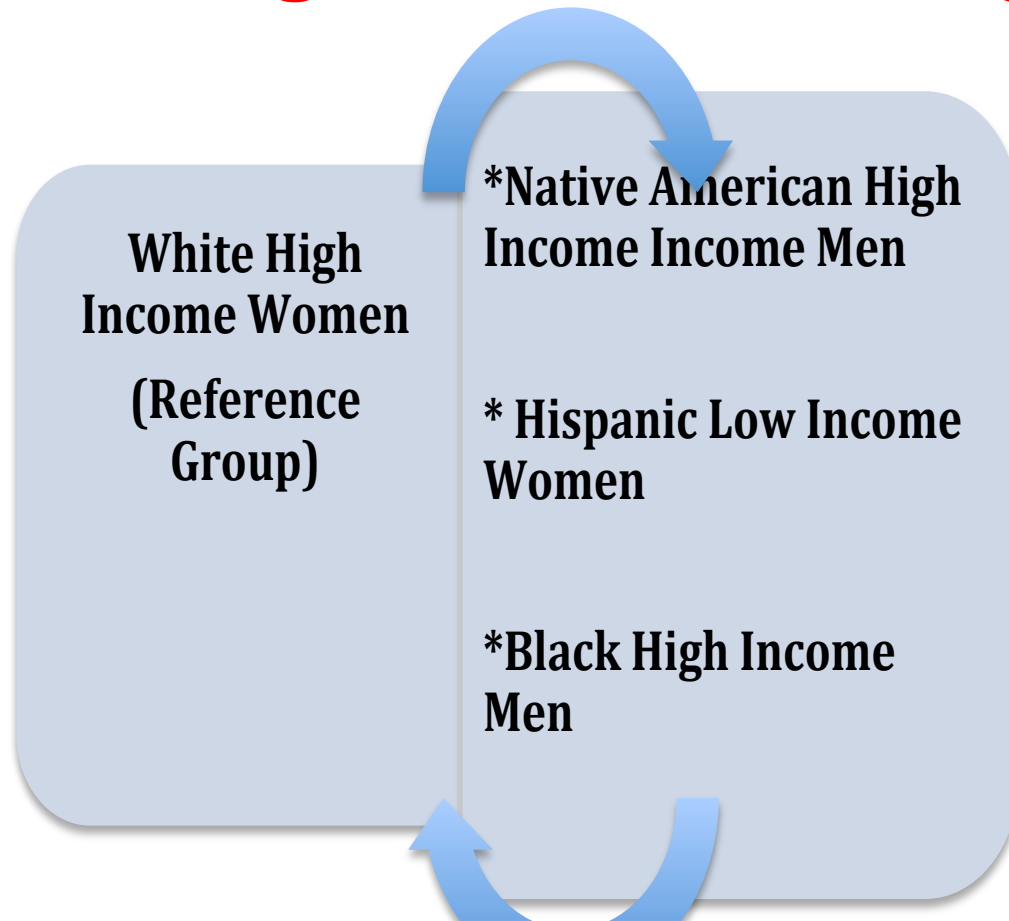


- Article “Making the Invisible Visible” published in *Race, Ethnicity and Education* (López et al., 2017)
- For more information visit the Institute for the Study of “Race” and Social Justice at race.unm.edu

Dynamic Centering of Difference and Relationships of Power in Systems of Privilege & Disadvantage



Dynamic Centering of Difference and Relationships of Power in Systems of Privilege & Disadvantage



“QuantCrit”: Opportunity for Conceptual Clarity and Transparency

- From Zuberi (2001) book: *Thicker than Blood: How Racial Statistics Lie*
 - “The conceptualization of race is fundamental to all subsequent use of racial data.”
 - “Studies should not rely on a decontextualized racial identity. It is, in fact, this decontextualization that has leads to racial reasoning.”

Radical Contextualization of a Southwestern State

- Majority Minority State – A Case Study of Settler Colonialism (Gómez, 2007; Nakano-Glenn, 2015)
- Among the highest poverty rates for children in the country:
 - 59% of Native American
 - 25% of Hispanic
 - 20% of Black
 - 10% of White
- 4% of Whites living in the state have less than a high school education, compared to 24% of Hispanics

Data

- Cross-sectional data on all full-time, first-time fall enrollees
- Data from 1980-2015
 - Graduation data from 2000 – 2008 (n = 6,427)
 - Developmental course taking data from 2000 – 2015 (n = 13,953)
- Socio-demographic information
 - Race, ethnicity, family income, gender
- High school information
 - Type and location, GPA, standardized test scores

Data (Con't)

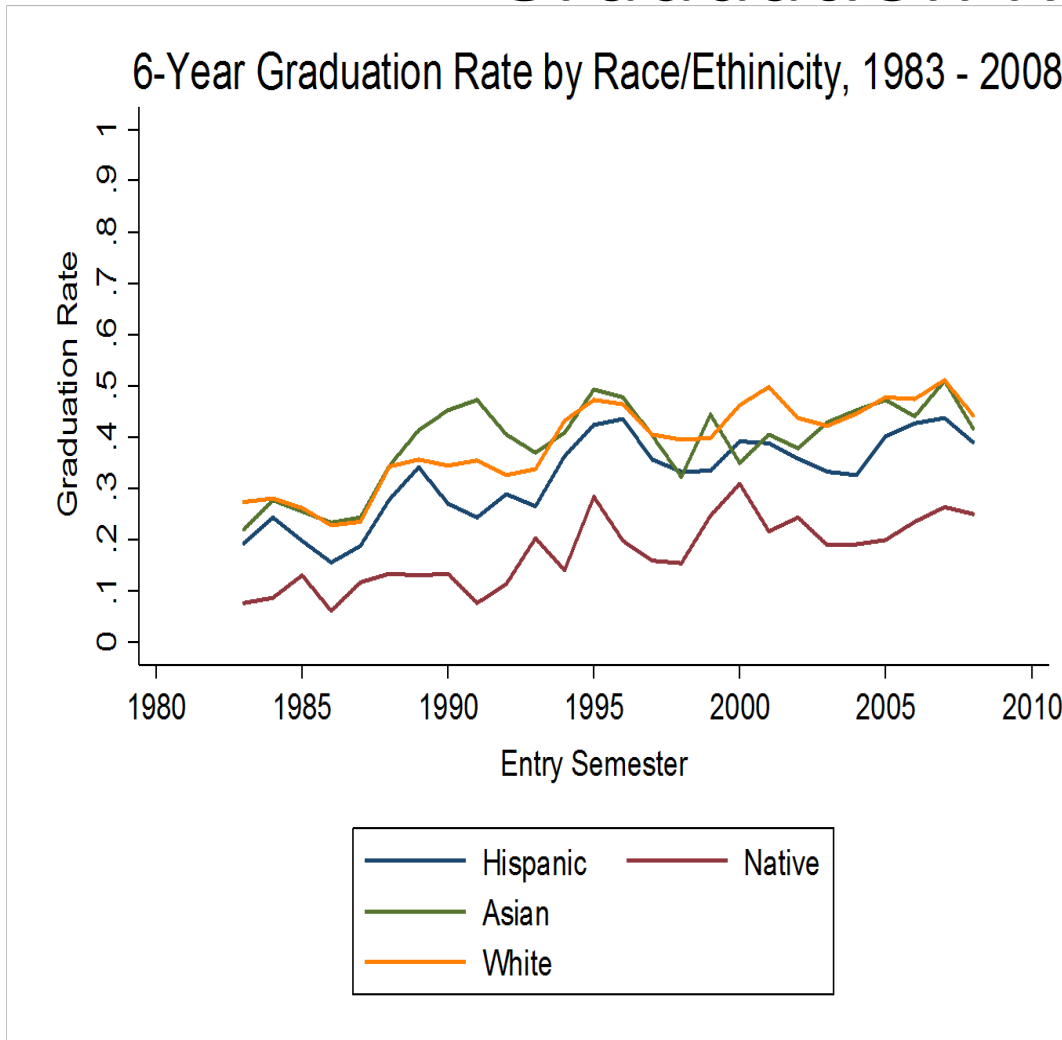
- College information
 - Developmental course taking, date of graduation
- Race and ethnicity mutually exclusive
 - 5 race-ethnicities, 2 genders, 2 class indicators
 - $5 \times 2 \times 2 = 20$ unique social locations
- Sample limited to in-state matriculants
- Sample limited to top and bottom income quartiles
- Missing many (~40%) self-reported family incomes from FAFSA

Table 1. Descriptive Statistics

Variable	2000-2008	2000-2015
Graduated within 6 Years	.406	-
Remedial English	.294	.268
Remedial Mathematics	.326	.301
Any Remedial	.431	.397
Female	.582	.577
White	.406	.371
Black	.030	.024
Hispanic	.444	.499
American Indian	.069	.058
Asian	.050	.047
Low-Income	.539	.498
Observations	6,427	13,953

- In recent years the student body has: become less white, more Hispanic, less low-income, taken fewer remedial (developmental) courses.
- What has happened to graduation rates over time?

Figure 1. Trends in Six-Year Graduation Rates



- The graduation achievement gap appears stable over time when just considering race-ethnicity
- Graphics such as these oversimplify the complex landscape of inequality in higher education

Results

Variable	Marginal Effect		Standard Error	Cell Size
White, High-Income Women (Base)	-	-	-	869
White, Low-Income Women	-.142	***	.026	594
White, High-Income Men	-.137	***	.025	705
White, Low-Income Men	-.288	***	.031	440
Black, High-Income Women	-.226	***	.069	57
Black, Low-Income Women	-.185	***	.059	76
Black, High-Income Men	-.305	**	.126	18
Black, Low-Income Men	-.223	***	.077	45
Hispanic, High-Income Women	-.033		.026	599
Hispanic, Low-Income Women	-.225	***	.024	1,094
Hispanic, High-Income Men	-.172	***	.029	462
Hispanic, Low-Income Men	-.240	***	.027	699
American Indian, High-Income Women	-.093	*	.055	85
American Indian, Low-Income Women	-.396	***	.050	186
American Indian, High-Income Men	-.371	***	.072	66
American Indian, Low-Income Men	-.453	***	.066	108
Asian, High-Income Women	.0009		.071	50
Asian, Low-Income Women	-.137	***	.046	128
Asian, High-Income Men	-.211	***	.069	54
Asian, Low-Income Men	-.217	***	.055	92
Likelihood Ratio Statistic				48.23
Residual Intraclass Correlation				.025
Observations				6,427

- **Six-year graduation rates**

- Linear combinations

- Easy to interpret

- Reveals **complexity of inequality landscape**

- **Limitation:** Income only available for 42% of sample from FASFA

(López et al., 2017
In Race, Ethnicity & Education)

From Highest Disparity to No Disparity Criteria: Maximize Equity

Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015.” Special Issue: QuantCrit: Critical Race Theory and Quantitative Research Methods, *Race, Ethnicity and Education*, <http://dx.doi.org/10.1080/13613324.2017.1375185>.

Table 1. Multilevel Logistic Estimates of Probability of 6-Year Graduation by Race, Class and Gender, 2000-2008

Variables	Marginal Effects
White, High-income Women	-(Reference Group)
American Indian, Low-income Men	-.453***
American Indian, Low-income Women	-.396***
American Indian, High-income Men	-.371***
Black, High-income Men	-.305**
White, Low-income Men	-.288***
Hispanic, Low-income Men	-.24***
Black, High-income Women	-.226***
Hispanic, Low-income Women	-.225***
Black, Low-income Men	-.223***
Asian, Low-income Men	-.217***
Asian, High-income Men	-.211***
Black, Low-income Women	-.185***
Hispanic, High-income Men	-.172***
White, Low-income Women	-.142***
White, High-income Men	-.137***
Asian, Low-income Women	-.137***
American Indian, High-income Women	-.093*
Hispanic, High-income Women	-.033
Asian, High-income Women	.001

+ p<.1, * p<.05, ** p<.01, *** p<.001

FEELING JUSTICE?

- “...deep seated concern with the issues of justice, not just because they either think justice is logical or see pragmatic reasons for pursuing it, but because they *believe* that achieving it is the right thing to do ...When feelings are involved—when individuals *feel* as opposed to *think* they are committed—when those feelings are infused with self-reflexive truths as well as some sort of moral authority, actions become fully politicized (Collins 1998:244).”

What will you do with your intersectional lens?

DATA COLLECTION: Do you collect intersectional data ? First generation college? Disability?

Gender? Sexual Orientation? Hispanic origin? Race?

– **HIRING: Do you have a preferred criteria on equity and inclusion and student success and community engagement?**

---**GRADUATION REQUIREMENT/ACCREDITATION: How can you institute a course U.S. & GLOBAL DIVERSITY: JUSTICE AND EQUITY**

– **CURRICULUM: How can you offer a course on (* = ungrad./grad. credit) Intersectionality: Race, Gender, Class and Health Policy**

– **CONFERENCE: How can you include a panel/paper on intersectionality and midwifery**

– ***INVITE* 2/8/19-2/9/19 Population and Policy Conf in Hotel Albuquerque ABQ sponsored by UNM Geospatial (Abstract-10/31)**

Transformational Intersectional Capital

(TIC), López, in progress...

- refers to ***deep, visceral and on-going self-reflexivity*** about one's own values, identity, emotions, social structural location over the life course within intersecting systems of power, privilege, oppression and resistance
- involves ***embracing the discomfort about one's privilege and potential sites of resistance in intersecting systems of oppression and opportunity structures for social justice praxis***
- **visible and cumulates at micro, meso, macro-levels**
 - Builds on Collins-Matrix of Domination; Bonilla-Silva-Colorblind Racism Frames; Omi & Winant-Racial Formation; Feagin-Systemic Racism; McCall-Complex inequality; Yosso-CRT Cultural Wealth/Counternarratives/Resistance Capital; Morris 2015 Liberation Capital; White Fragility-DiAngelo; Latinx Fragility-López; Class Fragility-López, etc.

Next steps ... Intersectionality as a tool for problem Solving

How can you develop and deepen your
intersectionality lens and praxis?

- Research & Practice
 - Teaching
- Community Engagement
- Improving Data Infrastructure
 - Policy

What three things will you do
in your spheres of influence?

RESOURCES FOR INDIVIDUAL AND GROUP ACTIVITIES

- RIVER OF LIFE ACTIVITY:

<https://trainings.350.org/resource/river-of-life/>

- INTERSECTIONALITY, POWER, PRIVILEGE AND RESISTANCE ACTIVITY:

<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>

- SELF-REFLEXIVITY AND INVENTORY ON SYSTEMS OF PRIVILEGE

<http://www.whatsrace.org/images/inventory.pdf>

INDIVIDUAL ACTIVITY: DRAW YOUR RIVER OF LIFE (10min) **(can be done collectively as an organization / community)**

Look at Tool for Self-Reflection on Social Location and Matrix of Domination

1. Think about your race-gender-class social location during your P-20+ experience (preschool-elementary, high school, college). What do you remember about your experience navigating power, privilege, opportunity structures, barriers and social inequalities in elementary school? Middle school? High School? College? Grad School?
2. What were some of the institutional and structural configurations of intersecting inequality (e.g., race, gender, class/parental educational attainment, disability, LGBTQ status, citizenship status, etc.) that shaped your educational opportunities and outcomes?
3. What if any public policy lessons can you draw from your experience?

*** SMALL GROUP SHARING – 20 min***

*** LARGE GROUP SHARING - 20 min***

- López, Nancy, Edward Vargas, Melina Juarez, Lisa Cacari-Stone and Sonia Bettez. 2017. “What’s Your “Street Race”? Leveraging Multidimensional Measures of Race and Intersectionality for Examining Physical and Mental Health Status among Latinxs.” *Sociology of Race and Ethnicity*.
- López, Nancy and Vivian L. Gadsden. 2017. “Health Inequities, Social Determinants, and Intersectionality.” in *Perspectives on Health Equity and Social Determinants of Health*, Kimber Bogard, et al., editors, Washington DC: National Academy of Medicine
- López, Nancy. 2013. “Contextualizing Lived Race-Gender and the Racialized-Gendered Social Determinants of Health.” Pp.179-211 in *Mapping “Race”: Critical Approaches to Health Disparities Research*, edited by Laura Gómez and Nancy López. New Brunswick, NJ: Rutgers University Press.
- Johnson, Richard Gregory III, Mario Rivera and Nancy López. 2017. “Social Movements and the Need for a Trans Ethics Approach to LGBTQ Homeless Youth.” *Public Integrity*, 19:1-14.
- López, Nancy, Christopher Erwin, Melissa Binder and Mario Chavez. 2017. “Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980- 2015.” *Special Issue: QuantCrit: Critical Race Theory and Quantitative Research Methods, Race, Ethnicity and Education*,