

**\*June 4, 2020\***

**How Does Data Contextualize How We Play in NM?  
The Value Added by Critical Race Theory (CRT) &  
Intersectionality for Social Justice Inquiry and Praxis**

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**Director & Co-Founder, Institute for Study of “Race” & Social Justice**

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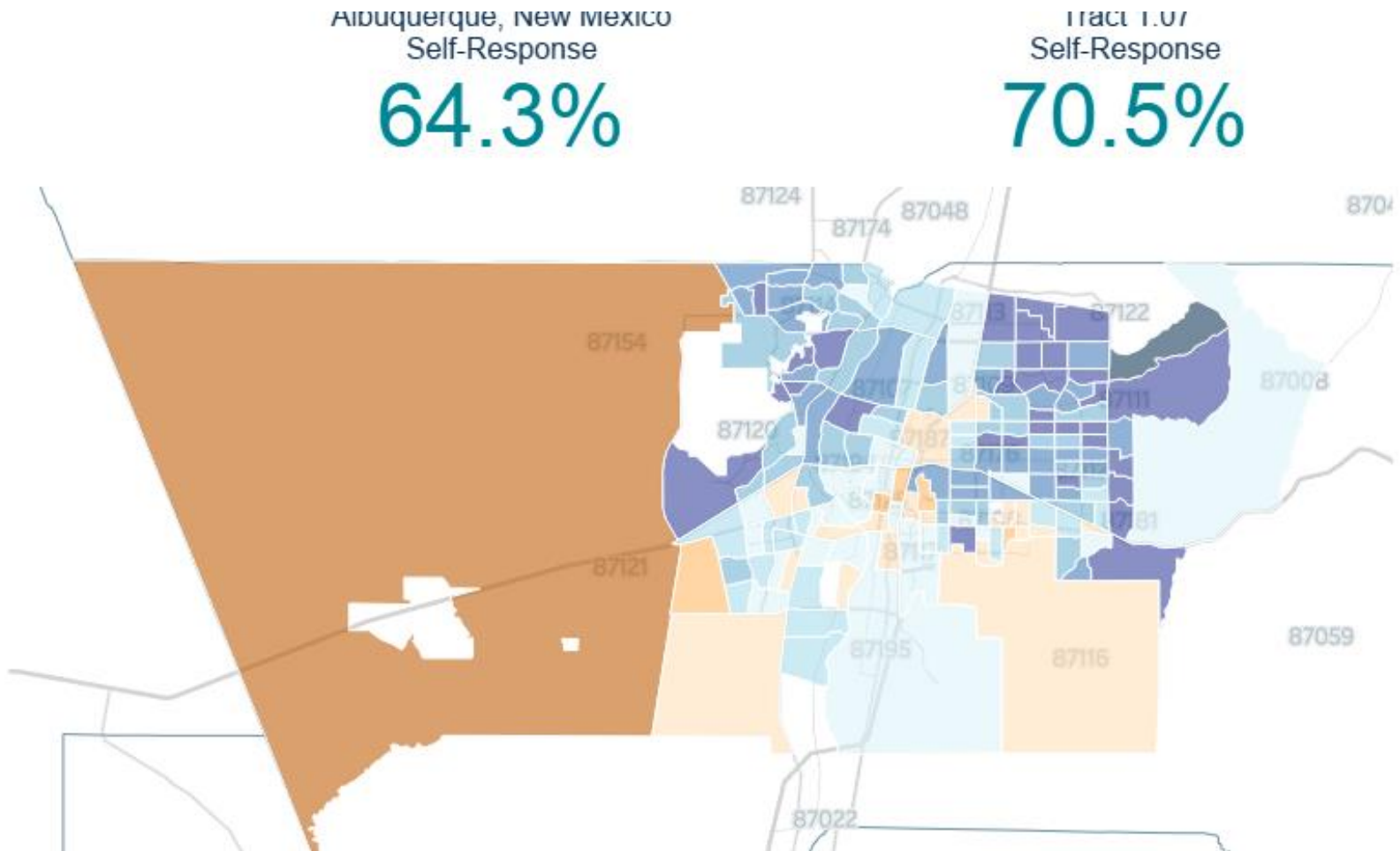
***Indigenous Territorial Land Acknowledgment (How do we walk the talk all the time? See Tuck and Yang. 2012. Decolonization is not metaphor)***

# Why is critical race intersectional lens important when looking at response rates for the 2020 Census in NM?



*"The Wall" – Augustine Romero 2013*

**2020 Census in NM (48%) vs. US (60%)**  
**Albuquerque response (64%)**  
**(dark blue high response; brown low response)...**

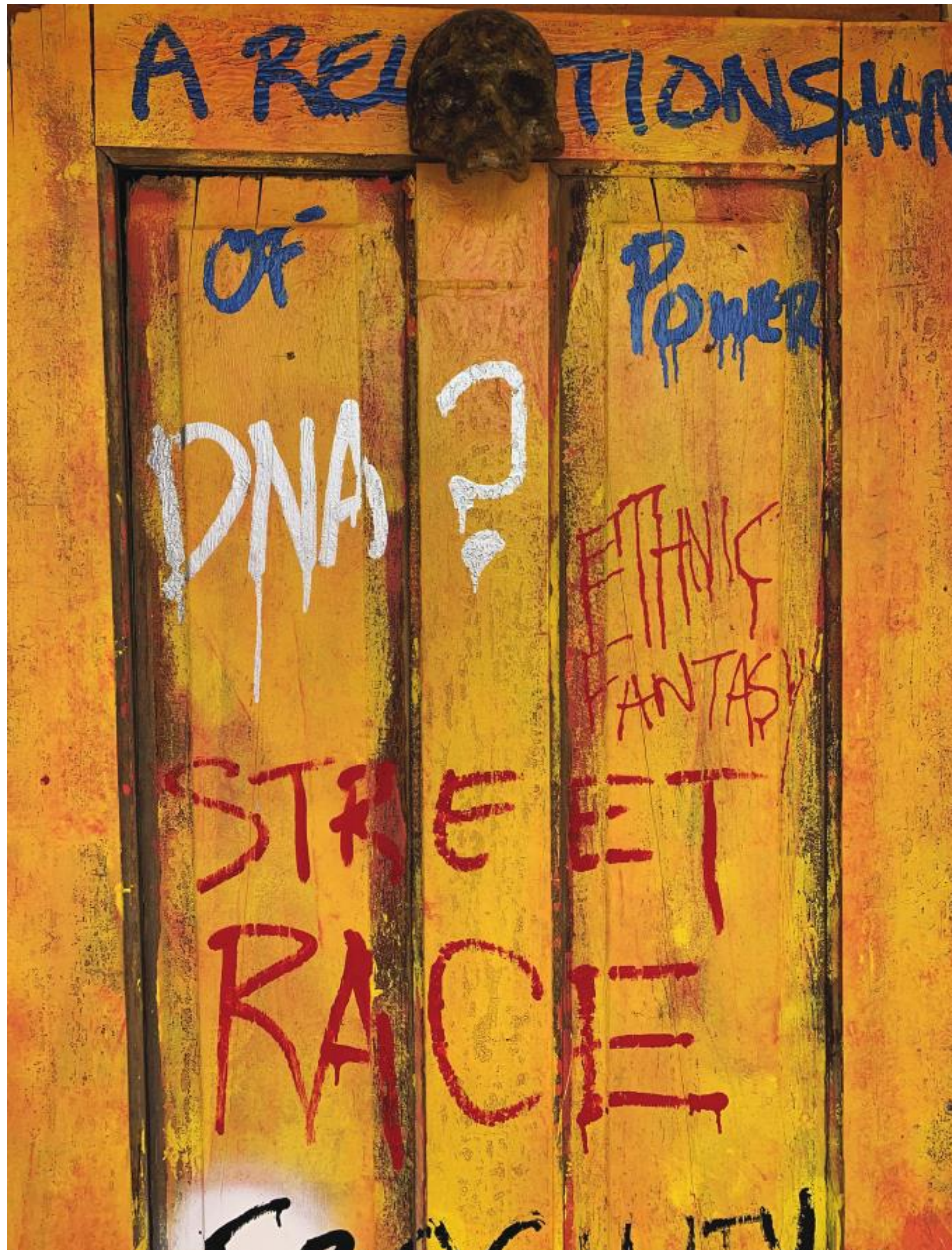


**Why aren't response rates available by race and ethnicity? 18% households haven't received**  
<https://2020census.gov/en/response-rates.html>



How can you cultivate critical reflection and action on racial justice?

More Events: [race.unm.edu](http://race.unm.edu)



# WHAT'S YOUR STREET RACE?

An outdoor video installation  
of artworks created for conversations about  
**WHAT'S YOUR STREET RACE**  
Lived experiences and relationships  
of power do shape one's reality of identity.

**Thurs. April 4, 2019 @ 7:30 pm**  
**1011 4th Street SW**  
**Albuquerque, NM 87102**

**NM**  
CENTER FOR  
REGIONAL STUDIES

**NM**  
RACE  
SOCIAL JUSTICE

[race.unm.edu](http://race.unm.edu)

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



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

# **\*CONVERSATION GOALS\***

- 1. Using Critical Race Theory & Intersectionality as New Vision and Tool for Advancing Equity Based Policy & Practice in NM**
- 2. Research & Policy Applications in Latinx Communities:**
  - a.) Census 2020 – The politics of race and ethnicity data collection, analysis and policy
  - b.) Health – What are the racialized-gendered social determinants of Health? (COVID-19)
  - c.) Education – How do we improve definition of “at risk” student?

**What are your spheres of Influence for  
Social Justice Transformations?  
An Invitation to Reflection, Dialogue, Sharing Ideas,  
On-going Critical Reflection and Action  
What three thing will you do?**

# Are we a Postracial Society?

Who benefits when our data collection system is power and color evasive? What would ethical data collection look like?

- Should we use one question to measure two concepts (race and origin)? Would you measure the following with one question:
  - Gender and sexual orientation?
  - Educational attainment and occupational status?
  - Income, occupational status and wealth?
- What is the Census afraid of? We need ethical accuracy for social justice not aesthetic accuracy for compliance only;
- Why should we mark only one race box on the 2020 Census?
- Why would it be useful to think of race as street race as a social status  $\neq$  culture  $\neq$  language  $\neq$  origin  $\neq$  ethnicity  $\neq$  ancestry  $\neq$  nationality  $\neq$  DNA
- Should we use class status as a proxy for racialized-gendered inequities? Should PELL Status be used as a proxy for “at risk” student in NM Funding Formula for Higher Education? What about zip Code  $\neq$  proxy for disadvantage or adversity (e.g., SAT Score)?



**Nancy López, *The Census Keeps Confusing Race and Ethnicity*, 2/28/18**

**54,000 downloads - The Conversation.com**

**(Republished in Salon, Associated Press, Newslea for teachers in  
K-12 Instructional Online Platform)**



**What's your street race? If you were walking down the street, what race do you think others that do not know you would automatically assume you were based on what you look like?**



# BOTH RACE AND ETHNIC ORIGIN ARE SOCIAL CONSTRUCTIONS, BUT RACE LIKE GENDER OPERATES AS

## \* MASTER SOCIAL STATUS \*

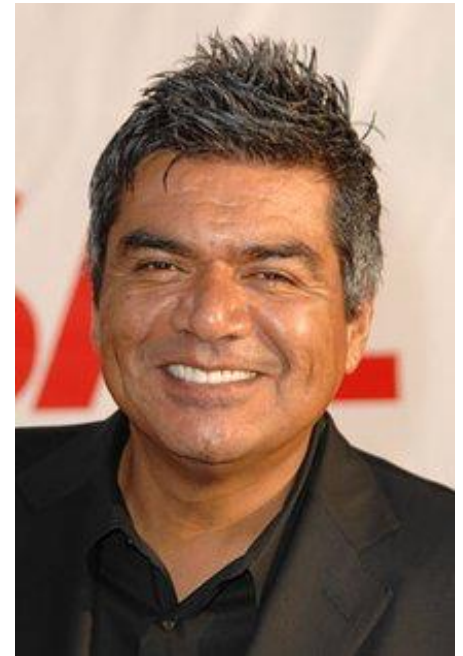
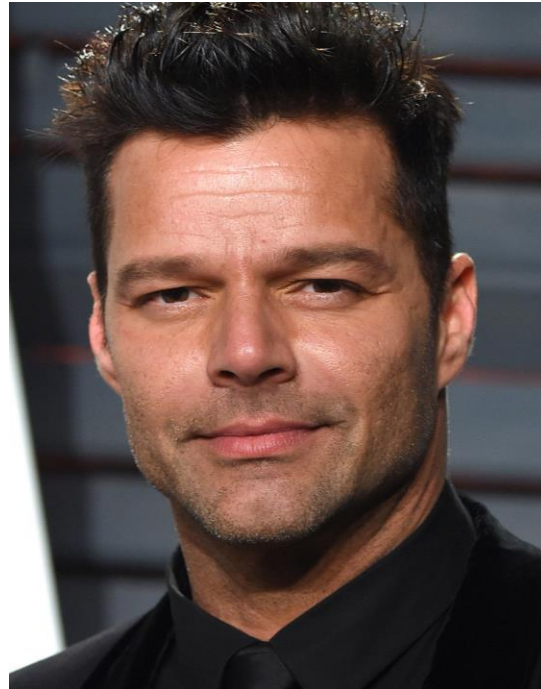
### OVERPOWERS OTHER SOCIAL POSITIONS ...

- **Racial Formation Theory**: “... it should be apparent that there is a crucial and non-reducible ***visual dimension*** to the definition and understanding of racial categories (Omi & Winant, 2015:111).”
- “**Corporeal distinctions are common**; they become essentialized. Perceived differences in **skin color, physical build, hair texture, the structure of cheekbones, the shape of nose ...** are understood as the manifestations of more profound differences that are situated within racially identified persons (Omi & Winant, 2015: 111)
- “**Racialization depends** on the meanings and associations that permit **[ocular] phenotypic associations** (Omi & Winant, 2015:112).”

# 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 ...**

# Why do you think OMB is flattening the difference between “origin” and race?

## U.S. Office of Management and Budget (OMB) Standards for Race and Ethnicity (1997)

OMB minimum categories for data on race and ethnicity for Federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:

**American Indian or Alaska Native** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Asian** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American** - A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Native Hawaiian or Other Pacific Islander** - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Source: [www.gpo.gov/fdsys/pkg/FR-1997-10-30](http://www.gpo.gov/fdsys/pkg/FR-1997-10-30)

11 2020CENSUS.GOV

Black or African-American is defined as a person having origins in any of the Black

Shape  
your future  
START HERE >



Think about the political context...

**2020 Census: Are we postracial? Why is Census asking about three different concepts in one question (race, tribal status, origin?) Who benefits when we don't have good data?**

**Separate Ethnicity Question - Hispanic Origin**

→ NOTE: Please answer BOTH Question 6 about Hispanic origin and Question 7 about race. For this census, Hispanic origins are not races.

6. Is this person of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.*

[Empty grid for printing origin]

**Separate Race Question**

**LINKS NATIONALITY TO EACH RACE BOX!!!  
CONVERGENCE OF COLORBLIND RACIST, EUGENICIST, NATIVIST RACIAL PROJECTS**

7. What is this person's race?

Mark  one or more boxes AND print origins.

White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.*

[Empty grid for printing origin]

Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

[Empty grid for printing origin]

American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

[Empty grid for printing origin]

- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> Chinese  | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian   |
| <input type="checkbox"/> Filipino   | <input type="checkbox"/> Korean     | <input type="checkbox"/> Samoan  |
| <input type="checkbox"/> Asian Indian   | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Chamorro  |
| <input type="checkbox"/> Other Asian – <i>Print, for example, Pakistani, Cambodian, Hmong, etc.</i> |                                     | <input type="checkbox"/> Other Pacific Islander – <i>Print, for example, Tongan, Fijian, Marshallese, etc.</i> |

[Empty grid for printing origin]

Some other race – *Print race or origin.*

[Empty grid for printing origin]

**Which box would you place Canadian, South African or American?**

**Linking race to nationality is the definition of racism.**



**\*\*\*Watch Census Academy Video\*\*\***

**(1 hour and 7 minutes)**

**If you mark No I'm not Hispanic origin (ethnicity) and mark Black and write in Egyptian you will be marked as "mixed race"?????**

## Collecting and Tabulating Ethnicity and Race Responses in the 2020 Census

Rachel Marks, Chief, Racial Statistics Branch

Nicholas Jones, Director & Senior Advisor, Race & Ethnicity Research & Outreach

Population Division, U.S. Census Bureau

February 2020

*Audio: Please note that you must use your telephone to dial the number and passcode below to access the audio of today's presentation*

**(888) 323-9726**

**Passcode: 5098395#**

Thank you for joining us and welcome to another one of our Census Academy webinars. Our topic

Shape  
your future  
START HERE >



# What will Census do when Latinx check multiple race boxes?

## 2020 Census Race Question

### Reporting Hispanic or Latino Responses


- People of Hispanic origin may be any race
- Responses of Hispanic origin in the race question are classified as "Some Other Race" (e.g., Latino, Mexican, Salvadoran)


### 7. What is this person's race?

Mark  one or more boxes AND print origins.

- White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc. 

Latino

- Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. 

- American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. 

Mexican

- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> Chinese  | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian   |
| <input type="checkbox"/> Filipino   | <input type="checkbox"/> Korean     | <input type="checkbox"/> Samoan  |
| <input type="checkbox"/> Asian Indian   | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Chamorro  |
| <input type="checkbox"/> Other Asian –<br>Print, for example,<br>Pakistani, Cambodian,<br>Hmong, etc.  |                                     | <input type="checkbox"/> Other Pacific Islander –<br>Print, for example,<br>Tongan, Fijian,<br>Marshallese, etc.  |

- Some other race – Print race or origin. 

Salvadoran

# Combatting Anti-Blackness ...Visibilizing Black Latin@s; **Why check One Box?**

## 2020 Census Race Question

### Reporting Hispanic or Latino Responses

- People of Hispanic origin may be any race
- Responses of Hispanic origin in the race question are classified as "Some Other Race" (e.g., Latino, Mexican, Salvadoran)
- If additional groups are reported, they are retained (e.g., Cuban and Black) along with the Hispanic (SOR) response

### 7. What is this person's race?

Mark  one or more boxes **AND** print origins.

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

Cuban

American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfoot Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

Chinese

Vietnamese

Native Hawaiian

Filipino

Korean

Samoan

Asian Indian

Japanese

Chamorro

Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.

Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.

as Black, both responses are retained. Their response is classified as both some other

# Unintended Consequence?

## Why should you resist the temptation to answer to concepts in one question?

### 2020 Census Race Question

#### Reporting Middle Eastern or North African (MENA) Responses

- People of Middle Eastern or North African origin are part of the White racial category

7. What is this person's race?  
Mark (X) one or more boxes AND print origins.

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Lebanese

Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

Egyptian

American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow (Inupiat Traditional Government, Nome Eskimo Community, etc.

Chinese  Vietnamese  Native Hawaiian

Filipino  Korean  Samoan

Asian Indian  Japanese  Chamorro

Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.

Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallan, etc.

Syrian

Therefore following the OMB standard, if someone reports they are Middle Eastern or North African





# Say what???? Aesthetic vs Authentic Accuracy

## 2020 Census Race Question

### Reporting Middle Eastern or North African (MENA) Responses

- People of Middle Eastern or North African origin are part of the White racial category
- If additional groups are reported, they are retained (e.g., Egyptian and Black) along with the MENA response

### 7. What is this person's race?

Mark  one or more boxes AND print origins.

White – Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.

Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.

Egyptian

American Indian or Alaska Native – Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfoot Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.

Chinese  Vietnamese  Native Hawaiian

Filipino  Korean  Samoan

Asian Indian  Japanese  Chamorro

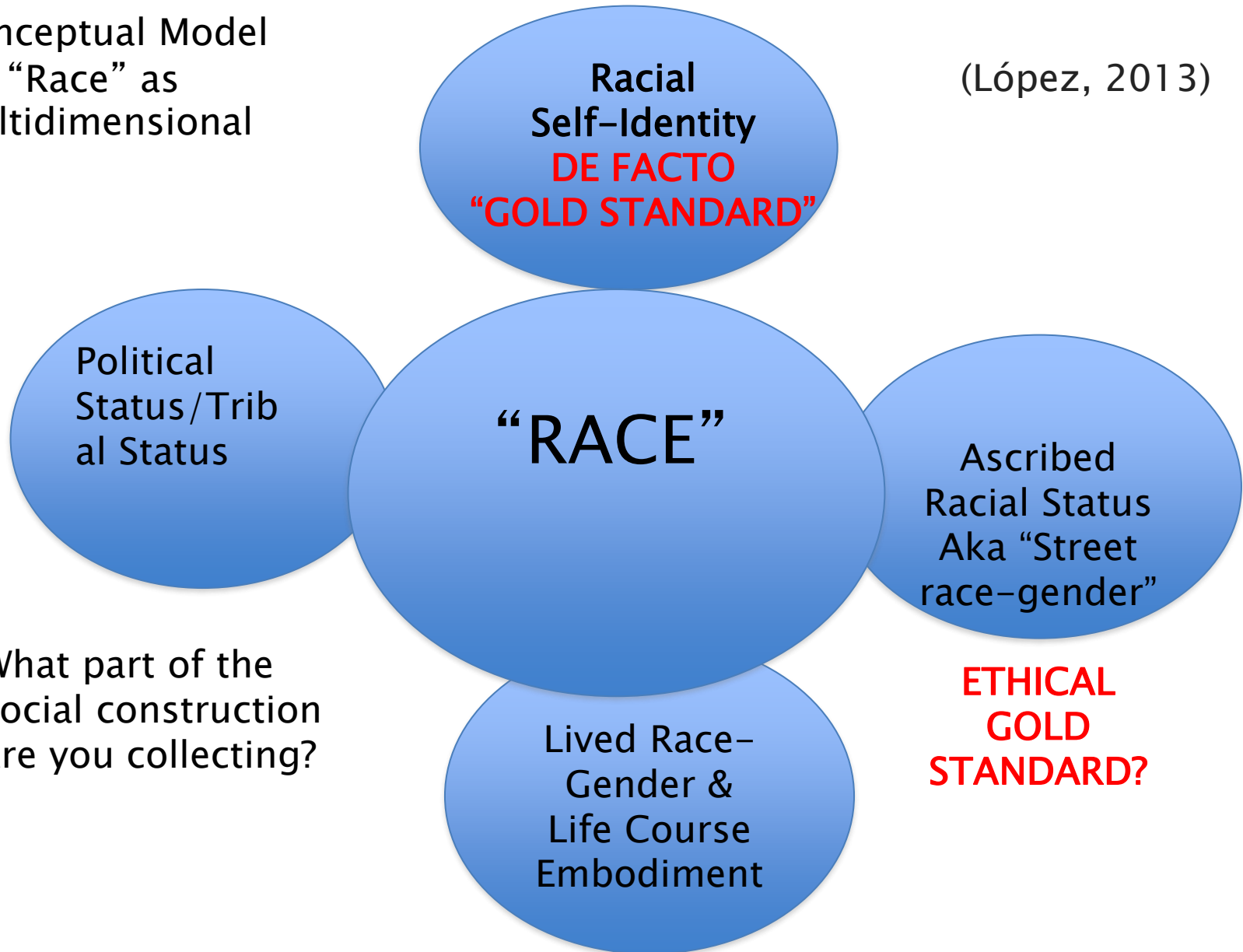
Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.

Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.

the response is classified as both White for the Egyptian write in and Black for the Black

Conceptual Model  
for “Race” as  
Multidimensional

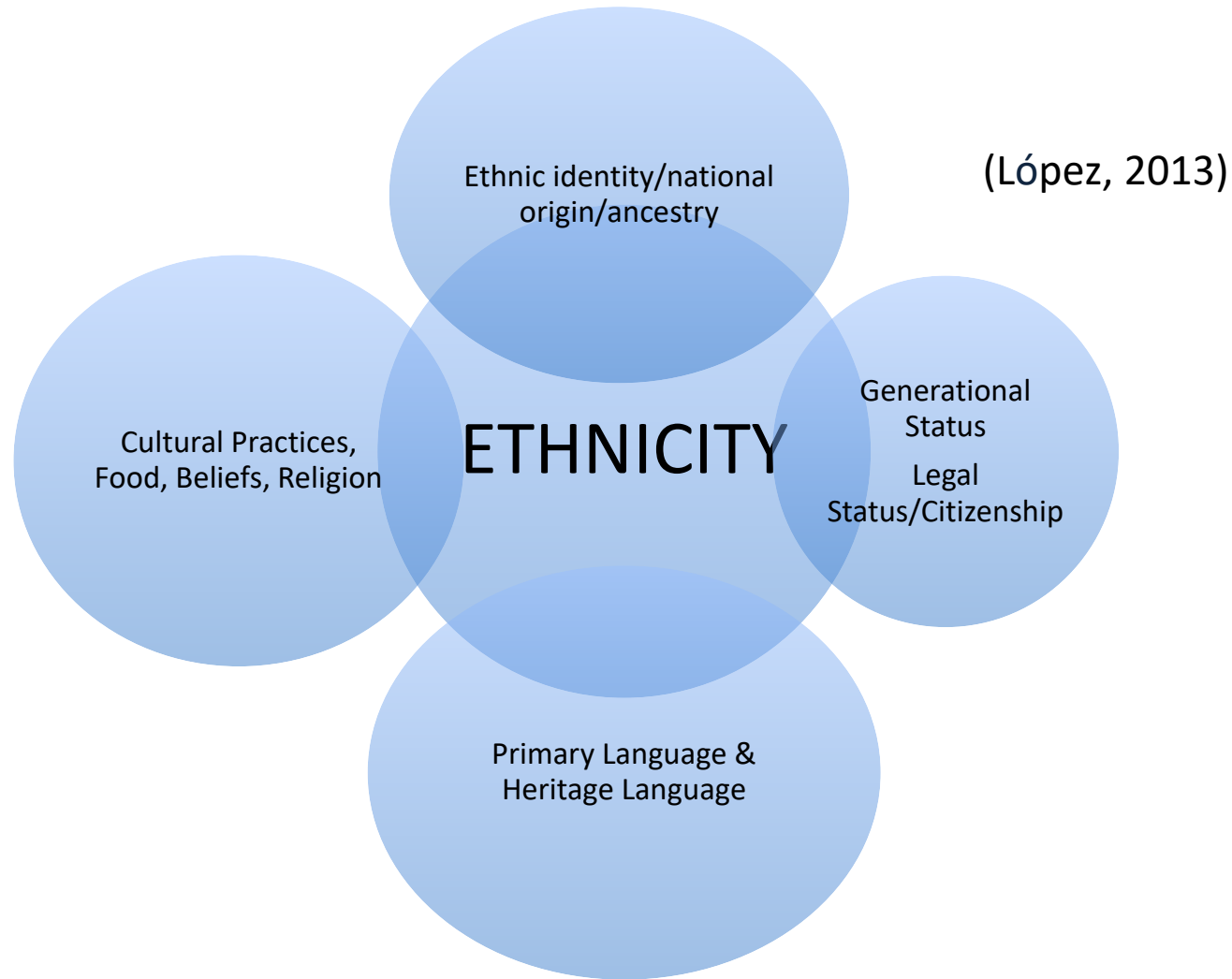
(López, 2013)



What part of the  
social construction  
are you collecting?

**ETHICAL  
GOLD  
STANDARD?**

# Multidimensional Ethnicity



# But I'm mixed race? What should I mark?

**CAMEROON DIAZ**  
(Cuban, German, English, Celtic)



**KELIS ROGERS**  
(Puerto Rican, Chinese, African American)



**PRESIDENT OBAMA CHIDED FOR MARKING ONE BOX? WHY DO YOU THINK HE DID?**

**Which mixed race Latinas that are over represented  
in school to prison pipeline, honors, AP, Gifted, etc.?**

**Why would it be important to answer the question as street race? Mark only one box?**



# WHAT ARE THE STAKES FOR CIVIL RIGHTS AND SOCIAL JUSTICE?



**Urgency of Using our Schools, Neighborhood Associations, Churches/ Places of worship for Complete Count**

# \* 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 & Murguía (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)
- Pew (2019)

## 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?

Should we Complaint with the Government Office of Accountability BEFORE research protocols for 2030 Census are finalized?

## 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”!?!#!!

# **See 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 and Removed  
(Vulgar/Perverse Rearticulation of Civil Rights)**
- **Government Accountability Office (GOA) &  
Filing a Complaint ...**



# 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\*\*\***

**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**



**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\***



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



**CHALLENGES: Census and Latinx Leadership endorse combined question format and dismiss interdisciplinary research evidence**

**Erase the color line and word “race” in Census testing**

**No “Brown” Category on Census**



**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**

# RACIST RACIAL PROJECT: REMOVED FROM THE DECENNIAL (STILL USED IN AMERICAN COMMUNITY SURVEY)

8

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

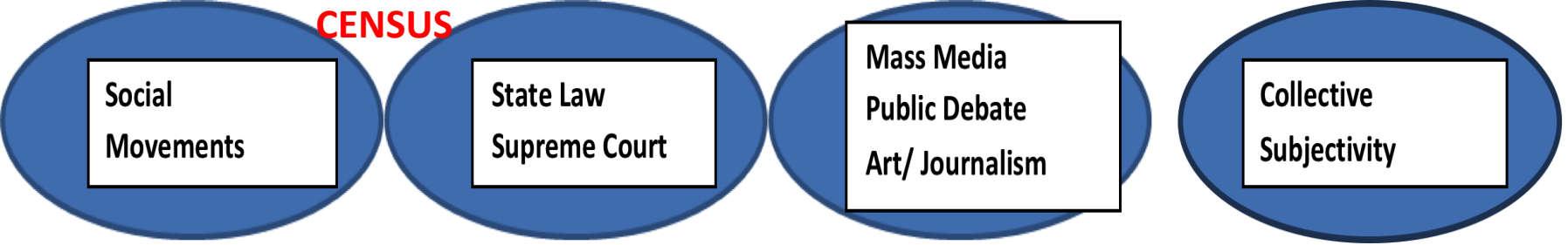
- Yes, born in the United States → *SKIP to question 10a*
- Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- Yes, born abroad of U.S. citizen parent or parents
- Yes, U.S. citizen by naturalization – *Print year of naturalization* 
- No, not a U.S. citizen

# Racial Formation Theory – Race as Social Construction relationship of power at multiple levels

Racial Projects, Racialization, Rearticulation,

**CONGRESS**  
**EXECUTIVE, OMB** (Omi & Winant, 2015) **FEDERAL/STATE DEPT. OF EDUCATION**

**CENSUS**

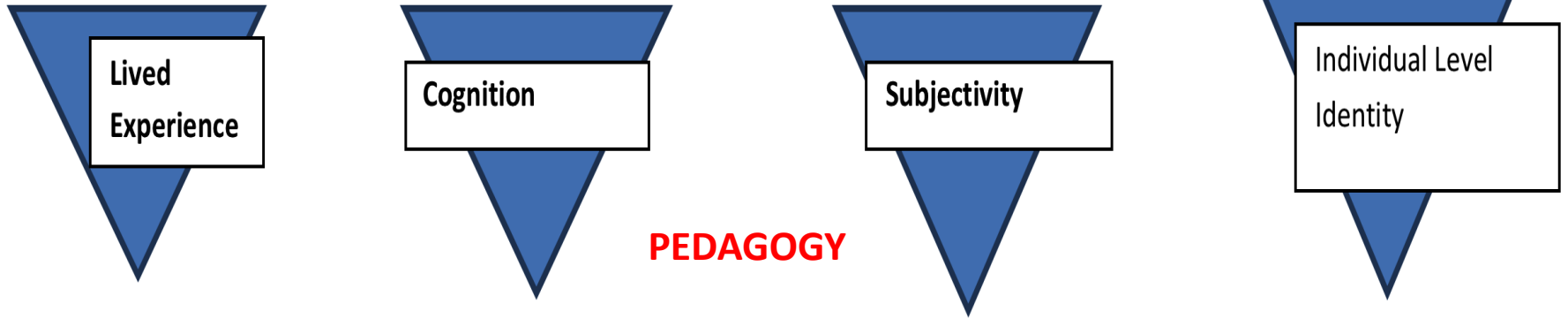


Meso-Level Racial Projects (Institutional)

**LOCAL SCHOOL BOARDS**  
**ACCREDITATION STANDARDS**

Micro-Level (Individual Level)

Common Sense



**PEDAGOGY**

# 1998 NY Times Photo Essay on 13 yr olds -- Controlling Image: Brown & Black Boys Violent Drug Dealers & Gangsters



How do majoritarian national and local narratives connect to policies and practices in schools?



# Levels of Racism

What are the levels of Racism? Source: Camara Jones Video and Tedex Talk – The Gardner’s Tale and Article published in



Can you think of examples of the levels of racism in your School, community or in the nation?  
In your opinion, what do you think could be possible solutions?

# COLORBLINDESS≠ANTIRACISM

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 (Bonilla-Silva 2009).

# What is Colorblind Racism? (Bonilla-Silva 2009)

- RACISM W/OUT RACIST=NEW RACISM=SMILING FACE DISCRIMINATION
- COLOR-BLINDNESS provides a seemingly nonracial way of stating their racial views without appearing racist
- Color-blind Racism=ideology from late 1960s whereby minority contemporary status is rationalized as not related to structural or institutional racism, but rather individual shortcomings or naturally occurring phenomenon

# **Frames of Color-blind Racism (Bonilla-Silva 2009)**

- **Common frames-set paths for interpreting info**
  - **Abstract liberalism – Census 2020**
  - **Minimization of Racism – Census 2020, Funding Formula**
  - **Naturalization – COVID-19**
  - **Cultural Racism – COVID-19**



# ALBUQUERQUE, NM

## What is a good life?



Public Art in Albuquerque, NM:  
"A good and healthy life"

# 2002 NM BRFSS Reactions to Race

N= over 4,000 (Dr. Edward Vargas, ASU)

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

# **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)

# 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

# National Latino Health & Immigration Survey

## STREET RACE QUESTION (N=1,493)

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

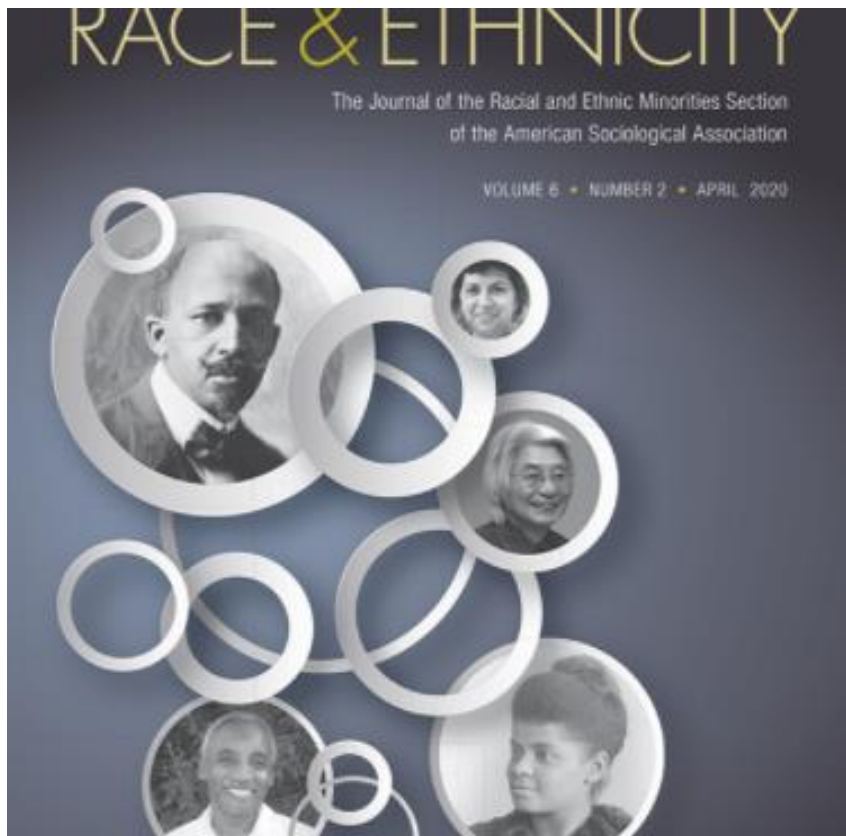
If you were walking down the street, what race do you think other Americans who do not know you personally would assume you were based on what you look like?

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



# Why don't more studies include more than one measure of race?

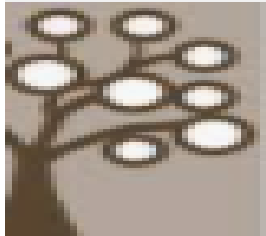
See Street race article  
López et al., 2017  
In *Sociology of Race & Ethnicity*



See Street Race Article in Vargas et al., 2019 in *Critical Public Health Journal*



# Special Issue Genealogy Deadline October 15, 2020



*genealogy*

**Special Issue:**

**"What's Your 'Street Race?' Cartographies and Ontologies of  
"Race" and the Future of Knowledge Production on  
Inequality, Resistance and Social Justice"**

**WHAT DOES HIGHER ED LOOK LIKE IN STATE WITH HIGHEST % LATINX?**

**What are the historic and contemporary social structures, institutional practices, ideologies and narratives shaping complex inequalities and resistance in your neck of the woods?**



**LEVERAGING COMMUNITY WEALTH: STUDENTS, STAFF, FACULTY FOR CULTIVATING AND CATALYZING COMMUNITIES OF PRACTICE FOR INTERSECTIONAL EQUITY**

# **Making the Invisible Visible?**

- **“Data on unequal educational outcomes...
  - are typically withheld from public scrutiny
  - (Kyle, 1986, quoted in Fine, 1991:180).”**

# 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 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).”

**\*\*\*TOOL FOR CHANGE AND ACTION\*\*\***

Collins, P. H., and S. Bilge. 2016. *Intersectionality*. Malden, MA: Polity Press. **GOT CRITICAL INQUIRY & CRITICAL PRACTICE?**



# THE COHAMBEE RIVER COLLECTIVE (1978)

**We are committed to a continual examination of our politics as they develop through criticism and self-criticism as an essential aspect of our practice.**

# 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 Master Status

\* Tribal/First Nation Status

\* Ethnicity

\* Language

\* Ancestry

\* Religion

\* Nationality/Citizenship

\* Documented Status

\* Gender/ "Street Gender"

as Master Status

\* Sexual Orientation

\* Sex Assigned at Birth

**Intersecting**

**Social**

**Location**

**and**

**Lived**

**experience**

**&**

**emotions**

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

\* Age

\* Disability Status

\* Body/ Embodiment

\* Partner Status

\* Parental Status

\* Caregiver Status

***We didn't create these systems of inequality, but we are all located within them; invitation to critical on-going self-implicating reflexivity (reflection & action) for individual and systems-level social justice transformation***

**Resist Ontological Flattening: Race/Color/Street =/ Ethnicity =/ Ancestry =/ Nationality**

**You cannot measure different concepts with one question; separate questions are necessary**

# 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

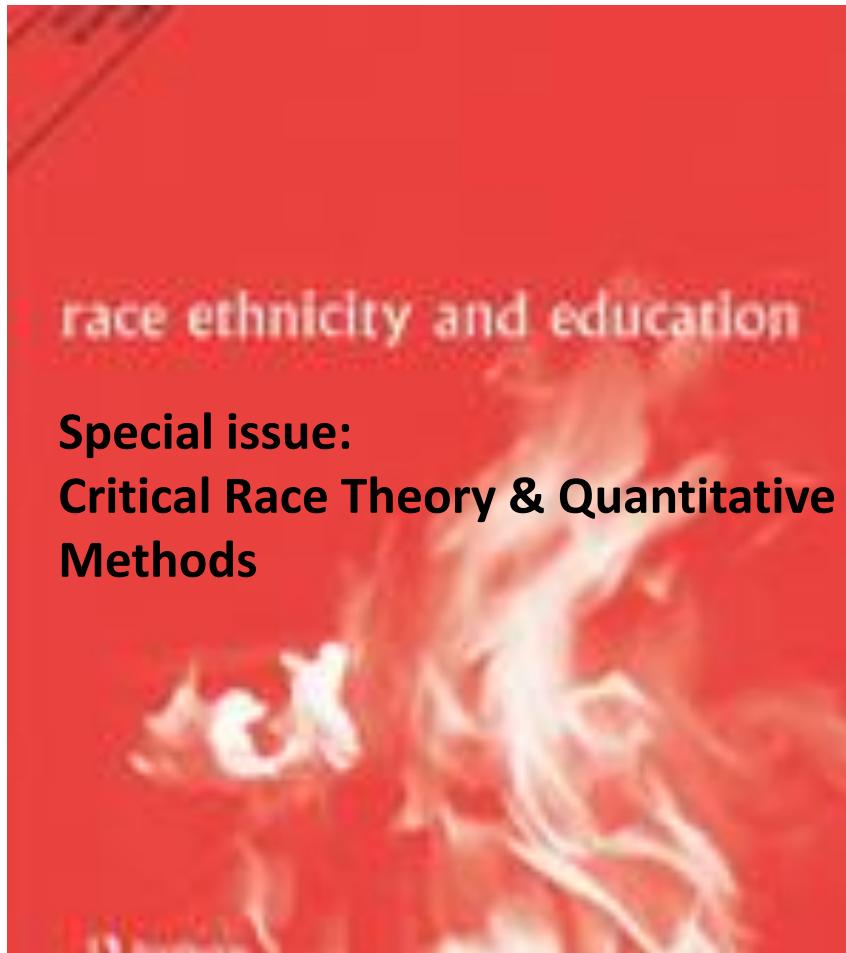
**Interpersonal  
Domain of Power**

- Lived Experience
- Consciousness

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

See Crenshaw Mapping the Margins;  
McCall Complex Inequalities; Hancock Intersectionality

# Public Sociology: Engaged Scholarship, Equity-Based Policy Relevant Knowledge Projects



CONVERSATION



**Nancy López**

Director of Institute for the Study of "Race" & Social Justice and Sociology, University of New Mexico

Articles

Activity

**Over 35,000 downloads  
conversation.com**



February 28, 2018

**The US Census Bureau keeps confusing race and ethnicity**

Nancy López, University of New Mexico

The upcoming census, like many before it, will boil complex information on ethnicity and ancestry into just two questions. That leaves a lot of the data.

**See Tedex Census video in Spanish: [race.unm.edu](http://race.unm.edu)**

# Complex Inequalities Among Latinx in Higher Education?

- UNM Interdisciplinary Research Team
- Liberation Capital (Morris 2016)



- Special Issue: QuantCrit: 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](http://race.unm.edu)



# GOT COMPLEX INTERSECTING INEQUALITIES? POLICY OPTIONS AND PROJECTED OUTCOMES

## Multilevel Logistic Estimates of Probability/Odds of Six-Year Undergraduate Graduation

### 2000-2008 (ALL NM HIGH SCHOOL GRADUATES NM-SEE HANDOUT)

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

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*,

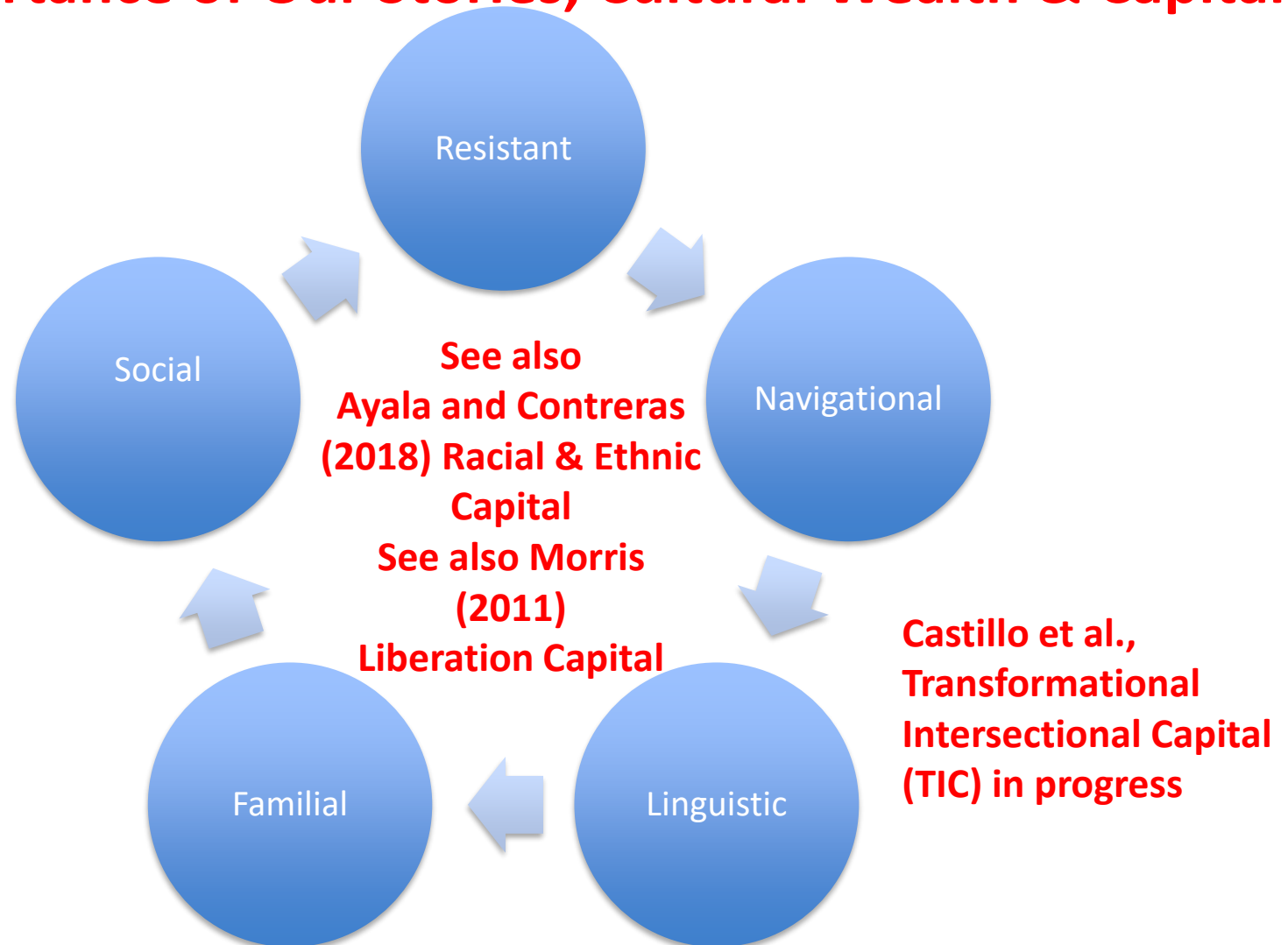
**What's your wishlist for rigorous intersectional data on Latinx communities?**

# How can we improve definition of “at risk” student NM Funding Formula?

Current Practice & Assumption	Dominant Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of PELL status is the best way to identify and serve at-risk students	“PELL eligible students graduate at lower rates than others. Since many racial and ethnic minority students are PELL eligible this is a universal way of achieving equity.”	(1) We will never have income data for everyone; only 42 % of students at a large public university in NM fill out the FAFSA (2) PELL eligibility is not a proxy for intergenerational wealth	Not needed; <u>this</u> is the current practice	Institutions that demonstrate improvements in graduation for PELL-eligible students receive additional funding	Historic and contemporary inequalities in graduation by race-gender-class remain unseen and <u>inactionable</u> (*See research article reference below López et al. 2017)
<b>ALTERNATIVE #1: USE OF RACE-GENDER-CLASS (E.G., PELL Status) SOCIAL LOCATIONS FOR IDENTIFYING AT-RISK STUDENTS</b>					
Alternative Assumption	Alternative Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of race-gender-class as overlapping social locations is necessary for identifying at-risk students	“Using PELL eligibility alone is not enough. We need to include race, gender and income in analysis of inequalities and solutions for at-risk students.”	(1) NM institutions do all have the technical capacity to do analysis of complex race-gender-class inequalities so must build analytical capacity in NM Dept. of Higher Education & Legislative Finance Committee (2) See tradeoff #1 & #2 above	Centralize all institutional data analysis in NM Department of Higher Education	Institutions that demonstrate improvements in reducing race-gender-class inequalities in six-year graduation will receive additional funds	<u>evaluation</u> possible if implemented
<b>ALTERNATIVE #2: USE OF RACE-GENDER-CLASS (E.G., FIRST GENERATION COLLEGE/NO PARENT/GUARDIAN EARNED 4-YR COLLEGE DEGREE) SOCIAL LOCATIONS FOR IDENTIFYING AT-RISK STUDENTS IN A GIVEN INSTITUTION</b>					
Alternative Assumption	Alternative Narrative	Tradeoffs	Transition	Projected Outcomes	Stress Test
Use of race-gender-class as overlapping social locations is necessary for identifying at-risk students	“UNM is a leader in race-gender-class equity based analysis and policy making. Our funding formula reflects our values and seeks to reward institutions that	See tradeoffs #1 and #2 above	Collect Parental Educational Attainment on all NM College applications as optional (e.g., Texas has a Common	Institutions that demonstrate improvements in reducing race-gender-class inequalities in six-year graduation	<u>evaluation</u> possible if implemented

# How can data be used as Counterstory for Truthtelling Social Justice and Liberation...

## Critical Race Theory: Yosso (2005) Who's Culture Has Capital? The Importance of Our Stories, Cultural Wealth & Capital



# Power of self-reflexivity for planting a seed that advances justice...(unsolicited email 2018)

- *“Dr. López, I attended the conference and very much enjoyed your ‘street race’ lecture. As someone whose street race is white but has a grandmother who immigrated from [Latin America], it made me think a lot about my own journey in understanding my relationship to race and ethnicity. It’s something that I’m beginning to grapple with and it has caused a fair amount of discomfort...as well as excitement. I was wondering if you had any book recommendations for someone who is just beginning to explore these issues in her own life. Thank you again for a wonderful lecture.”*
  - Cultural Humility and Spirit of Love and Justice - Lifelong Learning  
(See Vidal-Ortiz 2005 On Being a White Person of Color)

# Visual Tool for Yuval-Davis's (2011) Conceptualizations for Mapping Your Social Location, Identity and Political Values



## INTERSECTING SOCIAL LOCATION IN GRIDS OF POWER

(e.g., Tribal Status, Street Race, Gender, Ethnicity, Class Origin, Current Socioeconomic Status, Sexuality, Disability, Citizenship Status, Age, etc.)



## IDENTIFICATIONS & EMOTIONAL ATTACHMENTS

Individual and collective narratives people tell themselves about who they are



## ETHICAL & POLITICAL VALUES

(e.g., ideological commitments and values differ among people from the same families, social locations, identifications and emotional attachments)





# An Invitation to Intersectional On-going Self-Reflexivity

**“Losing self-reflexivity represents a sure sign that one is beginning to sell out.”**

– Patricia Hill-Collins, *Fighting Words: Black Women and the Search for Justice*

# Zip Code is not a Proxy for Class!!! (How do race-class interact)



**What are the limits of using neighborhood as proxy for adversity as proposed by the SAT?  
Why not use Class origin as measured by parental educational attainment?**

**Whose stories are privileged in educational contexts and whose stories are distorted and silenced?**

**\*\*\***

**What are the experiences and responses of those whose stories are often distorted and silenced?**

**MAJORITARIAN NARRATIVES**

- Deficit discourses of racial, ethnic and indigenous communities

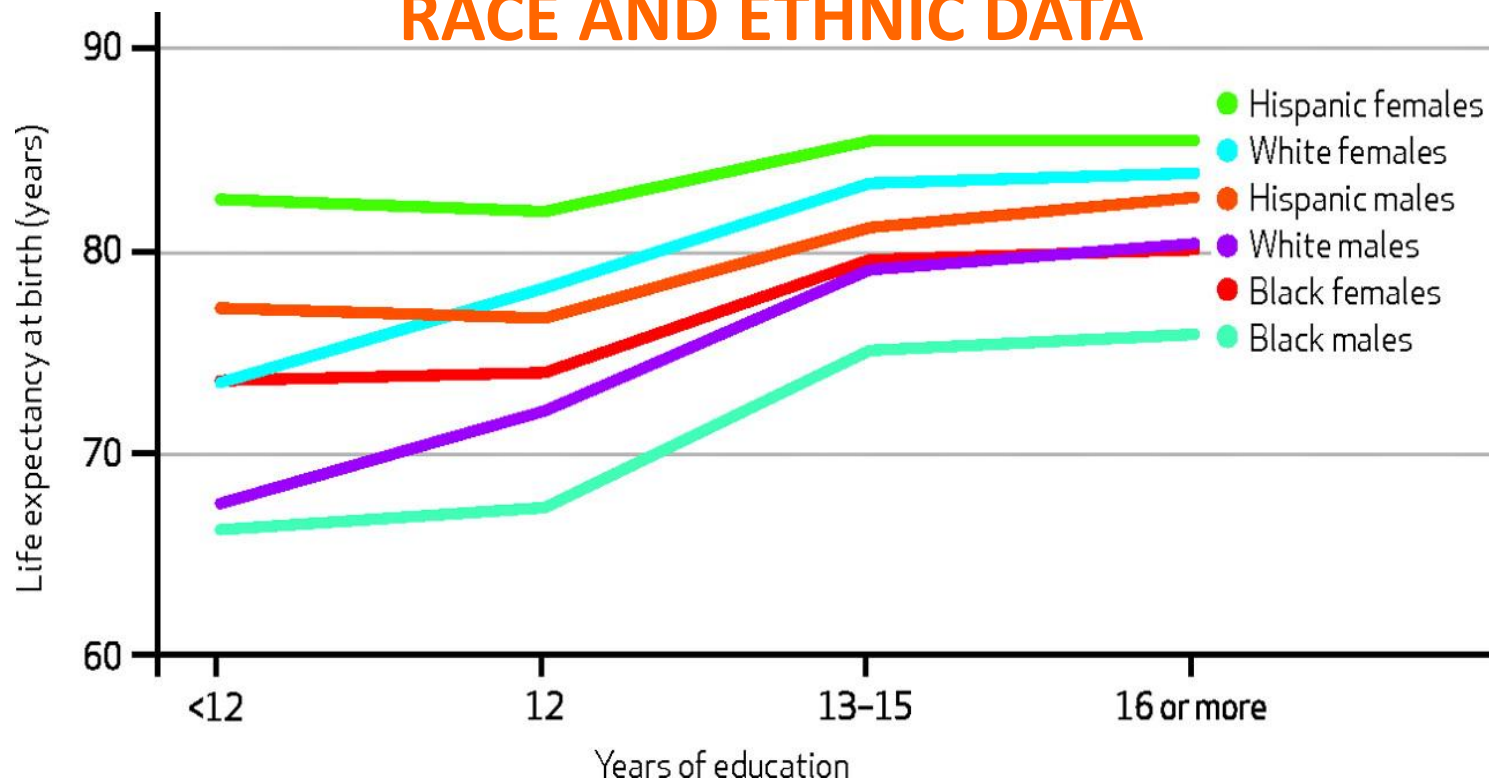
**COUNTERSTORIES**

- Create community
- Challenge perceived wisdom by contextualizing past, present and future
- Open new windows into reality and cultivate hope
- Teach others by connecting story to current reality

**(Solórzano and Yosso 2002)**

# How could we build a data infrastructure on the color line in Latinx Communities? Life Expectancy At Birth, By Years Of Education At Age 25, By Race And Sex, 2008

## COST OF THE LACK OF INTERSECTIONAL RACE AND ETHNIC DATA



**Olshansky S J et al. Health Aff 2012;31:1803-1813.**

Copyright ©2012 Project HOPE

# Dialogue & Next steps ...

How can you develop and deepen your intersectionality lens in NM Communities, via and praxis?  
for complete count for the 2020 Census?

For Health and Education?

-Research

-Teaching

-Community Organizing

-Improving Data Infrastructure

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

# Will you cultivate NM Statewide Race, Gender, Class Data Policy Consortium

Established July 2014 by the Institute for the Study of "Race" & Social Justice, the NM Statewide Race, Gender, Class Data Policy Consortium will be a research design and methodology incubator that fosters the exchange of ideas and innovative value-added strategies anchored in the insights of examining race, gender, class together for improving data collection that advances contextualized policy-relevant knowledge about inequities in a variety of policy arena including health, employment, housing, criminal justice, education and early childhood.



# TEN YEAR ANNIVERSARY

## INSTITUTE ACTIVITIES (2009-2019)

- 2009 Study Group (20 scholars)
- 2010 Working Group (15 scholars including doctoral students developed transdisciplinary guidelines on race research)
- 2009-2010 Lecture Series - cutting edge conceptualizations of race in econ, genetics, history, typically attracted 70-audience participants from community, students scholars
- 2011 National Institutes of Health funded workshop resulted in book 2011-2013 Rutgers University Press Mapping Race Critical Approaches to Health Disparities Research
- 2011 Census Symposium 2011 (150 participants including former director of the Census and current staff at OMB as well as researchers); Evaluations were that this was the best symposium that they had attended, need more time
- 2012-2014: Co-sponsored lectures with Centro de la Raza
- 2014 NM Statewide Race, Gender, Class Data Policy Consortium
- 2018 Hosted Critical Race Studies in Education Association
- 2016 Race and Social Justice: Interdisciplinary Insights Project
  - Faculty Working Group (18 scholars)
  - Lecture Series (4/21/16@4pm, Dr. Nana Osei-Kofi, #FightRacism: Teaching for Social Justice)

# 2016 Race & Social Justice Interdisciplinary Insights Faculty Collective

Deliverable: SLO & Collective Syllabi; [visit race.unm.edu](http://race.unm.edu)

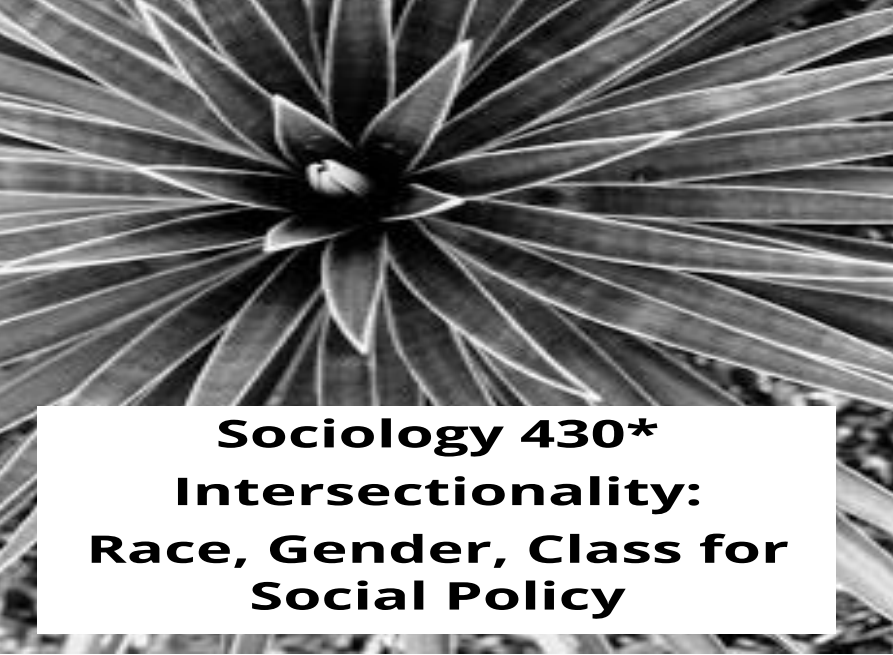


**Special Thanks to Teaching Allocation Grant (TAG) 2016  
Division of Equity and Inclusion**

Visit: [race.unm.edu](http://race.unm.edu)

ONLINE FALL 2020 Online 12/21/20-1/16/21

# UNM FALL INTERSESSION CLASS



**Sociology 430\***  
**Intersectionality:**  
**Race, Gender, Class for**  
**Social Policy**

*Week After Finals*

*Dec. 16 - Dec. 20, 2019*

*Monday - Friday*

*9:00 am - 5:00 pm*

Room, TBA

UNM Main Campus




Email Dr. Nancy López for  
more information:

[nlopez@unm.edu](mailto:nlopez@unm.edu)

CRN: 67573 SOC 430-001

*Focuses on race, gender, class, ethnicity as overlapping and simultaneous systems of inequality and resistance in society. Students will apply intersectionality for research and policy-relevant solutions in education, health, housing, environmental justice, criminal justice, employment, wealth and media.*

- 
- Upper division undergraduate course available for graduate credit!
  - Counts for UNM Diversity Requirement and Race and Social Justice Graduate Certificate.
  - Open to everyone!
    - current UNM students
    - community members
    - practitioners etc.

# **Institute for the Study of “Race” and Social Justice**

Established 2009/Ten Year Anniversary 2019\* Visit: [race.unm.edu](http://race.unm.edu)



**First race and social justice interdisciplinary graduate certificate in the country, established 2016!!! Five classes/ four different departments (15 credits)**

- Open to both current and non-enrolled students as of 2018
- **27 students admitted and 6 graduates in three years!!! Undergrad pending approval for 2020**
- Undergrad version being reviewed (if approved will be available Fall 2020)
- **Other universities trying to replicate**
- 2014 NM Statewide Race, Gender, Class Data Policy Consortium - Parental Ed on all Undergraduate Admissions/not just FASFA; may be useful for graduate student, faculty, staff
- **People Power! We depend on volunteers! To donate to the institute visit UNM Foundation Giving Page!**



# National Institutes of Health (NIH) Workshop,

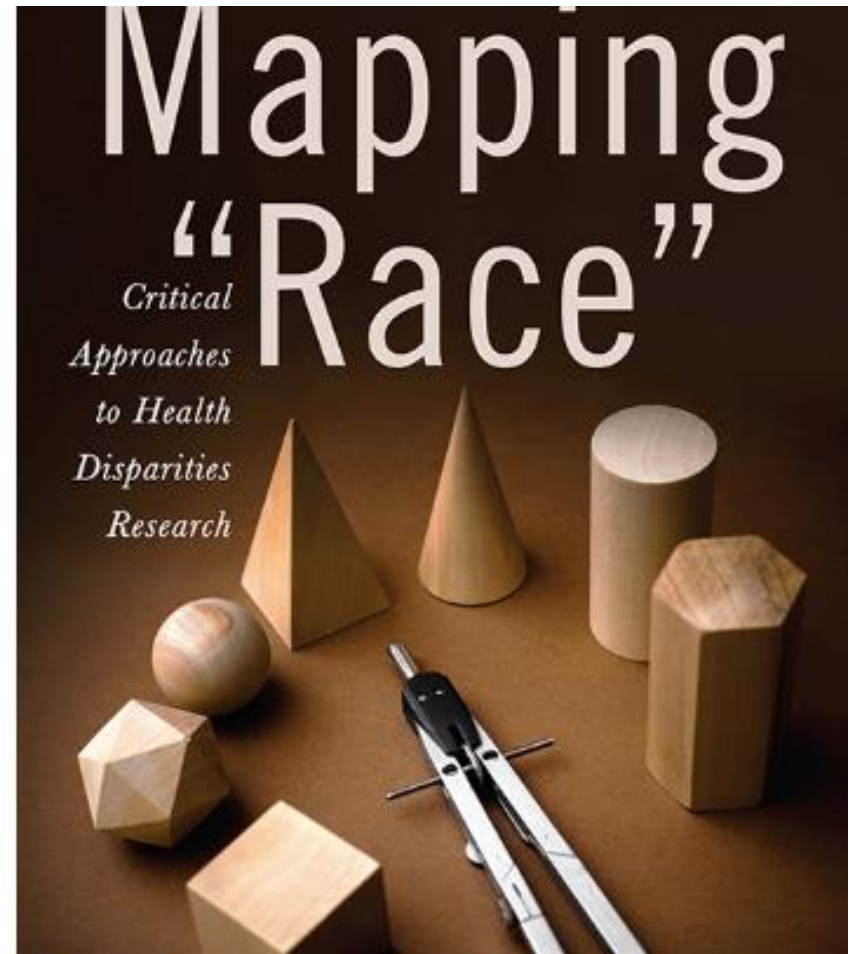
April 29-30, 2011

Institute for the Study of "Race" & Social Justice ([race.unm.edu](http://race.unm.edu))

RWJF Center for Health Policy, UNM (**Got Inclusive Excellence?**)



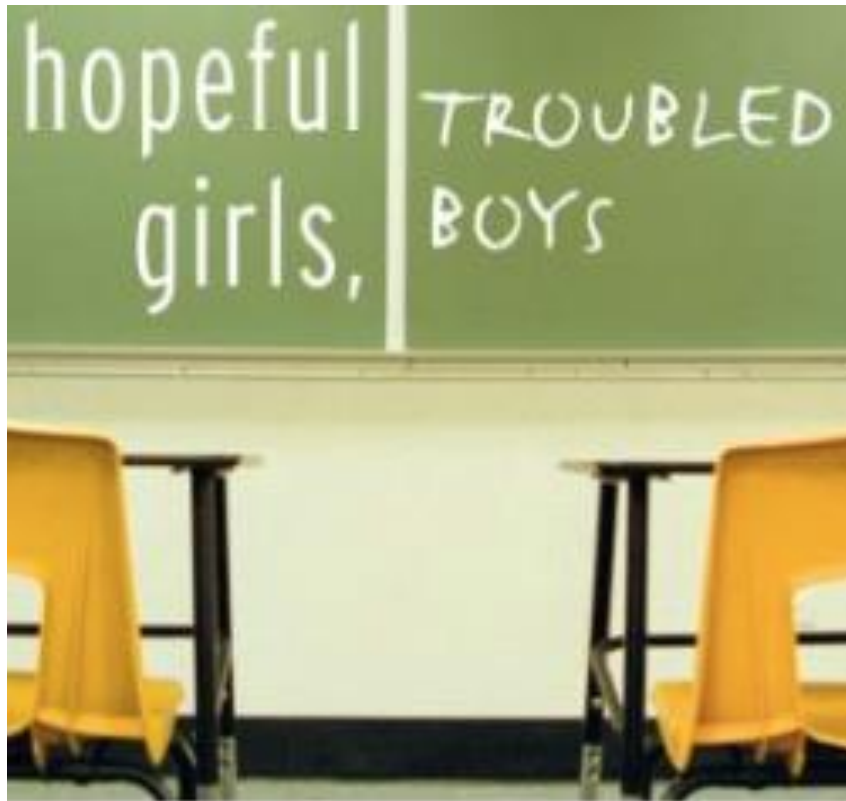
# Public Sociology: Engaged Scholarship, Equity-Based Policy Relevant Knowledge Projects



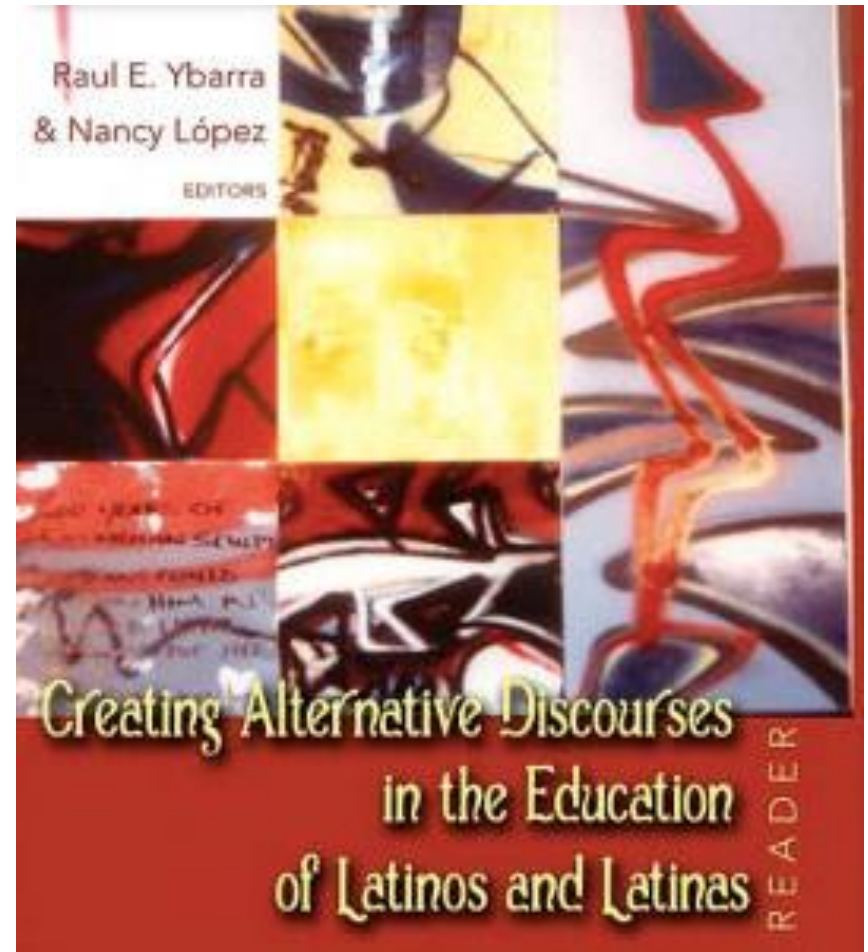
Funded via National Institutes of Health  
(NIH)



# Public Sociology: Engaged Scholarship, Equity-Based Policy Relevant Knowledge Projects



RACE AND GENDER DISPARITY IN URBAN EDUCATION



**\*\*766 Citations\*\***

- 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*. doi:10.1177/2332649217708798.
- 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.  
<http://dx.doi.org/10.1080/10999922.2017.1342217>
- López, Nancy. 2013. “Killing Two Birds With One Stone? Why We Need Two Separate Questions on Race and Ethnicity in 2020 Census and Beyond.” *Latino Studies Journal* 11(3): 428-438.
- Rodriguez, Clara, Nancy López and Grigoris Argeros. 2015. “Latinos and the Color line.” Pp. 1-11 in *Emerging Trends in the Social and Behavioral Sciences*, edited by Robert A. Scott and Stephen Kosslyn. New York: Sage Publications.
- 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.

# “Race & Social Justice Graduate Certificate”

**5 classes/4 different departments, B or better**

**15-credit transcribed interdisciplinary certificate through the**

***Institute for the Study of “Race” & Social Justice (More info: [race.unm.edu](http://race.unm.edu))***

***How many of you had race and Social Justice course as part of required coursework for undergraduate/graduate degree?***

***Undergraduate Proposal Available Fall 2020!***



**Visit and join our listserve: [race.unm.edu](http://race.unm.edu); [First in the country!!!](#)**

**[Race and Social Justice Graduate Certificate Approved in 2016](#)**



**We need your help! You are our trusted messenger. Please remind 5-10 people to fill out census by visiting [my2020census.gov](https://my2020census.gov) and filling out online, calling or mailing questionnaire by October 31st**

**Make  
every  
Lobo  
count.**

Starting March 12th, you can fill out your census record in **person**, on **paper**, on the **phone** or on **the web**. Save the date for **Official Census Day on April 1, 2020.**

### **THREE THINGS EVERY NEW MEXICAN MUST KNOW ABOUT THE 2020 CENSUS**

- It is vital to make every New Mexican count in order to:
  - Determine representation in Congress
  - Define boundaries for voting and school districts,
  - Assign billions of dollars in funding for many federal and state programs: education, health (ie. Medicaid), transportation, housing and many more.
  
- For every New Mexican that is NOT counted, our state loses approximately \$3,745 every year for the next ten years.
  
- For more information, contact the Census Bureau at 800-923-8282 or visit [2020census.gov](https://2020census.gov)

**There will **NOT** be a citizenship question!**



**COUNT NM**

United States<sup>®</sup>  
**Census  
2020**



THE UNIVERSITY OF



**GRACIAS!!!! THANK YOU!!!!**

**Nancy López, PhD**

**Director & Co-founder,**

**Institute for the Study of “Race” & Social Justice**

**New Mexico Statewide Race, Gender, Class**

**Data Policy Consortium**

**Professor, Sociology, University of New Mexico**

**Co-chair, 2020 Census,**

**Complete Count Committee, UNM**

**Secretary, American Sociological Association**

**Vice President, Sociologists for Women in Society**

**[Email: nlopez@unm.edu](mailto:nlopez@unm.edu)**

**[Website: race.unm.edu](http://race.unm.edu)**

**What are your spheres of Influence for**

**Social Justice Transformations?**

**An Invitation to Reflection, Dialogue, Sharing Ideas,**

**On-going Critical Reflection and Action**

**What three thing will you do?**