What’s Your “Street Race”? 
Leveraging Multidimensional Measures Race and Intersectionality for Examining Physical and Mental Status among Latinx Communities

Nancy López, Professor, Sociology 
Director, Institute for the Study of “Race” & Social Justice;
Coordinator, NM Statewide Race, Gender Class Data Policy Consortium

(Join our listserv, 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 INTERSECTIONAL 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).”


***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”

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
- 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 =/= Ethnicity=/=Ancestry=/=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:
- Settler Colonization
- White Supremacy
- Structural Racism
- Patriarchy
- Heterosexism
- Nation/Nativism
- Ableism

Part 2: Arrangements of Power

- 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?
“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/Neighborh
Schools, Hospitals,

Meso-Level Racial Projects (Institutional)
LocaL SCHOOL BOARDs ACCREDIATION STANDARDS

Micro-Level (Individual Level)

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”? DEVELOPTING YOUR “INTERSECTIONALITY LENS” FOR SOCIAL JUSTICE POLICY, PRACTICE & EMPOWERING LATINX COMMUNITIES

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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 Ilia Calderón (Black Colombian Immigrant Woman) Took a Scary Turn Reporter and Images from Jorge Rodríguez-Jimenez 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
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 ...
Voting Rights Discrimination
- Tucker (2006)
- Estrada (2000)
- Gordon and Rosenberg (2015)

Employment & Education
- Saenz & Morales (2015)
- Rodríguez et al., (2011)
- Telles & Murguia (1996)
- 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
- 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?
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 ?????
2010 LONGSTANDING SEPARATE QUESTIONS: 1.) HISPANIC ORIGIN; 2.) RACE

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 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 origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.

9. What is Person 1’s race? Mark [ ] one or more boxes.
   [ ] White
   [ ] Black, African Am., or Negro
   [ ] American Indian or Alaska Native — Print name of enrolled or principal tribe.
   [ ] Asian Indian
   [ ] Japanese
   [ ] Native Hawaiian
   [ ] Chinese
   [ ] Korean
   [ ] Guamanian or Chamorro
   [ ] Filipino
   [ ] Vietnamese
   [ ] Samoan
   [ ] Other Asian — Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.
   [ ] Other Pacific Islander — Print race, for example, Fijian, Tongan, and so on.
   [ ] Some other race — Print race.

→ If more people were counted in Question 1, continue with Person 2.
Do all of these subgroups/social locations have similar health physical & mental statues, 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

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

*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
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
2020 Census CITIZENSHIP QUESTION PART OF CIVIL RIGHTS BACKLASH

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.

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.
- 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
- Filipino
- Asian Indian
- Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc.
- Vietnamese
- Korean
- Japanese
- Native Hawaiian
- Samoan
- Chamorro
- Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc.
- Some other race – Print race or origin.

Separate Race Question
LINKING NATIONALITY TO EACH RACE BOX!!!
CONVERGENCE OF WHITE SUPREMACIST, RACIST, EUGENICIST, NATIVIST RACIAL PROJECTS
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”!?

- 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
What’s Your Social Class?

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)

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

Racial Self-Identity

Ascribed Racial Status Aka “Street race–gender”

Political Status/Tribal Status

What part of the social construction are you collecting?

Lived Race–Gender & Life Course Embodiment

“RACE” as a Social Status

(López, 2013)
Multidimensional Ethnicity

- Ethnic identity/national origin/ancestry
- Cultural Practices, Food, Beliefs, Religion
- Generational Status, Legal Status/Citizenship
- Primary Language & Heritage Language

(López, 2013)
WHAT’S YOUR ONTOLOGY? RACE OR COLOR IS NOT ETHNICITY, NATIONALITY, DNA...

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


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)

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<th>Variable</th>
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<th>Standard Deviation</th>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Street-Race: Mexican</td>
<td>0.24</td>
<td>0.43</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
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, Juarez & 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

<table>
<thead>
<tr>
<th>Self-Identified Race</th>
<th>Socially Defined or Ascribed Race/ Perceived as White</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>98%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>54%</td>
</tr>
<tr>
<td>Some Other Race</td>
<td>36%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
</tr>
<tr>
<td>Native American</td>
<td>6%</td>
</tr>
<tr>
<td>Asian or Black</td>
<td>0%</td>
</tr>
</tbody>
</table>
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

White High Income Women (Reference Group)

*White High Income Men

*White Low Income Women

*White Low Income Men
Dynamic Centering of Difference and Relationships of Power in Systems of Privilege & Disadvantage

White High Income Women (Reference Group)

*Native American High Income Men

*Hispanic Low Income Women

*Black High Income Men
“QuantCrit”: Opportunity for Conceptual Clarity and Transparency


  – “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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated within 6 Years</td>
<td>.406</td>
<td>-</td>
</tr>
<tr>
<td>Remedial English</td>
<td>.294</td>
<td>.268</td>
</tr>
<tr>
<td>Remedial Mathematics</td>
<td>.326</td>
<td>.301</td>
</tr>
<tr>
<td>Any Remedial</td>
<td>.431</td>
<td>.397</td>
</tr>
<tr>
<td>Female</td>
<td>.582</td>
<td>.577</td>
</tr>
<tr>
<td>White</td>
<td>.406</td>
<td>.371</td>
</tr>
<tr>
<td>Black</td>
<td>.030</td>
<td>.024</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>.499</td>
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<tr>
<td>American Indian</td>
<td>.069</td>
<td>.058</td>
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<tr>
<td>Asian</td>
<td>.050</td>
<td>.047</td>
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<tr>
<td>Low-Income</td>
<td>.539</td>
<td>.498</td>
</tr>
<tr>
<td>Observations</td>
<td>6,427</td>
<td>13,953</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marginal Effect</th>
<th>Standard Error</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, High-Income Women (Base)</td>
<td>-</td>
<td>-</td>
<td>869</td>
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<tr>
<td>White, Low-Income Women</td>
<td>-.142</td>
<td>***</td>
<td>.026</td>
</tr>
<tr>
<td>White, High-Income Men</td>
<td>-.137</td>
<td>***</td>
<td>.025</td>
</tr>
<tr>
<td>White, Low-Income Men</td>
<td>-.288</td>
<td>***</td>
<td>.031</td>
</tr>
<tr>
<td>Black, High-Income Women</td>
<td>-.226</td>
<td>***</td>
<td>.069</td>
</tr>
<tr>
<td>Black, Low-Income Women</td>
<td>-.185</td>
<td>***</td>
<td>.059</td>
</tr>
<tr>
<td>Black, High-Income Men</td>
<td>-.305</td>
<td>**</td>
<td>.126</td>
</tr>
<tr>
<td>Black, Low-Income Men</td>
<td>-.223</td>
<td>***</td>
<td>.077</td>
</tr>
<tr>
<td>Hispanic, High-Income Women</td>
<td>-.033</td>
<td></td>
<td>.026</td>
</tr>
<tr>
<td>Hispanic, Low-Income Women</td>
<td>-.225</td>
<td>***</td>
<td>.024</td>
</tr>
<tr>
<td>Hispanic, High-Income Men</td>
<td>-.172</td>
<td>***</td>
<td>.029</td>
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<td>-.240</td>
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<td>.027</td>
</tr>
<tr>
<td>American Indian, High-Income Women</td>
<td>-.093</td>
<td>*</td>
<td>.055</td>
</tr>
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<td>American Indian, Low-Income Women</td>
<td>-.396</td>
<td>***</td>
<td>.050</td>
</tr>
<tr>
<td>American Indian, High-Income Men</td>
<td>-.371</td>
<td>***</td>
<td>.072</td>
</tr>
<tr>
<td>American Indian, Low-Income Men</td>
<td>-.453</td>
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<tr>
<td>Asian, High-Income Women</td>
<td>.0009</td>
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<td>.071</td>
</tr>
<tr>
<td>Asian, Low-Income Women</td>
<td>-.137</td>
<td>***</td>
<td>.046</td>
</tr>
<tr>
<td>Asian, High-Income Men</td>
<td>-.211</td>
<td>***</td>
<td>.069</td>
</tr>
<tr>
<td>Asian, Low-Income Men</td>
<td>-.217</td>
<td>***</td>
<td>.055</td>
</tr>
</tbody>
</table>

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)

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

<table>
<thead>
<tr>
<th>Variables</th>
<th>Marginal Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, High-income Women</td>
<td>-(Reference Group)</td>
</tr>
<tr>
<td>American Indian, Low-income Men</td>
<td>-.453***</td>
</tr>
<tr>
<td>American Indian, Low-income Women</td>
<td>-.396***</td>
</tr>
<tr>
<td>American Indian, High-income Men</td>
<td>-.371***</td>
</tr>
<tr>
<td>Black, High-income Men</td>
<td>-.305**</td>
</tr>
<tr>
<td>White, Low-income Men</td>
<td>-.288***</td>
</tr>
<tr>
<td>Hispanic, Low-income Men</td>
<td>-.24***</td>
</tr>
<tr>
<td>Black, High-income Women</td>
<td>-.226***</td>
</tr>
<tr>
<td>Hispanic, Low-income Women</td>
<td>-.225***</td>
</tr>
<tr>
<td>Black, Low-income Men</td>
<td>-.223***</td>
</tr>
<tr>
<td>Asian, Low-income Men</td>
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<td>Asian, High-income Men</td>
<td>-.211***</td>
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<tr>
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<td>-.185***</td>
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<tr>
<td>Hispanic, High-income Men</td>
<td>-.172***</td>
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<td>-.093*</td>
</tr>
<tr>
<td>Hispanic, High-income Women</td>
<td>-.033</td>
</tr>
<tr>
<td>Asian, High-income Women</td>
<td>.001</td>
</tr>
</tbody>
</table>

+ 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

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*


