What’s Your Street Race-Gender? Class origin? How Intersectionality can Enhance Quantitative and Qualitative Research Methods for Your Next Research Proposal

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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)
*CONVERSATION GOALS*

1. Using Intersectionality as New Vision and Tool for Advancing Equity Based Policy & Practice

2. Research & Policy Applications in Latinx Communities:
   a.) Census 2020
   b.) Health
   c.) Education

***Invitation to Dialogue, Sharing Ideas, Reflection and Action***

What’s your sphere of influence? What will you do?
WHY DO WE NEED INTERSECTIONALITY LENS FOR RACE AND ETHNIC DATA IN LATINX COMMUNITIES?
WHAT ABOUT COLLECTION AT FEDERAL, STATE, LOCAL INSTITUTIONAL LEVELS?

CIVIL RIGHTS ORGANIZATIONS
LATINX LEADERSHIP
DEPT. OF EDUC./ DEPT. HEALTH
PUBLIC SCHOOLS, UNIVERSITIES
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 and wealth?

• What is the Census afraid of? We need ethical accuracy for social justice not aesthetic accuracy for compliance only;

• It is useful to think of race as street race as a social status = culture = language = origin = ethnicity = ancestry = nationality = DNA

• Zip Code =/= proxy for disadvantage or adversity (e.g., SAT Score?)
“Race & Social Justice Graduate Certificate”

5 classes/4 different departments, B or better

15-credit transcripted interdisciplinary certificate through the Institute for the Study of “Race” & Social Justice (More info: 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; First in the country!!!

Race and Social Justice Graduate Certificate Approved in 2016
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).”

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

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.

Email Dr. Nancy López for more information:
nlopez@unm.edu
CRN: 67573 SOC 430-001

• 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.
Why is intersectional critical inquiry and praxis necessary?

“Paradoxically the concept of ‘woman of color’ homogenizes difference across race, ethnicity and national origin”

(Zambrana and Baca Zinn 2019: 678).

What about other terms: Hispanic, Latina, Latino, Latin@, Latinx?
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

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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

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Resist Ontological Flattening: Race/Color/Street ≠ Ethnicity ≠ Ancestry ≠ Nationality

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

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- 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;
  - * Partner SES: Educational Attainment, Occupation, Income, Wealth;
  - * Household Net Worth;
  - * Social Networks;
  - * Social Honor/Esteem

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Lived experience & emotions

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Intersectional Social Location and Social Networks; Social Honor/Esteem
Power of self-reflexivity for planting a seed that advances justice…

• “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)
An Invitation to Lifelong Critical Reflection on your Social Location, Identity, Emotions, Values, Politics within Systems of Power, Privilege and Resistance…

1. What's your street race? How would strangers define your race based on what you look like?

2. What's the historical context of your street race? How does that historical context affect your lived experience?

3. What is your reaction to how a person in a position of power defines your race on the street?

4. What’s your street gender? How does your street race intersect with your street gender? What about Social Class?

5. How does your critical, on-going self-implicating reflection on the SIMULTANEITY of your street race/street gender and social class, sexual orientation, citizenship, disability, etc. social location in structures of inequality and resistance shape your understanding of complex inequality?
What’s the Cost of the Lack of Critical Self-Reflexivity for Knowledge Production?

“Intersectionality is a stand-in for **analytical laziness**. Perhaps a better way to approach this (and the National Academy of Science reports on health disparities would back this up) would be to focus on __Race OR Gender OR class__

(there are plenty of poor white men/women who suffer from serious health problems)

--Email response from Director of Prestigious Funding Agency
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
Conceptual Model for “Race” as Multidimensional

Political Status/Tribal Status

What part of the social construction are you collecting?

Racial Self-Identity
DE FACTO “GOLD STANDARD”

Ascribed Racial Status Aka “Street race-gender”

“RACE”

Lived Race-Gender & Life Course Embodiment

ETHICAL GOLD STANDARD?

(López, 2013)
Multidimensional Ethnicity

ETHNICITY

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

(M López, 2013)
NEED MULTIDIMENSIONAL DATA
Sex=/=Gender=/=Sexual Orientation

SEX ASSIGNED AT BIRTH
* Self-identified
* Bodily Status

SEXUAL ORIENTATION
* Self-identified
* Ascribed/Street Sexual Orientation
* Performance
* Behavior

GENDER
* Self-Identified
* Ascribed/Street Gender
* Performance
* Behavior
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?
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

Structural Domain of Power
- Organizations
- Institutional Arrangements

Disciplinary Domain of Power
- Management
- Rules of the Game

Interpersonal Domain of Power
- Lived Experience
- Consciousness

Ideological/Narrative Glue that cuts across all domains

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

See Crenshaw Mapping the Margins;
McCall Complex Inequalities;
Hancock Intersectionality
Tenets of Critical Race Theory

1. Challenges the idea of neutrality in law (Brown and Jackson)

2. Liberal democracy and racism are inherently reinforcing (Ladson-Billings)

3. Racial realism-centrality and permanence of white supremacist/racism; Bell: most racial remedies remain symbolic (Ladson-Billings, 2013)

4. Interest convergence (Bell)

5. Counterstory/narratives and resistance (Yasso)
Racial Formation Theory

Racial Projects, Racialization, Rearticulation,
(Omi & Winant, 2015)

CONGRESS
EXECUTIVE, OMB
CENSUS

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
ACCREDITATION STANDARDS

Micro-Level (Individual Level)

Lived Experience

Cognition

Subjectivity

Individual Level Identity

Common Sense

PEDAGOGY
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).
*2020 CENSUS*

HOW WILL **YOU** MESSAGE THE URGENCY OF COMPLETE COUNT OF PEOPLE?

***BE CREATIVE AND REPETITIVE***

Don’t let anyone rob you of your rights!!!
We all have a Right to be Counted -- no matter your documented status!!!!

Citizenship Question has been removed!!!

Do you want someone knocking on your door/asking neighbors?
Don’t wait!!! Just fill it out as soon as you get it!!!

We can all can help!!!

***CENSUS IS PRIVATE, CONFIDENTIAL & SECURE***

—If Census worker Reveals Your Confidential Information it is punishable by Law:
  • 5 years in prison and/or $250,000 fine
—Data only becomes public after 72 yrs (e.g., 2092)
Logistics and Timeline

- Occurs once every ten years: April 1, 2020 (full count day)
- Unit of Analysis is the Living quarters/dwelling - one form per address (e.g., Count everyone living the unit-grandparents, cousins, friend if they spend the majority of time there even if they file different tax forms in one home)
- * DORMS/JAILS/HOSPITALS = COUNTED AS GROUP QUARTERS*
- Inaccurate counts will haunt us and will reduce resources for our community for 10 years!!! – in NM we lose $3,745/person for 10 yrs = $37,450 (Check George Washington Policy Institute for Resources/Info on all states)
- Numbers used to distribute resources to Schools, Hospitals, Jobs, Economic Development, Roads and Infrastructure
- Determines Representation in Congress, state legislature, local government
MULTIPLE WAYS TO RESPOND

- Three ways to answer: internet, phone, mail
- Language Interpreters available by phone
- Online portal goes live on March 12, 2020; if no response Census worker may come to your door
- Complete Count Day is April 1, 2020
- Complete Count door to door begin in May and efforts end sometime in July;
- After that we must live with the number for another 10 years!!!
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
Why is an intersectional lens important for ethnic and racial measurements?
Separate Ethnicity Question
- Hispanic Origin

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.

Separate Race Question

7. What is this person’s race?

- 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.

CONVERGENCE OF COLORBLIND RACIST, EUGENICIST, NATIVIST RACIAL PROJECTS

Which box would you place Canadian, South African or American?
Linking race to nationality is the definition of racism.
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
### Voting Rights Discrimination
- Tucker (2006)
- Estrada (2000)
- Gordon and Rosenberg (2015)

### Employment & Education
- Saenz & Morales (2015)
- Rodríguez et al., (2011)
- Telles & Murguía (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)
- 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?
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 ...
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?
Interview between KKK Members and Univisión Reporter Ilia Calderón (Black Colombian Immigrant Woman) Took a Scary Turn Reporter and Images from Jorge Rodriquez-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
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
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*
WHAT ARE THE STAKES?

Civil Rights for Vulnerable Communities

- Voting Rights
- Allocation of Resources & federal funds
- Fair Housing, Law Enforcement & Health
- Equal Employment & Education

(Garcia 1999)

Urgency of Using our Schools, Neighborhood Associations, Churches/Places of worship for Complete Count
WHAT’S YOUR ONTOLOGY? RACE OR COLOR IS NOT ETHNICITY, NATIONALITY, DNA...

RACE, COLOR, STREET RACE (LIKE GENDER) IS A ***MASTER SOCIAL STATUS***
What can you do?

• Create a Complete Count Committee
• Use Census2020.gov resources for mobilizing through lessons; hold info sessions about Census in March *ESSAY CONTESTS *MURAL PROJECT*
• Included in Lesson Plan/Open your facilities/libraries/computer rooms for families that may not have computers are afraid but trust your org; Census Bureau says school volunteers can assist
• Co-branding your activities, website/flyers with Census logo-need to fill out MOU with Census Rep in your state;
• Communication Strategies Social Media Matters: radio, newspaper, newsletter, facebook, tweet, social media, text, joint activities where you set up a table and mention the Census
• 2020 Census day training; event on March 12, 2020 and April 1, 2020 to mobilize community.
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***
1. Are you a visible minority?
2. 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)
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

National Latino Health & Immigration Survey
STREET RACE QUESTION (N=1,493)
(López et al. 2017, Sociology of Race and Ethnicity):
Street Race & Discrimination
for Advancing Health Justice


Findings: Latinx Street Black & Arab

- Report highest levels of discrimination in stores, police, housing, etc.
- Next steps Disaggregate by gender
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)
Provides an arsenal of multidisciplinary, conceptual, and methodological tools for studying “race” specifically within the context of health inequalities and beyond.

Ch 12: Contextualizing Lived Race–Gender and the Racialized Gendered Social Determinants of Health (López, 2013)
(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
### Table 1: Summary Statistics : RWJF National Latino Health and Immigration Survey-2015

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Min</th>
<th>Max</th>
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</thead>
<tbody>
<tr>
<td>Self-Rated Physical Health</td>
<td>0.43</td>
<td>0.50</td>
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<tr>
<td>Self-Rated Mental Health</td>
<td>0.60</td>
<td>0.49</td>
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<tr>
<td>Self-Reported White Race</td>
<td>0.45</td>
<td>0.50</td>
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<tr>
<td>Ascribed as White</td>
<td>0.14</td>
<td>0.35</td>
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<td>1</td>
</tr>
<tr>
<td>Street-Race: White</td>
<td>0.22</td>
<td>0.41</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Street-Race: Latino</td>
<td>0.46</td>
<td>0.50</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Street-Race: Black</td>
<td>0.04</td>
<td>0.20</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Street-Race: Arab</td>
<td>0.04</td>
<td>0.19</td>
<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>
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 Latinas and Latinos 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 social climate?)*
• Self-Reported white report optimal health

• **Self-rated mental health** *(embodied social 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.
WHAT’S YOUR 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 2016 New Mexico Social Determinants of Health Survey—need larger Ns and mixed methods—qualitative and quantitative

• López, Nancy. 2014. “What’s Your “Street Race-Gender”? Why We Need Separate Questionson Hispanic Origin and Race for the 2020 Census. RWJF Human Capital Blog. November 26,

2002 NM Reactions to Race
Preliminary Results to Question # 1
N= over 4,000 (Dr. Edward Vargas)

<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>
DATA IMPLICATIONS

1. Build a data infrastructure for intersectional knowledge projects;

2. New empirical measures:
   - “street race”
   - “street gender”
   - “street sexual orientation”
   - “multi-dimensional class”
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

Copyright @2012 Project HOPE
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
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
**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)*

<table>
<thead>
<tr>
<th>Variables</th>
<th>Marginal Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Reference Group)</em></td>
<td></td>
</tr>
<tr>
<td>White, High-income Women</td>
<td></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>
<td>-.217***</td>
</tr>
<tr>
<td>Asian, High-income Men</td>
<td>-.211***</td>
</tr>
<tr>
<td>Black, Low-income Women</td>
<td>-.185***</td>
</tr>
<tr>
<td>Hispanic, High-income Men</td>
<td>-.172***</td>
</tr>
<tr>
<td>White, Low-income Women</td>
<td>-.142***</td>
</tr>
<tr>
<td>White, High-income Men</td>
<td>-.137***</td>
</tr>
<tr>
<td>Asian, Low-income Women</td>
<td>-.137***</td>
</tr>
<tr>
<td>American Indian, High-income Women</td>
<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>


What’s your wishlist for rigorous intersectional data on Latinx communities?
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.
Dialogue & Next steps

How can you develop and deepen your intersectionality lens in Latinx 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?
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      Website: race.unm.edu
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 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)

INVITE: Next Meeting W 10/16, 12-1pm, UNM SUB *PRESS CONFERENCE* Urgency of complete count for the future of NM, W 11/20 Race and Social Justice Across the Disciplines: Academic Justice, Academic Rights for Students, Faculty and Staff (Lunch Provided in SSCO 1061)

Visit: race.unm.edu
2016 Race & Social Justice Interdisciplinary Insights
Faculty Collective
Deliverable: SLO & Collective Syllabi; visit race.unm.edu

Special Thanks to Teaching Allocation Grant (TAG) 2016
Division of Equity and Inclusion
Next Mtg: 9/25, 12-1pm SSCO 1061, Lunch provided. Everyone Welcome!
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)
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

Special issue: Critical Race Theory & Quantitative Methods

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

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 about ethnicity and ancestry into just two questions. That leaves a lot of data uncollected.

Over 35,000 downloads
conversation.com

See Tedex Census video in Spanish: race.unm.edu
Public Sociology: Engaged Scholarship, Equity-Based Policy Relevant Knowledge Projects

**766 Citations***


RESOURCES FOR INDIVIDUAL AND GROUP ACTIVITIES

• RIVER OF LIFE ACTIVITY: 

• INTERSECTIONALITY, POWER, PRIVILEGE AND RESISTANCE ACTIVITY: 
  https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/

• SELF-REFLEXIVITY AND INVENTORY ON SYSTEMS OF PRIVILEGE 