Greetings, Colleagues and Friends of the Center,

Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.”

The many activities of the Center on Race and Social Problems (CRSP)—from our pilot studies to our speaker series—are focused on increasing awareness about disparities in American society. But more than that, we are focused on decreasing those disparities.

In this year’s funded pilot study, faculty members James Huguley, Shaun Eack, and John Wallace Jr. are working to evaluate the potential of a school-based intervention for African American urban youths.

In the fall of 2014, we once again partnered with the Heinz Endowments to host an institute for educators that concentrated on improving students’ nonacademic skills.

Our recently released Pittsburgh’s Racial Demographics 2015: Differences and Disparities report provided indicators of quality of life by race and ethnicity for the Pittsburgh region and the United States in not only education but also the other seven areas of focus. The report garnered attention from local elected officials like Pittsburgh Mayor Bill Peduto and Allegheny County Executive Rich Fitzgerald, foundations, the media, and other educational institutions.

It is these types of partnerships—with other university units, foundations, and elected officials—that can help change the world.

In the spirit of cooperation, the third annual Race, Ethnicity, and Poverty (REAP) center summit was hosted by the Urban Institute in Washington, D.C., REAP continues to draw attendees from across the country, allowing for increased cooperation between centers.

Here at the center, we are happy to welcome new center coordinator Penelope Miller. Penny also holds adjunct faculty appointments here and at the Community College of Allegheny County’s Homewood-Brushton Center.

In addition, we have new partners for our research pursuits including new Academic Advisory Committee members from Pitt: Audrey Murrell, of the Joseph M. Katz Graduate School of Business; Richard Schulz, of the University Center for Social and Urban Research; and Lu-in Wang, of the School of Law.

Two new Research Advisory Panel chairs have also joined the center. Waverly Duck, of the Department of Sociology, will lead the Economic Disparities group, and James Huguley, of the School of Social Work, will lead the Educational Disparities group.

The journal Race and Social Problems, now in its eighth year, has a new associate editor—Valire Carr Copeland—associate dean of academic affairs here at the School of Social Work. The journal continues to publish the best race-related research articles on a wide range of topics, such as health care reform, wage disparities, and parenting.

The CRSP Speaker Series continues to attract large crowds; in fact, we have had to set up overflow rooms for each speaker. The law firms of Buchanan Ingersoll & Rooney PC and Reed Smith LLP remain our generous sponsors, and without their support, we would not be able to provide a forum for these important subjects.

All of our lectures, along with the journal, annual reports, and all other center materials, are available through our Race Research Online Directory at crsp.pitt.edu. We hope you will use and share this one-of-a-kind resource.

As always, we want to thank you for your continued support.

Sincerely,

Larry E. Davis, director, Center on Race and Social Problems
Dean and Donald M. Henderson Professor, University of Pittsburgh School of Social Work
“The problem of the 20th century is the problem of the color line.”
— W.E.B. DUBOIS, AUTHOR, 1903

Mission

Although progress has been made since these words were spoken more than 100 years ago, America’s race-related problems remain. Race and ethnicity matter in virtually all aspects of our society and are likely to matter more as our society becomes even more diverse.

The mission of the University of Pittsburgh Center on Race and Social Problems (CRSP) is to conduct applied social science research on race, ethnicity, and color and their influence on the quality of life for all Americans. The University of Pittsburgh established the center in 2002 to help lead America further along the path to social justice. The center is interdisciplinary in its approach and multiracial in its focus and is the first race-related center to be housed in a school of social work.

Goals

The goals of the center are as follows:

• Foster high-quality, multidisciplinary research on racial issues. CRSP aims to achieve this goal by developing new knowledge and gaining substantial local and national funding for research.

• Mentor scholars who focus on race-related research. CRSP aims to accomplish this goal by providing students, postdoctoral fellows, faculty, and other scholars with guidance and support in project design, proposal development and presentation, data gathering and analysis, and publishing.

• Disseminate race-related knowledge and information. CRSP aims to accomplish this goal by providing talks, forums, conferences, lectures, summer institutes, and courses.

Areas of Focus

The center focuses on race-related social problems in the following seven areas:

• Criminal justice
• Economic disparities
• Educational disparities
• Health
• Interracial group relations
• Mental health
• Families, youth, and the elderly

Activities and Functions

Aligning itself with the mission of the University of Pittsburgh, the center is engaged in the following activities and functions:

Research

Executing a high-quality multidisciplinary applied research program is at the core of the center’s mission. Faculty members who work with the center are encouraged to focus on developing realistic and achievable solutions to the topics they address.
Faculty members affiliated with the center are organized into groups based on the seven problem areas addressed by the center. These groups, called research advisory panels, bring together faculty, students, and practitioners with similar interests to work individually or in groups to develop new research initiatives.

Addressing race-related problems requires a wide range of expertise. The center establishes and maintains relationships with interested faculty members from across the University and provides these social scientists with an identity and a location for research and training on racial topics. The center aids University researchers in developing and obtaining external funding for their projects. Finally, the center strives to become a national resource for race-related social science information for both academics and the general public, and it serves as a collection site for questionnaires, instruments, and relevant research resources.

Service

With a focus on, but not limited to, the Pittsburgh region, the Center on Race and Social Problems serves the informational needs of the public, private, and nonprofit sectors. It provides the community with both data and technical assistance, conducts special studies on current issues, and disseminates research findings. Interested citizens can attend the center’s seminars, lectures, and conferences to gather information or engage in dialogue on race-related issues. They also are encouraged to go to the center’s Web site for up-to-date information on newsletters, papers, books, conferences, summer institutes, and course offerings.

Education

Students interested in race-related issues have a variety of opportunities to get involved with the center’s research. The center educates, trains, and mentors scholars from the undergraduate to the postdoctoral level. A position on a research project affords individuals the opportunity to gain not only valuable skills and experience but also funding for their education. The center also offers graduate courses on race and related social problems.

Academic Advisory Committee

The center is guided by an academic advisory committee of experts from a range of disciplines at the University of Pittsburgh and across the country.

The University of Pittsburgh members are as follows:
Willa Doswell, School of Nursing
Sara Goodkind, School of Social Work
Edmund Ricci, Graduate School of Public Health
John Wallace Jr., School of Social Work
Hidenori Yamatani, School of Social Work

Members from outside the University of Pittsburgh are as follows:
Alfred Blumstein, School of Public Policy & Management, Carnegie Mellon University
Patricia Gurin, Program on Intergroup Relations, University of Michigan
James Jackson, Institute for Social Research, University of Michigan
Ruth McRoy, School of Social Work, Boston College
Michael Sherraden, George Warren Brown School of Social Work, Washington University in St. Louis
Robert Taylor, School of Social Work, University of Michigan
Note: All faculty members listed in this section are from the University of Pittsburgh unless noted otherwise.

Research Advisory Panels

Faculty members affiliated with the center are organized into research advisory panels (RAPs) based on the center’s seven areas of focus. The RAPs bring together faculty members with similar interests to share their research and publications and work individually or in groups to publish and develop new research initiatives. The RAPs in 2014–15 focused on the following areas:

- **Criminal Justice:** examines racial disparities in the criminal justice system and seeks strategies for reducing recidivism and increasing fairness in the treatment of all citizens
- **Economic Disparities:** examines racial disparities in economic conditions, access to opportunities, and outcomes for workers and business owners
- **Educational Disparities:** studies racial differences in levels of attainment and seeks to improve outcomes from early to postsecondary education
- **Health Disparities:** examines racial disparities in health conditions across the life span, access to and quality of care, and strategies for reducing disparities
- **Interracial Group Relations:** inspects interracial group dynamics and provides insight into and strategies to improve intergroup relations
- **Mental Health:** studies the relevance of race and culture in relation to mental health services access and outcomes
- **Families, Youth, and the Elderly:** inspects the shifting patterns in family composition and their consequences; trends in the quality of life of parents, children, and the elderly; and alternative interventions

**RAP chairs in 2014–15 were as follows:**

- **Criminal Justice:** David Harris, School of Law
- **Economic Disparities:** Waverly Duck, Department of Sociology
- **Educational Disparities:** James Huguley, School of Social Work
- **Health Disparities:** Daniel Rosen, School of Social Work
- **Interracial Group Relations:** Michael Tillotson, Department of Africana Studies
- **Mental Health:** Shaun Eack, School of Social Work
- **Families, Youth, and the Elderly:** Fengyan Tang, School of Social Work

**Ongoing Externally Funded Research Projects**

*Healthy Living, Healthy Learning, Healthy Lives (HL3)*

John M. Wallace Jr. (School of Social Work)
Funded by the National Institutes of Health

January 2013–December 2015

The Healthy Living, Healthy Learning, Healthy Lives project equitably engages community members, organizational leaders, and researchers in a community-based participatory research partnership. The purpose is to investigate; ameliorate; and, ultimately, eliminate disparities in children’s health, with a particular focus on asthma and its correlates, consequences, and comorbidities.
Low-income Neighborhoods and Child Health: Assessing the Influence of Physical and Social Neighborhood Conditions on Childhood Health

Anita Zuberi (Center on Race and Social Problems)

Funded by the Annie E. Casey Foundation Making Connections Scholar Award

October 2013–June 2015

The study uses data from Making Connections (MC), a comprehensive community initiative led by the Annie E. Casey Foundation, to examine the relationship between neighborhood distress and child health. Using the longitudinal sample of children (n = 3,300) surveyed in seven MC neighborhoods during Wave 2 (2005–07) and Wave 3 (2008–11), the study analyzed the associations between child health (overall health and asthma diagnosis) and aspects of neighborhood distress, including physical neighborhood conditions (i.e., housing conditions, physical disorder) and social neighborhood conditions (i.e., collective efficacy, parents’ perceptions of safety, and parents’ attitudes about the neighborhood as a place to raise children).

The analysis provides a descriptive look at the variations in child health outcomes throughout low-income neighborhoods. Hierarchical linear modeling is used to examine which aspects of neighborhood distress predict changes in child health. The study findings will provide insight into how the physical and social environments of neighborhoods are related to child health and, subsequently, will have implications for programs aiming to improve child health in low-income neighborhoods.

Monitoring the Future: Drug Use and Lifestyles of American Youth

John M. Wallace Jr. (School of Social Work) is a coinvestigator on this project with Lloyd Johnston, Jerald Bachman, Patrick O’Malley, and John Schulenberg (University of Michigan)

Funded by the National Institute on Drug Abuse

August 2012–July 2017

Monitoring the Future is an ongoing epidemiological research and reporting project that began in 1975 and has become one of the nation’s principal sources of reliable information on trends in drug use among adolescents and young adults. The goals of this study are to (1) examine within and between group racial/ethnic differences and similarities in patterns, trends, and correlates of drug-related attitudes, beliefs, and behaviors; (2) conduct racial/ethnic- and gender-specific analyses that seek to identify whether risk and protective factors found to be important for White males and females also are important correlates and predictors for non-White youths; and (3) investigate the mechanisms through which individual and contextual-level religiosity influences substance use.
Ongoing Pilot Studies

Do Barriers to Health Care Access Explain Racial and Geographic Disparities in Surgical Intervention for Hepatocellular Carcinoma?

Allan Tsung (School of Medicine) and Cindy Bryce (Graduate School of Public Health)

Funded in 2013

The study aims to examine the potentially modifiable factors underlying racial and geographic disparities in diagnosis and treatment of hepatocellular carcinoma. After a rigorous scientific review process, the study was opened to new patients in 2014. Participants were recruited successfully from the UPMC Liver Cancer Center, and the goal of oversampling minority patients was achieved. Preliminary data collection has been completed, and patient interviews are nearly completed. Once all interviews have been transcribed, work will begin with a nationally renowned expert in qualitative research to conduct a thorough thematic analysis to identify novel barriers and facilitators of surveillance for treatment of and survival from hepatocellular carcinoma in the clinic population.

Meanwhile, the knowledge gained from the qualitative analysis will be used to update the quantitative survey instrument developed, and there will be an administration of the survey to patients in the clinic in the second phase of the study. After enough participants are recruited, the preliminary analysis of survey results will be presented at a major national meeting. Ultimately, the hope is that the results of the study can inform future efforts to effectively manage barriers to accessing and using potentially lifesaving treatment for patients with hepatocellular carcinoma.

The Genesis of Racial Segregation in American Cities

Randall Walsh and Allison Shertzer (Department of Economics)

Funded in 2013

The project aims to understand the fundamental causes of residential segregation by race in American cities, focusing on the particularly rapid rise in segregation that occurred in the early 20th century. The team has assembled the first fine-resolution spatial demographic data covering the 1900–30 period for 10 major U.S. cities. This dataset includes every person living in these urban areas—representing almost 60 million individual census records. This spatial demographic...
data set is used to investigate why segregation emerged, focusing first on the role of individual location decisions (e.g., “White flight”). Preliminary results suggest that White departures from neighborhoods in response to Black arrivals can explain about half of the overall increase in segregation that occurred in the first half of the 20th century. This study also will consider the role of comprehensive zoning, federal mortgage policies, restrictive covenants, and the diffusion of public transit in the future work.

This study has led to a successful National Science Foundation grant, White Flight, Discrimination, and the Origins of Segregation in the United States, spanning 2015–18.

**Investigating the Impact of African Americans’ Experiences of Racial Discrimination on Ambulatory Blood Pressure and Health Risk Behaviors Using Ecological Momentary Assessment**

**Nataria Joseph and Laurel M. Peterson (School of Medicine)**

Funded in 2013–14

The overall purpose of this study is to examine the association between discrimination and health in African American young adults using innovative methodology. More specifically, the primary purposes of the study are to (1) improve assessment of discrimination by incorporating ecological momentary assessment of discrimination in daily life alongside more traditional ways of assessing discrimination (e.g., frequency of discrimination in the past year and in one’s lifetime) and (2) to determine which method of assessing discrimination is more strongly associated with blood pressure and unhealthy behaviors. Since the fall of 2013, the investigators have obtained internal review board approval for the study, prepared all research protocols (e.g., questionnaires, handheld devices for data collection, study ambulatory equipment, WePay training and certification), and launched the study. They trained and oversaw a team of six University of Pittsburgh undergraduate research assistants (Katherine Willie, Jhanelle DeLisser, Brianna Crayton, Levi Markel, Mallory Hudson, and Rachael Schaper) to assist in data collection throughout the 2013–14 academic year and the summer of 2014 and successfully collected data from a total of 60 young adult African American participants in the Pittsburgh community.

Nataria Joseph and Laurel M. Peterson both successfully advanced from their cardiovascular behavioral medicine postdoctoral positions as UPMC mentors: Thomas Kamarck, Karen Matthews, and Rebecca Thurston). Joseph is currently an assistant professor of health psychology at Pepperdine University, and Peterson is currently an assistant professor of health psychology at Bryn Mawr College. Joseph and Peterson are currently focused on processing and analyzing the study data and will advance to presentation and manuscript development over the course of the 2015–16 academic year.

Under the supervision of Peterson, four students at Bryn Mawr College have conducted or are conducting independent senior theses with the data. Yige Zhu’s work is titled “The Association between Racial Discrimination and Obesity in Young Adult African American Adults: Findings from the HRDDL Study.” Alexis De La Rosa’s project is titled Health Impacts of Perceived Racism on Young Adult African Americans: Is Education a Buffer? Caitlin Homstad’s work, “Associations of Discrimination and HIV Transmission Risk Behaviors among African Americans,” is in the preliminary stages. Clara Kaufmann was a summer science fellow on the project and recently had her work accepted for a poster presentation at the La Salle University Diversity Forum. Her project is titled Perceived Discrimination and Blood Pressure in African American Young Adults: Exploring the Influence of Social Support.

Pilot studies are funded by CRSP and made available each year for qualified University applicants. Visit crsp.pitt.edu for more information.
African American Students’ Opportunities to Learn: How Classroom Climate Factors Condition Participation and Learning in High School Math Classrooms

Tanner Wallace and Jasmine Williams (School of Education)

As educational researchers work to understand effective teaching, particularly in urban contexts, continued research on how interactions between teachers and students contribute to learning will allow for the development of an improved framework for discussions of race and racial identity in secondary classrooms. Thus, dynamic and interactional views of race and classroom experiences are necessary to understand how classrooms operate as developmental contexts for youths and to inform effective teaching. Boykin and Noguera (2011) identified three classroom-based asset-focused factors that appear to increase student engagement and ultimately lead to achievement-raising, gap-closing outcomes for African American students: (1) interpersonal relationships, (2) intersubjectivity, and (3) information-processing quality. Interpersonal relationships refer to the quality of the relationships established in the classroom between teachers and students. Intersubjectivity is the level at which teachers and students can establish shared meaning in classroom interactions. The extent to which teachers push student thinking to higher levels and engage in instruction that fosters in-depth independent thinking is captured through the asset-focused factor information-processing quality. The Measures of Effective Teaching Longitudinal Database was used to explore variation in teachers’ use of asset-focused instructional strategies by classroom racial composition. Classroom racial composition was divided into quartiles, from 0–25 percent minority up to 75–100 percent minority. Video observations from 20 secondary math classrooms were used to develop observational coding protocols of teachers’ use of asset-focused instructional strategies (Boykin and Noguera, 2011). Iterative rounds of qualitative analysis were employed to develop valid and reliable observational protocols instantiating these theoretically relevant factors in real-world classroom practice. Future research will include using the protocols developed from this pilot study to analyze teachers’ practices in secondary math classrooms and variation in student perceptions of teacher behavior and achievement.

Neighborhoods, Race, and Health: Assessing the Relationship between Health Disparities and Neighborhood Distress

Anita Zuberi (School of Social Work), Waverly Duck (Department of Sociology), and Robert Gradeck (University Center for Social and Urban Research)

Funded in 2012

This pilot study aims to build a database combining health outcomes with neighborhood characteristics in Pittsburgh and to use this database to assess the relationship between racial disparities in health and neighborhood distress. The data have been used to examine the relationship between adverse birth outcomes and racial disparities in distressed Pittsburgh neighborhoods, and there are plans to examine the relationship among race, neighborhood distress, and premature death in the future.

**Evaluating the Potential Effectiveness of a School-based Trauma Intervention for African American Urban Youth: A Needs Assessment**

James Huguley, Shaun Eack, and John Wallace Jr. (School of Social Work), and Ming-Te Wang (School of Education)

In response, this project has been designed to assess the potential for the use of cognitive enhancement therapy (CET) in high-needs school communities. CET is a well-established mental health intervention that, unlike many other trauma therapies, assumes that the challenges to cognition are ongoing and not in the past (such as in the case of returning from combat). CET focuses on buffering neurological and social cognitions in ways that help individuals to succeed under cognitive adversity. Moreover, the psychoeducational component of CET can be used to incorporate ideas of racial and social justice in ways that help clients more effectively conceptualize the contextual challenges that are impacting their mental health.

This project is currently under way. In the spring and fall of 2016, the team will be partnering with local high-needs school districts to assess the need for this intervention. The team will survey students to determine whether this intervention would be helpful for their present challenges. Findings from this study will be used to leverage additional funding for interventions in participating districts.
Journal: Race and Social Problems

The center’s journal, Race and Social Problems, published by Springer, first appeared in early 2009. The journal provides a multidisciplinary and international forum for the publication of articles and discussion of issues germane to race and its enduring relationship to psychological, socioeconomic, political, and cultural problems. It publishes original empirical articles that use a variety of methodologies, including qualitative and quantitative (descriptive, relationship testing, and intervention studies), and papers using secondary data sources. It also publishes nonempirical articles, including reviews of past research, theoretical studies, policy proposals, critical analyses, historical reviews and analyses, and solution-based papers on critical contemporary issues.

Articles in the journal are available for free online. For additional information about the journal, contact Editor in Chief Gary Koeske at gkoeske@pitt.edu.

Lists of the editors, editorial board, and articles published in the journal over the past year are shown at the right:

CHAIR, EDITORIAL BOARD
Larry E. Davis, School of Social Work and Center on Race and Social Problems, University of Pittsburgh

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Gary Koeske, School of Social Work, University of Pittsburgh

ASSOCIATE EDITOR
Valire Carr Copeland, School of Social Work, University of Pittsburgh

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Shanti Khinduka, George Warren Brown School of Social Work, Washington University in St. Louis
H. Richard Milner, School of Education, University of Pittsburgh
John Wallace Jr., School of Social Work, University of Pittsburgh
Hidenori Yamatani, School of Social Work, University of Pittsburgh

Articles in Volume 6, Issue 3 (September 2014)

“Gendered Black Exclusion: The Persistence of Racial Stereotypes among Daters”
James A. Bany, Belinda Robnett, and Cynthia Feliciano

“The Quality of Data on ‘Race’ and ‘Ethnicity’: Implications for Health Researchers, Policy Makers, and Practitioners”
Judith B. Kaplan

“Sounding Like Your Race in the Employment Process: An Experiment on Speaker Voice, Race Identification, and Stereotyping”
Eric R. Kushins
“Do Expectations Make the Difference? A Look at the Effect of Educational Expectations and Academic Performance on Enrollment in Post-secondary Education”
Littisha A. Bates and Paul D. Anderson Jr.

“Residential Segregation, Health, and Health Care: Answering the Latino Question”
Kathryn Freeman Anderson and Andrew S. Fullerton

“Understanding Differences in College Enrollment: Race, Class and Cultural Capital”
David M. Merolla and Omari Jackson

Articles in Volume 6, Issue 4 (December 2014)

“The Fate of Obamacare: Racial Resentment, Ethnocentrism and Attitudes about Healthcare Reform”
Angie Maxwell and Todd Shields

“Racial Wage Disparity in U.S. Cities”
Craig Kerr and Randall Walsh

“White Flight and the Presence of Neighborhood Nonprofit Organizations: Ethno-racial Transition, Poverty, and Organizational Resources”
Eve E. Garrow and Samuel H. Garrow

“Phenotyping and Adolescence-to-Adulthood Transitions among Latinos”
Igor Ryabov and Franklin W. Goza

“Just Skin Deep? The Impact of Interviewer Race on the Assessment of African American Respondent Skin Tone”
Lance Hannon and Robert DeFina

“Racial Imagery and Support for Voter ID Laws”
David C. Wilson, Paul R. Brewer, and Phoebe Theodora Rosenbluth

Articles in Volume 7, Issue 1 (March 2015)

“Race, Education, and the Pursuit of Equality in the Twenty-first Century”
Pedro A. Noguera, Jill C. Pierce, and Roey Ahram

“School District Lines Stratify Educational Opportunity by Race and Poverty”
Jennifer B. Ayscue and Gary Orfield

Richard Rothstein

Lisa M. Stulberg

“Culture or Teacher Bias? Racial and Ethnic Variation in Student-Teacher Effort Assessment Match/Mismatch”
Karen Phelan Kozlowski

Casandra D. Salgado

“Expectations and Realities: Education, the Discipline Gap, and the Experiences of Black Families Migrating to Small Cities”
Lawrence T. Winn and Maisha T. Winn

“Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms”
Cati V. de los Ríos, Jorge López, and Ernest Morrell

Articles in Volume 7, Issue 2 (June 2015)

“Moving Toward Racial Equity: The Undoing Racism Workshop and Organizational Change”
Mimi Abramovitz and Lisa V. Blitz

“Racial Isolation and Chlamydia Rates in U.S. Counties”
Loren Henderson

“Christian Nationalism, Racial Separatism, and Family Formation: Attitudes Toward Transracial Adoption as a Test Case”
Samuel L. Perry and Andrew L. Whitehead

“Unpacking the Black Box of Race-Ethnic Variation in Fertility”
Karen Benjamin Guzzo, Sue P. Nash, Wendy D. Manning, Monica A. Longmore, and Peggy C. Giordano

“Race, Friends, and College Readiness: Evidence from the High School Longitudinal Study”
Steven Elias Alvarado and Brian P. An (continued on page 12)
Other Journal Articles


Op-ed


Pittsburgh’s Racial Demographics 2015: Differences and Disparities

“The disparities among racial groups are evident in the data: people of minority racial backgrounds lack opportunities to obtain sufficient employment, become adequately educated, live in good neighborhoods, and enjoy a life free of foul treatment from the legal justice system.”

— PITTSBURGH’S RACIAL DEMOGRAPHICS 2015: DIFFERENCES AND DISPARITIES EXECUTIVE SUMMARY
Speaker Series: Fall 2014 Buchanan Ingersoll & Rooney PC

All lectures are from noon to 1:30 p.m. in the School of Social Work Conference Center, 2017 Cathedral of Learning.

Lunch will be provided; registration is not required. For more information, please visit crsp.pitt.edu or call 412-624-7382.

The law firm Buchanan Ingersoll & Rooney PC has generously sponsored this speaker series.

Monday, September 15
“Understanding Racial and Ethnic Differences in Physical and Psychiatric Health”
James Jackson, Professor of Psychology; Research Professor, Research Center for Group Dynamics; and Director, Institute for Social Research, University of Michigan

Wednesday, October 8
“On the Run: Fugitive Life in an American City”
Alice Goffman, Assistant Professor of Sociology, University of Wisconsin–Madison

Tuesday, November 18
“Building Assets for All: Research and Policy for Universal Children’s Accounts”
Michael Sherraden, George Warren Brown Distinguished University Professor and Director, Center for Social Development, Washington University in St. Louis

Monday, December 1
“Reinventing the Criminal Justice System for the 21st Century”
Frederick Thieman, President, Buhl Foundation

The CRSP lectures are typically filled to capacity with students, faculty, staff, and members of the community.

“Why not inclusive and progressive asset building for the whole population? How do we begin to create that policy?”
— MICHAEL SHERRADEN
Fall 2014 Speaker Series

All lectures are from noon to 1:30 p.m. in the School of Social Work Conference Center, 2017 Cathedral of Learning. Lunch will be provided; registration is not required. For more information, please visit crsp.pitt.edu or call 412-624-7382.

The law firm Buchanan Ingersoll & Rooney PC has generously sponsored this speaker series.

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  - "Reinventing the Criminal Justice System for the 21st Century"
  - Frederick Thieman, President, Buhl Foundation

David Harris, Frederick Thieman, Sara Berg, Larry Davis

Michael Sherraden

John Wallace Jr., Philip Kalten Chair of Community Health and Justice at the School of Social Work, and Jackson

Davis, Alice Goffman, Waverly Duck, and Ralph Bangs

Alice Goffman
Speaker Series: Spring 2015 Reed Smith LLP

Reed Smith LLP
Spring 2015 Speaker Series

All lectures are from noon to 1:30 p.m. in the School of Social Work Conference Center, 2017 Cathedral of Learning.
Lunch will be provided; registration is not required. For more information, please visit crsp.pitt.edu or call 412-624-7382.

The law firm Reed Smith LLP has generously sponsored this speaker series.

UNIVERSITY OF PITTSBURGH
School of Social Work

Center on
Race & Social Problems

Wednesday, January 21
“Try On the Outfit and Just See How It Works: The Psychocultural Responses of Disconnected Black Youth to Work”
Orlando Patterson, John Cowles Professor of Sociology, Harvard University

Wednesday, February 25
“The Collision of Race and Criminal Justice: Lessons from the Aftermath of Ferguson”
David Harris, Distinguished Faculty Scholar and Professor of Law, University of Pittsburgh

Tuesday, March 17
“The Crisis of College Access for Students of Color”
Gary Orfield, Distinguished Research Professor of Education, Law, Political Science, and Urban Planning and Co-director, Civil Rights Project, University of California, Los Angeles

Thursday, April 23
“The End of Black Metropolis?”
Mary Pattillo, Harold Washington Professor and Professor of Sociology and African American Studies, Northwestern University

“Black Chicago continues to nurture artistic creativity, economic innovation, and political imagination.”
—MARY PATTILLO

The CRSP lectures are typically filled to capacity with students, faculty, staff, and members of the community.
“Disconnected youth are not immune from mainstream valorization of work—in spite of their “cool pose” they feel a sense of shame and failure ...”

— ORLANDO PATTERSON
Are Academics Good Enough?

On October 28, 2014, the Center on Race and Social Problems hosted the institute, Are Academics Good Enough? Sponsored by the Heinz Endowments, this institute sought to offer educators an opportunity to hear about and explore compelling research that offers pathways for developing nonacademic skills among African American male students in our communities and schools. Bringing educators and policy leaders together from the region, the institute identified promising practices and strategies for developing these nonacademic skills with focus on creating greater access and opportunity for our most vulnerable populations. Attendees sought to create collaborations throughout the region that are “cross-district” by nature. This would help communities move from limited reform to a broader transformational and sustainable ecosystem for learning.

The institute began with a welcome from Larry E. Davis and Stanley Thompson, director of the education program for the Heinz Endowments. The keynote speaker for the institute was Howard L. Fuller, Distinguished Professor of Education and director of the Institute for the Transformation of Learning at Marquette University. A panel followed, moderated by John Wallace Jr., Philip Hallen Professor in Community Health and Justice at Pitt’s School of Social Work, and featuring Linda Lane, superintendent of Pittsburgh Public Schools; Lori Delale-O’Connor, associate director for research and development at Pitt’s Center for Urban Education, School of Education; James Huguley, research associate at the Center on Race and Social Problems; and Wayne Walters, assistant superintendent for high schools for the Pittsburgh Public Schools and principal of Obama International Baccalaureate High School.

Student Paper Award Winners

Ira Murray has been chosen as the recipient of the 2015 Doctoral Student Paper Award from the Center on Race and Social Problems. Murray is a K. Leroy Irvis fellow in the School of Education. His sponsor was Amber Pabon from the School of Education.

Megan Carson, Brian Maine, and Daniel Salmon were chosen as the recipients of the 2015 Undergraduate Student Paper Award from the Center on Race and Social Problems. Their sponsors were Randall Walsh and Werner Troesken in the Department of Economics.

Graduate Course

SWGEN 2080 Race and Social Problems
Ralph Bangs

This three-credit course was offered in the spring 2015 term. Students learned about race-related social problems, explanations for the problems, and possible solutions. Readings and class discussions covered race as an issue in relation to economic and education disparities, intergroup relations, mental health, families, and criminal justice.

Photos on opposite page

Group photo: front row (left to right): Emily Bell, Mariel McMarlin, and Marcus Poindexter; middle row (left to right): Lauren Shifrin, Brittany Cheeks, Teissa Medwid, and Lauren Pugh; back row (left to right): Dean Larry E. Davis, Sara Berg, Andrea Joseph, Associate Dean Valire Carr Copeland, and Maria Joseph.

Sights in Cuba (clockwise from top left): coffee at Café Cubano; El Laurel restaurant; vintage truck; a taxi; and a view of Havana.
Study Abroad: Cuban Social Policy Issues

During the spring of 2015, 10 students traveled to Cuba for this one-credit graduate course. Taught by School of Social Work Dean Larry E. Davis, Associate Dean of Academic Affairs Valire Carr Copeland, and former center coordinator Sara Berg, the course focused on education, economics, public health, mental health, gender concerns, social security, and social work.

This course is offered every spring. Class members meet regularly during the term prior to the trip to discuss readings and hear presentations from experts in the field.
Faculty and Staff

Faculty members are from the University of Pittsburgh unless otherwise noted.

**Center Staff**

Larry E. Davis, PhD, director  
Penelope Miller, center coordinator  
Megan Soltesz, finance and business manager, CRSP and School of Social Work  
Briana Henry, administrative assistant  
Brandon Benjamin, administrative assistant

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Kathleen Blee, Sociology  
Carolyn Carson, Urban Studies  
Waverly Duck, Sociology  
Laurence Glasco, History  
John Hurwitz, Political Science  
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Jennifer Elise Iriti, Psychology in Education

**Affiliated Faculty**

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Anita Zuberi, Center on Race and Social Problems

**VA Pittsburgh Healthcare System**

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Leslie Hausmann  
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University Center for Social and Urban Research
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University of Pittsburgh Medical Center
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Marcela Horvitz-Lennon, Psychiatry
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Dustin Pardini, Psychiatry
Christine Rago, Behavioral Health
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Faculty and Staff

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Irene Lietz, Carlow University
Cathy Sigmund, Geneva College
Karyn Sproles, Carlow University
Melissa Swauger, Carlow University
Judith Touré, Carlow University
Michael Vaughn, Saint Louis University

University Collaborations with the Center

Colleges and Schools
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Kenneth P. Dietrich School of Arts and Sciences
Graduate School of Public and International Affairs
Graduate School of Public Health
Joseph M. Katz Graduate School of Business and College of Business Administration
School of Education
School of Health and Rehabilitation Sciences
School of Information Sciences
School of Law
School of Medicine
School of Nursing
School of Pharmacy
School of Social Work
Swanson School of Engineering
University Honors College

Departments
Administrative and Policy Studies
Africana Studies
Economics
English
Epidemiology
History
Instruction and Learning
Psychology
Psychology in Education
Psychiatry
Sociology
Urban Studies

Institutes and Centers
Clinical and Translational Science Institute
Institute of Politics
Learning Research and Development Center
University Center for International Studies
University Center for Social and Urban Research
University of Pittsburgh Cancer Institute
Western Psychiatric Institute and Clinic
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University of Pittsburgh Office of the Provost
The Heinz Foundation

Opportunities

Annual $500 Student Paper Award

The Center on Race and Social Problems encourages faculty sponsors and their students at each academic level (undergraduate, graduate, and terminal degree) to submit their race-focused research papers to our Student Paper Award competition. The variable deadline is mid-May each academic year. For more information, visit www.crsp.pitt.edu.

Pilot Study Funds $5,000 – $10,000

The Center on Race and Social Problems (CRSP) invites full-time University of Pittsburgh faculty members and researchers who earned a PhD (or similar degree) and are Research Advisory Panel members to submit pilot research proposals that address current race-related social problems within any of the seven areas of focus of CRSP: health; economic disparities; education disparities; interracial group relations; mental health; families, youth, and the elderly; and criminal justice. For more information, visit www.crsp.pitt.edu.

Race Research Online Directory

The entire archive of the work and research of the Center on Race and Social Problems is available through a powerful search feature on our Web site at crsp.pitt.edu. The archive includes more than 100 hours of lectures, numerous downloadable research reports, and full access to the journal Race and Social Problems.
All lectures are from noon to 1:30 p.m. in the School of Social Work Conference Center, 2017 Cathedral of Learning. Lunch will be provided; registration is not required. For more information, please visit crsp.pitt.edu or call 412-624-7382.

Wednesday, January 27
“Myth of the Color-blind and Gender-blind Judge”
Pat K. Chew, Judge J. Quint Salmon and Anne Salmon Chaired Professor and Distinguished Faculty Scholar, University of Pittsburgh School of Law

Thursday, February 4
“Rhetoric vs. Reality: Neoliberal Thought and the Racial Wealth Gap”
Darrick Hamilton, Associate Professor, the New School

Thursday, March 3
“Is Marriage for White People?”
Ralph Richard Banks, Jackson Eli Reynolds Professor of Law, Stanford Law School

Tuesday, April 12
“Achievement Gaps—and the Toxic Interaction of Race, Poverty, and Segregation—Start Before Kindergarten”
Elaine Weiss, National Coordinator, Broader Bolder Approach to Education Campaign, Economic Policy Institute

The law firm Reed Smith LLP has generously sponsored this speaker series.