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Credits

Published by the Center on Race and Social Problems

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Dr. Alvin Poussaint (Harvard University), Mayor Luke Ravenstahl (City of Pittsburgh), and
Dr. Oscar Barbarin (University of North Carolina).
From the Director

We at the Center on Race and Social Problems are ecstatic that Barack Obama is the country’s 44th President. His election and the campaign that preceded it were inspiring and affirming for all who fought for greater racial inclusion and justice in America. His election is confirmation that the work that so many have done to bring about greater racial harmony and justice has paid off. Often omitted when naming heroes and heroines who contributed to the improvement of race-related problems in this country are many social science scholars such as Alfred Blumstein, Leon Chestang, Kenneth B. Clark, W.E.B. DuBois, John Hope Franklin, E. Franklin Frazier, Lary Gary, Patricia Gurin, James Jackson, Douglas Massey, Harriett McAdoo, Gunnar Myrdal, Theodore Newcomb, Janet Schofield, Robert Staples, and William Julius Wilson, to name a very few. To the above individuals and hundreds of others whom I have not mentioned our society is forever indebted. Like the political activists and civil rights leaders, they have struggled to bring about improvements in the quality of life and status of people of color in this country. Probably all us have relatives whom we wish could have lived to have seen this country make such significant progress in race relations as indicated by the election of an African American President. I also wish some of those listed above who did not live to see Obama’s election had been alive to do so, for this is their victory too.

Yet despite our celebration, the struggle for racial equality continues. The election of a Black man as president does not mean that racial equality is just over the next hill, or that we have now arrived at a post-racial America. Nor does it suggest that all racism as we have known it has ended. But it does suggest that our efforts to promote and produce scholarship on racial inequities and to champion responses to those inequities have produced change. The Center is proud to be part of this struggle for justice and to be in league with scholars all over the country (indeed the world) who have committed themselves to improving, via scholarship, race-related problems experienced by our society.

2008 was a busy year for the Center. It remains our privilege to host the Center’s annual speaker series of eight lectures and four summer institutes, to offer a graduate course on race and social problems, to provide a race-focused study-abroad trip, to offer student paper awards and mentor bachelor’s, master’s, and doctoral students, to fund pilot projects and seek external funding for an assortment of projects, and meanwhile to get out as many publications as we can. However, this year we were also finally successful in establishing a new journal with Springer Publications: Race and Social Problems, which we had been attempting to do for over two years. The first issue is due out this spring. We hope each of you will find the time to read this new publication when it arrives.

As always we want to thank those who support the Center and make our work possible.

Best wishes,
Larry E. Davis
Mission

“The problem of the twentieth century is the problem of the color line.” —W.E.B. DuBois, 1903

Although progress has been made since these words were spoken more than a hundred 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 Center on Race and Social Problems 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 by conducting race-related research, mentoring emerging scholars, and disseminating race-related research findings and scholarship. The Center is interdisciplinary in its approach, multiracial in its focus, and the first race-related center to be housed in a school of social work.

Goals

The goals of the Center are to:

• 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.

Activities and Functions

Areas of Focus

The Center focuses on race-related social problems in the following six areas:

• Economic Disparities
• Educational Disparities
• Interracial Group Relations
• Mental Health
• Youth, Families, and the Elderly
• Criminal Justice

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 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 six focus areas addressed by the Center. These groups, called Research Advisory Panels (RAPs), bring together faculty members 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 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 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 are also encouraged to go to our web site for up-to-date newsletters, papers, books, conferences, summer institutes, and course offerings.

Education

Anyone interested in race-related issues has 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 across disciplines at the University of Pittsburgh and around the country. In January of 2008, Kathy Blee of Pitt’s Department of Sociology took over the duties of the Chair. Other members from the University of Pittsburgh are:

- Willa Doswell, School of Nursing;
- Sara Goodkind, School of Social Work;
- Audrey Murrell, Graduate School of Business;
- Edmund Ricci, Graduate School of Public Health;
- Janet Schofield, Department of Psychology and Learning Research and Development Center;
- Richard Schulz, University Center for Social and Urban Research;
- Stephen Thomas, Graduate School of Public Health;
- John Wallace, School of Social Work;
- Lu-in Wang, School of Law, and
- Hide Yamatani, School of Social Work.

Members from outside the University of Pittsburgh are:

- Alfred Blumstein, Carnegie Mellon University School of Public Policy and Management;
- Joe Feagin, Texas A&M University Department of Sociology;
- Patricia Gurin, University of Michigan Program on Intergroup Relations;
- James Jackson, University of Michigan Institute for Social Research;
- Ruth McRoy, University of Texas Center for Social Work Research;
- Michael Sherraden, Washington University School of Social Work, and
- Robert Taylor, University of Michigan School of Social Work.
Areas of Focus and Research Advisory Panels

The Center provides social scientists with both an identity and a location for research and training on racial topics. It also aids researchers in developing and obtaining external funding for their projects. Faculty associated with the Center conduct basic and applied studies, quantitative and qualitative data collection, and primary and secondary data analysis.

Faculty members affiliated with the Center are organized into groups based on the Center’s six areas of focus. These Research Advisory Panels (RAPs) bring together faculty members with similar interests to work individually or in groups to develop new research initiatives.

The chairs of the RAP groups in 2007-2008 were:

- Economic Disparities: Ralph Bangs, CRSP;
- Educational Disparities: Ralph Bangs, CRSP;
- Interracial Group Relations: Janet Schofield, Department of Psychology and Learning Research and Development Center;
- Mental Health: Valire Carr Copeland, School of Social Work;
- Youth, Families, and the Elderly: John Wallace, School of Social Work, and
- Criminal Justice: Hide Yamatani, School of Social Work.

Externally-funded Projects


The purpose of the project is to help local governments increase prime contracts with minority and women business enterprises (M/WBEs) in Boston and Chicago. Three local governments in each of the cities are being studied: the central city, housing authority, and water and sewer authority in Boston and the city, county, and school district in Chicago.

For each local government we have determined from archived public data the share of total prime contracts in the most recent year that went to MBEs and WBEs. Generally, local governments award very small shares of total prime contract spending to these firms.

In addition, we are in the process of interviewing 20 strong MBEs and 20 strong WBEs in each of the cities to find out what barriers within local government prevent these firms from obtaining prime contracts. These barriers often include: large contract sizes and giving late notice or no notice about contract opportunities, allowing large change orders and contract amendments for majority firms.

Another part of the project is to build relationships between the researchers and local government in order
to increase understanding of discriminatory barriers and encourage local government adoption of affirmative action programs to remedy the problems identified by the research. Relationships between the researchers and community and legal activists and advocates will also be built in order to develop local political and legal strategies to get reluctant local governments to change policies and practices.


The purpose of this study is to determine baseline numbers and percentages of Pittsburgh Public Schools (PPS) graduates and students by race (black and white), gender, and income who are potentially eligible for the Pittsburgh Promise college scholarship program. This study uses different values for selected eligibility criteria (enrollment in PPS, residency in city, GPA, attendance, and graduation tests). Pittsburgh Public Schools is providing summary data for the project based on student records.

The data and report will enable the Pittsburgh Foundation and others to know how different eligibility criteria affect the inclusion or exclusion of graduates and students from the Pittsburgh Promise. This will also allow program costs to be better estimated and eligibility criteria to be chosen so that as many graduates and students as possible benefit from the Promise.


The project will estimate the effects of alternative design characteristics for the Pittsburgh Promise on outcomes by race and income level. The goals of this study are to help the community and leaders design the Promise so that (1) all socioeconomic groups of students have access to the scholarship, (2) Pittsburgh Public Schools’ enrollment and the population of the city of Pittsburgh increase, (3) public school student achievement improves, (4) college enrollment and completion increase, and (5) the Promise is as affordable as possible for donors.

The project will forecast the outcomes of three basic designs for the Promise:

- The present merit-based Promise, with its last-dollar scholarship for selected public and private colleges and universities,
- A universal design for the Promise based on the Kalamazoo Promise, which applies to all high school graduates and has a sizeable scholarship for a large number of public colleges and universities, and
- A design which combines elements of the above options, with universal eligibility and a last-dollar, mid-sized scholarship ($7500) for a large number of public and private colleges and universities.

For each design we will forecast public school enrollment, high school graduation, college enrollment and completion, and student achievement (grades and test scores) by race, gender, and income. We will also forecast effects on city population and program costs. We will use research on state and local Promise-type programs and recent data from Kalamazoo, Pittsburgh, and other state and local areas to forecast outcomes in Pittsburgh.

John M. Wallace, Jr., *Monitoring the Future: Drug Use and Lifestyles of American Youth.* Dr. Wallace is a co-investigator on this project with Lloyd Johnston, Jerald Bachman, Patrick O’Malley, and John Schulenberg at the University of Michigan. August 1, 2002 – July 31, 2007. Funded by the National Institute on Drug Abuse.

*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. This research study has three broad and complementary aims: (1) to monitor drug use and potential explanatory factors among American secondary school students, college students, other young adults, and selected age groups beyond young adulthood; (2) to distinguish which of three fundamentally different kinds of change—maturational, historical, and/or cohort—are occurring for various types of drug use, including the use of tobacco and alcohol; and (3) to study the causes, the consequences, and the maturational patterns associated with these different types of change in drug use. Papers completed/in progress this year focus on the relationship between race/ethnicity and social class differences in girls smoking, on gender differences in adolescent delinquency, and on patterns and trends in youth violence.
Internally-funded Projects

Pilot projects

Each year, the Center makes a university-wide announcement requesting proposals for pilot research projects. When evaluating the proposed projects, emphasis is placed on the overall value of the project to the Center’s goals, the scientific merit of the research, the likelihood that the work will lead to scholarly publication, and the potential for substantial external funding of subsequent studies.

New Pilot Studies in 2008

Julie S. McCrae and Rachel A. Fusco, Family Group Decision Making: How Does Race Influence Referrals, Satisfaction, and Outcomes in a National Sample?

This study examines Family Group Decision Making (FGDM) among a nationally-representative sample of African American and White children. While FGDM was developed for work with ethnic minority families, there is no research on how this is being carried out in the United States. The study used stratified, bivariate and, multivariate regression analyses to view FGDM receipt, meeting composition, service linkages, and caregiver satisfaction. Results show that while race is not related to FGDM receipt, different characteristics lead to FGDM among African American and White families. Surprisingly, caregivers report feeling no more involved in decision making in association with FGDM. The findings are positive in that FGDM appears to target a particular set of needs among African American families, most prominently that FGDM may help resolve disparities in the use of mental health services among children with identified needs. Less positive is that some of the most pressing needs that are associated with children’s placement in out-of-home care may not be targeted by FGDM, namely caregivers’ substance abuse and chronic problems with maltreatment. Young children and adolescents are at high risk for out-of-home placement, but FGDM is not provided in increased rates among these families. Because FGDM use is increasing in the United States, now is an opportune time to clarify its goals and target the practice to meet these goals. If preventing out-of-home placement is the overarching priority, then services ought to target families with this risk. There is also indication from these data that children may be unequally served with FGDM in relation to the race of their caseworker, suggesting directions for training child welfare workers.

Julie S. McCrae, Mary Beth Rauktis, Helen Cahalane, and Cynthia Bradley-King, Service Pathways among African-American and Caucasian Families in Allegheny County Following Contact with Child Welfare Service.

In collaboration with Allegheny County Department of Human Services, this study used a mixed-methods design to document the early service paths of African-American and Caucasian children following child welfare referral, and to identify local characteristics that may contribute to service disparities. Key informant interviews were conducted with caseworkers and supervisors to learn about local characteristics and individual styles of decision making that may contribute to service disparity. Administrative data from a representative sample of 544 children were also used to examine the contribution of children’s race to the likelihood of case investigation, case opening, and out-of-home placement, controlling for other factors. Stratified analyses by child age were conducted and type of report (Childline or general protective services).

African-Americans comprised 13% of the population of Allegheny County in 2006, but nearly 40% of all children who were subjects of a maltreatment report.
Preliminary bivariate and multivariate analyses show that child race may be a significant factor in the likelihood of case investigation and case opening, particularly among the very youngest and oldest children referred to child welfare. Among children ages 0 to 2, for example, 77% of African-American children referred were investigated, compared with 69% of White children (p<.01). Among 0 to 2-year-olds investigated, 73% of African-American children received on-going child welfare services, compared with 66% of White children (p<.05). Analysis of the qualitative interviews suggest that when information about risks of child maltreatment is ambiguous or contradictory, caseworkers use several internal processes to arrive at decisions, which may introduce bias. The extent to which these internal processes can become “transparent” may help to reduce decisions that contribute to disproportionality early in child welfare case decision making. The final results of this study will be available in Spring 2009.

Findings from this study have the potential to assist in creating strategies at the state- and county-level to address racial disproportionality in child welfare.

On-going Pilot Studies

Carol Anderson, Evangeline Holmes, Kathleen Hunt, and Sheryl Strothers, *Community Opinions Contributing to Use of Mental Health Services for African Americans. Funded 2007.*

This ongoing pilot study, conducted in collaboration with Family Services of Western Pennsylvania (FSWP), sought to determine the reasons low income African Americans often do not seek mental health services despite reported high rates of mental disorders and exposure to the stresses of community violence, financial problems, unemployment, and relationship difficulties. One hundred consenting African Americans were recruited from three sites in Pittsburgh's East End: a barber shop, day care center, and a large African American church. Questionnaires, in-depth interviews, and focus groups were used to explore perceived mental health needs and views of available community services. Qualitative data were collected from 28 in-depth interviews and verified by discussing the themes in 2 focus groups, as well as a debriefing group of the interviewers. While the analysis of the interview data is ongoing, a number of preliminary themes appear to be prominent. Mental health disorders tend to be attributed to personal stress, experiencing prejudice, and factors in the social environment. Three primary factors appear to be emerging as preventing use of mental health services: 1) a lack of awareness of resources in the community, 2) the value of family privacy (i.e., “What goes on in this house, stays in this house”), and 3) the importance of managing problems on your own (that, except for a child's problems, one should only seek help if the situation is extreme (e.g. “If I am really at the end of my rope and suicidal”). Those who had previous experience with services often reported negative experiences, including disrespect, judgmental responses, the cultural insensitivity of young workers who concentrated on book knowledge, and the excessive number of hoops they had to go through before getting help. An additional focus group is scheduled to gain more detail on issues of perceived disrespect and cultural insensitivity.

The quantitative analysis has been completed and in-depth interviews have been transcribed and coded. The final analysis of qualitative data is in progress, including that of the focus group transcripts.

This pilot study examined the relationship between stigma and treatment-related behaviors and attitudes in adults with depression. The major focus of this research was to examine the impact of both perceived public stigma and internalized stigma on treatment-related behaviors and attitudes (e.g., current treatment for depression, intention to seek treatment for depression, attitudes toward depression treatment). The analyses will determine the mediating or moderating effects of internalized stigma on the relationship between perceived public stigma and mental health treatment-related behaviors and attitudes. In addition, researchers examined whether their effects differ by race (African American versus White) and age (<65 versus 65+). This research should refine conceptual understanding of how stigma affects mental health service utilization in adults with depression. Researchers also intend to identify modifiable factors that can be the target of clinical and community-based interventions to reduce depression stigma and increase treatment utilization for depression, particularly in African Americans. Data analyses are complete and three manuscripts are currently under peer review.

Sara Goodkind and Jeffrey Shook, The Transition to Adulthood among Child-Welfare Involved Youth: A Qualitative Examination of Race, Gender, and Service Use. Funded 2006.

Youth “aging out” of the child welfare system are experiencing two simultaneous transitions – one from the care, protection, and supervision of the child welfare system to a position of autonomy and responsibility, and the second from childhood to adulthood. The latter transition has become increasingly complex in the last 50 years, as the period of transition to adulthood in the United States has extended and traditional markers of a successful transition have shifted (Furstenberg et al., 2004). In fact, most Americans do not expect their children to complete the transition to adulthood until they are at least 23 (Shirk & Strangler, 2004). Consequently, many youth are receiving increased financial and social support during this period, especially from their parents. Youth aging out of the child welfare system, however, cannot rely on such support. Further, these youth often face additional challenges related to the abuse and neglect they have experienced, their resulting mental health and educational problems, and the poverty in which many were raised.

There are reasons to believe that there are racial and gender differences in the transition to adulthood for child-welfare involved youth and the related decisions they make about whether or not to stay involved with the system.

This pilot study seeks to extend the knowledge base on young people who age out of the child welfare system through qualitative interviews focused on the experiences of child-welfare involved youth after they turn eighteen. Small focus groups and interviews are currently being conducted with youth who have recently turned 18. We are also interviewing child welfare caseworkers and independent living service providers, which will enable us to compare young people's constructions of their needs with those of service providers. At the present time, data collection is nearing completion and we will begin data analysis in the coming year.


Previously, Herbert D. Simons argued in the International Review for the Sociology of Sport (2003) that the sportsmanship code contains inherent racial biases that place African American athletes at a disadvantage relative to whites. Often penalties for action or behaviors that are considered “unsportsmanlike” are inconsistently applied across racial groups. Both verbal as well as non-verbal behaviors in a sports context are interpreted within the prevailing social context. Actions labeled as taunting, trash-talking, excessive celebration, dunking, and inciting spectators are both external to the focus of competition within the specific sport (e.g., basketball, football) and judgments of these behaviors are quite subjective. This project will test Simons' assertion that the sportsmanship code is racially biased. This phenomenon not only impacts the effectiveness of an individual athlete's performance during a game, but also the evaluation of that player as a “leader,” “role model,” or “team player.” These types of biased judgments can impact drafting position and especially revenue generated from product endorsement. Data collection from nearly 100 subjects is complete. The next steps are to begin data analysis (a correlation analysis) and prepare initial reports on our findings.

An employee's level of perceived organizational support is known to be determined by the treatment he or she receives from the organization. Factors such as the fairness of employee policies, relationship with their immediate supervisor, organizational rewards and overall job conditions have consistently led employees to draw conclusions about whether the organization supports and values them. Employees' perceptions of support by the company have a number of positive consequences such as high levels of organizational commitment, job satisfaction, job involvement, organizational citizenship behavior and desire to remain with the company. However, there is very little evidence about the experience of African American employees in terms of what drives their perceptions of organizational support. In fact, a majority of the previous work in this important area is based on predominately white and male samples with other important demographic characteristics (e.g., age, race, gender) virtually ignored.

We explore the idea that among African American employees, personal experiences, career progression and the firm's actions in the external environment are each critical to understanding how perceptions of support are formed. Our idea is that for African Americans, perceptions of support are triggered by unique experiences and observations and must be examined separately from the experiences of other racial/ethnic groups. To answer these key questions, we use a web-based survey of African American employees from a diverse set of organizations across the country. Our web survey includes questions about perceived support, firm-employee relationships, satisfaction with one's job, commitment to the organization and citizenship behavior. Data analysis is being completed and preliminary results should be available in spring of 2009.


Although rates of crime and violence have fallen over the past decade (Blumstein & Wallman, 2000; Levitt, 2004; Rosenfeld, 2004), there has been a significant rise in the number of Americans who are incarcerated, including juveniles (Sickmund, 2004). Policy and practice disputes continue unabated with respect to the disposition of youthful offenders. These disputes, however, persist with little empirical information about the characteristics and social circumstances that surround incarcerated youth. Given racial disparities in incarceration (Blumstein, 1993; Miller, 1996; Tonry, 1995), policy decisions need to confront the role that race plays in this phenomenon. Thus, the present study proposes to begin the process of addressing the chasm between juvenile justice policy and practice on the one hand, and the scientific realities of incarcerated youth on the other. Specific aims of the investigation are to:

- Describe the patterns of demographic, individual, behavioral (e.g., prior offending, substance use, possession, and distribution of drugs), situational (e.g., differential access to private places), and sociocultural contextual influences (e.g., perceptions of neighborhood disorder) among a sample of incarcerated youth (ages 13-17);
- Compare racial groups across a range of measures and assess the properties of instruments with regard to their reliability and appropriateness; and
- Identify distinct characteristics and variables that will facilitate the testing of key hypotheses and inform the direction of future studies.

This year we have begun surveying young men at a juvenile justice facility and expect to complete data collection in the coming year.
Section 5, Publications

Articles


Book Chapters


Schofield, J. W., Educating immigrant and minority students successfully (in press). In S. Furstenau and M. Gomolla (Eds.) *Migration und schulischer Wandel: Leistungsbeurteilung Weisbaden*: VS Verlag für Sozialwissenschaften

Encyclopedia Entries


Reports


Whitepapers

The Cost-Effectiveness of High School Education Programs for African Americans and Latinos, R. Bangs.

Racial Discrimination in Local Government Contracting, R. Bangs and A. Murrell.

New Journal Established

The Center has founded a new scholarly journal. *Race and Social Problems* will provide 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. The journal will publish original empirical articles which use a variety of methodologies, including qualitative and quantitative (descriptive, relationship testing, and intervention studies) and papers utilizing secondary data sources. It will publish non-empirical 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 will explore, but will not be limited to, such topics as criminal justice, economic conditions, education, elderly, families, health disparities, mental health, race relations, and youth. Submissions from the fields of communications, criminology, economics, education, law, political science, psychology, public health, history, demography, public policy, international relations, social work, and sociology are welcome.

The journal is published by Springer Press. Articles will be available electronically and in print. Larry E. Davis serves as the chairman of the editorial board. Gary Koeske, Professor in the School of Social Work, serves as the editor-in-chief, and Ralph Bangs is the associate editor. Members of the executive board are:

- Kathy Blee, University of Pittsburgh Department of Sociology;
- Alfred Blumstein, Carnegie Mellon University Heinz School of Public Policy and Management;
- Shanti Khinduka, Washington University in St. Louis School of Social Work;
- Janet Schofield, University of Pittsburgh Department of Psychology and Learning Research Development Center;
- John Wallace, University of Pittsburgh School of Social Work, and
- Hide Yamatani, University of Pittsburgh School of Social Work.

“Race and Prisoner Reintegration”

Summer Institute, Stephen Raphael
Speaker Series

The Center hosts a monthly series of lunchtime lectures during the academic year. These lectures provide an opportunity for faculty, students, and community members to engage in race-related discussions of mutual interest.

CRSP is pleased to have the support of two major Pittsburgh law firms, Buchanan Ingersoll & Rooney PC and Reed Smith LLC. These firms have generously sponsored the speaker series continuously since September 2004.

The Center thanks Reed Smith and Buchanan Ingersoll & Rooney for recognizing the importance of race in our society, the necessity of developing real-world solutions to our country’s defining social problem, and the value of sharing knowledge and engaging in dialogue on these issues.

The fall series is sponsored by Buchanan Ingersoll & Rooney. In fall 2007 the speakers were:

- Carl C. Bell, President & CEO, Community Mental Health Council, Inc., Chicago, *Mental Health Risk Factors in Nonwhite Populations*;
- Shaun L. Gabbidon, Professor of Criminal Justice, School of Public Affairs, Pennsylvania State University, Harrisburg, *Shopping Under Suspicion: Consumer Racial Profiling and Perceived Victimization*;
- Andrew J. Cherlin, Professor of Public Policy, Department of Sociology, Johns Hopkins University, *Post-Welfare Outcomes for African Americans and Hispanics*; and
- Sala Udin, President & CEO, Coro Center for Civic Leadership, Pittsburgh, *Challenges of Race, Poverty, and Sprawl*.

The spring series is sponsored by Reed Smith. In spring 2008 the speakers were:

- Kerry O’Donnell, President, Falk Foundation, *The Erosion of Civil Rights and Community Responses*;
- Thomas M. Shapiro, Professor of Law and Social Policy, Brandeis University, *Assets for Change: Closing the Racial Wealth Gap*;
- Devah Pager, Associate Professor of Sociology, Princeton University, *Race at Work: Discrimination against Black and Latino Job Seekers*; and

The summer institutes in 2008 were the first year the Center’s summer institutes were fully funded—we thank the Pittsburgh Foundation for their generous support of these programs.

The overall goals of the summer institutes are to address critical social issues confronting our society and the Pittsburgh community in particular. The institutes are built around presentations by national and local experts, each followed by a question-and-answer period. The foremost goal of these institutes is that those in attendance will leave informed on what are the most up-to-date best practice methods for ameliorating a given social problem.
Each of the four one-day institutes were attended by approximately 50 people—practitioners and clinicians, doctoral students and faculty researchers, law enforcement and parole officers, service organization administrators, and community leaders.

**July 9, Race and Prisoner Reintegration**

- Steven Raphael, Professor of Public Policy, University of California at Berkeley, *Race and Prisoner Reentry: An Overview*

- Beth Richie, Professor of Criminal Justice and Gender and Womens Studies, University of Illinois at Chicago, *Race and Female Offender Reentry*

- Nancy LaVigne, Senior Research Associate, Urban Institute, *Race and Prisoner Reentry: Findings from a Longitudinal Study*

- Kathleen Gnall, Deputy Secretary for Reentry and Specialized Programs, Pennsylvania Department of Corrections, *The Pennsylvania Department of Corrections’ Approach to Reentry*

**July 11, African American Children’s Mental Health**

- Oscar Barbarin, Professor, University of North Carolina School of Social Work, *Indicators of Mental Health among African American Children*

- Michael Spencer, Associate Professor, University of Michigan School of Social Work, *Barriers to Mental Health Service Use by Children and Families of Color*

- David Miller, Associate Professor, Case Western Reserve University School of Applied Social Sciences, *Effects of Chronic Stress on Urban Adolescents’ Mental Health*

- Charma Dudley, Associate Director for Clinical Services, Family Resources of Pennsylvania, *African American Children’s Mental Health: Common Diagnoses and Disparities*

**July 24, Race and Youth Violence**

- David Kennedy, Director, Center for Crime Prevention and Control, John Jay College of Criminal Justice, City University of New York, *Race, Crime, and Justice: Standing on Common Ground*

- John Wallace, Associate Professor, University of Pittsburgh School of Social Work and Michael Yonas, Assistant Professor, University of Pittsburgh Medical School Department of Family Medicine, *Violence, Race/Ethnicity, and American Youth: Patterns, Trends, and Correlates*

- Frederick Thieman, President, the Buhl Foundation and Co-Chair, Youth Crime Prevention Council, *The Challenge of Creating Buy-in and Credibility around Race and Violence: the Pittsburgh Experience*
August 19, Race and Kinship Care

- Ruth McRoy, Professor Emerita, University of Texas at Austin School of Social Work, *Family Preservation through Kinship Care*
- Ann Schwartz, Associate Professor, Concordia University Department of Sociology, *Kinship Care: African American Adolescents’ Perceptions*
- Marcia Sturdivant, Deputy Director, Allegheny County Department of Human Services, Office of Children, Youth, and Families, *Permanency Planning for Children of Color in Allegheny County*

The Center funds stipends for doctoral students from schools of social work around the country to attend the institutes. In 2008 the students were:

- Derek Brown, Fordham University;
- Maurice Gattis, Washington University in St. Louis;
- Adrian Archuleta, Florida State University;
- Emily Hornstein, University of California Berkeley;
- Ijeoma Nwabuzor, University of North Carolina;
- Alfred Perez, University of Chicago;
- Veronica Lynch, Howard University, and
- Byundeok Kang, University of Georgia.

Further details on the institutes, including our speakers’ Powerpoint slides, are available at www.crsp.pitt.edu/institutes.html.

Featured Speakers

**Pittsburgh Mayor Luke Ravenstahl, October 3, 2007**

The Center hosted an appearance by Pittsburgh Mayor Luke Ravenstahl. The Mayor spoke and took questions on his vision of the importance of diversity in city government and life in Pittsburgh. He also spoke on the role of the city’s Equal Employment Opportunities Manager, a new position he created to increase and sustain the numbers of women and minority employees in the city’s of employee ranks.

**Alvin Poussaint, MD, June 10, 2008**

The Center hosted a lunch-time discussion for Center associates and community leaders with Dr. Alvin Poussaint. Dr. Poussaint is Director of the Media Center of the Judge Baker Children’s Center in Boston and Professor of Psychiatry at Harvard Medical School. He recently co-authored *Come On People: On the Path from Victims to Victors* with Bill Cosby. Those in attendance were privileged to be part of a wide-ranging discussion which covered the status and conditions of African American families and the societal and cultural factors that influence outcomes for Black children and parents. We want to thank Urban Youth Action for sharing Dr. Poussaint with us as part of his visit to keynote their annual banquet.
Mentoring

In the past year, more than a dozen graduate and undergraduate students have been employed on Center-sponsored research projects. These students have come from the School of Social Work and across the university.

Living-Learning Community: The Research Experience

In partnership with the Office of Residence Life, the Center co-sponsors one of the university’s Living Learning Communities. LLCs are special floors in the residence halls where small groups of students with similar interests work on projects beyond the classroom.

The CRSP-sponsored LLC in 2007-2008 is called The Research Experience. A dozen undergraduate students were each paired with a CRSP faculty associate to work on social science research projects, thus gaining experience and knowledge in the design and execution of research, and grant-writing, and in the writing, presenting, and publishing of research findings.

The projects and faculty mentors were:

- Ethnic Identity & Epistemology, Jane Elizabeth Pizzolato, Education;
- Teacher-Student Relationships Across the Racial Divide, Joan Vondra, Education;
- Racial Differences in Learning Style and Teaching Teens Risk Prevention Behaviors, Willa Doswell, Nursing;
- Seeing is Believing: Perceptions of Support and Career Outcomes Among African American Employees, Audrey Murrell, Business;
- Reducing Achievement Gaps in Public Schools, Ralph Bangs, CRSP, and
- Minority contracting with local government, Ralph Bangs, CRSP, and Audrey Murrell, Business.

Study Abroad Course: Race Relations in the United Kingdom

In March 2008, Ralph Bangs, associate director of CRSP, and Lynn Coghill, director of the Master’s in Social Work program, took five students and two School of Social Work alumni to London for eight days. This occurred during Pitt’s Spring Break as part of a one-credit course on race relations in Britain. Prior to the trip, the class met several times to view a video on race relations in Europe and discuss readings on minority shares of the population, residential segregation, economic and education disparities, health/mental health, intergroup relations and criminal justice in Britain. Students were asked to choose at least one area of focus from the above list for study and for their course paper.

In London, course participants met with four academic experts on race and, among other things, participated in a walking tour of a mixed-race neighborhood. Information provided and discussed included the current status of the neighborhood as well as past racial events and civil rights actions that had taken place there.

Some general information about which course participants were informed:

- Most of the public believes that British identity centers on whites and “whiteness.”
- Nonwhites are 8.1% of Britain’s population.
- Asians and Blacks (5% and 2% of the population, respectively) are the largest non-white groups.
- Muslims are 3% of the population.
- Discrimination and racism against minority immigrants is common, especially outside large cities and in employment, education, and criminal justice.
- Public agencies, as a result of public policies, have increased the recruitment and hiring of minority staff, but private organizations are not included in affirmative action laws and have made little progress in employing minority workers.
- In the 1980s, the national government sold council (i.e., public) housing to 1.5 million residents, which helped many of the poor gain stability and assets, and
- Prime Minister Gordon Brown’s new anti-terrorism policy is focused on small criminal groups rather than labeling all Muslims as dangerous.
This course has proven to be an excellent introduction to studying abroad and learning about race relations in other countries. The course also helps students to develop their interests and gain confidence for further international travel or study.

Summer Course

Each summer, the Center sponsors a graduate-level course through the School of Social Work, Special Topics: Race and Social Problems, taught by Center Associate Director Ralph Bangs.

Readings, documentaries, guest speakers, and class discussions address race in relation to all six of the Center’s areas of focus (economic and education disparities, inter-group relations, mental health, families, and criminal justice.)

In 2008, the required texts for the course were: Segregation: The Rising Costs for America (Carr and Kutty); Racist America (Feagin); The Covenant with Black America (Smiley); Can We Talk about Race? (Tatum); and Punishment and Inequality in America (Western).

Student Paper Award

Each year, the Center solicits students to submit papers which address contemporary race-related social issues. The competition is university-wide and is open to both undergraduate and graduate students. A $500 honorarium is awarded to the students with the best papers. As part of the process, students are encouraged to work with their faculty sponsor to submit the winning papers to appropriate journals for publication.

Ann Sanders, a doctoral student in the School of Social Work, was chosen for her paper Divided Labor: The Impact of Racial Job Segregation. The paper was written for the course “Race and Social Problems” and she was sponsored by CRSP Associate Director Ralph Bangs.

Allison Reinersmann, an undergraduate student in the College of Arts and Sciences, was chosen for her paper Immigration Policy: An Evaluation of the United States, France, and Germany. The paper was written for “Topics in International Relations: Transatlantic Security.” The paper was sponsored by Department of Political Science Teaching Fellow Kristen Flanagan.

We would like to thank all the faculty members who served as reviewers in this year’s student paper award: Carol Anderson, Ralph Bangs, Shawn Brooks, Keith Caldwell, Pat Chew, Valire Carr Copeland, William Elliott, Rachel Fusco, Sara Goodkind, Katie Greeno, David Harris, David Herring, Audrey Murrell, Janet Schofield, Jeff Shook, Joan Vondra, John Wallace, and Lu-in Wang.
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Audrey Murrell, Business
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Christian Newhill, Social Work
David Porter, Howard University and UCLA
Lara Putnam, History
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