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**From the Director**

Greetings, colleagues and friends.

This annual report marks the 16th year of the University of Pittsburgh Center on Race and Social Problems (CRSP).

This past year, like the previous 15, was a busy and successful one. The 2018–19 year will mark my final year serving as center director. I want you all to know that it has been an honor and a privilege to have had the opportunity to serve as center director for almost two decades.

In 2002, when we founded CRSP, it was the first such center in any school of social work dedicated specifically to race. Indeed, in 2002, few universities would have supported the creation of a center such as ours. Conversations about race were often avoided and, if addressed at all, were subsumed under the broader discussion of diversity. As one of my colleagues once observed, the only topic Americans like talking about less than class is race. I have found this to be true.

Not very long ago, many contend that America had become a post-racial society and that, consequently, there was no longer a need to study race. Few would make such assertions today. Much to the chagrin of those of us fighting for racial justice, we have found racism to be more deeply entrenched, broader in scope, and more resistant to eradication than we had thought.

Much to my disappointment, I do believe that American race relations are worse today than they were at the beginning of this century. I believe that this worsening of relations is forecast due to three ongoing trends. First, significant racial progress has been made by people of color in recent decades, and this is a very positive thing. In response, however, some in this country are engaging in pushback against these perceived advances. Secondly, the demographics of the country have reached a racial configuration that has been observed to foster intergroup struggles for dominance. Perceived changes to the country’s racial (and gender) hierarchies are being resisted. Third, despite the reported success of the stock market, many Whites perceive themselves to be losing ground economically to the existing and immigrating peoples of color. Social media have exposed a great deal of evidence of these trends and the pervasiveness of racial strife that takes place daily in our society. Without the ubiquity of social media, the vast majority of such evidence would go unreported.

Fortunately, the University of Pittsburgh had the wisdom, foresight, and courage to grant my request to establish CRSP. Those who have worked with me have heard me say, “Having an idea is one thing; having a backer for that idea is another.” So it is with my deepest gratitude that I thank the University of Pittsburgh for being the courageous supporter of a politically and emotionally laden area of study: race. In particular, I want to thank Chancellor Emeritus Mark A. Nordenberg and Project Emeritus James Maher, for without their unflinching support, there would be no Center on Race and Social Problems. And there would be no conference center without the thoughtfulness of Bill Lieberman. I also thank our current University administration, which, under the leadership of Chancellor Patrick Gallagher, has continued that support.

I also thank the people of Pittsburgh for their loyalty and support. And certainly none of our major projects would have been possible without the financial support from Pittsburgh’s foundation community. I also acknowledge the support of two law firms, Buchanan Ingersoll & Rooney PC and Reed Smith LLP, for their longtime support of our highly successful fall and spring speaker series.

As I reflect on our work, I would be remiss if I failed to mention my colleagues who were with the center at its beginning— notably, Ralph Bangs, who served as associate director for more than a decade; Megan Soltesz, who was our initial grants (and much more) person; Michael Newman, who served diligently as center coordinator; and Hidenori Yamatani, who served as loyal planner and strategist. I am grateful, too, for the exceptional administrative support provided by Rose Rivello throughout these years.

In closing, I say to those struggling to bring about greater racial justice, do not become disillusioned; America has seen darker times than the ones we face today. Proudly our predecessors fought their way through those times successfully, and we will prevail through these times as well. Let us always remember the words of Martin Luther King Jr.: “The arc of the moral universe is long, but it bends towards justice.”

Sincerely yours in the struggle,

Larry E. Davis  
Founder and Director, Center on Race and Social Problems  
Dean and Donald M. Henderson Professor  
University of Pittsburgh School of Social Work

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**Credits**

Published by the Center on Race and Social Problems  
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On the cover (from left to right), Tom Shapiro, PoKeosos Professor of Law and Social Policy and Director, Institute on Assets and Social Policy, Brandeis University; Littisha Bates, Associate Professor of Sociology, University of Cincinnati; Kevin Thomas, Associate Professor of Sociology, Demography, and African Studies, Pennsylvania State University; and Camille Zubrinich, Walter H. and Leonore C. Annenberg Professor in the Social Sciences; Professor of Sociology, Africana Studies, and Education; Director, Center for Africana Studies, University of Pennsylvania.
CRSP Overview 2017–18

Mission
Although progress has been made since the days of Jim Crow, many of America’s race-related problems still 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 of 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 multifacial 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 members, 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 eight areas:

- Criminal justice
- Economic disparities
- Educational disparities
- The Elderly
- Families and youth
- Health disparities
- Interracial group relations
- Mental health

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 eight 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 general public, and it serves as a collection site for questionnaires, instruments, and relevant research resources.

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:
- Waverly Duck, School of Social Work
- Sara Goodkind, School of Social Work
- John M. Wallace Jr., School of Social Work
- Hidenori Yamatani, School of Social Work

Members from outside the University of Pittsburgh are as follows:
- Alfred Blumstein, Heinz College, Carnegie Mellon University
- Patricia Gurin, Program on Intergroup Relations, University of Michigan
- James Jackson, Institute for Social Research, University of Michigan
- Ruth McCloy, 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
Current Pilot Studies Funded in 2017–18

Food Deserts and Gases: A Geographic Assessment of Grocery Access in American Cities
Waverly Duck, Associate Professor, Department of Sociology
Randall Walsh, Associate Professor, Department of Economics
Funded 2018
The prevalence of “food deserts,” defined as urban and rural communities without access to traditional grocery stores, has animated much of the literature on grocery store locations (Walker et al., 2010). Lack of access to traditional facilities limits residents’ options to convenience-store stores with less healthy, yet more expensive, food options (Chung and Myers, 1999; Hendrickson et al., 2006; Kaufman et al., 1997; Gianz et al., 2007; Zenk et al., 2006; Morland et al., 2003). Efforts to address the needs of underserved communities have connected researchers in public policy, public health, and sociology to local officials and community groups. The dearth of stores in urban areas, particularly in poor communities of color, can be best understood as a result of the reorganization and centralization of corporate grocery retailers that began in the 1940s, when they first divested from urban communities to capitalize on suburban growth (Progressive Grocer, 1987; Eisenhauer, 2001; Dehever, 2017).

This pilot study will build a geographic dataset of grocery store locations in America’s thirty largest metropolitan areas in order to 1) identify intercity variation in the spatial distribution of grocery stores and 2) measure racial and economic disparities in grocery store access. The study will create a unique method of locating stores in order to collect data of sufficient geographic scope to provide a representative sample for comparative analysis. The 30 metropolitan areas included in our study cover 45% of the American population. The sample will include non-traditional supermarkets, such as department stores (like Target and Walmart); wholesalers, such as Costco and Sam’s Club; and discount stores, such as Dollar General and Family Dollar, which have become key resources for poor families since the 2008 recession (Hu and Palmer, 2017). Stores will be sorted into categories that reflect income and class stratification: “high end” (i.e. Whole Foods Market), “traditional” (i.e. Safeway), or “discount” (i.e. Aldi) to assess how different retailers locate their stores. The resulting dataset will be the largest neighborhood level sample of grocery store locations collected to date.

The Intersection of Race and Socioeconomic Status (SES) in Early Family Life: Why Do the Academic Returns to SES Differ for Black and White Families?
Daphne A. Henry, PhD, Postdoctoral Research Associate in the Learning Research and Development Center
Funded 2018
Black children do not begin life on equal footing with their White peers and are more likely to grow up in disadvantaged families and impoverished communities. Thus, it’s tempting to lay the origins of the Black-White achievement gap at the feet of the entrenched array of racial and economic adversity Black families confront. But a growing literature suggests that the academic returns to socioeconomic status (SES) differ by race, suggesting the interplay between race and SES is complex. First, racial achievement disparities often persist after taking family SES into account. Variation in SES explains anywhere from one-fourth to two-thirds of the racial gap, though estimates differ by grade level, test metric, and sample cohort. Second, the size of Black-White achievement gaps vary by family SES, with the largest disparities evident among the highest-SES youth in elementary, middle, and high school. Lastly, recent research indicates that income’s association with cognitive skills differs for Black and White youth. Specifically, among low-income and poor adolescents, income predicts skills more strongly for Blacks than for White, but income’s relation to achievement is weaker for middle-income Blacks than for their White peers.

The Black-White achievement gap undermines the future welfare of Black children. Racial skills disparities appear early in childhood, are large at school entry, and widen during the school years. The ramifications of the achievement gap are far-reaching in the U.S. While statutory barricades to Blacks’ full citizenship have crumbled in the wake of the civil rights movement, seemingly intractable racial inequalities in life outcomes remain a stubborn feature of American society. Moreover, mounting evidence suggests that academic skills gaps drive much of today’s continuing Black-White disparities in wages, schooling, employment, poverty, and incarceration. For this reason, closing the racial achievement gap and identifying its root causes remain the focus of research and policy efforts.

What remains unclear is why the academic returns to SES differ for Black and White youth. Increasing evidence suggests that racial disparities in proximity to (dis)advantage and corresponding inequalities in family and community contexts foment within-SES racial skills gaps, yet few studies have directly investigated these pathways. To address this limitation in the literature, this mixed-methods project will use data from the Community Voices about Early Family Life Study to elucidate the pathways through which proximity to (dis)advantage shapes young children’s development and inform theoretical perspectives on why the academic returns to SES differ for Black and White families. More specifically, the study will use demographic survey information, in-depth semi-structured interview data, and systematic observations of neighborhoods from a sample (N = 56) of low-income (n = 20), middle-income (n = 22), and high-income (n = 14) Black and White families with preschool-aged children. The project will also integrate spatial, demographic, and organization data from the U.S. Census Bureau and other sources.

Determining Value, Defining Worth: How Contemporary Home Appraisals Drive Racial Inequality
Junia Howell, PhD, Assistant Professor of Sociology
Funded 2018
Home evaluation and appreciation rates are essential for wealth accumulation, educational funding and economic advancement. Thus, racially disparate home appraisals exacerbate inequality. This project aims to collect novel data that illuminates how contemporary home appraisers contribute to racial inequality and propose new policies that mitigate these inequalities.

Historically, home appraisals and thus appreciation rates were determined by the racial composition of the neighborhood. Specifically, the Home Owners Loan Corporation’s (HOLL) red-lining policies created color-coded maps and the corresponding criteria set out by the Federal Housing Administration (FHA). The HOLL defined White neighborhoods as the most “stable” and assigned them with the highest home values (denoted by the color green) while assessing communities of color as “hazardous” and giving them lower values (denoted by the color red) (Carr and Kuty 2008; Jackson 1985; Sturt 2003). This not only had immediate implications for residents’ ability to secure mortgages but long-term effects on wealth accumulation. In fact, houses in HOLL’s “green” neighborhoods increased on average $310,000 (in 2010 dollars) from 1930 to 1990 while those in HOLL’s “red” neighborhoods only increased $90,000 (Aarons, Hartley, and Maxmunder 2017). These divergent appreciation rates explain a considerable proportion of 20th century wealth inequality, especially between White and Black residents. They also help explain educational inequality, especially in school resources, which are frequently apportioned according to local property taxes (Lareau and Goyette 2017–18). However, little is known about whether these patterns persist into the 21st century.
Noting this gap in understanding regarding the contemporary appraisal industry, I alongside my colleague, Elizabeth Kowri-Gray, conducted an initial mixed-methods study on the appraisal industry in Harris County, Texas, which encompasses Houston. Our quantitative census of all single-family homes (n=87,372) demonstrated that even when homes were comparable in features and neighborhood, homes in White neighborhoods are appraised $162,000 (2.3 times) and $169,000 (2.4 times) higher than homes in comparable Black and Hispanic neighborhoods, respectively. Our in-depth qualitative interviews and ethnographic observation of appraisers illuminates how appraisers’ racial interpretations of neighborhoods influence their assigned home prices. Although contemporary appraisal practices do not explicitly use HOLC’s color-coded maps, our study, “Neighborhoods, Race, and the Twenty-first-Century Housing Appraisal Industry” (forthcoming in Sociology of Race and Ethnicity), provides evidence that their legacy persists.

These previous findings offer an important window into how appraisals perpetuate racial inequality in Houston; however, they are limited in their geographic scope and generalizability. Thus, I seek to broaden understanding of the relationship between the appraisal industry, neighborhood racial composition, and racial inequality, including wealth and educational inequality. Specifically, this new project examines to what extent and how contemporary appraisal practices across the United States couple home value with neighborhood racial composition, perpetuating racial inequality into the 21st century.

Pilot Project Return on Investment Analysis 2004–14

The Center on Race and Social Problems awarded over $244,516 in pilot grants over a ten-year period from 2004 to 2014, which has resulted in a return on investment of $6.50 for every $1.00 allocated to a pilot grant.

Each year, the Center invites pilot proposals from the University Community. When evaluating the projects, emphasis is placed on the overall value of the project to the Center’s mission, the scientific merit of the research, and the likelihood that the work will lead to scholarly publication and external funding of subsequent studies.

In this way, the Center on Race and Social Problems has leveraged its voice to make race a central focus in research not only at the School of Social Work but throughout the University and region.

For more information on this analysis, download a copy of the report at crsp.pitt.edu.

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 eight areas of focus. 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. RAPs in 2015–16 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
• The Elderly: studies the trends in the quality of life of the elderly and alternative interventions
• Families and Youth: inspects the shifting patterns in family composition and their consequences; trends in the quality of life of parents and children; and alternative interventions
• 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

RAP chairs in 2017–18 were as follows:

• Criminal Justice: Jasmine B. Gonzales Rose, School of Law
• Economic Disparities: Waverly Duck, Department of Sociology
• Educational Disparities: James Huguley, School of Social Work
• Families, Youth, and the Elderly: Fungyan Tang, School of Social Work
• Health Disparities: Daniel Rosen, School of Social Work
• Interracial Group Relations: Junia Howell, Department of Sociology
• Mental Health: Shaun Eack, School of Social Work

Externally Funded Projects of CRSP-Affiliated Faculty Members

Jaime Booth, Assistant Professor

Neighborhood risk and protection for substance use among low income adolescents

National Institutes of Health (National Institute on Drug Abuse)

This project seeks to understand how low income black adolescents’ experiences in activity spaces in their neighborhoods influence their stress and subsequent substance use. This understanding will allow us to identify optimal targets in the neighborhood-stress processes that may be malleable for preventing substance use and develop community based interventions to address them. These aims are being achieved by engaging youth in a study that uses mobile technology to collect real time assessments of their activity spaces and tests the association between exposure to stress and support in their environment and subsequent substance use.

Valire Copeland, Professor

Fostering Belonging: Women of Color in STEM Through the Hot Metal Bridge Program

Robert Wood Johnson Foundation Interdisciplinary Research Leaders Program

Working with the Hot Metal Bridge program at the University of Pittsburgh helps women of color to bridge the gap between undergraduate and graduate training programs in STEM.

Sara Goodkind, Associate Professor

Redefining Resilience and Reframing Resistance: Evaluation of a Violence Prevention and Health Promotion Empowerment Program for Black Girls

Robert Wood Johnson Foundation Interdisciplinary Research Leaders Program

The purpose of this grant is to support the development and evaluation of an empowerment-based program for Black girls designed to address social inequities and improve girls’ health and well-being via advocacy, restorative practices, and participatory research.
James Huguley, Assistant Professor
African American Students’ Sociocultural Experiences, Motivation, Identity and Performance in Math
National Science Foundation
The project uses expectancy-value theory to investigate the development of African American students. Math-related motivational components of self-efficacy, interest, and valuing during middle school, and examine the relationship of these beliefs to math outcomes. Four specific aims are used 1) Examine the development between 6th and 8th grade of African American males? And females? 2) Math-related stigma experiences and motivational beliefs 3) Examine whether and what identity formations moderate the associations between stigma experiences and African American adolescents? Motivational beliefs in math 4) Examine whether and to what extent classroom characteristics and racialized parenting practices and beliefs moderate the associations between stigma experiences and students?

In Spite of Parents? Examining the Value of Family Involvement in Educating African American Adolescents
Spencer Foundation
Integrate stage-environment fit theory with the cultural wealth model as theoretical frameworks and see to increase sustained academic success in African American adolescents from diverse socioeconomic backgrounds by identifying and leveraging uniquely effective family involvement practices for African American students in middle school.

Mary Ohmer, Associate Professor
Research on Barriers to Fair Housing Choice in the City of Pittsburgh
(Co-PI: Jaime Booth)
City of Pittsburgh
This project examines implicit and explicit biases in how landlords, realtors, and mortgage brokers make decisions with clients or potential clients. Investigators will examine perceptions of fair housing opportunities through interviews and analysis of information from the Housing Authority of the City of Pittsburgh and Neighborhood Legal Services Association. Faculty will partner with 10-12 community based organizations to conduct focus groups to inform this work.

Strengthening Resident Civic Engagement on Behalf of Equitable Development: Partnering for Community-Based Participatory Research in Homewood
Corporation for National and Community Service
The School of Social Work partnered with Village to increase understanding of the levers that communities can use to increase civic engagement and community capacity to tackle the complex issues facing persistently poor neighborhoods like Homewood. Following decades of struggle to revitalize, Homewood now faces threat of gentrification, to build and strengthen relationships among residents sharing mutual concerns about this issue and to increase capacity of Homewood to act strategically on this issue in ways that fosters equitable development that benefits current residents.

Mary Ohmer, Associate Professor
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(Co-PI: Jaime Booth)
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John Wallace, David E. Epperson Endowed Chair
HCV/PACS Partnership
Homewood Children’s Village Full Service Community Schools
Pitt-Assisted Communities & Schools (PACS) is a program of the University of Pittsburgh School of Social Work under the faculty leadership of John Wallace and James Huguley. The mission of PACS is to mobilize University of Pittsburgh’s resources to enrich the lives of Homewood children and youth, while simultaneously advancing the university’s commitment to transformative teaching, learning, and community impact. The goal is to improve academic, health, mental health, and social and economic outcomes for the children and families who live, learn, work, and play in Homewood.

Justice Scholars Program
Pittsburgh Foundation
The Justice Scholars Institute at Westinghouse includes an expanded version of our Concurrent Enrollment Plus program. In partnership with the University of Pittsburgh’s College in High School (CHS) program, PACS provides a rigorous college preparation program for students in grades 9-12. The program supports students making the transition. Justice Scholars program provides Westinghouse students tutoring, Pitt courses, community development, and tools to attend and excel in college.

Pitt-Assisted Communities and Schools Program in Homewood
Richard King Mellon Foundation
Pitt-Assisted Communities & Schools (PACS) is a program of the University Of Pittsburgh School Of Social Work under the faculty leadership of John Wallace and James Huguley. The mission of PACS is to mobilize University of Pittsburgh’s resources to enrich the lives of Homewood children and youth, while simultaneously advancing the university’s commitment to transformative teaching, learning, and community impact. The goal is to improve academic, health, mental health, and social and economic outcomes for the children and families who live, learn, work, and play in Homewood.

Just Discipline Initiative
The Heinz Endowments
This project is conducted in partnership with the Woodland Hills School District and aims to address the school to prison pipeline through a multi-prong approach that includes training, and the implementation of restorative practice to build strong and positive relational culture.

Davush Jones was one of the many children who benefitted from the work of Homewood Children’s Village and its partners since 2013.
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“A Preliminary Report on the Relationship Between Microaggressions Against Black People and Racism Among White College Students”
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Buchanan Ingersoll & Rooney PC
Fall 2017 Speaker Series

Tom Shapiro
Pokross Professor of Law and Social Policy and Director, Institute on Assets and Social Policy, Brandeis University
Tuesday, September 26
“Toxic Inequality”

Kevin Thomas
Associate Professor of Sociology, Demography, and African Studies, Pennsylvania State University
Wednesday, October 25
“Parental Human Capital, Low Skilled Jobs, and Racial Disparities in Child Poverty in Immigrant Families”

Littisha Bates
Associate Professor of Sociology, University of Cincinnati
Thursday, November 2
“Navigating School Inequality: How Parents Pursue Magnet School Admissions”

Lectures

With the generous support of law firms Buchanan Ingersoll & Rooney PC and Reed Smith LLP, CRSP is able to attract top tier researchers and community leaders to address issues of race and social problems. CRSP is proud that our lecture series consistently draws standing-room-only crowds representing some of the most diverse audiences and speakers seen at the University of Pittsburgh.

Reed Smith LLP
Spring 2018 Speaker Series

Special Presentation:
Wednesday, January 24, 2018
“Criminal Justice the 21st Century”

Mark Nordenberg
Chair, Institute of Politics, Chancellor Emeritus, University of Pittsburgh
Edward P. Mulvey
Professor of Psychology, University of Pittsburgh School of Medicine
Frederick W. Thieman
Henry Buhl, Jr. Chair for Civic Leadership and former U.S. Attorney for the Western District of Pennsylvania
Rich Fitzgerald
Allegheny County Executive

Waverly Duck
Associate Professor, Department of Sociology, University of Pittsburgh
Tuesday, February 20
“No Way Out: Precarious Living in the Shadow of Poverty”

Kathryn Neckerman
Senior Research Scientist, Columbia Population Research Center, Columbia University
Thursday, March 22
“Race and Compounded Adversity: Evidence from the New York City Longitudinal Survey of Well-being”

Camille Zubrinsky Charles
Walter H. and Leonore C. Annenberg Professor in the Social Sciences; Professor of Sociology, Africana Studies, and Education; Director, Center for Africana Studies, University of Pennsylvania
Thursday, April 5
“The Real Record on Racial Attitudes”
Summer Institutes

The Center on Race and Social Problems hosts summer institutes each year. These are topic- and issue-focused events that bring together academic researchers and practitioners, professionals and community leaders who wish to enhance their knowledge of the subject at hand.

In July 2017, a summer institute focused on the problem of residential segregation attracted a national audience of professionals from the disciplines of social work, housing, health, law, and education. Featured speakers included Jacob Rugh, PhD, Department of Sociology, Brigham Young University; and Claudia Colton, PhD, Mandel School of Applied Social Sciences, Case Western Reserve University. The issue of housing segregation has far reaching effects in health, education, family wealth and life outcomes, and housing segregation in the Pittsburgh metro area provided a case study with opportunities for dialogue and discussion.

In June of 2018, a Race and Child Welfare summer institute focused on the effects of the opioid crisis in the child welfare professional community. Keynote speakers included Ekow Yankah, professor of law at Cardozo School of Law, Yeshiva University; and Virginia Pryor, division director of the Georgia Division of Family and Children Services. Attendees earned six continuing education credits.

Also in June 2018, CRSP was proud to host the second annual Chief’s Institute with the City of Pittsburgh Department of Public Safety and Bureau of Police. The topic was “Tactical Perceptions for the Community: Recognizing Bias.” The institute explored the concept of implicit bias, its effects on interactions between law enforcement and the public, and strategies for mitigation.

2017–18 CRSP Fellows

Each year the Center on Race and Social Problems (CRSP) selects eight University of Pittsburgh Master of Social Work students to become CRSP Fellows. In this role, the fellows work directly in two local schools affiliated with Homewood Children’s Village program. They work directly with school students for 10 or 20 hours per week to help them with social and emotional skill building. Both the CRSP fellows and the elementary school students find this to be a mutually beneficial and life-enhancing experience, and it also aligns with the University’s mission of building community strength and outreach. In April 2018, the fellows shared their work with the faculty and staff of CRSP and the School of Social Work.

2017–18 Student Paper Award Winner

Each year, the center offers a $500 prize for the best student papers on the topic of race. A prize is offered at each academic level. This year, we had a winner at the master’s level, Claire Hortens, for her paper titled: “Future. Forged. For Who?”

For more details and submission guidelines, see www.crsp.pitt.edu.

Pictured from left to right, Abbey Hall, Rachel Popcak, Lora Kay, Belen Montanez, Felicia Campbell, and Tulleisha Burbage. Also pictured, Monte Robinson, Program Coordinator, Homewood Children’s Village.
Opportunities

Annual $500 Student Paper Award
The Center on Race and Social Problems encourages faculty sponsors and their students at each academic level (bachelor’s, master’s, and doctoral) to submit their race-focused research papers to our Student Paper Award competition. The variable deadline is mid-May of each academic year.
For more information, visit crsp.pitt.edu.

Pilot Study Funding ($5,000 – 10,000)
The Center on Race and Social Problems (CRSP) invites full-time University of Pittsburgh faculty members and researchers who have 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 eight areas of focus of CRSP: health; economic disparities; educational disparities; interracial group relations; mental health; families and youth; the elderly; and criminal justice.
For more information, visit crsp.pitt.edu.

Cuba Courses
In the spring of 2018, the center once again offered its course, Cuban Social Policy Issues, taught by Larry Davis, PhD; Valire Copeland, PhD; and James Huguely, PhD, on location in Havana, Cuba. An intensive one-week course, the class prepares with readings, film, and discussion. Upon return to Pitt, the students write a paper comparing and contrasting an aspect of the Cuban approach to health and social welfare with the American system.

Race Research Online Directory
The Center on Race and Social Problems has always served as a leading resource for race-related research, but now it offers unprecedented access for students, educators, foundations, and government agencies whose work depends on good scholarship.

In gaining a better understanding of racial disparities and finding effective strategies for improving these conditions.
To search the database, simply go to crsp.pitt.edu to access the directory. Click on the Search button on the upper right-hand side of any page and type in a topic or the name of a person. You also can click on names of speakers and authors to find all of the center resources available for each person.
In addition, you can search by area of focus. The eight areas of focus for the center and the online directory are criminal justice; economic disparities; educational disparities; interracial group relations; the elderly; health disparities; mental health; families and youth.

To access the Race Research Online Directory, visit our new Web site: crsp.pitt.edu

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For their steadfast support of our Summer Institutes and workshops, we sincerely thank the Pittsburgh Foundation, the Heinz Endowments, and the Falk Foundation.
The Center on Race and Social Problems owes much of its success to the steadfast support of the University of Pittsburgh Office of the Provost.

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Faculty and Staff

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

**Center Staff**
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Penelope Miller, center coordinator
Marita Johnson, administrative assistant

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Lové Jackson Faster, School of Social Work
Sara Goodkind, School of Social Work
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Hidenori Yamatani, School of Social Work

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Waverly Duck
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Jonathan Hurwitz
Sharol Netbon-Le Gall
Lara Putnam
Daniel Shaw
Jerome Taylor
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Shirley Biggs
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Amy Crossan
Jaime Delaney
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Michael Gunzenhauser
Jennifer Else-Chart
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Alan Lesgold
Eugene Lincoln
Maureen McCune
Maureen Porter
Alice Scalise
Stewart Sultin
Cynthia Taranis
Tanner Wallace

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Rachel Fusco
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Kathy Glass, Duquesne University
Melanie Hibbard, Indiana University of Pennsylvania
Irene Lietz, Carlow University
Cathy Sigmund, Geneva College
Karyn Sproles, Carlow University
Judith Taure, Carlow University
Michael Vaughn, Saint Louis University

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Colleges and Schools
College of General Studies
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
Psychiatry
Psychology
Psychology in Education
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