



UNIVERSITY OF PITTSBURGH  
SCHOOL OF SOCIAL WORK



C e n t e r o n



# Race & Social Problems



2010  
ANNUAL REPORT  
2011



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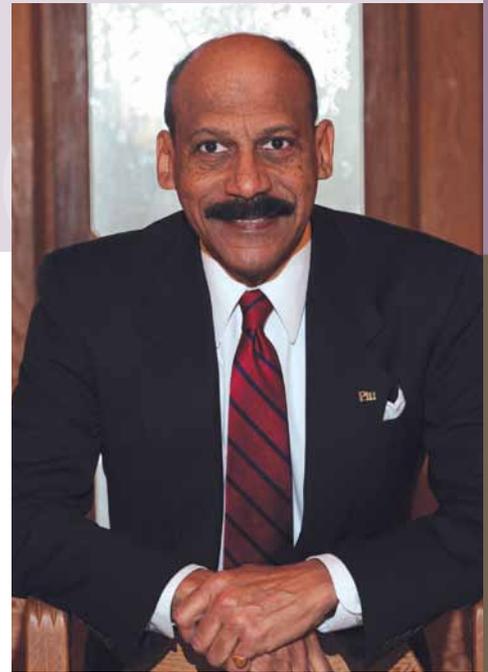
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On the cover: CRSP speakers (top to bottom) **Alejandro de la Fuente**, UCIS research professor, history and Latin American studies, University of Pittsburgh; **Kathryn Edin**, professor of public policy and management, John F. Kennedy School of Government, Harvard University; **Tom LaVeist**, William C. and Nancy F. Richardson Professor in Health Policy, Bloomberg School of Public Health, and director, Hopkins Center for Health Disparities Solutions, Johns Hopkins University; **Sumie Okazaki**, associate professor of applied psychology, Steinhardt School of Culture, Education, and Human Development, New York University; and **John Dovidio**, professor of psychology, Yale University

# From the Director—2011



Greetings. It is always a pleasure to have completed another year as director of the Center on Race and Social Problems. It gives me even greater pleasure to have the opportunity to share our accomplishments with you.

As always, our speaker series continues to be a huge success, drawing large crowds. I want to thank the law firms Buchanan Ingersoll & Rooney PC and Reed Smith for their generous and continued support of this important community outreach effort.

Once again, our summer institutes, which are generously funded by the Pittsburgh Foundation, were a resounding success. The summer institutes offered policymakers and stakeholders from throughout the region an opportunity to hear the latest research about Black males and the topics of gun violence, economics, health, mental health, and education. In fact, last year's sessions were in such demand that we added a second day on the topic of gun violence just so that we could accommodate more attendees. We also received more positive media attention than ever before.

The center's journal, *Race and Social Problems*, now in its fourth year, published a special issue in 2011 dedicated to the topic of Black mental health. Our first-rate contributors and editors have added greatly to the success of the journal. In particular, I want to thank James Jackson, Daniel Katz Distinguished University Professor of Psychology and director of the Institute for Social Research at the University of Michigan, who helmed last year's special issue.

In addition to the journal, last year we published seven reports on the Race in America conference's subject areas. I am pleased to announce that all seven subject areas discussed at the conference—education; economics; criminal justice; race relations; health; mental health; and families, youth, and the elderly—have been released as of the end of 2011.

Our research advisory panels (RAPs) really came into their own this year, playing an increasingly important role both within the center and at the University as a whole. We owe special thanks to David Harris and David Herring from the University of Pittsburgh School of Law, Ralph Bangs and Shaun Eack from the center, and Carol Anderson from the Department of Psychiatry. They have raised the bar on chairing our research advisory panels. The RAPs have continued to serve as a place where faculty can share and collaborate on a variety of race-related topics.

The center maintains a robust number of internally and externally funded projects. Our projects extend support to our existing researchers and lead the way for educating future scholars. For the last few years, we also have sponsored an undergraduate Living Learning Community called the Research Experience. In 2010–11, eight undergraduate students were paired with a center faculty associate to work on race-related research projects. This has proven to be a unique opportunity for students to gain research experience and also has encouraged the expansion of race-related research within the University.

Also, I am very pleased to announce that the summer institute videos, articles from the journal *Race and Social Problems*, and the Race in America conference reports are all available online, free of charge.

Finally, I want to thank faculty, staff, students, foundations, community leaders, concerned citizens, and friends for their generous support throughout the year.

Sincerely,

A handwritten signature in black ink that reads "Larry E. Davis". The signature is written in a cursive, flowing style.

Larry E. Davis

Director, Center on Race and Social Problems

Dean and Donald M. Henderson Professor, University of Pittsburgh School of Social Work

# Background

*“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 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 farther 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 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

During 2010–11, the center focused on race-related social problems in the following six areas:

- Criminal justice
- Economic disparities
- Educational disparities
- Interracial group relations
- Mental health
- Youth, families, 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



Willa Doswell

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 problem areas addressed by the center. These groups, called Research Advisory Panels, 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 areas 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 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.



*Hide Yamatani*

## 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. Members from the University of Pittsburgh are as follows:

**Kathleen Blee**, Department of Sociology (committee chair)

**Willa Doswell**, School of Nursing

**Sara Goodkind**, School of Social Work

**Audrey Murrell**, Joseph M. Katz 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

**John Wallace**, School of Social Work

**Lu-in Wang**, School of Law

**Hide Yamatani**, School of Social Work

**Members from outside the University of Pittsburgh are as follows:**

**Alfred Blumstein**, Carnegie Mellon University School of Public Policy & 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 at Austin Center for Social Work Research

**Michael Sherraden**, Washington University in St. Louis George Warren Brown School of Social Work

**Robert Taylor**, University of Michigan School of Social Work

# Research

*Note: All faculty members listed in this section are from the University of Pittsburgh unless noted otherwise. See the list of faculty associates at the end of this report for more details.*

## 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 members 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. They also provide a place and opportunity for members to present findings on their existing studies as well as to receive feedback on the progress of their work to date.

### The chairs of the RAPs in 2010–11 were as follows:

- Criminal Justice: David Harris, School of Law
- Economic Disparities: Ralph Bangs, CRSP
- Educational Disparities: Ralph Bangs, CRSP
- Interracial Group Relations: Shaun Eack, School of Social Work
- Mental Health: Carol Anderson, Department of Psychiatry
- Youth, Families, and the Elderly: David Herring, School of Law

## Externally Funded Projects

### *Evaluation of the Pittsburgh Initiative to Reduce Crime (PIRC)*

**John M. Wallace Jr., Ralph Bangs, and Erin Dalton, Allegheny County Department of Human Services**

July 2009–June 2011. Funded by the City of Pittsburgh.

This project examines the process, outcomes, and impact of the Pittsburgh Initiative to Reduce Crime (PIRC) on gun-related



*Audrey Murrell*

violence and homicide in the city of Pittsburgh. Although Pittsburgh is recognized as one of the safest major cities in the nation, the problem of gun violence—particularly in specific neighborhoods and among particular populations—remains an important one. More specifically, more than half (55 percent) of Pittsburgh's homicides in 2006 occurred in just 10 of the city's 90 neighborhoods, and although African Americans constituted only 27 percent of Pittsburgh's population in 2006, they accounted for nearly 90 percent of the city's homicide victims. Further, the 2006 homicide rate among African Americans was more than 18 times the rate among Whites (52.9 per 100,000 vs. 2.9 per 100,000). In response to the violence, Mayor Luke Ravenstahl, City Council Member Ricky Burgess, and other Pittsburgh leaders are working with Professor David Kennedy from the City University of New York John Jay College of Criminal Justice to adapt Kennedy's nationally recognized Boston Gun Project model to Pittsburgh, resulting in the creation of PIRC. In an effort to assess the effectiveness of the PIRC strategy, Bangs, Wallace, and Dalton are collaborating with the governing board

of PIRC, Pittsburgh law enforcement, social service providers, clergy, community members, and other key stakeholders to accomplish the following specific aims:

- Document the design and implementation process of PIRC
- Evaluate the impact of PIRC on homicide in the city of Pittsburgh
- Make recommendations to the city on ways to address the problem of violence based on lessons learned from the implementation of PIRC

The first evaluation report was submitted to the City of Pittsburgh in early 2011 but has not been publicly released by the city.

### ***A National Study of Minority and Women Business Contracting***

#### **Ralph Bangs and Audrey Murrell**

June 2006–June 2012. Funded by the National Dream Fund of the Ford Foundation, Marguerite Casey Foundation, Carnegie Corporation of New York, Charles Stewart Mott Foundation, Open Society Institute, and the Falk Foundation.

The purpose of this project is to help local governments to increase prime contracts with minority and women business enterprises (MBEs and WBEs) in Boston, Mass., and Chicago, Ill. Three local

governments in both 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, Bangs and Murrell have determined from archived public data the share of total prime contracts in a 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, Bangs and Murrell 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. The barriers often include large contract sizes, giving late notice or no notice about contract opportunities, and allowing large change orders and contract amendments for majority firms. Another part of the project is to build partnerships between the researchers and local organizations in order to increase understanding of discriminatory barriers and encourage local government adoption of affirmative action programs. The partners will develop political and legal strategies to get reluctant local governments to change policies and practices.



*2010–11 RAP chairs (left to right) David Herring, David Harris, Carol Anderson, Shaun Eack, and Ralph Bangs*

## ***Forecasts for Alternative Designs for the Pittsburgh Promise***

**Ralph Bangs, Larry E. Davis, William Elliott, and Erik Ness**

June 2008–November 2010. Funded by the Falk Foundation.

The report for this project, *Place-based College Scholarships: An Analysis of Merit Aid and Universal Programs*, was completed in April 2011 and is online on the center's Web site. In this report, the authors summarize research literature on the effects of two common types of college scholarship programs: (1) merit aid, including the Pittsburgh Promise, which requires students to have a minimum GPA and/or test score to qualify, and (2) universal programs, which allow nearly all high school graduates to qualify. The purpose of this project was to determine which place-based programs best achieve the four common goals:

- Increasing K–12 student achievement
- Increasing college enrollment and completion
- Increasing school district enrollment and city population
- Reducing poverty and racial disparities

Recommendations include:

A city with a universal college scholarship should make sure that the program has a simple application procedure, a large award (such as full tuition at public colleges and universities in the state), and a long time period after high school to use the award (at least 10 years). A city with a merit-based college scholarship could keep its current program in order to help students who were planning to go to college anyway but should create a college scholarship program for high school graduates who are not eligible for the merit-based aid program. A city with no college scholarship program for high school graduates should improve education for disadvantaged kids by reforming K–12 education and providing comprehensive services for disadvantaged students from before birth through college and should create a universal college scholarship similar to that in Kalamazoo, Mich.

A sticking point for many people is whether high school graduates with less than a 2.5 or 2.0 GPA should go to college and receive a Pittsburgh Promise-type scholarship. Actually, the majority of these graduates (including low-skill Black graduates) already enroll in college. Further, when open admission is combined with free college tuition, academic support, and many



*Joyce Bell*

years to complete college, the results can be astounding. For example, the number of Black graduates of four-year colleges can more than double.

## ***Monitoring the Future: Drug Use and Lifestyles of American Youth***

**John M. Wallace Jr. (coinvestigator), Lloyd Johnston, Jerald Bachman, Patrick O'Malley, and John Schulenberg (University of Michigan)**

August 1, 2010–July 31, 2011. Funded by 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, consequences, and maturational patterns associated with these different types of change in drug use. Papers completed and in progress this year focus on the relationship among race/ethnicity; religiosity; and adolescent alcohol, tobacco, and marijuana use.

## Internally Funded 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 in 2011*

#### ***Freedom from Racism or Free to Be Racist: Racial Harassment Policy in Higher Education***

**Joyce Bell**

The full texts of sexual, racial, and sexual orientation harassment policies for the top 100 universities in the United States were collected. Currently, data are being reviewed to account for any missing cases. There are a few schools that do not have a racial harassment policy listed on their Web site. Because of this, it will be decided whether to treat those cases as missing or as not having a policy.

The Qualitative Data Analysis Program (QDAP) will coordinate data coding and analysis. As soon as data review is completed and the codebook is written, data will be sent to QDAP for analysis. Once analyzed, the initial descriptive reports will be used as the basis for the first article submitted for publication based on the pilot data.

#### ***Social Policy, the State, and the Poor: An Ethnographic Examination of Policy Intersections in an Impoverished Urban Neighborhood***

**Waverly Duck**

This ethnographic study explores the intersection of several social policies that disproportionately affect poor communities. This research examines the effects of public housing reform (Quality Housing and Work Responsibility Act of 1998), welfare reform (Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which instituted Temporary Assistance for Needy Families), education reform (Zero Tolerance), and the rise of mass

incarceration in a poor African American neighborhood. The data include participant observations and in-depth interviews. Even though evictions, strained finances, and arrests are not new, the family-threatening cumulative impact of these policy initiatives is. These policy shifts have placed pressure on fewer, have overextended friendship and family networks, and have left poor families in a precarious situation.

Two articles have been published from the study. One is in the *Journal of Contemporary Ethnography* and is titled "The Dealer: The Orderliness of a Small Drug Dealing Scene." The other is in the *Annals of Social and Political Science* and is titled "Getting By in a Context of Shrinking Resources."

Literature reviews and article summaries are currently being produced. A book manuscript proposal was submitted and is currently under contract with the University of Chicago Press. The next goals will be to produce one more journal-length article explicitly discussing social policy in the inner cities and to apply for additional funding to explore many of the issues identified in the pilot proposal in a community in the city of Pittsburgh.

*Waverly Duck*



## *Funded in 2010*

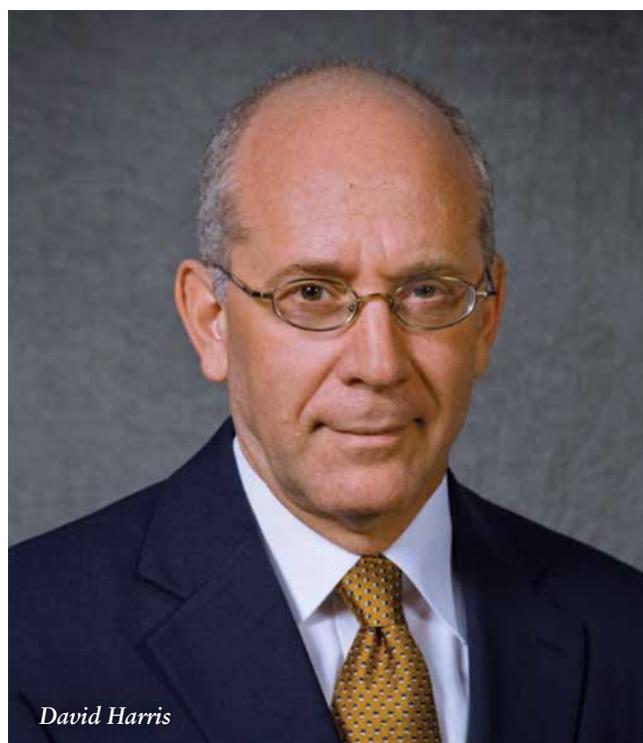
### ***Chronic Disease and Mental Health Comorbidity among Latino and Asian Americans***

**Chyongchiou Jeng Lin and Amy Ai**

Using the National Latino and Asian Americans Study data, the researchers submitted abstracts to the Association of Public Health Administration (APHA) for the annual APHA conference in Colorado in November 2010: (1) The effects of discrimination and acculturation to service-seeking satisfaction for Latina and Asian American women: Implications for mental health professions. (2) Health disparities among Asian American women: Findings from the National Latino and Asian Americans Study. Currently, the researchers are working on manuscripts based on these abstracts.

## *Funded in 2009*

### ***Race and Search Warrant Trustworthiness in the City of Pittsburgh and Environs***



*David Harris*

### **David Harris, Andrew Taslitz (Howard University), and Jeannine Bell (Indiana University Bloomington)**

Data collected to date are suggestive on a few points, raising the possibility of future research projects. Systemic flaws were found that will make avoiding even unintended racial bias and other distortions in policing impossible to track or correct in the future without reform. Modern computer technology has been used throughout the country to improve policing practices, including search and seizure practices. To a lesser extent, such technology has been used to track judicial biases and errors. Still, too rarely is attention turned to the combination of potential policing and judicial biases in the specific context of search warrants, though the technology to do so is available. Several experiments are under way, with federal funding, for prosecutors to identify, track, and correct biases in their own offices in other areas. These experiments could provide a model for similar efforts by the police (indeed, the police are included in these prosecutor grants); the judiciary; and the interaction of the prosecutors, officers, and judges.

The researchers are planning to write an article that will summarize the suggestions from the data collected and the obstacles faced. This article will serve as a prelude to recommending practical reform methods generally and perhaps in Pittsburgh specifically. Researchers will discuss (1) the need for technology, social scientist involvement, data gathering, and internal and external review and deliberation to promote transparency, accountability, and coordination among the three most relevant actors (judges, prosecutors, police) to improve the effectiveness and fairness of search warrant practices; (2) what the little prior research on such practices suggests about the need for action; and (3) the psychological, social, and material obstacles to action and how to overcome them.

## *Funded in 2008*

### ***Service Pathways among African American and Caucasian Families in Allegheny County following Contact with Child Welfare Services***

**Mary Beth Rauktis, Julie S. McCrae, Helen Cahalane, and Cynthia Bradley-King**

This study documented the early service paths of African American, biracial, and White children following referral to Allegheny County child welfare services as well as identified

local decision-making points, case characteristics, organization, and community factors that may contribute to service disparities. The study questions were as follows:

- What is the extent of racial disproportionality at referral, investigation, and service provision?
- Other things being equal, is children's race related to their likelihood of being investigated and accepted for services?
- What do child welfare professionals identify as the causes for disproportionality?

The findings were as follows:

- African American children are referred to the Allegheny County Office of Children, Youth and Families (CYF) at three times the rate of White children, with little evidence to suggest that their level of risk or need for services is substantially different from that of White children. The only significant characteristics of African American families according to these data are more frequent contact with CYF, referrals involving more children, and slightly higher rates of children's having received public assistance.
- Biracial children are referred at four times the rate of White children and were significantly different in their level of risk according to caseworkers at the time of referral, particularly regarding diminished caregiver capacity (physical, emotional, or intellectual) and parenting skills and knowledge.
- Multivariate analyses found that child race significantly predicted case investigation, with African American children less likely to be investigated than White children. Biracial children were twice as likely to be the subject of an investigation compared to White children.
- There was no evidence in these data of a funneling effect for African American or biracial children, where disproportionality increases at each decision point.
- All of the interviewees felt that being poor and African American were so intertwined that it was impossible to unravel them in order to determine which one caused



*Helen Cabalane*

African American families to be disproportionately involved with child welfare.

- While the individuals interviewed for this study acknowledged that African Americans are disproportionately involved in child protective services, they identified system bias as a major cause and felt that their decisions were based on safety and not race.

## *Funded in 2006*

### ***The Transition to Adulthood among Child Welfare-involved Youth: A Qualitative Examination of Race, Gender, and Service Use***

#### **Sara Goodkind and Jeffrey Shook**

Youths "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. In fact, most Americans do not expect their children to complete the transition to adulthood until they are at least 23. Consequently, many youths are receiving increased financial and social support during this period, especially from their parents. Youths aging out of the child welfare system, however, cannot rely on such support. Further, these youths 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.

This pilot study sought 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 youths after they turn 18. Interviews were conducted, as were small focus groups with 45 youths who have aged out or are in the process of aging out of the system. Researchers also have interviewed six service providers, which enables them to compare young people's constructions of their needs with those of service providers. This project has led to two presentations at the Society for Social Work and Research annual conference (in 2010 and 2011), a report for the Allegheny County Department of Human Services, and one journal article. It also has contributed to a grant proposal currently under review at the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention.

### ***Multilevel Characteristics of Incarcerated Youth and the Role of Race***

**Michael Vaughn (Saint Louis University), Jeffrey Shook, and Sara Goodkind**

Although rates of crime and violence have fallen over the past decade, there has been a significant rise in the number of Americans who are incarcerated, including juveniles. 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, policy decisions need to confront the role that race plays in this phenomenon. Thus, the present study begins 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 youths (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.

A total of 253 young men and women were interviewed at Pennsylvania juvenile justice facilities. This project has led to a 2011 presentation at the Society for Social Work and Research annual conference and one journal article. The researchers are currently conducting data analyses and preparing additional articles for publication.



# Publications

## Articles

Braxter, B.J., Doswell, W.M., Kregg-Byers, C.M., & Ren, D. (2011). "Think it over baby": A parenting simulation activity for middle school African American girls. *Annals of Behavioral Medicine*, 41 Supplement, s40.

Braxter, B.J., Doswell, W.M., & Ren, D. (2011). Another look at heterosocial behaviors: One side of the early intimate sexual behaviors coin. *Social Work in Public Health*, 20, 35–45.

Brown, C., Conner, K.O., Copeland, V.C., Grote, N.K., Beach, S., Schlarb, J., & Reynolds, C. (2010). Depression stigma, race, and treatment-seeking behavior and attitudes. *Journal of Community Psychology*, 38, 350–68.

Chow, R.M., Lowery, B.S., & Knowles, E.D. (2010). To be fair or to be dominant: The effect of inequality frames on dominant group members' responses to inequity. In Neale, M.A., Mannix, E., & Mullen, E., eds., *Research on Managing Groups and Teams: Fairness and Groups*. Emerald, 13, 183–204.

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Conner, K., Copeland, V.C., Grote, N.K., Koeske, G., Rosen, D., Reynolds, C., & Brown, C. (2010). Mental health treatment seeking among older adults with depression: The impact of stigma and race. *American Journal of Geriatric Psychiatry*, 18(6), 531–43.

Doswell, W.M., Braxter, B.J., Cha, E., & Kim, K.H. (2011) Testing the theory of reasoned action in explaining sexual behavior among African American young teen girls. *Journal of Pediatric Nursing*, 26(6), 45–54.

Downs, J., Arslanian, S., de Bruin, W.B., Copeland, V.C., Herman, W., Doswell, W.M., Mansfield, J., Murray, P., & Charron-Prochownik, D. (2010). Implications of type 2 diabetes on adolescent reproductive health risk: An expert model. *The Diabetes Educator*, 36(6), 911–19.

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Gamper-Rabindran, S., & Timmins, C. (2011). Hazardous waste cleanup, neighborhood gentrification, and environmental justice: Evidence from restricted access census block data. *American Economic Review*, 101(3), 620–24.

Goodkind, S., Schelbe, L., & Shook, J.J. (2011). Why youth leave care: Understandings of adulthood and transition successes and challenges among youth aging out of child welfare. *Children and Youth Services Review*, 33(6), 1039–48.

Grote, N.K., Bridge, J., Gavin, A.F., Melville, J.L., Iyengar, S., & Katon, W.J. (2010). A meta-analysis of depression during pregnancy and the risk of preterm birth, low birth weight, and intrauterine growth restriction. *Archives of General Psychiatry*, 67(10), 1012–24.

Jung, H., Spjeldnes, S., & Yamatani, H. (2010). Recidivism and survival time: Racial disparity among jail inmates. *Social Work Research*, 34(3), 181–9.

Lowery, B.S., Chow, R.M., Knowles, E.D., & Unzueta, M.M. (in press). Paying for positive group-esteem: How inequity frames affect Whites' responses to redistributive policies. *Journal of Personality and Social Psychology*.

Mohanty, J., & Newhill, C.E. (in press). Asian adolescent adoptees' psychological well-being: Examining the mediating role of marginality. *Children and Youth Services Review*.

Ohalette, N., Georges, J., & Doswell, W. (2010). Tales from the "hood": Placing reproductive health communication between African American fathers and children in context. *ABNF Journal*, 21(1), 14–20.

Rauktis, M.E., Huefner, J., & Cahalane, H. (in press). Perceptions of fidelity to family group decision-making principles: Examining the impact of race, gender, and relationship. *Child Welfare*.

Shook, J.J., Vaughn, M.G., Goodkind, S., & Johnson, H. (2011). An empirical portrait of youthful offenders who sell drugs. *Journal of Criminal Justice*, 33(3), 224–31.

# Publications

## Books

Davis, L.E., and Engel, R.J. (2011). *Measuring Race and Ethnicity*. New York, NY: Springer.

## Chapters

Putnam, L. (2011). "Undone by Desire: Migration, Sex across Boundaries, and Collective Destinies in the Greater Caribbean, 1840–1940." In D. Hoerder and D. Gabaccia, eds., *Connecting Seas and Connected Ocean Rims: Indian, Atlantic, and Pacific Oceans and China Seas Migrations from the 1830s to the 1930s*. Brill, "Studies in Global Social History" vol. 8.

Putnam, L. (2011). "Unspoken Exclusions: Race, Nation, and Empire in the Immigration Restrictions of the 1920s in North America and the Greater Caribbean." In L. Fink et al., eds., *Workers Across the Americas: The Transnational Turn in Labor History*. Oxford University Press.

## Op-ed

Bradley-King, C.K. (2011). "First Person/A story of adoption." *Pittsburgh Post-Gazette*.

Davis, L.E. (2011) "Don't Blame the Teachers for the Racial Achievement Gap." *Pittsburgh Post-Gazette*.

Davis, L.E. (2011) "Dr. Martin Luther King Would be Surprised." *Pittsburgh Post-Gazette*.

## Journal

### *Race and Social Problems*

The third year of the center's journal, *Race and Social Problems*, was completed in 2011. Journal articles can be viewed for free online at [www.springerlink.com/content/1867-1748/3/3](http://www.springerlink.com/content/1867-1748/3/3).

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



Cynthia Bradley-King

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. We are delighted that this journal contains many promising solutions.

To view the call for papers, go to [www.crsp.pitt.edu/publications/CallForPapers.pdf](http://www.crsp.pitt.edu/publications/CallForPapers.pdf). For additional information on the journal, contact the editor in chief, Gary Koeske, at [gkoeske@pitt.edu](mailto:gkoeske@pitt.edu).

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*Articles in Volume 2, Numbers 3–4  
(December 2010)*

**“Homeownership across the American Life Course:  
Estimating the Racial Divide”**

Thomas A. Hirschl and Mark R. Rank

**“Chinese Children among the Poor: Comparing U.S.  
Natives with Immigrants from Taiwan, Mainland China,  
and Hong Kong”**

Zhenchao Qian, Daniel T. Lichter, and Martha Crowley

**“Racial Prejudice and Spending on Drug Rehabilitation:  
The Role of Attitudes toward Blacks and Latinos”**

Amie L. Nielsen, Scott Bonn, and George Wilson

**“Race to College: The Reverse Gap”**

William Mangino

**“Inconsistent Latino Self-identification in Adolescence  
and Academic Performance”**

Lindsey Wilkinson

*Articles in Volume 3, Number 1  
(March 2011)*

**“College as an Investment: The Role of Graduation Rates  
in Changing Occupational Inequality by Race, Ethnicity,  
and Gender”**

Daniel H. Krymkowski and Beth Mintz

**“Racial Identity-related Differential Attributions  
of Inadequate Responses to Hurricane Katrina:  
A Social Identity Perspective”**

Amy L. Ali, Carol Plummer, Grace Heo, Catherine M. Lemieux,  
Cassandra E. Simon, et al.

**“School-based Racial and Gender Discrimination among  
African American Adolescents: Exploring Gender Variation  
in Frequency and Implications for Adjustment”**

Courtney D. Cogburn, Tabbye M. Chavous, and Tiffany M. Griffin

**“Job Strain, Workplace Discrimination, and Hypertension  
among Older Workers: The Health and Retirement Study”**

Briana Mezuk, Kiarri N. Kershaw, Darrell Hudson, Kyuang Ah Lim,  
and Scott Ratliff

**“Goal-striving Stress and Racial Differences in Mental Health”**

Harold W. Neighbors, Sherrill L. Sellers, Rong Zhang, and  
James S. Jackson

*Articles in Volume 3, Number 2  
(July 2011)*

**“Childhood Predictors of an At-risk Transition into Early  
Adulthood Among African American and Caucasian Males”**

Porche T. Wynn, Paula J. Fite, and Dustin A. Pardini

**“Exposure to Violence and Achievement Motivation Beliefs:  
Moderating Roles and Cultural Ecological Factors”**

Sheretta T. Butler-Barnes, Tabbye M. Chavous, and  
Marc A. Zimmerman

**“Racism Reported by Direct Care Workers in Long-term  
Care Settings”**

Farida K. Ejaz, Julie H. Rentsch, Linda S. Noelker, and  
Melissa Castora-Binkley

**“Predicting Savings for White and Black Young Adults: An  
Early Look at Racial Disparities in Savings and the Potential  
Role of Children’s Development Accounts (CDAs)”**

Terri L. Friedline and William Elliott

**“Low Social Status Markers: Do They Predict Depressive  
Symptoms in Adolescents?”**

Benita Jackson and Elizabeth Goodman

# Service

## 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. These firms have generously sponsored the speaker series continuously since September 2004.

The center thanks its sponsors for recognizing the importance of race in our society; the necessity of developing solutions to our country's race-related social problems; and the value of sharing knowledge and engaging in dialogue with interested students, scholars, community leaders, and policymakers.

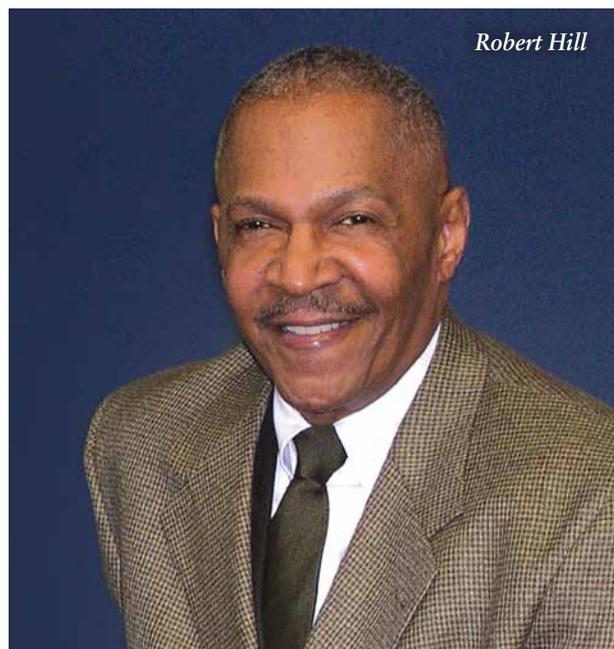
### *Buchanan Ingersoll and Rooney Fall 2010 Lectures*

#### **"Debates on Race and History in Contemporary Cuba"**

Alejandro de la Fuente, University Center for International Studies (UCIS) Research Professor, history and Latin American studies, University of Pittsburgh



*Madelyn Ross and Tony Norman*



*Robert Hill*

#### **"Race, Racism, and Mental Health in Asian American Communities"**

Sumie Okazaki, associate professor of applied psychology, New York University

#### **"Race, Class, and Student Achievement in KIPP Middle Schools"**

Philip M. Gleason, senior fellow, Mathematica

#### **"Columnizing in a Postracial World"**

Tony Norman, columnist, *Pittsburgh Post-Gazette*

### *Reed Smith Spring 2011 Lectures*

#### **"The Intractable Career of James Crow III"**

Robert Hill, vice chancellor for public affairs, University of Pittsburgh

#### **"Doing Race: 21 Essays for the 21st Century"**

Hazel Markus, Davis-Brack Professor in the Behavioral Sciences, and Paula Moya, associate professor of English, Stanford University

#### **"Intergroup Relations/Implicit Bias"**

John Dovidio, professor of psychology, Yale University

**“How the Urban Poor Navigate Social Space: Lessons from Chicago’s Gautreaux Mobility Program”**

Kathryn Edin, professor of public policy and management, Harvard University

## Summer Institutes

For the third year, the center’s summer institutes were fully funded. We thank the Pittsburgh Foundation for its generous support of these programs in 2008, 2009, and 2011.

The goals of the summer institutes are to better understand and find strategies 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. It is



*Paula Moya*



*Hazel Markus*

our intent that those in attendance will leave informed of what the best practices are for ameliorating a given social problem. Each of the five one-day institutes was attended by researchers, educators, administrators, community leaders, policymakers, and practitioners.

Last year’s summer institutes focused on Black male gun violence, economics, health, mental health, and education. Videos from the institutes are available on the center’s Web site, [www.crsp.pitt.edu](http://www.crsp.pitt.edu). The 2011 institutes were as follows.

### *June 2, 2011: Black Male Gun Violence*

**“Black Male Firearm Violence and People Affected”**

David Hemenway, professor of health policy, Harvard University

**“Policies to Reduce and Prevent Black Male Gun Violence”**

Al Blumstein, J. Erik Jonsson University Professor of Urban Systems and Operations Research, Carnegie Mellon University

**Comments**

Richard Garland, executive director, One Vision One Life  
Nathan Harper, chief of police, City of Pittsburgh



*David Hemenway*

# Service



*Alfred Blumstein*

## *June 6, 2011: Black Male Employment*

### **“Employing Less-educated Black Men”**

Ronald Mincy, Maurice V. Russell Professor of Social Policy and Social Work Practice, School of Social Work, Columbia University

### **“Employing Educated Black Men”**

William Rodgers III, professor, Edward J. Bloustein School of Planning and Public Policy, and chief economist, Heldrich Center for Workforce Development, Rutgers University

## *June 27, 2011: Black Male Health/ Mental Health*

### **“Black Male Health”**

Tom LaVeist, William C. and Nancy F. Richardson Professor in Health Policy, Bloomberg School of Public Health, and director, Hopkins Center for Health Disparities Solutions, Johns Hopkins University

### **“Man Up, Man Down: Black Men Talk about Manhood, Stress, and Depression”**

Harold Neighbors, professor of health behavior and health education; director, Center for Research on Ethnicity, Culture and Health; and director, Program for Research on Black Americans, University of Michigan

## *July 7, 2011: Black Male Education*

### **“An Opportunity Agenda for Black Males”**

John Jackson, president and CEO, Schott Foundation for Public Education

### **“Black Males and Gifted Education”**

Donna Y. Ford, professor of special education, Peabody College of Education and Human Development, Vanderbilt University

## *July 15, 2011: Black Male Gun Violence*

Videos of the lectures given on June 2, 2011, by David Hemenway and Al Blumstein were shown and discussed with people who could not attend on June 2.

## **Homewood Children’s Village**

The Comm-Univer-City of Pittsburgh is an integrated program of research, teaching, and service designed to investigate and ameliorate social problems that disproportionately impact economically disadvantaged children, families, and communities. Through the Comm-Univer-City of Pittsburgh initiative, an interdisciplinary team of faculty members and students will work with Homewood residents, faith- and community-based



*Ronald Mincy*

organizations, the Allegheny County Department of Human Services, the Pittsburgh Public Schools, the United Way of Allegheny County, and other individuals and organizations to initiate the Homewood Children's Village (HCV) project. The Homewood Children's Village is an adaptation of Geoffrey Canada's internationally acclaimed Harlem Children's Zone, a New York-based comprehensive community initiative. The HCV project is led by John Wallace, associate professor in the School of Social Work.

The research portion of the project engages faculty, students, and community members in community-based participatory research projects designed to produce actionable knowledge needed to address pressing social problems that impact the lives of children and families in Homewood-Brushton. To date, HCV has engaged in a number of projects, including the development of survey instruments for community needs assessments; the creation and implementation of tools for property assessment; a data-driven community organizing project focused on vacant and abandoned housing; and a comprehensive analysis of existing educational, social services, and property-related data.



*William Rodgers*

The educational portion of the project is creating an educational immersion experience for students by relocating the classroom from the campus to the community through Wallace's course, Community-based Participatory Research. The course is taught in Homewood-Brushton and, in addition to traditional classroom



*Donna Ford*

lectures and discussions, offers students hands-on training in community-based research methods and community organizing. To date, a Pitt School of Social Work postdoctoral fellow, two doctoral students, more than 70 MSW students, and nearly 80 graduate and undergraduate students from Pitt and other local colleges and universities have been trained in community-based participatory research, policy development, and various research methodologies through HCV.

The service portion of the HCV project implements a field placement model that locates master's-level social work interns in selected Homewood social service agencies and organizations. Currently, there are nine Pitt social work interns working in HCV and its partner organizations as well as an AmeriCorps volunteer coordinator, five Pitt-supported AmeriCorps members, and numerous student volunteers from Pitt and local other institutions actively engaged in HCV-related service projects.



*John Jackson*

# Education

## Undergraduate Education Projects

### *Living Learning Community: The Research Experience*

In partnership with the Office of Residence Life, the center cosponsors one of the University's Living Learning Communities (LLCs). LLCs are small groups of students with similar interests who work on projects beyond the classroom.

The CRSP-sponsored LLC is called the Research Experience. In spring term 2011, eight undergraduate students were each paired with a CRSP faculty associate to work on race-related research projects, thus gaining experience and knowledge in the design and execution of research; grant writing; and writing, presenting, and publishing research findings. They were as follows.

**Project:** Urban Racial Demographics

**Students:** John Cotter and Shawna Porter

**Faculty:** Angela Reynolds, Graduate School of Public and International Affairs

**Project:** Homewood Children's Village

**Students:** Alexa Busler and Lacy Lowry

**Faculty:** John Wallace and Jason Mendez, School of Social Work

**Project:** Health Study

**Students:** Justin Shao and Sarah Witter

**Faculty:** Willa Doswell, School of Nursing

**Project:** Health Study

**Students:** Katherine Ulrich and Brett Wildfeuer

**Faculty:** Annamore Matambanadzo, School of Medicine



## *Graduate Course: Cuban Social Policy Issues*

This one-credit study abroad course was offered during the spring 2010 term and included a trip to Cuba. It focused on a variety of issues, including education, public health, gender concerns, social security, and social work. Class members met regularly in Pittsburgh to discuss readings and hear presentations by experts, traveled to Cuba in March 2010 to do research on social issues and policies, and wrote papers on social issues chosen by the students. The course was offered again in spring 2012.

## *Graduate Course: Race and Social Problems*

Every year, the center sponsors a graduate-level course through the School of Social Work, Special Topics: Race and Social Problems, taught by CRSP Associate Director Ralph Bangs. The course features readings, documentaries, guest speakers, and class discussions that address race in relation to all six of the center's areas of focus: economic and education disparities; intergroup relations; health; mental health; youth, families, and the elderly; and criminal justice.

The goals of the course are to (1) become aware of past and current racism and discrimination, racial disparities, and the sources and consequences of those disparities and (2) identify individual, community, and governmental actions that could be taken to address racial disparities in the nation.



*Havana, Cuba*

## *PhD Course: Secondary Data Analysis on Race and Social Problems*

This course examines race and its relationship to contemporary social problems. The course focuses on the “nuts and bolts” of using existing survey data to ask and answer research questions related to race and contemporary social problems. Topics covered include how to review the findings of past research, framing a testable research question, the fundamentals of survey data analysis, and writing for publication. The expected product for the term is a manuscript to be submitted to a peer-reviewed journal.

Upon completion of the course, it is expected that students will be able to (1) understand and articulate the concept of race and its relationship to social problems; (2) critically review empirical research; (3) identify and select a data set for secondary analysis on a race-related social problem; (4) frame an empirically testable research question; (5) design and implement a data analysis strategy that will answer that question; (6) draft a manuscript that synthesizes the findings of past research, identifies one or more important gaps in the extant literature, presents the analysis of existing survey data to fill those gaps, and makes recommendations for practice/policy and for future research; and (7) draft a manuscript to submit for publication.

*At left: Ralph Bangs and Larry Davis*

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