

UF LAW

Center for the Study of Race and Race Relations

FREDRIC G. LEVIN COLLEGE OF LAW • FALL 2013



DIRECTOR'S LETTER
Katheryn Russell-Brown

Like many of you, I have thought a lot about the Trayvon Martin case, writ large and small. The case offers yet another opportunity to critique the race-law-society relationship. It also underscores the power of art. Art—in myriad forms—can alter and expand our knowledge and understanding of racial realities (more on this shortly). For me, the George Zimmerman trial and others like it, particularly those that were highly racialized, such as the O.J. Simpson, Amadou Diallo, and Sean Bell cases, remind me why I chose race and law as my professional research path.

Why study race? Why is it important? For me, it is personal. The answer centers around two very different perspectives on the value of African American life.

My dad, Charlie Russell, Jr., was born in 1932, in West Monroe, Louisiana, a rural backwater town. Both of his parents were hardworking, industrious, and ran a tight ship. They had little money, a wood burning stove, and no indoor plumbing. Dad was raised in a full, vibrant, and deeply-segregated world. Coming up,

continued on page 9



CSRRR 2013 Spring Lecture

CSRRR packs house to discuss Trayvon Martin case

By Jenna Box, *FlaLaw* Online

A man with a gun. A dead teen. A hoodie. These images have been burned into the minds of Americans as symbols of interracial crime, the use of deadly force and diversity in media coverage and crime reporting.

A little more than a year ago, the tragic shooting of a 17-year-old Black teen walking home in a hoodie in Sanford, Florida, made waves across national media outlets.

On March 20, the 10th Annual Spring Lecture put on by the Center for the Study of Race and Race Relations titled “At Close Range: The Curious Case of Trayvon Martin,” brought myriad questions about this case to light through a variety of interdisciplinary panels.

Keynote speaker Charles Blow, a *New York Times* op-ed columnist, highlighted the media’s role, and experts from nine University of Florida departments offered insight from their unique fields at the all-day event.

“Academic exploration of public policy issues from a multitude of perspectives cannot only deepen our own understanding but also help build a foundation for thoughtful policy making by those who create the laws, regulations and rules that govern all of us,” Dean Robert Jerry said as he opened the event to a packed audience in UF Law’s Chesterfield Smith Ceremonial Classroom.

The Martin case has all the elements of a good story, Blow said: guns and murder, an unarmed boy and a suspicious man, racial profiling and threat responses. This combination raises tough legal, social and racial questions.

continued on page 2



Charles Blow

INSIDE THIS ISSUE

FALL 2013

Spring Lecture: Papers Online	2	Course Development Grant Winners	4	7 Questions for Prof. Lisa Ikemoto	10
Collaborations Across Campus	3	UF and UF Law Honor W. George Allen	5	Yegelwel Fellowship Recipient, Mai Melissa Le	12
CSRRR Welcomes Dr. Anju Davidson	3	New and Noteworthy Books	6		

Spring Lecture, continued from page 1

Blow mentioned how the victim's race has affected news coverage. Outside of Florida, he said, the only journalists who seem to write about the case are relatively young Black men like him. Also, he mentioned the common topic of discussion: whether a Black teen wearing a hoodie was enough to cause suspicion.

The arguments that "the way he behaved, the things that he wore, suggest he was not worthy of life past Feb. 26 fall short," Blow said. "There is nothing that you can wear that gives someone license to shoot someone in the chest."

Additionally, Blow spoke passionately about the "cocoon" media consumers place themselves in.

"People prefer to be affirmed in their beliefs than challenged," he said. "I believe that is what we've seen in the Trayvon Martin case. People know what they want to believe and only listen to sources who confirm it."

Alongside Blow, representatives from the UF departments of African-American Studies; anthropology; English; health services; history; journalism and communications; philosophy; political science; and sociology, criminology and law gave panel presentations on the case and responded to questions from the audience.

"[Blow] was an exceptional choice," said Katheryn Russell-Brown, director of CSRRR, Chesterfield Smith Professor of Law and organizer of the event. "He was pitch-perfect and was able to use the case to discuss broader issues of journalism, politics and justice. This was a chance to talk across race, across disciplines on a wide range of issues." www.law.ufl.edu/flalaw/2013/03/csrrr-packs-house-to-discuss-trayvon-martin-case/



L-R: Sharon Rush, Jodi Lane, Michael Leslie, Alex Tepperman and Amy Ongiri.

Check Out the 2013 CSRRR Spring Lecture Papers

http://scholarship.law.ufl.edu/csrrr_events/10thspringlecture/

Racial Profiling, Security, and Human Rights

Prof. Faye V. Harrison | Departments of African American Studies & Anthropology

Racial Socialization, Fear and Expected Reactions to a Suspicious Person

Prof. Jodi Lane & Ashley Kuhn, Ph.D. student | Dept. of Sociology and Criminology & Law

License to Kill: A Theoretical Critique of "Stand Your Ground"

Prof. Lonn Lanza-Kaduce & Andrea Davis, Ph.D. student | Dept. of Sociology and Criminology & Law

Trayvon Martin in the International Press

Prof. Michael Leslie & Stania Antoine, Master's student | College of Journalism and Communications, with the assistance of Tasha Shangvi.

"I am Trayvon Martin:" Visual Culture, Trauma, and the Incarceration Crisis

Prof. Amy Abugo Ongiri | Dept. of English

Learning and Unlearning Racism: Challenging the Hidden Curriculum of Schooling

Profs. Dorene Ross & Elizabeth Bondy | College of Education

Jim Crow Riding High: Trayvon Martin, Voting Rights, and Equal Justice Under the Law

Prof. Richard K. Scher | Dept. of Political Science

Marijuana's "Dark Side": Drugs, Race, and the Criminalization of Trayvon Martin

Alex Tepperman, Ph.D. student | Dept. of History

Racism in a Black-White Binary: On the Reaction to Trayvon Martin's Death

Prof. Peter Westmoreland | Dept. of Philosophy

Collaborations Across Campus

Diversity Dialogues: Sister to Sister

This Spring we co-sponsored four “Sister-to-Sister” meetings. The “CSRRR Diversity Dialogues” represent a joint initiative between the Race Center and the Asian Pacific Islander American Affairs office. UF faculty, staff and administrators meet to network and talk about issues concerning women of color at UF.



Diversity Dialogues, February 15, 2013.

Immigration Event with Law Student Groups

UF Law Professors Berta Esperanza Hernández-Truyol, Tom Lin, and Wentong Zheng, were invited to discuss their professional and academic experiences on a panel, “Immigrants and the American Experience.” More than 75 students and faculty attended the event, co-hosted by the Asian Pacific American Law Students Association (APALSA), Immigration Law Association (ILA), Latino Law Student Association (LLSA), and CSRRR.



Profs. Zheng, Lin and Hernández-Truyol.

Cosponsored Events

- Samuel Proctor Oral History Program Lecture “Rebels and Runaways: Slave Resistance in Nineteenth-Century Florida” with Dr. Larry Rivers
- Dr. Martin Luther King, Jr. Legacy Celebration with Dr. Michael Eric Dyson (Black Graduate Student Organization)
- Dr. Ronald Foreman Lecture, given by Dr. Marc Lamont Hill (African American Studies Program)
- Dr. Deborah Thomas Lecture (Dept. of Anthropology)
- Panel on Strategies to Assist Students of Color at UF (Counseling & Wellness Center’s ASPIRE Stakeholder Collective)
- Discussion on “Whiteness and Asian American Identity” (APIA Reading Group)
- Discussion on “Asian American Female Sexuality” (APIA (pictured on right))



APIA Women Empower Hour Kickoff Event

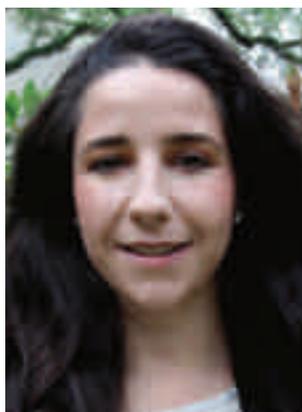


The CSRRR welcomes Dr. Anju Kaduvettoor Davidson

Dr. Anju Kaduvettoor Davidson joined the CSRRR as the Assistant Director in September 2012. Before coming to the University of Florida, Anju worked at Loyola University Maryland as a staff psychologist and contributed to campus climate diversity efforts. She received her master’s degree and Ph.D. in Counseling Psychology from Lehigh University and completed her pre-doctoral internship and postdoctoral fellowship at the University of Delaware. She is published in the area of discrimination and racism. Anju’s dissertation, “South Asian Americans: Perceived Discrimination, Stress and Well-being” has been accepted for publication in the *Asian American Journal of Psychology*. This study examines the experience of racism for first and second generation South Asians in the United States. Findings show that perceived discrimination significantly relate to perceived stress for both groups of South Asians. Anju also recently completed a collaborative qualitative study exploring perspectives of race and racism among first generation Asian Indians. Anju is interested in increasing awareness related to racism through research and practice. Earlier this year, Anju facilitated a roundtable discussion on mentoring women of color at the National Multicultural Conference and Summit. She is interested in increasing multicultural competence nationally and locally. She is excited to work with University of Florida students, staff and faculty to create more inclusive and supportive communities.

Congratulations to the 2013-14 Course Development Grant Awardees

The CSRRR Course Development Grant (CDG) funds the development and teaching of courses that substantially address issues of race and race relations.



Kristin Allukian is a Ph.D. student in English and Women's Studies. Her primary research focuses on literary representations of working women in nineteenth-century American literature. In the spring 2014 semester, Kristin will teach "The Racial Politics of Women's Labor in Nineteenth-Century Women's Autobiographies." This course

focuses on the autobiographies of four nineteenth-century African American women—Sojourner Truth, Eliza Potter, Harriet Wilson, and Elizabeth Keckley—and moves their labor to the center of the discussion. Readings of these texts will be supplemented with secondary sources that will ground students both in history and in literary criticism.



Justin Hosbey is a Ph.D. student in Anthropology. His dissertation research examines the social consequences of the privatization of public schools and prison facilities in post-Katrina New Orleans, Louisiana. His work elucidates how working poor African American families negotiate and contest newly privatized institutions, whose emergence can be tied

to macro-level transformations in the global labor market. In the fall of 2013, Justin will teach "Race and Global Cities." The course addresses these types of transformations on an international scale. Students will examine how racism and racial discrimination are experienced in metropolitan cities such as New York, Rio de Janeiro, New Delhi, Bogotá, and Paris, while also exploring the ways that minority groups have contested these inequalities and formed social protest movements to fight for their human rights and secure their "right to the city."

A Few Words from the 2012-2013 Course Development Grantees

The course development grant came at just the right moment as I was designing my "Race Inequalities in Health" class. The grant allowed me to consider a far wider range of texts than I had originally intended to review and ultimately introduced me to some novel materials that I included in the class. Teaching the course for a second time this semester, these materials continue to stand out as among the most engaging for my students. —Robert White (Prof.)

Every student hopes to encounter intellectual enlightenment that helps shape his or her scholarly voice. This course pushed the students and me to an often uncomfortable point of clarity. I was forced to 'dream bigger and dig deeper' to introduce a fresh perspective in the area of race, law, and health. This grant enhanced and legitimated my research. Based on student feedback, this course opened up new paths of scholarship for them. I am forever grateful to the CSRRR staff for this opportunity. —Kevin Jenkins (Grad. Student)

The CSRRR course development grant is a wonderful opportunity. Thanks to this support, I was able to carefully craft a course focused on how Latin American states have, at different historical junctures, employed racial categories in articulating national subjectivities. In so doing, I have learned how to better address questions of race and ethnicity that move beyond the "usual" coverage to include a historical understanding of whiteness, indigeneity, mestizaje, mulatice, and négritude throughout the region. As a whole, I am a better-rounded Latin Americanist thanks to this CDG. For my students, situating the historical and local practices that give rise to racial and ethnic identities is precisely what I understand the CSRRR's work to be about. —Rosana Resende (Adj. Prof.)

BLACK ALUMNI WEEKEND

UF and UF Law honor W. George Allen

By Matt Walker, *FlaLaw* Online

When W. George Allen became the first African-American to graduate from the University of Florida in 1962, it was not only a victory for him, but also for countless others who had fought for equality for decades at the university.

On Friday, Oct. 12, the University of Florida and UF Levin College of Law celebrated the 50th anniversary of Allen's graduation from UF Law with a special program that looked back at the struggle leading to the acceptance of Black students at the university and the groundwork laid for future generations by Virgil Hawkins, whose persistence in the courts led to UF Law's integration, and George Starke, the first Black person admitted to UF Law.

The Chesterfield Smith Ceremonial Classroom was filled to capacity and visitors filed into overflow areas as speakers reflected on the civil rights struggle and Allen's role. Katheryn Russell-Brown, UF Law professor and director of the Center for the Study of Race and Race Relations, and Terry Nealy, president of the UF Association of Black Alumni, served as moderators. The celebration was co-sponsored by the University of Florida Alumni Association, Association of Black Alumni, UF Law and its Center for the Study of Race and Race Relations. The program served as the kick-off for the University of Florida's Black Alumni Weekend.

"The integration story of Florida, not just in our institution but higher education throughout this entire state, the integration story of Florida began here," Nealy said, "so it is appropriate that we kick off the opening ceremony of the Black Alumni Weekend where it all began – at the college of law."

The celebration was punctuated with frequent applause and standing ovations as UF Law Dean Robert Jerry discussed desegregation heroes in the United States, attorney Harley Herman looked back at the legacy of Virgil D. Hawkins, whose lawsuits against UF led to the university agreeing to accept African-American students, and UF Law alumna Ava Parker (JD 87) recounted the story of the first Black person to enroll in UF, George H. Starke Jr. The program also included reflections from JaDawnya Butler (JD 04) and Brandon Campbell (2L), president of the Black Law Students Association.

The crowd was moved during the video essay, "First Footsteps: The Struggle for Racial Desegregation at UF," which offered a detailed and sometimes jarring look back at the relationships of African-Americans with UF and the Alachua County area in the 20th century. The essay was produced by UF African-American Studies Professor Patricia Hilliard-Nunn.

Allen delivered the keynote speech, where he described his experience at UF Law as both bitter and sweet. He said he was met with much opposition when he began law school in September of 1960 as the only Black student on campus. He said one of the sweet parts came when he realized that he was a direct beneficiary of the compromise made by Hawkins when he withdrew his application from the law school in exchange for the university agreeing to accept Black students.

"Another sweet part was that (my wife) Enid and I realized we were engaging in an era that would open up higher education in Florida for all, including our children, our grandchildren, and many of you and your progeny," Allen said.

In 1960, Allen and his wife were living in Berkeley, Calif., where he was a First Lieutenant in the U.S. Army. He had been accepted to Harvard Law School and the law school at the University of California at Berkeley, each of which he could have attended on scholarship.

"I failed to convince my wife Enid that it made economic sense to pay

for an education at a segregated school when I could get scholarships to attend two prestigious schools ranked higher than the law school at the University of Florida," he said.

Allen said that by graduating from UF Law he was able to fulfill the tenacity, spirit, expectations, determination and will of Hawkins.

"So today I dedicate these 50 years of desegregation, 50 years of progress, 50 years of educating Florida's best, brightest and successful students to the Bard of Okahumpka, Lake County's favorite son, Lake County's most famous son, Virgil Darnell Hawkins, my mentor, my friend, my hero," Allen said in closing. "God bless you Virgil, and your spirit; you started a revolution and Florida is better because of you and your good work."

The program concluded near the Marcia Whitney Schott Courtyard with the unveiling of a plaque honoring Allen's legacy and graduation from UF Law.

www.law.ufl.edu/flalaw/2012/10/uf-and-uf-law-honor-w-george-allen-the-universitys-first-black-graduate/



W. George Allen, Esq. and Dean Robert Jerry.

New and Noteworthy

All descriptions are from the publishers

Barrios to Burbs: The Making of the Mexican American Middle Class

Jody Agius Vallejo
Stanford University Press (2012)

Too frequently, the media and politicians cast Mexican immigrants as a threat to American society. Given America's increasing ethnic diversity and the large size of the Mexican-origin population, an investigation of how Mexican immigrants and their descendants achieve upward mobility and enter the middle class is long overdue. *Barrios to Burbs* offers a new understanding of the Mexican American experience.

Vallejo explores the challenges that accompany rapid social mobility and examines a new indicator of incorporation, a familial obligation to "give back" in social and financial support. She investigates the salience of middle-class Mexican Americans' ethnic identification and details how relationships with poorer coethnics and affluent Whites evolve as immigrants and their descendants move into traditionally White middle-class occupations. Disputing the argument that Mexican communities lack high quality resources and social capital that can help Mexican Americans incorporate into the middle class, Vallejo also examines civic participation in ethnic professional associations embedded in ethnic communities.

Our Racist Heart? An Exploration of Unconscious Prejudice in Everyday Life

Geoffrey Beattie
Routledge (2012)

Few people today would admit to being a racist, or to making assumptions about individuals based on their skin colour, or on their gender or social class. In this book, leading psychologist Geoffrey Beattie asks if prejudice, more subtle than before, is still a major part of our everyday lives. Beattie suggests that implicit biases based around race are not just found in small sections of our society, but that they also exist in the psyches of even the most liberal, educated and fair-minded of us. More importantly, the book outlines how these 'hidden' attitudes and prejudices can be revealed and measured, and how they in turn predict behaviors in a number of important social situations.

Our Racist Heart? takes a fresh look at our racial attitudes, using new technology and experimental approaches to show how unconscious biases influence our everyday actions and thinking. These groundbreaking results are brought to life using the author's own experiences of class and religious prejudice in Northern Ireland, and are also discussed in relation to the history of race, racism and social psychological theory.

The Black Revolution on Campus

Martha Biondi
University of California Press (2012)

The Black Revolution on Campus is the definitive account of an extraordinary but forgotten chapter of the Black freedom struggle. In the late 1960s and early 1970s, Black students organized hundreds of protests that sparked a period of crackdown, negotiation, and reform that profoundly transformed college life. At stake was the very mission of higher education. Black students demanded that public universities serve their communities; that private universities rethink the mission of elite education; and that Black colleges embrace self-determination and resist the threat of integration. Most crucially, Black students demanded a role in the definition of scholarly knowledge.

Acting White: Rethinking Race in Post-Racial America

Devon Carbado & Mitu Gulati
Oxford University Press (2013)

What does it mean to "act black" or "act white"? Is race merely a matter of phenotype, or does it come from the inflection of a person's speech, the clothes in her closet, how she chooses to spend her time and with whom she chooses to spend it? What does it mean to be "really" black, and who gets to make that judgment?

In *Acting White?*, Carbado and Gulati argue that, in spite of decades of racial progress and the pervasiveness of multicultural rhetoric, racial judgments are often based not just on skin color, but on how a person conforms to behavior stereotypically associated with a certain race. Specifically, racial minorities are judged on how they "perform" their race. This performance pervades every aspect of their daily life, whether it's the clothes they wear, the way they style their hair, the institutions with which they affiliate, their racial politics, the people they befriend, date or marry, where they live, how they speak, and their outward mannerisms and demeanor. Employing these cues, decision-makers decide not simply whether a person is black but the degree to which she or he is so. Relying on numerous examples from the workplace, higher education, and police interactions, the authors demonstrate that, for African Americans, the costs of "acting black" are high, and so are the pressures to "act white." But, as the authors point out, "acting white" has costs as well.

Books

The American Non-Dilemma: Racial Inequality Without Racism

Nancy DiTomaso
Russell Sage Foundation (2013)

The Civil Rights movement of the 1960s seemed to mark a historical turning point in advancing the American dream of equal opportunity for all citizens, regardless of race. Yet 50 years on, racial inequality remains a troubling fact of life in American society and its causes are highly contested. In *The American Non-Dilemma*, sociologist Nancy DiTomaso convincingly argues that America's enduring racial divide is sustained more by whites' preferential treatment of members of their own social networks than by overt racial discrimination. Drawing on research from sociology, political science, history, and psychology, as well as her own interviews with a cross-section of non-Hispanic whites, DiTomaso provides a comprehensive examination of the persistence of racial inequality in the post-Civil Rights era and how it plays out in today's economic and political context.

The End of the Pipeline: A Journey of Recognition for African Americans Entering the Legal Profession

Dorothy Evensen & Carla Pratt
Carolina Academic Press (2012)

This book had its beginnings in a simple question: How have some African-American attorneys, recently admitted to the bar, successfully navigated what research suggests is a very precarious pipeline to the legal profession? The response to this question entailed a journey that spanned some three years, over fifty informants, and a dozen or so researchers and scholars who study the intersections of education, race, and efforts to achieve social equity. The resulting work generalizes from the stories collected and constructs a substantive theory of success built around a phenomenon called "working recognition." This concept describes both the recognition experienced in various forms by our study's participants and the recognition they transformed into strategic activities aimed at overcoming academic, economic, and social obstacles encountered in their personal pipelines. We found that it was through such activity that they ultimately attained recognition as lawyers and entered the profession of law.

Racial Subordination in Latin America: The Role of the State, Customary Law, and the New Civil Rights Response

Tanya Katerí Hernández
Cambridge University Press (2012)

There are approximately 150 million people of African descent in Latin America yet Afro-descendants have been consistently marginalized as undesirable elements of the society. Latin America has nevertheless long prided itself on its absence of U.S.-styled state-mandated Jim Crow racial segregation laws. This book disrupts the traditional narrative of Latin America's legally benign racial past by comprehensively examining the existence of customary laws of racial regulation and the historic complicity of Latin American states in erecting and sustaining racial hierarchies. Tanya Katerí Hernández is the first author to consider the salience of the customary law of race regulation for the contemporary development of racial equality laws across the region. Therefore, the book has a particular relevance for the contemporary U.S. racial context in which Jim Crow laws have long been abolished and a "post-racial" rhetoric undermines the commitment to racial equality laws and policies amidst a backdrop of continued inequality.

Ghosts of Jim Crow: Ending Racism in Post-Racial America

Michael Higginbotham
NYU Press (2013)

When America inaugurated its first African American president in 2009, many wondered if the country had finally become a "post-racial" society. Was this the dawning of a new era, in which America, a nation nearly severed in half by slavery, and whose racial fault lines are arguably among its most enduring traits, would at last move beyond race with the election of Barack Hussein Obama?

In *Ghosts of Jim Crow*, Higginbotham convincingly argues that America remains far away from that imagined utopia. Indeed, the shadows of Jim Crow era laws and attitudes continue to perpetuate insidious, systemic prejudice and racism in the 21st century. Higginbotham's extensive research demonstrates how laws and actions have been used to maintain a racial paradigm of hierarchy and separation—both historically, in the era of lynch mobs and segregation, and today—legally, economically, educationally and socially.

New and Noteworthy Books, continued on next page

Living Color: The Biological and Social Meaning of Skin Color

Nina G. Jablonski
University of California Press (2012)

Living Color is the first book to investigate the social history of skin color from prehistory to the present, showing how our body's most visible trait influences our social interactions in profound and complex ways. In a fascinating and wide-ranging discussion, Nina G. Jablonski begins with the biology and evolution of skin pigmentation, explaining how skin color changed as humans moved around the globe. She explores the relationship between melanin pigment and sunlight, and examines the consequences of rapid migrations, vacations, and other lifestyle choices that can create mismatches between our skin color and our environment.

Richly illustrated, this book explains why skin color has come to be a biological trait with great social meaning—a product of evolution perceived by culture. It considers how we form impressions of others, how we create and use stereotypes, how negative stereotypes about dark skin developed and have played out through history—including being a basis for the transatlantic slave trade. Offering examples of how attitudes about skin color differ in the U.S., Brazil, India, and South Africa, Jablonski suggests that a knowledge of the evolution and social importance of skin color can help eliminate color-based discrimination and racism.

Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race, 2nd Edition

Frances Kendall
Routledge (2012)

Knowingly and unknowingly we all grapple with race every day. *Understanding White Privilege* delves into the complex interplay between race, power, and privilege in both organizations and private life. It offers an unflinching look at how ignorance can perpetuate privilege, and offers practical and thoughtful insights into how people of all races can work to break this cycle. Based on thirty years of work in diversity and colleges, universities, and corporations, Frances Kendall candidly invites readers to think personally about how race — theirs and others' — frames experiences and relationships, focusing squarely on white privilege and its implications for building authentic relationships across race.

Less Than Human: Why We Demean, Enslave, and Exterminate Others

David Livingstone Smith
St. Martin's Griffin (2012)

"Brute." "Cockroach." "Lice." "Vermin." People often regard members of their own kind as less than human, and use terms like these for those whom they wish to harm, enslave, or exterminate. Dehumanization has made atrocities like the Holocaust, the genocide in Rwanda, and the slave trade possible. But it isn't just a relic of the past. We still find it in war, genocide, xenophobia, and racism. Smith shows that it is a dangerous mistake to think of dehumanization as the exclusive preserve of Nazis, communists, terrorists, Jews, Palestinians, or any other monster of the moment. We are all potential dehumanizers, just as we are all potential objects of dehumanization. The problem of dehumanization is everyone's problem.

According to Our Hearts: Rhinelander v. Rhinelander and the Law of the Multiracial Family

Angela Onwuachi-Willig
Yale University Press (2013)

This landmark book looks at what it means to be a multiracial couple in the United States today. *According to Our Hearts* begins with a look back at a 1925 case in which a two-month marriage ends with a man suing his wife for misrepresentation of her race, and shows how our society has yet to come to terms with interracial marriage. Angela Onwuachi-Willig examines the issue by drawing from a variety of sources, including her own experiences. She argues that housing law, family law, and employment law fail, in important ways, to protect multiracial couples. In a society in which marriage is used to give, withhold, and take away status—in the workplace and elsewhere—she says interracial couples are at a disadvantage, which is only exacerbated by current law.

Pursuing Trayvon Martin: Historical Contexts and Contemporary Manifestations of Racial Dynamics

Edited by George Yancy and Janine Jones
Lexington Books (2012)

On February 26, 2012, 17-year-old African American male Trayvon Martin was shot and killed by George Zimmerman, a 28-year-old biracial (Caucasian and Peruvian) male in Sanford, Florida. Martin was shot and killed within a gated community, where he was visiting his father, Tracy Martin, and the latter's fiancé. Martin, returning from a store where he had purchased a bag of Skittles and a bottle of Ice Tea, was unarmed. The encounter between Martin and Zimmerman proved fatal for Martin. As for Zimmerman, 45 days passed before he was charged with any crime. *Pursuing Trayvon Martin* attempts to capture what we, a critical cadre of scholars, think about this potentially volatile situation in the moment.

Mission Statement

The CSRRR is committed to de-stigmatizing race. With the objective of fostering communities of dialogue, the Center embraces historically and empirically based thinking, talking, teaching and writing on race. To this end, the Center creates and supports programs designed to enhance race-related curriculum development for faculty, staff and students in collegiate and professional schools. Of the six U.S. law schools with race centers, the CSRRR is uniquely focused on curriculum development.

Vision

The Center for the Study of Race and Race Relations (CSRRR) is an academic research and resource center. The Center's mission will be met through the work of various groups engaged in a wide range of activities. This work includes:

- Producing, supporting, and highlighting race-related scholarship within and beyond the UF community
- Gathering, analyzing, and sharing historical and contemporary knowledge about race and race relations
- Developing and supporting, through teaching, research, writing, and workshops, race-related curricula for collegiate and professional schools
- Fostering non-stigmatizing ways of discussing issues of race and ethnicity for African Americans, Latino/as, American Indians, Asian Americans, and Whites.

In the news

Stay up-to-date on the latest race and race relations news stories.
Please visit our website <http://www.law.ufl.edu/academics/centers/csrrr>

Letter from the Director, continued from page 1

his days were filled with Black people—in church, in the one-room schoolhouse, outside riding bikes, climbing trees and shooting marbles, at home, at his grandmother's house, and at the movies (restricted to the balcony). He was surrounded by Black people who worked hard and played hard. Each one trying to carve out their own path of humanity in the 1930s' South. Each one believing and hoping that life would improve for the next generation.

Dad's road to adulthood included racial aggressions—macro and micro. These slights taught him that not everyone saw Black life as worthy of respect.

When asked, my dad would tell about incidents of racial hatred, up close. The story I remember most vividly involves my dad's dad. One night, my Grandpa arrived at home out-of-breath and covered with mud and other filth. Grandpa was walking down a road when he was nearly run-over by a truckload of white men. The men, who spit and hurled "nigger" and other invectives, jumped out of the truck and gave chase. Grandpa quickly (and smartly) took off running through a muddy, high-grass swamp. Sturdy and 6'2", he ran as fast as he could for about a mile. He outran the gang and made it home safely. Dirty. Corporeally intact. Emotionally battered.

I heard many stories like this. Far too many to remember. Raw and hateful racism directly experienced by my family members. These experiences, though less harsh, continued after the family moved west to Oakland.

Racism creates a world of parallel existences. In one, being part of a community of love, respect, and cultural worth. In the other, being viewed by outsiders as being a member of a loathsome community, one justifiably treated with disgust and suspicion.

This duality shaped my father's worldview. When he decided to become a fiction writer, he worked from an urgency—that the lives of working-class Black folks are worthwhile and that our stories must continue to be told. Black lives, he believed, are an essential part of the American story. His play, "Five on the Black Hand Side," which was later turned into a movie, exemplifies this belief. The comedy centers on an older Black couple. As they prepare for their daughter's wedding, they are forced to confront vexing personal and political questions.

My dad died over the summer. He was 81. In that painful, deep reflection you are faced with after a parent has passed, I have considered the ways in which his life and life's work have influenced mine. It is this; my scholarship springs from the same base and seeks the same goal—to add understanding and context to Blackness. My writing on law, race, and society focuses on the racial margins and intersections—on outsider narratives and how they matter in our socio-legal mainstream.

When I first heard about Trayvon Martin's killing, I experienced that familiar, awful racial dread. I wondered aloud, "Where can a Black man be at home in the world? Where's his safe place?" I asked myself the same questions when I learned that Martin's killer had been acquitted. The outcome in the criminal case brought back blue memories and stories of how Black skin is branded deviant, criminal, and just wrong.

Now as always, we must continue our work and as Frederick Douglass insisted, "Agitate. Agitate. Agitate."

Enjoy this issue of the newsletter.



7 Questions for Professor Lisa Ikemoto

1. Why study race?

I study race for a number of reasons. I want to get a full and accurate understanding of how social injustice arises and how it affects each of us and the communities in which we live. Racist norms and racialized privilege are embedded in our ways of seeing, our judgments, our sense of social order, our systems for maintaining social order. At the same time, we have embedded values, individual and group practices, organizations and whole communities of social justice seekers that challenge racial subordination. So I study race to learn about those efforts as well. I also study race as a personal project. I am of our culture and society. The fact that I recognize and try to challenge some forms of racial subordination does not mean that I am free from racism myself. It does not mean that I am not somehow participating

in and reinforcing the problem. I try to hold myself accountable. Finally, I study race to contribute to the larger effort for social change. That is why I focus not only on race, but also gender and other politicized categories that structure our lives.

2. How do you incorporate race into your teaching?

I teach health law and bioethics courses. I tend to start by prompting discussion of how “health,” “illness,” “science,” “disease,” and other apparently fixed definitions are socially constructed, culturally specific, and historically fluid concepts. This opens the door for discussions of how stereotypes, political ideology, values, and even aesthetic standards shape these definitions. My goal is to facilitate an ongoing critical analysis in which issues arising from race, gender,

sexual orientation, disability, and wealth-linked norms are surfaced on a regular basis and seen as integral to understanding the role of law in health and biomedicine. I usually fall short of this goal, but sometimes we leave class feeling ruffled and disturbed, and that means I achieved my goal that day.

3. Can you suggest a book for “beginners”?

I can’t name just one book! I can narrow it down to an arbitrary list of five. *The Alchemy of Race and Rights*, by Patricia Williams, is autobiographical, gut-wrenching, and intellectual. The stories elicit both critical inquiry and self-reflection. Michael Omi and Howard Winant’s *Racial Formation in the United States*: their analysis shows that the categories we use—race, ethnicity, nation, and class—are

constructs that are inherently political and not natural. The methodology they use show why historical and contemporary social context are essential to understanding the power and subtlety of racial politics. *Privilege Revealed: How Invisible Preference Undermines America* by Stephanie Wildman is a very accessible and worthwhile account of how subordination and privilege intertwine and silently allocate the benefit of the doubt to some and the burden of doubt to others. I also recommend Richard Lewontin's *Biology as Ideology: The Doctrine of DNA*. Lewontin is a population geneticist who recognizes that science has social content and that scientific knowledge is not neutral. The book provides the basic tools for challenging claims that racial difference is encoded in our genes. And finally, *Black Wealth/White Wealth* by Melvin Oliver and Thomas Shapiro. Oliver and Shapiro provide an empirical analysis that illustrates the interaction between racism and wealth. Their account has become more important as the gaps widened over the past few years.

4. What book or article caused you to think about race in a new way?

In addition to the books I listed above, formative articles for me include Neil Gotanda's "A Critique of 'Our Constitution is Color-Blind,'" Cheryl Harris's "Whiteness as Property," and Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack." Neil Gotanda's article explodes the myth that colorblindness is neutral and desirable, and exposes the role of apparently colorblind legal doctrine in maintaining racial subordination. Cheryl Harris reveals how whiteness functions as a form of property that gives its claimants enforceable rights and capital value. The McIntosh essay shows how privilege affects the most basic of daily encounters. I have learned a great deal from scholarship that more directly

addresses race and biomedicine. *Backdoor to Eugenics* by Troy Duster shows how the genetic approach to disease and health inevitably taps into existing categories of race and ethnicity. Warwick Anderson's *Colonial Pathologies* provides an historical account of how science was used to impose control in U.S. efforts to colonize the Philippines. The implicit standard of "biomedical citizenship" used in those efforts is one that persists today.

5. What's the best part of your job?

As a legal scholar, I can integrate my academic work with real world community-based work. As a professional researcher, I have more time to examine and consider trends and spot upcoming issues than frontline advocates and law and policymakers. That is something I can contribute. In turn, I learn from their experience. My colleagues and my students are doing the same, so the constant interchange between the thinking and research-based work and the work of applying it generates a lot of positive energy.

6. What are you reading now?

I am reading *Moby Dick*, at my son's request. It turns out to be a fun book to read aloud together. And it is, in part,

about race relations! For myself, I am reading Isabel Wilkerson's *The Warmth of Other Suns*. As many others have said, it is a rich and moving account of the Great Migration. In the work-related category, I am reading Paul Rabinow's *Making PCR* and Lauren Sompayrac's *How the Immune System Works*. Rabinow's book is an ethnography of biotechnology. It uses the discovery of the polymerase chain reaction, a process that has expanded human capacity to manipulate genes, as a site of cultural exploration. *How the Immune System Works* is a textbook. I'm only absorbing a portion of it. It's more geeky than I am, but I like being a fringe geek.

7. What's your take on how the legal academy is doing with regard to incorporating race into the curriculum (what grade would you give it)?

I think some institutions are probably failing and some are excelling. Incorporating race is partly an effort to train lawyers who can serve the needs of the whole population, not just those of the elite. Overall, the fact that so many law schools have been co-opted by the U.S. News and World Report rankings criteria undercuts the time and resources necessary to rethink the curriculum.

About Professor Lisa Ikemoto

Lisa Ikemoto teaches bioethics, health care law, public health law, reproductive rights, law & policy, and marital property. Her research areas include reproductive and genetic technology uses, health care disparities, and public health law. More specifically, she focuses on the ways that race and gender mediate access to and impacts of biomedical technology use and health care. Her recent work addresses reproductive tourism, the ways in which human gamete use links the fertility and biotechnology industries, and the privatizing effects of informed consent. Professor Ikemoto is a Bioethics Associate of the U.C. Davis Health System Bioethics Program and a Faculty Associate of the U.C. Davis Center for Science and Innovation Studies.

2013 Evan J. Yegelwel Fellow

Mai Melissa Le



Mai Melissa Le, the 2013 recipient of the Yegelwel Fellowship, is a 2L from Orlando, Florida. She graduated cum laude in 2011 from the University of Florida with a B.A. in Political Science, a minor in Spanish, and a certificate in Latin American Studies. She is a Research Editor for the Florida Law Review and Vice President of the Asian Pacific American Law Student Association. Mai has a strong passion for civil rights and liberties and interned with the American Civil Liberties Union of Puerto Rico in 2010. She is a member of Phi Beta Kappa and the Chapter Advisor for Theta Nu Xi Multicultural Sorority, Inc. Mai is fluent in English, Vietnamese, and Spanish.

The Evan Yegelwel Fellowship award allows one UF Law student to complete a summer fellowship at the ADL's Florida Regional Office in Boca Raton. A generous gift from UF Law alumnus Evan Yegelwel, who graduated in 1980, has made this fellowship possible. Mr. Yegelwel is a partner in the Jacksonville, FL law firm of Terrell Hogan Ellis Yegelwel, P.A. Mai is the seventh Fellowship recipient.



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