

Series on the history of structural inequity in the U.S.



Seminar #3

The Causes and Impacts of Structural Racism

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www.UprootingInequity.com



UC MERCED LAND ACKNOWLEDGEMENT

LAND ACKNOWLEDGEMENT

Local indigenous people, including the Yokuts and Miwuk who understand the earth as a place for everyone, first inhabited the land where UC Merced is located. When we address diversity on this campus, we do so boldly, daring to look forward and backward, imagining diversity's demand for the 21st century and the importance of diversity in addressing past wrongs, reaffirming humanity, and ensuring a reconciliatory path of redress for the future. The most prominent path on our campus is called Scholars Lane. By day, you can see, hear and witness the embodiment of our diversity through campus community members making their way across campus framed by the slopes and peaks of the Sierra Nevada.

REFLECTION

- What intentions do you have to disrupt and dismantle colonialism beyond this land acknowledgement?
- What is your organization doing beyond acknowledging whose land and labor allow you to live, work, and/or learn in that space?

COMMUNITY GUIDELINES

This space is to provide UC Merced the foundations needed to astutely build an anti-racist strategy. Our campus is set to will grow. As we do, we will weave the values of equity, diversity, and inclusion within academic affairs, student affairs, our business units, and organizational decision making.

You are critical in this transformative work.

Discussions of racism, its pervasiveness, and how it shows up in your day are extremely difficult. To help process today's content, please honor the following guidelines:

Community Guidelines:

- Share the airspace (one divx, one mic)-Engagement
- Reflect and participate in the chat
- Process, process, process whether at home, in the chat, in discussion, etc.
- The goal is to bring this reflection back to your daily practice and drive session #7



Seminar Logistics and Expectations

1. **CHAT:** Write your clarifying questions in the chat, and someone will communicate them to me. I will not check the chat until breaks, but feel free to communicate with other participants.
2. **TAKING NOTES:** The material is dense & complex, so I strongly encourage using **ACTIVE LEARNING STRATEGIES:** note-taking, asking questions, and discussing (*rather than just listening, which is passive learning*):
 - Please take notes using the outline provided in the Word doc
 - Please share your thoughts in the chat when I request (this also allows us to **hear ALL the voices in the room**)
3. **BREAKS:** We will have **four 2-minute “brain breaks”**: 30 seconds to rest our brain, 90 seconds for active processing in our notes.



End-of-Presentation Discussion

1. Share thoughts and take-aways in chat

(We would like 100% participation!)

2. Verbal discussion

(Please limit comments to 1 minute)





Uprooting Inequity LLC—UC Merced Seminar #3. The Causes and Impacts of Structural Racism

Description

This evidence-based presentation addresses the questions “What is structural racism and how does it work?” and “How does historical discrimination continue to impact the present?” First, I introduce the concept of structural racism using several metaphors, and explain the relationship between individual bias and structural racism. Then, I demonstrate how structural racism is rooted in the enduring impacts of historical discrimination, focusing on historical housing discrimination (e.g. FHA/VA mortgage discrimination, redlining, exclusionary zoning) and education discrimination (e.g. the G.I. Bill, school funding disparities). Finally, I illustrate how structural racism manifests in wealth accumulation, housing geography, HIV transmission, employment, and education (K-12 schools and college admissions).

OUTLINE/NOTES:

0. Three qualifiers:

a. Distinguishing between Settled Empirical vs. Policy Questions (Hess & McAvoy’s 2014)

- Empirical Questions:** have a single, right-or-wrong answer that can be discovered through scientific study (data/evidence).

Empirical questions are considered **settled (vs. open)** when there is broad-based agreement on an answer among credible experts in the field.

Hess and McAvoy teach that it is **inauthentic and problematic to treat a settled empirical question as open**.

- Policy Questions:** are **open debatable ideological/opinion** questions without a right-or-wrong answer. Intelligent, informed people disagree on the answer.
- The existence of contemporary structural racism can be considered a settled, empirical fact, as there is broad-based consensus on it among social scientists and mainstream economic institutions.
- The existence of structural racism is evidenced by:

Note-taking Outline (Word Doc)

UNIVERSITY OF CALIFORNIA
MERCED

Directory Apply Give

Office of Equity, Diversity and Inclusion

Meet the Interim Associate Chancellor & CDO About the Office Values Accountability Events Funding Resources & Partners

COVID-19 Resources Racial Trauma Resources Learn more Initiatives Affinity Groups Advisory Groups EDI Newsletters

Events

- Drop-Ins With the Interim Chief Diversity Officer
- Virtual Dialogue Series: Lunch and Learns
- 2021 Virtual Dialogue: Supporting our Undocu Bobcats with Brandon Perez
- Dialogues That Matter
- Dialogues That Matter with Dr. Aletha Harven
- Equity Advancing Showcase on Education (EASE)
- Free Speech Week
- NADOHE Northern California Summit
- Reflecting on Anti-Racist Pedagogy
- Uprooting Inequity Seminar
 - Seminar 1
 - Seminar 2
 - Seminar 3**
 - Seminar 4
 - Seminar 5
 - Seminar 6
 - Seminar 7

Seminar 3

Seminar #3: Causes and Impacts of Structural Racism

October 6th | 1:00pm-3:30pm **Mandatory**

Register Here

Description:

This presentation, which consists mostly of data and research studies, addresses the questions: 1. What is structural racism? 2. What is the role of the legacy of historical discrimination? 3. How does structural racism affect the racial wealth gap? 4. What is the role of individuals? and 5. How do we know structural racism exists (today)? I employ the Racial Equity Institute’s “Groundwater Approach” to prove that structural racism exists, by providing data and research studies to demonstrate a. The presence of racial disparities across institutions; b. That is not explained by socioeconomic differences; c. Nor by cultural & behavioral differences. I also provide evidence of racial (residential & school segregation, and of racial disparities in economic mobility.

Uprooting Inequity Seminar #3 Notes

Presentation

People remember:

10% of what they read

20% of what they hear

30% of what they see

50% of what they
see & hear

70% of what they
say & write

90% of what they
do

**Passive
Learning**

**Active
Learning**

- Distinguishing the main ideas from the supporting evidence
- Summarizing the main ideas in your own words

- Making connections to prior knowledge (and to your life)
- Identifying cause and effect

- Identifying patterns
- Asking questions
- Discussing

Uprooting Inequity LLC

Series on the History of Structural Inequity in the U.S.

1. Origins: The Social Construction of Race, Ethnicity, and Racism

2. The Historical Reproduction of Anti-Black Racism

3. The Causes and Impacts of Structural Racism

4. A short history of Latino Americans

5. A short history of Asian Americans

6. History of Coalition & Conflict between Blacks, Latinos, Asians, & Poor Whites

7. Towards an Equitable “Us” Society: Lessons learned and Directions Forward



REVIEW Seminars #3. The Reproduction of Racism

1. The civil rights acts were not nearly as effective as portrayed, because they **never repaired the accumulated gains of *past* discrimination**. These which continue to impact the present through the **racial wealth gap** and **residential and school segregation**.
2. Throughout U.S. history, prohibited forms of racial discrimination have repeatedly been **reproduced in more legally and morally acceptable forms**: ostensibly “race-neutral” policies that have racially disparate impact.
 - a. They have racially disparate impacts because they are based on either **wealth** or **geography**, which are greatly **impacted by historical discrimination**, and thus act **as proxies for race**.
 - b. This reproduction is enabled by the **conservative re-interpretation of “colorblindness,”** which resulted in the Civil Rights Act being used solely to enforce **racially disparate treatment**, and not **racially disparate impact (outcomes)**.
 - c. And it is **rationalized** with misleading **politico-cultural narratives** (*the American Dream, equal opportunity*) **and myths** (*racial economic progress, a post-racial America*).



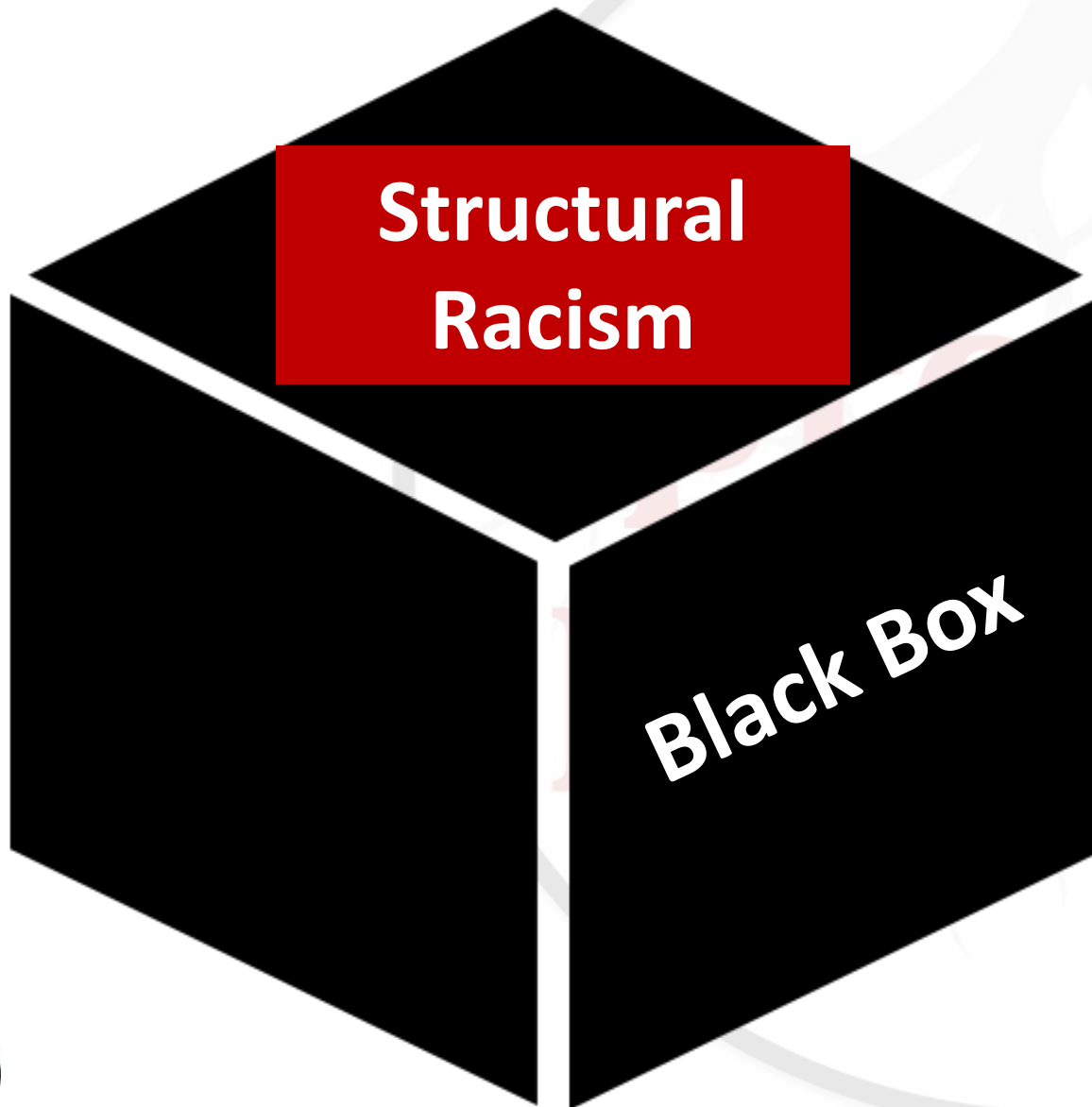
Uprooting Inequity LLC

Series on the History of Structural Inequity in the U.S.

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We Can't Dismantle a Black Box



**Disparities in outcomes
that are
not fully explained
by socioeconomic,
cultural, or behavioral
differences**

Before we start...

Three qualifiers...



1. Distinguishing between Settled Empirical vs. Policy Questions (Hess & McAvoy's 2014)

- Empirical Questions: have a single, right-or-wrong answer that can be discovered through scientific study (data/evidence).
 - Empirical questions are considered **settled** (vs. **open**) when there is broad-based agreement on an answer among credible experts in the field.
 - Hess and McAvoy teach that it is **inauthentic and problematic to treat a settled empirical question as open** (to *debate* them).
- Policy Questions: are **open debatable ideological/opinion** questions without a right-or-wrong answer. Intelligent, informed people disagree on the answer.



Distinguishing between empirical vs. policy questions on racism

1. ***“Does structural racism exist today?”***

This is a settled empirical question.

2. ***“What, if anything, should the government do about structural racism?”***

This is an open policy (ideological/opinion) question.

Note that some settled empirical questions are considered ‘controversial’ by some.

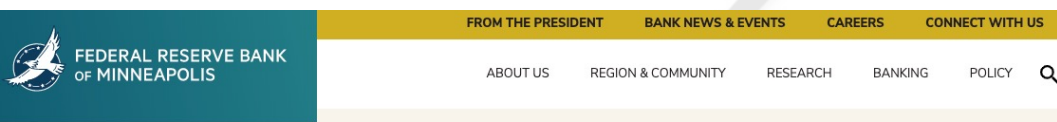
- ***“Did the Holocaust take place?”***
- ***“Is climate change occurring?”***
- ***“Do vaccines cause autism?”***
- ***“Does systemic/structural racism exist?”***

An empirical question doesn't require universal agreement to be considered "settled"

- The burden of proof in science consists of **a preponderance of evidence and a consensus among the majority of credible relevant scholars and experts.**



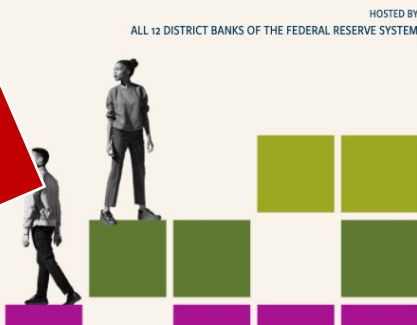
“Does structural racism exist today?” is a settled empirical question.



Racism and the Economy

Understanding the implications
of racism in America's economy and
how to improve economic outcomes

All 12 of the
Federal Reserve
Banks



THE LOST TRILLIONS

Racial inequality has cost the U.S. \$16T over 20 years

WAGE GAP	HOMEOWNERSHIP	HIGHER EDUCATION	LENDING
\$2.7T OR +0.2% GDP GROWTH	UP TO HOMEOWNERS OR \$218B IN SALES	POTENTIAL INCOME RISE OF \$90-\$113B	\$13T IN BUSINESS REVENUE & 6.1M JOBS P.A.

CitiGroup

McKinsey
& Company

The economic impact of closing the racial
wealth gap

August 13, 2019 | Report



Source: CitiGroup

REI's Groundwater Approach to Understanding Structural Racism

The existence of **structural racism** is evidenced by:

1. The presence of racial disparities across sectors
2. ...that are NOT explained by socioeconomic differences
3. ...NOR by cultural and behavioral differences

**THE
GROUNDWATER
APPROACH:**

building a practical understanding
of structural racism

REI
racialequityinstitute

THE GROUNDWATER APPROACH



2. Structural inequities are influential, but not determinant

Disparities in outcomes are a product of **four** factors:

Individual
Skill and
Intelligence

Individual
Effort and
Hard Work

Societal
Privileges or
Inequities

Random
Luck

Factors within
our individual control

Factors outside
our individual control



2. Structural in

Disparities in o

Lack of privilege alone
doesn't necessarily
explain lack of success

determinant

s:

Individual
Skill and

Individual

Societal
Privileges or

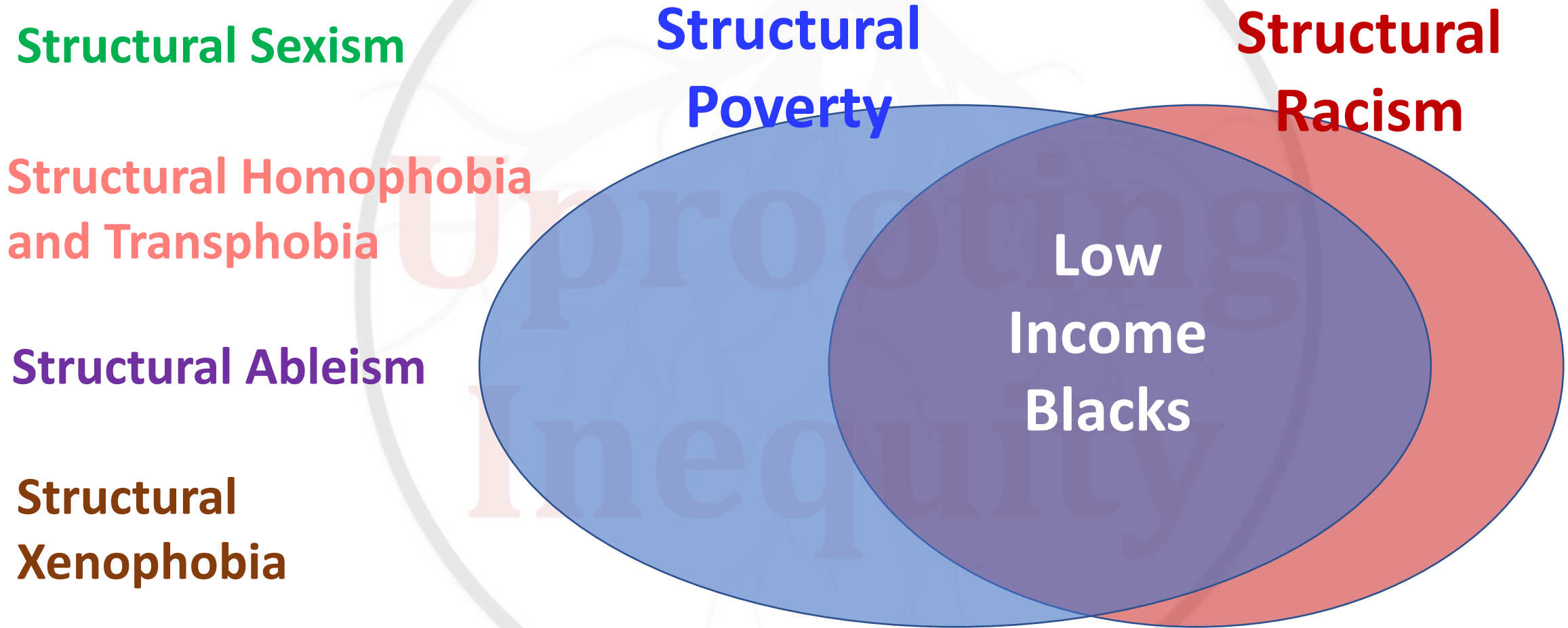
Random

Privilege is
NOT enough;
Merit and hard work
are equally critical
ingredients of success

Merit and hard work
are often NOT enough;
Success is much less likely
when you don't
ALSO have privilege



3. Structural racism is one of several intersecting structural inequities



Agenda

1. What is structural racism: the concept
2. How does structural racism differ from individual bias?
3. How structural racism works in practice:
 1. The racial wealth gap
 2. Concentrated neighborhood poverty
 3. Health: HIV transmission
 4. Employment
 5. Education: K-12 schools and college admissions
4. The role of individual bias and opportunity hoarding



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REI's Groundwater Approach to Understanding Structural Racism

REI
racialequityinstitute
THE GROUNDWATER APPROACH

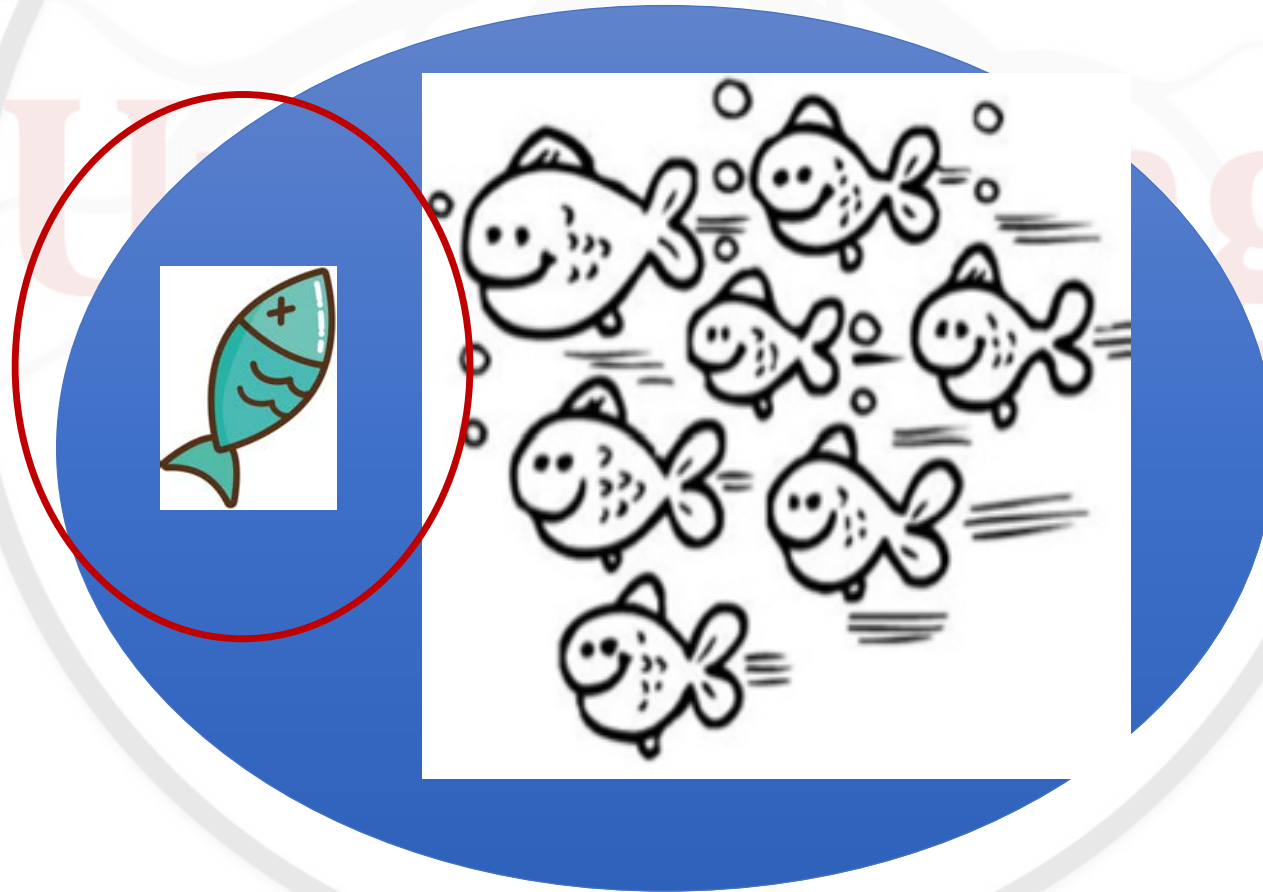
**THE
GROUNDWATER
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building a practical understanding
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What is Structural Racism?



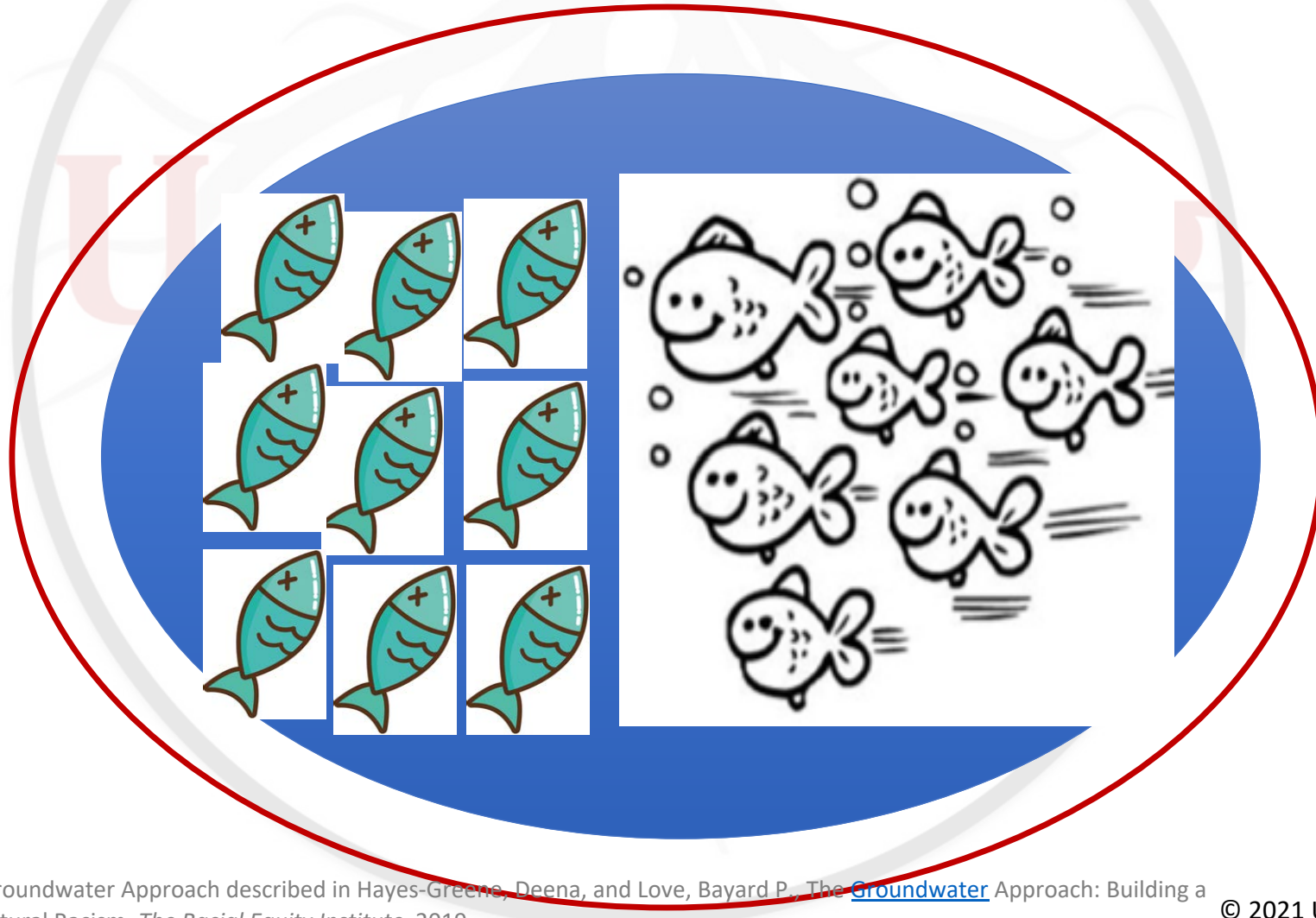
If one fish dies in the lake, it makes sense to analyze the fish. What is wrong with it?



What is Structural Racism?



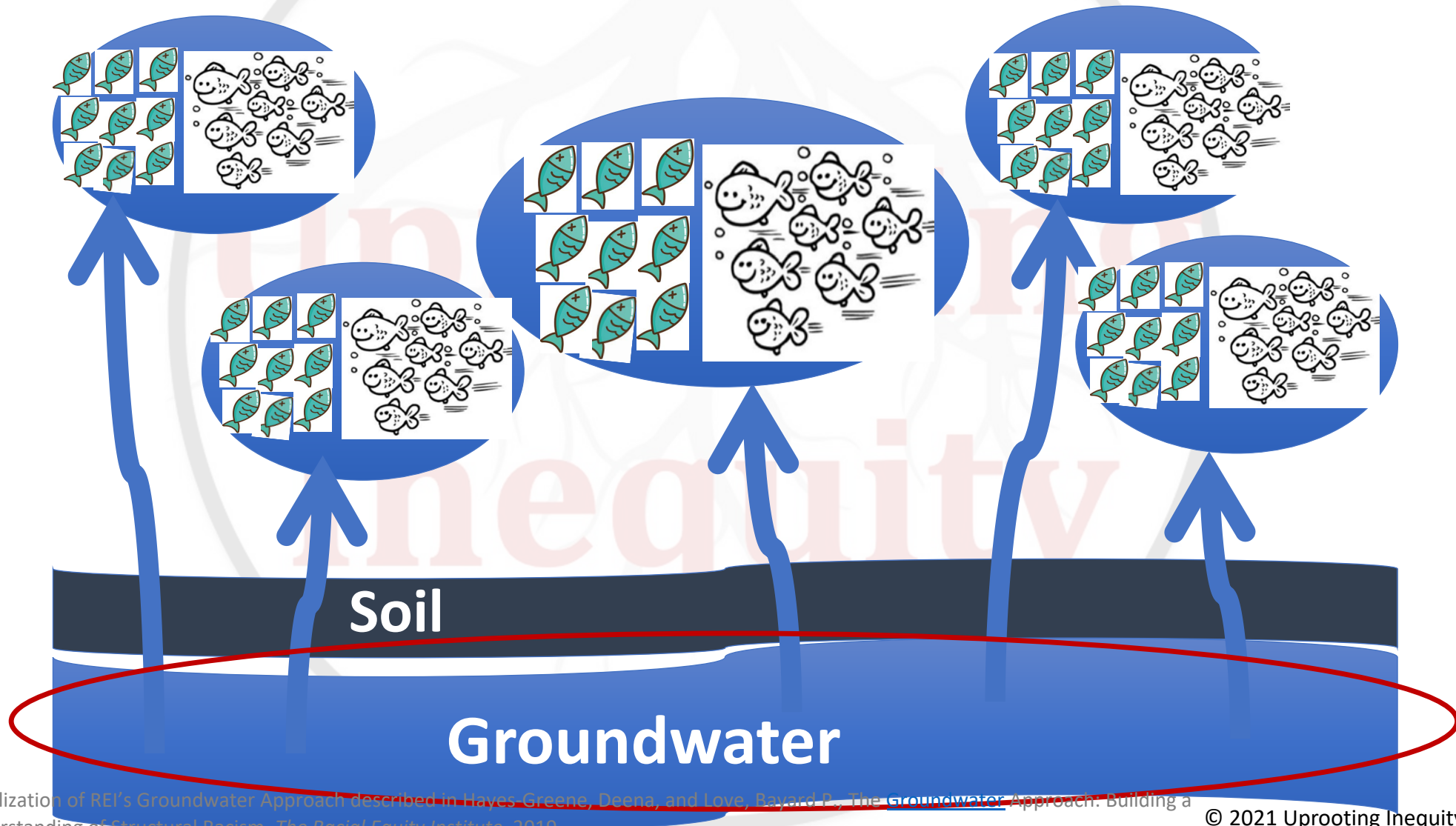
If half the fish in the lake die, it makes sense to analyze the lake. **What is wrong with it?**



What is Structural Racism?



But if half the fish in all the nearby lakes die,
it makes sense to analyze the groundwater.



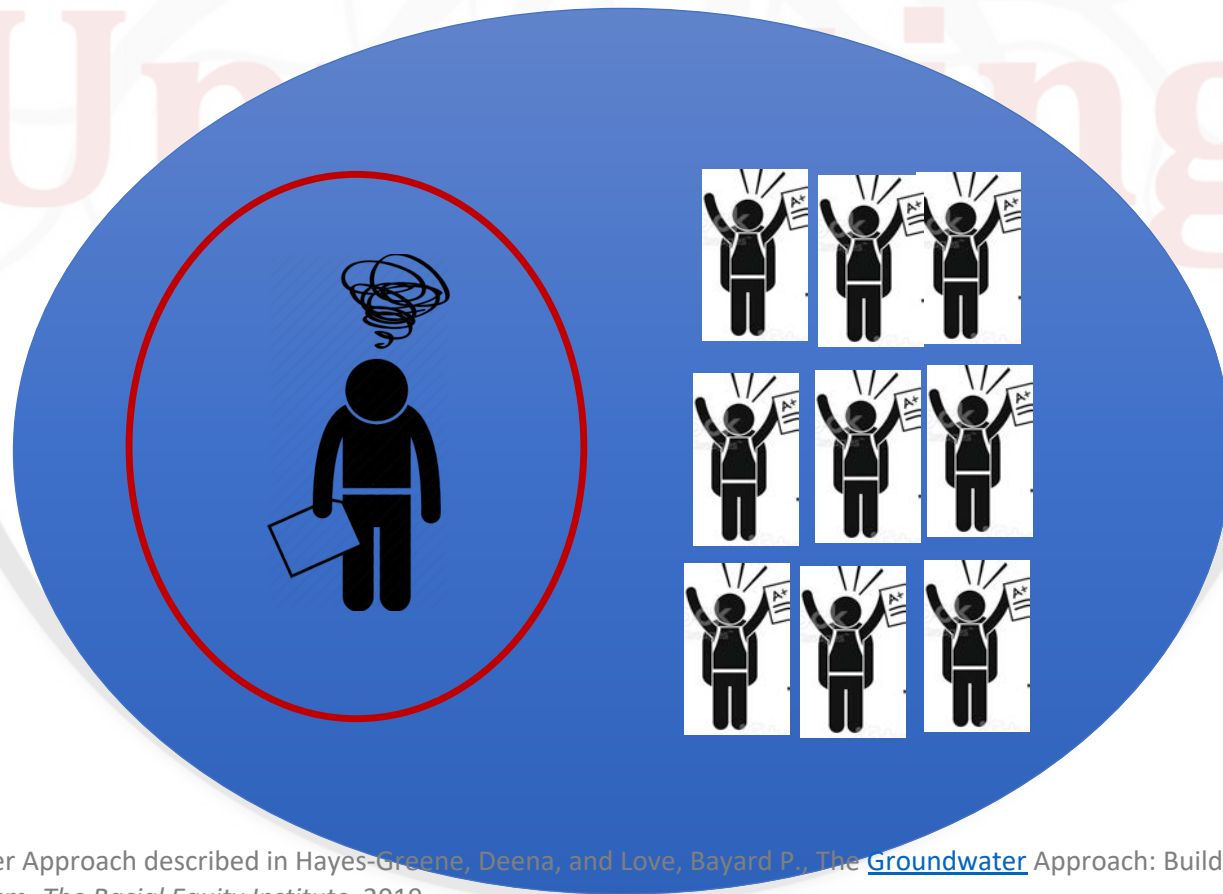
What is Structural Racism?



If one student is failing in the educational sector, we analyze the individual student:

Did that student study hard enough?

Are they getting the support they need at home?

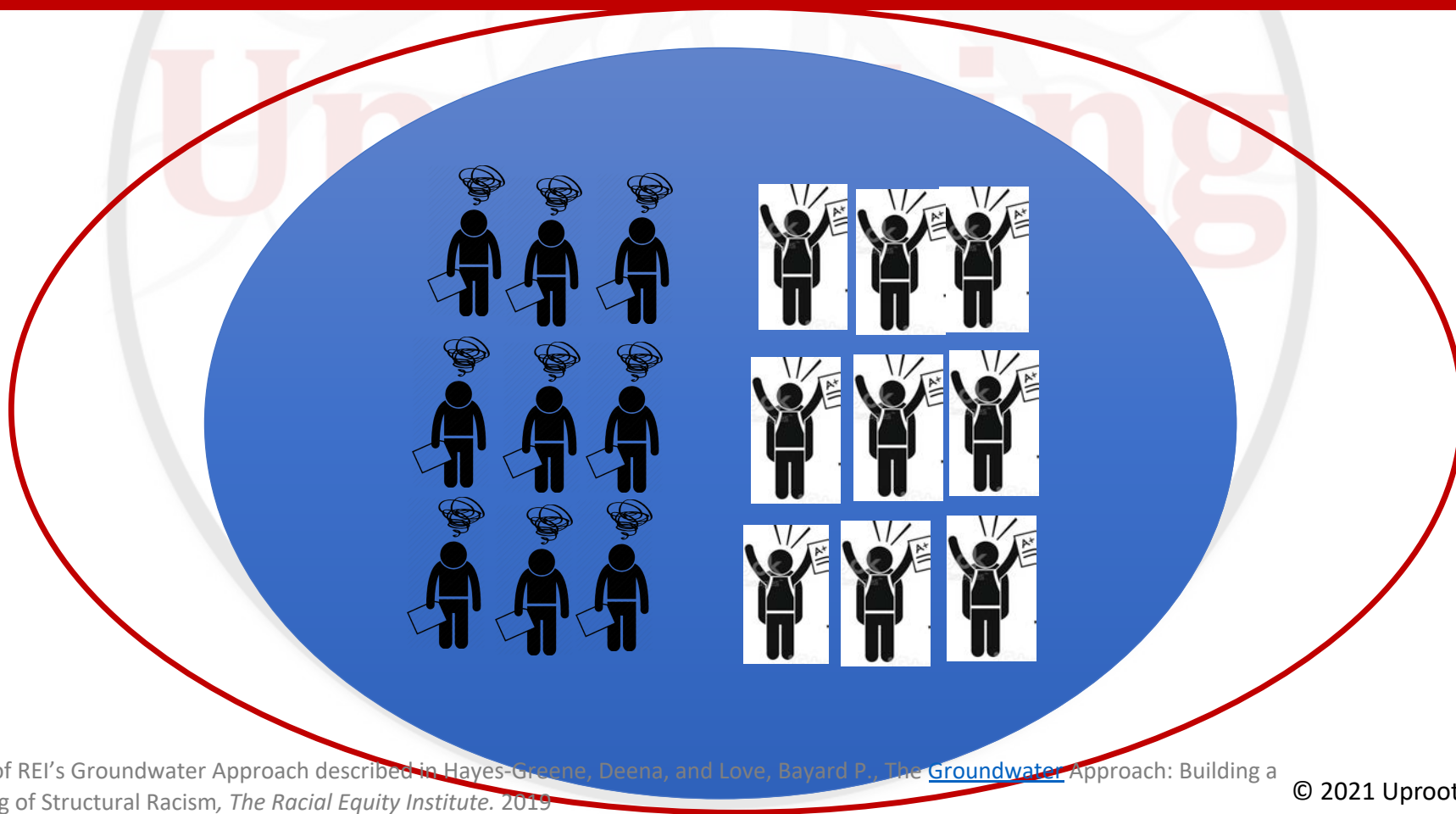


What is Structural Racism?



If half the students are failing in the educational sector, we analyze the educational sector:

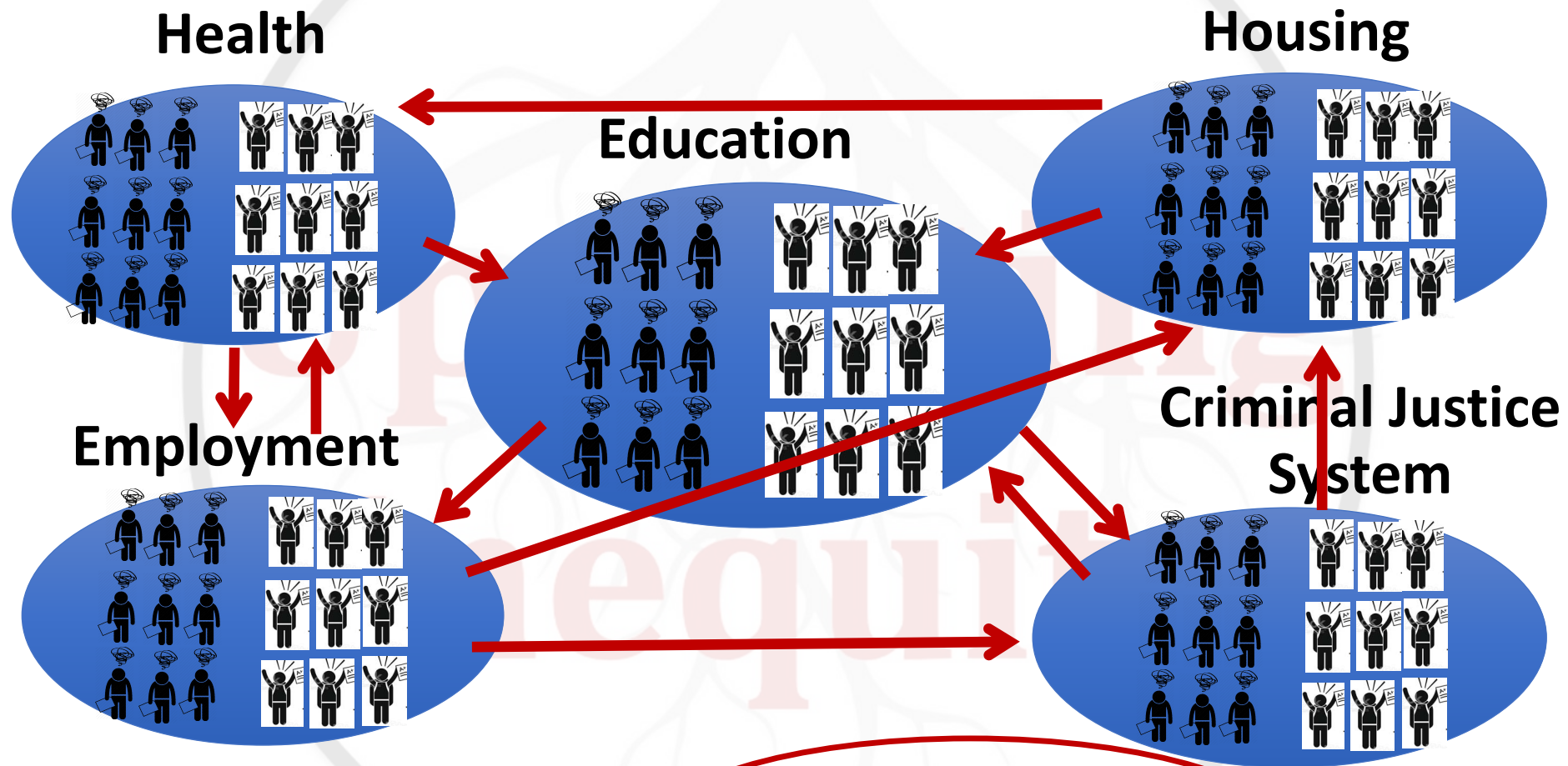
Might the sector itself be causing such consistent, unacceptable outcomes for students?



What is Structural Racism?



But what if many of these same kids and their families are also disproportionately struggling in other sectors?



Then we need to analyze **the entire system**

What is Structural Racism?



Structural Racism

The Gardener's Tale

Camara Phyllis (C.P.) Jones



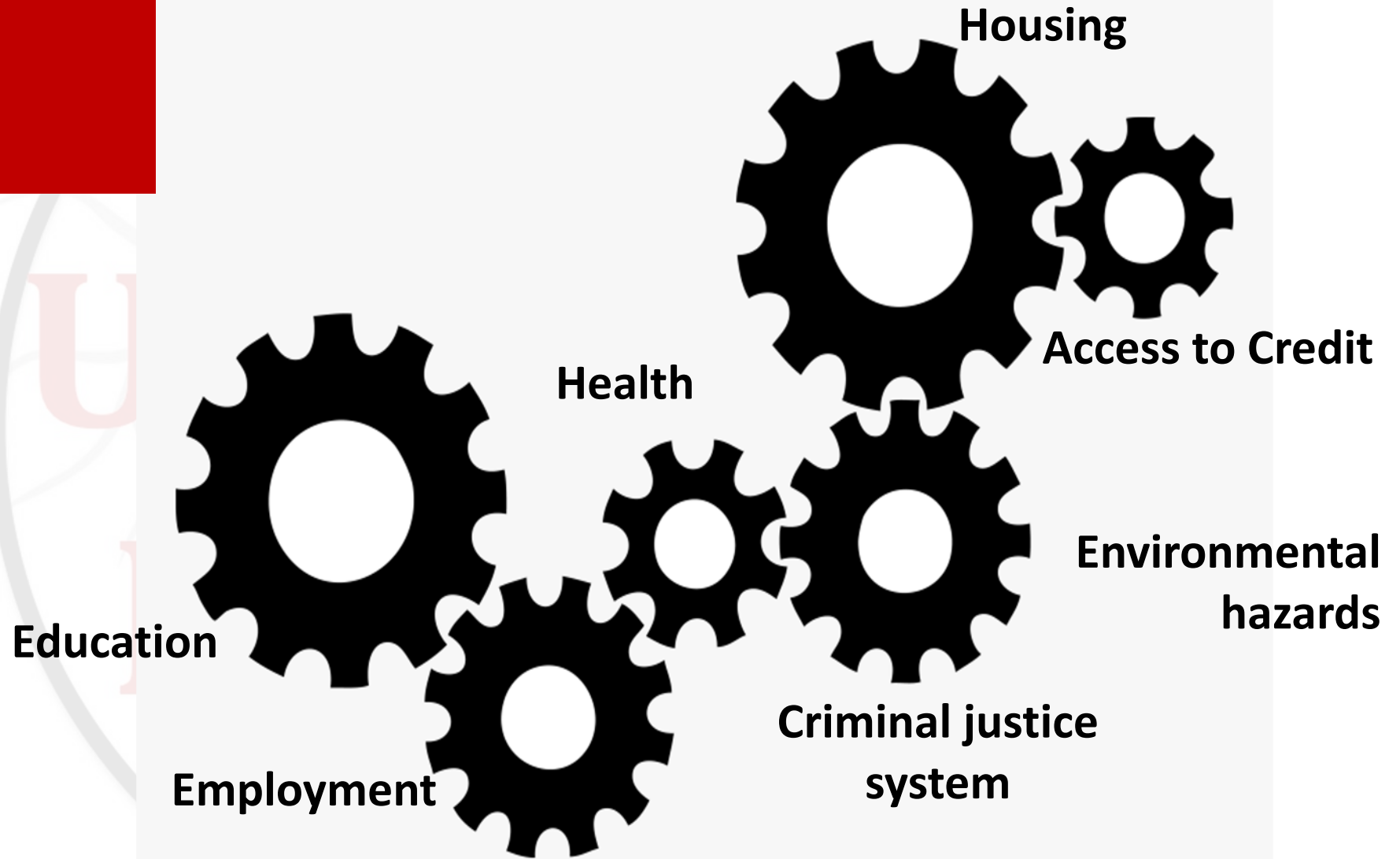
What is Structural Racism?



Source: Jones C. P. (2000). [Levels of racism](#): a theoretic framework and a gardener's tale. *American journal of public health*, 90(8), 1212–1215. <https://doi.org/10.2105/ajph.90.8.1212>

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Systemic Racism



What is Structural Racism?



Structural Inequity: Prejudice + Power

- An interconnecting web of
 - Government **policies**
 - Economic rules and **practices**
 - **Political-cultural narratives and**
 - **Social norms,**
- Resulting in **systematic disparities** in power, status, and outcomes across sectors; (that are not explained by individual merit)
- Predominantly rooted in the **persistent legacies of historical state-sanctioned discrimination,**
- Whether **intentional or not.**

What is Structural Racism?



Structural Inequity: Prejudice + Power

- An interconnecting web of
 - Government **policies**
 - Economic rules and **practices**
 - **Political-culture**
 - **Social norms**
- Resulting in **systemic inequity** (not based on individual merit, status, and outcomes across sectors; **not based on individual merit**)
- **Predominantly rooted in the persistent legacies of historical state-sanctioned discrimination,**
- Whether **intentional or not.**

Structural Inequity
• Policies and Practices
• Culture
• Rooted in a history of discrimination

What is Structural Racism?



2-Minute Brain Break:

- 1. 30 seconds to rest your brain**
- 2. 90 seconds for active processing in your notes:**
 - Summarize main ideas in your own words**
 - Identify important new ideas**
 - Note areas where you would like additional clarification**



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Bias (prejudice): In-group favoritism and bias against out-groups are vestigial tendencies that evolved during prehistoric times



What is Structural Racism?



Source: Stone age war primitive men tribes fighting. Royalty Free. 451717435 Clip Art. Retrieved from [Shutterstock](#).

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STRUCTURAL INEQUITY: Societal biases that have been Intensified, codified, and weaponized to protect the interests of dominant groups/elites

TIDAL WAVE: Structural Inequity
Inequity = Prejudice + Power

WAVES: Individual Biases

Source: Ayo Magwood of Uprooting Inequity LLC, using Tsunami [Clip Art](#).

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What is Structural Racism?



**Structural
Inequity**

=

Prejudice

+

Power

Structural Inequity

(tidal wave)

Under-representation in POWER &
influence; lower societal status

Stereotypes interwoven through popular
CULTURE and POLITICAL rhetoric

Disparities in ECONOMIC outcomes across
institutions that are unexplained by economic,
cultural or behavioral differences

HISTORY of legal discriminatory policies with
present-day legacies (e.g. segregation & wealth gap)

Power

Individual Bias

(individual waves)

What is Structural Racism?



Structural Inequity

(tidal wave)

Not
requiring a
college
degree for a
job position
that doesn't
actually
require one

Ending
legacy
preferences
for college
admissions

Ending
exclusionary
economic
zoning
(Detached-
single-
family-only
zoning)

Providing all
students
with equal-
quality K-12
education

Power

Implicit Bias Training



“Teaching people to be anti-racist doesn't necessarily address the structure of racism itself.”

"One of our ongoing societal challenges will be figuring out ways to move beyond individual education and address the root issues of inequality — and our role in upholding them”.

Noah Berlatsky, writer



**"Improving intergroup relations
and
creating more fair
and just societies
are not necessarily synonymous".**

Dovidio, J. F., Gaertner, S. L., & Saguy, T. (2008).

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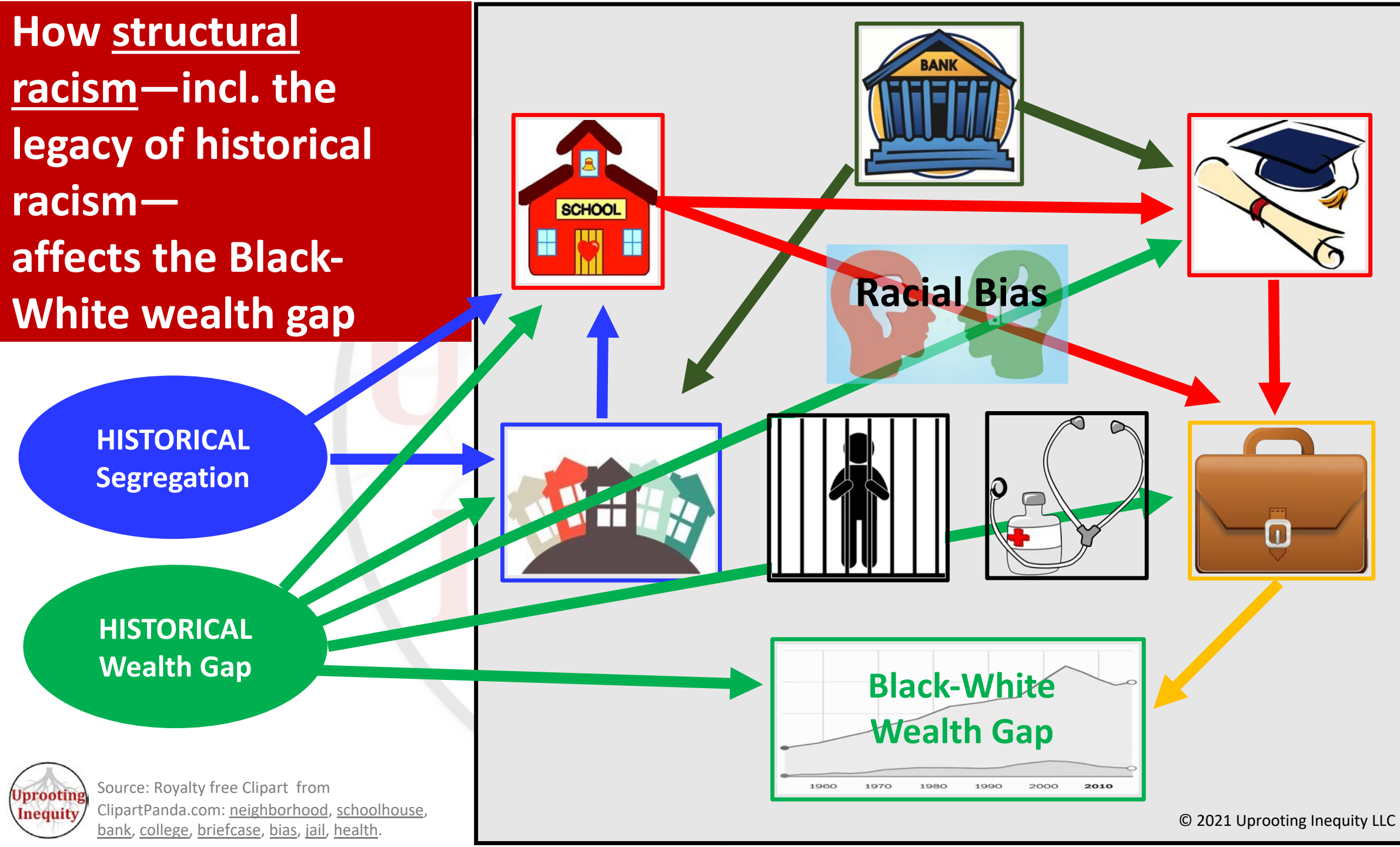
Structural Racism Example

#1:

The Racial Wealth Gap

How structural racism—incl. the legacy of historical racism— affects the Black-White wealth gap

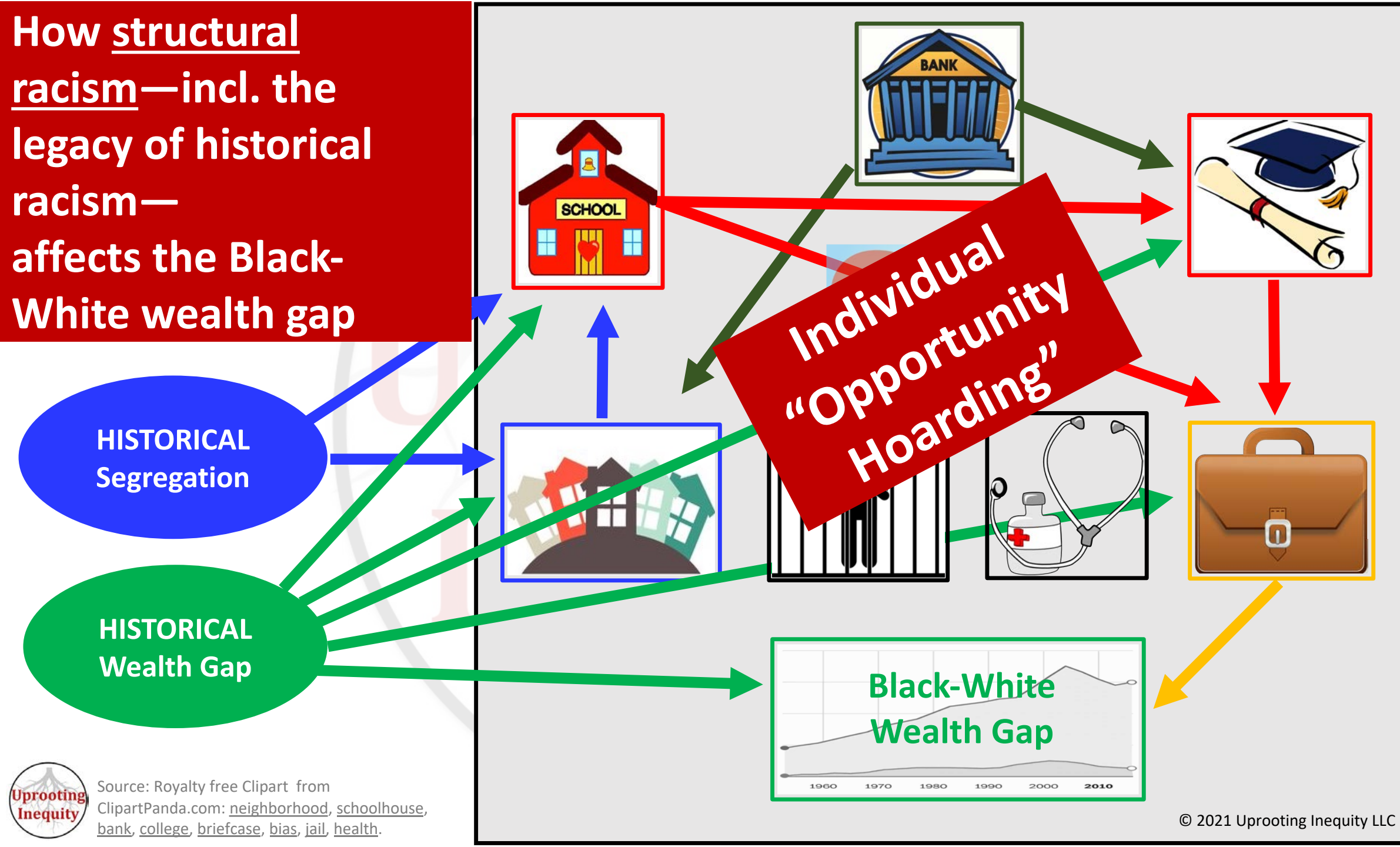
How Structural Racism Works



Source: Royalty free Clipart from
ClipartPanda.com: [neighborhood](#), [schoolhouse](#),
[bank](#), [college](#), [briefcase](#), [bias](#), [jail](#), [health](#).

How structural racism—incl. the legacy of historical racism—affects the Black-White wealth gap

How Structural Racism Works



Source: Royalty free Clipart from
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[bank](#), [college](#), [briefcase](#), [bias](#), [jail](#), [health](#).

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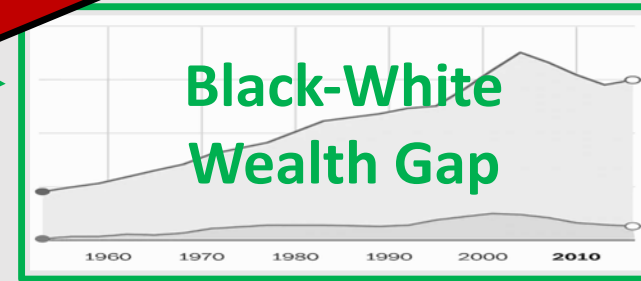
How structural racism—incl. the legacy of historical racism—affects the Black-White wealth gap

HISTORICAL Segregation

HISTORICAL Wealth Gap



• No individual racists required
• Pulling up your pants, scrupulous budgeting and saving, and getting a a second (or third) job are necessary but not sufficient conditions



How Structural Racism Works



Source: Royalty free Clipart from ClipartPanda.com: [neighborhood](#), [schoolhouse](#), [bank](#), [college](#), [briefcase](#), [bias](#), [jail](#), [health](#).

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2-Minute Brain Break:

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Structural Racism

Example #2:

Concentrated Neighborhood Poverty



Independent of family income or wealth, whether you live in a neighborhood of concentrated poverty (or wealth) has a huge impact on your access to opportunity

“Whereas individual poverty deprives one of the ability to furnish basic needs, concentrated poverty extends out from the wallet out to the surrounding institutions—the schools, the street, the community center, the policing”.

Ta-Nehisi Coates



Story [Map](#) created by Ayo Heinegg Magwood's "Mapping Inequity in DC" class at Maret School, 2017

Access To Opportunity (INDEX)

Access to Health

- % disabled
- % uninsured
- % low birth weight

Access to Employment

- Mean Earnings
- Unemployment rates
- Mean travel time to work

Access to Housing

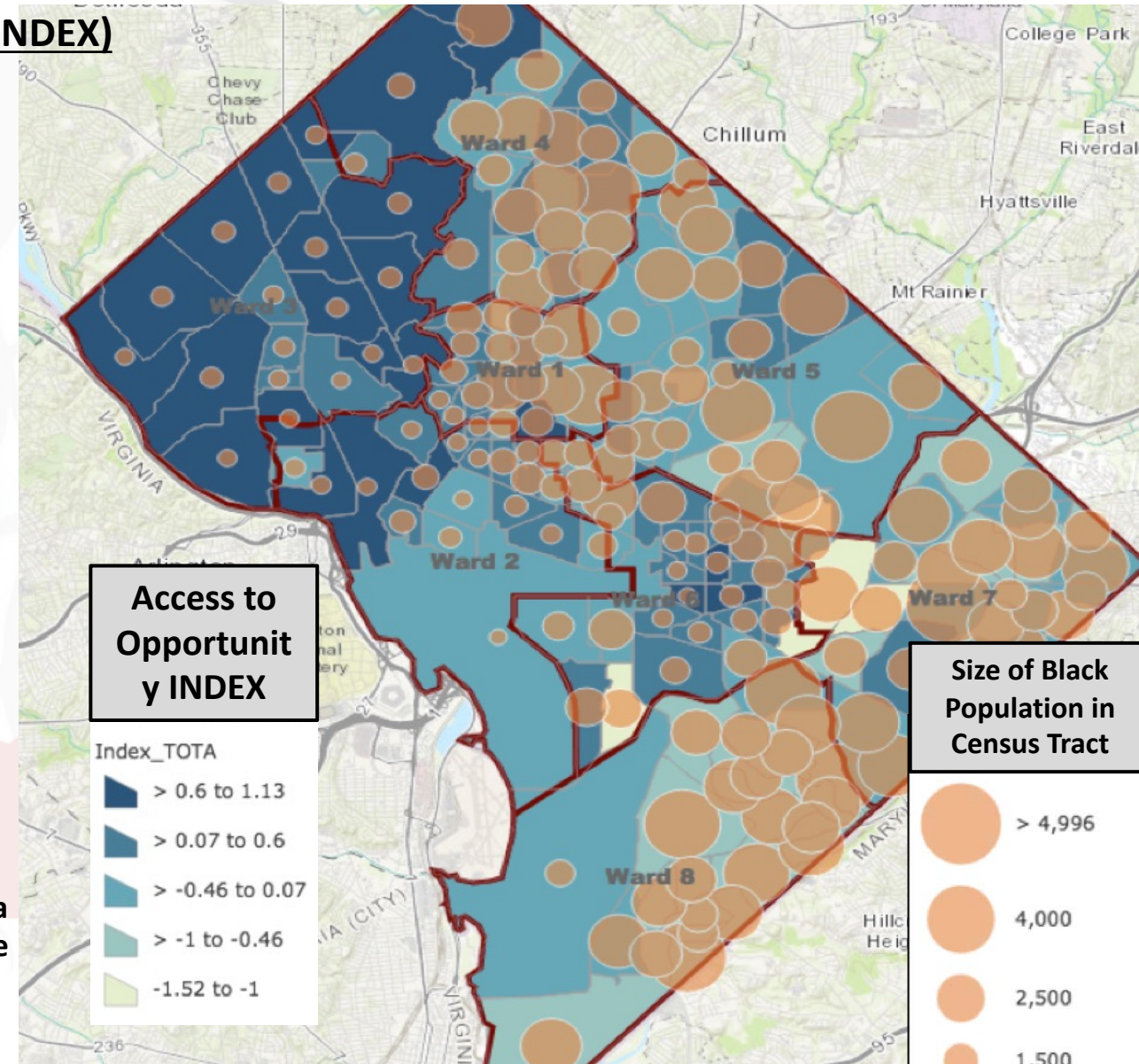
- Median Housing Value
- % owner-occupied housing
- % subprime loans

Access to Public Safety

- Violent crime rate
- Property crime rate

Access to Education

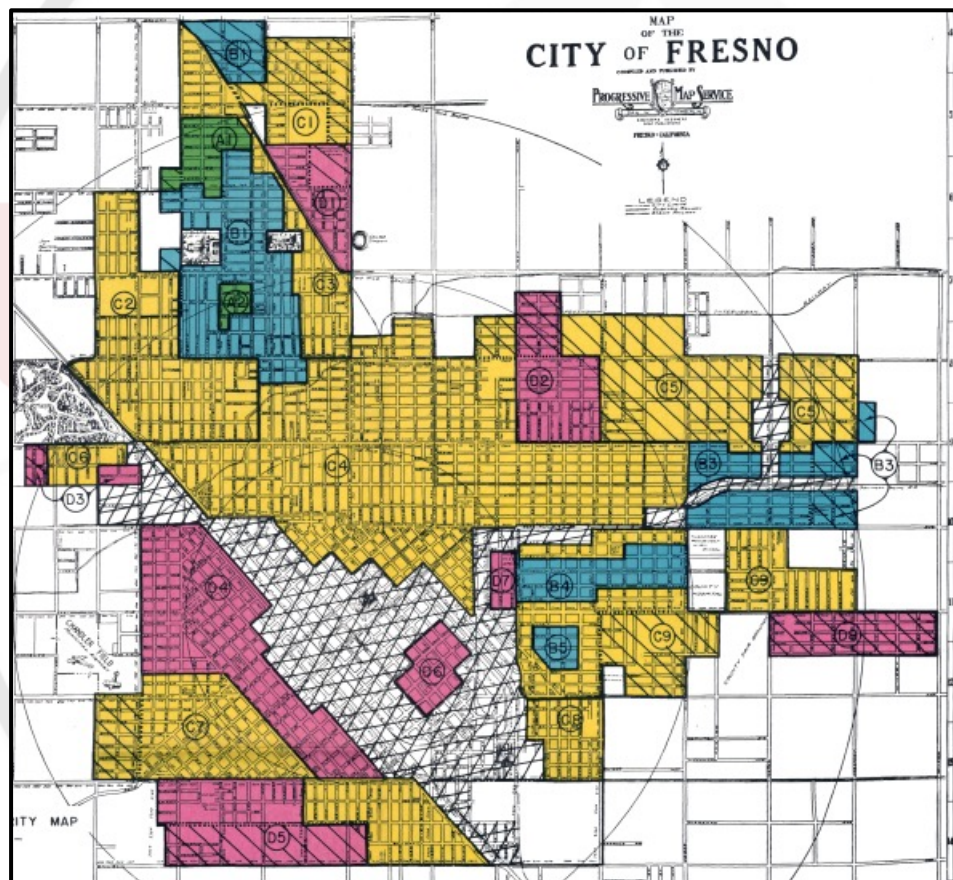
- % 25+ w high school diploma
- % adults with bachelor degree
- School Proficiency Index (SPI)



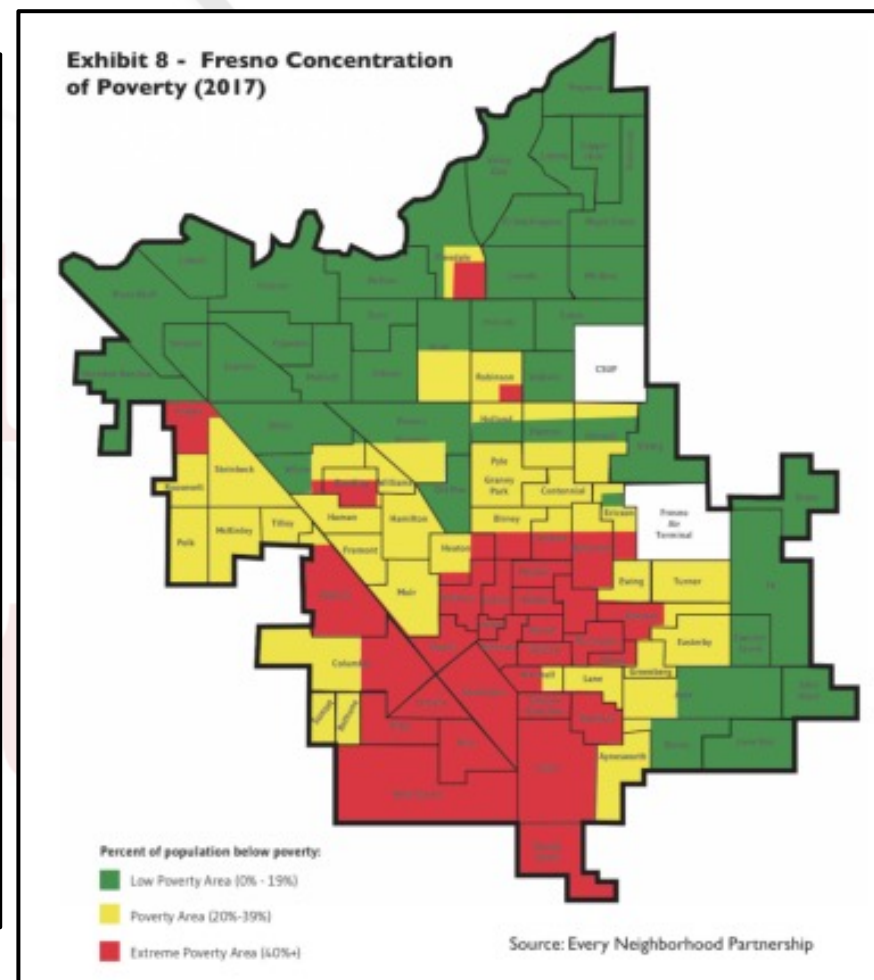
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Historical
Redlining
patterns are
correlated with
contemporary
spatial patterns
of family poverty,
poor health, low
ownership rates
...and
concentrated
poverty.

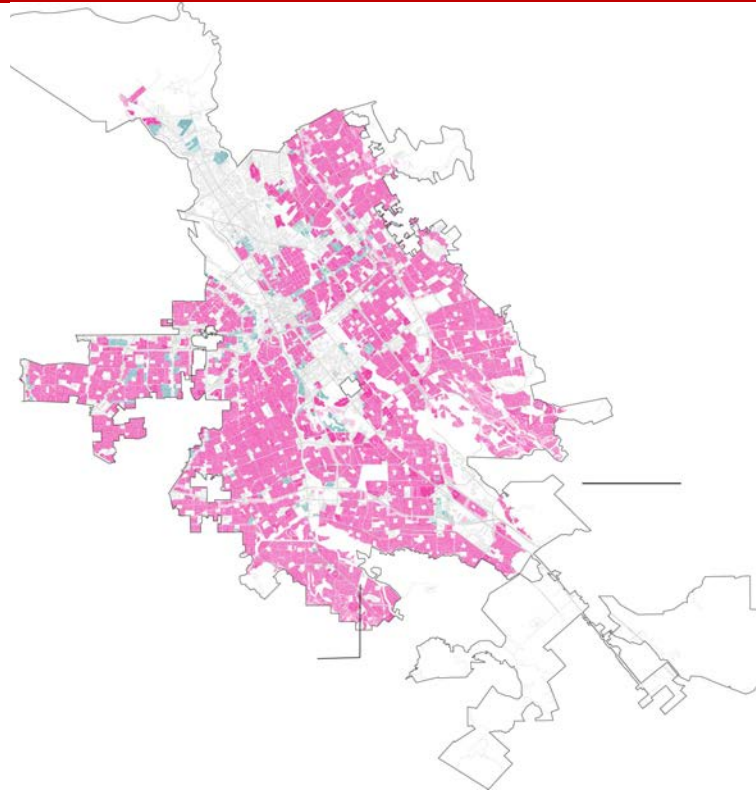
Fresno Redlining Map 1936



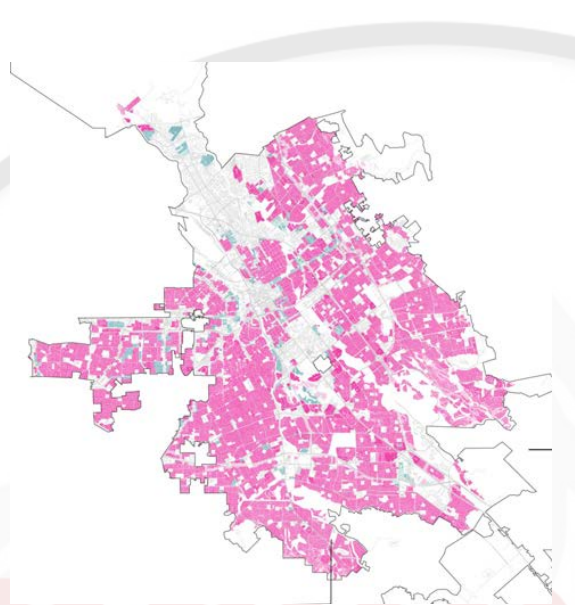
Fresno Poverty, 2017



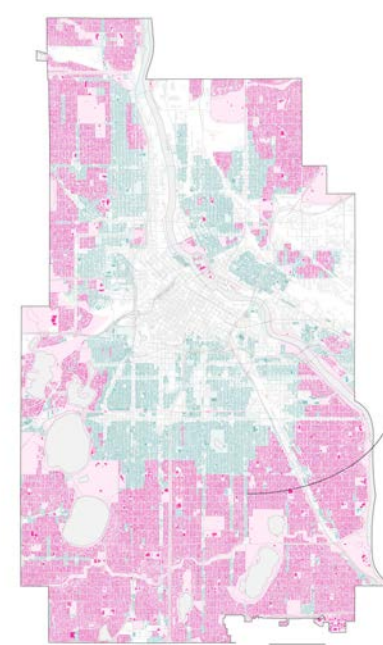
**Exclusionary zoning
(detached single-family
homes only) has been
increasing notably since
2000.**



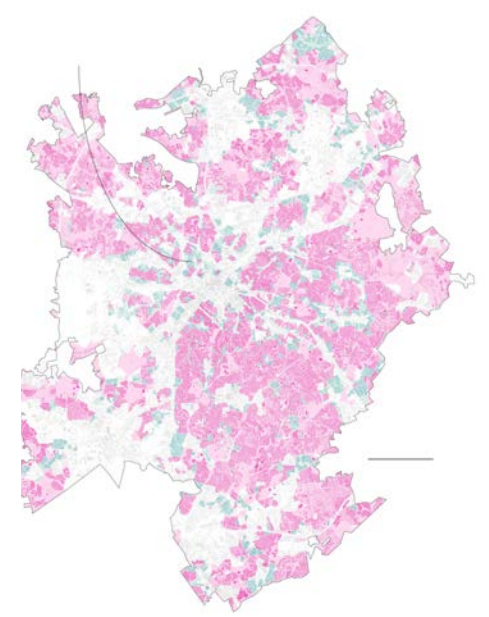
San Jose, Ca



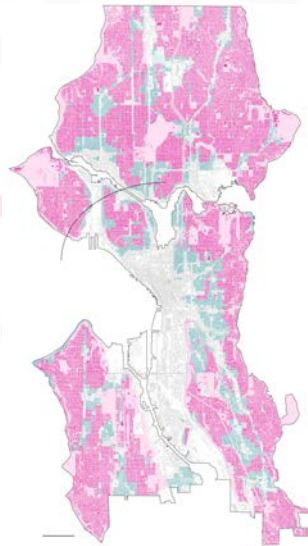
San Jose, CA



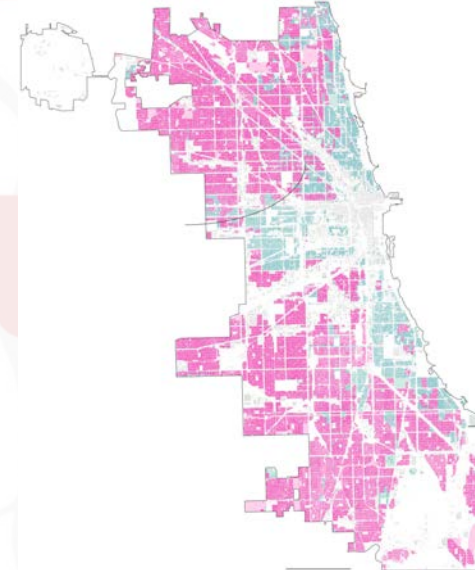
Minneapolis, MN



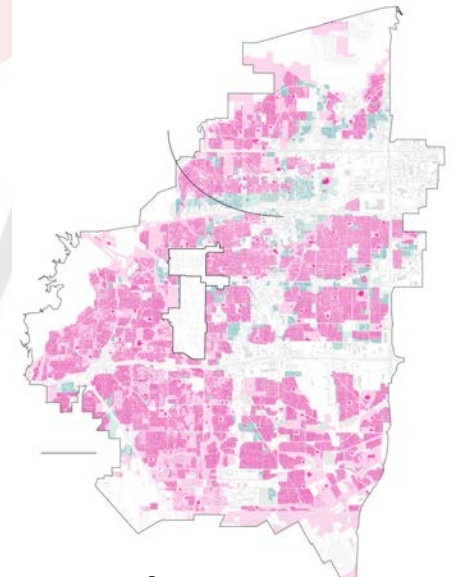
Charlotte, NC



Seattle, WA



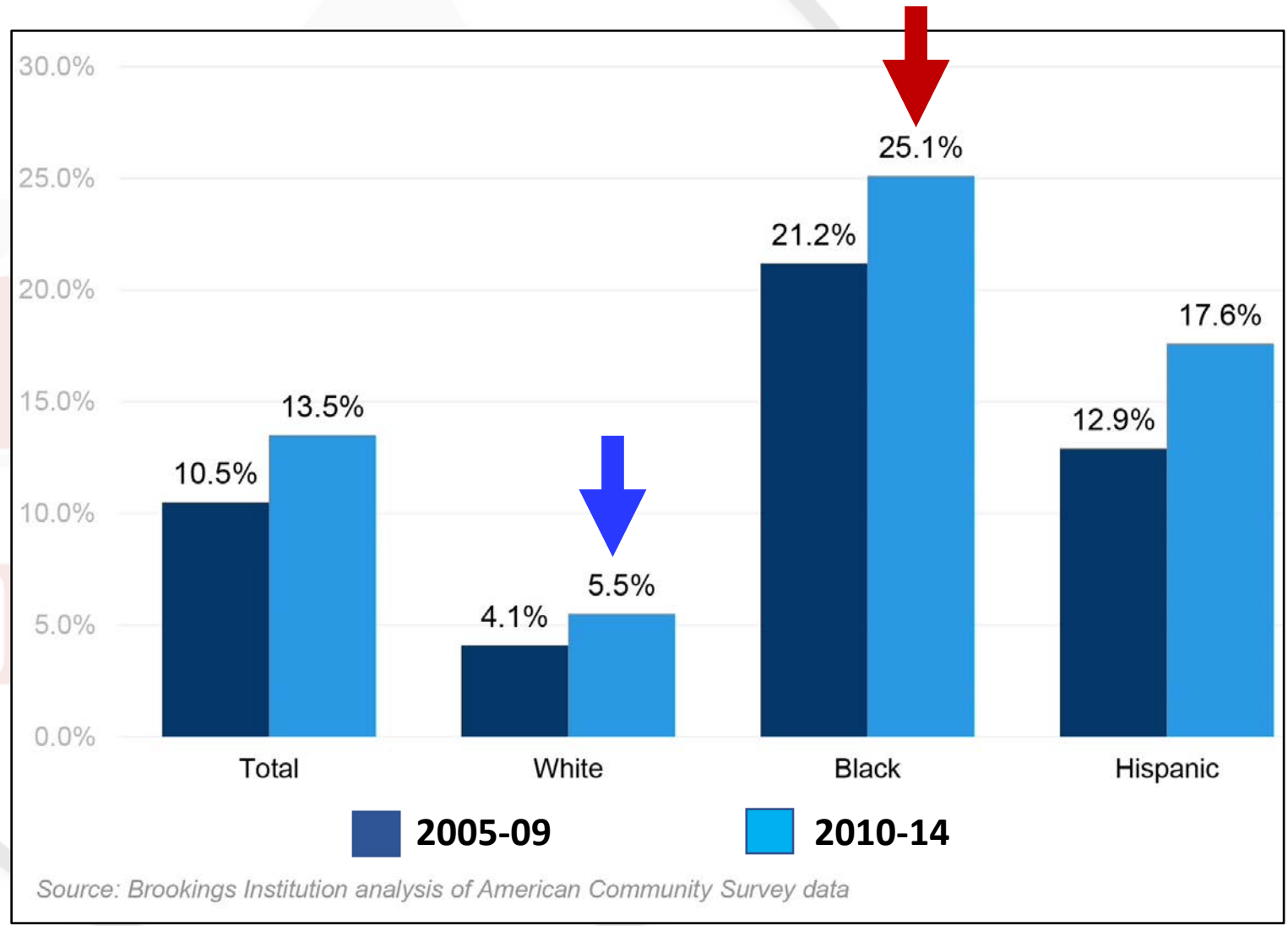
Chicago, IL



Arlington, TX

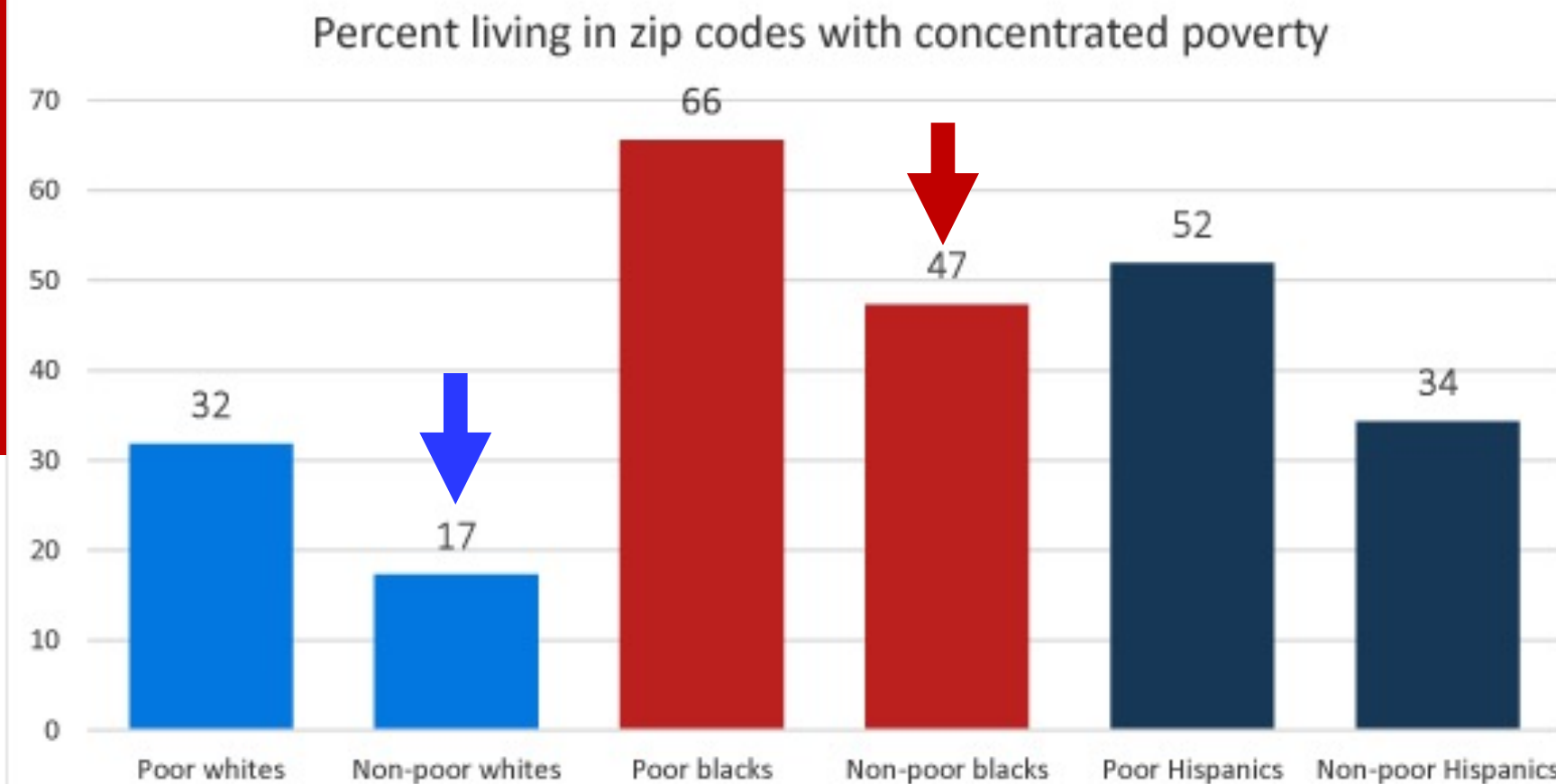
Poor Blacks are almost 5x as likely than poor whites to live in concentrated poverty (20%+ poor)

Share of Poor Residents Living in Concentrated Poverty (census tracts with 20%+ poor) By Race



Source: Kneebone, Elizabeth and Natalie Holmes. "U.S. concentrated poverty in the wake of the Great Recession" *Brookings Institute*. March 31, 2016.
Coates, Ta-Nehisi. "The Enduring Solidarity of Whiteness". *The Atlantic*, Feb 8, 2016.

Non-Poor Blacks
are also much
more likely to
live in
concentrated
poverty (20%+)
than are non-
poor whites.

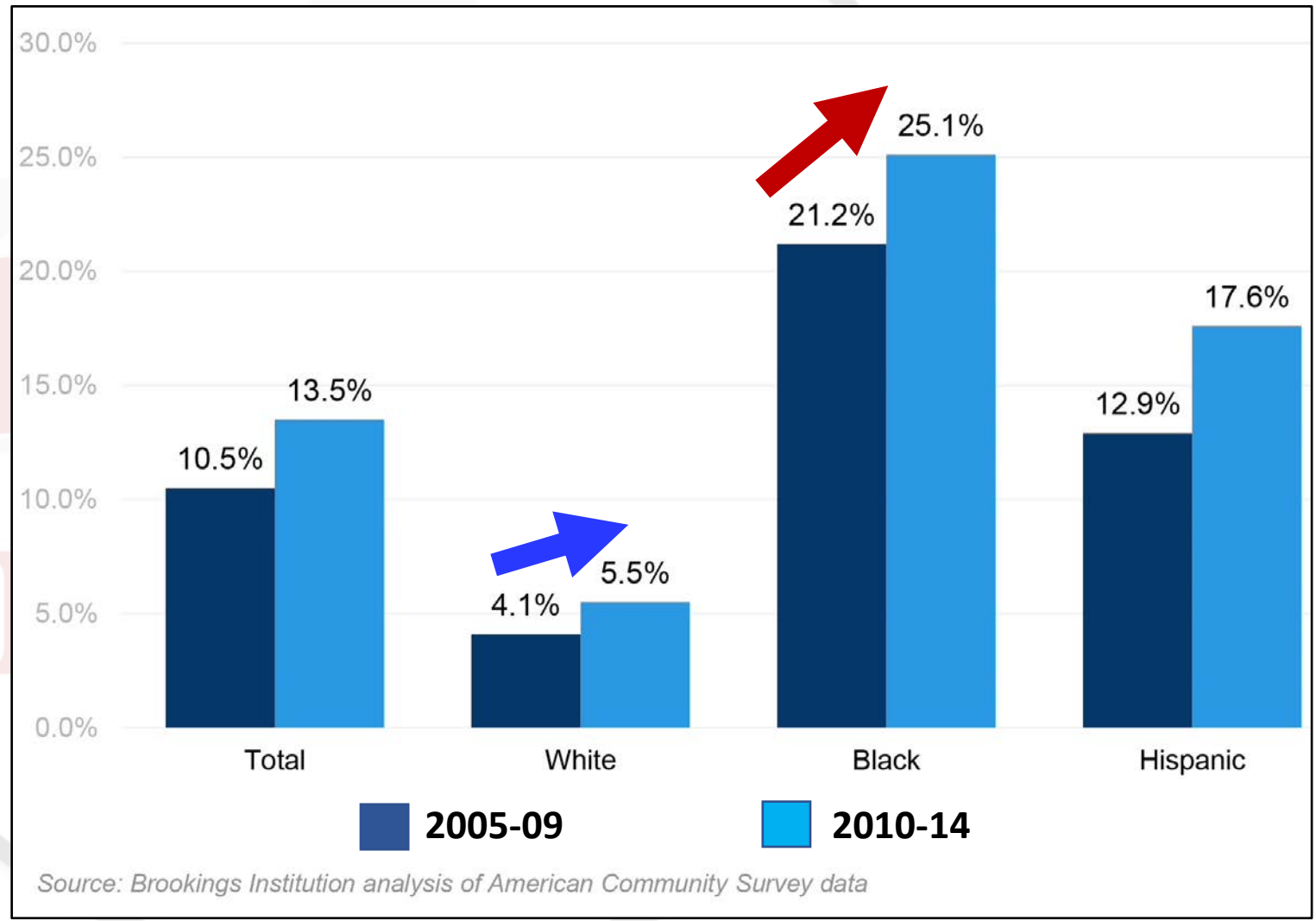


Source: Author's calculations using the Federal Reserve Board's 2014 Survey of Household Economics and Decisionmaking (SHED) 2008-2013 American Community Survey (ACS) data accessed from the Missouri Census Data Center, <http://mcdc2.missouri.edu/>



...and these racial disparities in concentrated poverty have been increasing since the Great Recession

Share of Poor Residents Living in Concentrated Poverty (census tracts with 20%+ poor) By Race



HIGHEST BLACK CONCENTRATION OF POVERTY

Significant increases in concentrated (Black) poverty since 2000

RANK	METROPOLITAN AREA	BLACK		
		2000	Change	2009-2013
1	Syracuse, NY	43.4	+22	65.2
2	Detroit-Livonia-Dearborn, MI	17.3	+40	57.6
3	Toledo, OH	18.7	+36	54.5
4	Rochester, NY	34.2	+17	51.5
5	Fresno, CA	42.8	+9	51.4
6	Buffalo-Niagara Falls, NY	30.8	+16	46.4
7	Cleveland-Elyria-Mentor, OH	26.7	+19	45.5
8	Gary, IN	22.2	+67	45.2
9	Milwaukee-Waukesha-West Allis, WI	38.7	+6	44.8
10	Louisville/Jefferson County, KY-IN	38.6	+4	42.6

Sources: 2000 Census, 2005-2009 and 2009-2013 ACS.
Limited to the 100 largest metropolitan areas.



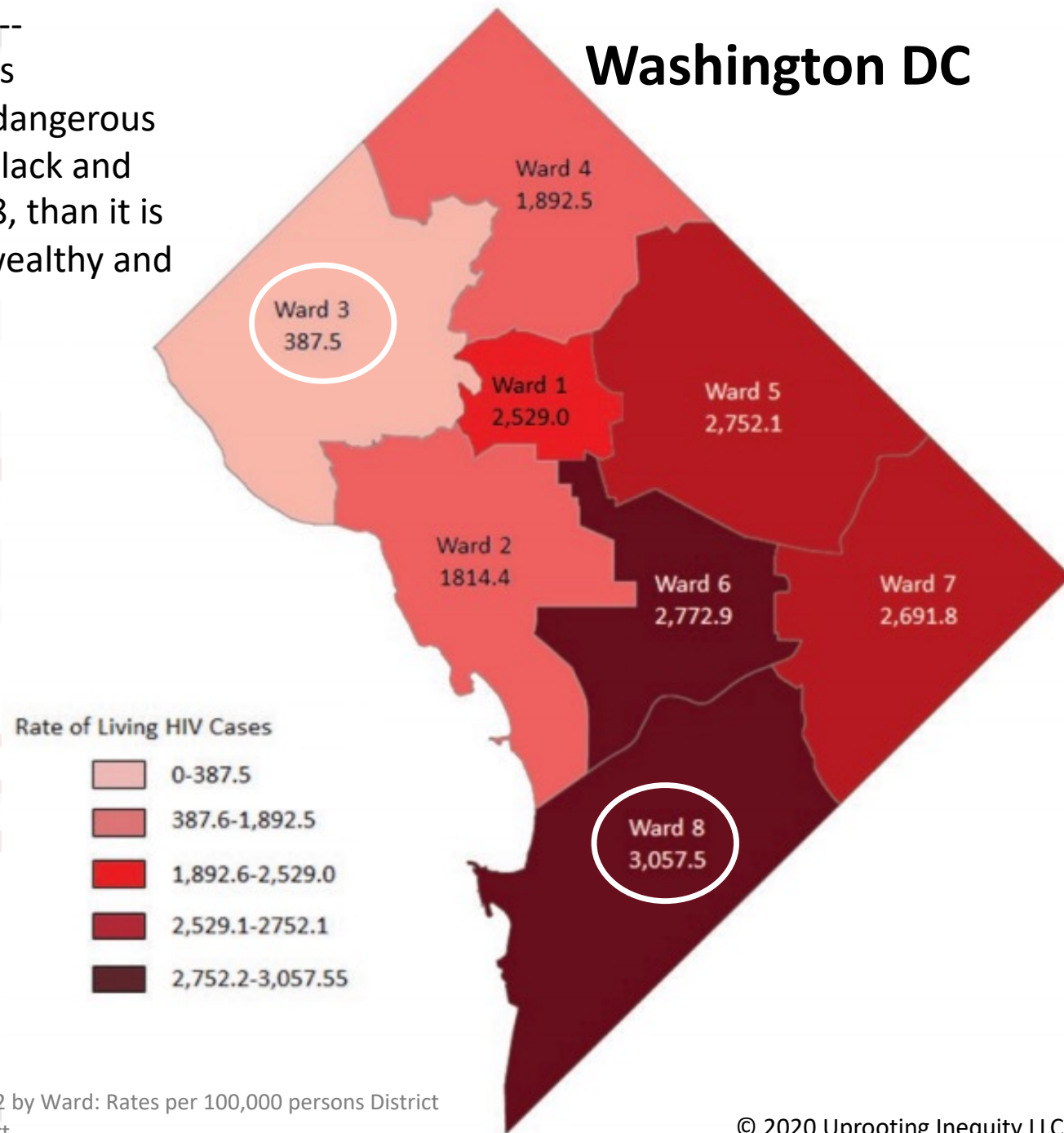
Structural Racism

Example #3:

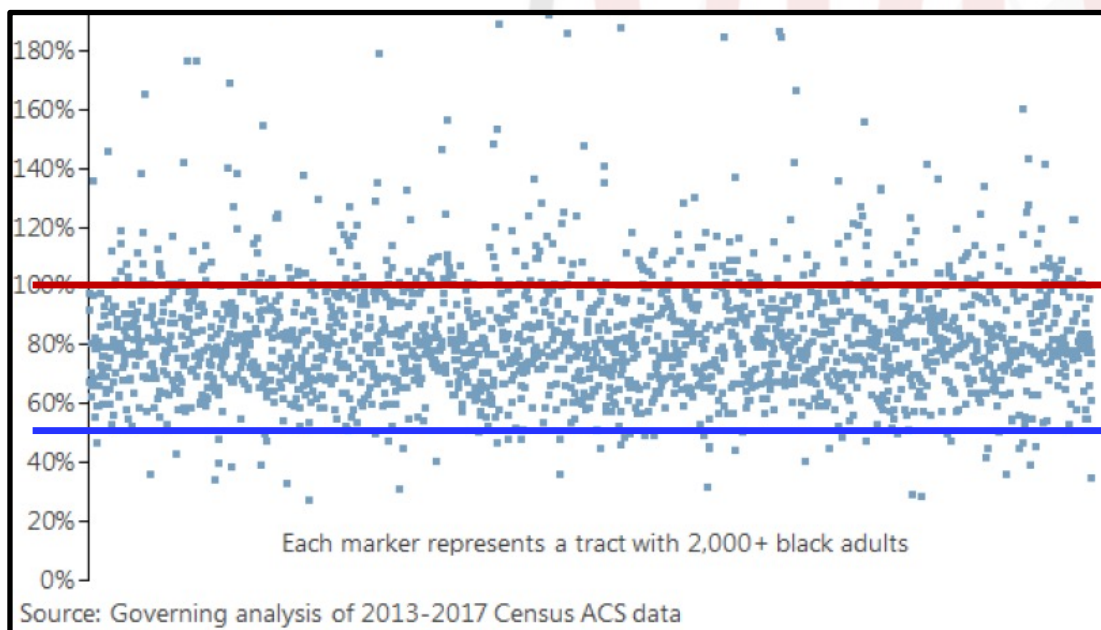
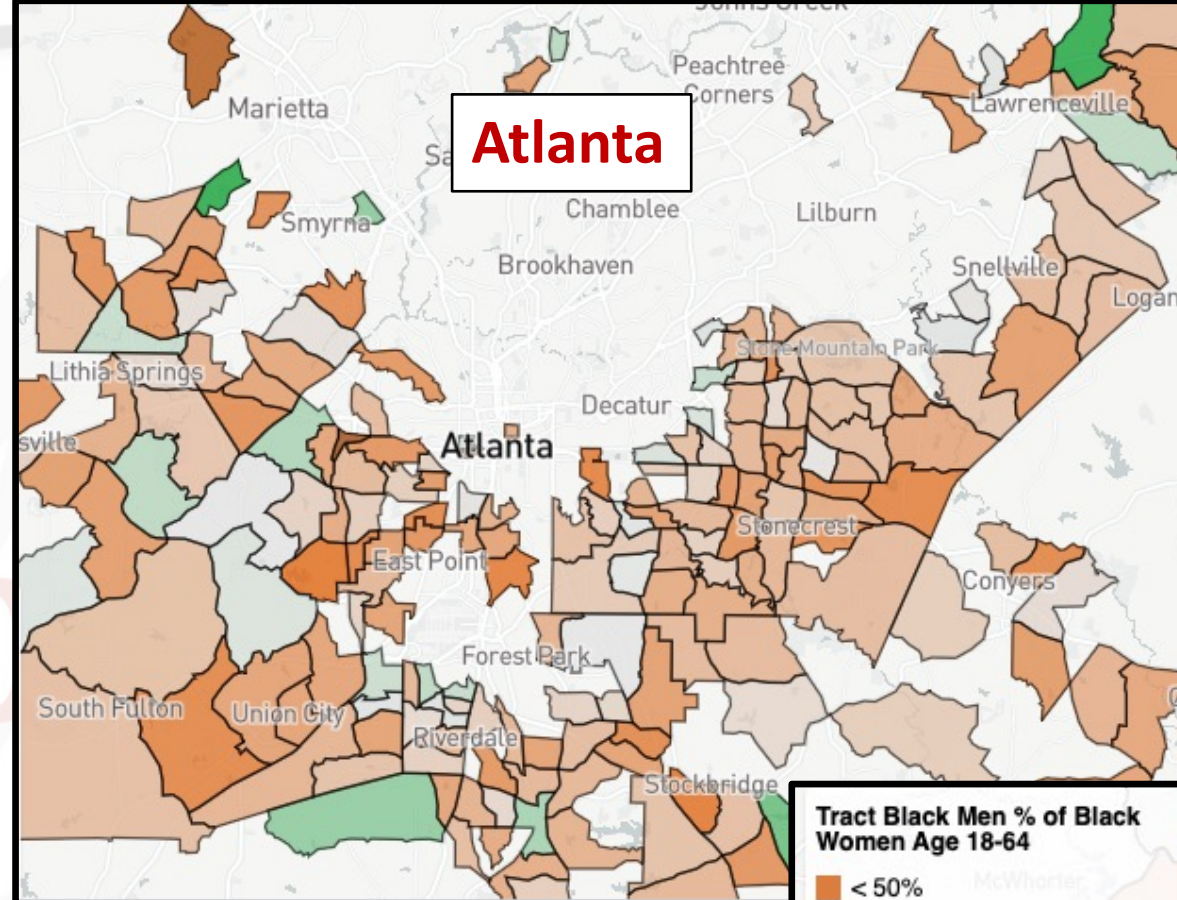
HIV Transmission

Racial residential segregation—the legacy of historic housing segregation—leads to dense sexual networks, which in turn lead to partner pools with high community viral loads and thus higher HIV/AIDS rates.

The same behavior-- unprotected sex—is significantly more dangerous in predominantly Black and low-income Ward 8, than it is in predominately wealthy and white Ward 3



Higher Black male incarceration rates result in low sex ratios in many Black neighborhoods, leading to lower marriage rates, higher single parenthood rates and more unequal gender power relations, contributing to lower condom use rates and consequently higher HIV/AIDS rates.



100% of
Black Women

50% of
Black Women

Structural Racism

Example #4:

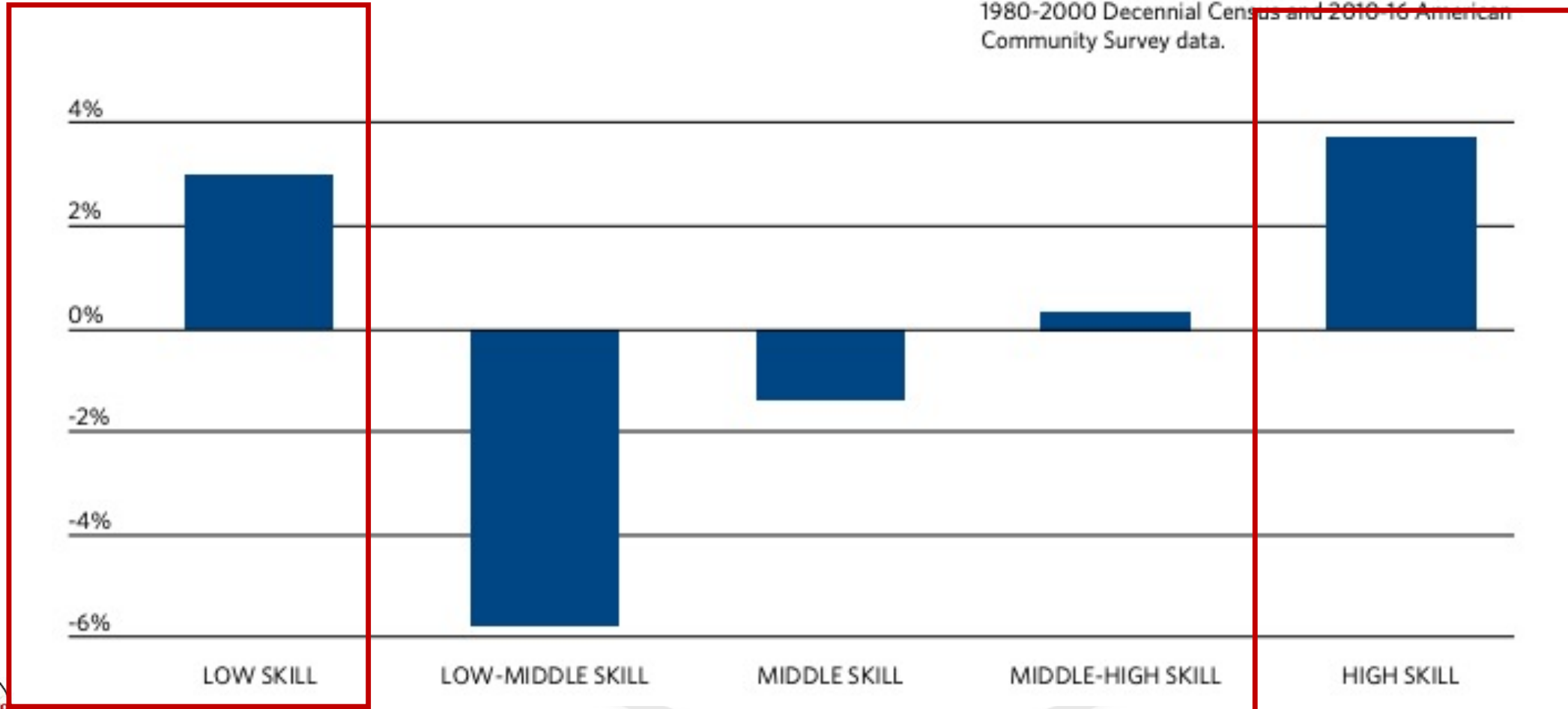
Employment

Post-Deindustrialization Job Polarization: an 'Hourglass Economy'

Change in share of U.S. employment,
1980-2016, by occupation skill level

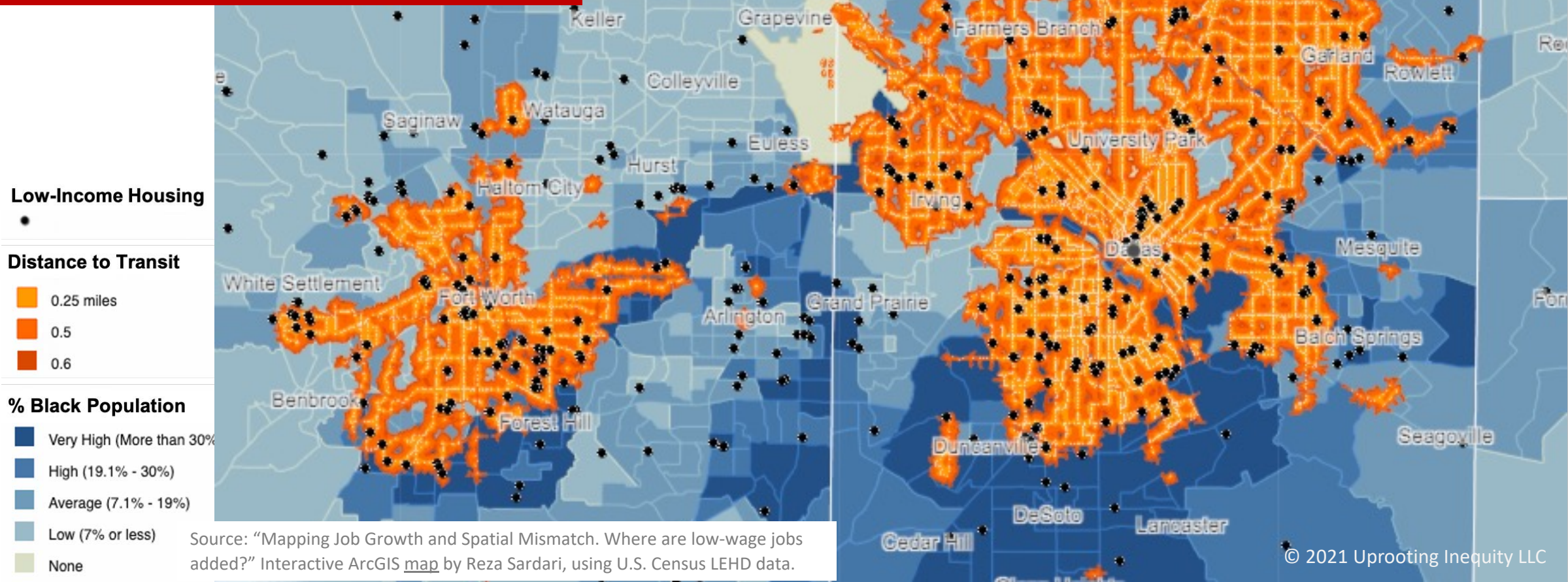
Note: Median occupational wage in 1980 is used as a proxy for skill.

Source: Chicago Metropolitan Agency for Planning
analysis of Integrated Public Use Microdata Series,
1980-2000 Decennial Census and 2010-16 American
Community Survey data.



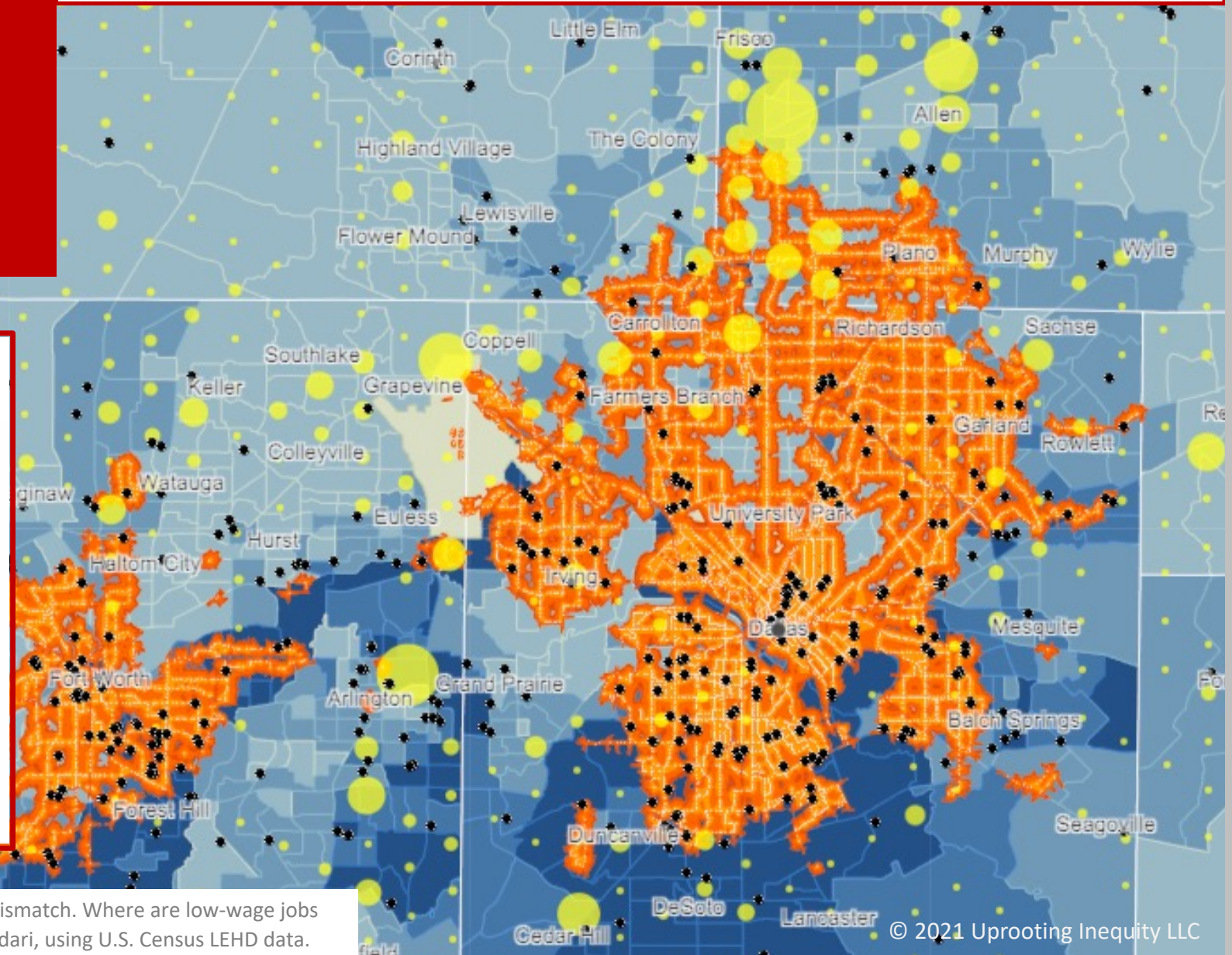
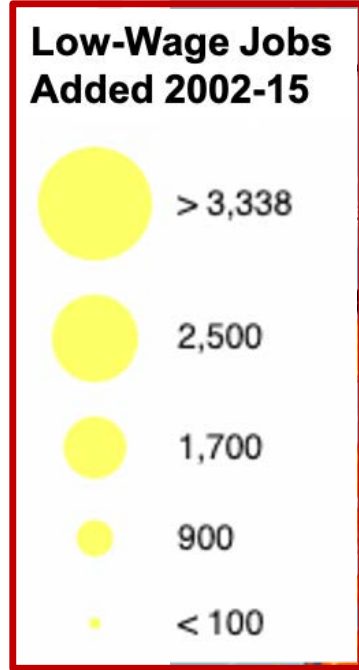
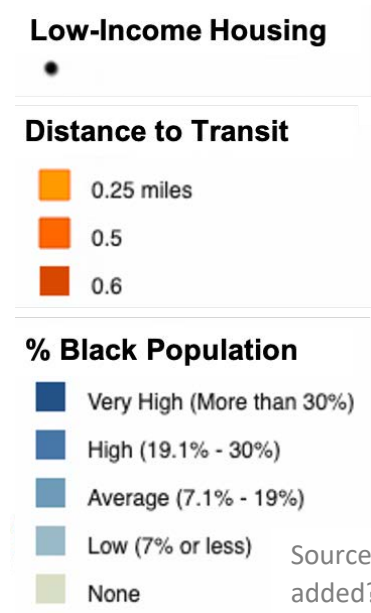
Post-Deindustrialization 'Spatial Mismatch': A mismatch between where low-income residents live and where low-skill jobs are located

Dallas, TX: This is where low-income housing (*black dots*), the Black population (*dark blue*) and transit (*orange lines*) are located...



...and this (yellow dots) is where low-wage jobs were added 2002-15

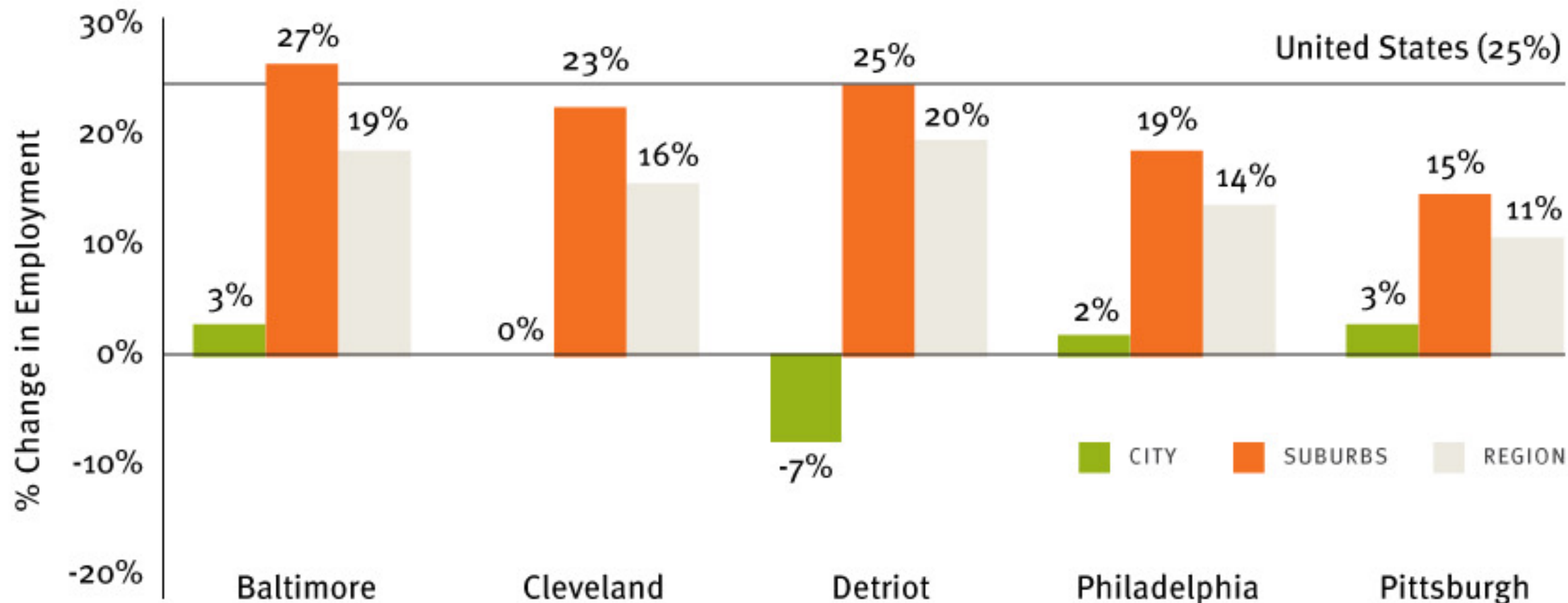
Post-Deindustrialization
'Spatial Mismatch':
A mismatch between
where low-income
residents live and where
low-skill jobs are located



Source: "Mapping Job Growth and Spatial Mismatch. Where are low-wage jobs added?? Interactive ArcGIS [map](#) by Reza Sardari, using U.S. Census LEHD data.

'Spatial Mismatch': Job growth is significantly greater in suburbs than in cities (where low-income Blacks live)

JOB GROWTH IN OLDER CORE CITIES AND THEIR SUBURBS, 1991-2001



Source: Fox, Radhika, Sarah Treuhaft, and Regan Douglass. 2006. "Shared [Prosperity](#), Stronger Regions: An Agenda for Rebuilding America's Older Core Cities." Funded by The Annie E. Casey Foundation, The Heinz Endowments, The John S. and James L. Knight Foundation, Surdna Foundation, and The William Penn Foundation

2-Minute Brain Break:

- 1. 30 seconds to rest your brain**
- 2. 90 seconds for active processing in your notes:**
 - Summarize main ideas in your own words**
 - Identify important new ideas**
 - Note areas where you would like additional clarification**



Structural Racism

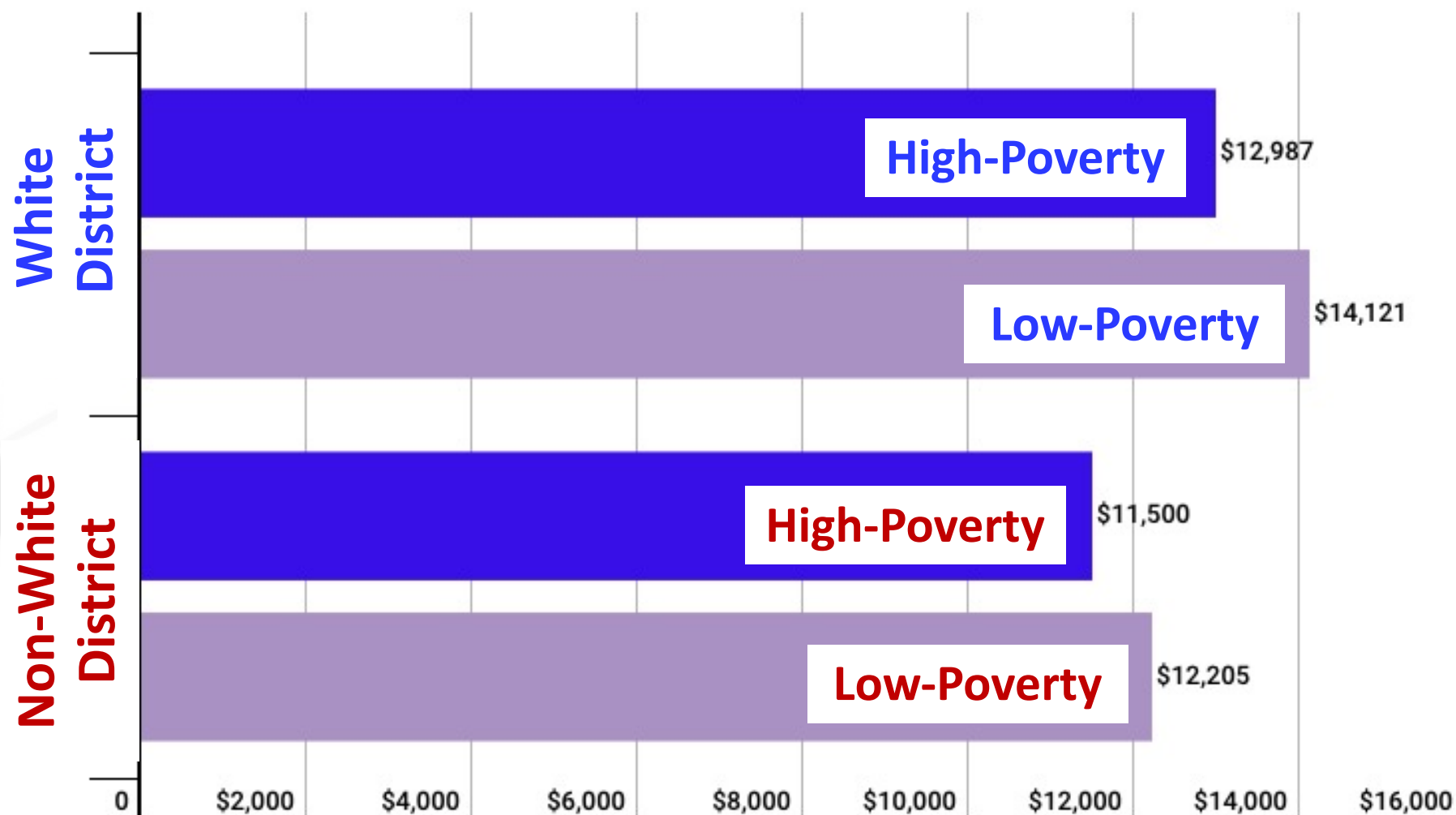
Example #5:

Education

College admissions	<p>Less private SAT prep</p> <p>SAT/ACT scores strongly correlated with income</p> <p>Less likely to afford tuition</p>	<p>College preference for full-paying students</p> <p>Less likely to qualify for preferential admissions</p>	<p>Less college familiarity with and reach-out to H.S.</p> <p>Less access to college counselors</p>
K-12 education	<p>Less access to tutoring & educational enrichment</p> <p>More likely to have after-school job or family responsibilities</p>	<p>Racial bias in grading, discipline, & gifted programs.</p> <p>Stress of routinely experiencing microaggressions & racism</p>	<p>Less access to 8th grade Algebra and AP/IB</p> <p>Disparities in school funding and quality</p>



Average Revenue Funding per Student



Nonwhite school districts receive \$23 billion less than white districts, despite serving the same number of students.

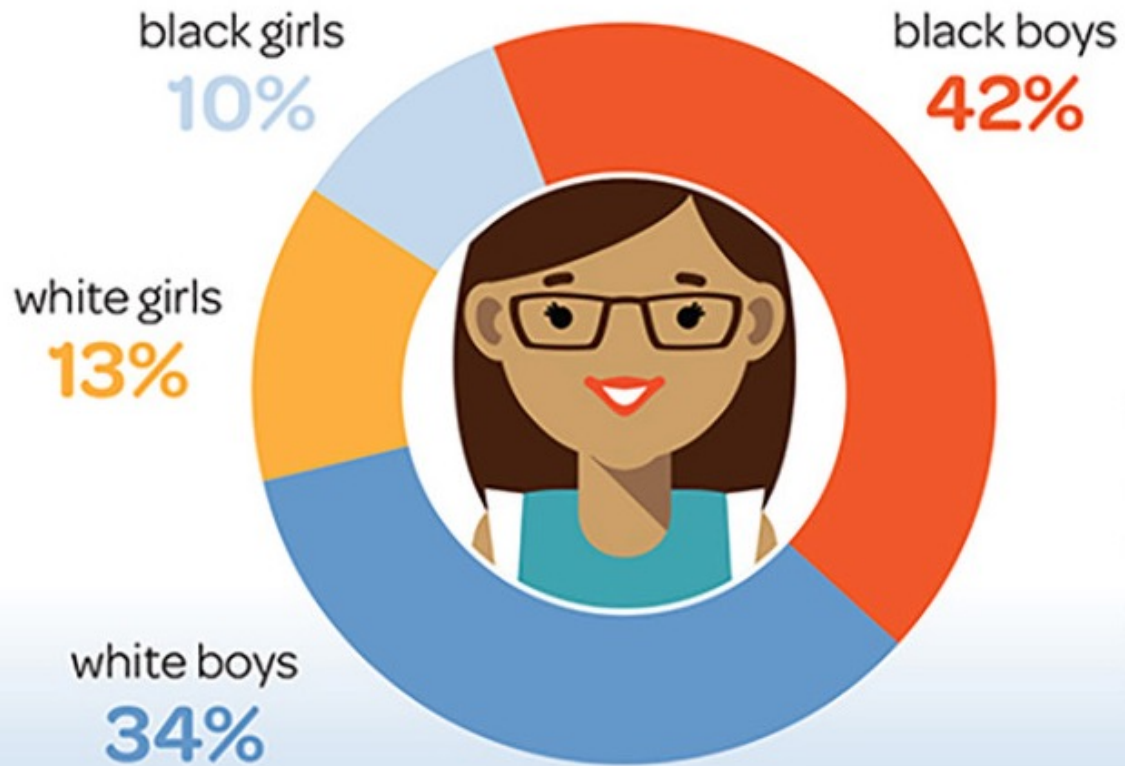
For every student enrolled, the average nonwhite school district receives \$2,226/student less than a white school district.



A 2016 Yale Child Study Program found that Black boys are more likely to be disciplined for challenging behavior, even when they act the same as others.

Implicit bias among preschool teachers may help explain high preschool expulsion rates for Black boys

Track the eyes: Which students are teachers watching?



Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.



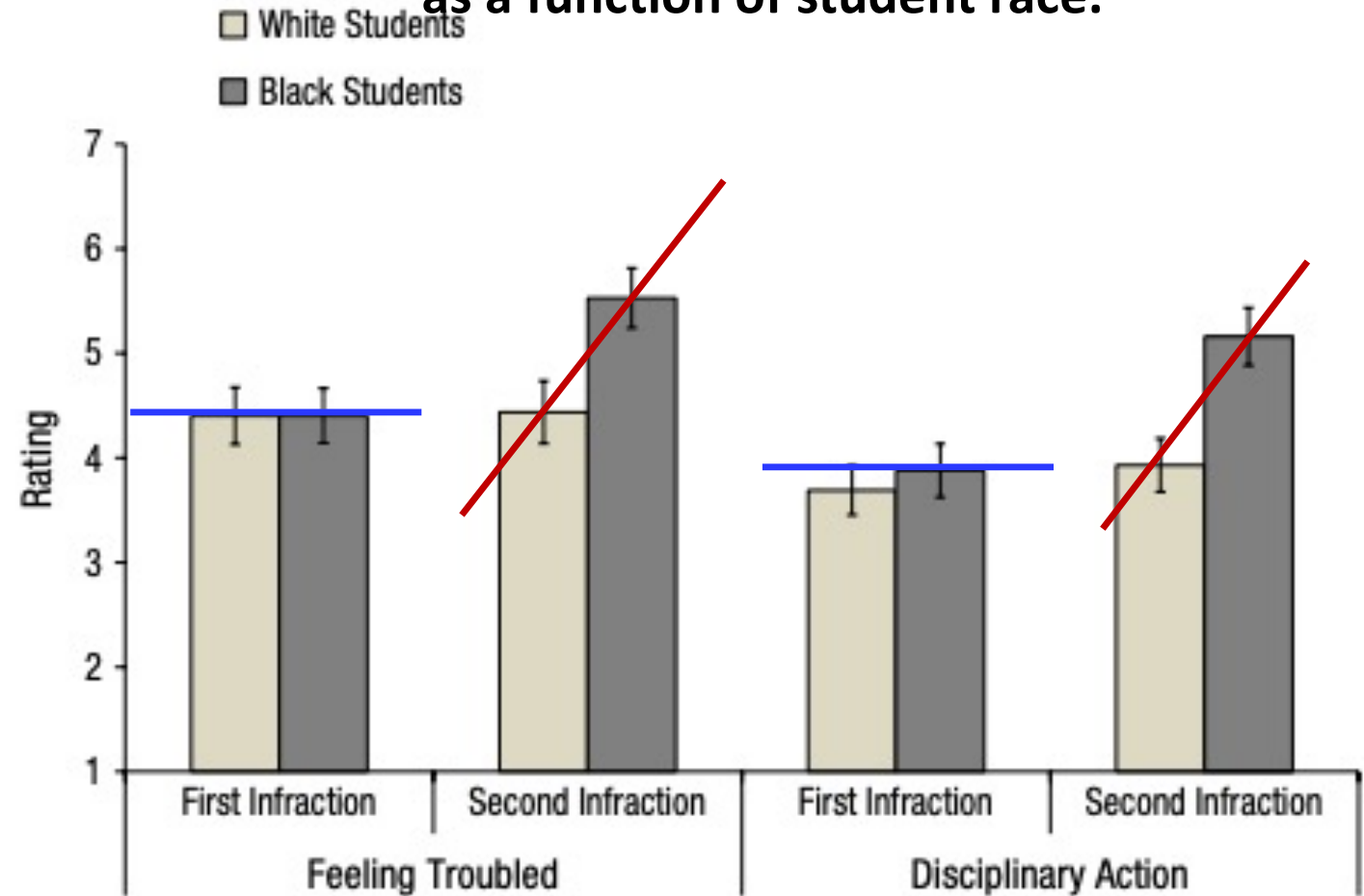
Source: Gilliam, W., Ph., D., Maupin, A.N., Reyes, C.R., Accavitti, M.R., S., B., & Shic, F. (2016). "Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?" Yale University Child Study Center.

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A 2015 Stanford study found that teachers were more likely to view (fictitious) students with “black-sounding” names as disruptive, were more likely to see their second infractions as “part of a pattern”, and were more likely to recommend them for disciplinary action.

In this study, psychologists presented teachers with written vignettes of student misbehavior. The vignettes were identical except that half had “black-sounding” names and half had “white-sounding” names.

Mean ratings of how troubled teachers felt by students’ misbehavior (left) and how severely they felt students should be disciplined (right) as a function of student race.



Racial Bias in Grading. In a 2020 USC study, teachers—particularly white women—were 4.7 percentage points more likely to consider the “white child’s” writing at or above grade level compared to the identical writing from a “Black child.”

The researcher created two versions of the same 2nd grade essay, one with the name **Dashawn** that signaled a **Black child** and one with the name **Connor** that signaled a **white child**.

30% of the teachers thought the “Black child’s” writing was grade level or above

35% of the teachers thought the “white child’s” writing was grade level or above

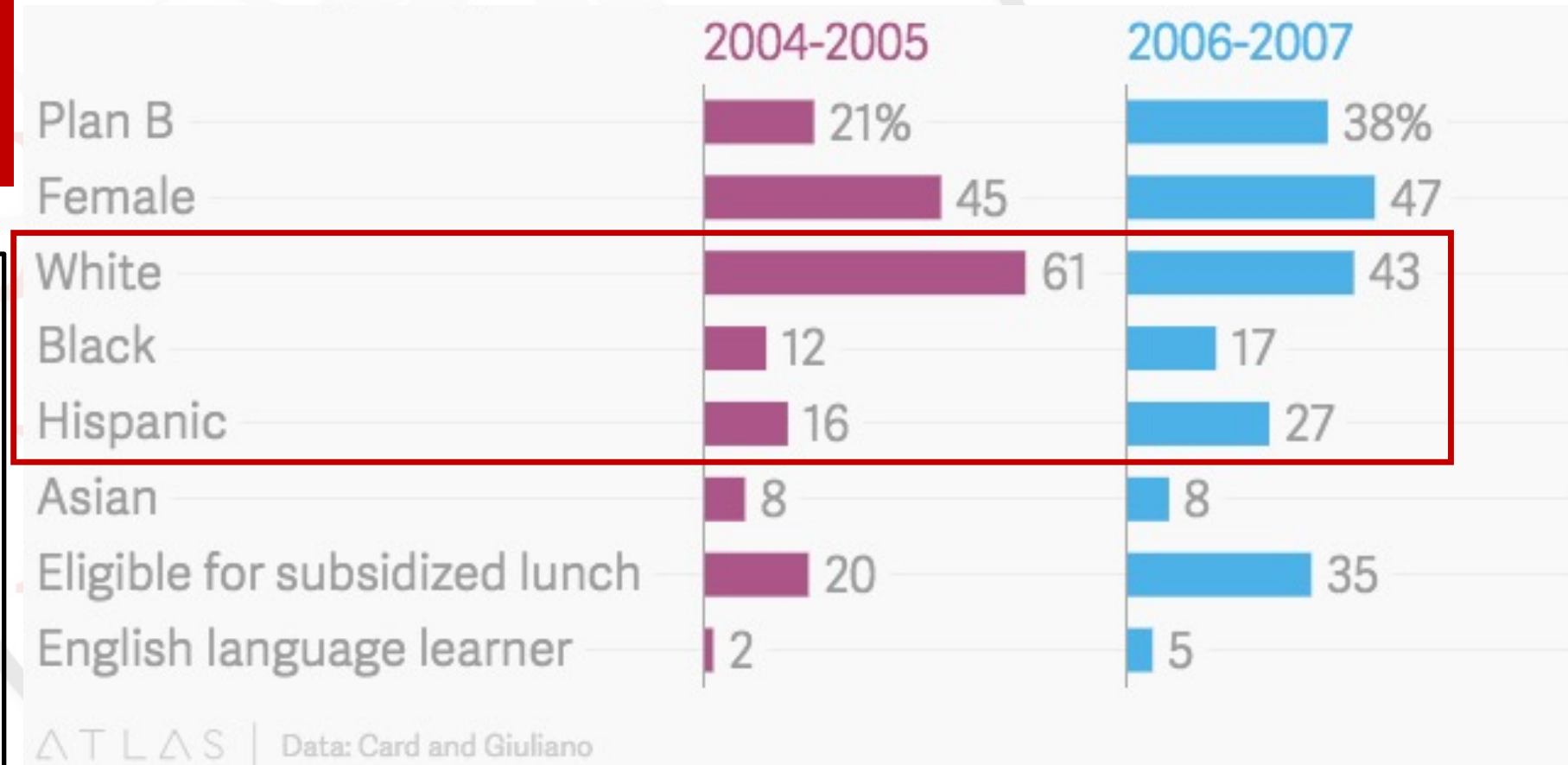
I WOSE WITH MY
BROTHER DASHAWN and
HIS FRIEND ARIAN
BUT IT WOSE
A GRAET DAY TO BE
A BOY AT HOME...

I WOSE WITH MY
BROTHER CONNOR and
HIS FRIEND SCOT
BUT IT WOSE
A GRAET DAY TO BE
A BOY AT HOME...



A study found that Black students were less likely to be identified as gifted, even with qualifying IQ test scores.

Identification of Black and Latino Children as Gifted (IQ=130+) Increased After Switch from Teacher Referrals to Universal Screening



2004-2005: Students identified by teachers & parents are referred to district psychologist IQ testing.

2006-2007: Students scoring above 130 on classroom IQ test are referred to district psychologist IQ testing.

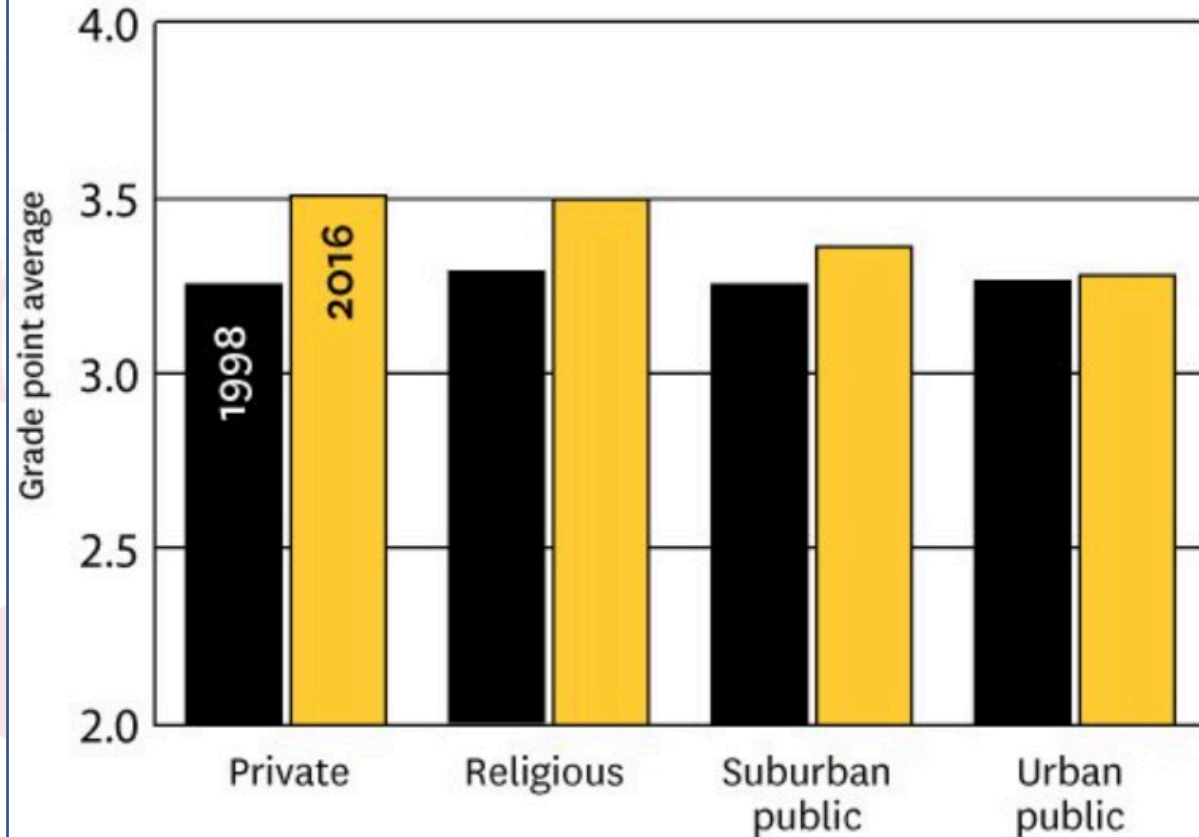


Two studies have identified significant and growing grade inflation over the last 20 years, but notably more in affluent and private schools.

“Wealthier parents have more time and more confidence to be pushy and to challenge teachers.”

GRADE INFLATION

Grade-point averages have diverged significantly by type of high school, putting seniors from city schools at yet another disadvantage in college admissions



Average high school GPAs of students who took the SAT. These same students' SAT scores during this period have gone down, not up.

Source: The College Board



Mahnken, Kevin. "Study: [Grade Inflation](#) More Prevalent at Wealthy Schools Where Parents Have Greater Ability to Game the System." *The 74*. Sep. 19, 2018.

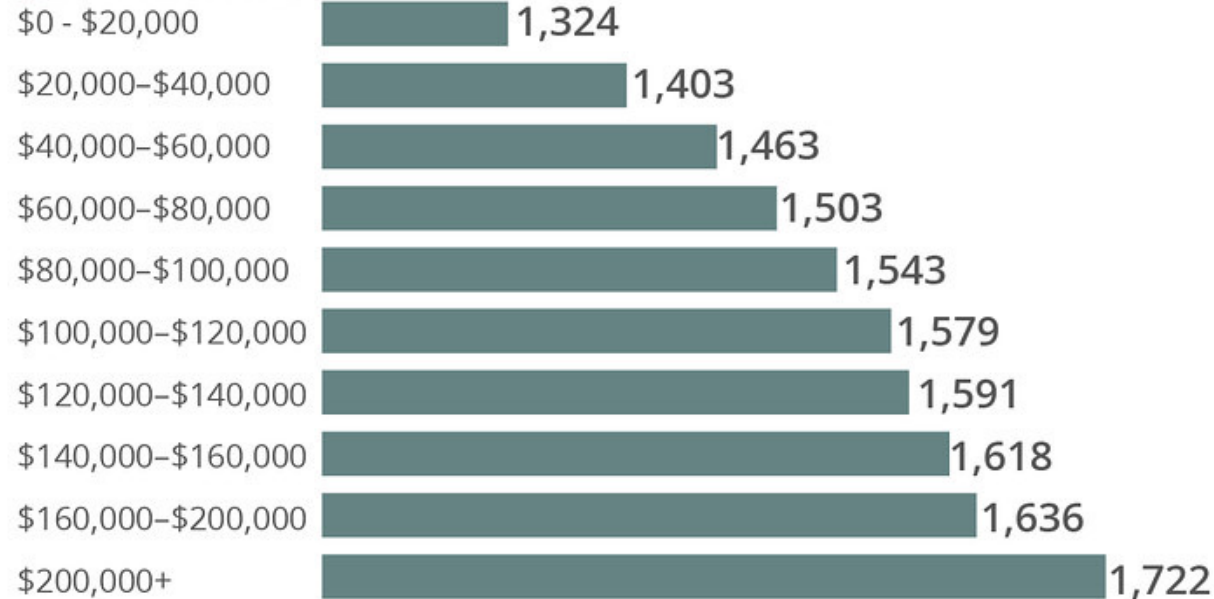
Marcus, Jon. "The Newest Advantage of Being Rich in America? [Higher Grades](#)." *The Hechinger Report*, Aug. 16, 2011.

SAT scores are strongly correlated with family wealth and are a less reliable predictor of college performance than GPA

SAT scores by family income

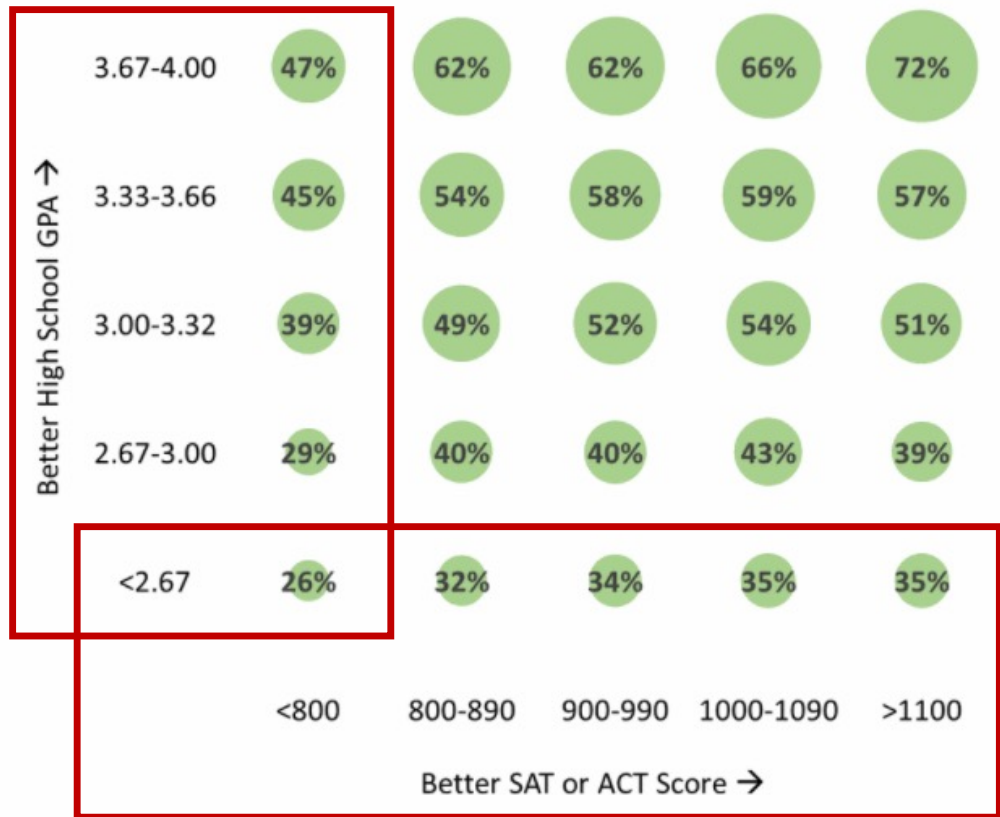
Student from wealthier families do significantly better on the SAT

■ 2014 test scores



Source: The College Board

Six-Year College Graduation Rates by High School GPA and SAT or ACT Score (Less-Selective Public Four-Year Colleges)



Source: Matthew Chingos, "What Matters Most for College Completion? Academic Preparation Is a Key..." [+] PRESTON COOPER/FORBES

Hill, Catey. "10 Things [SAT Scores](#) Won't Tell You" MarketWatch, Feb. 24, 2015.

Chingos, Matthew M. 2018. "What Matters Most for [College Completion](#)? Academic Preparation Is a Key of Success." Washington, DC: Third Way.

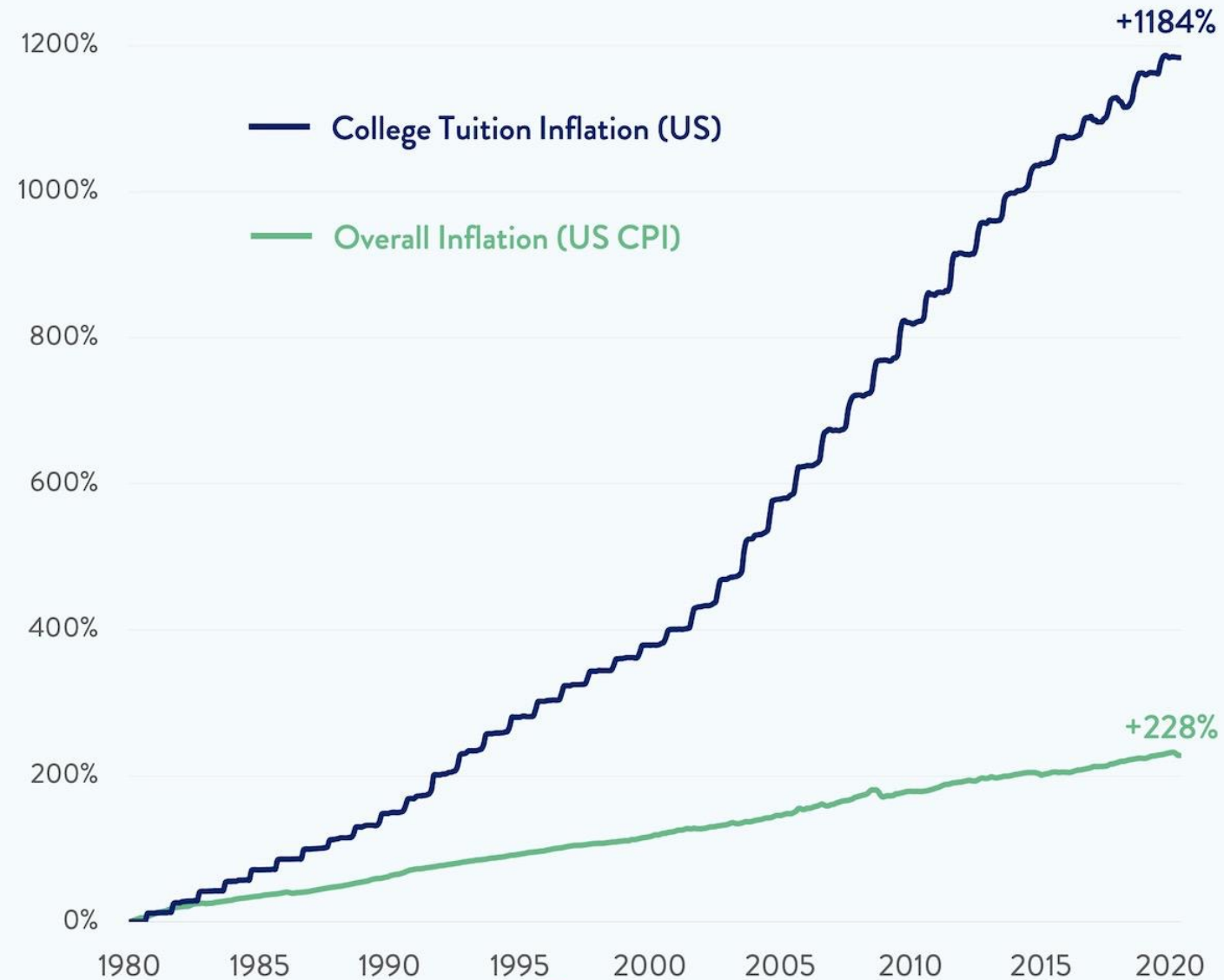
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College tuition has soared while state funding has dropped significantly.

A college degree is increasingly essential for economic progress, yet increasingly out of financial reach for students from low-income families.

Less Education For Your Buck



Source: US Bureau of Labor Statistics

charttr

© 2021 Uprooting Inequity LLC



[source](#)

Colleges informally give preference to wealthy students

“There is a popular and persistent image of college admissions in which diversity-obsessed universities are using affirmative action to deny spaces to academically talented affluent students while admitting low-income students with lower ability in their place”.

“Boeckenstedt [head of enrollment at DuPaul and then Oregon State] says the opposite is closer to the truth. If you’re an enrollment manager, he explains, **the easiest category of students for you to admit are below-average students from high-income families.** Because their parents can afford tutoring, they are very likely to have decent test scores, which means they won’t hurt your U.S. News ranking. **They probably won’t distinguish themselves academically at your college, but they can pay full tuition.**”

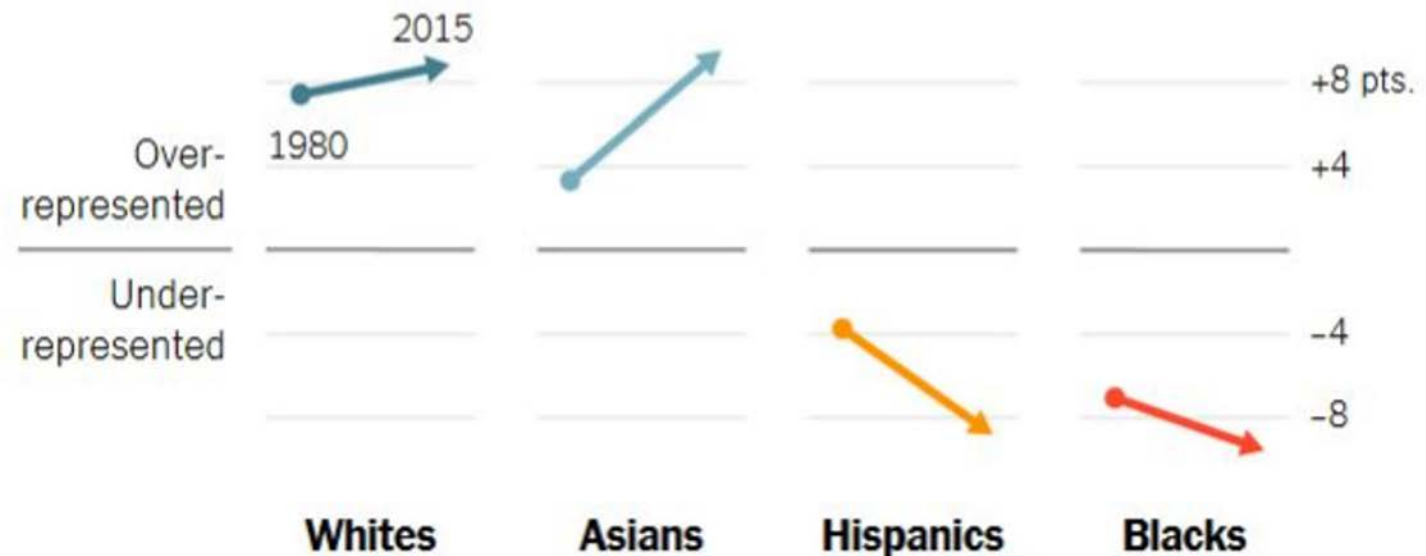


Racial quotas and granting “points” was ruled unconstitutional in 1978; Schools can now only consider race as a “factor of a factor” (as one of many factors of a student’s lived experience)

Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago

By JEREMY ASHKENAS, HAEYOUN PARK and ADAM PEARCE AUG. 24, 2017

1982-2017



How much more or less each group is represented among freshmen at top colleges relative to the U.S. population

Example: leadership experience as the president of a Black Student Union, or an essay on the importance of the Korean Church community.

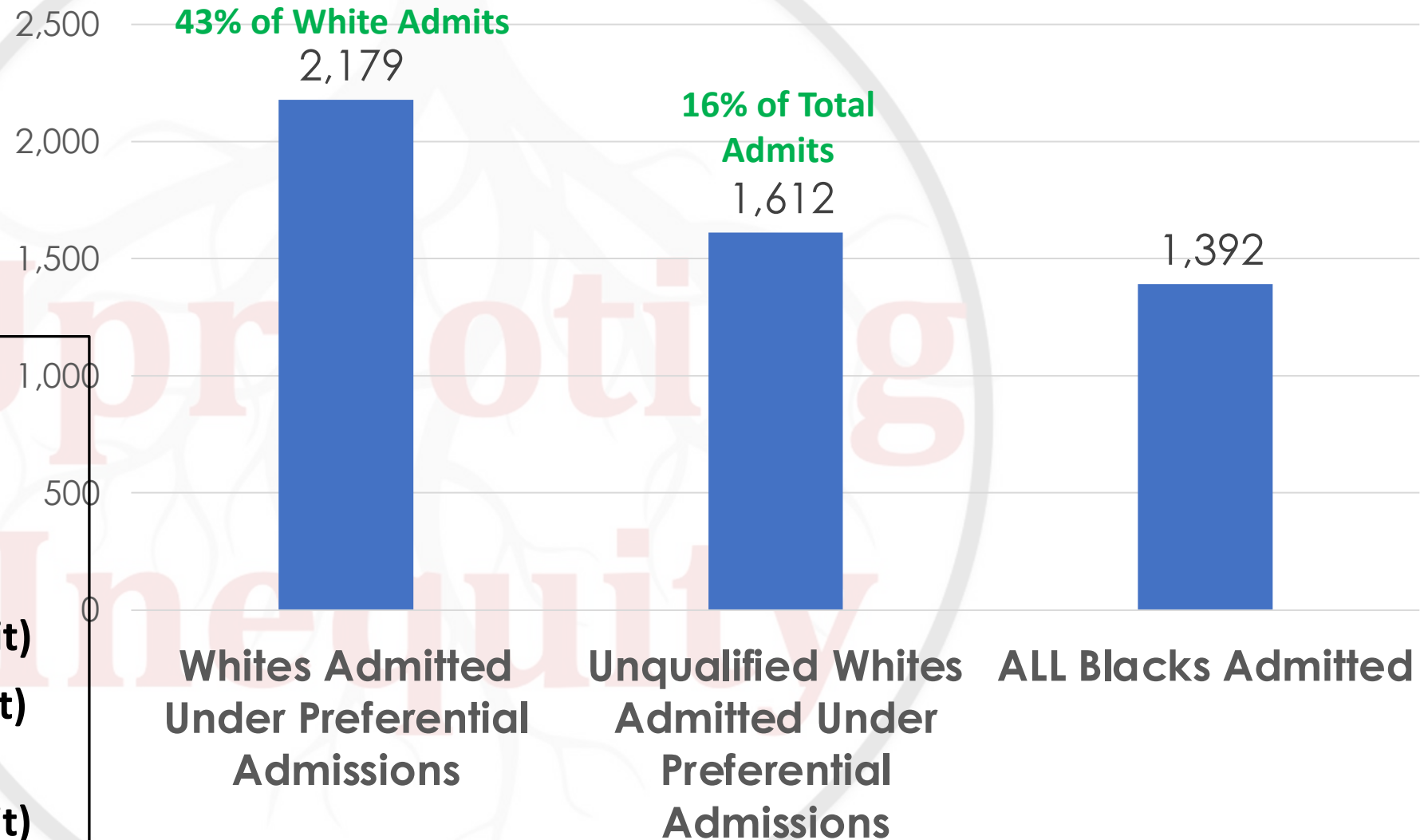


More wealthy white students than Black students benefit from preferential admissions

Preferential Admissions (74% White):

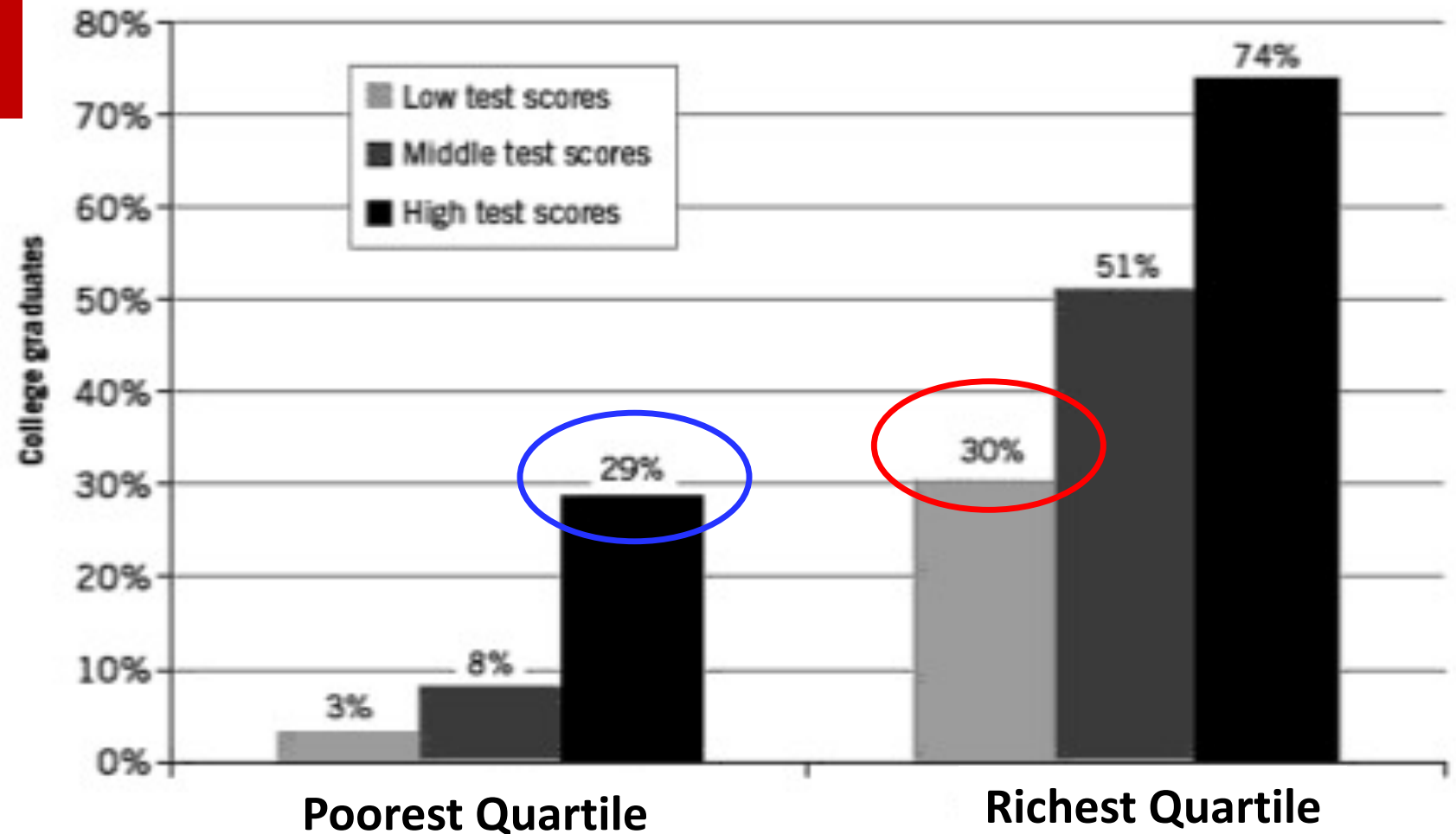
- **Athletes** (86% admit)
- **Legacy** (34% admit)
- **Dean's Interest List** (42% admit)
- **Children of Faculty** (47% admit)
- **African Americans** (7.5% admit)

Students Admitted to Harvard, 2014-19



Socioeconomic class is more important to college graduation than academic achievement.

Wealthy Students with Low Test Scores
are Slightly More Likely to Graduate From College
Than Poor Students with High Test Scores



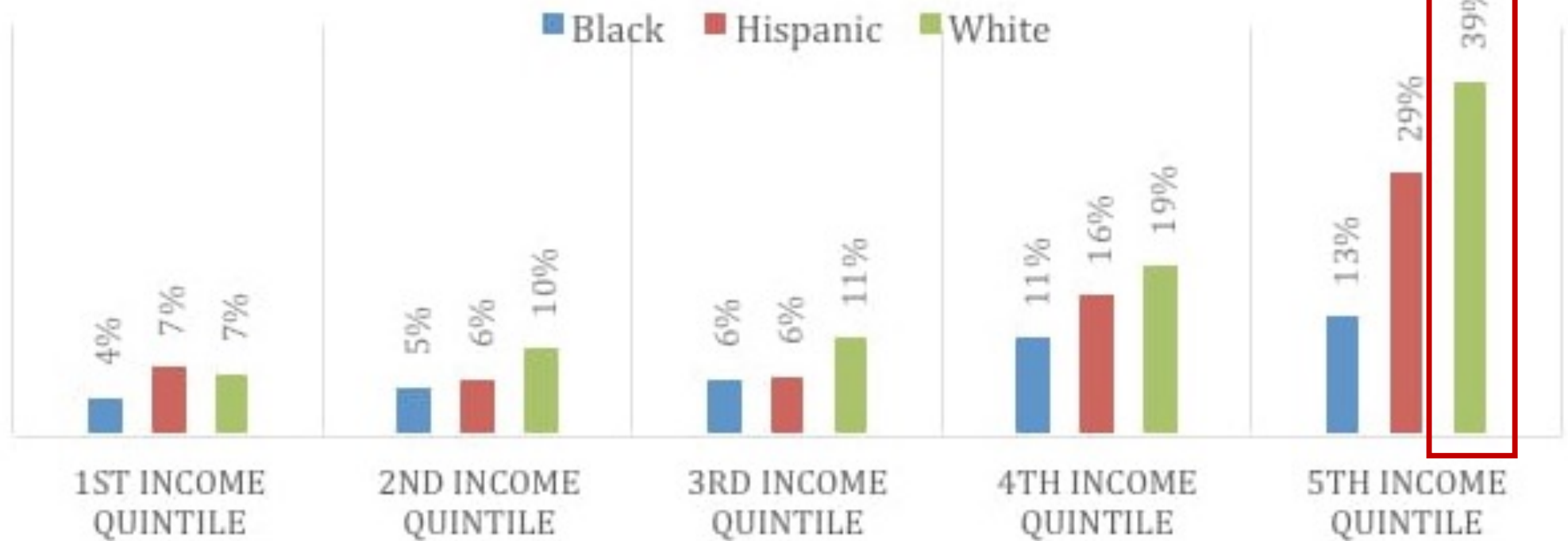
Test scores are 8th grade scores on standardized assessments of math.



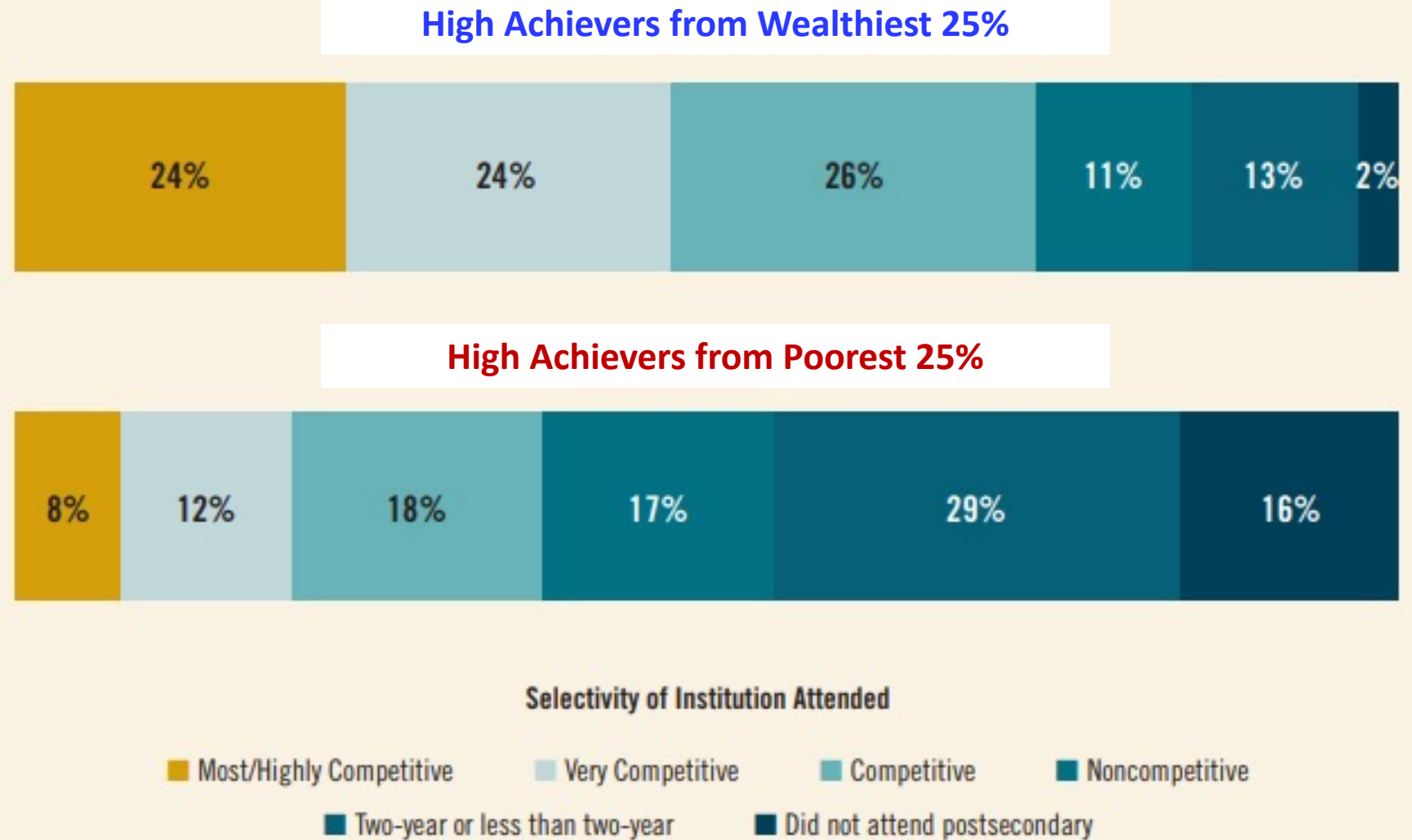
Figure 4.7 (p. 160) in Putnam, R. D. (2015). *Our kids: The American Dream in crisis*. The author used data from the National Education Longitudinal Study of 1988 (NELS:88/2000), Fourth Follow-up.

Wealthy white students are much more likely to attend a highly selective institution

PERCENT OF STUDENTS ATTENDING HIGHLY SELECTIVE INSTITUTIONS BY RACE WITHIN INCOME QUINTILE



High-achieving students from high-income families are 3x as likely to enroll in a selective institution as those from low-income families



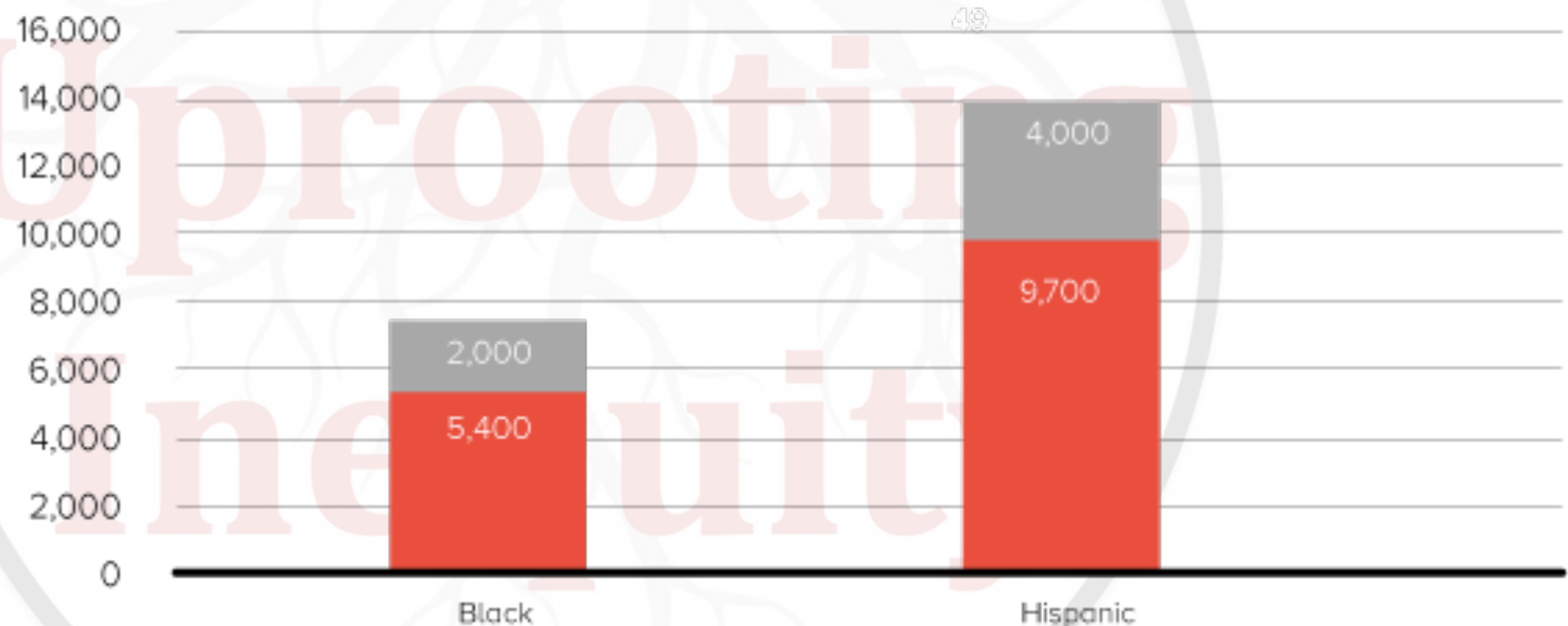
Source: Analysis of data from the Department of Education, Education Longitudinal Study of 2002. High-achieving defined as placing in top academic quartile in combined math and reading nationwide in 10th grade.



Many Black and Hispanic students with SAT scores that qualify them to study at selective colleges, do not attend.

UNDERMATCH AND CURRENT ENROLLMENT AT SELECTIVE COLLEGES FOR BLACK AND HISPANIC STUDENTS

- Freshmen at Barron's top tier of selective schools
- Students who scored above a 1200 on a math & verbal SAT yet did not attend a very selective school



Source: Alexandria Walton Radford and Jessica Howell, "Addressing Undermatch: Creating Opportunity and Social Mobility," in *The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas*, ed. Richard D. Kahlenberg (New York: The Century Foundation Press, 2014), 134.

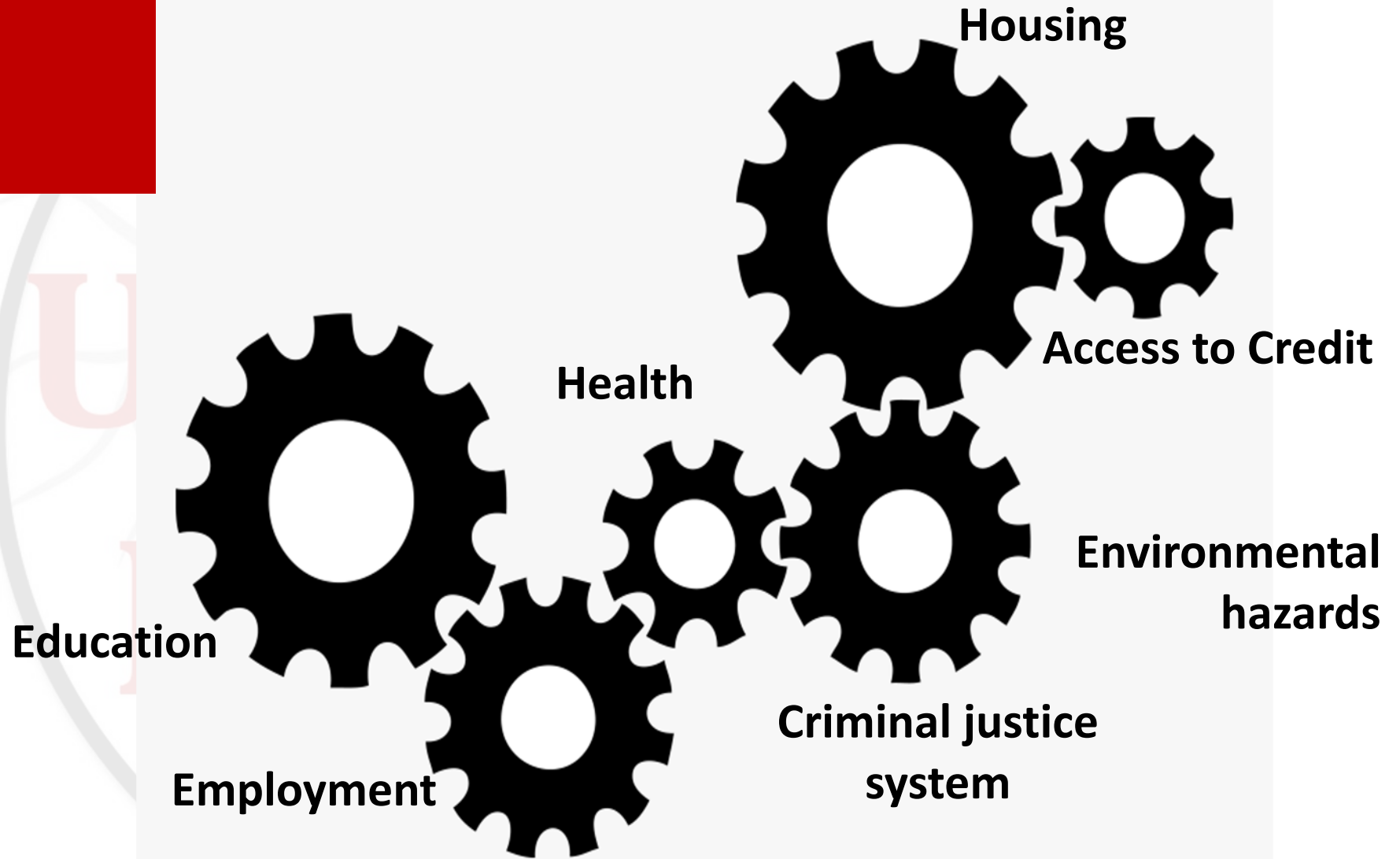
Kahlenberg, Richard D. "Achieving Better Diversity Reforming [Affirmative Action](#) in Higher Education" The Century Foundation, Dec. 3, 2015.

Structural Racism

Example #6:

HBO's "The Wire"

Systemic Racism



What is Structural Racism?



Structural Racism, as illustrated in:

THE WIRE

SEASON 1

SEASON 2

SEASON 3

SEASON 4

SEASON 5



THE WAR ON DRUGS

ECONOMICS

POLITICS

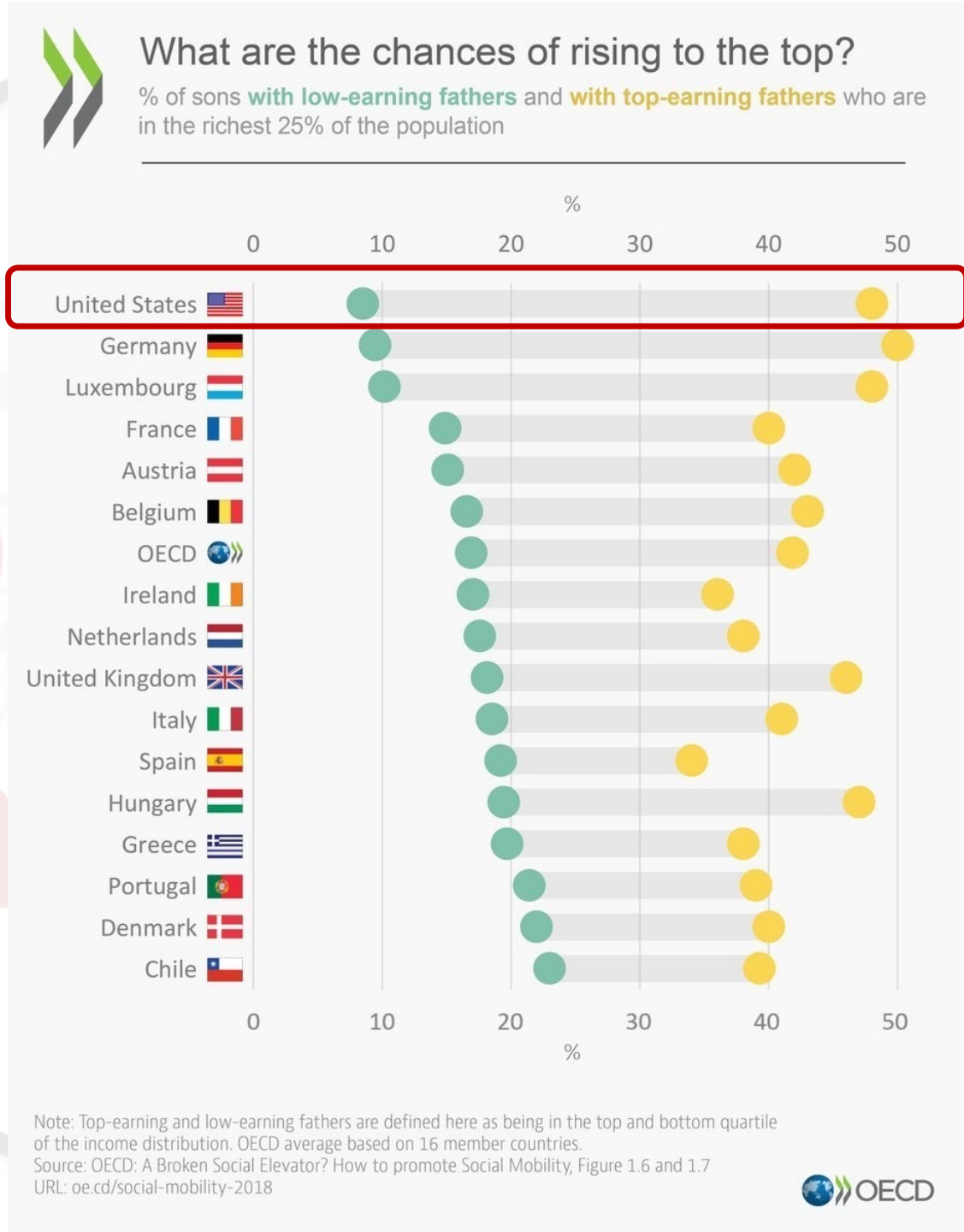
EDUCATION

MEDIA

- The decline of urban labor markets, crime and incarceration, the war on drugs, educational inequities, and ineffective city governments reinforce each other to produce profound disadvantages for the urban poor—particularly African Americans—that **shape and constrain their individual choices and behavior**.
- These systemic disadvantages become **more deeply entrenched over time and across generations**, and are specific to **place (geography)**.
- **Low-income whites** experience structural poverty, while **low-income Blacks** experience both structural poverty and structural racism (intersectionality).
- **Individuals with privilege reinforce** structural racism to maximize self-interests within the constraints of institutions, rather than because they are “bad” or “racist.”



‘The American Dream’ is alive and well... just not in the United States.

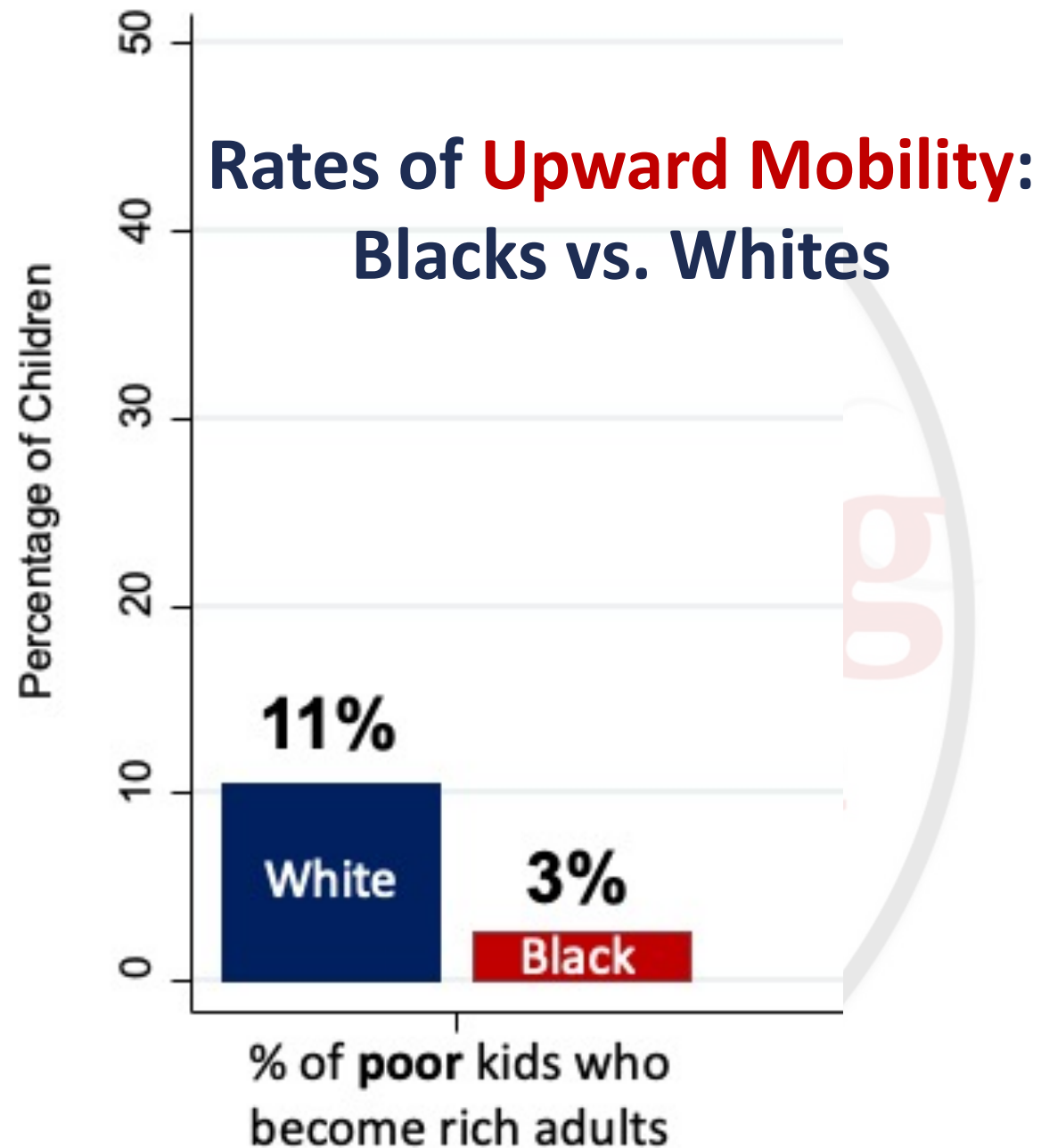


Black income mobility is even lower than white income mobility.

Upward Mobility:

Rate of kids with Parents in the poorest 20% (Q1)

who make it to the wealthiest 20% (Q5) as adults



2-Minute Brain Break:

- 1. 30 seconds to rest your brain**
- 2. 90 seconds for active processing in your notes:**
 - Summarize main ideas in your own words**
 - Identify important new ideas**
 - Note areas where you would like additional clarification**



Agenda

1. What is structural racism: the concept
2. How does structural racism differ from individual bias?
3. How structural racism works in practice:
 1. The racial wealth gap
 2. Concentrated neighborhood poverty
 3. Health: HIV transmission
 4. Employment
 5. Education K-12 education and college admissions
4. The role of individual bias and opportunity hoarding

THE ROLE OF INDIVIDUAL BIAS:

A video experiment found that White respondents who saw a neighborhood with only Black residents evaluated it significantly more negatively than similar Whites who saw exactly the same neighborhood but with White residents.

Race and Neighborhood Perceptions

For White participants, simply **seeing Black residents** in a neighborhood elicited **more negative evaluations of the neighborhood conditions** – even when all aspects except race were **comparable** between neighborhoods.



THE ROLE OF INDIVIDUAL BIAS:

Once federal school desegregation court orders were removed, school segregation started rising again.

Oklahoma CPS vs. Dowell (1991):

Schools are not required to take action against school segregation due to residential segregation or private actions.



The removal of federal court orders produced deep reversals in integration

Average level of U.S. segregation in the years before and after the lifting of desegregation court orders in 215 school districts, 1991-2009

Segregated

0.06

0.05

0.04

0.03

0.02

0.01

0

-0.01

Integrated

White-black divide

White-hispanic divide

Oklahoma CPS v. Dowell (1991)

Years since release from court oversight

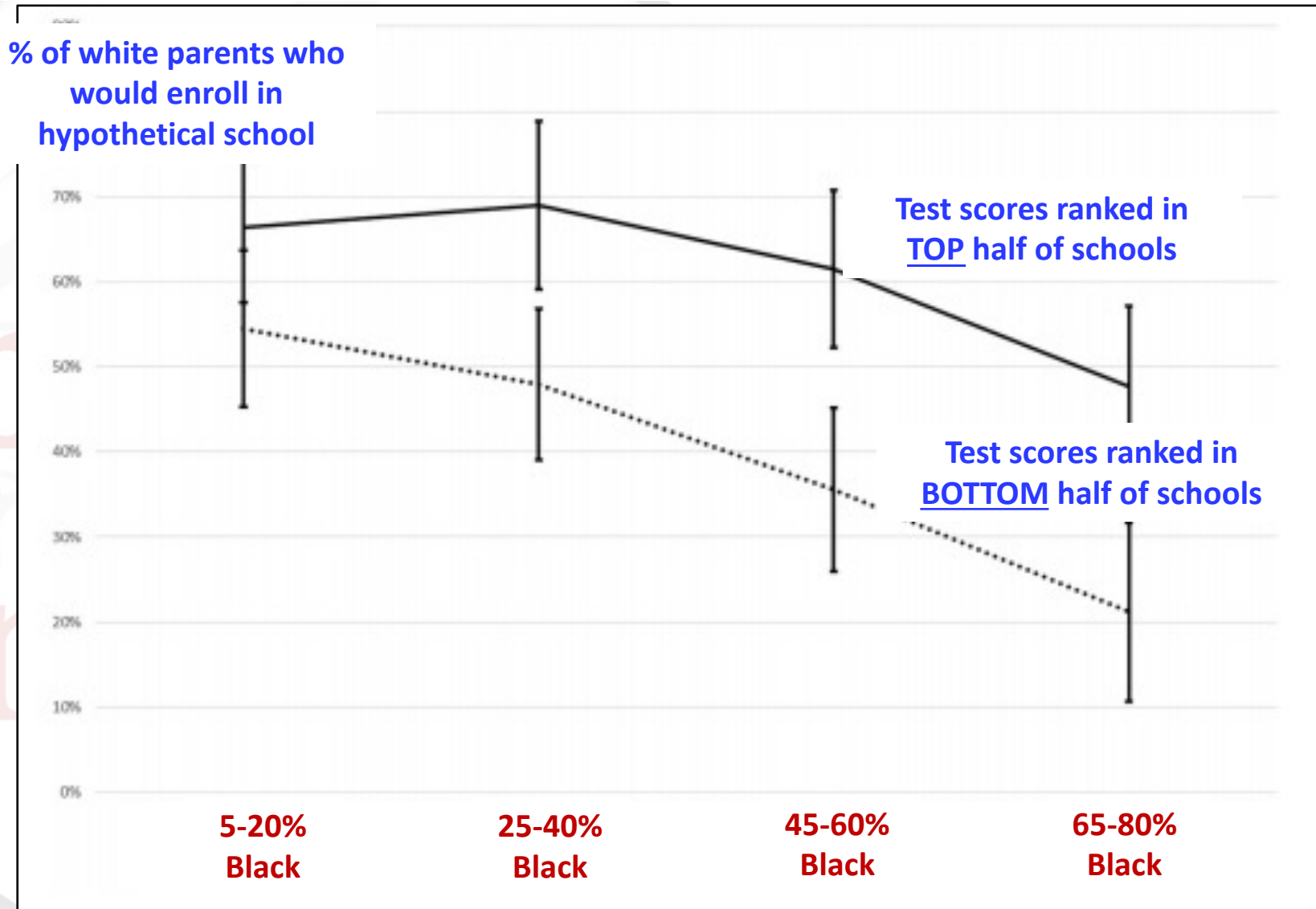
White parents who move to avoid integrated neighborhood public schools and place their children in mostly segregated suburban and private schools usually rationalize this decision to reproduce school segregation with non-racial justifications



Yet, studies show that white parent perceptions of what is a “good” school are strongly influenced by the share of Black students.

This study found that the likelihood that white parents will choose a hypothetical school for their children drops significantly as the proportion of black students in the student body increases... independent of the hypothetical school’s test score rank.

% of Respondents who would enroll in hypothetical school
By % of Black Students and Test Score Rank

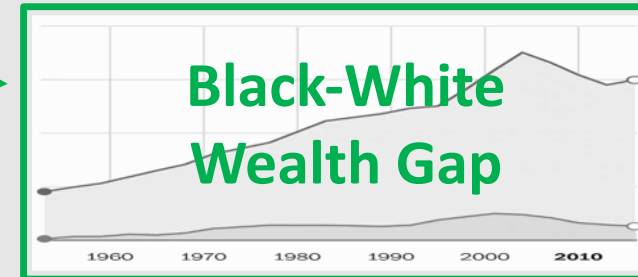
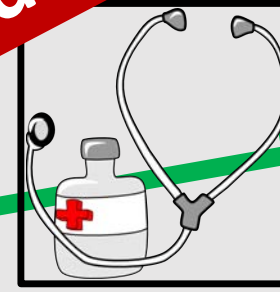


**OPPORTUNITY
HOARDING**
reinforces and
reproduces
structural racism

**HISTORICAL
Segregation**

**HISTORICAL
Wealth Gap**

**Individual
Opportunity
Hoarding**



Role of Opportunity Hoarding

“Opportunity Hoarding” (economist Richard Reeves)

- Economist Richard Reeves, author of Dream Hoarders, argues that the top 20 percent has created a stark divide with behaviors and policies that limit economic mobility for lower-income groups.
- "If you're in the upper middle class you get to buy a more expensive house than most people can afford. You then get a [home mortgage interest tax deduction]. You can then use local zoning ordinances to ensure that only people like you can live in your neighborhood.
- “And then you can organize your school admissions policies based on neighborhoods which means that even [your] public schools can be predominately affluent and high quality.
- Reeves says being a successful parent shouldn't mean rigging the playing field.
- “The question then is where's the line when good parenting become some form of hoarding or kind of cheating. How do we manage schools, how do we vote on a local zoning bill? Do we play the legacy card or the donation card?



Examples of Opportunity Hoarding

- Legacy admissions
- Preferential tax treatment of investment income
- Home mortgage interest tax deductions
- 529 college savings plans
- Exclusionary zoning
- Occupational licensing
- Restrictions on the immigration of white-collar professionals
- Granting internships through personal networks
- Private schools



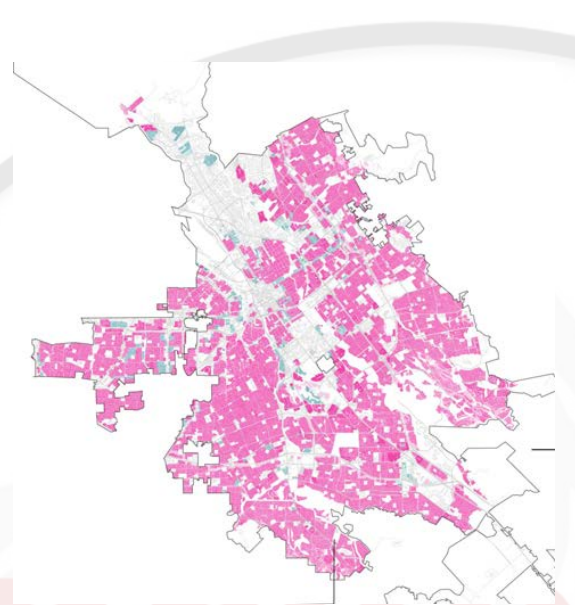
Examples of Opportunity Hoarding

- Legacy admissions
- Preferential tax treatment of investment income
- Home mortgage interest tax deduction
- 529 college savings plans
- Exclusion of capital gains
- Occupational licensing
- Restrictive covenants of white-collar professionals
- Granting of jobs through personal networks
- Private schools

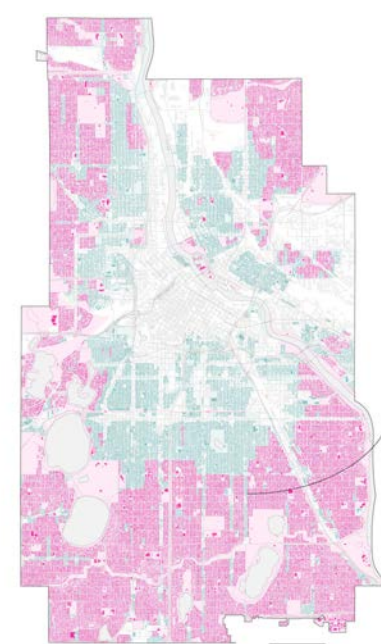
**We need to
“Minimize our Inequity
Footprint”**

OPPORTUNITY HOARDING:

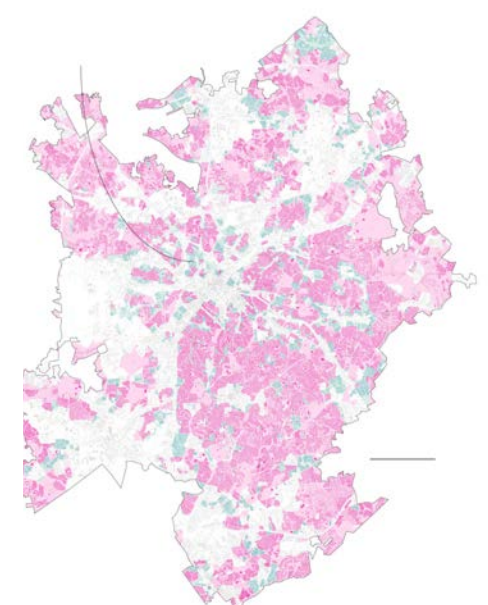
Growing exclusionary
zoning (“detached single
family zoning”)



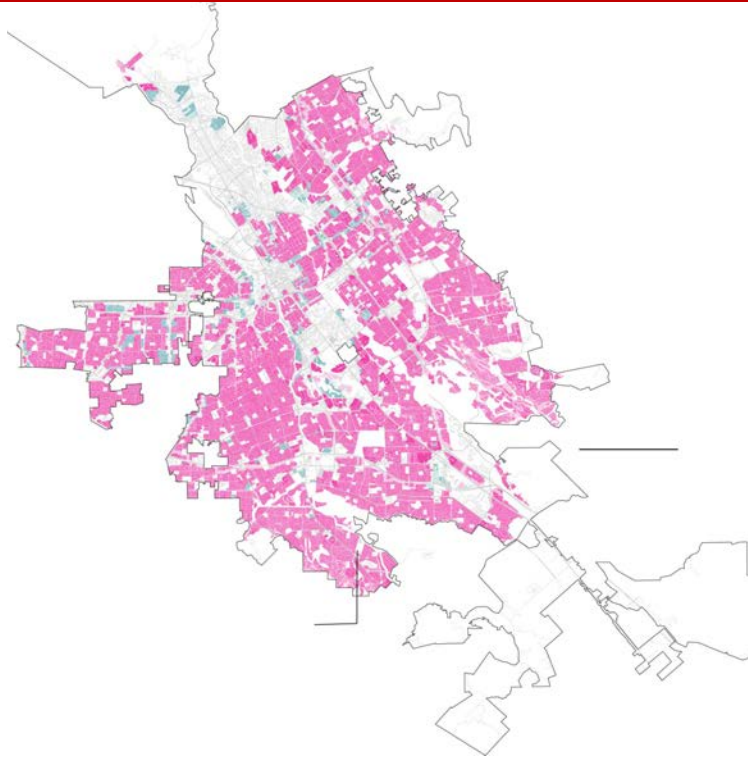
San Jose, CA



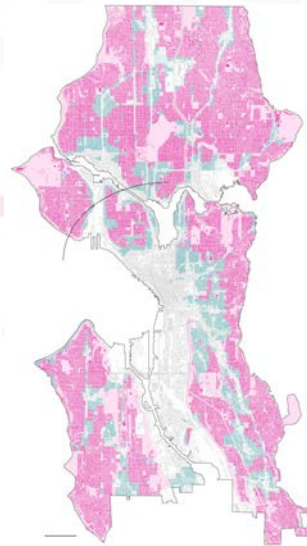
Minneapolis, MN



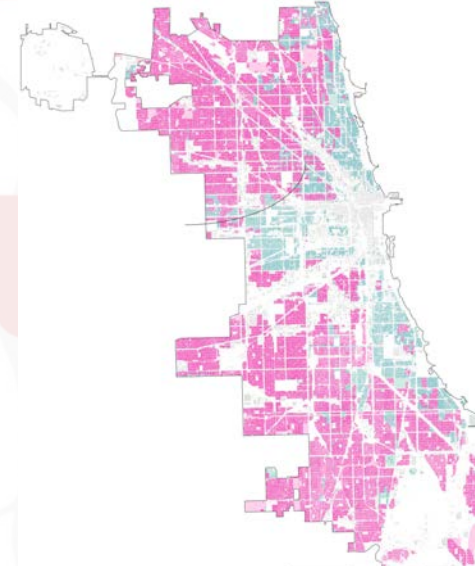
Charlotte, NC



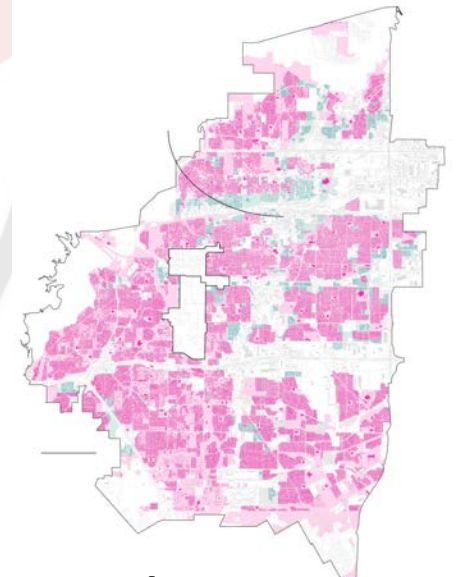
San Jose, Ca



Seattle, WA



Chicago, IL



Arlington, TX

How Structural Racism Works



OPPORTUNITY HOARDING:

The top 1%
(\$630K+) hoards
selective college
enrollment

Searchable
database



“Some Colleges Have More Students
From the Top 1 Percent Than the
Bottom 60. Find Yours”. *New York Times*,
TheUpshot, January 18, 2017

38 colleges had more students from the top 1
percent than the bottom 60 percent

STUDENTS FROM ...	THE TOP 1% (\$630K+)	BOTTOM 60% (<\$65K)
1. Washington University in St. Louis	21.7%	6.1%
2. Colorado College	24.2	10.5
3. Washington and Lee University	19.1	8.4
4. Colby College	20.4	11.1
5. Trinity College (Conn.)	26.2	14.3
6. Bucknell University	20.4	12.2
7. Colgate University	22.6	13.6
8. Kenyon College	19.8	12.2
9. Middlebury College	22.8	14.2
10. Tufts University	18.6	11.8
12. Georgetown University	20.8	13.5
13. Notre Dame	15.4	10.0
14. Vanderbilt University	22.8	14.9
16. Dartmouth College	20.7	14.4
20. Wake Forest University	21.7	17.0



“The Conundrum of Privilege” (sociologist Katherine Hagerman)

“Many [white] parents identified as specifically anti-racist, and were determined to teach their kids to work against bigotry and inequality”.

“Yet... all of these families in their own ways were participating in the reproduction of racial inequality. Children were sent to private school, or when they went to public school benefited from private tutors or enrichment classes”.

“The spectacle of well-intentioned people working, half unconsciously, to solidify and perpetuate their own power is not an encouraging one. When you have people who have a lot of wealth alongside this racial privilege, they're ultimately making decisions that benefit their own kids, and I don't know how you really interrupt that”.

--Hagerman, Katherine, *White Kids: Growing Up With Privilege In a Racially Divided America*, 2018.

Ending Thoughts

Uprooting
Inequity



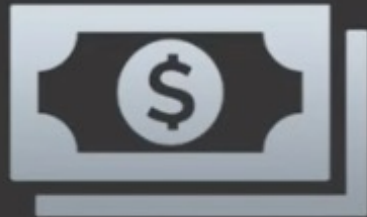
Structural
racism and
racial
inequity
harm us ALL

“Racial inequality cost the economy \$16 trillion over the last 20 years” --Citi, Nov 2020

THE LOST TRILLIONS

Racial inequality has cost the U.S. \$16T over 20 years

WAGE GAP



**\$2.7T OR
+0.2% GDP
GROWTH**

HOMEOWNERSHIP



**UP TO 770,000
HOMEOWNERS
OR \$218B IN
SALES**

HIGHER EDUCATION



**POTENTIAL
INCOME RISE
OF \$90-\$113B**

LENDING



**\$13T IN BUSINESS
REVENUE &
6.1M JOBS P.A.**

Source: CitiGroup

How Structural Racism Works



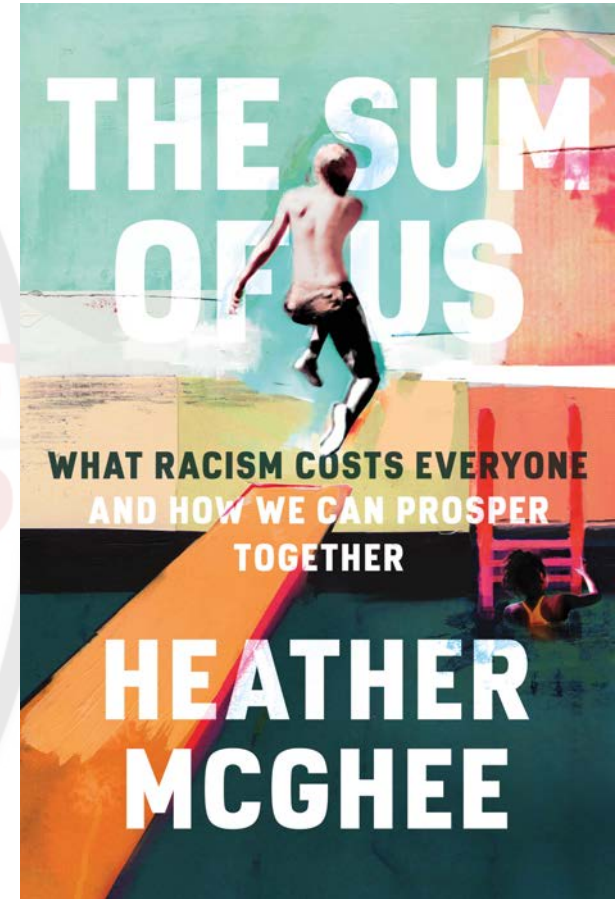
Source: Peterson, Dana M. and Catherine L. Mann, [Closing](#) the Racial Inequality Gaps. The Economic Cost of Black Inequality in the U.S. Citi Global Perspectives & Solutions (GPS) report, September 2020.

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Structural racism and racial inequity divide us ALL

“Since this country’s founding, **we have not allowed our diversity to be our superpower** and **the result is that the United States is not more than the sum of its disparate parts.** But it could be. **And if it were, all of us would prosper”.**

“In short, **we must emerge from this crisis in our republic with a new birth of freedom.** Rooted in the knowledge that we are so much more, when the “we” in “we the people” is not some of us, but all of us. We are greater than, and greater for, the sum of us.”



--Heather McGhee, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together* (2021)

Source: Heather McGhee, *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*, One World, New York. February 2021, p. 21-22.

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“The Pandemic is a Portal”

Arundhati Roy, April 2020

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

Arundhati Roy's latest novel is 'The Ministry of Utmost Happiness'

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2-Minute Brain Break:

- 1. 30 seconds to rest your brain**
- 2. 90 seconds for active processing in your notes:**
 - Summarize main ideas in your own words**
 - Identify important new ideas**
 - Note areas where you would like additional clarification**



End-of-Presentation Discussion

1. Share thoughts and take-aways in chat

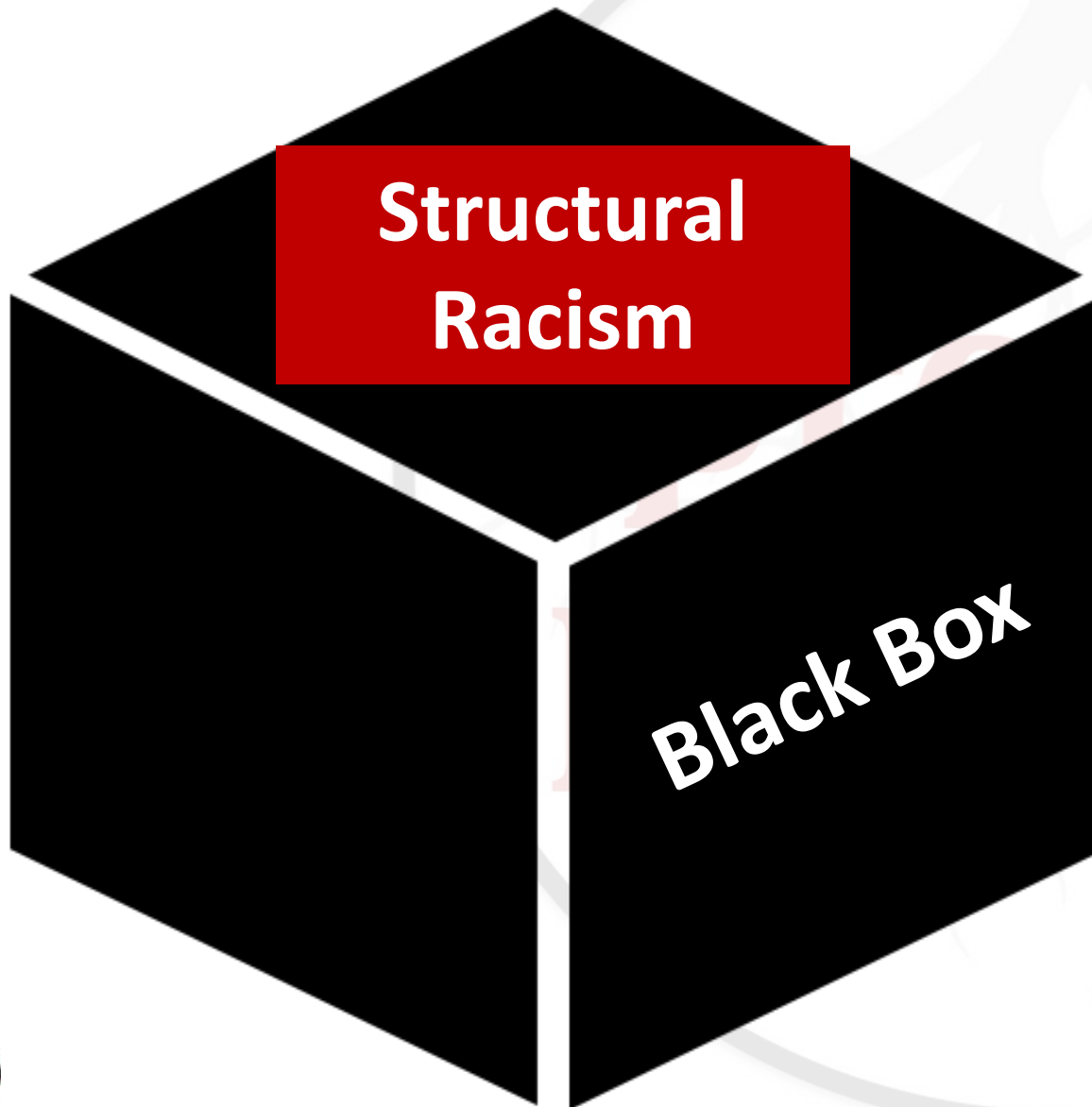
(We would like 100% participation!)

2. Verbal discussion

(Please limit comments to 1 minute)



We Can't Dismantle a Black Box



**Disparities in outcomes
that are
not fully explained
by socioeconomic,
cultural, or behavioral
differences**

How does structural racism manifest in:

1. The racial wealth gap
2. Concentrated neighborhood poverty
3. Health: HIV transmission
4. Employment
5. Education: K-12 schools, college admissions, and university retention

