



## Community Action Partnership 2017 Annual



Part Two: Understanding the Relationship Between Race and Poverty in the Time of Othering

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## Who do you call?



### Who do you call in an emergency?

Does it matter whether you are . . .

- ❖ White?
- ❖ Latinx?
- ❖ Female?
- ❖ Living life in the U.S. undocumented?




## "Othering," defined...



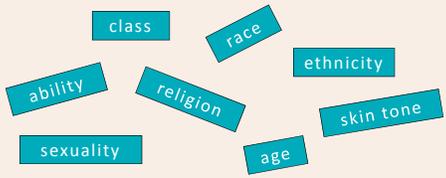
We define othering as a set of processes, structures, and dynamics that engender marginality and persistent inequality across any of the full range of human differences. Othering and marginality can occur on a group basis or at the individual level.



## Dimensions of othering.



Dimensions include but are not limited to, sex, religion, race, ethnicity, socioeconomic status, disability, sexual orientation, and skin tone.



## Othering, health, and well-being.



Othering and uncivil discourse can affect one's health. After 9/11, there was an increase in harassment and discrimination of Arab Americans. A study looking at Arab American women that gave birth 6 months prior to 9/11, and 6 months after 9/11, found that the women who gave birth 6 months after 9/11 were more likely to give birth to low-weight and premature infants.



Source: Here's how racism and uncivil discourse can affect your health, [Washington Post](#)

### Belonging, defined.



The term belonging reflects an objective position as well as the inter-subjective nature of group-based identities. In that respect, the process of othering and belonging are deeply relational and important in forming group identities and the self.



### We all need to belong.





Many studies show that belonging and group identity impacts performance. There is a direct correlation between students belonging and doubts about their ability to perform well in academic settings. This doubt creates an incentive to drop out of school, thus continually perpetuating the cycle of "othering" in the nation's collegiate system.

### Belonging, health, and well-being.



**Our social networks impact our health and well-being.**

- ❖ A person's social network is a key predictor in whether an individual will become a victim of a gun homicide, even more so than race, age, gender, poverty, or gang affiliation.
- ❖ Individuals who lack social networks tend to suffer higher rates of morbidity and mortality, as well as infection, depression and cognitive decline.
- ❖ Social disconnectedness is associated with worse physical health, regardless of whether it prompts feelings of loneliness or perceived lack of social support.



### All of our lives are made up of multiple networks.



Our lives are made up of many different **networks**. Social networks; business and professional networks; community networks; and **opportunity networks**.



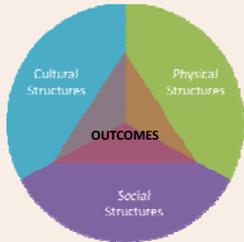

### What are the structures that affect our lives?




What are the structures that affect our lives?

How are these structures connected?

### Understanding structures as systems.

**We are all situated within structures but not evenly**

These structures interact in ways that produce a differential in outcomes

### Feedback Loops: Opportunity is Racialized

- Structures and policies are not neutral
- They unevenly distribute benefits and burdens to different groups differently
- Institutions can operate jointly to produce racialized outcomes

### Place and opportunity structures.

#### Neighborhoods & access to opportunity

- Five decades of research indicate that your environment has a profound impact on your access to opportunity and likelihood of success
- High poverty areas with poor employment, underperforming schools, distressed housing, and public health/safety risks depress life outcomes
  - A system of disadvantage
  - Many manifestations: urban, rural, suburban
- People of color are far more likely to live in opportunity-deprived neighborhoods and communities

### Multidimensional understanding of opportunity.

#### Structural Inequality

Example — bird in a cage:  
 -Examining one bar cannot explain why a bird cannot fly. But multiple bars, arranged in specific ways, reinforce each other and trap the bird.

### Spatial, racial, and opportunity segregation impact a number of life opportunities.

- Health
- School segregation
- Educational achievement
- Exposure to crime; arrest
- Transportation limitations and other inequitable public services
- Job segregation
- Racial stigma and other psychological issues
- Community power and individual assets

### The Impact of Concentrated Foreclosures in a Neighborhood

- Foreclosures pull wealth/equity and assets out of the neighborhood
- Widespread displacement of renters, homeowners which rips the neighborhood's social fabric and creates instability for school age children
- The growth of vacant property encourages crime, disinvestment and public safety risks
- Challenges which eventually ensnare all residents (even those who were never foreclosed upon)

### Living in Low-Opportunity

- Reduces IQ points of students by 4 points, equivalent to one year of school (Sampson 2007)
- Generates unhealthy levels of stress hormones in children, which impairs their neural development

### Living in Low-Opportunity



- Correlates with children having levels of lead in their blood **9 times above the average**; high levels of lead linked to ADD and **irreversible** loss of **cognitive functioning**
- Links to higher levels of **violent offending** among juveniles
- Is highly correlated with **childhood aggression** and **social maladjustment**

### A Tale of High and Low Opportunity Structures

Low Opportunity	High Opportunity
<ul style="list-style-type: none"> <li>• Less than 25% of students in Detroit finish high school</li> <li>• More than 60% of the men will spend time in jail</li> <li>• There may soon be no bus service in some areas</li> <li>• It is difficult to attract jobs or private capital</li> <li>• Not safe; very few parks</li> <li>• Difficult to get fresh food</li> </ul>	<ul style="list-style-type: none"> <li>• The year my step daughter finished high school, 100% of the students graduated and 100% went to college</li> <li>• Most will not even drive by a jail</li> <li>• Free bus service</li> <li>• Relatively easy to attract capital</li> <li>• Very safe; great parks</li> <li>• Easy to get fresh food</li> </ul>

### Remedying Opportunity Isolation

- Adopt strategies that open up access to levers of opportunity for marginalized individuals, families, and communities
  - Bring opportunities to opportunity-deprived areas
  - Connect people to existing opportunities throughout the metropolitan region
  - Targeted Universalism



### Moving towards structural inclusion.

We need to change the way our structures are built, operated, and reinforced. Specifically, we need to create structures and policies that bridge instead of break.

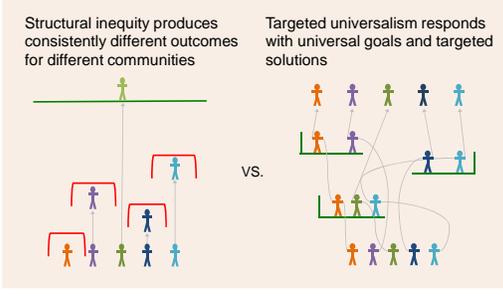


Audience assignment: Think of a policy that is either bridging or breaking. What makes this policy bridging or breaking? If the policy is breaking, how can it be turned into a bridging one?

### Targeted Universalism, Equity 2.0

Structural inequity produces consistently different outcomes for different communities

Targeted universalism responds with universal goals and targeted solutions



The diagram shows two scenarios. On the left, 'Structural inequity' shows a single horizontal line at the top representing a universal goal. Below it, several groups of people (represented by colored stick figures) are at different heights, with red brackets indicating that they are all below the goal line. On the right, 'Targeted universalism' shows the same groups of people at different heights. In this scenario, the goal line is not a single horizontal line but is instead a series of horizontal segments at different heights, each specifically tailored to reach the top of a particular group. This illustrates how targeted solutions can achieve a universal goal for everyone.

<http://haasinstitute.berkeley.edu/targeteduniversalism>

### Why targeted universalism?





- ❖ Universal programs alone are not truly universal.
- ❖ Often based on a non-universal standard.
- ❖ Example: social security. Able-bodied white males working outside the home full-time for pay.

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- ❖ Targeted programs alone are not desirable because they appear to show favoritism toward a certain group, thus stigmatizing them

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- ❖ Targeted universalism recognizes racial disparities, while acknowledging their presence within a larger inequitable, institutional framework. Set a benchmark for all.

### Targeted Universalism, continued.



- ❖ **An intervention strategy.**
  - ❖ Repairs social cleavages not just distribution.
- ❖ **A communications strategy.**
  - ❖ Employs strategic communications regarding universal goals and targeted approaches to inform the allocation of resources and policy approaches.



### Targeted universalism in practice.



This strategic framework...

- ❖ Starts with identifying the universal goals for all, yet the current position of whites should not be normalized in the system whereby becoming the universal goal for all.
- ❖ Set a universal bench mark/goal not dependent on the dominant group. As we move all to universal goal, disparities also addressed. This is not simple distributive. Should support the identification of specific obstacles in particular geographies that limit certain populations from reaching those goals.
- ❖ Should identify particular barriers and enhancement for target group.
- ❖ Situate targeted group as canary in mine if possible.

### Problem Identification.



Level of Analysis	Problem	Possible Intervention
Individual Fix the individual	Individuals sign loan documents that they don't understand	Borrower education
Institutional Fix the institution	A particular bank won't make loans in historically red-lined neighborhoods	Organize a local, regional or state action, file a lawsuit, etc. to force that particular bank to change its lending practices
Structural Fix the system	All of the major leaders in the area have stopped giving loans or will only give sub-prime loans in historically red-lined neighborhoods	Collaborate with national alliances working to increase and enforce fair lending practices, community reinvestment act, etc. through community organizing and advocacy at the state and national level
Global Fix the global system	Loans are no longer held by local or even national banks, but are owned by foreign governments	Work with national and transnational organizations to increase regulation of multinational corporations, and reduce regulation of transnational population migration

### Targeted Universalism Example 1: Department of Parks & Recreation in Austin, TX



The city of Austin, Texas, Department of Parks and Recreation developed a TU plan designed to improve recreational services and delivery by the department.

- They set as a universal goal that every resident should live within ¼ to ½ mile of a city park.
- An assessment revealed severe gaps for particular communities.

### Targeted Universalism Example 1: Department of Parks & Recreation in Austin, TX cont.



- The city issued a bond in 2006 to raise money to develop and construct new parks to connect less proximate residents to parks.
- The funds were also used to purchase land for new park development.

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**The city acquired over 800 acres of land and developed 20 new parks. The disproportionate beneficiaries were low-income neighborhoods of color, yet the entire city improved as a result.**

**Targeted Universalism Example 2:  
Swimming proficiency in  
Seattle, Washington**



The city of Seattle, Washington, in coordination with the state, designed a program to improve swimming proficiency for safety and health reasons.

- Concerns about drowning as well as physical health due to lack of swimming skills among area youth prompted an investigation into how they may achieve the universal goal of ensuring that all youth have access to publicly-funded swimming facilities.

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**Swimming proficiency in  
Seattle, Washington cont.**



This universal goal was impeded by cultural barriers for some youth, whose modesty and religion did not permit inter-sex swimming.

- The city felt that it could not provide segregated swimming for fear of violating gender discrimination laws.

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**In collaboration with hospitals and community groups, the YMCA began offering a single-gender alternative time for lessons to meet this underserved need.**

**What is "race?"**





<https://www.youtube.com/watch?v=bOYzr3mupbk>



**Framing the conversation on race**



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**Bridging conversation practice**



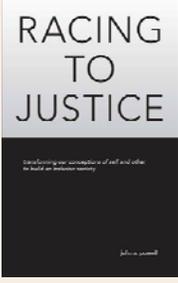
- Shared suffering
- Empathy space
- Bridging practices

Closing thoughts & remarks 



**Q&A**  
QUESTIONS & ANSWERS SESSION

Read *Racing to Justice* today! 



For more information, visit:  
<http://www.iupress.indiana.edu/catalog/806639>



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