

Beyond diversity, culture, & inclusion

Alternative frameworks for understanding and addressing systemic inequities

VIDHYA SHANKER
THURSDAY, MARCH 23, 2017

Session objectives

In this session, we will:

- Reconsider disparities, disproportionalities, and difference
- Explore three frameworks for understanding and addressing systemic inequities:
 - Reskin's Mechanisms-based Model of ascriptive inequality
 - Young's Five Faces of Oppression
 - Smith's Hetero-patriarchy & Three Pillars of White Supremacy
- Practice analyzing evaluation discourse through the above frameworks

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Agenda

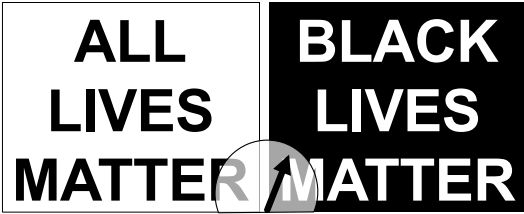
- 12:15- 12:35 — Introductions & activity
- 12:35- 1:05 — Disparities & Disproportionalities mini-lecture
- 1:05- 1:30 — Difference mini-lecture & intro activity follow-up
- 1:30- 1:40 — Break
- 1:40- 1:55 — Mechanisms Based Model mini-lecture
- 1:55- 2:25 — 5 Faces of Oppression mini-lecture & activity
- 2:25- 2:35 — Hetero-patriarchy & 3 Pillars of White Supremacy mini-lecture
- 2:35- 2:50 — Discourse activity
- 2:50- 3:00 — Debrief/ reflection

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Self-care check



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Introductions

Individually, write down

- one word to describe what you're feeling right now
- a corresponding "need" word

In small groups at your tables, share:

- your name
- your primary roles/ affiliations
- your "need" word alone

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Activity: Introductions

In small groups at your tables, group the index cards into 3 piles:

- needs that the individual can meet him/ herself
- needs that require others beyond the individual to be met
- needs that require others beyond your table to be met

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Activity: Introductions, continued

As a large group:

- Listen as one person from each table shares with the rest of the room the needs that can only be met outside their table
- Which of these needs can we make sure are met this afternoon?
- Can we agree to do so now?

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Disparities: What year is it?

RODNEY KING, 1991



MICHAEL BROWN, 2014



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Disparities: What has changed?

1980s

- 1984 median net worth for Black households (in 2012 dollars) = \$7,150
- 1984 median net worth for White households (in 2012 dollars) = \$82,374
- 1984 White-to-Black ratio of median household wealth = 12:1

2000s

- 2009 median net worth for Black households (in 2012 dollars) = \$5,245
- 2009 median net worth for White households (in 2012 dollars) = \$98,484
- 2009 White-to-Black ratio of median household wealth = 19:1 (Pew Research Center, 2013)

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Disparities: What wealth reveals

Significance of

- Time
- Relationships
- Structural mechanisms

An analysis of private wealth “reveals deep patterns of racial imbalance not visible...through the lens of income...” (Oliver & Shapiro, 2006, p. 2).

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Individuals vs. Structures

- Racialized state policy
- Economic detours
- Sedimentation of racial inequality

“...the distinctive relationship between whites and blacks has been woven into the fabric of state actions. The modern welfare state has racialized citizenship, social organization, and economic status....” (Oliver & Shapiro, 2001, p. 238)

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Questions/ Comments?

ABOUT RACIAL DISPARITIES AND ANYTHING PRIOR

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Racial Stratification & the Nonprofit Industry

- Disproportionalities in participants
- Disproportionalities in leadership & governance
- Disproportionalities in funding

"What is often not acknowledged is that the same social system that fosters the accumulation of private wealth for many whites denies it to blacks, thus forging an intimate connection between white wealth accumulation and black poverty. Just as blacks have had 'cumulative disadvantages,' many whites have had 'cumulative advantages'"(Oliver & Shapiro, 1997, p. 5)

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Individuals & Structures

"Foundation leaders are people who hold considerable power and reap significant benefits from the system as it currently is. They are thus more vulnerable to 'overlooking the circumstances of economic injustice that made their philanthropy necessary' (attributed to Rev. Dr. Martin Luther King, Jr.) and, indeed, that made it possible." (Greene, Millett & Hopson, 2004, p. 106)

"For many programs, social science knowledge and theory would suggest that the goals are not well reasoned, that the problem diagnosis, the selection of the point of intervention, and the type of intervention are inappropriate, and that chances of success are slight. But when a social scientist agrees to evaluate a program, he (sic) gives an aura of legitimacy to the enterprise."(Weiss, 1973, p. 41)

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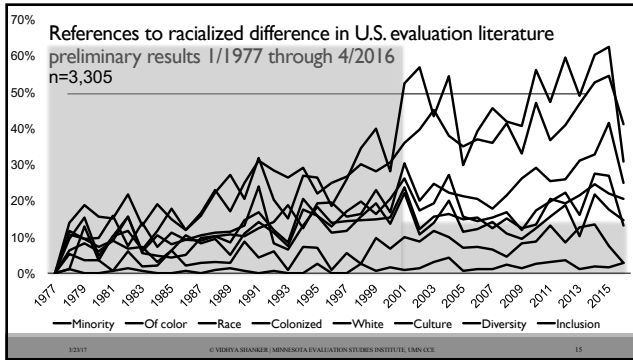
Racialized difference in evaluation

- How is it addressed in the U.S. academic literature and by the professional association (American Evaluation Association/ AEA)?
- When?
- By whom?

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Constructions of difference

PREVAILING NOTIONS	CRITICAL NOTIONS
<ul style="list-style-type: none"> • essential, • pre-ordinate, • attached to individuals, • and lateral 	<ul style="list-style-type: none"> • produced • over time, • through relationships • that are stratified and dialectical

The incongruence that evaluators observe is not the issue but a symptom of the issue

Questions/ Comments?

ABOUT DISPROPORTIONALITIES, DIFFERENCE, AND ANYTHING PRIOR

Activity: Large group

- Which needs did we think individuals could meet on their own?
- Which required others' involvement?
- Which required more than the table's involvement?
- What institutional conditions made it possible for us to meet those needs?
- What structural conditions made those institutional conditions possible?
- Which needs still require involvement beyond this room to be met?

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Break

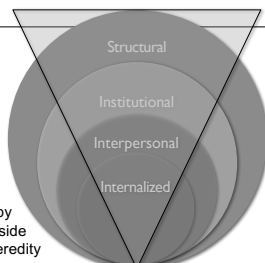
PLEASE ATTEND TO YOUR NEEDS FOR 10 MINUTES (UNTIL 1:40PM)!

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Mechanisms-based model of ascriptive inequality



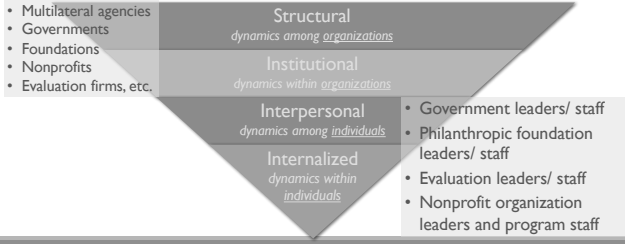
Ascriptive = inequality across groups defined by some characteristic outside their control, such as heredity

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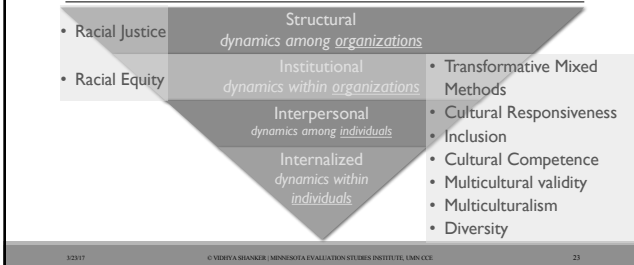
Mechanisms-based model: Relationships



Mechanisms-based model: Relationships, continued



Mechanisms-based model: Relationships, continued



Questions/ Comments?

ABOUT THE MECHANISMS-BASED MODEL AND ANYTHING PRIOR

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Five faces of oppression: Stratification

- Cultural Imperialism
- Powerlessness (lack of authority)
- Exploitation
- Marginalization
- Violence

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Cultural dominance

involves the universalization of the dominant group's experience and culture, and its establishment as the norm. The cultural perspectives of other groups are simultaneously invisible, seen only in contrast to the dominant group (as falling short of it), and stereotyped.

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Exploitation

the steady process in which the results of the labor and energy expenditure of one social group is transferred to benefit another, continuously reproducing the relationship of domination between them

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Marginalization

exclusion from the formal economy

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Powerlessness (lack of authority)

the lack of formal authority. The powerless have little opportunity to develop and exercise skills; have little to no work autonomy; and exercise little creativity or judgment in their work.

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Violence

is less about specific acts of violence themselves than about the threat of potential violence that often serves to keep members of particular groups subordinate

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Questions/ Comments?

ABOUT THE 5 FACES OF OPPRESSION AND ANYTHING PRIOR

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Activity: Small group discussion & report back

*“[A]n emphasis on the micro-level of intervention can obscure, and indeed sustain, broader macro-level inequalities and injustice.”
(Cooke & Kothari, 2001)*

- At your tables, please try to identify at least one example of each face of oppression among you that you see manifesting in your work or that you believe you are successfully thwarting because of specific mechanisms you've put in place.
- Be prepared to have one person report back to the large group.

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Three pillars of white supremacy: Time

- Indigeneity as disappearance
- Blackness as property
- Orientalness as perpetually foreign threat

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Depoliticizing and repoliticizing culture



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Questions/ Comments?

ABOUT THE 3 PILLARS OF WHITE SUPREMACY AND ANYTHING PRIOR

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Significance of discourse

- Systemic racialization involves interaction among the structural, institutional, interpersonal, and internalized levels (i.e. macro and micro levels)
- Discourse is an interface between the macro and micro levels (van Dijk, 1992)
- Discourse analysis makes explicit the ways that inequality is enacted, expressed, legitimated, or challenged in or by discourse (Van Dijk, 1992)

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Significance of evaluation as discourse

- Evaluation influences the most crucial policies and practices that affect the lives of racialized “others”
- It does so through speech and writing, the multiple forms of which constitute discursive practice.
- Discourse is the vehicle for implicit association—the way that “race”—specifically racial differentiation or racialization—is “learned” or internalized and reproduced by all of us (van Dijk, 2002)

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Activity: Discourse analysis of evaluation text #1

“Lee (1997) offers an example of how cultural differences lead to value contrasts. She identifies the contrast between a set of parallel values drawn from Eastern (predominantly agricultural) and Western (predominantly industrial) values (Table 1.1).”

(Refer to handout for Table 1.1)

SenGupta, S., Hopson, R., and Thompson-Robinson, M. (2004). Cultural competence in evaluation: An overview. *New Directions for Evaluation*, 102, 5-19.

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Activity: Discourse analysis of evaluation text #2

"As the United States has grown increasingly diverse in race and ethnicity, and as educational and social programs often serve people from minority or disadvantaged groups, evaluators have begun to realize that we need to know more about the context and culture of the clients served by the programs we are evaluating. In the 1940s and 1950s, two African American educational evaluators, Aaron Brown and Leander Boykin, made others aware of the special needs and history of African Americans and argued that evaluators should seek their perspectives in conducting evaluations (Hood, 2001)."

Fitzpatrick, J. L. (2012). An introduction to context and its role in evaluation practice. *New Directions for Evaluation*, 135, 7-24.

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Activity: Discourse analysis of evaluation text #3

"Evaluation begins with the presumption that some social conditions are preferable to others. Less homelessness is better than more. Higher levels of reading comprehension are preferred to lower levels. Work is preferable to welfare."

Henry, G.T. and Julnes, G. (1998). Values and Realist Evaluation. *New Directions for Evaluation*, 78, 53-71.

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Large group debrief & reflection

"If you regard things as existent by virtue of their intrinsic reality, you thereby regard them as bereft of causes and conditions. And thereby you are condemning effects, causes, agents, actions, activities, originations, cessations, and even fruitional goals... Nothing whatsoever is found which is not relativistically originated..."

(Nagarjuna, Mūlamadhyamakakārikā, XXIV, 16-19)

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One last thing...

- Please find your index card from earlier and note whether the need you identified at the beginning of the session was met with:
 - yes
 - more or less
 - no

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Main References

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- Reskin, B. F. (2003). Including mechanisms in our models of ascriptive inequality. *American Sociological Review*, 68, 1-21.
- Smith, A. (2016). Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing. In Incite! Women of Color Against Violence (Eds). *Color of Violence: The INCITE! Anthology* (pp. 66-73). Durham: Duke University Press.
- Young, I. M. (2011). *Justice and the Politics of Difference*. Princeton: Princeton University Press.

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Thank you! shan0133@umn.edu 612-723-3494



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