

Notes for Fact or Fiction Slides:

The following provides the Fact or Fiction data slides from Mary-Frances Winters' presentation, *Seize the Courage to Talk about Race*, NW Diversity Learning Series (Seattle), October 30, 2017 session. Also provided is an expanded selection of explanations and sources for the data slides.

INSTRUCTIONS:

If you present the Fact or Fiction slides to your colleagues (*see permission to do so below), be aware that this information may initiate conversations about race and racial inequity. Remember Mary-Frances' recommendations about preparing and being ready to have conversations about race. Consider presenting the model, Engaging in Bold Inclusive Conversations About Race (slide #49) as well as the slides that follow that explain the various components of the model BEFORE you present the Fact and Fiction slides. In other words, prepare your listeners to be effective in having conversations about race and racial inequity.

We also recommend that you emphasize the ground rules when having these conversations and invite people to accept and/or contribute to the ground rules. See Slide #5 for the ground rules Mary-Frances suggested.

Slide #17:

Race is defined as a group of people who share common culture (language, heritage, religion, geographic region).

FICTION. This is the definition of the term, ethnicity.

Slide #18:

As recently as 2014, the unemployment rate for African American men in Seattle matched the unemployment rate across the country during the Great Depression.

FACT. The unemployment rate during the Great Depression (late 1929 through 1940) peaked at almost 25% in 1933. According to the U.S. Census Bureau's [American Community Survey](#), data on the jobless rate of non-institutionalized men, 20 to 34 years old, averaged over the period, 2010-2014, for 34 major US cities, the unemployment rate of black men in Seattle averaged 23.5% over this period of time. For just one year, 2013, one of the highest years of unemployment during the Great Recession, the Census Bureau estimated White men and women overall had a 6.1% unemployment rate in Seattle, while Black men and women overall had a 13.8 unemployment rate, more than double that of Whites.

Additionally, African Americans without a conviction record have a harder time getting hired than a white person with a conviction record.

Sources:

From the report, "Racial Equity in Seattle: Race and Social Justice Initiative Three-Year Plan 2012 – 2014":

<https://www.seattle.gov/Documents/Departments/RSJI/RacialEquityinSeattleReport2012-14.pdf>

Data and sources compiled by Mary-Frances Winters, The Winters Group, Inc., and by the Institute for Sustainable Diversity & Inclusion, 2017. *Permission to use this data is granted to Sponsors, Subscribers and Attendees of the NW Diversity Learning Series, October 30, 2017.

From the American Community survey, U.S. Census Bureau
<https://www.census.gov/programs-surveys/acs/>

For the effects of the Great Recession on Black Americans, see, “Race and Opportunity,” by Robert Cherry. National Affairs, Fall 2017.
<https://www.nationalaffairs.com/publications/issues/number-33-fall-2017>

For a broader picture of male participation in the workforce, see, “Putting Men Back to Work,” by E. Lehrer and C. Moyer, National Affairs, Fall 2017.
<https://www.nationalaffairs.com/publications/detail/putting-men-back-to-work>

Slide #19:

By age 16, Black children are perceived as being “less innocent” than other children who are the same age, but of a different race.

FICTION. It’s actually age 10 for boys, and for girls, as early as age 5.

“The social category ‘children’ defines a group of individuals who are perceived to be distinct, with essential characteristics including innocence and the need for protection (Haslam, Rothschild, & Ernst, 2000). The present research examined whether Black boys are given the protections of childhood equally to their peers. We tested 3 hypotheses: (a) that Black boys are seen as less “childlike” than their White peers, (b) that the characteristics associated with childhood will be applied less when thinking specifically about Black boys relative to White boys, and (c) that these trends would be exacerbated in contexts where Black males are dehumanized by associating them (implicitly) with apes (Goff, Eberhardt, Williams, & Jackson, 2008) . . . We find converging evidence that Black boys are seen as older and less innocent and that they prompt a less essential conception of childhood than do their White same-age peers. Further, our findings demonstrate that the Black/ape association predicted actual racial disparities in police violence toward children . . .”

Sources:

From a study called, “The Essence of Innocence: Consequences of Dehumanizing Black Children” (2014): <http://www.apa.org/pubs/journals/releases/psp-a0035663.pdf>

Another study, the first to focus on “adultification” of black girls, showed “significant bias toward girls starting at age 5, younger than in previous research on black boys.”

The report, “**Girlhood Interrupted: The Erasure of Black Girls’ Childhood**,” is the “first of its kind to focus on girls, and builds on previous research on adult perceptions of black boys. That includes a 2014 study led by Phillip Goff that found that, beginning at age 10, black boys are more likely to be viewed as older and guilty of suspected crimes than white peers . . . ‘What we found is that adults see black girls as less innocent and less in need of protection as white girls of the same age,’ said Rebecca Epstein, lead author of the report and executive director of the [Center on Poverty and Inequality at the Georgetown University Law Center](#).”

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Slide #20:

Only about half of Native American, Latino and African American students graduate on time in Seattle Public Schools.

FACT. Seattle has one of the highest percentages of college-educated residents in the United States. At the same time, about half of Samoan American, Latino, African American and Native American seniors graduate on time in Seattle Public Schools. Third grade reading levels are a critical determinant of how well students will do as they progress through high school. In the 2010-2011 school year, 43% of African American and half of Native American third graders did not meet the standard for reading.

Sources:

From the report, “Racial Equity in Seattle: Race and Social Justice Initiative Three-Year Plan 2012 – 2014” :

<https://www.seattle.gov/Documents/Departments/RSJI/RacialEquityinSeattleReport2012-14.pdf>

Slide #21:

50% of Fortune 500 companies do not have a Hispanic on their board.

Fiction. 70% of Fortune 500 companies do not have a Hispanic on their board.

Source: The Hispanic Association on Corporate Responsibility’s 2013 Corporate Governance Study:

http://www.hacr.org/research_institute/2013_HACR_CGS.pdf

Slide #22:

Individual behaviors, like attending college or owning a home, are the most viable solutions to ending racial inequities.

FICTION. “Racial inequality in wealth is rooted in historic discrimination and perpetuated by policy: our analyses show that individual behavior is not the driving force behind racial wealth disparities. Typical black and Latino households that attend college and live in two-parent households still have much less wealth than similarly situated white households. Black and Latino households that include a full-time worker have much less wealth than white households with a full-time worker, and only slightly more wealth at the median than white households where the only person employed works part time. Differences in spending habits also fail to explain wealth disparities between black and white households.”

“Building a more equitable society will require a shift in focus away from individual behavior towards addressing structural and institutional racism.”

Sources:

From, The Asset Value of Whiteness: Understanding the Racial Wealth Gap, February 6, 2017:

<http://www.demos.org/publication/asset-value-whiteness-understanding-racial-wealth-gap>

October 30, 2017 – NW Diversity Learning Series
Session 6: Seize the Courage to Talk About Race
Presenter: Mary-Frances Winters

“80% Of Private Wealth In The United States Was Inherited. The overall wealth gap in the U.S. has widened significantly in the past 30 years, with the richest 1% now owning 41.8% of the wealth while the poorest 90% hold only 22.8%. There is even further division when race is taken into account. *For every dollar owned by the average White family in the US the average family of color has less than a dime.* In 2013, White households had \$141,900 median wealth, while Black families had just \$11,000 median wealth and Latino households had \$13,700 median wealth. The *average* wealth figures by race would be even *more* skewed as they would include the vast millions and billions owned mostly by the wealthiest households.”

From State of the Dream 2017: Mourning in America, a report from United For a Fair Economy:
https://d3n8a8pro7vbm.cloudfront.net/ufo/pages/2859/attachments/original/1485203533/2027_SOD_Final_for_web.pdf?1485203533

THANK YOU Mary Frances for sharing your slide presentation and notes for the participants’ use.*

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