

# Session 1 Content Audio Transcript (FINAL)

## Video 5: Race Class Interactions

As we begin our discussion on race class interactions, let's think about two questions:

1. How do inequities of social ecology influence disadvantaged and advantaged outcomes, and
2. How is race and class relative?

Our look into race/class interactions, incorporates the contents of two readings:

*We've already looked at chapter 1, The Social Ecology of Human Development* now we are turning our focus on Chapter 10, *Ecology of Inequality* where researcher Massey & Brodman discuss and illustrate many contributing factors they found that influence racial and class inequality which have resulted in outcomes of advantage and disadvantage.

Let's talk about disadvantage and connect what we have learned about social ecology and human development with racial inequality, as we dig deeper into what has occurred since the Civil Rights Act.

According to Massey and Brodman:

*"to grow and develop into well-functioning adults and then survive and prosper as mature human beings, humans must gain access to adequate material, symbolic and emotional resources from the social environments they inhabit as they move through life."*

The Civil Rights Act of 1964 did little to assist minority growth and development in the fifty-year period. Two generational examples illustrate how very little has changed for the minority disadvantaged communities in Baltimore since the landmark Act.

Our first example is an excerpt from The Maryland Crime Investigating Commission Report on the Baltimore Civil Disturbance of April 1968, reposted in a recent Huffington Post article: *What's Happening In Baltimore Didn't Just Start With Freddie Gray*.

Secondly, a year before the death of Freddie Gray, Massey and Brodman's research found: that

*“residents of disadvantaged neighborhoods often must contend with disproportionate levels of deadly violence and substantially higher rates of incarceration. All of these factors contribute to identity formation.”*

As our discussion comes to a close, let's reflect on the following:

How do you think spheres of influence and resources have affected the experience of aging among disadvantaged residents in Sandtown-Winchester community?