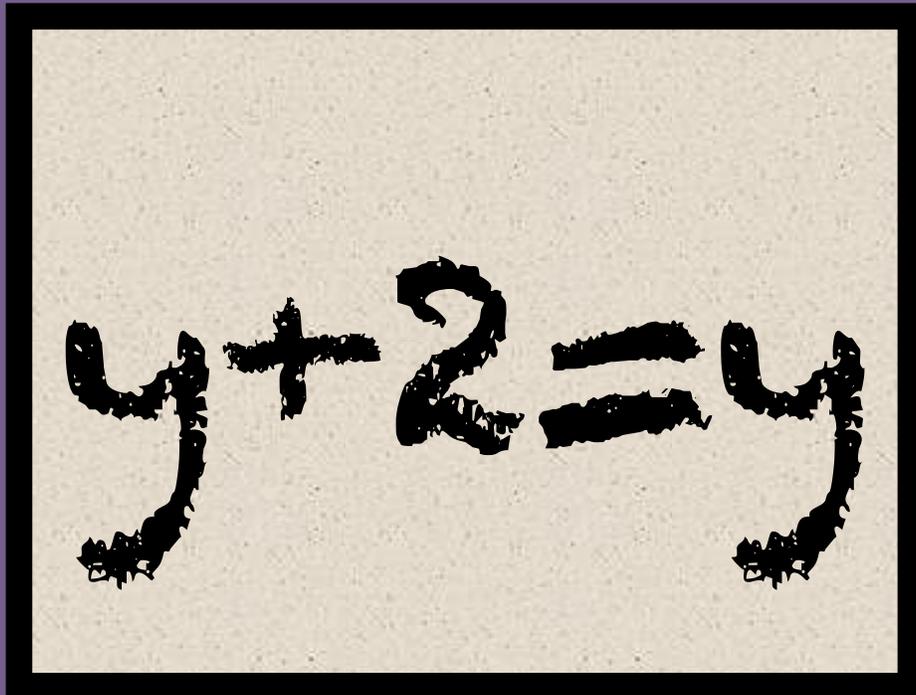


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DERIVATIVE VALUE

DECISION MAKING, STATISTICS
& SOCIAL JUSTICE



POST-CONVERSATION
TRANSCRIPT

COMMUNITY
CONVERSATIONS

AN OMA/CPGC COLLABORATION

Decision Making, Statistics & Social Justice

[re]ACT: Community Conversation Series

Sponsored by the Office of Multicultural Affairs (OMA) and Center for Peace and Global Citizenship (CPGC)

Friday, December 4, 2015

CPGC Cafe, Stokes 104

SESSION OVERVIEW

This topic addresses the possibilities of integrating human decision-making and statistical data to promote issues of social justice. Engagement in social justice issues can benefit greatly from creating and developing statistical methods, and their visualization, and advocating their use in understanding global (and local) trends in human welfare. How can we influence social policy by using statistics and knowledge about how people make decisions?

[re]CC COMMITTEE

- Stephanie Zukerman, *CPGC Program Coordinator*
- Tamar Hoffman '16, *CPGC Intern*
- Benjamin Hughes, *OMA Program Coordinator*
- Oluwatobi Alliyu '16, *OMA Intern*
- Clara Abbott '18, *OMA Intern*

COLLABORATIVE PARTNERS

- Paul Hemeren, *Visiting Professor of Psychology* FACILITATOR

SESSION NOTES

INTRODUCTION BY STEPHANIE ZUKERMAN:

- Today we will discuss critical thinking about social justice using statistics and knowledge about psychology of decision making.
- Paul Hemeren [our facilitator] is teaching a class this semester on interpreting and acting on information

PAUL HEMEREN'S OPENING:

- Starts with example about gun laws and health care
- Need combination of experience/purpose and the right statistics/information
- Shows Ted Talk- Hans Rosling
(https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en)
 - Moving circles graph of GDP information, infant mortality rates, life span, and other factors
 - Shows that developing countries develop human resources at faster rate/sooner than they get rich
 - The Means: money, education v. The Goal: culture, human rights, health
 - Ends with sword swallowing

DISCUSSION QUESTIONS:

- What are the implications of Hans's message?
- How can we influence social policy with statistics?
- How should we react from media messages?
- How do we evaluate access to education/information?

DISCUSSION POINTS:

- Access to information is threatening, ex. we have government CDC data on traffic deaths, but not gun deaths (because of NRA)
- Having info reach government officials and public very important
- Who is responsible for presenting information? (politicians, television, teachers, radio)
- Different levels of trust towards different sources of information
- Statistics and their framing is manipulated financially (by organizations like NRA)
- Trust and threat = emotions, manipulation comes from influence on emotion
- Appealing to one's cognition with facts v. appealing to one's emotions with facts,
- Statistics must be experience verified
- When people have an opinion, why does presenting information alienate them?
 - sense of self manifest in forms of opinion, shutting down a person's experience
 - personal story sometimes overwhelms less than statistics
 - validate someone's experience
 - exchange of views as a process
 - ask yourself what you are willing to give up in any negotiation
- Average person does not always trust statistics as they are presented by elitist academic institutions
- Finding issues that we can find common ground on
- Individual v. group opinions; people feel that if they give up a certain viewpoint they might lose membership from a certain group (ie their religion or political party)

DISCUSSION CONCLUSION(S):

1. We need to discuss and present statistics with knowledge about how people make decisions and interpret those statistics.