

**SWK 301B**  
**History and**  
**Analysis of Social Policy**

September 21, 2017

**Social Justice**  
**and Civil Rights**



# AGENDA

- Objectives for September 21
- Social Justice and Social Work
- Prejudice, Discrimination, and Oppression
- Human Rights: Equality vs. Equity
- Affirmative Action
- Individual vs. Communal Rights
- Bill of Rights
- Voting Amendments
- Civil Rights Act of 1964
- Americans' Histories
- Education
- Class Policy Evaluation (as time allows)
- Assignment #1 and Preparing for Tuesday, Sept. 26, 2017

# Today's Objectives:

**By the end of today's class, students will:**

- have a deeper understanding of social justice's embeddedness in social work
- apply critical thinking to identify differences in key concepts related to human rights
- have awareness of examples of significant legislation that provide greater rights
- evaluate policy for effectiveness (as time allows)



# Social Justice: A Social Work Value

- **Social justice is social work's second core value.**
- **In his review of the Code of Ethics, Reamer writes:**  
*"...social workers [have an] obligation to pursue social change with, as well as on behalf of, vulnerable and oppressed individuals and groups of people. That is, social workers should not always act for others; when possible, social workers should engage clients and others as partners in efforts to promote social justice and challenge social injustice."* (1998, p. 15)
- **What does this say about how we should practice social justice on a day-to-day basis?**
- **How do we promote "participatory processes"?**

Objective: have a deeper understanding of social justice's embeddedness in social work

# Social Justice: A Global Perspective

- **The International Federation of Social Workers discusses social justice in this way:**

*“The social work profession promotes social change, problem solving in human relationships, and the empowerment and liberation of people to enhance well-being ... Principles of human rights and social justice are fundamental to social work.”* (quoted in Homan, 2011, p. 82)

- **Do you think cultures or circumstances influence the definition of social justice in different contexts?**
- **Do culture and context impact the way social workers practice social justice?**

Objective: have a deeper understanding of social justice's embeddedness in social work

# Review: Definition of Social Justice

- ***The Social Work Dictionary* defines social justice as—**  
*“... an ideal condition in which all members of society have the same basic rights, protection, opportunities, obligations, and social benefits. Implicit in this concept is the notion that historical inequities should be acknowledged and remedied through specific measures. A key social work value, social justice entails advocacy to confront discrimination, oppression, and institutional inequities.”* (Barker, 2003, p. 405)
- **This definition of social justice includes and relates to some key concepts, which are important to understand.**

Objective: have a deeper understanding of social justice's embeddedness in social work

# Put your heads together and . . .

In groups of two or three and without using your text, the internet, etc. develop your own definitions of:

- Prejudice
- Discrimination
- Oppression

**Be ready to  
report back  
to the class.**



Objective: apply critical thinking to identify differences in key concepts related to human right

# Social Justice: Key Concepts

- **Prejudice:** *“a belief or attitude of dislike for a group based on myths and misconceptions. ... it is possible for people to be prejudiced in their thinking but not act in a socially unjust manner.”* (Segal, 2016, p. 144)
- **Discrimination:** *“the action of treating people differently based on their identity, because of prejudice.”* (Segal, 2016, p. 144)
- **Oppression:** *“widespread and systematic discrimination.”* (Segal, 2016, p. 144)
- **While all of us can be prejudiced or biased, a person also must have power to discriminate against and/or oppress another person or group of people. Power is the key and differentiating dynamic in racism, ethnicism, heterosexism, ageism, sexism, ableism, etc.**

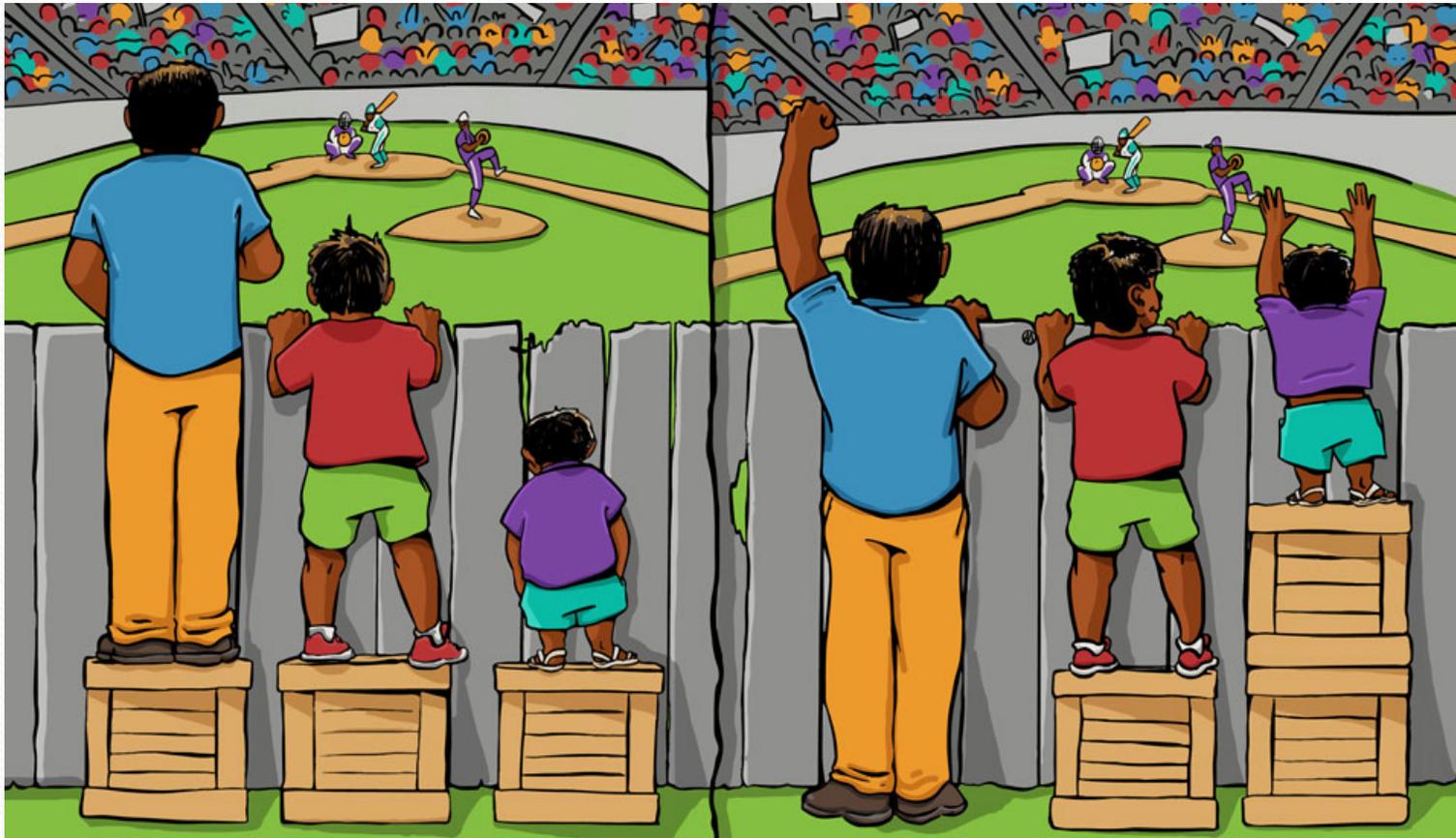
Objective: apply critical thinking to identify differences in key concepts related to human rights

# Human Rights: Equality vs. Equity

- Human rights involve “*political and humanitarian concerns.*” **The United Nations’ Universal Declaration of Human Rights** recognizes “*‘the inherent dignity’ and ‘the equal and inalienable rights of all members of the human family.’*” (Segal, 2016, p. 145)
- Much of our reading uses the words **equal** and **equality**. Although all people are **equal**, what they need to obtain their inalienable rights may be **unequal**.
- Many people working for social justice among people who are marginalized or have a history of marginalization believe working for **equity** is the necessary approach.

Objective: apply critical thinking to identify differences in key concepts related to human rights

# What do these pictures illustrate?

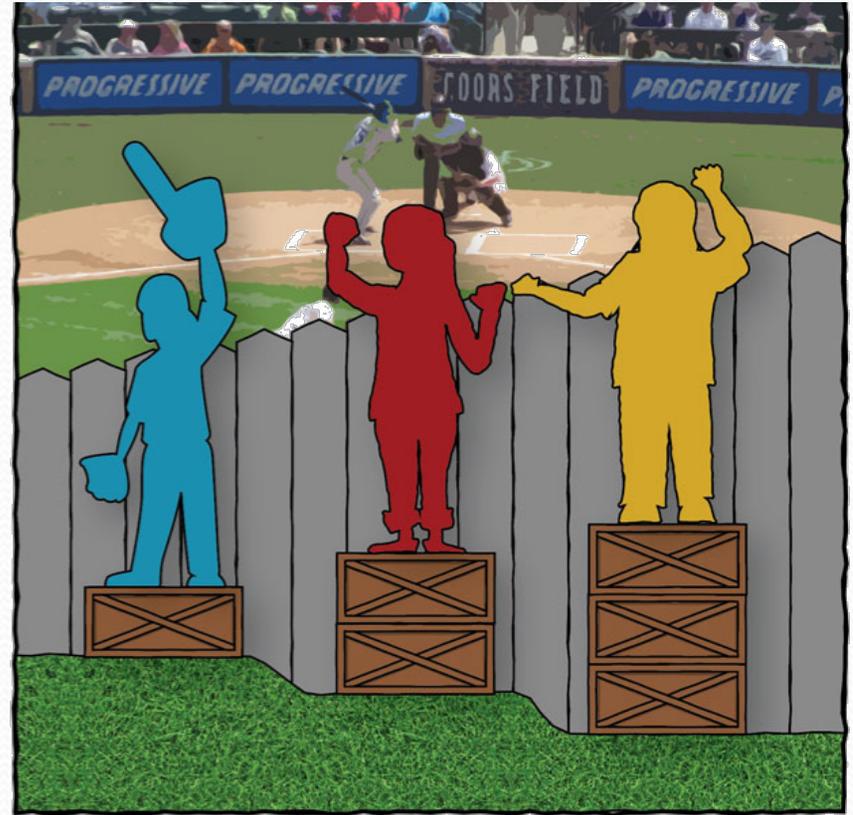
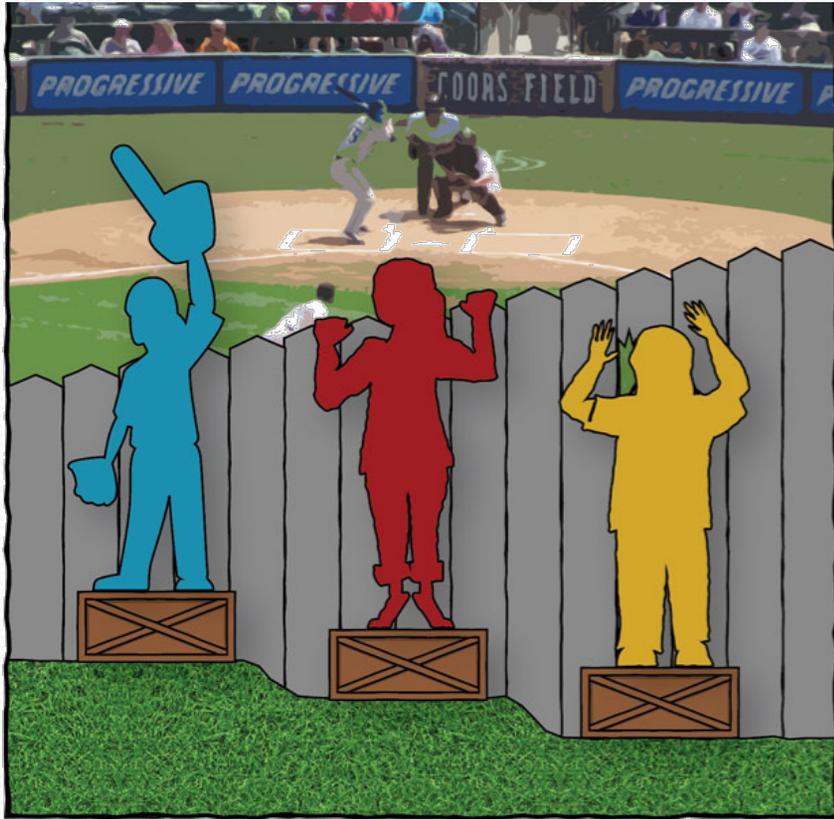


From Cultural Organizing:

<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

Objective: apply critical thinking to identify differences in key concepts related to human rights

# How are these pictures different?



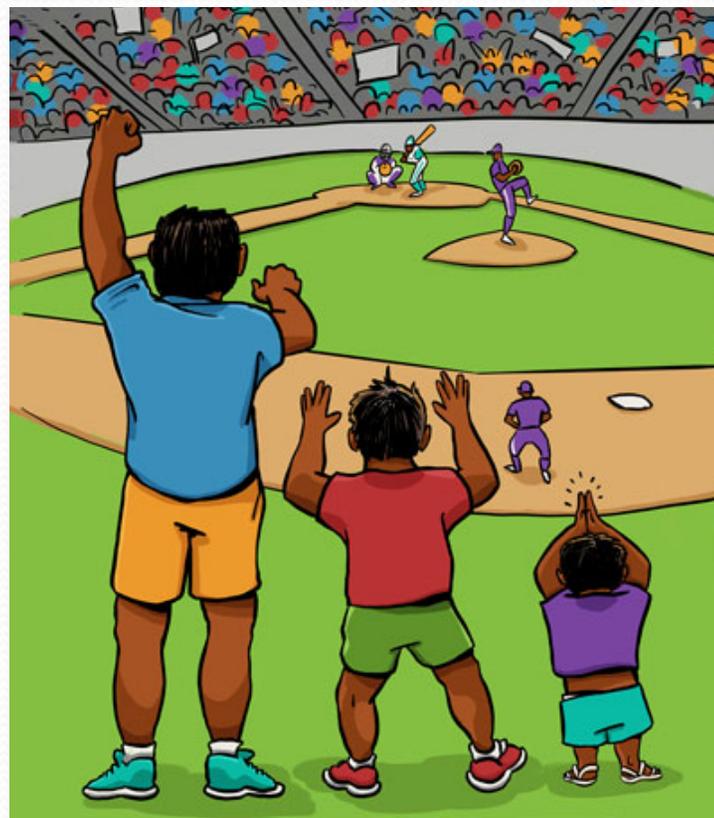
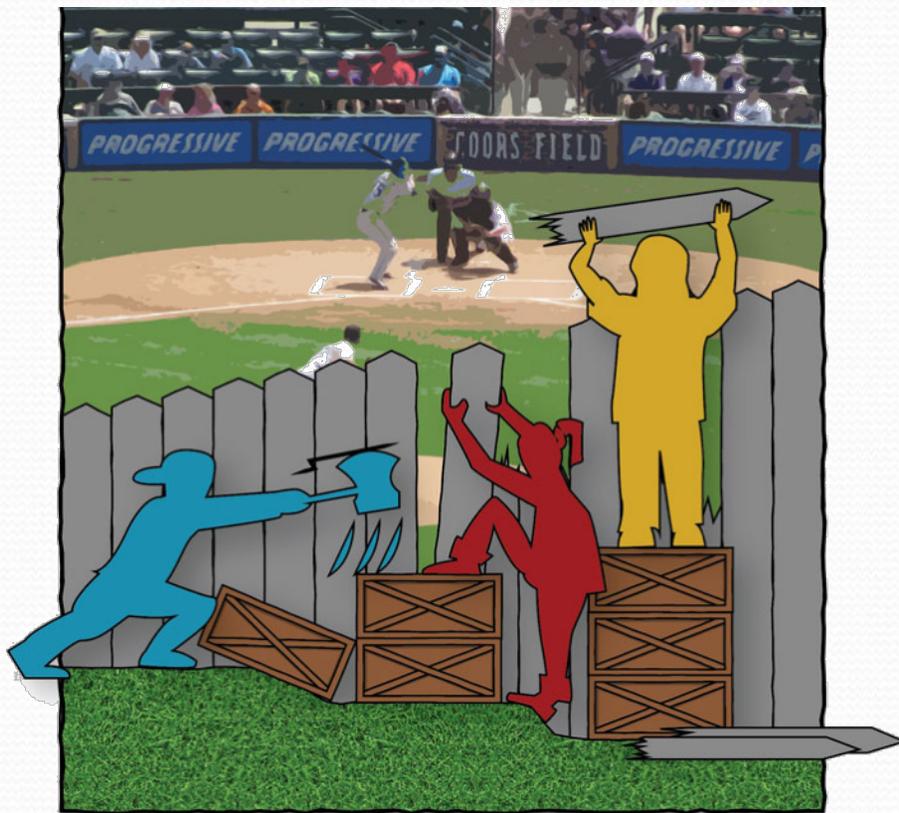
What are these illustrations trying to explain or portray?

From Cultural Organizing:

<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

Objective: apply critical thinking to identify differences in key concepts related to human rights

# What do you think about these?



What title would you give each picture?

From Cultural Organizing:

<http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

Objective: apply critical thinking to identify differences in key concepts related to human rights

# Affirmative Action

- *“Affirmative action involves efforts to correct historical imbalances in opportunities based on race and sex.”*
- *“The provisions of the **Civil Rights Act** prohibited discrimination in hiring based on race, gender, national origin, or religion, and also stated that hiring should not involve preferential treatment to equalize prior existing imbalances.”*
- *“[A]ffirmative action primarily evolved out of federal regulations attached to **federal contracts**.”*
- *“Affirmative action regulations called for efforts to equalize racial and gender imbalances through **hiring practices**.”*

From Segal, 2016, p. 156

Objective: apply critical thinking to identify differences in key concepts related to human rights

# Affirmative Action:

## *The Unequal Race*

- [https://www.youtube.com/watch?v=vX\\_Vzl-r8NY&feature=youtu.be](https://www.youtube.com/watch?v=vX_Vzl-r8NY&feature=youtu.be)
- What is your reaction to *The Unequal Race*?
- How do we understand the experiences of people who have been oppressed?
- How do you relate this video to social workers' professional ethics and responsibilities for social justice?
- Should social workers strive to provide all people with equal access to social benefits? Explain your answer.

Objective: apply critical thinking to identify differences in key concepts related to human rights

# Individual vs. Communal Rights

- Consider again the theories of resource distribution:
  - **Utilitarian:** Greatest good and least harm for the greatest number
  - **Libertarian:** Individuals are entitled to any and all resources that have been legally required
  - **Egalitarian:** Every member of society is entitled to the same rights; includes redistribution *(Encyclopedia of Social Work)*
- It is often difficult to balance individual rights with the rights of a community referred to as the “**common good.**”
  - Do you think emphasis on individual rights vs. community rights varies by culture?
- How does this relate to ethical direct practice vs. ethical community and/or policy practice?

Objective: apply critical thinking to identify differences in key concepts related to human rights

# Bill of Rights

- **The First Amendment to the Bill of Rights says,**  
*“Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assembly, and to petition the Government for a redress of grievances.”*
- ***“These protections create a foundation of civil rights”***  
(Segal, 2016, p. 147)
- The original **ten amendments** were ratified on December 15, 1791
- Since then, **17 more amendments** have been added

Objective: have awareness of examples of significant legislation that provide greater rights

# Bill of Rights: Voting Amendments

- *What surprised you or did you learn about voting rights from the Segal text?*
- **The following Bill of Rights amendments relate to voting:**
  - 15<sup>th</sup>: African American males (1870)
  - 19<sup>th</sup>: Women (1920)
  - 24<sup>th</sup>: Abolition of poll taxes (1964)
  - 26<sup>th</sup>: 18-year-olds\* (1971) (The Viet Nam War draft was 1964 – 1973)  
\**“Consequence takers should be decision makers”* - Rev. Dr. Gary Simpson, 2004
- *“Policies have shifted over time to identify groups [former slaves, Chinese laborers, Native Americans, and Mexican Americans] as noncitizens or aliens at one point in history, to be later defined as citizens or legal residents.”* (Segal, 2016, p. 151)

Objective: have awareness of examples of significant legislation that provide greater rights

# Civil Rights Act of 1964

- ***“The Civil Rights Act of 1964 prohibited racial, sexual, or ethnic discrimination in employment. The law required desegregation of public facilities and prohibited institutions that received federal funds from discriminating in the hiring of employees.”*** (Segal, 2016, p. 153)
- ***What surprised you or did you learn about civil rights from the Segal text?***
- **America’s Civil Rights Timeline** [not available 9.21.2017]  
<https://www.sitinmovement.org/history/america-civil-rights-timeline.asp>  
Alternate URL:  
<http://www.historylearningsite.co.uk/the-civil-rights-movement-in-america-1945-to-1968/american-civil-rights-timeline/>

Objective: have awareness of examples of significant legislation that provide greater rights

# Civil Rights: Americans' Histories

- **Asian Americans Then and Now**  
<http://asiasociety.org/education/asian-americans-then-and-now>
- **Asian American History**  
<https://www.us-immigration.com/asian-american-history-timeline/>
- **Detailed Timeline: National Women's History Project**  
<http://www.nwhp.org/resources/womens-rights-movement/detailed-timeline/>
- **Disability History: Timeline**  
<http://www.nclid-youth.info/index.php?id=61>
- **Latino Americans: Timeline of Important Dates**  
<http://www.pbs.org/latino-americans/en/timeline/>
- **Native American History Timeline**  
<http://www.datesandevents.org/events-timelines/27-native-american-history-timeline.htm>
- **A Timeline of Lesbian, Gay, Bisexual, and Transgender History in the U.S.**  
<https://www.gsafewi.org/wp-content/uploads/US-LGBT-Timeline-UPDATED.pdf>

Objective: have awareness of examples of significant legislation that provide greater rights

# Civil Rights: Education

- **Title IX of the Education Amendments Act of 1972 is a federal law that states:**

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."*

<http://www.ncaa.org/about/resources/inclusion/title-ix-frequently-asked-questions>

- **Historical Timeline of Public Education in the U. S.**

<https://www.raceforward.org/research/reports/historical-timeline-public-education-us>

- **Citizen Professional Center: Recommended Readings**

<http://www.cehd.umn.edu/fsos/projects/cpc/readings.asp>

Objective: have awareness of examples of significant legislation that provide greater rights

# Policy Practice includes Evaluation:

Using      answer—

## Did we meet our Class Policy goals?

(Bloom's Taxonomy: Evaluation, the highest level of critical thinking)

### They include:

- to understand the subject of the day
- become more confident in apply[ing] the information we learn
- learn to use critical thinking in diverse situations
- being able to learn from each other
- learn from the class
- have a positive learning environment

Objective: evaluate policy for effectiveness

# Assignment #1 is due to Moodle at 4:59 p.m., tomorrow, Friday, Sept. 22

Include the signed Augsburg University Academic Honesty Policy

## Preparing for Tuesday, Sept. 26:

### • Reading:

- MacEachron, A. E., & Gustavsson, N. (2005). Contemporary policy challenges for Indian child welfare. *Journal of Poverty*, 9 (2), 43-62. (Moodle)
- Carlton-LaNey, I., & Hodges, V. (2004). African American reformers' mission: Caring for our girls and women. *Affilia*, 19, 257-272. (Moodle)

### • Class:

- Share a recent example from media about discrimination of a group of people. How could social workers respond?