SOCIAL WORK MUST BE ANTIRACIST WORK

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DISCLOSURE STATEMENT: NONE OF WHAT I AM PRESENTING REPRESENTS SPASD
“IN ORDER TO HAVE A CONVERSATION WITH SOMEONE YOU MUST REVEAL YOURSELF.” ~ JAMES BALDWIN
WORKSHOP OBJECTIVES

Define racist, antiracist, social justice, and racial justice

Understand social work's obligation to antiracist work

Identify areas to interrupt racism and be a co-conspirator in our systems of practice

Better understand the protections we have and how to utilize these protections
AGENDA

• Agreements

• Using the definition, borrowed by Ibram X. Kendi, of “racist” and “anti-racist”, we will isolate race and check our beliefs

• Framing from “social justice” to racial justice

• Discuss how our Code of Ethics requires us to anti-racist work

• Ask ourselves why racist ideas, policies, and practices exist in our agencies, if we are living up to our Code of Ethics.

• Gain and share strategies used to advocate for just policies and practices and discuss how we are protected in doing this work.

• Activities during the workshop: Table Talks; Text Surveys; Share Outs; Walk & Talk (time permitting)
COMMUNITY AGREEMENTS

• Be a learner and take risks

• Keep the focus on race and racism in the United States

• Assume positive intent. What do we think about this?

• What is shared here stays here. What is learned here leaves here.

• Expect and accept a lack of closure
RACIST V. ANTIRACIST DEFINED BY IBRAM X. KENDI, HOW TO BE AN ANTIRACIST (2019)

- **Racist:** One who is supporting a racist policy through their actions or inaction or expressing a racist idea.

- **Antiracist:** One who is supporting an antiracist policy through their actions or expressing an antiracist idea…One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.

- **Policy:** written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people.

- “I’m not racist!!”
  - So, you’re not a racist…are you actively against racism? How?
CHECKING OUR BELIEFS: INDOCTRINATION V. EDUCATION

- Indoctrination, according to the Merriam-Webster Dictionary:
  - 1: to instruct especially in fundamentals or rudiments: TEACH
  - 2: to imbue with a usually partisan or sectarian opinion, point of view, or principle

- “The difference between education and indoctrination is that education opens the mind, while indoctrination closes it.” – Institute for Democratic Education in America

- We are untangling over 400 years of indoctrination in the United States vis a vis systemic racism and ideologies that resulted in policies and practices that marginalized, oppressed, terrorized, and murdered human beings based on the color of their skin.
Marilyn Cochran-Smith (2004) defines a social justice-oriented approach as a framework that “actively addresses the dynamics of oppression, privilege, and isms. Recognizing that society is the product of historically rooted, institutionally sanctioned stratification along socially constructed group lines that include race, class, gender, sexual orientation, and ability” (P. 57)
• **Racial justice** is defined as the “proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, opportunities, treatment, impacts, and outcomes for all.” - Applied Research Center (ARC), Oakland, CA
How much of your graduate school curriculum, training, and internships encompassed racial justice?

- 0 - 5%
- 5 - 20%
- 20 - 50%
How much of your professional training and professional development has included racial justice?

- 0-5%
- 6-20%
- 21-50%
- 50% OR HIGHER
According to Paul Gorski, *Avoiding Racial Equity Detours*, published in Educational Leadership, April 2019:

• “Often, the educators” (social workers) “most adamant about racial equity are cast to the margins of institutional culture. They are the ones feeling isolated, wondering whether they belong (Kohli, 2018; Picower, 2011). Colleagues call them troublemakers for naming what others refuse to name. Some are shushed or encouraged to adopt a color-blind perspective by equity skittish leaders. They are accused of being too ‘political’ simply for pointing out conditions that harm families of color.” Gorski goes on to state, “what we have from an equity point of view is a sick institution.”
ACTIVITY 2: TABLE TALK

• When I talk about race/racism, I feel...

• The last time I talked about race/racism at school/work was...

• One problem I am facing at my school/work is...

• My biggest fear in addressing racism is...
**NASW CODE OF ETHICS**

- **Preamble:**
  - The primary mission of the social work profession is to enhance human wellbeing and help meet basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. Social workers promote social justice and social change with and on behalf of clients...These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individual’s needs and social problems.
NASW CODE OF ETHICS

- Service
- Social justice **Racial justice**
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

**Ethical Principle:** Social workers *challenge* social injustice. Social workers *pursue* social change, particularly *with and on behalf of* vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, *discrimination*, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers *strive* to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.
• 2. Social Workers’ Ethical Responsibilities to Colleagues:

• 2.01 Respect - Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation services the well-being of clients.

• 2.11 Unethical Conduct of Colleagues - (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.
3. Social Workers’ Ethical Responsibilities in Practice Settings:

3.09 Commitments to Employers –

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their service.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.
• 3.10 Labor-Management Disputes
   • (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

• 4. Social Workers’ Ethical Responsibilities as Professionals
   • 4.02 Discrimination - Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

• 6. Social Workers’ Ethical Responsibilities to the Broader Society
   • 6.02 Public Participation - Social workers should facilitate informed participation by the public in shaping social policies and institutions.
   • 6.04 Social and Political Action
CRITICAL RACE THEORY (CRT)

• Critiques how power is maintained century after century though capitalism and racism, while laws are passed that promote equality…it is a tool to expose the hidden systemic and customary ways in which racism works by drawing from a wide variety of sources of knowledge that range from statistics to social science research to personal experience.” (Dr. Bettina Love, We Want to Do More Than Survive, 2019)

• Why does racism still exist in our systems when we are a part of those systems?
DISPARITIES:
RACE IN THE
HEARTLAND:
WISCONSIN’S
EXTREME RACIAL
DISPARITY – COWS
REPORT (2019)

• INFANT MORTALITY: 4TH WORST
• CHILD POVERTY: 4TH WORST
• 8TH GRADE MATH SCORES: WORST
• OUT-OF-SCHOOL SUSPENSIONS: 2ND WORST
• BACHELORS DEGREES: WORST
• INCARCERATION: 2ND WORST
• EMPLOYMENT: WORST
• UNEMPLOYMENT: WORST
• INCOME: 3RD WORST
• HOME OWNERSHIP: 8TH WORST
• VOTER PARTICIPATION: 3RD WORST
DISPARITIES
BLACK CHILDREN DEVELOPMENT INSTITUTE AND RACE TO EQUITY

• 2012 Head Start Rates:
  • Wisconsin: 25% Black; 29% white

• 2008-2010 Preschool Rates:
  • Wisconsin: 31% Black; 43% white
  • Nationally: 50/50

• 2013 Graduation Rates:
  • Wisconsin: 66% Black; 95% white
  • Nationally: 66.1% Black; 83% white

• Foster Care:
  • 38% are Black children
  • 9% of the total State population is Black

• Adoptions:
  • 34% Black/43% white

• Access to Medical Home:
  • 51.4% of Black children

• Asthma:
  • 37% of low-income Black children
  • 7% of low-income white children

• Infant Mortality:
  • 15 out of every 1,000 Black infants die before their first birthday; 3 times that of white babies

• Juvenile Justice (Race to Equity, 2018):
  • 47% of the JDC population were Black youth (10-16) in 2016
    • Make up only 10% of the total state youth population.
ACTIVITY 3: TABLE TALK & SHARE OUT

• How can you address and disrupt racism in your professional realm?
• **Equal Employment Opportunity Commission (EEOC)**

  • The U.S. Equal Employment Opportunity Commission enforces Federal laws prohibiting employment discrimination. These laws protect you against employment discrimination when it involves:

    • Unfair treatment because of your race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information.

    • Harassment by managers, co-workers, or others in your workplace, because of your race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information.

    • Denial of a reasonable workplace accommodation that you need because of your religious beliefs or disability.

    • Retaliation because you complained about job discrimination, or assisted with a job discrimination investigation or lawsuit.
• Title VII of the Civil Rights Act of 1964 (Title VII)
  
  • This law makes it illegal to discriminate against someone on the basis of race, color, religion, national origin, or sex. The law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit. The law also requires that employers reasonably accommodate applicants' and employees' sincerely held religious practices, unless doing so would impose an undue hardship on the operation of the employer's business.
PROTECTED IN THE WORK

- US Department of Education Office of Civil Rights
- The Department of Health Services (DHS) Civil Rights Compliance (CRC) Office
- City of Madison Civil Rights
- Wisconsin Department of Workforce Development (DWD)
  - Equal Rights Division
RESOURCES & REFERENCES

• http://getfreehiphopcivics.com/
• https://www.alliesforchange.org/
• How to Be an Antiracist (2019) by Ibram X. Kendi
• We Want to Do More Than Survive: Abolitionist Teaching and The Pursuit of Educational Freedom (2019) by Bettina L. Love
• How We Fight White Supremacy (2019) by Akiba Solomon
• White Fragility (2018) by Robin DiAngelo
• Tears We Cannot Stop: A Sermon to White America (2017) by Michael Eric Dyson
• White Rage (2016) by Carol Anderson
• Stamped From the Beginning (2016) by Ibram X. Kendi
• Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement (2015) by Angela Y. Davis
RESOURCES & REFERENCES

- *Dear White America: Letter to a New Minority* (2012) by Tim Wise
- *Race Matters* (1993) by Cornel West
  [Link](https://www.cows.org/_data/documents/2030.pdf)
- Paul Gorski – Equity Literacy Institute: [Link](https://www.equityliteracy.org/team)
- *Being Black is Not a Risk Factor: Statistics and Strengths-Based Solutions in the State of Wisconsin.* 
  [Link](https://www.nbcdi.org/sites/default/files/uploads/SOBC%20Wisconsin.FINAL_.pdf)
ACTIVITY 4: REFLECTIONS FROM THIS MORNING

• What are you taking away from today?

• Where was your growing edge today?
  • Growing edges are the places in our life we really want to be and live our life from but are too scared to go there.

• What is one action you could put into place upon returning to school/organization tomorrow?
CLOSING

• “Somebody has to stand when other people are sitting. Somebody has to speak when other people are quiet.” – Bryan Stevenson

• Please fill-out my personal survey to help me improve as a workshop facilitator