SOCIAL JUSTICE 101
What’s the difference?

Diversity & Multiculturalism
- Tolerance
- Acceptance
- Celebration
- Awareness

EMBRACE DIVERSITY

Social justice
- Privilege
- Oppression
- Inequity
- Action Oriented

stand. speak. act.
What is social justice?

"The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

Adams, Bell & Griffin, 2007
Prejudice, Discrimination & Oppression

Oppression

- Different from discrimination and prejudice because it is backed by historical, social and institutional power
- Happens systemically

Discrimination & Prejudice

- Prejudice is learned prejudgement and assumptions based on groups to which people belong
- Happens individually, but based on group
- We add value to learned stereotypes
- Discrimination is acting on prejudices
Privilege & Oppression

- Privilege
  - unearned, unasked for, often invisible benefits and advantages not available to members of targeted groups

- Oppression
  - The discrimination of one social group against another, backed by institutional power.
  - Oppression occurs at the group or macro level and goes well beyond individuals
Equality is everyone has a pair of shoes; equity is everyone has a pair of shoes that fit.

~Vernon Wall
Critical Examination
WHAT’S YOUR IDENTITY
<table>
<thead>
<tr>
<th></th>
<th><strong>Agent/Dominant Group</strong></th>
<th><strong>Target/Subordinated Group</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>Mid-30’s to early 50’s</td>
<td>Younger; Older</td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td>White</td>
<td>Person of Color; People who identify as Biracial/Multiracial</td>
</tr>
<tr>
<td><strong>Assigned Sex</strong></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Gender Identity</strong></td>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td><strong>Gender Expression</strong></td>
<td>Appearances and behaviors that are congruent with the Gender Binary System either feminine or masculine</td>
<td>Transgender; Gender Variant; Gender Queer; Ambiguous; Androgynous</td>
</tr>
<tr>
<td><strong>Hierarchical Level</strong></td>
<td>Supervisor</td>
<td>Supervisee</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td>Heterosexual</td>
<td>Gay; Lesbian; Bisexual; Queer; Questioning;</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td>Upper Class ; Upper Middle Class; Middle Class</td>
<td>Working Class; Living in Poverty</td>
</tr>
<tr>
<td><strong>Education Level</strong></td>
<td>Graduate or College Degree; Private Schooling</td>
<td>High School Degree; Public Schooling; 1st Generation College</td>
</tr>
<tr>
<td><strong>Religion/Spirituality</strong></td>
<td>Christian; Protestant; Catholic</td>
<td>Muslim; Jewish; Agnostic; Buddhist; Atheist; Hindu; Spiritual; Mormon; Jehovah Witness….</td>
</tr>
<tr>
<td><strong>National Origin</strong></td>
<td>U.S. Born</td>
<td>“Foreign Born”; Born in a country other than the U.S.</td>
</tr>
<tr>
<td><strong>Ability Level</strong></td>
<td>Able-Bodied</td>
<td>People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+</td>
</tr>
</tbody>
</table>
Intersectionality

- seeks to examine how identity interacts on multiple and often simultaneous levels, contributing to systematic injustice and social inequality.
Case Studies

• You are at the end of student staff training. You’ve consistently witnessed Jody arriving late to almost all programs. Your supervisor has asked you to address the situation with Jody.

• During training, you’ve noticed Chris has skipped several meals. You know that skipping meals costs your office money and you decide to confront the situation.

• Someone your supervise is consistently asking to take time off to get a haircut. You feel they should go on their own time, after work or on a weekend.

• A new professional in your office has been going to a bar/club that is predominately geared towards serving undergraduate students.

• A student you advise is experiencing emotional distress. You encourage them to visit the campus counseling center, but the student is resistant.
WORKING TOWARDS SOCIAL JUSTICE
Strategies for Self Work

• You don’t know what you don’t know
• Everyone has an opinion; this is not the same as informed knowledge
• Let go of personal anecdotal evidence; look at the broader pattern
• Take note of your personal reactions, especially when they are defensive
• Recognize how your identity informs all you do

Strategies for Social Justice Work

- Self Work
- Inspiring & Educating Dominant Group Members
  - You have a responsibility to educate your colleagues
- Creating Institutional & Cultural Change
  - Share a responsibility to influence change on campus
- Supporting Target Group Members
  - Provides support, witness and advocacy

“Social Justice is not a single act but a way of life. It is the conscious decision to challenge oneself and others to refrain from participating in systems of oppression that help to maintain inequity and the status quo.”

-Annice Fisher