**Community-based Learning as Justice-oriented Education Workshop**

Friday, January 16, 2015. 10-11:30 am

*Facilitated by Susan Carson, Brittany Dernberger, Kanyn Doan, and Rachel Hood*

**Justice-Learning** (Butin, 2007)

* Premise: community-based practices are critical and natural spaces within which students learn to become activate and engaged citizens
* Must first and foremost help students “unlearn” their oppressive assumptions before any other justice-centered work can be done
* Questions and recognizes top-down nature of knowledge production (i.e. racism, power, whiteness)
* Avoids easy, specific, and pre-determined end goals; process is key (ambiguous and open-ended)
	+ Goal should be to create tensions and dilemmas that must be reflected upon and resolved (dissonance)
		- Service-learning serves as the opening occasion for such dialogue and action rather than the concluding event
	+ Makes visible the complexities of both the process and the goals being striven for
* Potential tensions:
	+ Service learning committed to social justice may perpetuate oppressive conditions and assumptions
		- “Good citizen” status
		- “Border crossings” become “border inspections”
	+ The very act of writing positions students as the ones who control the dialogue within which privilege, identity, and power are defined or obscured
* “Fragile boundaries” – while the hoped-for social justice goals may not have been fully achieved, the service-learning practice served as an occasion to deepen one’s understanding of and commitment to further justice-oriented endeavors

**Resources**

*Articles*

* Boyle-Baise, M. & Langford, J. (2004). There are children here: Service learning for social justice. *Equity & Excellence in Education*, 37:55-56.
* **Butin, D. (2007). Justice-learning: Service-learning as justice-oriented education. *Equity & Excellence in Education*, 40:177-183.**
	+ Introduces and explains justice-learning framework
* **Dunn, D. (2014). Bearing witness: Seeing as a form of service. *Association of American Colleges & Universities Liberal Education*, available at http://www.aacu.org/liberaleducation/le-sp14/dunn.cfm**
	+ Raises the quesiton, *“How do we, as faculty/staff, prepare students for the uncomfortableness of really seeing poverty and pain – and not immediately rush to take action, even in the spirit of service learning?”*
* Einfeld, A. & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development*, 49:2, 95-109.
* Warren, K. (1998). Educating students for social justice in service learning. *The Journal of Experieintial Education*, 21:3, 134-139.
* Yates, M. & Youniss, J. (1998). Community service and political identity development in adolescence. *Journal of Social Issues*, 54:3, 495-512.

*Pre-Education Ideas and Models*

* Bring in guest speakers to present so students can hear from experts, local activists, and community partners about the topic
* Have students read current news articles that relate to the topic and discuss (i.e. guns in schools, poverty, etc.)
* Journal/free-write about a topic and then save it to aid in reflection as students contemplate how their views have changed or shifted
* Activate online orientation, accessible via Women’s Center website www.gvsu.edu/women\_cen (open to any GVSU student/faculty/staff)
* South Africa Study Abroad Guide (e-mail Brittany Dernberger at dernbebr@gvsu.edu for a copy)
* Action Continuum on Oppression (see attached)