TEACHING HUMAN RIGHTS THROUGH SERVICE LEARNING *

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Classes that deal with human rights issues are among the most popular in the social science undergraduate curriculum. Students have intense interest in the courses, and strong opinions on the subject matter. Because these opinions are often based on media reports and stereotypes, and may be founded on the false assumption that questions about human rights in democratic societies are moot, these courses provide a unique opportunity for teaching students to think more broadly about human rights. In addition, they can present the instructor with a number of pedagogical challenges.

In this article we describe an innovative service learning project designed for use in undergraduate courses examining human rights issues. Our project was designed as part of a semester-long seminar for first year undergraduate students on the topic of human rights. The goals of the project included helping students critically evaluate the theory and practice of human rights, highlighting the relevance of human rights concerns to their lives and their communities, and demonstrating that students could evaluate and affect these universal issues at the local level.

The project involved bringing our students to a juvenile prison where each was paired with a resident who was roughly the same age as the student. This allowed our students to interact with a group of individuals like themselves, but whose rights were severely restricted. The partners worked on creating and decorating plaster masks of their faces. Our hope was that while working together on the artwork, students and residents would converse, and would come to see each other as more real, more "human," and not all that different from one another. We chose mask making as the interactive cooperative art project because of the powerful symbolism it suggested. We hoped students would see
the creation of these masks from the faces of their partners as a way to “give a face to the faceless,” and to emphasize their humanity.

Initially, many of the student participants found it difficult to acknowledge similarities between themselves and those whom society saw as criminally deviant. By its completion, the exercise had allowed for extensive personal contact between student and resident, humanizing the incarcerated juveniles, and providing inspiration and learning for both groups. It also vividly illustrated the role of dehumanization in affecting human rights of those on the fringes of society. The project forced students to reconsider questions about rights not accorded certain individuals in our society, and did so within the broader context of ongoing learning and discussions about human rights issues *writ large*. The project also allowed our students to examine human rights issues in their local community.² It challenged their assumptions about the relevance of human rights concerns to their own communities and about the importance of evaluating human rights in democratic societies.

This article discusses the project in detail, including its planning, implementation, and pedagogical value. It begins with an overview of human rights education, followed by thoughts on the benefits and challenges of a service learning approach. The article concludes with an assessment of the effectiveness of our activity.
The full realization of human rights depends on proper education. The Universal Declaration of Human Rights highlights the importance of “teaching and education to promote respect for these rights and freedoms.” Human rights educators hope to develop self-aware and knowledgeable citizens willing to acknowledge and address injustice, even in the face of state authority. Their task is complicated by a school system whose conventional role is to socialize students into the existing social structure. Moreover, examining human rights from the perspective of only one discipline oversimplifies what is a complex set of issues. A good human rights education demands an interdisciplinary approach to provide information about fundamental rights, develop critical thinking skills and a willingness to question the status quo, and challenge students to apply global theoretical principles to local challenges.

There are a variety of methods for teaching human rights. Many of the more innovative ones involve the use of case analyses, interactive technology and/or simulations and discussion of actual cases. The assumptions underlying these techniques are that they will more likely pique student interest, provide them with an understanding of complex world situations, and equip them with the skills to deal with concrete problems. Yet often such approaches deal with cases or issues that have no immediate relevance to the everyday lives of students.

In-depth examination of cases more proximate to the student emphasizes the relevance of these cases to their own lives. As Pritchard notes, students need to examine specific local problems in order to make international human rights standards important to them. Service learning, a pedagogical strategy growing in popularity in recent years, provides all of the advantages of the “at-arms-length” teaching techniques of case
analysis, interactive technology or simulation approaches, but with the added advantage of even greater immediacy and relevancy for students.

**A Service Learning Approach**

Service learning is experiential learning designed to provide a needed service to the community while allowing students to learn and apply course concepts in the real world. Service learning differs from community service in that the former involves the interdependent linkages between coursework and volunteer activity. Thus coursework is informed by student action, and action is informed by, and occurs within the context of, the academic study of relevant topics. In order for it to be a successful pedagogical tool, the service activity must be directly linked to the course and its objectives, and must be carefully interwoven into the learning process set out in the course.

Service learning allows students to move beyond textbook examples and participate in actual cases. Students taking part in service learning projects can put names and faces to the otherwise anonymous people affected by human rights issues. Immersing themselves in a real world environment helps them to see the complexity of situations faced by the people with whom they interact. Acting within their own community while learning about broader and less proximate issues helps students see the relevance of human rights issues globally and locally, in theory and in practice. Despite these obvious advantages, however, there have been few if any service learning exercises designed to teach human rights at the college level.

**Benefits of a Service Learning Approach**
Educators have long recognized the benefits of service learning as pedagogical tool. Beginning with John Dewey, a range of academics have pointed out that the most effective way to teach concepts is through active learning strategies involving real-world application. Areas in which service learning has been found to be particularly useful are in enhancing conceptual and theoretical understanding, factual learning, cognitive skill development, values education, and the tolerance and appreciation of diversity. Service learning helps students gain a deeper understanding of the subject matter while developing the skills necessary to transfer that knowledge to new situations.

Furthermore, the service learning experience helps students actively apply their new knowledge. It helps them develop social awareness and a sense of social responsibility, a sense of personal efficacy, citizenship skills, and community engagement skills. Together these help students develop an enduring civic identity. Indeed, those who engage in service learning programs have been found to be more likely to volunteer soon after the experience, as well as later in life.

There appears to be a growing preference among college-age students for community service over other types of civic or political activity. A recent survey showed that only 26 percent of college students in their first year reported thinking that receiving political information was important, while 74 percent reported having done volunteer work in high school. Moreover, many reports have shown that students view service learning as a positive educational experience. Service learning takes advantage of this shift in student preferences for learning and for action by linking text and classroom to service, thereby demonstrating the interdependence and mutual applicability of scholastic and experiential learning.
Challenges of a Service Learning Approach

In the last twenty years a number of important criticisms of service learning have been raised. We agree that service learning is a risky venture, but we designed our project with these potential criticisms in mind. In this section we outline some of the major difficulties associated with service learning and briefly note how our project attempted to deal with them. We follow this with a detailed description of the project itself, and conclude with advice for those interested in replicating it.

Problem 1: Service Learning Might Encourage Reliance on Anecdotal Evidence

Some have argued that service learning encourages students to rely on anecdotal evidence and individual experiences instead of systematic analysis to understand social problems. They maintain that students can come away from service learning with personal experiences that make them unwilling to accept any research findings contradicting their experiences. In order to insure that experiential learning complemented, rather than replaced, systematic analysis, we made every effort to integrate the course curriculum with the students’ community experiences. This enabled us to facilitate an instructor-moderated experiential-intellectual dialogue in the classroom. We found that during the discussions, students drew from course concepts and other students’ experiences, as well as from their own personal experiences, to reach generalizations about prisoners and the prison system. At the same time, our discussion forced them to recognize the complexity and diversity of the real world.
We also required students to keep a journal during the project. This assignment was motivated by research showing that journal keeping, in conjunction with in-class discussions and other means of structured reflection are integral to the pedagogical success of service learning projects.\textsuperscript{33} Without reflection, service can lead students to see their activity as isolated event, rather than an opportunity for systematic observation and analysis.\textsuperscript{34} In addition to facilitating meaningful student reflection, journals function as a written record of the project, and of student intellectual growth during the project.\textsuperscript{35}

\textit{Problem 2: Service Learning Might Reinforce Negative Stereotypes}

A related criticism of service learning is that in some instances, it may reinforce negative stereotypes about oppressed groups. It is possible that students can encounter people who do, in fact, mirror society’s image of them.\textsuperscript{36} Responding to this concern, we stressed issues of sensitivity to diversity within our project orientation sessions. As Hondagneu-Sotelo and Raskoff\textsuperscript{37} point out, however, this step alone does not always solve the tendency to accept negative stereotypes. Therefore, we adopted Hondagneu-Sotelo and Raskoff’s\textsuperscript{38} suggestions to counter these potential problems. We integrated scholarship on race, class, and gender throughout all portions of the course, and spent significant time during the orientation and in lessons prior to the project explicitly examining the specific groups, institutions, and practices that the students would encounter during their service.

\textit{Problem 3: Service Learning Might Promote Voluntarism as THE Solution}

Others argue that service learning promotes the idea of voluntarism as a solution to large-scale social problems.\textsuperscript{39} For example, both Strand\textsuperscript{40} and Walker\textsuperscript{41} suggest that instead of
addressing the root causes of social problems, service learning may encourage students simply to work within the existing system. Therefore, during our postservice debriefing sessions, we discussed what could be done to improve human rights issues within the current political and social environment. We also spent significant time discussing the changes that could not be achieved within the current system, and what would need to change in order for such improvements to occur.

Problem 4: Service Learning Often Imposes Itself upon a Captive Target Population

A final criticism of service learning is that it can involve outsiders imposing projects on an unwilling population. This was of particular concern to us when working with residents of a correctional facility. It would have been easy for the young people to believe that their participation in our activities was linked to their chances of parole. We were keenly aware of this possibility and made it clear that residents were free to opt out of the project without negative sanctions. Additionally, residents who expressed any discomfort with the application of plaster to their face were provided with the option of using a Styrofoam head. When we presented these options to the residents, however, all chose to participate fully in the project. When we talked to them later, many commented that they had few diversions in their daily lives and the mask making provided an exciting change from the routine.

The Project

From the first day of our class, we let students know that service learning was a vital component of their coursework. While all students were required to participate in service
learning, they did have a number of options. We encouraged students to participate in the mask-making project but those who were uncomfortable were given the option of volunteering in another capacity at the prison or organizing a community book drive for the residents.\textsuperscript{43}

The mask-making project was organized in four two-hour sessions over a period of two weeks. We believe eight hours is the minimum amount of time required, and because masks need time to set, the project must be done over a number of days. We acknowledge recent findings that suggest sustained service is most beneficial in terms of pedagogical outcomes.\textsuperscript{44} At the same time, however, there is research indicating that short-term service learning experiences provide many of the same benefits as longer term projects.\textsuperscript{45} In the absence of resources and time, we selected the more concentrated time period. The service learning component of the course occurred near the middle of the semester. This enabled us to develop course themes, review relevant literature, and analyze specific examples while still having time for a proper orientation. After the completion of the project, students were given an opportunity to reflect upon their service learning experience. We found that they were able to experience the passion necessary for activism while gaining the distance and perspective necessary for systematic analysis.

We required students to keep a journal during the project to further encourage reflection and systematic analysis. In early journal entries students were asked to reflect upon their perceptions of the project and its goals, the nature of service, their preconceptions about prison populations and their thoughts on human rights issues as they relate to the incarcerated. Once the project was underway, students were asked to discuss their experiences at the correctional facility and their interactions with the
incarcerated youth with whom they were paired. They were also asked to begin making more general observations about conditions in the facility and the freedoms allowed or denied to the incarcerated. Once our structured visits concluded we asked students to reflect upon the entire experience and to begin to draw larger generalizations, as well as to examine how their own thinking about correctional facilities, prisoners, and human rights were affected.

Session #1: Orientation

At the beginning of our orientation session, we reviewed some of the theoretical issues we had covered to that point in the semester. We discussed the various definitions of human rights, the debate over universal versus culturally relative human rights, and the distinctions between human and civil rights. We also addressed the academic and policy debates about the legitimacy of concerns over human rights in “free” societies. Specifically we asked whether the United States has a human rights problem with regard to how it treats its prison population. Finally, we focused on the issue of juveniles within the United States’ criminal justice system.

Next, we provided a more practical training session for our students. We discussed the rules of the prison, guidelines for appropriate behavior, and issues of sensitivity and confidentiality. Because the population of the correctional center is drawn from the surrounding community, we stressed the importance of keeping the identities (or any identifying information) of the residents absolutely confidential. We also talked about our own students’ fears and perceptions.
Following this, we taught the students how to make masks. Because neither author was familiar with the process, we invited an artist from the community to help us. Mask making is not difficult, but it is important to do it correctly so that the plaster does not stick to the skin and the masks set properly. The artist used one of our students as a model and taught the class how to create a plaster mask. Our students then selected partners and practiced on one another.

Session #2: Initial Contact and Mask Making

On the second day of the project we traveled to the juvenile detention facility. We had informed the staff as to the number of students we were bringing so that we could pair our students one-to-one with the residents. To set the residents at ease about the mask-making process, our guest artist demonstrated on one of the students. In addition, our students brought the masks they had constructed in the previous session as examples of a finished product. We then paired students and residents and had them engage in a series of icebreakers. After this activity our students made a mask for their partner. Mask making was the perfect activity for our purposes because it forced the two people to have contact with each other, but required little conversation while the mask was setting. This meant that there was a sense of closeness but it did not force conversation. Nevertheless, we observed that, after a brief period of somewhat tense interaction, much communication -- verbal and nonverbal -- occurred between students and residents. After completion, the masks were left to set at the facility.

Session #3: Mask Decoration amidst Conversations
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We returned two days later with a variety of art supplies (paints, glue, glitter, magazines, buttons). The students went immediately and sat with their partners. Both students and residents decorated their masks. This provided a perfect opportunity for conversation about the masks and other topics as well. Some of the residents asked our students about life at college, and there were discussions about life at the juvenile prison. This day was the most important in fulfilling the purpose of our project, allowing the students and residents to come to know each other better. To further this end, we had each partner help the other write a card explaining the design they chose for their mask. By the end of the session the room was noisy with laughter and conversation. We photographed the masks to enable a public (on-line) exhibit of the artwork, but left the residents’ masks at the center so they could take them with them when released.

Session #4: Initial In-Class Structured Reflection

The final part of this project was an extended discussion with our students relating their experience to course concepts. When we met, we encouraged each of them to talk about what they learned. We then asked students to draw some generalizations from the experiences of the class.

Structured Reflection in the Aftermath of the Project

As previously described, our class discussions were augmented with journal-writing activities designed to help students link their experiences to broader human rights issues. These and other scholarly efforts to put the experience into a broader academic context continued throughout the rest of the semester. For example, reference was made to life in
correctional facilities in subsequent lessons on a range of issues concerning human rights in democratic societies. In particular, we found that reflection and analysis of our service learning experiences significantly enhanced assignments and in-class discussions about child labor, police brutality, prison conditions, and the death penalty. Moreover, reviewing the service learning project in light of debates on these issues helped students to locate and evaluate their experiences within larger policy and academic contexts.

Assessment

Very few studies effectively assess the impact of service learning on student learning and other outcomes. There are a number of reasons for this lack of research. First, it is difficult to isolate the effects of service learning from those resulting from the classroom component of a course. Second, it is difficult to develop measures that are comprehensive enough to capture diverse outcomes resulting from a service learning experience. Finally, while some researchers have assessed student progress at the conclusion of the term in which the service learning occurred, few have overcome the logistical problems associated with tracking long-term learning gains.

With these challenges in mind, we used several tools to help us assess the effects of the mask-making project. At the conclusion of our course, we asked all students to fill out a special evaluation of the service learning experience. This evaluation was adapted from a survey instrument developed by researchers from the Graduate School of Education at the University of California, Berkeley, and it covered a range of possible outcomes. In addition, we asked the students for permission to use their journals as part of our evaluation. To assess long-term effects of the project, we administered a follow-up
survey a year later. This survey asked about the students’ retention of course concepts, their participation in volunteer work, and any attitudinal changes that they believed resulted from service learning.

Researchers have found that a number of benefits may be associated with service learning. Here we focus on the effects of our project on four key outcomes: student learning, student service, classroom dynamics and student engagement.

Effects on Student Learning

In the survey we conducted immediately following the project, we directly asked students whether they thought that the service learning component of the class enhanced their understanding of the course material, including the rights of prisoners. Of the 27 responses, 26 (96 percent) agreed that it did.

One year later, we asked students the same question, this time asking them to use a scale from zero (not effective) to five (highly effective). The average rating was 4.4, with half of the students rating service learning’s effectiveness in teaching course concepts as a 5. In the free-response section of the follow-up survey, students commented that service learning "helped me associate what I learned with a visual image," and "made the course much more relevant to me." One student noted that:

Just being there and seeing the psychological effects of a prison really drove home all of the concepts we learned about. One can read a study about prisons all they want to, but until you see the effects firsthand you really have no
idea how much freedom and control is lost. It was very educational.

Others commented that the experience helped them understand that not all learning occurs in the traditional classroom, and that learning "on their own time" could be beneficial.

The direct contact and interaction facilitated by the mask-making project served to humanize the prison population, allowing the students to see inmates as individuals deserving of basic human rights. In a journal entry, one student commented

I never would have thought that these kids would have as much potential as I saw in that room. I realize that some of them are just tough and immature kids, but some are the products of a society that they did not choose. They were born into harsh lives, and they were doing what they could to get by. I went in expecting a bunch of punks and I came out with a new respect for what they have had to deal with all their lives.

Another student commented
It wasn’t until the second day that I noticed the individuality that each one of the residents carried. They were all different, and not just typical criminals.

Finally, a student wrote that he was nervous before going to the Center, but quickly discovered that

My “art partner” is actually not that different than me in that we both shared the love of sports… He painted his [mask] like a hockey mask, which was the sport that he participated in before he was sentenced. I painted mine in honor of the sports that I now play. This struck me [because] he was just like me except he had made a bad decision in his life.

Survey responses a year after the project suggest that students retained this lesson beyond the duration of the project and the class. Students reiterated their newfound realization that the residents of the juvenile detention center were "just like normal kids you could find anywhere." Others generalized beyond children to prisoners of any age: "[the experience] showed me that a prisoner is just as human as any of us... everyone makes mistakes." Another recalled: "I learned that although people make bad choices... they are not necessarily bad people." Students noted that the experience helped to humanize the incarcerated by "putting a face to the issues," and enabled students to rethink their
positions on human rights issues by allowing them "an insider's perspective." Many students wrote that the experience increased their ability to sympathize more generally with others in less fortunate circumstances: "It opened my eyes to different people and situations. I've become more open and less judgmental."

Perhaps because of their newfound ability to see prisoners as individuals not all that different from themselves, our students’ journals suggested that they came to see the denial of basic levels of education as the central human rights issue in the juvenile justice system. Many students wrote in their journals about the lack of rehabilitation programs available to residents. At least half of the students commented on the substandard quality of the education that was being offered to the residents. One wrote

I feel that the education offered to the residents there is not adequate. I understand that sometimes it is not possible to teach these kids what they would learn in a public school, but the style of education used there is not an effective one. It basically tells the kids to sit there and be quiet and do busy-work [sic].

In survey responses a year later, at least five of the nineteen respondents noted that the experience also alerted them to issues that they would otherwise not have considered, including rights differentials between children and adults, and between the incarcerated and the rest of society.
Effects on Student Service

Researchers have found that one of the positive outcomes of service learning is that students who might not otherwise have done volunteer work continue to do so after their experience. In our initial class survey, conducted at the end of the term, 25 out of 27 students (93 percent) agreed that the service learning project “increased or strengthened your desire to serve others in need,” and the same 25 out of 27 said that they planned to continue volunteering. The students’ experience at the juvenile prison was compelling enough that 15 out of 27 (55 percent) indicated that they planned to do their volunteer work at the prison. One said:

I plan to volunteer hours on Sunday at this center. I feel an obligation to go back. I think everyone should go back with me and help instead of going to church.

This notion of service as a citizen’s obligation was echoed in student responses to our survey as well. 22 out of 27 (82 percent) students said that service learning, “increased or strengthened your belief that helping those in need is one’s social responsibility.” Moreover, students appeared to see their current and future service as having an impact.

To see whether the students’ intentions to participate in volunteer work actually translated into action, we included questions on our one-year follow-up survey about participation in any type of volunteer work. Of the 19 students who responded to the survey, 6 (32 percent) said they had done volunteer work in the six months following the project and 7 (37 percent) said they were currently involved in some type of volunteer
work. Of these students, 4 had made a weekly commitment to continue working with the residents at the detention center. While it is clear that many of our students did not follow through on their intentions to continue volunteer work (at least in the year following the project), the fact that 37 percent were engaged in such work is impressive given estimates suggesting that among all students at the College, only 15 percent are participating in volunteer work during any given semester.\textsuperscript{54}

In free response answers, students who continued their service activities explained how our service learning project affected their decision to participate. One student remarked that the experience helped make clear "who I want to become." Two others took away from the experience an increased desire to "change the system." Four students noted that they felt a sense of increased efficacy. One wrote that the project "finally made me realize the effect I can have in the lives of people." Another explained that "it just gives me a good feeling and makes me feel like I made a small difference in someone else's life." While the program may not have had lasting effects on all students, it had a dramatic positive impact upon those that it did affect. Even students who had service experience before the project benefited. One student wrote:

"Personally, I've known about the importance of volunteerism for a while now. However, I think that service learning goes a long way to expose others who [sic] may not have experienced volunteer work to the realm of volunteerism. The work we did certainly exposed me to a part of the world that I had never really thought of before."
Effects on Classroom Dynamics and Student Engagement

Although difficult to measure, both authors noted that the service done by students had an impact on classroom dynamics. While providing students with an enjoyable and entertaining experience was not our primary goal, we found that the enthusiasm generated by the art project spilled over in very positive ways into our classroom discussions and activities. Students felt bonded to each other as a result of their shared experience, and became comfortable sharing their thoughts in class. Moreover, their real-life encounter with a human rights issue made them far more engaged with learning and applying course concepts.

Conclusions

Our experience suggests that service learning can be a valuable tool in the teaching of human rights. Our students were better able to link broad theoretical concepts to real-world human rights issues. In particular, humanizing prison inmates was an important outcome of this service learning project because it also gave students the tools to view marginalized groups as human and deserving of basic rights. The experience also vividly illustrated to our students the relevance of human rights concerns to their own lives and communities. It also demonstrated to them their potential efficacy in confronting and evaluating these issues, and inspired many to attempt to do so soon after the experience was over. While our service learning project did not have lasting effects on all of our students, we can conclude that it did have a dramatic positive impact on those it did affect.
We believe that this project could be modified in many ways and still provide beneficial results. While the project was designed to be implemented over four class sessions (for a total of eight class hours), it could easily be expanded to be an ongoing semester-long project. Indeed, much of the literature on service learning suggests that the benefits of repeated interaction and extended project duration are significant. The project was initially developed to be used in a class on human rights, but has also been applied with equal success in a class on criminal deviance. It could also be appropriated or adapted for any class that deals with issues of human rights on the local or global levels, the public policy or sociology of detention and criminal deviance, or even classes that touch on the role of dehumanization in large scale communal conflict. A similar service learning project could also aid and engage a different marginalized group, depending upon the focus of the class or the educational goals of the instructor. Finally, it would be possible to use an art project other than mask making, or to engage in another type of interactive and cooperative activity altogether. Nevertheless, we found that the symbolism of the masks as “giving a face to the faceless” did not seem to be lost on either students or residents.
Endnotes

1 The course syllabus can be found at: http://www.wooster.edu/polisci/mkrain/fys.html.

2 This project can also be used to teach students about the social construction of deviance. See Anne Nurse & Matthew Krain, Mask-making: A Service Learning Approach to Teaching the Social Construction of Deviance (2002) (unpublished manuscript, on file with authors).


5 Id. at 420.

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Learning, Action and Change, (2000), at


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20 Janet S. Eyler, *What Do We Most Need to Know About the Impact of Service-Learning on Student Learning?* Special Issue: Service-Learning Research The Michigan Journal of Community Service Learning (2000).


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24 M. Michelle Rowe & Judith G. Chapman, *Faculty and Student Participation and Perceptions of Service-Learning Outcomes in Educating Students to Make-a-Difference: Community Based Service Learning* 83-96 (Joseph Ferrari & Judith G. Chapman eds., 1999). *See also* Tobi Walker, *The Service/Politics: Rethinking Service to Teach Political Enlightenment*, 33:3 PS: Political Science and Politics 647 647-649 (2000). There may also be the added benefit of enhancing the community-campus (or “town-gown”) relationship via positive service learning experiences. *See* Pierrette Hondagneu-Sotelo & Sally Raskoff, *Community Service-Learning Promises and Problems*, 22 Teaching Sociology 248 248-254 (1994). Many towns feel that their local college or university is too isolated and remote from their daily lives, while many campuses find that relationships with supporting communities are strained at best. Service learning provides a positive interaction in which both campus and community benefit – a “win-win” situation. It is a further reminder to students, faculty, administrators, and community members that a “college is not separate from the community, but a part of it.” *See* Gregory B. Markus, *Community Service Learning as Practice in the Democratic Political...*

25 Janet S. Eyler, What Do We Most Need to Know About the Impact of Service-Learning on Student Learning? Special Issue: Service-Learning Research The Michigan Journal of Community Service Learning (2000).


27 James J. Youniss et al., What We Know About Engendering Civic Identity, 40:5 American Behavioral Scientist 620 620-631 (1997). See also Alexander W. Astin et al. Long Term Effects of Volunteerism During the Undergraduate Years. 22:2 Review of Higher Education 187 187-202 (1999). See also David E. Campbell, Social Capital and Service Learning 33:3 PS: Political Science and Politics 641 641-645 (2000). It should also be noted that community organizations frequently report satisfaction with service learning programs with which they are affiliated. See e.g. Pierrette Hondagneu-Sotelo &


30 Pierrette Hondagneu-Sotelo & Sally Raskoff, *Community Service-Learning Promises and Problems*, 22 Teaching Sociology 248 248-254 (1994). *See also* M. Michelle Rowe & Judith G. Chapman, *Faculty and Student Participation and Perceptions of Service-Learning Outcomes in Educating Students to Make-a-Difference: Community Based Service Learning* 83-96 (Joseph Ferrari & Judith G. Chapman eds., 1999). Some have found that service learning demonstrates to students how traditional classroom learning can be relevant to their lives. *See Gregory B. Markus, Community Service Learning as Practice in the Democratic Political Arts in Experiencing Citizenship: Concepts and Models for Service Learning in Political Science* 74 (Richard Battustani & William
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38 Id. at 248-254.


The issue of whether or not to require all students to participate is a contentious one. For a brief review of the debate and how recent findings affect it, see Kathleen Maas Weigert Academic Service Learning: Its Meaning and Relevance in Academic Service Learning: A Pedagogy of action and Reflection 8 (Jeffrey Howard & Robert Rhoads eds., 1998). See also Mary A. Hepburn et al., Service Learning in College Political Science: Queries and Commentary, 33:3 PS Political Science and Politics 617 621 (2000).


For a review of this literature, see Mark D. McCarthy, One-Time and Short-Term Service Learning Experiences in Service –Learning in Higher Education: Concepts and Practices 113-134 (Barbara Jacoby and Assoicates eds., 1996).


Original documents such as the *Universal Declaration of Human Rights*, the *Declaration of the Rights of Man*, and the *United States Constitution* served as a useful jumping-off point for these discussions. See also Human Rights Watch, *A Summary of United Nations Agreements on Human Rights* (2001) at: http://www.hrweb.org/legal/undocs.html.


See http://e-volutiondesign.com/masks/masks.html. While not all the artwork remains on display, a sample of the masks may be viewed at the cited URL. Our initial plan was to collect the masks, take them with us, and display them, along with the artists’ handwritten descriptions of them in some public exhibit. However, it soon became
obvious to both authors that the residents took such pride in their artwork that to take it away from them would be very upsetting. By simply photographing the masks, we were able to leave them at the Center for the residents to take home when they were released.


54 Estimate provided by the Wooster Volunteer Network at the College of Wooster.