### Service-Learning and Social Justice: Engaging Students in Social Change

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## Stages of White Critical Consciousness Development through Service-Learning

<table>
<thead>
<tr>
<th>Ethic of Service</th>
<th>Metaphor</th>
<th>Initial: Charity</th>
<th>Emerging: Caring</th>
<th>Developing: Social Justice</th>
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</thead>
<tbody>
<tr>
<td>Service Orientation</td>
<td>Charity: give back to community; Do for others</td>
<td>Teach to fish.</td>
<td>Caring: compassion and empathy; Do for, but are in relationship with, others</td>
<td>Social justice: systemic change, work in solidarity; Do with others.</td>
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<tr>
<td>Motivation to serve</td>
<td>Helping others feels good. I learn a lot. A great opportunity.</td>
<td>I can make a difference. Sense of efficacy and agency.</td>
<td>My liberation is connected to yours. “I can’t not act.”</td>
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<tr>
<td>Reciprocity in service</td>
<td>I get back more than I give.</td>
<td>I receive and contribute.</td>
<td>We work together for common good.</td>
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| White racial identity formation | Color-blind, “I don’t see race.” Do not see one’s own race; Stereotypical Some deserve, others not | Awareness of racism, but don’t know what to do; feel guilt and frustration. | Potential to be white anti-racist allies to people of color; Begin to unlearn internalized racism. |
| Diversity | Everyone is the same or everyone has differences. | Acknowledge differences, value diversity. | Interconnectedness: Diversity within inclusiveness |
| View of the Other | Deficit view of others: “less fortunate, disadvantaged;” Stereotypical Some deserve, others not | View others, as individuals, each with own story, not stereotypes; Realize “it could be me”. | View others as equals: community members are seen as strengths & resources; Connected to others |
| Reflection on self and otherness | Unaware of self in relation to otherness. Thinks everyone is basically the same. | Compare others’ lives to mine; Begin to question beliefs, attitudes & what has previously been taught/learned. | Critical reflection on assumptions, privilege, oppression, power structures surrounding race, class, gender, etc. |
| View of the world | World is simple and basically good. Some people need help due to dysfunctional families, poverty, or poor education. | World is bigger and more complex than thought. See inequity & contradictions between societal stated beliefs and reality. | Injustice is inherent in social, economic and political systems on a global level. |
| Source of the problem | Individual responsibility; if everyone just tried harder; “Pull oneself up by the boot straps.” Blame the victim. | The need for government to protect and ensure basic rights for all; avoid judging others for situations out of their control. | Policies and practices maintain and reproduce the status quo that favors certain groups at the expense of others. |
| View of social justice | Increase resources. | Treat people fairly and increase opportunities. | Examine causes of injustice, work for systemic change. |

Navigating the Stages of Critical Consciousness Development

<table>
<thead>
<tr>
<th>Information &amp; Research</th>
<th>From Charity to Caring</th>
<th>From Caring to Social Justice</th>
<th>Maturing one’s Critical Consciousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population served and related social issues, such as homelessness and poverty.</td>
<td>History of race and racism, systems of oppressions, institutional racism; Research own racial and ethnic history.</td>
<td>Political and economic systems, capitalism and globalization, critical theory</td>
<td></td>
</tr>
</tbody>
</table>

| Service Experiences | Direct service to people and agencies dealing with poverty; Interactions with people from other ethnic and racial groups. | Agencies/organizations addressing both immediate needs and long-term solutions. | Advocacy, grassroots community groups, lobbying and political organizations |

| Reflection: Inward | Reflection on personal values, responsibility to others. | Reflection on white racial identity & privilege; internalized racism, sexism, and classism. | Reflection on power, knowledge & control. Hegemony, counter-hegemonic practices, collective action. |

| Reflection: Outward | Reflection on how things are and how they should be; Create alternative vision for society. | Reflection on systems of oppression and institutional racism. | Reflection on power relations, class structure and social reproduction. Cultural capital, discipline &surveillance |


Social Justice Teaching and Learning Online Resources

- Rethinking our Schools [www.rethinkingschools.org](http://www.rethinkingschools.org)
- Teaching for Tolerance [www.tolerance.org](http://www.tolerance.org)
- Social Justice Math [www.radicalmath.org](http://www.radicalmath.org)
- Human Rights Resource Center [www.hrusa.org](http://www.hrusa.org)
- Public Broadcasting System (PBS) [http://www.pbs.org/teachers](http://www.pbs.org/teachers)
- Constitutional Rights Foundation [www.crf-usa.org](http://www.crf-usa.org)
- Office of Social Justice, Catholic Charities, [www.osjspm.org](http://www.osjspm.org)
- Minneapolis Foundation [www.mplsfoundation.org](http://www.mplsfoundation.org)
- Minnesota Advocates for Human Rights [www.mnadvocates.org](http://www.mnadvocates.org)
- Discover Human Rights™ Institute [http://discoverhumanrights.org](http://discoverhumanrights.org)
- Youth for Human Rights [http://youthforhumanrights.org](http://youthforhumanrights.org)
- Education for Justice [www.educationforjustice.org](http://www.educationforjustice.org)