The Manifestation Project
A Transformational Approach to Human Rights Education

June 9, 2012
“We are dealing with a vast, interdependent world that is interconnected in unprecedented ways. But there are unbearable things all around us. You have to look for them: search carefully...If you spend a little time searching, you will find reasons to engage. The worst attitude is indifference. ‘There is nothing I can do; I get by’--adopting this mindset will deprive you of one of the fundamental qualities of being human: outrage. Our capacity for protest is indispensable, as is our freedom to engage.”

~Stéphane Hessel

*Indignez-vous!*
Please take out your pencils.

- Please take the next 5-6 minutes to narrate a personal experience involving others in which you experienced or felt injustice.

- (as a victim).

- Write honestly. We hope that, in a few moments, you will share your stories with a partner, but at that time if you wish to keep your response private you may.
Now, please introduce yourselves by sharing your stories.

Take **10** minutes to reach out to **2** new friends.
What is a right?

Let’s begin with this definition (from Merriam-Webster’s dictionary):

“the power or privilege to which one is justly entitled”
Next, using Webster’s definition, reconsider your story in terms of your rights.

<table>
<thead>
<tr>
<th>Rights denied to you</th>
<th>Rights protecting you</th>
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<tbody>
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<td>1.</td>
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<td>2.</td>
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Take a minute.
What are Human Rights?

“The rights and freedoms a person is entitled to simply because she or he is a human being”

“Human rights apply to all human beings, regardless of citizenship, nationality, race, ethnicity, language, sex, sexuality, or abilities”
The global statement of the inherent dignity and equality of all human beings codifies for all what most—but by no means all—of us here in the US have the privilege to take for granted.

How many rights do I carry in my pocket?
As SHREI fellows specializing in developing curriculum for use in teaching Human Rights in the Community College, Enrique and I began, of course, by thinking about the particular challenges our students represent.
The Challenge, the resource: our Students
Who are our Students?

- adults, usually,
- often on the edge of maturity;
- disengaged, indifferent;
- reluctant to consume information that is outside the technology-reinforced bubble in which, commonly, they live;
- too often victims themselves of human rights abuses and oppression (and unaware of it or unwilling to accept it);
- few with knowledge or interest in civics, current events, or history;
- most raised in cultures in which education was not a value or a priority;
- bribed away from both self-awareness and empathy by materialistic,
And then we thought about the challenges we might represent in our roles as teachers.
The Challenge: Ourselves

- The very fact of our power--as teachers, evaluators, enforcers--relative to our students
- Our assumptions about our students’ background knowledge
- Our blind spots, biases, and individual political orientations
- Our fear of not “covering” course content or meeting SLOs
- Our belief that “covering” a subject is roughly the equivalent of our students learning it.
- Our fear of losing control
SLO #1: Transformation

Student has become an empathetic, engaged, informed, effective, and self-aware agent of change in the world.
Q: Is this too much to expect of ourselves and our students?

A: No, not really.
Don’t believe me?
Ask these guys:
John Dewey

- Democracy
- Civic Engagement
- Experiential Learning
Paolo Freire

- Liberation Pedagogy
- Rejecting “Banking” pedagogy
- The Disorienting Dilemma
Ira Shor

- Radical restructuring of teaching
- Decentering the classroom
- Conceiving of student not as object but active critical subject
Jack Mezirow

- Transformational Andragogy
- Phases
- Trying out new roles for self
- Self-reflection as learning tool
manifestation noun
ˌma-nə-fə-'stā-shən, -,fe-'stā-

Definition of MANIFESTATION
1
a : the act, process, or an instance of manifesting
b : a perceptible, outward, or visible expression
c : one of the forms in which an individual is manifested
2 a public demonstration of power and purpose
The Manifestation Project

- **Step I:** Reflecting on the Self in Relation to Others
- **Step II:** Choosing What Matters
- **Step III:** Together and Building Consensus
- **Step IV:** Reaching for Knowledge
- **Step V:** Building the Case with Purpose
- **Step VI:** Making Ideas Happen
- **Step VII:** Manifesting Ideas and Self-Assessing
- **Step VIII:** Reflecting on Changing
As I explain each step...mrmrmr

✦ consider how you might adapt your own lessons, activities, and assignments to implement the each step

✦ think about creating new ways to make this work in your course

✦ keep in mind that, with the exception of Step 8 (Reflection), the Steps are sequential and that while you might deem it impossible to lead students through all of the Steps in your course, skipping Steps or skipping ahead can threaten the success of the whole Project.
Step I: Reflecting on Self in Relation to Others

- Students write or tell personal narratives in response to prompts designed to focus them on asymmetrical power relationships and their experiences with injustice in their lives.

- Prompts may direct the narratives toward issues or content relevant to the specific course.

- A “safe place” is provided in the classroom.
Step #2: Choosing What Matters

- Students are presented with the concept of a “right” and discuss differing definitions and implications.
- Students reconsider/reframe their narratives in terms of rights.
- Students learn the history, structure, and function of the Universal Declaration of Human Rights.
- Students choose Articles from the UDHR that relate to their narratives.
- Students form small groups (3-6) around their common interests in particular Articles.
Step #3: Together and Building Consensus

- Students are provided with the means to develop group identity through continued sharing of stories related to Article, of their own, from current events, or from literature,

- Students assign themselves roles (leader, secretary, webmaster, etc.) within each group according to their strengths and abilities

- Basic (or advanced) research tools are introduced

- Independently, students do deeper research into the Article, its applications and implications, as well as its relationship to other Articles; debate and discussion are encouraged

- Groups present progress to whole class
Step #4: Reaching for Knowledge of Others

- Individual students do further research into particular cases in which the Article has been violated and then present them within the groups.
- Instructor may guide students to research cases and resources that are germane to course content.
- Groups, through structured discussion/debate, choose a case to for all members of the group to research more deeply.
- Groups present progress to class, seek constructive feedback.
Step #5: Building a Case with Purpose

- Groups develop a focused, coherent, and well reasoned argument related to the particular violation its members have researched.
- Counterarguments explored.
- Kind and quality of evidence is discussed.
- Students reach consensus on what should happen either to the violators of the right or for the victims of the violators they have identified.
Step #6: Making Ideas Happen

- Students develop a rhetorical strategy to reach an audience or audiences beyond the classroom
- Students analyze prospective audiences and choose
- Research and instruction on non-violent action both contemporary and historical
- Questions of media are addressed
- Potential partners in existing outside organizations are identified
- Groups present strategies to class, effectively teaching them
Step #7: Manifesting Ideas and Self-Assessing

- Groups carry out their plans in one or more public venues
- Students take on new roles
- Groups sensitively and effectively delegate responsibility to create balance in a diverse group
- Students implement means to assess their effectiveness
- A record is made of the event or events
Human Rights Day at CSM

A student manifestation
Manifestation
Step #8: Reflecting on Changing

- Reflections on learning should be assigned throughout, thus Step #8 can be thought of as a necessary part of every step.
- Students develop a written reflection on their personal learning during each step of the Manifestation Project.
- Students demonstrate content mastery.
- Students evaluate different roles they have taken on.
- Students describe changes in their sense of Human Rights.
- Students write about the dynamics of their group.
- Students describe their interest in future manifestations.
Mezirow on Reflection as Tool for Transformation:

TRANSFORMING INDIVIDUAL MEANING SCHEMES AND PERSPECTIVES

TYPES OF REFLECTION

CONTENT REFLECTION (Learning with present meaning schemes)
ACTION Thinking back to what was done
TRANSFORMATION meaning scheme
Straightforward transformation

PROCESS REFLECTION (Learning new meaning schemes)
ACTION Considering actions origins and related factors
TRANSFORMATION meaning scheme

PREMISE REFLECTION (Learning through meaning transformation)
ACTION Considering the larger view
TRANSFORMATION meaning perspective
Profound transformation
Perhaps you’re asking yourself:

How I could I ever implement this in my classroom?

Will my colleagues think I’m insane if I change?

How could this ever work in the era of SLOs?

How could I ever incorporate required course content into the Manifestation Project?

How could I ever have enough time to cover all of this?
I have answers for all of these questions but only as they apply to me, my discipline, the content I teach, the demographic of my students, and the nature of my colleagues.

Most of the answers will come from you as you use your abundant creativity to design assignments and manage your class day-to-day.

And some terrific ideas will come from Enrique Luna who will describe his relationship with the Manifestation Project and how he is using it in his history courses.
The Manifestation Project: Teaching Human Rights in a Mexican American History Class

- Enrique Luna, Ed.D.
- History Instructor, Gavilan College
- Human Rights Education Fellow, Stanford University
Step I: Reflecting on the Self in the World

1. Narrative I.D. Cards:
   - Reflect on Self in Relation to Others
   - Creating a “Safe” Space: Sharing and Developing Sense of Community
2. Writing and Sharing Narratives

- Writing Narrative:
  Narrative can be autobiographical based on a family member or a personal relation. How the selected person or persons’ experience affected identity.

- Sharing Narratives:
  In pairs, students read each other’s narrative, and then select key words, provide a title, and write a tentative abstract.
  Author of narrative edits and submits final narrative electronically for posting to class webpage.
Step II: Choosing What Matters

1. Generating Themes:
   - Student narratives are posted numerically with abstracts and key words.
   - Themes are derived by scanning key words, and reading select abstracts.

  (Selection from class webpage)

<table>
<thead>
<tr>
<th>Narrative 11: 11-Narr-12.pdf</th>
</tr>
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<tbody>
<tr>
<td><strong>Topic:</strong> My mother’s struggles growing up with the responsibilities of an adult.</td>
</tr>
<tr>
<td><strong>Abstract:</strong> My mother grew up to become the strongest woman I know. Although she endured many struggles and hardships, she overcame every single one of them. Losing her education to work in order to support her family made her a strong and responsible woman. Living the life she lived in the family she grew up in has given her the opportunity to challenge herself and make things different now that she is a mother. Everything she was and has become has shaped me and given me my own identity.</td>
</tr>
<tr>
<td><strong>Key Words:</strong> Identity, Mother, Hardships, Courageous, Abusive Father, Alcoholic, Journey</td>
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<table>
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<tr>
<th>Narrative 12: 12-Narr-12.pdf</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Being White Washed</td>
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<tr>
<td><strong>Abstract:</strong> Growing up in a family, that is your typical Mexican family, trying to become better with in that same heritage. Struggling as a young child to figure out what my culture represents, while being influenced in different directions through the society I was surrounded in. The motivation to change and not become the cliché Mexican was more than enough for me to become more “white washed”. The ability to become whiter than the white kids and more Mexican than the Mexican kids were and is something I deal with to this day. I may act this way, but I will never let my Mexican heritage go.</td>
</tr>
<tr>
<td><strong>Key Words:</strong> Culture, Heritage, Religion, Family, Mexican-American, Mexican Cliché</td>
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</table>
Example of Student Generated Themes

The American Dream, family, hope and crossing the border were all key words in abstracts 22, 30, and 32. Each abstract explained how their father or mother struggled to provide for their families, and in search for a better life crossed the border hoping they would acquire the American Dream.

Key themes in abstracts 24, 25, and 30 are the struggles of Mexican women and their desire for a better life. Each talked about women growing up with challenges in Mexico. Some lost their parents when they were very young, and had to take the role of mother, others lost educational opportunity in order to feed their family. In each abstract the writer tells of courageous, strong, brave, inspiring, and hardworking women that have shaped their children.
2. Introducing Universal Declaration of Human Rights

Human Rights Goals:
- Dignity
- Freedom
- Equality
- Justice
- Peace

<table>
<thead>
<tr>
<th>Categories of Rights</th>
<th>UDHR ARTICLES</th>
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</table>
| Safety and security       | **Article 3**: Right to Life, Liberty, and Security of Person  
**Article 4**: Freedom from Slavery  
**Article 5**: Freedom from Torture and Degrading Treatment  
**Article 9**: Freedom from Arbitrary Arrest and Exile  
**Article 12**: Freedom from Interference with Privacy, Family, Home, and Correspondence  
**Article 13**: Right to Movement in and out of the Country  
**Article 14**: Right to Asylum from Persecution  
**Article 17**: Right to Own Property  
**Article 22**: Right to Social Security  
**Article 23**: Right to Desirable Work  
**Article 24**: Right to Rest and Leisure  
**Article 25**: Right to an Adequate Standard of Living  
**Article 26**: Right to Education |
| Non-discrimination        | **Article 1**: Right to Equality  
**Article 2**: Freedom from Discrimination  
**Article 7**: Right to Equality before the Law  
**Article 15**: Right to Nationality and the Freedom to Change Nationality  
**Article 16**: Right to Marriage and Family  
**Article 18**: Freedom of Belief and Religion |
| Accountability            | **Article 6**: Right to Recognition as a Person before the Law  
**Article 8**: Right to Remedy by Competent Tribunal  
**Article 10**: Right to Fair Public Hearing  
**Article 11**: Right to be Considered Innocent until Proven Guilty  
**Article 28**: Right to a Social Order that Articulates this Document  
**Article 30**: Freedom from State or Personal Interference in the above Rights |
| Participation             | **Article 19**: Freedom of Information and Opinion  
**Article 20**: Right of Peaceful Assembly and Association  
**Article 21**: Right to Participate in Government and in Free Elections  
**Article 23**: Right to Join Trade Unions  
**Article 27**: Right to Participate in the Cultural Life of Community  
**Article 29**: Community Duties Essential to Free and Full Development |
Step III: Together Building Knowledge about Human Rights

1. Developing Working Groups
   - Human rights articles discussed as class
   - Students select 1-3 UDHR articles related generated themes
   - Working groups based on overlapping interests

2. Introducing Public Research Project
   - Class Literature Review
   - Individuals research 2 academic quality sources
   - Paraphrase and assess sources from a human rights perspective
Student Public Research Project:

Part 1: Literature Review

Mathew Galindo:
Hill.pdf

UDHR Key Words: Education, Equal Opportunity, Fundamental Freedoms


Waterman.pdf

UDHR Key Words: Labor Conditions, Education, Desirable Work


Cassandra Garcia:
Clearly.pdf

UDHR Key Words: Education, Rights, Freedom from Discrimination

human rights day
Things do not change; we change.

~Henry David Thoreau