POL-2140: IMPLEMENTING PEACE STUDIES AND CONFLICT MANAGEMENT THEORIES AND PRACTICES WITH SERVICE LEARNING

Cuyahoga Community College

Viewing: POL-2140 : Implementing Peace Studies and Conflict Management Theories and Practices with Service Learning

Board of Trustees:
2010-05-27

Academic Term:
Fall 2021

Subject Code
POL - Political Science

Course Number:
2140

Title:
Implementing Peace Studies and Conflict Management Theories and Practices with Service Learning

Catalog Description:
This course will integrate theories and skills in Peace Studies and Conflict Management with service learning. Students will gain practical experience, serve their community, and engage with issues surrounding the promotion of social justice, social service, or conflict management at local, regional, national, or international levels. A minimum of 40 hours service learning required over the course of the semester.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
POL-2020 Introduction to Conflict and Peace Studies , and POL-2041 Conflict Resolution and Management.

Outcomes

Course Outcome(s):

Examine the utility and appropriateness of theories for Peace and Conflict Resolution in personal and professional contexts and analyze the root causes of conflict and potential resolution strategies for conflict management and resolution.

Objective(s):

1. Participate in a service learning project
2. Examine social problems that students will focus upon for the semester as part of a service learning project.
3. Appraise the means by which the problem has been addressed historically.
4. Analyze the structural causes of the problem.
5. Discuss proposed solutions to the problem.
6. Evaluate service organizations that address the selected social problem.

Course Outcome(s):

Practice and refine communication skills utilized in conflict management and resolution and apply them in professional and personal contexts.

Objective(s):

1. Assess the effectiveness of the selected service/community organization at which the student is volunteering.

2. Choose appropriate organization and research volunteer opportunities available for a service learning project (off site locations will be approved prior to student contact).
3. Assemble documentation of the application and interview process required by the organization for volunteers (e.g. in a portfolio format).
4. Participate in a service learning experience for a minimum of 40 hours over the course of the semester.

Course Outcome(s):

Critically apply theories and skills to the chosen social problem to design a hypothetical project for the future or suggest significant improvements for the selected service organization/program that attempts to effect social change.

Objective(s):

1. Discuss how to incorporate strategies, skills, and theories as part of the service learning/research project to enhance the selected organizations current efforts.
2. Design a proposal to effect social change by addressing root causes of problems, not just symptoms of the problem.
3. Incorporate learned lessons (positive or negative) from the service learning experience into the proposed project.
4. Prepare a proposal or mission statement for an organization that endeavors to effect social change.

Methods of Evaluation:

A.Quizzes and examinations

B.Small group activities

C.Group discussions

D.Written critiques of case studies

E.Service learning planning

F.Essays

G.Research papers

H. Reflective Student Journals

J.Final project including written and oral components

H.Assessment of student in the service learning environment by members of the organization and/or faculty

Course Content Outline:

1. Relevant theories and skills for Peace Studies, Conflict Management, and Social Justice
    a. Negotiation
    b. Mediation
    c. Facilitation
    d. Arbitration
    e. Judicial methods
    f. Restorative justice
    g. Diplomacy
    h. Problem solving
    i. Relational change
    j. Other forms of communication
2. Components of Service Learning
    a. Link between service and course content
    b. Critical reflection upon the connections between educational goals and service goals
    c. Link the educational and service experiences towards broader goals of defining and participating in civic activities, working towards social justice, or attempting to implement social change
    d. Ethics involved in community service such as Service-Learning (see Chapdelaine et al. 2005
        i. Ethical standards for students
        ii. Ethical standards for faculty
        iii. Ethical standards for administrators
        iv. Policies, procedures, and ethical codes of participating community organizations
3. The social/cultural, historical, political, economic, and geographic roots of current social problems
    a. As applied to their own service learning projects
    b. As applied to other attempts to address similar social problems
    c. As evidenced in public policies, either proposed or implemented

Resources

Barantian, Marina. *Service-Learning Course Design for Community Colleges.* Providence, Rhode Island: Campus Compact, 2007.

Berman, Sally. *Sercie Learning: A guide to Planning, Implementing, and Assessing Student Projects.* 2nd. Thousand Oaks, California: Corwin Press, 2006.

Butin, Dan W. *Service Learning in Higher Education: Critical Issues and Directions.* New York: Palgrave-Macmillan, 2005.

Chapdelaine, Andrea, Ana Ruiz, Judith Warchal, and Carole Wells. *Service-Learning Code of Ethics.* Bolton, Massachussetts: Anker Publications Company, 2005.

Kaye, Cathryn Berger. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action.* Minneapolis, Minnesota: Free Spirit Publications, 2004.

Root, Susuan, Jane Callahan, and Shelley H. Billig. *Improving Service-Learning Practice: Research on Models to Enhance Impacts.* Greenwich, Connecticut: Information Age Publications, Inc., 2005.

Speck, Bruce W. and Sherry Hoppe (editors). *Service-Learning: History, Theory, and Issues.* Westport, Connecticut: Praeger Publishers, 2004.

Zlotkowski, Edward (editor). *Successful Service learning Programs: New Models of Excellence in Higher Education.* Bolton, Massachussetts: JB-Anker, 1998.

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas.* New York: Oxford University Press, 2007.

Watkins, Marie and Linda Braun. *Service-Learning: From Classroom to Community to Career.* Indianapolis, Indiana: JIST Life, 2005.

Watts, Margit Misangyi. *Service Learning.* Upper Saddle River, New Jersey: Pearson Prentice Hall, 2007.

Connell, Martin, S.J. and Christiane Connors, eds. *Whatsoever You Do: Helping Students Think Deeply About Service Experiences.* Washington, D.C.: National Catholic Deducation Association, 2009.

Jacoby, Barbara, et al. *Civic Engagement in Higher Education: Concepts and Practices.* San Francisco, CA: Jossey-Bass, 2009.

Strait, Jean and Marybeth Lima, eds. *The Future of Service-Learning: New Solutions for Sustaining and Improving Practice.* Sterling, VA: Stylus, 2009.

Resources Other

1. Michigan Journal of Community Service Learning
2. Mount Union College Information on Service Learning http://www.muc.edu/academics/service_learning/service_learning_at_mount_union_college/
3. Westheimer, Joel and Joseph Kahne, 2004. Educating the Citizen: Political Choices and Pedogical Goals. *Political science and Politics*, April 2004.
4. *Guide to Service-Learning, Colleges and Universities*. Dubuque, IA: Kendall Hunt Professional.

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