CUYAHOGA COMMUNITY COLLEGE
OFFICIAL COURSE OUTLINE

SUBJECT AREA TITLE
Political Science
COURSE TITLE
Implementing Peace Studies and Conflict Management Theories and Practices with Service
Learning
SUBJECT AREA CODE-COURSE NUMBER
POL - 2140
COURSE CREDIT HOURS
3.00

I. DESCRIPTION OF COURSE:

1. 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.

2. LECTURE HOURS: 3.00

3. LAB HOURS: None

4. OTHER REQUIRED HOURS:
5. PREREQUISITE(S):
   POL-1040 Introduction to Peace and Conflict Studies , and
   POL-2040 Conflict Resolution Skills

II. OUTCOMES/OBJECTIVES:

Upon satisfactory completion of POL 2140 - Implementing Peace Studies and Conflict
Mangement Theories and Practices with Service Learning, the student should be able to perform
the following outcomes and supporting objectives:

A. Consider the utility and appropriateness of theories for Peace and Conflict Resolution in personal and professional contexts and examine the root causes of conflict and potential resolution strategies for conflict management and resolution.
   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.
B. Practice and refine communication skills utilized in conflict management and resolution and apply them in professional and personal contexts.
   1. Choose appropriate organization and research volunteer opportunities available for a service learning project (off site locations will be approved prior to student contact).
   2. Assemble documentation of the application and interview process the organization requires for volunteers (e.g. in a portfolio format).
   3. Participate in a service learning experience for a minimum of 40 hours over the course of the semester.
   4. Assess the effectiveness of the selected service/community organization at which the student is volunteering.
   5. Reflect on the volunteer experience and the impact of the organization on the selected social problem.
C. Critically apply theories and skills to design a hypothetical project for the future or suggest significant improvements for the selected service organization/program that attempts to effect social change.
   1. Consider how to incorporate strategies, skills, and theories encountered in the classroom and as part of the service learning/research project to improve upon current efforts by the selected organization.
   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.

III. COURSE CONTENT:

A. Relevant theories and skills for Peace Studies, Conflict Management, and Social Justice
   1. Negotiation
   2. Mediation
   3. Facilitation
   4. Arbitration
   5. Judicial methods
   6. Restorative justice

7. Diplomacy
8. Problem solving
9. Relational change
10. Other forms of communication
B. Components of Service Learning
   1. Link between service and course content
   2. Critical reflection upon the connections between educational goals and service goals
   3. 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
   4. Ethics involved in community service such as Service-Learning (see Chapdelaine et al. 2005
      a. Ethical standards for students
      b. Ethical standards for faculty
      c. Ethical standards for administrators
      d. Policies, procedures, and ethical codes of participating community organizations
C. The social/cultural, historical, political, economic, and geographic roots of current social problems
   1. As applied to their own service learning projects
   2. As applied to other attempts to address similar social problems
   3. As evidenced in public policies, either proposed or implemented

IV. METHODS OF STUDENT EVALUATION MAY INCLUDE ANY OF THE FOLLOWING:

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. 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

V. RESOURCES MAY INCLUDE ANY OF THE FOLLOWING:

A. Barantian, Marina. *Service-Learning Course Design for Community Colleges*. Providence, Rhode Island: Campus Compact, 2007.
B. Berman, Sally. *Sercie Learning: A guide to Planning, Implementing, and Assessing Student Projects*. 2nd Thousand Oaks, California: Corwin Press, 2006.
C. Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York: Oxford University Press, 2007.

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

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

F. 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.

G. 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.

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

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

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

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

VI. ADDITIONAL RESOURCES:

A. Michigan Journal of Community Service Learning

B. Mount Union College Information on Service Learning
http://www.muc.edu/academics/service_learning/service_learning_at_mount_union_college/

C. Westheimer, Joel and Joseph Kahne, 2004. Educating the Citizen: Political Choices and Pedogogical Goals. *Political science and Politics*, April 2004.