



Three Mandatory Meetings, On-Line and Synchronous

Jan. 18 @ 5:00-6:30 p.m.

Mar. 2 @ 5:00-7:00 p.m.

Apr. 26 @ 5:00-7:00 p.m.

Make Arrangements Now!

Service Learning in Peacebuilding (PEAC 550)

“Everyone can be great because everyone can serve.” (Dr. Martin Luther King Jr.)

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Covid and Service Learning: Service learning must be pursued following best practices for students, service learning sites, and clients. Organizations, including most of those listed below, have introduced such measures already. Each organization's is different. Some new opportunities have opened since the pandemic began through *virtual* service learning.

Some Reasons UofL Students Might Want to Take PEAC 550:

- As the PJCT capstone, it completes requirements for the undergraduate certificate.
- Students gain experience with professional organizations engaged in peacebuilding.
- Students have pragmatic opportunities to integrate courses previously taken and apply learning. Theories of PJCT and other courses can be observed, in practice, outside the university.
- Students experience how Peace Studies is not merely theoretical, affective, or disconnected from quotidian problems and solutions.
- Students learn more about themselves through critical thinking and self-awareness.
- Students can focus on opportunities following graduation;
- Students begin the transition from being an undergraduate to professional opportunities and life after college.

Course Objectives, Student Learning Outcomes

- All students gain experience in peacebuilding by working within an approved **off-campus** organization whose focus is some aspect of peace, justice, or conflict transformation.
- Students learn first-hand how principles and theories studied in previous classes are applied in the field since dynamics underlying local conflicts are often similar to those found around the world.
- Students will utilize critical thinking, integrate learning from past experiences and courses, and bring these to bear on the issues that are the focus of their organization.
- Students may choose an organization from the roster at the back of this syllabus or propose an alternative one, which is subject to prior approval. See "Service Learning Rationale" below for ways it differs from "volunteering" and "interning."

Prerequisites: PEAC-325, PEAC-350, PJCT approved elective, approval of PJCT director

Peacebuilding: Originally conceived in the context of post-conflict recovery efforts to promote reconciliation and reconstruction, the term peacebuilding has more recently taken on a broader meaning. It may include providing humanitarian relief, protecting human rights, ensuring security, establishing nonviolent modes of resolving conflicts, fostering reconciliation, providing trauma-healing services, repatriating refugees and resettling internally displaced persons, supporting broad-based education, and aiding in economic reconstruction. As such, it also includes conflict prevention in the sense of preventing the recurrence of violence, as well as conflict management and post-conflict recovery. In a larger sense, peacebuilding involves a transformation toward more manageable, peaceful relationships and governance structures—the long-term process of addressing root causes and effects, reconciling differences, normalizing relations, and building institutions that can manage conflict without resorting to violence. (U.S. Institute of Peace)

Service Learning Rationale:

“The difference between ordinary volunteer service and ‘service learning’ is the act of academic reflection consisting of both classroom and field observance. Professors who provide the academic context for service activities support the ‘curriculum based’ service learning approach. Students are asked to reflect upon the social conditions that make service necessary, the reasons people do service, and the effect service may have on a local or even national community. In so doing, students develop a firmly grounded understanding of the connections between abstract theories and social issues and their ‘real life’ applications.” (From “The World is Our Classroom” by Neal Rosenblatt, Ruth O’Bryan & Juanita Morales. Edited by Henry Cunningham and Rose Johnson, 2002.)

Service learning is more than, simply, "logging my 75 hours."

Students with Disabilities: The University of Louisville is committed to providing access to programs and services for students qualified with disabilities. If you are a student with a disability and require accommodation to participate in and complete requirements for this class, contact the Disability Resource Center (Robbins Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Blackboard: Check Blackboard regularly. If a document is posted--including this syllabus--assume it is important. Students will post entries in their Course Journal on Blackboard.

Course Requirements. Note: The independence inherent in this course makes it **easy for students to fall behind** in completing service hours, submitting journal entries, and writing the substantive final paper. **A steady schedule for service hours and journal entries will prevent a backlog demanding attention the last few weeks of the semester when papers and exams occur in other classes.** In the past, some students have completed their service, journal entries, and final paper well before the end of the semester so they could concentrate on other classes.

1) Volunteer with an approved, off-campus organization contributing to peacebuilding. **Students are encouraged to arrange this well before the start of the term. Most organizations cannot respond as quickly as students expect. Some require security checks, which can take weeks. The earlier students begin the process, the easier they will complete their 75 hours of service.**

2) **Before service learning begins,** complete the “Application for Service Learning Project” below. It should describe tasks students will fulfill and goals they hope to attain. It also provides supervisor contact information. The first two pages should be scanned and sent to the PEAC 550 teacher by Jan. 15; the supervisor will submit p. 3 at the end of service learning project.

3) Complete at least 75 hours at their off-campus, service-learning site. **This minimum must be met to pass the course.**

4) **Required Reading:** *The Call of Service: A Witness to Idealism* by Robert Coles. All students will **meet as a group on Mar. 2 @ 5:00-7:00 to discuss the book and service learning experiences.** You will find background material on Coles in Course Documents on Blackboard that will prove helpful before reading his book.

5) Service Learning Journal posted *directly* on Blackboard (**not attachments!**): Post reflective entries of at least 150 words at least eight times throughout the service learning: **This means at regular intervals, e.g. two-three times/month, not private notes submitted at the end of the semester.** A site has been established on Blackboard for these (with prompt questions). Your entries should go deeper than factual descriptions of service learning activities. Introspection and critical thinking here will help students in writing the final paper for the course. **Number each entry consecutively (1, 2, 3) and at least several days must pass between entries. Post eighth and final entry before Final Paper is due.** This is not a diary. Use paragraphs, write intelligently, use critical thinking.

6) **Complete 16-20-page Culminating Paper** (minimum 4800 words) **due Reading Day** (26 April 2022) that addresses students' service and learning from it. See “**Suggestions for Final Paper**” below, **p. 5 ff.** A detailed rubric is posted in “Assignments” on Blackboard, which includes some writing tips, and examples of excellent Culminating Papers from the past. **Avoid generalizations, cite sources properly, and provide "Works Cited" at end.** Submit via Safe Assign, then attachment to rjvand01@louisville.edu

Grades—computed from the following, 1000 points

- 1) Reading and discussion of *The Call of Service*, Mar. 2, 125 points including 50-point quiz
- 2) Course journal/reflections, 200
- 3) Paper, 325
- 4) Hours and Report from on-site supervisor, 325 (see supervisor form, p. 10 below). **Students cannot pass without completing minimum hours.**
- 5) Final class, conclusion on Service Learning, and submission of a photo of yourself at your service site that PJCT can post on our website, 25.

A, above 933

B-, 800-832

D+, 667-699

A-, 900-932

C+, 767-799

D, 633-662

B+, 867-899

C, 733-766

D-, 600-632

B, 833-866

C-, 700-732

F, below 600

Some VERY important reminders about Service Learning

Although you are not paid, students must behavior professionally and present themselves appropriately. This means:

- 1) **Communicate** regularly and respectfully with your supervisor;
- 2) **Preserve** your schedule. Organizations expect you to meet it. They will likely rely on you for projects they have planned. If you cannot keep any commitment, communicate with your supervisor promptly and professionally. Your supervisor will explain the preferred mode of communication (phone call, email, etc.);
- 3) **Maintain** your commitments;
- 4) **Dress** appropriately for the organization and those it interacts with. What is common and accepted among college students may not be welcome at your peacemaking organization. Each has its own culture. Some work with individuals and families from abroad that may have different expectations and manners from our own. Show respect through your behavior, dress, and attitude;
- 5) **Respect** everyone you encounter. To receive academic credit for completing your service learning, you must fulfill your commitment to 75 hours, receive a positive report from your supervision, and meet the other requirements in the syllabus;

6) **Remember:** you are representing yourself, your family, the University of Louisville, AND the Peace, Justice & Conflict Transformation program!

Many organizations contribute to peacebuilding locally, nationally, or internationally. Past Peace Studies students have completed their service learning at the following. Students may choose from these or other organizations that follow:

Americana Community Center
 American Civil Liberties Union
 American Red Cross, Canine Therapy
 Backside Learning Center
 Big Brothers Big Sisters of Kentuckiana
 Boys and Girls Club
 Butterfly House
 Cabbage Patch Settlement House
 Center for Women and Families
 Central Louisville Community Ministries
 Choosewell Healthcare Children's Program
 Clark County Youth Shelter and Family Services
 Crane House---Asia Institute
 Department of Corrections
 Doors to Hope
 Down Syndrome of Louisville
 Fairness Campaign
 Family Community Clinic
 Family Resource Center, Slaughter and Gilmore Elementary School
 Family Scholar House
 Goodwill Industries
 Habitat for Humanity---Metro Louisville
 Hotel Louisville Resilient Families Project
 Interfaith Paths to Peace

Jefferson Police
 Jordan River Foundation
 Just Solutions
 Kentuckians for the Commonwealth
 Kentucky Coalition against the Death Penalty
 Kentucky Department of Corrections
 Kentucky Harvest
 Kentucky Humane Society
 KRM (Kentucky Refugee Ministries)
 LACE (Louisville Association for Community Economics)
 Louisville Free Public Library, Iroquois
 Louisville Grows
 Louisville Metro Police
 Metro United Way
 Muhammad Ali Center
 National Alliance on Mentally Illness
 Neighborhood House
 New Roots, Inc.,
 Norton Children's Hospital
 Our Lady of Peace
 Restorative Justice Louisville
 SPAVA (Society Prevention Aggressiveness and Violence among Adolescents)
 Stand Up Sundays
 Ulster Project
 University of Louisville Hospital
 Uspiritus
 Volunteers for America
 YMCA Safe Place
 Women in Transition

The following organizations have participated in past PeaceDay events on campus to commemorate the United Nations' International Day of Peace (Sept. 21):

Committee for Israeli/Palestinian States
 Committee for Peace in the Middle East
 Compassionate Cities Initiative
 Fellowship of Reconciliation
 Jewish Voice for Peace
 Jobs with Justice
 Kentucky Alliance Against Racism and Political Repression
 Kentucky Interfaith Taskforce on Latin America and the Caribbean (KITLAC)
 LCAN (Louisville Climate Action Network)

Louisville Peace Action Community
 Louisville Free Public Library, Iroquois branch
 MensWork
 Metro Police
 Network Center for Community Change
 Peace Education
 Solutions to Violence
 SPAVA (The Society for the Prevention of Aggressiveness and Violence among Adolescents)

Women in Transition

The Office of Civic Engagement, Leadership & Service, has recommended the Following:

- Adelante Hispanic Achievers
- American Arab Anti-Discrimination Committee (Louisville)
- The American Palestine Public Affairs Forum (APPAF)
- Applepatch Community
- Brick House
- Brit Tzedek v'Shalom---Jewish Alliance for Justice and Peace--- Bloomington
- CART---Coalition for the Advancement of Regional Transportation
- Catholic Charities
- Catholic Enrichment Center
- Coalition for the Homeless
- Code Pink
- Community Farm Alliance--Frankfort
- Earthsave Louisville
- Feminist Peace Network---Louisville
- Food Literacy Project
- Friend to Friend
- The Healing Place
- Justice Resource Center
- Kentuckiana Native American Support Group
- Kentuckians for Single Payer Health Care
- Kentucky Campaign for Restoration of Voting Rights
- Kentucky Jobs with Justice
- Kentucky Religious Coalition for Reproductive Choice
- Kentucky Resources Council
- Kentucky Mental Health Coalition
- Kentucky Youth Advocates
- Lincoln Heritage Council Boy Scouts of America
- Louisville Coalition of Neighborhoods
- Louisville International Cultural Center
- Louisville Metro Parks
- Louisville Nature Center
- Louisville Planned Parenthood
- Louisville Urban League
- Louisville Youth Group
- Mental Health Association of Kentucky
- Metropolitan Housing Coalition
- Mexico Solidarity Network
- NAACP---Louisville
- National Coalition Building Institute (NCBI)
- Olmstead Parks
- Peace and Compassion Buddha Circle
- PFLAG--- Louisville
- Plymouth Community Renewal Center
- Service for Peace
- Sierra Club
- St. Mary's Center
- Sustainable Agriculture---Louisville
- UNA-USA Louisville: United Nations Association, Louisville Chapter
- The Urban League
- U.S. Labor Against War
- West Jefferson County Community Taskforce
- Women for Habitat

Students may focus on other organizations for Service Learning with prior approval.

Suggestions for Final Paper

Students must use critical thinking to draw connections between the service learning project and the required and elective classes taken for the certificate that demonstrate that they have integrated their learning and are able to make connections from one discipline to another. The paper must reflect how the service learning does or does not echo concepts and theories encountered in previous PJCT courses (201, 325, 350) and elective as indicated on form at rear of syllabus. Students must reflect on how service learning has contributed to their academic, professional, and personal growth. They should comment on what changes, if any, it has affected and how it has contributed to their education. It should also include a statement on post-graduation career plans. Poorly written papers must be rewritten before the certificate is approved.

Read the instructions—especially verbs that indicate what to do—before, during, and after writing the paper to assure that you follow its instructions. Avoid contractions. Provide the source for any quote and include these at the end in a roster (alphabetical) of Works Cited.

This reply to a former student might prove helpful to others:

--Consider dividing the whole paper into sections, then give each a sub-heading, a name. You do NOT need to use these, but here are some suggestions: Service Learning Site and Responsibilities; Challenges and Opportunities; Expectations and Realities; Course Preparation and Realities Encountered; Final Reflection on Contribution of Service Learning to Personal and Professional Growth; Career Plans.

--**Write this significant paper for yourself** by focusing on your experiences at an important stage of life. Imagine writing for your future self rather than for a teacher. This culminating paper focuses on a project that demanded considerable time. Students have a wide variety of experiences. How do these contribute to your education? Your sense of yourself? Your connection to the world we share? Tuck this paper away in a safe place (or a safe computer folder) and revisit it in a year or three. Then five years later--and again at a professional or personal turning point. Your paper should reflect your sense of the world and your place in it. This can change over time, of course, but the best papers are valuable time capsules when they focus deeply on an important life experience.

--Some students have overlooked connecting service learning with the elective they selected. This is a required section of the paper. Students should think across academic disciplines and seek connections among the elective, required PJCT courses, and their service learning.

P.S. To answer another question: the paper and time sheet should be submitted at the same time, Reading Day, by 4:30 p.m. in my box outside room 116 in the Thrust Theatre building. The supervisor report should be submitted separately before then, directly to me by mail, email, or fax.

One student's subheads:

- Introduction
- Service Learning Site and Responsibilities
- Challenges and Opportunities
- Different Types of People at the
- Long Term Residents
- Expectations and Realities
 - Working with Residents
 - Runaways and Lack of Services
- Available
 - Flexibility
- Limitations That the Kids Face
- Course Preparation & Realities Encountered:
 - PEAC 325, PEAC 350, PSYC 407
- Career Plans

Another student's subheads:

- What Were My Duties?
- Resilient Families Project's Core Ideas
- Having the Key to Resiliency
- Keeping Our Glass Half Full
- Packing Your Child's Suitcase
- Compassionate Listening Is a Powerful Parenting Tool
- Conflict Offers a Teaching Opportunity
- Transforming Families to Be Resilient, Strong and Happy
- The Call of Service
- Type of Service and Struggles
- Urban Sociology
- Contributions to Academic and Professional Careers

Adding Certificate Qualification to Transcript

The certificate is awarded upon graduation. The semester before graduation, students should apply for it at: <https://louisville.edu/artsandsciences/advising/apply/application-for-certificate>

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Application for Service Learning Project

University of Louisville: Peace, Justice & Conflict Transformation Program

The following information **must** be submitted for approval to the teacher of record for PEAC 550 before the start of the project:

STUDENT NAME: _____ **ID#:** _____

1. Organization Name and address: _____

2. Organizational Mission:

3. Name and contact info for your on-site project supervisor

4. Description of the project purpose and activities

5. Breakdown of how your time will be spent include beginning and ending project dates)

To the student: Your signature below certifies that you are performing the services described above for credit and that you agree to accept no monetary compensation for this work.

Student Signature

Date

Peace, Justice & Conflict Transformation Approval

Date

Application for Service Learning Projects
University of Louisville: Peace, Justice & Conflict Transformation Program

To the on-site project supervisor: Thank you for your work in our community. Thank you, too, for lending your expertise to our student! Please carefully read page one of this document. Fill in the name of the student you are supervising below and add your printed name and signature where indicated. After completing this page please return to the student or send it to the Peace, Justice & Conflict Transformation Program (see addresses on page 3)

Student Name: _____

I AGREE TO SUPERVISE THIS STUDENT DURING THE PROJECT DESCRIBED ON PAGE 1 OF THIS DOCUMENT AND TO FILL OUT AND RETURN THE ATTACHED PROJECT COMPLETION FORM (PAGE 3) EVALUATING THE STUDENT'S PERFORMANCE OF THE AGREED UPON SERVICES. I CERTIFY THAT THE STUDENT HAS NOT AND WILL NOT BE PAID FOR THIS WORK.

On-site Supervisor name (printed)

Date

On-site Supervisor signature:

Telephone number _____

Email address: _____

Organization Name and Address: _____

Undergraduate Certificate in Peace, Justice & Conflict Transformation

Student's Name _____

ID# _____

Major _____

Course of Study

(Term)

_____ PEAC 325, "Basic Mediation and Conflict Transformation"

_____ PEAC 350, "Mediation Fundamentals"

_____ PEAC 550, "Service Learning in Peacebuilding"

_____ Elective Course: **Indicate Course Number below!** (It can be any one of those listed at: www.louisville.edu/peace. Student should also provide a copy of the course syllabus by sending it as an attachment to rjvand01@louisville.edu)

_____ Anthropology

_____ Art

_____ Chinese Studies

_____ Communication

_____ Criminal Justice

_____ English

_____ Geography and Geosciences

_____ Health and Sports Science

_____ History

_____ Latin American Studies

_____ Pan-African Studies

_____ Philosophy

_____ Psychological and Brain

_____ Sciences

_____ Political Science

_____ Social Change

_____ Sociology

_____ Social Work

_____ Sports Administration

_____ Theatre Arts

_____ Women's and Gender Studies

TIME SHEET

Name: _____

(01-05-22)

Service Learning Site: _____

Course Number: PEAC 550

Semester and Year: _____

Students must complete 75 hrs. to receive full credit for their service learning. After each work session, the site supervisor or an organizational representative should sign completed away from the site, a description of the work and the hours should be entered and approved by the site supervisor. This form must be turned in with your final should be given to your site supervisor at the time of evaluation. (revised 15 March 19)

	<u>Date</u>	<u>Brief Description</u>	<u>Time In</u>	<u>Time out</u>	<u>Supervisor</u>	<u># Hrs.</u>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

Total hours=

Checklist for PEAC 550, "Service Learning in Peacebuilding"

1) Enrolling in PEAC 550: PEAC 325 and 350 are prerequisites. Students may be permitted to enroll for a future term while they are still completing this prerequisite. To receive permission to enroll, write the Director of PJCT [or teacher], specify the term and teacher for completing the prerequisites, and also provide your student i.d. number. The teacher will send you a *sample* syllabus, which includes helpful information from the past. (Specific details may be revised from semester-semester and teacher-teacher.) Although students often enroll the semester they plan to graduate, doing so earlier is recommended--especially for students with a heavy course or work load their final semester. Every year some students express *their* deep disappointment in dropping PEAC 550, their *final* requirement for the Peace Studies certificate, because of an unexpected demand on their time or attention.

2) **Because students meet as an entire class only a few times across the term, each of these is mandatory and cannot be made up.** The specific dates and times are listed on the course schedule when you register. Make plans early to adjust your work and school life accordingly. If you cannot attend on the mandatory dates, plan to enroll in a different term.

3) **Research and choose your service learning site NOW!** You will find a long roster of these in the sample syllabus. Some suggestions:

- Follow your passion in researching and selecting a site.
- You are expected to provide a signed "Application for Service Learning" by the first class meeting at the beginning of the term. That means you should contact the organization *early*. **Plan to do so at the time you seek permission to register, i.e. well before the start of the term.** Most organizations are over-worked and under-funded. They do not exist simply to answer inquiries from students they do not know. Be patient. Some organizations require a criminal background check, which can take a month or longer to complete; you will likely not be permitted to begin until this is done, which means you will have fewer weeks to complete your service hours *if* you begin late.
- Many organizations require training before you may begin. Sometimes the training is scheduled quickly. Some organizations have a set monthly schedule for these. Time for training counts as service hours. **Starting early reduces anxiety and uncertainty!**
- Be mindful of the organization's hours of operation and how these fit your schedule. Most organizations are closed on the weekends and some have limited office hours. **Be certain that your schedule meshes with the organization's** sufficiently so that you can complete the required number of service hours.
- Students may *propose* a site that has not been previously approved, but it must be off-campus and they will be expected to explain to the teacher why and how this site is engaged in peacebuilding. See definition in sample syllabus. There are many valuable ways and places to volunteer, but not all constitute peacebuilding.
- If you have trouble finding a site, consult the teacher.
- With prior permission from the teacher, you *may* be able to begin your service learning before the term begins.
- Keep track of your service hours weekly by having your supervisor sign the time sheet weekly.

- Consider that service learning is an opportunity to build new skills or address weaknesses. Don't build only your strengths.

4) Make entries in the required service learning journal regularly and thoughtfully.

The journal is not simply a diary of facts and events. Students should also *reflect* on their service learning experience and apply their critical thinking skills to the service, the organization, and themselves. Students who use the journal to deepen their understanding and to reflect on themselves will find this extremely helpful in writing their capstone paper.

5) Choose your elective and provide your PEAC 550 teacher with an electronic copy of the syllabus **no later than the second mandatory meeting**. Refer to the full PJCT roster of [electives](#) here. Most students have several to choose among. You should select a course that you found to be engaging and that also bears on your service learning experience. The capstone paper requires you to include a section that addresses this class experience. (Occasionally, students wish to change the elective over the course of the semester when they have new and deeper experiences with their service learning. This is usually possible with *prior* approval of the teacher.)

6) Final Paper: Students bring different kinds of past experience to writing a paper as substantive as that expected for the PJCT capstone. For some, it is familiar, a new iteration of their previous experience writing research papers. For others, it marks the first time they have been expected to write so thoroughly about a series of interrelated experiences. To help all students, the syllabus provides a thorough explanation of what is expected. It also includes sample outlines drawn from past students. Students should assume that both the writing style and substance of their capstone paper is important. They are also encouraged to think of the paper as a permanent record of their observations and insights about an experience that most students find intrinsically meaningful and a significant accomplishment near the end of their college education. Select examples of Final Papers from past years are posted on the PJCT website.