



**Three Mandatory Meetings:**

May 28 @ 5:00-6:15 p.m.

June 13 @ 5:00-7:00 p.m.

Jul. 1 @ 5:00-7:00 p.m.

in 410 Stevenson

**Make Arrangements Now!**

**Service Learning in Peacebuilding (PEAC 550)**

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

Russell Vandembroucke  
410 Stevenson (121 HPES also)

Office Hours: by appointment  
852-8448

rjvand01@louisville.edu

**Student Learning Outcomes**

All students will gain experience in peacebuilding by working within an approved **off-campus** organization whose focus is some aspect of peace, justice, or conflict transformation. The objective is for students to learn first-hand how principles and theories studied in previous classes are applied in the field. Dynamics underlying local conflicts are often similar to those found around the world. The course requires students to 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." This capstone course meets a number of overlapping needs. It:

- Helps students to integrate courses previously taken and aids them in formulating principles of peace, justice, and conflict transformation;
- Demonstrates the pragmatic opportunities to apply learning in real-life situations;
- Balances theory with practice;
- Helps students focus on opportunities following graduation;
- Demonstrates that Peace Studies is not merely theoretical, affective, or disconnected from quotidian problems and solutions.
- Helps students learn more about themselves through critical thinking and self-awareness.

**This course is a requirement for the certificate in Peace, Justice & Conflict Transformation.**

**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 not, 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 you lose a handout (such as this syllabus) you *may* be able to print a new one via Blackboard. If a document is posted, 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 very easy for students to fall behind in service hours, journal entries, and in 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. **Note: Students are encouraged to arrange this well before the start of the term. Most organizations cannot respond to requests as quickly as students expect. Some require security checks, which can take weeks. The earlier students begin the application process, the easier they will find completion of their 75 hours on 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 given to the PEAC 550 teacher at the start of semester; 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.
- 4) **Required Reading:** *The Call of Service: A Witness to Idealism* by Robert Coles. All students will **meet as a group on June 13 @ 5:00-7:00 to discuss the book and service learning experience.** You will find background material on Coles in Course Documents on Blackboard that will prove helpful before reading his book.
- 5) Service Learning Journal to be posted on Blackboard: 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 and using critical thinking.

6) Complete a 16-20-page Culminating Paper (minimum 4800 words) **due July 1** that addresses students' service learning and learning from it. See “**Suggestions for Final Paper**” below, p. 6. A detailed rubric is posted in the “Assignments” folder on Blackboard, which also includes some writing tips, and select examples of excellent Culminating Papers from past terms. **Avoid generalizations. Cite sources properly as in any paper and provide "Works Cited" at end.** Submit via Safe Assign.

**Grades**—computed from the following, 1000 points

- 1) Reading and discussion of *The Call of Service*, 125 points including 50-point quiz
- 2) Course journal/reflections, 200
- 3) Paper, 450
- 4) Hours and Report from on-site supervisor, 200 (see supervisor form, p. 9 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 what mode of communication is preferred;
- 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. Respect them with 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  
 Sister Cities Program  
 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

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 join 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 (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 also comment on what changes, if any, it has effected 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 everyone:

--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. I know that 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 after--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.

<p><u>One student's subheads:</u>  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 &amp; Realities Encountered:      PEAC 325, PEAC 350, PSYC 407  Career Plans</p>	<p><u>Another student's subheads:</u>  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</p>
--	---

**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: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Service Learning in Peacebuilding Supervisor Evaluation, Project Completion Form

*To the on-site project supervisor: The following should be completed at the completion of the service. Please add your printed name and signature below. Past students have benefitted from an exit interview, but that choice is up to you. Thank you for working with our student!*

Student Name \_\_\_\_\_ Dates of Service \_\_\_\_\_

**1. The student demonstrated excellent work habits in terms coming to work, being on time, and completing assigned tasks.**

Strongly disagree      Disagree      Undecided      Agree      Strongly agree  
1                              2                              3                              4                              5

**2. The student interacted well with others and displayed a positive attitude towards the work.**

Strongly disagree      Disagree      Undecided      Agree      Strongly agree  
1                              2                              3                              4                              5

**3. The student demonstrated leadership qualities and was an excellent role model for others.**

Strongly disagree      Disagree      Undecided      Agree      Strongly agree  
1                              2                              3                              4                              5

**4. I would invite this student to work with me again and would highly recommend this student to work with others in my field.**

Strongly disagree      Disagree      Undecided      Agree      Strongly agree  
1                              2                              3                              4                              5

*(Please attach a second sheet or use back of this form for any additional comments.)*

I certify that \_\_\_\_\_ has not and will not be paid for this work.  
Student name (printed)

\_\_\_\_\_  
On-site Supervisor name (printed)                              Telephone number

\_\_\_\_\_  
On-site Supervisor signature                              Email address

*Please fax or mail this form to the below. Electronic versions are also available. Please note that the student cannot receive credit for the work until this information has been returned to the Peace, Justice & Conflict Transformation Program. Thank you. Fax to: Attn: Russell Vandembroucke at 502-852-8448 or mail to: Russell Vandembroucke, University of Louisville, Department of Theatre Arts, 2314 Floyd St. Louisville, KY 40292. Email for attachment is rjvand01@louisville.edu*

## 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](http://www.louisville.edu/peace). Student should also provide a copy of the course syllabus by sending it as an attachment to [rjvand01@louisville.edu](mailto: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: \_\_\_\_\_

(rev. summer 2019)

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 completing these prerequisites. To receive permission to enroll, write the Director of PJCT, specify the term and teacher for completing the prerequisites, and also provide your student i.d. number. The director will send you a *sample* syllabus, which includes helpful information from the past. (Specific details may be revised from semester-semester and PEAC 550 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 550, their final requirement for the PJCT certificate because of unexpected demands on their time.

2) **Because students meet as a class only a few times across the term, each is mandatory and cannot be made up.** 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 select 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" at the first meeting at the beginning of the term. That means you should contact the organization *early*. 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. Answering inquiries from students they do not know is not their top priority. Be patient. Some organizations require a criminal background check, which can take a month 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, sometimes not. 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 mesh with the organization's so that you can complete the required service hours: **plan ahead!**
- 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 director or teacher why and how this site is engaged in peacebuilding. See definition in 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 or director.
- With prior permission, 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 and address

weaknesses. Don't build only your strengths.

4) Make entries in the required service learning journal regularly and thoughtfully. The journal is not a diary of facts and events. Students should *reflect* on their service learning experiences 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 for their capstone paper.

5) **Choose your elective** and provide PEAC 550 teacher with an electronic copy of the syllabus **no later than the second mandatory class meeting**. You will find the full roster at [electives](#) Most students have several to choose among. Select a course 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 your elective. 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 capstone of the PJCT certificate. For some, it is familiar, a new iteration of a previous research paper. For others, it marks the first time they have been expected to write so thoroughly about a series of interrelated experiences. As a help to 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.