

Hartford Seminary
Title : Field Education IP-520
for those in the MA in Peacebuilding Program

Course Dates: September 14th - December 20th - Tuesdays 1:50-3:50pm

Fall 2021

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Office hours : By Appointment



Course Description:

"An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance." so said John Dewey (1859-1952) a pioneer in functional psychology.

Our field education program integrates learning in class with practice in the field. In this class students will have an opportunity to learn from their experience working for organizations in the Hartford and Greater Hartford area through reflection models and other techniques.

Students will work in a diverse array of community agencies that provide meaningful experiences under the mentorship and supervision of experienced professionals.

Students will be encouraged to look at the history, mission and culture of the organization in which they will be working. They will learn how to use theory of change mapping and other techniques to critically examine the mission and impact of organizations.

Students will also be encouraged to volunteer and work together as a team for non profits such as serving breakfast to the homeless at Hands on Hartford to being part of a build at Habitat for Humanity etc.

The following course outcomes will be reinforced:

1. Building the internal resources necessary to engage conflict constructively.
 - a. Investigate your own inner world, including your motivations for participating in peacebuilding work, the mindsets you bring to conflict, your loyalties and biases, your reactions to complexity and ambiguity, and important components of your identity.
 - b. Assess how your faith tradition and culture influence your motivations, mindsets, biases, and reactions.
2. Practicing and modeling skills which build empathic relationships within groups, with the ultimate goal of nurturing communities that foster inclusivity and compassion.
 - a. Demonstrate the skill of active listening.
 - b. Demonstrate the skill of eliciting and sharing stories.
 - c. Explain and practice methods of leading groups into safely engaging across significant differences.
3. Explain and apply theories of social change.
 - a. Analyze case studies and real-world situations through the lenses of web-building, contact theory, and complex contagion.
 - b. Map the Theory of Change of projects, organizations, and movements.
4. Applying conflict transformation tools and processes
 - a. Use Stakeholder Analysis as a tool for planning projects or programs.
5. Practicing interreligious community-building.
 - a. Accept and value the diverse ways that people pray, eat, prepare food, dress, and relate to each other within the program community.

Resources:

Brown, Brene. *Dare to Lead*.(2018) Random House

Jacoby, Barbara. *Service Learning Essentials*. (2015) John Wiley and Sons

Savage, John. *Listening and Caring Skills in Ministry: A guide for Groups and Leaders*. (1996) Abingdon Press.

5 ways to listen better TED Talk by Julian Treasure

https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en

How to speak so people want to listen TED Talk by Julian Treasure

<https://www.youtube.com/watch?v=elho2S0ZahI>

Asking hard questions as a non profit organization TED Talk by Gordon Decker

<https://www.youtube.com/watch?v=JcR6AP5fzsz>

How great leaders inspire action TED Talk by Simon Sinek

https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

How to be a great leader TED Talk by Roselinde Torres

https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader?language=en

Required Reading: Should You Agitate, Innovate, or Orchestrate? by Julie Battilana & Marissa Kimsey

[https://ssir.org/articles/entry/should_you_agitate_innovate_or_orchestrate?utm_campaign=crowdfire&utm_content=crowdfire&utm_medium=social&utm_source=twitter&ct=t\(The_Systems_Studio_Newsletter_5_12_2017\)#217269889-tw%231506558251382](https://ssir.org/articles/entry/should_you_agitate_innovate_or_orchestrate?utm_campaign=crowdfire&utm_content=crowdfire&utm_medium=social&utm_source=twitter&ct=t(The_Systems_Studio_Newsletter_5_12_2017)#217269889-tw%231506558251382)

Martin, C. (2011). The Reductive Seduction of Other People's Problems. The Development Set Blog. Retrieved on August 24, 2016 from <https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d#.u576nqnob>

Kormann, C. (2019) A Grand Plan to Clean the Great Pacific Garbage Patch: Can a controversial young entrepreneur rid the ocean of plastic trash? The New Yorker. Retrieved February 6 from <https://www.newyorker.com/magazine/2019/02/04/a-grand-plan-to-clean-the-great-pacific-garbage-patch>

Search for Common Ground. Theory of Change Module. Retrieved from <https://dmeformpeace.org/sites/default/files/3.7%20Theory%20of%20Change.pdf>

on October 7, 2016

Woodrow, P. and N. Oatley. (2013) Practical Approaches to Theories of Change in Conflict, Security, and Justice Programmes. Part I: What they are, different types, how to develop and use them. DFID. Retrieved from <http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-theories-of-change-part-1.pdf> on October 12, 2016

Assessment:

Participation in discussions

Being an active listener

Being a team player

Completing reflection prompts

Journaling

Verbatim submission

Grading:

Students will be graded using high pass/pass/incomplete/fail. Grades will be based on engagement, fluency in applying interreligious peacebuilding concepts and skills to real world examples, and reflection on themselves and their communities.

For other academic policies see: <https://www.hartsem.edu/current-students/policies/>

Tentative weekly plan:

Week 1 September 14, 2021

Introductions - Orientations - Expectations - Why is field education important - what can we do to get the most out of the experience. - Discuss identity - what is important - strengths/challenges etc.

45 min-- Reflection exercise on change that you have witnessed

(Week 2 Monday September 20th Public Speaking)

Week 2 September 21, 2021

Critical reflection concept - Critical reflection prompt

Reflect on our identities and how we see ourselves in the general scheme of things. Discuss questions for field trips next week.

45 min-- Reflection exercise on change maker roles

Required Reading: Should You Agitate, Innovate, or Orchestrate? by Julie Battilana & Marissa Kimsey

<[https://ssir.org/articles/entry/should_you_agitate_innovate_or_orchestrate?utm_campaign=crowdfire&utm_content=crowdfire&utm_medium=social&utm_source=twitter&ct=t\(The_Systems_Studio_Newsletter_5_12_2017\)#217269889-tw%231506558251382](https://ssir.org/articles/entry/should_you_agitate_innovate_or_orchestrate?utm_campaign=crowdfire&utm_content=crowdfire&utm_medium=social&utm_source=twitter&ct=t(The_Systems_Studio_Newsletter_5_12_2017)#217269889-tw%231506558251382)>

(Week 3 Monday September 27th Field trip to field site - plan whole day ?Foodshare ?Hands on Hartford Serving Breakfast)

Week 3 September 28, 2021

Introduction to various field sites - Critical reflection prompt - what did you think of the places we visited? Where would I feel comfortable - where would I feel more challenged. Personality Tests

45 min-- Exercise on problem identification and biases

Required Reading:

Martin, C. (2011). The Reductive Seduction of Other People's Problems. The Development Set Blog. Retrieved on August 24, 2016 from <https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d#.u576ngnob>

(Week 4 Monday October 4th Public Speaking)

Week 4 October 5, 2021

Receive field assignments to start at field sites in two weeks. Set potential learning goals and look over the learning agreement and evaluation forms (for December (Mid-time evaluation) and April (Final evaluation) for both student and field site supervisor.)

(Week 5 Monday October 11th Field trip to field site - plan whole day)

Week 5 October 12, 2021

What is a verbatim? Practice doing a verbatim assignment. Plan to submit a real verbatim on November 16th. Reflect on field sites visited yesterday. Critical reflection prompt
Johari Window

(Week 6 Monday October 18th - 1st day at Field site 6 hours)

Week 6 October 19, 2021

Reflection: What were some of your initial experiences having started Field Ed? What is a learning agreement. Work on the Learning Agreement with your field sites this week. Solidify learning goals.

(Week 7 Monday October 25th - 2nd day at Field site 6 hours)

Week 7 October 26, 2021

Field education experiences - Process/discuss/reflect
ToC Mapping Lecture 1

Required Readings: Search for Common Ground. Theory of Change Module. Retrieved from <dmeformpeace.org/sites/default/files/3.7%20Theory%20of%20Change.pdf> on October 7, 2016

Woodrow, P. and N. Oatley. (2013) Practical Approaches to Theories of Change in Conflict, Security, and Justice Programmes. Part I: What they are, different types, how to develop and use them. DFID. Retrieved from <<http://www.smallarmssurvey.org/fileadmin/docs/M-files/CCRVI/CCVRI-theories-of-change-part-1.pdf>> on October 12, 2016

(Week 8 Monday November 1st - 3rd day at Field site 6 hours)

Week 8 November 2, 2021

Field education experiences - Process/discuss/reflect
ToC Mapping Lecture 2

(Week 9 Monday November 8th - 4th day at Field site 6 hours)

Week 9 November 9, 2021

Field education experiences - Process/discuss/reflect

Team ToC Mapping Introduction

Required Reading: Kormann, C. (2019) A Grand Plan to Clean the Great Pacific Garbage Patch: Can a controversial young entrepreneur rid the ocean of plastic trash? The New Yorker. Retrieved February 6 from <https://www.newyorker.com/magazine/2019/02/04/a-grand-plan-to-clean-the-great-pacific-garbage-patch>

(Week 10 Monday November 15th- 5th day at Field site 6 hours)

Week 10 November 16,, 2021

Field education experiences - Process/discuss/reflect

Submit 1st Verbatim

(November 20th Saturday - Habitat Group Build - 7:45am-3:30pm)

READING WEEK? May not have class this week

(Week 11 Monday November 22nd - 6th day at Field site 6 hours)

Week 11 November 23, 2021 (THANKSGIVING WEEK)

Field education experiences - Process/discuss/reflect

(Week 12 Monday November 29th - 7th day at Field site 6 hours)

Week 12 November 30th, 2021

Field education experiences - Process/discuss/reflect

Go through verbatims (1)

Team ToC Mapping Update and Workshop

(Week 13 Monday December 6th - 8th day at Field site 6 hours)

Week 13 December 7, 2021

Field education experiences - Process/discuss/reflect

Go through verbatims (2)

Team ToC Mapping Update and Workshop

(Week 14 Monday December 13th - 9th day at Field site 6 hours)

Week 14 December 14, 2021

Field education experiences - Process/discuss/reflect Start Mid Field Ed evaluation for student and supervisor. Need to submit these next week.

Team ToC Mapping Update and Workshop

(Week 15 Monday December 20th - 10th day at Field site 6 hours)

Week 15 December 21, 2021

Field education experiences - Process/discuss/reflect Submit Mid Field Ed Evaluations.

Team ToC Mapping Update and Workshop

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