

CHAPTER TEN

GLOBAL COURSES AS INCUBATORS FOR SCHOLARSHIP OF ENGAGEMENT ACTIVITIES

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Dialogue liberates; monologue oppresses.

The best way to start learning is as part of a dialogue-rich group.

The richest learning begins with action, is shaped by reflection, and leads to further action.

—Paulo Freire

This chapter presents a framework for the development of graduate courses that have the potential of becoming incubators for Scholarship of Engagement activities. I refer to these courses as Global Courses, since they incorporate an overseas field-immersion component. These courses are developed around multidisciplinary conflict analysis and resolution (CAR) courses that provide a solid knowledge base for the learning experience. In addition, the overseas experience enhances students' cross-cultural skills and fosters sensitivity to, and appreciation and understanding of, diversity and global issues. These courses are part of the graduate curriculum of the Department of Conflict Analysis and Resolution (DCAR) at Nova Southeastern University (NSU). The framework presented in this chapter is based on the experiences of two Global Courses, one in Ecuador (2010) and the other in Suriname (2011), which were designed to provide graduate students with learning experiences that have the potential for inspiring transformational effects in their lives while making meaningful contributions to the field of peace and CAR studies. I suggest that Global Courses like these provide the necessary conditions for developing engagement activities that, with the appropriate follow-up, could become important Scholarship of Engagement projects.

As an educator, I am always asking myself: How can I give my students the best learning experience possible? How can I ignite in them the passion for research in our field? How can I create the appropriate environment to facilitate mutual learning? I believe the answers to these questions lie beyond an examination of the education literature and models of curriculum development. They require, among other things, the appropriate institutional environment, a clear understanding of students' learning needs, and a shared commitment to the advancement of our field: peace and CAR studies. I like to think of the learning experience as a puzzle. In order for the experience to be effective, all the pieces of the puzzle must be in the right place; only then can we expect a transformational learning experience that has the potential to become an incubator for Scholarship of Engagement activities. The framework includes four interconnected puzzle pieces: 1) the institutional context, which refers to the institution that houses the learning experience, in this case the Department of Conflict Analysis and Resolution at NSU; 2) the academic field of study, here peace and CAR; 3) student learning needs; and 4) the learning approach, composed of teaching and learning theories, including mutual learning, transformational learning, and experiential and action learning.

The Institutional Context

A crucial piece of the Global Course puzzle is the institutional context. If the institutional environment is not conducive to the type of learning efforts being developed by faculty, then those efforts will fail to be institutionalized and will die soon after they are implemented. There must be a natural alignment between the university and the departmental vision, mission, and values. Without this alignment, the necessary supporting structures will be lacking and teaching efforts will come to naught. The importance of the institutional context for teaching and learning is highlighted in the work of Mary C. Wright, et al. (2004). The authors looked at structural factors that have an impact on the quality of teaching and learning activities in institutions of higher education, and found that the vision, mission, culture, and values of the institution and the type of higher education institution are key factors that affect the quality of the learning experience. At the departmental level, some of the factors mentioned in the literature are the alignment between student needs and departmental priorities, curriculum development, size and composition of the program, and demands on faculty time due to their multiple responsibilities (Dill 1986; Kuh and Hu 2001; Morton 2005; Fitzgerald,

Burack, and Seifer 2010). Evaluation of these factors prior to the creation of learning activities should improve the chances of their success.

In the case of DCAR's Global Courses, most of the factors mentioned by Wright, et al. (2004) were in place and contributed to the learning experiences of students in the Global Courses. NSU, the nation's seventh largest, not-for-profit, independent university, is characterized by its commitment to teaching and learning. Its core values include student-centered learning, diversity, and community engagement (<http://www.nova.edu>). In recent years the university has begun a transition towards becoming a more research-oriented institution without compromising its emphasis on teaching and learning. In 2010, NSU was awarded The Carnegie Foundation for the Advancement of Teaching's Community Engagement designation, which highlights the university's commitment to the Scholarship of Engagement. The university's focus on teaching and learning provides the right environment for faculty to invest in developing better and more creative ways of teaching, going beyond the classroom walls to provide global opportunities for students that will prepare them to interact in a globalized world. NSU's strong commitment to community engagement also provides opportunities for students and faculty to explore different types of relationships with institutions of higher education and with governmental and non-governmental organizations interested in the field of peace and CAR.

Throughout NSU's School of Humanities and Social Sciences the commitment to the scholarship of teaching and learning is also strong. Although a focus on international or global engagement is something that has only been embraced in the past few years, there has been a solid commitment to institutionalizing these efforts. The Department of Conflict Analysis and Resolution (DCAR), established in 1992, is one of the first departments in the country to offer graduate programs in the field of peace and CAR. The program started with a Master's degree in Dispute Resolution and in 1994 added a Ph.D. degree in this field. During 1999-2000 the program evolved into a CAR program that offered graduate degrees in on-line and residential formats, changing its name to Department of Conflict Analysis and Resolution. In the past decade the department has established itself as a pioneer in the field. Among its values are a commitment to cultural diversity, social responsibility, and reflective practice in the fields of peacemaking and CAR (<http://shss.nova.edu/dialogs/index.htm>). Following the mandate of our university, Department of Conflict Analysis and Resolution program

studies, practice, training, and research activities are highlighted by their commitment to the Scholarship of Engagement. Faculty and students actively work with stakeholder groups to support improved social relations among individuals, groups, and organizations (<http://shss.nova.edu/programs/dcar/phddcar/>).

There is an organic alignment between university, school, and departmental visions and values. Development of learning activities that would foster shared principles is a natural step in the scholarship of teaching and learning within the department. Although certain aspects of NSU may be less conducive to the development of Global Courses, such as the fact that the university is still a young institution with a relatively small international presence and limited funding for overseas initiatives, we were able to overcome these constraints, and they did not have an adverse impact on the development of the learning experience in the programs in Equator and Suriname described more fully below in this chapter and Table 2.

The Academic Field of Study

The next piece in the puzzle is the field of study. Are courses in the field of CAR conducive to becoming incubators of community engagement activities? The field of peace and CAR is relatively young and has been under constant development since the 1950s, when the term “conflict resolution” started being widely used. Since then, it has developed, gaining important contributions from diverse disciplines. As in any multidisciplinary field, its theory, research, and practice are not free from controversy (Burton 1990; Kriesberg 2007). The field of peace and CAR covers areas ranging from alternative dispute resolution, mediation, and peace-building studies to international diplomacy. Practitioners use different approaches in the field depending on the context and the type of conflict. These approaches include not only CAR, but also conflict management and conflict transformation. Each approach applies a set of skills, tools, models, and processes, appropriate to the situation and actors involved. Conflict transformation is the approach that most resonates with current practitioners, especially in the international development arena. According to John Paul Lederach (1995), conflict should be viewed as a transformational agent: it transforms people, situations, and relationships that created the initial conflict. During the past two decades practitioners have been challenged by Lederach’s definition to rethink our field, to move from conventional approaches based on the application of tools for

managing conflicts that risk supporting the status quo to a new type of theory, practice, and research that locates social change at the center of its political project. Through this lens the goal of conflict transformation is to overcome conflict, transform unjust social relationships, and promote conditions that can help to create cooperative relationships. Conflict transformation, therefore, is a reconceptualization of the field in an effort to increase its relevance to contemporary conflicts and sustainable peace (Miall, Ramsbotham and Woodhouse 1999, 21). This shift in paradigm acknowledges the need to study each conflict in light of its unique history and characteristics (Sharoni 1996). It calls for a new set of assumptions, including the context specificity of conflict theory and practice, and the need for a bottom-up perspective to CAR.

This shift echoes the field of international development's 1990s movement to a more participatory approach, seeking to empower the less privileged (Hildebrand 1983; Chambers 1987). Development practitioners realized that in order to better understand the diversity, complexity, and dynamism of processes that are characteristic of livelihood systems at the center of development initiatives, a bottom-up approach to research and practice was needed. This approach is defined by Chambers (1997) as a "reversal of realities." It entails a movement from what he calls "a normal professionalism," which deals with "things" and is top-bottom, cookie-cutter, or blue print-like in its focus on measurement in pursuit of standardization, to a "new professionalism," which deals with people and is bottom-up, focuses on learning processes, and encourages critical thought and diversity (Chambers 1997, 189-90). A central question in the development field still remains: "Will increased engagement with social actors risk simply re-legitimizing the status quo, or will it contribute to transforming patterns of exclusion and social injustice, and to challenging power relationships?" (Gaventa 2006, 26). The two fields, international development and peace and CAR, merge in the quest for peace with socio-economic justice.

The impact of this [Global Course] has been to a dimension of reawakening perhaps my inner soul, my being. The affliction and feeling that there is a vast world out there crying for help just to have access to their basic needs has awakened my roots, the compassion I have towards humanity as a whole, and the desire to continue to access hands-on fieldwork searching for that linkage between theory and reality to keep my vision focused and clear.

—Susana Reynoso, Ecuador DCAR Global Course 2010.

New CAR approaches look at interventions as long-term efforts, mainly begun by local actors, that seek to promote political and economic development, and result in sustainable solutions to the root causes of conflict (Bendaña 2003). If the goal is to provide students with learning experiences that can meet the challenges of the field, then learning experiences must incorporate active engagement with social actors, influenced by international forces, at the center of conflict situations. Understanding of the diversity, complexity, and dynamics of situations and conflicts at the local and international levels can only be gained through an active engagement with social actors' realities.

My opinion, if you want to be in the conflict resolution field you must leave the comfort of your daily surroundings and travel, and immerse yourself in a culture very different than your own, to understand the nature of conflict and how to begin designing systems to resolve it.

—Pamela Struss, Suriname DCAR Global Course 2011.

Student Learning Needs

With an appropriate institutional environment and a field of study that calls for global and local engagement, I turn next to the third piece of the puzzle: the students' learning needs. Some of these needs are shared by many of the graduate students that our department serves. Most of the students in our programs are non-traditional students, who work full time jobs while they try to balance their professional, personal, and educational responsibilities. Students can be overwhelmed by the challenges of their everyday life, which in turn tests the job we do as educators. Developing Global Courses for this audience proved to be a challenge. Most overseas experiences, offered mostly through Study Abroad programs, are too long (three to six months), or too broad in content for our students. In an effort to tailor the experience for these students the DCAR trimester-long Global Course has two components. One is an on-line class that meets regularly during the first four weeks of the course and also meets after the field-immersion component to reflect on and process the experience. The other is a short but intense 12-15 day field-immersion component developed exclusively for the Department of Conflict Analysis and Resolution course content. Students find it easier to accommodate a two-week international trip in their busy schedules.

Inherent in the characteristics of the CAR field are a series of learning skills students need to master in order to be successful as researchers and practitioners. These include a firm knowledge base, the ability to work in

multidisciplinary teams, and the ability to communicate complex ideas clearly to diverse audiences. Students need to develop problem-solving skills and analytical proficiency at different levels from the individual, or micro level, to the international or macro level. They must be innovative and creative to respond adequately to the challenges of a field that is in constant transition. Finally, traits of a good salient practitioner include commitment to the field and empathy and compassion to respond to the ethical challenges of the field.

Potential employers have yet another set of knowledge, skills, and abilities that they would like to see in CAR graduates, especially those interested in international peace and CAR. In a study conducted by the U.S. Institute of Peace regarding graduate education and professional practice in international development (Carstarphen 2010), the author found that there is a surprising mismatch between what CAR programs emphasize in their curriculum and what employers view as a desirable set of knowledge, skills, and abilities. While academic programs rank as their number-one priority “theories of conflict analysis: causes, sources, and dynamics of conflict and research skills,” employers rank as first an applicant’s “field experience: work and internships abroad.” Employers also highlight the need for graduates to have CAR skills, including “facilitation, dialogue, training, and CAR mainstreaming,” in addition to applied research expertise (Carstarphen 2010, 4). The Global Courses are, in a way, a response to this disparity. These courses meet several student needs, since they go beyond the accumulation of subject knowledge to create opportunities where students can have real-life experiences, where they facilitate, mediate, negotiate, and train in real conditions, working side by side with field experts and experiencing the stress and anxiety of the demanding field. One of the students who participated in the Global Course in Suriname says:

I have a personal list of things that I wish to achieve personally and professionally. One of the professional goals I listed was that I wished to conduct a training internationally. Another was to train on a new subject matter. During this trip, I was able to do both! It was nerve-wracking to put this [CAR workshop] together while still trying to accomplish other objectives during this trip. Nonetheless, this was a dream come true.

—Regina Bernadin, Suriname DCAR Global Course 2011.

The Learning Approach

Global Courses are developed under the department's teaching philosophy, which takes a learner-centered approach to the study of peacemaking and CAR and encourages students to define and shape their intellectual and practice paths in a creative and structured fashion (<http://shss.nova.edu/catalog-2011.pdf>). The teaching and learning model for DCAR Global Courses includes a learner-centered approach, in addition to theories of experiential, action, mutual, and transformational learning models, which provide a learning experience appropriate to: a) the department's teaching philosophy, b) student needs, and c) CAR course content.

The non-directive, learner-centered approach in which the student takes responsibility for, and contributes to, his or her own learning can be traced back to Carl Rogers (1960), and was further developed by Knowles (1970) in his andragogy model. Based on these principles, Global Courses include activities that encourage critical thinking, multidisciplinary interaction, reflection, and sharing of ideas. A critical component of the Global Course learning approach is mutual learning (Shminck, Paulson, and Bastidas 2002, 9-10; 39). From the start, and especially during their field immersion, students need to understand that the learning process is based on maintaining respect for and acceptance of the individuals involved in the learning experience (Schminck, Paulson, and Bastidas 2002). The Global Course learning space is not only occupied by the students and the professor, who acts as a facilitator. It includes a multitude of actors who are part of the Global Course experience, ranging from guest lecturers, policy advisors, and community leaders, to local farmers and fellow students. This mutual learning approach emphasizes the importance of being open to others, of appreciating and respecting each other's knowledge and wisdom. Evidence of this understanding is shared in the following two accounts of Global Course students:

That morning, I did not understand the true purpose of why [the guest professor] was accompanying us on the trip. [Our guide] had been excellent so far; therefore, I didn't see why [the guest professor] would be joining us. Once we reached the coastal areas, and he showed us different examples of mangrove degradation and management, I felt that only he could explain this project. Living in Florida, I have been exposed to mangroves but never truly understood their purpose until this point. [The guest professor's] passion came alive during his lecture. I think we truly

saw the situation through his eyes, and only because he lives and breathes his work. No one else could have helped us achieve this.

—Regina Bernadin, Suriname DCAR Global Course 2011.

I was humbled to have the opportunity to connect with several classmates on the trip and to hear their testimonies of how my kindness, gentleness and wisdom impacted them.”

—Tyra Brown, Suriname DCAR Global Course 2011.

Educational theorist David Kolb (1975) emphasized that experience is the basis for training adults and introduced the experiential learning cycle. According to this model, learning is attained through concrete experience, observation and reflection, abstract conceptualization, and active experimentation. Similarly, action learning links the world of learning with the world of action through a reflective process within small cooperative learning groups known as “action learning sets” (McGill and Beaty 1995). The DCAR Global Courses adopted these concepts as part of the foundation for the field-immersion component. Many of the concepts, theories and approaches in the field of CAR cannot be applied in the international development field without a careful consideration of context and diversity. Therefore, action learning is an ideal approach to learning in CAR situations.

The Global Course structure has three components. The first is an introduction to the course subject matter based on the learning objectives of the CAR course. Students are introduced to selected theoretical frameworks and concepts. The second is the overseas field-immersion component. The third component is post-field coursework that focuses on processing the intense immersion experience, providing spaces for dialogue and reflection, innovation and creativity. Applying the experiential learning model to the Global Course, we can say that the field-immersion component provides the *concrete experience* where students put CAR theories, concepts, and knowledge into practice. Students travel to a developing country, visit different types of projects, attend lectures at host universities, interact with local people, experience local ecosystems, and are exposed to diverse conflict situations at different levels. Before and during their field trips, students keep daily journals. Later these are the basis for *reflective observation*. Students reflect on and engage in dialogue about their experiences. *Abstract conceptualization* is characterized by students reviewing their conceptual understanding. They use conflict analysis and resolution models and theories to draw conclusions from past and present experiences. Finally, during *active*

experimentation students apply new learning, creating new CAR models, developing new theory, and incorporating new ways of understanding in their academic activities (see Figure 1).

The andragogical process of the Global Course is also influenced by the transformative aspects inherent in CAR theory and praxis mentioned above. The work of Jack Mezirow (1991; 2000) presents parallels to CAR transformational learning in the field of adult education. According to Mezirow and Associates (2000) transformational learning is the “process of using prior interpretation to construe a new or revised interpretation of the meaning of one’s experience as a guide to future action” (5). For this process to take place there are three requirements: 1) the context must be appropriate for transformative learning, 2) the learner must engage in self-reflection, and 3) the learner must engage in critical discourse. The Global Courses provide the context for the transformational process through the field-immersion component, while student’s past experiences and CAR knowledge are part of the cognitive context. Activities before, during, and after the field-immersion component are selected to foster transformational learning in the students. One of the questions that arose as we designed the DCAR Global Course was: “How can we create a transformational learning experience within the timeframe of a 12-week course?” Transformational experiences can happen in an instant or they can evolve over years. I argue that Global Courses happen in an experiential continuum, and for certain students act as a catalyst for change to take place. What Global Courses offer is the right context and environment for transformation to occur if it happens to be the right time for the student.

Journaling is used during the course to facilitate student self-reflection. The journaling activity starts prior to the overseas experience. We ask students to develop questions based on reference material about their expectations and understanding of local processes. During the trip students are encouraged to journal about new knowledge gained, comparisons of past and current situations and expectations, and their feelings and reactions to situations encountered throughout the trip.

Those experiences allowed me to reflect on subjects/topics which I have studied thus far in Nova’s DCAR program. I got an opportunity to hear the book knowledge in a practical sense as the culture of Ecuador was shared.
—Carlotta Mitchell, Suriname DCAR Global Course 2011.

Dialogue is also stimulated at all times. Informally and spontaneously students share with each other the situations that impacted them the most

during each day's visit. In a more structured way, during debriefings students and professors share and analyze information. After the course is over, we consciously built into the curriculum specific opportunities for the student and professor to come together and reflect on our collective learning experiences, to develop a more systematic conceptual understanding of present reality. So far, DCAR Global Courses have had an impact on students' dissertation topics, practicum choices, and changes in their life paths:

The experience has become a reference point for my dissertation research since it underlies the quest to find viable ways to eliminate, or at least minimize, the forms of discrimination observed in that Latin American nation that were also observed in other parts of the world in previous trips.
—Aniuska Luna, Ecuador DCAR Global Course 2010.

My trip to Ecuador inspired me to write my dissertation on gender inequalities and the connection to water politics. I am now committed to finding ways to help poor women become empowered.
—Fatima Cotton, Ecuador DCAR Global Course 2010.

I was inspired to join the Peace Corp when I returned from Ecuador. We arrived home on August 10th, I put my application in on August 18, and I was nominated for Eastern Europe on September 24th. I am slated to leave in March, 2012. I would not have done this had I not been in Ecuador and met the friends, colleagues and professors that inspired me.
—Dianne Strait, Ecuador DCAR Global Course 2010.

Global Courses as Incubators for Scholarship of Engagement Activities

Scholarship of Engagement is defined by a reciprocal, collaborative relationship with others (Boyer 1996; Barker 2004). It connects research, teaching, and service to the understanding and solving of pressing social, civic, and ethical problems (Boyer 1996). One critique of this type of scholarship is that it does not have the quality of traditional research and scholarship. However, faculty involved in Scholarship of Engagement activities are providing evidence that their research and practice can meet and even exceed traditional academic standards (Barker 2004). Engaging with communities and local actors in research, teaching, and service activities only enriches these experiences and provides a climate that is favorable to innovative and creative outcomes.

Incubators are machines that maintain controlled conditions and favorable environments for cultivation. Likewise Global Courses provide the appropriate environment to support and develop emerging ideas in the Scholarship of Engagement, developing them into activities. Based on our experiences in Ecuador and Suriname, it seems that with the right implementation strategy, Global Courses, in partnership with other institutions of higher education, governmental and non-governmental organizations, communities, local practitioners, and local researchers, could become catalysts for advancing Scholarship of Engagement. The Global Courses position students at the center of the learning experience, making the student a partner in the production of knowledge. The student takes the role of researcher, practitioner, and facilitator of the learning experience, and develops strong ties with the local people. The interaction of Global Course students and faculty with the people and organizations they come in contact with during the foreign immersion component stimulates rich conversations in which students' backgrounds, knowledge, research, and practical skills resonate with the needs of diverse audiences. These conversations, in turn, lead to such engagement activities as training workshops, applied research, establishment of networks, development of institutional strategies, and development and testing of training materials, among others.

Derek Barker (2004) developed a taxonomy of five approaches to engaged scholarship (see Table 1). Each of the practices incorporates its own methodology, is informed by specific theories, and focuses on addressing specific types of problems.

Table 1: A Taxonomy based on Five Practices of Engaged Scholarship

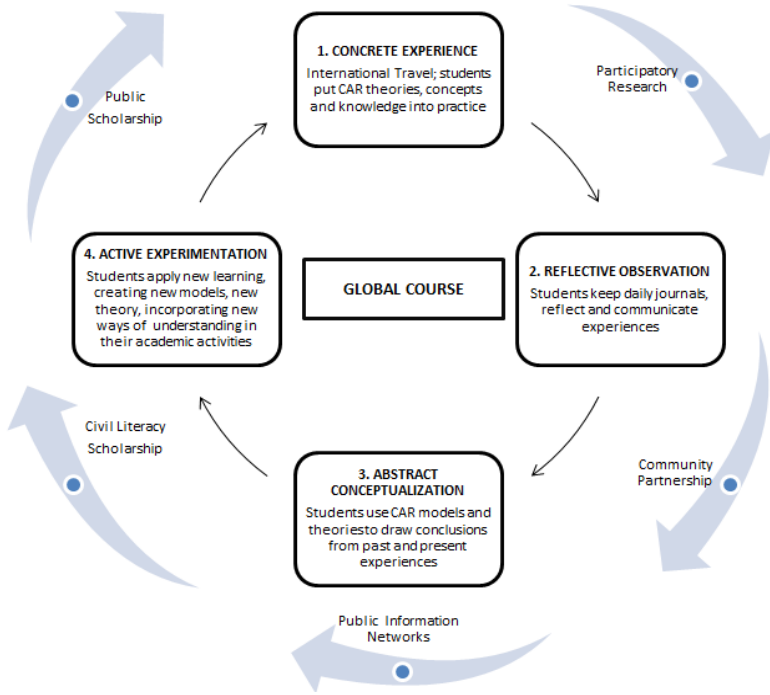
Practice	Theory	Problems Addressed	Methods
Public scholarship	Deliberative	Complex “public” problems requiring deliberation	Face-to-face, open forums
Participatory research	Participatory democracy	Inclusion of specific groups	Face-to-face collaboration with specific publics
Community partnership	Social democracy	Social change structural, transformation	Collaboration with intermediary groups
Public information	Democracy,	Problems of	Databases of public

networks	broadly understood	networking communication	resources
Civic literacy scholarship	Democracy, broadly understood	Enhancing public discourse	Communication with general public

Source: Barker (2004, 132)

Using Barker's (2004) taxonomy, I classify examples of engagement activities that resulted from our two Global Courses. Under "public scholarship," the professor and students from the Suriname course are in the process of creating a "think tank" to gather information, exchange knowledge, and deliberate on issues related to land rights in Suriname. Its goal is to provide a space for dialogue and deliberation. This is an online forum, open to anyone interested in land rights issues. Under "participatory research," one of our graduate students, in collaboration with a university professor and representatives from private industry, started a participatory research project to identify potential areas of environmental conflict within Suriname's agricultural supply chain. Under "community partnerships," we are considering joining an Ecuadorian NGO to develop educational material for the transformation of inner-city gang members. And in the category of "civic literacy scholarship," our students delivered CAR awareness workshops for diverse audiences in both countries. All of this shows that Global Courses can, in fact, be incubators for Scholarship of Engagement activities.

Figure 1. Global Courses as Incubators of Scholarship of Engagement.



Based on an analysis of the literature and student accounts of the professional and personal impacts of the Global Courses in their lives, all the envisioned pieces of the Global Course puzzle (institutional context, field of study, student needs, and learning approach) seem to fit perfectly so far. However, after the course has ended I must ask: Is there the necessary support, institutional commitment, and faculty involvement to sustain the activities generated during this learning experience? Due to the nature of the foreign-immersion component, numerous relationships and partnerships develop at all levels: personal, communal, institutional, and governmental. These relationships are byproducts of the participatory way in which the Global Courses are planned. We do not parachute into a village and ask a few questions about local conflict. We engage in local situations and work together with social actors to figure out strategies for conflict transformation. Following through on this experiential learning in turn makes the Global Courses successful. Lack of “after the course” commitment would result in dissatisfied host parties, frustrated students, and disillusioned faculty.

I think creating the structures needed to deal with the successful results of our Global Courses presents a tremendous opportunity for an institution like NSU, which is vigorously working to advance its commitment to Scholarship of Engagement and global participation. NSU's core values and mission pave the way for Scholarship of Engagement activities; however, there is still much to be done to render them operational. The university and department still need to develop a clear framework for the execution of these activities.

Specific criteria need to be defined to identify what constitutes a Scholarship of Engagement activity. Formal guidelines must be established for defining, documenting, and rewarding teaching and research in the field. Faculty promotion policy should include Scholarship of Engagement as one of its indicators. University support structures and funds are also needed to start participatory research projects at the international level. Resources for physical, financial, and human support for these types of activities all need to be allocated (Fitzgerald, Burack, and Seifer 2010).

At the departmental level, it is one thing to support the creation of a Global Course, yet quite another to manage the series of global engagement activities that result from it, especially when faculty time is already stretched between teaching, research, and service responsibilities. Departmental staff and administrative support are thus necessary to assist with the logistics of Global Course activities and outcomes. In addition, project management and grant writing should be recommended training for Global Course faculty and appropriate administrative staff.

With regard to the field of study and student needs, the CAR curriculum should be expanded to include topics that provide the students with managerial skills. If Global Courses are to be incubators of Scholarship of Engagement activities, student roles must expand beyond the application of theory and practice to actual management of Scholarship of Engagement activities. Project management, monitoring and evaluation, grant writing, and grant management may all valuably be incorporated into the Global Course curriculum. In addition, students should be taught necessary skills to design, plan, and manage learning platforms around key topics related to the Scholarship of Engagement activity. Such an enhanced program will have an added bonus for students, since the skills they acquire will make them more attractive to employers and enhance

their opportunities to become involved in the development and execution of global projects.

As CAR practitioners and educators, we seek to provide students with the best learning experience possible so they can enter the field of CAR ready to make significant contributions in research and practice. The learning experience should not merely provide the accumulation of knowledge; we seek what Paulo Freire (1970) called conscientization, “the process of developing a critical awareness of one’s social reality through reflection and action;” only then are students prepared to act as global citizens and question social structures that inhibit social justice. I am convinced that the learning experiences in DCAR’s Global Courses can act as catalysts for the transformation of our students’ lives. With institutional support, Global Courses present significant opportunities to foster the Scholarship of Engagement in a global setting.

Table 2. Department of Conflict Analysis and Resolution Global Courses Description.

<i>Global Course</i>	Conflict in International Development–Ecuador (2010)	Environmental Conflict–Suriname (2011)
<i>Participants</i>	14 graduate students	12 graduate students
<i>Description</i>	Students spent two weeks traveling through the Coastal, Andean and Amazon Regions of Ecuador. In these different ecosystems students interacted with local farmers, community groups, local organizations, and policy-makers. Using a livelihood systems approach, students explored the relationship between individuals, households, communities and ecosystems, in order to improve understanding of the diversity in these systems and its implications for CAR and socioeconomic development.	The Suriname Global Course introduced students to the field of Environmental Conflict. Students traveled through Suriname for eleven days, discovering the historical, ecological, and cultural diversity of this South American country. They interacted with small and commercial farmers, indigenous and Maroons groups, university faculty, policy-makers, and other members of the civil society. Topics covered included environmental sustainability, land rights issues, biodiversity, human health, and sustainable livelihoods.
<i>Host Organization</i>	Escuela Superior Politécnica del Litoral (ESPOL) in Guayaquil was our host university. A memorandum of understanding between NSU’s School of Humanities and Social Sciences and ESPOL provided the umbrella for the different course activities. ESPOL faculty provided guest lecturers and logistical support	Our host organization in Suriname, directed by one of our students, was Amazon Conservation Team (ACT Suriname), a nonprofit organization with a mission to preserve biodiversity, health, and culture, by working in partnership with indigenous peoples. They not only facilitated the logistics of our stay but provided an important link

	for the course. Most importantly, students and faculty from both universities benefited from the exchange of knowledge, information and experiences.	with the government of Suriname, the private sector, and civil society.
<i>Activities:</i>	A series of lectures and presentations by university professors, government officials, and members of civil society. Community project visits, field trips to indigenous communities, national parks, and historic sites. Journal entries, reflection, and discussions.	A series of lectures and presentations by university professors, government officials, and members of civil society. Community project visits, field trips to small and commercial farms, indigenous communities, a hydro-electric dam, small and commercial gold mining operations. Journal entries, reflection, and discussions.
<i>Outcomes:</i>	Journal articles, dissertation topics, research and training practicums, development of new frameworks and new CAR models.	Delivered a training workshop on CAR. The workshop was attended by 25 people from government, NGOs, the university, and private industry. Journal articles, dissertation topics, research and training practicums.

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