Using Service Learning in International Relations Courses
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Paper prepared for presentation at
The American Political Science Association
Annual Conference, September 2006

Introduction

Service learning has long been touted as a useful experiential education approach in political science classes, especially for teaching civic education and community engagement in American government and politics courses. Though debated, the value of service learning includes higher student engagement in the material, expanded skill development, exposure to diversity and new experiences, and increased self-reflection. This article discusses the potential for incorporating service learning and its associated educational advantages in international relations (IR) oriented courses. Globalization, technology, increasing student interest in world affairs and growth in international advocacy organizations now enable instructors to create assignments that allow students to become active not just in local communities but also in the larger global community. As Thomas Friedman recently wrote, the post-2000 era is, “a whole new era,” with a unique character, “the newfound power for individuals to collaborate and compete globally.”

This paper presents two approaches to incorporating service into IR classes. The first utilizes local and global connections, strongly reinforcing the concepts of globalization and interdependence by demonstrating to students how international issues are connected to local issues. The second encourages students to become directly involved in global issues through participation in transnational advocacy efforts, specifically through international non-

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1 Please do not cite without permission. Comments and suggestions are welcome at hheckel@bridgewater.edu.
governmental organizations (INGOs). Together these two approaches offer the educational benefits of service learning and simultaneously provide a potential avenue for demonstrating to students how individuals can and do act collectively to change the world.

This paper discusses teaching strategies utilized in several different international relations courses, including Geography, Comparative Politics, Latin American Politics and International Children’s Issues, at Bridgewater College a small liberal arts school in the Shenandoah Valley of Virginia. I begin with a brief assessment of current literature on service learning. This is followed by a discussion of local service learning opportunities that enable study of global issues, with a particular emphasis on the potential of working with immigrants. Next I present options for engaging students directly in a global issue through INGOs. Finally, I conclude with a brief assessment of the impact of these efforts upon student learning and growth, further research directions and an appendix of resource materials.

**Service learning in political science courses**

Shifting higher education teaching strategies from solely lecture based to experiential or active learning has long been recommended by a variety of education research and has, “emerged as one of the most significant trends in higher education in the past three decades.”

There are many types of experiential education frequently used in political science programs including case studies, simulations, service learning, internships and study abroad. While the research on these approaches has grown, there continues to be considerable confusion about terminology as well as debates over which type of learning approach is most valuable. In this

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article, I am recommending an emphasis on a particular form of experiential education, that of service learning, along with other less intense experiential opportunities that help to prepare for or enhance the service projects.

There are a wide variety of definitions of service learning and extensive debates on the relative weight of the two terms – should the experience be about student learning or about providing a service to the community? In this paper, service learning is primarily academic and is used as a tool for enabling students to enhance their understanding of course concepts through community engagement. Many researchers have touted the advantages of service learning which include: increased motivation for learning; preparation for citizenship; improved critical thinking and problem-solving skills; reflection on values (personal and collective); enhanced learning; compensation for traditional lecture pedagogy; helps students understand ‘real-life’ – not only the experiences of others but what jobs and their own future may look like; and enables students to better accept diversity. Additionally, researchers argue for broader societal implications of service learning including addressing social divisions, equalizing inequalities, and reversing losses in civic participation. While service learning may be valuable, its impact depends upon the quality of its implementation including planning, well-defined goals, training of students, strong community relationships, student ownership or commitment, monitoring, adequate time for the experience(s), reflection and evaluation.

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7 Robinson, September 2000.
In political science classrooms, service learning has been promoted as a method for teaching students the values and skills of citizenship and for ‘democratic education’. Most studies of political science courses have focused upon the application of service learning approaches in American government classrooms. There has been limited consideration of the concept of global citizenship or the potential of using service learning in international relations or global studies courses. I argue that today, as the world becomes increasingly interconnected and many global issues are closely associated with local concerns, service learning in the international relations classroom is as applicable and valuable as it has long been in American government courses.

Service Learning in the International Relations Classroom: The local/global connection

Several IR professors have written about the use of local service projects to expand students’ understanding of global concerns, especially poverty, hunger and underdevelopment. For example, Lucy Jarosz, a professor at the University of Washington writes of using service learning in a geography class. Her students forge the ‘local/global connection’ by working three hours a week in shelters and at food agencies to connect with the course’s emphasis on world hunger. Several articles discuss the potential of service with immigrant oriented agencies. Robert Trudeau describes an assignment to work with local organizations assisting Latin

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American immigrants as part of his comparative politics course on Latin America.\textsuperscript{12} Amy Patterson of Elmhurst College details her Politics of International Relations Course in which she utilizes assigned work with a refugee resettlement NGO. Patterson emphasizes the connections she draws between the students’ experiences and course content on NGOs, human rights, ethnicity and global interdependence.\textsuperscript{13} While not discussing a particular course, Robert Koulish of Bentley College, described the college’s Service Learning Center’s project of having students work with immigrants seeking American citizenship. This activity brought the students many educational benefits, which would compliment an international studies curriculum including better understanding of immigration/migration, conception of identity and ‘the other’ and some insight into power and poverty issues.\textsuperscript{14}

In addition to the local to global projects in these articles, my students and I have found a number of other potentially useful connections. I generally introduce the service learning activities by asking students to brainstorm connections between global challenges and local concerns. Useful parallels have included:

- Global AIDS epidemic – domestic AIDS service and prevention
- Immunizations – local health department and immunizations
- Virus prevention (ex. Bird flu) – virus prevention (bird flu, in our poultry farm area)
- Infant Mortality – domestic health care provision to children under five
- AIDS orphans or unaccompanied children – U.S. foster care systems
- Child Soldiers – gang concerns and intervention efforts
- Food scarcity – local food banks, meals on wheels
- Drug trade – drug control and prevention programs
- Women’s rights – battered women’s shelters, rape crisis centers
- Democracy building – civic education programs in schools or through political parties
- Population issues – Planned Parenthood or organizations related to abortion debates
- Rainforest or species preservation – local forest preservation groups, national parks

\textsuperscript{13} Patterson, December 2000.

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• Immigration – immigration

Once students identify multiple connections, we then discuss why the similarities might exist especially across nations in varying sizes, development levels, incomes, etc. This enables students to begin their real-life understanding of the concepts of globalization and interdependence. For many of my students coming from rural areas, this also raises, often for the first time, questions about the US role in and vulnerability to the larger global community.

Many articles on incorporating service learning in the classroom emphasize the time commitment involved in preparation for projects and often a corresponding loss in classroom time. While I recognize that in-depth projects are time consuming, I have found that there are a wide variety of options for integrating local community projects and resources into courses. Some activities are primarily experiential offering little benefit to the local community, but providing potential for future interaction between students and agencies. While others involve more time commitment from the students and provide more service or assistance to local agencies and their clients. In preparation for these, I generally either contact agencies in advance or provide students with a letter explaining the nature of the assignment, while placing responsibility on them to make the local connection. I strive to allow students to choose an issue of their choice, though I keep track to ensure that the students do not overwhelm a particular agency. I also always allow students to work in self-selected pairs to accommodate any discomfort they may feel as well as transportation issues. The following is a list of service projects that I have incorporated into various courses.

• Visit an agency, collect materials, observe office size, research their work
• Visit and interview an employee about the nature of the work and the challenges experienced.
• Volunteer for the agency a minimum of five hours. Our college has a 10 hour per year service requirement and so agencies expect this type of service from our students and are generally set up to offer short-term service options.
• Collaborate with other students to conduct a fundraiser for the agency. This often involves bringing speakers to campus as well – expanding the educational opportunities beyond my class.

Ensuring learning:

Student reflection is considered an essential component of successful service learning in the classroom.\(^{15}\) Reflective assignments also have other advantages including: encouragement of writing across the curriculum, facilitation of more personal communication with the instructor, offers an alternative to content based testing, tends to build in-class community through paired assignments or discussion groups, and encourages students to become more active participants in their own learning and in class. Use of a variety of levels of service learning and community engagement is accompanied by use of varied reflective assignments which may depend upon class size, depth of student experience, course topic, skill goals, etc. Reflective assignments have included:

• Reflection paper on local challenge – describe the issue, the agency, and the work they do.
• Personal profile – what makes an advocate/activist – why was the career chosen, what is it like, what are the difficulties, etc. Provide a summary of your interview and connect with course material.
• Reflection paper linking local challenge to global issue – describe the issues, agencies and work at the local AND global levels.
• Letter to the editor (of school newspaper) – discuss the issue and the agency and encourage other students to get involved.
• Webpage or powerpoint development – advertise this issue and agency through digital creativity.
• Presentation about the issue and agency to class.
• Presentation about the issue and agency to a student club or another class.
• Thank you letter to the agencies expressing what was learned.
• Journaling - allows students to consider issues over time, to reflect on their own personal growth and to incorporate multiple concepts.
• Exam essays – students show how their ‘personal’ experiences integrated with the course material.

\(^{15}\) Hepburn et al, 2002.
Beyond the assignments, I continue to reference the students’ experiences through discussion as we address each global (and local) issue during the course. It is important to take time to have students debrief each other on their experiences and to discuss their observations or what they learned in connection with the material. It is also advantageous to have students discuss their progress and what they have learned in small groups so that they can share ideas with each other and reflect together before completing written or presentation assignments.

**Immigration and Refugee agencies: A unique opportunity**

While I have broadly included a variety of local/global connections in assignments in global issues and IR introduction courses, I have also recently used immigration as a focus issue in a Latin American Politics and International Political Economy class. As discussed earlier, previous research on using immigration based service learning in international relations courses demonstrates a variety of benefits ranging from deeper comprehension of course concepts to changing students’ understanding of identity and diversity. Additionally, I felt that my students, most of whom are Caucasian, American, and born within one hundred miles of the school could significantly benefit from meeting people who had different cultural and historical experiences.

There is enormous potential for learning from local immigrants and for participating in service projects with refugee, immigration and migrant agencies. Immigrants and refugees offer American students the chance to learn first-hand about a number of key international relations concepts including: ethnicity; nationalism; human rights; globalization; interdependence; culture; geography; inequality; development and underdevelopment, gender variations; policies of citizenship in the U.S.; and violence and war.

Second, this topic allows students to consider activism and non-profit organization strategies and to relate them to the transnational advocacy efforts we study in class. In other
words, the work our local agencies do in terms of direct-service and awareness-raising is accomplished in much the same way as the work of international agencies that engage in information and leverage politics. In a region of about 75,000 people, we have three agencies devoted specifically to refugees and immigrants – a refugee resettlement organization, a literacy coalition focusing upon immigrants and especially their children, and a migrant activism and educational organization. Additionally, several area churches are active in the issue, our local legal aid agency has a specialist on immigration and the health department has projects specifically targeting immigrants. Thus, there are numerous opportunities for student interaction with agencies and their clients.

As with the local/global connections discussed above, the depth of the relationship between the students and the agencies and/or immigrants depends upon time availability, transportation and other logistics. Existing works on using immigration oriented service learning projects emphasize one type of project, generally a semester long volunteer effort. These are generally quite time consuming, involve significant logistical planning on behalf of the instructor, and may backfire if the students resist or find the experience to be unpleasant. Alternatively, I argue that there are a wide variety of experiential and service learning options available which are educationally valuable. Furthermore these less intense efforts can lead to more in-depth opportunities in the future. What follows is a list of activities I have utilized specifically related to issues of immigration (with the courses indicated when appropriate).

- International Students on campus – This group of students offers a unique opportunity for Americans to learn about other cultures and people with minimal effort and in an emotionally safe setting. Furthermore this is an ideal way to model to students that they can learn from each other and college education can be collective. Activities include:
  - Having international students speak individually about their cultures or governments (Comparative Politics, Geography, World History).
  - Having international students speak collectively to larger school audiences and offer comparative analysis (our school’s convocation program).
• Having international students speak on their thoughts about coming to the U.S. (requires some preparation and sensitivity training). Can also do this with students who have recently studied abroad. (Geography)
• Inviting international students to participate in fieldtrips and other activities. This more informal experience allows students to meet outside the confines of a speech or assignment (all classes, with financial support from our administration).
• Interviewing international students to learn about their countries and cultures and/or immigrant experiences (regional politics courses, geography)

While none of the above are service projects for my students, all but the fieldtrip participation count as service learning hours for the international students who agree to give their time and energy. Many of these students also use the activities to enhance their resumes.

• Immigrants and refugees – Generally, students contact immigrants through local agencies that can easily identify appropriate activities and participants. Beyond the guest speaking and interviewing projects listed above, service learning activities include:
  • Interviewing – similar to goals above, however with older individuals the questions can often be more specific and detailed and allow for some reflection on more complex dynamics such as changes over time, challenges of bringing families or raising families in new cultures, etc.
  • Participating in group events such as international festivals – allows for observation and non-intense interactions which can build into natural personal relationships. (Geography)
  • Tutoring/mentoring children – interaction with children is a useful way to have college students contribute to the work/goals of local agencies while simultaneously learning a good deal about culture and global issues. (All courses)
  • Tutoring adults – allows for additional exploration of issues through interview opportunities, but can be more threatening and challenging for college students. (All courses)
  • Volunteering in agencies (generally office support) – allows for observation of agency activities and their clients and again for natural personal relationships to emerge. This also provides a very useful service to the agencies, in partial compensation for other activities I may be asking them to conduct.

• Agencies – As mentioned earlier, in our community there are three agencies specifically devoted to refugee, immigrant issues and several more with extensive services. Student opportunities vary with the agencies’ needs and time, transportation, etc. However, some that we have easily implemented include:
  • Asking agency employees to be guest speakers in class – allows for immigrant issues to be shared without placing individuals in uncomfortable setting.
Lends professional perspective to academic issues. Often inspiring to students as we seek to show them that individuals can make a difference. Can also have guests come in as part of a fundraising activity.

- Observing and/or interviewing employees of agencies – again allows for immigrant and related global issues to be specifically discussed in the actual agency facility. Alternatively, the interview assignment can be geared towards having students assess activism strategies and individual motivations. Then, students can directly compare with global activism efforts studied in class. (International Children’s Issues)
- Internships – our international relations major and minor programs strongly encourage students to participate in content oriented internships. Immigrant and migrant agencies are ideal for students who must live locally but want to consider international relations in a professional environment. Several students participating in the less intense activities described here have then gone on to intern in the agency or with a similar organization. (Advising)

Collectively, these examples demonstrate a wide variety of activities that, in my experience, are relatively easily incorporated into courses. While there are educational benefits to each of these activities (and arguably benefits to the guest speakers, agency workers interviewed and clients), the ongoing volunteer opportunities enable students to pursue issues more deeply, consider them over time, and really make useful connections. For example, close interaction with children and/or their families provides a much deeper and more personal understanding of challenges immigrants faced in their home countries and as new residents in the United States.

**Think globally, Act globally: Service learning through INGOs**

While I place the most weight upon local service learning and associated reflective assignments, I also incorporate a second, global service component into some of my classes. In doing so, I seek to accomplish the broad goal of helping students to expand their understanding of what communities we belong to and what our roles are within them. Many of my students have never seriously considered having any global responsibility and so this is a philosophical challenge for them going beyond the course material. I also hope to inspire students that individuals and collaborative groups can address global challenges and that despite the negativity
they may see in the news or hear in our political science classes, there are positive examples of change to emulate.

This second service learning category also complements the local activities well. In this section, I ask students to continue their work on the global issue they originally selected to consider at the beginning of the class. This time, however, rather than finding local agencies, they are now assigned the task of finding international non-governmental organizations (INGOs) that work on the same issue. The first assignment is to identify relevant INGOs. They do this by completing an annotated bibliography of organizations related to the issue they have selected. They must identify a minimum of five INGOs active on the issue and then describe the organizations’ missions, strategies and other characteristics. Students are often daunted by this assignment until they try googling the topic at which point they immediately realize the scope and depth of global activism today. An example of the breadth of INGOs available for student research is found in Appendix II on immigration and refugee agencies. Through this simple activity, I am also able to quickly demonstrate to students the wealth of information and potential research material they can acquire through the use of INGOs, which most have never considered as sources of data.

After the quick survey activity, students are then asked to select one of the organizations to research in more depth. In western Virginia, physical access to INGOs is limited, although I have had students go to Washington and New York on breaks to do on site visits. This is not essential, however, as most INGOs utilize extensive web-based materials and often their employees are willing to interact with students through email. Thus, I assign my students the task of requesting information from the organization and sometimes of conducting an interview of an organization staff member. Through these interviews students can explore the agency’s work, but also the individual’s motivations and career opportunities in the field.
A primary goal of this portion of the assignment is to enable students to consider strategies of activism. When teaching transnational advocacy, I discuss information politics, framing, shaming, norm development, accountability, and other principles of activism. When researching the INGOs, students must then identify what strategies of activism are being utilized and evaluate which ones the agency seems to rely upon or finds most effective. As with the local service efforts, the reflective component can vary from writing assignment to discussion to presentation, depending on the course and student characteristics.

Finally, I ask students to consider engaging in service at the global level, building upon the agencies that they have researched. Students are first asked to consider the range of service opportunities available to them, given their physical distance from these agencies and then to select an activity that they feel is most appropriate. Student service engagement has included the following:

- becoming a member of the organization
- participating in an organization’s fundraising activity – such as sponsoring an animal, or buying a rainforest activity or contributing to a Heifer Project ark
- buying an agencies products, especially for holiday gift giving
- advertising an agency in our school newspaper
- having a club or organization on campus sponsor the agency
- volunteering in the agency (for students who live in metropolitan areas)
- interning in an INGO during the summer
- raising awareness about the organization’s issues on campus (some students started an Amnesty International chapter on campus)

Regardless of the scope of the activity they select, students can reflect on what it means to be associated with an INGO and to be part of a larger movement. They can also consider activism strategies and the difficulties these organizations face as they seek to maintain missions over the long-term with resources.

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16 A model for teaching social movement activism through observation of a social movement is found in Cornelius, Debra. July 1998. “Walking the Walk: Socializing Students to Social Activism.” Teaching Sociology. V25: 190-197. Cornelius finds that her students have almost no familiarity with activism and also that only little is written on the subject (she found two articles in 20 years of Teaching Sociology).
This component of the course has the advantage of being simple to assign and for students to complete, while having a broad ‘pay-off’. Through this project, students quickly gain access to lots of educational materials (as produced by the INGOs), further entrench their understanding of global key actors, gain additional insight into how activism is conducted, and are often inspired by the organizations and their work. I conclude this activity and the course, in general, with discussion of longer-term and ongoing opportunities for students to participate in local, national and global advocacy. We specifically discuss global citizenship, in relation to what they have learned about citizenship from their immigration experiences and the concept of responsibility within a global community. I then provide students with handouts (see Appendices III and IV for samples) of internship and employment opportunities for global ‘service,’ and offer to assist them in the future with pursuing these options. I have had a number of students intern at INGOs and several have sought international placements in teaching English, the Peace Corps, etc. While the majority of my current students will not travel abroad during or immediately after college, recognition that they are capable of doing so and of contributing to global solutions is nonetheless empowering and broadens their understanding of the global community and their role(s) as global citizens.

Conclusions

Moving from Atlanta to a rural area, I was initially daunted at the prospect of trying to use service learning in IR courses, which had been fairly easy to do with the plethora of Atlanta based INGOs. However, as I considered the many local/global connections available, it became apparent that my students could gain insight into these issues through a variety of agencies and local service opportunities. Furthermore, the internet and rapidly proliferating INGO websites enabled direct student activism with global issues.
I have found through use of varied assignments, some flexibility, and heavy emphasis on student choice and responsibility, that service learning and related experiential activities have been relatively easy to incorporate into a wide range of classes. By including service learning I am able to reinforce a variety of course concepts through hands-on experiences that are more memorable and interesting to students than their textbooks. Furthermore, I am able to demonstrate professional skills, to expose students to diversity and new experiences, and I also enhance student interaction within the class and with me.

There are, however, several ongoing challenges with these activities. First, one must balance time spent on service and reflection versus time spent on covering key course material. I feel that this is a valuable trade off as the experiential and service learning approaches leads to integration of material and long-term mastery of concepts. Second, students who are unaccustomed to service learning or experiential activities may need significant guidance, clear instructions and time taken to model the activities. In some classes, I have even utilized a few minutes to model how to do an interview. While critics suggest this takes time away from course material, I generally respond that the skill development inherent in understanding how to observe others, interview others, write summaries about what is learned and make connections between academics and personal experiences is well worth the effort. Third, I have on rare occasion encountered some students with very strong opinions on a wide range of social issues. I generally identify them through introductory class discussion and arrange specific persons for them to work with or alternative assignments. Finally, the activities I am recommending while largely falling under the service learning umbrella are weighted heavily towards students’ learning, with the hope that after my class they will use their knowledge and skills to make an ongoing difference. Thus, I am clear and ask my students to be honest with service agencies that we are primarily asking for their help rather than offering significant assistance to them.
Measuring the benefits of service learning: A significant challenge

Documenting the educational advantages of the use of service learning is extremely difficult because student growth is neither always tangible nor immediate. Thus, most of my ‘evidence’ for success is based upon personal conversations with students, often through emails a year or more after the course. For example, I have observed students building upon their service to later complete internships and a few have pursued non-profit jobs after college. Many students comment on what they learned about the issues themselves and about non-profit work. Some have been frustrated by the challenges of activism while others have been inspired.

Course evaluations consistently indicate that students enjoyed the assignments and appreciate the experiential components of the course and the ‘hands-on’ opportunities. Many students specifically comment on their visits to agencies and how surprised they were either by the organization’s limited resources or by the clientele and the complexity of the challenges. Finally, there are the extremely difficult to measure and yet very important personal gains made through these types of assignments. Some of my students have never closely interacted with a person of a different race, of a lower socio-economic class or from a different country. Once they have completed the assignments, they understand more about the concept of ‘the other’ and how learning can be mutual, life-long and perhaps much more interesting than what we can do in class. Furthermore, many of my students comment on how much more they appreciate their own lives after meeting and getting to know people who generally have considerably less opportunities and financial resources.

This year, I hope to utilize pre and post surveys to demonstrate specific educational and social gains through these service activities in several classes. Although again I suspect that many of the benefits of service learning are not felt until some time after courses are completed.
Additionally, in future research, I would like to compare outcomes of the less intensive experiential assignments versus the more engaging service projects. Currently, I teach mostly introductory courses, but would like to consider semester long service projects in upper level seminars. And, finally, since there has been very little published on service learning in international relations courses, I hope to collaborate with colleagues to see how local/global connections and/or INGOs are being utilized in courses at other colleges and universities.
# Appendix I

## Service and Experiential Learning Resources on the Internet

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<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Description</th>
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<tbody>
<tr>
<td>American Political Science Association (APSA)</td>
<td><a href="http://www.apsanet.org/section_246.cfm">http://www.apsanet.org/section_246.cfm</a></td>
<td>Resources associated with APSA’s focus on teaching and learning for utilizing service learning in the classroom and college community.</td>
</tr>
<tr>
<td>Service Learning</td>
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<tr>
<td>Association for Experiential Education</td>
<td><a href="http://www.aee.org">www.aee.org</a></td>
<td>Publishes Journal of Experiential Education</td>
</tr>
<tr>
<td>Campus Compact</td>
<td><a href="http://www.compact.org">www.compact.org</a></td>
<td>Extensive information on beginning service learning, including syllabi.</td>
</tr>
<tr>
<td>Campus Opportunity Outreach League (COOL)</td>
<td><a href="http://www.cool2serve.org/">www.cool2serve.org/</a></td>
<td>Provides advice, assistance and resources on establishing volunteer programs and student activism.</td>
</tr>
<tr>
<td>Corporation for National Service</td>
<td><a href="http://www.nationalservice.org/">www.nationalservice.org/</a></td>
<td>Information on service for people of all ages.</td>
</tr>
<tr>
<td>Idealist on Campus</td>
<td><a href="http://www.idealist.org/ioc/">www.idealist.org/ioc/</a></td>
<td>Provides networking and search opportunities regarding student service.</td>
</tr>
<tr>
<td>Learn and Serve America</td>
<td><a href="http://www.learnandserved.org/">www.learnandserved.org/</a></td>
<td>Resources and grants for use of service learning in all levels of education.</td>
</tr>
<tr>
<td>National Service Learning Clearinghouse</td>
<td><a href="http://www.servicelearning.org">www.servicelearning.org</a></td>
<td>Extensive resources and sample activities.</td>
</tr>
<tr>
<td>National Society for Experiential Education</td>
<td><a href="http://www.nsee.org/">www.nsee.org/</a></td>
<td>Educators and others are members of this organization for promotion and study of experiential education.</td>
</tr>
</tbody>
</table>
## Appendix II – Resources and INGOs related to immigration and refugees:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Contribution(s)</th>
</tr>
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<tbody>
<tr>
<td>American Refugee Committee</td>
<td><a href="http://www.archq.org/">http://www.archq.org/</a></td>
<td>• Programs in approximately twelve nations – caring for refugees within those countries, in refugee centers and resettlement.</td>
</tr>
<tr>
<td>International Committee of the Red Cross (ICRC)</td>
<td><a href="http://www.icr.org">www.icr.org</a> <a href="http://www.icr.org">childrenandwar@gva@icrc.org</a></td>
<td>• Principal activists on the issue of child soldiers and more broadly the issue of children and war. They operate a Children and War unit and an Advisory Service on International Humanitarian Law.</td>
</tr>
<tr>
<td>International Immigrants Foundation</td>
<td><a href="http://www.10.org/">http://www.10.org/</a></td>
<td>• Provides support services to immigrant families, coordinates programs, organizes special events to promote intercultural relations, offers direct counseling and referrals on immigration, naturalization and settlement.</td>
</tr>
<tr>
<td>International Organization for Migration</td>
<td><a href="http://www.iom.ch">http://www.iom.ch</a></td>
<td>• 116 member states with 1,400 active projects</td>
</tr>
<tr>
<td>International Rescue Committee</td>
<td><a href="http://www.theirc.org/">http://www.theirc.org/</a></td>
<td>• Active in 25 countries, the IRC is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services and advocacy for those uprooted or affected by conflict and oppression.</td>
</tr>
<tr>
<td>National Network for Immigrant and Refugee Rights</td>
<td><a href="http://www.nnirr.org">http://www.nnirr.org</a></td>
<td>• Forum for local coalitions and immigrant, refugee, community, religious, civil rights and labor organizations and activists across the United States to share information and coordinate initiatives.</td>
</tr>
<tr>
<td>Refugees International</td>
<td><a href="http://www.refintl.org/">http://www.refintl.org/</a></td>
<td>• With past and current missions in well over 50 countries, Refugees International combines emergency response, advocacy, and rights-based policy</td>
</tr>
<tr>
<td>Save the Children International</td>
<td><a href="http://www.savethechildren.net">www.savethechildren.net</a></td>
<td>• Founded in 1921 and now leading activists on most child rights issues.</td>
</tr>
<tr>
<td>U.S. Committee for Refugees and Immigrants</td>
<td><a href="http://www.refugees.org/">http://www.refugees.org/</a></td>
<td>• Offers aid and assistance on the local level through state coordinators and advocates for policy at the national level</td>
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<td></td>
<td></td>
<td>• Parent organization to the National Center for Refugee and Immigrant Children,</td>
</tr>
<tr>
<td>World Vision International</td>
<td><a href="http://www.wvi.org">www.wvi.org</a></td>
<td>• Established in 1950 to care for orphans in Asia, World Vision is one of the largest Christian relief and development organizations in the world.</td>
</tr>
</tbody>
</table>
Internships and Related Opportunities

Never doubt that a small group of thoughtful committed citizens can change the world, indeed it's the only thing that ever has.  Margaret Mead

Internship Search Services:
- Idealist- www.idealist.org – search for opportunities by location, date and skills.
- The American Political Science Association – resources for undergrads and grads at http://www.apsanet.org/studyingps.cfm or www.apsanet.org
- ServeNet - http://www.servenet.org/ - Search for opportunities by zip code

International Internship Resources:
- AIESEC – http://wwww.aiesec.org
- Internships International – http://RTPnet.org/~intintl/

International Volunteer Resources:
- Global Volunteers – http://www.globalvolunteers.org
- International Volunteer Programs Association – www.volunteerinternational.org
- Volunteer Abroad.com – http://www.volunteerabroad.com
- Volunteers for Peace – http://www.vfp.org/

International Work Resources:
- Overseas Jobs Express – www.overseasjobs.com
- The International Educator – http://www.TieONline.com
- Teaching Abroad – www.teachabroad.com
Making a Difference

Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. It is from numberless diverse acts of courage and belief that human history is shaped.

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

Bobby Kennedy, South Africa, 1966

Influence Political Decisions:

- Become a registered voter and vote – http://www.sbe.state.va.us/
- Contact your representatives - mygov.governmentguide.com/mygov/index.html
- Research, join or participate in a political party:
  - Democratic Party – www.democrats.org/
  - Republican Party – www.rnc.org/
  - Green Party – www.greens.org

Participate in (intern, volunteer, join, contribute, read about) an interest group:

- Comprehensive list of major US interest groups - http://www.polisci.com/web/tanks.htm
- Environment – http://www.businesshumanrights.org/Categories/Links/LinksEnvironmentalNGOs

You must be the change you wish to see in the world.  Gandhi

Act locally or globally:

- Bridgewater Service Learning Program & Internships (Carter Center & Student Affairs)
- Intern abroad - Idealist- www.idealist.org; www.internabroad.com
- Volunteer or work abroad – www.jobsabroad.com; www.volunteerabroad.com

Real knowledge is to know the extent of one's ignorance.  Confucius

Stay Informed:


In the end, we will remember not the words of our enemies, but the silence of our friends.  Martin Luther King Jr.