



Leadership & Social Change in Ireland

Course Details

Course Designator & Number: LEAD 4481

Number of Credits: 3

Language of Instruction: English

Contact Hours: By appointment, Phone: 763.453.2661,

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Instructor: Evan Witt

Course Description

The topic of “leadership and social change” is framed in the context of understanding that every individual has the capacity to be a leader, that you need to engage with others to navigate important challenges facing local communities, our society and world, and the importance of learning and understanding the unique needs of different cultural contexts in developing strategies that will meet those unique needs.

This course will include a historical overview of the historical, cultural, and political events that led to the “Troubles” in Northern Ireland with an emphasis on social change movements, community leadership, and the strategies used by leaders on both sides in Northern Ireland during this time.

While Northern Ireland is often viewed as a model for peace and reconciliation, more walls have gone up since the peace agreement was signed, and there is still pervasive segregation between Catholics and Protestants. In this seminar, we will visit several “interface” areas where ordinary citizens and informal leaders are attempting to facilitate change and provide safe strategies to move forward from this conflict. There will be an excursion to Corrymeela, a non-profit retreat center on the Northern Ireland coast where people come from all over the world to learn how to work through conflict. We will also learn about the role of elected officials (Stormont Assembly) and how their views and strategies might be similar, or different, from the community organizations. Throughout the seminar, you will be exploring different views on the future of Belfast, Northern Ireland, and the Republic of Ireland.

Finally, you will simultaneously reflect on your own capacities for leadership and cultural competence and the role that they might play on your own ability to impact change on a social issue important to you when you return to the US.

Course Objectives

- Think ethically about important challenges facing our society and world.
 - Develop an understanding of how your values, perceptions and identity influence how you observe and interpret different cultural contexts (from your cultural context).
 - Learn about the historical overview of Ireland (both the Republic and Northern Ireland) through assigned readings and introductory lectures, in order to understand the current cultural context you are entering in this global seminar, and reflect on how Belfast, and other parts of Northern Ireland are attempting to move forward from the challenges that were part of the “Troubles.”
 - Analyze how the organizations we will visit have been successful (or not), in regard to working ethically with local communities to tackle challenges facing them, our society, and world.
 - Finally, in the final capstone paper you will reflect on how you can apply what you have learned in Ireland to other cultural contexts in the future.
- Reflect on the shared sense of responsibility required to build and maintain community. Learn how ordinary citizens, informal leaders, community organizations, and public officials are still engaged in the path to reconciliation of a long-standing conflict and examine different leadership approaches/styles.
- Identify change that has, or has not stemmed from public murals, public rallies, the marching season, and protests.
- Reflect on your own capacities for leadership and cultural competence and identify your role in change for an issue that is important to you.
 - Develop an analysis of your current leadership and social issues that are important to you at the beginning of the seminar. Reflect and revise the analysis throughout the global seminar (through daily reflections and class discussions) in order to integrate into the final oral presentation and capstone paper.
- Research the historical context of Ireland.
 - To examine leadership strategies to move forward, one needs to step back and research, understand, and appreciate the historical, cultural, economic, and political forces that shape the current landscape and societal complexities. You will learn about why Northern Ireland became separated from the Republic of Ireland, the events that led to the conflict during the “Troubles,” and the differing visions for the future of Ireland.
- Conduct a comparative analysis between the US and Ireland

Required Reading/Materials

Campus Compact Minnesota (2015). The social change wheel.

<https://mncampuscompact.org/resource-posts/social-change-wheel-2-0-toolkit>

The Troubles (2017). Feature History.

<https://www.youtube.com/watch?v=61JisaFGHFY&t=32s>

Hammer, M. & Bennet, M. (1998). *Intercultural development inventory manual*.

Heifetz, R. A. & Linsky, M. (2017). Leadership on the line: *The heart of danger* (pp. 9-30). Harvard Business School Press.

Kotter, J. (2014). 8-step process for leading change.

<https://www.kotterinc.com/8-steps-process-for-leading-change/>

Lustig, M. W., & Koester, J. (2006). *Intercultural competence: Cultural patterns and communication: Taxonomies*. (pp. 109-135).

McKittrick, D. (2002). *Making Sense of the Troubles: The static society 1921-63* (pp. 1-25).

Moreno, J. C. (2002). Entering into the realm of “the other”: A few suggestions for crossing boundaries of human difference. Paper presented at the annual meeting of the Minnesota Council of Family Relations, St. Paul, Minnesota, December 2002.

Museus, S., Lee, N., Calhoun, K., Sánchez-Parkinson, L., & Ting, M. (2017). The social action, leadership, and transformation (SALT) model. National Center for Institutional Diversity.

[https://lsa.umich.edu/content/dam/ncid-assets/ncid-documents/publications/Museus%20et%20al%20\(2017\)%20SALT%20Model%20Brief.pdf](https://lsa.umich.edu/content/dam/ncid-assets/ncid-documents/publications/Museus%20et%20al%20(2017)%20SALT%20Model%20Brief.pdf).

Northern Ireland’s Troubles—Walls of Shame.

<https://www.youtube.com/watch?v=HZM-OC0p9us>

United States Institute of Peace (2015). Comparison of dialogue and debate.

www.usipglobalcampus.org

Winge, K. (2006). You’ve got to come in right. Never give up: *Vignettes from sub-Saharan Africa in the age of AIDS* (pp. 20-30). Minneapolis, MN: Syren Book..

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Pre-departure personal leadership and cultural engagement goals	5%
Daily reflection journal	20%
Researching a cultural difference	10%
Digital story presentation	25%
Final capstone paper	20%
Accountability/ responsibility contract	20%
Overall grade	100%

Assessment Details

General Expectations:

- Attend pre-departure meetings.
- Attend and actively participate in all organized classes, discussions, and organized excursions.
- Read all assigned readings by the assigned due dates.
- Turn in assignments on the due dates.
- Critically analyze and openly share experiences during the course.
- Fulfill the expectations in the “accountability/responsibility” contract.

Course Content

Classes will be conducted in the country based on the itinerary provided. There will be a combination of instructor lectures, guest lectures, panels discussions, site visit, local tours, and group project engagement.

Pre-Departure Personal Leadership & Cultural Engagement Goals (5 points)

- What is your personal definition of leadership?
- Do you see yourself as a leader? Why or why not? Describe your strengths and areas for improvement in the context of leadership.
- Describe 2–3 expectations you have regarding Irish culture. Are these expectations similar, or different from the U.S. culture? Develop 3 goals for improving your intercultural competence during the seminar.

Daily Reflection Journal (20 points):

- Keep a daily journal of your experiences, thoughts, feelings, and findings during the course beginning with the pre-departure meetings. Purchase a durable journal or notebook for this purpose. You should use a ‘free-writing’ style to reflect on your experience. Pay particular attention to aspects of Irish culture and describe, interpret and evaluate the similarities and differences you encounter (grading guidelines provided at end of syllabus). Reflect on why you think these things are done differently in this culture without judging whether the difference is good or bad. You should be making connections to your 3 goals to improve your intercultural competence.
- You will share this journal with the instructor and peers at different points in the seminar so refrain from recording personal entries that you do not wish to share with others. You may choose to keep your own personal journal for this purpose. This journal will be a useful tool in capturing the entire seminar experience, and to complete other assignments

Researching a Cultural Difference (10 points total—5 points each):

- Assignment #1: In week one, identify one cultural difference that you have encountered since our arrival that you want to explore further.
 - Describe the difference
 - Why are you interested in exploring this difference?
 - Develop a minimum of 2 interpretations of why that difference exists in this context (use the Iceberg Model for guidance). Get to the “why” and “because of your response..
- Assignment #2: Now conduct research on the cultural difference you described in #1.
 - Observe and collect examples

- Talk to locals
- Use the UM library or other strategies to locate peer-reviewed sources (beyond html links or web-based resources)
- You can conduct some web-based research, but need to have some peer-reviewed sources.
- Describe the cultural difference as you did in #1
- Identify the sources you used to conduct research
- Review your interpretations from #1
- Did your research confirm your interpretation? If yes, explain how.
- If not, what have you learned about the “why” or “because” behind the difference?

Digital Story Presentation—Individual Leadership Analysis (25 points total):

- Reflecting upon your experiences throughout the seminar, prepare a 4-5 minute digital story to address the following:
 - Part I: Introduce Yourself. Who are you?
 - Part II: Summarize highlights of what you learned throughout this experience
 - Part III: Select one of the following prompts:
 - 1. Based on what you have experienced, what connections to the Social Action, Leadership, and Transformation (SALT) model have you seen?
 - 2. What recommendations would you present to community organizers in Northern Ireland to continue to engage in the peace building process?
 - 3. Acknowledging Northern Ireland’s past, what do you anticipate to be the future challenges for the country including social, economic, and political (a focus on Brexit implications is preferred)?
 - 4. Acknowledge the lessons you have learned about leadership and social change within this context, and discuss how you might implement those lessons in your own home context.
- Part IV: Provide a concluding statement (overall reaction/impact/how this experience will influence you moving forward A full assignment description is available on Canvas including the grading rubric. This description and rubric should be followed closely to receive full credit.
- Submission Schedule and Grading:

- Submit Storyboard to instructor
- Submit 2-3 minute draft of digital story to instructors
- View digital stories in class (10 points = peer review; 15 points = instructor review)

Final Capstone Paper (20 points)

- Write a seminar capstone paper that describes how the global seminar has influenced your perceptions of leadership from an individual and community perspective. The paper should be 4-6 double spaced pages with 1" margins. A capstone assignment is designed to "pull it all together." In writing this paper, draw upon your reflective journals, community analyses, required readings, class seminars and discussions, peer interactions, excursions, and general observations about your experiences abroad.
- The grading rubric and prompts for this paper is included at the end of the syllabus.

Accountability/Responsibility Contract (20 points total)

10 points = peer review

10 points = instructor review

- You will be representing yourself, the University of Minnesota, and a student of leadership from the United States. Accountability and responsibility are an important aspect of personal leadership. Your actions reflect on the entire group so accountability and responsibility will be emphasized throughout this seminar. An accountability contract is included at the end of this syllabus which you will sign at the pre-departure session and be held to by your peers and instructor. At the end of the experience you will receive a score out of 10 from all of your peers and your instructor. These scores will be added to make up 20 points of your final grade.

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).

Late Assignments

Assignments are due by the beginning of class as listed on the Canvas course page. Late assignments will not be accepted without prior approval. Students should inform the instructor of extenuating circumstances prior to the assignment due date. If you are absent on the assignment due date, you must submit your assignment in advance to receive credit unless pre-arrangements have been made with the instructor.

Course Canvas Site

Students will use the Canvas course page to access readings and submit assignments. Students can access their Canvas course pages on canvas.umn.edu.

Equity, Diversity, Equal Opportunity, & Affirmative Action

We are committed to the University's mission to provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

We are committed to equitable access to learning for students, faculty, staff, and guests with disabilities. [The Disability Resource Center \(DRC\)](#) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

We want to support you if you have, or think you have, a disability in areas including mental health, attention, learning, chronic health, sensory, or physical. We encourage you to begin the conversation by contacting the DRC to arrange a confidential discussion regarding equitable access and reasonable accommodation. From there we can talk about support in our own class.

If you are registered with the DRC and have a current disability accommodation letter, please share it with us so we can work together on how accommodations will be applied in our course. If you experience a short-term disability, our teaching team can work together with you and the DRC to minimize class barriers.

Mental Health & Stress Management

Throughout life and particularly this semester, we will experience a range of issues that impact our stress level and mental health. This can be further amplified by the range of new experiences you will encounter while abroad. It is really hard to experience things like strained relationships, increased anxiety, alcohol and drug issues, feeling down, difficulty concentrating, and lack of motivation. These things can make it particularly hard to learn and participate as a student. We want to support you and there are many University of Minnesota services available to help.

You can learn more about a range of confidential mental health services on the [Student Mental Health website](#), including:

- [Boynton Mental Health](#)—mental health services using personal health insurance
- [Student Counseling Services](#)—personal, group, academic, and career counseling included in Services Fee
- [BIPOC Mental Health Collective](#)—radical healing space meetings with Black Indigenous People of Color

- [Let's Talk](#)—free informal drop-in consultations with supportive staff (not formal counseling)
- [Learn to Live](#)—free online mental health program (enter code “UMN” for access)
- [Effective U](#)—free online tutorials for stress management

If you or someone you know is in a mental health crisis and want to talk to someone about what to do next, **the University crisis line is available 24 hours a day by calling 612.301.4673 or texting “UMN” to 61222.**

COVID-19 Exposure, Illness, & Absence

We are conducting this seminar in the midst of an ongoing global pandemic. While we are taking extensive measures to mitigate the risks related to COVID-19, it is a very real concern. In the event you begin to display symptoms related to COVID-19, please notify the instructor immediately. You will be required to test and ensure a negative test result before returning to class. In the event that you or a member of our class tests positive, we will contract trace the exposures with a focus on those living in the same apartments. Absences and assignment deadlines related to COVID-19 will be met with grace and flexibility from the instructor. For questions related to impacts of COVID-19 as it relates to health insurance covered, please [refer to the CISI FAQ document](#).

[Sexual Harassment, Sexual Assault, Stalking & Relationship Violence Policy](#)

We are committed to providing a safe climate for all students, staff, and faculty. “Sexual harassment” means any unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. This unacceptable behavior has the purpose or effect of unreasonably interfering with your work, academics, or creating an intimidating, hostile, or offensive environment. We take harassment seriously and will endeavor to make sure you have as much agency and choice in the process as possible.

In transparency, we on the teaching team are mandated reporters. If we become aware sexual misconduct (e.g., rape, sexual assault, dating or domestic violence, or stalking) on our campus involving UMN students, we are required to report the incident to the [Office of Equal Opportunity and Affirmative Action \(EOAA\)](#). Once reported, EOAA reaches out to the impacted person about accommodations and supportive measures at the UMN and option to initiate a response or investigation.

EOAA does not require a response to their outreach. The impacted person can choose their desired response. If they do not want an investigation, EOAA will almost always honor that choice unless there are serious and urgent safety concerns for the campus.

If you would like to discuss your situation confidentially (without reporting to EOAA), consider the following:

- [Aurora Center for Advocacy & Education](#), Appleby Hall 117 & Coffey Hall 110, 612.626.9111 (24-hour)
- [Boynton Mental Health Clinic](#), 612.624.1444
- [Student Counseling Services](#), 340 Appleby Hall, 612.624.3323

If you are a survivor of sexual misconduct or concerned about a survivor, the Aurora Center is available.

Academic Integrity & [Student Conduct Code](#)

Leaders collaborate with others, honor the strengths of others, and give credit to others for their work and expertise. When doing this in an academic setting, this is referred to as academic integrity.

As students and leaders in our class, you'll practice personal reflection, collaborative projects, and academic research. Our class content is meant to be useful in your daily life. We absolutely encourage you to talk and reflect with others about readings and assignments! That said, we expect you to personally write or create the work you submit in our class. When using ideas, quotes, images, etc. from others, you must cite those sources.

As an academic program teaching on values, ethics, and decision making, we take our university's academic integrity policies seriously. You are expected to know and follow all [policies of the Student Conduct Code](#), including on scholastic dishonesty.

We will [report instances of Scholastic Dishonesty](#), which can result in an "F" for the course. We would much rather talk to you before an instance of scholastic dishonesty! Please read about [avoiding Scholastic Dishonesty](#), let us know when your circumstances are making deadlines extremely difficult, and ask when you aren't sure about assignments and expectations.

Electronics/Phone Policy

Our goal is to make our time together valuable. To be attuned to what's happening in the class and exploring cultural interpretations, we encourage you to be engaged with the discussion or accompanying activities and minimize other distractions. Please let us know how you might be using technology differently to enhance your learning.

[Makeup Work for Legitimate Absences](#)

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections.

Use of Notes & Class Materials

Taking notes is intended to support you personally absorbing and integrating the educational experience. Broadly sharing class notes beyond the classroom community for free or by compensation undermines instructor interests in our intellectual work and limits our shared interests in effective learning. Such actions violate student responsibilities and expectations for enrollment and participation in a course.

Food & Housing Insecurity Concerns

Food and housing insecurity are real issues on college campuses. If you have concerns about your own food or housing security this semester or this summer, please let me know. There are a number of resources available including the Care Program (care.umn.edu), which can help connect and navigate resources for support, including emergency grant options and identifying possibilities for food and housing if needed. The Care Managers are located in 205 Appleby Hall (osacare@umn.edu; 612.625.2517). The Nutritious U Food Pantry (<https://boynton.umn.edu/food-pantry>) has continued to operate during the pandemic and One Stop has an extensive list of funds and campus resources for students (<https://onestop.umn.edu/student-emergency-funds>).

Academic Freedom & Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously. If you have concerns, please contact the instructor, the Interim Director of the Leadership Minor (Christine Velure Roholt, velu0001@umn.edu) or your adviser. For a confidential, informal, and unbiased resolution option, you may consider working with an ombudsman through the [Student Conflict Resolution Center](#).

Appendix A

Grading Guidelines

Reflection Framework Description & Rubric

Your reflection journals and cultural differences research assignments will be evaluated based on a cultural framework called D.I.E. These letters represent the following: describe, interpret, and evaluate. In your writing we expect that you go beyond just describing and don't jump to assumptions/evaluations. Successful submissions will capture each element of this framework.

D.I.E. Framework

D.I.E.—Describe What	D.I.E.—Interpret So What	D.I.E.—Evaluate So What
<p>Focus on describe (observed facts)</p> <p>Focus on “what”—the here and now</p>	<p>Focus on interpretation (what you think about what you see)</p> <p>Focus on “so what?”—include past and present</p>	<p>Focus on evaluating (how you feel about your reaction—positive/negative/neutral)</p> <p>Focus on the “now what?”—past, present, and future</p>
What you see	Analyze	Strategize
Identify main points	<p>Back up statements with “why” and “because”</p> <p>What did you learn?</p> <p>What are the implications for yourself and others?</p> <p>What issues are present?</p>	<p>How will you apply what you have learned?</p> <p>How does it impact your understanding of the issue or experience?</p> <p>How does it impact your understanding of leadership?</p> <p>What action steps might you take now that you have this knowledge/experience?</p> <p>Who can you apply what you have learned to other contexts in the future?</p>

Final Capstone Paper Rubric

Write a seminar capstone paper that describes how the global seminar has influenced your perceptions of leadership from an individual and community perspective. The paper should be 4-6 double spaced pages with 1” margins. Citations in the paper should be in APA format. A capstone assignment is designed to “pull it all together.” In writing this paper, draw upon your reflective journals, community analyses, required readings, class seminars and discussions, peer interactions, excursions, and general observations about your experiences abroad.

Reflect on everything you experienced and learned during the seminar then look back on your on-site orientation paper, reflections, and your daily journal. There will be three main themes

to the paper, intercultural competence, learning outcomes, and connections to social change. Prompts for each section are below:

Leadership & Cultural Engagement Goals (1-2 pages)

Revisit your personal definition of leadership and your goals for improving your intercultural competence during this seminar. Reflect on the Intercultural Development Inventory (IDI), cultural iceberg, and cultural difference assignment to address the following:

- What, if anything, has changed in your definition of leadership?
- Assess your goals related to improving your intercultural competence.
- What, if anything, has changed in your understanding of cultural differences?
- How do cultural differences impact the ways you view leadership skills and characteristics?

Responsibility & Accountability (1-2 pages)

This is a key learning and development outcome for the University of Minnesota and has been a key focus in this seminar. Discuss how this seminar has contributed to your understanding of responsibility and accountability by addressing the following:

- What is the role of leadership in responsibility and accountability?
- How did the COVID-19 pandemic impact the role of responsibility and accountability throughout this seminar?
- How do you plan to practice responsibility and accountability as a leader in future contexts?

Leadership & Social Change (2-3 pages)

This course focuses on social change in Ireland and Northern Ireland with a specific focus on The Troubles. Reflect on what you have learned and observed about leadership including the Social Action, Leadership, and Transformation (SALT) Model, Social Change Wheel, guest speakers, and Irish histories. Based on those reflections, address the following:

- What is the role of leadership in social change?
- What elements, if any, of the SALT model did you observe while learning about the Troubles and social change movements in Northern Ireland?
- Identify one social issue that you are passionate about and identify a role you hope to play in social change based on the Social Change Wheel

As outlined in the syllabus, this capstone assignment is designed to “pull it all together.” In writing this paper, draw upon your intercultural competence goals, your reflective journals, required readings, class seminars and discussions, peer interactions, excursions, and general observations about your experiences abroad.

_____(out of 4 points) Leadership & Cultural Engagement Goals

_____(out of 4 points) Responsibility and Accountability

_____(out of 8 points) Leadership & Social Change

_____(out of 4 points) Overall integration of reflective journals, community analyses, required readings, class seminars and discussions, peer interactions, excursions, and general observations.

The difference between a 4 and a 3 will be the use of references to assigned readings and/or language/terms used in the readings and class discussions AND an explanation for using the reference.

4 = Exceptional

3 = Above average

2 = Average

1 = Below average

0 = Unsatisfactory