Leadership and Social Change in Ireland (LEAD 4481)
Global Seminar

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Course Credit: This class is offered as a 3-credit course which fulfills elective requirements for the Leadership Minor
Fulfills Liberal Education: Global Perspectives

Course Overview: 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 examining the ethics of the role that the UK played, and the strategies used by leaders on both sides in Northern Ireland during this time. Who were considered to be ethical leaders, or not? How are ethics integrated in current times in Northern Ireland at the community “interfaces,” and at Stormont Assembly?

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 U.S.

Course Outcomes:

1. **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.

2. **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.

3. **Identify change that has, or has not stemmed from public murals, public rallies, the marching season, and protests**

4. **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.

5. **Research the historical context of Ireland.**
   - In order 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.

6. **Conduct a comparative analysis between the U.S. and Ireland**
**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.

Demonstrate respect for cultural attire. As a guest in another culture, it is important to be respectful of local cultural norms. It will be very warm (80 – 100 degrees) and the more exposed you are, the more vulnerable you will be to unwanted looks and advances. Flip-flops and short shorts will identify you as a tourist.

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### Harassment and Sexual Assault

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to [http://www1.umn.edu/aurora/](http://www1.umn.edu/aurora/)

- **Harassment and Sexual Assault:**
  Reports of harassment are taken seriously, and there are individuals and offices available for help. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Contact the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, **612-624-9547**.
  In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal and state education laws require that, as your instructor, I must notify the Title IX Director. The Title IX Director (or their designee), will contact you to let you know about accommodations and support services at the University of MN-Twin Cities and possibilities for holding accountable the person who harmed you. If you do not want the Title IX Director notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with free support services and discuss your options and rights for holding the perpetrator accountable.

  **The Aurora Center for Advocacy & Education**
  24 hour helpline: **612.626.9111**
  Appleby Hall 117/Coffey Hall 110
  **Boynton Mental Health Clinic**
  **612-624-1444**
**Student Counseling Services**
340 Appleby Hall
Phone: **612-624-3323**
If you are a survivor or someone concerned about a survivor and need immediate information on what to do, please go to
http://www1.umn.edu/aurora/

**Grading Policy:**

According to the college-wide policy determined by the University’s faculty senate
http://www1.umn.edu/usenate/policies/gradingpolicy.html

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.)

F (or N) - 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 (see also I).

I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

**Grading Scale** (Based on points):

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<tr>
<th>Points</th>
<th>Grade</th>
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<tr>
<td>95 - 100</td>
<td>A</td>
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<tr>
<td>90 – 94</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
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<tr>
<td>84 – 86</td>
<td>B</td>
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<td>80 – 83</td>
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<td>C</td>
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<td>70 – 73</td>
<td>C-</td>
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<td>67 – 69</td>
<td>D+</td>
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<tr>
<td>60 – 66</td>
<td>D</td>
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<tr>
<td>59 – Lower</td>
<td>F</td>
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Required Course Texts

Course Packet including leadership and Ireland context-specific articles
*Course pack will be provided with additional readings made available on Canvas

Rick Steve’s Northern Ireland (January 2018)

Assignments & Grading Percentages

Pre-Departure Individual/Personal Leadership & Cultural Engagement Goals (6 points) - Will be completed at orientation an on-site
- 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 than 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. 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 (20 points total – 10 points each):
#1: In week one, identify one cultural difference that you have encountered since our arrival that you want to explore further.
   1. Describe the difference
   2. Why are you interested in exploring this difference?
   3. 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.”

Located in your course packet. Complete, tear out and turn in.
Due dates provided on site.

#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.

1. Describe the cultural difference as you did in #1
2. Identify the sources you used to conduct research
3. Review your interpretations from #1
   Did your research confirm your interpretation? If yes, explain how.
   If no, what have you learned about the “why” or “because” behind the difference?

Reflection Framework Description and 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.

<table>
<thead>
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<tbody>
<tr>
<td><strong>What</strong></td>
<td><strong>So What</strong></td>
<td><strong>Now What</strong></td>
</tr>
<tr>
<td>Focus on describe (observed facts)</td>
<td>Focus on interpretation (What you think about what you see)</td>
<td>Focus on evaluating (How you feel about your reaction – positive/negative/neutral)</td>
</tr>
<tr>
<td>Focus on “what” The here and now</td>
<td>Focus on “so what” Include past+present</td>
<td>Focus on the “now what” Past+present+future</td>
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<tr>
<td>What you see</td>
<td>Analyze</td>
<td>Strategize</td>
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<tr>
<td>Identify main points</td>
<td>Back up statements with “why” and “because” What did you learn? What are the implications for yourself and others?</td>
<td>How will you apply what you have learning? How does it impact your understanding of the issue or experience? How does it impact your understanding of leadership? What action steps might you take now that you have this knowledge/experience? Who can you apply what you have learned to other contexts in the future?</td>
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**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. Fulfillment of the contract includes participation, accountability and responsibility to your roommate/s and the entire group, and responsible conduct at all times.

**Participation** means participating fully in all lectures, group discussions, activities, and excursions. Active participation means being awake and engaged during class sessions, visits with community members and guest speakers. Being absent from any aspect of the itinerary for any reason without prior consent from the instructor will result in the loss of at least part of the 20 possible points.

**Accountability/responsibility** for your roommate/s and the entire group means that you can always account for your roommate/s, and in turn, they can always account for you. You must always let members of the group know where you are at all times. Never leave anyone in the group alone in any setting, especially in pubs and at night, and do not let any group member leave on their own with locals. Like any big city, Belfast is a safe area in general, but there are certain establishments and areas of the city that are not. Our site host will identify these areas. As a visitor, it will be difficult for you to assess the level of safety so you should always venture out with a partner or in a group.

**Responsible conduct** means that you will be a positive representative of yourself, the University of Minnesota, and the U.S. at all times. Expectations include respect, appreciation, and hospitality for the local community, hotel/apartment staff, bus drivers, guest speakers, community organizations, and local establishments. This means:

- Being awake, alert and attentive during all class periods and for guest speakers. Falling asleep or dozing during any class session or guest speaker is disrespectful and will automatically result in loss of participation points
- Presenting body language that demonstrates interest and attention to the individual speaking, including classmates
- Being quiet on the bus when Peter, June, Evan, guides, or bus drivers are speaking on the microphone
- Keeping noise levels to a minimum in the Belfast & Dublin apartments so it does not disrupt other hotel/apartment guests or residents in the neighborhood
- Conducting yourself in a responsible manner in local pubs, restaurants, parks, and shops. Be attentive to noise levels when you are in a large group in pubs – don’t reinforce the loud, obnoxious U.S. stereotype!

Expectations regarding alcohol include:

- Responsible use
- Respect for anyone who chooses not to drink
- No drinking games
- No large gatherings with alcohol in the Belfast & Dublin apartment rooms
● Accountability and responsibility for every group member in pubs and any setting where alcohol is present
● Alcohol will not interfere with the priorities of the seminar.

Failure to abide by the expectations outlined in the accountability/responsibility contract, or other related situations that arise could result in the loss of part, or all of the 20 possible points, and could result in your removal from the program.

I have read and understand the expectations outlined in the accountability/responsibility contract:
Signed________________________________________________________________________

Final Oral Presentation – Individual Leadership Analysis (14 points total, January 17):
Reflecting upon your experiences throughout the seminar, prepare a 10- minute oral presentation to address the following question:

What are three key takeaways you will have from this experience (can include intercultural connections, revelations on Ireland/Irish culture, academics, leadership, personal development, travel experiences, group dynamics, etc)

Additionally, you will select one of the following as well:
1. Based on everything you have learned, what do you see as the adaptive challenges for the citizens of Belfast?
2. What do you see as the adaptive challenges for Ireland (Republic/N. Ireland) moving forward? What type of leadership is needed in this cultural context to navigate these challenges?
3. What recommendations would you present to community organizers in Northern Ireland to continue to engage in the peace building process?
4. 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)?

7 points = Peer review
7 points = Instructor review

Final Capstone Paper (20 points - Due Friday, Feb 8, over email or drop off at 340C at 10 Church St.):
(Refer to Rubric at the end of the syllabus) 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. Reflect on everything you experienced and learned during the seminar then look back on your on-site orientation paper, reflections, and your daily journal.

1. Reflect upon your 3 pre-departure goals for improving your intercultural competence. Select ONE to share and discuss the progress you made. Give specific examples. Use the following prompts as a guide to framing your discussion:
What did you find hard/difficult? What was easy?
What risks did you take?
Any surprises?
What do you know now that you didn’t know before in regard to interacting with difference?
What has shifted in your worldview?
Name something specific you will take away from this experience

1. How can you apply what you have learned in Ireland to other cultural contexts in the future?

2. See below:
   a). The University of Minnesota has developed several learning and development outcomes. In this paper, every student needs to discuss how this seminar has contributed to the UM student development outcome, “Responsibility and Accountability.” This is defined as making appropriate decisions on behavior and accepting the consequences of your actions.
   b). Select two additional UM outcomes from the following list and discuss how this seminar contributed to the skill/outcome, or your understanding of the outcome. Try to back up with a specific example from your experience, observations, or readings during the seminar.
      1. Understand diverse philosophies and cultures within and across societies
      2. Have acquired skills for effective citizenship and life-long learning
      3. Appreciation of differences
      4. Tolerance of ambiguity (the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent
      5. Self-awareness (knowing personal strengths and talents and acknowledging their shortcomings)

3. Discuss your own role in social change. Select an issue that is important to you and discuss where your role falls on the wheel of social change (refer to the handout in Canvas).

Final Capstone Paper Rubric:
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) Reflection on your pre-departure intercultural competence goals
_____ (out of 4 points) How you will apply what you learned in Ireland?
_____ (out of 4 points) Discussion of the 3 skills/outcomes, backed up with specifics
_____ (out of 4 points) Discussion of your role in social change and the issue you identified
_____ (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 3-1 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

TOTAL SCORE __________________ out of 20 points