The Cedar Riverside Neighborhood; Where the World meets Minnesota
Winter Session 2018

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Course Credit:
This course is offered as a 3 credit course with approximately 112.5 total hours of academic work (lecture, field experiences, study, etc). The course will have strong academic content, inquiry, exposure and engagement with the neighborhood.

Academic Integrity:
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: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

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

Course Description
The winter session course is an immersion in the Cedar Riverside neighborhood that parallels the immersion experience of study abroad. The course encourages civic engagement and will provide opportunity to learn and work in the Cedar Riverside community while examining questions of leadership, power, cultural diversity and social change.

Students will participate in class-based discussion seminars, neighborhood excursions and community work. Throughout the winter session, you will be challenged to question, think, and respond thoughtfully to the issues facing the Cedar-Riverside community and cultivate leadership skills.

Students in the Cedar Riverside course will learn about their own leadership styles, skills, and goals. Students can expect to gain:
- new frameworks for understanding leadership and civic engagement in a domestic cultural context
- deepened skill in identifying problems, strategic questioning, reflection and meaning making
- consciousness of relationship between self, world and text/theory

**Learning Objectives:**
1. Develop an analysis of your current leadership. Reflect and revise the analysis throughout the winter session.
2. Develop an understanding of how your values, perceptions and identity influence how you observe and interpret different cultural contexts (your cultural context).
3. Gain an understanding of leadership from the individual, group, and community/societal perspectives.
4. Gain an understanding of how individual leaders are influenced by the community context and/or need to engage with the community to facilitate change. Learn more about community identity through the use of visual and auditory “clues.” (Ability to analyze complex social issues and create sustainable/effective actions.)
5. Understand and appreciate the historical, cultural, economic and political forces that shape societal complexities.

**Expectations:**
1. Be present (in every sense) during scheduled class times and time in the Cedar Riverside community.
2. Participate in meaningful discussions and assignments as outlined in the syllabus.
3. Read all texts and complete all assignments on time.
4. Work with integrity and respect for people of different perspectives and backgrounds in a community setting that may not reflect your own values.
5. Persist through ambiguity, fear, frustration, road blocks, and doubt to achieve something that is greater than you and has the seeds of lasting change for the community.

**Required Course Texts:**
1. Course packet for Cedar Riverside to be distributed in class.
3. Leadership book of your choice

**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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<th>Score</th>
<th>Grade</th>
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<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<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>
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<td>80 – 83</td>
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<td>77 – 79</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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**Assignments:**

*Presence and commitment to the community (25 points)*
You are expected to attend every class session and immersion experience. You will be expected to participate through meaningful contributions in class discussions and reflections.

*Leadership Inventory (10 points)*
We will complete the SLPI leadership inventory. A code will be provided to take the assessment online.

*Community Analysis (5 points)*
The purpose of this assignment is to become familiar with the Cedar Riverside community. Information will be distributed in class. Your reactions and responses are most important in this assignment and you will not be evaluated on grammar or structure.

*Reflections (30 points total; 10 points each)*

Due: **Thurs. January 4** – reflection on neighborhood immersion  
    **Mon. January 8** – reflection on cross-cultural learning  
    **Wed. January 10** – reflection on Art and social change

Written reflections provide a space for you to reflect on issues you encounter in Cedar Riverside, class readings or class discussions. The reflection should provide insight to issues, challenges, concerns, or successes.
- Entries should be 1-2 pages in length.
Entries should incorporate your experiences, class discussions, readings, and other resources.

**Leadership Plan (15 points)  Due Friday, Jan. 12**
This assignment consists of two parts. The first part is establishing a call to action that brings awareness about the Cedar-Riverside neighborhood. There are some examples listed below:
- Learn more about a specific issue that relates to Cedar Riverside
- Volunteer with a neighborhood organization
- Write to a community leader (City Councilman, Executive Director of Brian Coyle, etc.) about your views and experience
- Engage a UMN student group with the neighborhood

The second part is a 1-2 page reflection. Provide an explanation of your “call to action” project. Why did you choose to do it based on your experience in the community and in class? Will your call to action raise awareness of the Cedar Riverside community? Think about what you learned about yourself and leadership. What will you take from this experience?

**Read and review leadership book of choice (15 points)  Due Thursday, Jan 12**
- Written review should be 1-2 pages in length.
- Provide short summary of book.
- Review should identify common themes with your course experience and readings.

**OPTIONAL Leadership Essay (potential 5 points extra credit)  Due by Friday, Jan. 13**
Write an editorial (possibly for the MN Daily) about what you think it takes for a student to be a leader on our campus. What advice would you give students wanting to be leaders based on your experience during this winter session? The editorial should be a minimum of 2 pages, typed, double-spaced, and follow APA guidelines for references and citations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Details</th>
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| **Tuesday, January 2**<br>8:30am – 12:30pm | Orientation  
Course goals and agenda  
Leadership Introduction  
Cedar Riverside Community Analysis  
Activity  
Optional: Attend CR Safety Mtg. | Introductions  
Course and expectations, review syllabus  
Introduction to Kouzes and Posner 5 leadership practices.  
Neighborhood exploration in student teams and debrief.  
CR Safety Mtg., 7pm |
| **Wednesday, Jan. 3**<br>8:30am – 12:30pm | Personal Leadership Assessment  
Neighborhood tour:  
Brian Coyle Center,  
Cedar Riverside Neighborhood Revitalization Program, (CRNRP)  
Cedar Riverside Adult Education Collaborative (CRAEC) | Take Leadership Assessment Online  
Meet with Bekele, BCC,  
Meet with David Alderson and Hani Mohamed, CRNRP  
Meet with Janet Curiel and adult education students |
| **Thursday, Jan. 4**<br>8:30am – 12:30pm | Personal Leadership reflection and cross cultural competency  
Visit Dar Al Hijrah Mosque and Cultural Center | Course discussion  
Meet with Wali Dirie, Exec. Director |
| **Friday, Jan. 5**<br>8:30am – 12:30pm | Leadership and Social Change  
New immigrants and neighborhood organizations | Meet with Katie Peacock, Community Engaged Learning Office  
Course discussion  
Visit Trinity Congregation, Cedar Commons and Sisterhood Boutique. |
| **Week 2** | **Week 2 Agenda** | **Week 2 Details** |
| **Monday, Jan. 8**<br>8:30am – 12:30pm | The Arts on the West Bank:  
Cedar Cultural Center  
Mixed Blood Theater | Meet with Mary Laurel True  
Visit Cedar Cultural Center and Mixed Blood Theater. |
| **Tuesday, Jan. 9**<br>8:30am – 12:30pm | Community Leadership and Anchor Partnerships  
West Bank Business Association and Arts district  
African Development Center | Meet with Steve Peacock, Augsburg College  
Meet with KJ, Southern Theater  
Meet with Nasibu Sareva, ADC |
| **Wednesday, Jan. 10**<br>8:30am – 12:30pm | University District  
Health and Wellness in CR | Erin Slottengren  
Visit CR People’s Center  
Meet with neighborhood residents, Eunice Eckerly, David Markle |
| **Thursday, Jan. 11**<br>8:30am – 12:30pm | Leadership and Service  
Leadership book reviews  
Neighborhood Service Project | Share book reviews  
Service project with Cedar Riverside Community School |
| **Friday, Jan. 12**<br>8:30am – 12:30pm | Neighborhood reflection, final evaluation and celebration | Celebration at the Campus Cafe |