School of Public Affairs and Administration  
US and Global Urban Experience  
Spring 2014-Course Code: 40:834:302

Thursday 6:00 pm-9:00 pm  
Paul Robeson Campus Center-Dance Theater

Instructor:  
Clayton L. Walton, Dean of Student Life and Director of the Paul Robeson Campus Center  
Room 302, cwalton@rutgers.edu; 973-353-5063

Teaching Assistant:  
Nikita Pandit, Assistant Director for Service Learning and Student Development  
Room 303, nikita.pandit@rutgers.edu; 973-353-5063

Office Hours: By Appointment

Course Description
The US and Global Urban Experience is a culturally based leadership course for undergraduate students who are interested in pursuing careers in public and community based agencies located in urban environments. Throughout the semester participants will engage representatives from public and non-profit agencies from the city of Newark. Through a comprehensive learning experience, students are exposed to leadership models and provided opportunities to explore current leadership theories including Kouzes & Posner Leadership Challenges, the Social Change Model of Leadership, the theory of Servant Leadership, the community leadership principles Charismatic versus Citizen based leadership, and the Iceberg Theory of organizational change. The participants will be challenged to examine the unique economic, political and social characteristics that shape the urban experience.

This series of interactions will provide participants with an opportunity to utilize the urban environment as a living laboratory. Course content examines current leadership and social needs of various urban communities, the influence of culture on leadership, and the impact of popular culture on leadership ideology. Additionally, students will participate in broad leadership experiences on campus including campus cultural events, campus leadership conferences, and a cultural leadership exchange with students from another university. Students will explore diverse leadership models and practices through reading texts, viewing films, guest presentations, and group discussions. A progressive learning experience, each session is designed to challenge participants to become competitive professionals, social change agents and active citizens.

Learning Objectives
- Gain a greater sense of self identity and personal values through in class exercises and reflection writing assignments.
- Utilize this newly framed understanding to realize how your sense of self impacts the way you interact with others.
- Engage the urban environment as a living laboratory through experiential learning and small group classroom activities.
- Develop a deeper understanding of leadership theories and concepts.
- Critically analyze and discuss leadership approaches as they manifest themselves in the urban arena.
- Present a project that fosters an understanding and response to a problem that is social, political, or economic in nature and affects the urban community.

**Expected behavior during this course**

- Regular attendance and punctuality.
- All assignments must be typed. Handwritten assignments will not be accepted.
- Please do not schedule errands that require you to come late or leave early.
- No text messaging or surfing the Internet, Facebook, Instagram etc.
- No preparing for other courses during class.
- If you email an assignment, it must be sent as an attachment. The assignment will not be accepted if it is copied and pasted or typed into the body of the email.
- If an assignment is submitted on blackboard, you must email the professor and graduate assistant when it is submitted to confirm that it is received.
- You will not talk when others are talking; be respectful.
- You must check your Rutgers email and Blackboard at least once a day for important changes or class updates.
- The professor prefers email as the main form of communication. Please send any inquiries or concerns in writing via email to the address listed on the syllabus.
- In case of inclement weather, please visit [www.newark.rutgers.edu](http://www.newark.rutgers.edu). I will also post to blackboard if class is cancelled for any reason including university closures.

It is my expectation that we will be able to explore, learn, interact, share, challenge, and have fun experimenting with new ideas. Feel free to be open with your ideas and to share what you are learning with others. I expect that you will question that which you do not understand and challenge that which you do not agree with. I also fully expect that you will be an engaged, thoughtful, and respectful participant in this process. Further, it is my expectation that as we move through this journey together that you will remain mindful that we engage this process from different backgrounds and experiences. It is my sincere hope that we can create a climate that is rich in caring, trust, and constructive criticism that will enable us to learn and grow together.

**Reading List**


![Exploring Leadership Book Cover](image)

**ISBN: 078798213X**
Course Calendar

Class Topics and Assignments

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Discussion</th>
<th>Assignments/Readings Due</th>
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</thead>
<tbody>
<tr>
<td>Thur</td>
<td>01/22</td>
<td>Introduction Overview of the Course</td>
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<tr>
<td>Thur</td>
<td>01/29</td>
<td>Exploring the Impact of Culture on Leadership Development</td>
<td>Read Exploring Leadership: Preface; Chapter 1: An Introduction to Leadership Read Exploring Leadership: Chapter 4: Understanding Yourself</td>
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<tr>
<td>Thur</td>
<td>02/05</td>
<td>Historical Foundations of Leadership</td>
<td>Read Exploring Leadership: Chapter 2: The Changing Nature of Leadership Read Exploring Leadership: Chapter 5: Understanding Others</td>
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<tr>
<td>Thur</td>
<td>02/12</td>
<td>Exploring Ethical Decision Making Introduction of Urban Transformation Projects</td>
<td>Read Exploring Leadership: Chapter 6: Leading with Integrity and Moral Purpose</td>
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<tr>
<td>Thur</td>
<td>02/19</td>
<td>Exploring the Urban Environment Social Responsibility (Win as much as you can!!!)</td>
<td>Read Exploring Leadership: Chapter 3: The Relational Model Personal Leadership Portfolio DUE</td>
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<tr>
<td>Thur</td>
<td>03/05</td>
<td>MIDTERM</td>
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<tr>
<td>Thur</td>
<td>03/12</td>
<td>Strategies for Managing Change Introduce Grassroots Movements Projects</td>
<td>Read Exploring Leadership: Chapter 9: Being in Communities</td>
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<tr>
<td>Thur</td>
<td>03/19</td>
<td>SPRING BREAK-NO CLASS</td>
<td></td>
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<tr>
<td>Thur</td>
<td>03/26</td>
<td>The Once and Future Newark (Film viewing &amp;Discussion)</td>
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<tr>
<td>Thur</td>
<td>04/02</td>
<td></td>
<td>Transformation Projects Presentations</td>
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<tr>
<td>Fri-Sat</td>
<td>04/03-04/04</td>
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<tr>
<td>Mon</td>
<td>04/09</td>
<td>Urban Transformation Projects: A Global Perspective BHAGS</td>
<td>Reflection Paper about “The Once and Future Newark” DUE</td>
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Expectations regarding class participation

Your participation will involve three components: 1) attendance, 2) thorough preparation for each class (meaning you have thoroughly read the required assignment and come prepared to actively contribute to class discussion), and 3) active participation in small group activities and all class related activities. Class attendance is essential and expected. A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussion thoughtfully and to integrate course reading will be heavily weighted in your final grades. In class, you will work in small teams to use theory to enhance practice through carefully designed group activities. The teams will be laboratories in which you can apply leadership theory and concepts.

*Class attendance is required. 25 participation points will be deducted beginning with the third absence, and 25 points will be deducted from each class session missed thereafter. Students are subject to being dropped with the fourth absence. You will be considered late 20 minutes after class begins. 5 points will be deducted if you are late. The same deduction will apply if you leave early. Absence from class or tardiness does not excuse you from work missed.

Assignments

*Assignments and materials are subject to change at the discretion of the professor

Personal Leadership Portfolio

This assignment is designed to challenge participants to critically reflect and illustrate personal issues and events that have shaped their leadership style. This five page reflection should incorporate information gathered from the in class exercises surrounding your personal leadership styles. A few of the questions that participants will be asked to capture in this reflective writing include: Where did you come from? What are your family traditions and customs? How have these factors shaped your life? How have your values and morals developed? What role do you play in your family or families? What is your purpose in life, and what is the significance of your purpose? Who and what has influenced or shaped your values and leadership philosophy?

In addition to the paper please submit your gingerbread worksheet, social group membership profile, trait approaches
worksheet, and ethical decision making case study.

Due Date: February 19, 2015

Urban Transformation Project
Participants will work in teams of 2-3 to identify an issue of a social, political, or economic nature within the urban community. Your team must provide rationale for the need within the urban community, the population that it serves, and details on strategic implementation. Each team will serve as a leadership-consulting group and will present their initiative to a panel of campus administrators and community leaders. Presentations should be 8-10 minutes in length and teams will be expected to field questions following their presentation. Each group is expected to provide handouts. See the grading rubric for more details regarding this assignment. Presentations Date: April 2, 2015

Urban/Cultural Leadership Exchange in Newark
Students will engage in an intense, retreat-like experience focusing on culture and leadership in the urban community. This program will allow students to share challenges faced as well as leadership and programming ideas. This weekend will feature guest speakers, a site visit, small group exercises, and panel discussions with active citizens and city leaders to discuss assuming urban leadership in post-undergraduate life. April 3-4, 2015

Biography of a Leader (Alternative assignment for those that cannot attend the Leadership Exchange)
Students will write a 15 page, typed, double-spaced paper about a leader of their choice, preferably someone from the urban arena. Students should use biography books and other approved sources to gather information. The paper should address the person’s leadership qualities displayed throughout their life and highlight specific projects or movements they are associated with as they relate to material discussed in the course. Please show evidence regarding how your leader of choice exemplified the principles and models discussed. APA format is required. There will also be a 5-minute presentation to the class on your leader. Handouts are required. Presentation & Paper Due Date: April 16, 2015

Reflection Writing Assignments
Students will reflect on the following portions of the class: film screening “The Once and Future Newark,” Urban/Cultural Leadership Exchange, and the urban social change agent guest speaker. For each event students will submit a 2-3 page reflection. These do not have to be in formal APA style. It is acceptable to write in the first-person for these assignments. Think about how these experiences affected you. What did you learn? What did you enjoy? Did you find anything particularly challenging? Any changes you would make for the future? Apply any theories or styles we have discussed in class. #1: The Once and Future Newark: April 9, 2015 #2: Urban/Cultural Leadership Exchange: April 16, 2015 #3: Urban Social Change Guest Speaker: April 23, 2015

Grassroots Community Movements
You will be required to write an 8-10 page research paper regarding a grassroots community movement of your choice. Give a brief historical context of the movement; how and why did it start? Highlight the impact of this movement on the urban community. Was this movement successful, why or why not? What communities did it
impact and how? Are there any policy implementations or subsequent movements that came as a result of this movement? Was there a “figure head” or leader associated with this movement? Tell me about this person/people. What are some struggles they encountered? Some traits they embodied, approaches you feel they personified. Look at this person’s values and social group memberships; did this contribute to their motivation to begin this movement? You must cite at least 5 references. Paper must be written in APA Style. You will be evaluated on the following criteria: organization, content, and mechanics. Please see grading rubric for details regarding this assignment.

**Presentation Date: April 30, 2015**

**Paper Due: May 7, 2015**

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### Course Evaluation

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Personal Leadership Biography</td>
<td>40</td>
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<tr>
<td>Experiential Learning Reflection Writing</td>
<td>60 (each reflection is worth 20)</td>
</tr>
<tr>
<td>Midterm Quiz</td>
<td>150</td>
</tr>
<tr>
<td>Biography of a Leader OR Leadership Exchange</td>
<td>125</td>
</tr>
<tr>
<td>Final Project: Community Transformation Project</td>
<td>150</td>
</tr>
<tr>
<td>Grassroots Movements</td>
<td>150</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>125</td>
</tr>
</tbody>
</table>

**Total:** 750 pts

*All late work will be penalized one letter grade

750-700=A; 699-680=B+; 679-650=B; 649-630=C+; 629-600=C; 599-550=D; 549 and below=F

“A” Work= Superior to very good quality on class work consistently; submits assignments on time; superb attendance and punctuality; contributes thoughtful and insightful information during activities and class discussions

“B” Work= Good quality work on most assignments; submits almost all assignments on time; minimal absences and tardiness; contributes to class discussion and activities; generally does what is expected, but does not go above and beyond

“C” Work= Fair quality class work; some work submitted after assigned deadline; participation in class is minimal; below average work; absences and tardiness cause student to miss out on a significant amount of information

“D” Work= Poor quality class work; excessive absences and tardiness; most class work submitted late or not submitted; submits work below college level standards; participation in class is severely lacking

“F” Work= Quality of work unacceptable for a college level course; missing assignments; exorbitant absences and tardiness

*Students with disabilities who require accommodations should consult with the professor within the first two weeks of class to address modifications that are needed to complete course requirements. Consistent with
University policy, any student requesting accommodations must provide documentation from the ADA Services Department located within the Paul Robeson Campus Center Office of Student Life and Leadership.

Note about written assignments:
All out of class written assignments are expected to be submitted as professional written documents. This means attention should be paid to grammar, organization, flow, defense of logic, etc. as well as content. Presentation quality and content will be taken into account in grading assignments. APA style is preferred for the following assignments: Biography of a Leader and Grassroots Movements. If you choose to email your paper instead of hand in a hard copy, it must be sent prior to the beginning of class to avoid a late penalty.

University Code of Student Conduct:
You will be held to all standards of the University Code of Student Conduct as it relates to all matters of this course. This includes all off-campus experiential learning activities. The code can be found at http://judicialaffairs.rutgers.edu/university-code-of-student-conduct

*Optional Experiential Opportunity Abroad*
International Urban Leadership Exchange
As a follow up to the US and Global Experience, students will be encouraged to apply for the International Service Learning and Leadership Exchange in Tanzania and India. By working with grassroots community organizations, this summer initiative will serve as the platform for the execution of Urban Community Transformation Projects. The goal is to encourage students to understand the differing impact that global forms of oppression have on self, citizen, and community development. Additionally, it will allow students to spend ten days exploring community leadership in an international setting. This experience is an application-based process and is an option for students currently enrolled in this class that are interested in continuing their leadership development. Students will be expected to fundraise for a portion of the expenses.