

AR290: Cultivating Community: Interdisciplinary Course exploring a Cleveland Community  
Spring 2008

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Course Coordinator: Dr. Peggy Finucane  
Office: AD30  
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Class: Tuesday 2-4:45 pm

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Office Hours: by appointment

Co: Coordinators: Dr. Lauren Bowen (397-4374; [bowen@jcu.edu](mailto:bowen@jcu.edu))  
Dr. Mariana Ortega (397-4189; [mortega@jcu.edu](mailto:mortega@jcu.edu))

Participating JCU Faculty

Dr. Dean Birch, Political Science  
Dr. Lauren Bowen, Political Science  
Dr. Richard Clark, Sociology  
Dr. Peggy Finucane, Communication &  
Theatre Arts  
Dr. Peter Kvidera, English  
Dr. Marian Morton, History

Dr. Val Lassiter, Religious Studies  
Dr. Mariana Ortega, Philosophy  
Dr. Nicholas Santilli, Psychology  
Fr. Thomas Schubeck, SJ Religious  
Studies  
Dr. Elizabeth Stiles, Political Science

Community Partners

Ms. Julia Barton, Ohio State University Extension Service  
Mr. Willie Brown, East 95<sup>th</sup> Street Association  
Mr. Joseph Cimperman ('92), Cleveland City Council, Ward 13  
Ms. Amy Hanauer, Policy Matters Ohio  
Mayor Frank Jackson, City of Cleveland  
Dr. Wendy Kellogg, Cleveland State University  
Sr. Michelle Kelly SND, St. Thomas Aquinas Elementary School  
Br. Robert Marva, St. Agnes/Our Lady of Fatima Parish  
Ms. Mandy Metcalf, Ecovillage Project Director  
Sr. Karen Somerville, SND, St Francis Elementary School  
Ms. Morgan Taggart, Ohio State University Extension Service  
Dr. Rhonda Williams, Case Western Reserve University



University Mission

**As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.**

Course Description:

John Carroll University students are uniquely positioned to become agents for social change in their communities. Through focused academic engagement that develops students' awareness of the human condition; students in turn are challenged to engage their community to work for positive change. Students must understand a community and its residents to understand their roles in the community. By analyzing a community through different lenses such as its history, politics, economics, religions,

community organizing, etc. students develop a knowledge base that allows them to become partners with the community and work effectively toward change. We now stand in solidarity with others rather than speaking for them.

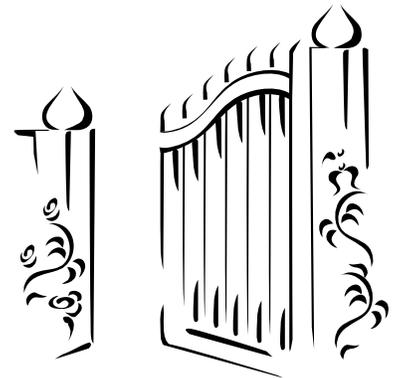
This 3 credit course will meet once a week. Faculty members from different academic disciplines and student affairs will present different topics related to understanding an urban neighborhood. Faculty members will provide 1-2 readings relevant to their topic. The readings will provide background for the weekly lecture/discussion periods. Ideally, we will invite residents from the Wade Park/Ansel Road neighborhood to attend the lecture/discussion sessions and provide a perspective that speaks to the "lived reality" of the neighborhood.

Course Goals:

- To create an awareness of the importance of cultivating community
- To understand the importance of community relationships in creating leadership for change
- To introduce students to the analysis of an urban neighborhood through the lenses of history, politics, economics, unique cultural aspects, and environmental issues of the neighborhood
- For students to interact with and learn from residents of an urban neighborhood
- To provide an opportunity for students to serve the residents of a Cleveland neighborhood
- To emphasize the multi-faceted relationship between cities and poverty, and the difficulty identifying one cause

Objectives:

- Demonstrate understanding of "the other's" lived experience through a written narrative that focuses on the stories of a resident of the Wade Park/Ansel Road neighborhood
- Describe models of community development and empowerment
- Describe the responsibilities associated with sharing leadership in groups and teams
- Describe the factors influencing poverty in urban communities
- Demonstrate understanding of importance of "standing with" rather than "doing for" others through exit interviews
- Participation in a community service day that reflects understanding of importance of community gardens to community development and growth



Course Materials:

Hassler, D., Gregor, L., & Snyder, D. (1999). *A place to grow: Voices and images of urban gardeners*. Cleveland: Pilgrim Press. (available from Center for Service and Social Action \$12.65 )

## Handouts

Please note that the nature of the course is such that we will not cover all the material in class discussions. You are expected to read, review, and prepare the materials on an ongoing basis. It is your responsibility to bring any questions about the material to the instructor's attention, either in class, via email, or in person.

## Course Evaluation

**Service project:** over the course of the semester we will engage in a service project with the St. Thomas Aquinas Elementary school students. Your role will be to mentor the students as they work to identify a community need they can meet with a service project. They will be expected to implement the project as part of Cultivating Community Service Day, April 19, 2008. (25% of the final grade)

**Essay:** This essay describes a visit to a location in the Cleveland area. Choose one of the places we have visited and conduct some research about the place. For example, if you choose Rockefeller Park, you could research John D. Rockefeller and his commitment to cultural arts in Cleveland. Use the Encyclopedia of Cleveland History as a starting point for your research. The essay should be 3-4 pages in length and describe the institution/location and its role in the community. You need to consult at least two sources for this essay. Be sure to include a reference page with your citations in an appropriate format (15% of the final grade). **(Due May 1, 2008 at 5 pm)**

**Weekly Assignments:** Ten reflection papers related to the class discussion will be assigned over the course of the semester week. A prompt will be given at the conclusion of each class related to the reflection and the paper will be due at the beginning of the next class. These assignments will require a 1-2 page typed reflection (20% of the final grade)

**Participation in class meetings:** All students are expected to have read the assigned material prior to the class and be prepared to discuss the material (10% of the final grade)

**Participation in Service Day:** Students enrolled in the course are required to participate in the Service Day on April 19, 2008 (15% of the final grade).

**Final Exam:** Students will complete a 3-4 page paper that integrates their learning from the course including readings, individual research, and participation in the service day. The final exam will be distributed late in the semester and will be due during the final exam period (15% of the final grade).

### *General Guidelines*

You are expected to conform to APA (5<sup>th</sup> edition) or MLA (6<sup>th</sup> edition) style guidelines for all assignments. All written assignments must be typed, double-spaced with one-inch margins. These assignments will be graded for both content and writing style. Because writing is so important to a successful career, grammatical errors, spelling errors, typos, incorrect punctuation, and the like will be deducted from your total grade for a written

assignment. All homework is due at the beginning of the class period. Late assignments will not be accepted unless negotiated in advance of the class session in which they are due.

## **Course Policies**

*Course work:* You should retain all graded work until the semester is completed. We suggest you purchase a two-pocket folder in which to save all your papers, and assignments. In addition, you are expected to **READ** the assigned materials for the day noted in the syllabus.

*Attendance:* Attendance is an important component of the learning process. Student participation is a major factor in learning the material. Students will be expected to attend all classes, be prepared to discuss the material, and be attentive in class. You cannot earn an "A" in this class if you are not an active participant. Understandably, there are times when you are unable to be in class, Therefore,

Excused absences: Absences will be considered excused for the following reasons only:

- A call to the course coordinator **before** class starts
- You provide written documentation of a medical, family, or transportation emergency (provided within 2 weeks of the absence)
- You are participating in a university -sponsored event. To receive an excused absence for university-sponsored events, you must provide written documentation 1 week in advance (minimum)
- In the event of an excused absence, you are still responsible for lecture notes, exercises, announcements, and assignments for the excused day(s). Acceptance of papers/assignments will be handled on an individual basis.
- All make-up work must be turned in within a mutually agreed upon time or a penalty will be assessed.

Unexcused absences: You may not take an unexcused absence on a day when a paper is due, or when an assignment is due. Late assignments will have 10% deducted for each day the assignment is late. Know that excessive absences will negatively affect your overall grade in this class.

**Note: Every student is expected to be on time for class. Students are responsible for making sure their attendance is recorded at each class meeting.**

**Grading:** We will use the University grading system for this course. Refer to page 102 of the undergraduate bulletin for details.

**Plagiarism policy:** University policy with regard to plagiarism and improperly prepared student work is applicable to this class. A student who plagiarizes or cheats may receive a zero for the assignment, a lowering of their final grade, and/or failure in the course. See the student handbook for explicit guidelines of university policy.

**Cell Phones:** please make sure all cell phones are turned off during class. Do not accept any phone calls during class.

**Services for Students with Disabilities:** John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to receive accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the SSD coordinator, Allison West, at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

#### Tentative Weekly Schedule

Date	Topic
January 15	Introduction: Explanation of course/ Meet the lecturers; Begin <i>History of the Wade Park/Ansel Road Neighborhood</i> (Dr. Marian Morton)
	Readings: Hough. (1997). In Encyclopedia of Cleveland History. Available: <a href="http://ech.cwru.edu/cgi/article.pl?id=H6">http://ech.cwru.edu/cgi/article.pl?id=H6</a> Hough Riots. (1997). In Encyclopedia of Cleveland History. Available: <a href="http://ech.cwru.edu/cgi/article.pl?id=HR3">http://ech.cwru.edu/cgi/article.pl?id=HR3</a>
January 22	Dr. Morton's bus tour of neighborhood (meet the JCU bus/van at 2 PM on Administration Drive, south end at the brown gate)
January 29	<i>Understanding our role in the Hough community: Dr. Mariana Ortega</i>
	Reading: Freire, P. (2000). <i>Pedagogy of the Oppressed</i> (pp 43-86). New York: Continuum International Publishing Group.
February 5	Famicos Foundation: Community Development (meet the JCU bus/van at 2 PM on Administration Drive, south end at the brown gate)
February 12	St. Thomas Aquinas Elementary School (meet the JCU bus/van at 2 PM on Administration Drive, south end at the brown gate)

- Reading: Hassler and Gregor, pages vii-35
- February 19 Role of Religion in Urban Communities (Dr. Val Lassiter, Religious Studies) ((meet the JCU bus/van at 2 PM)
- March 4 St. Thomas Aquinas Elementary School
- March 11 Cleveland City Hall with Joe Cimperman (meet the JCU bus/van at 2 PM on Administration Drive, south end at the brown gate)
- March 18 Lauren Bowen, Nick Santilli, Thea Ford on Education and Adolescents in Urban Communities
- March 25 **Monday Classes today-No Cultivating Community**
- April 1 Gardening issues and answers (Ms. Julia Barton, Ohio State University Extension Service)-bus tour of community gardens in Cleveland/ on-site-meet the bus at 2 pm on Ad Dr)
- April 8 Ethics of Land Use/Urban Sprawl with Fr. Thomas Schubeck, SJ, Religious Studies  
Environmental Issues Dr. Dean Birch, Political Science
- April 15 St. Thomas Aquinas Elementary School (meet the JCU bus/van at 2 PM on Administration Drive, south end at the brown gate)
- APRIL 19
- Cultivating Community Day**  
**SERVICE DAY SATURDAY APRIL 19 8 am to 3 pm**  
**All students enrolled in the course must attend the Service Day**
- April 22 ECOVILLAGE in the Detroit Shoreway neighborhood with Ms. Mandy Metcalf (bus/walking tour; meet the university bus on Administration Drive by 2pm)
- April 29 Rich Clark and Josh Marcin
- May 6 Final exam period Tuesday, May 6 (Note: Time change: 3-4:50 pm)