



ALS 2410 - Challenge 2050: Global Uncertainty

3 Credits, Fall Semester

Mondays 4:10 PM – 4:55 PM, Period 8

Wednesday 3:00 PM – 4:55 PM, Periods 8-9

3096 McCarty Hall B

Instructor Information

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Office Hours: Tuesday, Thursday, & Friday from 2-4:30 PM

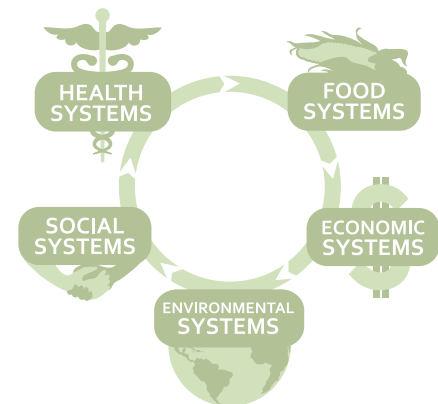
Course Overview

This introductory course explores questions in human wellbeing and sustainability and builds a foundation for addressing global challenges associated with population fluctuation. Transdisciplinary experts will lead diverse and innovative experiences engaging students in discussion-based inquiry, complex adaptive problem solving, and the integration of economic, environmental, food, health, and social systems' perspectives.

Context for The Challenge

By the year 2050, the global human population is projected to exceed 9 billion people. This is our 2050 Challenge. It requires innovative development of transdisciplinary solutions to complex, global challenges. We need you, our future global leaders, to address these challenges we face as a global community.

This course is designed as a sampling of various topics that contribute to students' understanding of how to address this challenge. Throughout the semester, students will be exposed to innovative and cutting edge topics in areas related to food, economic, environment, social, and health systems. Students are encouraged to engage in discussion, ask questions about the topics, seek sources of information to answer these questions, and explore how to implement what we have learned in class/in our individual career paths/in our communities to develop solutions to humanities' global challenges.



What is the Course Really About?

Albert Einstein said, "We cannot solve problems with the same thinking we used when we created them". This idea is paramount for our class. You have been asked to fully engage with and address a challenge. This is not an easy challenge. However, like all challenges, our challenge is ripe with opportunities. What we do in this class is not about education. It is about sustaining our world. As students in this class, you are the experts and will create the foundation for addressing the biggest issue

in the history of our planet. We recognize that you may not have the answers, but we have all the faith in the world that together, you will be able to find the answers. You are our future. With you, there is hope. Without you, there are unspeakable hardships in store for our planet and it's soon to be 9 billion residents. The challenge is real. The only question is what role will you play in addressing it. Welcome to Challenge 2050 and the Global Challenge Certificate!

Course Objectives

Given participation in the course, students will have the opportunity to engage in the mastery of the following objectives:

- 1) Develop an appreciation for the intersection between social and natural sciences necessary for addressing global challenges
- 2) Apply systems thinking within local, regional, and global contexts
- 3) Use critical thinking to solve problems
- 4) Recognize and act upon leadership opportunities as a global citizen

Course Structure

This course will be an adventure. Each class period will be devoted to dissection of the designated topic. This dissection will include a discussion of prescribed theory or ideology as outlined by the course materials. This discussion will be followed by a candid debate of said theory's applicability. Finally, we will test our perspective using case studies to further enhance our understanding of the concept. Students will also have an opportunity to facilitate activities to enhance their development and the development of their classmates later in the semester.

This course will challenge many of your perspectives and affirm others. Attend class with readiness and an eagerness to defend and debate your perspectives.

Course Materials

The following books is required:

Emmott, S. (2013). *Ten billion*. New York, NY: Random House LLC.

The following book is recommended:

Buffett, H. G. (2013). *40 Chances: Finding Hope in a Hungry World*. New York, NY: Simon and Schuster.

Other readings will be provided for the course related to weekly topics engaging students in domestic and global current events.

Course Requirements

Community Application – Students will be asked to post weekly online entries with respect to the given prompt at the class website: <http://challenge2050fall20XX.wordpress.com/>. The prompts require students to apply the previous week's course content to their lives, communities, and/or current regional/global events. Students are expected to demonstrate quality depth of thought, critical thinking, and creativity via their posts. More details will be provided in class.

Community Connections – Students are asked to explore the feasibility of concepts discussed in class in a selected community. Each *Community Connection* should include a video documenting the experience and a reflective summary detailing its application for solving our 2050 challenge. Students are asked to post their video and reflective summary on the class website. More details will be provided in class.

You are permitted the autonomy and creative freedom to convey your *Community Connection* by any means necessary. Show your genius and produce a quality product worthy of your education.

Group Project & Presentation – Students will be assigned to a team that represents one of the five systems (i.e., food, economic, environment, social, and health). Working as a team, students will 1) develop a strategic innovation or plan aimed at addressing the 2050 challenge with respect to their assigned system, and 2) present their plan to industry professionals, interdisciplinary faculty, and policy makers. More details will be provided in class.

You are permitted the autonomy and creative freedom to convey your *Group Project & Presentation* by any means necessary. Show your genius and produce a quality product worthy of your education.

Individual Synthesis – Throughout the semester, students will develop perspectives about addressing the 2050 challenge. Through this assignment, students are asked to synthesize these perspectives and create an individual strategic innovation or plan integrating all five systems (i.e., food, economic, environment, social, and health) to address the 2050 challenge. The innovation or plan summary is limited to 15 pages, double-spaced, 12-point font. More details will be provided in class.

Final Reflection – Upon completion of the class, students are asked to reflect on what each of them will take from the course and what they will apply in future interactions. Student perspectives should be grounded in their attitudes and behaviors that will ultimately lead to addressing challenge 2050. More details will be provided in class.

You are permitted the autonomy and creative freedom to convey your *Final Reflection* by any means necessary. Show your genius and produce a quality product worthy of your education.

Engagement – Active participation is critical to our course. Students are asked to embrace this idea and provide thought provoking perspectives and researched facts that support our collective ability to address the 2050 challenge. Student will be evaluated on depth of thought, direction of perspectives, and overall benefit to the class and our collective learning. More details will be provided in class.

Course Grading

Grades will be earned based on the degree to which the student fulfills the assigned requirements for the designated project, integrates course discussions and perspectives, provides support from the literature for his or her findings, and synthesizes his or her own independent thought into the assignment.

Assignments	Points
Community Application (8 at 25pts)	200
Community Connection (3 at 50pts)	150
Group Project	300
Group Presentation	300
Individual Synthesis	250
Final Reflection	150
Engagement	150
Total	1500

Course Grading Scale:

A	93.4-100%	A-	90-93.3%	B+	86.7-89.9%	B	83.4-86.6%
B-	80-83.3%	C+	76.7-79.9%	C	73.4-76.6%	C-	70-73.3 %
D+	66.7-69.9%	D	63.4-66.6%	D-	60- 63.3%	E	<60.0 %

University of Florida Grade & Grade Points Policy can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Course Policies

Absences: It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16 week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency.

Should you be unable to attend class, please contact me prior to the class session you will be absent from. More information regarding attendance can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

E-Learning: All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning, this includes your grades.

Academic Integrity: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. (See UF Rule [6C1-4.017](#))

Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](#).

Student Pledge: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

(Source: 2013-2014 Undergraduate Catalog)

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)

Center for Sexual Assault / Abuse Recovery & Education (CARE)

Eating Disorders Program

Employee Assistance Program

Suicide Prevention Program

Students with Disabilities: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 0001 Reid Hall, 392-8565, www.dso.ufl.edu/drc/

Late Assignments: Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

Challenge Policy: **This is your education** and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

Tentative Course Timeline

Date	Topic & Speaker	Reading (Before Class)	Assignment Due
<i>Unit 1: The Foundation</i>			
Week 1	Intro & Course Dynamics What is Challenge 2050?	None	Community Application
Week 2	Systems Thinking, Strategic Communication, & Seven Revolutions Speaker – Tony Andenoro, Leadership Education, AEC	Emmott Part 1	Community Application
Week 3	Self-Awareness & Leadership Speaker – Tony Andenoro, Leadership Education, AEC	Emmott Part 1	Community Connection 1
<i>Unit 2: The People</i>			
Week 4	7.14 – 9.6 Billion: Shifting Behaviors & Change Speaker – Teri Balsler, Soil Science	Assigned Reading	Community Application
Week 5	Picturing Our World: Poverty & Development Speaker – Levy Odera, PIE Center	Assigned Readings	Community Application
Week 6	Economics of the Crisis Speaker – Al Wysocki – FRE, CALS Dean’s Office Groups Assigned	Assigned Readings	Community Application
Week 7	Food Genomics Speaker – Kevin Folta	Assigned Readings	Community Connection 2
<i>Unit 3: The Resources: Energy, Agriculture, Space, & Beyond</i>			
Week 8	The Adventure of the Agronomist – A Cross-Cutting Perspective Speaker – Diane Rowland	Assigned Readings	Community Application
Week 9	Obesity & Nutrition Speaker – Karla Shelnut, FRE & Food Science/Nutrition	Assigned Readings	Community Application
Week 10	Sustainable Practice Speaker – Glen Galloway	Assigned Readings	Community Application
Week 11	The Energy Conundrum Speaker – Wendell Porter, FRE & Engineering	Assigned Readings	Community Application
Week 12	Global Health & Microbiology Speaker – Monika Oli, Microbiology	Assigned Readings	Community Connection

Week 13	Business Ethics Speaker – Michelle Darnell, Warrington	Assigned Readings	Presentation/Paper Prep
Week 14	Policy Development: Linking Intent To Impact Speaker – Michael Olexa, Agricultural Law & Policy Development	Assigned Readings	Presentation/Paper Prep
<i>Unit 4: The Solutions & Beyond</i>			
Week 15	Group Presentations to Industry Professionals & Policy Makers	None	Group Evaluations Group Paper
Week 16	Holistic Impressions & Reflections Application & Class Commencement	None	Final Reflection