

University of Florida // Agricultural Education and Communication  
**AEC 4465 Global Leadership (3 credits)**  
**Fall 2016**  
**Monday/Wednesday 12:50-2:45pm EST**  
**104 Leigh Hall**

**Professor:**

***Dr. Cecilia E. Suarez***  
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**\*\*\*\*Office Hours: By appointment only\*\*\*\***

**Graduate Teaching Assistant**

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**Overview**

This course assists learners in developing the personal and professional competencies required for effective leadership in an increasingly global society. It offers an integrated, practical, and dynamic framework for students in learning how leaders must think, act, and mobilize people to develop global literacy and 21st century leadership.

**Course Objectives**

Upon completion of the course learners should be able to:

1. Have a sound conceptual and theoretical understanding of effective leadership for today's world
2. Define global leadership knowledge, skills, practices, and values
3. Develop effective global leadership techniques
4. Apply leadership skills in the global workplace and multicultural contexts
5. Understand and analyze the dimensions of global work
6. Recognize, analyze, discuss, and evaluate the competencies of recognized successful leaders from the private, public, and social sections
7. Lead by example
8. Develop a cross-cultural understanding of United States and global society
9. Enhance their intercultural communication proficiency

**Requirements:**

1. **Attendance:** Attendance to all class lectures is required. We cannot emphasize the importance of this requirement. Students will be expected to be active participants in class discussions. Your

overall grade will be deducted 1 point for each missed lecture. The points deducted for leaving class early (without an appropriate excuse) are the same as those deducted for failure to attend. Punctuality is highly encouraged. If you are more than 15 minutes late to class, you will be considered absent. This does not include excused absences (i.e. absences excused by appropriate university officials and medical staff.). **Any more than three unexcused absences from class will be grounds for failure in the course.**

2. **Class engagement:** Students should take ownership of their own learning. It is expected that you are both physically present and mentally engaged during every class session. This means that you should come to class with questions and ideas you want to offer, absorb and challenge ideas offered by others, and always come willing and anxious to learn. Accordingly, participation is about more than a one-to-one dialogue with instructor and student; it is also about talking to and sharing ideas with your peers. Please be advised that as part of this engagement grade, students are expected to complete all reading assignments according to schedule. **If you are sleeping in class, you are considered absent.**
3. **Assignments:** All assignments must be typed and double-spaced; include page numbers and 1-inch margins; font should be “Times” or “Times New Roman” with a font size of 12, in APA Formatting. All assignments will be submitted electronically by the day that they are due at the start of class. If you have questions about how to cite utilizing APA formatting, please utilize the following website: <https://owl.english.purdue.edu/owl/section/2/10/>

**\*\*To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to inform the instructor as soon as possible.**

#### **Services for Students with Disabilities:**

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. 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  
0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

#### **Late Paper Policy:**

Adherence to deadlines is extremely important. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late papers. Therefore, **SIGNIFICANT POINTS WILL BE DEDUCTED FROM LATE PAPERS.** To that end, papers will be graded one point lower for the first day that they are late and two points lower for each day thereafter.

#### **\*\*PLAGIARISM\*\***

Plagiarism includes turning in writing that is not your own, copying sections of someone else’s work into your own, cutting and pasting material from websites, and failing to cite your sources. It is YOUR responsibility to understand the full definition of what constitutes plagiarism and ensure that you do not turn in any work that even remotely suggests such a practice. Evidence of plagiarism on any assignment may result in a zero for that assignment, a failing grade for the course, and the possibility of disciplinary action by the university. If you have questions about citing sources or what constitutes plagiarism, consult the following website: [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

### **Academic Honesty:**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **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. The Counseling & Wellness Center provides 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.

- • *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)*

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library  
Wellness Coaching

- • U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- • *Career Resource Center, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

### **Student Complaints:**

- • Residential Course: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- • Online Course: <http://www.distance.ufl.edu/student-complaint-process>

### **Required Texts and Readings:**

There is no required text for this course. However, significant course content can be found within the following texts:

- Required readings will be posted on Canvas

### **Assignments**

Papers, presentations, projects, and quizzes will be assigned throughout the semester. All assignments will be turned in through the course Canvas website, except for quizzes. Should you have questions regarding assignments,

it is **your responsibility** to contact your TA for clarification.

### **Weekly Reading Quizzes**

Weekly quizzes will be given each week and will be focused on the assigned reading for the week. If you arrive after the quiz has started, you will not be allowed additional time to complete the quiz. If you are absent, without notifying your TAs prior to absence, you will not be able to make up a quiz. You will be allotted 10 minutes to complete each quiz.

### **Papers**

#### **Cultural Self Reflection Essay**

The purpose of this autobiographical essay is to increase self-awareness of the cultures and beliefs you represent and that shape your life experiences as a leader and community member.

This paper will be **3 pages in length** and does not require citation of sources.

#### **Cross-cultural Leadership Panel Reflection**

This assignment is comprised of two parts, and is designed to help students think about leadership with a critical eye toward cross-cultural application. The first part is to conduct an in-class interview of a guest panel of leaders. The second part will consist of writing a summary paper comparing and contrasting the conversation of the panelists using the course content as a context. Summary papers should be **no less than 3 pages**, double spaced, and 12 pt. font, Times New Roman.

#### **Film Analysis**

Your analysis should be at least **4 pages in length** and incorporate your thoughts on the following questions:

- a. Identify and explain 2 global leadership issues within the film, as well as discuss the cultures involved in the issues selected.
- b. What are your own beliefs with regards to this issue?
- c. Utilizing what you have learned in this class, how do you suggest society solves these issues?
- d. Why are understanding these issues important to increasing the practice of global leadership?

#### **Global Leadership PSA & Paper**

Your final assignment for the class will be a **robust** reflection paper that illustrates what you have learned in the course and how it connects to your future endeavors. This is an academic paper and should include citations from the course readings. In addition, you will create a short **high quality** 1-2 minute “Public Service Announcement” about global leadership and its importance in your profession. The final reflection and PSA will be due on is the final exam date for the course and PSA videos will be published on various AEC web pages and medias.

### **Individual Presentations**

#### **“Keeping it Current” – Global Edition**

This assignment is focused on staying connected to current issues within society. Often times we are so consumed with theory or historical context that we fail to pay attention to things happening NOW around us. **Students must get current event approved by Dr. Suarez NO LATER than 1 class period before presentation.** At the beginning of the semester each student will sign up for a date to be the discussion leader. You will be responsible for informing the class about a current event that applies to current course topics. You may show a news clip, video, or website and give a brief overview of the event followed by three discussion questions.

## **Group Presentations**

### **Team Teaching**

For this assignment, you will be placed in groups. Each group will draw (raffle style) a topic to present on. Groups will submit an electronic copy of their presentation including a bibliography consisting of at least five (5) sources. Group presentations are limited to 25 minutes followed by a 5-minute Q&A section. This assignment is worth a maximum of 75 points. You and your collaborators will receive the same exact number of points, out of 50 and the 25 remaining points will be determined by an anonymous evaluation of your performance by each of the other members of your team.

### **\*Extra Credit Opportunities\***

Throughout the semester you will have several opportunities to participate in intercultural activities. Different types of activities must be chosen for the experiences which will be explained by the instructor. After participating in the activity, submit an electronic report submitted on Canvas for each assignment within 2 weeks of attending event. The written report should consist of two (2) typed, double-spaced pages. You may complete a **maximum** of 2 extra credit assignments for the semester. Each assignment is worth 3 extra credit points.

**\*\*The grading criteria for assignments will be available on Canvas.\*\***

## **Grading Specifics:**

<b><u>Assignment</u></b>	<b><u>Points</u></b>
Cultural Self Reflection Essay	40
Cross Cultural Panel Reflection	50
“Keeping it Current”	40
Team Teaching Group Presentation	75
Film Analysis	60
Final Paper/PSA	100
Quizzes (10 pts each x 5)	50
Attendance/Participation	85
<b>Total</b>	<b>500</b>

## **Grading Scale**

A	468-500
A-	449-467
B+	433-448
B	417-432
B-	397-416
C+	383-396
C	368-382
C-	348-367
D+	333-347
D	318-332
D-	298-317
F	<297
F	<297

**Grading System and Course Content on Canvas**

All assignments must be turned in by 12:50 pm on the day the assignment is due or students will risk the possibility of partial or no credit for the assignment. Two points will be deducted from the final score for late work submitted less than 24 hours after the due date. Another point will be taken off for each day after until the assignment is submitted.

Canvas is utilized in this course for posting technical content (syllabus, handouts, power point presentations, etc.) and to keep track of your academic progress in the class. Assignments will be turned in on Canvas unless otherwise specified. Please refer to Canvas first before emailing with questions about the course.

**A Note on Spelling and Grammar**

Professionals throughout the world state that one of the more important skills that they need to be successful is the ability to write well. Sentence structure, spelling, and grammar WILL BE examined when determining a grade for any written project.

**\*Content subject to change\***

**\*Readings will be assigned accordingly on Canvas\***

**TENTATIVE COURSE SCHEDULE:**

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Reading/Review</b>	<b>Assignment(s)</b>
<b>1</b>	Mon, Aug 22	Introduction to Course		
<b>2</b>	Wed, Aug 24	Preparing for the semester		
<b>3</b>	Mon, Aug 29	What does “global” even mean? - Defining Terms	The mindset of global leaders: Inquisitiveness and duality	
<b>4</b>	Wed, Aug 31	Global Leadership * Team Teaching groups selected*	Leadership in a diverse and multicultural environment: Developing awareness, knowledge, and skills.	Self-Reflection Essay
<b>5</b>	Mon, Sept 5	<b>Labor Day/No Class</b>	<b>Labor Day/No Class</b>	
<b>6</b>	Wed, Sept 7	Why does it matter?	Empathy in the global world: An intercultural perspective  Arguing for our lives: A user’s guide to constructive dialogue	*“Keep it Current” Selection*

7	Mon, Sept 12	Culture & Politics	Managing cultural differences	
8	Wed, Sept 14	<b>Cross Cultural Panel</b>		
9	Mon, Sept 19	Agriculture, Natural Resources, & Sustainability <i>* Ripe for Change*</i>	Canvas Reading	Group 1 Presents
10	Wed, Sept 21	Agriculture, Natural Resources, & Sustainability (cont)		“Keep It Current” Quiz Panel Reflection
11	Mon, Sept 26	Public & Global Health	Overfed & Undernourished	Group 2 Presents
12	Wed, Sept 28	Film: <i>The Other City</i>		
13	Mon, Oct 3	Social Inequity <i>*20/20 clip*</i>	A. Johnson, Ch 2	Group 3 Presents
14	Wed, Oct 5	Equity vs. Equal	Women and leadership around the world	“Keep It Current” Quiz
15	Mon, Oct 10	Human Rights	Canvas Reading	Group 4 Presents
16	Wed, Oct 12	Film: <i>Flow: For Love of Water</i>	Partners with the poor: An emerging approach to relief and development	
17	Mon, Oct 17	Community & International Development	Canvas Reading	
18	Wed, Oct 19	Community & International Development (cont)		Film Analysis “Keep It Current” Quiz
19	Mon, Oct 24	Business & Economics	Canvas Reading	Group 5 Presents
20	Wed, Oct 26	Film: <i>Inequality for All</i>		“Keep It Current”

21	Mon, Oct 31	Religion	Canvas Reading	Group 6 Presents
22	Wed, Nov 2	<b>No Class</b>	<b>No Class</b>	
23	Mon, Nov 7	Religion (cont)		
24	Wed, Nov 9	Computer Lab Day (PSA Prep)		“Keep It Current” Quiz
25	Mon, Nov 14	Education	Toward a theory of culturally relevant pedagogy	
26	Wed, Nov 16	Education (cont)	Understanding Cultural Diversity and Learning	“Keep It Current” Quiz
27	Mon, Nov 21	Education (cont)		
28	Wed, Nov 23	<b>Fall Break</b>	<b>Fall Break</b>	
29	Mon, Nov 28	Technology & Society		
30	Wed, Nov 30	Computer Lab Day (PSA Prep)		“Keep It Current”
31	Mon, Dec 5	Computer Lab Day (PSA Prep)		
32	Wed, Dec 7	<b>Last Day of Class</b>		<i>Last day to submit extra credit</i>

**Write if you will: but write about the world as it is and as you think it ought to be and must be—if there is to be a world. Write about all the things that men [& women] have written about since the beginning of writing and talking—but write to a point. Work hard at it, care about it. Write about our people: tell their story. You have something glorious to draw on begging our attention. Don’t pass it up. Use it. Good luck to you. This Nation needs your gifts. Perfect them! (Hansberry, 1960, 263)**