

University of Florida // Agricultural Education and Communication  
**AEC 4465 Global Leadership (3 credits)**  
Fall 2019  
Mondays 12:50pm-2:45pm and Wednesdays 1:55pm-2:45pm EST  
205 Rolfs Hall

**Professor:**

*Dr. Cecilia E. Suarez*  
121F Bryant Hall  
352-273-2574  
suarez@ufl.edu

**Graduate Teaching Assistant:**

*Meriza Candia*  
406 Rolfs Hall  
meriza13@ufl.edu



**\*\*\*\*Office Hours: By appointment only\*\*\*\***

**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>.

### **Course Evaluations:**

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

### **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 professor for clarification.

#### Critical Reading Analysis Posts

Each week, you will be assigned intentional readings that will be illustrative of the assigned topic. We expect that you have read the material, digested it, and have thought critically about the material before coming to class. To that end, you will be assigned Critical Reading & Analysis Discussion Posts (C.R.A.P.). Create one original post (due Monday at 12 noon) and two responses (due Wednesday 11:59pm) to peers by interacting with at least two of the weekly discussion posts. Your posts should be reflective of all readings for the entire week. Discussion prompts will be different each week.

#### Weekly Reading Quizzes

Weekly quizzes will be given online each week and will be focused on the assigned reading for the week. On assigned quiz weeks, quizzes will open in the "quizzes" section of Canvas on Monday at 8:00am. The quiz will close online at 11:59pm on Tuesday, the day after it is assigned. You will be allotted 30 minutes to complete each quiz. Make-up quizzes will only be given at the discretion of the instructors for University Approved Absences or serious illness. Documentation may be required.

### 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 attend and *BE ACTIVE* with a guest panel of global 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:

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

### Group 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 professor NO LATER than 1 class period before presentation.** 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. For the Keeping It Current presentations, you will evaluate your group members through the link posted on Canvas. I will see your name to give you credit for this activity, but your name will not be connected to your feedback of specific group members. You must complete this evaluation no later than **48-hours** after your presentation to the class.

Your group will be responsible for informing the class about a current event that applies to current course topics. Your time limit is **20 minutes**. You may show a news clip, video, or website and give a brief overview of the event followed by three discussion questions. A presentation visual aid is required (e.g. powerpoint, prezi, etc.)

You must also submit your presentation and any handouts online on canvas **BEFORE** you present to the class. Every group member will receive the **same score** for this portion of the grading of this project.

#### “Keep it Current” Presentation Peer Evaluations

For the Keeping it Current presentations, you will evaluate your group members through the link posted on Canvas. We will see your name to give you credit for this activity, but your name will not be connected to your feedback of specific group members. You must complete this evaluation no later than **48-hours** after your presentation to the class.

Your grade for this assignment will be based on two criteria:

- 1) Did you complete the evaluation within 48 hours of your in-class presentation
  - 2) The collected feedback your group members gave about your performance on the group presentation.
- Instructors will use their discretionary judgement to filter the anonymous results and award points fairly to each individual group member.

#### Global Leadership Final Reflection Paper and PSA (Public Service Announcement)

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.

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

*Below are the **only** anticipated extra credit opportunities for the semester. Please take advantage of them, because it is extremely unlikely we will offer additional opportunities.*

#### Your Expectations of Global Leadership Discussion Post

During the first week of the course, we are excited to learn what you hope to gain out of this course and what you expect of us, your instructors. Complete the online discussion post by the deadline in the course schedule to earn up to **1 point of extra credit**.

#### Syllabus & Expectations – Where We Start From Quiz

We want to ensure that you get started on the right foot in the course. On the first day of class we will cover the syllabus and basic course expectations. You will have until the date in the course schedule to complete the online Syllabus and Expectations quiz to earn up to **2 points of extra credit**.

Global Activities Attendance and Reflection(s)

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 intercultural activities 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>Assignment Category</b>	<b>Assignment</b>	<b>Points of Assignment</b>
Papers & Projects	• <i>Cultural Self Reflection Paper</i>	<b>50</b>
	• <i>Film Analysis Paper</i>	<b>70</b>
	• <i>Cross Cultural Leadership Panel Reflection Engagement (20) Paper (40)</i>	<b>80</b>
	• <i>Final Project Total Final PSA (100) Paper(100)</i>	<b>200</b>
Class Attendance, Participation and Engagement	• <i>Attendance (physical presence in class) Class Engagement –1<sup>st</sup> Half (50) Class Engagement –2<sup>nd</sup> Half (50)</i>	<b>100</b>
	• <i>Critical Reading and Analysis Posts (10 @ 10pts each)</i>	<b>100</b>
Quizzes	• <i>Weekly Quizzes (10 @ 10 points each)</i>	<b>100</b>
Presentations & Creative Assignments	• <i>Keep It Current Group Presentation</i>	<b>75</b>
	• <i>Keep it Current Peer Evaluations</i>	<b>25</b>
<b>Total Points Possible</b>		<b>800</b>

**Grading Scale**

*Grading Scale is represented in final percentages.*

- |           |           |
|-----------|-----------|
| A: 94-100 | C: 74-76  |
| A-: 90-93 | C-: 70-73 |
| B+: 87-89 | D+: 67-69 |
| B: 84-86  | D: 64-66  |
| B-: 80-83 | D-: 61-63 |
| C+: 77-79 | E/F: 0-60 |

**Grading System and Course Content on Canvas**

All assignments must be turned in by **the deadline on canvas** 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\***

*"L" by the class number indicates that session is a double block.*

**TENTATIVE COURSE SCHEDULE**

**\*Readings will be posted for each week in the MODULE SECTION that corresponds with the week/dates. All Readings should be completed prior to arriving to class on Monday of each week.\***

Class	Date	Topics	Assignment(s)
<b>FIRST DAY OF CLASS</b>			
<b>1</b>	Wed. Aug. 21		
<b>2L</b>	Mon. Aug 26	Introduction to the Course & Expectations Course Expectations Wrap-Up and Preparing For the Semester	<b>Extra Credit Syllabus Quiz Due @ 11:59pm on Friday</b>
<b>3</b>	Wed. Aug 28	What does “global” even mean? – Defining Terms	<b>Extra Credit Discussion Post @ 11:59pm on Sunday</b>
<b>LABOR DAY – NO CLASS</b>			
<b>4L</b>	Mon. Sept 2		
<b>5</b>	Wed. Sept. 4	Global Leadership *Presentation Groups Selected*	<b>Quiz 1 Due Tuesday @ 11:59pm</b>
<b>6L</b>	Mon. Sept. 9	Personal Values and Beliefs Why does global leadership matter?	<b>Critical Reading Analysis Posts 1 Due @ 12:00pm</b>  <b>Quiz 2 Due Tuesday @ 11:59pm</b>
<b>7</b>	Wed. Sept. 11	Equality vs. Equity Stereotypes / Prejudice / Privilege What we (think we) know	<b>Cultural Self-Reflection Paper Due @ 11:59pm</b>
<b>8L</b>	Mon. Sept. 16	Communication – <i>Cultural Differences in Understanding</i> In-Class Activity - Communication	<b>Critical Reading Analysis Posts 2 Due @ 12:00pm</b>  <b>Quiz 3 Due Tuesday @ 11:59pm</b>

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment(s)</b>
9	Wed. Sept. 18	Applying Global Leadership to Communication	
10L	Mon. Sept. 23	Origins & Perspectives	<b>Critical Reading Analysis Posts 3 Due @ 12:00pm</b> <b>Quiz 4 Due Tuesday @ 11:59pm</b>
11	Wed. Sept. 25	Origins & Perspectives (continued)	<b>Keep It Current Presentation 1</b>
12L	Mon. Sept. 30	Harm vs. Help Case Studies	<b>Critical Reading Analysis Posts 4 Due @ 12:00pm</b> <b>Quiz 5 Due Tuesday @ 11:59pm</b>
13	Wed. Oct. 1	Public & Global Health	
14L	Mon. Oct. 7	Agriculture, Natural Resources, & Sustainability	<b>Critical Reading Analysis Post 5 Due @ 12:00pm</b> <b>Quiz 6 Due Tuesday @ 11:59pm</b>
15	Wed. Oct. 9	Agriculture, Natural Resources, & Sustainability (Continued)	<b>Keep It Current Presentation 2</b>
16L	Mon. Oct. 14	Review <b>Global Leadership Panel</b>	<b>Critical Reading Analysis Post 6 Due @ 12:00pm</b> <b>Quiz 7 Due Tuesday @ 11:59pm</b>
17	Wed. Oct. 16	What does it mean to be a global citizen?	<b>Keep it Current Presentation 3</b>
18L	Mon. Oct. 21	Human Rights	<b>Global Leadership Panel Paper due @ 11:59pm</b> <b>Critical Reading Analysis Post 7 Due @ 12:00pm</b> <b>Quiz 8 Due Tuesday @ 11:59pm</b>
19	Wed. Oct. 23	Social Inequality	
20L	Mon. Oct. 28	Right or Privilege? Film: <i>Flow: For Love of Water</i>	<b>Critical Reading Analysis Post 8 Due @ 12:00pm</b> <b>Quiz 9 Due Tuesday @ 11:59pm</b>



<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment(s)</b>
<b>21</b>	Wed. Oct. 30	Right or Privilege? (Continued)	
<b>22L</b>	Mon. Nov. 4	Intersectionality, Identity, and Positionality	<b>Film Analysis Paper (Flow) Due @ 11:59pm</b> <b>Critical Reading Analysis Post 9 Due @ 12:00pm</b> <b>Quiz 10 Due Tuesday @ 3:00pm</b>
<b>23</b>	Wed. Nov. 6	Crossing Borders: Migration and Intercultural Adaptation	
<b>24L</b>	Mon. Nov 11	<b>VETERANS DAY – NO CLASS</b>	
<b>25</b>	Wed. Nov 13	History, Power, and Globalization	<b>Keep it Current Presentation 4</b>
<b>26L</b>	Mon. Nov 18	Mass Media, Technology, and Cultural Change	<b>Critical Reading Analysis Posts 10 Due @ 12:50pm</b>
<b>27</b>	Wed. Nov 20	Language and Intercultural Communication in the Global Workplace	<b>Keep it Current Presentation</b>
<b>28L</b>	Mon. Nov 25		
<b>29</b>	Wed. Nov 27	<b>FALL BREAK – NO CLASS</b>	
<b>30L</b>	Mon. Dec. 2	The Culture of Capitalism, Business and Global Communities	
<b>31</b>	Wed. Dec. 4	Course Wrap-Up : Last Day of Classes	
<b>32</b>	Mon. Dec. 9	<b>FINAL PROJECT DUE</b>	<b>Final PSA Video Due @ 5:00pm</b>

*“Education is the most powerful weapon which you can use to change the world.”  
- Nelson Mandela*