



ALS 2410 - Challenge 2050: Global Uncertainty

3 Credits, Fall Semester 2020

MWF 10:40 - 11:30 AM, Period 4

Zoom Classroom

FACULTY INFORMATION

Dr. Natalie Coers, Lecturer
Global Agricultural Leadership Development
Director, Challenge 2050 Project
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TEACHING ASSISTANT

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Leadership Development &
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COURSE DESCRIPTION

Explores questions in human well-being and sustainability building a foundation for addressing global challenges associated with global population. Transdisciplinary experts lead diverse and innovative discussions, complex adaptive problem solving; and the integration of economic, environmental, food, health, and social system perspectives.

GLOBAL LEADERSHIP + CHANGE CERTIFICATE COURSEWORK



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 and understanding 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

* ALS2410 fulfills the first course requirement for the Global Leadership & Change Certificate. For more information on the Certificate, ask Dr. Coers (ncoers@ufl.edu).

*ALS2410 also fulfills a course requirement for the International Scholars Program. For more information, visit [here](#).

COURSE MATERIALS

The following book is required:

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

The following book is recommended:

Rosling, H., Rosling Ronnlund, A., & Rosling, O. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. New York, NY: SCEPTRE.

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

COURSE + UNIVERSITY POLICIES

Zoom Recording: Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Attendance/Engagement: It is an expectation that you attend every class session; we desire both your physical presence, as well as your mental engagement with the course content. Attendance/Engagement are a factor in your final grade for the course. This course includes a number of guest speakers that may prohibit the recording of a class session; as such, some sessions and connected assignments may not be feasible for 'making up' a class.

We are mindful of the strong relevance of our course content to the current state of our world. Inasmuch, we are aware that unexpected things happen in life (i.e. global pandemic, health emergencies, internet issues, etc.) that are outside of your control; we simply ask that you be open and honest regarding barriers to attendance/engagement so we can work something out. Should you be unable to attend class, please contact me **prior to** the class session you will be absent from. More information regarding university attendance policy can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

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

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.

Course Add/Drop: Courses may be dropped or added during the Drop/Add period without penalty. The Drop/Add period is the first five days of classes during fall or spring semester, and

the first two days of classes for summer terms. The specific dates are listed in each term's [academic calendar](#).

After Drop/Add, students may withdraw from a course up to the date established in the university calendar. A grade of W will appear on the transcript, and students will be held liable for course fees. All drops after Drop/Add must be submitted to the Office of the University Registrar by the deadline.

Online Course Evaluation System: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

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, <https://disability.ufl.edu/students/get-started/>

Late Assignments: All work is due via Canvas by 11:59 PM on the assigned date unless otherwise specified. Assignments submitted within one week of the original due date will be evaluated less 10% of the assignment point value. Assignments submitted beyond one week of the original deadline are subject to the discretion of the instructor regarding possible points for evaluation (no more than 50% value possible beyond one week).

ACADEMIC INTEGRITY:

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor 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.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

(Source: 2019 The Orange Book, UF Regulation 4.040, p. 12)

It is assumed all work will be completed independently unless the assignment is defined as a **group project** in writing by the instructor.

Plagiarism: A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

(Source: 2019 The Orange Book, UF Regulation 4.040, p. 13)

COURSE REQUIREMENTS

This is My World Credo – The ways in which we address complex, adaptive challenges require an understanding of our personal world view and an understanding of how our views impact potential solutions, collaborations, etc. Each student will write a credo expressing their world view. Additional details for the assignment are located in Canvas.

Reflection Papers – Students will reflect on the various guest presenters concerning global issues and the discussions with their peers that follow. The prompts require students to apply course content to their lives, communities, and/or current regional/global events as they reflect on knowledge gained. Students are expected to demonstrate quality depth of thought, critical thinking, and creativity in their writing. Additional details and the grading rubric for the assignment are located in Canvas.

Issue Leader Interview – Part of leadership development is learning from others. Students will identify a leader who they believe is working toward a solution for their selected global issue (locally, nationally or internationally). They will describe the problem, their leader’s approach to this problem, his/her venue for communicating the solutions, the overall effectiveness of the leader at addressing this issue. Once identified, you will develop a one-page ‘executive summary’ paper describing what you learn through your interview. Additional details and the grading rubric for the assignment are located in Canvas.

Global Issue Brief Project – Students will engage upon a semester long inquiry to a specific global issue through individual research and exploration. This project will build through the semester with six smaller assignments to provide feedback toward your final brief:

- *Issue SDG Exploration* – Each student will identify a specific Sustainable Development Goal relevant to their personal interests, then explore what elements of that goal will be focused upon for the project. This assignment includes the Issue Brief Introduction.
- *Issue Scope & Importance* – For the issue in focus, each student will identify a minimum of 5 articles that describe your selected issue and provide an annotated bibliography for those articles (at least 3 from academic journals). The selected articles should be utilized, with additional supporting articles (popular or academic) as needed, to describe the scope and importance of the issue.
- *Issue System* – For the selected global issue, each student will illustrate the connected systems. Stakeholder description for the Issue Brief.
- *Issue Brief Paper* – A 4-6 page research paper with proper academic citations provides depth of context for the selected global issue.
- *Issue Infographics* – Each student will create an infographic for their global issue.
- *Presentation* – Each student will do a 2-4 minute virtual presentation on their issue, highlighting their Issue Infographic.

Additional details and the grading rubric for the assignment are located in Canvas.

Engagement – Active participation is critical to our course. Student will be evaluated on depth of thought, direction of perspectives, and overall benefit to the class and our collective learning. Attendance, interaction with guest speakers, online participation, and observed participation with your peer issue group will all play a role in your engagement grade.

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 | Due Date | Points |
|--|---------------------|---------------|
| This is My World Credo | Sept. 11 | 30 |
| Reflection Papers (5 x 20pts) | Varies | 100 |
| Issue Leader Interview | Nov. 13 | 50 |
| <i>Global Issue Brief Project</i> | | |
| Issue SDG Exploration | Sept. 18 | 20 |
| Issue Scope | Oct. 9 | 40 |
| Issue System | Oct. 19 | 20 |
| Issue Brief Paper | Nov. 2 | 100 |
| Issue Infographic | Nov. 25 | 25 |
| Virtual Presentation | Nov. 30 - Dec. 9 | 15 |
| Engagement | | 100 |
| Total | | 500 |

Course Grading Scale:

A: 475-500 points

A-: 450-474 points

B+: 430-449 points

B: 415-429 points

B-: 400-414 points

C+: 380-399 points

C: 365-379 points

C-: 350-364 points

D+: 330-349 points

D: 315-329 points

D-: 300-314 points

E: 299 and Below

University of Florida Grade & Grade Points Policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

ALS 2410 Course Calendar

| Week | Date | Day | Topic | Readings | Assignments |
|------|---------------|-----|---|----------|----------------------------------|
| 1 | Aug 31-Sept 4 | M | Introduction to Course + The Issue Brief | | |
| | | W | The State of the World | | |
| | | F | Pandemic Implications | | |
| 2 | Sept 7-11 | M | Labor Day – UF Closed | | |
| | | W | SDG Overview | | |
| | | F | SDG Overview | | This is My World Credo Due |
| 3 | Sept 14-18 | M | Exploring instincts – <i>Factfulness</i> Part 1 | | |
| | | W | Exploring instincts – <i>Factfulness</i> Part 2 | | |
| | | F | Exploring instincts – <i>Factfulness</i> Part 3 | | Issue SDG Exploration Due |
| 4 | Sept 21-25 | M | Adaptive Leadership 101 | Ch. 1-3 | |
| | | W | Adaptive vs. Technical Problems | | |
| | | F | Adaptive vs. Technical Problems | | Reflection Paper 1 Due |
| 5 | Sept 28-Oct 2 | M | Diagnose the System | Ch. 4 | |
| | | W | Systems Thinking | | |
| | | F | Homecoming – UF Closed | | |
| 6 | Oct 5-9 | M | Diagnose the Adaptive Challenge | Ch. 5 | |
| | | W | Diagnose the Adaptive Challenge | | |
| | | F | Diagnose the Adaptive Challenge | | Issue Scope & Importance Due |
| 7 | Oct 12-16 | M | Issue System Workshop | | |
| | | W | Guest Speaker | | |
| | | F | Guest Speaker | | |
| 8 | Oct 19-23 | M | Guest Speaker | | Issue System Due |
| | | W | Guest Speaker | | |
| | | F | Peer Issue Group Discussion | | Reflection Paper 2 Due |
| 9 | Oct 26-30 | M | Issue Brief Workshop | | |
| | | W | Guest Speaker | | |
| | | F | Guest Speaker | | |
| 10 | Nov 2-6 | M | Guest Speaker | | Issue Brief Due |
| | | W | Guest Speaker | | |
| | | F | Peer Issue Group Discussion | | Reflection Paper 3 Due |
| 11 | Nov 9-13 | M | Guest Speaker | | |
| | | W | Veterans Day – UF Closed | | |
| | | F | Guest Speaker | | Issue Leader Interview Due |
| 12 | Nov 16-20 | M | Guest Speaker | | Infographic Draft Due (optional) |
| | | W | Guest Speaker | | |
| | | F | Peer Issue Group Discussion | | Reflection Paper 4 Due |
| 13 | Nov 23-27 | M | Infographic Feedback | | |
| | | W | Thanksgiving – No Classes | | Issue Infographic Due |
| | | F | Thanksgiving Break – UF Closed | | |
| 14 | Nov 30-Dec 4 | M | Issue Presentations | | |
| | | W | Issue Presentations | | |
| | | F | Issue Presentations | | |
| 15 | Dec 7-11 | M | Issue Presentations | | |
| | | W | Issue Presentations | | Reflection Paper 5 Due |
| | | F | Reading Days | | |