ALS 2410 - Challenge 2050: Global Uncertainty
3 Credits, Fall Semester 2022
MWF 9:35 - 10:25 AM, Period 3
McCarty Hall B, Room 3096

FACULTY INFORMATION
Dr. Natalie Coers, Lecturer
Global Agricultural Leadership Development
Director, Challenge 2050 Program
Department of Agricultural Education & Communication
Bryant Hall 117D
Office: 352.273.3586
Email: ncoers@ufl.edu
Office Hours: T 9AM-Noon

TEACHING ASSISTANT
Susan Reams
Masters Student
Leadership Development &
the Challenge 2050 Program
Rolfs Hall

Email: sreams@ufl.edu
Office Hours: By appointment

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

ALS 2410 — GLOBAL UNCERTAINTY | ALS 3415 — TOOLS FOR CHANGE | ALS 3940 — THE EXPERIENCE | ALS 4419 — CREATING SOLUTIONS

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

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

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 Connection Profile – The complex, adaptive challenges we address within the Challenge 2050 Program can often be overwhelming in scope, even when focused on a specific context. The purpose of this assignment is to bring the issue you research a bit closer to home, highlighting a specific organization that addresses your selected issue.

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 in a specified geographic context.
- *Issue Scope & Importance* – For the issue in focus, each student will identify a minimum of 5 academic articles that describe your selected issue and provide an annotated bibliography for those articles. Additional supporting articles (popular or academic) should be utilized to present a comprehensive understanding (scope and importance) of your issue in the selected context.
- *Issue System* – For the selected global issue, each student will illustrate the connected systems. Stakeholder description for the Issue Brief.
- *Issue Brief Paper* – A 5-7 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.

- *Showcase* – Each student participate in one showcase day, conversing with peers regarding their researched Issue through 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.

<u>**COURSE GRADING**</u>

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. 2	30
Reflection Papers (5 x 20pts)	Varies	100
Issue Connection Profile	Oct. 26	50
Global Issue Brief Project		
Issue SDG Exploration	Sept. 12	20
Issue Scope & Importance	Sept. 30	40
Issue System	Oct. 10	20
Issue Brief	Nov. 9	100
Issue Infographic	Nov. 23	25
Showcase	Dec. 5 or 7	15
Engagement		100
Total		500

Course Grading Scale:

	A: 450-500 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 24-26	M			
		W	Introduction to Course + The Issue Brief		
		F	The State of the World		
2	Aug 29-Sept 2	M	SDG Introduction		
		W	Issue Brief Overview + Writing 101		
		F	Exploring instincts – *Factfulness* Part 1		This is My World Credo Due
3	Sept 5-9	M	Labor Day – UF Closed		
		W	Exploring instincts – *Factfulness* Part 2		
		F	Exploring instincts – *Factfulness* Part 3		
4	Sept 12-16	M	Adaptive Leadership 101	Ch. 1-3	Issue SDG Exploration Due
		W	Adaptive vs. Technical Problems		
		F	Adaptive vs. Technical Problems		Reflection Paper 1 Due
5	Sept 19-23	M	Diagnose the System	Ch. 4	
		W	Systems Thinking		
		F	Systems Thinking		
6	Sept 26-30	M	Diagnose the Adaptive Challenge	Ch. 5	
		W	Diagnose the Adaptive Challenge		
		F	Diagnose the Adaptive Challenge		Issue Scope & Importance Due
7	Oct 3-7	M	Issue System Workshop (Pt. 1)		
		W	Issue System Workshop (Pt. 2)		
		F	Homecoming – UF Closed		
8	Oct 10-14	M	Guest Speaker		Issue System Due
		W	Guest Speaker		
		F	Discussion		
9	Oct 17-21	M	Issue Brief Workshop		Reflection Paper 2 Due
		W	Guest Speaker		
		F	Guest Speaker		
10	Oct 24-28	M	Guest Speaker		
		W	Guest Speaker		Issue Connection Profile Due
		F	Group Discussion		
11	Oct 31 – Nov 4	M	Guest Speaker		Reflection Paper 3 Due
		W	Guest Speaker		
		F	Guest Speaker		
12	Nov 7-11	M	Guest Speaker		
		W	Group Discussion		Issue Brief Due
		F	Veterans Day – UF Closed		Reflection Paper 4 Due
13	Nov 14-18	M	Infographic Workshop		
		W	Guest Speaker		Infographic Draft Due (opt)
		F	Guest Speaker		
14	Nov 21-25	M	Exploring Issue Connections		
		W	Thanksgiving – No Classes		Issue Infographic Due
		F	Thanksgiving Break – UF Closed		
15	Nov 28-Dec 2	M	Applications of Adaptive Leadership		
		W	Applications of Adaptive Leadership		Issue Brief Resubmission Due
		F	Leadership & the SDGs		
16	Dec 5-9	M	Issue Showcase (Group 1)		
		W	Issue Showcase (Group 2)		Reflection Paper 5 Due
		F	Reading Days – No Classes		