Department of Agricultural Education & Communication

Global Uncertainty

ALS 2410

Fall 2025 - 3 Credit

# Instructor

Dr. Natalie Coers

Director, Challenge 2050 Program

Email: [ncoers@ufl.edu](mailto:ncoers@ufl.edu)

Office location: Bryant Hall 117D

Office hours: Tuesdays – 9AM - Noon

# Teaching Assistant

Gabriela Sullivan

Email: [gabrielasullivan@ufl.edu](mailto:gabrielasullivan@ufl.edu)

Office location: Rolfs Hall 406

Office hours: By appointment

# Class Times Location

MWF 10:40 - 11:30 AM, Period 4 McCarty Hall B, Room 2102

# 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.

**A blue and white logo

AI-generated content may be incorrect.**

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

ALS2410 also fulfills a course requirement for the International Scholars Program. For more information, visit [here](https://internationalcenter.ufl.edu/international-scholars-program).

# 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

# Requirements

## Textbook:

The following book is **required:**

O’Malley, E. & McBride, J.F. (2023). *When everyone leads: How the toughest challenges get seen and solved.* Bard 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.

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Office Programs
  + [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
  + [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
  + Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
  + [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
  + [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
  + [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
  + [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
  + [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.
* Familiarity with Canva or similar online design platforms for creating a professional document.

# Instructor Team Communication & Feedback

Communication: The instructor and graders are committed to responding to your Canvas and email messages **within 48 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided,**within two weeks of their submission**.

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/>.

Individual Learner Interaction: Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Office Hours: Dr. Coers and Gabi sets aside dedicated office hours each week in-person as indicated in the Contact section above.

But what exactly are office hours? It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Coers or Gabi. Whether you have questions about the course, assignments, the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Coers and Gabi strongly encourage students to take advantage of these office hours as an enriching experience for academic support and personal connection.

# Academic Code of Conduct

## UF’s Academic Honesty Statement:

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 dishonesty to the instructor, department chair, college dean or Student Honor Court. **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: [UF Student Code of Conduct Webpage.](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

## Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

## Artificial Intelligence (A.I.) Use:

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student.

Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

# Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies.](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

# Institutional Policies

## Recording Statement:

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 guest 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 Honor Code and Student Conduct Code. [UF In-Class Recording](https://aa.ufl.edu/policies/in-class-recording/)

## 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. [UF Acceptable Use Policy](https://it.ufl.edu/it-policies/acceptable-use/acceptable-use-policy/#:~:text=IT%20users%20may%20not%20use,belong%20to%20UF%20or%20not)

## Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at [https://my-ufl.bluera.com](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmy-ufl.bluera.com%2F&data=05%7C02%7Cbrooke.brammer%40ufl.edu%7C0881070fc57944c06b2608dd3a6c7242%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638730959625962846%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=zWBi7THuzqcrIJvxuvvYF1Tzn8gv9M9juozWUVKNo9o%3D&reserved=0)

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.**"**

# Student Services

## Health & Wellness:

* U Matter, We Care
* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](https://umatter.ufl.edu/) 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](https://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
* 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.
* 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.](https://shcc.ufl.edu/)
* University Police Department
* Visit [UF Police Department website](https://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
* GatorWell Health Promotion Services
* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](https://gatorwell.ufsa.ufl.edu/%22%20/t%20%22_blank" \t "_blank) or call 352-273-4450.

## Academic Resources:

* E-learning technical support
* Contact the [UF Computing Help Desk](https://helpdesk.ufl.edu/) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu.](mailto:helpdesk@ufl.edu)
* [Career Connections Center](https://career.ufl.edu/)
* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
* [Library Support](https://uflib.ufl.edu/)
* Various ways to receive assistance with respect to using the libraries or finding resources.
* [Teaching Center](https://academicresources.clas.ufl.edu/)
* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
* [Writing Studio](https://writing.ufl.edu/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](https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/) for more information.
* On-Line Students Complaints
* View the [Distance Learning Student Complaint Process.](https://www.ombuds.ufl.edu/)

## 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, [UF Disability Resource Center.](https://disability.ufl.edu/)

# Assignments

## Assignment Points & Explanation:

### 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.

### Leadership Lab Deliverables

Students will participate in reflective activities during 7 class sessions, which may result in individual or group deliverables. The activities require students to apply course content to their lives, communities, and/or current regional/global events as they reflect on knowledge gained from course content, the various guest presenters concerning global issues and the discussions with their peers that follow. Students are expected to demonstrate quality depth of thought, critical thinking, and creativity in their deliverables. 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 Exploration – Each student will identify a global issue 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 in written form as a strong draft of this section.
* Issue System – For the selected global issue, each student will illustrate the connected systems. Additionally, the Issue Brief written stakeholder description is submitted.
* Final Elements – For the selected global issue, each student will describe the technical and adaptive challenges, identify organizations currently making progress on the issue, and make recommendations for future progress.
* Issue Brief – A 5-7 page designed research brief with academic citations provides depth of context for the selected global issue.
* Issue Infographic – Each student will create an infographic poster for their global issue.

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, etc. will all play a role in your engagement grade.

## Last Assignment Policy:

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).

## 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 | Aug. 29 | 30 |
| Leadership Lab Deliverables (6 x 20pts) | Varies | 120 |
|  |  |  |
| ***Global Issue Brief Project*** |  |  |
| Issue Exploration | Sept. 8 | 20 |
| Issue Scope & Importance | Oct. 1 | 40 |
| Issue System | Oct. 20 | 30 |
| Final Elements | Oct. 27 | 20 |
| Issue Brief | Nov. 7 | 100 |
| Issue Infographic Poster | Nov. 14 | 20 |
| Presentation | Dec. 1 | 20 |
| Engagement |  | 100 |
| **Total** |  | 500 |
|  |  |  |

### 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>.

## Reading & Assignment Schedule:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Topic** | **Readings** | **Assignments** |
| 1 | Aug 22 | F | Syllabus Overview + Assignment Intro |  |  |
| 2 | Aug 25- 29 | M | Global Uncertainty: State of the World |  |  |
| W | Issue Brief Overview + Writing 101 |  |  |
| F | Issue Exploration |  | This is My World Credo Due |
| 3 | Sept  1-5 | M | Labor Day – UF Closed |  |  |
| W | When Everyone Leads: A Manifesto | p. 4-19 |  |
| F | Global Uncertainty: Global Issues Overview |  |  |
| 4 | Sept  8-12 | M | Part One: Identify the Gap | p. 20-63 | Issue Exploration Due |
| W | Part One: Identify the Gap |  |  |
| F | Part One Leadership Lab |  | Leadership Lab Deliverable Due |
| 5 | Sept  15-19 | M | Part Two: Barriers to Progress | p. 64-113 |  |
| W | Part Two: Barriers to Progress |  |  |
| F | Part Two Leadership Lab |  | Leadership Lab Deliverable Due |
| 6 | Sept  22-26 | M | Part Three: Start With You | p. 114-167 |  |
| W | Part Three: Start With You |  |  |
| F | Part Three Leadership Lab |  | Leadership Lab Deliverable Due |
| 7 | Sept 29 -  Oct 3 | M | Part Four: Use the Heat | p. 168-201 |  |
| W | Part Four: Use the Heat |  | Issue Scope & Importance Due |
| F | Part Four Leadership Lab |  | Leadership Lab Deliverable Due |
| 8 | Oct  6-10 | M | Part Five: Everyone Can Lead | p. 202-252 |  |
| W | Part Five: Everyone Can Lead |  |  |
| F | Part Five Leadership Lab |  | Leadership Lab Deliverable Due |
| 9 | Oct  13-17 | M | *Factfulness* Focus | *Factfulness* |  |
| W | Issue System Workshop |  |  |
| F | Homecoming – UF Closed |  |  |
| 10 | Oct  20-24 | M | Issue Brief Workshop |  | Issue System Due |
| W | Guest Speaker |  |  |
| F | Guest Speaker |  |  |
| 11 | Oct  27-31 | M | Guest Speaker |  | Final Elements Due |
| W | Guest Speaker |  |  |
| F | Leadership Lab |  | Leadership Lab Deliverable Due |
| 12 | Nov  3-7 | M | Guest Speaker |  |  |
| W | Guest Speaker |  |  |
| F | Guest Speaker |  | Issue Brief Due |
| 13 | Nov  10-14 | M | Guest Speaker |  |  |
| W | Infographic Workshop |  |  |
| F | Infographic Workshop |  | Issue Infographic Due |
| 14 | Nov  17-21 | M | Guest Speaker |  |  |
| W | Guest Speaker |  |  |
| F | Leadership Lab |  | Leadership Lab Deliverable Due |
| 15 | Nov  24- 28 | M | Thanksgiving – No Classes |  |  |
| W | Thanksgiving – No Classes |  |  |
| F | Thanksgiving Break – UF Closed |  |  |
| 16 | Dec  1-5 | M | Issue Presentations |  | Issue Presentation |
| W | Issue Presentations |  |  |
| F | Reading Days – No Classes |  |  |

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.