

University of Florida // Agricultural Education and Communication  
**AEC 4465 Global Leadership (3 credits)**  
Fall 2017  
**Mondays 12:50pm-2:45pm and Wednesdays 1:55-2:55pm EST**  
**205 Rolfs Hall**

**Professor:**

*Dr. Cecilia E. Suarez*  
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**\*\*\*\*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>.

### **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 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 Wednesday at 8:00am. The quiz will close online at 11:59pm on the Wednesday 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:

- 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?

### **Book Review – Heart of Darkness**

One way that we learn about global understanding is through the stories we hear and read. This semester you will have a chance to read **Heart of Darkness by Joseph Conrad** to explore one such story. After reading the book and discussing the themes in class, you should write a paper that both connects the book to the course themes as well as provide your own reflection. The paper should be 3-pages (minimum) and should address the following questions/topics. The due date is noted in the course schedule.

1. Pick two themes from the course and relate them directly to the plot and story of the novel. How are the themes evidenced in the book?
2. How can young adult fiction be instrumental in creating social change?
3. What were your reactions to the story?
4. What did you learn from this assignment/book?

## **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 Dr. Suarez 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.

Group Composition, Presentation Dates, and times of the presentations will be available on the syllabus and canvas by **August 25**. 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 Podcast – FINAL PROJECT

Your final assignment for the class will be to construct, create, record, edit, and present a *group* podcast on global leadership. Podcasts should be a minimum of 10 minutes in length and a maximum of 12 minutes in length, and focus on understanding of global leadership, growth of global issues understanding throughout the course, and information that can assist listeners better understand the need to understand and be global thinkers, leaders, and citizens. Groups for podcasts will be randomly selected by Dr. Suarez. Podcasts will be due in sections on dates throughout the semester. Podcasts will be premiered to the class and judging guests on Monday, December 4, 2017. Final podcast files will be due on is the final exam date for the course and will be published on various AEC and University web pages and medias. Students will be graded individually, partially based off peer evaluations, *and* as a group. Final project grade will be based on peer evaluations, personal engagement, judges’ presentation scores, and overall quality of the final podcast file.

#### **\*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 Intercultural Communication 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**.

### Intercultural 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:

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<b>Assignment Category</b>	<b>Assignment</b>	<b>Points of Assignment</b>
Papers & Projects	<ul style="list-style-type: none"><li>• <i>Cultural Self Reflection Paper</i></li><li>• <i>Film Analysis Paper</i></li><li>• <i>Cross Cultural Leadership Panel Reflection Engagement (20) Paper (40)</i></li><li>• <i>Book Review Paper</i></li><li>• <i>Podcast Final Project Total</i></li></ul>	<b>40</b> <b>50</b> <b>60</b> <b>60</b> <b>200</b>
Class Attendance, Participation and Engagement	<ul style="list-style-type: none"><li>• <i>Attendance (physical presence in class)</i></li><li>• <i>Class Engagement –1<sup>st</sup> Half (30)</i></li><li>• <i>Class Engagement –2<sup>nd</sup> Half (30)</i></li></ul>	<b>60</b>
Quizzes	<ul style="list-style-type: none"><li>• <i>Weekly Quizzes (12 @ 15 points each)</i></li></ul>	<b>180</b>
Presentations & Creative Assignments	<ul style="list-style-type: none"><li>• <i>Keep It Current Group Presentation</i></li><li>• <i>Keep it Current Peer Evaluations</i></li></ul>	<b>75</b> <b>25</b>
<b>Total Points Possible</b>		<b>750</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 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\***

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

### **TENTATIVE COURSE SCHEDULE:**

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment(s)</b>
<b>1L</b>	Mon. Aug. 21	Introduction to the Course & Expectations	
<b>2</b>	Wed. Aug 23	Course Expectations Wrap-Up and Preparing For the Semester	<b>Extra Credit Discussion Post @ 11:59pm</b> <b>Extra Credit Syllabus Quiz @ 11:59pm</b>
<b>3L</b>	Mon. Aug 28	What does "global" even mean? – Defining Terms	
<b>4</b>	Wed. Aug 30	Global Leadership *Presentation Groups Selected*	
<b>5L</b>	Mon. Sept. 4	Labor Day Holiday – No Classes	

<b>6</b>	Wed. Sept. 6	Personal Values and Beliefs Why does global leadership matter?	<b>Quiz 1 Due @ 11:59pm</b>
<b>7L</b>	Mon. Sept. 11	Equality vs. Equity Stereotypes / Prejudice / Privilege What we (think we) know	<b>Cultural Self-Reflection Paper Due @ 11:59pm</b>
<b>8</b>	Wed. Sept. 13	TBD	<b>Quiz 2 Due @ 11:59pm</b>
<b>9L</b>	Mon. Sept. 18	Communication – <i>Cultural Differences in Understanding</i> In-Class Activity - Communication	
<b>10</b>	Wed. Sept. 20	Harm vs. Help Case Studies	<b>Quiz 3 Due @ 11:59pm</b>
<b>11L</b>	Mon. Sept 25	Agriculture, Natural Resources, & Sustainability	<b>Keep It Current Presentation 1</b>
<b>12</b>	Wed. Sept 27	Agriculture, Natural Resources, & Sustainability (cont)	<b>Quiz 4 Due @ 11:59pm</b>
<b>13L</b>	Mon. Oct. 2	Public & Global Health	
<b>14</b>	Wed. Oct. 4	Public & Global Health	<b>Quiz 5 Due @ 11:59pm</b>
<b>15L</b>	Mon. Oct. 9	<b>Global Leadership Panel</b>	
<b>16</b>	Wed. Oct. 11	Review	<b>Quiz 6 Due @ 11:59pm</b>
<b>17L</b>	Mon. Oct. 16	Equity vs. Equal	
<b>18</b>	Wed. Oct. 18	Social Inequity	<b>Quiz 7 Due @ 11:59pm</b>
<b>19L</b>	Mon. Oct. 23	Human Rights Film: <i>Flow: For Love of Water</i>	<b>Keep It Current Presentation 2</b>
<b>20</b>	Wed. Oct. 25	Right or Privilege?	<b>Quiz 8 Due @ 11:59pm</b>
<b>21L</b>	Mon. Oct. 30	Right or Privilege?	
<b>22</b>	Wed. Nov. 1	Intersectionality, Identity, and Positionality	<b>Quiz 9 Due @ 11:59pm</b>

<b>23L</b>	Mon. Nov. 6	Crossing Borders: Migration and Intercultural Adaptation	<b>Film Analysis Paper (Flow) Due @ 11:59pm</b> <b>Keep it Current Presentation 3</b>
<b>24</b>	Wed. Nov 8	Intersectionality, Identity, and Positionality	<b>Quiz 10 Due @ 11:59pm</b>
<b>25L</b>	Mon. Nov 13	History, Power, and Globalization (Education, Gender, ?)	<b>Keep it Current Presentation 4</b>
<b>26</b>	Wed. Nov 15	Mass Media, Technology, and Cultural Change <i>Guest Lecturer</i>	<b>Quiz 11 Due @ 11:59pm</b>
<b>27L</b>	Mon. Nov 20	Global Citizenship and Intercultural (Communicative) Competence	<b>Global Leadership Panel</b>
<b>28</b>	Wed. Nov 22	Thanksgiving Holiday – No Class	
<b>29L</b>	Mon. Nov 27	Language and Intercultural Communication in the Global Workplace	
<b>30</b>	Wed. Nov 29	The Culture of Capitalism, Business and Global Communities	<b>Quiz 12 Due @ 11:59pm</b> <b>*Keep it Current Presentation 5*</b> <b>Global Leadership Panel Paper due @ 11:59pm</b>
<b>31L</b>	Mon. Dec. 4		
<b>32</b>	Wed. Dec. 6	Course Wrap-Up : Last Day of Classes	
<b>NA</b>	Thur. Dec. 14	No Class	<b>Final PSA Video Due @ 5:00pm</b>

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