Overview

The purpose of this course is to increase knowledge of the social, political, anthropological, and psychological perspectives of global communities and to enhance cultural competence around leadership development. Furthermore, this course will assist 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. The course will also explore issues of power, oppression, privilege and the responsibilities of leadership and global community engagement.

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. Know and critically engage with real world global agricultural and leadership issues in society
4. Develop culturally relevant and effective global leadership techniques
5. Apply leadership skills in the global workplace and multicultural contexts
6. Understand and analyze the dimensions of global society’s past, present, and future
7. Interrogate the role of power within global leadership and engagement
8. Enhance intercultural communication proficiency
9. Analyze and evaluate personal cultural patterns and preferred communication style in relation to other cultures, domestic and international

Requirements:
1. Attendance: Attendance to all class lectures is required. I cannot emphasize the importance of this requirement. Students will be expected to be active participants in class discussions. Should you plan to be absent, please inform instructor in advance and create plan for making up any and all coursework missed.

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.

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 time stated in Canvas (unless otherwise instructed by professor). 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 ensure 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.

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

**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, https://disability.ufl.edu/

**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 **ten points 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.
**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/scr/process/student-conduct-honor-code](http://www.dso.ufl.edu/scr/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.

**Online Course Evaluation Process:**
Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/](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/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at: [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

**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
- Counseling Services
Groups and Workshops  
Outreach and Consultation  
Self-Help Library  
Wellness Coaching  
U Matter We Care, www.umatter.ufl.edu/

• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/. Student Complaints:

• Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

• 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, will be assigned throughout the semester. All assignments will be turned in through the course Canvas website. Should you have questions regarding assignments, it is your responsibility to contact Dr. Suarez for clarification. Please ensure that you check the grading rubrics on Canvas for each of the assignments to ensure that you are completing them in a way to receive maximum credit/points.

Critical Reading & Analysis

Each week, you will be assigned intentional readings that will be illustrative of the assigned topic. It is expected 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 expected to submit three critical questions/starting points of conversation you would like to address in class that week, via Canvas. The questions should be reflective of all of the weekly readings and should be critical in that they show that you are engaging with the literature. While you do not need to bring a printed copy of your questions, you should ensure that you can recall your answers/inquiries for class discussion. Each post is due each Tuesday by 11am.

Personal 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 global leader and community member. This paper will be 4-5 pages in length and does not require citation of sources but does require the following in APA format: Cover page, page number, running head.

Emotional Intelligence in Daily Media & Communication

Applying the practice of emotional intelligence (EI) is often seen as a separate unique skill that must be called into action when encountering challenging situations. While EI is a strong tool to assist in navigating critical spaces, it is also an everyday tool that is often overlooked when engaging with daily practices of media and communication. Each week, selected students will identify a current media post and present it in class using EI as analysis tool. Presentation is meant to create starting conversation for class period and should last no more than 20 minutes.
*All students will be scheduled throughout the semester. Schedule will be posted after first week of class.*

**Constructive Program Review & Critique**
The purpose of this assignment is to identify a program, training, or workshop that you have experienced and critically analyze it using the lens of culturally relevant pedagogy. In this review, you will also provide recommendations for restructuring and revising said program to increase cultural relevancy for audiences. You will submit your review via a 4-5 page paper. Papers will be workshopped in class prior to final submission. A rubric will be posted via Canvas.

**Communication Analysis – 2 Part Assignment**

**Part I:** The purpose of this assignment is to analyze “real-world”, mass consumer media, and identify, critique, and problematize the ways in which individuals, communities, cultures, etc., are portrayed. In this assignment, you will identify and submit any form/type of mass media to be analyzed during class time by the entire class. Examples could include a segment of a talk show, comedy stand up, newscast, commercial, blog, newspaper article, etc. A synthesis paper, between 3-4 pages, will be submitted after the in-class analysis. Guiding questions will be posted on Canvas.

**Part II:** Prepare and present Part I to the class. Presentation must include:
- Visual Aid (PPT, Prezi, etc.)
- Focus of analysis
- Importance of analysis for leadership/global leadership/media
- Presenter lead Q&A

**Film Analysis & Peer Review**
Dr. Suarez will choose and announce the name of the specific film as the assignment deadline approaches. Your analysis should be approximately 5 pages in length and incorporate your thoughts on the following questions:

a. Identify and explain at least 2 societal 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 work to solve these issues?

d. Why are understanding these issues important to increasing inclusive and global leadership practices?

**NOTE:** The film analysis will also be peer reviewed. You will be assigned a partner and complete a detailed peer review on the paper of your partner. You will have the opportunity to provide a grade for your peer’s paper that will be combined with the overall grade from Dr. Suarez.

**Final Reflection Project**
Your final assignment for the class will be decided by you. You can decide what type of final project you want to write, so that it has the best impact on your overall graduate career for the semester/year. Through meeting with Dr. Suarez via a 1:1 meeting, you can petition to submit a final project that may be in the format of a literature review, qualitative interview analysis, in depth annotated bibliography, conference proposal, journal article submission, etc. Final projects should relate to the overall course topic. The final reflection will be due on is the final exam date for the course.

**The grading criteria/rubrics for assignments are available on Canvas.**

**Grading**

5
**Assignment** | **Points**
--- | ---
Critical Reading Posts (10 @ 10pts each) | 100
Constructive Program Review & Critique: | 100
Personal Self Reflection Essay: | 75
Communication Analysis: | 75
Communication Analysis Presentation: | 50
EI in Daily Media & Communication: | 50
Film Analysis: (75 - paper, 25 - peer review) | 100
Final Project: | 150

**700 - Total**

### Grading Scale

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<th>Points</th>
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<tbody>
<tr>
<td>A:</td>
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<td>B-:</td>
<td>80-83</td>
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<tr>
<td>C+:</td>
<td>77-79</td>
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<tbody>
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<td>D-:</td>
<td>61-63</td>
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### Grading System and Course Content on Canvas

All assignments must be turned in by the deadline on canvas on the day the assignment is due, or students will risk the possibility of partial or no credit for the assignment. Ten points will be deducted from the final score for late work submitted less than 24 hours after the due date. Two additional 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.

For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

### 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.

### TENTATIVE COURSE SCHEDULE:

*Content subject to change*

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 for the day in which they are assigned.
### Class 1
**Date:** Tues, Jan 7  
**Topics:** Preparing for the semester/ Connecting, Communicating, & Relationship Building  
**Assignment(s):**

### Class 2
**Date:** Tues, Jan 14  
**Topics:** Identity and identity development  
**Assignment(s):** Critical Reading Questions

### Class 3
**Date:** Tues, Jan 21  
**Topics:** Global Leadership
Perceptions/Realities of Global Society  
**Assignment(s):** Critical Reading Questions

### Class 4
**Date:** Tues, Jan 28  
**Topics:** Stereotypes/prejudice/ privilege
**Film:** *A Class Divided*
**Assignment(s):** Critical Reading Questions

### Class 5
**Date:** Tues, Feb 4  
**Topics:** Communication & Cultural Needs/Differences  
**Assignment(s):** Critical Reading Questions

### Class 6
**Date:** Tues, Feb 11  
**Topics:** In-Class Communication Analysis Presentations  
**Assignment(s):** *Communication Analysis Presentations*

### Class 7
**Date:** Tues, Feb 18  
**Topics:** In-Class Communication Analysis Presentations  
**Assignment(s):** *Communication Analysis Presentations*

### Class 8
**Date:** Tues, Feb 25  
**Topics:** Equity vs. Equal  
**Assignment(s):** Critical Reading Questions

### Class 9
**Date:** Tues, Mar 3  
**Topics:** Spring Break

### Class 10
**Date:** Tues, Mar 10  
**Topics:** 
*Series: What does intercultural have to do with leadership? Agriculture?*
Socioeconomic Status & Family
**Film:** *A Place at the Table*
**Assignment(s):** Critical Reading Questions

### Class 11
**Date:** Tues, Mar 17  
**Topics:** 
*Series: What does intercultural have to do with leadership & agriculture?*
Race & Ethnicity
**Assignment(s):** Critical Reading Questions

### Class 12
**Date:** Tues, Mar 24  
**Topics:** 
*Series: What does intercultural have to do with leadership & agriculture?*
Politics & Religion
**Assignment(s):** Critical Reading Questions

### Class 13
**Date:** Tues, Mar 31  
**Topics:** 
*Series: What does intercultural have to do with leadership? Agriculture?*
Gender & Sexuality
**Assignment(s):** Critical Reading Questions
<table>
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<th>Class</th>
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<th>Topics</th>
<th>Assignment(s)</th>
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<td>14</td>
<td>Tues, Apr 7</td>
<td>In-Class Documentary</td>
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<td></td>
<td>Wasteland</td>
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<td>Tues, Apr 14</td>
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<td>Critical Reading Questions</td>
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<td>Film Analysis Paper Due – Wasteland Documentary</td>
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<td>Last Day of Class</td>
<td>Critical Reading Questions</td>
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<td>17</td>
<td>Wed, Apr 29</td>
<td>Final – Online Submission</td>
<td>Final Project due @5pm</td>
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I'm convinced of this: Good done anywhere is good done everywhere.
For a change, start by speaking to people rather than walking by them like they're stones that don't matter.
As long as you're breathing, it's never too late to do some good.
-Maya Angelou-