



**THE CHALLENGE
2050 PROJECT**

**GLOBAL LEADERSHIP & CHANGE PROGRAM
UNIVERSITY OF FLORIDA**

**ALS 2410 - Challenge 2050: Global
Uncertainty 3 Credits, Fall Semester**

FACULTY INFORMATION

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TEACHING ASSISTANT

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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.

**THE CHALLENGE 2050 PROJECT
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

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 books are recommended:

Senge, P., Smith, B., Kruschwitz, N., Laur, J., & Schley, S. (2008). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. New York, NY: Doubleday.

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

Absences: It is an expectation that you attend every class session. This will be an intensive attempt at gaining the foundation of leadership theory and its application to practice confined by the university calendar to a 16-week period. Because of this and the value of our class interactions, it is paramount that you are in class barring an unforeseen emergency.

Should you be unable to attend class, please contact me prior to the class session you will be absent from. More information regarding attendance can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

E-Learning: All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on E-Learning, 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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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, www.dso.ufl.edu/drc/

Late Assignments: Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

Challenge Policy: This is your education and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

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.

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. More details will be provided in class.

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. More details will be provided in class.

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 paper on this leader and share your leader with the rest of the class. More details will be provided in class.

Global Issue 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:

- *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.
- *Issue Focus Plan* – For the issue in focus, each student will identify 5 leaders addressing the issue and 5 articles that will be incorporated into their issue brief paper.
- *Issue System* – For the selected global issue, each student will illustrate the connected systems.
- *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 power presentation on their issue.

Additional details for each element of the Global Issue Project will be provided in class and/or via Canvas.

Engagement – Active participation is critical to our course. Students are asked to embrace this idea and provide thought-provoking perspectives and researched facts that support our collective ability to address the 2050 challenge. Student will be evaluated on depth of thought, direction of perspectives, and overall benefit to the class and our collective learning.

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. 30	50
Reflection Papers (5 x 20pts)	Varies	100
Issue Leader Interview	Oct. 25	100
<i>Global Issue Project</i>		
SDG Exploration	Sept. 13	20
Issue Focus Plan	Sept. 30	20
Issue System	Oct. 2	20
Issue Brief Paper	Nov. 15	100
Issue Infographic	Nov. 25	15
Presentation	Dec. 2/4	25
Engagement		50
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>.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

ALS 2410 Course Calendar

Week	Date	Day	Topic	Readings	Assignments
1	Aug 19-23	M			
		W	Introduction to Course		
		F	The State of the World		
2	Aug 26-30	M	Exploring instincts – Part 1		
		W	Exploring instincts – Part 2		
		F	Exploring instincts – Part 3		This is My World Credo Due
3	Sept 2-6	M	Labor Day – UF Closed		
		W	SDG Overview		
		F	SDG Overview		
4	Sept 9-13	M	Adaptive Leadership 101	Heifetz article	
		W	Adaptive Leadership 101		
		F	Work Day – No Class		SDG Exploration Due
5	Sept 16-20	M	Adaptive vs. Technical Problems	Ch. 1-3	
		W	Work Day – No Class		
		F	Diagnose the System	Ch. 4	Issue Focus Plan Due
6	Sept 23-27	M	Systems Thinking		
		W	Systems Thinking		
		F	Diagnose the Adaptive Challenge	Ch. 5	
7	Sept 30 - Oct 4	M	Diagnose the Adaptive Challenge		
		W	Diagnose the Adaptive Challenge		Issue System Due
		F	Homecoming – UF Closed		
8	Oct 7-11	M	Issue	Via Canvas	
		W	Issue	Via Canvas	
		F	Board of Directors meeting		Reflection 1
9	Oct 14-18	M	Issue	Via Canvas	
		W	Issue	Via Canvas	
		F	Board of Directors meeting		Reflection 2
10	Oct 21-25	M	Issue Brief Workshop		
		W	Work Day – No Class		
		F	Work Day – No Class		Issue Leader Interview Due
11	Oct 28 - Nov 1	M	Issue	Via Canvas	
		W	Issue	Via Canvas	
		F	Board of Directors meeting		Reflection 3
12	Nov 4-8	M	Issue	Via Canvas	
		W	Issue	Via Canvas	
		F	Board of Directors meeting		Reflection 4
13	Nov 11-15	M	Veterans Day – UF Closed		
		W	Issue Brief Board of Directors Meeting		
		F	Issue Infographic Workshop Challenge Day		Issue Brief Paper Due
14	Nov 18-22	M	Issue	Via Canvas	
		W	Issue	Via Canvas	
		F	Board of Directors meeting		Reflection 5
15	Nov 25-29	M	Issue Brief Workshop		Issue Infographic Due
		W	Thanksgiving – No Classes		
		F	Thanksgiving Break – UF Closed		
16	Dec 2-6	M	Issue Brief Power Presentations		Presentation Due
		W	Issue Brief Power Presentations		
		F	Reading Days		