



ALS 3415 - Challenge 2050: Developing Tools for Changing the World

3 Credits, Spring 2022 Semester

MWF | Period 4 (10:40 - 11:30 AM) | Room: Ustler Hall 104

FACULTY INFORMATION

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TEACHING ASSISTANT

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COURSE DESCRIPTION

By the year 2050, the global human population is projected to exceed 9 billion people. Our Challenge 2050 requires innovative development of transdisciplinary solutions to complex, global challenges. Tools are needed in order to develop effective, adaptive solutions. This course explores individual and team-based application of tools indispensable to addressing our Challenge 2050.

GLOBAL LEADERSHIP + CHANGE CERTIFICATE COURSEWORK



COURSE OBJECTIVES

Given participation in the course, students will have the opportunity to engage in the following objectives:

- 1) Broaden perspectives regarding processes of individual and collaborative team problem solving
- 2) Recognize purposive application of skills and aptitudes necessary for addressing global challenges
- 3) Develop skills necessary for communicating the importance of the challenge
- 4) Design integrative and adaptive solutions for tackling complex, global challenges

COURSE MATERIALS

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.

Other readings will be provided for the course related to weekly topics and to engage student in domestic and global current events.

COURSE + UNIVERSITY POLICIES

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.

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 (<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 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

Book Critique – Each student will select and have approved a book relating to development work to read, critique, and facilitate an in-class discussion on in March.

Reflection Papers – Students will reflect on various activities and topics throughout the semester.

Global Issue Idea Brief Project – Students will engage upon a semester long inquiry to an organization and contextually specific idea focused on a global issue (Sustainable Development Goal). This project will encompass multiple parts that culminate in three elements:

- *Idea Brief Summary* – Each student will develop an executive summary of their idea.
- *Idea Brief Paper* – A 4-6 page factual brief with proper academic citations provides credibility for the proposed solution idea.

- *Presentation* – A means of communication will be developed for sharing the students’ idea.

Additional details for each element of the Global Issue Idea Brief 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
Book Critique	3/14	50
Reflection Papers (3 @ 20 points)	Varies	60
<i>Global Issue Idea Brief Project</i>		
Organization Overview	1/31	35
Context	2/14	45
Technical Aspects	2/28	25
Process & Impact	3/21	35
Idea Brief Paper	3/28	100
Idea Brief Summary	4/11	25
Presentation	4/20	25
Engagement		100
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>.

ALS 3415 Course Calendar

Week	Date	Day	Topic	Readings	Assignments
1	Jan 3-7	WF	Course Overview + Goals & Expectations		
2	Jan 10-14	M	Sustainable Development Goals		
		WF	Sustainable Development Goals & Issue Review		
3	Jan 17-21	M	Setting the Context		
		WF	Humility as a Tool for Change	Assigned Readings	
4	Jan 24-28	M	Politics of Change	Ch. 6	
		WF	Political Tools for Change		Book Selection Due
5	Jan 31 - Feb 4	M	Adaptive Organizations	Ch. 7	IB Organization Info Due
		WF	Organizations as Tools for Change		
6	Feb 7-11	M	Make Interpretations	Ch. 8	Reflection Paper 1
		WF	Ideation Process		
7	Feb 14-18	M	Design Effective Interventions	Ch. 9	IB Context Due
		WF	Appropriate Technologies Case Studies		
8	Feb 21-25	M	Cultural Contexts for Interventions		
		WF	Act Politically	Ch. 10	
9	Feb 28 - Mar 4	M	Conflict Tools for Change	Ch. 11	IB Technical Aspects Due
		WF	Work Days		
10	Mar 7-11	Happy Spring Break!			
11	Mar 14-18	M	Book Discussions		Book Critique Due
		WF	Book Discussions		
12	Mar 21-25	M	Building an Adaptive Culture	Ch. 12	Reflection Paper 2IB Process & Impact Due
		WF	Collaboration Tools for Change		
13	Mar 28 – Apr 1	M	Work Day		Idea Brief Due
		WF	Organizational Tools for Change		
14	Apr 4-8	M	Poster Reviews – Peer Review in Class		
		WF	Communication Tools for Change		
15	Apr 11-15	M	Developing Leadership Capacity		Idea Brief Final Edits Due + Idea Brief Summary Due
		WF	Leadership Tools for Change		
16	Apr 18-22	M	Leading Change for 2050 Challenges		Reflection Paper 3
		W	Presentations		
		F	UF Reading Days		