



PRLC 3810 | Global Issues in Leadership—Panama | Spring 2018

Instructor

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OFFICE HOURS: By appointment—email me to schedule a specific time to meet

Course Advisor (CA)

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Course Hours and Locations

Tuesdays and Thursdays (Lecture): 12:30-1:45pm in Norlin Library M498

Course Description

This course is thematically structured as an exploration of the United Nation’s Sustainable Development Goals. It is designed to introduce you to ways of thinking broadly about global issues as you continue your preparation for leadership positions in your professional, personal and civic pursuits after college. We will focus on improving your awareness of global leadership issues, continuing to focus on the development of your personal leadership code of ethics, and continuing to emphasize the importance of intentionality and critical thinking as part of always leading with the highest ethical principles and values. Specifically, it is expected that you will learn and then demonstrate:

- An understanding of selected global issues;
- Increased capacity to think strategically about global issues;
- Strong analytic skills, including the ability to identify and assess the political, economic, cultural, environmental, and ethical factors global leaders must consider;
- An understanding of the role that political strategy and policy play when implementing decisions;
- A sharpened ability to speak and write clearly, concisely, and convincingly; and
- Cultural awareness and competence.

PLC Program Objectives

The Presidents Leadership Class frames its curriculum in terms of leadership competencies affiliated with the below listed Leadership Education Domains.

- 1) Academic and Professional Excellence
- 2) Creativity
- 3) Critical thinking
- 4) Ethical reasoning
- 5) Implementation/Applied Leadership

In addition to its role in the Presidents Leadership Class (PLC) curriculum, this course also fulfills the “Leadership in Context” requirement for the University of Colorado’s Leadership Studies Minor. “Leadership in Context” courses require that students demonstrate the following outcomes:

- 6) Critical evaluation and analysis of historical and contemporary leaders
- 7) Critical evaluation and situational analysis of contemporary leadership in action/applied leadership theories
- 8) The ability to connect leadership behaviors to organizational outcomes

Each of these eight competencies will be assessed through various formal and informal mechanisms including in-class contributions, written memos, team teaching, and the final semester paper and presentation.

Course Expectations

Attendance

- Attendance at every class session is mandatory and expected. Due to the opening activities for each class session, it is important to arrive and be prepared to start on time. The CA will be tracking attendance and timeliness.
- Excused absences will be allowable on a case-by-case basis and must be discussed with the instructor in advance. Unexcused absences will adversely affect your course grade.
- Class conflicts, including exam conflicts are the responsibility of the student. You must arrange, ahead of time, for conflicting course exams to be proctored. Discuss this with your CA the very first week of class as you review your course syllabi for all your courses.

Preparation and Participation

- Preparation is expected. This course will be conducted more like a graduate-level seminar class. As such, in-class discussion, active participation and active listening are critical for success in this course.
- To fully participate, it is expected that you will have completed any assigned readings/viewings and remain update to date on major international current events. *Failure to do so will be evident and will result in a lower participation grade.*

Technology use in class

- You are encouraged to be wise users of technology in class. I believe that electronic devices (tablets, notebooks, laptops etc.) can be valuable tools to take notes, organize your thoughts, or to look up supplemental information.
- However, I will not tolerate the use of electronic devices for other purposes (homework for other classes, social media, surfing the web, shopping etc.). Not only does this limit your ability to be actively engaged and present, but it is also a distraction to those

sitting nearby. If misuse of technology becomes a problem over the course of the semester, I reserve the right to ban the use of electronic devices in class.

Course Assignments and Requirements

Individual meetings

- Each student must schedule a meeting with both the instructor and CA within the first three weeks of class.
- Details about how to sign-up for these two meetings will be discussed in class.

LSM ePortfolio

- The ePortfolio is a requirement for all students that declare the Leadership Studies Minor. The purpose of the ePortfolio is to exhibit, blend and demonstrate goals, accomplishments, and leadership experiences. Students are expected to fulfil this requirement by setting up a Google site using the ePortfolio template, and submitting academic and co-curricular reflection essays for each course taken towards the minor. The deadline for ePortfolio progress submissions is May 1. Graduating students are expected to submit their completed ePortfolios by May 1 in order to graduate with the minor. Please review the Leadership Studies Minor website (<http://www.colorado.edu/lsm/coursework/leadership-eportfolio>) for more information on deadlines and minimum requirements.
- You will be expected to complete the pre and post course reflection posts and upload a sample work from the class to your ePortfolio.
- Failure to complete the pre and post course reflections and upload sample work will be reflected in the in-class participation grade.

On the Spot

- At the start of each class, one student will randomly be selected to give an “on the spot” overview of the day’s assigned reading/viewing materials.
- The response will be limited to 2 minutes and should address the following two points:
 - Offer a high-level summary of the main thesis/argument of the material
 - Provide a critique or limitation of the piece
- On the Spots will be graded on thoroughness of the summary, depth and originality of the critique, adherence to time limit, and general presentation skills.

#KeepCurrent

- These will serve as another opening class activity. Each student will sign-up for a class period.
- It is expected that you are reading/listening/otherwise following current events. At the start of class, one student will provide a 90 second scan of the top global headlines. The 90 seconds should include top headlines in technology, health, science, U.S. and world finance/economics, and the environment. When preparing your #KeepCurrent, be sure that you are offering a well-rounded summary that includes a variety of international perspectives. PowerPoint or a pre-recorded media montage is encouraged, but not required. Keep in mind, if you use any technology/multi-media, your #KeepCurrent must still be exactly 90 seconds.

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- #KeepCurrent presentations will be graded on thoroughness, ability to provide well-rounded, international headlines, adherence to time limit and general presentation skills.

Memos

- Throughout the semester, three memos will be assigned. For these memos, generally you will be asked to review a reading, respond to a current event, or consider some other material; synthesize key information; and then make and defend a recommended course of action. This activity is designed to simulate a task you will likely encounter in the professional world, regardless if your chosen profession or industry.
- The exact topic and prompt will be provided in class and posted on D2L on a Thursday with the response due electronically (uploaded on D2L) by class time the following Tuesday. The dates are as follows:
 - **Memo 1: assigned Thursday 8 February and due Tuesday 13 February**
 - **Memo 2: assigned Thursday 15 March and due Tuesday 20 March**
 - **Memo 3: assigned Thursday 12 April and due Tuesday 17 April**
- Your written response is to be formatted as a formal memo and is limited to **two pages**.

Team Teaching

- Throughout the course of the semester, each student will team teach with one other colleague. The goal of the team teaching session is to provide an in-depth analysis, using case studies, of an SDG. Specifically, your presentation should address implementation and leadership successes and failures. As part of your team teaching duties, you will be expected to:
 - Select readings/other materials for the class (should be emailed to the instructor for posting to D2L ntl 6pm the Thursday in advance of your scheduled presentation);
 - Identify a country or region-specific case study(ies) related to your SDG; and
 - Lead class discussion/activity.
- On Team Teaching Thursdays, you should plan to use 60 minutes. Roughly 30-35 minutes should be presenting and the remaining time should be used to engage the class in discussion and other in-class activities.

Final Semester Paper and Presentation

- The final culminating project will include both a written and presentation component. There will be multiple options for the paper and presentation, all dealing with the UN Sustainable Development Goals. Details will be provided on D2L and discussed in class. Final presentations will be delivered during the course's scheduled final time. The supporting final paper will be due electronically by Sunday the 6th of May at 11:59pm.
- Each student will do an in-class presentation about their final research. Details will be provided on D2L and discussed in class.

In-Country Travel and Coursework

- At the conclusion of the academic semester, all enrolled students will be traveling to Panama for 10 days (11-21 May, 2018). PLC is partnering with Envoys this year. Envoys is responsible for all in-country matters and programming. Details regarding travel and in-country logistics will be provided in class and via email.

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- While in-country, each student will be assigned to a research team (six teams of three students). The research teams will be investigating an SDG determined by the instructor to be of importance and relevance to Panama. Research may include but is not limited to: review of government publications; meetings with local leaders, officials, citizens; site visits; educational excursions; and internet research.
 - There will be dedicated time to meet with your research team to plan, conduct research, synthesize your findings, and work on your final deliverable and presentation. Please note that you may need to spend time beyond the dedicated research meeting times to complete the project. You will be responsible for managing your independent time to ensure all academic responsibilities are fulfilled.
 - Research work will culminate with final presentations toward the end of the trip.
- Other in-country activities may include: classroom lectures with course instructor, guest speakers, educational excursions and site visits, skills-based workshops, and reflective writing and journaling. Final schedule to be determined and shared with students prior to trip departure.
- This is the inaugural offering of this format of Global Issues in Leadership and is being done in close partnership with CU's Education Abroad and Envoys. Please be sure to watch for communication and deadlines from Education Abroad and Envoys and respond to any requests for information, forms, etc. as they are working to support us and ensure a safe, successful travel experience!

Grade Breakdown

1. #KeepCurrent	3%
2. Memos (each one is 4% of grade)	12%
3. Team Teaching	15%
4. In-Class Participation	15%
5. SDG Project	20%
6. SDG Presentation	5%
7. In-Country Research Work	20%
8. In-Country Participation	10%

Grading: The instructor is the final grading authority and will award all grades (individual assignment grades and overall course grades). The CA tracks attendance and participation, reviews and provides feedback on drafts, and will make a recommendation regarding participation grades.

Late Paper Policy: Late papers cannot earn an A. Points are deducted for late papers. If any extenuating circumstances arise, please consult with the instructor immediately should you wish to ask for a paper extension prior to the paper deadline. The instructor reserves the right to determine on a case-by-case basis whether or not to allow any form of assignment extensions.

Grading Scale

A	93% to 100%	B-	80% to 82.9%	D+	67% to 69.9%
A-	90% to 92.9%	C+	77% to 79.9%	D	63% to 66.9%
B+	87% to 89.9%	C	73% to 76.9%	D-	60% to 62.9%
B	83% to 86.9%	C-	70% to 72.9%	F	Below 60%

Extra Credit: A limited number of extra credit opportunities *may* be offered. The number of extra points allowed and to which grade category they might apply is at the discretion of the instructor.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, ethnicity, country of origin, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor and the CA will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that we may make appropriate changes to the class records. See policies at:

<http://www.colorado.edu/policies/classbehavior.html>

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment: The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at:

<http://www.colorado.edu/policies/honor.html>

<http://www.colorado.edu/academics/honorcode/>

Disability: If you qualify for accommodations because of a disability, please submit to the instructor a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities.

Contact: 303-492-8671, Center for Community N200, and
<http://www.Colorado.EDU/disabilityservices>.

If you have a temporary medical condition or injury, see the guidelines at
<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, the student is responsible to inform the instructor and the CA at least two weeks in advance of the conflict to request special accommodation. Note, in order to accommodate the student, assignments or exams might be required to be due in advance of the dates listed in this syllabus. See full details at

http://www.colorado.edu/policies/fac_relig.html.

Desire2Learn: There are assigned readings posted to Desire2Learn (D2L). D2L also will be updated periodically throughout the semester with important information regarding this course. As a result, students are expected to log-on to D2L each week with the week commencing on Sunday afternoon. Written assignments will be submitted using D2L's Dropbox feature. Note, the D2L Dropbox automatically submits your papers to an anti-plagiarism program. Instructor may also advise students to check D2L at specific times, as the course requires. A link to D2L may be found within your "myCUInfo" homepage: <http://mycuinfo.colorado.edu>.

CU Resources: CU Boulder has world-class learning resources available to its students such as writing and math labs, academic strategy seminars, etc. Please feel free to approach the instructor, the CA or any of the PLC professional staff members if you are struggling in this class or in any other class on campus, and we will help you identify the appropriate support resources. Even high-achieving and successful PLC students sometimes need assistance, so lean on us and give us the chance to help.

Course Schedule

Week 1

Tuesday 16 January

- Introduction to the course

Thursday 18 January

- An Intro to the UN MDGs

Week 2

Tuesday 23 January

- Introducing Panama: Guest lecture from Annie Puequet

Thursday 25 January

- Moving from MDGs to SDGs

Week 3

Tuesday 30 January

- SDG 1

Thursday 1 February

- Overview of SDG 2

Week 4

*Tuesday 6 February**

- SDG 2 Team Teaching

Thursday 8 February

- Overview of SDG 3

Week 5

*Tuesday 13 February**

- SDG 3 Team Teaching

Thursday 15 February

- NO CLASS MEETING

Week 6

Tuesday 20 February

- NO CLASS MEETING

Thursday 22 February

- SDG 5 Overview

Week 7

*Tuesday 27 February**

- SDG 5 Team Teaching

Thursday 1 March

- Overview of SDG 7

Week 8

*Tuesday 6 March**

- SDG 7 Team Teaching

Thursday 8 March

- Overview of SDG 8

Week 9

*Tuesday 13 March**

- SDG 8 Team Teaching

Thursday 15 March

- Overview of SDG 10

Week 10

*Tuesday 20 March**

- SDG 10 Team Teaching

Thursday 22 March

- NO CLASS MEETING

Week 11

Tuesday 3 April

- Panama trip prep meeting

Thursday 5 April

- Overview of SDG 12

Week 12

*Tuesday 10 April**

- SDG 12 Team Teaching

Thursday 12 April

- Overview of SDG 14

Week 13

*Tuesday 17 April**

- SDG 14 Team Teaching

*Thursday 19 April**

- Peace Corps guest presentation

Week 14

Tuesday 24 April

- Overview of SDG 16

*Thursday 26 April**

- SDG 16 Team Teaching

Week 15

Tuesday 1 May

- Course Wrap-Up SDG 17

Thursday 3 May

- TBD

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*Class periods with an * indicate a class meeting time of 12:30-1:30pm. All other class periods meet from 12:30-1:45pm.*