

# Human Shelter Development

## Quest 1 Syllabus

### I. Course Information

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Quest 1 IDS 2935

Theme: Nature & Culture

Summer B 2025

Meeting Day/Time:	M	Lecture: Period 2, Location: <b>TUR L005</b>
	T	Section 1 (#TBA): Period 2, Location: <b>LIT 0235</b>
		Section 2 (#TBA): Period 3, Location: <b>MAT 0006</b>
		Section 3 (#TBA): Period 2, Location: <b>LIT 0233</b>
		Section 4 (#TBA): Period 3, Location: <b>MAT 0005</b>
		Section 5 (#TBA): Period 2, Location: <b>LIT 0223</b>
		Section 6 (#TBA): Period 3, Location: <b>LEI 0242</b>
	W	Lecture: Period 2, Location: <b>TUR L005</b>
	R	Section 1 (#TBA): Period 2, Location: <b>LIT 0235</b>
		Section 2 (#TBA): Period 3, Location: <b>MAT 0006</b>
		Section 3 (#TBA): Period 2, Location: <b>LIT 0233</b>
		Section 4 (#TBA): Period 3, Location: <b>MAT 0005</b>
		Section 5 (#TBA): Period 2, Location: <b>LIT 0223</b>
	F	Lecture: Period 2, Location: <b>TUR L005</b>
		Section 6 (#TBA): Period 3, Location: <b>LEI 0242</b>

### Instructor

Jason von Meding – [jason.vonmeding@ufl.edu](mailto:jason.vonmeding@ufl.edu) – For any personal issues email to schedule appointment with instructor via Zoom or at Rinker Hall.

Office location: 3<sup>rd</sup> Floor, Rinker Hall, Office 344

Phone: (352) 294-3374

Drop-in office hours with Dr. von Meding at Rinker Hall – Mondays after class from 11am – noon.

### Course Description

This Quest 1 course takes students on a journey across time and space to explore the ongoing human endeavor to satisfy a basic need for safe and healthy shelter. We frame our investigation of shelter as a “necessity of life”, drawing on U.S. naturalist Henry David Thoreau’s *Walden*. From grounding students in the basic tenets of acceptable shelter, students explore the expectations, needs and wants of individuals and groups in the U.S. society they live in.

Students will learn the extent of the impacts of building shelter on the natural environment, through an evaluation of sustainability and resilience indicators, and what the future might look like under various development scenarios. Not only is the natural environment profoundly impacted by human shelter needs, but our solutions often fall well short of ensuring quality of life of occupants. Drawing on interdisciplinary resources and methods, the course emphasizes the various criteria involved in housing decisions and encourages a self-reflection to be applied through future scenarios.

By evaluating the emergence of shelter techniques across diverse cultures, we can draw lessons regarding international differences in attitudes towards, and relationships with, the natural and built environment. This course will focus on the many factors that go into residential construction decisions, such as site selection, economic factors, social and political involvement, and the effects on the local community. Additionally, the course will examine how the need for shelter can be met sustainably; resilient design, healthy buildings, resource conservation, and a socially and politically proactive approach to shelter that prioritizes those with greatest need.

## Required & Recommended Course Materials

The purchase of textbooks is not required for this course. Your learning resources will be a mixture of books, academic journal papers, media articles, videos and other sources that arise. These will be advised and updated on Canvas.

Citation Management Guide from UF Libraries: <http://guides.uflib.ufl.edu/citationsoftware>

## Course Communications

This course is set up as a learning community, and a questioning approach is central to building healthy educational relationships. Students should use the discussion board on Canvas to ask questions that the whole class might benefit from considering. Inquiries of a private nature can be sent to [jason.vonmeding@ufl.edu](mailto:jason.vonmeding@ufl.edu).

## A note from your instructor on health and safety

I would ask you all to maintain situational awareness, maintain flexibility and show care for others as we all try to keep ourselves safe and healthy. If your personal situation changes (e.g. you or a family member becomes sick, living arrangements change) please contact me so that we can discuss your needs and ensure that you can learn without sacrificing physical or mental wellbeing. This class should be an exciting chance to learn, not something that adds to already stressful life situations – if you are ever feeling overwhelmed, I would encourage you to also reach out to the services available in the Health and Wellness section of the syllabus.

## II. Coursework & Schedule

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### List of Graded Work

Work	Description	Points
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Syllabus Reflection	Summarize and respond to syllabus with your thoughts on/hopes for the class and potential challenges	50
Learning Content Analysis	A written analytic response (x6) to course material and a critical prompt. <i>Participation is in a discussion group, and you also need to respond to at least one peer-LCA.</i> Initial post after last class of the week, response following Monday.	240
Quizzes	A module quiz (x6) to evaluate reading/watching/listening comprehension.	120
Group Project	Work with a small group of peers on a critical housing issue that you learned about in the course.	180
Individual Project	Investigating the shelter context of Florida.	200
Spotify Challenge	Relate a song of your choice to a shelter issue and design a poster and analysis.	150
In Class Activities	Participate in and submit activities while in class each week.	60
Total Points		1000

## Weekly Course Schedule

Day	Date	Topic (Question/ Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
<b>Module 1: Course context and big shelter questions</b>					
M	30 June	Getting Started: What is a Quest Class? What is Human Shelter?	Examine the principles of the Quest 1 course and the objectives of the program. Discuss the variety of perspectives (geographically, disciplinarily, temporally) and sources informing the curriculum for this course and the importance of an underpinning humanities focus.  Chart the evolution of shelter through history and across geographies and discuss philosophical underpinnings of shelter as a basic human need/right.	<b>Read:</b> 1) Course Syllabus, 2) Henry David Thoreau, Walden, Chapter 1 with a focus on Shelter as a “necessity of life”, 3) <a href="#">Could the Blackfoot Wisdom that Inspired Maslow Guide Us Now?</a>  <b>Watch:</b> “ <a href="#">Housing Through the Centuries</a> ”	
T	1 July	<b>Focused discussion in groups</b>			
W	2 July	Influences on shelter development	Discuss the various historical influences on the development of shelter such as politics, religion, power, economics, and geography. Consider how we have arrived at a place where 1.5 billion people around the world do not have adequate shelter.	<b>Read:</b> <a href="#">An interview with Mike Davis, author of Planet of Slums</a>  Full book available <a href="#">here</a>	Syllabus Reflection
T	3 July	<b>Focused discussion in groups</b>			Quiz LCA

F	4 July				
<b>Module 2: The housing market vs human rights</b>					
M	7 July	The right to shelter	Consider the efforts of oppressed groups to gain and keep access to safe and healthy shelter, in the U.S. and in other countries. Introduction to programs that can assist financially challenged families and their social benefit. Unpack the idea of “humanity” and how the built environment illustrates how just or unjust a society is.	<p><b>Listen:</b> Groundswell - the reality of homelessness, from the people who have been there - <a href="#">Listen Up!</a>  <b>Podcast:</b> <a href="#">Primary Share- Speak Up!</a></p> <p><b>Read:</b> <a href="#">World Charter for the Right to the City</a></p> <p>Guest: Kevin Scott from Community Spring, Gainesville.</p>	
T	8 July	Focused discussion in groups			
W	9 July	The house, the home and private property	Investigate the origins of private property and how this fundamentally creates tension with the idea that all people deserve a safe and healthy place to live.	<b>Read:</b> Schuessler, J. <a href="#">A Harvard Sociologist on Watching Families Lose Their Homes</a>	
R	10 July	Focused discussion in groups			
F	11 July	Economics of homes	There is a cost dimension to human shelter – homes can be affordable or opulent. We will discuss how homes are paid for and by whom and talk about the housing market. What other expenses are connected to living in a home?	<b>Read:</b> <a href="#">Under US housing policies, homeowners mostly win, while renters mostly lose</a>	Quiz LCA
<b>Module 3: Achieving rights within ecological limits</b>					

M	14 July	The impact of human shelter on nature	How does our building of shelter impact the natural environment? How can impact be limited? We will analyze life cycle impacts of residential construction including operation and maintenance. Focus on energy and water resources with their global impact. Introduce the philosophy of net zero living. How can this approach be promoted? Discuss waste, consumption and planetary limits.	Read: <a href="#">Energy-Efficient Home Design</a> and <a href="#">Ultra-Efficient Home Design</a> Watch: <a href="#">Simple Permaculture-Based Grey-Water Treatment System</a>	
T	15 July	Focused discussion in groups			
W	16 July	Construction Methods	Discussion on human and cultural factors that influence home design and construction – comparing innovations, norms and standards across borders. Consider ideas of local, traditional and vernacular.	Read: <a href="#">Common Home Construction Methods</a> Listen: SHELTER podcast – <a href="#">Models for Engagement</a>	Spotify Challenge
R	17 July	Focused discussion in groups			
F	18 July	Context-Responsive Shelter	The best shelter solutions consider complex project contexts, from the needs of users to possible environmental impacts and economic opportunities. What tradeoffs are necessary? Consider how contemporary innovation can incorporate elements of traditional and vernacular design.	Read: “ <a href="#">Our cities fall short on sustainability, but planning innovations offer local solutions</a> ”	Quiz LCA
Module 4: Linking shelter to other built environment scales					

M	21 July	International Design and Planning	Discuss emerging trends in design and planning from an international perspective. Consider important theories, movements and the connection with how societies have developed over time. Consider New Urbanism and Exurban.	Read: <a href="#">APA Florida: Actions Planners Can Take</a>  Read: <a href="#">Taking City Planning to a New Level</a>	
T	22 July	Focused discussion in groups			
W	23 July	Impact of development projects	Consider the impact of development on the community and the environment. How does the market interact with the needs of individuals and families?	Listen: There Goes the Neighborhood Podcast, Episode <a href="#">Miami "The Land Rush"</a>	Problem Analysis and Vision Board (group)
R	24 July	Focused discussion in groups			
F	25 July	The role of government	Introduction to the regional and national regulations that impact housing/apartment construction and their impact on nature and cultural elements. This will include discussion of how the creation of risk is currently incentivized.	Read: <a href="#">'Geography of Risk' Calculates Who Pays When A Storm Comes To Shore</a>  Watch: <a href="#">Building Codes for Disaster Resilience, Bangladesh &amp; Nepal</a>	Quiz LCA
<b>Module 5: People-centered housing</b>					
M	28 July	Communities taking action	How are communities organizing to demand equity and justice in their living conditions? Discussion of different action groups, causes and strategies.	Read: <a href="#">Rise of the yimbys: the angry millennials with a radical housing solution</a>  Listen: <a href="#">SOLD OUT podcast</a> – <a href="#">Stories and Solutions</a>	

T	29 July	Focused discussion in groups			
W	30 July	Healthy Buildings	Introduce the multi-disciplinary factors that affect health and well-being in residential environments.	Read: <a href="#">Damp in Bathroom. Damp in Back Room. It's Very Depressing!</a>	
R	31 July	Focused discussion in groups			
F	1 Aug	Equity in human health outcomes	Discussions to focus on health outcomes with attention to vulnerable populations.	Listen: <a href="#">Health equity and housing</a>	Quiz LCA Individual Project
<b>Module 6: An uncertain future for shelter</b>					
M	4 Aug	Climate change and an uncertain future	Evaluation of the changes likely under climate change projections – in Florida, the U.S. and internationally – and how to approach future development planning. Do we build in resilience and adaptation or simply stop building so much?	Read: <a href="#">The arts and humanities: tackling the challenges of mass displacement</a>	
T	5 Aug	Group work on video			
W	6 Aug	Technological advances and opportunities	Consider modern construction technologies, materials, impact of AI on industry and other factors that give many people hope that the future will be more sustainable and resilient.	Read: <a href="#">The Benefits of AI in Construction</a>	
R	7 Aug	Group work on video			Video
F	8 Aug	Video competition	Watching the videos, and selecting winners!		Quiz LCA



Summer B 2025. – current on 06/27/2025

**There is No Final Exam!**

## III. Grading

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### Attendance

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

### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		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-	60 – 63%
C+	77 – 79%		F	<60

### General Writing Rubric: This will be used for all writing assignments.

	<b>A: 90 – 100</b>	<b>B: 80 – 90</b>	<b>C: 70 – 80</b>	<b>D: 60 – 70</b>	<b>E: &lt; 60</b>
<b>Ideas (40pts)</b>	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. <b>(36-40)</b>	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. <b>(32-36)</b>	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. <b>(28-32)</b>	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. <b>(24-28)</b>	Does not respond to the assignment. Lacks central idea. <b>(0-24)</b>

<b>Organization and Coherence (30pts)</b>	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. <b>(27-30)</b>	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. <b>(24-27)</b>	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. <b>(21-24)</b>	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. <b>(18-21)</b>	No organization lacks coherence. <b>(0-18)</b>
<b>Support (10pts)</b>	Uses evidence appropriately and effectively. <b>(9-10)</b>	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. <b>(8-9)</b>	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. <b>(7-8)</b>	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. <b>(6-7)</b>	Uses irrelevant details or lacks supporting evidence. <b>(0-6)</b>
<b>Style (10pts)</b>	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. <b>(9-10)</b>	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. <b>(8-9)</b>	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. <b>(7-8)</b>	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. <b>(6-7)</b>	Awkward sentences throughout. Misuse of words. Inappropriate language. <b>(0-6)</b>
<b>Mechanics (10pts)</b>	Entirely free of spelling, punctuation, and grammatical errors. <b>(9-10)</b>	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. <b>(8-9)</b>	Several mechanical errors that interfere with meaning, but don't impede overall understanding. <b>(7-8)</b>	Many mechanical errors that challenge meaning. Hard to understand connections. <b>(6-7)</b>	Many mechanical errors making it impossible to understand. <b>(0-6)</b>

## General Presentation Rubric

Category	Scoring Criteria	Total Points
<b>Organization (3 points)</b>	Presentation is pre-loaded onto presentation computer.	1
	Copies of slides presented to instructor.	1
	Information is presented in a logical sequence – including agenda, recap and closing (ask for the business) slides.	1
<b>Content (14 points)</b>	The team's topic is well defined and supports the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world.	3
	There is a clear conclusion that relates to the topic.	4
	Supporting documentation is provided that defends the proposal and reflects the multi-disciplinary nature of this course	3
	Financial impacts are evaluated for the various alternatives.	4
<b>Presentation (8 points)</b>	The speakers maintain good eye contact with the audience and are appropriately animated (e.g., gestures, moving around, etc.). The speakers use clear, audible voices, delivery is poised, controlled, and smooth. Information is well communicated without the use of notes or reading from the slides.	3
	The speakers are properly attired in business/business casual attire.	1
	Slides and/or videos are well prepared, informative, effective, and not distracting. Slides are spell checked and contain no typos.	2
	Length of presentation is within the assigned time limit of 8-10 minutes.	2
<b>Score</b>	Total Points	25

## **IV. Quest Learning Experiences**

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### **Course Delivery and Engagement**

Number of Seats Anticipated: \_\_\_\_136\_\_\_\_

Delivery Method: \_\_\_\_Face-to-face instruction and materials via Canvas\_\_\_\_

This course will require both on-line and in-class participation. Each week students will:

- 1) Do assigned readings prior to the first class of the week (provided on line).
- 2) Attend all class periods
- 3) Take on-line quiz to evaluate comprehension of assigned content and class discussion.
- 4) Submit Learning Content Analysis on Discussion Board by the end of each week

The course will use a mix of lectures, discussions, readings, videos, podcasts and practical group activities in the classroom. The central approach will be to develop and maintain a dialogue between all participants in the course (instructor and TAs included). You should review the Module materials in advance of attending the class on each topic – we will be discussing readings, videos, websites etc. Visiting experts will be invited to provide real life examples of applicable situations. A group presentation assignment will enhance student interaction and provide student feedback among their peers.

### **Details of Experiential Learning Component**

A field trip is scheduled for the course:

- 1) Tour of a construction site. Safety equipment will be provided (if required) by Rinker School of Building Construction if needed. Students will be expected to wear solid shoes and appropriate clothing. Release forms will be signed by the students prior to attending the site. The site visit is designed to educate the students on the business side of construction and evaluate the impacts on the environment. Tour will be virtual for Summer B if necessary, given class size.

### **Details of Self-Reflection Component**

Throughout the course the students will be expected to reflect on how the lessons learned affect their attitude toward lifestyle and the impact on the world. In particular, the weekly Learning Content Analysis will seek to develop the student's application of the lessons towards their own life. To demonstrate their self-reflection, the final group presentation is meant to capture the important principles that affect how nature – and society – is impacted by the way that we build and utilize shelter.

### **What is the essential/pressing question your course explores?**

The essential question for this course is how personal and collective choices about where and how we shelter affect the natural environment, and other people. By using a variety of parameters such as sustainability principles, economic factors, and government regulations, students will learn to approach the basic human need for shelter with a critical eye, question their assumptions and make more informed decisions about how they choose to live.

## **In Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## **Class Demeanor or Netiquette**

All members of this class are expected to follow rules of common courtesy in the classroom, in email messages, threaded discussions and chats.

When communicating in general, you should always:

- Treat instructor and each other with respect, even in email or in any other online communication
- Feel free to refer to your instructor as Jason, professor, or Dr von Meding – whatever is more comfortable for you
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar, and avoid slang terms
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other’s)

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Attempt to be concise
- Avoid attachments unless you are sure your recipients can open them
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

When posting on the Discussion Board, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- When you disagree with someone, you should express your differing opinion in a respectful way
- Do not make personal or insulting remarks
- Be open-minded

## V. General Education and Quest Objectives & SLOs

### This Course's Objectives—Gen Ed Primary Area and Quest

Humanities Objectives →	Quest 1 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	... explore the basic human need for shelter, how it has been satisfied through residential building and why our shelter solutions reflect relationships with each other the planet.	... examining the historical evolution of shelter related issues in diverse cultural/ professional/ disciplinary contexts.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	... examine the influence of arts, history, religion, and culture on the provision (or non-provision) of adequate human shelter.	... presenting a historical perspective on the development of shelter in parallel to similar periods in art and religion. Students will explore how the humanities have impacted the provision of shelter.
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	... require the students to research the social and cultural context of shelter development and evaluate the impacts of how we shelter on society and the environment.	... developing group presentations to be reviewed by peer groups that relate the lessons learned from humanities resources.



<b>Humanities Objectives →</b>	<b>Quest 1 Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	... present a variety of theoretical and empirical approaches to the evaluation of adequate/ sustainable / resilient shelter and establish processes for analysis of the data.	Weekly content analysis will require the students to evaluate a range of perspectives and approaches to shelter and ask important questions about humanity's failure to provide shelter for all as a right.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	... provide tools for evaluating shelter and other built forms, emerging from diverse cultural origins.	... requiring students to continually reflect on learning and how it applies to their individual lives, and then to develop a final project that synthesizes results.
International courses examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	... examine the international differences in cultural, economic, political, and social experiences as they relate to the development of shelter.	...integrating international examples and analysis across the course modules. This will encourage students to look beyond their own experiences and recognize that shelter issues manifest differently around the world depending on context.

<b>Humanities Objectives ➔</b>	<b>Quest 1 Objectives ➔</b>	<b>This Course's Objectives ➔</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world	... analyze how an individual's understanding of shelter issues, and the practice of building shelter itself is profoundly influenced by cultural, economic, political, and social systems, as well as driven by beliefs and worldviews.	... require students to evaluate key differences between global societies and communities, with the aim of finding commonalities that allow us to meet shared shelter challenges.

## This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	<b>Humanities SLOs →</b> Students will be able to...	<b>Quest 1 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b>  Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and explain</b> the history, underlying theory and methodologies used.	<b>Identify, describe, and explain</b> the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	<b>Identify, describe, and explain</b> the historical evolution of human shelters and the impact of human cultural differences such as religion, philosophy, and the arts, on how we view, create and use shelter.	Weekly written analysis, midterm exam, and the group presentation.
			<b>Identify and critique</b> the impact of humanities principles on aspects of shelter such as sustainability, equity and resilience.	Weekly written analysis, midterm exam, group presentation, and the final exam.
<b>Critical Thinking</b>	<b>Identify and analyze</b> key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	<b>Analyze and evaluate</b> essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	<b>Analyze and Evaluate</b> what makes shelter “adequate”, bridging the gap between common technical parameters and historical, philosophical and arts-based approaches.	Weekly written analysis, midterm exam, group presentation, and the final exam.

	<b>Humanities SLOs →</b> Students will be able to...	<b>Quest 1 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	<b>Develop and present</b> information in clear and concise oral and written formats.	Weekly written analysis and group presentation.
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	<b>Connect course content</b> with decision making tools based on professional development.	Weekly written analysis and group presentation.
<b>International</b>	Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	<b>Evaluate and analyze</b> how the development of shelter across global human societies has been influenced by cultural, economic, political, and social systems, as well as driven by beliefs and worldviews.	Weekly written analysis and group presentation

## VI. Required Policies

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### Students Requiring Accommodation

I believe that all students have a right to access the same opportunities for learning. Inclusivity is critical for a healthy learning environment. Some of you may experience particular disabilities for which you require accommodations. This is something that your instructors need to know about as soon as possible, so that they can plan appropriately. If this is the case, and you have not already done so, you should first register with the [Disability Resource Center](#) (352-392-8565). The DRC is a group of people dedicated to supporting students – they are friendly and there to help. Once you register, the DRC can provide an accommodation letter that you can present to me and other instructors so that we can respond to those needs.

### UF Evaluations Process

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 semesters, 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>.

### University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with Dr von Meding or a class TA.

### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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](#).