

# IDS 2935 Wealth and Poverty in Today's World

## Quest 2

### I. Course Information

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Fall 2022; Class # 23748

Meeting Day/Time: T P7-8 and R P7; Classroom: CHE 0237

Gen Ed: International; Gen Ed: Social and Behavioral

#### **Instructor**

Dr. Renata Serra – Email: [rserra@ufl.edu](mailto:rserra@ufl.edu); Phone: (352) 846-0473

Office location: 421 Grinter Hall

Office hours: Mondays 2-3:30pm and Fridays 1:15-2:15pm (and by appointment)

#### **TA**

Damian Oakes, Email: [doakes@ufl.edu](mailto:doakes@ufl.edu)

Office location: TBA

Office hours: TBA

#### **Course Description**

What is poverty? How do we measure wealth? Why are some people and some countries rich and others poor? Are inequalities destined to persist? What does it take to lift people out of poverty and create more economically just and inclusive societies?

The course engages students to critically examine the driving factors that determine wealth accumulation as well as processes of impoverishment; to uncover how inequalities in income and wealth intersect with other social factors, including race, ethnicity, age and gender; and to explore potential solutions to address problems that emerge with increasing inequality and persistent poverty. These themes are analyzed both in the domestic context, by exploring realities within the US and Florida, and internationally, by comparing rich and poor world nations. Students will be encouraged to connect local experiences, including a project within their local community, with global perspectives, in Africa and beyond.

Class material and assignments encourage students to engage with data, methods and research questions from a variety of disciplines, including economics, public policy, anthropology, and psychology. The course provides knowledge, critical thinking and hands-on learning that will allow students to identify, describe, and explain the economic, political, and social experiences and processes that characterize the contemporary world and reflect on the ways in which such economic, political and social systems mediate understanding of an increasingly connected world. Ultimately, students will appreciate how knowledge of other contexts can shed light on their own experiences and prepare them to become better informed global citizens.

## Required & Recommended Course Materials (to purchase/rent)

There are two required books for this course (which in the course listing are referred to only by their short title):

1. Acemoglu, D. and J.A. Robinson. 2013. *Why Nations Fail. The origins of power, prosperity and poverty*, Penguin Random House
2. Noah, T. 2019. *Born A Crime: Stories from a South African Childhood*, Spiegel and Grau, New York

Other required course materials include journal articles, book chapters, online resources and videos, which will be accessible through the e-learning course site on Canvas.

No additional Materials and Supplies Fees.

## II. Coursework & Schedule

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### 1. List of Graded Work

- Attendance, 10%
- Participation 5%
- Discussion Postings, 10%
- Reflection Essay, 15%
- In-class Mid-term Test, 25%
- Community Project (Experiential Learning component), 15%
- Country Report, 20%

Assignment	Description (Detailed Rubrics will be provided for each Assignment in Canvas)	Requirements	Points
Attendance	Attendance will be taken daily and recorded in the Canvas gradebook. Each absence that cannot be excused as per UF policies will result in a two-point deduction from your attendance score. Late arrivals will each lead to one-point deduction.	Attend classes and arrive on time	100
Participation	Participation is more than physical presence in class. You are expected to come to class prepared to contribute to class discussions and other activities.	Active participation	50
Discussion Postings	Discussion postings are commentaries on the weekly readings, meant to stimulate critical engagement with class material. Students will have to post 5 discussion entries (out of 6 offered). Each is worth up to 20 points.	Complete 5 postings out of 6 possible	100
Reflection Essay	This essay assignment provides a space for reflecting on how the materials covered in class shape your knowledge and understanding of	500-600 words	150

	poverty, wealth and inequality; and how such acquired knowledge may impact your own emotions or actions.		
In-class Mid-term Test	The test will include about 6 short questions (knowledge of key concepts) and 2-3 long questions (probing deeper analysis). The purpose is to demonstrate and solidify your knowledge of the class material from the first 8 weeks.	Short and long questions	250
Community Project	You are to select a community project in Alachua County, learn about their work through volunteering for at least 3 hours, and prepare a class presentation that conveys key information about the project and how it has impacted you.	Learning through involvement & preparing a presentation	150
Capstone Report	You are to prepare a short Wealth and Poverty Report on a chosen country in the world. The Report will describe key data about wealth, income, poverty and inequality; and provide a brief commentary on the main data.	5-6 pages report (including tables and graphs)	200

## 2. Weekly Course Schedule

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment
<b>Week 1</b>	<b>Topic</b>	<b>Introduction</b>	
08/25	Readings/Works	<ul style="list-style-type: none"> <li>Read the syllabus and related materials in Canvas (Module 0)</li> </ul>	
<b>Week 2</b>	<b>Topic</b>	<b>Core concepts: income and wealth, poverty and inequality</b>	
	Summary	This week we will start by clarifying core concepts. We will discuss the differences between income and wealth and how they are measured. We will define poverty and inequality and understand basic measurements.	
08/30		<ul style="list-style-type: none"> <li>K. Brian (2015), "What are income and wealth?", "What's happening to income inequality?" and "How does income inequality affect our lives?" in: <i>Income Inequality: The Gap between Rich and Poor</i>, OECD Publishing, Paris.</li> </ul>	
09/01	Readings/Works	<ul style="list-style-type: none"> <li>Institute for Research on Poverty, <i>How is Poverty Measured</i> (<a href="#">website</a>)</li> <li>Banerjee, A.V. and E. Duflo. 2007. "The Economic Lives of the Poor." <i>Journal of Economic Perspectives</i>, 21 (1): 141-168.</li> </ul>	
<b>Week 3</b>	<b>Topic</b>	<b>Intersectionality: what is it and how does it help better understand data?</b>	
	Summary	How do social characteristics, such as gender, race, ethnicity, education, determine differential experiences of disadvantage and discrimination? How does this concept enhance data presentation and interpretation?	
09/06	Readings/Works	<ul style="list-style-type: none"> <li>Steinmatz, K. (2020) "She coined the term 'Intersectionality' over 30 years ago. Here's what it means to her today" <i>Time</i>, 20 Feb. (<a href="#">link</a>)</li> <li>Coaston J. "The Intersectionality Wars" <i>The Highlight Blog</i>, Vox updated 05/28/19.</li> <li>Sharpe, R. 2019. "Disaggregating data by race allows for more accurate research" <i>Nature Human Behavior</i>, 3:1240 (link <a href="#">here</a>)</li> </ul>	
09/08	Readings/Works	<ul style="list-style-type: none"> <li>Sen, Amartya. "More Than 100 Million Women Are Missing." <i>The New York Review of Books</i> 37, no. 20 (1990).</li> </ul>	Discussion post #1 (due the night before class)
<b>Week 4</b>	<b>Topic</b>	<b>Wealth vs. income inequality: South Africa and US cases</b>	
	Summary	What are the data on income and wealth inequality in South Africa, the most unequal country in the world? What about inequality data in the US?	

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment
09/13	Readings/Works	<ul style="list-style-type: none"> <li>“Why South Africa is the most unequal country on Earth and how to fix it” <i>DW News</i>, 11 Sept 2021 (25’ 33”) (<a href="#">link</a>)</li> <li>Cornish-Jenkins, H. “Despite the 1994 political victory against apartheid, its economic legacy persists”</li> <li>“Unpicking inequality in South Africa” <i>The Economist</i>, Middle East and Africa section, 24 Sept. 2021 (<a href="#">link</a>).</li> <li>“Extreme inequalities: the distribution of household wealth in South Africa” SA-TIED Research Brief 2020/11 (<a href="#">link</a>) (based on SA-TIED WP 106 by Chatterjee, Czajka and Gethin).</li> </ul>	
09/15	Readings/Works	<ul style="list-style-type: none"> <li>McIntosh et al. 2020 "Examining the Black-White Wealth Gap" Brookings Institute Blog (<a href="#">link here</a>) AND “Why the wealth gap between white and black Americans persist” <a href="#">link here</a></li> <li>Winship S. et al. 2021, “Long Shadows: The Black-White gap in multi-generational poverty” <i>Brookings</i> 10 June</li> </ul>	Discussion post #2 (due the night before class)
<b>Week 5</b>	<b>Topic</b>	<b><i>Inclusive vs. Extractive Institutions: a comparative historical perspective</i></b>	
	Summary	The role of institutions (formal and informal) in creating incentives for technological change and in affecting opportunities for individual or collective advancement. Historical examples compared.	
09/20	Readings/Works	<ul style="list-style-type: none"> <li><i>Why Nations Fail</i>, Chs. 1, (2, optional), 3</li> </ul>	
09/22	Readings/Works	<ul style="list-style-type: none"> <li><i>Why Nations Fail</i>, Chs. 5, 7</li> </ul>	Discussion post #3
<b>Week 6</b>	<b>Topic</b>	<b><i>How institutions create barriers to development and inequalities</i></b>	
	Summary	How past historical factors and experiences produced uneven distribution of economic and political power within nations. The effects of colonialism and the origins of industrial revolution.	
09/27	Readings/Works	<ul style="list-style-type: none"> <li><i>Why Nations Fail</i>: Chs. 8-9</li> </ul>	
09/29	Readings/Works	<ul style="list-style-type: none"> <li><i>Why Nations Fail</i>: Chs. 12-13</li> </ul>	Discussion post #4
<b>Week 7</b>	<b>Topic</b>	<b><i>Globalization: who benefits and who loses?</i></b>	
	Summary	Understanding how global trade and other rules determine different options and opportunities for individual countries; why some groups and sectors within countries benefit from globalization while others do not.	
10/04	Readings/Works	<ul style="list-style-type: none"> <li>Online resources on Globalization (posted on Canvas)</li> </ul>	

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment
10/06	Readings/Works	<ul style="list-style-type: none"> <li>Collier, P. 2008. "On Missing the Boat: The Marginalization of the Bottom Billion in the World Economy" <i>The Bottom Billion</i> Ch. 6</li> <li>(Optional) Horner, R. et al. 2018. "Globalisation, uneven development and the North–South 'big switch'", <i>Cambridge Journal of Regions, Economy and Society</i>, 11 (1), March, Pages 17–33.</li> </ul>	Discussion post #5 (due the night before class)
<b>Week 8</b>		<b><i>The promises and pitfalls of international aid and charities</i></b>	
	Summary	What is international aid and what is the difference between aid and charity? Does aid work: which type of aid and when? Who benefits and who does not from aid?	
10/11	Readings/Works	<ul style="list-style-type: none"> <li>Swandon, A. "Does Foreign Aid always help the poor?" <i>World Economic Forum</i>, Oct 23, 2015.</li> <li>Bolton, G., 2008, <i>Africa does not matter: How the West has failed the poorest continent and what we can do about it</i>, Arcade Publishing</li> </ul>	
10/13	No Reading	<ul style="list-style-type: none"> <li>Review for Mid-Term</li> </ul>	Discussion post #6
<b>Week 9</b>	<b>Topic</b>	<b><i>Mid-Term Week</i></b>	
	Summary	Mid-Term on Tuesday followed by a guest lecture on Thursday	
10/18		MID-TERM IN CLASS	
10/20	Readings/Works	<ul style="list-style-type: none"> <li>Guest lecture</li> <li>Readings on SNAP Program and MealKit programs <a href="#">here</a></li> </ul>	
<b>Week 10</b>	<b>Topic</b>	<b><i>Personal experiences of inequality: growing up in South Africa</i></b>	
	Summary	Understanding the South African experience through a memoir	
10/25	Readings/Works	<ul style="list-style-type: none"> <li><i>Born A Crime</i>: Part I (Chs. 1-8)</li> </ul>	
10/27	Readings/Works	<ul style="list-style-type: none"> <li><i>Born A Crime</i>: Part II (Chs. 9-14)</li> </ul>	
<b>Week 11</b>	<b>Topic</b>	<b><i>Experiences of working and living in Florida</i></b>	
	Summary	This week we will learn about the diverse realities in Alachua County, including by hearing from Belay Worku Alem, PhD student in Anthropology, whose research focuses on heirs wealth in Alachua county.	
11/01		<ul style="list-style-type: none"> <li>Chen, M. 2019. "Black land matters: the movement to transform heir property laws" <i>The Nation</i>, 25 Sept., (<a href="#">link</a>).</li> </ul>	

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment
		<ul style="list-style-type: none"> <li>For those versed in law: Flocks, J., Lynch II, S. P., &amp; Szabo, A. M. 2018. "The Disproportionate Impact of Heirs' Property in Florida's Low-Income Communities of Color". FLA. BJ, 92, 57-57 (<a href="#">link</a>).</li> </ul>	
11/03		<ul style="list-style-type: none"> <li>BEBR (2018) "Understanding racial inequity in Alachua County" Bureau of Economic and Business Research, U. Florida (<a href="#">link</a>)</li> </ul>	
<b>Week 12</b>	<b>Topic</b>	<b>Community Action and Empowerment: North and South</b>	
	Summary	This week we will learn how community-based interventions help addressing problems within communities, at home and abroad. We will have presentations from two current MDP students about their summer experiences (locally and in Africa). Reading will be shared at a later date.	
11/08	Readings/Works	<ul style="list-style-type: none"> <li>TBD</li> </ul>	
11/10		<ul style="list-style-type: none"> <li>TBD</li> </ul>	
<b>Week 13</b>	<b>Topic</b>	<b>Breaking the Mold</b>	
	Summary	How can inclusive institutions emerge and how can positive societal collaboration be reinstated? We will conclude the content part of the course by taking stock of all that we have learned in this course and through three final readings.	
11/15	Readings/Works	<ul style="list-style-type: none"> <li>Born A Crime: Part III (Chs. 15-16)</li> <li>Maathai, W. 2010. "The African Family", in: <i>The Challenge for Africa</i>, Ch. 14, The Anchor Books.</li> </ul>	
11/17	Readings/Works	<ul style="list-style-type: none"> <li>Why Nations Fail, Ch. 14-15</li> </ul>	
<b>Week 14</b>		<b>Thanksgiving Week</b>	
11/22		No class - STUDY DAY: preparation for project presentation	
11/24		<b>Thanksgiving Holiday – no class</b>	
<b>Weeks 15 &amp; 16</b>	<b>Topic</b>	<b>Sharing of experiences from community projects</b>	
11/29		Project Presentations and exhibit in class	
12/01		Project Presentations and exhibit in class	Community projects
12/06	Last class	Project Presentations and exhibit in class. Conclusions.	Capstone Report due end of 12/09

## III. Grading

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### 3. Statement on Attendance and Participation

#### Attendance and Participation:

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/>

- **Attendance:** will be taken daily and recorded in the Canvas gradebook. If your absence can be justified as per UF policy, you let instructors know as soon as possible.
- **Participation:** Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated at the end of the semester using the rubric below.
- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

#### Participation Grading Rubric:

	High Quality (50-45 points)	Average (45-40 points)	Needs Improvement (below 40 points)
Informed: Shows evidence of having done the assigned work.	Class material is read on a regular basis and incorporated in class activities.	Moderate knowledge of class material. Some participation in class activities.	No reading is demonstrated. Little to no contribution to class activities.
Thoughtful: Shows evidence of having understood and considered issues raised.	Active participation in class discussion; accepts to report content of group discussion.	Moderate to minimum participation in class discussion.	No participation to class discussion.
Considerate: Takes the perspective of others into account.	Thoughtful and respectful attitude.	Some respect for others, but not too much engagement.	Limited to no respect for others.

### 4. Grading Scale

Visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

A	94 – 100%		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%		E	<60



## IV. Quest Learning Experiences

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### 5. Course Delivery and Engagement

Classes are structured in ways to provide plenty of opportunities for students to interact with the instructor and with other students. Each class will consist of highly interactive lectures, inclusive class discussions and a variety of individual and group hands-on activities. The group activities are borrowed from a number of techniques used in flipped classroom pedagogy and based on the assumption that learning best occurs in a collaborative environment.

The first part of the semester will be slightly more traditional and aimed to teach the building blocks and concepts in the course. After the mid-term in which students will have solidified their knowledge of the fundamentals, there will be reduced lecture time and increased use of hands-on and collaborative ways of learning, with the aim to prepare students for their capstone report and experiential learning component.

### 6. Details of Experiential Learning Component

The experiential learning component in this course will consist of collaborating with a chosen community level project in Gainesville or Alachua county. This interaction will require providing at least 3 hours (most students will do 3-6 hours) volunteering with the organization or project and preparing a powerpoint or poster/brochure for presentation to the class at the very end of the semester. Most presentations will be undertaken in groups (among the students who volunteer for the same organization).

Many initiatives exist locally, which aim to reduce poverty and inequalities or help foster well-being (however interpreted), and are directed to various groups including youth, minorities and economically disadvantaged communities. A list of organizations/projects will be provided in week 5. You are to choose one of these projects, in consultation with your instructor, and do the following: i) contact staff members of the organization in order to arrange volunteering; ii) volunteer, observe, and collect any relevant materials; and iii) put together (in a group) a powerpoint or virtual leaflet/poster that gives information about the organization as well as provides a reflection of your own experience. More instructions will be given through Canvas. While the experiential learning component takes place in the local community, students will have to show they are able to apply the knowledge and perspectives learned in the course, including those from other contexts, to reflect and shed light on the interconnected nature of the contemporary world.

### 7. Details of Self-Reflection Component

The self-reflection component in this course encourages students to consider how some of the concepts studied apply to their own lived experience, what are the implications of the class material on their knowledge, and how this may impact on their engagement with the world around them. While the course is structured in ways to provide students plenty of opportunities for reflecting on these key questions throughout the semester, this assignment is the main self-reflection component. In few pages, you will have to demonstrate the extent to which you have thought about the class material and how this may impact your knowledge and future actions.

## **8. What is the essential pressing question your course explore?**

Why are some countries rich and others poor? Is the gap between the haves and have-nots destined to increase/widen? How do the lived experiences from our own communities compare with those of people around the world? Which global historical, economic, political and social factors affect the distribution of wealth and the local manifestations of poverty? What does it take – and which local and international forces are available – to lift people out of poverty and create more economically just and inclusive societies?

## V. General Education and Quest Objectives & SLOs

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

<b>Social and Behavioral Sciences Objectives</b>	<b>Quest 2 Objectives</b>	<b>This Course's Objectives (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	... explore the concepts of wealth, income, poverty and inequality through a social sciences lens and examine the root causes of disparities within and across nations.	... reading and discussion of key literature from economics, development studies, anthropology, public policy, and other social sciences.
Students will learn to identify, describe and explain social institutions, structures or processes.	Present different social and/or biophysical science methods and theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	... identify and discuss the main historical and institutional factors that have led to divergence in economic conditions between groups and nations.	... reading and analyzing case studies from both local and global realities, such as the US and Florida, as well as examples from Africa, Asia and Latin America.
These courses emphasize the effective application of accepted problem-solving techniques.	Enable students to analyze and evaluate (in writing and other forms of communication appropriate to the social and/or biophysical sciences) qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	... enhance students' appreciation for social sciences inquiry and theories, and the need to combine historically-grounded and empirically-sound approaches to identify the proximate and ultimate causes of social and economic differentiations.	... discussion of the readings in groups during classes; discussion postings; Capstone report.

<b>Social and Behavioral Sciences Objectives</b>	<b>Quest 2 Objectives</b>	<b>This Course's Objectives (This course will....)</b>	<b>Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)</b>
Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.	Analyze critically the role social and/or the biophysical sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	... explore the differences between quantitative and qualitative data as well as between subjective and objective indicators of well-being; and provides opportunities to learn how to locate, interpret and use economic data.	... assignments and group class exercises in which students have to apply the skills learned and identify data for countries and write the Capstone report.
Students are expected to assess and analyze ethical perspectives in individual and societal decisions.	Explore or directly reference social and/or biophysical science resources outside the classroom and explain how engagement with those resources complements classroom work.	... encourage students to challenge their own assumptions regarding the causes of wealth and poverty in their own community and acquire critical knowledge of a particular reality or project around them.	... Community project, which will allow students to learn realities outside the classroom and in their own community.

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

	<b>Social and Behavioral Sciences SLOs</b> Students will be able to...	<b>Quest 2 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 cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>Identify, describe, and explain</b> the historical and institutional processes of wealth accumulation at the level of nation states as well as the economic differentiation of groups within countries, with attention to the intersections of gender, race, and ethnicity, and employment.	Class discussions, Midterm exam, and Discussion posts.
<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>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>Analyze and Evaluate</b> different approaches to measure wealth and poverty within social sciences, including quantitative and qualitative methods; as well as competing explanations for the divergent trajectories of nations and groups within countries.	Discussion posts, mid-term and Capstone report.
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	<b>Explain and communicate</b> the fundamental concepts and theories related to wealth and poverty, and how these apply to their chosen country or US state. <b>Present the pros and cons of different arguments</b> in clear and concise manners.	Capstone Report; Community project; sharing of findings from Community Project with the class
<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>Reflect</b> on how the concepts studied apply to their own experience. through their personal lens; and <b>articulate</b> their own assumptions and beliefs about wealth and poverty.	Self-reflection essay; Community project; discussion posts.

## 11. Secondary Objectives and SLOs (Optional)

International 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...)
International courses promote the development of students' global and intercultural awareness.	Expose students to the different realities and experiences of poverty and wealth around the world.	... including readings that reflect authors' diversity of identities, perspectives and topics from around the world.
Students 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 complex relationship between the social, economic and political factors behind individual and countries' experience of poverty and wealth; and the similarities and differences across contexts.	... providing students with a diversity of views and theories that are rooted in different disciplines, ideologies and lived experiences; and encouraging critical reflections of those.
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.	Challenge students' own assumptions and beliefs (e.g. about differences in the experiences of poverty and inequality between rich and poor countries); and help them think of the interconnection between different realities.	

	<b>International SLOs</b> Students will be able to...	<b>Course SLOs</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Identify, describe and explain the differences in terms of wealth and poverty between nations and between social groups within nations; and the historical, economic, political and social factors underpinning these differences in the contemporary world.	Mid-term test; peer review; class discussions; Capstone project.
<b>Critical Thinking</b>	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	... examine the complex nature of globalization, question the causes of existing inequalities, and identify similarities and differences in their own as well as in other societies.	... community project assignment, sharing of experiences in class discussion and group activities, Capstone project.

## VI. Required Policies

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### 12. 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 honor 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. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### 13. Campus Helping Resources – 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](#).

### 14. Campus Helping Resources – Academic

*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](#).



## **Other Campus Resources for Students**

Dean of Students Office (<https://dso.ufl.edu>; 352-392-1261) provides a variety of services to students and families, including Field and Fork (UF's food pantry; [https://dso.ufl.edu/areas\\_services/hitchcock-field-fork-pantry/](https://dso.ufl.edu/areas_services/hitchcock-field-fork-pantry/)) and New Student and Family Programs ([https://dso.ufl.edu/areas\\_services/new-student-family-programs/](https://dso.ufl.edu/areas_services/new-student-family-programs/)).

Multicultural and Diversity Affairs (<https://multicultural.ufl.edu/>; 352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

## **15. Statement regarding course evaluations**

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 from this website (<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/>. Summaries of course evaluation results are available to students at the public results website (<https://gatorevals.aa.ufl.edu/public-results/>).

## **16. 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.