

IDS 2935: Global Social Problems

Quest 2

I. General Information

Class Meetings

- Spring 2024
- 100% in-person
- Tuesday Period 3 (9:35-10:25), MAEB 211
Thursday Periods 3-4 (9:35-11:30), FLG 220

Instructor

- Ravi Ghadge, PhD
- Office: 3111, Turlington Hall
- Office hours: MWF 1:55-2:45 PM in person or by appointment on Zoom
- Email: ravighadge@ufl.edu
- Phone: 352-294-6322

Teaching Assistant(s)

- Yi Rong
- Office: TBD
- Office hours: TBD
- Contact information: y.rong@ufl.edu

Course Description

How do we understand social problems from a global perspective? Conventional perspectives have treated social problems within the territorially bound framework of the nation-state. However, with globalization, social inequalities are increasingly connected to worldwide vectors of global influence, flows, and structures, triggering new globally specific social problems. Therefore, this course introduces students to perspectives from multiple social science disciplines, including sociology, economics, political science, environmental studies, global studies, urban studies, and health sciences, to examine social problems from a global perspective. We will examine the global and local contexts that define specific processes and social behaviors/practices as “problematic” as well as the globally informed policy framework to address these global social problems. Some of the global social problems discussed in the course include income and wealth inequality, food security, global health, race and ethnic inequality, gender inequality, educational, environmental, and global health crises, etc. In addition to the scholarly discussion on global social problems, students will get hands-on experience to explore cross-cultural dimensions of social problems through a four-week virtual international exchange with college students in India.

Engagement

This course is entirely in-person and involves a combination of faculty-student and student-to-student engagement methods within and outside the classroom. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials before each class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials on Canvas. Students will also complete their discussion question responses on Canvas. You are responsible for regularly checking e-learning for updates, discussions, instructions, posted lecture notes, and many other resources. The four-week virtual global learning experience will involve peer-to-peer engagement with international students outside the classroom via communication tools such as Flip, Padlet, WhatsApp, and Zoom. More details about this will be provided in class.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Required book:

Chirico, JoAnn. 2018. *Global Problems, Global Solutions*, 1st edition. SAGE Publications, Inc. ISBN: 9781506347783 (paperback); ISBN: 9781506347790 (e-version). <https://us.sagepub.com/en-us/nam/global-problems-global-solutions/book252074#description>.

All other readings are available in Canvas.

Materials and Supplies Fees: n/a

II. Graded Work

Description of Graded Work

Graded Activity	Due Date	Percentage of Final Grade
Completion of online surveys (2) 1.5% each	Jan 15, 11:59 pm	3%
In-class Assignments (12)	Assigned unannounced,	10%

	throughout the semester	
Discussion Question Responses (12)	Wednesday, 11:59 pm	20%
Online Quizzes (12)	Sunday, 11:59 pm	10%
Exam 1	Feb 15	10%
Exam 2	April 23	10%
Global Learning Experience (GLE)	Gender Inequality Group Project	10%
	GLE Individual Reflection Paper	20%
Total		100%

Completion of Online Surveys (3%): You will fill out an online Qualtrics survey about attitudes, opinions, and behaviors about a variety of topics at the beginning and toward the end of the semester. Completion of the baseline survey is **due on January 15 by 11:59 p.m.** and the completion of the follow-up survey is due on **April 15 before by 11:59 p.m.** so that we can talk about the survey results and possible changes in attitudes, opinions, and behaviors during the lecture that week. Each survey is worth 1.5 points and the completion of both surveys contributes 3% to your final grade. Completion of the surveys is required, but you will have the option to decide whether your survey data can be included anonymously in any future research and publications that utilize the survey data.

In-class Assignments (10%): Throughout the semester, we will have 12 short in-class assignments (unannounced) intended to encourage students to come to class and keep up with the readings. The in-class assignments will include short written reflections or in-class exercises on course content and its application. Each in-class assignment will be graded based on 5 point-scale with 3 possible grades: 'Absent' (0 points), 'Adequate' (3 points), and 'First-Class' (5 points). Grades of 2 lowest scores will be dropped. Students who have missed a class for an excused absence will be provided an opportunity for make-up. To be excused, medical situations must be documented (such as a signed physician's form). Consistent with [university attendance policies](#), make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

Discussion Question Responses (15%): To encourage deeper engagement with the material and to facilitate an effective discussion in class, you will submit a short 500-word response to discussion questions in writing based on the assigned readings or themes related to the readings. Discussion question responses will be submitted in Canvas as a Word document (*.doc or *.docx). **The deadline for submission of each discussion question response is Wednesday at 11:59 p.m.** For general information about e-Learning in Canvas visit <https://elearning.ufl.edu/keep-learning/>. You will have at least 12 opportunities (outside the four-week Global Learning Experience modules) to submit a discussion question response, but the 2 lowest scores will be dropped.

Online quizzes (15%): Students must complete an online quiz via Canvas at the end of each module. The quiz will be available on Wednesday and due at the end of that week on Sunday at 11:59 pm. The quizzes will contain multiple-choice, T/F, and short-answer questions covering the material discussed in that week's textbook. You can access each quiz by clicking on your Canvas shell's "Quizzes" tab. You have 40 minutes to complete the quiz. PLEASE take the quiz after you have completed all the readings and activities. I recommend that you study for the quiz. You will run out of time if you try to look up the answer for each question (in the text and lecture slides). Since it is timed, ensure you will not have any interruptions (i.e., friends, kids, work, etc.). There will be no make-up quizzes; however, I will drop the lowest grade when calculating your quiz average. Students may only take each quiz once. The multiple-

choice and T/F questions will be auto-graded on Canvas, while the short answers will be graded by the instructor and the TA. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university's honesty policy regarding cheating and plagiarism, as discussed in the [University's Conduct Code](#).

In-Class Exams (2 @ 10% each): Two in-class exams will be scheduled for the week of **Feb 26** and **April 23**. The exams will test your knowledge of information from the textbook and lectures. The in-class exams are paper-based and will cover material from specific chapters (non-cumulative). All tests will be a closed book and consist of multiple-choice, true/false questions and short answers. Students will have the entire class time to complete the test. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university's honesty policy regarding cheating and plagiarism, as discussed in the [University's Conduct Code](#).

Global Learning Experience (GLE) (Feb 19—Mar 25): The class will engage in a four-week synchronous and asynchronous Global Learning Experience (GLE) between undergraduate students in the political science program at St. Mira's College for Girls, Pune (India) and the University of Florida in Gainesville, FL (US).

The GLE is divided into two sections, Virtual Exchange and Individual Reflection. Through this international student engagement, students will experience the complexity of multiple perspectives, questioning of their own assumptions, and intercultural awareness as part of building toward being a civic and globally engaged learner. Students will do this through activities designed to explore the cross-cultural dimensions of social problems.

Graded deliverables for UF Students include:

- Weekly Discussion Posts
- Gender Inequality Group Project (10%): The group project will include a presentation on the theme of gender inequality.
- GLE Individual Analysis Paper (20%)

GLE Learning Objectives

- Explore new cultures and global perspectives and examine the similarities and differences across cultures, especially in understanding social problems. (Assignments: Discussion response; Ice-breaker activity).
- Communicate with international peers across disciplines to contribute to course assignments. (Assignments: virtual collaboration over Zoom, Padlet, and Whatsapp).
- Collaborate on research and develop collaborative solutions and recommendations for policymakers in both countries. (Assignment: Group project).
- Reflect on the global learning and digital literacy gained within this module. (Assignment: Reflection paper).

GLE Activities

Prior to the GLE, students will be introduced to concepts of cultural humility and country-specific content (e.g., Indian culture). Students are also expected to review the Student Code of Conduct

regarding engaging with students in a professional and respectful manner. Here is the list of required activities:

Week 1: Introductions; Understanding gender inequality as a global social problem

Within this assignment, students are expected to introduce themselves through **Padlet**. This can be done through text or video. Additionally, students should share their responses discussing their cultural preferences or worldviews with their international counterparts as per the discussion prompt. Respond to an international peer's post.

Objectives:

- Describe and explain cultural and social perspectives.
- Compare and contrast significant worldviews and experiences.

Week 2: Gender inequality in the US

Within this post, you will discuss gender inequality in the US context. Students will be introduced to intersectionality and learn how gender inequality is produced through interlocking modes of oppression or advantage. Post a response to an international peer.

Objectives:

- Identify how gender intersects with other dimensions such as race, class, sexuality, ethnicity, nation, ability, etc. to shape complex inequalities.

Week 3: Gender inequality in India

Within this post, you discuss with your group the specific vulnerabilities related to gender inequality in India within the context of caste discrimination and environmental crisis (access to water) in India. Respond to an international peer's post indicating the similarities and differences between the two countries.

Objectives:

- Identify and explain how caste discrimination and environmental crisis produce specific vulnerabilities that shape gender inequality in India.

Week 4: Group projects (10% of the course grade)

At the end of week 3, all students will be assigned a specific problem related to gender inequality. Each small group will have until the end of Week 4 to research that problem and present their research through a PowerPoint presentation. The **group presentation** will be judged by faculty from both universities.

Specific instructions for the Group Project assignment:

You will collaborate to research a specific global dimension of gender inequality and prepare a short presentation discussing your findings and solutions addresses the problem.

1. Describe the scope of the social problem.
2. Explain the global and local vulnerabilities of people (global and individual) facing this problem.
3. Offer viable solutions to address this social problem.

Closing ceremonies will take place at the end of Week 4, where students from both universities exchange what they have learned about the other and the impact it has had on their learning and understanding of global gender inequality.

Global Learning Experience Individual Reflection Paper (20% of the course grade)

Students are required to submit a final, culminating reflection paper on the GLE experience by the due date. Within this reflection students will address areas such as how their international peer impacted their learning experience, what key changes in perceptions of the world occurred, how your personal cultural background affected your understanding of this experience, among other areas of reflection and input.

For this paper, describe your experiences during the Virtual Exchange and what you have (or have not) learned by answering the following questions:

- Describe your own culture, traditions, and/or background and explain how these individual or family traits have shaped your views of how you approached working collaboratively with your international peers.
- What elements (Canvas page, social networking, etc.) did you find most effective at learning and interacting with your international peer and why. What barriers or challenges did you and your group have to overcome (language, technology, etc.)?
- How has your global perspective changed or shifted (if at all) during this learning experience? In other words, how has this activity broadened your understanding of how people in other countries address global social problems?

Optional:

- If there is any additional thoughtful information you would like to provide in this essay, please label it "Optional" and include it at the end of the above prompts.

Please use APA formatting for references and citations, single-spaced 2-3 pages (2 page minimum and 2 pages maximum), 12 size, Times New Roman font. 1 inch margins on all four sides.

Please review the Global Learning Rubric below to understand what will receive full credit.

Grading Scale

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

A	92.5 – 100%		C	72.5 – < 77.5%
A-	90.0 – < 92.5%		C-	70.0 – < 72.5%
B+	87.5 – < 90.0%		D+	67.5 – < 70.0%
B	82.5 – < 87.5%		D	62.5 – < 67.5%
B-	80.0 – < 82.5%		D-	60 – < 62.5%
C+	77.5 – < 80.0%		E	< 60

Grading Rubric(s)

Discussion Question Response Rubric

Criteria	Rating			
Relevance (80 points)	Excellent: Posting is highly relevant to the prompt and makes good connection with the class material (70-80 points)	Good: Posting is centrally relevant to the prompt and makes some connection with the class material (60-70 points)	Fair: Posting's connection to the prompt is vague or weak. Lack of connection to class material 30-60 points)	Poor: Posting does not address the prompt or connect to class material (0-30 points)
Length (10 points)	Substantial paragraph of 5-7 sentences or more (10 points)	Paragraph of about 4 to 5 sentences (5 points)	Poor: Posting of 3 or less sentences (0 points)	
Grammar (10 points)	Excellent: Very few, if any, grammatical/spelling issues; uses proper English (10 points)	Good: Some level of grammatical/spelling errors (demonstrates no use of spell-check) (5 points)	Numerous grammatical/spelling errors (0 points)	

Gender Inequality Group Project Rubric

Criteria	Excellent	Good	Fair	Poor
Content and Analysis (50 points)	Students demonstrate full knowledge (more than required) with explanations and elaboration. (50 points)	Students are at ease with the content but fail to elaborate. (40 points)	Students are uncomfortable with information and present the information in a disjointed manner (30 points)	Students do not have a grasp of information; demonstrate a clear lack of preparedness (20 points)
Organization (30 points)	The student presents information in logical, interesting sequence which audience can follow. (30 points)	The student presents information in logical sequence which audience can follow. (25 points)	The audience has difficulty following the presentation because the student jumps around. (20 points)	The audience cannot understand the presentation because there is no sequence of information. (10 points)
Delivery (20 points)	The student used a clear voice and correct, precise pronunciation of terms. (20 points)	The student's voice is clear. Student pronounces most words	The student incorrectly pronounces terms. Audience members have	The student mumbles, incorrectly pronounces terms, and

		correctly. (15 points)	difficulty hearing presentation. (10 points)	speaks too quietly for students in the back of class to hear. (5 points)
--	--	------------------------	--	--

Global Learning Experience (GLE) Individual Reflection Paper Rubric

GLOBAL LEARNING VALUE RUBRIC					
Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self and those around them	20 to >12.0 pts Full Marks Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	12 to >9.0 pts Milestone Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	9 to >6.0 pts Milestone Analyzes ways that human actions influence the natural and human world.	6 to >0 pts Benchmark Identifies some connections between an individual's personal decision-making and certain local and global issues.	20 pts
	20 to >12.0 pts Full Marks Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting	12 to >9.0 pts Milestone Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	9 to >6.0 pts Milestone Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	6 to >0 pts Benchmark Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	
This criterion is linked to a Learning Outcome Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary,					20 pts

<p>environmental, local, and global.</p>	<p>positions (i.e. cultural, disciplinary, and ethical.)</p>				
<p>This criterion is linked to a Learning Outcome Knowledge Application: An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.</p>	<p>20 to >12.0 pts Full Marks Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.</p>	<p>12 to >9.0 pts Milestone Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).</p>	<p>9 to >6.0 pts Milestone Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).</p>	<p>6 to >0 pts Benchmark Defines global challenges in basic ways, including a limited number of perspectives and solutions.</p>	<p>20 pts</p>
<p>This criterion is linked to a Learning Outcome Communication: Navigating the various forms of communication (e.g. Canvas, WhatsApp, Zoom, etc.) to communicate with international peers.</p>	<p>20 to >15.0 pts Full Marks This ability to speak to the various technological media that were used throughout the project. Include failures and successes as necessary.</p>	<p>15 to >9.0 pts Milestone Included a brief description of technologies used.</p>	<p>9 to >0 pts No Marks Not describing the technologies used</p>	<p>20 pts</p>	

This criterion is linked to a Learning Outcome Formatting Follows APA format, 2 - 3 pages, double spaced, 12 in font, Times New Roman. Spelling and grammar.	20 to >0.0 pts Full Marks	0 pts No Marks	20 pts
Total Points: 100			

*Adapted from [AACU Global Learning Value Rubric](#)

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 Jan 9 and Jan 11	<ul style="list-style-type: none"> • Topic: Shifting the analytical frame: Developing a global sociological imagination • Summary: In this module, we will learn the concept of global sociological imagination. We will also learn to apply a global theoretical framework to analyzing global social problems with a case study that considers the global dynamics and societal vulnerabilities informing global social problems. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 1. Private Troubles and Social Problems: Developing a Sociological Imagination (pp.1-29) ○ Braun, Yvonne A. and Michael C. Dreiling. 2018. "Social Problems in Global Perspective." Pp. 77-97 in <i>The Cambridge Handbook of Social Problems</i>, edited by A. Javier Trevino. Cambridge: Cambridge University Press • Assignments: <ul style="list-style-type: none"> ○ In-class Activity: <i>Flexing the Global Sociological Imagination</i> ○ Complete Discussion Question Response #1 by Sun, Jan 14, 11:59 pm ○ Complete Quiz # 1 by Sun, Jan 14, 11:59 pm
Week 2 Jan 16 and Jan 18	<ul style="list-style-type: none"> • Topic: Income and Wealth Inequality and Poverty • Summary: In this module, we will document the trends of income and wealth among and within the globe, regions, and nations, as well as individuals. We will also understand the consequences of inequality and poverty on people's life chances. We will also analyze how globalization, historical, environmental, cultural, and geographical factors contribute to uneven development and inequality among countries. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 2. Socioeconomic Faultlines: Inequality, Poverty, and Development (pp.30-84)

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Mahler, et al. "Pandemic, Prices, and Poverty." World Bank Blogs, April 13, 2022. ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response #2 by Wed, Jan 17, 11:59 pm ○ Complete Quiz # 2 by Sun, Jan 21, 11:59 pm
<p>Week 3 Jan 23 and Jan 25</p>	<ul style="list-style-type: none"> ● Topic: Food Security and Safety ● Summary: In this module, we will understand the importance of investing in sustainable food security and safety and analyze how the current global food system neglects or diminishes life chances of people. We will recognize how modern life has created or exacerbated food health and food security. We will analyze potential solutions to hunger and malnutrition. ● Required Readings: <ul style="list-style-type: none"> ○ Chapter 3. Starving in the Shadow of Plenty (pp. 85-110) ○ Strzyzyska, Weronika. (2022) "Can the world feed 8bn sustainably?" <i>The Guardian</i>, 15 November. ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response #3 by Wed, Jan 24, 11:59 pm ○ Complete Quiz # 3 by Sun, Jan 28, 11:59 pm ○ Film: <i>The Ants and the Grasshopper</i> (1hr14 mins)
<p>Week 4 Jan 30 and Feb 1</p>	<ul style="list-style-type: none"> ● Topic: Global Health ● Summary: In this module, we will understand health as a matter of human right and common global good. We will analyze how current health care systems neglect or diminish the life chances of people globally. We will recognize increased risks of communicable and non-communicable diseases. We will assess potential strategies for improving global health and diminishing long-term global risks. ● Required Readings: <ul style="list-style-type: none"> ○ Chapter 4. Optimizing Human Capital: Good Health (pp. 111-143) ○ Efrat Shadmi et al. (2020). Health equity and covid-19: Global perspectives. <i>International Journal for Equity in Health</i>, 19(1). ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response #4 by Wed, Jan 31, 11:59 pm ○ Complete Quiz # 4 by Sun, Feb 4, 11:59 pm
<p>Week 5 Feb 6 and Feb 8</p>	<ul style="list-style-type: none"> ● Topic: Education ● Summary: In this module, students will understand the importance of investing in education and how current educational systems diminish or neglect the life-chances of people globally. We will understand the inequalities in global education and potential reforms to ameliorate them. ● Required Readings: <ul style="list-style-type: none"> ○ Chapter 5. Expanding Horizons Through Lifelong Learning (pp.1444-165) ○ Smith, Emma. (2023) "Ghana's school on stilts: the floating village where teachers are too scared to go." <i>Guardian</i> [London, England], January 19. ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response #5 by Wed, Feb 7, 11:59 pm

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Complete Quiz # 5 by Sun, Feb 11, 11:59 pm
<p>Week 6 Feb 13 and Feb 15</p>	<ul style="list-style-type: none"> • Topic: Racial and Ethnic Inequality • Summary: In this module, we will analyze how the social construction of meaning influences categories of race and ethnicity. We will assess the impact of race, ethnicity, and religion on life chances in different contexts. We will examine how persecution and discrimination destabilize societies and global security. We will also discuss strategies to reduce persecution and discrimination within countries. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 6. From Differences to Discrimination: Faultlines of Race, Ethnicity, and Religion (pp. 202-234) • Assignments: • Complete Discussion Question Response # 6 by Wednesday, Feb 14, 11:59 pm • Complete Quiz # 6 by Sunday, Feb 18 by 11:59 pm <p>Assignments:</p> <ul style="list-style-type: none"> • In-class Exam 1, Feb 15
<p>Week 7 Feb 20 and Feb 22</p>	<p>GLE Week 1 Introduction: Understanding gender inequality as a global social problem Students will introduce themselves through Padlet. This can be done through text or video. Additionally, students should share their responses discussing their cultural preferences or worldviews with their international counterparts as per the discussion prompt. Respond to an international peer’s post.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> ○ Describe and explain cultural and social perspectives. ○ Compare and contrast significant worldviews and experiences. <p>Tuesday, Feb 20: Onboarding for the Virtual Collaboration Thursday, Feb 22, First Synchronous session with the Indian students</p> <p>Virtual activities</p> <ul style="list-style-type: none"> ○ Complete Discussion Question Response #7 by Wed, Feb 21, 11:59 pm EST ○ Introduction and Ice-breaker activity by Sun, Feb 25, 11:59 pm EST ○ Complete Quiz # 7 by Sunday, Feb 25 by 11:59 pm ○ Required Readings: ○ Chapter 7. You Can’t Empower Us with Chickens: Gender Through Lifespan (pp. 202-234)
<p>Week 8 Feb 27 and Feb 29</p>	<p>GLE Week 2: Gender inequality in the US Students will discuss gender inequality in the US context. Students will be introduced to intersectionality and learn how gender inequality is produced through interlocking modes of oppression or advantage. Post a response to an international peer.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • Identify how gender intersects with other dimensions, such as race, class, sexuality, ethnicity, nation, ability, etc., to shape complex inequalities. <p>Virtual activities:</p>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Complete Discussion Question Response #8 to International Peer by Sun, Mar 3, 11:59 pm EST ● Required Reading: <ul style="list-style-type: none"> ○ Collins, “Intersectionality’s Definitional Dilemma” (Canvas)
<p>Week 9 Mar 5 and Mar 7</p>	<p>GLE Week 3: Gender inequality in India Students will discuss with their group the specific vulnerabilities related to gender inequality in India within the context of caste discrimination and environmental crisis (access to water) in India. Respond to an international peer’s post indicating the similarities and differences between the two countries.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> ● Identify and explain how caste discrimination and environmental crises produce specific vulnerabilities that shape gender inequality in India. <p>Virtual activities:</p> <ul style="list-style-type: none"> ○ Complete Discussion Question Response # 9 by Sun, Mar 11, 11:59 pm EST ● Required Reading: TBD
Spring break: Mar 9-Mar 16	
<p>Week 10 Mar 19 and Mar 21</p>	<p>GLE Week 4: Group projects (10% of the course grade) At the end of week 3, all students will be assigned a specific problem related to gender inequality. Each small group will have until the end of Week 4 to research that problem and present their research through a PowerPoint presentation. The group presentation will be judged by faculty from both universities.</p> <p>Specific instructions for the Group Project assignment:</p> <p>You will collaborate to research a specific global dimension of gender inequality and prepare a short presentation discussing your findings and solutions to address the problem.</p> <ol style="list-style-type: none"> 1. Describe the scope of the social problem. 2. Explain the global and local vulnerabilities of people (global and individual) facing this problem. 3. Offer viable solutions to address this social problem. <p>Virtual activities:</p> <ul style="list-style-type: none"> ○ Final Group Presentations due Sunday, Mar 24, 11:59 on Canvas ● Required Reading: TBD
<p>Week 11 Mar 26 and Mar 28</p>	<ul style="list-style-type: none"> ● Topic: Global Refugee Crisis ● Summary: In this module, we will analyze causes for voluntary and forced migration. We will analyze the societal- and global-level causes of refugee migration in general and in specific cases. We will evaluate the conditions in refugee camps in relation to obligations under international law and the difficulties in resettlement and repatriation of migrants. We will analyze strategies for preventing refugee crises and improving conditions for refugees.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Required Readings: <ul style="list-style-type: none"> ○ Chapter 11. Global Flow of Refugees (pp. 330-367) ○ Kaamil, Ahmed. (2023) ‘I know how it feels to lose everything’: Rohingya refugees send aid to Turkey. <i>Guardian</i>, February 16. ○ Film: Witness to Injustice, CNN, 2018 (23 mins) (a film on the realities faced by the Rohingya refugees, who are often called “the world’s most persecuted people). ○ Optional: Listen to the podcast: Unearthing the Truth in Myanmar. August 14, 2018 (24 mins) (on the plight of the Rohingya refugees) • Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response # 10 by Wed Mar 31, 11:59 pm EST ○ Complete Quiz # 8 by Sun, Mar 17 by 11:59 pm ○ Documentary in class: Ghosts of Moria: living in the ashes of Europe's largest migrant camp, The Guardian, 30 January, 2023 (25 mins)
<p>Week 12 Apr 2 and Apr 4</p>	<ul style="list-style-type: none"> • Topic: Climate Change • Summary: In this module, we will identify the variety of signs or symptoms of climate change. We will analyze the sources of climate change related to human activity. We will assess the threats to global stability posed by elements of climate change considering rising sea levels, extreme weather events, food insecurity, and violent conflict. We will evaluate the potential of various methods proposed for improving the earth’s health and limiting climate change. We will compare and contrast the measures that should be taken at global, societal, and local levels to combat climate change. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 14. Climate Change and Global Warming (pp. 431-459) ○ Kolbert, Elizabeth. (2022). Climate change from A to Z. <i>The New Yorker</i>, November 28. • Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Question Response # 11 by Wednesday, Apr 3, 11:59 pm ○ Complete Quiz # 9 by Sun, Apr 7 by 11:59 pm ○ Film: Climate of Doubt
<p>Week 13 Apr 9 and Apr 11</p>	<ul style="list-style-type: none"> • Topic: Urbanization • Summary: In this module, we will understand the multiple dimensions of sustainability—environmental and social. We will understand the cause and consequences of increasing urbanization. We will compare and contrast the concepts of megacities, global cities, and creative cities. We will discuss the factors related to the fragility of cities and propose analyze solutions to enhance the sustainability and resilience of cities. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 15. Urbanization and the Lure of Cities (pp. 460-494) • Assignments:

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Complete Discussion Question Response # 12 by Wed, Apr 10 by 11:59 pm ○ Complete Quiz # 10 by Sun, Apr 14 by 11:59 pm
<p>Week 14 Apr 16 and Apr 18</p>	<ul style="list-style-type: none"> • Topic: Global Governance • Summary: In this module, we will summarize and assess the goals, characteristics, and norms of good governance developed by international organizations and states. We will identify the multiple layers of state and global governance and explain how each contributes to or complicates good governance. We will compare and contrast types of regimes, particularly liberal and illiberal democracies. We will describe and prioritize the challenges facing state governments. We will analyze plans for institutionalizing good governance. • Required Readings: <ul style="list-style-type: none"> ○ Chapter 16. A World Gone Awry: The State of Governance (pp. 495-518) • Assignments <ul style="list-style-type: none"> ○ In-class activity to design or modify a plan of action for institutionalizing good governance at the state or global level ○ Complete Quiz # 11 by Sun, Apr 14 by 11:59 pm
<p>Week 15 Apr 23</p>	<ul style="list-style-type: none"> • Topic: Exam Day • Required Readings: None • Assignments: <ul style="list-style-type: none"> ○ Global Learning Experience Individual Reflection Paper due Tues, Apr 23 by 11:59 pm ○ In-class Exam 2, April 23 ○

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the social sciences.*

- Students will identify and apply theories, concepts, and analytical frameworks to examine social problems from a global perspective (**Quest 2, S**)
- Students will analyze how political, economic, and socio-cultural factors influence diverse global social problems (**N**)
- Assessments
 - Students will be assessed based on exams, weekly quizzes, written discussion question responses, and in-class assignments.
 - Students’ global and local/cross-cultural understanding of global social problems will also be assessed through their Global Policy Brief assignment.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the social sciences.*

- Students will analyze the global context and the specific societal vulnerabilities associated with several global social problems (**Quest 2, S, N**)
- Students will examine and critique proposed solutions and offer alternatives to core global social problems (**Quest 2, S, N**)
- Assessments
 - Students will be assessed based on their written discussion question responses, in-class assignments, and the Global Policy Brief assignment.
 - Students will write an individual global learning reflection essay at the end of the semester evaluating their intercultural communication and global learning experience.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the social sciences.*

- Students will communicate knowledge, ideas, and reasoning related to global social problems in both written and oral forms (**Quest 2, S**)
- Assessments
 - Students write weekly discussion questions.
 - Students will participate in written or oral discussions in the classroom through in-class assignments.
 - Students will virtually collaborate in written and oral forms with their peers in the classroom as well as their international peers (virtually) in India through the Global Learning Experience

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Students will participate in a four-week virtual international exchange program (Global Learning Experience) with international students in India, during which they will engage in exploring the global and cross-cultural dimensions of social problems (**Quest 2**)
- Assessment
 - Students will create individual and group video presentations with their international peers.
 - Students will collaboratively work on a Global Policy Brief assignment that involves designing policy recommendations on a global social problem.
 - Students will complete an individual reflection paper on the global learning experience, describing their experiences during the Global Learning Experience and the lessons they learned from it.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

As discussed above, students will participate in a four-week virtual international exchange program between undergraduate students at St. Mira's College for Girls, Pune (India) and the University of

Florida in Gainesville, FL (US). This **Global Learning Experience (GLE)** will occur between Feb 19—Mar 25 and will encourage a cross-cultural understanding of social problems.

The GLE is divided into two sections, Virtual Exchange and Individual Reflection. Through this international student engagement, students will experience the complexity of multiple perspectives, questioning of their own assumptions, and intercultural awareness as part of building toward being a civic and globally engaged learner. Students will do this through activities to explore the cross-cultural dimensions of social problems.

Graded deliverables for UF Students include:

- Gender Inequality Group Project (10%)
- GLE Individual Analysis Paper (20%)

GLE Learning Objectives

- Explore new cultures and global perspectives and examine the similarities and differences across cultures, especially in understanding social problems.
- Communicate with international peers across disciplines to contribute to course assignments.
- Collaborate on research and develop collaborative solutions and recommendations for policymakers in both countries.
- Reflect on the global learning and digital literacy gained within this module.

A detailed discussion of the four-week activities is provided in the “description of graded work” section.

2. Details of Self-Reflection Component

Based on their experiences, students will submit a final, culminating reflection paper on the GLE experience by the due date. Within this reflection students will address areas such as how their international peer impacted their learning experience, what key changes in perceptions of the world occurred, how your personal cultural background affected your understanding of this experience, among other areas of reflection and input.

For this paper, students will be asked to describe their experiences during the Virtual Exchange by answering the following questions:

- Describe your own culture, traditions, and/or background and explain how these individual or family traits have shaped your views of how you approached working collaboratively with your international peers.
- What elements (Canvas page, social networking, etc.) did you find most effective at learning and interacting with your international peer and why? What barriers or challenges did you and your group have to overcome (language, technology, etc.)?
- How has your global perspective changed or shifted (if at all) during this learning experience? In other words, how has this activity broadened your understanding of how people in other countries address global social problems?

VI. Required Policies

Attendance Policy

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/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

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 at <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 <https://gatorevals.aa.ufl.edu/public-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 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-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 the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

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.