

IDS 2935: Global Social Problems

Quest 2

I. General Information

Class Meetings

- Spring 2025
- 100% in-person
- Class time: Tuesday 9:35-10:25 PM; Thursday 9:35-11:30 PM
- Class Location: FLG 220

Instructor

- Ravi Ghadge, PhD (phonetically, GHAAD-gay, he/him/his)
- Office: 3111, Turlington Hall
- Office hours: Monday and Friday, 11:40 AM-12:40 PM in person or by appointment on Zoom
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Teaching Assistant

- Jingqin Ji
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- Office hours: Monday, 5:10-6:10 PM
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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” and the globally informed policy framework to address these global social problems. The global social problems discussed in the course include income and wealth inequality, food security, global health, race and ethnic inequality, gender inequality, and educational, environmental, and global health crises. Additionally, students will get hands-on experience exploring cross-cultural dimensions of social problems through a four-week virtual exchange.

Engagement

This in-person course combines 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.

Technology

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials on Canvas. Students will also participate in weekly discussion boards 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 (GLE)** will involve peer-to-peer engagement with international students outside the classroom via communication tools such as VoiceThread, Padlet, WhatsApp, and Zoom. Therefore, students will need access to a phone and computer and download specific apps. More details about the GLE 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 or accessed through the links provided in the syllabus.

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	Pre-test Survey: Jan 20, 11:59 pm Follow-up Survey: Apr 14, 11:59 pm	3%
In-class Assignments (12)	Assigned unannounced, throughout the semester	10%
Discussion Board Participation (13)	Sun, 11:59 pm	15%
Online Quizzes (9)	Sun, 11:59 pm	15%
Exam 1	Feb 20	13.5%
Exam 2	Apr 22	13.5%
Global Learning Experience (GLE)	Creative Group Project, Mar 30 GLE Individual Reflection Paper, Apr 22	10% 20%
Total		100%

*Grading rubrics for the above assignments are provided at the end of the syllabus.

Completion of Online Surveys (3%): You will fill out an online Qualtrics survey about attitudes, opinions, and behaviors at the beginning and toward the end of the semester. The survey includes questions on various topics, including personality tendencies, personal and subjective well-being, attitudes toward death, views on religion and spirituality, opinions about global and specific social problems, opinions about the environment and wildlife, subjective health, and demographics.

Completion of the baseline Survey is due on **January 20, 11:59 p.m.**, and the follow-up survey is due on **April 14, 11:59 p.m.**, so we can discuss the survey results and possible changes in attitudes, opinions, and behaviors during the week's lecture. Each survey is worth 1.5 points; completing both contributes 3% to your final grade. Completion of the surveys is required, but you can decide whether your survey data can be included anonymously in any future research and publications that utilize the survey data.

In-class Assignments (10%): Although there is no mandatory attendance for this class, we will have 12 short in-class assignments (unannounced) throughout the semester to encourage students to attend 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: 'Exemplary' (5 points), 'Satisfactory' (3 points) and 'No completion' (0 points). Grades of the 2 lowest scores will be dropped. Students who have missed a class for an excused absence will be provided an opportunity for make-up. Requirements for make-up exams, assignments, and other work in this course are consistent with [university policies](#). If you plan on missing any classes due to religious observances, please let me know early in the semester.

Discussion Board Participation (15%): Participation in the discussion boards should reflect your understanding of readings and an informed discussion of current global social problems. Participation will be evaluated based on critical and thoughtful responses to faculty-initiated discussion prompts or links to videos/news articles/etc. Your arguments in the discussion posts should not be purely opinion-based but supported by appropriate evidence and data cited in newspaper or journal articles.

Your discussion posts should not be simplistic commentary such as "I like your posting" or "I totally agree with you" but should demonstrate thoughtful and effective use of course concepts/terms and engagement with the course material.

Engaging in thoughtful and respectful dialogue is essential to fostering a productive learning environment. When participating in online discussions, ensure that you:

- Use language that is professional, civil, and inclusive.
- Critique ideas, not individuals, and avoid personal attacks or inflammatory remarks.
- Be mindful of diverse perspectives and strive for constructive engagement.
Failure to adhere to these guidelines may result in moderated posts or loss of participation points.

You will be expected to participate in all discussion boards, and you are expected to remain an active and effective participant throughout the semester to secure a strong grade in this component.

To get credit for participating in the Discussion Boards, you need to both 1) Post at least once with a thoughtful response to the discussion prompt and 2) Provide a thoughtful response to at least one of your classmates' responses offering additional detail.

ORIGINAL POST—The Instructor will post an open-ended, thought-provoking question based on the module topic and readings to stimulate discussion. Your response should include a descriptive topic in the subject line to give others a sense of the discussion. In the body of your post, focus on original thoughts and opinions about the material. The original post will be **due on Thursday, 11:59 pm**, so that there is time to respond to classmates' posts. There will be a late penalty for posts submitted after Thursday. **Each posting should be about 5-7 sentences long.**

REPLIES—There can be multiple replies to each post if each reply remains focused on the original topic and continues to extend the conversation. You can state your agreement or disagreement with the substance of the original post, extend the conversation with additional original thoughts or opinions about the material, and provide another unique original real-world example or personal experience that supports or refutes the position. **Again, each reply should be about 5-7 sentences long.**

You will be assessed in your discussion posting based on the quality of your posting and your response posting(s) per the grading rubric provided at the end of this syllabus.

Participation scores will be distributed in 5-point increments (i.e., 100, 95, 90, 85...). You will have at least 14 opportunities to participate in discussion boards, but the two lowest scores will be dropped.

Important dates for Discussion Board Posts (all are due before 11:59 PM on the specified due date):

Discussion Board	1	2	3	4	5	6	7	8	9	10	11	12
Available:	Jan 13	Jan 20	Jan 27	Feb 3	Feb 10	Feb 24	Mar 3	Mar 10	Mar 24	Mar 31	Apr 7	Apr 14
Due:	Jan 19	Jan 26	Feb 2	Feb 9	Feb 16	Mar 2	Mar 9	Mar 16	Mar 30	Apr 6	Apr 13	Apr 20

For general information about e-Learning visit the [UF e-learning](#) site in Canvas

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 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 instructor and the TA will grade the short answers. 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 @ 13.5% each): Two in-class exams will be scheduled for **Feb 20** and **April 22**. 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 24—Mar 30): 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 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:

- Weekly Discussion Board participation

- **Creative Group Project (10%):** The group project will include a presentation on an assigned topic discussed during the GLE.
- **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 Boards; Ice-breaker activity).
- Communicate with international peers across disciplines to contribute to course assignments through Flip, Zoom, Padlet, and WhatsApp.
- Collaborate on research and develop collaborative solutions and recommendations on global social problems in both countries. (Assignment: Creative Group project).
- Reflect on the global learning and digital literacy gained within this module. (Assignment: Reflection paper).

GLE Activities

Before 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 social movements and change

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: Literature and social movements

Students will discuss gender inequality in India from an intersectional perspective. Post a response to an international peer.

Objectives:

- Identify the role played by literature in social movements in both societies.

Week 3: Social movements and politics and policymaking

Students will discuss gender inequality in India in the context of politics and policymaking related to caste discrimination and environmental crisis (access to water). Respond to an international peer's post indicating the similarities and differences between the two countries.

Objectives:

- Identify and explain how social movements influences as well as constrained by politics and policy making.

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

The Creative Project aims to collaborate with your international peers to develop a

project that showcases your knowledge about one of the topics we have covered in class. You will be assigned to a group based on your interest and each group will have students from both universities (Florida and Pune).

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 3 pages maximum), 12 size, Times New Roman font. 1-inch margins on all four sides.

Please review the Global Learning Rubric 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 Rubrics

In-Class Activities Rubric

Criteria & Points	Description
Exemplary (5 points)	The student assignment demonstrates excellent comprehension of class material, and the writing is clear and convincing with specific details and examples.
Satisfactory (3 points)	The student assignment demonstrates a satisfactory understanding of the class material, and the writing is clear but lacks specificity and detail.
No completion (0 points)	The student did not complete the assignment.

Discussion Board Participation Rubric

Initial Original post: 60%

Criteria	Rating			
Relevance (50 points)	Excellent: Posting is highly relevant to the prompt and makes good connection with the class material. Demonstrates sociological perspective and terminology use. (45-50 points)	Good: Posting is centrally relevant to the prompt and makes some connection with the class material. Demonstrates sociological perspective and terminology use. (30-40 points)	Fair: Posting's connection to the prompt is vague or weak. Lack of connection to class material. Limited sociological perspective and terminology use. Reliance mainly on personal opinions (20-25 points)	Poor: Posting does not address the prompt or connect to class material. Heavy reliance upon opinion rather than sociological perspective (10-15 points)
Length (10 points)	Excellent: Substantial paragraph of 5-7 sentences or more (10 points)	Good: Paragraph of about 4 to 5 sentences (5 points)	Poor: Posting of 3 or less sentences (0 points)	
Grammar (-10-0 points)	Excellent: Very few, if any, grammatical or spelling issues; uses proper English No points deduction	Good: Some level of grammatical or spelling errors (demonstrates no use of spell-check)	Poor: Numerous grammatical or spelling errors. (-10 points)	

		(-5 points)		
Timely submission	10-point deduction for each day late past the initial post deadline of Thursday.			

Response Post: 40%

Criteria	Rating		
Relevance (30 points)	Excellent: Posting is highly relevant and appropriate to initial posting (30 points)	Good: Posting is centrally relevant to initial posting (20-25 points)	Fair-Poor: Posting is superficial in content. (10-15 points)
Length (10 points)	Excellent: Substantial paragraph of 5-7 sentences or more (10 points)	Good: Paragraph of about 4 to 5 sentences (5 points)	Poor: Posting of 3 or less sentences (0 points)
Grammar (-10-0 points)	Excellent: Very few, if any, grammatical or spelling issues; uses proper English No point deduction	Good: Some level of grammatical or spelling errors (demonstrates no use of spell-check) (-5 points)	Poor: Numerous grammatical or spelling errors. (-10 points)
Timely submission	Response posting must occur by posting deadline (no responses accepted for credit after the close of discussion board)		

Points are applied in 5-point increments within each category.

Creative Group Project (more details will be provided in class and on Canvas)

Grading Criteria	Point Value
All factual information provided is correct. It is clear that the group has consulted and understood the documents/videos available on Flip as they relate to the chosen topic	20
Each student has shared their own perspective on the topic/issues of the project (even if they are different from others in the group).	20
The project not only looks at each country separately but also addresses (or questions) how and why certain issues may be the same and/or different in each country.	20

<p>The project has a strong creative component. It is clear that members of the group have spent time making their project engaging to the viewer/listener.</p> <p>For example, visual work is colorful; PowerPoints use good imagery and clear audio, and videos/podcasts show evidence of planning and thought.</p>	25
<p>The project was submitted within the required deadline.</p> <p>[If your project is not submitted on time the highest grade you can get is an 85%]</p>	15

Global Learning Experience (GLE) Individual Reflection Paper Rubric

GLOBAL LEARNING VALUE RUBRIC					
Criteria	Ratings				Pts
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>9 to >6.0 pts Milestone Analyzes ways that human actions influence the natural and human world.</p>	<p>6 to >0 pts Benchmark Identifies some connections between an individual's personal decision-making and certain local and global issues.</p>	20 pts
<p>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</p>	<p>20 to >12.0 pts Full Marks Evaluates and applies diverse perspectives to complex subjects within natural and</p>	<p>12 to >9.0 pts Milestone Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when</p>	<p>9 to >6.0 pts Milestone Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when</p>	<p>6 to >0 pts Benchmark Identifies multiple perspectives while maintaining a value preference for own positioning</p>	20 pts

<p>interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.</p>	<p>human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)</p>	<p>investigating subjects within natural and human systems.</p>	<p>exploring subjects within natural and human systems.</p>	<p>(such as 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, single-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 14 and Jan 16	<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." <i>The Cambridge Handbook of Social Problems</i>, edited by A. Javier Trevino. Cambridge: Cambridge University Press (read pages 82-95), especially about the two examples of climate change and HIV/AIDS as a global social problem. • Assignments: <ul style="list-style-type: none"> ○ In-class Activity: <i>Flexing the Global Sociological Imagination</i> ○ Complete Discussion Board Posts #1 by Sun, Jan 19, 11:59 pm ○ Complete Quiz # 1 by Sun, Jan 19, 11:59 pm
Week 2 Jan 21 and Jan 23	<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:

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Chapter 2. Socioeconomic Faultlines: Inequality, Poverty, and Development (pp.30-84) ○ Mahler, et al. "Pandemic, Prices, and Poverty." World Bank Blogs, April 13, 2022. ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Board Posts #2 by Sun, Jan 26, 11:59 pm ○ Complete Quiz # 2 by Sun, Jan 26, 11:59 pm
<p>Week 3 Jan 28 and Jan 30</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). A compilation of 13 country case studies highlighting the unique needs of vulnerable populations and some of the measures taken to address these needs by each country. ● Assignments: <ul style="list-style-type: none"> ○ Complete Discussion Board Posts #3 by Sun, Feb 2, 11:59 pm ○ Complete Quiz # 3 by Sun, Feb 2, 11:59 pm ○ Film: <i>TBD</i>
<p>Week 4 Feb 4 and Feb 6</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 Board Posts #4 by Sun, Feb 9, 11:59 pm ○ Complete Quiz # 4 by Sun, Feb 9, 11:59 pm
<p>Week 5 Feb 11 and Feb 13</p>	<ul style="list-style-type: none"> ● Topic: Gender Inequality ● Summary: In this module, students will understand sex and gender as social constructs and identify ways in which gender impacts life chances across the life span. Students will also identify how gender intersects with other dimensions, such as race, class, sexuality, ethnicity, nation, ability, etc., to shape complex inequalities. ● Assignments:

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Complete Discussion Board Posts #5 by Sun, Feb 16, 11:59 pm ○ Complete Quiz # 5 by Sun, Feb 16, 11:59 pm
Week 6 Feb 18 and Feb 20	<ul style="list-style-type: none"> • Onboarding for the Virtual Global Learning Experience • Assignments: <ul style="list-style-type: none"> ○ In-class Exam 1, Feb 20
Week 7 Feb 25 and Feb 27	<p>GLE Week 1 Introductions; Understanding social movements and change 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>Tue, Feb 25: Regular in-class session Thu, Feb 27, First synchronous virtual session with the Indian students via Zoom</p> <p>Virtual activities</p> <ul style="list-style-type: none"> ○ Introduction and Ice-breaker activity on Padlet, Feb 25, 11:59 pm EST ○ Complete Discussion Board Posts #6 on Flip by Sun, Mar 2, 11:59 pm EST ○ Complete Quiz # 6 by Sunday, Mar 2 by 11:59 pm ○ Required Readings: ○ TBD
Week 8 Mar 4 and Mar 6	<p>GLE Week 2: Literature and Social Movements Students will discuss cross-cultural perspectives on literature and social movements. Post a response to an international peer.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> ○ Identify the role played by literature in social movements in both societies. <p>Tues, Mar 4: Regular in-class Session Thu, Mar 6: Second Synchronous virtual session with the Indian students via Zoom</p> <p>Virtual activities:</p> <ul style="list-style-type: none"> ○ Complete Discussion Board Posts # 7 on Flip by Sun, Mar 9, 11:59 pm EST <ul style="list-style-type: none"> • Required Reading: <ul style="list-style-type: none"> ○ TBD
Week 9 Mar 11 and Mar 13	<p>GLE Week 3: Social movements and policy making Students will discuss social movements in the context of politics and policymaking. Respond to an international peer’s post indicating the similarities and differences between the two countries.</p> <p><i>Objectives:</i></p>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> ○ Identify and explain how social movements influences as well as constrained by politics and policy making. <p>Tues, Mar 11: Regular in-class Session Thu, Mar 13: Synchronous virtual session with the Indian students via Zoom</p> <p>Virtual activities:</p> <ul style="list-style-type: none"> ○ Complete Discussion Board Posts # 8 by Sun, Mar 16, 11:59 pm EST <ul style="list-style-type: none"> ● Required Reading: TBD
Spring break: Mar 15-Mar 22	
<p>Week 10 Mar 25 and Mar 27</p>	<p>GLE Week 4: Creative Group projects (10% of the course grade).</p> <p>The aim of the Creative Project is to collaborate with your international peers to develop a project that showcases your knowledge about one of the topics we have covered in class. You will be assigned to a group based on your interest and each group will have students from both universities (Florida and Pune).</p> <p>Additional instructions for the Creative Group Project assignment will be provided on Canvas.</p> <p>Virtual activities:</p> <ul style="list-style-type: none"> ○ Complete Discussion Board Posts # 9 on Flip by Sun, Mar 30, 11:59 pm EST ○ Creative Group Presentations due Sunday, Mar 30, 11:59 pm EST <ul style="list-style-type: none"> ● Required Reading: TBD
<p>Week 11 Apr 1 and Apr 3</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 Board Posts # 10 by Sun, Apr 6, 11:59 pm ● Complete Quiz # 6 by Sunday, Apr 6 by 11:59 pm
<p>Week 12 Apr 8 and Apr 10</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

Week	Topics, Homework, and Assignments
	<p>contrast the measures that should be taken at global, societal, and local levels to combat climate change.</p> <ul style="list-style-type: none"> • Required Readings: • 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: • Complete Discussion Board Posts # 11 by Sun Apr 13, 11:59 pm EST • Complete Quiz # 7 by Sun, Apr 13, 11:59 pm • Film: Climate of Doubt (53m) (PBS <i>Frontline</i>, 2012)
<p>Week 13 Apr 15 and Apr 17</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: • Complete Discussion Board Posts # 12 by Sun, Apr 20, 11:59 pm • Complete Quiz # 8 by Sun, Apr 20, 11:59 pm
<p>Week 14 Apr 22</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 22, 11:59 pm <p>In-class Exam 2, April 22</p>

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, weekly discussion boards, and in-class assignments.
- Students' global and local/cross-cultural understanding of global social problems will also be assessed through their creative group projects.

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 boards, in-class assignments, and the creative group project.
 - 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 will participate in weekly discussion boards.
 - 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 and 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 creative group project analyzing the cross-cultural dimensions of 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 24—Mar 30** 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:

- Creative 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

Course Compliance

In Global Social Problems, there may be content on historical background and sociological concepts about sociological topics. Multiple sources, types of evidence, and interpretations are included, and differing interpretations of historical events are discussed with an emphasis on diverse theoretical perspectives rather than privileging one over the other. The class emphasizes maintaining accuracy and objectivity and skills to evaluate evidence and claims. Discussions of history are case- or data-driven rather than rooted in ideology or advocacy, and students can draw their own conclusions.

Global Social Problems may touch on topics germane to identity, but as subjects of study and not advocacy; in that spirit, we routinely teach on diverse theoretical perspectives rather than privileging one over the other. Discussions of identity are case- or data-driven rather than rooted in ideology or advocacy.

The course may discuss systemic theories as they relate to sociological perspectives on social problems, but it considers them in the context of other theoretical approaches and includes critique of all theoretical perspectives. The course does not endorse concepts of systemic racism, sexism, oppression, or privilege. It also does not treat inequalities or injustice as inherent, but instead discusses theoretical perspectives that explain whether and how social structures may create and reproduce inequalities. Such processes are viewed as contingent and negotiated and often contested rather than natural or determined. The course cites relevant facts based on research demonstrating how institutions are social contexts that shape inequalities within the United States and globally. Discussions of various interpretations are case- or data-driven rather than driven by an ideology. Grading of assignments and/or exams focuses on understanding of content rather than adopting a specific opinion.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

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 Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the "Get Started With the DRC" webpage on the Disability Resource Center Site.](#) You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

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. 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.

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 on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)