

IDS 2935 Wealth and Poverty in Today's World

Quest 2

I. Course Information

Fall 2023; Class # 22672

Meeting Day/Time: T P7-8 FAC 0127 and R P7 ROG 0110

Gen Ed: International; Social and Behavioral

Instructor

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

Office location: 421 Grinter Hall

Office hours: Tuesdays 12-1:15pm and Fridays 1:30-2:45pm (and by appointment)

Course Description

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

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

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

Required & Recommended Course Materials (to purchase/rent)

Below are two required books (with other required readings available in Canvas):

1. Acemoglu, D. and J.A. Robinson. 2012. *Why Nations Fail. The origins of power, prosperity and poverty*, Penguin Random House
2. Maathai, W. 2009. *The Challenge for Africa*. Anchor Books.

II. Coursework & Schedule

1. List of Graded Work

- Attendance, 10%
- Participation 5%
- Discussion Postings, 10%
- Reflection Essay, 15%
- In-class Test, 30%
- Community Project (Experiential Learning component), 20%
- Data Report, 15%

Assignment	Description (Detailed Rubrics will be provided for each Assignment in Canvas)	Requirements	Points
Attendance	Attendance will be taken daily and recorded in the Canvas gradebook. Each absence that cannot be excused as per UF policies will result in a two-point deduction from your attendance score. Late arrivals will each lead to one-point deduction.	Attend classes and arrive on time	100
Participation	Participation is more than physical presence in class. You are expected to come to class prepared to contribute to class discussions and activities.	Active participation	50
Discussion Postings	Discussion postings are critical commentaries on the weekly readings. Students will have to post 5 discussion entries (out of 6 offered). Each is worth up to 20 points.	Complete 5 postings out of 6 possible	100
Reflection Essay	This essay assignment provides a space for reflecting on how the materials covered in class shape your knowledge and understanding of poverty, wealth and inequality; and how such acquired knowledge may impact your own emotions or actions.	500-600 words	150
Mid-Term Test (in class)	The test will include 6 short questions (knowledge of key concepts) and 2 long questions (probing deeper analysis). The purpose is to demonstrate and solidify your knowledge of the class material.	Short and long questions	300
Community Project	You are to volunteer for a community project in Alachua County for at least 3 hours, and prepare a class presentation that conveys key information about the project and how it has impacted you.	Volunteer and prepare a class presentation	200
Data Report	You are to locate and put together data on income, inequality and poverty for your chosen country.	Prepare tables and graphs	100

2. Weekly Course Schedule

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment / In-Class work
Week 1	Topic	Introduction	
08/24	Readings/Works	<ul style="list-style-type: none"> Read the syllabus and related materials in Canvas (Module 0) 	
Week 2	Topic	Core concepts: income and wealth, poverty and inequality	
	Summary	This week we will start by clarifying core concepts. We will discuss the differences between income and wealth and how they are measured. We will define poverty and inequality and understand basic measurements.	
08/29	Readings/Works	<ul style="list-style-type: none"> K. Brian (2015), “What are income and wealth?”, “What’s happening to income inequality?” and “How does income inequality affect our lives? in: <i>Income Inequality: The Gap between Rich and Poor</i>, OECD Publishing, Paris. 	
08/31	Readings/Works	<ul style="list-style-type: none"> Institute for Research on Poverty, <i>How is Poverty Measured</i> (website) Pew Research Center (2020) Trends in Income and Wealth Inequality and Views of Economic Inequality. 	
Week 3	Topic	Understanding and disaggregating data	
	Summary	Poor (and rich) people are not all like. Disaggregated data shed light on how social characteristics, including gender, race, ethnicity and education, determine differential experiences of disadvantage and discrimination.	
09/05	Readings/Works	<ul style="list-style-type: none"> Zrinski U. and B. Myers (2022) Disaggregated data for focused development programs, World Bank Blogs. Steinmatz, K. (2020) “She coined the term ‘Intersectionality’ over 30 years ago. Here’s what it means to her today” <i>Time</i>, 20 Feb. (link) Coaston J. “The Intersectionality Wars” <i>The Highlight Blog</i>, Vox updated 05/28/19. Sharpe, R. 2019. “Disaggregating data by race allows for more accurate research” <i>Nature Human Behavior</i>, 3:1240 (link here) 	
09/07	Readings/Work	<ul style="list-style-type: none"> Banerjee, A.V. and E. Duflo. 2007. "The Economic Lives of the Poor." <i>Journal of Economic Perspectives</i>, 21 (1): 141-168. 	Discussion post #1 (due day before class)

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment / In-Class work
		<ul style="list-style-type: none"> Sen, Amartya. "More Than 100 Million Women Are Missing." <i>The New York Review of Books</i> 37, no. 20 (1990). 	
Week 4	Topic	<i>Challenges from poverty and inequalities</i>	
	Summary	Maathai's book will introduce us to the challenges of development in Africa. We then examine the challenges stemming from inequalities in income and wealth, in South Africa and the US.	
09/12	Readings/Works	<ul style="list-style-type: none"> Maathai, <i>The Challenge for Africa</i> (Introduction, Ch 1 and Ch 2) "Why South Africa is the most unequal country on Earth and how to fix it" <i>DW News</i>, 11 Sept 2021 (25' 33") "Unpicking inequality in South Africa" <i>The Economist</i>, Middle East and Africa section, 24 Sept. 2021 "Extreme inequalities: the distribution of household wealth in South Africa" SA-TIED Research Brief 2020/11 (link). 	In-class data exploration
09/14	Readings/Works	<ul style="list-style-type: none"> Council on Foreign Relations (2022) The US inequality Debate McIntosh et al. 2020 "Examining the Black-White Wealth Gap" Brookings Institute Blog (link here) Winship S. et al. 2021, "Long Shadows: The Black-White gap in multi-generational poverty" <i>Brookings</i> 10 June 	Discussion post #2 (due day before)
Week 5	Topic	<i>Inclusive vs. Extractive Institutions: a comparative historical perspective</i>	
	Summary	The role of institutions (formal and informal) in creating incentives for technological change and in affecting opportunities for individual or collective advancement. Historical examples compared.	
09/19	Readings/Works	<ul style="list-style-type: none"> <i>Why Nations Fail</i>, Chs. 1, (2, optional), 3 	
09/21	Readings/Work	<ul style="list-style-type: none"> <i>Why Nations Fail</i>, Chs. 5, 7 	Discussion post #3 (due day before)
Week 6	Topic	<i>Perspectives on Africa's development</i>	
	Summary	Maathai discusses in her book some of the features of low socio-economic development in Africa international relations and governance crisis	
09/26	Readings/Work	<ul style="list-style-type: none"> Maathai, <i>The Challenge for Africa</i> (Ch 3-5) 	
09/28	Readings/Work	<ul style="list-style-type: none"> Maathai, <i>The Challenge for Africa</i> (Ch 6-7) 	Discussion post #4 (due day before)

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment / In-Class work
Week 7	Topic	<i>How institutions create barriers to development and inequalities</i>	
	Summary	How past historical factors and experiences produced uneven distribution of economic and political power within nations. The effects of colonialism and the origins of industrial revolution.	
10/03	Readings/Works	<ul style="list-style-type: none"> • <i>Why Nations Fail</i>: Chs. 8-9 	In-class data exploration
10/05	Readings/Works	<ul style="list-style-type: none"> • <i>Why Nations Fail</i>: Chs. 12-13 	Discussion post #5 (due day before class)
Week 8	Topic	<i>Perspectives on Africa's development (cont' ed)</i>	
	Summary	Maathai shares her reflections on the profound roots of helplessness, the importance of cultural revival and of environmental stewardship	
10/10	Readings/Works	<ul style="list-style-type: none"> • Maathai, <i>The Challenge for Africa</i>, Ch 8, 9 (optional), 10 	In-class data exploration
10/12	Readings/Works	<ul style="list-style-type: none"> • Maathai, <i>The Challenge for Africa</i>, Ch 11, 12 and 13 	Discussion post #6 (due day before)
Week 9	Topic	<i>Globalization: who benefits and who loses?</i>	
	Summary	Understanding how global trade and other rules determine different options and opportunities for individual countries; why some groups and sectors within countries benefit from globalization while others do not.	
10/17		<ul style="list-style-type: none"> • Online resources on Globalization (posted on Canvas) 	
10/19	Readings/Works	<ul style="list-style-type: none"> • Collier, P. 2008. "On Missing the Boat: The Marginalization of the Bottom Billion in the World Economy" <i>The Bottom Billion</i> Ch. 6 	
Week 10	Topic	<i>Mid-Term Week</i>	
10/24	Readings/Work	<ul style="list-style-type: none"> • MID TERM TEST in CLASS 	<i>Mid-Term Test</i>
10/26	Readings/Works	<ul style="list-style-type: none"> • In-class preparation for data report 	Draft Data Report
Week 11	Topic	<i>The promises and pitfalls of international aid and charities</i>	
	Summary	What is international aid and what is the difference between aid and charity? Does aid work: which type of aid and when? Who benefits and who does not from aid?	

Week/ Class Dates		Question/Subject and Readings You need to do the readings before class	Assignment / In-Class work
10/31		<ul style="list-style-type: none"> Swandon, A. "Does Foreign Aid always help the poor?" <i>World Economic Forum</i>, Oct 23, 2015. Bolton, G., 2008, <i>Africa does not matter: How the West has failed the poorest continent and what we can do about it</i>, Arcade Publishing 	
11/02		<ul style="list-style-type: none"> No new reading – in-class debate on the pros and cons of aid 	Reflection Essay due
Week 12	Topic	Community Action and Empowerment: North and South	
	Summary	How community-based interventions help addressing community problems, locally and internationally. We will have presentations from current MDP students about their projects and experiences.	
11/07	Readings/Work	<ul style="list-style-type: none"> Reading tbc 	
11/9		<ul style="list-style-type: none"> Presentations by UF graduate students on their international projects 	Data Report due
Week 13	Topic	Breaking the Mold	
	Summary	How can inclusive institutions emerge and how can positive societal collaboration be reinstated? We will conclude the content part of the course by taking stock of all that we have learned in this course and through three final readings.	
11/14	Readings/Works	<ul style="list-style-type: none"> Maathai, W. 2010. "The African Family", in: <i>The Challenge for Africa</i>, Ch. 14, The Anchor Books. 	
11/16	Readings/Work	<ul style="list-style-type: none"> <i>Why Nations Fail</i>, Ch. 14-15 	
Week 14		Thanksgiving Week	
11/21		No class - STUDY DAY: preparation for group project presentation	
11/23		Thanksgiving Holiday – no class	
Weeks 15 & 16	Topic	Sharing of experiences from community projects	
11/28		Group Project Presentations in class	Community project
11/30		Group Project Presentations in class	Community project
12/05		Group Project Presentations in class	Community project

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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

Participation Grading Rubric:

	High Quality (50-45 points)	Average (45-40 points)	Needs Improvement (below 40 points)
Informed: Shows evidence of having done the assigned work.	Class material is read on a regular basis and incorporated in class activities.	Moderate knowledge of class material. Some participation in class activities.	No reading is demonstrated. Little to no contribution to class activities.
Thoughtful: Shows evidence of having understood and considered issues raised.	Participation is meaningful & relevant; interventions contribute to class learning and sharing.	Participation has limited relevance to the topics, moderate to minimum contribution.	No participation in class discussion.
Considerate: Takes the perspective of others into account.	Thoughtful and respectful attitude towards others.	Some respect for others, but not too much engagement.	Limited to no respect for others.

4. Grading Scale

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

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

IV. Quest Learning Experiences

5. Course Delivery and Engagement

Classes are structured in ways to provide plenty of opportunities for students to interact with the instructor and with other students. Classes consist of highly interactive lectures, inclusive class discussions and a variety of individual and group hands-on activities. The activities are borrowed from a number of techniques used in flipped classroom pedagogy and based on the assumption that learning best occurs in a collaborative environment. Sharing and learning are proven to be more intense when individuals are in small groups. Thus students will be assigned to small groups earlier on in the semester and will conduct several in-class activities and hands-on exercises working within their groups.

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

6. Details of Experiential Learning Component

The experiential learning component in this course will consist of collaborating with a chosen community level project in Gainesville or Alachua county. This interaction will require providing at least 3 hours (most students will do 3-6 hours) volunteering with the organization or project and preparing a class presentation at the very end of the semester. Most presentations will be undertaken in groups (among the students who volunteer for the same organization). Many initiatives exist locally, which aim to reduce poverty and inequalities or help foster well-being (however interpreted), and are directed to various groups including youth, minorities and economically disadvantaged communities. A list of organizations/projects will be provided early in the semester. You are to choose one of these projects, in consultation with your instructor, and do the following: i) contact staff members of the organization in order to arrange volunteering; ii) volunteer, observe, and collect any relevant materials; and iii) put together (in a group) a powerpoint or other visual presentation that gives information about the organization as well as provides a reflection of your own experience. More instructions will be given through Canvas. While the experiential learning component takes place in the local community, students will have to show they are able to apply the knowledge and perspectives learned in the course, including those from other contexts, to reflect and shed light on the interconnected nature of the contemporary world.

7. Details of Self-Reflection Component

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

reflection component. In few pages, you will have to demonstrate the extent to which you have thought about the class material and how this may impact your knowledge and future actions.

8. What is the essential pressing question explored in this course?

Why are some countries rich and others poor? Is the gap between the haves and have not destined to increase/widen? How do the lived experiences from our own communities compare with those of people around the world? Which global historical, economic, political and social factors affect the distribution of wealth and the local manifestations of poverty? What does it take – and which local and international forces are available – to lift people out of poverty and create more economically just and inclusive societies?

V. General Education and Quest Objectives & SLOs

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

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

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

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

	Social and Behavioral Sciences SLOs Students will be able to...	Quest 2 SLOs Students will be able to...	This Course's SLOs Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	Identify, describe, and explain the historical and institutional processes of wealth accumulation at the level of nation states as well as the economic differentiation of groups within countries, with attention to the intersections of gender, race, and ethnicity, and employment.	Class discussions, Midterm exam, and Discussion posts.
Critical Thinking	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	Analyze and Evaluate different approaches to measure wealth and poverty within social sciences, including quantitative and qualitative methods; as well as competing explanations for the divergent trajectories of nations and groups within countries.	Discussion posts, mid-term and data report.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	Explain and communicate the fundamental concepts and theories related to wealth and poverty, and how these apply to their chosen country or US state. Present the pros and cons of different arguments in clear and concise manners.	Data Report; Community project; sharing of findings from Community Project with the class
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Reflect on how the concepts studied apply to their own experience. through their personal lens; and articulate their own assumptions and beliefs about wealth and poverty.	Self-reflection essay; Community project; discussion posts.

11. Secondary Objectives and SLOs (Optional)

International Objectives	This Course's Objectives (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
International courses promote the development of students' global and intercultural awareness.	Expose students to the different realities and experiences of poverty and wealth around the world.	... including readings that reflect authors' diversity of identities, perspectives and topics from around the world.
Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.	Examine the complex relationship between the social, economic and political factors behind individual and countries' experience of poverty and wealth; and the similarities and differences across contexts.	... providing students with a diversity of views and theories that are rooted in different disciplines, ideologies and lived experiences; and encouraging critical reflections of those.
Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.	Challenge students' own assumptions and beliefs (e.g. about differences in the experiences of poverty and inequality between rich and poor countries); and help them think of the interconnection between different realities.	

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

VI. Required Policies

12. University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

13. Campus Helping Resources – Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

14. Campus Helping Resources – Academic

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

Other Campus Resources for Students

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

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

15. Statement regarding course evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from this website (<https://gatorevals.aa.ufl.edu/students/>). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at the public results website (<https://gatorevals.aa.ufl.edu/public-results/>).

16. In-class recording

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

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

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