

# IDS 2935: Agritourism and Food Systems

## Quest 2

### I. General Information

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#### Class Meetings

- Spring 2023
- MWF 8<sup>th</sup> period (3:00 - 3:50)
- Location: [CSEE222](#)

#### Instructor

- Misti Sharp, PhD
- 1189 McCarty Hall A
- Office Hours: Mondays from 10:40 am – 12:35 pm and Wednesdays from 12:50 pm – 2:45 pm and [by appointment](#)
- [mistisharp@ufl.edu](mailto:mistisharp@ufl.edu) or 352-294-7632

#### Teaching Assistant

- Julio Cruz, graduate student
- Office Hours: Tuesday and Thursday from 1:55 – 2:45 pm
- [Cruz.julio@ufl.edu](mailto:Cruz.julio@ufl.edu)

#### Course Description

This class explores the global disconnect between humans and the food, water, and natural resource systems on which we depend. Wicked problems such as food insecurity, climate change, and mass extinction abound leaving many hopeless about the future. Can we reconnect humanity with our natural world through international tourism? This class uses systems thinking and the fields of agribusiness, ecology, tourism, rural sociology, and economics to explore opportunities in agritourism across the world to reconnect humans with our agri-food-eco systems.

#### Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International

*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 Materials

- **Readings:** While there is no required textbook, readings are provided in the pages of eLearning for each module (e.g. Pages → View all Pages → Module 1: Food Systems Introduction). You are expected to read all assigned readings in preparation for class discussions and participation quizzes. Readings, lectures, and class discussions form the basis of module assessments.
- **E-learning:** can be accessed via <http://elearning.ufl.edu> using your Gatorlink username and password. If you are having difficulties accessing E-learning, please contact the UF Computing Help Desk by calling (352)-392-HELP or email [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). This will be where you submit some of your work and where I will post grades on a regular basis.
- **Canva Account:** Canva is a free online graphic design software. Some projects in this class may benefit from the design tools and templates in Canva. To sign up for Canva:
  - Open an internet browser and navigate to <https://www.canva.com/>.
  - Click on the Sign up for free and get started icon in the center of the page.
  - Sign in with Google or enter your email and create a password.
  - Click Agree and create my Account.
- **Office 365:** More specifically, this class will use Microsoft **teams**, forms, powerpoint, one-note, etc which are all freely available to UF students and Faculty. To Install Microsoft Teams:
  - Open an internet browser and navigate to <https://cloud.it.ufl.edu/collaboration-tools/office-365/>
  - Click on *Teams* and then *Get the Windows App* if you have sufficient space. If you don't have sufficient space, simply choose "Use the web app instead."

## II. Graded Work

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### Description of Graded Work

**Module Assessments (500 points):** There are 5 modules in this course and for each module there is an assessment that requires you to creatively apply what you have learned in the module. Each of these assessments is worth 100 points. Examples of these assignments include an infographic of a meal you prepared, a benefit/cost analysis of an eco-visit, and a wicked problem roundtable discussion. Rubrics will be provided for each of these assignments in eLearning.

**Cumulative Assignment (200 points):** For the final course deliverable, you must plan an international excursion which is centered around agri-food-eco tourism. This must include a complete cost estimate including an environmental impact assessment. You must locally source all equipment, training, etc. required for a fulfilling experience. This excursion plan will be presented in the form of a report with a summary of all activities, links to websites, and all tables the figures must be properly cited. Within the plan, you should consider the needs of a typical American (bathroom access, 3 meals a day, etc) and market the excursion to Americans.

**Experiential Learning/Field Trip Reflections (200 points):** Each week in the semester, there are suggested experiential learning opportunities. You must reflect on 5 of these experiential learning activities and produce an informational brochure (50 points each). If this is a virtual fieldtrip, imagine what you might have felt at this place given clues in the virtual experience. Your lowest reflection/brochure will be dropped. The reflection must answer the following questions:

1. Describe the operation: Where did you go and what did you do? How many other people were at the venue and what were they doing? Was there an educational component to the activity? If so, was this passive or active?
2. Reflect on your experience: How did you feel at the location? What sorts of natural amenities were there at the location and what was the quality of these amenities? Would this be an experience you would recommend to others? What do you think would be similar or different if this excursion took place in a different country? What role did “seasonality” play in the experience?
3. Assess the value of the experience: How much of your resources (time and money) did you spend at this venue? How does that compare to what the experience was worth to you? Do you think this experience would have value to others? What are the barriers that others may face to accessing this experience? How might this differ internationally?
4. Create an informational brochure: This informational brochure can be made using [Canva](#) or a similar application and must include pictures you took during your experience. You should try to capture the value of the experience, how it made you feel, and give the viewer an idea of what they can do at this place. If you have participated in a virtual experience, use stock images to create your informational brochure.

See rubric in eLearning for more details on how the 50 points are distributed for the assignment.

**Participation (100 points):** There are reading assignments for each week which will form the basis of lecture and in-class discussions. It is expected that you will be present and prepared for class and contribute meaningfully to classroom discussion. Daily participation will be facilitated using Mentimeter. The grade for this will be based on the following participation rubric.

### Participation Rubric

	High Quality-100%	Average-75%	Needs Improvement-0%
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account.			

### Grade Composition

Component	Points	% of Grade
Module Assignments (5)	500 points (100 points each)	50%
Cumulative Assignment	200 points	20%
Experiential Learning/Field Trip Reflections (5)	200 points (40 points each)	20%
Participation	100 points	10%
Total	1000 points	100%

## Grading Scale

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

A	94 – 100%		C	74 – 76.9%
A-	90 – 93.9%		C-	70 – 73.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	84 – 86.9%		D	64 – 66.9%
B-	80 – 83.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	<60

## III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<b>Module 1: Food Systems Introduction</b>	
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction</li> <li>• <b>Summary:</b> There is a growing disconnect between humans and the natural systems on which we depend. This week we explore the drivers of this disconnect <b>locally and globally</b> and hypothesize about the potential long-term implications of this trend. We introduce ideas explored throughout the class including ecosystems, food systems, and tourism.</li> <li>• <b>Required Readings:</b> <a href="#">Kesebir and Kesebir (2017)</a> How Modern Life Became Disconnected from Nature (6 pages). <a href="#">Barrett (2014)</a> Family farms diminishing amid rising costs, consolidation (5 pages). <a href="#">2021 FAO report on Land in Agriculture</a> (international context—Summary only 4 pages).</li> <li>• <b>Experiential Learning Suggestion:</b> Sign up for the “<a href="#">What’s Good in Gainesville</a>” newsletter and the <a href="#">Sippin 7</a> and start planning to engage with the local food and drink scene!</li> <li>• <b>Assignment:</b> Participate in Week 1 discussion on canvas by January 13<sup>th</sup></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Food Systems</li> <li>• <b>Summary:</b> Agribusiness has faced increasing scrutiny in recent years with popular media portraying the villainous nature of our dominant production systems (for example, cowspiracy, Food, Inc., etc.) And yet, we need a language to describe the future we seek which is often encompassed in “sustainable food systems.” This week’s readings, lectures, and activities seeks to continue peeling back the layers on our disconnection in our food systems and bring awareness to how our consumption behaviors provide feedback to these food systems.</li> <li>• <b>Readings:</b> <a href="#">FAO (2020)</a> Sustainable food systems (6 pages). <a href="#">AHPA (2007)</a> Toward a Healthy Sustainable Food System (9 pages).</li> <li>• <b>Assignment:</b> Watch a documentary critical of or supportive of a particular food system and discuss in class on January 20<sup>th</sup></li> <li>• <b>Experiential Learning Suggestion:</b> Visit a <a href="#">farmer’s market</a> and talk to a real farmer!</li> </ul>

Week	Topics, Homework, and Assignments
Week 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Feeding the world’s growing population</li> <li>• <b>Summary:</b> With global population increasing exponentially over the last millennia, modern agricultural systems arose out of a need to feed as many people as possible, as cheaply as possible, with as little scarce inputs as possible. This week uses systems thinking/modeling to understand why wicked problems arise in our food systems.</li> <li>• <b>Readings:</b> Systems Thinking Made Simple: New Hope for Wicked Problems (chapter 3-20 pages).</li> <li>• <b>Assignment:</b> Module 1 Assignment due on January 27<sup>th</sup>. Using Canva or another creative program, create a mind map about food and your life (examples provided in class).</li> <li>• <b>Experiential Learning Suggestion:</b> Visit a food market from a culture that differs from your own. Local options included: <a href="#">Chun Ching Market</a>, <a href="#">Zeezenia International Market</a>, <a href="#">La Aurora Market</a>, <a href="#">Eastern Market</a>, <a href="#">African Unique</a>, <a href="#">Euro Food Basket</a>, <a href="#">Rincon Latino Market</a>, or <a href="#">Fresh Market</a> (among others).</li> </ul>
<b>Module 2: Social Ecological Systems</b>	
Week 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Social Ecological Systems</li> <li>• <b>Summary:</b> Farming systems (including those in the ocean) are dependent on clean water, air, and adequate nutrients. At the same time, these are depleted as we continue to push at the carrying capacity of our natural world. This week, we are introduced to concepts about our social ecological systems where we must consider users, resource units, resource systems, and governance systems along with their interactions.</li> <li>• <b>Readings:</b> Ostrom, et al. (2009) A General Framework for Analyzing Sustainability of a Social Ecological System (4 pages); Anderson, Haase, and Wellmann (2021) What are the traits of a social-ecological system: towards a framework in support of urban sustainability (8 pages).</li> <li>• <b>Assignment:</b> Create several R-channels for a water resource in Florida to discuss on February 3rd.</li> <li>• <b>Experiential Learning Suggestion:</b> Go to a state or local park in Gainesville (Dudley Farm, O’Leno, Devil’s Millhopper, and Paynes Prairie are close state parks; for a free local park, I recommend Ring Park, Cofrin Nature Park, or Loblolly Nature Preserve).</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Wicked Problems</li> <li>• <b>Summary:</b> Wicked problems are those problems that are involve multiple competing dimensions including health, economics, and social systems where the solutions often lead to unintended consequences as other parts of the inter-connected system becomes disrupted. This week considers the finite nature of our earth systems and the implications for mankind.</li> <li>• <b>Reading:</b> Tverberg (2014) Why a Finite World is a Problem (6 pages); Williams (2011) All models are wrong, some models are useful (6 pages).</li> <li>• <b>Assignment:</b> Create a p-circle and part party for a wicked problem on an international scale for class discussion on February 10<sup>th</sup></li> <li>• <b>Experiential Learning Suggestion:</b> Visit the <a href="#">Bee lab</a> or butterfly exhibit at the <a href="#">Museum of Natural History</a>.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Institutions and Rules of the Game</li> <li>• <b>Summary:</b> Common pool resources (CPRs) are subject to the tragedy of the commons and yet have proven manageable on a local and global basis if there are people who</li> </ul>

Week	Topics, Homework, and Assignments
	<p>can enforce a set of rules to live by. Theories on environmental progress will be discussed and the hope that they provide for wicked problems.</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Hardin (1968) Tragedy of the Commons (7 pages) reading for Common Pool Resource Game to take place on February 17<sup>th</sup> (2 pages)</li> <li>• <b>Assignment:</b> Module 2 Assignment due on February 17<sup>th</sup>. Create a diagram of a SES that you are a part of, highlighting the problem areas as well as the opportunities for improvement. Reflect on what you learned about this system and the role you play in its preservation.</li> <li>• <b>Experiential Learning Suggestion:</b> Visit the Springs (such as <a href="#">Ichetucknee</a>, <a href="#">Boulware</a>, <a href="#">Poe</a>, etc)</li> </ul>
<b>Module 3: Innovative Food Structures</b>	
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Locally Grown Foods</li> <li>• <b>Summary:</b> All food systems begin in a local context but not all food is destined to stay in that community. When food is produced at scale, it becomes largely disconnected from this local context and yet, locally grown food provides an anchor for a community to thrive. This week, we take a closer look at locally grown food and consider why our food system is the way that it is.</li> <li>• <b>Assignment:</b> Find an example of a local food on social media to share with the class on February 24<sup>th</sup> (does not have to be Gainesville local!)</li> <li>• <b>Readings:</b> <a href="#">Woods, et. al (2013)</a> Local Food Systems Markets and Supply Chains (7 pages). <a href="#">Ruth-McSwain (2012)</a> Eating Green: Coverage of the Locavore Movement (15 pages)</li> <li>• <b>Experiential Learning:</b> Visit a local food operation (either a restaurant that features local ingredients or a farmers market or agritourism operation that offers hot food) Strawberry Picking at <a href="#">Amber Brooke Farms</a> is a great option!</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Connecting farms communities—innovative food structures</li> <li>• <b>Summary:</b> To overcome the challenges for “small” or “local” agriculture, some market structures such as community supported agriculture (CSA), farmer’s markets, and farm to table events have risen to increase the profitability of LGF. These unique market structures will be discussed in detail making comparisons in these market structures (short supply chain) to “traditional” food market structure (long supply chain).</li> <li>• <b>Readings:</b> <a href="#">USDA-ERS Overview</a> (4 pages) <a href="#">Martinez, et al. (2010)</a> Local Food Systems: Concepts, Impacts and Issues (2 pages); <a href="#">Farmer’s markets</a> (directory); <a href="#">Woods and Ernst (2017)</a> Community Supported Agriculture: New Models for Changing Markets (pp 1-9). <a href="#">Food and Wine (2017)</a> 25 of the World’s Best Food Markets (7 pages)</li> <li>• <b>Assignment:</b> Research CSA opportunities in Florida and meal prep companies to share with the class on March 3<sup>rd</sup></li> <li>• <b>Experiential Learning:</b> Create a meal at home entirely from locally sourced ingredients or preserve an in-season product through drying, canning, or other processing method.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Cottage and Street Food</li> <li>• <b>Summary:</b> Food culture is often driven by the small food entrepreneurs who are able to share their craft within their local communities and beyond. This week we explore</li> </ul>

Week	Topics, Homework, and Assignments
	<p>the marketing channels available to local food entrepreneurs domestically and internationally.</p> <ul style="list-style-type: none"> <li>• <b>Readings:</b> Ellis, Hagen, and Krug (2021) <a href="#">Cottage Food in Florida (3 pages)</a>; <a href="#">Collins (2021) 5 Factors to Consider when Assessing Your Local Market Conditions (9 pages)</a>. <a href="#">Colpaart (2020) How to Transition your Food Business to Delivery or Ecommerce (8 pages)</a>. Pirvitera and Nesci (2015) Globalization versus local: the role of street food in the urban food system (7 pages)</li> <li>• <b>Assignment:</b> Module 3 Assignment (infographic of your meal) due on March 10<sup>th</sup></li> <li>• <b>Experiential Learning:</b> <a href="#">4<sup>th</sup> Avenue Food Park</a> (or similar); videos of street food around the world</li> </ul>
Week 10	<b>**Spring Break**</b>
<b>Module 4: Agricultural Tourism</b>	
Week 11	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Farm Profitability</li> <li>• <b>Summary:</b> Farm margins are small and shrinking every day. Internationally, small farms are called subsistence agriculture; domestically, they are called bankrupt. This week defines what is meant by “profitability” and looks at data related to farm profitability.</li> <li>• <b>Readings:</b> <a href="#">ERS (2016) 2015 Local Food Marketing Practices Survey (2 pages)</a>, <a href="#">Ellis (2020) How to make a Small Farm Profitable</a>; <a href="#">Moyer (2015) What nobody told me about small farming. I can’t make a living.</a></li> <li>• <b>Assignment:</b> find a “<a href="#">farm enterprise budget</a>” and bring it to class on March 23<sup>rd</sup>.</li> <li>• <b>Experiential Learning Opportunity:</b> Visit the <a href="#">meat lab</a> on campus or revisit one of the previous suggestions that you weren’t able to make happen</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Agritourism Models</li> <li>• <b>Summary:</b> Agritourism operations offer an opportunity to make money on the farm through introducing visitors to farm life, products, or production practices. We will explore various models for agritourism in the US and around the world this week.</li> <li>• <b>Readings:</b> <a href="#">IFAS (2015) Agritourism in Florida (2 pages)</a>; <a href="#">Francesconi and Stein (2020) Expanding Florida’s Farming Business to Incorporate Tourism (4 pages)</a>. <a href="#">Farnsworth, et al. (2019) Agritainment: A viable options for Florida producers (2 pages)</a>. <a href="#">Taware and Hechensteiner (2019) Agritourism Around the World (3 pages)</a>.</li> <li>• <b>Assignment:</b> Research how to make an agricultural product that you might commonly buy at an agritourism operation such as candles, confectionaries (jam, jellies, honey, candy), cheese, ice cream, and share with the class on March 30<sup>th</sup>.</li> <li>• <b>Experiential Learning:</b> If you haven’t gone yet, go to Red, White and Blues Farm or Roger’s farm to experience agritourism.</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Breweries, wineries, and distilleries, oh my!</li> <li>• <b>Summary:</b> The enjoyment of libations made with the finest hops, berries, and produce is not a new phenomenon but the way that these operations cater to tourists presents a neat opportunity to reconnect folks with agriculture and global tourists to a new place and time.</li> <li>• <b>Readings:</b> <a href="#">Godard (2018) The Economics of Craft Beer (12 pages)</a>; Hojman and Hunter-Jones (2012) Wine tourism: Chilean wine regions and routes (9 pages). Carlsen (2004) A Review of Global Wine Tourism Research (skim it—10 pages)</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Assignments:</b> Module 3 Assignment due Friday, April 7<sup>th</sup> (presentation of an agritourism operation)</li> <li>• <b>Experiential Learning:</b> visit one of the many local breweries (perhaps as part of the Sippin 7) in Gainesville or go to a winery in St. Augustine or elsewhere in Florida</li> </ul>
<b>Module 5: Eco and Agri-tourism to Overcome Wicked Problems</b>	
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Depolarizing Food and Agriculture</li> <li>• <b>Summary:</b> Polarization is a normal part of the modern world and our efforts to deal with it often come down to dissecting why there are people on each side of the issue and trying to find a common link. Economics provides an opportunity for this as we consider marketing strategies (bundling) but also incentive structures (such as payments for ecosystem services). This module connects what we have learned about wicked problems to solutions in our modern food system.</li> <li>• <b>Readings:</b> Barkley and Barkley (2016) Depolarizing Food and Agriculture (chapters 8 and 9) (25 pages)</li> <li>• <b>Assignments:</b> Research two sides of a polarized issue to discuss in class on Friday, April 14<sup>th</sup></li> <li>• <b>Experiential Learning Opportunity:</b> go to any grocery store (conventional or specialized) and examine food labels. Try to find “fair trade,” “sustainable,” “grass-fed,” or other food labels that try to connect disparate consumers (i.e. those who love meat and those who value animal welfare). Dig deeper into this product and try to untangle what they mean by these labels.</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ecotourism</li> <li>• <b>Summary:</b> Tiktok videos of catastrophe, celebrities making films about climate change, and a thirst for the “experience” economy bring to light ideas about environmental stewardship to the public eye. At the same time, there is degradation that occurs anytime someone visits a natural site. This week, we explore how to care for the environment as we degrade it.</li> <li>• <b>Readings:</b> <a href="#">Stronza, Hunt, and Fitzgerald (2019)</a> Ecotourism for Conservation? (read first 10 pages); <a href="#">Stronza and Pegas (2008)</a> Ecotourism and Conservation: Two Cases from Brazil and Peru (15 pages)</li> <li>• <b>Assignments:</b> Find your carbon tax rate (<a href="#">CarboTax – It's Time for a Price on Carbon</a>) and we will discuss as a class on Friday, April 21<sup>st</sup></li> <li>• <b>Experiential Learning Opportunity:</b> If possible, visit a beach or other eco-tourism location and observe the consumption patterns of beachgoers.</li> </ul>
Week 16	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Bringing people together—solutions for wicked problems</li> <li>• <b>Readings:</b> Liu, et al. (2017) A conceptual framework for agri-food tourism as an Eco-innovation strategy in small farms (12 pages); Popa and Glonti (2020) Tourists’ or residents’ priority? A double perspective on an emerging tourist destination (14 pages).</li> <li>• <b>Summary:</b> This week, we will hold roundtable discussions about wicked problems and how we can create a better world through a reconnection of people to the environment.</li> <li>• <b>Assignment:</b> Reflections for roundtable assignments due by Wednesday, April 26<sup>th</sup></li> </ul>
Your final excursion presentations are due on the final exam due date and time.	



## 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:

<b>Content:</b> <i>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).</i>	
<p>Define agritourism, ecotourism and gastro tourism domestically and internationally.</p> <p>Identify characteristics of social ecological systems domestically and internationally.</p> <p>Define a sustainable food system and identify challenges in achieving a sustainable food system</p> <p>Create a budget for an agri-eco-gastro tourism excursion in an international context utilizing as many local resources as possible and minimizing environmental degradation.</p> <p>Achieved through lectures, readings, weekly assignments, and the final excursion presentation.</p>	N, S
<b>Critical Thinking:</b> <i>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).</i>	
<p>Create mental models that capture the complexity and hope within our social-ecological-systems to solve some of the biggest problems facing humanity.</p> <p>Contribute to a roundtable discussion on a wicked problem related to our food and/or ecosystems.</p> <p>Achieved through module assignments and class discussions/readings.</p>	S
<b>Communication:</b> <i>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).</i>	
<p>Communicate avenues of progress for a wicked problem and relate to diverse perspectives relevant to a problem in an international context.</p> <p>Reflect on excursions and connect experiences to the course material in a written format</p> <p>Make presentations about experiences, phenomena, and plans in both formal (presentations) and informal (class discussion) ways.</p> <p>Achieved through module assignments, reflection journals, and final excursion report.</p>	N, S
<b>Connection:</b> <i>Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.</i>	
<p>Engage with our natural and agri-food system by taking excursions and reflecting on these experiences.</p>	S

<p>Incorporate readings from the course into creative works and intellectual discourse.</p> <p>Achieved through participating and reflecting on at least 4 of the experiential learning opportunities and participating in classroom discussions/assignments.</p>	
<p>N – International Designation -- this designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course. International courses promote the development of students’ global and intercultural awareness. 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. 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.</p> <p>S – Social and Behavioral Sciences Designation -- 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. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. 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. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.</p>	

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

*As mentioned above, you must participate in at least 5 experiential learning opportunities either independently or with a group.*

### 2. Details of Self-Reflection Component

*As described above, you must reflect on your experiential learning opportunities within one week of the experience. The due dates for the 5 experiences correspond with the end of the second week of each module (see eLearning) to encourage timely completion of these assignments.*

## VI. Required Policies

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### 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.