

# IDS 2935: Special Topics: How Do We End Poverty? Quest 2

## I. General Information

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### Class Meetings

- Semester: Spring 2025
- Time: Tuesday, Period 4 (10:40-11:30 am) MAEB 211 (Mechanic and Aerospace Eng B)
- Thursday, Period 4-5 (10:40-12:35 am) MAEB 211 (Mechanic and Aerospace Eng B)

### Instructor

- Lead Instructor: Xumin Zhang, Lecturer (Food and Resource Economics)
- Office: Food and Resource Economics, McCarty A 1177
- Office Hours: Tuesday – Thursday, 2-4 pm, or by appointment (Zoom conference: <https://ufl.zoom.us/j/3310373641>)
- Contact: [xumzxm@ufl.edu](mailto:xumzxm@ufl.edu)
- Teaching Assistant, Christiana Ukaoha, [ukaoha.christian@ufl.edu](mailto:ukaoha.christian@ufl.edu) | Tue and Thurs, 2:00-3:00 pm | MCCB 2117

### Course Description

This course invites students to a pressing question - how can we end poverty? Although unprecedented progress in decreasing the global poverty rate has been made since 2000, new challenges, such as the COVID-19 pandemic and climate change, require us to look for creative solutions to achieve the goal of poverty eradication.

This course presents the current progress, economic growth policies, and global commitment to poverty reduction. Students are introduced to the importance of the integration of economic, social, and environmental aspects of poverty reduction and sustainable development. Relying on the interdisciplinary efforts of agricultural economics, education and communication, food science and human nutrition, and natural resource and environment sciences, this course investigates poverty, hunger, health, education, and other poverty eradication goals. This course will encourage students to ask questions about how to integrate economics, the environment, and humanity together to reduce poverty around the world.

### Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences (S)

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- 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

The End of Poverty: Economic Possibilities for Our Time. By Jeffrey D. Sachs. Penguin Books, copyright 2006. Paperback ISBN: 978-0143036586; Hardcover ISBN: 978-1594200458

Principles of Economics, 3rd edition, by Steven A. Greenlaw, David Shapiro, and Daniel MacDonald, XanEdu Publishing Inc. Original publication year 2012. Hardcover ISBN: 978-1711471457; Paperback ISBN: 978-1711471464; Digital ISBN: 978-1951693633. Textbook content produced by OpenStax is licensed under a Creative Commons Attribution License v4.0.

The free ebook can be downloaded <https://openstax.org/details/books/principles-economics-3e/>

The economic textbook (e.g., Principles of Economics by OpenStax) serves as a supplemental.

Articles, videos, etc. will be made available through the class Canvas page.

Materials and Supplies Fees: n/a

## II. Graded Work

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### Description of Graded Work

<i>Graded Activity</i>	<i>Points</i>	<i>Percentage of Grade</i>
Practice Quizzes	100 points	18.2%
Attendance and In-Class Activities	50 points	9%
Assessment Quizzes (4)	200 points	36.4%
Experiential learning Reflection	100 points	18.2%
Youth Ending Poverty (YEP) Project Poster Symposium (1)	100 points	18.2%
<b>Total</b>	<b>550 points</b>	<b>100%</b>

#### Assignments and Quizzes: (300 points):

There are 4 modules in the course. For each module, there are practice quizzes and 4 assessment quizzes. Each assessment quiz is worth 50 points with multiple-choices and free-response questions. Free response question examples include economic analysis (benefit/cost analysis) of human capital development, design of a supply chain system for hunger elimination and suggestions on a poverty reduction program.

**Attendance and In-Class Activities (50 points):**

Attendance and In-Class activities are essential components of this class. Regular attendance fosters a dynamic learning environment where you can engage with peers, ask questions, and grasp complex concepts more effectively. The in-class activities, on the other hand, are a method to assess your understanding of course material. There will be random attendance taking and self-assessment quizzes, each ranging from 2.5 to 5 points throughout the semester.

**Youth Ending Poverty (YEP) Project (100 points):**

Students in groups (3-4 students) act as youth advisers to develop a poverty reduction proposal centered around a specific poverty issue (at the community, regional, or country level). The proposal aims to focus on a particular issue of poverty, review existing programs, and propose actions to improve and sustain the existing solutions. More importantly, the proposal outlines how young people can contribute and take responsibility in the future.

The UN and SDGs provide guidelines for countries to develop poverty reduction policies and programs. Since they are GOALS, they are not directly actionable. The YEP project is to develop a plan to achieve the goals (project initialization and design phase). Our YEP project aims to develop a project/program to achieve the goals achieved and focus on how to improve and make the existing program sustainable and how youth can contribute.

The proposal must include an overview, background summary, why it matters, review of existing programs and current progress, proposal of actions to improve, how youth can directly involve and contribute, and what the expected outcomes are.

After evaluating and analyzing the strengths and weaknesses, students are also required to provide recommendations for rollout to other communities, regions, or developing countries, when applicable. All citations, links to websites, and tables and figures must be properly cited. More details will be provided in the project.

The YEP project will be split into several tasks throughout the semester with the team member participation evaluation at the end of the semester:

- Task #1: Organize YEP teams (3-4 students) (5 points).  
Task #2: Identify a poverty-related issue (hunger, healthcare, education, etc.) from reliable sources and discuss why it matters (10 points).
- Task #3: Collect information and review existing solutions and programs, including background summary, goals, actions, and status (10 points).
- Task #4: Evaluate and analyze the outcomes and provide a proposal for improvement (10 points)
- Task #5: Propose how youth can engage and contribute and how to roll out (15 points).
- Task #6: Develop a poster, print, and present the poster in the Poster Symposium (25 points).
- Task #7: Individually evaluate posters in the poster symposium (5 points).
- Task #8: Team member evaluation for Individual participation and contribution (20 points).

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The instructor will evaluate and provide feedback in each step. Rubrics will be provided for each of the assignments. The deliverable (poster) will be presented in a mocked Poster Symposium at the semester's end and assessed by peer students. Poster Presentation Rubrics will be provided. The poster evaluation form will be provided.

### **Experiential Learning and Self-Reflection (100 points):**

There are experiential learning opportunities and reflections as part of the course. Students first reflect on prior experience with poverty reduction organizations and events. After the volunteer service in Bread of The Mighty, students reflect on their new experience with further knowledge and experience. Lastly, students attend a poster symposium to summarize the course (presenting and evaluating).

- Experiential learning opportunities are offered as part of this course. Students can sign up for volunteer service (two options). Attending both or more than once will gain you extra points.
  1. Organized local food bank volunteer service (in the first half of the semester) (20 points for participation).
  2. Organized Bronson Mobile Pantry volunteer services (throughout the semester, every fourth Friday of the month) (20 points for participation).
- Two reflections (match up for the experiential learning).
  1. Self-reflection on students' prior experience with poverty reduction programs and organizations (10 points).
  2. Reflection on volunteer service with Bread of The Mighty Food Bank (10 points).

Students must provide written reflections on these experiential learnings. The reflection must answer the following questions. Reflection rubrics will be provided for each of the assignments. More details about these will be provided in class.

- Describe the organization and operation.
  - Reflect on your experiences.
  - Evaluate the experience.
  - Develop a marketing statement.
- Six self-reflections on assigned readings (Writing or Perusall assignments) (10 points each).

## Grading Scale

Student Evaluation: the grade scale is at the discretion of the professor. UF does not have an A+ option. You must provide percentages, total points, and grade points in a table such as this:

A	93 – 100%		C	73 – 75.9%
A-	90 – 92.9%		C-	70 – 72.9%
B+	86 – 89.9%		D+	66 – 69.9%
B	83 – 85.9%		D	63 – 65.9%
B-	80 – 82.9%		D-	60 – 62.9%
C+	76 – 79.9%		E	<60

\*\*Please note that grades are not 'rounded' or 'adjusted' at the end of the term.\*\*

Grades and Grade Points: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<b>MODULE 1: Introduction to Poverty and Economic Development</b>	
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Getting Started and Introduction to Poverty</li> <li>• <b>Summary:</b> Introduce what poverty is and the cause of poverty across the world.</li> <li>• <b>Required Readings/Works:</b> Poverty and Economic Inequality (Economics p361-p368); The End of Poverty: Economic Possibilities for Our Time (pp5-25); Global poverty: Facts, FAQs, and how to help (world vision) [Online Resource]; The SDGs Report 2022 (pp2-7).</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015; Global Extreme Poverty [Online Resource].</li> <li>• <b>Assignments:</b> Student Engagement Quiz (2 extra credit points); Practice Quiz 1.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Poverty in the U.S.</li> <li>• <b>Summary:</b> Introduce poverty in the US and Government Policies to Reduce Poverty.</li> <li>• <b>Required Readings/Works:</b> Poverty and Economic Inequality (Economics pp368-376); UN Expert Reveals Shocking Facts about Poverty in the U.S. (Online Resource)</li> <li>• <b>Additional Recommended Resources:</b> Poverty in the U.S. 2021 (US Census, pp1-6)</li> <li>• <b>Assignment:</b> Practice Quiz 2; Self Reflection 1 (Prior knowledge and experience of poverty reduction).</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Economic Systems and Poverty</li> <li>• <b>Summary:</b> Introduce the circular flow model and the economic system, laissez-Faire Capitalism, Command system, and Market System; understand the economic systems to address poverty issues; introduction to comparative advantages.</li> <li>• <b>Required Readings/Works:</b> An Overview of Economic System / International Trade (Economics pp18-23, pp793-804); The End of Poverty: Economic Possibilities for Our Time (pp26-50, pp51-73).</li> <li>• <b>Assignment:</b> Practice Quiz 3</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Economic Growth</li> <li>• <b>Summary:</b> Discuss economic growth; Ineffective legal systems in low-income countries; Components of economic growth; Low-income countries' economic convergence.</li> <li>• <b>Required Readings/Works:</b> Economic Growth (Economics pp481-500); The End of Poverty: Economic Possibilities for Our Time (pp74-89); The SDGs Report 2022 (Goal 1, pp26-27).</li> <li>• <b>Additional Recommended Resources:</b> Countries with Risks of Political Violence In 2015 [Online Resource]; Poverty Reduction and Economic Growth (Econofact) [Online Resource].</li> <li>• <b>Assignment:</b> Practice Quiz 4; Self Reflection 2 (Sri-Lanka's Economic Crisis).</li> <li>• <b>Assessment Quiz 1 (W5, Tue, Feb.11th)</b></li> </ul>

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Week	Topics, Homework, and Assignments
	<b>MODULE 2: Basic Needs and Poverty Reduction</b>
Week 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> No Hunger</li> <li>• <b>Summary:</b> Discuss approaches to eradicate extreme poverty and hunger; reflect of agricultural production issues and distribution issues</li> <li>• <b>Required Readings/Works:</b> SDGs Report 2022 (Goal 2, pp28-29); The End of Poverty: Economic Possibilities for Our Time (pp188-209).</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015 [Online Resource]; How Technology Can Reduce Hunger and Improve Food Security [Online Resource].</li> <li>• <b>Assignment:</b> Self-Reflection 3 (Poverty reduces volunteer service experience).</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Improving Health and Well-being</li> <li>• <b>Summary:</b> Discuss approaches to promote public health and improve health conditions.</li> <li>• <b>Required Readings/Works:</b> The SDGs Report 2022 (Goal 3); The World Bank: Poverty and Health [Online Resource]; Can insurance and telemedicine revolutionize healthcare in Africa [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015 [Online Resource].</li> <li>• <b>Assignment:</b> Self-Reflection 4 (UNDP Story).</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Rapid population growth affecting economic outcome</li> <li>• <b>Summary:</b> Discuss birth rate contribution to economic development and how individuals and families escape from poverty; policies and programs to reduce high fertility in the economic development strategies</li> <li>• <b>Required Readings/Works:</b> Population, poverty, and economic development, 2009 [Online Resource]; Poverty and fertility in less developed countries: a comparative analysis, 2005 [Online Resource]; Fertility and Poverty in Developing Countries, 1988 [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> World Fertility and Family Planning Report 2020, pp9-12 [Online Resource].</li> <li>• <b>Assignment:</b> Self-Reflection 5 (BOTM Volunteer Services*).</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ensuring sustainable development</li> <li>• <b>Summary:</b> Discuss development strategies and government policies to ensure environmental sustainability and responsible consumption and production</li> <li>• <b>Required Readings/Works:</b> Environmental Protection and Negative Externalities (Economics, pp283-288; pp295-298); The SDGs Report 2022 (Goal 6, pp38-39); Why a Healthy Environment is Essential to Reducing Poverty [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> Sustaining the Environment to Fight Poverty [Online Resource].</li> <li>• <b>Assignment:</b> Practice Quiz 5.</li> <li>• <b>Assessment Quiz 2 (W9, Tue, Mar.11th)</b></li> </ul>

Week	Topics, Homework, and Assignments
	<b>Module 3: Human Development and Poverty Reduction</b>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Developing human capital</li> <li>• <b>Summary:</b> Explain the Human Capital approach and Human Capabilities approach; Labor Productivity and Economic Growth; Government policies to deepen human capital</li> <li>• <b>Required Readings/Works:</b> Labor Productivity and Economic Growth (Economics pp485-493); Poverty Perspectives: basic needs approach vs. capability approach [Online Resource]; What is Poverty Mindset [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> A Comparison of Four Poverty Approach [Online Resource]; Understanding Poverty: the human development approach [Online Resource].</li> <li>• <b>Assignment:</b> Practice Quiz 6; Self-Reflection 6 (Poverty Mindset).</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Achieving primary education</li> <li>• <b>Summary:</b> Discussion of encouraging school participation and achieving primary education; young people's participation as students and teachers.</li> <li>• <b>Required Readings/Works:</b> The End of Poverty: Economic Possibilities for Our Time (pp148-169); The SDGs Report 2022 (Goal 4); United Nations: Reducing Poverty Through Education - and How [Online Resource]; The End of Chinese Prosperity   Scott Rozelle [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015 [Online Resource].</li> <li>• <b>Assignment:</b> Self-Reflection 7 (UNDP Stories or Case Study).</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Empower women and promote gender equality</li> <li>• <b>Discussion:</b> Discuss supporting the education of young women and girls and promoting gender equality.</li> <li>• <b>Required Readings/Works:</b> The End of Poverty: Economic Possibilities for Our Time (pp170-187); The SDGs Report 2022 (Goal 5); United Nations: Female Empowerment and Extreme Poverty Reduction [Online Resource]; Gender equality UNICEF India [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015 [Online Resource].</li> <li>• <b>Assignment:</b> Self-Reflection 8 (Women equality or empowerment);</li> <li>• <b>Assessment Quiz 3 (W13, Tue, Apr. 8th)</b></li> </ul>



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Week	Topics, Homework, and Assignments
	<b>Module 4: Employment and Poverty Reduction</b>
Week 12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Employment and decent work for all</li> <li>• <b>Summary:</b> Explain the labor market, employment discrimination, and the link between unemployment and poverty.</li> <li>• <b>Required Readings/Works:</b> Labor Market (Economics pp87-95; pp345-354); The End of Poverty: Economic Possibilities for Our Time (pp109-130); The SDGs Report 2022 (Goal 8). Small business growth in Yemen [Online Resource].</li> <li>• <b>Additional Recommended Resources:</b> The MDGs Report 2015 [Online Resource].</li> <li>• <b>Assignment:</b> Practice Quiz 7.</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Microfinance to reduce poverty</li> <li>• <b>Summary:</b> Discussion of what is micro-finance and how micro-finance reduces poverty</li> <li>• <b>Required Readings/Works:</b> Financial Market (Economics, pp409-430). The End of Poverty: Economic Possibilities for Our Time (pp90-108); The SDGs Report 2022 (part of Goal 5).</li> <li>• <b>Additional Recommended Resources:</b> Micro Finance and Poverty Reduction of Selected Households [Online Resource].</li> <li>• <b>Assignment:</b> Practice Quiz 8.</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Poster Symposium</li> <li>• <b>Summary:</b> YEP Project Poster Symposium – students in groups present their posters - Youth ending poverty and proposals for action</li> <li>• <b>Required Readings/Works:</b> N/A</li> <li>• <b>Assignment: Poster Symposium and Evaluation (Thurs. Apr.17th)</b></li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• <b>Topic:</b> International capital flows, foreign aid, and global partnership.</li> <li>• <b>Summary:</b> Foreign aid works for low-income countries and effects on jobs, wages, and working conditions. Discussion of special needs of the least developed countries and incorporation with developing countries to develop and implement strategies for decent and productive work.</li> <li>• <b>Required Readings/Works:</b> International Capital Flows (Economics pp568-575); The End of Poverty: Economic Possibilities for Our Time (p226-p265); The SDGs Report 2022 (Goal 17).</li> <li>• <b>Additional Recommended Resources:</b> A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development [Online Resource].</li> <li>• <b>Assessment Quiz 4 (W15, Tue, Apr.22nd)</b></li> </ul>

- Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated on e-learning as an announcement. It is solely the student's responsibility to stay informed of any changes.
- \*Indicates the reflection on an experiential learning activity.

\*\*\*By enrolling in this course, you agree to the terms outlined in this syllabus! \*\*\*

## 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:

<p><b>Content:</b> <i>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).</i></p>	
<ul style="list-style-type: none"> <li>• Identify, describe, and explain the cross-disciplinary dimensions of the pressing societal issue or challenge, that is, extreme hunger and poverty within the US and around the world, as incorporated into the course (Quest 2, S, D). Assessment: Module Assessment, Reflections.</li> <li>• Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty. Discuss the policies of government and strategies of international organizations. Assessment: Module Assessment, Reflections.</li> </ul>	<p><b>S, D</b></p>
<p><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>	
<ul style="list-style-type: none"> <li>• Critically analyze the government and international organization policies implemented for reducing poverty. Assessment: Reflections, Presentation, Essay</li> <li>• Critically evaluate the potential outcomes and propose options for action for poverty reduction. Assessment: Module assessment, Reflections, Poster symposium</li> </ul>	<p><b>S, D</b></p>
<p><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>	
<ul style="list-style-type: none"> <li>• 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 (Quest 2, S). Assessment: Reflection, Poster Symposium.</li> </ul>	<p><b>S</b></p>
<p><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>	
<ul style="list-style-type: none"> <li>• Propose potential options for action for poverty alleviation in an economically feasible, environmentally sustainable way to implementing solutions (Quest 2, S). Assessment: Poster Symposium, Reflection.</li> </ul>	<p><b>S, D</b></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>	
<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</p>	

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<p>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>	
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## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

Students must participate in all 3 experiential learning activities by signing up to the organized groups. The instructor will formally host all three events.

#### 1: Organized tour to Bread of The Might Food Bank. (20 points for participation)

To understand the operation of a local food bank and its distribution system and to identify its role in hunger elimination and poverty reduction. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

325 NW 10<sup>th</sup> Avenue, Gainesville, FL 32601.

The organization has confirmed the capacity of a tour with a group of 10 students each working day.

#### 2. Organized volunteer service for Bread of The Mighty or Bronson Mobile Pantry (20 points for participation)

To acquire experience in poverty reduction-related non-profit organizations. Students will be able to answer questions about how to make the operation more effective and sustainable at the local level. As the follow-up evaluation, a reflection must be submitted within 7 days of experience.

- Bread of The Mighty, 325 NW 10<sup>th</sup> Avenue, Gainesville, FL 32601.

Volunteers work to support our warehouse staff. The main tasks that will be asked of volunteers include sorting, packing, and cleaning.

- Gainesville Free Grocery Store, Civic Media Center, 433 S Main St, Gainesville, FL 32601

Volunteers pack and deliver free groceries every Tuesday out of the Civic Media Center. Help out as a sorter, packer, driver, or facilitator with shifts starting between 2-6 pm

#### 3. Youth Ending Poverty Project (YEP) and Poster Symposium (in class) (100 points)

To develop, propose, and present the YEP project on a poverty reduction program on local, domestic, or international level.

During the semester's end, students will have the opportunity to research, analyze, and propose, and present their research findings, interact with peers, learn from one another, inspire each other by sharing their work of learning poverty reduction programs.

Students in groups (3-4 students as a working group), act as youth advisers to develop a project proposal, which is centered around a poverty reduction program (at community, domestic, or international level). The proposal aims to provide recommendations how to improve / sustain the current program and outline the ways in which young people can contribute.

The proposal must include an introduction, why it matters, goals of targets the program and current progress, actions to improve the program, how youth can directly involve and contribute, and what are

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the expected outcomes. Students are also required to evaluate and analyze the strengths and weaknesses to provide recommendation for rollout to other communities, regions, or other developing countries. All citation, links to websites, and table and figures must be properly cited.

The poster will be presented in a Poster Symposium at the semester's end.

The poster will be evaluated by other groups in the symposium (individually). Students are required to evaluate at least 6 posters, and the evaluation are due 2 days of symposium. Individual member's participation/contribution will be evaluated by team members.

Poster Evaluation Rubric for Poster (draft)

Poster #	Visual appeal (1-5)	Content quality (1-5)	Poster presentation (1-5)	Response to questions (1-5)	Overall (1-5)
	Overall visually appealing	Text content is clearly arranged. Cites all obtained from other sources. APA citation style	Presents main points of introduction, methods, results, and conclusions	Narration and/or answering of questions	Overall assessment
1					
2					
3					
4					
5					
6					

## 2. Details of Self-Reflection Component

Students reflect on experiences with poverty reduction organization/program/agency within one week of the experience. The instructor will evaluate and provide feedback on all of the student's written assignments.

The reflections will include the following questions.

- Describe the organization and operation: what organization did you go and what they are servicing for? What did you do? Define a poverty reduction component to the activity.
- Reflect on your experiences: How did you feel about the operation? What sorts of activities were there in the organization? Is it an effective operation/program? What do you think they did good and what they could improve?
- Evaluate the experience: Compared to your prior knowledge about poverty reduction, how does the experience change your understanding, perception, attitude toward poverty reduction? Do you think the experience was worth to you and have value to others? What are the benefits other may acquire to accessing the experience?

- Develop a marketing statement: after capturing the program's value, you should try to promote the organization, get more support, and engage more people to contribute to poverty reduction.

**1. Self-Reflection on prior experience (10 points)**

To link students' previous experience of poverty reduction programs/events with the content in class.

In the first week, students are required to reflect on prior experience with poverty reduction organizations or events, with a focus on prior knowledge and experience. It is helpful for course delivery and work with students. A Reflection Writing Assessment Rubric is provided.

**2. Reflection on the tour to Bread of The Mighty (10 points)**

To describe the food bank operation and distribution system and to evaluate the effectiveness of the program.

In the first half of the semester, students have acquired some knowledge and information about poverty reduction. After the tour of the Bread of The Mighty, students will be able to summarize the role of the food bank in poverty reduction at the local level. Also, students evaluate the effectiveness of the operation, with a focus on the evaluation component. A Reflection Writing Assessment Rubric is provided.

**3. Reflection on the Volunteer Service (10 points)**

To identify the organization/agency's contribution to poverty reduction and to propose how to make the program more effective and sustainable.

In the second half of the semester, after attending the volunteer service, students will be able to describe their volunteering experience and highlight how the service contributed to poverty reduction. Evaluate the program and develop a proposal for making the program more effective and sustainable, with a focus on the proposal.

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A Reflection Writing Assessment Rubric is provided.

### Reflection Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use an APA writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## VI. Required Policies

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### **Plagiarism**

The Student Honor Code and Student Conduct Code states that:

"A Student must not represent as the Student's own work all or any portion of the work of another.

Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

### **Attendance and Make-Up Work**

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Accommodations for Students with Disabilities**

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. 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.

### **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 education 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 deliver by an 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 presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 3 Revised: September 2024 conversations between students in the class or between a student and the faculty or guest 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. For online course with recorded materials a statement informing students of privacy related issues such as:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/>.

### **Academic Honesty**

## Course Syllabus IDS2935

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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 a 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.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/> )

### **Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on

campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

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## Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

### Health and Wellness

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

### Academic Resources

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

## Course Syllabus IDS2935

- [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](mailto: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.

### Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

## **Lauren's Promise: I will listen and believe you if someone is threatening you.**

Lauren McCluskey, a 21-year old honors student athlete, was murdered on October 22, 2018, by a man she briefly dated on the University of Utah Campus. We must all take actions to ensure this never happens again. Any form of sexual harassment or violence will not be excused or tolerated at the University of Florida.

If you are experiencing sexual assault, relationship violence, or stalking, you can take the following actions:

- If you are in immediate danger, call 911.
- Report it to me, and I will connect you to resources.
- Seek confidential sources of support and help:
- UFPD Office of Victim Services: 51 Museum Road, 352-392-5648
- Sexual Assault Recovery Services (SARS): Infirmary Building, 352-392-1161
- Alachua County Rape Crisis Center (confidential): 352-264-6760

## **Appendix**

### Rationale and Placement in Curriculum

The course "How Do We End Poverty?" is designed to address the pressing question of poverty reduction. Despite significant strides in reducing poverty rates, contemporary issues such as the COVID-19 pandemic and climate change necessitate innovative solutions. This course aims to provide students with a comprehensive understanding of the multifaceted nature of poverty and poverty traps and equip them with the knowledge and skills to contribute to poverty reduction strategies. Also, it encourages students to explore how factors such as race, ethnicity, gender, and socio-economic status intersect with poverty, fostering an inclusive understanding of the issue.

Placed within the curriculum, it serves as a bridge between theoretical knowledge (economics) and real-world application, providing students with a robust foundation for poverty reduction. The course "How Do We End Poverty" is placed to offer students a holistic understanding of poverty and equip them with the knowledge and skills necessary to contribute to the global agenda of poverty eradication.

### **Course Updates: Temporary vs Permanent requests**

After the temporary Quest approval, the course has been taught for two semesters. I made substantive changes to enhance the effectiveness of the course, involving refining learning objectives, developing more engaging course content, designing more thought-evoking assignments, and streamlining experiential learning opportunities.

### **Module Learning Objectives (Specific, Diverse, Applicable)**

The learning objectives are more specific, measurable, and aligned with desired outcomes. For example, instead of a general objective like "understand poverty," specify measurable outcomes to "Identify and explain the potential causes of poverty and analyze the impact of structural and systemic economic traps on poverty."

Emphasize the application of knowledge by including objectives that require students to apply theories and concepts to real-world poverty reduction. For example, experiential learning activities include food bank volunteer service and reflection on post-volunteer service. Also, in the revised Youth Ending Poverty project, the project management knowledge and skills, poster development, and poster symposium are improved to better assess the learning outcomes.

### **Course Content**

The revised course integrated real-world examples and case studies to make the content more relatable and applicable. This helps students connect theoretical concepts to practical situations, fostering a deeper understanding of poverty reduction. For example, I share my own experience regarding how to lift myself out of poverty through a long poverty reduction journey by analyzing different poverty traps. Also, I invited guest speakers to share first-hand, real-life poverty reduction examples and stories involving education reforming in Nigeria, employment programs in India, and microfinance programs in Bangladesh.

## Course Syllabus IDS2935

I also included the diversity components in the course by explicitly addressing the understanding of diverse perspectives on poverty. For example, I added one section to discuss poverty across race, ethnicity, gender, age, etc. In another chapter, discussing employment and poverty connections, I emphasized gender inequality and women empowerment (module 4).

### **Experiential Learning Activity**

The experiential learning activities are a vital part of the course. The experiential learning activities have been streamlined. I arranged the food bank visits and volunteer services (food bank and mobile pantry) earlier. I allocate more weeks for students to work on the YEP project by splitting it into smaller YEP assignments. Also, the project management knowledge and poster development skills are shared throughout the semester. The final poster symposium then becomes smoother and reinforces students' learning. Exposing students to real-world poverty reduction efforts enhances students' understanding and provides valuable insights. Also, volunteering service in food banks and mobile pantries and attending poster symposiums simulate students' decision-making processes related to poverty reduction. This hands-on approach also helps students develop problem-solving skills in a controlled environment.

### **Assessments and Assignments**

I started to offer a variety of assessment formats, in-class activities (quiz and drawing), Canvas quizzes, Perusall readings, self-reflection on readings, experiential learning activities, YEP projects, poster development, and poster symposiums. The variety of assessment formats prompts students to analyze their learning experiences critically, connects theoretical concepts to their evolving perspectives on poverty and its complexities, and allows students to demonstrate their understanding in multiple ways.