

Human Shelter Development

Quest 1 Syllabus

Primary General Education Designation: Humanities

I. Course Information

Quest 1 IDS2935

Theme: Nature & Culture

Fall 2020

Meeting Day/Time: Tuesday 1:55-2.45pm, Thursday 1:55-3:50pm Location: Zoom

General Education Designations: Humanities, International

* A minimum grade of C is required for general education credit *

Instructor

Jason von Meding – jason.vonmeding@ufl.edu

Office location: RNK344

Office hours: Wednesdays 1pm – 5pm (and by appointment). **Fall 2020 via Zoom only.**

Phone: (352) 294-3374

Course Description

This Quest 1 course takes students on a journey across time and space to explore the ongoing human endeavor to satisfy a basic need for safe and healthy shelter. They will learn the full extent of the impact of this endeavor on the natural environment, through an evaluation of sustainability and resilience indicators, and what the future might look like under various climate change (and maldevelopment) scenarios. Not only is the natural environment profoundly impacted by human shelter needs, but our solutions often fall well short of ensuring quality of life of occupants. Drawing on interdisciplinary resources and methods, the course emphasizes the various criteria involved in housing decisions and encourages a self-reflection to be applied through future scenarios.

By evaluating the emergence of shelter techniques across diverse cultures, we can draw lessons regarding international differences in attitudes towards, and relationships with, the natural and built environment. This course will focus on the many factors that go into residential construction decisions, such as site selection, economic factors, social and political involvement, and the effects on the local community. Additionally, the course will examine how the need for shelter can be met sustainably; resilient design, healthy buildings, resource conservation, and a socially and politically proactive approach to shelter that prioritizes the needs of the most oppressed.

Required & Recommended Course Materials

The purchase of textbooks is not required for this course. Your learning resources will be a mixture of books, academic journal papers, media articles, videos and other sources that arise. These will be advised and updated on Canvas.

Citation Management Guide from UF Libraries: <http://guides.uflib.ufl.edu/citationsoftware>

Course Communications

This course is set up as a learning community, and a questioning approach is central to building healthy educational relationships. Students should use the discussion board on Canvas to ask questions that the whole class might benefit from considering. Inquiries of a private nature can be sent to jason.vonmeding@ufl.edu.

Fall 2020 – A note from your instructor

This is not a normal semester. You are all taking classes in the middle of a pandemic and the circumstances will require us all to maintain situational awareness. We should all be prepared to have some flexibility and show care for others as things evolve. The number one priority for me is your health and safety. If your personal situation changes (e.g. you or a family member becomes sick, living arrangements change) please contact me so that we can discuss your needs and ensure that you can learn without sacrificing physical or mental wellbeing. This class should be an exciting chance to learn, not something that adds to already stressful life situations – if you are ever feeling overwhelmed I would encourage you to also reach out to the services available in the Health and Wellness section of the syllabus.

II. Coursework & Schedule

List of Graded Work

Work	Description	Word Count	Points
Syllabus Reflection	Summarize and respond to syllabus with your thoughts on/hopes for the class and potential challenges	100 - 250	50
Learning Content Analysis	13 weekly written analytic responses to course material in relation to critical life questions.	100 - 250	260
Quizzes	13 weekly quizzes to evaluate reading/watching/listening comprehension.		130
Group Presentation	Team presentation on evaluation of a particular residential situation for impact on the natural environment and society.	Upper limit 2000	75

(all members receive same grade)	<ul style="list-style-type: none">- Report- Presentation to class		25
Mid-term	In-class, objective and essay questions. Summary of topics from first half of course.		230
Final	In-class, objective and essay questions. Summary of topics from the second half of course.		230
Total Points			1000

Weekly Course Schedule

W	Date	Topic (Question/ Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
1	1 Sept	Getting Started: What is a Quest Class?	Examine the principles of the Quest 1 course and the objectives of the program. Discuss the variety of perspectives (geographically, disciplinarily, temporally) and sources informing the curriculum for this course and the importance of an underpinning humanities focus.	Read: Henry David Thoreau, Walden, Chapter 1 with a focus on Shelter as a “necessity of life”	
	3 Sept	What is Human Shelter?	Evaluate the significance of the human shelter and how it fits within Quest 1. Discuss philosophical underpinnings of shelter as a basic human need/right.	Read: Course Syllabus	Weekly Quiz Learning Content Analysis
2	8 Sept	A history of shelter	Chart the evolution of shelter through history and across geographies.	Watch: “Housing Through the Centuries”	Syllabus Reflection
	10 Sept	Influences on shelter development	Discuss the various historical influences on the development of shelter such as politics, religion, power, economics and geography. Consider how we have arrived at a place where 1.5 billion people around the world do not have adequate shelter.	Read: An interview with Mike Davis, author of Planet of Slums Guest: Vicente Sandoval, Freie Universität Berlin, Germany.	Weekly Quiz Learning Content Analysis
3	15 Sept	The house, the home and private property	Investigate the origins of private property and how this fundamentally creates tension with the idea that all people deserve a safe and healthy place to live.	Read: Schuessler, J. A Harvard Sociologist on Watching Families Lose Their Homes	

W	Date	Topic (Question/Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
	17 Sept	The right to shelter	Consider the efforts of oppressed groups to gain and keep access to safe and healthy shelter, in the U.S. and in other countries.	<p>Listen: Episode 7 of SOLD Podcast - a housing debate that centers on race, class and culture</p> <p>Guest: Desmon Duncan-Walker, Gainesville Alliance for Equitable Development.</p>	Weekly Quiz Learning Content Analysis
4	22 Sept	The impact of human shelter on nature	How does our building of shelter impact the natural environment? How can impact be limited? We will analyze life cycle impacts of residential construction including operation and maintenance. Focus on energy and water resources with their global impact.	<p>Read: Energy-Efficient Home Design and Ultra-Efficient Home Design</p>	
	24 Sept	On living WITH nature	Introduce the philosophy of net zero living. How can this approach be promoted? Discuss waste, consumption and planetary limits.	<p>Watch: Simple Permaculture-Based Grey-Water Treatment System</p> <p>Guest: Dr Ksenia Chmutina from Loughborough University, UK.</p>	Weekly Quiz Learning Content Analysis
5	29 Sept	Economics of homes	There is a cost dimension to human shelter – homes can be affordable or opulent. We will discuss how homes are paid for and by whom and talk about the housing market. What other expenses are connected to living in a home?	<p>Read: Under US housing policies, homeowners mostly win, while renters mostly lose</p>	
	1 Oct	Finding “humanity” in shelter	Introduction to programs that can assist financially challenged families and their social benefit. Unpack the idea of “humanity” and how the built environment illustrates how just or unjust a society is.	<p>Read: Who owns the “right to the city”?</p> <p>Guest: representative from Habitat for Humanity</p>	Weekly Quiz Learning Content Analysis

W	Date	Topic (Question/ Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
6	6 Oct	Construction Methods	Discussion on human and cultural factors that influence home design and construction – comparing innovations, norms and standards across borders. Consider ideas of local, traditional and vernacular.	Read: Common Home Construction Methods	
	8 Oct	Observe a prefab home construction	Site visit to observe the details of the construction process and demonstrate a particular type of construction process. Intended to promote discussion on prefab construction benefits and disadvantages.	Site visit to Habitat for Humanity Santa Fe college home construction project (virtual for Fall 2020)	Weekly Quiz Learning Content Analysis
7	13 Oct	A global view of sustainability	Summary of how previous lessons relate to sustainability, the global impact of shelter on society and the environment.	Watch: Net-Zero 101 - The secret of building super energy efficient net-zero homes	
	15 Oct	Midterm exam		Read: “Our cities fall short on sustainability, but planning innovations offer local solutions”	Weekly Quiz Learning Content Analysis
8	20 Oct	International Design and Planning	Discuss emerging trends in design and planning from an international perspective. Consider important theories, movements and the connection with how societies have developed over time.	Read: An overview of “New Urbanism”	

W	Date	Topic (Question/Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
	22 Oct	International residential trends	Analysis of how current international trends affect individuals and their interaction with the environment.	<p>Read: Global housing markets ensnared by pandemic's high unemployment: Reuters poll</p> <p>Guest: Center for International Design and Planning</p>	Weekly Quiz Learning Content Analysis
9	27 Oct	Social context of housing	Consider the impact of development on the community and the environment. How does the market interact with the needs of individuals and families?	<p>Listen: There Goes the Neighborhood Podcast, Episode Miami "The Land Rush"</p>	
	29 Oct	Putting it into practice	Current residential contractors apply numerous metrics based upon social and economic factors to determine the optimum home design and construction. Site visit is intended to demonstrate how those factors apply to a real-life situation and assist students with performing self-evaluations.	Site visit to America's Home Place contractor site (virtual for Fall 2020)	Weekly Quiz Learning Content Analysis
10	3 Nov	Affordable Housing	Analysis of social challenges for low income occupants and how this affects the community economically as well as quality of life.	<p>Listen: Rudy Leon, A Renter Running for City Council during an Affordable Housing Crisis</p>	
	5 Nov	Working with communities	Discussions will focus on changes that are being implemented to provide affordable housing and community development.	<p>Read: Rise of the yimbys: the angry millennials with a radical housing solution</p> <p>Guest: Shimberg Center for Housing Studies</p>	Weekly Quiz Learning Content Analysis

W	Date	Topic (Question/Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
11	10 Nov	Healthy Buildings	Introduce the multi-disciplinary factors that affect health and well-being in residential environments.	Read: Damp in Bathroom. Damp in Back Room. It's Very Depressing!	
	12 Nov	Equity in human health outcomes	Discussions to focus on health outcomes with attention to vulnerable populations.	Listen: Health equity and housing Guest: Center for Health and Built Environment	Weekly Quiz Learning Content Analysis
12	17 Nov	International regulations	Discussion on how various countries address government regulations for housing and their effectiveness.	Watch: Solar Passive Design or Passive House?	
	19 Nov	The role of government	Introduction to the regional and national regulations that impact housing/apartment construction and their impact on nature and cultural elements. This will include discussion of how the creation of risk is currently incentivized.	Read: 'Geography of Risk' Calculates Who Pays When A Storm Comes To Shore Guest: Thomas Ruppert, attorney with Florida Sea Grant	Weekly Quiz Learning Content Analysis
13	24 Nov	Climate change and an uncertain future	Evaluation of the changes likely under climate change projections – in Florida, the U.S. and internationally – and how to approach future development planning. Do we build in resilience and adaptation or simply stop building so much?	Read: The arts and humanities: tackling the challenges of mass displacement	
	26 Nov	Self-reflection on individual	Discussion to focus on the individuals or organizations that are collectively organizing to address global issues (such as climate crisis, housing access, poverty and	Carousel activity where students can visit a series of facilitated tables and participate in activities that help them reflect on their	Weekly Quiz

W	Date	Topic (Question/ Subject)	Humanities + Q1 Method/Concept/Practice at Work	Reading & Other Activities	Assigned Work Due
		roles and responsibilities	inequality) and challenge students to consider how they can be a part of the process.	personal and collective role in being part of the solution.	Learning Content Analysis
14	1 Dec	Group Presentations	Collaborative presentations to demonstrate acquired skills and understanding of course learning objectives.		Group Presentations
	3 Dec	Group Presentations	Discussions to promote an open sharing of ideas and encouragement of new ideas regarding human shelter.		Group Presentations
15	8 Dec	Conclusion	Discussion to summarize the information provided in the course. Analysis of achievement of the course objectives.		
	10 Dec	Final exam			Final exam

III. Grading

Attendance

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/>

Grading Scale

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

A	94 – 100% of possible points		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%		F	<60

General Writing Rubric: This will be used for all writing assignments.

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites sources. (36-40)	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)

Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	Uses irrelevant details or lacks supporting evidence. (0-6)
Style (10pts)	Chooses words with precision and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Awkward sentences throughout. Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)

General Presentation Rubric

Category	Scoring Criteria	Total Points
Organization (3 points)	Presentation is pre-loaded onto presentation computer.	1
	Copies of slides presented to instructor.	1
	Information is presented in a logical sequence – including agenda, recap and closing (ask for the business) slides.	1
Content (14 points)	The team’s topic is well defined and supports the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world.	3
	There is a clear conclusion that relates to the topic.	4
	Supporting documentation is provided that defends the proposal and reflects the multi-disciplinary nature of this course	3
	Financial impacts are evaluated for the various alternatives.	4
Presentation (8 points)	The speakers maintain good eye contact with the audience and are appropriately animated (e.g., gestures, moving around, etc.). The speakers use clear, audible voices, delivery is poised, controlled, and smooth. Information is well communicated without the use of notes or reading from the slides.	3
	The speakers are properly attired in business/business casual attire.	1
	Slides and/or videos are well prepared, informative, effective, and not distracting. Slides are spell checked and contain no typos.	2
	Length of presentation is within the assigned time limit of 8-10 minutes.	2
Score	Total Points	25

IV. Quest Learning Experiences

Course Delivery and Engagement

Number of Seats Anticipated: ___46_____

Delivery Method: _____online via Zoom/Canvas_____

This course will require both on-line and in-class participation. Each week students will:

- 1) Do assigned readings prior to the first class of the week (provided on line).
- 2) Attend all class periods
- 3) Take on-line quiz to evaluate comprehension of assigned content and class discussion.
- 4) Submit Learning Content Analysis at the end of each week

The course will use a mix of lectures, discussions, readings, videos, podcasts and practical group activities in the classroom. The central approach will be to develop and maintain a dialogue between all participants in the course (instructor and TAs included). You should review the Module materials in advance of attending the class on each topic – we will be discussing readings, videos, websites etc. Visiting experts will be invited to provide real life examples of applicable situations. A group presentation assignment will enhance student interaction and provide student feedback among their peers.

Details of Experiential Learning Component

Two field trips are scheduled for the course:

- 1) Tour of residential construction site. Safety equipment will be provided by Rinker School of Building Construction. Students will be expected to wear solid shoes and appropriate clothing. Release forms will be signed by the students prior to attending the site. The site visit is designed to educate the students on the business side of residential community construction and evaluate the impacts on the environment. A focus of the site visit will be the factors that a developer considers regarding social/economic objectives for the site and how that impacts the natural environment.
- 2) Tour the Habitat for Humanity home at Santa Fe College. The site visit is intended to familiarize the students with the aspects that go into individual home selection for quality of life and long-term impact on the environment. Information will be provided on the benefits and impact of the Habitat for Humanity program. Students that are interested in continued participation with Habitat for Humanity or equivalent programs will be provided up to 5% extra credit based upon the level of involvement.

* In Fall 2020, with this class in 100% online mode, the site visits will be in the form of a video link.

Details of Self-Reflection Component

Throughout the course the students will be expected to reflect on how the lessons learned affect their attitude toward lifestyle and the impact on the world. In particular, the weekly Learning Content Analysis will seek to develop the student's application of the weekly lessons towards their own life. To

demonstrate their self-reflection, the final group presentation is meant to capture the important principles that affect how nature – and society – is impacted by the way that we build and utilize shelter.

What is the essential/pressing question your course explores?

The essential question for this course is how personal and collective choices about where and how we shelter affect the natural environment, and other people. By using a variety of parameters such as sustainability principles, economic factors, and government regulations, students will learn to approach the basic human need for shelter with a critical eye, question their assumptions and make more informed decisions about how they choose to live.

Online Class Recording

Zoom 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.

Class Demeanor or Netiquette

All members of this class are expected to follow rules of common courtesy in the classroom, in email messages, threaded discussions and chats.

When communicating in general, you should always:

- Treat instructor and each other with respect, even in email or in any other online communication
- Feel free to refer to your instructor as Jason (or Dr von Meding if you are more comfortable)
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar, and avoid slang terms
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line

- Attempt to be concise
- Avoid attachments unless you are sure your recipients can open them
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all"
- Be sure that the message author intended for the information to be passed along before you click the "forward" button

When posting on the Discussion Board, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- When you disagree with someone, you should express your differing opinion in a respectful way
- Do not make personal or insulting remarks
- Be open-minded

V. General Education and Quest Objectives & SLOs

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

Humanities Objectives →	Quest 1 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...)
Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.	... explore the basic human need for shelter, how it has been satisfied through residential building and why our shelter solutions reflect relationships with each other the planet.	... examining the historical evolution of shelter related issues in diverse cultural/ professional/ disciplinary contexts.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	... examine the influence of arts, history, religion, and culture on the provision (or non-provision) of adequate human shelter.	... presenting a historical perspective on the development of shelter in parallel to similar periods in art and religion. Students will explore how the humanities have impacted the provision of shelter.
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	... require the students to research the social and cultural context of shelter development and evaluate the impacts of how we shelter on society and the environment.	... developing group presentations to be reviewed by peer groups that relate the lessons learned from humanities resources.

Humanities Objectives →	Quest 1 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...)
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.	... present a variety of theoretical and empirical approaches to the evaluation of adequate/ sustainable / resilient shelter and establish processes for analysis of the data.	Weekly content analysis will require the students to evaluate a range of perspectives and approaches to shelter and ask important questions about humanity's failure to provide shelter for all as a right.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	... provide tools for evaluating shelter and other built forms, emerging from diverse cultural origins.	... requiring students to continually reflect on learning and how it applies to their individual lives, and then to develop a final project that synthesizes results.
International courses 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 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 international differences in cultural, economic, political, and social experiences as they relate to the development of shelter.	...integrating international examples and analysis across the course modules. This will encourage students to look beyond their own experiences and recognize that shelter issues manifest differently around the world depending on context.

Humanities Objectives →	Quest 1 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 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.	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	... analyze how an individual's understanding of shelter issues, and the practice of building shelter itself is profoundly influenced by cultural, economic, political, and social systems, as well as driven by beliefs and worldviews.	... require students to evaluate key differences between global societies and communities, with the aim of finding commonalities that allow us to meet shared shelter challenges.

This Course’s Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

	Humanities SLOs → Students will be able to...	Quest 1 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 history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Identify, describe, and explain the historical evolution of human shelters and the impact of human cultural differences such as religion, philosophy, and the arts, on how we view, create and use shelter.	Weekly written analysis, midterm exam, and the group presentation.
			Identify and critique the impact of humanities principles on aspects of shelter such as sustainability, equity and resilience.	Weekly written analysis, midterm exam, group presentation, and the final exam.
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.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate what makes shelter “adequate”, bridging the gap between common technical parameters and historical, philosophical and arts-based approaches.	Weekly written analysis, midterm exam, group presentation, and the final exam.

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Develop and present information in clear and concise oral and written formats.	Weekly written analysis and group presentation.
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect course content with decision making tools based on professional development.	Weekly written analysis and group presentation.
International	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.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Evaluate and analyze how the development of shelter across global human societies has been influenced by cultural, economic, political, and social systems, as well as driven by beliefs and worldviews.	Weekly written analysis and group presentation

VI. Required Policies

Students Requiring Accommodation

I believe that all students have a right to access the same opportunities for learning. Inclusivity is critical for a healthy learning environment. Some of you may experience particular disabilities for which you require accommodations. This is something that your instructors need to know about as soon as possible, so that they can plan appropriately. If this is the case, and you have not already done so, you should first register with the [Disability Resource Center](#) (352-392-8565). The DRC is a group of people dedicated to supporting students – they are friendly and there to help. Once you register, the DRC can provide an accommodation letter that you can present to me and other instructors so that we can respond to those needs.

UF Evaluations Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/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 honesty 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. 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 Dr von Meding or a class TA.

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.](#)

Academic Resources

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

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

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

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.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)