



## **ALS 3940 - Challenge 2050: The Experience**

3 Credits, Summer Session C  
Tuesdays 9:30AM – 10:45AM  
Heavener 210, Brazil, & Beyond

### **Instructors**

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### **Course Overview**

Students engage in trust building, accompaniment, and community development experiences within developing global contexts. Through the immersion experience, students gain an understanding for concerns relating to population fluctuation including issues related to economics, environment, food, health, and social systems. International immersion allows students to apply sustainable practices in developing areas.

### **Course Objectives**

Given participation in the course, students will have the opportunity to engage in the mastery of the following objectives:

- 1) Develop experiential knowledge associated with addressing the challenges of population fluctuation in immersive contexts
- 2) Develop and practice cultural and intercultural competence
- 3) Develop and practice skills associate with trust building, accompaniment, and community development
- 4) Design community based initiatives with resident populations to address challenges associated with population fluctuation in immersive contexts

### **Course Structure**

Students will travel to an international context to engage in diverse population and explore the role of culture with respect to the 2050 Challenge. Students gain awareness and experience divergent perspectives directly linked to global population. Students explore how values, attitudes, and norms of the experienced culture impact their lives and develops agency for addressing Challenge 2050 problems, and promotes the development of global citizenship.

Please note that ALS 2410 - Challenge 2050 – Global Uncertainty serves as a prerequisite for this course.

### Course Materials

Readings and resources fostering awareness of international cultures and connections among the cultures will be provided for the course.

### Course Requirements

*Cultural Awareness Memoir* - Students are asked to journal their daily experiences and resulting attitudes prior to arriving and during their stay in the international context. Students will reflect upon and synthesize their journal entries to create a personal memoir of their international experience as it relates to the Challenge 2050 Project effort.

*Challenge 2050 Book* - Students are asked to create a children’s book that depicts an issue related to the Challenge 2050 that stood out to them during their international experience. Issues selected must incorporate the transdisciplinary nature of Challenge 2050 Project and how experiencing different cultures foster understanding global citizenship.

*Self-Evaluation* – Evaluate the international experience as related to the listed learning objectives. Also, include your evaluation of your development as a global leader.

*Engagement*- Engagement is a critical piece of the learning process when examining culture via an immersive context. Engagement is necessary because students have the unique opportunity to learn perspective for addressing global challenges by asking questions of, interacting with, and practicing accompaniment with the immersive culture. Students will be evaluated based on depth and intentionality of engagement.

### Course Evaluation

Evaluation assesses the degree to which the student fulfills the assigned requirements for each of the below assignments. The course grade is calculating the percentage of points earned out of the 1000 total points possible for the course.

<b>Assignments</b>	<b>Points</b>
Cultural Awareness Memoir	400,000
Challenge 2050 Book	200,000
Self-Evaluation	100,000
Engagement	300,000
<b>Total</b>	<b>1,000,000</b>

### Course Grading Scale:

A 93.4- 100 %	A- 90- 93.3 %	B+ 86.7- 89.9 %	B 83.4- 86.6 %
B- 80- 83.3 %	C+ 76.7- 79.9 %	C 73.4- 76.6 %	C- 70- 73.3 %
D+ 66.7- 69.9 %	D 63.4 66.6%	D- 60- 63.3 %	E <60.0 %

University of Florida Grade & Grade Points Policy can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>.

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 semester. Students will be given specific times when the evaluations are available. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### Course Policies

**Absences and Missed Class Work:** It expected you attend every class session. If you know you will be absent from class, please contact the instructor at least one week in advance from the class session. If you unexpected missed class or had an unforeseen emergency, you will need to provide written documentation to support your absence (e.g., if you are sick, a doctor's note with justification is needed).

For missed work, please contact instructor to develop a plan to make-up the work. Missed work for excused class absences will be accepted with no penalty if completed by the extended deadline. For unexcused absences, missed work will be accepted with a 10% penalty for everyday late after the due date.

More information regarding class attendance and make-up policies for class work are consistent with University of Florida policies and can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Finally, please do not wait until the end of the semester to discuss problems with the course material or performance in class. Your performance and success are important to the instructor and University of Florida, so please contact the instructor to discuss your concerns as soon as they arise.

**E-Learning:** All students are expected to check E-Learning (<http://lss.at.ufl.edu>) on a regular basis. Please ensure that you have access to this service. Grades are posted here.

**Academic Integrity:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

In the fall of 1995, the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity (See UF Rule [6C1-4.017](#)). Students are required to be honest in all of their university class work. Faculty members have a duty to promote ethical behavior and avoid practices and environments that foster cheating. Faculty should encourage students to bring incidents of dishonesty to their attention. A faculty member, in certain circumstances, can resolve an academic dishonesty matter without a student disciplinary hearing. The procedures and guidelines are available from the [Student Guide](#). All students at the University of Florida have pledged, *On my honor, I have neither given nor received unauthorized aid in doing this assignment* (2014-2015 Undergraduate Catalog).

**Software Use:** All UF faculty, staff and students 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, appropriate disciplinary action will be taken.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health Services provide 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. The

Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
- *Career Resource Center*, CR-100 JWRU, 392-1602, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)

Alcohol and Substance Abuse Program (ASAP)

Center for Sexual Assault / Abuse Recovery & Education (CARE)

Eating Disorders Program

Employee Assistance Program

Suicide Prevention Program

**Students with Disabilities:** "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."

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. 0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Late Assignments:** Baring an unforeseen emergency, all work is due in class or via email to me by 11:59 PM EST on the assigned date. Should you fail to turn your work into me without contacting me, you will receive a grade of 0.

**Challenge Policy: This is your education** and as such I would like you play an active role in it. Should you feel that I have unfairly graded or inaccurately assessed your work product, you have the ability to challenge. I encourage you to schedule an appointment with me to discuss your perspectives in an effort to change my opinion of your work. If successful, I will be more than happy to change your grade, as part of being an effective leader is effective communication.

## Tentative Course Timeline\*

*Unit 1 – Foundation (Prior to leaving for the immersive context)*

Week 1 – What is the experience & why are we going?

Week 2 – Who are you and why is that important?

Week 3 – Culture & Appreciative Inquiry

Week 4 – General Expectation Deconstruction & Packing List

*Unit 2 – The Experience (Within the immersive context)*

Week 5 – Week 6 – These weeks will consist of various activities, intentional reflections, and engagement in the process of accompaniment aimed at global sustainability.

*Unit 3 – Reflection and Reacclimation (After returning from immersive context)*

Week 7 – Constructing What Took Place

Week 8 – A Foot in Two Worlds

Week 9 – Moving Forward with Renewed Purpose for the Challenge

Week 10 – Class Synthesis & Application of Accompaniment within Development Efforts

\*The course will be facilitated in both face-to-face and online formats with respect to Units 1 & 3.