

**ECS** **3021** **Women, Culture, and Economic Development**

Section: RVC

Internet/Fully Online

Fall Term 2025

Professor Information

Irma de Alonso

**Contact:**Canvas Inbox

**Turnaround Time:**Within 48 hours

**Phone:**Department of Economics: (305) 348-2316

**Office:**Office of the Department of Economics: DM-316 (MMC) [Please be aware that I do not have an office at FIU]

**Office Hours:**

All communications will take place online

Course Prerequisites

Prerequisites: ECO2013, ECO2023, or permission of the instructor.

Course Awards

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Description automatically generated

Course Description and Purpose

This course is designated as both a Global Learning and as an elective in both Economics and in Women and Gender Studies. It deals with economic and social issues affecting women, in comparison to men, in various countries of the world. The selected countries to be examined represent various levels of economic development and an ample array of diverse cultures. The purpose of this course is to assist us in understanding the differences between the situation of women, in comparison to men, in developed and developing worlds. An interdisciplinary approach will be used to introduce you to a list of topics relevant to women, culture, and economic development. Basing the course on the ‘capabilities approach,’ we will study how women have been affected by the level of economic development and their culture. We will study the topics of education, health, employment, marriage, divorce, and family planning, as well as domestic violence.

Each team of students will select a country with the responsibility of reporting on the status of women, in comparison to men, in that country for the different topics assigned. For these reports, the students will be updating for their selected countries data provided by Neft & Levine (1997) in Where Women Stand: An International Report on the Status of Women in 140 Countries, 1997-1998. The global perspective of the course will be achieved through active participation in class discussions. Each student will learn from other classmates as the circumstances of the different countries are compared and contrasted. Each student will submit research reports relevant to their country, which will be followed by class discussions. To get diverse cultural perspectives and to analyze how women are affected by culture, films and videos will be used.

The connection between human development and capabilities has been advanced through the Human Development Reports, as developed by The United Nations Development Programme (UNDP). These reports started in 1990 influenced by ideas developed mainly by Nobel Prize winner Amartya Sen. The motivation to generate these reports was to seek other indicators of human development than simply levels of income, as represented by GDP per capita. The emphasis is on people and their capabilities, as expressed not only by their levels of income but also by being able to be educated and live a long healthy life. Since 1990 the reports have evolved and many more indicators have been created, in particular, those dealing with the status of women, in comparison to men, in many countries. We use the Human Development Report as the basis of our data because more than 150 countries are included, and the same methodology is used to generate the various indicators of human development. In addition, the Reports offer a ranking of countries from ‘more developed’ to ‘less developed' in terms of the value of their human development indices.

As a global-learning curriculum course, this course also includes the following two components:

1. An independent co-curricular activity of your choosing provided it addresses one or more of the GL Student Learning Outcomes – activities can range from interviewing women’s rights activists to visiting an NGO that deals with women and development, to attending a lecture series, etc. Of particular interest are the recordings of lectures provided under the Tuesday Roundtables, as some of the lectures are related to topics discussed in class. For additional information, you can visit the Tuesday Times Roundtable.
2. The global learning common reading is Kwame Anthony Appiah, The Case for Contamination. This is an article that appeared in the NY Times Magazine on Jan. 1, 2006, and is now part of Appiah’s book, Cosmopolitanism. During the last week of classes, this article will be discussed in class. First, you will submit a report evaluating the article. Secondly, based on this reading, each student will discuss with three classmates women’s issues learned in the course.

This course is offered fully online. The work to be performed during the semester has been divided into three modules, each of which contains one or more activities. The due dates for each activity are specified on the relevant pages of the Content Modules. The work of this course has been divided into activities lasting one week from Monday morning to Sunday evening before 12 midnight. Each week you will be required to submit a report or to participate in discussions with classmates. Strict deadlines are followed, and late work is not accepted. If you cannot comply with the due dates, this course is not right for you.

Course Goals

This is a fully online course, meaning that all coursework (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students; do assignments; meet deadlines; and in many classes, work in virtual groups.

Student Learning Outcomes/Objectives

Students will be able to:

1. Evaluate women's issues worldwide from multiple cultural perspectives: Within the context of Human Development Indicators, students will be able to evaluate the situation of women, in comparison to men, in selected countries, as they are affected by intercultural and global issues. (Module 2 – 5, 13, 14)
2. Analyze aspects of gender differences in aspects of education, health, employment, marriage and divorce, family planning, and domestic violence, as they are determined by cultural factors and levels of economic development: Within the context of Human Development Indicators, students will be able to compare and contrast the different conditions in which women live, in comparison to men, in selected representative countries. (Module 3, 6 – 14)
3. Examine solutions for local, global, international, and intercultural problems, as they affect women worldwide: Within the context of the Human Development Indicators, students will determine how to help countries to alleviate the situation of women. (Module 6 – 12)

Major & Curriculum Objectives Targeted

This course fulfills your Global Learning graduation requirement. It serves as an elective in the following majors: Economics, and Women’s and Gender Studies, among others.

Textbook and Course Materials for Purchase

No textbook or course material to buy.

Course Materials and Open Educational Resources (OER)

* OER Textbook: Aragon, Janni, and Miller, Mariel. [Global Women's Issues: Women in the World Today, extended version (PDFActions (2017](https://fiu.instructure.com/courses/159607/files/23963292/download?wrap=1)) **(Required reading)**
* The use of Human Development Reports (Required) as well as other national and international documents, as needed to complete the research reports and to guide the discussions and comparisons among countries.
* The 2025 Human Development Report (HDR), “A Matter of Choice, People and Possibilities in the Age of AI,” which was released on May 2025. The link to all the Human Development Reports can be found at [Home | Human Development Reports (undp.org)](https://hdr.undp.org/)
* Appiah, Kwame Anthony. 2006. '[The Case for Contamination](http://www.nytimes.com/2006/01/01/magazine/01cosmopolitan.html?pagewanted=all)' (URL) in NY Times Magazine, January 1. **(Required)**
* [2023 Gender Social Norms Index (GSNI) | Human Development Reports (undp.org)](https://hdr.undp.org/content/2023-gender-social-norms-index-gsni#/indicies/GSNI)
* United Nations Development Programme (UNDP), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women). 2023. The paths to equal: Twin indices on women’s empowerment and gender equality. New York.  <https://hdr.undp.org/content/paths-equal>

**Selected bibliography (readings below will be provided within the course for each of the relevant activities):**

* [2023 Global Multidimensional Poverty Index (MPI) | Human Development Reports (undp.org)](https://hdr.undp.org/content/2023-global-multidimensional-poverty-index-mpi#/indicies/MPI)
* [2024 Global Multidimensional Poverty Index (MPI) | Human Development Reports](https://hdr.undp.org/content/2024-global-multidimensional-poverty-index-mpi#/indicies/MPI)
* Charmes, J. and S. Wieringa. 2003. “Measuring Women’s Empowerment: An Assessment of the Gender-Related Development Index and the Gender Empowerment Measure.” Journal of Human Development and Capabilities, 4(3):419-35.
* Economic data by region and country: [Focus Economics (URL)](http://www.focus-economics.com/countries) Access essential information. Focus Economics provide hundreds of consensus forecast reports from the most reputable economic research authorities in the world.
* Fukuda-Parr, S. and A.K. Shiva Kumar. 2003. Readings in Human Development. New York: Oxford University Press.
* Gertner, J. 2010. “The Rise and Fall of the GDP.” The New York Times. May 16.
* Gupta, S., M. Verhoeven, and E. Tiongson. 2003. “Public Spending on Health Care and the Poor.” Health Economics 12(8): 685-96.
* Harding, R. and L. Wantchekon. 2010. “The Political Economy of Human Development.” Human Development Research Paper 29. UNDP-HDRO, New York.
* Hogan, M. et al. 2010. Maternal Mortality for 181 Countries, 1980-2008. A Systematic Analysis of Progress Towards Millennium Development Goal 5.” The Lancet 375(9726): 1509-23.
* Houweling, T. et al. 2007. “High Poor-Rich Inequalities in Maternity Care: An International Comparative Study of Maternity and Child Care in Developing Countries.” Bulletin of the World Health Organization 85(10): 733-820.
* ILO (International Labor Office). 2010. Global Employment Trends. Geneva: International Labour Office.
* IPU (Inter-Parliamentary Union). [Global and regional averages of women in national parliaments | IPU Parline: global data on national parliaments](https://data.ipu.org/women-averages/?date_year=2025&date_month=05)
* Jolly, R. et al. 2009. UN Ideas That Changed the World. Bloomington, IN: Indiana University Press.
* Jones, C. 2002. Introduction to Economic Growth. New York: W.W. Norton
* Mosse, J.C. 1993. Half the World, Half a Chance: An Introduction to Gender and Development. UK and Ireland: Oxfam.
* Neft, N. and A.D. Levine. 1997. Where Women Stand: An International Report on the Status of Women in 140 Countries. New York: Random House.
* Nussbaum, M. 2000. Women and Human Development: The Capabilities Approach. Cambridge: University Press.
* OECD: https://www.oecd-ilibrary.org/sites/1e0a77e5-en/index.html?itemId=/content/component/1e0a77e5-en#countryli\_container2
* Osmani, S.B. 2005. “Poverty and Human Rights: Building on the Capability Approach.” Journal of Human Development and Capabilities 6(2):205-19.
* Ranis, G. and F. Stewart. 2000. “Strategies for Success in Human Development.” Journal of Human Development 1(1):49-70.
* \_\_\_\_\_. 2010. “Success and Failure in Human Development, 1970-2007.” Human Development Research Paper 10. UNDP-HDRO. New York.
* Robeyns, I. 2003. [“Sen’s Capabilities Approach and Gender Inequality: Selecting Relevant Capabilities.”](https://www.academia.edu/34225916/The_Capability_Approach_An_Interdisciplinary_Introduction?email_work_card=thumbnail) Feminist Economics 9(2-3): 61-92.
* Robeyns, I. (2017). (70) The Capability Approach: An Interdisciplinary Introduction | Ingrid Robeyns - Academia.edu
* Sen, A. 2005. “Human Rights and Capabilities.” Journal of Human Development and Capabilities 6(2): 155-66.
* UN Sustainable Development Goals. Interactive Mind Map. [UN Sustainable Development Goals (SDGs) - Interactive Mind Map | OER Commons](https://www.oercommons.org/courseware/lesson/79021/student/)
* UNDP (United Nations Development Programme). 2010. What Will It Take to Achieve the Millennium Development Goals?—An International Assessment. New York.
* UNDP (United Nations Development Programme). 2025. [Human Development Report 2025 | Human Development Reports](https://hdr.undp.org/content/human-development-report-2025)
* UNDP (United Nations Development Programme.) 2024. Global Multidimensional Poverty Index 2024. [2024 Global Multidimensional Poverty Index (MPI) | Human Development Reports](https://hdr.undp.org/content/2024-global-multidimensional-poverty-index-mpi#/indicies/MPI)
* United Nations,. “Gender Inequality Index.” Human Development Reports, United Nations Development Programme. [Gender Inequality Index | Human Development Reports](https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII)
* UNDP, Specific Country Data: <https://hdr.undp.org/data-center/specific-country-data#/countries/>
* UNICEF (United Nations Children’s Fund). 2010. The State of the World’s Children. New York.
* UNIFEM (United Nations Development Fund for Women). 2010. “Who Answers To Women? Gender and Accountability. Progress of the World’s Women 2008/2009. New York.
* [UN Development Fund for Women (UNIFEM) | Refworld](https://www.refworld.org/document-sources/un-development-fund-women-unifem)
* UN Women Data Hub. Country Fact Sheet: UN Women Data Hub.” Country Fact Sheet [Welcome | UN Women – Headquarters](https://www.unwomen.org/en)
* Vizard, P. 2006. Poverty and Human Rights: Sen’s ‘Capability Perspective’ Explored. Oxford, UK: Oxford University Press.
* “World Health Statistics.” World Health Organization, World Health Organization, [World Bank Group - International Development, Poverty, & Sustainability](https://www.worldbank.org/en/home)  
  www.who.int/data/gho/publications/world-health-statistics
* World Bank: www.worldbank.org/en/home
* “World Bank Open Data.” https://data.worldbank.org
* World Economic Forum (weforum.org). [Global Gender Gap Report 2024 | World Economic Forum](https://www.weforum.org/publications/global-gender-gap-report-2024/digest/)

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**Make-up Policy,** will be determined according to the evidence presented.

**Attendance Policy is not required.**

**Students are expected to:**

* review the getting started page located in the course modules;
* introduce themselves to the class and to the instructor during the first week by posting a self-introduction in the appropriate discussion;
* take the practice quiz to ensure that their computer is compatible with the learning management system, Canvas;
* interact online with instructor and peers;
* review and follow the course calendar and weekly outlines;
* log in to the course as many times as needed per week;
* respond to discussions by the due date specified;
* respond to emails within 2-3 days;
* submit assignments by the corresponding deadline, as no late work will be accepted

**The instructor will:**

* log in to the course 5 times a week.
* respond to discussion postings within 3 days of the deadline.
* respond to emails within 48 hours, if not sooner.
* grade assignments within 3 days of the assignment deadline.

Early Alert

In an effort to help you succeed in your academic courses, FIU utilizes an Early Alert system. Instructors are now able to notify students’ academic advisors if there are concerns about class performance. If an alert is submitted, your academic advisor will send you a message via your Student Dashboard (accessed via your MYFIU page) to discuss ways to improve your performance. Please respond to any communication you receive from your academic advisor about an early alert. Our goal with this program is to help you to be successful by identifying any issues as early on as possible and working to address them.

FIU Career Resources

Visit Career and Talent Development for career planning, job search resources, resume review, interview preparation, and more at [career.fiu.edu](http://career.fiu.edu/)

[Login to Handshake](https://urldefense.com/v3/__https:/fiu.joinhandshake.com/login?ref=app-domain__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmCwbtWvp%24)

**Meet with a Career Coach**

Students and alumni can access resources and make appointments through FIU Handshake.

**Individual Career Prep**

Handshake is the school’s official job/internship portal. Thousands of employers are hiring students on Handshake. Once you fill in your career interests, you’ll get personalized recommendations for jobs and events and direct outreach from employers interested in students like you—80% of students with a complete Handshake profile get messaged by employers!

* Activate your account at [https://fiu.joinhandshake.com/login](https://urldefense.com/v3/__https:/fiu.joinhandshake.com/login__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmMUXGeYf%24)
* Download the Handshake app from [Apple](https://urldefense.com/v3/__https:/apps.apple.com/app/apple-store/id1220620171?pt=96161867&ct=edu-stu-ig-giveaway&mt=8__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmPY0VJfn%24) or [Google Play](https://urldefense.com/v3/__https:/play.google.com/store/apps/details?id=com.joinhandshake.student&hl=en_US&utm_campaign=edu-stu-ig-giveaway&utm_medium=social&utm_source=insta__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmEapvfI6%24) to receive notifications on the latest jobs, events, and employers
* Learn more: [“5 Reasons You Need Handshake More Than Other Career Sites”](https://urldefense.com/v3/__https:/joinhandshake.com/blog/students/5-reasons-you-need-handshake-more-than-other-career-sites/__;!!FjuHKAHQs5udqho!Nd86rRz51i9EwBhT73iCOxPeE0tibJA7W0jtzmBDNJDgzkL5vlEx0Y0CM4502Q-JGGFgS1_Ix2TZmNqjC1Uy%24)

Assignments

Please see examples below of what you might include:

* Provide clear guidance on the expectations and requirements
* Provide due dates and late assignment policies
* Define if it is an individual or group assignment (groups: Let the students know how the groups will be formed)
* Specify and describe how to submit assignments (i.e. Canvas Assignment or Turnitin)
* State the criteria for evaluation (Rubric or list of criteria)
* The expected turn-around time for feedback or grades

Assessments

**Reports for Module 2:**

Reports will be submitted considering the concept of the capabilities approach as well as the National Income and Product Accounts (NIPA). The video ‘Who is Counting?’ will be evaluated.

Using the indices of the Human Development Reports, reports will be submitted comparing (if possible) your country of analysis to another representative country and evaluating the status of men and women in terms of indices included in the 2021/22 Human Development Report, the 2020 Human Development Report, the 2019 Human Development Report, and the 2018 Human Development Report Statistical Update: human development index, inequality-adjusted human development index, gender inequality index, and multidimensional poverty index. It is very important to note that the Multidimensional Poverty Index is not available for all countries so the selection of the two countries may not be an opportunity for some of the teams, as the MPI may not be calculated for their country.

Cultural differences will be studied as well through the analysis of two videos: ‘Community’ and ‘Shackled Women’ [beware that this video may be found offensive by some students]. This Module has five activities.

**Reports for Module 3:**

Reports analyzing the status of women, in comparison to men, as well as advances and setbacks in the last 20 years, in your selected country, in terms of the topics under discussion: (1) education, (2) health, (3) employment, (4) marriage, divorce, family planning, and violence against women. This Module has four activities. Discussion with classmates is an essential part of this Module to ensure we gain global awareness, perspective, and engagement of women’s issues worldwide.

**Reports for Module 4:**

These are activities to satisfy global curriculum requirements and include (1) an independent activity of your choice, from the possibilities offered, and (2) writing a report on Appiah’s article The Case for Contamination and discussing it with classmates.

**Rubrics**

Rubrics will be used to evaluate the research reports and each assignment. Additional information and rubrics for each assignment are provided within the assignment submission pages.

Grading

**The Meaning of Letter Grades**

1. "A" is given only for excellent work
2. "B" is awarded for good work
3. "C" is fair or satisfactory work
4. "D" is given for poor work
5. "F" is unsatisfactory or failing

**Assignment Values**

1. Your grade will be based on your performance and on the course requirements. Points are earned based on the values for each course requirement stated above. Grading Criteria are used to evaluate these activities.

| **Course Requirements** | **Number of Items** | **Points for Each** | **Total Points Available** |
| --- | --- | --- | --- |
| Introducing Yourself Assignments | 2 | 2.5 | 5 |
| Syllabus Quiz | 1 | 10 | 10 |
| Module 2 Team Reports | 4 | 25 | 100 |
| Module 3 Team Reports | 4 | 25 | 100 |
| Team Report Topic - Individual Discussion Posts | 4 | 6 | 24 |
| Replies to Classmate's Discussion Posts | 8 | 3 | 24 |
| Independent Activity | 1 | 15 | 15 |
| Essay on Appiah's Article | 1 | 16 | 16 |
| Discussion of Appiah's Article | 2 | 3 | 6 |
| **Total** | **26** | **300** | **300** |

| **Letter** | **Range** | **Percentages** |
| --- | --- | --- |
| A | 300 - 284 | 100 - 95 |
| A- | 283 - 269 | 94 - 90 |
| B+ | 268 - 260 | 89 - 87 |
| B | 259 - 248 | 86 - 83 |
| B- | 247 - 239 | 82 - 80 |
| C+ | 238 - 230 | 79 - 77 |
| C | 229 - 209 | 76 - 70 |
| D | 208 - 179 | 69 - 60 |
| F | 0 - 178 | 59 - 0 |

Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](https://community.canvaslms.com/t5/Video-Guide/Inbox-Overview-All-Users/ta-p/383696) or [Canvas Guide](https://community.canvaslms.com/t5/Student-Guide/How-do-I-send-a-message-to-a-user-in-a-course-in-the-Inbox-as-a/ta-p/502) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. Your instructor will respond to all correspondences within 48 hours, if not sooner.

It is very important that online etiquette is followed at all times. You should be aware of the common rules of netiquette and employ them at all times when contacting your classmates and your instructor. In particular, follow the following rules: (1) do not use all CAPITAL LETTERS for a message, (2) always practice good grammar, (3) use spell check and proofread your messages before posting, and above all, (4) be respectful and considerate with your classmates.

Visit our [Writing Resources (URL)](https://writingcenter.fiu.edu/resources/index.html) webpage for more information on professional writing and technical communication skills.

FIU Library Support

The FIU library provides a number of services to online students. Sarah J. Hammill is the Online Learning Librarian and your go-to person in Economics.

To learn more about Sarah and the services and resources offered, watch [Sarah Hammill's introductory video (URL).](https://online.fiu.edu/videos/?vpvid=594d7e11-361d-4628-a14f-510b9e7c76d9)

Do not struggle through research! Reach out to Sarah at [hammills@fiu.edu](mailto:hammills@fiu.edu).

Discussion Forums

Discussions count as an integral part of your grade in this course. For each activity of Module 3, you are required to react and discuss with two of your classmates. These activities will enhance your global learning experience, as you compare the experiences of your country with the practices followed in other countries. Just indicating “I agree with your post” or “I disagree with your point of view,” etc. will not be enough. You are expected to provide critical feedback and contribute NEW ideas to the discussion, and provide bibliographical references, to get full credit for your discussion with classmates. As well, for activity 2 of Module 4, you will discuss with classmates their essays on Appiah’s article.

Discussions will be graded using the discussion rubric available within each discussion.

Canvas Schedule

| **Due Date** | **Assignment Name** | **Assignment Type** | **Points** |
| --- | --- | --- | --- |
| Sept 1 | [Introduce Yourself to Your Classmates](https://fiu.instructure.com/courses/185340/assignments/2490479) | Discussion | 2.5 |
| Sept 1 | [Choose Country to Analyze](https://fiu.instructure.com/courses/185340/assignments/2490478) | Discussion | 0 |
| Sept 1 | [Syllabus Quiz](https://fiu.instructure.com/courses/185340/assignments/2490472) | Quiz | 10 |
| Sept 1 | [Introduce Yourself to Your Instructor](https://fiu.instructure.com/courses/185340/assignments/2580825) | Assignment | 2.5 |
| Sept 8 | [Team Report 1](https://fiu.instructure.com/courses/185340/assignments/2490487) | Assignment | 25 |
| Sept 15 | [Team Report 2](https://fiu.instructure.com/courses/185340/assignments/2490488) | Assignment | 25 |
| Sept 15 | [Independent Activity Topic](https://fiu.instructure.com/courses/185340/assignments/2490483) | Assignment | 0 |
| Sept 22 | [Team Report 3](https://fiu.instructure.com/courses/185340/assignments/2490489) | Assignment | 25 |
| Sept 29 | [Team Report 4](https://fiu.instructure.com/courses/185340/assignments/2490490) | Assignment | 25 |
| Oct 6 | [Team Report 5: Education](https://fiu.instructure.com/courses/185340/assignments/2490491) | Assignment | 25 |
| Oct 13 | [Education Discussion](https://fiu.instructure.com/courses/185340/assignments/2490477) | Discussion | 12 |
| Oct 20 | [Team Report 6: Health](https://fiu.instructure.com/courses/185340/assignments/2490492) | Assignment | 25 |
| Oct 27 | [Health Discussion](https://fiu.instructure.com/courses/185340/assignments/2490476) | Discussion | 12 |
| Nov 3 | [Team Report 7: Employment](https://fiu.instructure.com/courses/185340/assignments/2490493) | Assignment | 25 |
| Nov 10 | [Employment Discussion](https://fiu.instructure.com/courses/185340/assignments/2490475) | Discussion | 12 |
| Nov 17 | [Independent Activity Report](https://fiu.instructure.com/courses/185340/assignments/2490482) | Assignment | 15 |
| Nov 17 | [Team Report 8: Marriage, Divorce, Family Planning, Domestic Violence](https://fiu.instructure.com/courses/185340/assignments/2490494) | Assignment | 25 |
| Nov 24 | [Marriage, Divorce, Family Planning, and Domestic Violence Discussion](https://fiu.instructure.com/courses/185340/assignments/2490474) | Discussion | 12 |
| Dec 4 | [Essay Evaluation on Appiah's Article](https://fiu.instructure.com/courses/185340/assignments/2490480) | Assignment | 16 |
| Dec 6 | [Appiah's Article Discussion](https://fiu.instructure.com/courses/185340/assignments/2490473) | Discussion | 6 |
|  | [Academic Honesty Policy](https://fiu.instructure.com/courses/185340/quizzes/1091945) | Quiz | 0 |
|  | [SPOT Survey Completion](https://fiu.instructure.com/courses/185340/assignments/2490486)  Gateway Survey  Completion | Assignment | 0 |

Policies

Please review the [FIU's Policies webpage](https://online.fiu.edu/html/canvas/policies/). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses. For additional information, please visit [FIU's Policy and Procedure Library](https://policies.fiu.edu/).

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code.](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/)

Technical Requirements and Skills

One of the greatest barriers to student success is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency in using a computer. Please go to the [What's Required webpage](https://fiuonline.fiu.edu/experience/what-is-required.php) to find out more information on this subject

Privacy Policy Statements for Partners and Vendors

* [Canvas](https://www.instructure.com/policies/privacy)
* [Microsoft](https://privacy.microsoft.com/en-US/)
* [Adobe](https://www.adobe.com/privacy/policy.html)
* [YouTube](https://support.google.com/youtube/answer/7671399?p=privacy_guidelines&hl=en&visit_id=637250182218140375-1657741717&rd=1)
* [LinkedIn](https://www.linkedin.com/legal/privacy-policy)
* [ProctorU](https://www.meazurelearning.com/privacy-policy)
* [HonorLock](https://honorlock.com/student-privacy-statement/)
* [Turnitin](https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm)
* [OpenStax](https://openstax.org/privacy-policy)
* [Zoom](https://explore.zoom.us/en/privacy/)
* [Respondus LockDown Browser](https://web.respondus.com/privacy-policy/)

Please visit our [Technical Requirements webpage](https://fiuonline.fiu.edu/experience/what-is-required.php) for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact [FIU's Disability Resource Center](https://dasa.fiu.edu/all-departments/disability-resource-center/).

Web Accessibility Statements for Partners and Vendors

* [Canvas](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* [Microsoft](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
* [Adobe](https://www.adobe.com/accessibility/compliance.html)
* [YouTube](https://support.google.com/youtube/answer/189278?hl=en)
* [LinkedIn](https://www.linkedin.com/accessibility)
* [ProctorU](https://www.meazurelearning.com/accessibility-statement)
* [HonorLock](https://honorlock.com/accessibility-statement/)
* [Turnitin](https://www.turnitin.com/about/accessibility)
* [OpenStax](https://openstax.org/accessibility-statement)
* [Zoom](https://explore.zoom.us/en/accessibility/)
* [Respondus LockDown Browser](https://web.respondus.com/accessibility-lockdown/)

Please visit [accessibility.fiu.edu](https://accessibility.fiu.edu/) for additional information about accessibility at FIU.

Academic Integrity

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code.

*Academic Misconduct includes:*

**Cheating**

* The unauthorized use of any materials, information, study aids or assistance from another person on any academic assignment or exercise, unless explicitly authorized by the course Instructor;
* Assisting another student in the unauthorized use of any materials, information, study aids, unless explicitly authorized by the Instructor; and
* Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid;

**Plagiarism**

* The deliberate use and appropriation of another are work without any indication of the source and the representation of such work as the Student's own.
* Assisting another student in the deliberate use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own.

Learn more about the [academic integrity policies and procedures](https://fiuonline.fiu.edu/current-students/resources/academic-integrity-resources.php) as well as [student resources](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/for-students/index.html) that can help you prepare for a successful semester.

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with [FIU’s Panthers Care website](https://dasa.fiu.edu/all-departments/dean-of-students/).

[Counseling and Psychological Services (CAPS)](https://dasa.fiu.edu/all-departments/counseling-and-psychological-services/) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don’t wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

Inclusivity

This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

Copyright

The following conduct is prohibited by the Student Conduct and Honor Code. Lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

**Section 5 | Conduct Violations - g. Computer Misuse**

* vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University’s information technology system for unauthorized distributions.

**Copyright Statement:** The materials and content in this online course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content publisher. [Visit FIU Library’s Copyright Lib Guide](https://library.fiu.edu/copyright) to learn more about copyright law and restrictions.

Additional Resources:

* [Student Conduct and Honor Code](https://dasa.fiu.edu/all-departments/student-conduct-and-academic-integrity/index.html)
* [Digital Millennium Copyright Act Policy](https://policies.fiu.edu/policy/545)
* [FIU - Copyright Guidance for Students](https://security.fiu.edu/governance#copyright)
* [FIU Library’s Copyright Lib Guide](https://library.fiu.edu/copyright)

Proctored Exams

This course **does not** contain proctored exams.