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## Wealth, Poverty, Int'l Aid

ANT 495/595  
Tu/Th 4:30-5:45  
Rm 124, 1911 Bldg

LISTENING, THINKING AND DOING

## Course Description

Fall 2022

This course provides knowledge and skills to understand how cultural groups define wealth, poverty, and whether or how poor people might alter their status. The course considers the historical roots of poverty alleviation and whether and how aid might be effective. Student command of course material will be demonstrated in exams and presentations. Students will also apply course concepts and themes to the investigation of 3 aid organizations' websites, creating investigative reports on these groups. Graduate students will read 3 books and write associated reviews in the form typical of academic journals. The class draws on recent research which suggests undergraduate student learning requires a minimum reading of 40 pages per week and 20 pages total of writing during the course of a semester. This class offers some 50 pages of reading per week and 14-30 pages total of writing.

**Learning Outcomes** At the end of this course, students will be able to:

- apply major theories and topics in anthropological research on wealth, poverty and international aid
- describe dominant understandings of wealth, poverty, upward and downward mobility in multiple cultural settings
- connect dominant understandings of wealth, poverty, upward and downward mobility to global historical processes
- identify how anthropological methods contribute to interdisciplinary understandings of poverty relief
- communicate how course concepts are/are not active in aid organizations
- communicate learning in presentation and written formats
- write book reviews in the style of an academic journal [graduate students]

**Teaching Philosophy** I have gravitated toward the "guide on the side" model and classes that emphasize student-led projects. I value students

who take charge of their own learning. This often requires bravery, as it means entering unknown terrain. I admire students willing to take on the challenge.

## NC STATE UNIVERSITY

More information is posted to the course Moodle site.



### Contact info:

Email: nora\_haenn@ncsu.edu Web: norahaenn.org  
Office hours: Tue and Thur 3 – 4 pm  
Office locale: rm 229, 1911 bldg; zoom (link on Moodle)

*Best way to reach me?* In person before or after class!  
I'm good with email, but I also like to talk! I do my best to arrive early and stay late after class.

## Grades

**Presentations** Students will present PowerPoint illustrations of the day's readings and themes. Presentations are meant to start in-depth conversation and help the class focus on the readings' main points. Sign up for a presentation date on the first day of class.

**Moderation** For each presentation date, 2 students will moderate our presentation conversation. Students in this role will post 5 on-line questions to get us started, and otherwise help us connect the day's readings to course concepts, including previous course material. Sign up for a moderation date on the first day of class.

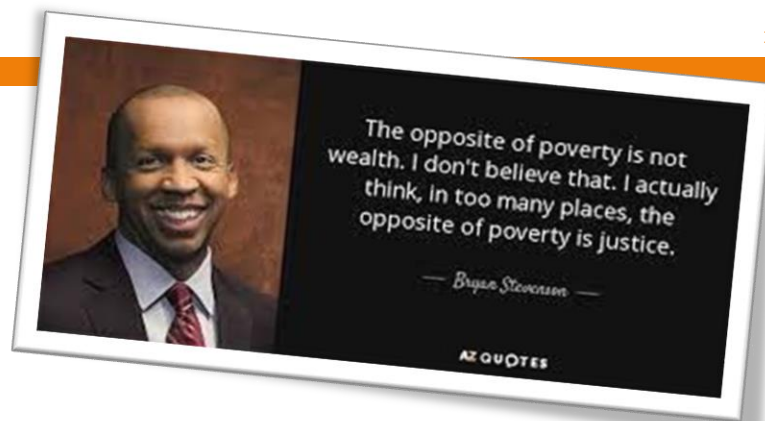
**Note-taking** Our conversations are sure to range. Students in the note-taker role will help us remember what we said and tie together loose ends. Directions on how to take notes will be reviewed in class. Sign up for a note-taking date on the first day of class.

**Investigative reports** Students will **apply course concepts** to their **analysis** of aid organizations, reporting their findings in "investigative reports." Reports are 2-page (500 words) documents that answer questions listed in the course timeline. For the reports,

students will examine organizational websites which typically *advertise* a group's work. Reports **should NOT repeat website information but offer students' analysis and interpretation.**

**Essay exams** We'll have two, in-class essay exams, one at the mid-term and one at the final. Exams will be based on regular course readings and not 'take it deeper' readings. The exams will pose questions arising from class discussions and, as such, **we will develop the questions collectively.** This means exam questions will be distributed prior to the exam period, and **students are expected to excel in the exams.**

**Take it deeper** Most days include a 'take it deeper' reading. To 'take it deeper,' students will write up a one-page (250 words) paper on the readings. Papers should utilize one of the prompts posted to Moodle for this purpose. The entire set of 'take it deeper' papers should employ at least 3 different prompts. This assignment has no due date! Work at your own pace!



**Attendance** Students receive 2, free, no questions asked absences. Students who arrive late will be counted as "tardy." Three tardies = 1 absence. Please see course grading contract for additional information on attendance.

### GRADING CONTRACT

Please see the course's accompanying grading contract and grading contract FAQ for information on how specific assignments relate to final course grades.

Under the principles of the grading contract, incomplete assignments will be marked "unsatisfactory" and returned for revision.

## More Grading Considerations

**Let's talk!:** Run into trouble? Let's talk! As a professor, I have some flexibility in how we run things. But there's one situation where my own options run out, and that's when students go quiet. If something is preventing your success in class, let's talk! You don't need to share personal details, just keep me generally informed. There may be options you haven't thought of.

**Late Assignments, Makeups, Unsatisfactory Work:** Some of our work

simply cannot be postponed. If you miss an assignment that cannot be repeated, I will ask you to complete a similar level of work from our list of activities. For example, a missed presentation could mean having to write up additional exam questions. Similarly, if your work as a moderator or note-taker does not meet the 'satisfactory' threshold, I will request a make-up that entails a similar level of work from our list of activities.

## Grading Philosophy

I combine 2 points of view in grading, one that is based on different levels of knowledge and one that considers a student's performance as a whole.

*First point of view*, grades reflect knowledge, as follows:

D = comprehends material when text is at hand

C = comprehends material and is able to communicate that understanding without the aid of original text/assignment

B = has memorized and can verbalize the material and connects the material at hand with other aspects of the class

A = achieves all the above and is able to say something new about how this material connects to other material

*Second point of view*, grades consider the whole of a student's performance, as follows:

**A Level: Outstanding. Excellent.:** Indicates work that demonstrates thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts. Work reflects thoughtful and extensive participation in class discussions and group exercises.

**B Level: Good. Competent.:** Indicates work that demonstrates good, above average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Work reflects regular participation in class discussions and group exercises.

**C Level: Average. Fairly Competent:**

Indicates work that demonstrates a basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Work reflects basic level participation in class discussions and groups exercises.

**D Level: Below Expectations. Passing:** Indicates work that demonstrates a

minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Work reflects communication skills that are below what is expected of a college student.

**F Level: Well Below Expectations.**

**Failure:** Indicates work that demonstrates little or no understanding of concepts and frameworks. Students who receive a failing grade on any assignment should seek assistance from the professor and other campus resources for improvement.

### A note on writing

I have attended a few events which say employers said the number 1, #1 (!) skill they seek is writing. Writing is one of those skills where the learning curve is a bit steep, but the pay offs on the other side are fun. When is writing particularly hard? When you are writing in a foreign language and when you embark on a new kind of writing task (which is just about every class).

If I suggest that you go to the Academic Success Center, what I mean is that I want you to succeed in your project, and I will do the best I can to help, but your writing needs more help than I can offer in the context of this course. **For this class and all your classes, you should consider going to the Academic Success Center regularly throughout the semester. Really!**

### A note on re-writing

I may return an assignment as 'unsatisfactory' and ask that you re-write. If I do, I'll try to be as specific in my feedback as possible. That said, I usually cannot cover all the problems in a student's writing. If I ask you to re-write an assignment, please go to the Academic Success Center! Multiple visits to the Center will boost a paper by a full letter grade!



# Course Schedule

**Reading Materials:** All course materials can be accessed through the course Moodle site or through NCSU libraries. No costs are associated with these materials. All readings are either articles, chapters from books, or briefer excerpts. I provide the full citation for reference.

*Course schedule subject to change. Any changes will be announced via Moodle. Announcements copy to your NCSU email.*

## UNIT 1 - INTRODUCTIONS AND MULTIPLE ROLES TO AFFECT CHANGE

### Day 1, Tues, Aug 23

**Concepts:** wealth ranking, poverty relief as a particular kind of aid, course overview

**To do:** Sign up for your presentation date, moderation date, and contracted course grade via Moodle

### Day 2, Thurs, Aug 25

**Concepts:** social movements, effective and ineffective roles, citizen, reformer, rebel, change agent

**Lecture and activity:** How to create social change: A social movement perspective

**To do:** Get started on next week's readings.

**Take it deeper:** Midwest Academy Strategy Chart *and*

Andrews, K. 2017. How Protest Works. *New York Times*. October 21, 2017.

## UNIT 2 - IDEAS OF WEALTH, POVERTY, AND ECONOMIC MOBILITY FROM AND IN HISTORY

### Day 3, Tue, Aug 30

**Concepts:** human nature, the individual, the collective, value, the economy, utilitarianism, labor, religion, class

**Reading guide with definitions and prompt:** see Moodle, includes worksheet to facilitate reading

**Readings:** Wilk, R. and L. Cliggett. 2007. *Cultures and Economies: Foundations of Economic Anthropology*, 2<sup>nd</sup> ed. New York: Westview Press.

**Take it deeper:** Luban, D. 2012. "Indebted." *Dissent*. <https://www.dissentmagazine.org/article/indebted>  
Accessed June 6, 2022. [This article is a book review of David Graeber's *Debt: The First 5,000 Years*. The main ideas are all Graeber's, but Luban has some critiques.]

### Day 4, Thur, Sep 1

**Concepts:** Wealth, alienable, inalienable, poverty alleviation claims, aid recipients, geographic reach, "small" and "large" organizations

**To do for today:** Take a preliminary exploration of aid organizations you may want to research. See list on Moodle to get started. Students are welcome to go off the list with professor's approval. Complete worksheet posted to Moodle and come to class prepared to discuss your chosen groups.



**Suggested reading:** I will be lecturing on the following. I have posted this on Moodle for your edification, but you need not read it.

Rakopolous, T. and K. Rio. 2018. "Introduction to an Anthropology of Wealth" *History and Anthropology* 29(3):275-291.

**Take it deeper:** Bosco, J., 2014. The problem of greed in economic anthropology: Sumptuary laws and new consumerism in China. *Economic Anthropology*, 1(1), pp.167-185.

### Day 5, Tue, Sep 6

**Concepts:** social organization, corvée labor, tenant farming, social mobility (upward mobility and downward mobility), economic mobility (also upward and downward), wealth retention, manse, taxes, wealth index, saying one thing and doing another

**Reading summary with definitions and prompt:** see Moodle

#### Readings:

Seth, Michael J. 2011. "Choson Society" from *A History of Korea: From Antiquity to the Present*. Pp. 157-172. New York: Rowman & Littlefield.

Herlihy, David. 1973. Three Patterns of Social Mobility in Medieval History. *The Journal of Interdisciplinary History*. 3(4): 623-647.

**Take it deeper:** Restall, M. and Fernández-Armesto, F. 2012. *The conquistadors: a very short introduction* (Vol. 301). New York: Oxford University Press.

### Day 6, Thur, Sep 8

**Concepts:** research reports, social organization, aid jobs

**To do for today:** Submit a draft of your first report. Choose 3 aid organizations, including one from the list of required groups. Examine their websites to identify their social organization. What jobs and other social roles are associated with the group? One way to answer this question is to imagine, "If I watched this group's work in a movie, who would the different characters be?" How do these jobs and social roles relate to each other? Does the organization say anything about how their social organization can help alleviate poverty? Bring extensive notes to class, and we will trouble shoot any needed changes to the final submission.

**Due next week:** Research report: the social organization of 3 aid organizations

**Take it Deeper:** Fechter, A.M. 2011. "Anybody at home? The inhabitants of aidland." In Fechter, A.M. and Hindman, H. eds., *Inside the everyday lives of development workers: The challenges and futures of Aidland* (pp. 131-149). Sterling, VA: Kumarian Press.

### Day 7, Tue, Sep 13

**To do for today:** Research report #1. Report on the social organization of 3 aid groups. Follow prompt listed above.

**Take it Deeper:** Peters, R.W., 2016. Local in practice: Professional distinctions in Angolan development work. *American Anthropologist* 118(3):495-507.

## UNIT 3 - CROSS-CULTURAL IDEAS OF WEALTH, POVERTY, and ECONOMIC MOBILITY

### Day 8, Thurs, Sep 15

**Concepts:** value, circulation, prestige, symbols, ritual, subjective, moral economy, non-market, clientelism, debt, transaction, economic insecurity, economic anxiety

**Reading summary with definitions and prompt:** see Moodle

#### Reading:

Osburg, John. 2013. "Entertaining is my job" from *Anxious Wealth: Money and Morality Among China's New Rich*. Pp. 37-75. Stanford: Stanford University Press.

**Take it Deeper:** "Patron-client systems" <https://www.encyclopedia.com/education/culture-magazines/patron-client-systems>. Accessed June 23, 2022.

### Day 9, Tue, Sep 20

**Concepts:** race, colonialism, post-colonialism, wealth creation, ancestors, exchange, social obligation, comparative advantage

**Reading summary with definitions and prompt:** see Moodle

#### Reading:

Bashkow, Ira. 2006. "The Lightness of Whiteness" from *The Meaning of Whitemen: Race & Modernity in the Orokaiva Cultural World*. Chicago: University of Chicago Press.

**Take it deeper:** Deng, F.M., 1998. The cow and the thing called "what": Dinka cultural perspectives on wealth and poverty. *Journal of International Affairs*, 52(1): 101-129.

### Day 10, Thur, Sep 22

**Concepts:** money, the origin of money, medium of exchange, relationship neutral, feeling neutral, special purpose money, earmarking, currency

**Reading summary with prompt:** see Moodle

#### Readings:

A Giant Stone Coin at the Bottom of the Sea -20 min podcast

Zelizer, Viviana. 1994. *The Social Meaning of Money*. New York: Basic Books (12-page excerpt)

**Take it deeper:** Graeber, D. 2009. "Debt: The First 5,000 Years. *Mute*.

<https://www.metamute.org/editorial/articles/debt-first-five-thousand-years> Accessed June 28, 2022.

NOTE: This essay is small portion of a larger book that would be published in 2011 under the same title.

### Day 11, Tue, Sep 27

**Concepts:** equivalency, localizing money, money as material, moral tension, polluted money, regime of value

**Reading summary with prompt:** see Moodle

#### Readings:

High, Mette, 2013. Polluted money, polluted wealth: emerging regimes of value in the Mongolian gold rush. *American Ethnologist*, 40(4), pp.676-688.

**Take it deeper:** Şaul, M., 2004. Money in colonial transition: cowries and francs in West Africa. *American anthropologist* 106(1): 71-84.

### Day 12, Thurs, Sep 29

**Concepts:** witch, witchcraft, International Monetary Fund, modernity, structural adjustment programs, title/deed, gender, people are not who/what they appear to be

**Reading summary with prompt:** see Moodle

#### Readings:

Smith, James. 2008. *Bewitching Development: Witchcraft and the Reinvention of Development in Neoliberal Kenya*. Chicago: University of Chicago Press.

**Take it deeper:** Newell, S., 2013. Brands as masks: public secrecy and the counterfeit in Côte d'Ivoire. *Journal of the Royal Anthropological Institute*, 19(1), pp.138-154.

### Day 13, Tues, Oct 4

**Concepts:** Calvinism, new thought, gospel of wealth/prosperity gospel, bootstrap, positive thinking, faith healing, law of attraction

**Reading summary with prompt:** see Moodle

#### Readings:

Sharpe, Matthew. 2013. "Name it and claim it: Prosperity Gospel and the global Pentecostal transformation." *In Handbook of research on development and religion*. Matthew Clarke, ed. Pp. 164-179. London: Edward Elgar Publishing.

**Take it deeper:** Bowler, Kate. 2018. "I'm a scholar of the prosperity gospel. It took cancer to show me I was in its grip." *Vox* <https://www.vox.com/first-person/2018/3/12/17109306/prosperity-gospel-good-evil-cancer-fate-theology-theodicy> Accessed June 28, 2022.

Crockford, Susannah. 2021. "How Positivity can lead to conspiratorial thinking." *Religion Dispatches*. Accessed Sept 29, 2020.

### Day 14, Thurs, Oct 6

**Concepts:** stocks, bonds, private equity, meritocracy, management consulting, monopoly, anti-trust, middle management, equity investors, workaholicism, addiction, money as an addictive substance

#### Readings:

Souleles, Daniel. 2019. *Songs of Profit, Songs of Loss: Private Equity, Wealth, and Inequality*. Lincoln: University of Nebraska Press.

Markovits, Daniel, 2020. "How McKinsey Destroyed the Middle Class," *The Atlantic*, February 3, 2020,

<https://www.theatlantic.com/ideas/archive/2020/02/how-mckinsey-destroyed-middle-class/605878/>

Williams, Alex. 2019. "Why Don't Rich People Just Stop Working?" *New York Times*, October 17, 2019, <https://www.nytimes.com/2019/10/17/style/rich-people-things.html>

**Take it deeper:** Wiblin, Robert. 2016. "Everything you need to know about whether money makes you happy." 80,000 hours. <https://80000hours.org/articles/money-and-happiness/> Accessed June 28, 2022.

### Day 15, Thur, Oct 13

In-class review and development of exam questions

**To do for today:** Submit 3 essay exam questions on Moodle

### Day 16, Tues, Oct 18

In-class essay exam

### Day 17, Thurs, Oct 20

**To do for today:** Investigative report #2 due: How do aid organizations claim to transform donations into wealth (or not)? Map out their ideas *carefully* and *specifically*.

**Take it deeper:** Ferguson, J., 1994. "The anti-politics machine:" development," depoliticization, and bureaucratic power in Lesotho." *The Ecologist*. 25(4): 176-181. [NOTE: This short article is a synopsis of a book by the same name.] and

Unsworth, S., 2015. "It's the politics! Can donors rise to the challenge?" *A Governance Practitioner's Notebook: Alternative Ideas and Approaches*. A. Whaites, E. Gonzalez, S. Fyson, and G. Teskey, eds. Pp.47-66. Paris: OECD.

## UNIT 4 - IDEAS OF POVERTY INTERVENTION FROM THE U.S. AND INTERNATIONAL DEVELOPMENT

### Day 18, Tues, Oct 25

**Concepts:** charity, alms, philanthropy, urbanization, social reform, humanitarianism, poorhouse/alms house, corporate charter, urbanization, professionalization of welfare

**Reading summary with prompt:** see Moodle

**Readings:**

Gross, Robert A. 2001 "Giving in America: From Charity to Philanthropy" in *Charity, Philanthropy, and Civility In American History*, L. Friedman and M. McGarvie, eds. Pp. 29-48. Cambridge: Cambridge University Press.

Piven, Frances Fox, and Richard A. Cloward. 1971/1993. *Regulating the Poor*. New York: Vintage Books. (pp. 3-8 only)



**Take it deeper:** McKowen Kelly. 2020. Substantive commitments: Reconciling work ethics and the welfare state in Norway. *Economic Anthropology*. 7(1):120-33.

### Day 19, Thurs, Oct 27

**Concepts:** social change, poverty relief, accountability, devolution, oligarchy, plutocracy, public sector, private sector, third sector, democracy, pension, in-kind goods, work relief, settlement house

**Reading summary with prompt:** see Moodle

**Reading:** Dowie, Mark. 2001. *American Foundations: An Investigative History*. Cambridge, MA: MIT Press.

**Take it deeper:** Zelizer, Viviana. 1994. *The Social Meaning of Money*. New York: Basic Books.

or

Olen, Helaine. 2017. "Why don't America's rich give more to charity?" *The Atlantic*.

<https://www.theatlantic.com/business/archive/2017/12/why-dont-rich-give-more-charity/548537/>

Accessed June 28, 2022.

### Day 20, Tue, Nov 1

**Concepts:** historical creation of "development," neo-colonialism, Marshall Plan, United Nations, World Bank, Cold War, Third World, Mandate system, Non-aligned movement

**Reading summary with prompt:** see Moodle

**Readings:**

Rist, Gilbert. 2009 *The History of Development: From Western Origins to Global Faith*, 3<sup>rd</sup> edition. London: Zed Books.

**Take it deeper:** Cullather, Nick. 2010. *The Hungry World: America's Cold War against Poverty in Asia*. Cambridge: Harvard University Press [Ch 5 on India]

### Day 21, Thur, Nov 3

**To do for today:** Submit investigative report #3. Use the last three sets of readings to report on the kind of aid your organizations practice. Do they seek to create poverty relief (charity), social change (philanthropy)? Does their work resonate with any of the other concepts we have covered?

**Lecture and activity:** How to create social change: the Buenvivir and Sustainable Livelihoods frameworks, social entrepreneurship

**Take it deeper:** Li, Tania Murray Li. 2016. Governing rural Indonesia: convergence on the project system. *Critical Policy Studies* 10(1): 79-94

### Day 22, Tue, Nov 8

**Concepts:** meetings, auditing, spreadsheets, representation, motive, professionalism, obligation,

distinction, affect

**Readings:** (For today, undergraduates should read either the Harper or the Malkki. Graduate students should read both.)

Harper, Richard. "The Social Organization of the IMF's Mission Work." in *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*, M. Edelman and A. Haugerud, eds. Pp. 87-90. Malden, MA: Blackwell Publishing.

Malkki, Liisa. 2015. *The Need to Help: The Domestic Arts of International Humanitarianism*. Durham, NC : Duke University Press.

**Take it Deeper:** Watanabe, C., 2019. *Becoming one: Religion, development, and environmentalism in a Japanese NGO in Myanmar*. Honolulu: University of Hawaii Press. (parts of Ch 1 and 4)

*Please note: this is our last 'take it deeper reading' of the semester.*

## UNIT 5 - Complicating the picture

Day 23, Tue, Nov 15 - How much wealth is predicated on slavery? See readings posted to Moodle.

Day 24, Thur, Nov 17- People self-organize, anyway.

Why not let the informal economy flourish? See readings posted to Moodle.

Bonus! - What if meritocracy is the problem? See podcast posted to Moodle.

Day 25, Tues, Nov 22 **To do for today:** Investigative report #4. How effective are your chosen aid organizations? This question requires establishing metrics of effectiveness and assessing those metrics in light of the organization's materials. You should also research your organizations using list of watchdog organizations posted on Moodle; follow links to explore investigations on Planet Aid, Oxfam, or Red Cross.

## UNIT 6 - What Kind of Gift Is Aid?

Day 26, Tues, Nov 29

**Concepts:** gift, reciprocity, meaning, value, rational choice, social goals, morality

**Reading summary with prompt:** see Moodle

**Readings:**

Wilk, Richard R. and Lisa Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, CO: Westview Press.

Day 27, Thurs, Dec 1

Review for final essay exam

**To do for today:** Submit 3 essay exam questions on Moodle

## FINAL EXAM Thurs, Dec 8, 3:30 - 6:00 p.m.

### ADDITIONAL POLICIES

A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

#### Health and Well-Being Resources

Academic and personal stress happen. Everyone is encouraged to [take care of themselves](#) and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center ([NCSU Counseling Center](#))
- Health Center ([Health Services | Student](#))
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([Share a Concern](#)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program ([Pack Essentials](#)).

#### Other Important Resources

- **Keep Learning:** [Keep Learning](#)
- **NC State Protect the Pack Resources for Students:** [Resources for Students | Protect the Pack](#)
- **NC State Libraries** [Technology Lending Program](#)

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> [This link will open in a new window](#) with additional references at <https://oied.ncsu.edu/equity/policies/> [This link will open in a new window](#)
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01> [This link will open in a new window](#)
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03> [This link will open in a new window](#)
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15> [This link will open in a new window](#)
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04> [This link will open in a new window](#)

#### Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web or Moodle postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework.

All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Because much of academic learning entails awkward tryouts of new ideas, weighing a range of positions and playing devil's advocate, and otherwise saying the silly thing that gets a learner to the important thing, students are also encouraged to approach course privacy with these points in mind. When possible, students should participate in and view Zoom meetings in non-judgmental spaces.

#### Information for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REGo2.20.01\)](#)



### **Academic Honesty**

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty. Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

### **Online Course Evaluations**

Students will be able to complete online course evaluations during the last two weeks of class. You will receive an email message directing you to a website where they can login and complete evaluations. These evaluations are completely confidential and I will not have access to the evaluations until after the end of the semester, when your final course grades have been submitted to Records & Registration. The online course evaluation will be available at <<http://classeval.ncsu.edu>>.

### **Digital Course Components**

This course uses Moodle, Zoom, and may utilize other digital resources such as Turnitin. Classes may be recorded and such recordings will be posted to the course Moodle site. No recordings will be used beyond the current semester. Because of the course's reliance on digital platforms, students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework.

All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Because much of academic learning entails awkward tryouts of new ideas, weighing a range of positions and playing devil's advocate, and otherwise saying the silly thing that gets a learner to the important thing, students are also encouraged to approach course privacy with these points in mind. When possible, students should participate in and view Zoom meetings in non-judgmental spaces.

### **Additional photo credits:**

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Page 4: time.com