Welcome to:

Engagement & Social Change:
Public Anthropology

ANT 3701M - Fall 2022

Mondays & Wednesdays: 1:30 – 2:20 pm,
Online Component: to be completed
between Thur. and Sun.
Location: BA-1 Building, Room 122

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Professor: Joanna Mishtal, Ph.D.
Professor of Cultural & Medical Anthropology

- Co-Founder: Medical Anthropology Minor
- Founder: Anthropology of Global Health Certificate
- https://sciences.ucf.edu/anthropology/people/mishtal-joanna/
- https://joannamishtal.com/

Office Hours: Wed. 3:45 – 5 pm (and by appointment, if needed) in Howard Phillips Hall 309 (Anthro Dept)
E-mail: jmishtal@ucf.edu (preferred email)

My COVID-19 Status: I am fully vaccinated! to protect myself and you. Please vaccinate!
If you think you're infected: please get tested immediately and refrain from coming to class.

Did you know that our own UCF graduate, Dr. Darin Edwards, helped develop the COVID-19 vaccine?!

The CDC recommends that:

- "if you test positive for COVID-19, you stay home for at least 5 days and isolate from others in your home"
- "if you were exposed to COVID-19, you wear a high-quality mask for 10 days and get tested on day 5"

(See: https://www.cdc.gov/media/releases/2022/p0811-covid-guidance.html)

The World Health Organization "Mythbuster" about COVID:

- https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters

July 2022 Update: The "Long COVID" – what is it?

- https://www.cdc.gov/coronavirus/2019-ncov/long-term-effects/index.html
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In sum, it's true that the combination of vaccination and effective treatments have made the virus more manageable. Teaching in a mask is difficult, but I might continue to wear a mask whenever I feel I should.

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Course Description:
This course explores how anthropological knowledge, skills, and methods contribute to the understanding of contemporary human concerns related to health, migration, globalization, human rights, and development. As the most rapidly expanding field in anthropology, public (or applied) anthropological strives to bring public and policy attention to concerns that are often hidden or marginalized. In the words of anthropologist Robert Borofsky, it strives "to move beyond the traditional 'do no harm' ethos of funded research to one that strives to do good, to one that focuses on helping others." We will therefore consider how anthropology can be engaged with the community, and explore how best to engage locally and abroad to create positive change.
→ **Credit:** This class counts toward these programs and requirements (or prereq):

- *Global Health Certificate*
- *Medical Anthropology Minor*
- *Gordon Rule Requirement*

Learning outcomes - upon course completion, the students will:
1) gain knowledge of the various public interest domains in anthropological research
2.) become familiar with ethical considerations for anthropology work and research
3) gain understanding of how anthropology fits in the work of local and global organizations, and policy
4.) expand their scholarly writing skills, including analysis and synthesis
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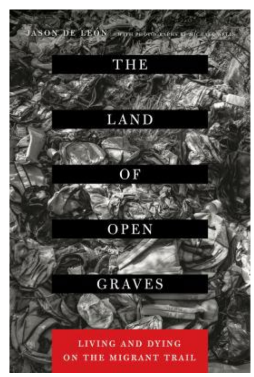
Course Materials:
1.) Required Book:



- Jason De Leon and Michael Wells. The Land of Open Graves: Living and Dying on the Migrant Trail. University of California Press. 2015
  Access - this book is available, in addition to UCF bookstore:
    - at UCF library as an e-book (free)
    - used copies on Amazon for about $12

2.) Required Articles (provided): Several articles are also required and are available to students (for free) electronically on our Canvas site. All assigned articles are listed in the class schedule below which specifies when students are expected to read them. You can make notes and highlight on PDFs.

3.) Required Films (provided):
Students are required to see all films and videos shown in class and stay alert during the showings. Titles of films will be provided in class or listed on syllabus. For films/videos please close computers due to glare.

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Expectations:
I hope that you will want to attend this class and enjoy the material.
Students are expected to attend lectures and films, complete assignments, observe deadlines, and take notes on lectures, films, class discussions, and the assigned readings. Students are expected to
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read all the material assigned for each class and be prepared to discuss it. If you attend classes, take thorough notes, and do the readings seriously, you should do well in this course.

Respectful Behavior: Students are expected to have a respectful demeanor in all class discussions and interactions with other students, professor, and the GTA. This class is an academic *safe space*, which means that while scientific ideas may be expressed, it is expected that scientific evidence supports your arguments, and that discussion is held *appropriately and respectfully. Appropriate and respectful discussion means that no disparaging, insulting words, slurs, or attacks (any hate speech) may to be directed at other individuals (or to oneself). Any such behavior will result in ejection from the class and further academic conduct consequences.* The value, equality, and respectful treatment of each other are embraced in and fundamental to anthropology and UCF. Any inappropriate behavior will be reflected in the final grade and may be reported to the student conduct office.

Punctuality for Lectures: coming late to class is distracting to me and to the students. Please make every effort to be on time. Tardiness will be noted and marked on students' attendance records.

No make-ups of assignments: make-ups will not be permitted unless it is for university-sponsored events, documented illness, religious observances, or legal obligations (such as jury duty) and with documentation.

Electronics: You can use a computer/tablet in class only for taking notes, but you cannot use them for other purposes such as: calls, texting, emailing, and browsing the internet. Please keep your phones silenced in class, as per UCF policy, and in your pocket or bag for the duration of the class.

Knights Email Communication: Given that there will be important email communications between the professor, the GTA, and the class, students are responsible for checking their "knights.edu" email.

Academic Activity Record: UCF requires that all students complete the Academic Activity Record task in our course on Canvas during the first week. This is necessary for receiving financial aid without delay.
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Examinations and Grading Policy:
My approach is to give you smaller and more frequent assignments to make it easier for you to improve your grades over time by giving more chances at being evaluated. Here's the breakdown.

Summary of points:
In-Class Component:
1) Exam 1: 20 points
2) Exam 2: 20 points
3) 5 of 6 Short Quizzes (2 points each): 10 points

Outside of Class/Online Component:
4) Book Response Paper: 10 points
5) Fieldwork Project proposal/set-up: 10 points
6) Final Fieldwork Project Report (or Research Paper): 30 points

Attendance record and class participation will be used to help students in borderline cases.
Total: 100 points

The Grade Scale:
94 – 100 = A
90 – 93 = A-
87 – 89 = B+
84 – 86 = B
80 – 83 = B-
77 – 79 = C+
74 – 76 = C
70 – 73 = C-
67 – 69 = D+
64 – 66 = D
60 – 63 = D-
0 – 59 = F
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Descriptions:

1) Exam 1 (20 points):

The exam consists of 20 questions (multiple choice, true/false, fill-in-the-blank). The exam covers concepts from all texts, videos, lectures (including any guest lectures) that were covered since the start of the semester. Please bring a brown scantron and #2 pencils to the exam.

2) Exam 2 (20 points):

The second exam will consist of 20 questions (multiple choice, true/false, fill-in-the-blank). This exam covers primarily the material since the first exam, with a few questions covering the material from the first exam. Please bring a brown scantron and #2 pencils to the exam.

3) 5 of 6 Short Quizzes (2 points each): 10 points

Five short quizzes will be given for 2 points each based on assigned book readings for that day and will consist of 1-2 questions (narrative, fill in the blank or multiple choice) meant to assess if the student read and understood the assigned material. They will take about 5-7 min. at the start of the class. There will be no make-ups for the quizzes, because 1 quiz score will be dropped. The dropping of the lowest score is designed to help students in situations when the student happens to get sick, has jury duty, the car breaks down, or has some other sudden emergency and is unable to attend class on the day of the quiz.

4) Book Response Paper (10 points):

The ethnographic book by Jason De Leon and Michael Wells (2015), will serve as the basis for this book response paper. Students will analyze the book's content in light of the topics covered in class. **Specific instructions on Canvas.**

These papers will have a word limit of 700 - 800. DUE: 11/13/2022

5 & 6) Public Anthropology Project (total 40 points):

Proposal/Set-up of project (10 points) **+ Final Fieldwork Project Report** (30 points)

OPTION I: Fieldwork Project & Report (encouraged and preferred!)

Much of public anthropological work involves working with non-profit organizations (NGOs). In this spirit, students will complete a Fieldwork Project which will involve minimum of 16 hours of a volunteering experience with an organization of your choice during the semester. Projects can be arranged via *Volunteer UCF Center* located at the Student Union, Room 154; website: https://osi.ucf.edu/agencies/vucf/ and https://www.ucf.edu/services/category/community-service-volunteering/

*NOTE: Students must be approved for their choice of the organization or events by the Professor before beginning the project. **Specific instructions on Canvas.** Students will earn points for:

- Project Proposal/Set-up DUE: 9/11/2022 by midnight via Canvas
  - Timeliness: submitting any required information about the project on time
- Final Report (stands for your Final Exam & due during the finals week): discussing the experience; length 600-650 words. DUE: 12/5/2022 by midnight via Canvas

OPTION II: Research Paper (available only if necessary)

If a student tries and is unable for some reason (with documentation) to volunteer in a community-based organization or at community events, they'll have the option of writing a Paper on a public anthropology topic. This will involve researching a topic by locating and reading 4 full-length research articles on a similar subject in these journals: *Human*

Organization, *Practicing Anthropology*, and *NAPA Bulletin/ Annals of Anthropological Practice*, and writing a paper based on the analysis of these texts. **Specific instructions on Canvas.**
*NOTE: topic and articles must be approved by the Professor before proceeding.
Students earn points for:

- Paper Proposal: DUE: 12/5/2022 by midnight via Canvas
  - Timeliness: submitting required parts of the paper on time
- Research Paper (stands for your Final Exam & due during the finals week): length 1500-1550 words (about 6 pages double spaced), plus references cited section.
  DUE: 12/5/2022 by midnight via Canvas

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A WRITING TIP: Please take advantage of the **UCF Writing Center before you submit your papers for grading**. This is an excellent and free resource to UCF students who are writing any type of paper. http://uwc.ucf.edu/

Writing Parameters: All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12 or Garamond font size 12.

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Course Schedule

WEEK 1:

8/22 - Mon: First class – introduction of the course and overview of the syllabus.

8/24 – Wed: Introduction to public anthropology.
Read for Wed:
"Making Anthropology Public" by N. Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.

Browse relevant websites:

- Center for a Public Anthropology: http://www.publicanthropology.org/about/
- Society for Applied Anthropology: http://www.sfaa.net/
- American Anthropological Association: http://www.aaanet.org/
- National Association for the Practice of Anthropology (NAPA): https://practicinganthropology.org/

Online Component:
→ Assignment Wk 1: Instructions on Canvas (Become familiar with the site)

WEEK 2: Ethics & Research: Past and Present.

8/29 - Mon: The Yanomami Controversy
Read for Mon:
"The Fierce Anthropologist: Did Napoleon Chagnon's expeditions harm one of the world's most vulnerable tribes?" by Patrick Tierney, *The New Yorker*, 10-9-2000

8/31 – Wed: The Yanomami Controversy
Read for Wed:
"Darkness in El Dorado: research ethics then and now" by Carolyn Fleuhr-Lobban *Ethics and the Profession of Anthropology,* pp. 85-106, 2003.

Online Component:
→ Assignment Wk 2: Instructions on Canvas
All students: the AAA ethics statement: review and understand concepts.

WEEK 3: Ethical Challenges: Anthropology and Wars

9/5 – Labor Day – No Class

9/7 – Wed: Human Terrain Project
Read for Wed (2 items):
"Army Enlists Anthropology in War Zones" by David Rohde, *The New York Times*, 10-5-2007.
And
"Anthropologists or 'technicians of power'?" by Gonzalez, Roberto (2009) *Practicing Anthropology* 31(1): 34-37

Online Component:
→ Assignment Wk 3 – SUBMIT. DUE 9/11/2022 by midnight.
Instructions on Canvas
(Option I: Proposal/Set-up of project. Option II: Paper Proposal)

WEEK 4: The Meanings of "Development" in the Global South and beyond

9/12 - Mon: Anthropology & Development – key issues
Read for Mon:
"Anthropology and the development encounter: the making and marketing of development anthropology" by Arturo Escobar, *American Ethnologist*, 1991, 18(4):658-682.

9/14 – Wed: Development & Gender
→ *Film screening*: "Daughters of the Golden Bengal"
Read for Wed:
"Vernacularization on the Ground: Local Uses of Global Women's Rights in Peru, China, India and the United States." Peggy Levitt and Sally Merry. *Global Networks* 9(4): 441–461, 2009

Online Component:
→ Assignment Wk 4: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with locating articles, reading and annotating)

WEEK 5: Medical Anthropology

9/19 - Mon: What does it mean to be "critical"?
Read for Mon:
"Three propositions for a critically applied medical anthropology" by Nancy Scheper-Hughes, *Social Science & Medicine*, 30(2):189-197

9/21 – Wed: No Class – (Harvard University Presentation)
→ **Fieldwork Project Work (or Research Paper)**
→ **start reviewing for Exam 1**

Online Component:
→ Assignment Wk 5: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with readings and annotating texts)

WEEK 6: Medical Anthropology (part 2) **& Fieldwork Project Workshop**

9/26 - Mon: GUEST PRESENTATION

Double Attendance Credit

Abigail Shepherd, MA, PhD Student
UCF, Department of Anthropology
Research Case Study: "Applying Medical Anthropology in Substance Use Research"

Extra Credit Event *(3 points!): Sept. 27, 2022 (time & location TBA)*
Dr. Thurka Sangaramoorthy, PhD, MPH *– medical anthropologist*
https://www.thurkasangaramoorthy.com/
Assignment: a brief write-up of the event (instructions given in class)

9/28 – Wed: Fieldwork Project Workshop
(both Option I and II will be discussed)
Read for Wed: none, but please prepare any questions or concerns about your projects and we'll discuss and help you.

Online Component:
→ Assignment Wk 6: – SUBMIT this only for Option II. DUE: 10-2-22 by midnight.
Instructions on Canvas
(Option II: Submit annotated bibliographies for 4 texts - required to move forward.)

WEEK 7: Exam 1 week.

10/3 - Mon: Review for Exam

10/5 – Wed: EXAM 1

Online Component:
→ Assignment Wk 7: Instructions on Canvas
(Option I: proceed with project. Option II: proceed with analysis of 4 texts)

WEEK 8: Environmental Sustainability, Environmental Justice

10/10 - Mon: Environmental Sustainability
Read for Mon:

→ Short Quiz 1

"Whose Sustainability? An Analysis of a Community Farming Program's Food Justice and Environmental Sustainability Agenda" Sarah Grace Davenport and Joanna Mishtal, *Culture, Agriculture, Food and Environment* 41(1): 56-65, 2019.

10/12 – Wed: GUEST PRESENTATION

Double Attendance Credit

Sarah Davenport, MA, PhD Candidate
Brown University, Department of Anthropology
Research Case Study: "Environmental Sustainability, Justice, and Food Sovereignty"
Read for Wed: none

Online Component:
→ Assignment Wk 8: Instructions on Canvas
(Option I: proceed with project; nothing to submit.
For Option II: create paper outline & SUBMIT - required to move forward)

WEEK 9: Case Study (Book): ***The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.
Part 1: This Hard Land

10/17 - Mon: Intro. & Ch. 1 (Prevention through Deterrence)
Read for Mon: Book pages 1 -37

→ Short Quiz 2

10/19 –Wed: Chapters 2 & 3 (Dangerous Ground; Necroviolence)
Read for Wed: Book pages 38 - 86

→ **Short Quiz 3**

Online Component:
→ Assignment Wk 9: Instructions on Canvas
(Option I: proceed with project. Option II: proceed with writing)

WEEK 10: Case Study (Book): ***The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.
Part 2: El Camino

10/24 - Mon: Chapters 4 & 5 (Memo & Lucho; Deported)
Read for Mon: Book pages 87 – 144

→ **Short Quiz 4**

10/26 – Wed: Chapters 6 & 7 (Technological Warfare; The Crossing)
Read for Wed: Book pages: 145 - 202

→ **Short Quiz 5**

Online Component:
→ Assignment Wk 10: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

WEEK 11: Case Study (Book): ***The Land of Open Graves: Living and Dying on the Migrant Trail*** by Jason De Leon and Michael Wells.
Part 3: Perilous Terrain

10/31 - Mon: Chapters 8 & 9 (Exposure; You Can't Leave)
Read for Mon:
Book: Read pages: 203 – 237

→ **Short Quiz 6**

11/2 – Wed: Chapters 10, 11, &12 (Maricela; We Will Wait; Epilogue)
Read for Mon:
Book pages: 238 – 287 (finish)

Online Component:
→ Assignment Wk 11: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

WEEK 12: Migrants and the Uninsured in the US Healthcare System

11/7 - Mon: Migrants, Vulnerability, and "Deservingness"
Read for Mon:
"Migration, "illegality," and health: Mapping embodied vulnerability and debating health-related deservingness." *Social Science & Medicine* 74:805-811, 2012.

11/9 – Wed: GUEST PRESENTATION

Double Attendance Credit

Jacqueline Devaney, MA Candidate
UCF, Department of Anthropology
Research Case Study:
"Patients' Chronic Illness Experiences Within a Safety-Net Clinic"

Online Component:
➔ **DUE: Book Response Paper** Due on 11/13/22 by midnight (can submit early)
→ Assignment Wk 12: Instructions on Canvas
(Option I: proceed with project; Option II: proceed with writing)

WEEK 13: Public Anthropology - Current and Future Trends

11/14 – ONLINE WORK (No in-person class meeting) – Zoom Hour Q&A
Writing up your Fieldwork Projects & Papers

11/16 – Wed: Public Anthropology – Looking Ahead
Read: none

Online Component:
→ Assignment Wk 13: Instructions on Canvas
(Option I: proceed with project or writing; Option II: proceed with writing;)

WEEK 14: Fieldwork Project / Research Paper Wrap-Up

11/21 - Mon: Fieldwork Projects Discussion Day
Read for Mon: None

11/23 – Wed: "Thanksgiving Wednesday" – UCF classes not held
Read for Wed: None
But please continue to advance your Projects.

Online Component:
→ Assignment Wk 14: No Assignment - Thanksgiving

WEEK 15: Exam 2 week

11/28- Mon: Review for Exam

11/30 – Wed: EXAM 2 (in last class)

Online Component:
→ Assignment Wk 15: Instructions on Canvas
(Option I: finish writing; Option II: finish writing. Use the UCF Writing Center to review your papers)

WEEK 16: Final Project Papers

12/5 – Monday: Final Fieldwork Report OR Research Paper - Due 12/5/2022 by midnight via Canvas (can submit early)

~~~~~~~ *End of class schedule. Have a nice winter break!!* ~~~~~~~

UCF Core Syllabus Statements:

Academic Integrity: Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in: (1) unauthorized assistance: using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. (2) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. (3) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to: class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. (4) Falsifying or misrepresenting the student's own academic work. (5) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (6) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. (7) Helping another violate academic behavior standards. For more information about Academic Integrity, consult the International Center for Academic Integrity http://academicintegrity.org
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The national WPA Statement on Best Practices" http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior, and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript
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indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience. If due to COVID-19 accommodations need to be added or adjusted should this course shift from an on-campus to a remote format, students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

In Case of Faculty Illness:
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

In-Class Recording
You may record a class lecture for your own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a course intended to present information or teach students about a particular subject. Recording classroom activities other than lectures, including but not limited to class discussion (except when incidental to and incorporated within a lecture), test or examination administrations, and private conversations, is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the UCF's Student Code of Conduct as described in The Golden Rule.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should note the guide's physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in an emergency.
If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert," fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, please view this video https://youtu.be/NIKYajEx4pk

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Evidence-Based Teaching & Learning: Fundamental to University of Central Florida's mission is support for an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea presented can be tested by critical peer review and rigorous debate, and that the idea is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:
http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf