PUP 3204, Sustainability:

Environmental politics through the lens of "sustainability." Attention devoted to the relationships of culture, economics, and ecology.

Term: Fall 2018, **Credit Hours:** 3
Class Time and Location: Tuesday and Thursday from 9.00am to 10.15am in NSC O110
Class mode: traditional in person lectures and student led discussions/presentations

Instructor: Dr. Jacopo Baggio
Office Hours: Tu/Th 10.45am-12.30pm
Office: HPH 302-R (Howard Phillips Hall), UCF Main Campus

All course-related issues have to be sent through Webcourses@UCF (Canvas); any questions not related to the course can be sent to my email address. All communication will be answered in 24 hr (except holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.

Email: jacopo.baggio@ucf.edu (only for urgent communication NOT related to the course. All course related communication needs to happen via Canvas).

SYLLABUS DISCLAIMER:
This syllabus is NOT a contract. All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via canvas.

Course Introduction

Today the world is changing at an unprecedented rate. Changes are coming fast, due to environmental, technological and socio-economic changes. Sustainability, concerned with issues relating to the ability of present society to enjoy resources and levels of wealth, while not jeopardizing the ability of future generations to do so, is becoming more prominent.

The objective of this course is giving students the ability to critically think around issues related to sustainability, increase knowledge on issues related to socio-economic, political, demographic processes as well as environmental ones concerning the sustainable use of resources, and be able to present concisely and clearly problems and potential solutions to current and possible future concerns related to "sustainability".

Course Description

This course is an introduction to concepts related to sustainability, resilience and common pool resources. The course will focus on introducing concepts, metrics and examples of issues and problems that fall under the umbrella of "sustainability" with a focus on managing common pool resources sustainably and an introduction to resilience and social-ecological systems. Both traditional lecture and student led lectures/presentation will be used in this class.

Student Learning Outcomes

By the end of the semester student should be more familiar with pressing issues related to sustainability, understand what social dilemmas are and trade-offs that exist when dealing with "sustainability" as well as "resilience" and have a more holistic view related to problem solving and the environment. Further, by the end of the course, students should be:

- Familiar with concepts related to sustainability (sustainability, equity, legitimacy, fairness etc.), common pool resources (social dilemmas, common pool resource systems etc.), and resilience (social-ecological systems, resilience, vulnerability etc.)
- Able to read peer-reviewed literature, and critically assess it and discuss it.
- Able to search for added information using proper peer-reviewed literature (e.g. via google scholar, or the library, or ISI web of knowledge etc.)

Finally, students will be evaluated via:

- Two Group presentation
- One 1000-word essay on the first group presentation
- One 1000-word essay on the second group presentation
- Mid-Term and Final Exam

Expectations

It is expected that students come prepared to lectures. This means that students are expected to have **read** the material provided ***prior*** the traditional lecture class. Students should engage with **all the material provided and are strongly encouraged to search for additional materials**. In other words: read the text assigned, think and critically assess the readings, prepare for your group presentation by adding resources to the ones presented in class. The exams will be based only on the material of the lectures, not on the individual/group presentations. You are expected to participate within your group and positively contribute to group work. You are also expected to turn in the assignments on time.

Required Books

1. *Sustainability: The Basics* by Peter Jacques,
2. *Sustaining the Commons,* Anderies and Janssen freely available here: http://sustainingthecommons.asu.edu

Grades

A maximum of 100 points is given in this course. You will be evaluated via 2 presentations and 2 essays that will assess your ability to critically think and engage with the material proposed as well as searching for material other than the one presented in class. Exams will be based on course content that comprises only the traditional lectures and material covered and assigned in class by the instructor.

Excusable late assignments and make up work conditions: Only for medical reasons (with doctor's note) or for UCF excusable events.

Late assignments: Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be considered and evaluated 0 points.

Details of presentations and essays will be discussed in class, and/or via Webcourses@UCF (Canvas) conversation boards.

Presentations are valued 5 points each.

Presentation on topics assigned. Presentation evaluation will take into account content (you will need to research new content that goes beyond what has been done in class), style and flow of the presentation as well as the delivery and the ability to discuss and reply to questions.

- Presentations will need to be done in groups of max 4 people.
- There will be 2 presentations that you will need to deliver, one of normal length, and one "short" presentation.
- The **first** presentation will be a 12 minutes presentation with 3 minutes for questions
- The **second** presentation will be a 7 minutes presentation with 3 minutes for questions
- Each participant to a group will need to present in order to get a grade. Each participant of the group will need to be indicated as an author of the presentation on the presentation title page in order to get a grade, each participant of the group will need to state her/his contribution on the title page in order to get a grade

Essays are valued 15 points each – all Essays will be submitted to Turnitin, avoid plagiarism!

Essays are based on the group presentation, but are "individual work". They should be:

- Maximum 1000 words
- Formatting:
  - Line spacing: 1.5
  - Font: Times New Roman or Arial or Calibri
  - Font Size: 11 or 12
- Contain at least 5 peer reviewed article outside the once assigned. These article will need to be appropriately referenced (either APA or Chicago style referencing must be used).

Essays will be evaluated on content, ability to introduce the argument, explain favorable/unfavorable view that are supported by literature and/or data (must cite sources of data if used), and a concluding paragraph in which the student evaluates the argument, the views and draws her/his own conclusions.

Exams are valued 30 points each

Based on knowledge of the readings and modules. Exams will be in the form of multiple choice questions AND open-ended questions

Assignment Submission

Group presentations and Essays will need to be submitted via Webcourses@UCF. They will need to be uploaded as pdf, power point files or word-documents. Any other file format will not be taken into consideration. All assignments (group and individual once) must to be uploaded individually by each class participant.

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Week 4 (Sept. 11-13), NSC O110	12+3 Presentation	10	In-class delivery and upload presentation on Webcourses@Ucf
Sep. 21st at 11.59pm	1000 word Essay 1	15	Upload essay on Webcourses@Ucf
Oct. 4th 9am, NSC O110	Mid-Term Exam	25	In-class
Week 13 (Nov. 13-15), NSC O110	7+3 Presentation	10	In-class delivery and upload presentation on Webcourses@Ucf
Nov 16th, 11.59 pm	1000 word Essay 2	15	Upload essay on Webcourses@Ucf
Dec 6th	Final-Exam	25	7am to 9.50 am

Grade Conversion (Points acquired in this course to Letter)

Grade Points Acquired	Grade
95-100	A
90-94	A-
85-89	B+
80-84	B
75-79	B-
70-74	C+
65-69	C
60-64	C-
51-59	D
< 50	F

Grade Dissemination
Grades will be recorded and posted in Webcourses@UCF and will follow student data classification and security standards

Extra Credit: NO extra credit will be offered during this course.

Course Schedule and important dates

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. All readings except the books required, will be uploaded into Canvas. In bold the readings that are considered necessary and mandatory.

Block 1: Basic concepts and principles

Week 1:

1. **Tu, Aug 21- First day of class:** Introduction to the course. What we will do, what is expected, what are the aims and objectives and the philosophy behind the teaching of this course – establishing groups for presentations – how and where to search and how to read a peer-reviewed article.
2. **Th, Aug 23 – Drop swap deadline and academic activity confirmation due tomorrow 8/24:** Introduction of basic concepts: What is sustainability? – Webcourses@UCF academic activity confirmation assignment.

   Readings:
   - **Jacques, *Sustainability: The Basics*, Chapter 1**
   - Goodland, R. (1995). The Concept of Environmental Sustainability. *Annual Review of Ecology and Systematics*, *26*(1), 1–24. http://doi.org/10.1146/annurev.es.26.110195.000245
   - Dixon, J. A., & Fallon, L. A. (1989). The concept of sustainability: Origins, extensions, and usefulness for policy. *Society and Natural Resources*, *2*(1), 73–84. http://doi.org/10.1080/08941928909380675

Week 2:

1. **Tu, Aug 28:** Introduction of basic concepts. What are the commons?
2. **Th, Aug 30**: Sustainability principles: what are "sustainability principles"?

   Readings:
   - **Anderies and Janssen, Sustaining the Commons, Chapter 1.1 to 1.4 (1.5 is an outline of the book)**
   - **Jacques, *Sustainability: The Basics,* Chapter 2**
   - Hardin, G. (1968). The Tragedy of the Commons. *Science*, *162*(3859), 1243–1248. http://doi.org/10.1126/science.162.3859.1243
   - Dietz, T. (2003). Struggle to Govern the Commons. *Science*, *302*(5652), 1907–1912. http://doi.org/10.1126/science.1091015
   - Princen, T. (2003). Principles for Sustainability: From Cooperation and Efficiency to Sufficiency. *Global Environmental Politics*, *3*(1), 33–50. http://doi.org/10.1162/152638003763336374
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Week 3:

1. **Tu, Sep 4:** Design principles for common pool resource systems: what are the design principles and can they "predict"/increase the likelihood of successful common pool resource systems?
2. **Th, Sep 6:** Summary so far (recap on basic concepts and principles) / time to work on your presentations for next week.

   Readings:
   - **Anderies and Janssen, Sustaining the Commons, Chapter 7**
   - **Cox, M., Arnold, G., & Tomás, S. V. (2010). A Review of Design Principles for Community-based Natural Resource Management. *Ecology & Society*, *15*(4), 19.**
   - **Baggio, J. A., Barnett, A. J., Perez-Ibara, I., Brady, U., Ratajczyk, E., Rollins, N., … Janssen, M. A. (2016). Explaining success and failure in the commons: The configural nature of Ostrom's institutional design principles. *International Journal of the Commons*, *10*(2). http://doi.org/10.18352/ijc.634**

- Barnett, A. J., Baggio, J. A., Shin, H. C., Yu, D. J., Perez-Ibarra, I., Rubinos, C., … Janssen, M. A. (2016). An iterative approach to case study analysis: insights from qualitative analysis of quantitative inconsistencies. *International Journal of the Commons*, *10*(2), 467–494. http://doi.org/10.18352/ijc.632

Week 4:

1. **Tu, Sep 11: 12+3 minutes Presentations: or work on presentation in class depending on number of students.** Each group that is presenting, will be tasked with finding examples/issues/problems related to the basic concepts and principles explained so far. It is up to the groups to find additional material and present it to the audience. Each group will have 12 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.
2. **Th, Sep 13: 12+3 minutes Presentations:** Each group that is presenting, will be tasked with finding examples/issues/problems related to the basic concepts and principles explained so far. It is up to the groups to find additional material and present it to the audience. Each group will have 12 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.

Block 2: Measuring sustainability and social dilemmas

Week 5:

1. **Tu, Sep 18:** Measuring Sustainability. Can we, and how can we measure sustainability?
2. **Th, Sep 20:** Planetary boundaries. Is there, and what is the relationship (if one) between sustainability, its measurement and the planetary bounduaries?
3. **Essay 1 due at the end of the week, Friday, Sept 21st at 11.59pm**.

Readings:

- **Jacques, *Sustainability: The Basics*, Chapter 4**
- **Steffen, W., Richardson, K., Rockstrom, J., Cornell, S. E., Fetzer, I., Bennett, E. M., … Sorlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, *347*(6223), 1259855–1259855. http://doi.org/10.1126/science.1259855**
- Jacques, *Sustainability: The Basics*, Chapter 3
- Bradshaw, C. J. A., & Brook, B. W. (2014). Human population reduction is not a quick fix for environmental problems. *Proceedings of the National Academy of Sciences*, *111*(46), 16610–16615. http://doi.org/10.1073/pnas.1410465111
- Rockström, J., Steffen, W. L., Noone, K., Persson, Å., Chapin, F. S., Lambin, E., … Foley, J. (2009). Planetary Boundaries: Exploring the Safe Operating Space for Humanity Recommended Citation. *Ecology and Society*, *14*(2), 472–475. http://doi.org/10.1038/461472a

Week 6:

1. **Tu, Sep 25:** Sustainability, overshoot and collapse. Is there and what is the role for ethics, justice, values and culture in sustainability? Can you relate the examples with planetary boundaries on a smaller scale?
2. **Th, Sep 27:** Ethical debates in sustainability and the importance of legitimacy, equity and fairness in outcome and processes (**OR** Prepare for mid-term in class – class cancelled for conference).

Readings:

- **Jacques, *Sustainability: The Basics*, Chapter 5**
- **Jacques, *Sustainability: The Basics,* Chapter 7**
- **Tainter, J. A. (2006). Archaeology of Overshoot and Collapse. *Annual Review of Anthropology*, *35*(1), 59–74. http://doi.org/10.1146/annurev.anthro.35.081705.123136**
- Adger, W. N., Brown, K., Fairbrass, J., Jordan, A., Paavola, J., Rosendo, S., & Seyfang, G. (2003). Governance for sustainability: Towards a "thick" analysis of environmental decisionmaking. *Environment and Planning A*, *35*(6), 1095–1110. http://doi.org/10.1068/a35289
- Wackernagel, M., Schulz, N. B., Deumling, D., Linares, A. C., Jenkins, M., Kapos, V., … Randers, J. (2002). Tracking the ecological overshoot of the human economy. *Proceedings of the National Academy of Sciences*, *99*(14), 9266–9271. http://doi.org/10.1073/pnas.142033699
- Arrow, K., Dasgupta, P., Goulder, L., Daily, G., Ehrlich, P., Heal, G., … Walker, B. (2004). Are We Consuming Too Much? *Journal of Economic Perspectives*, *18*(3), 147–172. http://doi.org/10.1257/0895330042162377

Week 7:

1. **Th, Oct 2:** Mid-Term Exam Discussion/Questions
2. **Th, Oct 4:** Mid-Term Exam

Week 8:

1. **Tu, Oct 9:** What are social dilemmas?
2. **Th, Oct 11:** Examples of social dilemmas in the field and in the lab

Readings:

- **Anderies and Janssen, Sustaining the Commons, Chapter 4** (**Disclaimer**: some concepts presented here are introduced in chapter 2 and 3 of the same book, so you may want to quickly skim those chapters as well).
- **Anderies and Janssen, Sustaining the Commons, Chapter 5**
- **Anderies and Janssen, Sustaining the Commons, Chapter 6**
- **Anderies and Janssen, Sustaining the Commons, Chapter 7**
- **Anderies and Janssen, Sustaining the Commons, Chapter 8**
- Janssen, M. A., Holahan, R., Lee, A., & Ostrom, E. (2010). Lab experiments for the study of social-ecological systems. *Science*, *328*(5978), 613–617. http://doi.org/10.1126/science.1183532
- Baggio, J. A., Rollins, N. D., Pérez, I., & Janssen, M. A. (2015). Irrigation experiments in the lab: Trust, environmental variability, and collective action. *Ecology and Society*, *20*(4), 12. http://doi.org/10.5751/ES-07772-200412
- Janssen, M. A., Bousquet, F., Cardenas, J. C., Castillo, D., & Worrapimphong, K. (2012). Field experiments on irrigation dilemmas. *Agricultural Systems*, *109*, 65-75.

Block 3: System Thinking, Social-Ecological Systems and Resilience

Week 9:

1. **Tu, Oct 16:** A system perspective to understand common pool resources and, more generally, sustainability
2. **Th, Oct 18:** Social Ecological Systems

Readings:

- **Anderies and Janssen, Sustaining the Commons, Chapter 12**
- **Anderies and Janssen, Sustaining the Commons, Chapter 13**
- Perrings, C. (1998). Introduction: Resilience and sustainability. *Environment and Development Economics*, *3*(2), 221–262. http://doi.org/10.1017/S1355770X98210126
- Folke, C. (2006). Resilience: The emergence of a perspective for social-ecological systems analyses. *Global Environmental Change*, *16*(3), 253–267. http://doi.org/10.1016/j.gloenvcha.2006.04.002
- Holling, C. S., Folke, C., Gunderson, L., & Mäler, K.-G. (2000). *Resilience of Ecosystems, Economic Systems and Institutions - Final Report*
- Anderies, J. M., Janssen, M. A., & Ostrom, E. (2004). A framework to analyze the robustness of social-ecological systems from an institutional perspective. *Ecology and society*, *9*(1), 18.

Week 10:

1. **Tu, Oct 23:** Resilience "principles" for ecosystem management
2. **Th, Oct 25 – Grade Forgiveness and Withdrawal Deadline is the 10/26:** Relating resilience, sustainability and common pool resources

Readings:

- **Biggs, R., Schlüter, M., Biggs, D., Bohensky, E. L., BurnSilver, S., Cundill, G., … West, P. C. (2012). Toward Principles for Enhancing the Resilience of Ecosystem Services. *Annual Review of Environment and Resources*, *37*(1), 421–448. http://doi.org/10.1146/annurev-environ-051211-123836**
- **Folke, C., Biggs, R., Norström, A. V., Reyers, B., & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society*, *21*(3), art41. http://doi.org/10.5751/ES-08748-210341**
- **Schoon, M., & Cox, M. E. (2018). Collaboration, adaptation, and scaling: Perspectives on environmental governance for sustainability. *Sustainability (Switzerland)*, *10*(3). http://doi.org/10.3390/su10030679**

Week 11:

1. **Tu, Oct 30:** Resilience of what to what: important issues with resilience, as well as sustainability and common pool resources: trade offs
2. **Th, Nov 1 – Campus Closes at 3pm:** Think global, act local?

Readings:

- **Anderies and Janssen, Sustaining the Commons, Chapter 14**
- **Carpenter, S., Walker, B., Anderies, J. M., & Abel, N. (2001). From Metaphor to Measurement: Resilience of What to What? *Ecosystems*, *4*(8), 765–781. http://doi.org/10.1007/s10021-001-0045-9**
- Carpenter, S. R., Brock, W. A., Folke, C., van Nes, E. H., & Scheffer, M. (2015). Allowing variance may enlarge the safe operating space for exploited ecosystems. *Proceedings of the National Academy of Sciences*, *112*(46), 14384–14389. http://doi.org/10.1073/pnas.1511804112
- Anderies, J. M. (2015). Managing variance: Key policy challenges for the Anthropocene. *Proceedings of the National Academy of Sciences*, *112*(46), 14402–14403. http://doi.org/10.1073/pnas.1519071112
- Adger, W. N., Hallie Eakin, & Winkels, A. (2009). Nested and teleconnected vulnerabilities to environmental change. *Frontiers in Ecology and the Environment*, *7*(3), 150–157. http://doi.org/10.1890/070148

Week 12:

1. **Tu, Nov 6:** Politics, sustainability and resilience
2. **Th, Nov 8:** Summary/Recap so far and work in class on second group presentation

Readings:

- **Jacques, Sustainability the Basics, Chapter 6**
- **Schoon, M., Robards, M. D., Brown, K., Engle, N., Meek, C. L., & Biggs, R. (2015). Politics and the resilience of ecosystem services. *Principles for Building Resilience: Sustaining Ecosystem Services in Social-Ecological Systems*, 32–49. http://doi.org/10.1017/CBO9781316014240.003**
- Olsson, P., Galaz, V., & Boonstra, W. J. (2014). Sustainability transformations: A resilience perspective. *Ecology and Society*, *19*(4). http://doi.org/10.5751/ES-06799-190401
- Bahadur, A., & Tanner, T. (2014). Transformational resilience thinking: Putting people, power and politics at the heart of urban climate resilience. *Environment and Urbanization*, *26*(1), 200–214. http://doi.org/10.1177/0956247814522154

Week 13:

1. **Tu, Nov 13: Short-Presentations or work on presentation in class, depending on number of students/groups :** Each group that is presenting, will be tasked with finding examples/issues/problems related to resilience, sustainability and trade-offs. It is up to the groups to find additional material and present it to the audience. Each group will have 7 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.
2. **Th, Nov 15: Short-Presentations:** Each group that is presenting, will be tasked with finding examples/issues/problems related to resilience, sustainability and trade-offs. It is up to the groups to find additional material and present it to the audience. Each group will have 7 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.
3. **Essay 2 due on Friday, Nov 17**

Week 14:

1. **Tu, Nov 20**: Student led discussion on topics and/or issues of interest

Week 15:

1. **Tu, Nov 27**: Prepare for the final exam and essay discussions – open question and answers
2. **Th, Nov 29**: Prepare for the final exam, question and answers.

Week 16:

1. **Dec, 6 from 7am to 9.50am:** Final Exam

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://www.academicintegrity.org/icai/assets/FVProject.pdf

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and has been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quota-tion marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. 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 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.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the 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. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.