PUP 3204, Sustainability

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

Term: Spring 2020, **Credit Hours:**3

Class Time and Location: Tuesday and Thursday from 9.00pm to 10.15pm in CB1, room 319

Class mode:traditional in person lectures and student led discussions/presentations **(Face to Face)**

Instructor: Dr. Jacopo Baggio

Graduate Teaching Assistant: Victoria Maxwell

Office Hours: In Person: Tuesday 11am to 1pm, **Online:** Thursday 11 am to 1pm, other times upon appointment

Office:HPH 302 (Howard Phillips Hall), UCF Main Campus - ask front desk for exact office location

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 during 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 (topic of your choice)
- Two 1000-word essays (topic of your choice)
- 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 and contribute positively to in-class discussions.

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

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, 2 essays and 2 peer reviews 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 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 15 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 5 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 7 minutes presentation with 3 minutes for questions
- The **second** presentation will be a 12 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

Presentations will be evaluated on:

- Content - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the presentation
- Use of introductory and concluding paragraph
- Consistency of the presentation (is it one presentation or is it a puzzle/collage of multiple not "well related" presentations?)

Essays are valued 20 points each

All Essays will be submitted to Turnitin, avoid plagiarism! Essays can not be copied, that is, even if quoted appropriately, if more than 20% of your essay is quoted/copied, your essay will be penalized from 5 points to all the possible points (15).

Essays are can be done on the topic of your choice. You can also base your essay on the group presentation but note that essays 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 - based on the topic of your choice and how well you relate it to course content
- Overall logical flow of the essay

- Correct use of sources (at least 5 sources outside the once assigned and optional readings of the syllabus, plus sources that are present in the syllabus)
- Concluding paragraph in which the student evaluates the argument, the views and draws her/his own conclusions.

Exams are valued 15 points each

Basedon knowledgeofthereadingsandmodules. Exams will be in the form of multiple choice questions AND open-ended questions

Assignment Submission

Group presentations, Essays and Peer Reviews 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. Exams will be on Webcourses@UCF (quizzes)

Summary of Assignment, points and due dates

Due Date	Assignment	Max Points	Submitting Assignment
Week 4, CB01, Upload by Jan 26th at 11.59pm - prior in-class delivery	7+3 Presentation	15	In-class delivery and upload presentation on Webcourses@Ucf
Week 5, Feb. 7th at 11.59pm	1000 word First Essay	20	Upload essay on Webcourses@Ucf
Week 8, March 4th	Mid-Term Exam	15	On Webcourses@Ucf
Week 13 CB01 Upload by April 5th at 11.59pm - prior in-class delivery	12+3 Presentation	15	In-class delivery and upload presentation on Webcourses@Ucf

Week 14, April 17th at 11.59pm	1000 word Second Essay	20	Upload essay on Webcourses@Ucf
Last week of April (as of now, April 22nd)	Final-Exam	15	On Webcourses@Ucf

Grade Conversion (Points acquired in this course to Letter)

Grade Points Acquired	Grade
=>95	A
=>90	A-
=>85	B+
=>80	B
=>75	B-
=>70	C+
=>65	C
=>60	C-
=>50	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: NOextra 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. **T: 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 - canvas groups
   - How and where to search and how to read a peer-reviewed article.
2. **TH: – Drop swap deadline and academic activity confirmation due tomorrow 1/10**
   - Introduction of basic concepts: What is sustainability?
   - How to do reference an essay correctly (important for using sources correctly)
   - **Webcourses@UCF academic activity confirmation assignment.**
3. **Fr, Jan 10 - Academic Activity Confirmation - Take the Quiz!**

Readings:

- **Jacques,*Sustainability:TheBasics*, Chapter1**
- 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. **Tuesday :**

- Introduction of basic concepts. What are the commons?
- How to do a peer review

2. **Thursday**:
   - Sustainability principles: what are “sustainability principles”?
   - Discussions in groups - Time to work on presentations

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,*Chapter2**
- 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

Week 3:

1. **Tuesday:**
   - 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?
   - Time to work on your presentation in class (if there is time left
2. **Thursday:**
   - Work on your presentation in class if you need more time.
3. **Sunday, January 26th, Upload presentations individual on Webcourses@UCF**

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. **Tuesday - January 28th: 7+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 7 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.
2. **Thursday - January 30th: 7+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 7 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. **Tuesday:**
   - Measuring Sustainability.
   - Can we, and how can we measure sustainability?
2. **Thursday:**
   - Planetary boundaries.
   - Is there, and what is the relationship (if one) between sustainability, its measurement and the planetary boundaries?
3. **Essay 1 due at the end of the week, Friday, Feb 7th 11.59pm**.

Readings:

- **Jacques,*Sustainability:TheBasics*, Chapter4**
- **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:TheBasics*,Chapter3
- 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. **Tuesday:**
   - 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. **Thursday:**
   - Ethical debates in sustainability and the importance of legitimacy, equity and fairness in outcome and processes
   - Recap how to do a peer review

Readings:

- **Jacques,*Sustainability:TheBasics*, Chapter5**
- **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. **Tuesday:**
   - What are social dilemmas?
2. **Thursday:**
   - Examples of social dilemmas in the field and in the lab
   - Irrigation systems
   - Forestry
   - Fishery

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.

Week 8:

- **Midterm on March 4th! No class**

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

Week 9:

1. **Tuesday:**
   - A system perspective to understand common pool resources and, more generally, sustainability
2. **Thursday:**
   - Introducing 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. **Tuesday:**
   - Governance of Social Ecological Systems
2. **Thursday– Grade Forgiveness and Withdrawal Deadline is Today!**
   - Resilience "principles" for ecosystem management
   - Resilience of what to what?... and for whom?

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**
- **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

Week 11:

1. **Tuesday:**
   - Scenarios of Sustainability, negotiating policies based on concepts learned in class
2. **Thursday:**
   - Scenarios of Sustainability, negotiating policies based on concepts learned in class

Readings:

- **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**
- **Jacques, Sustainability the Basics, Chapter 6**
- **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**
- **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 12:

1. **Tuesday:**
   - Think global, act local?
2. **Thursday:**
   - Summary/Recap so far
   - Work in class on second group presentation
3. **Upload your presentation on Webcourses@UCF by Sunday, April 7th at 11.59pm**

Readings:

- **Anderies and Janssen, Sustaining the Commons, Chapter 14**
- **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 13:

1. **Tuesday - April 7th: Group-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 12 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.

2. **Thursday - April 9th: Group-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 12 minutes to present and 3 minutes for questions. The whole week will be dedicated to these presentations.

Week 14:

1. **Tuesday**:
   - Cognitive abilities and group adaptability to ecological changes
2. **Thursday:**
   - Buffer day - topic of student choice.
3. **Second Essay is Due Friday, April 17th at 11.59pm**

Week 15:

1. **Tuesday**: Prepare for the final exam and essay discussions – open question and answers
2. **-No class - Exam due on April 24th at 3.50pm**

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 acknowledging 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 quotation 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 appropriately.

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.eduand 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 (You CAN Survive an Active Shooter) 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.