Political Ecology of Climate Change and Environmental Justice in Latin America, Fall 2023

LAS 6938 (26695 Sec. 9500); ANG 6930 (29263, Sec. 9501); GEG 6938 (29343, Sec. LA38)
Wednesdays Period 5 – 7, 11:45 AM – 2:45 PM, Matherly Hall 0006

Course description and syllabus, August 26, 2023 version

Instructors:

<table>
<thead>
<tr>
<th>Professor Susan Paulson</th>
<th>Professor Catherine Tucker</th>
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<tr>
<td>Office: Grinter 301</td>
<td>Office: Grinter 309</td>
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<tr>
<td><a href="mailto:spaulson@latam.ufl.edu">spaulson@latam.ufl.edu</a></td>
<td><a href="mailto:tuckerc@ufl.edu">tuckerc@ufl.edu</a> (preferred contact)</td>
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<tr>
<td>Office Phone: 273-4730</td>
<td>Office Phone: 352-392-0690</td>
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<tr>
<td>Office Hours:</td>
<td>Office Hours: Tuesdays 3-4 pm, Thursdays 11-12noon, &amp; By Appointment</td>
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<td>In person meetings welcomed by appointment</td>
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COURSE DESCRIPTION

This course brings together natural and social sciences and applied approaches to explore impacts of and responses to climatic and related ecosocial change in Latin America. Participants critically analyze mainstream approaches to mitigation, adaptation, and conservation, together with emerging alternatives impelled by environmental social movements across Latin America. Indigenous ecological knowledge, management, and organization will be highlighted in relation to contexts and topics throughout the semester.

Our political ecology approach encompasses multiple scales and dimensions: global scientific reports and policy proposals, biophysical and ecosocial studies of select cases, local and international environmental justice movements, national and international business and politics, and south-south and north-south alliances. We pay attention to historical processes that have set the scene for environmental trouble via asymmetric flows of resources, uneven economic development, and unequal distribution of environmental costs and benefits. And we explore Latin American responses that seek to change colonial, ethnoracial and gender orders in efforts to support more just and equitable management of human and other resources.

This course counts toward Graduate Certificates in Latin American Studies and in Tropical Conservation and Development, where it counts as a TCD Conceptual Core course.
SEMESTER OUTLINE

KEY TOPICS
August 23 Political Ecology
August 30 Climate Change
September 6 Environmental Justice

CONTEXTS
September 13 Amazon
September 20 Mountains
September 27 Urban Centers

(Conviviality Gathering TBD )

PERSPECTIVES
October 4 Anthropocene/Capitolocene/Plantationocene
October 11 Commons and Agroecology
October 18 Coloniality/Race/Gender
October 25 Pluriverse and Epistemological Justice

RESPONSES
November 1 Global (North-Driven) Responses
November 9 Post-Development Pathways, South-South Alliances
November 15 Transformations Toward Sustainable and Equitable Worlds

November 29 Participants’ Paths Forward

LEARNING OBJECTIVES

Students who engage actively in this course will develop their capacities to:

• Apply political ecology theory and conceptual tools in research and analysis across different contexts.

• Identify dynamics of ecosocial change in empirical cases drawn mainly from Latin America involving agriculture, forests, food, wildlife, lifestyles, urban planning, and energy.

• Consider indigenous ecological knowledge, management, and organization in relation to contexts and topics throughout the semester.
• Critically discern among contrasting proposals for mitigation and adaptation: ecological economics, resilience science, eco-modernism, green growth, degrowth, and buen vivir.

• Assess strategies of various approaches to conservation: sustainable development, convivial conservation, half-earth preservation, and eco-feminisms.

• Identify and analyze ways in which race, class, gender, and sexuality have been harnessed to facilitate expanding exploitation, and ways they have been mobilized in struggles for environmental justice.

• Debate which approaches are most likely to contribute to which desired outcomes in climate change and environmental justice.

• Exercise skills and strategies to engage in transformative research and practice: facilitation, peer review, debates, posters, presentations, and evidence-based writing.

• Reflect critically on their own consumption and lifestyles, ecosocial impacts of their behaviors and choices, and ways to forge meaningful and sustainable lives and worlds in times dominated by rapid global change.

LEARNING METHODS

This course brings together ideas and approaches from ecology, anthropology, biology, geography, forestry, economy, sociology, agronomy, political science, environmental studies, sustainability studies, development studies, and gender and racial studies. Participants explore tensions and possibilities among different assumptions, purposes, and criteria for truth or usefulness.

Course participants meet in person each week with both professors, who will arrange periodic guest visits from TCD and LAS alumni and partners working with Latin American environmental issues. Classes will involve a great deal of interaction and discussion, and participants are encouraged to learn collaboratively with respect, enthusiasm, and open minds. A virtual intellectual community interconnected through CANVAS will support ongoing conversations and interactions during the week.

Most meetings include a lecture and a participatory learning activity to strengthen engagement and intellectual exchange among diverse perspectives. Guidelines for interactive learning will help participants to exercise skills including synthetic and critical thinking through discussion posts and in-class discussions, team collaboration and facilitation, debates, vision boards, presentations, and evidence-based writing.
READINGS AND RESOURCES
If there is trouble accessing material, please contact professors by email as soon as possible.

- Most readings are available electronically through UF libraries.
- Materials not available electronically will be posted on CANVAS.
- Videos, podcasts, news and other materials are available on the internet OR on Canvas.
- A number of assigned readings are available in multiple languages, English, Portuguese and Spanish.

ASSIGNMENTS
Detailed instructions for each assignment are posted on Canvas.

1. **Discussion Post, Questions and Peer Comments (40 pts total):** For 8 of the 13 weekly topics, write a brief response (up to 250 words) to assigned material (3 pts each) and propose a question for class discussion (1 pt each). Then post a short comment in response to at least one of your peers’ discussion posts (1 pt each).

2. **Individual Presentation:** Share your own interest, passion, and(or) research on a topic of your choice, relevant to the week’s theme. (Required but not graded)

3. **Team Project** (50 pts): Collaborate on a project developing course themes, including research, outline, draft, presentation and final report.

4. **Vision Board** (Final Project) (10 pts): Create and present a vision board of your envisioned career and life paths, indicating the relevance of one or more course themes.

*Total:* 100 pts

Attendance Policy:
Class meetings are a vital part of this course. All students are expected to complete assigned readings before class, and to participate actively in classroom learning. Absences will be reflected in grades. Please inform the instructors as soon as possible if you are unable to come to class.

Grading Policy:
The course will be graded as follows:

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<tr>
<th>Grade</th>
<th>Minimum Points</th>
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<tr>
<td>A</td>
<td>100 pts</td>
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<td>A-</td>
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ChatGPT Policy:

The use of ChatGPT is not appropriate for written contributions to this course. These assignments are meant to foster creative, critical and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion and reflection. ChatGPT is not as capable as you are to grapple with the complex challenges to be addressed in this course, and TURN IT IN program will be used to confirm that written work is original.

Communications and Netiquette:
- All in-person and online communications -- discussion, posts, chats, email -- should be respectful and polite.
- Intellectual debate and contestation is an important part of learning and intellectual exchange.
- It is expected that students will have different perspectives and opinions, and everyone is welcome (and expected) to share their perspectives and understanding of information and concepts relevant to the course content. In all cases, the language and tone of the words is expected to remain respectful.
- Opinions, perspectives, personal experiences and hypotheses are valuable to share in a respectful manner. Claims of fact should be supported by reputable sources.

CLASS SCHEDULE FOR MEETINGS AND ASSIGNMENTS (version: 16 August 2023)

Adjustments in the schedule, activities and assignments will be made in response to interests of participants and availability of invited speakers. Updates will be posted as announcements on CANVAS.

**Aug. 23. Introduction to Course, and Political Ecology**

Recommended:

Aug. 30. Climate Change: Changing earth-systems (atmosphere, biosphere, cryosphere, geosphere, hydrosphere) and resilience science

Required:

Lenton et al. 2020. Climate tipping points too risky to bet against, Nature. 3pp

Earth Systems explained: atmosphere, geosphere, hydrosphere, biosphere, Encyclopedia.com

IPCC report August 2021. AR6 Climate Change: The Physical Science Basis. IPCC. Browse Summary for Policy Makers 37 pp

2023 (June 8), “Indicators of Global Climate Change 2022: annual update of large-scale indicators of the state of the climate system and human influence,” Earth System Science Data (news release)

State of the Climate in Latin America and the Caribbean, World Meteorological Association website. Explore statements, charts, and documents, watch highlights

Recommended:

James Andrew Whitaker ORCID Icon, Chelsey Geralda Armstrong ORCID Icon, Guillaume Odonne, eds. 2023. Climatic and Ecological Change in the Americas: A Perspective from Historical Ecology. Free download


Lenton et al. 2020. Climate tipping points too risky to bet against. Nature. 3pp


Video: The Case for Stubborn Optimism on the Climate. TED talk by Christiana Figueres. https://www.ted.com/talks/christiana_figueres_the_case_for_stubborn_optimism_on_climate (7:48 minutes)
**Sep 6. Environmental Justice:** Struggles for environmental justice, unequal ecological exchange., social movements to resist top-down exploitation (e.g. lithium mining, oil drilling, palm plantations).

Svarstad H, Benjaminsen TA. **Reading radical environmental justice through a political ecology lens. GeoForum.** 2020;108:111


Explore Websites: **EJOLT Atlas:** Mapping Environmental Justice and EJOLT **Environmentalism of the Poor.** Select one movement or point of conflict to study and share with the class.

Dearing, Aissa. 2023. **Climate Justice in the Anthropocene: An Introductory Reading List. JSTOR Daily.**

Recommended:


**Extractivism, climate justice & indigenous rights:** Chile. Video.

**Extractivism and Social Movements, The Environment and Climate Change**
Lecture: Dr Andrea Sempértegui, 25 Apr 2022


**Chico Mendes - Peaceful, Green Warrior** 9 min video

**Voice of the Amazon. Chico Mendes.** 56 min video

Pinto, D. 2020 In famed Chico Mendes reserve, Brazil nut harvesters fight to save the forest. **Mongabay.**

Maristella Svampa. 2019. **Neo-Extractivism in Latin America Socio-environmental Conflicts, the Territorial Turn, and New Political Narratives.** Open-access book.

Maristella Svampa, Enrique Viale, Host Tom Kruse / **Ecosocial Collapse in Argentina, Bolivia & Chile. Video Conference.**

Shiva, Vandana. 2015. Soil not oil: Environmental justice in an age of climate crisis. 4pp

Aydin, Ozkaynak, Rodríguez-Labajos, and Yenilmez. 2012. Network effects in environmental justice struggles: An investigation of conflicts between mining companies and civil society organizations from a network perspective, *PloS ONE (Public Library of Science)* 16pP

**Sep. 13. Amazonian experiences and natural resources:** Amazonian changes exacerbate climate change yet may enhance mitigation

**Required:**

Climate Change in the Amazon, Video lecture by Dr. Carlos Nobre 42 min.


Watch plenary panel from largest ever global conference on Amazon biome, Sept 2021, hosted by *Global Landscapes Forum*. *Amazonia: The Tipping Point, Solutions from the Inside Out*. Short talks by excellent array of contributors. 113 minutes video.


**Recommended:**


Websites:
Amazon Forest Inventory Network
Amazon Conservation

National Geographic: Amazon Deforestation and Climate Change. Interview with Dr. Antonio Nobre. 4:52 min video.

Nemonte Nenquimo. The forest is our teacher, it’s time to respect it. Ted Talk 8:03 min video.

Sep. 20. Mountain environments transformed: Socioeconomic and climatic change processes and efforts to foster sustainable mountain social-ecological systems.

Required:


Winter heatwave in Andes is sign of things to come, scientists warn | Climate crisis | The Guardian 6 August 2023

Recommended:


POSTED ON CANVAS.


Videos:
- *Peru and the Andes: Living on Climate Change Frontiers* (4:23)
- *Melting Glaciers: Slow disaster in the Andes*.

**Proposed Convivial Gathering (date to be confirmed)**

We will gather to share food and thoughts on constructive approaches and opportunities for personal engagement with challenges of climate change and environmental justice.

Read a selected chapter from each of the following books (options will be posted on Canvas):


- Fraidenberg, M. 2022 *Intelligent Courage: Natural Resources Careers that Make a Difference*. Haymarket Books, Olympia, WA.

**Sep. 27 Urban Centers**: Building economically, socially and environmentally sustainable cities, citizen-led urbanism, green spaces, community building

**Required:**

Recommended:


Klinenberg, E. 2016. *Climate Change: Adaptation, Mitigation, and Critical Infrastructures, Intro to issue on Climate Change and the Future of Cities*, *Public Culture*, 5 pp

*Rethinking Emerging Cities in Latin America and the Caribbean* (Repensando Ciudades en Latino America y el Caribe). English subtitles. International Development Bank. (Video)

Websites:
*Emerging and Sustainable Cities Program. International Development Bank* (*IDB/BID*).

*Political Implications of Climate Change in Latin America. Gilman Climate Leaders Virtual Seminar Series*. Duke University and Nicholas Institute for Environmental Policy.

7 innovative projects making cities more sustainable

*Sustainable Development Goals. Goal 11: Sustainable Cities and Communities*

*How this Aquaponics Farmer is Reinventing Urban Agriculture*.

**Oct. 4 Anthropocene/Capitalocene/Plantacionoscene**: What forces brought us to this era?

Required:

> Explore *International Geosphere-biosphere Program*: Read initial page on *Great Acceleration*. 11
Waters et al. 2016. The Anthropocene is functionally and stratigraphically distinct from the Holocene, *Science*. Pay special attention to page 1


Recommended:


*Changing the Atmosphere, Anthropology and Climate Change American Anthropology Association* 2015.


For those interested in ecosystems modeling:


Oct 11 Commons and Indigenous-Local Management of Natural Resources Understanding commons, traditional knowledges, and approaches toward sustainable food systems. Guest speaker: Prof. Julia Klein, Colorado State University

Required:


Klein Documentary Video Clip (Vimeo link will be posted on Canvas for streaming)

**Recommended:**


**Websites**

*International Association for the Study of the Commons*. (See: About Commons; Case Studies; Types of Commons; Key Literature)

**Videos**

*What are Commons?*

Latin American Institute of Agroecology, Nicaragua. (2:46).Spanish/English subtitles

*How Cuban agriculture went from industrial to sustainable.* (6:52)

*Agroecology: A Latin American Movement* (5:53) Spanish/English subtitles

13
Oct. 18. Coloniality, race and gender: sociocultural systems adapt to support (re)production and/or exploitation of ecosystems, mobilized in environmental movements. Ecofeminisms, decolonial feminisms, anti-racist ecologies.

Required:

Sultana, Farhana. 2022. Decolonizing Climate Coloniality in Not Too Late

Carol Colfer Intersectionality: for lovers of forests and people


Futures of Sustainability, Dec 2022. CLIMATE COLONIALITY: MECHANISMS, EPISTEMOLOGIES, SPACES OF RESISTANCE (Browse through this online conference)

Recommended:


Banerjee and Bell. 2007. Ecogender: Locating Gender in Environmental Social Science, Society & Natural Resources 13pp

FaDA Writing Collective. 2022. Why are feminist perspectives, analyses and actions vital to degrowth? Degrowth Journal.


Sundberg. 2008. Placing Race in Environmental Justice Research in Latin America, Society & Natural Resources, 10 pp


Paulson, Susan Forthcoming 2023  World-making technology entangled with coloniality, racialization, and gender. Environmental Values. Posted on CANVAS.


**Team Project Drafts Due October 20th**

**Oct 25. Pluriverse and Epistemological Justice:** Indigenous and other knowledges integral to healthy diversity of ecosocial formations

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<td>Menonte Nenquimo, 2020. This is my message to the Western world: your civilization is killing life on Earth, The GuardianAilton Krenak (Brazil) - on protecting the Earth. Gaia Foundation. Video 1.33 min</td>
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<td>Caceres, Berta. 2015. Goldman Prize Acceptance Speech. Video 3 minutes</td>
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<td>Escobar, A. 2016. (read in Spanish or English). Thinking-feeling with the Earth: Territorial Struggles and the Ontological Dimension of the Epistemologies of the South ANTROPÓLOGOS IBEROAMERICANOS EN RED. or Sentipensar con la Tierra Las Luchas Territoriales y la Dimension Ontologica de las Epistemologias del Sur</td>
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<tr>
<td>Cartographies to Postpone the End of the World, with Ailton Krenak and Muniz Sodré Video 1:19 min</td>
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<tr>
<td>José Astudillo Banegas PRÁCTICAS DEL BUEN VIVIR Experiencias en comunidades shuar, kichwa y manteña.</td>
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De Sousa Santos, B. 2014. *Epistemologies of the South: Justice Against Epistemicide*.


Gustavo Esteva, Salvatore Babones, and Philipp Babcicky. 2021 *POSDESARROLLO contextos, contradicciones, futuros*.

**Nov. 1. Global (North-driven) responses to climate change and biosphere degradation**: IPCC, UN, REDD, 30 by 30 proposal, Ecomodernism, Half Earth, Convivial Conservation, Degrowth

**Debate**: Pros and cons of each approach, considering different scales, and implications for different actors/places. Participants prepare to argue in favor of one response: IPCC, UN, REDD, 30 by 30 proposal, Ecomodernism, Half Earth, Convivial Conservation, Degrowth


Kothari, A. 2021. Half-Earth or Whole-Earth? Green or transformative recovery? Where are the voices from the Global South? 2pp


*IPCC Summary for Policy Makers*

Half-Earth Website, including [project](#) and [map](#).
**Nov. 9 Post-development pathways and South-South alliances:** Movements, policies, proposals, and initiatives from across Latin America: Buen vivir, Zapatistas, agroecology movements, cooperative living, and more

**Required:**

Pacto Ecosocial del Sur

[Manifesto](#) for an Ecosocial Energy Transition from Peoples of the South.


Selection of websites and videos: on Movimiento Sem Terra, Via Campesina, Campesino-a-Campesino, and others.

**Recommended:**


Post-extractivist development imaginaries and heterodox economies in the Global South Apr 20th. Video of conference in [Spanish](#) and in [English](#).

Martinez-Alier, Joan, Michiel Baud and Héctor Sejenovic 2016 Origins and Perspectives of Latin American Environmentalism IN *Environmental Governance in Latin America* 23pp


Leff, Enrique. *Ecología Política: una perspectiva latinoamericana*.


Nov. 15. Transformations Toward Sustainable and Equitable Worlds: Building pathways to healthy, just and sustainable worlds through community-building, nature-based solutions, biocultural conservation, grassroots movements, and system change. Global network of diverse multi-scale, multi-sited paths encompassing global scientific and high-tech efforts, international and national policies, and local Biocultural conservation.

Required:


Browse: Fighting Climate Change in Latin America and the Caribbean. Adaptation for Smallholders Agricultural Program (ASAP) and International Fund for Agricultural Development of the United Nations (IFAD)

Browse: World Food Program. 2021. Building Climate Resilience in Latin America and the Caribbean. (English and Spanish) URL:

Recommended:

Leach et al. 2018. Equity and sustainability in the Anthropocene: a social–ecological systems perspective on their intertwined futures, Global Sustainability 11pp


Resilience Alliance Website. Advancing research and understanding on socio-ecological systems for resilient and sustainable futures.

Nov. 22: Thanksgiving Break

Nov. 29. Participants’ Paths Forward: Presentations of Vision Boards and Class Reflections (Last Class Meeting)
Vision Boards Presentation and Submissions

**Dec. 6. No Class Meeting.** A convivial gathering to discuss course themes will be scheduled earlier in the semester at a mutually convenient time to replace this class time.

**Dec. 6. Final Team Projects Due**

**UNIVERSITY POLICIES:**
This course is aligned with the UF policies below.

**Contact Hours:**
"Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.

**Workload:**
As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

**GatorEvals Course Evaluation:**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

**Honor Pledge:**
UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.
In addition, students may not publish (including sharing with other students) any recording of a class lecture without the written consent of the lecturer. Students are permitted to record class lectures for their personal educational use. It is not permitted to record student presentations, student assessments, in-class discussions or activities, or private conversations among students or with instructors. See complete details at In-Class Recording FAQ: https://aa.ufl.edu/policies/in-class-recording/.

**UF RESOURCES and SERVICES**

**Accommodations for Learning Differences and Disabilities:** UF works to offer an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Students with learning differences or who experience learning barriers are welcome to request academic accommodations by connecting with the Disability Resource Center (352-392-8565) (DRCaccessUF@ufsa.ufl.edu). To get started, visit https://disability.ufl.edu/students/get-started/.

This class recognizes and supports learning differences. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

**University Police:** The UF police are together for a safe campus. Phone: 392-111 (911 for emergencies). http://www.police.ufl.edu.

**Career Connections Center** (352-392-1601) CareerCenterMarketing@ufsa.ufl.edu connects job seekers with employers and offers guidance to enrich your collegiate experience and prepare you for life after graduation.

**Counseling and Wellness Center** (352-392-1575) provides counseling and support as well as crisis and wellness services including a variety of workshops throughout the semester (e.g., Yappy Hour, Relaxation and Resilience).

**Dean of Students Office** (352-392-1261) provides a variety of services to students and families, including Field and Fork (UF’s food pantry) and New Student and Family programs.

**Multicultural and Diversity Affairs** (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

**Office of Student Veteran Services** (352-294-2948) vacounselor@ufl.edu assists student military veterans with access to benefits.
ONE.UF is the home of all the student self-service applications, including access to:

- Advising
- Bursar (352-392-0181)
- Financial Aid (352-392-1275)
- Registrar (352-392-1374)

Official Sources of Rules and Regulations: The official source of rules and regulations for UF graduate students is the Graduate Catalog.

Other information can be found on ufl.edu/search by entering the key terms provided below:

- Student Handbook
- Student Responsibilities, including academic honesty and student conduct code
- e-Learning Supported Services Policies includes links to relevant policies including Acceptable Use, Privacy, and many more
- Accessibility, including the Electronic Information Technology Accessibility Policy and ADA Compliance
- Student Computing Requirements, including minimum and recommended technology requirements and competencies