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## COURSE SYLLABUS

**Term: Spring 2017 (2016-2)**

THEO 110B—Social Justice
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<b>Instructor Information:</b>	
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<b>Instructor Name</b>	Dr. Kevin Considine
<b>Office Number:</b>	512
<b>Phone Number:</b>	219-473-4353
<b>Email:</b>	<a href="mailto:kconsidine@ccsj.edu">kconsidine@ccsj.edu</a>
<b>Hours Available:</b>	MW—12pm to 2pm; T/TH—2pm to 4pm; or, schedule an appointment
<b>Instructor Background:</b>	
Ph.D. Theology, Loyola University Chicago	
M.A. Theology, Catholic Theological Union	
B.A. English, Vanderbilt University	

<b>Course Information:</b>	
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<b>Course Time:</b>	T/TH 12pm to 1:30pm
<b>Classroom:</b>	204
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<i>All Readings are posted on Blackboard</i>
<b>Learning Outcomes/ Competencies:</b>	
Students Will:	
<ol style="list-style-type: none"> <li>1. Explain various concepts of justice;</li> <li>2. Analyze current social justice issues;</li> <li>3. Recall in broad outlines the one hundred twenty-year social teaching of Catholics and other persons of faith;</li> <li>4. Recall the sources and implications of the first principle of Catholic social teaching—the life an</li> </ol>	

dignity of the human person.
<ol style="list-style-type: none"> <li>5. Recognize structures of sin, including racism and various forms of discrimination, and illustrate the way social sin is rooted in personal choices and acts.</li> <li>6. Create an action-for-justice project.</li> <li>7. Reflect on the impact of your service on your community and yourself.</li> <li>8. Begin to develop strong oral and written communication skills.</li> </ol>
<p><b>Course Description:</b> In this course, students explore and analyze social justice issues, and then suggest positive action for social change. The foundation is experiential service-learning in dialogue with Scripture, Catholic Social Teaching, and great thinkers of the twentieth century who engage religion and social justice. College-level skills are emphasized. The Signature oral exam and writing assignment are requirements of this course. This course must be taken in the student's first semester at the College</p>
<p><b>Learning Strategies:</b> Blackboard, Technology Experiential learning, Service Learning, Group Discussions, Team Projects, Collaborative Learning, Lecturing, Reading, conversation, journal writing, committee meetings, research reports, paper writing.</p>
<p><b>Experiential Learning Opportunities:</b> The heart of this course is three experiential learning projects. These will lay the foundation for your proposal for an “action for social justice” project to take place in your own community</p>

<b>Assessments:</b>																	
<b>Major Assignments:</b>	Full participation in the Four Experiential Learning Activities      100 pts (25 pts each) Exams (Oral Exam, Written Exam, Quizzes)                                      125 pts (60/25/40) Journal Assignments    80 pts Three Reflection Papers    90 pts (30 pts each) Project Proposal    50 pts Final Paper    75 pts Story of Social Injustice    20 pts <u><b>Total</b></u> <u><b>560 pts</b></u>																
<b>Class Participation</b>	You cannot succeed if you do not participate.																
<p><b>Grading Scale</b></p> <table style="width: 100%; border: none;"> <tr> <td>100 – 92: A</td> <td>91 – 90: A-</td> <td></td> </tr> <tr> <td>89 – 88: B+</td> <td>87 – 82: B</td> <td>81 – 80: B-</td> </tr> <tr> <td>79 – 78: C+</td> <td>77 – 72: C</td> <td>71 – 70: C-</td> </tr> <tr> <td>69 – 68: D+</td> <td>67 – 62: D</td> <td>61 – 60: D-</td> </tr> <tr> <td>59 and below</td> <td>F</td> <td></td> </tr> </table>			100 – 92: A	91 – 90: A-		89 – 88: B+	87 – 82: B	81 – 80: B-	79 – 78: C+	77 – 72: C	71 – 70: C-	69 – 68: D+	67 – 62: D	61 – 60: D-	59 and below	F	
100 – 92: A	91 – 90: A-																
89 – 88: B+	87 – 82: B	81 – 80: B-															
79 – 78: C+	77 – 72: C	71 – 70: C-															
69 – 68: D+	67 – 62: D	61 – 60: D-															
59 and below	F																

## Course Schedule:

Class Date	Assignments (due by start of class)	Class Discussion/Activities
Jan 10 <sup>th</sup>	N/A	Introductions; Classroom Norms; What is “Social Justice”?
Jan 12 <sup>th</sup>	<p><b>Take:</b> Pre-test</p> <p><b>Read:</b> “Shame on Coconut Grove” and “And Justice for all?” by Leonard Pitts, Jr.</p> <p><b>Due:</b> Story of Social Injustice</p>	Systemic Inequity; Human Dignity; Malcolm X’s Cycle of Poverty and Wealth; Four Methods for Social Change
Jan 17 <sup>th</sup>	<b>Read:</b> “Letter to the Unemployed” and “Love is the Measure” by Dorothy Day	Human Dignity and Common Good
Jan. 19 <sup>th</sup>	<p><b>Journal #1 Due</b>—Define “Systemic Inequity” and “human dignity.” Give a clear and concrete example of each. Then, give your opinion on the following question: Do you agree or disagree with the #BlackLivesMatter Movement? Explain.</p>	<p>Human Dignity and the Common Good</p> <p>Prepare for 2 Li’l Fishes</p>
Jan. 24 <sup>th</sup>	<p><b>Read:</b> “What we don’t talk about when we don’t talk about service” by Adam Davis</p> <p><b>Journal #2 Due</b></p>	<i>Direct Service: 2 L’il Fishes (All day)</i>
Jan. 26 <sup>th</sup>	<p><b>Read:</b> “What we don’t talk about when we don’t talk about service.” by Adam Davis</p> <p><b>Journal #2 Due</b></p>	<i>Direct Service: 2 L’il Fishes (All day)</i>
Jan 31 <sup>st</sup>	<p><b><u>**Reflection Paper #1 Due**</u></b></p> <p><b>Read:</b> “Introduction to Pedagogy of the Oppressed” by Paulo Freire</p> <p><b>Read:</b> “Intro to Forum Theater”</p>	<p>Class Reflection: Direct Service</p> <p>What is “Consciousness Raising” and “Critical Consciousness”?</p> <p>Social Justice and the Arts, i.e. Slam Poetry, Theater, Music (Hip Hop, Rock, Country, Jazz, Folk)</p>
Feb. 2 <sup>nd</sup>	<b>Journal #3 Due</b> —Define “consciousness raising” and “critical consciousness”? Then, answer: Is there a difference	Prepare for Theater of the Oppressed (Forum Theater)

	between reading about an injustice in the newspaper and seeing it in a piece of performance art (song, play, slam poetry, etc.)? If so, what is it and why are they different? If not, why attend to newspaper and arts? What is the point of each? Explain.	
<b>Feb. 7<sup>th</sup></b>	<b>Bring</b> Resources for Theater of the Oppressed	Perform “Theater of the Oppressed” (Forum Theater)
<b>Feb. 9<sup>th</sup></b>	<b>Read:</b> “Building Communities from the Inside Out” by Kretzman and McKnight	Community Organizing and Mapping Systemic Inequity; Asset-Based Community Development;  Mapping Project Preparations
<b>Feb. 14<sup>th</sup></b>	<b><u>**Reflection Paper #2 Due**</u></b>  <b>Review</b> “Building Communities from the Inside Out” & Prepare Research Tools	Community Mapping Activity Meet at 119 <sup>th</sup> and White Oak (Pie-Eyed Café)
<b>Feb. 16<sup>th</sup></b>	<b>Bring Research Data to Class</b>	Create and Interpret Asset/Deficiency Maps
<b>Feb. 21<sup>st</sup></b>	<b>TBD</b>	<b>TBD</b>
<b>Feb. 23<sup>rd</sup></b>	<b><u>**Reflection Paper #3 Due**</u></b>  <b>Journal #4 Due:</b> What is advocacy? What is its goal? How does the organization engage in advocacy and what is its theory for change? What does a community do to protect its rights, dignity, and survival when all institutions (and the government) fails them?	From advocacy to radical advocacy  <b>Read and Report:</b> Website of assigned advocacy agency: ONE, LIFT, CCFH, GWTP, CASA, TWO, SETF, Team Englewood, Curt’s Café, CASA, Casa Central, Project FIRE
<b>Feb. 27<sup>th</sup> to March 3<sup>rd</sup></b>	<b><i>Spring Break</i></b>	<b><i>Spring Break</i></b>
<b>March 7<sup>th</sup></b>	<b><u>**Project Proposal Due**</u></b>	Debate and Deliberation on Class Project.

	<b>(Due on March 5<sup>th</sup> by 5pm)</b>	
<b>March 9<sup>th</sup></b>		Project Planning
<b>March 14<sup>th</sup></b>	<b>Read:</b> "Address to First M.I.A. Mass Meeting" (MLK)	MLK: Radical Love, Nonviolence, Social Change, Spirituality
<b>March 16<sup>th</sup></b>	<b>Journal #5 Due:</b> <i>"Love is one of the pivotal points of the Christian faith. But there is another called justice. And justice is love in calculation. Justice is love correcting that which revolts against love"</i> (MLK, "Address to the MIA Mass Meeting") In your own words, what is this saying? Do you agree or disagree? Explain.  <b>Read:</b> "With Ms. Fannie Lou Hamer" (MX)	MX: Love, Self-Defense, Social Change, Spirituality
<b>March 21<sup>st</sup></b>	<b>**Short Paper Due ( 2 pages):</b> Define "Violence," "Self-Defense," "Non-resistance," and "Nonviolence." Which do you find the most practical? The most ethical? Are they the same? Why or why not? Explain and use citations from MLK and Malcolm X.	MLK and MX Debate
<b>March 23<sup>rd</sup></b>	<b>Read:</b> "No More Cathedrals", "Creative Nonviolence", "A Penitential Procession" "Plan of Delano" (CC)	CC and UFWM: Love, Nonviolence, Fasting, Spirituality, Social Change
<b>March 28<sup>th</sup></b>	<b>Journal #6 Due:</b> Cesar Chavez	CC and UFWM: Love, Nonviolence, Fasting, Spirituality, Social Change
<b>March 30<sup>th</sup></b>	<b>Read:</b> "Michael Martin, Porter" "Letter to the Unemployed", "A Lifetime Job", "Scandal of the Works of Mercy", "Poverty and Precarity", "Holy Fools" (DD)	DD: Voluntary Poverty, Spirituality, Christian Anarchism
<b>April 4<sup>th</sup></b>	<b>Journal #7 Due:</b> <i>"...I think with grief that it is the fault of those professing Christians who repelled others from Christianity. The people turned first from Christ crucified because He was a poor worker, buffeted and spat upon and beaten. And now—strange</i>	DD: Voluntary Poverty, Spirituality, Christian Anarchism

	<i>thought—the people turn from Him because those who profess Him are clothed in soft raiment and sit at well-spread tables and deny the poor.”</i> In your own words, what is she saying and what does this have to do with human dignity and social justice?	
<b>April 6<sup>th</sup></b>	<b>Carry Out Project</b>	<b>Carry Out Project</b>
<b>April 11<sup>th</sup></b>	<b>Journal #8 Due:</b> Hadith 34: <i>“I heard the Messenger of Allah (saw) say, “Whoso- ever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart — and that is the weakest of faith.”</i> In your own words, what does this mean? How does it connect to social justice and human dignity?	<b>Project Reflection</b>
<b>April 13<sup>th</sup></b>	<b>Review</b>	<b>Review</b>
<b>April 18<sup>th</sup> to April 20<sup>th</sup></b>	<b>Oral Exams</b>	<b>Oral Exams</b>
<b>Dec 12<sup>th</sup> to Dec 17<sup>th</sup></b>	<b>EXAM WEEK</b>	<b>Oral Exams, Final Paper, BB Exam</b>

**\*\*I reserve the right to change this schedule to meet the needs of the class.\*\***

## **ASSIGNMENT DETAILS AND GUIDELINES**

### **I. ACTION FOR JUSTICE PROJECT**

The core of this class is a justice project. Therefore, **you as a class** will be planning, carrying out, and reflecting upon a project in one of four areas: direct service, community organizing, advocacy, or consciousness-raising. The project must be justice-oriented, focused upon the cycle of poverty/wealth or a pressing social issue, and carried out in November or December. **You as a class** will be in charge of the project: proposing ideas, voting on them, planning the project, carrying it out, and reflecting upon it. After the completion of the project, your final paper will be an in-depth analysis and reflection upon it. The final project may not always be a complete success. Your grade is not based upon the final success of the project, but rather the appropriate design, implementation, and reflection/evaluation upon it.

# ***PROJECT PROPOSAL GUIDELINES***

## **Part One: Logistics**

- 1.) What is the name of your project?
- 2.) What is the project? What will the class be doing?
- 3.) Where and when will this occur? Who will our community partner be? Who is the contact person there?
- 4.) What is the goal of the project? In other words, what's the point of doing this?

## **Part Two: Philosophical Foundations** *(This MUST be written as one to three coherent paragraphs)*

- 1.) What specific social injustice are you addressing? Why do you want the class to focus upon this particular injustice?
- 2.) What category of project are you proposing (community organizing, direct service, advocacy, or consciousness raising)? Why?
- 3.) What is human dignity? What is systemic inequity? How is this project promoting human dignity and addressing systemic inequity? You **MUST** quote a text to support your claim.
- 4.) What is social justice? This is YOUR informed definition.
- 5.) How is the project oriented towards social justice? In other words, how is this not just charity work but rather work that also is working towards justice, dignity, and wholeness in our larger society?

## **II. FINAL PAPER**

This is a critical reflection upon the class project. The paper should be 3-4 pages (5-6 well thought out, coherent, paragraphs), double spaced, using either 10 or 12 pt. font. You **must** use sources from class readings and you **must** cite them.

- 1.) Discuss the planning and implementation of the project. What did you do? How did you do it? Why did we choose this project? What went well and what didn't go well?
- 2.) What method or methods of social change did we use to carry out this project? Define them and explain how the project illustrated these methods. What are the strengths and weaknesses of this method and were these observable in carrying out our project? Be sure to explain clearly and use citations from class readings to support your position
- 3.) Articulate your own definition of **social justice**, HOWEVER, your definition must be supported by textual evidence from the writings of one figure studied in class (MLK, Malcolm X, Dorothy Day, Cesar Chavez, etc.) You must use their work to explain and defend your definition. And you must cite quotes and references appropriately. Example: (King, "Letter from Birmingham City Jail" 298). IN ADDITION, you must then define "human dignity" and "systemic inequity" and explain how they connect to your understanding of social justice.
- 4.) Use your definition to reflect upon the project: Was it really oriented towards justice? If so, how? If not, why? Be honest. You **MUST** make an argument and persuade me that your definition is sound and that the project either did or did not promote social justice.

### III. Oral Exam—Delivery Guidelines (rubric forthcoming)

### IV. Experiential Learning Reflections

You must write all four papers. Each should be a 2-3 page reflection paper that fully and thoughtfully responds to the guidelines. Each paper must be put together as a coherent, logical essay.

#### 1.) *Direct Service*

- a. **EXPERIENCE:** Describe your experience of direct service at 2 Li'l Fishes. Use details and conversation: bring the reader into the experience as if you were writing a novel or a screenplay for a movie.
- b. **REFLECTION:** What went well? What could be improved? What thoughts did you have and what emotions did you feel? Was there a gap of inferiority/superiority? If you could go back to that situation of service, would you do anything differently? Why or why not?
- c. **ANALYSIS:** Explain what Adam Davis means by the phrase "Service Is Not Simple" (SINS) and cite/quote the article. In light of SINS, was the service situation good (SIG) and was it simple (SINS)?
- d. **SOCIAL JUSTICE:** Define the terms "social justice", "human dignity", and "systemic inequity" as you understand them right now. What is an example of a social injustice?
- e. **CONCLUSION:** Does direct service lead to social justice? If so, what is the connection and how does it work? If not, why? Explain your position.

#### 2.) *Consciousness Raising*

- a. **EXPERIENCE:** Describe your experience planning, rehearsing, and performing the play. What was the story and why did your group decide on this story? What did you do? Was your role the *target*, *perpetrator*, *ally*, or *bystander*? Did your role bring up any unexpected thoughts or emotions as you planned, rehearsed, and performed the play? Did anything surprise you about the story when you performed it?
- b. **REFLECTION:** How did the "Spect-Actors" in the audience engage with your play? Did the changes in the play make the situation more just? Also, how did you as a "Spect-Actor" engage with another group's play? Did changes in their play make the situation more just or unjust? How?
- c. **ANALYSIS:** According to Freire, What is "consciousness raising"? Also, what is "critical consciousness"? Cite the reading. In your opinion, why do people engage in consciousness raising activities? In light of your experience, is "Theater of the Oppressed" effective in the work of Consciousness Raising? Why or Why not?
- d. **SOCIAL JUSTICE:** Define the term "social justice" as you understand them right now. What is an example of a social injustice? How do these terms connect to "human dignity" and "systemic inequity"?
- e. **CONCLUSION:** Why does any of this matter? Why should anyone care about social justice in any community? Why do people usually not care about social injustice or not want to see it? What is the benefit, if any, of doing this activity? Explain.

### 3.) *Community Organizing/Mapping Reflection*

- a. **EXPERIENCE:** Describe your experience walking around and using your tool. What did you do? What data did you gather? What was your tool and was it effective in finding out information about Whiting?
- b. **ABCD:** Explain what Kretzman and McKnight mean by “building a community from the inside out” and “asset-based community development.” Cite the article.
- c. **COMMUNITY:** What is a community? What does it mean that you did the activity using as “asset-based” approach rather than a “deficiency-based” approach? How does this help us understand a community? What are two of the major assets and deficiencies in Whiting?
- d. **ANALYSIS:** In light of the assets and deficiencies, what is one social injustice in the Whiting community? What is its cause? What assets can be mobilized to address this injustice?
- e. **REFLECTION:** Why does any of this matter? Why should anyone care about social justice in whiting or any other community? What is the benefit, if any, of doing this activity? Explain.

## V. JOURNALS AND WRITING ASSIGNMENTS

The minimum requirements (i.e., “C” work) are: one paragraph that answers the question clearly and that you clearly state your own, educated, opinion. There should be very few grammatical and spelling errors. *Further guidelines will be discussed as needed.*

- a. **\*\*Story of Social Injustice:** Write about a time when you were treated unfairly, or when you witnessed someone else being treated unfairly. Use details and conversation: bring the reader into the experience as if you were writing a novel or a screenplay for a movie. Conclude with a reflection on the experience: why was this treatment unfair? Who was the: target, perpetrator, bystander, and ally? How was this situation connected to the larger culture or society in which we live? Was there a social norm involved (think of the critique of *The Joker*)? If you could go back to that situation, would you do anything differently?

## VI. QUIZZES.

There will be several quizzes, some announced and some unannounced. They will cover class readings. BE PREPARED.

## VII. FINAL EXAMS

The written exam will be posted in Blackboard in the last 2 weeks of class.

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Therefore, if a student is absent <b>six (6) times or more</b> the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>ALL WORK IS DUE AT BEGINNING OF CLASS. IT SHOULD BE SUBMITTED EITHER 1.) TO MY EMAIL ACCOUNT OR 2.) ON PAPER. LATE WORK WILL HAVE POINTS DEDUCTED FOR EACH DAY LATE</p> <p><i>I RESERVE THE RIGHT NOT TO ACCEPT LATE WORK.</i></p>
<b>Using Electronic Devices</b>	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
<b>Participating in Class</b>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>CCSJ Alerts:</b>	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>

## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol>

### FIRE

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol>

## **BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## **HAZARDOUS MATERIAL SPILL/RELEASE**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## **TORNADO**

### **EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## **SHELTER IN PLACE**

### **EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## **BOMB THREATS**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.