



PUR4443 Global Social Change Communications

Academic Term: Spring 2022
3 Credit Hours

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Instructor

Name: Angela Bradbery

Email Address: abradbery@jou.ufl.edu

Office Phone Number and Times: (352) 294-2013. I'm in the office Monday-Thursday. You also may contact me via cell, (202) 669-6517.

Virtual Office Hours: 3-5 p.m. Thursdays or by appointment.

Teaching Assistants

- Nader Dagher, ndagher@ufl.edu

Course Description and Prerequisites

What does it take for a social change movement to succeed? How do nonprofit organizations effect positive social change throughout the world? In this course, we not only will delve into theories of change, but we also will analyze real-world change movements and campaigns, hearing from practitioners who are working to effect positive social

change around the globe. We'll explore what constitutes success in social movements, the pros and cons of leaderless movements, whose voices are omitted from social change efforts, what obstacles to change exist and how to make people care about big issues. By the end of the course, students will have the tools and knowledge they need to advance social issues they care about.

Course Prerequisites / Co-Requisites

None.

Course Delivery Mode and Time Commitment

The class meets in person in Weimer 1078 at 12:50-2:45 p.m. Mondays and 12:50 p.m.-1:40 p.m. Wednesdays.

Time Commitment

Expect to spend between 5 to 10 hours per week, per course, watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Course-Level Objectives

Upon successful completion of this course, students will be able to:

- Exhibit a deep understanding of major global social change movements, including how they began, how they developed, the challenges they faced and what made them effective. (CO: 1)
- Explain the roles of nongovernmental organizations, charities, foundations, aid organizations and other entities in effecting positive social change around the world. (CO: 2)
- Determine whose voices have been omitted from past and present movements. (CO: 3)
- Apply key theories of change, as well as concepts about how ideas catch and spread, to social change campaigns. (CO: 4)
- Explain the benefits and limitations of digital media in social movement building and organization-led social change campaigns and apply that knowledge to ongoing campaigns. (CO: 5)
- Tailor communications campaigns for specific countries. (CO: 6)
- Develop the building blocks of a strategic plan for a social change campaign in a country of your choosing. (CO: 7)

(CO = Course-Level Objective)

Textbooks and Materials

Required Course Textbook(s)

Tufekci, Z. (2017). *Twitter and Tear Gas; The Power and Fragility of Networked Protest*. Yale University Press.

- ISBN: 9780300259292

(Note: This will be available via the Course Reserves in Canvas.)

Book and Article Excerpts

Centola, D. (2021). *Change: How to Make Big Things Happen*. Little, Brown Spark.

(Note: This will be available via Course Reserves in Canvas.)

Stanford University. *The Martin Luther King Jr. Research and Education Institute*. Montgomery Bus Boycott. (n.d.). <https://kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott>

Chappell, B. (Oct. 20, 2011). *Occupy Wall Street: From A Blog Post to A Movement*. NPR. <https://www.npr.org/2011/10/20/141530025/occupy-wall-street-from-a-blog-post-to-a-movement>

Schneider, N. (Oct. 12, 2011). *From Occupy Wall Street to Occupy Everywhere*. The Nation. <https://www.thenation.com/article/archive/occupy-wall-street-occupy-everywhere/>

Editors. (Jan. 17, 2020). *Arab Spring*. History.com. <https://www.history.com/topics/middle-east/arab-spring>

NPR Staff. *The Arab Spring: A Year of Revolution*. (Dec. 17, 2011). NPR. <https://www.npr.org/2011/12/17/143897126/the-arab-spring-a-year-of-revolution>

Harlan, J., Chambers, V. & Schuessler, J. (Aug. 20, 2020). *Suffrage at 100; a Visual History*. New York Times. <https://www.nytimes.com/interactive/2020/08/17/us/suffrage-movement-photos-history.html?searchResultPosition=3>

Christiano, A. and Neimand, A. (2018). *The science of what makes people care*. Stanford Social Innovation Review. https://ssir.org/articles/entry/the_science_of_what_makes_people_care

Christiano, A. and Neimand, A. (2017). *Stop raising awareness already*. Stanford Social Innovation Review. https://ssir.org/articles/entry/stop_raising_awareness_already

Christiano, A. and Neimand, A. (2017). *The back-of-the-envelope guide to communications Strategy*. Stanford Social Innovation Review. https://ssir.org/articles/entry/the_back_of_the_envelope_guide_to_communications_strategy

Shorters, T. (2019). *"You can't lift people up by putting them down": How to talk about tough issues of race, poverty, and more*. The Chronicle of Philanthropy. <https://www.philanthropy.com/article/You-Can-t-Lift-People-Up/246559>

Potter, W. (2020, Aug. 6). *The health care scare: I sold Americans a lie about Canadian medicine*. Now we're paying the price." The Washington Post. <https://www.washingtonpost.com/outlook/2020/08/06/health-insurance-canada-lie/?arc404=true>

Cottle, M. (2018). *How Parkland students changed the gun debate*." The Atlantic. <https://www.theatlantic.com/politics/archive/2018/02/parkland-students-power/554399/>

Kristof, Nicholas. *"Nicholas Kristof's Advice for Saving the World"*. Outside. Nov. 30, 2009. <https://www.outsideonline.com/1909636/nicholas-kristofs-advice-saving-world>

Neimand, Annie. *"How to Tell Stories About Complex Issues"*. Stanford Social Innovation Review. May 7, 2018. https://ssir.org/articles/entry/how_to_tell_stories_about_complex_issues

Wen, W. And Shammass, B. (2020, Dec. 21). *Why Americans are numb to the staggering coronavirus death toll*. The Washington Post. <https://www.washingtonpost.com/health/2020/12/21/covid-why-we-ignore-deaths/>

Recommended Textbook(s)

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

Changes in the APA 7th Edition

Publisher Materials

N/A

Course Reserves

Readings in Course Reserves are listed above.

Minimum Technology Requirements and Computer Skills

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- [Specifications](#)
- Reliable Web Browser: Login to Canvas and make sure your Internet browser is compatible.

Peripherals

- A backup option should be available to minimize any loss of work such as an external hard drive, a USB drive, cloud storage, etc.

Hardware

- Dependable computer.
- Computer speakers.
- Headset with microphone.
- Webcam.

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location, at any time.
- Canvas Mobile App: Download instructions for [iOS device](#) or [Android device](#).
- [Adobe Reader](#)
- <https://ufl.zoom.us/>

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here](#).

Subscriptions, Plug-Ins, and Other Tools

- [JAVA](#)

MINIMUM COMPUTER AND DIGITAL INFORMATION LITERACY SKILLS REQUIREMENTS

The general and course-specific computer and digital information literacy skills you must have to succeed in the course include, but are not limited to, the following:

- Accessing the Internet.
- Using Canvas.
- Using email with attachments.
- Creating and submitting files in processing program such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the University of Florida library and websites.

Technical Support

In the event that you have technical difficulties with your course, please contact the [UF Computing Help Desk](#) either by filling out an [online request form](#) or calling 352-392-4357 - select option 1. The Help Desk is located on the ground floor of the Hub on the UF campus.

If your technical difficulties caused you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor. Include the ticket number that you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions please contact the UF Computing Help Desk:

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Please Note

Your instructor is not able to handle technological issues or answer questions related to computer issues. If a problem of this nature arises that causes you to miss an assignment, you must provide your Help Desk ticket number to the instructor in order to receive an extension.

Course Grading Policies

Grading Criterion, Late Assignment Policy, and Expectations for Assignments

GRADING CRITERION

Class participation (30%)

Participating in class is an important part of you learning. You will be assessed based on your contributions to class discussions and in-class activities.

Writing assignments (25%)

You will have six outside writing assignments, not including your draft final plan and final plan. These will involve you applying concepts we learn in class to the campaign or movement on which you are focusing this semester.

Final presentation (15%)

The purpose of journal writing in a course is to help you critically think about the course learning materials, personal experiences, and synthesize the information to promote personal and professional growth that promotes healthy change. Make sure that you use proper grammar, word choice, syntax (arrangement of words to create well-formed sentences), and writing mechanics (capitalization, punctuation, and spelling) in your journal as well as proper citing and referencing of all your sources.

Final project (30%)

The final project is the culmination of a semester's worth of work. The goal is for you to apply the concepts you learned to the campaign or movement that you selected at the beginning of the semester. In this final project, you will craft the key elements of a strategic plan to bring a specific positive social change to one country. Your plan should reflect not only what is being done now, but what you think should be done and why. It's fine to disagree with the approach being taken now and to offer a different approach.

Please be thorough, detailed, thoughtful, and logical. The elements of your plan should fit together, and the information in the elements should not leave readers with questions. Please provide examples, with links, as needed.

This is the first part of the final project. The second part entails a presentation you will make to the class. (See the presentation assignment for details.)

Your plan should include:

INTRODUCTION

- an introduction that provides a comprehensive background about the campaign/movement

GOAL

- the campaign goal and what will constitute success
- who must act for the goal to be met and what they must do

MAKING PEOPLE CARE

- how you will make people care about the overarching issue
- how you will motivate them to act (this will include key messages and calls to action)

THEORIES OF CHANGE

- which of the six spheres of influence you will apply. Why? How?
- which of the three capacities you will use. Why? How?

REACHING YOUR AUDIENCES

- how you will reach those people (this would include messengers, people whose voices will be heard, social media plans)
- how you will make your ideas and messages catch and spread, (this would include strong ties/weak ties theory)

CULTURE

- elements of the country's culture that factored into the campaign plan

Format: You may put your plan in a Word doc or, if you want to get creative, you can design a document with graphics and a fancier layout. If you use Word, please use stylized headers that make the document more approachable and attractive.

Expectations for Writing Assignments: Writing Style

In order to meet the academic rigor and standards of a graduate program, all students are required to use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, intext citing and references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and crediting the source.

Your grade will be calculated based on the following:

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they not count towards the final grade. <ul style="list-style-type: none"> • Student Introduction • Course Evaluation 	0	0%
Participation <ul style="list-style-type: none"> • Worth up to 3 points each. 	90	30%
7 Written Assignments <ul style="list-style-type: none"> • Worth 10 points each. 	70	25%
1 Final Presentation <ul style="list-style-type: none"> • Worth 50 points. 	50	15%
1 Final Project <ul style="list-style-type: none"> • Worth 50 points. 	50	30%
TOTAL	260	100%

Grade	Percentage
A	92.5-100%
A-	89.5-92.4%
B+	86.5-89.4%
B	82.5-86.4%
B-	79.5-82.4%
C+	76.5-79.4%
C	72.5-76.4%
C-	69.5-72.4%
D+	66.5-69.4%
D	62.5-66.4%
D-	59.5-62.4%
E	0 – 59.4%

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered

passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the [UF grading policy](#) for more information.

GRADUATE STUDENT WORK

Graduate students who take this class will be expected to produce a more advanced and more deeply researched final project that includes at least three interviews with organization or movement leaders and other stakeholders. Other information that should be part of the plan includes such things as audience opinion data (from publicly available sources), information from primary sources about the culture of the country selected, research about the stances of potential messengers and more. Students may also choose to create content for the campaign, such as visuals, videos or social media content.

LATE ASSIGNMENT POLICY

Late assignments will not be accepted unless it is a [University excused absence](#) as stated in the attendance policies. **No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.** If potential issues arise concerning submitting final work, students should contact their instructors before deadlines to discuss the possibility of an Incomplete Grade Contract.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

EXPECTATIONS FOR ASSIGNMENTS

- **Missed Live Lectures**

In courses where there are live weekly or bi-weekly lectures, it is your responsibility to make up lost work, get notes from another student or otherwise ensure that you have caught up on what you missed.
- **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/>.

Accessibility Policy

Students requiring reasonable access to services and resources required by the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations, please access [UF Accessibility](#) for all options available to you. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Please register early!

Contact Information

- For ADA questions: Dr. Russ Froman, rfroman@ufl.edu, Phone: 352 - 273-1094
- Disability Resource Center: Jenna Gonzalez, DRC@ufsa.ufl.edu, Phone: 352 - 392-8565
- Electronic Information Technology & Communication Accessibility: Anne Allen, alallen@ufl.edu, Phone: 352- 871-2707

- For persons with hearing or speech related accessibility needs: When trying to access an office on campus that does not list a TDD/TTY number, contact the Florida Relay Service at 800-955-8771(TDD) or 711 (V/TDD).

Accessibility Resource Center

University of Florida
PO Box 114085
Gainesville, FL 32611-4085
Phone: 352-392-8565
[Email: accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu)

Address

Environmental Health and Safety Administrative Offices
916 Newell Dr
Gainesville, FL 32603

For more information, see UF's [Electronic Information Technology Accessibility \(EITA\) Policy](#).

Communication Policy

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted in the courseroom each time you log in.

Email

You are responsible for reading all your course email and responding in a timely manner (within 24 hours).

Video Conferencing

You are responsible for attending course video conferencing meetings. If you cannot attend the video conferencing meeting, please advise the instructor and/or your team at least 24 hours in advance (exceptions can be made for legitimate emergencies). You are expected to demonstrate netiquette and etiquette communication expectations.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME AND FEEDBACK

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, please email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Video Conferencing

The instructor will provide any information on required video conferencing within the courseroom.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications. See [Information Security](#).
- All electronic communication resources must be used for the course and in alignment with to the CJC Online and University mission. See the [Acceptable Use Policy](#).
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Prohibited online access without consent.
- Prohibited disruption of services including introducing computer contaminants (viruses).
- Prohibited [harassment](#) of any kind.

Privacy

If your course includes live synchronous meetings, the class sessions will all be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Please see UF's Information Technology [policies](#) for additional information.

Video Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under [UF Regulation 4.040 Student Honor Code and Student Conduct Code](#).

Select CJC and University Policies and Guidelines

Academic Integrity Policy

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.” The [Student Honor Code](#), Violation of the Student Honor 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 the appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA’s in this class.

Attendance

Students are responsible for meeting all academic objectives as defined by the instructor. In general, acceptable reasons for absences include illness, serious family emergencies, special curricular requirements, military obligation, [severe weather conditions](#), [religious holidays](#), and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. [Excused absences](#) must be consistent with university policies in the Graduate Catalog and require appropriate documentation. For additional information, see the [attendance policies](#).

Plagiarism

Plagiarism is unacceptable; especially, in the academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). Remember that plagiarism is not acceptable in any of your work including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. Always cite your sources!

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Notification to Students of FERPA Rights

There are federal laws ([FERPA](#)) protecting your privacy with regards to grades earned in courses and on individual assignments.

Writing Style

Writing assignment should adhere to AP style.

Academic and Student Resources

Academic Resources

- [One UF Student Portal](#) – Course registration, final grades, transcript requests, degree audit.
- [GatorEvals](#) – Online faculty evaluations and results.
- [UF Bookstore](#): Phone: 352-392-0194, Email: ufbookstore@bsd.ufl.edu
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. [UF Library Services for Distance Students](#)

[Ask a Librarian](#) – chat with librarians online.

CJC Librarian - [April Hines](#), Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.

[Course Reserves](#): Electronic resource reserve items that can be accessed via links or files.

- [Copyright Concerns of Graduate Researchers](#): Information and resource guide on copyright concerns.
- [Teaching Center](#): General study skills and tutoring. Broward Hall, Phone: 352-392-2010 or 352-392-6420.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.
- [Online Student Complaints](#): This process is designed to make every attempt to resolve student complaints within its academic and administrative departments at the program level.
- [Information for Veterans](#): Veterans Affairs Certification: Phone: 352 - 294-2948

Student Resources

- [OneStop Enrollment Services Center](#): Seamless centralized services for financial aid, bursar, admissions, and the registrar. Telephone: 352-392-2244 or 833-UF1-STOP, In-person service: On campus in Criser Hall, Ground Floor Lobby, Hours: Monday through Friday, 8:30 a.m. to 4:30 p.m.
- [Graduate Student Resources](#): Available resources for graduate students. Your advisors are here to support you, answer questions, help with registration, and other sources. Email onlineadvising@jou.ufl.edu.
- [U Matter, We Care](#): If you or a friend is in distress, please contact umatter@ufl.edu or Phone: 352-294-2273 so that a team member can reach out.
- [Counseling and Wellness Center](#): [3190 Radio Road, Gainesville, FL 32611](#)
[Phone: \(352\) 392-1575](#), [Fax: \(352\) 273-4738](#)
- [Sexual Violence Response](#): Victim services, Care Area, UF Police Department, and Title IX.
- [University Police Department](#): Resources available include the Office of Victim Services and Community Services Division. Emergency: 9-1-1; Non-Emergency: 352-392-1111.
- [Gator Connect](#): Online database of student organizations.
- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Veteran Services](#): Office of Student Veteran Services, Phone: 352-294-2948, email: vacounselor@ufl.edu.
| Collegiate Veterans Success Center, Phone: 352- 294-7215, email: charlotte.kemper@va.gov.
- [Student Financial Affairs](#): Financial aid counseling including Aid-a-Gator program. Phone: 352-392-1275.
- [Student Success Coach](#): Meet with a graduate student coach that can support you in numerous ways during your time in graduate school, such as time and stress management, motivation, organization, and much more.



The instructor reserves the right to adjust this syllabus, as necessary.