



<p>Nongovernmental Organizations FYC 6423, Section 7755 Summer Semester, 2009</p>
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Instructor Information

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Consultation Policy

Office hours for this class are 1 to 3 p.m. every Tuesday. I will meet with you any time that I am free. Please contact me at any time if you have a question or just want to discuss something.

Course Description

This course examines the goals, objectives, activities and impacts of NGOs, with an emphasis on international NGOs (INGOs).

Course Goals

This course will provide you with knowledge and skills needed to work with or in NGOs and to understand the role of this growing “third sector” in a global context. We will adopt an analytic stance to understanding the role of NGOs in contemporary society. Our analysis will include an examination of the theoretical bases for their development, an examination of critical functions of and within NGOs, and approaches to evaluating the impact of NGOs, intended and unintended, on local, national and international policy and people.

Course Objectives

After completing this course, you will be able to:

1. Use social and economic theories to understand the emergence and growth of NGOs in contemporary society
2. Analyze and evaluate the ways in which NGOs frame issues
3. Characterize the relationship of NGOs to the state and governmental organizations
4. Evaluate how NGOs validate their roles
5. Contrast and compare governance in NGOs and the ways in which NGOs interact with other organizations at different spatial and organizational scales
6. Assess the mechanisms that NGOs use to mobilize resources and how their resource base affects their role as representatives of different constituencies
7. Appraise the degree to which NGOs respond to felt needs
8. Characterize the impacts of NGOs on civil society and governance
9. Define what success means for NGOs

Approach and Expectations

This course will rely heavily on applying the concepts that we address during the course. Devoting time, attention and thought to your semester project is critical to success. We will

approach our study of NGOs from an empirical stance that emphasizes examining the claims and counter-claims about NGOs. I expect you to develop and demonstrate analytical and critical thinking skills during this course, which requires you to use empirical evidence and a theory-based approach to understanding the roles of NGOs, and their potential benefits and drawbacks as actors in contemporary society. I use a combination of assigned readings, self-directed exploration of the literature, guest speakers, classroom activities and assignments to try to create an environment in which you can gain the critical skills and knowledge you need. Taking advantage of these opportunities is your responsibility. I expect you to provide evidence in the form of citations in assignments and in class discussions that you have used the resources, including the texts, my lecture material, and research materials that you find for yourself, to maximize your learning experience. I base my evaluation of your performance, in part, on the degree to which you provide evidence that you have taken responsibility for your own learning experience and that you are actively seeking out all of the resources possible to make the learning experience as profound and meaningful as possible. You should read the material in the texts or other assigned readings **before** class.

Success in This Course

If you do not know how to use the library electronic journal search engines, you must learn to do so to succeed in this course. Finding, consulting, citing and referencing published research journal articles about the topics that we cover in this course is an absolute prerequisite for success. You have to use the electronic search engine to do so.

Being able to read and understand these articles is critical. If you do not know how to read refereed research journal articles effectively and efficiently, go to my main website. Click "Scientific Reasoning and Research Design." You will find four useful documents there. Use them. They are: (1) Quick Guide for Selecting Reference Materials, (2) Reading & Understanding Research Reports that Use Quantitative Data Analyses, (3) Reading & Understanding Research Reports that Use Qualitative Data Analyses, and (4) Reading & Understanding Research Reviews. If you have questions about what kind of literature to consult for the Topical Analysis and Semester Project, make an appointment to consult with me.

Collaborative Learning

Most of us learn more effectively when we can discuss our ideas with others. I encourage you to engage in collaborative learning. I suggest that you find one or two partners for this course. Share your ideas with them. Discuss the assignments. Share materials that you find for the course. Borrow ideas from each other.

Required Textbooks

Heins, Volker. (2008). *Nongovernmental organizations in international society. Struggles over recognition*. Palgrave/Macmillan, New York

Feher, Michael. (2007). *Nongovernmental politics*. Zone Books, New York.

Other Required Materials

I will provide you with required readings from other sources than the textbook. Most of the additional required readings for the course consist of research journal articles. Some are chapters of books of mine. All book chapters and some research journal articles will be available

through e-reserves at the library. If you do not know how to get materials from e-reserve, consult the UF libraries website for instructions. If a journal article is **not** available through e-reserve, it **is** available through the UF library system, but you will have to retrieve it yourself. If you do not know how to use the UF library system, you **must** learn to do so to succeed in this course.

Additional References

I will also provide additional reference materials about several topics each week. Consult and use these materials as appropriate both to build your expertise to lead class discussions and to complete your semester project. I will not post these references to e-reserve. They are all available electronically through the UF library system, but you will have to retrieve them yourself.

Grading Philosophy and Policy

I award grades not to punish poor performance, but rather to help you understand and master the material we are covering. My goal is for every student to earn an A in this course. I expect to see increased comprehension and dominance of the concepts and ideas that we discuss during the course. Therefore, my expectations grow as the semester progresses. There will not be any opportunity to “redo” assignments in this class. If you can submit an assignment prior to the due date, I will make every attempt to review it quickly and alert you to any potential problems. However, my time may not permit this on every occasion.

Late Submission Policy

I reserve the right to refuse to accept assignments submitted after the due date, in which case I award zero (0) points for the assignment. If I can accept late assignments, I may not be able to grade them quickly. The grade on late assignments will be reduced by 5% per day it is late.

Grading Scale

B+	87 – 89%	A	95 – 100%	A-	90 – 94%
B		B	83 – 86%	B-	80 - 82%
C+	77 – 79%	C	73 – 76%	C-	70 - 72%
D+	67 – 69%	D	63 – 66%	D-	60 – 62%
E	<60%				

Distribution of Grade

Class Preparation & Participation (including analysis of case examples)	20 points
Topical Analysis	30 points
Class Activity and Discussion (Peer Evaluation)	10 points
Semester Project	30 points
Semester Project Presentation	10 points

Total Points **100 points**

Class Preparation and Participation (20 points)

I expect you to participate knowledgeably in classroom discussions. You should demonstrate: (1) that you have consulted and understand the concepts explored in the required readings and (2) that you can apply the concepts to the analysis of NGOs. Specifically, pick a different selection from the Feher text each week. More than one student can select the same case either for discussion in different class periods, or even for discussion in one particular class period. Read the material in Feher and find additional material about the case (for example, examine the information provided at an organization's web site or look up more information about what spurred the development of an NGO such as the Bhopal disaster). This does not need to be extensive. Simply inform yourself about the NGO, issue or problem that is the focus of your selection. You need to be able to discuss your case in class in terms of the topic we are covering, based on the required readings, presentations in class (myself, guest speakers), and the class discussion organized by one of your peers (see below). Come to class prepared to discuss your case and use it as an example for the rest of us to gain a better understanding of the issues we are discussing that particular week. Look at the discussion topic for the week to help prepare for the class discussion. Submit the title and page numbers of the selection from Feher prior to class each week electronically. In the subject line of the e-mail put your name, the title of the selection you have selected, and the relevant pages in Feher – e.g., Swisher Humanitarianism Reconfigured 183-195.

Topical Analysis (30 points)

You will develop a topical analysis of one of eight topics listed below during the semester. Be prepared to indicate your preference during the first class period. It's first come, first served until all topics are covered. I have included questions to guide your analysis. One way to look at this assignment is that you are exploring alternative answers to these questions. I will provide one or more reference materials that you can use to start your exploration of the topic. You need to explore additional materials that you find about the topic as well. Use refereed research journal articles. Required readings do not count – we have all read those. Your topical analysis includes two components: (1) an annotated bibliography of at least ten refereed research articles that address the topic and (2) a synthesis of the literature that you reviewed. **Submit these electronically to me. Name the file with your last name and the number of the topic you address, e.g., Swisher4.** I will distribute your annotated bibliography and synthesis to the class after you lead the class activity and discussion (see below).

Topics

1. Perspectives on NGOs. Compare and contrast alternative theoretical perspectives about what NGOs are and how they differ from other kinds of civil associations (such as neo-Marxist theory, recognition theory, entrepreneurship theory). What are NGOs? How do they differ from traditional civil associations developed to address perceived ills or injustices? How do they differ from governmental organizations? Should we try to understand NGOs from a theoretical perspective, a functional perspective, an organizational perspective – how do we differentiate them from other kinds of public and private organizations? To what degree are NGOs “apolitical” or “un-political”?
2. NGOs and Issue Framing. How do NGOs differ from social movements? To what degree do NGOs represent a semi-permanent organizational expression of social movements? Many NGOs refer to “framing” the issues they want to address. What does this mean? To what degree is Volker's contention that NGOs consistently frame issues in terms of “good and

evil” true? Do NGOs frame issues in ways that tend to generate a broad-based consensus or in ways that generate polarization and discord?

3. NGOs and Governmental Organizations. How do NGOs interact with governmental organizations? Are NGOs the result of a failure of state politics, policies and capabilities? Alternatively, are they “surrogate” arms of the state that implement state policies and programs as a private sector entity? Or do they serve as a “prop” for failed government by relieving governments of the responsibilities for addressing issues and problem? Are they independent of government organizations? To what degree do they focus their attention on government organizations to affect policy or influence “rule making”? Compare and contrast the role of NGOs as critics and opponents of governments and as “lobbyists” intimately involved with governments. Are there marked differences in how NGOs relate to local, national and international governments and governmental organizations?
4. Resource Mobilization. How do NGOs get their resources – activists, money, support? What characterizes the activist base for NGOs (social status, geographic location, income)? Where do they get their money? Based on where and from whom NGOs garner resources (time, effort, money) and whom they claim to represent – to what degree do they constitute a post-modern continuation of the “north-south” or “developed-developing” actor dynamic? E.g., do NGOs simply represent the most recent version of the imperial model or of the dependency model?
5. NGO Representation & Legitimacy. Who do NGOs claim to represent? How do they interact with those they claim to represent? How and to what degree do they engage those they claim to represent – for example, as clients, as partners? What kinds of governance mechanisms do NGOs use to ensure that they do represent the interests of those they claim to represent adequately and accurately? How do they interact with other NGOs – to build coalitions, to enhance their capacity, to expand their mission? Are there differences in the legitimacy of “mushroom NGOs” (a term used to describe NGOs that spring up when opportunities for funding appear) and those of better-established NGOs? How do NGOs frame their claims as legitimate representatives of those they claim to represent?
6. Needs Identification. To what degree do NGOs respond to felt needs – demand for their activities? Are the needs that NGOs can address growing? What kinds of information or data do NGOs use to establish that the needs they address are “real” and pressing? To what degree do they themselves create the demand for their activities by generating awareness of what they perceive as important issues? Put another way, are NGOs in some sense a “self-generating growth industry?” To what degree can we characterize the concerns of NGOs as an ever-expanding list of ills and injustices that become ills and injustices because NGOs generate publicity about them?
7. NGOs, Civil Society & Governance. Do NGOs strengthen or weaken civil society and governance? What are some of the positive impacts of NGOs – as a phenomenon – on civil society and governance? What are some of the negative impacts? Do NGOs represent broaden the ability of “ordinary citizens” to help solve problems? Do they empower people to tackle the issues that they think are important? On the contrary, do the far-reaching and wide variety of ills and injustices that NGOs bring to the public eye create a sense of helplessness and futility? Do NGOs create an atmosphere of ever-changing crisis that leads citizens to make many short term ineffectual responses to perceived crises rather than long term commitments to persistent problems?

8. The Impacts of NGOs. What constitutes success for the NGO? To what degree does success mean solving the problem – addressing the ill or injustice in a meaningful way? Or does success mean changing the “hearts, minds and behavior” of the “doers” of the injustice or the creators of the ill? Or does success mean the continued existence of the NGO?

The Annotated Bibliography

Review several articles prior to writing the annotated bibliography. Select at least ten (more is fine, but not necessary) to include in the annotated bibliography. Pick the articles that you considered the most valuable in terms of their contribution to your understanding of the issues that are important with regard to your topic and the range of perspectives (conclusions, viewpoints) and findings about the topic. Select your articles to complement the required readings – articles that deepen our understanding of ideas presented in the required readings or that provide a contrasting perspective. Prepare an **evaluative annotation**. Each annotation should be **no longer than 300 words, excluding the citation**. (This paragraph contains 115 words.) Include the following:

- Full citation, APA style
- What is the academic reputation of the journal? What are the author’s credentials (reputable institutional or organizational affiliation, experience)?
- What are the main points that the author makes – his main conclusions or the key concepts, perspectives or ideas that s/he offers?
- What evidence does the author provide to support the conclusions (or concepts, etc.)?
- Explain how this article contributes in a significant way to the dialogue about the topic. Put simplistically – what’s “new and exciting” in this article?
- What are the main weaknesses (if any) of the article? This could be inadequate evidence to support the conclusions, a limited contribution to our understanding of the topic, or a detectable bias in the author’s conclusions or approach, for example.

Synthesis

Write a 4-5 page maximum (single space) synthesis of the major viewpoints, questions, and issues relevant to your topical area, based on the literature that you reviewed (this may include literature beyond the ten articles that are annotated). Answer these questions. Number each response in your synthesis.

- 1) What are the areas of agreement or similarity (similar concerns, issues, conclusions or findings) among the authors whose work you reviewed?
- 2) What are the areas of disagreement and/or tentative conclusions? What remains unclear, unanswered, or in need of further research?
- 3) How does the literature you reviewed **extend upon and contrast with** the major themes, issues, perspectives and/or concepts presented in the required readings?
- 4) What are **your** summary conclusions about the topic that emerged from your review of the literature? This is **not** a statement of your opinions on the topic, but rather a set of conclusions that you draw **based on the literature that you reviewed**.

Grading Criteria

Followed all instructions, including use of APA Style (5%)

Selected at least 10 refereed journal articles that are pertinent to the topic, reflect a range of concepts and/or perspectives, and build upon and extend the concepts covered in the required readings. Provided evidence of the reputation of the journal and the author's credentials. (10%)

Provided a robust explanation of the main points in each article and clearly stated the authors' major theses, concepts, conclusions or perspectives. Indicated the nature of the evidence that the authors provided to support the conclusions. (15%)

Explained the contribution of each article to the dialogue about the topic. Identified and discussed any weaknesses in the articles, including bias or slant. Included a justification or explanation of why you think these are weaknesses. (15%)

Clearly identified and stated the major areas of agreement or similarity in the body of work reviewed. (10%)

Clearly identified and stated the major areas of disagreement or tentative conclusions that emerge from the work reviewed. Identified the areas where more work is needed. (10%)

Explained how the material covered extends upon **and** contrasts with the concepts, themes, or perspectives covered in the required readings about the topical area (20%)

Provided a summary of your conclusions about the topic, based on the literature you reviewed. (15%)

Class Activity & Discussion (10 points)

You will lead a one-hour class activity and discussion about your topic, based on your literature review. There may be a few occasions when two of you have the same topic. In that case, work together to plan the activity and discussion. You can make a formal presentation about your topic if you want (20 minutes maximum). However, the standard "power point" presentation is not a very effective learning tool. You may want to think about alternatives. For example, you could provide the conclusions from two authors who differ greatly in viewpoint very briefly and then ask your peers to contrast and compare the two with the required readings. You could provide some scenarios of difficult decisions relevant to your topic. For example, "Save the Forest has received an offer of a \$500,000 donation to build an interpretative center at their rainforest preserve from a corporate donor who cleared forest in the area to develop banana plantations. There are no strings attached except signage on the center stating the name of the donor. Should Save the Forest accept the donation?" This is hard work. Keep these criteria in mind as you decide what to do:

- Engage the audience – make it interesting, thought-provoking
- Draw upon your peers' familiarity with the required readings
- Be analytic – get your peers to think critically about the topic and to understand the complexities involved
- Focus on the implications of the viewpoints in the literature about the roles of NGOs in contemporary society

Your peers will evaluate your performance as a leader of the class activity and discussion, using a standard form posted at the course web site.

Semester Project (30 points)

The semester project consists of a description, analysis and evaluation of an NGO that you select for study. There are two “rules” for selecting the NGO. First, you cannot be actively involved with the organization. This is a rule because (1) I want you to explore an NGO based on what is publicly available about it, not your personal “insider” knowledge and (2) I fear that your active involvement with the organization might make it more difficult for you to develop an analytic and evaluative stance, which could hurt your performance on the project. The second rule is that I want you to select a well-established or well known, preferably at least a mid-sized NGO. You will have to go beyond what is available on the NGOs website to complete this project. There may be some famous (or infamous) small NGOs, but you will have trouble finding information about them. You are much more apt to find information about well known or well established than a relatively new NGO. Please be prudent in your selection. Do not pick an NGO that is going to cause you to spend inordinate time and effort over the course of the semester. I describe the three components of the semester project below.

You will need to consult a wide variety of information sources as you complete the semester project, including newspaper articles, information from web sites, articles in periodical, blogs and other “non-academic” resources. You may learn about potential issues associated with your NGO’s funding or accountability, what people think about the NGO, satisfaction or dissatisfaction with its activities and such from these kinds of non-academic resources. For example, there was a great deal of media coverage (of all types) about the American Red Cross after the 9/11 attack, largely focusing on how the organization had used the money that was donated in response to that event. However, this kind of information is secondary to your objective of analysis and evaluation. Base your **analysis and conclusions** on the refereed research material we cover in this course – including material that you find for yourself. The popular media material can “put you on the trail” of issues or events or aspects of your NGO that are pertinent to your analysis and conclusions. But these are **NOT** the basis for your analysis and conclusions and they will not be important in my evaluation of your work. I want to see you consult, reference, use and cite the research literature to conduct analyses and reach conclusions.

Component 1 - Profile (5 points)

Select the NGO that will be the subject of your semester project. Submit a profile of the NGO. This is a descriptive profile only and does not require any analysis (you do not need to reach any conclusions). You may be able to get all of the information you need from the NGO’s website. Component 1 includes:

1. The issues the NGO addresses
2. Who (or what) the NGO claims to represent
3. The mission and vision statement
4. Where the NGO is headquartered
5. The general nature of its activities and programs
6. Where (geographic region) and at what scale (local, national, international, global) the NGO is active
7. Whatever you can learn about how the organization mobilizes resources (volunteers, donors, corporate support, selling things, fees, etc.) from its website
8. Find at least three other sources of information about the NGO. This can be anything -- popular press coverage, research papers, reports. The point of this is to help you make sure that you have selected a good case to analyze – that you don’t spend inordinate

time and effort just trying to find out things about the organization over the course of the semester.

Grading Criteria

Used APA style and followed all academic requirements when citing the sources of information (20%)

Answered questions 1-7 fully and completely (50%)

Provided at least three additional sources of information about the NGO (30%)

Component 2 - Analysis (10 points)

Component 2 will require more digging on your part and analysis of what you find. I want you to go beyond what the NGO says to explore what it actually does. This will require seeking out all of the information that you can find about your NGO. Apply the concepts and perspectives that we discuss in weeks 3-6 to this assignment. Demonstrate that you are familiar with the different issues, concepts and perspectives in the on-going academic dialogue (research literature) about the role of NGOs in contemporary society. Use the published research literature, including the material provided by your colleagues in their topical analyses and materials that you find to provide in-depth, probing analyses. This component includes five sections.

1. Explore the NGO's mission and vision from a theoretical perspective. In particular, explore how the NGO originated. Who started it? The names of the founders are not particularly important. Focus on how the founders became involved with or interested in starting an NGO (long time social activists, victims of an abuse or injustice, a local civil association of some sort)? What motivated them to start an NGO?
2. Describe and analyze how the NGO frames issues. Do they, as Heins argues, pose "good and evil" actors, perpetrators and victims? To what degree does the organization frame issues in ways that encourage consensus or polarization?
3. Analyze how the NGO interacts with governmental organizations. Do they try to influence them? Do they use government funds? Do they present themselves as independent of government? Do they focus on policy or rule-making by governmental organizations? What levels of government organizations – local, national, international? Do their interactions with governmental organizations at these different scales appear to differ?
4. Analyze where the NGO gets its support. For example, does it accept corporate donations? Does it receive government funds and, if so, what governmental organizations provide funding? Particularly explore the degree to which the NGO acts as a conduit or "pipeline" for potentially paternalistic, dominating or dependency relationships between its various constituencies (donors, supporters, volunteers, activists, clients).
5. Explore the NGO's claims to legitimacy and its relationships with other non-governmental organizations. Who (or what) do they claim to represent? To what degree are the people they represent empowered within the NGO? How do they frame their

claim as representatives? Does the NGO interact with other NGOs? What is the nature of these interactions – alliances, participation in umbrella organizations, as a resources for “lower level” NGOs?

Grading Criteria

Followed all instructions (including full references, citations, and use of APA style). (10%)

Provided a clear, well-organized and substantive response to each of the five areas of analysis. Provided the origin of the information that was used in the analysis. (20%)

Applied the concepts, perspectives and considerations covered in the course material. Demonstrated an understanding of the complexity of these aspects of NGOs by drawing upon divergent concepts and perspectives from the research literature. (50%)

Demonstrated a familiarity with the research literature, including required readings and other research materials. Cited and references these materials sufficiently for the reader to understand how the materials were used in the analyses. (20%)

Component 3: Evaluation of Impacts (15 points)

Apply the concepts and perspectives that we discuss throughout the semester in this assignment. I want you to go beyond analysis to reach conclusions about the nature of the NGO you have selected – its particular role in society. Demonstrate that you are familiar with the different issues, concepts and perspectives in the on-going discussion about the role of NGOs in contemporary society and that you can use those concepts to arrive at conclusions about the organization you study. Use the published research literature, including the material provided by your colleagues in their topical analyses and materials that you find to provide reasoned, thoughtful conclusions. Provide evidence both from what you have learned about the specific NGO and from the literature about the roles and impacts of NGOs to justify your conclusions. Address four topics:

1. To what degree does this NGO respond to a felt need – to a demand for its services or activities that originated outside the NGO itself? To what degree does the NGO “create” the issues that it addresses? Put in perhaps overly simplistic terms, to what degree are the needs or issues addressed by the NGO self-serving as opposed to other-serving, as Heins defines these terms?
2. Heins asks whether success is always desirable. He says (p. 158): “... as *members of the critical public*, we should develop criteria for success that differ from those of the organizations themselves. There is no way to rule out a priori that some campaigns bring incidental gain while at the same time producing significant losses for others. ... I contend that there are at least two ways of being good, depending on whether we follow the inner voice of our ‘convictions’ or the lessons learned from constantly following up on the ‘consequences’ of our actions.” What criteria for success does the NGO propose? Based on Heins discussion of “doing good” based on convictions versus constant follow-up on the consequences of actions, which approach does this NGO seem to use? Does the NGO’s approach seem adequate to prevent it from “bringing incidental gain while at the same time producing significant losses for others”? To what degree, if any, would you use different criteria than those of the NGO to evaluate its success?

3. Overall, would you conclude that this NGO strengthens or weakens civil society and governance in the areas where it is active? Does it empower its constituents (donors, activists, clients, etc.), strengthen their participation in civil society and their ability and willingness to address issues *important to them* in meaningful ways? Discuss and analyze both the positive and negative impacts of the NGO from the perspectives of its various constituencies.
4. Heins reflects on the “downsides of ‘being good’” in the final chapter of his book. These are: (1) empiricism and wishful thinking, (2) end of radicalism, (3) empathy and misanthropy, (4) contestation without representation, (5) the paradox of clean hands, and (6) mobilization and expropriation of moral outrage. Reflect on your NGO. Explore how your NGO fares in the face of each of these potentially important “downsides” to NGOs.

Grading Criteria

Followed all instructions (including full references, citations, and use of APA style). (10%)

Provided a clear, well-organized and substantive response to each of the questions. (20%)

Applied the concepts, perspectives and considerations covered in the course material to reach conclusions about the NGO under study. Demonstrated an understanding of the complexity of these aspects of NGOs by drawing upon divergent concepts and perspectives from the research literature. Drew conclusions (not stated opinions) based on the material that we have covered. (50%)

Demonstrated a familiarity with the research literature, including required readings and other research materials. Cited and references these materials sufficiently for the reader to understand how the materials were used to reach conclusions. (20%)

Semester Project Presentation

You will have 30 minutes to present your project in the final class period. This includes time for discussion. Provide a concise (20 minute maximum) presentation of your findings. (1) **Briefly** describe the NGO. (2) State the major issues that resulted from your analysis. (3) Focus on the conclusions that you drew about the NGO, drawing heavily on your work for component 3 of the semester project.

Grading Criteria

Was well prepared (20%)

Clear, engaging, understandable presentation (20%)

Used good visual materials (20%)

Explored complex issues and clearly stated the conclusions that were drawn (40%)

University of Florida Policies

Academic Honesty: All students are expected to be honest in all their academic work. Failure to uphold the standards of honesty will result in the appropriate disciplinary action by the University of Florida. As a result of completing the registration form at the University of Florida, every student has signed the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the university.”

UF Counseling Services: Resources are available on campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include: (1) University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling; (2) Student Mental Health, Student Health Care Center, 392-1171, personal counseling; (3) Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling; and (4) Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

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 against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Classroom Accommodation: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.