GLOBAL FORESTS
FOR 4060, Sect. 02A2
Spring 2014

Instructor: Dr. Karen A. Kainer
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846-0833
210 Newins-Ziegler

Office Hours: Wednesdays 9:30-11:30; also available other times by appointment

Course credits: 3

Meeting periods: Tuesdays: Periods 8-9; 3:00-4:55 (NZ 219)
Thursdays: Period 9; 4:05-4:55 (NZ 222)

Prerequisites: None

Course readings:
http://www.grida.no/_res/site/file/publications/vital_forest_graphics.pdf
(2) Select articles, book chapters and videos: See readings list below.

Course description:
Since humans began migrating out of Africa some 50,000 years ago, the extent of global forests has been reduced by about half. Is this trend continuing across our planet? How are these remaining forests (and new ones that have regenerated) used? conserved? managed? and by whom? What role do you play in these dynamics?

This 3-credit course examines major global trends in forest extent, use and conservation. One module highlights the Amazon as a case study for exploring the complexity of forest interests (from multinational corporations to local rubber tappers) and how these interests have driven tropical forest use, conversion, and conservation. Another explores ongoing strategies that seek to sustain forests through markets and other mechanisms. Students also will examine diverse forest products found in Gainesville and the road they travelled to get here - to illuminate global linkages and demonstrate differences in global contexts (environmental, socioeconomic and political) under which forest products are harvested and transformed. A variety of teaching methods will be employed with an emphasis on experiential learning.
Learning objectives:
Upon completion of this course, students will have:

- Examined the historical and current status of forests and forest resources on a global scale;
- Evaluated major global trends in forest ownership, resource use, and conservation and management strategies;
- Researched and presented information on a forest biome and representative country;
- Examined the Amazon as a case study for exploring the complexity of forest use and conservation;
- Explored in depth one Amazonian land use;
- Developed and presented a value chain analysis of one imported forest product;

Student Evaluation:

(1) **Readings comments**  
20%  
94 – 100% = A

(2) **In-class participation**  
10%  
90 – 93% = A-

(3) **2-minute presentation**  
5%  
87 – 89% = B+

(4) **Country report**  
20%  
80 – 86% = B

(5) **Amazonian land uses**  
20%  
77 – 79% = C+
  
a. Image & in-class explanation  
5%  
70 – 76% = C
  
b. Essay  
15%  
60 – 69% = D

(6) **Value chain analysis**  
25%  
< 60% = E

**TOTAL**  
100%
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Jan 7</td>
<td>Introduction</td>
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<td>9</td>
<td><em>Who we are and how we got here</em></td>
<td>2-min presentations</td>
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<td>THE BIG PICTURE</td>
<td>Where are the forests? What types are out there? And how is this changing?</td>
<td>Reading comments</td>
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<td>Forest protection</td>
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<td><em>Forests under threat: Drivers, stakeholders &amp; perspectives</em></td>
<td>Reading comments</td>
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<td>21</td>
<td>Production and trade of wood products</td>
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<td>Certification</td>
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<td><em>Illegality</em></td>
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<td>30</td>
<td>Country reports</td>
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<td>Feb 4</td>
<td>Country reports (cont.)</td>
<td>Team presentations</td>
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<td>Cross-country analyses</td>
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<td>AN AMAZONIAN CASE</td>
<td>Rubber tapper culture The Killing of Chico Mendes</td>
<td>Reading comments</td>
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<td>Forest stakeholders &amp; power</td>
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<td>Changing scenarios</td>
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<td><em>Costs, benefits &amp; their distribution</em></td>
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<td>MONDAY!</td>
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<td>25</td>
<td><em>Amazonian land uses Amazonian Wrap-up</em></td>
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brief explanation

27  Value chain analysis
Reading comments

Mar 3-7  SPRING BREAK!

SEEKING SUSTAINABILITY

11  The promise of community forest management
    How does it work in Mexico?
    Reading comments

13  Value chain team work
    Team agreements – value chain analyses

18  Timber management in the tropics
    Reading comments

20  Reforestation in Haiti
    Reading comments

25  Oil, gold and Indigenous peoples
    NTFPs (Non-timber forest products)
    Reading comments

27  Cacao in Ecuador
    Reading comments

Apr 1  Plantations
    Reading comments

3  Payments for environmental services: Can PES save the forests and the poor?
    Reading comments

8  Brazil nuts
    Reading comments

10  Ye’kwana baskets: from harvest to market
    Reading comments

15  Hunting and wildlife management in the tropics
    Reading comments

17  Value chain presentations
    Team presentations

22  Value chain presentations
    Team presentations

30  WEDNESDAY! FINAL EXAM PERIOD (12:30-2:30 pm)
    Class wrap-up & evaluation
    Reading comments
READINGS
We will be using UF’s Sakai system (or e-Learning) to access readings that are not free online to the general public. To login, open your Internet browser and navigate to https://lss.at.ufl.edu. Note: If you are going to create a bookmark for e-learning login, please bookmark http://lss.at.ufl.edu, not the actual login page or the "My Workspace" page once you are in e-Learning.

- Click the big orange "e-Learning" button.
- Login using your gatorlink username and password. After logging in, you will be taken to your "My Workspace," where you can access the course(s) in which you are enrolled. You will see them listed across the top of the screen.

To get help with e-Learning, you may access FAQs (https://lss.at.ufl.edu/help/Student_Faq) or call the Help Desk at 352-392-4357 anytime during Help Desk hours. Or email helpdesk@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or gatorlink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring. Someone will get back with you as soon as possible.

All articles listed below are required reading for the course, unless “Recommended” precedes the citation. To access the readings required (and recommended), go to the Discussion tab on the left panel of the main course site, readings for each class will be found by date and topic. For example, to access the two readings for January 14, you will click on “Jan 14: Where are the forests? What types are out there? And how is this changing?”

Jan 7  Introduction
No readings

Jan 9  Who we are and how we got here
No readings

THE BIG PICTURE
Jan 14  Where are the forests? What types are out there? And how is this changing?

Recommended

Jan 16  Forest protection


**Recommended**


**Jan 21**  
**Forests under threat: Drivers, stakeholders & perspectives**  

**Recommended**


**Jan 23**  
**Production and trade of wood products**  

**Jan 28**  
**Certification & Illegality**  

**Recommended**


**Jan 30**  
**Country reports**  
No readings

**Feb 4**  
**Country reports (cont.)**  
No readings

**Feb 6**  
**Cross-country analysis**  
AN AMAZONIAN CASE

Feb 11 Rubber tapper culture
The Killing of Chico Mendes

Feb 13 Forest stakeholders & power

Feb 18 Changing scenarios

Recommended

Feb 20 Costs, benefits & their distribution

Feb 25 Amazonian land uses
Amazonian wrap-up

Recommended

Feb 27 Value chain analysis
Mar 3-7  **SPRING BREAK!**

### SEEKING SUSTAINABILITY

**Mar 11  **The promise of community forest management  
*How does it work in Mexico?*

**Recommended**

**Mar 13  **Value chain team work

**Mar 18  **Timber management in the tropics

**Mar 20  **Reforestation in Haiti

**Mar 25  **Oil, gold and Indigenous people  
*NTFPs*

**Recommended**


Mar 27 Cacao in Ecuador

Apr 1 Plantations

Recommended


Apr 3 Payments for environmental services: Can PES save the forests and the poor?

Apr 8 Brazil nuts

Apr 10 Ye’kwana baskets: from harvest to market

Apr 15 Hunting and wildlife management in the tropics
Apr 17  
Value chain presentations  
No readings

Apr 22  
Value chain presentations  
No readings

Apr 30  
Class wrap-up & evaluation  
12:30-2:30 pm  

Additional key references


Forest Trends (multiple resources from this global forest think tank). [http://www.fores](http://www.forest-trends.org/)

Rights and Resources Institute (group that supports forest tenure, market and policy reforms globally) [http://www.rightsandresources.org/](http://www.rightsandresources.org/)


Center for International Forestry Research (CIFOR), Bogor, Indonesia (Highly respected international forest research institution). [http://www.cifor.cgiar.org/](http://www.cifor.cgiar.org/)
The World Conservation Union (IUCN) Forest Conservation Programme (Well-researched information focused on forest conservation globally): 
http://www.iucn.org/about/work/programmes/forest/

Mongabay.com is a very good source for current events and news regarding forests, particularly rainforests:  http://www.mongabay.com/

For good updated information and sources on forests in the U.S. South, see http://www.seesouthernforests.org/

ASSIGNMENTS

(1) READINGS COMMENTS
Each student will provide comments that flow from the readings assigned for that class period. The rationale behind this assignment is to provide me with insights of individual perspectives prior to class, better incorporate what students have to say on the topic at hand, and begin class dialogue.

There are 24 class periods with assigned readings (or videos), and students are required to send in comments 20 of the 24 periods. You are free to choose whichever 20 periods you wish. I do not want a summary or abstract of each of the readings or a formalized, well-thought out rebuttal of the authors’ arguments. Rather, I expect you to share with the class some of your thoughts that were stimulated by the readings. What did the readings mean to you? What was most interesting? Do you buy the author’s thesis? Why? Did the readings stimulate you to reflect on a past experience? How? I have purposefully chosen a more informal group discussion format so that students feel freer to express their basic reactions to the readings.

Each student should post his or her comments by 10:00 am the day of the designated class (so Tuesday or Thursday at 10:00). Comments will be posted through UF’s Sakai system at http://lss.at.ufl.edu/. Click on the course Global Forests. Go to “Discussion” listed in the left hand column, and then click on the topic for the week. For example, by Tuesday, January 14 at 10:00 am, you are required to post your comments in the following forum “Jan 14: Where are the forests? What types are out there? And how is this changing?” Others in the class will then be able to read your comments and add theirs. If you have any technical questions about using Sakai, please call 352-392-4357 (Option 2) for assistance.

The length of comments is not fixed, but should be at least 2-3 paragraphs. No student is responsible for reading the comments of others, but you are welcome to do this and comment if you wish. The sum of these comments is worth 20% of your grade.
(2) **CLASS PARTICIPATION**
Attendance is a prerequisite to in-class participation. Class attendance is important because of my emphasis on in-class, cross-student learning. Students bring a wealth of experience and insights into the classroom, and each class period is a unique chance to learn from those experiences. This assignment constitutes 10% of your grade. Students are allowed one unexcused absence, but because of the importance of participation, **3 points will be subtracted from your final grade for each subsequent class not attended**, unless you have an excused absence. An “excused absence” is any unavoidable, unplanned situation (i.e., illness, death in the family, bike accident). Please notify me of your situation prior to the class you think you’ll miss.

(3) **2-MINUTE PRESENTATION**
Each student will give a 2-minute presentation of “Who I am, and how I got here”. The objective of this presentation is to give the class a better idea of who you are, and what your motives are for being in this class. Since you have limited time (an understatement), you will want to be well prepared. **Helpful visuals/props are required!** Each student will present on January 9. This assignment constitutes 5% of your grade.

(4) **COUNTRY REPORT (TEAM ASSIGNMENT)**
This team assignment will allow us to examine representative countries (and their forests) of the three major forest biomes that occur across the planet (tropical, boreal and temperate forests). For example, teams will analyze an Asian and African country for tropical (see pp 40-43 of Vital Forest Graphics); Russia, a Scandinavian country or Canada for boreal (see pp 46-47 of Vital Forest Graphics), and two European countries for temperate. **Each group should thoroughly consult and cite the online resources/sites listed below.**

A **team agreement** will be developed by each group and is a basic sketch of activities, who is responsible for their completion, and when they are due. The agreement should also include a preliminary list of references for the report, and your group’s preferred date of oral presentation (either Jan 30 or Feb 4); I will try to accommodate each group’s preference, but may ultimately have to assign dates. Each group will turn in one copy of their agreement to me on Thursday, Jan 16, keeping copies for yourselves. **These agreements will not be graded or commented on unless you specifically ask for comments.**

A group in the past used the following format:

<table>
<thead>
<tr>
<th>TEAM AGREEMENT</th>
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<tr>
<td><strong>Timeline/team member</strong></td>
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<td>Finish by Jan x</td>
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<td>Key references: .....</td>
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<td>Signatures: .....</td>
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<tr>
<td>Preferred date of presentation:</td>
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The presentation should include the following elements:

- Broad overview (1-2 slides) of the ecology of your forest biome (tropical, temperate, or boreal)
- Forest change (deforestation or reforestation) trends in your country
- Map(s)
- Geographic distribution of major forest types within your reported country (please show images of main forest type(s))
- Who owns these forests? What is the land tenure situation?
- Degree to which forests are certified by some system (i.e., FSC or other system).
- What are the main uses of forests (production or conservation, other?)
- To what extent do native peoples inhabit/own/manage these forests?

**Currently, what are the main management and conservation issues in the forests of these countries? This question is to be discussed and developed by all group members.**

- Text (heavily bulleted), tables, and figures that help us understand the comparative country-level forest and socioeconomic indicators as detailed below. To provide us with a relative understanding of your countries, you should explicitly compare some of your data to U.S. statistics
  - Total forest area
  - % of land area covered by forest
  - Annual rates of change in forest cover
  - How is the forest used?
  - Area under plantations (including extent and species). How important are plantations in your country?
  - Production, trade and consumption of key wood products
  - What does the forest sector look like?
    - For example, forest sector contribution to:
      - Employment (% of total labor force)
      - GDP (% contribution of forestry sector)
  - Protected areas (Portion of land area protected by IUCN category. Present 3 percentages: I and II; II, IV and V; and VI and other)
  - Country demographics & socioeconomic data
    - Population density
    - Annual growth rate of the population
    - Under-one mortality rate (per 1000 births)
    - Life expectancy at birth
    - Youth literacy rate (% of people ages 15-24)
    - Percentage of internet hosts per 100 people
    - GDP per capita
    - Gini coefficient/index
    - National poverty rate (% of population which earns less than country’s poverty line)
    - Income share of richest 10%
- Please cite where each bit of data is from. Do not just place a bunch of citations at the end of your presentation.
• I want your group to get to know your chosen country and educate the class so we also become familiar. Be creative, thorough and rigorous!!

Comparative data you should present can be obtained at the following and you should thoroughly peruse these data sites:

• The FRA (Forest Resource Assessment) 2010 Country Reports of the Food and Agricultural Organization (FAO) of the United Nations provide detailed forest data on most countries. Available at: http://www.fao.org/forestry/fra/fra2010/en/  
  Please note that you can access the following:
  o Individual country reports
  o The Main Report
  o Key Findings
  o Global comparative tables
  o FRA 2010 Database

• The World Development Indicators data sets include indicators for many aspects of global development, including agriculture, energy, environment, health, infrastructure and poverty, to name just a few: http://data.worldbank.org/


• Gapminder: http://www.gapminder.org/data/ Gapminder collates data from diverse sites, and cites the source of each indicator.

The following sites have lots of additional detailed information directly related to forests:

• WRI (World Resources Institute) is an excellent critical source of information on the world’s resources and their sustainable use/management http://www.wri.org/

• Mongabay site http://rainforests.mongabay.com/deforestation/ has a host of information on a variety of countries, including:
  o Portion of land area protected by IUCN category (Present 3 percentages: I and II; II, IV and V; and VI and other)

Your information will come from a variety of sources (including web sources). Please review the following for a great guide on how to evaluate web pages: Evaluating websites: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

Each group will have 25 minutes for their presentation which includes fielding questions from the audience. Please see the following website for some useful (and sometimes humorous) guidance in presentation preparation: http://www.swarthmore.edu/NatSci/cpurrin1/powerpointadvice.htm. I also will provide some examples of previous presentations.
Criteria for grading these oral presentations include:
   (1) Quality maps, showing country location & geographic distribution of major forest types.
   (2) Reports land tenure/forest ownership situation.
   (3) Reports degree to which forests are certified.
   (4) Reports extent to which native peoples inhabit/own/manage forests.
   (5) Effective comparison of key country indicators to U.S. indicators.
   (6) Identifies and explains main in-country forest management and conservation issues.
   (7) Citations noting sources of information. Cite photo credits too. Do not just place a bunch of citations at the end of your presentation, but rather, there should be citations on each slide (for photos and info).
   (8) Overall quality of information.
   (9) Overall clarity and quality of presentation.

Each team will orally present their findings on Jan 30 or Feb 4; the presentation is worth 20% of your grade.

**AMAZONIAN LAND USES (INDIVIDUAL ASSIGNMENT)**
The objective of this assignment is for us to learn more about the variety of land uses currently practiced in the Amazon and to critically examine the degree to which these land uses are sustainable. This individual assignment consists of two parts:

   **a. Essay on Amazonian land use**
Prepare a 2 to 3-page, single-spaced analysis of the environmental and socio-economic implications of your assigned Amazonian land use. Expectations are for a high quality, critical essay (well-written, complete sentences and well-constructed paragraphs) that contains the following: (1) Describe the land use, (2) Which stakeholders carry out the land use? (3) Which stakeholder group(s) bear(s) the costs and which one(s) reap the benefits of the land use? (4) To what extent does the land use promote forest conservation? and (5) To what extent does it promote local or regional livelihood development in the Amazon? You will upload your essay on Monday, Feb 24; it is worth 15% of your grade.

Cited references are required for this assignment and should be listed at the bottom of your essay, and appropriately referenced within the text. Your cited references should include at least two citations from the assigned (required and/or recommended) reading list and two additional citations from an additional two peer-reviewed (academic) articles. My experience is that students who integrate at least four peer-reviewed (academic) articles are the ones who have a much better grasp of the complexity of their land use, and ultimately receive much higher grades. For example, within the text you might write: Most recently, cattle ranching in the Amazon is driven by a variety of factors that include… (Nepstad et al. 2006). Or you might write: …sometimes using illegal landing strips to reach their properties (Wallace 2007).
b. **Land use image and brief in-class explanation**
The day after you turn in your essay, you will present to the class a 8.5 x 11 inch image and brief explanation of your land use (approximately 2 minutes which includes questions). The explanation will be based on your essay and will consist of: (1) A brief oral description of your land use, (2) a brief oral description of the stakeholders involved, and (3) the likely environmental and social implications from this land use. Presentations will take place on Tuesday, Feb 25 and are worth 5% of your grade.

(5) **VALUE CHAIN ANALYSIS (TEAM ASSIGNMENT)**
The objective of this assignment is for students to compare and contrast value chains (production-to-consumption chains) of multiple imported forest products found in Gainesville. This comparison will illuminate global linkages and demonstrate environmental, socioeconomic and political differences in global contexts under which forest products are harvested and transformed.

Again, a **team agreement** will be developed by each group and is a basic sketch of activities, who is responsible for their completion, and when they are due. The agreement, due on March 13, should also include a preliminary list of references for the presentation, and your group’s preferred date of presentation (either Apr 17 or 22); I will try to accommodate each group’s preference, but may ultimately have to assign dates. Each team will turn in one copy of their agreement to me, keeping copies for yourselves. **These agreements will not be graded or commented on unless you specifically ask for comments.**

**Key references include:**


For various Bolivian and Mexican value chain examples, see:
Questions for Value chain analysis

Product origin
- Where does this product come from originally?
- Who harvests it? Tell us a little about the producers.
- How is it harvested?
- To what extent is the product important to local people economically and socially? (i.e., How do they use the species locally? Does it have cultural value?)
- What is the species (plural) harvested? Provide genus, species and family.
- In what types of ecosystem(s) is this species found and/or grown? (i.e., mature tropical forest, secondary forest, plantation, savannah???)
- Is there a seasonality to harvest?
- Any information on whether it is harvested sustainably? Using what criteria?

Transformation
- How is the species processed and where?
- Are there multiple steps to processing? What are they?
- Who are the middlepeople involved in getting this product from producer to processor to market? Are brokers used? Or do processors usually purchase directly from the producer? What is the approximate average mark-up for each middle person?
- Is there seasonality to these transformations?
- To what degree is the Production-to-Consumption system (PCS) vertically integrated?
- What are the horizontal linkages?
- Who are the major market participants in the PCS and what is their sale price? (see Fig. 4.1 of Belcher) There will likely be gaps, but prepare it to the best extent possible.
- What is the geographic path that the product takes to get from extraction to processing to consumption? Use a map to show this path.

Consumers
- Who are the major buyers of this product?
- What does one pay for this product here in Gainesville (and elsewhere throughout the production-to-consumption chain)?

Other
- Are there global/national trade agreements surrounding this product?

I have examples of previous presentations, showing different strengths and weakness which you can assess for yourself.

Criteria for grading these presentations include:
1. Evidence that group obtained as much information as possible (within reason) on their product to answer the above questions. All groups should tell how they went about digging for information about product origin, transformation and the production-to-consumption system. For some products, groups will not be able to obtain as much information. Other groups will have an easier time. Either way, however, tell us how you went about it.
2. **Demonstration of how this product is transformed** with accompanying images of harvesters, their context, product, processing…
3. **Value chain with pricing information** (see Fig 4.1 of Belcher). Again, some groups will have fewer gaps than others.
4. **Map showing the geographic path the product takes from extraction to processing to consumption.**
5. **Citations** noting sources of information. Cite photo credits too.
6. **Overall quality of information.**
7. **Overall clarity and quality of presentation.**

Each group will have 25 minutes for their presentation which includes fielding questions from the audience. Please see the following website for some useful (and sometimes humorous) guidance in presentation preparation: [http://www.swarthmore.edu/NatSci/cpurrin1/powerpointadvice.htm](http://www.swarthmore.edu/NatSci/cpurrin1/powerpointadvice.htm). I also will provide some examples of previous presentations. This value chain analysis is worth 25% of the final grade for the class.
Academic Honesty, Software Use, UF Counseling Services, Services for Students with Disabilities

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court.

(Source: 2008-2009 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

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.
Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health Services provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- **University Counseling Center**, 301 Peabody Hall, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)

- **Career Resource Center**, CR-100 JWRU, 392-1602, [www.crc.ufl.edu](http://www.crc.ufl.edu)

- **Student Mental Health Services**, Rm. 245 Student Health Care Center, 392-1171, [www.shcc.ufl.edu/smhs/](http://www.shcc.ufl.edu/smhs/)

  Alcohol and Substance Abuse Program (ASAP)

  Center for Sexual Assault / Abuse Recovery & Education (CARE)

  Eating Disorders Program

  Employee Assistance Program

  Suicide Prevention Program

Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 392-8565, [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc/)