Student Spotlight:

Lauren Mayo – Animal Science

Like many other students, Lauren Mayo entered the University of Florida planning to eventually attend vet school. She selected animal sciences as her major and was quickly exposed to the wide variety of careers available to students with an interest in animal agriculture.

“Animal sciences is definitely a major that has a lot of opportunities students don’t know about,” said Lauren. “Students in animal sciences gain hands-on experience which is important for finding internships and jobs after graduation.”

Lauren has been active in the Dairy Science Club throughout her time at UF, serving as secretary, historian and, for the past two years, president. For two years running, Lauren was a member of UF’s first place team at the Southern Regional Dairy Challenge. In 2011, she became Officer at Large in the American Dairy Science Association Student Affiliate Division office; she is the first UF student to hold a national office in the organization. The next year, Lauren won the ADSA’s Outstanding Student Award – the top national individual award for undergraduate dairy science students.

“Dairy science fits my personality in that I enjoy working with individuals who are constantly interested in improving their operations and in doing what is best for their animal,” said Lauren. “I am very detail oriented and that works well with the dairy industry. Every time I visit a dairy farm, it feels like home, even if it’s in another state.”

Lauren has been a national leader in the effort to inform college students about agriculture and the food supply. She led the University of Florida’s collaboration in the multi-university AgFacts campaign, launched in the spring of 2011. Lauren worked with student organizations across the College of Agricultural and Life Sciences as well as multiple industry groups in an effort to educate UF students, faculty and staff about the importance of agriculture.

Reflecting on her UF experience, Lauren said she would advise students to get to know their faculty members.

“Because faculty members in my department were aware of my goals, they were able to help me identify extracurricular activities and even internships that will help me establish a successful career,” said Lauren. “Sharing the experiences that they’ve had working with industry has helped me prepare for the work world.”

After completing her summer farm management internship at the William H. Miner Agricultural Research Institute in Chazy, New York, Lauren will pursue her master’s degree in animal sciences at the University of Kentucky. Dr. Joel Brendemuhl, undergraduate coordinator and assistant chair of the Department of Animal Sciences, predicts that Lauren Mayo will be “a major player in animal agriculture at the national level.”
Beginning in June 2013, any student entering UF as a freshman or transfer student will be able to declare African American Studies as their major. The African American Studies Program will celebrate its 45th anniversary during the 2013-14 academic year. We also offer a minor in African American Studies.

In order to graduate with a Bachelor of Arts in African American Studies, students must complete 30 credit hours of AFA course and fulfill all of the requirements for the Bachelor of Arts degree in the College of Liberal Arts and Sciences. For more information on these requirements, see: https://catalog.ufl.edu/ugrad/current/liberalarts/school_pages/degrees.aspx.

Courses required for the major include AFA 2000, Introduction to African American Studies; AFA 3110, Key Issues in African American & Black Atlantic Thought; and AFA 4936 and AFA 4937, Integrative Senior Seminars.

In order to graduate with a minor, students must earn 18 hours of credit. These must include our four core courses (AFA 2000 Introduction to African American Studies, AFA 3110 Key Issues in African American & Black Atlantic Thought, AFA 4936 Integrative Senior Seminar, and AFA 4937 Integrative Senior Seminar) as well as six additional AFA credits at the 3000-4000 level.

Students will also be able to receive up to three hours of credit for an African American Studies internship if they elect to and can participate in a number of study abroad opportunities including programs in Tanzania, Nigeria, and Haiti among others.

Finally, students will be able to receive three hours of credit for the African Americans in Paris course which will combine lecturers and papers with seminars and site visits in Paris, France during the spring break week of 2014. For more information about the program, the major, the minor, or other programs, please contact Dr. Sharon Austin at polssdw@ufl.edu or (352) 273-3060.

Looking for an Elective? View the list of CALS Exploratory Courses

A number of electives and introductory courses in the College of Agricultural and Life Sciences can help students explore interests, meet degree requirements, and decide on a potential major or minor. Courses such as (Humanity’s 2050 Challenge: Our Uncertain Future (ALS 4932) The Meat We Eat (ANS 2002), Vegetable Gardening (HOS 1014), Wildlife Issues in a Changing World (WIS 2040), are just a few examples. View the full list of CALS Exploratory Courses at http://www.cals.ufl.edu/students/courses.php
Let the Center for European Studies take you to Europe!

Have you always dreamed of studying an uncommon language that would put you in demand for a career overseas or in Foreign Service or business? Check out the Center for European Studies (CES) at www.ces.ufl.edu. Our graduates hold positions in the government and institutions of the European Union. Many have gone on to masters and doctoral programs in international relations or business.

Language and area studies classes in Czech, Greek, Hungarian, Polish, and Turkish will thrill you and impress your friends. Small class size insures individual attention. Check out some of these course titles: Turkish Conflicts, Secret Police in Hungary, Czech Road Movies, Violence and Terror in Russia.

Or consider the International Studies degree with a European focus. You have your choice of so many interesting courses that will satisfy your yearning for interdisciplinary study that will carry you far in life.

The CES also features minors in European Union Studies and in East-Central European Studies offering a variety of courses you can choose from.

Check out the website, www.ces.ufl.edu for details or better yet, call Jim Robbins at the Center to talk about possibilities. He’s at 352-294-7145.

Gail Keeler
Outreach Coordinator
University of Florida Center for European Studies
Box 117342
Gainesville FL 32611-7342
352-294-7144

UF Campus Resources

- **UF Teaching Center**: 352-392-2010, http://www.teachingcenter.ufl.edu
  - Provides students with tutoring, test preparation, paper critiquing, and other academic support.

- **Online Writing Lab**: 352-392-5421, http://web.cwoc.ufl.edu/owl/
  - Allows students to submit papers online for critiquing and proof-reading.

- **Counseling Center**: 352-392-3261, http://www.counsel.ufl.edu
  - Offers students counseling and therapy to help address personal, academic, and career concerns.

- **Career Resource Center**: 352-392-1601, http://www.crc.ufl.edu
  - Among many useful services, this office can help students explore their interests and strengths and match them with potential majors and careers.

- **Chemistry Learning Center**: 352-392-2010 http://www.teachingcenter.ufl.edu/chemistry_resources.html
  - Offers tutoring for students in Chemistry at Keene-Flint 257 &258

- **Academic Advisors**: www.ufadvising.ufl.edu - Provide college-specific advising. Depending on their majors, students must visit their designated advising office
Adventure that lay before me as I set foot onto the SEA campus last June. We spent a few weeks in Woods Hole taking courses and designing proposals for research projects we were to complete once at sea. Among other things, we practiced celestial navigation, and we learned about the currents and wind patterns that we would encounter during the sea component. I pulled all-nighters writing papers and finishing projects, I stressed over mediocre grades and concepts tough to grasp, I made great friends, and I laughed until I cried. It was an absolutely exhausting month and we hadn’t even seen the ship yet.

Then we flew out to Honolulu, HI to meet the 134 foot SSV Robert C Seamans, which would be our home for the next few weeks. We said our goodbyes to dry land and boarded the ship; we shoved off the next morning and made our way towards the open ocean. As soon as the ship began to rock beneath us we realized just how much we had to learn about life onboard. Acquiring our sea legs was a difficult task in itself, as seasickness added to the daunting task of memorizing all the lines, which lines were for which sails, and the proper procedures for all the daily tasks that were required for the closed system of this ship to run safely and effectively.

Time was a weird concept onboard, as the students were split into three groups that rotated through a watch schedule every three days. One group was always on deck maintaining the ship and working on research while the others slept or worked off duty. On deck we took turns running hourly boat checks, keeping course at the helm, recording the weather, and standing on bow watch. Students also worked in the lab as numerous daily Neuston net deployments were made to collect samples of planktonic organisms and microplastics that were later analyzed for our independent research projects. We looked forward to all of our delicious meals as a time when we were able to sit down and catch up with our shipmates.

Sure enough the lifestyle became familiar to us and set us at a steady rhythm. We were entirely off the grid, a small school vessel out in the middle of the North Pacific Ocean, living and working as one unit of space and time, vulnerable to the winds and waves that rocked the ship beneath us—those same waves that lulled us to sleep after a long few hours on watch. The only contact we had was outgoing, in the form of a ship blog that the students kept via satellite e-mail.

We became so in tune with our surroundings, we recognized all the sounds the ship made, we were always aware of the weather affecting us, always knew where the wind was blowing and where the current was taking us. I miss standing over the bow of the boat and watching squalls form, move, and dissipate across our empty horizon. The stars were beyond incredible. Yes, life at sea was coarse, sometimes frustrating, cold, but always profoundly beautiful. The weeks I spent on the open ocean were some of the hardest I have endured, nevertheless I often find myself daydreaming about my time spent out at sea.

It would be impossible to share the entirety of my story in one sitting, so the point I’m simply trying to make is this: challenge yourself. It is in your best interest to find a study abroad program or other outside classroom opportunity that will awe and inspire you. I encourage you to check out SEA’s website, www.sea.edu. Read the student blogs and check out the different programs they have to offer. I absolutely loved this program and it is important for me to spread the word about such an amazing opportunity.
SYA 4903- Sociology of the Arts
This course examines the social life of the fine, performing, and literary arts from a variety of perspectives – spanning the so-called ‘high arts’ as well as more popular art forms. We will study networks of artistic production (who makes art?), artistic consumption (what do our artistic tastes say about us?), applied art forms (how can the arts create social change through medicine, education, social movements, and conflict resolution?), and the role of art in building the public sphere. Through these readings, we will discuss sociology’s struggle to come to grips with the analysis of aesthetics – art forms and practices – in theorizing about the social world. For example, we will see how social factors such as power, class, and race shape art, but we will also learn how artistic works/forms are social actors themselves that shape our social institutions, behaviors, relationships, and values. Course assessments will include written exams, weekly activities, and a final interview-based research project that examines the use of the arts in a particular domain.

For more information, contact Dr. Sophia K. Acord, skacord@ufl.edu

SYA4930   Family Law and Policy,
This course will require students to read legal documents & research articles, engage in in-class discussions, and develop a research paper. Topics to be covered in this course include, but are not limited to: defining families, sexual orientation & sexual expression, reproductive rights, relationship recognition, parenthood, social policies & programs, and conflicts in relationships. Each of the topics covered in the course will discuss the legal and sociological implications, as well as the general social climate of the U.S. population. Attention will also be given to international perspectives on these issues and how they compare to U.S. policies.

If you would like more information, please contact Melanie L. Duncan, M.A., melanielduncan@ufl.edu

SYA4930   Professional Development for Social Science Students
*What are you going with your life??* This course explores what you can do with a major in Sociology or other related Social Sciences. Many majors in the College of Liberal Arts & Sciences (CLAS) prepare students for careers in many diverse fields. Sociology and other CLAS majors can pursue professions in corporations, government, research, education, health care, nonprofits/NGOs, as well as applied work and others. A major in Sociology or other related Social Sciences also prepares students for Law School and other Professional Degrees like those in Counseling or Business. In this course, students will learn about the myriad of exciting opportunities for Sociology majors (and those interested in Sociology) and gain tools for how to achieve your own professional goals. This is an interactive class involving experiential learning activities, guest speakers, career shadowing, etc. Students will apply Mill's concept of "The Sociological Imagination" to gain a better understanding of how social institutions (like the economy) impact the future outlook various career fields. Students will develop a personal plan for their professional development so that you can respond with confidence when asked "What are you going to do after graduation?"

For more information, contact Dr. Kristin Joos at kristinjoos@ufl.edu

SYA 4930 SOCIAL MOVEMENTS
"Social movements are conscious, concerted and sustained efforts by ordinary people to change some aspect of their society by using extra-institutional means." (Goodwin and Jasper, 2004, pg. 3). This will not be just your everyday lecture course. In this course we will examine what it takes to create and sustain a social movement – and we will do so through the active-learning of creating a social movement (guided by multiple assignments). To help sort out the best way to do so, class participants will read and discuss the interdisciplinary (mostly sociological) research and theory about social movements, including readings about the Civil Rights movement, Pro- and Anti- Abortion movements, Environmental movements, Student movements and LGBTQ movements, among others. In the end, participants of this course will learn answers to these questions (along with a few more): When and why do social movements occur? Who joins a movement? What do Movement participants think and feel? How are movements organized? How do institutions influence movements? In addition, participants will come away from the course knowing what it takes to actually organize collective action for social change.

If you would like more information, please contact: Prof. Kendal Broad-Wright, klbroad@ufl.edu

SYA 4930 Pathways to Parenthood
As the title suggests, this class will take an in-depth look at how individuals become, whether intentional or not, parents. Specifically, this class will focus on different ways that people find themselves to be parents: “traditional” heterosexual parents who conceive naturally, same-sex parents, parents through adoption, parents through foster care, single parents (both mothers and fathers), teen parents, stepparents and cohabiting parents. Additionally, this class will consider natural conception as well as various forms and usage of assisted reproductive technologies (ART). Students who have an interest in the construction of families, particularly non-traditional families, would find this class beneficial.

If you would like more information, please contact: Jessica Metcalf, jimetcalf@ufl.edu

SYA 4930 -- Race, Law and Health
Are you interested in going to law, medical, or graduate school? Are you interested in health disparities? The departments of African-American Studies along with Sociology & Criminology & Law proudly introduce "Race, Law, and Health". This interactive course features mock law classes and powerful guest lecturers all rooted in the investigation of health disparities. We will use this intellectual space to examine disparities in the context of law. The objective of this course is to examine the African-American experience at the intersection of race, law, and medicine.

For more information or to get a copy of the syllabus, contact Instructor: Kevin A. Jenkins, M.A., kjenkins@aa.ufl.edu
Still undecided? Check this Course of Interest!!

Title: Existentialism

Number: PHP 3786

Instructor: Dr. Peter Westmoreland

Features to point out:

• While a 3000-level course, this is appropriate for students with no background in philosophy
• A 3000-level course like this will for most students help satisfy the CLAS "elective" requirement of 18 credits outside your major at the 3000-level or above
• The course addresses big questions — about the meaning of life, the point of it all, and so on -- in a way that should be accessible and rewarding
• The instructor plans to include films and music in the course (perhaps a showing and discussion of "Fight Club," for instance) and the class will not be limited to reading philosophical texts

Instructor's description of the class:

Existentialism is an interdisciplinary and multimedia cultural phenomenon, not just a philosophy. This course asks what existentialism means according to various philosophers (for example, Kierkegaard, Nietzsche, Heidegger, Sartre, de Beauvoir, and Fanon) and uses their ideas to understand various media, including visual art, film, literature, and music. Moreover, we will see how these philosophers attempted to build ethical, social, and political theories out of their existentialisms.

Dr. Westmoreland is experienced with teaching large courses effectively and is very good with beginning students. Consider this as one of your options!

Not sure which major is for you? Let us help you connect the pieces.

Academic Advising Center – 100 Farrior Hall
Phone: 352–392–1521
Website: www.advising.ufl.edu
The Department of Health Education and Behavior, with a foundation in the social and biological sciences, offers coursework focused on health information and theory application. Students learn techniques to promote healthy lifestyle choices in individual and group settings, with special attention given to diversity and culturally appropriate health education methodologies. Additionally, the Bachelor of Science in Health Education degree program now offers two specializations to better assist students with planning for their desired career path.

**Community Health Promotion**

Students with a primary interest in community health education or worksite health promotion should pursue the CHP specialization. Coursework in this specialization is focused on illness/disease prevention, with the ultimate goal of providing practical health information to diverse population groups through the use of behavioral interventions. CHP specialists find employment in local, state or national government health agencies; in voluntary health organizations; as well as within diverse businesses and organizations.

**Health Studies**

Students who want in-depth knowledge of diverse health topics, with the intention to complete post baccalaureate work in a professional health program should pursue the HS specialization. The coursework requirements are structured to allow students to gain knowledge on a variety of health issues plaguing diverse population groups, while simultaneously completing required prerequisite coursework for professional health programs, such as MD, Dentistry, Pharmacy, PA, OT, and PT.

**Sampling of Core Courses**
- Applied Human Anatomy
- Applied Human Physiology
- Statistics
- Foundations of Health Education
- Medical Terminology
- Planning & Evaluation of Health Education Programs
- Community & Environmental Health

**Hands-on Experience**

Students are required to complete a full-time, semester-long internship experience prior to graduation. Example internships:
- UF Health (Shands Hospital)
- Florida Department of Health
- Alachua County Health Department
- Shands Orthopaedic Institute
- March of Dimes
- UF Equal Access Clinic; HEROES/

For more information about the program and admission criteria, please visit: [heb.hhp.ufl.edu](http://heb.hhp.ufl.edu). To speak with an advisor, please email Ms. Holly Moses: [hmoses@hhp.ufl.edu](mailto:hmoses@hhp.ufl.edu).
Interested in Digital Arts & Sciences?

Check out these Courses

The Master of Arts in Digital Arts & Sciences

The Master of Arts in Digital Arts & Sciences (DAS) degree allows students from diverse academic backgrounds to develop fluency in the technologies, design practices and collaborative interdisciplinary teamwork increasingly required by the media, communications and entertainment industries.

Graduates holding the MA in DAS degree would typically seek employment in the creative services sector, applying digital techniques and technologies in a variety of professions. Potential career opportunities range from traditional cinema to interactive entertainment, from broadcast media to online global networks to emergent technology industries.

DIG Number in Red = Graduate Level  DIG Blue = Undergrad

INTERACTIVE STORYTELLING - DIG 6027 / DIG 3433
Explore how story is incorporated into contemporary interactive platforms including games and other digital media, like virtual worlds and social networks.

DIGITAL PROJECTION DESIGN - DIG 5931 / DIG 2931
Offers a hands-on approach to the design, planning and execution of digital projections in a variety of performance spaces by using a combination of industry standard and open source research software tools.

DIGITAL PRODUCTION & GAME DESIGN - DIG 6788 / DIG 3713
Better understand how game-related media technologies integrate and propel contemporary culture. Design, produce and present your own original game assets.

PROTOCOLS for MULTIMEDIA INTERFACES - DIG 6751
Principles of interactive event handling and coding touch screen interaction for platforms including Android/iPhone. Virtual world and web-based interaction using Flash script.

3D DIGITAL ANIMATION TECHNIQUES - DIG 6358C/DIG 3305C
Students acquire practical principles and techniques of 3D digital animation and modeling, using both industry standard and open-source professional animation tools.

AUDIO DESIGN for DIGITAL PRODUCTION - DIG 6256 C
Covers both traditional and contemporary technologies and techniques for producing compelling entertainment artifacts ranging from cinema & TV to web-based formats.

ROOTS of DIGITAL CULTURE - DIG 6028 / DIG 4905
Covers topics ranging from social media’s role in the 2011 “Arab spring” protests to the digital remix practices of Japanese youth to the way video games impact the civic engagement of American students.

SPECIAL TOPICS / INDEPENDENT STUDY
To grow compelling interdisciplinary ideas and initiatives, Digital Worlds often hosts Special Topics offerings. And in the case of exceptional student proposals, we may support advanced Independent Study. See Website for details.

www.digitalworlds.ufl.edu

Digital World's new Serious & Applied Gaming Environments (SAGE) initiative gives students the opportunity to design, build, test and produce games for numerous applications.

The MA in DAS degree can serve as an additional capstone to a successful four-year bachelor’s degree, a second Master’s degree or as an interactive digital media specialization acquired on the way to a 21st century Ph.D.

Contact Us Today via Email:
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Our competition teams are nationally ranked including construction management, design-build, building information modeling (BIM), LEED, heavy construction, residential

If you are interested in Construction Management as a major or would like to know more about the degree program as a career and job opportunities, please sign up for the BCN 1001 – Intro. to Building Construction course (one credit hour), offered only in the Fall semester or contact Sallie Schattner for advising (advising calendar available on website link below).

Sallie Schattner
Admissions/Registrar Officer
Rinker School of Building Construction
301 Rinker Hall
sallicas@ufl.edu
www.bcn.ufl.edu/registrar