

IDS 2935 // Quest 1// Theme: Identities // Fall 2022

**Representing Others, Representing Ourselves: Politics and Identity in Contemporary Art Hybrid
(Monday & Wednesday lectures online / Friday sections in person)**

Primary General Education Designation: Humanities

Secondary General Education Designation: Diversity

A minimum grade of C is required for general education

Instructor

Flounder Lee

Email:

Office location: Online

Zoom link for Office hours:

Office hours: by appointment

Teaching Assistant

Alexander Abair

Email:

Office location: *TBA*

Zoom link for office hours: *TBA*

Office hours: *TBA*

Online Lecture Meetings

Monday & Wednesday // 11:45 AM - 12:35 PM (period 5)

Location: Online

Zoom link for lectures:

Passcode for zoom lectures:

In person TA Friday Sections //

Period 6

(12:50 PM - 1:40 PM)

UST 0108

In person TA Friday Sections // Period 7

(1:55 PM - 2:45 PM)

UST 0108

**In person TA Friday Sections // Period 8
(3:00 PM - 3:50 PM)
UST 0108**

Course Description

This course will use a multidisciplinary methodology to consider the place of identity in contemporary art. We will consider how artists from a variety of subject positions (across race, class, gender, sexuality and ability) represent themselves and others. Moreover, we will ask what the politics of these different modes of representation are. Key questions will include: who has the right to represent who? Does the identity of an artist matter for how we understand their work, or should the work speak for itself? Is there a “correct” form of representation? Is there a politics to abstraction? Should some subjects simply not be represented? How do artistic representations relate to other fields that discuss identity, such as philosophy, psychology, sociology, and political science? Ultimately, we will be trying to understand what art can teach us about fundamental issues of identity in our present age. The use of online sessions in the course will also give students a unique opportunity to engage live with artists at work in their studios around the country and the world.

Given the potentially sensitive subject matter, students will be introduced in week 1 to a variety of tools for how to engage with each other in a respectful manner that they will be expected to utilize throughout the semester.

The lectures will be held online Monday and Wednesday and consist of a lecture on the readings and presentation of artists’ work, and live studio visits with artists in their studio. Additionally, this will also include time for questions, and smaller group discussions.

The TA breakout session will be held in person on Fridays by Alex Abair and will make up the third contact hour. In these sections, students will have the opportunity to discuss the readings and artworks in a small seminar format.

Required & Recommended Course Materials

All of the readings, videos, and audio recordings are available through the UF Libraries Course Reserves, embedded in our Canvas course, through YouTube, or freely available online. See the course schedule for specific titles and authors.

Recommended Wiring Manual

[The Chicago manual of style, 16th edition, Chicago : The University of Chicago Press, 2010](#)

Materials and Supplies Fees: NA

Coursework & Schedule

List of Graded Work

1. Attendance // Due: ongoing [10% of final grade]

- Attendance includes arriving on time and with all materials and equipment necessary to actively participate in that date's discussion, lecture, or presentation. Students arriving without assigned materials will be counted absent on that date. Attendance will be taken daily and recorded in the Canvas gradebook. Attendance is worth 10%, with a 20% deduction for arriving more than 15 minutes late or leaving early.

2. Participation // Due: ongoing [20 % of final grade]

- Consistent, informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric (see next page). Please note, if you have personal issues that prohibit you from joining freely in class discussion, see the instructor as soon as possible to discuss alternative modes of participation.
- In lectures participation will be graded by successful completion of [10 points]:
 - i. reading assignments
 - ii. input during lecture discussions
 - iii. **Discussion board responses // Due: Sundays at 11.59pm**
 1. Beginning week 2, a question about the lecture will be posted after each class and students are expected to respond in 2-3 sentences.
- In Friday sections participation will be graded by successful completion of [10 points]:
 - i. Input and engagement during discussion, sharing and research
- The instructor will inform you of your participation grade to date around mid-term and schedule a conference if you are earning below 70% of the possible points.

3. Journaling // Due: each Thursday from Week 2—Week 15 by 11.59pm [30% of final grade]

- Each week, beginning week 2 though to week 16, write a short journal entry reflecting on how the themes of the class help you understand something that happens in your life—such as a personal matter, a news story, a TV show you watch, or anything else. You may also use this entry to reflect on the limits of the reading or discussion; that is, how what we discussed misses something important that you experience. This

assignment is worth 30% of final grade or 2 points per entry and 4 points for completing all 13 assignments.

4. Artistic Assignment 1 // Due: Week 4 [5% of final grade]

- Make a collage that represents your identity. In a brief statement of 100 words, explain the ideas and motivation behind your work.

5. Museum Visit & Semiotic Reading // Due: Week 7 [10% of final grade]

- Visit the Harn Museum or the University Galleries and find a work that relates to the questions of identity and representation. Based on our in-class discussion of how to use semiotics to analyze a work of art, use this method to discuss the formal elements that contribute to the artist's representation of identity in 450—500 words.

6. Artistic Assignment 2 // Due: Week 11 [10% of final grade]

- Make a photo series of 5 to 7 photos, or short video up to 3 minutes, that explores an aspect of your identity that you did not think about very much prior to this class. In a brief statement of 100 words, explain the ideas and motivation behind your work.

7. Final Reflective Essay // Due: Week 16 by [15% of final grade]

- Look back through your journal entries, artist projects, participant responses, and lecture/discussion notes. Write an essay that reflects on what you have learned about identity, politics, and/or representation this semester in 500—700 words.

Grading

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Participation Grading Rubric

| | High Quality | Average | Needs Improvement |
|---|--|--|--|
| Informed: Shows evidence of having done the assigned work. | Responses show depth of knowledge and engagement with both texts and images | Responses show basic understanding and engage with just a part of work | Responses show issues in understanding and do not engage with assigned works |
| Thoughtful: Shows evidence of having understood and considered issues raised. | Assignments demonstrate the ability to analyze key elements of debates and add original perspectives | Assignments demonstrate a basic understanding of debates. | Assignments suggest some confusion over key issues. |

| | | | |
|---|---|--|--|
| Considerate: Takes the perspective others into account. | Assignments successfully incorporate counterarguments and develop complex perspectives on issues with no obvious answer | Assignments sufficiently summarize various competing points of view. | Assignments present only one view with no consideration of how it is situated. |
|---|---|--|--|

Writing Assessment Rubric

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|----------------------------|---|---|
| CONTENT | <p>Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion</p> <p>with basic understanding of sources.</p> | <p>Papers either include a central idea(s) that is unclear or off-topic</p> <p>or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.</p> |
| ORGANIZATION AND COHERENCE | <p>Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.</p> | <p>Documents and paragraphs lack clearly identifiable organization,</p> <p>may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.</p> |
| ARGUMENT AND SUPPORT | <p>Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.</p> | <p>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</p> |
| | Documents use a writing style with word | Documents rely on word usage |

| | | |
|-----------|--|---|
| STYLE | <p>choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.</p> | <p>that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction.</p> <p>Documents may also use words incorrectly.</p> |
| MECHANICS | <p>Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.</p> | <p>Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.</p> |

Artistic Assignments Grading Criteria

- This grade is awarded for exceptional work that demonstrates critical thinking, a full realization of the ideas put forth in assignment, and outstanding engagement of both form and content; excellent amount of effort given to the assignment
- This grade will be awarded for very good work that demonstrates a sound and competent realization of the ideas put forth in each assignment; excels in many areas but lacks one or more of the outstanding characteristics listed above.
- This grade will be awarded for well-presented, average work that demonstrates a fairly good attempt at grasping the expectations of given assignment. This work lacks a competent, comprehensive understanding mentioned in 'B' above.

- This grade is awarded for inadequate work-- extremely poor and/or half-finished work with no care or attention to the assignment.

Grading Scale

A 95-100, A- 94-90, B+ 89-87, B 86-84, B- 83-80, C+ 79-77, C 76-74, C- 73-70, D+ 69-67, D 66-64, D- 63-60, E 59-0 A: 4.0, A- : 3.67, B+:3.33, B:3.00, B-: 2.67, C+: 2.33, C: 2.00, C-: 1.67, D+: 1.33, D: 1.00, D-: .67

UF grading policies can be reviewed at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Quest Learning Experiences

Details of Experiential Learning Component // Semiotic Reading of an Artwork in a museum

Students will visit the Harn Museum or the University Galleries and find a work that relates to the questions of identity and representation. Based on our in-class discussion of how to use semiotics to analyze a work of art, use this method to discuss the formal elements that contribute to the artist's representation of identity in 450—500 words.

Details of Self-Reflection Component // Artistic Assignments

Early in the semester, students will make their own collage that represents their identity. Later on, students will also make a photo series of up to 7 photos, or short video up to 3 minutes, that explores an aspect of their identity that they did not think about very much prior to this class. Both these artistic assignments will be accompanied by a brief statement of 100 words that explains the ideas and motivation behind the work.

Weekly Course Schedule

Week 1: Overview

Wednesday 8/23

Course Overview

Friday 8/25 Bring in a show-and-tell object for an icebreaker activity

Journal Overview

Questions

[Watch for next Friday: Video Workshop on Diversity](#)

[Complete for next Friday: Project Sheet for Workshop](#)

Week 2: Diversity & Intro to Identity

Monday 8/28 Critical thinking

Wednesday 8/30 Overview of Identity

[Reading: Kwame Anthony Appiah, excerpt from "The Lies That Bind," p. 3-32](#)

Friday 9/1 Bring Project Sheet from Workshop

Participation discussion question

Overview of collage assignment

Discuss key ideas, share journal

Week 3: Intro to Politics

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| Monday 9/4 | No Class—Labor Day |
| Wednesday 9/6 | Overview of Politics |
| Friday 9/8 | University Galleries |

Week 4: Intro to Representation Part 1

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| Monday 9/11 | Overview of Representation, Part 1 Reading: Stuart Hall, “The Work of Representation” 1-14 |
| Wednesday 9/13 | Overview of Representation, Part 2 Reading: Stuart Hall, “The Work of Representation” 16-26 |

[\(powerpoint\)](#)

| | |
|-------------|--|
| Friday 9/15 | Due: Artistic Assignment 1 // Collage Collage share & discuss |
|-------------|--|

Week 5: Intro to Representation Part 2 & How to Read an Artwork

Monday 9/18

[\(powerpoint\)](#)

Wednesday 9/20

Lecture & Discussion: Semiotic Method of Reading an Artwork

Friday 9/22

Overview of Museum Visit & Semiotic Method Assignment [\(powerpoint\)](#)

Class visit to the Harn Museum (own your own time)

Week 6: Intersectionality

Monday 9/25

Lecture & Discussion

Wednesday 9/27

Visiting artist: TBA

Friday 9/29

Discuss key ideas, share journal, research visiting artist

Week 7: Labor

Monday 10/2 Lecture & Discussion

Wednesday 10/4 Visiting artist: TBA

Friday 10/6 Homecoming: No Class

Tuesday 10/10 Due: Museum Visit & Semiotic Method Assignment

Week 8: Race and Ethnicity

Monday 10/9 Lecture & Discussion

Wednesday 10/11 Visiting artist: TBA

Friday 10/13 Overview of Artistic Assignment 2

Discuss key ideas, share journal, research visiting artist

Week 9: Nature & Ecology

Monday 10/16 Lecture & Discussion

Wednesday 10/18 Visiting artist: TBA

Friday 10/20 Discuss key ideas, share journal, research visiting artist

Also, tonight you can see some nature as the Orionid meteor shower peaks Friday night and the moon isn't too bright, hopefully the sky will be clear! (tomorrow night might also be good)

Week 10: Futurisms

Monday 10/23 Lecture & Discussion

Wednesday 10/25 Visiting artist: TBA

Friday 10/27 **Due: Artistic Assignment 2**

Artistic Assignment share & discuss

Discuss key ideas, share journal, research visiting artist

Week 11: LGBTQIA+

Monday 10/30 Lecture & Discussion

Wednesday 11/1 Visiting artist:

Friday 11/3 Overview of Reflective Essay

Discuss key ideas, share journal, research visiting artist

Week 12: Appropriation and Cliché

Monday 11/6 Lecture & Discussion

Wednesday 11/8 Visiting artist: TBA

Friday 11/10 No Class, Veteran's Day

Week 13: Indigeneity and Coloniality

Monday 11/13 Visiting artist: TBA

Wednesday 11/15 Lecture & Discussion

Friday 11/17

Outline for Reflective Essay

Discuss key ideas, share journal, research visiting artist

Week 14: Colonialism

Monday 11/20

Visiting artist: TBA

Wednesday 11/22

Thanksgiving: No Class

Friday 11/24

Thanksgiving: No Class

Week 15: Disability, Care, & Access

Monday 11/27

Lecture & Discussion

Wednesday 11/29

Visiting artist: TBA

Friday 12/1

Discussion groups/ Workshop on outline/ draft

Discuss key ideas, share journal, research visiting artist

Week 16: No conclusions

Monday 12/4

Course evaluations

Lecture & Discussion

Due: Reflective Essay // 11.59pm

Wednesday 12/6

Visiting Artist: TBA

Course wrap up!

General Education and Quest Objectives & SLOs

This Course’s Objectives—Gen Ed Primary Area and Quest Humanities + Quest 1 + Course Objectives

| Humanities Objectives | Quest 1 Objectives | Course Objectives | Objectives will be accomplished by |
|---|---|--|--|
| Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. | Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. | Identify, describe, and explain the concept of identity and the different modes of representation used by artists, with a particular focus on how the politics of identity and the possibilities for representation interact | Readings, viewings, in-class discussions & online studio visits germane to the topics. |
| Students will learn to identify and to analyze the key elements, biases and influences that shape thought. | Present different arts and humanities disciplines’ distinctive elements, along with their biases and influences on essential questions about the human condition. | Consider the relationship between theoretical reflection in philosophy, politics, and aesthetics and its relation to the forms of art-making practiced by contemporary artists | Lectures on the assigned readings, and guided questions and answer during online sessions with contemporary artists. |
| | Explore at least one arts or humanities resource outside their | Have students engage with issues of identity and representation in | Having students visit the Harn museum and writing about a |

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| | classroom and explain how engagement with it complements classroom work. | contemporary art outside the classroom | work. |
| These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. | Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other | Develop and present clear and effective responses to essential questions about identity and representation in oral and written forms appropriate to the relevant | In-class lectures and discussion, breakout discussion, readings, writing assignments, creative assignment |

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| Humanities Objectives | Quest 1 Objectives | Course Objectives | Objectives will be accomplished by |
| | forms appropriate to the discipline. | humanities disciplines incorporated into the course | <input type="checkbox"/> |
| | Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college. | Analyze, evaluate, and critically reflect on connections between these questions of identity and your intellectual, personal, and professional development at UF and beyond | In-class discussions, personal reflections, work with TAs |

This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest Humanities + Quest 1 + Course SLOs

- *(Students will be able to...)*

| | Humanities SLOs | Quest 1 SLOs | This Course's SLOs | Assessment |
|--|-------------------------|---------------------------------|---|-------------------------|
| | Identify, describe, and | Identify, describe, and explain | Identify, describe, and explain the theoretical | Class participation and |

| | | | | |
|----------------|--|--|---|---------------------|
| <i>Content</i> | explain the history, underlying theory and methodologies used. | the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course. | methodologies that explore the relationship between art and politics. | writing assignments |
|----------------|--|--|---|---------------------|

| | Humanities SLOs | Quest 1 SLOs ... | This Course's SLOs | Assessment |
|--------------------------|---|--|--|---|
| | | | Identify, describe, and explain the concept of identity and the different modes of representation used by artists, with a particular focus on how the politics of identity and the possibilities for representation interact | Participation and midterm exam. |
| <i>Critical Thinking</i> | Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. | Analyze and evaluate artistic representations with a particular focus on how the identity of the artists impacts the subject matter, and what the political ramifications of the artistic choices are. | Class participation, writing assignment 1 & 2, mid-term exam, artistic collage project, Harn Museum response and final essay. |
| <i>Communication</i> | Communicate knowledge, thoughts and reasoning clearly and effectively. | Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the | Develop and present clear and effective responses to essential questions about identity and representation in oral and written forms appropriate to the relevant humanities | In class discussion, breakout discussions, written assignments, mid-term exam |

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|-------------------|-----|---|--|--|
| | | relevant humanities disciplines incorporated into the course. | disciplines incorporated into the course | |
| <i>Connection</i> | N/A | Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. | Connect course content with artist assignment on own identity and visit to the Harn Museum | Collage assignment and written response to work viewed in person at the Harn |

Secondary Objectives and SLOs Diversity Objectives (for D co-designation)

| Diversity Objectives | This Course's Objectives | Objectives will be accomplished by: |
|---|---|---|
| <p>Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities.</p> | <p>Analyze and evaluate artistic representations with a particular focus on how the identity of the artists impacts the subject matter, and what the political ramifications of the artistic choices are.</p> | <p>Readings and discussion, viewing works by a wide range of artists and discussing strategies in the work.</p> |
| <p>Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.</p> | <p>Identify, describe, and explain how the artists we meet in studio visits discuss the histories of their work and how it relates to challenges they have faced.</p> | <p>Viewing and discussing work with artists through online studio visits.</p> |
| <p>Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.</p> | <p>Develop and present clear and effective responses to essential questions about identity and representation in oral and written forms</p> | <p>Writing assignments including Writing assignment 1 &2, Mid-term exam and Final Writing Project</p> |

Diversity Student Learning Outcomes (for D co-designation)

| | Diversity SLOs | Course SLOs | Assessment |
|--------------------------|---|---|--|
| <i>Content</i> | <p>Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.</p> | <p>Identify, describe, and explain the concept of identity and the different modes of representation used by artists, with a particular focus on how the politics of identity and the possibilities for representation interact. In addition, they will be able to understand how changes in the representation of identity relate to broader trends in historical change both within art and the surrounding cultures.</p> | <p>Readings and discussion, viewing works by a wide range of artists and discussing strategies in the work, and how their work relates to broader historical trends and transformations.</p> |
| <i>Critical Thinking</i> | <p>Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States.</p> <p>Analyze and reflect on the ways in which cultures and beliefs mediate</p> | <p>Identify, describe, and explain how the artists we meet in studio visits discuss the histories of their work and how it relates to challenges they have faced. In addition, they will be able to connect the artists' presentations to the readings and lectures to understand</p> | <p>Viewing and discussing work with artists through online studio visits, as well as weekly reflections and graded writing assignments.</p> |

understandings of an increasingly diverse U.S. society.

individuals within a broader social and historical context.

Required Policies

Accommodations for students with disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Class Demeanor Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Academic Honesty

The university's codes for honesty and conduct will be upheld. Full information is available in the links below.

Academic Honesty:

<http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>

Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Student Conduct: <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Online Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources // Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Campus Resources // Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and Tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online or in 2215 Turlington Hall for one-on-one consultations and workshops.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

