

## **POS 3204: Political Behavior**

**Class Periods:** Tuesdays period 4 (10:40-11:30 am), Thursdays periods 4-5 (10:40 am-12:35 pm)

**Location:** CSE 222

**Academic Term:** Fall 2023

### **Instructor:**

Stephen C. Craig

sccraig@ufl.edu

Office Hours: Mon/Wed 9:30-10:30 a.m., Tue 1:00-2:00 p.m. and by appointment (the latter intended especially, but not exclusively, for those who prefer to meet with me F2F); Zoom id 831-661-6708.

Unless you are notified otherwise, regular office hours will be held online via Zoom.

Web Page: <https://people.clas.ufl.edu/sccraig/>

### **Main text (recommended but not required):**

Elizabeth A. Theiss-Morse and Michael W. Wagner, *Political Behavior of the American Electorate*, 15th ed. (Sage Publications/CQ Press, 2023).

All assigned readings (see the course outline below) except for chapters from Theiss-Morse et al. are posted in the Files folder on Canvas (<https://elearning.ufl.edu>). Most can also be accessed directly online.

### **Course Overview:**

This course is designed to provide students with an introduction to several major themes relating to public opinion, voting behavior, and political participation – primarily, though not exclusively, in the United States. How much do ordinary citizens know about politics and government? How complete is their understanding of important issues, and to what extent do preferences regarding those issues guide their voting choices? Why don't more Americans participate in politics, either at the polls or in other ways? Do low participation rates mean that the United States (or any other country) is less "democratic" than its citizens would like to believe? Why has the public become increasingly mistrustful of their governmental leaders and institutions? These are just a few of the questions that we will examine over the next few months.

Students should review the syllabus carefully to familiarize themselves with such matters as reading assignments, exams and written essays, grading criteria, and other aspects of the course. You will note that there is one textbook assigned (*Political Behavior of the American Electorate*, 15th ed.) – though this is less "required" reading than a source which, along with my lecture slides, should prove helpful especially when it comes time to prepare for the midterm and final exams. While students will usually benefit from reading the text, whether you do so is an individual choice. Nothing from the book that is not also covered in class will be included on either written exam.

There are, however, several short articles assigned for each week during the semester. Almost all are internet readings that illustrate how ideas and patterns discussed in class play out in the real world of American politics. These readings are easily digested – they are relatively brief (with a few exceptions) and in most cases written for a lay audience – and provide the basis for the class discussions that we will have every Thursday.

### **Grades:**

Grades will be based on the following:

Midterm exam	20 percent (Thursday, Oct 12, 10:40 a.m.)
Class participation	25 percent
Periodic written assignments	25 percent
Final exam	30 percent (Friday, Dec 15, 12:30 p.m.)

Minus grades will (if appropriate) be assigned in this course. Information about grades and grading policies at UF can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Both midterm and final are open-book, unproctored exams. (Although the final is cumulative, it will emphasize material from the second half of the course, i.e., after the midterm.) Each exam will be posted on Canvas at the designated time, and each will be due **exactly two hours later**. Further details regarding the administration and content of those exams will be provided at a later date. No make-ups will be given except in the case of a fully documented medical or other emergency; anyone who fails to take either exam without such documentation will receive a score of zero. Grading for both exams will be based on a curve, to be determined by the distribution of scores.

Most students will presumably want to take the exams at home or another private space. However, if doing so would make it difficult for you to get to your next class (or final exam) on time, you may arrange with me to meet in our regular classroom at the designated time.

Written Assignments: As shown in the listing of weekly assignments, we will be covering twelve topics (beginning with "measuring public opinion" and ending with "linkage/representation") during the semester. Students are required to write short essays on any four of these. Step one is to find an internet article (preferably one that is fairly recent) relevant to the week's topic. Since the main purpose here is for you to see how ideas discussed in class play out in the real world, do not base your essay on an academic source (journal article or book chapter) or on a Pew, Gallup, or other poll report/press release without first getting my approval. Material written by academics for a lay audience is acceptable. ***Note: Internet articles that appear on the syllabus or are discussed in class should not be selected for these assignments.***

Once an article of interest has been identified (if you're not sure whether it's appropriate, send me the link and I will let you know one way or the other), step two is to write a 2-page essay (typed, single-spaced, 12-point font, with a bibliography at the end that is not included in the page count) briefly summarizing the content of the article and relating it to one or more themes covered in class.

Don't lose track of where you stand because there will be no opportunities for extra credit at the end, e.g., if there are no more weeks left in the semester and you realize that you've only written three essays, you will receive a zero for the one that's missing. On the other hand . . . Students who complete their four required essays by **November 2** will receive a one-half letter grade bonus on their final (average) score for this part of the course.

Essays should be submitted to the appropriate Assignments folder in Canvas **no later than noon** on the day they are due. In most cases, they will be read, graded, and returned to students within a week of their completion. **Anything submitted after the deadline will be penalized up to one full letter grade, with an additional penalty if turned in the following day – after which the essay will not be read or graded at all.**

**Any written assignment (including midterm and final exams) that does not constitute original work by the student will be subject to penalties consistent with the UF Code of Student Conduct, up to and including receiving a grade of zero and a failing grade in the class.** More generally: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>] If you have any questions or concerns, please consult with the instructor.

Strong essays from past students will be posted from time to time on Canvas so you can get a sense of what I'm looking for. In the meantime, here are some basic guidelines that you may find helpful:

- do not summarize at length (include the link for your article and I will read it online; a detailed summary would be redundant);
- do not simply regurgitate points made by myself or by other students during class discussion – bring some insight(s) of your own to the task; at the same time . . .
- purely personal opinions are bad (e.g., you believe that mail-in balloting either does or does not increase the likelihood of voter fraud), statements based on evidence are good (e.g., what do studies show one way or the other on this issue?);
- focus on a single theme (two at the most, and only if they're related) so that you're able to do it justice; and
- cite any book, article, internet source, or idea that is not your own. You should do this by including an alphabetical list of references at the end of your essay just as you would with a term paper in another class. In-text cites should take the following form: (Craig 2020) – **do not use footnotes or insert full article/book titles in the text**. If I want to know what (Craig 2020) is, I should be able to find out by looking at your list of references.

Class Participation: The first part of your grade here is **attendance**: you can't participate unless you're in class. The second part will be based on the extent to which you contribute to our discussions. The third part has to do with **talk points** that you are expected to submit on a weekly basis. Each student should (a) develop one talk point based on the week's assigned readings, (b) write a short, single-spaced paragraph (don't just ask a question without speculating on what the answer to that question might be), and (c) submit it to the appropriate Canvas folder by 5 p.m. on Wednesday prior to our class the next day. The goal is for you to identify topics about which you would like to know more or that you do not believe the readings cover adequately. Some of those topics will probably arise during my lectures (during which you are encouraged to ask questions) but the talk points will also allow us to explore subject matter that might otherwise be overlooked. Keep in mind that talk points are a required assignment: failure to submit one (or submitting one that shows little thought on your part) will result in a zero – and an accumulation of zeroes can have a serious impact on your overall participation grade.

### **Some concluding points:**

- Attendance is required. Students who can reasonably anticipate an absence should inform me by email as soon as possible and prior to the anticipated absence. Absences will be excused with documentation of a university, military, or legal obligation, illness, or bereavement.
- As noted above, students are bound by the University of Florida's Student Code of Conduct. Anyone who commits an act of academic dishonesty, such as cheating on exams or committing plagiarism on the written essays, will suffer appropriate sanctions and be referred to university authorities for further action.
- There will be times when I need to communicate with the class as a group. In those instances, I will do so either through Outlook (using a listserv) or, more often, via Canvas. Students should check their incoming mail regularly so as not to miss any important information. The best way for students to connect with me directly is through Outlook ([sccraig@ufl.edu](mailto:sccraig@ufl.edu)). If a reply is needed, I will try to get back to you fairly quickly.
- If you are unable to connect with me during my official office hours, or if you wish to discuss matters that are confidential, feel free to request a one-on-one meeting and we will determine a time and place that works for both of us.
- Students are allowed to record video or audio of class lectures (not including student presentations). However, the purposes for which these recordings may be used are strictly controlled. The only

allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

- For all written assignments, the only thing that should appear at the top of page one is your name. **Do not include the course number, my name, the date, a title for your essay, or any other information.**
- Before submitting any written assignment, review it carefully for errors in spelling, grammar, and/or capitalization. Regarding the latter, here is a partial list of terms that should be capitalized: Democrat (or Democratic Party), Republican (or Republican Party), Congress, Senate, House of Representatives, Supreme Court, White House, First Amendment, and the proper name of any individual. Terms that should not be capitalized include: president, vice president, senator, congressman/woman, governor (unless these are used as a title, e.g., President Biden), and constitution. Also, be sure to use paragraph breaks as appropriate; paragraphs that run on for the better part of a page (or longer) and encompass more than one topic are difficult to read and will put your instructor in a grumpy mood as he decides what grade to assign to your work.
- 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/>.

### **COVID guidelines:**

Given the diminished but ongoing threat of COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and others.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit ONE.UF for screening/testing and vaccination opportunities.
- If you are sick, stay home. Call your primary care provider if you are ill and need immediate care, or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

See below for a list of **campus and academic resources**.

### **COURSE OUTLINE**

Weeks 1-2 (Aug 24-Sep 1): Introduction/Measuring Public Opinion

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Appendix: Survey Research Methods.

- Dan Balz, "2020 Presidential Polls Suffered Worst Performance in Decades. Report Says," *Washington Post* (7/18/21).
- Courtney Kennedy, "Key Things to Know about Election Polling in the United States," Pew Research Center (8/5/20). <https://www.pewresearch.org/fact-tank/2020/08/05/key-things-to-know-about-election-polling-in-the-united-states/>
- Scott Keeter et al., "What 2020's Election Poll Errors Tell Us about the Accuracy of Issue Polling," Pew Research Center (3/2/21).
- Ariel Edwards-Levy, "How Do Americans Feel about Their Finances? It Depends on Whether You Mention Trump," *huffpost.com* (8/1/17).
- Lucy Morgan, "From the Archives: Lawton Chiles' Camp Admits to 'Mystery' Calls against Jeb Bush Campaign," *Tampa Bay Times* (6/8/15).

### Week 3 (Sep 4-8): Voter Competence

#### Assigned Readings:

- Barbara A. Bardes and Robert W. Oldendick, *Public Opinion: Measuring the American Mind*, 5th ed. Ch. 6.
- Catherine Rampell, "Americans – Especially But Not Exclusively Trump Voters – Believe Crazy, Wrong Things," *Washington Post* (12/28/16).
- Joel Rose, "Even If It's 'Bonkers,' Poll Finds Many Believe QAnon and Other Conspiracy Theories," *npr.org* (12/30/20).
- Eric W. Dolan, "Study: People with Less Political Knowledge Think They Know a Lot about Politics," *PsyPost* (4/16/18).
- Aaron Blake, "A New Study Suggests Fake News Might Have Won Donald Trump the 2016 Election," *Washington Post* (4/3/18).
- Michael Dimock, "How Americans View Trust, Fact, and Democracy Today," Pew Research Center (2/19/20).
- Internet essay #1 due Sep 7 (topic: measuring public opinion)

### Week 4 (Sep 11-15): Partisanship

#### Assigned Readings:

- Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 5.
- Yascha Mounk, "Republicans Don't Understand Democrats – and Democrats Don't Understand Republicans," *The Atlantic* (6/23/19).
- Michael Tesler, "In 2008, Everyone Thought the Recession Was Bad. But in 2020, Many Americans' Views Depend on Their Party," *Washington Post* (6/30/20).
- Meredith Dost et al., "Is President Trump's Rhetoric Racist? It Depends on Whom You Ask." *Washington Post* (8/12/19).
- Juliana Menasce Horowitz, "Parents Differ Sharply by Party Over What Their K-12 Children Should Learn in School," Pew Research Center (10/26/22).
- Garen Wintemute, "How a Divided America, Including the 15% Who Are 'MAGA Republicans,' Splits on QAnon, Racism and Armed Patrols at Polling Places," *The Conversation* (11/7/22).
- Internet essay #2 due Sep 14 (topic: voter competence)

### Week 5 (Sep 18-22): Ideology

#### Assigned Readings:

- Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 6.
- Ezra Klein, "For Elites, Politics Is Driven by Ideology. For Voters, It's Not," *vox.com* (11/9/17).
- Catherine Rampell, "A New Problem for Democrats: Americans Suddenly Want Smaller Government After All," *Washington Post* (10/14/21).
- Robb Willer and Jan Voelkel, "Why Progressive Candidates Should Invoke Conservative Values," *New York Times* (11/30/19).
- Lee Drutman, "The Moderate Middle Is a Myth," *fivethirtyeight.com* (9/24/19).

Sasha Issenberg, "Born This Way: The New Weird Science of Hardwired Political Identity," *New York Magazine* (4/8/12).

Internet essay #3 due Sep 21 (topic: partisanship)

#### Week 6 (Sep 25-29): Political Learning: Where Do Our Opinions Come From?

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 7.

Robinson Meyer, "The Grim Conclusions of the Largest-Ever Study of Fake News," *The Atlantic* (3/8/18).

Maneesh Arora et al., "What Helps Non-Black People Support Black Lives Matter? A Signal from Someone in Their Own Ethnic Group," *Washington Post* (6/18/20).

Andrew Searles and Nathan Kalmoe, "What Persuades White Southerners to Remove Confederate Flags and Monuments?" *Washington Post* (6/23/20).

Brian Resnick, "Trump Is a Real-World Political Science Experiment," vox.com (7/19/18).

Alyssa N. Rockenbach et al., "Professors Change Few Minds on Politics – But Conservative Ones May Have More Influence," *Washington Post* (3/2/20).

Internet essay #4 due Sep 28 (topic: ideology)

#### Week 7 (Oct 2-6): Social Groups/Conflict and Identity

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 4.

David Byler, "5 Myths about Politics, Busted by Data," *Washington Post* (7/17/23).

Philip Bump, "A New Lens into the Overlap of Religion and Right-Wing Politics," *Washington Post* (2/8/23).

Hakeem Jefferson and Alan Yan, "How the Two-Party System Obscures the Complexity of Black Americans' Politics," fivethirtyeight.com (10/6/20).

Kal Munis and Nicholas Jacobs, "Why Resentful Rural Americans Vote Republican," *Washington Post* (10/20/22).

Nate Cohn, "Millennials Are Not an Exception. They've Moved to the Right," *New York Times* (6/1/23).

Erin C. Cassese et al., "How 'Hostile Sexism' Came to Shape Our Politics," *Washington Post* (10/2/18).

Internet essay #5 due Oct 5 (topic: political learning)

#### Week 8 (Oct 9-13): Midterm Review/Exam

Internet essay #6 due Oct 12 (topic: social groups)

#### Week 9 (Oct 16-20): Voting Behavior

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapters 2, 8.

David Brady and Brett Parker, "This Is How Biden Eked Out His 2020 Victory," *Washington Post* (2/12/21).

J. Edwin Benton, "When Americans Go to the Polls, They Look to the Past – Not the Future," *The Conversation* (5/14/19).

Charles R. Hunt, "Biden's Dragging Poll Numbers Won't Matter in 2024 If Enough Voters Loathe His Opponent Even More," *The Conversation* (5/5/23).

Philip Bump, "2020 Saw the Least Split-Ticket House Voting in Decades," *Washington Post* (2/19/21).

Maggie Koerth, "Does Knowing Whom Others Might Vote for Change Whom You'll Vote For?" fivethirtyeight.com (12/5/19).

Tatishe Nteta et al., "Americans Just Elected Two Lesbian Governors. Have Attitudes Changed That Much?" *Washington Post* (11/15/22).

#### Week 10 (Oct 23-27): Polarization in American Politics

Assigned Readings:

Ezra Klein, *Why We're Polarized* (Avid Reader Press, 2020), Chapter 3 ("Your Brain on Groups").

Mark Wickham-Jones, "This 1950s Political Science Report Keeps Popping Up in the News. Here's the Story Behind It," *Washington Post* (7/24/18).

Lee Drutman, "How Hatred Came to Dominate American Politics," *fivethirtyeight.com* (10/5/20).

Zacc Ritter, "Polarization May Undermine Community Bonds, Trust in Others," Gallup Blog (2/19/20).

Dominik Stecula and Matthew Levendusky, "Talking across the Political Aisle Isn't a Cure-All – But It Does Help Reduce Hostility," *The Conversation* (1/5/23).

Alexander Theodoridis and James Martherus, "Trump Is Not the Only One Who Calls Opponents 'Animals.' Democrats and Republicans Do It to Each Other," *Washington Post* (5/21/18).

Nick Anderson, "Political Polarization Is Sorting Colleges into Red and Blue Schools," *Washington Post* (4/3/23).

Internet essay #7 due Oct 26 (topic: voting behavior)

### Week 11 (Oct 30-Nov 3): Issue Attitudes, Home and Abroad

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, review Chapter 6.

Joe Neel, "Is There Hope for the American Dream? What Americans Think about Income Inequality," *npr.org* (1/9/20).

Christopher Ingraham, "Racial Resentment Is the Biggest Predictor of Immigration Attitudes, Study Finds," *Washington Post* (7/10/18).

Alexandra Filindra and Bezya Buyuker, "For Racially Biased Conservative Whites, Owning a Gun Is Just Part of Being a Good Citizen," *Washington Post* (3/29/21).

Kim Parker and Kiley Hurst, "Growing Share of Americans Say They Want More Spending on Police in Their Area," Pew Research Center (10/26/21).

Amelia Thomson-DeVeaux, "Dobbs Turned Abortion into a Huge Liability for Republicans," *fivethirtyeight.com* (6/22/23).

Eli Yokley, "Navigating Wokeness: Voter Perceptions and the 2024 Election," *morningconsult.com* (7/19/23).

Internet essay #8 due Nov 2 (topic: polarization)

### Week 12 (Nov 6-10): Turnout and Participation

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 3.

Amber Phillips, "Examining the Arguments against Voting by Mail: Does It Really Lead to Fraud or Benefit Only Democrats?" *Washington Post* (5/20/20).

Pippa Norris et al., "Why Don't More Americans Vote? Maybe Because They Don't Trust U.S. Elections," *Washington Post* (12/26/16).

Joshua Tucker (channeling Victoria Shineman), "Incentivizing Participation Would Increase Voter Turnout and Political Information," *Monkey Cage* (11/6/12).

Daron R. Shaw and John R. Petrocik, "Does High Voter Turnout Hurt One Party?" *National Affairs* (Fall 2021).

Antoine J. Banks et al., "How Do Black People Channel Their Anger about Racial Injustice? Here's What We Found," *Washington Post* (6/29/20).

Internet essay #9 due Nov 9 (topic: issue attitudes)

### Week 13 (Nov 13-17): Campaign Effects

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, review Chapter 2.

Maggie Koerth, "How Money Affects Elections," *fivethirtyeight.com* (9/10/18).

Joshua Kalla and David Broockman, "Persuading Voters Is Hard: That Doesn't Mean Campaigns Should Give Up," *Washington Post* (10/11/17).

Roberta Kwok, "The Negative or Positive Tone of Political Ads Can Have a Very Specific Impact on Voters, New Research Shows," *Business Insider* (11/9/21).

Boris Heersink and Jordan Carr Peterson, "Trump Is Going Back to Holding Rallies. He Might Be Helping

Biden," *Washington Post* (6/18/20).

Ian Anson, "Trump-Endorsed Candidates Would Generally Win Even without His Support – and That's Usually the Case with All Political Endorsements," *The Conversation* (6/15/22).

Internet essay #10 due Nov 16 (topic: turnout/participation)

Internet essay #11 due Nov 28 (topic: campaign effects)

No class on Nov 21 or Nov 23 (Thanksgiving).

#### Week 14 (Nov 27-Dec 1): Representation and Linkage

Assigned Readings:

Theiss-Morse and Wagner, *Political Behavior of the American Electorate*, Chapter 1.

Pew Research Center, "Americans' Views of Government: Decades of Distrust, Enduring Support for Its Role" [pewresearch.org](https://www.pewresearch.org) (6/6/22).

David M. Mayer, "The Psychology of Fairness: Why Some Americans Don't Believe the Election Results," *The Conversation* (12/21/20).

Noam Lupu et al., "Would Americans Ever Support a Coup? 40 Percent Now Say Yes," *Washington Post* (1/6/22).

John Geer and Mary Catherine Sullivan, "How Politically Divided Is the U.S.? It's Complicated but Quantifiable," *Washington Post* (6/7/22).

Andrew R. Flores, "Most Republicans Ignored Constituents' Opinions on Marriage Equality," *Washington Post* (8/16/22).

Week 15 (Dec 5): Final exam review

Internet essay #12 due on Dec 6 (topic: representation and linkage)

#### **Campus Resources: Health and Wellness:**

*U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto: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 the UF Police Department website or call 352-392-1111 (911 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 well-being, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

#### **Academic Resources**

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



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

*Library Support:* There are 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.

*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.