

## Feminist Methods in Research and Scholarship

WST6004 Section 6004

**Class Periods:** T 6-8

**Location:** Online (80-99%)

**Academic Term:** Fall 2020

### **Instructor:**

Dr Maddy Coy

Email: m.coy@ufl.edu

Virtual office hours: I will be available on Zoom or telephone between Monday 2-3pm, Thursday 2.30-4.30 and by appointment (*please note I am not in my office in Ustler Hall during Fall 2020*)

### **Course Description**

*Research is important because it is the process for knowledge production; it is the way we constantly expand knowledge. Research for social justice expands and improves the conditions for justice; it is an intellectual, cognitive and moral project, often fraught, never complete, but worthwhile (Linda Tuhiwai Smith, 2012)*

This course is an introduction to critical questions about knowledge production and conducting research through a feminist lens. The framework for the course is 'research practices'; you will engage with intellectual debates about what it means to position yourself as a knower by exploring feminist epistemologies and research ethics and applying these to your own projects.

Designed primarily for M.A. students who are seeking to shape their research approach to a topic, it will be helpful to have some prior familiarity with feminist theory and/or women's and gender studies.

A major goal of the course is to explore issues and dilemmas with respect to giving voice to the diversity of people's experiences. In so doing, we will encourage questioning of knowledge claims and power dynamics e.g. What is the relationship of the researcher to the researched? How does the social location (gender, race, class, sexuality, geography/nationality, etc) of the researcher impact research? How have systems of domination been upheld and/or disrupted by research design and practice? How can research contribute to social change?

We will begin with examining feminist epistemologies and ethics, and move into the messy realities, tensions, challenges and opportunities of research as a set of practices. This will involve reading empirical papers using a range of methods, reflecting on what these tell us about the *process* of research. A significant proportion of the course will be spent on developing your own research practices, carrying out small projects using feminist approaches to social science and humanities methods of inquiry.

**WHAT TO EXPECT:** We are in a new learning space together and you will bring to class your range of disciplinary 'conceptual baggage'. In the beginning of the course - and throughout - we will explore what this means for how we engage in dialogue with each other and with research participants. We will create time for discussion of any questions, doubts, or issues you are struggling with as you work through your research agenda.

The online mode of teaching for Fall 2020 will present some challenges. While mindful that any changing circumstances in the pandemic might require flexibility, the course will be a combination of:

- synchronous online discussion via Zoom, to take place weekly during scheduled class time;
- slides that will be available in Canvas;
- one to one meetings, to take place via telephone or Zoom every other week (and more often if you would prefer);
- pre-recorded videos of Center faculty discussing their research (subject to their availability);
- a face to face meeting to take place during the course, in line with public health guidance on safety.

The face to face meeting will take place during the FIRST week of class. We will aim to meet during the second half of our scheduled class time outside Ustler Hall, in the courtyard, and if the weather prevents this we will move inside to the atrium.

If any of this might be difficult, please do reach out. All accommodations will be honored. My aim is to create a discussion space where we can engage with each other in as meaningful a way as possible remotely. This entails creating a learning space and community based on inclusion, dignity, respect, anti-racism, and freedom from discrimination.

#### *Land acknowledgement*

I want to acknowledge that this class is meeting on traditional indigenous land and waters of the Timucuan, Seminole and Miccosukee Tribes of Florida. I pay my respects to the traditional owners of this land and waters and their Elders in the past, present and future.

#### ***Course Pre-Requisites / Co-Requisites***

None

#### ***Course Objectives***

By the end of the course, students are expected to be able to critically engage with:

- how feminist methods in research and scholarship emerged and developed in the interdisciplinary field of Women's Studies
- feminist perspectives on research that center intersecting inequalities of gender, race, class, sexuality, citizenship status, colonization, and other systems of power
- the relationship between feminist research principles and their translation into practice
- real life dilemmas that arise from the process of making knowledge claims, through designing research questions, collecting and analyzing data.

You will get the most out of the course if you read the assigned texts with enough time before we meet so that you can participate in discussions.

## ***Learning outcomes***

By the end of the course, students are expected to be able to:

- draw on core conceptual frameworks in feminist theory to inform epistemology and knowledge production
- demonstrate knowledge of feminist analyses of research practice, including ethics
- recognize and use appropriate terms for different research approaches and techniques.
- develop a methodological approach for their proposed research.

These learning outcomes will be evidenced through assignments.

## ***Materials and Supply Fees***

None

## ***Required Textbooks***

None. All readings will be in Course Reserves or accessed through links in Canvas.

## ***Readings***

Below is a list of texts that we will read in the course. These are presented thematically, beginning with foundational texts on epistemologies and ethics. The readings have been selected to offer an overview of a particular approach and/or an example of a study that has used it. You might find some papers more relevant to your research interests and I encourage you to engage closely with these. Which readings we will discuss each week will be posted in Canvas. We may find new, exciting papers during the semester and decide to read these in addition to or instead of the texts below.

All readings will be in Course Reserves or accessed through links in Canvas.

## **Feminist Epistemologies**

### *Session 1:*

Kristie Dotson (2015) Inheriting Patricia Hill Collins's Black Feminist epistemology. *Ethnic and Racial Studies*, 38:13, 2322-2328.

Patricia Hill Collins (2008) Black feminist epistemology. In A. M. Jaggar (Ed.) *Just Methods: An Interdisciplinary Feminist Reader*. Boulder, CO: Paradigm Publishers. (pp. 247-256).

Joey Sprague & Diane Kobrynowicz (2006) A Feminist Epistemology. In Janet Saltzman Chafetz (Ed.) *Handbook of the Sociology of Gender*. Boston: Springer pp.25-43

### *Session 2:*

Uma Narayan (1989) The project of feminist epistemology: Perspectives from a nonwestern feminist. In Alison M. Jaggar & Susan Bordo (eds.) *Gender/Body/Knowledge: Feminist Reconstructions of Being and Knowing*. Rutgers University Press. pp. 256—69

Linda Tuhiwai Smith (2012) *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books. **Chapter 2 'Research Through Imperial Eyes' pp. 44-60**

### **Sources and knowledge claims**

Readings TBC

### **Ethics and ethical dilemmas**

Judith Preissle and Yuri Han (2012) Feminist Research Ethics. In: S.N. Hesse-Biber (Ed.) *Handbook of Feminist Research: Theory and Praxis* (2nd Edition) Sage: Thousand Oaks, CA. pp. 583-605

### **Photovoice**

Caroline Wang (1999) *Photovoice: A Participatory Action Research Strategy Applied to Women's Health* *Journal of Women's Health* 8(2) pp. 185-192.

### **PLUS (at least) ONE OF:**

Shannon Elizabeth Bell (2015) Bridging Activism and the Academy: Exposing Environmental Injustices Through the Feminist Ethnographic Method of Photovoice. *Human Ecology Review*, 21(1) pp. 27-58.

Alix Holtby, Kate Klein, Katie Cook & Robb Travers (2015). To be seen or not to be seen: Photovoice, queer and trans youth, and the dilemma of representation. *Action Research* 13(4), 317-335.

Ava Kanyeredzi, Paula Reavey & Steven D. Brown (2014). The role of the visual in narratives of violence: co-creating fissures. In Yvette Taylor (ed.) *The Entrepreneurial University: Engaging Publics, Intersecting Impacts* London: Palgrave Macmillan pp. 165-184 (PDF in Canvas)

### **Oral history**

Katherine Fobear (2018) "Do You Understand? Unsettling Interpretative Authority in Feminist Oral History." *Journal of Feminist Scholarship* 10 (Spring): 61-77

### **Interviewing and focus groups**

Rosario Undurraga (2012). Interviewing women in Latin America: some reflections on feminist research practice. *Equality, Diversity and Inclusion: An International Journal*, 31 (5/6) pp. 418-434.

**PLUS** Your choice of research paper that uses a focus group methodology. Please be prepared to discuss what you learned about conducting focus groups from this paper.

## Ethnography

Dána-Ain Davis and Christa Craven (2016) *Feminist Ethnography: Thinking Through Methodologies, Challenges, and Possibilities*. London: Rowman & Littlefield. **Chapter 4 'How Does One Do Feminist Ethnography?'** pp. 75-98.

## Quantitative methods

Bowleg, L. (2008) When Black + lesbian + woman ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. *Sex Roles*, 59, 312-325

Catherine E. Harnois. (2019) 'Who Are Feminists in the United States Today, and What Do They Believe about Social Inequality? Challenging Stereotypes with Quantitative Research'. In *Feminist Research in Practice*. Edited by Maura Kelly and Barbara Gurr. London: Rowman and Littlefield. pp-39-54.

## Analyzing data

Both of these texts contain questions/guides to analyzing 'data' – texts and data generated by interaction with people – that you will find helpful to consult for your projects.

Sharlene Hesse-Biber (2016) *The Practice of Qualitative Research: Engaging Students in the Research Process*. 3rd Edition. London: Sage. **Chapter 11 'Analysis and Interpretation of Qualitative Data'** pp. 306-339

Ohito, E.O. & Nyachae, T.M. (2019) Poetically Poking at Language and Power: Using Black Feminist Poetry to Conduct Rigorous Feminist Critical Discourse Analysis. *Qualitative Inquiry* 25 (9-10), 839-850.

## Course Schedule

As we develop the course so that it speaks to your research priorities, we will be flexible with the schedule. In addition, there will be two sessions featuring panels of feminist scholars that work on research with texts and research with people, which may slot into our themed sessions.

This means that the outline below may be adapted as we move through the different topics and determine your research priorities. All changes in the syllabus will be posted in Canvas.

Themes we will cover:

- Feminist epistemologies
- Sources and knowledge claims
- Ethics and ethical dilemmas
- Interviews and focus groups
- Photovoice
- Ethnography
- Oral history
- Analyzing qualitative data
- Archival research
- Surveys and experiments

	<b>Topic</b>
Week 1 1 <sup>st</sup> September	Welcome, introductions and discussion of your proposed research projects/agendas  Please listen, if you can, to the ' <i>What does feminist research really look like?</i> ' podcast from Gender and Development. Link in Canvas
Week 2 8 <sup>th</sup> September	Feminist Epistemologies (1)
Week 3 15 <sup>th</sup> September	Feminist Epistemologies (2)
Week 4 22 <sup>nd</sup> September	Sources and Knowledge Claims
Week 5 29 <sup>th</sup> September	Ethics and ethical dilemmas
Week 6 6 <sup>th</sup> October	Themed week
Week 7 13 <sup>th</sup> October	Themed week
Week 8 20 <sup>th</sup> October	Themed week
Week 9 27 <sup>th</sup> October	Themed week
Week 10 3 <sup>rd</sup> November	Themed week
Week 11 10 <sup>th</sup> November	Themed week
Week 12 17 <sup>th</sup> November	Themed week
Week 13 24 <sup>th</sup> November	Themed week
Week 14 1 <sup>st</sup> December	Final paper check in
Week 15 8 <sup>th</sup> December	Closing discussion

### **Assignment details**

There are six assignments for this course. There will be space during our online discussions for any questions you have about assignments and we will discuss the format and content of each in depth during classes. The assignments are intended to allow you to tailor your individual work to your own research agendas, while also sharing key aspects of the learning process with your class colleagues.

**1. Discussion questions (5 points, 5% of total grade)**

Discussion questions are due five times during the course (one point per question); we will create a system for you to identify which weeks you will submit a discussion question based on the readings. The goal of this assignment is to help you think about the readings and engage in conversation with each other. What were the most thought-provoking issues raised by the readings? Do the readings “speak to” or complement each other in ways that bear discussing? How might we think about feminist research having read these pieces? Your questions must be posted on the appropriate discussion board on Canvas by 9 a.m. on the day of class (Tuesdays), so that I have a chance to see your thinking before we ‘meet’ that afternoon. If for some reason you are unable to post them, send them to me via e-mail and I will post them.

**2. Reflection paper (15%, due end of week 4)**

You will write a short reflection paper on the readings about feminist epistemologies. These will serve as the basis for class discussions and will be helpful for formulating discussion questions. At the outset of the course we will read several papers on feminist epistemologies, and you should prepare a short summary of each one written in the style of an annotated bibliography, then a longer reflection (approximately 750 words) where you synthesize the main arguments and points of agreement and contestation. In other words, put these readings in conversation with each other. Where do you find consensus? Where does each reading build on and/or challenge the others? In what ways do their different perspectives help you understand core themes of feminist epistemologies? How can you identify key features of feminist approaches to knowing? This paper, combining your summaries and reflection should be submitted by the end of week 4, in Canvas. We will also discuss this assignment more in class.

**3. Literature search (10%, due week 8)**

For this assignment you can choose which exercise works best for your current stage of scholarship. Both assignments will develop your skills in locating and screening existing literature and studies that relate to your topic. If you are not sure yet what your topic of research will be, that’s fine – choose a topic that you are interested in or that you think will be connected to your eventual graduate studies project. We will discuss more which options are available to you within your own resources and circumstances, and what your submitted assignment will look like during the course.

**Choose either a) OR b)**

*3a) Literature search and screening*

You will conduct a search of a database that is available through the university catalogue, in order to identify previous studies related to your chosen topic. For this assignment you should include the following steps and

- write a short paper (~500 words) that describes your processes, justifies your choices and summarizes what methods were used in the three papers that you selected.

If you have already completed the steps in the box as part of your ProSeminar class, you can base your paper on them. If not, please follow these steps as the basis for your paper:

- develop a list of search terms that capture as many aspects of your topic as possible
- define the parameters of your search: e.g. (and not limited to) language, time period, types of publication
- identify a database to search
- run the searches
- screen the results for relevance
- select three papers that are most relevant to your research topic

### *3b) Literature review reflection*

If you have already conducted your literature searches and analyzed the existing body of knowledge in preparation for your literature review chapter of your thesis/dissertation, you can opt instead to write up a short paper (~500 words) describing and explaining your research processes. This paper will include at minimum:

- a description of which how you searched for and identified previous scholarship, reflecting on the steps listed in option a)
- what previous studies/papers reveal about power in knowledge production processes, with specific reference to your research topic and literature review. You can include here your analysis of the strengths and limitations of previous studies and/or gaps in the knowledge base. You might want to consider, for example, how previous studies on your topic have drawn on feminist epistemologies and methods.

### **4 and 5. Independent research projects**

These assignments offer you an opportunity to conduct small research projects, testing out different approaches and refining your own research processes using either approaches associated with humanities scholarship (textual representations) or social science (engaging directly with people). If you would like to pursue a different research exercise than those below, please talk with me to see if we can make it possible within the course parameters and our combined resources.

All projects should integrate analysis of gender, race, class, sexuality and other systems of power as they inform your decision-making throughout the process of conducting, and reflecting on, your own research practice.

**Choose TWO of these three options.**

#### **a) Interview project (20%, due end of week 11)**

You will practice interviewing for data collection. For this assignment you will conduct one interview with a classmate, with a research question that will be posted in Canvas. Even if you do not intend to conduct interviews for your research, the skills of active listening and reflection on dialogue creation might be useful to practice/refine. The paper you write up based on the interview will be a mix of reporting on the content of the interview and reflecting on interviewing as a process. It should cover all of the following, but you do not necessarily have to follow this outline in exact order:

- Imagine that the interview is part of a larger research project for which you would do a number of interviews. Clearly state the research question (purpose) guiding this hypothetical research in a few sentences. Very briefly describe your hypothetical sample.



- What did you learn about your interviewee's experiences relevant to the substantive purpose of your research? What theme(s) emerged in the interview? Selectively incorporate and discuss direct quotes from the interview to illustrate your answer.
- What did you learn about interviewing as a research method? Reflect critically on your own experience doing the interview, relating your experience to assigned readings. How would you revise the interview questions or your approach if you were (or are) continuing with this study?
- Any ethical dilemmas that you encountered and how you addressed them.
- As an appendix to the paper, attach a signed human participants consent form (discussed in class), the interview schedule or questions that you asked (or planned to ask), and at least a partial transcription (minimum 3 single spaced pages) of the interview.

Suggested length: 5-6 double-spaced pages plus appendix.

**b) Photovoice project (20%, due end of week 10)**

You will conduct a small Photovoice project. Considering the limited resources and access to our networks now, identify two/three people that you know (anywhere in the world) and ask them to participate in an exploratory project about their local communities. For instance, you might ask each participant to discuss with you their relationship with their local communities, take one or two photographs on their cell phone that represents their perspective on their local community (including how 'local' and 'community' are defined), and then have a conversation with them discussing the photograph(s). Again – you might not intend to use this approach in your studies but might find the process offers interesting and/or useful skills.

On completion, you will submit a short paper that includes (but again, not necessarily in this order):

- What did you learn about your interviewee's definitions and understandings of 'local' and 'community'? How did you prepare for the initial conversation? How did you create space for the participants to define the parameters of their photograph(s)? Illustrate your answer with reference to the participants' explanation of the photographs.
- What did you learn about visual methods as a method to reflect experience and meaning-making?
- Any ethical dilemmas that you encountered and how you addressed them.
- Imagine that this is a pilot for a larger research project involving a wider range of participants about local communities. What themes emerge from the photographs and discussions that you would prioritize following up and why?
- As an appendix to the paper, attach the photographs.

Suggested length: 5-6 double-spaced pages plus appendix of photographs.

**c) Analysis of text (20%, due end of week 10)**

For this assignment you will identify how your research topic has been represented in a text (e.g. a novel, artwork, poem, news media story, memoir). Using the skills developed in earlier assignments, you will select your text and analyze its content for a specific theme. Even if your eventual graduate studies research project will be more in a more traditionally social science paradigm, you may discover another

angle to explore associated themes by expanding your analytic lens to texts. You will submit a short paper of your analysis that includes (again, not necessarily in this order):

- How you decided which text to examine, and why. For example, what underpinned the choices that you made? What previous work signaled to you that important knowledge(s) lie within this text?
- How did you approach analysis of this text? Include here your processes of identifying how your theme is evident in the text.
- Summarize your analysis and build an argument about your theme is represented within this text, including any tensions, contradictions, and silences. Illustrate your analysis with images/quotes.

Suggested length: 5-6 double-spaced pages.

### ***6. Final paper on incorporating feminist research into your projects (30%, due final week)***

You will prepare a final paper that sets out how feminist research approaches will inform your studies. This may vary according to your field and topic, and whether you have a distinct project in mind: you should identify, for example, whether you will be explicitly drawing on a feminist lens, or whether the broader issues of power and reflexivity are most useful. Your paper will in some way illuminate the intersection of race, class, and/or other issues of diversity with gender. This does not mean that every proposal must focus equally on race, class and gender. However, it does mean that successful papers must address race, class, and where appropriate, other differences among people. The paper will set out your epistemological framework and situate this within methods literature and previous studies that resonate with your research. If you have decided on your methods, you can also discuss how these are informed by feminist approaches to knowledge production that we have explored in the course. Successful papers will show awareness of feminist epistemological and methodological critiques of and alternatives to traditional research practices. This does not mean that traditional research methods should not be used, but it does mean that successful proposals will demonstrate knowledge of the literature on feminist research methods and show how issues of feminist research are related to the proposed project.

The paper should be 12-15 pages, double spaced, and will be formatted according to appropriate academic conventions, with an established citation style and clear structure. You can submit one draft of this paper in advance to receive feedback on content and organization. More details will be given in class and on Canvas.

#### *Submitting written work*

All written work should be typed, double-spaced, with a 12-point font. Please use a reasonable margin (e.g., 1-1.25 inches). Submit everything via Canvas.

#### *Class Comportment*

For our Zoom meetings, please take notice of the following.

- Not to share your Zoom classroom link or password with others.
- Even though you may be alone at home your professor and classmates can see you! Please remember that wearing clothing is not optional.

- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.

### **Evaluation of Grades**

<b>Assignment</b>	<b>Points</b>	<b>Percentage of Final Grade</b>
Discussion questions	5	5%
Reflection paper	15	15%
Literature search	10	10%
Research project option 1	20	20%
Research project option 2	20	20%
Final paper	30	30%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

### **FINAL GRADE**

At the end of the semester, final grades will be determined by the following formula:

94 and more points = A	80-83 points = B-	67-69 points = D+
90-93 points = A-	77-79 points = C+	64-66 points = D
87-89 points = B+	74-76 points = C	60-63 points = D-
84-86 points = B	70-73 points = C-	59 and fewer points = E

In cases where the number of points falls in between letter grades, points will be rounded to the nearest whole number.

More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

**CONSIDER ADDING A CERTIFICATE IN WOMEN'S STUDIES:** If you are taking this course, you are likely only 9 credits away from earning a Certificate (12 credits total) that will appear on your transcript and can be listed on your CV. The *Certificate in Women's Studies* (WST) is designed for graduate students from any discipline who wish to become acquainted with various feminist (and other appropriate) theoretical approaches and methodologies for examining the roles and intersections of gender, race/ethnicity, sexualities and other sociocultural systems. All graduate students in an MA or PhD program from all colleges at UF are eligible to enroll in this program. You can also do a Certificate in *Gender and Development*. For more information see the Center webpage about Certificates and the 2020-2021 Graduate Handbook (pg 15-18). Also feel free to contact Dr. Broad (klbroad@ufl.edu) with any questions.

### **COURSE POLICIES**

#### **Students Requiring Accommodations**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of different learners; 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.

### ***Course Evaluation***

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 [gatorevals.aa.ufl.edu/students](http://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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

### ***University Honesty Policy***

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 Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<https://registrar.ufl.edu/ferpa.html>

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## ***CAMPUS RESOURCES***

### ***Health and Wellness***

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

### Specialist support

For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

#### **Office of Victim Services**

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

**Alachua County Victim Services & Rape Crisis Center** 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

**Peaceful Paths Domestic Abuse Network** 352-377-8255 (24 hour helpline)

### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus**: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints**: <http://www.distance.ufl.edu/student-complaint-process>.