

# ASH 3931: Asia and the World

Fall 2020 / MWF 1:55-2:45 PM (Period 7) / Online

Dr. Sandy F. Chang (she/her/hers)

Email: [sandychang@ufl.edu](mailto:sandychang@ufl.edu)

Office Hours: MW 3-4.30 pm via Zoom & by appointment



Poster: "The Market Garden of the Tropics: Malayan Pineapples," British Empire Marketing Board Poster, 1931

## Course Description

This course introduces students to the unfolding of world history from the perspective of Asia. It approaches Asia as both an interconnected geographic and conceptual region. To that end, we will explore the entangled histories of East, South, and Southeast Asia, as well as their global interactions through five overlapping themes: 1) Capitals, Commodities, and Circulations; 2) Asian Migrations Between Empires and Nations; 3) Colonialism in Asia; 4) Decolonization and "Cold War" Asia; and 5) "New" Global Asia. Emphasizing encounters, connections, and flows, we will trace the circulation of goods, knowledge, and people across Asia to understand the political, economic, sociocultural transformations from the nineteenth century to present-day. Topics covered will include Orientalism and the idea of "Asia"; regional trade and diplomacy in maritime Southeast Asia; comparative colonialisms in Dutch East Indies, British India, French Indo-China, and Japanese Taiwan; revolutions and upheavals; Pan-Asianism and the emergence of nation-states; decolonization and ethnic violence; labor migrations and sex tourism; and the "rise" of Asia in the 21<sup>st</sup> century.

Throughout the course, students will be asked to think critically about the historical relationship between Asia and the world, and address questions that have enduring implications for the world we live in today. What constitutes Asia and is it a useful as a category of analysis? How did European colonial rule in the region transform labor practices, family formation, the role of religion, and political regimes? What is the relationship between Asian migration, “free” trade, and plantation economies across the Caribbean and the Americas? How have the large Chinese and South Asian diasporic networks around the world shape ideas about citizenship and national belonging? How did the region emerge at the center of global economy at the turn of the 21<sup>st</sup> century? We will consider these questions, among others, to study the region’s distinctiveness, as well as the fault lines that run through. Students will read secondary literature and a range of primary sources, including travel narratives, court trials, petitions, and excerpts of memoirs.

There are no pre-requisites and no expectation of prior knowledge. Welcome!

## **Course Objectives**

With the successful completion of the course, students will be able to:

1. Identify key figures, events, cultures, and chronologies in Asia, with attention to its regional diversity
2. Articulate the major concepts, problems, and themes in the field of modern Asian history
3. Trace the historical changes and continuities in the region of Asia from the 19<sup>th</sup> century to the present
4. Analyze how modernization, empire-building, decolonization and the construction of nation-states impacted the lives of historical subjects who lived through such changes
5. Use knowledge from the class to critically evaluate the prevailing stereotypes of Asia as “exotic,” “feminized,” “Other,” “antiquated,” an “economic adversary,” etc. in news media and popular culture

## **Class Format**

Our class meets online and consists of both synchronous and asynchronous sessions. Mondays will be asynchronous classes, where you will watch lecture videos and related films, as well as listen to various podcasts on your own time. On Wednesdays and Fridays, we will meet live on Zoom. For these synchronous sessions, class will consist of mini-lectures, workshops, and discussion-based activities.

## **Covid-19 Statement**

These are not normal times. I am committed to being as flexible as possible to support all students in our class as we navigate life and learning amid a pandemic. I will prioritize your humanity, physical and mental health, and general well-being while also trying to provide a worthy learning environment during the global pandemic. Collectively, I hope that we will be able to build a community that maintains social connections and academic engagement – one that also recognizes that personal accommodations may be necessary to foster that environment. If you are experiencing Covid-19-related challenges, please reach out to me if you feel comfortable doing so and/or contact the [Dean of Students Office](#).

## **Required Texts and Materials**

1. Sunil Amrith, *Crossing the Bay of Bengal: The Furies of Nature and Fortunes of Migrants* (Cambridge: Harvard University Press, 2013)\*
2. Emma Teng, *Eurasian: Mixed Identities in the United States, China, and Hong Kong, 1842-1943* (Berkeley: University of California Press, 2013)\*
3. Michael Vann & Liz Clarke, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (New York: Oxford University Press, 2019)

\**Crossing the Bay of Bengal* and *Eurasian* are both available in electronic format on Canvas and UF Course Reserve.

This class uses Canvas, a Web-based course management with password-protected access at <http://elearning.ufl.edu/>. Additional readings, both primary and secondary sources, will be posted under the Modules section. Class announcements will also be posted online. It will be your responsibility to check the website frequently to make sure you are updated on the course work.

## Assignments and Grading

**Participation (15%)** – In order for the class to be successful, your participation during our live sessions are very important. If, however, you have difficulty attending these sessions due to Covid-19-related challenges, please reach out to me and it will not impact your final participation grade. For those who can't make our live sessions, there will be other ways to engage in the course content via the Canvas Discussion Board. In other words, it's better if you are here for synchronous sessions, but it's okay if you aren't.

**Midterm Exam (20%)** – The midterm exam will be an essay format; it is open book and open note. Students will receive a prompt on Monday (10/12) and will turn in their midterm exam on Friday (10/16) by 3 PM. Based on the prompt, students should formulate an argument, provide evidence, and compose thoughtful and coherent prose. The essay should draw extensively on class lectures, readings, and discussions, providing citations when appropriate. **DUE: Friday, 10/16 at 3 PM**

**Primary Source Analysis (15%)** – This assignment trains students on the craft of thinking and writing like a historian. Students will choose one primary source document from *The Great Hanoi Rat Hunt* and write a three-page analysis. The essay should be both descriptive *and* analytical. Drawing on our class discussions and using at least two secondary sources outside of the required readings for the course, students will analyze the source for what it can tell us about French Vietnam and more broadly, colonial Southeast Asia. **DUE: Monday, 11/9 at 3 PM**

**Research Project (30%)** – Create a biography of an “object” that can be traced somewhere in Asia between the 1800s and 1980s. Begin with a specific inspiration: a historical event, humanistic query, literary passage, archeological discovery, or technological innovation – and from there, develop original insights around and novel lessons about the object in question. Your task is to investigate the “hidden lives” behind ordinary things, from a ceramic bowl to romantic courtship. Construct and tell a story of your chosen object and its global connections; trace its journey across various geographical, temporal, political, and sociocultural contexts. Potential objects can include: tea, embroidered cloth, steamship, passport, government report, a building (eg. law court or brothel), travel guide, wedding certificate, venereal disease, political manifesto, historical photograph – the

possibilities are endless. The essay should be well-researched with proper citations, making use of at least two primary sources – including one for the object of choice – and a range of secondary sources from outside of class readings. The final paper should be double-spaced, 12-point font, and between 6-7 pages. **DUE: Friday, 12/4 at 3 PM**

For sample object essays, see: <http://objectsobjectsobjects.com/>

**Final Exam (20%)** – The final exam will consist of ID terms and one essay. In the final week of class, students will be given a review guide of terms and possible essay questions.

\*There will be extra credit opportunities throughout the course. Keep an eye out for those announcements!

### **Grading Scale**

93.3-100% = A	73.3-76.6% = C
90-93.2% = A-	70-73.2% = C-
86.7-89.9% = B+	66.7-69.9% = D+
83.3-86.6% = B	63.3-66.6% = D
80-83.2% = B-	60-63.2% = D-
76.7-79.9% = C+	Below 60 = E

## **Course Policies**

### **Attendance and Participation**

While students can work through the lectures and readings at their own pace during the week, they are strongly encouraged to attend synchronous classes on Wednesdays and Fridays. The success of our class and your learning objectives depend on your engagement and contribution! That being said, if you are experiencing Covid-19-related challenges, please get in touch with your instructor for alternative ways of engaging with the course materials. Students will not be penalized for absences. Again, I would love for you to attend our synchronous sessions, but on days where you experience difficulty, it's okay if you don't.

### **Deadlines**

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me *before* the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related to make-up exams and assignments, please visit:

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

### **Privacy and Online Learning**

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.

### **Communication**

I will send important reminders and announcements via email to your UF account. It is your responsibility to check your account regularly to stay up to date. Students are also very welcome to email me at [sandychang@ufl.edu](mailto:sandychang@ufl.edu). Please note that I will respond to every student's email within 24 hours during weekdays. I do not check emails regularly on weekends (from Friday, 6 PM to Monday, 8 AM), so please plan accordingly.

I highly encourage students to come to my virtual office hours. Since the course is online, office hours offer an opportunity for me to get to know you a little better. I am available for discussions about assignments, readings, course content, graduate school applications, or any other relevant topics.

### **Academic Integrity**

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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.

### **Accommodations for Students with Disabilities**

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities.

<https://disability.ufl.edu>

### **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 from the [Gatorevals website](#). 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 the [evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).



## U Matter, We Care

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

## Course Schedule

\*Note: This schedule represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the learning objectives. Such changes are not unusual and should be expected.

Week	Topics, Readings, and Assignments	Reminders and Deadlines
8/31	<b>Introduction</b> <b>I. Welcome: Syllabus Overview</b> <b>II. Orientalism and the Idea of Asia in Modern History</b>  Things to do: <ol style="list-style-type: none"><li>1. Watch Week 1 (8/31) Lecture</li><li>2. Watch Short Documentary: <a href="#">Edward Said on Orientalism</a></li><li>3. Read Vivek Bald, "<a href="#">American Orientalism</a>" (<i>Dissent Magazine</i>, Spring 2015) AND Joey S. Kim, "<a href="#">Orientalism in the Age of Covid-19</a>" (<i>Los Angeles Review of Books</i>, March 2020)</li><li>4. Introduce yourself to the class on <a href="#">Padlet</a></li><li>5. Attend Live Class Sessions (Wednesday &amp; Friday)</li></ol>	
	<b>Unit I: Capital, Commodities, and Circulations</b>	
9/7	<b>Maritime Southeast Asia: Local and Global Connections</b> <b>I. No Lecture (Labor Day)</b> <b>II. Chinese Circulations and the Nanyang Trade</b>  Things to do: <ol style="list-style-type: none"><li>1. Watch Week 2 (9/7) Lecture</li><li>2. Read <i>Crossing the Bay of Bengal</i>, pp. 1-62</li><li>3. Analyze Primary Document (Excerpts from Isabella Bird's <i>The Golden Chersonese, 1883</i>)</li><li>4. Attend Live Class Sessions (Wednesday &amp; Friday)</li></ol>	

9/14	<p><b>Trade and the Political Economy of Empires</b></p> <p><b>I. The East India Company: From Mercantilism to Free Trade</b></p> <p><b>II. Empire of Tea and Cotton</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 3 (9/14) Lecture</li> <li>2. Watch BBC Documentary: <a href="#">The Birth of Empire: The East India Company</a></li> <li>3. Read <i>Crossing the Bay of Bengal</i>, pp. 63-100</li> <li>4. Analyze Primary Documents (collection of EIC photographs)</li> <li>5. Attend Live Class Sessions (Wednesday &amp; Friday)</li> </ol>	
9/21	<p><b>Asia in Upheaval</b></p> <p><b>I. The Opium War and its Aftermath</b></p> <p><b>II. European Expansion in South and Southeast Asia</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 4 (9/21) Lecture</li> <li>2. Listen to Podcast: <a href="#">The Opium Wars</a></li> <li>3. Read Yangwen Zheng, "The Social Life of Opium in China, 1483-1999," <i>Modern Asian Studies</i> 37, no. 1 (2003): 1-39</li> <li>4. Analyze Primary Documents ("Memorial on Legalizing Opium, June 10, 1836," "Memorial on Banning Opium, October 1836," and "Lord Palmerston's Declaration of War")</li> <li>5. Attend Live Class Sessions (Wednesday &amp; Friday)</li> </ol>	
<b>Unit II: Asian Migrations Between Nations and Empires</b>		
9/28	<p><b>Asian Mobility and Indentured Servitude</b></p> <p><b>I. The "Coolie" Trade: Indentured Laborers in Latin America and the Caribbean</b></p> <p><b>II. Film: <i>Coolies: How Britain Re-Invented Slavery</i></b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 5 (9/28) Lecture</li> <li>2. Watch Documentary: <a href="#">"Coolies: How Britain Re-Invented Slavery"</a></li> <li>3. Read <i>Crossing the Bay of Bengal</i>, pp. 101-143</li> <li>4. Analyze Primary Document (Excerpts from <i>The Cuba Commission Report of 1876</i>)</li> <li>5. Attend Live Class Session (Wednesday &amp; Friday)</li> </ol>	
10/5	<p><b>Pacific Crossings</b></p> <p><b>I. Yellow Peril and the Globalization of Borders</b></p> <p><b>II. Film: <i>Roots in the Sand</i></b></p>	

	<p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 6 (10/5) Lecture</li> <li>2. Watch Film: <i>Roots in the Sand</i> (available on Canvas &amp; UF Course Reserve)</li> <li>3. Read <i>Eurasian</i>, pp. 1-79</li> <li>4. Attend Live Class Sessions (Wednesday &amp; Friday)</li> </ol>	
10/12	<p><b>Gender and Intimate Migrations</b></p> <ol style="list-style-type: none"> <li><b>I. Japanese “Picture Brides” and Karayuki-sans</b></li> <li><b>II. Midterm Review (Extended Office Hours)</b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 7 (10/12) Lecture</li> <li>2. Read <i>Crossing the Bay of Bengal</i>, pp. 144-180</li> </ol> <p>*Note: There will be no live classes this week (Midterm Due). In lieu of our sessions, I will be holding extended office hours on Wednesday &amp; Friday for your midterm review.</p>	<p><b>Midterm Due Friday, 10/16 at 3 PM</b></p>
<b>Unit III: Colonialism in Asia</b>		
10/19	<p><b>Race, Sex, and Colonial Power</b></p> <ol style="list-style-type: none"> <li><b>I. Mixed Race Families in South and Southeast Asia</b></li> <li><b>II. Prostitution, Venereal Diseases, and Sexuality</b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 8 (10/19) Lecture</li> <li>2. Listen to Podcast Episode #29: <a href="#">“Colonial Love” by Durba Ghosh</a></li> <li>3. Read <i>Eurasian</i>, pp. 112-162</li> <li>4. Post your musings on Padlet: Is love universal? How can historians study love in the past? How did race shape intimacy, love, and family arrangements across colonial South and Southeast Asia?</li> <li>5. Attend Live Class Sessions (Wednesday &amp; Friday)</li> </ol>	
10/26	<p><b>Urban Modernity</b></p> <ol style="list-style-type: none"> <li><b>I. Constructing Colonial Cities</b></li> <li><b>II. Science, Medicine, and Empires</b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 8 (10/19) Lecture</li> <li>2. Watch Short Clip: <a href="#">French Conquest of Indo-China</a></li> <li>3. Read <i>The Great Hanoi Rat Hunt</i>, pp. 5-123</li> <li>4. Attend Live Class Sessions (Wednesday &amp; Friday)*</li> </ol>	



	<p>*Note: This Friday, Professor Michael Vann (author of <i>The Great Hanoi Rat Hunt</i>) will be joining our discussion session. Please come prepared with at least one question and one observation about his book for an engaging questions for a fun conversation!</p>	
11/2	<p><b>Japan's Modernizing Empire</b></p> <p><b>I. Meiji Restoration and the Rise of Japan</b></p> <p><b>II. Pan-Asianism and Wartime Asia</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 10 (11/2) Lecture</li> <li>2. Watch Short Documentary: "<a href="#">The Era of Modernization in Japan</a>"</li> <li>3. Read <i>Eurasian</i>, pp. 222-246</li> <li>4. Read Jeffrey G. Guarneri, "<a href="#">Cartographies of Global Connectivity in Interwar Japan</a>," <i>Global Urban History</i></li> <li>5. Attend Live Class Sessions (Wednesday &amp; Friday)*</li> </ol> <p>Note: This Friday, historian Jeffrey Guarneri will be joining us to talk about cities in interwar Japan. Please come prepared with at least <u>two</u> thoughtful questions about the readings.</p>	
<b>Unit IV: Decolonization and "Cold War" Asia</b>		
11/9	<p><b>Anti-Colonial Struggles and National Independence</b></p> <p><b>I. The Great Partition of the Indian Subcontinent</b></p> <p><b>Film: <i>Earth</i></b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 11 (11/9) Lecture</li> <li>2. Watch Film: <i>Earth</i> (available on Canvas and UF Course Reserve)</li> <li>3. Read <i>Crossing the Bay of Bengal</i>, pp. 181-249</li> <li>4. Analyze Oral History (<a href="http://www.partitionmuseum.org/oral-history/">http://www.partitionmuseum.org/oral-history/</a>) *Choose two from the Partition Museum Oral History Collection</li> <li>5. Attend Live Class Session (Friday)*</li> </ol> <p>Note: There will be no live class session this Wednesday (Veteran's Day). Please finish watching the film, <i>Earth</i>, for our class on Friday.</p>	<p><b>Primary Source Analysis Due: Monday, 11/9 at 3 PM</b></p>
11/16	<p><b>New Alliances in Cold War Asia</b></p> <p><b>I. Revolutions and Upheavals in China</b></p> <p><b>II. The Rise and Fall of Afro-Asian Solidarity</b></p> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 12 (11/16) Lecture</li> <li>2. Listen to Podcast: "<a href="#">The Spirit of Afro-Asia</a>"</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Watch Short Clip: <a href="#">Welcome W.E.B. Du Bois!, ca. May 1959</a></li> <li>4. Read Rachel Leow, "A Missing Peace: The Asia-Pacific Peace Conference in Beijing, 1952 and the Emotional Making of Third World Internationalism," <i>Journal of World History</i> 30, no.1 (2019): 21-53</li> <li>5. Attend Live Class Session (Wednesday &amp; Friday)</li> </ol>	
11/23	<p><b>Violence and Ethnic Tensions in Southeast Asia</b></p> <ol style="list-style-type: none"> <li>I. <b>Anti-Communism and Mass Killings in Indonesia</b></li> <li>II. <b>Film: <i>The Look of Silence</i></b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 13 (11/23) Lecture</li> <li>2. Watch Film: <i>The Look of Silence</i> (available on Canvas and UF Course Reserve)</li> </ol> <p>*Note: There is no live class sessions this week (Thanksgiving). Please use the time to work on your final research project.</p>	
<b>Unit V: A "New" Global Asia?</b>		
11/30	<p><b>Economic "Miracles" and New Labor Regimes</b></p> <ol style="list-style-type: none"> <li>I. <b>Tourism, Intimate Labor, and New Migrations</b></li> <li>II. <b>Asia's "Economic Miracles"</b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 14 (11/30) Lecture Video</li> <li>2. Read: <i>Crossing the Bay of Bengal</i>, pp. 251-285</li> <li>3. Read Kimberly Hoang, "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry," <i>Gender and Society</i> 28(4): pp. 513-536</li> <li>4. Attend Live Class Session (Wednesday &amp; Friday)</li> </ol>	<p><b>Final Research Project DUE: Friday, 12/4 at 3 PM</b></p>
12/7	<p><b>Global Asia</b></p> <ol style="list-style-type: none"> <li>I. <b>Film: <i>Chain of Love</i> (2001)</b></li> <li>II. <b>"Crazy Rich Asians"?: Flexible Citizenship and Postcolonial Politics</b></li> </ol> <p>Things to do:</p> <ol style="list-style-type: none"> <li>1. Watch Week 15 (12/7) Lecture Video</li> <li>2. Watch Documentary: <i>Chain of Love</i> (available on Canvas and UF Course Reserve)</li> <li>3. Read Lok Siu, "Cultural Citizenship of Diasporic Chinese in Panama," <i>Amerasia Journal</i> 28, no. 2 (2002): 181-202</li> <li>4. Read Rachel Aviv, <a href="#">"The Cost of Caring."</a> <i>The New Yorker</i>, April 4, 2016</li> </ol>	

	5. Attend Final Live Class Session (Wednesday)	
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## **Other Academic Resources**

### **Writing Studio**

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 at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### **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**

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

### **On-Line Students Complaints**

[View the Distance Learning Student Complaint Process](#)

### **Teaching Center**

Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.