

# AMH2020: United States Since 1877

## Spring 2025 (3 credits)

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### I. General Information

**Meeting days and times:** M, W (12:50p - 1:40p)

**Class location:** MCCC 0100

#### Instructor:

**Name:** William Robert Billups

**Office:** Keene Flint Hall 224

**Phone:** (352) 273-3364

**Email:** [wbillups@ufl.edu](mailto:wbillups@ufl.edu)

**Office Hours:** Mondays 2:00pm-3:00pm; Wednesdays 2:00pm-3:30pm

#### Teaching Assistants:

**Name:** Charlie Davidson

**Email:** [davidsonc@ufl.edu](mailto:davidsonc@ufl.edu)

**Office Hours:** To Be Determined

**Name:** Aaya Kingsbury

**Email:** [akingsbury1@ufl.edu](mailto:akingsbury1@ufl.edu)

**Office Hours:** To Be Determined

**Name:** Marianne Quijano

**Email:** [mariannequijano@ufl.edu](mailto:mariannequijano@ufl.edu)

**Office Hours:** To Be Determined

**Name:** Zachary Young

**Email:** [young.zachary@ufl.edu](mailto:young.zachary@ufl.edu)

**Office Hours:** To Be Determined

#### Course Description

In this course, students will trace the history of the United States from the end of the reconstruction era to the contemporary era. topics will include but are not limited to the rise of industrialization, the United States' emergence as an actor on the world stage, constitutional amendments and their impact, the Progressive era, World War I, the Great Depression and New Deal, World War II, the civil rights era, the Cold War, and the United States since 1989.

NOTE: All topics in this course will be taught objectively as objects of analysis, without endorsement of particular viewpoints, and will be observed from multiple perspectives. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, or belief. Students are encouraged to employ critical thinking and to rely on data and verifiable sources to explore readings and subject matter in this course. All perspectives will be respected in class discussions.

### **Prerequisites**

None.

### **General Education Designation: Social and Behavioral Sciences (S)**

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. **Social and Behavioral Sciences (S)** is a sub-designation of Social Sciences at the University of Florida. These courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

All General Education area objectives can be found [here](#).

### **Course Materials**

- *American Yawp* Textbook (freely available on web: <https://www.americanyawp.com/index.html>)

### **Materials will be available through the following means:**

The *American Yawp* textbook is available for free online. All other readings will available through Canvas and web links in the syllabus.

**Materials Fee:** \$0.00

## **II. Student Learning Outcomes**

**A student who successfully completes this course will:**

- describe the factual details of the substantive historical episodes under study.
- identify and analyze foundational developments that shaped American history since 1877 using critical thinking skills.
- demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American history.
- demonstrate competency in civic literacy.

General Education SLO	Course Objective Alignment	Assessment
Content	Outcomes 1-4	All discussions, essays, homework assignments, and exams offer opportunities for students to demonstrate content knowledge.
Critical Thinking	Outcomes 1-4	All discussions, essays, homework assignments, and exams offer opportunities for students to demonstrate critical thinking skills.
Communication	Outcomes 1-4	All discussions, essays, and homework assignments offer opportunities for students to demonstrate communication skills.

### III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

#### Graded Components

**Discussion Section Attendance (10%):** Your TA will maintain attendance records for all discussion sections. Students are permitted one unexcused absence without penalty, though they are still required to complete all discussion section homework. After the first unexcused absence, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Every two late arrivals to a discussion section counts as one unexcused absence. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#).

**Discussion Section Homework and Participation (15%):** Participation is assessed based on section homework and meaningful contributions to class discussion. Homework will be announced on Monday and must be submitted via Canvas by 9:30a on Friday. This grade will be assessed by your TA, who will assign a participation score of 1-15 using the following rubric:

1. (5 points) Student completes the five homework assignments (1 point/homework).
2. (7 points) Student attends ten or more sections (.7 points/section attendance)
3. (3 points) Student contributes actively to ten section meetings (.3 points/contribution)

**Midterm Exam (20%):** This timed, closed-book exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas, and the exam is on Friday, February 19, in MCC 0100 at our usual lecture time: 12:50pm EDT.

**Final Exam (30%):** This take-home exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas. The final exam is due on Wednesday, April 30, 2025, at 12:00pm EDT.

**World War Two Essay (10%):** This essay requires students to use primary sources to develop their own arguments about US involvement in World War Two. This approximately 1200-word essay is due on Friday, March 14, at 9:30am EDT.

**Mini-Book Review (15%):** Students will use primary sources and skills learned in the course to review part of an academic monograph. This approximately 1200-word paper is due on Friday, April 4, at 9:30am EDT.

**TOTAL: 100%**

### Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

*Note: A minimum grade of C is required to earn General Education credit.*

### Assignment Deadlines, Submission Instructions, Student Conduct, and Related Policies

**Instructions for Submitting Written Assignments.** All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files.

**Extensions & Make-Up Exams.** Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, or the Dean of Students Office. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** Unless an extension is granted, the two essays will incur a 10-point penalty for every day they are late, beginning the minute after the official deadline passes. Section homework will receive a grade of zero (F) if submitted after the 9:30am EDT deadline.

**Extra Credit.** You may submit an extra-credit homework on Friday, April 18, by 9:30am EDT. The professor will announce in class if other extra credit opportunities arise during the semester. All extra credit points will be added to your mid-term exam grade in late April.

### **Canvas**

Class announcements will be made through Canvas, and all papers **must** be turned in through Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 2020 Canvas announcements, which is how I communicate with the class.

### **Technology in the Classroom**

To respect a wide range of learning styles, I will permit the use of tablets and laptops in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be turned off.

### **Class Communication Policy**

The best way to get in contact with your professor or TA is through our UF emails, listed on the front page of the syllabus. We will do our best to reply within one business day, but there may be periods when we are slower to respond due to high email volume. Please also note that we will not answer emails at night, over weekends, or during university-scheduled holidays. Finally, when you email Dr. Billups, please carbon copy (cc) your TA to streamline communication.

### **Assignment Support Outside the Classroom**

You are welcome to come to regular office hours or to schedule an individual appointment with your professor or TA. When needed, I also encourage you to seek support from:

1. Writing support from the [University of Florida Writing Studio](#) (Tarlington Hall),
2. Wellness and time management resources from [GatorWell Health Promotion Services](#).
3. Crisis and hardship support programs offered by the [Dean of Students Office](#).
4. The online writing guides published by the [University of North Carolina Writing Center](#).

## **IV. Calendar**

Date	Topic	Readings/Preparation	Work Due
January 13, 2025	Syllabus Review; Reconstruction	AMH 2020 Syllabus	
January 15, 2025	Reconstruction	<p>“Reconstruction,” Chapter 15, <i>American Yawp</i>.</p> <p>[P] Frederick Douglas, “Remembering the Civil War” (1878), <a href="https://www.americanyawp.com/reader/reconstruction/frederick-douglass-on-remembering-the-civil-war-1877/">https://www.americanyawp.com/reader/reconstruction/frederick-douglass-on-remembering-the-civil-war-1877/</a></p> <p>[P] General Reynolds Describes Lawlessness in Texas (1868), <a href="https://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/">https://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/</a></p>	
January 17, 2025	TA Session #1	All January 15 Readings	
January 20, 2025	No Class (Holiday)	No readings	
January 22, 2025	Reconstruction to Jim Crow	<p>Glenda Gilmore, <i>Gender and Jim Crow</i> (1996), 1–29.</p> <p>[P] Booker T. Washington, Address to the Atlanta Exposition (1895), <a href="https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/booker-t">https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/booker-t</a></p> <p>[P] Henry Grady, Excerpt from speech on the New South (1886), <a href="https://www.americanyawp.com/reader/18-industrial-america/henry-grady-on-the-new-south-1886/">https://www.americanyawp.com/reader/18-industrial-america/henry-grady-on-the-new-south-1886/</a></p>	
January 24, 2025	TA Session #2	All January 22 Readings	Homework #1 due at 9:30am EDT via Canvas
January 27, 2025	Capital in the Gilded Age	<p>Jackson Lears, Chapter 2, “The Mysterious Power of Money,” Chapter Two of <i>Rebirth of a Nation</i> (2007), 51–91.</p> <p>[P] Andrew Carnegie, “Wealth” (1889), in Michael P. Johnson, <i>Reading the American Past</i> (2012), 52–55.</p>	
January 29, 2025	Labor in the Gilded Age	[P] Jacob A. Riis, “The Working Girls of New York,” Chapter 20 of <i>How the Other Half Lives</i> (1890), 234–42.	
January 31, 2025	TA Session #3	All January 27 and January 29 Readings	

February 3, 2025	The West and the Mythology of the Frontier	[P] Chief Joseph, "Speech to a White Audience" (1879), in Michael P. Johnson, <i>Reading the American Past</i> (2012), 33–36. [P] Frederick Jackson Turner, "The Significance of the Frontier to American History" (1893), <a href="https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/the-significance-of-the-frontier-in-american-history-(1893)">https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/the-significance-of-the-frontier-in-american-history-(1893)</a>	
February 5, 2025	US Imperialism	[P] Emilio Aguinaldo, "Case Against the United States" (1899), in Michael P. Johnson, <i>Reading the American Past</i> (2012), 96–99; Gary Gerstle, "Chapter 1," <i>American Crucible</i> (2001), 14–43.	
February 7, 2025	TA Session #4	All Week 4 Readings	
February 10, 2025	Populist Movement	[P] Mary E. Lease, "Women in the Farmers' Alliance" (1891) in Michael P. Johnson, <i>Reading the American Past</i> (2012), 79–82. [P] Bettie Gay, "The Influence of Women in the Alliance," <i>Farmers' Alliance History and Agricultural Digest</i> , Nelson A. Dunning, ed. (Washington, D.C.: Alliance, 1891), 308-12.	
February 12, 2025	Progressive Era	[P] Carrie Chapman Catt, "The Crisis" (1916), 48–55. Julia Mickenberg, "Suffragettes and Soviets," <i>Journal of American History</i> (2014).	
February 14, 2025	TA Session #5	All February 10 and February 12 Readings	Homework #2 due at 9:30am EDT via Canvas
February 17, 2025	World War One	"World War One and Its Aftermath," Chapter 21, <i>American Yawp</i> . [P] W. E. B. DuBois to President Woodrow Wilson (1918).	
February 19, 2025	Mid-Term Exam	No Readings	
February 21, 2024	No TA Sessions	No Readings	
February 24, 2025	Great Migration	[P] Alain Locke, Forward to <i>The New Negro: An Interpretation</i> (1925). [P] Charles S. Johnson, "The New Frontage on American Life," in <i>The New Negro: An Interpretation</i> (1925), 278–288.	

February 26, 2025	Prohibition and the Roaring 1920s	Lisa McGirr, <i>The War on Alcohol</i> (2015), 157–88. [P] Amelia Earhart, “Women in Aviation,” Chapter 11 in <i>20 Hours, 40 Minutes</i> (1928), selected excerpts.	
February 28, 2025	TA Session #6	All February 24 and February 26 Readings	
March 3, 2025	Great Depression	Gary Gerstle, “Chapter 4,” <i>American Crucible</i> , 128–39. [P] Franklin D. Roosevelt, “On the Works Relief Program,” April 28, 1935, <a href="http://docs.fdrlibrary.marist.edu/042835.html">http://docs.fdrlibrary.marist.edu/042835.html</a>	
March 5, 2025	World War Two	Gary Gerstle, “Chapter 5,” <i>American Crucible</i> , 187–237. [P] Interview with Aya Uenishi Medrud (2017). [P] Franklin D. Roosevelt, Annual Message to Congress (1941). [P] John L. Tateishi, Testimony before the Subcommittee on Administrative Law and Government Relations (1980), 89–90. [P] Executive Order 9066 (1942). [P] Edgar T. Rouzeau, “Black America Wars on Double Front for High Stakes,” <i>Pittsburgh Courier</i> , Feb. 7, 1942, p. 5.	
March 7, 2025	TA Session #7	All March 5 and March 7 Readings	Homework #3 due at 9:30am EDT via Canvas
March 10, 2025	Cold War	“The Cold War,” Chapter 25, <i>American Yawp</i> .	
March 12, 2025	Civil Rights Movement	Mary Dudziak, <i>Cold War Civil Rights</i> (2001), 79–114. [P] President’s Committee on Civil Rights, <i>To Secure These Rights</i> (1947), 3–20, 139–141, 146–148.	
March 14, 2025	No TA Sessions	No Readings	World War Two Paper Due at 9:30am via Canvas
March 17-21, 2025	Spring Break (No Classes)	No Readings	



March 24, 2025	Civil Rights Movement (Part 2)	<p>[P] Fannie L. Hamer, Testimony before the Credentials Committee, (1964), <a href="https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html">https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html</a></p> <p>[P] Student Nonviolent Coordinating Committee, “The Basis of Black Power” (1966), in <i>“Takin’ It to the Streets”: a Sixties Reader</i>, eds. Alexander Bloom and Wini Breines (2011), 120–125.</p> <p>RECOMMENDED: Nancy MacLean, <i>Freedom is Not Enough: The Opening of the American Workplace</i> (Harvard, 2006), 1–10, 76–113.</p>	
March 26, 2025	Women’s Rights Activism	<p>Nancy MacLean, <i>Freedom is Not Enough: The Opening of the American Workplace</i> (Harvard, 2006), 117–154.</p> <p>[P] Alice Rossi, “Job Discrimination and What Women Can Do About It” (1970), in <i>“Takin’ It to the Streets”: a Sixties Reader</i>, eds. Alexander Bloom and Wini Breines (2011), 399–404.</p> <p>[P] Frances Beal, “Double Jeopardy: To Be Black and Female” (1969), in <i>“Takin’ It to the Streets”: a Sixties Reader</i>, eds. Alexander Bloom and Wini Breines (2011), 442–445.</p> <p>[P] Francisca Flores, “Conference of Mexican Women: Un Remolino” (1971), in <i>“Takin’ It to the Streets”: a Sixties Reader</i>, eds. Alexander Bloom and Wini Breines (2011), 453–455.</p>	
March 28, 2025	TA Session #8	All required March 24 and March 26 Readings	Homework #4 due at 9:30am EDT via Canvas
March 31, 2025	The Vietnam War	<p>Gary Gerstle, “Chapter 8,” <i>American Crucible</i>, 311–27.</p> <p>[P] Martin Luther King, Jr., “Declaration of Independence from the War in Vietnam” (1967).</p>	
April 2, 2025	Political Fractures	<p>“The Unraveling,” Chapter 28, <i>American Yawp</i>.</p> <p>[P] Jimmy Carter, Crisis of Confidence Speech (July 15, 1979), <a href="https://www.youtube.com/watch?v=kakFDUeoJKM">https://www.youtube.com/watch?v=kakFDUeoJKM</a></p>	
April 4, 2025	TA Session #9	All March 31 and April 2 Readings	Mini-Book Review due at 9:30am EDT via Canvas
April 7, 2025	New Right Conservatism	<p>[P] The Sharon Statement (1960).</p> <p>Stacie Taranto, Chapter 3 of <i>Kitchen Table Politics</i> (2017).</p>	

April 9, 2025	Age of Reagan	Odd Arne Westad, <i>The Global Cold War</i> (2005), 331–363. [P] Ronald Reagan, “Address to the Nation about Central America,” May 9, 1984, <a href="https://www.youtube.com/watch?v=IKPC7uAAQIQ">https://www.youtube.com/watch?v=IKPC7uAAQIQ</a>	
April 11, 2025	TA Session #10	All April 7 and April 9 Readings.	Homework #5 due at 9:30am EDT via Canvas
April 14, 2025	Age of Clinton	Kevin M. Kruse and Julian Zelizer, <i>Fault Lines</i> (2019), 203–222.	
April 16, 2025	9/11 and the Bush Years	Gary Gerstle, <i>The Rise and Fall of the Neoliberal Order</i> (2022), 189–229. [P] George W. Bush, Address to the Nation, Sept. 11, 2001, <a href="https://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010911-16.html">https://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010911-16.html</a>	
April 18, 2025	TA Session #11	All April 14 and April 16 Readings.	Extra credit due at 9:30am EDT via Canvas
April 21, 2025	From Obama to Trump	No Readings	
April 23, 2025	Course Conclusion	No Readings	
April 25, 2025	No TA sessions (reading day)	No Readings	
April 30, 2025	Official Final Exam Day	No Readings	Final exam due at 12:00pm EDT

## V. University Policies and Resources

### **Attendance policy**

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/ugrad/current/regulations/info/attendance.aspx>.

### **Students requiring accommodation**

Students 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/>. 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.

### **UF course evaluation process**

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

<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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

### **University Honesty Policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### **Plagiarism and Related Ethical Violations**

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism also includes the use of any artificial intelligence programs, such as ChatGPT.

### **In-class recording**

Students are allowed to record video or audio of class lectures. 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.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. 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.

### **Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) ([ncaputo@ufl.edu](mailto:ncaputo@ufl.edu), 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

### **Resources available to students**

#### *Health and Wellness*

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

#### *Academic Resources*

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu>; [352-392-4357](tel:352-392-4357).
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; [352-392-1601](tel:352-392-1601).
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; [352-392-2010](tel:352-392-2010); <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>