SPN 4930 (class #21573)
Multilingual Spain: Spaces and Places

T 7, R 7-8
MAT 002
3 credit hours

Photo by Jessi Aaron, Barcelona, 2025

INSTRUCTOR INFORMATION

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STATEMENT ON LANGUAGE USE IN THE CLASSROOM

Following departmental policy, this course will be taught *in Spanish.* Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible (at least 90%) at all levels of instruction. The Department of Spanish and Portuguese Studies follows this recommendation in all coursework.

COURSE DESCRIPTION

Spain's 3,000-year political and social history can be understood in many ways as a story of multilingualism. Among the languages of Spain are those that grew on Spain's soil and those that have been imported through migration and language shift. In this course, we will look at the autochthonous (e.g., Catalan, Basque, and Galician), historical (Mozarabic and Judeo-Spanish/Ladino), and (new) immigrant languages of Spain (e.g., Arabic, Latin American Spanish, Chinese), with particular attention paid to how linguistic practices have shaped national identities, been used to wield power, and served as a source of inspiration for diasporic communities as they work to maintain their cultures and heritages. We will discuss the ebbs and flows of language use through an examination of the art, architecture, and historical spaces marked by these linguistic practices. These spaces will include Jewish quarters (*juderías*), mosques, monasteries, museums, and urban multilingual environments.

COURSE MATERIALS

- Articles for readings are on the web or available in pdf format for download on Canvas: https://elearning.ufl.edu/
- All course assignments can be found by clicking on the link in Canvas.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Materials Fee: N/A

STUDENT LEARNING OUTCOMES

A student who successfully completes this course will be able to:
1. Identify and describe the characteristics of the main linguistic groups inhabiting the Iberian Peninsula since the 1st century BCE.
2. Articulate the importance of spaces in linguistic practice and linguistic memory at the regional and national levels.
3. Understand the role of language policy, language promotion, and linguistic oppression in nation-state building.
4. Identify and articulate correlations between linguistic practices, identity affirmation, and artistic movements within Spain.
5. Identify several ways in which geography and migration affected the linguistic and cultural history of Spain over the past 3,000 years, particularly during the 20th and 21st centuries.

ASSESSMENT

Grade Scale and Policies

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.

Graded Course Components

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.

1. Participation (10%)
2. Artistic and archival analyses (60%, 5 @ 12% each)
3. Mid-semester individual presentation (10%)
4. Final project, public facing (20%)

Total = 100%

Participation = 10%

This class will have many interactive activities. Therefore, the success of the course depends on the **active** participation of the students. Being in class is necessary, but not sufficient, to earn a high grade in participation. All students must bring a copy, either on paper or on a laptop, of the reading(s) for the day **each day**. Additionally, students should show evidence of read all of the required materials before coming to class that day. Students should be willing to share their ideas, experiences, and critical thinking in class, and to respect the nature of collective work.

As part of the participation note, learners will leave **comments for presentations** in Canvas Discussions. Each comment should include at least two positive points and a suggestion for

improvement. In addition, there will be **other Canvas discussions** that will be completed during class and will count as part of the participation grade. These discussions, which will occur and be turned in nearly every Thursday, involve in-class group work that engages with primary sources in the digital humanities.

Given the importance of participation, in addition to receiving a participation note, there will be an **attendance policy**:

>   **Students may miss up to three (3) classes without consequences and without excuse. After three (3) absences, each unexcused absence will lower the final grade by 1%.**

If there is an absence, it is the student's responsibility to contact another class member to find out what they missed. The teacher will not be able to repeat the lesson given in class.

Artistic and archival analyses = 60% (12% each)

These two-to-three-page essays (double-spaced), of which there will be 5, will explore topics related to multilingualism in Spain, drawing upon museum and/or archival sources. Each student will have some amount of freedom in the chosen topics.

Mid-semester individual presentation = 10%

Each student will give a 12-to-15-minute research presentation on a topic of their choice that is related to the course material but that brings in new information or new resources. The students' research should include both primary and secondary sources. Students may draw on the in-class discussions or one of their essays for inspiration for the presentation. However, it is not required that the presentation cover a topic addressed directly in discussions or essays.

Final project, public facing = 20%

Final project options:

- *Digital Exhibit*: A visual and analytical project using museum collections or linguistic landscapes.
- *Public-Facing Essay*: An op-ed or blog post on language policies, revitalization efforts, or attitudes.

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes.

Fecha	Tema/Lectura (para completar antes de clase)	Para entregar
Week 1	**Introduction: Spain as a Multilingual and Multicultural Space**	
1/13		
1/15	• Languages spoken in Spain: history, diversity, and identity	Spain: Autonomous

	Video: • Origin of the languages of Spain: The multilingual reality of Spain	Communities - Map Quiz Game. *Seterra*. https://www.geoguessr.com/vgp/3005
Week 2	**Linguistic Communities and the Spaces They Inhabit**	
1/20	• Fishman, 1965. Who speaks what language to whom and when? Videos: • The 5 Languages of Spain & What They Sound Like (12 min.) • Official Languages of Spain Comparison (7.5 min.)	
1/22	• Cao-Costoya, 2024. Place and local identity in the Europe of nations: Catalonia and its cities in Restoration Spain (1875–1923). • García Montero, 2024. Lo que cabe en las palabras.	Online discussion
Week 3	**Language and Power: Who Controls the Narrative?**	
1/27	• Mar-Molinero, 2000. Ch. 4. Language rights, language policies and language planning. Video: • The Politics of Forgetting: The Franco Regime in Spain	
1/29	• Byrne, 2020. Language attitudes, linguistic authority and independence in 21st century Catalonia. • Kraus, Climent-Ferrando, Frank, & Garcia, 2021 Governing complex linguistic diversity in Barcelona, Luxembourg and Riga.	Tarea 1 Online discussion
Week 4	**Autochthonous Languages and Resistance to Erasure**	
2/3	• Woodworth, 2009. The Basque Country: The heart of Spain, a part of Spain, or somewhere else altogether. Video: • (245) The endangered languages that are fighting back - BBC - YouTube	
2/4	• Roseman, 1995. "Falamos como falamos": Linguistic revitalization and the maintenance of local vernaculars in Galicia.	Online discussion
Week 5	**Multilingualism in Urban and Rural Spain**	
2/10	• Banda & Simungala, 2024. Multilingualism and Linguistic Landscapes. • Rivera et al., 2025. Multilingualism in the linguistic landscape of the city of Granada. Video:	

	• Birkbeck Explains: What is linguistic landscape? (2 min.)	
2/12	• Byrne & Marcet, 2024. *La lluita continua*: socio-political debate and the linguistic landscape of a Catalan city. • Lado, 2011. Linguistic landscape as a reflection of the linguistic and ideological conflict in the Valencian Community.	Tarea 2 Online discussion
Week 6	**Language and Sacred Spaces**	

2/17	• della Dora, 2011. Engaging sacred space: Experiments in the field.
	Videos:
	  o Top 1 Virtual Tour of the Mosque of Cordoba | Visit to the interior of the cathedral of Cordoba (11.5 min.)
	  o La Sagrada Familia in Barcelona | Full Tour & History 4K | World's Largest Church - Still Incomplete (5.5 min.)
	  o Amazing grace in catalan at Sagrada Familia Church Barcelona (3 min.)	

2/19	• Harris, J., 2021. The elusive line between ornament and meaning. • Harris, T. K., 1994. The language of the Jews in pre-expulsion Spain: Did a Sephardic Spanish exist? • Ouassini, 2019. We have come back home: The Spanish-Moroccan community, collective memory, and sacred spaces in contemporary Spain.	Online discussion
Week 7	**Midterm Research**	
2/24	Student presentations	Peer feedback
2/26	Student presentations	Peer feedback
Week 8	**Linguistic Borders and Regional Identities**	
3/3	• Conversi, 1997. Language and other values.	
3/5	• Hannum, 2023. Identity, Language, and Landscape in Galicia, Spain.	Tarea 3 Online discussion
Week 9	**Language as a Symbol of Unity and Division**	
3/10	• Núñez Seixas, 2024. The language(s) of Franco's Spain.	
3/12	• Newman, Trenchs-Parera, & Corona, 2020. Down the sociolinguistic rabbit hole: The complexities and contradictions of Spanish in Barcelona. • Morlan & Byrne, 2023. Language choice and identity in the linguistic landscape of Barcelona.	Online discussion
Week 10		
3/17	Spring Break	
3/19	Spring Break	

Week 11	**The Role of Media in Shaping Identity**	
3/24	• Henriksen & Rubin, 2025. Beyond *distinción*: Media, identity, and the strategic use of /s/ and /θ/ in Andalusian Spanish.	
3/26	• Garnes-Tarazona, 2025. Discriminatory discourses against Morocco and Moroccan immigrants in the Spanish context. A corpus-assisted critical discourse analysis of 'Jovenlandia/jovenlandés' (Youthland/Youthlandian) on X.	Online discussion
Week 12	**Migration and New Linguistic Communities**	
3/31	• Petreñas, Lapresta, & Huguet, 2018. Redefining cultural identity through language in young Romanian migrants in Spain. Videos: • This Is What It's Like to Emigrate to Spain: Immigrants Tell Us Their Truth • Refugees on the Canary Islands | DW Documentary • Breaking News: Tensions in Spain Between Moroccans and Locals Escalate • Children among migrants swimming from Morocco to Spanish enclave | REUTERS • (245) From Morocco to Spain: The boy who swam across the sea - YouTube • Spain: Moroccan migrants live in extreme poverty • Spain Welcomes Immigrants in Battle Against Depopulation	
4/2	• Ali, 2024. The (in)visibility of Arabic in Spain: Evidence from online news articles. • Bellón, Nieva, & Lyons, 2024. Amplifying parental views about language choice when raising multilingual children: Towards a family-centered approach in professional contexts.	Tarea 4 Online discussion
Week 13	**Museums and Cultural Institutions as Spaces of Linguistic Memory**	
4/7	• Greenblatt, 1990. Resonance and wonder.	
4/9	• Weedon & Jordan, 2012. Collective memory: theory and politics. • Capdepón, 2020. Challenging the symbolic representation of the Franco Dictatorship: The street name controversy in Madrid. • Basso, 1996. *Wisdom sits in places* (excerpts)	Online discussion
Week 14		
4/14	Final presentations	Peer feedback
4/16	Final presentations	Peer feedback
Week 15	**Future of the Languages of Spain**	

4/21	• Crystal, 2000. Why should we care? • Harris, 1994. Prospects for Judeo-Spanish and Sephardic ethnicity.	Tarea 5 Publish project online

BIBLIOGRAPHY of COURSE READINGS

Ali, F. (2024). "The (in)visibility of Arabic in Spain: Evidence from online news articles." *Digital Flux, Linguistic Justice and Minoritized Languages*. https://www.academia.edu/114611394/The_In_visibility_of_Arabic_in_Spain_Evidence_from_Online_News_Articles

Banda, F., & Simungala, G. (2024). Multilingualism and Linguistic Landscapes. In C. McKinney, V. Zavala, & P. Makoe (Eds.), *The Routledge Handbook of Multilingualism* (2nd ed., Vol. 1, pp. 428–442). Routledge. https://doi.org/10.4324/9781003214908-33

Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the western Apache*. University of New Mexico Press.

Byrne, S. (2020.) Language attitudes, linguistic authority and independence in 21st century Catalonia. *Journal of multilingual and multicultural development*, 41(8), 702-717.

Byrne, S., & Marcet, E. (2024). *La lluita continua*: socio-political debate and the linguistic landscape of a Catalan city. *Social Semiotics*, 34(1), 113-139, DOI: 10.1080/10350330.2022.2037389

Bellón, P., Nieva, S., & Lyons, R. (2024). Amplifying parental views about language choice when raising multilingual children: Towards a family-centered approach in professional contexts. *Languages, 9*(7), 250. https://doi.org/10.3390/languages9070250

Capdepón, U. (2020). Challenging the symbolic representation of the Franco dictatorship: The street name controversy in Madrid. *History & Memory*, 32(1), 100–130. https://doi.org/10.2979/histmemo.32.1.06

Cao-Costoya, D. (2024). Place and local identity in the Europe of nations: Catalonia and its cities in Restoration Spain (1875–1923). *Nations and Nationalism*, 30(2), 275–289. https://doi.org/10.1111/nana.12975

Conversi, D. (1997). Language and other values. *The Basques, the Catalans, and Spain: Alternative routes to nationalist mobilization* (pp. 162-186). C. Hurst & Co. 10.2307/2586432.

Crystal, D. (2000). Why should we care? *Language death* (pp. 27-67). Cambridge University Press.

della Dora, V. (2011). Engaging sacred space: Experiments in the field. *Journal of Geography in Higher Education*, 35(2), 163-184, DOI: 10.1080/03098265.2010.523682

Fishman, J. A. (1965). "Who speaks what language to whom and when?" *La Linguistique*, 2(1), 67-88. https://www.jstor.org/stable/30248773

García Montero, L. (2024). Lo que cabe en las palabras. *El español en el mundo*. Centro Virtual Cervantes. https://cvc.cervantes.es/lengua/anuario/anuario_24/garcia/p01.htm

Garnes-Tarazona, I. (2025). Discriminatory discourses against Morocco and Moroccan immigrants in the Spanish context. A corpus-assisted critical discourse analysis of 'Jovenlandia/jovenlandés' (Youthland/Youthlandian) on X. *Discourse & Communication*, 19(2), 197–236. https://doi.org/10.1177/17504813241285907

Garnes-Tarazona, 2025. Discriminatory discourses against Morocco and Moroccan immigrants in the Spanish context. A corpus-assisted critical discourse analysis of 'Jovenlandia/jovenlandés' (Youthland/Youthlandian) on X.

Greenblatt, S. (1990). Resonance and wonder. *Bulletin of the American Academy of Arts and Sciences*, *43*(4), pp. 11-34. https://www.jstor.org/stable/3824277

Hannum, K. L. (2023). Identity, language, and landscape in Galicia, Spain. *GeoHumanities*, *9*(1), 102-121, DOI: 10.1080/2373566X.2022.2132975

Harris, J. (2021). The elusive line between ornament and meaning. *medievalJewishStudiesNow!* https://mjsnow.hypotheses.org/478

Harris, T. K. (1994). The language of the Jews in pre-expulsion Spain: Did a Sephardic Spanish exist? In *Death of a language: The History of Judeo-Spanish* (pp. 53-65). University of Delaware Press.

Harris, T. K. (1994). Prospects for Judeo-Spanish and Sephardic ethnicity. In *Death of a language: The History of Judeo-Spanish* (pp. 266-278). University of Delaware Press.

Henriksen, N., & Rubin, L. (2025). Beyond *distinción*: Media, identity, and the strategic use of /s/ and /θ/ in Andalusian Spanish. *Journal of Sociolinguistics*, *29*(5), 332–347. https://doi.org/10.1111/josl.12717

Kraus, P.A., Climent-Ferrando, V., Frank, M., & Garcia, N. (2021). Governing complex linguistic diversity in Barcelona, Luxembourg and Riga. *Nations and Nationalism*, *27*, 449–466. https://doi.org/10.1111/nana.12662

Lado, B. (2011). Linguistic landscape as a reflection of the linguistic and ideological conflict in the Valencian Community. *International Journal of Multilingualism*, 8(2), 135-150.

Mar-Molinero, C. (2000). Ch. 4. Language rights, language policies and language planning. *The politics of language in the Spanish-Speaking World*. Routledge. (16 pp.)

Morlan, M., & Byrne, S. (2023). Language choice and identity in the linguistic landscape of Barcelona. *Social Semiotics*, *34*(5), 892–918. https://doi.org/10.1080/10350330.2023.2223146

Newman, M., Trenchs-Parera, M., & Corona, V. (2020). Down the sociolinguistic rabbit hole: The complexities and contradictions of Spanish in Barcelona. In *The Routledge Handbook of Spanish in the Global City* (1st ed., pp. 357–386). Routledge.

Núñez Seixas, X. M. (2024). The language(s) of Franco's Spain. In *Beyond Folklore?* (1st ed., Vol. 33, pp. 70–109). Routledge. https://doi.org/10.4324/9781003328872-4

Ouassini, A. (2019). We have come back home: The Spanish-Moroccan community, collective memory, and sacred spaces in contemporary Spain. *Religions (Basel, Switzerland)*, *10*(2), Article 128.

Rivera, D. M. S., Mantis, M. H., Arguinzones, I. M., Núñez, L. P., & Sosinski, M. (2025). Multilingualism in the linguistic landscape of the city of Granada. In C. A. Negre & G. P. Vázquez (Eds.), *Ethnographic Landscapes and Language Ideologies in the Spanish State* (1st ed., Vol. 1, pp. 64–91). Routledge. https://doi.org/10.4324/9781032687087-4

Roseman, S.R. (1995). "Falamos como falamos": Linguistic revitalization and the maintenance of local vernaculars in Galicia. *Journal of Linguistic Anthropology*, *5*, 3-32. https://doi.org/10.1525/jlin.1995.5.1.3

Petreñas, C., Lapresta, C., & Huguet, Á. (2018). Redefining cultural identity through language in young Romanian migrants in Spain. *Language and Intercultural Communication*, *18*(2), 225-240.

Weedon, C., & Jordan, G. (2012). Collective memory: theory and politics. *Social Semiotics*, *22*(2), 143–153. https://doi.org/10.1080/10350330.2012.664969

Woodworth, P. (2009). The Basque Country: The heart of Spain, a part of Spain, or Somewhere Else Altogether. *Studies in 20th & 21st Century Literature*, 33(2), Article 5. https://doi.org/10.4148/2334-4415.1702

DIGITAL HUMANITIES SOURCES

Castilian language and identity

- Spanish: Beyond the Words — Google Arts & Culture

Basque language and identity

- Basque Language & Culture Collection (Euskaltzaindia, the Basque Language Academy) – Archives of linguistic revitalization efforts (https://www.euskaltzaindia.eus/)
- Basque Origins | DNA, Language, and History, https://youtu.be/Un1QtE5swEU?si=RYREwl-AN61MfEi0
- EMD Fundacion Sancho el Sabio Fundazioa
- ERESBIL, a Basque music archive
- Museo Guggenheim Bilbao. Entra y planea tu visita

Catalan language and identity

- (228) BCN Rise&Fall - Documentary History of Street Art in Barcelona (English) - YouTube
- Catalan Modernism in the works of Antoni Gaudí, https://www.casabatllo.es/en/virtual-tour/, https://sagradafamilia.org/en/virtual-tour
- The Catalan Language — Google Arts & Culture
- Exposicions en línia | Museu Nacional d'Art de Catalunya
- Inici - Museu d'Història de Catalunya
- MACBA Museo de Arte Contemporáneo de Barcelona
- Museu Historia de Barcelona
- Museos en línea. Departament de Cultura i Mitjans de Comunicació. Generalitat de Catalunya - Colección
- 'Not a regional version of art': defining Catalan culture through modernism
- Televisió de Catalunya Digital Archive (https://www.3cat.cat/tv3/)

Galician language and identity

- The Galician Language — Google Arts & Culture

General culture

- BNE Digital. Biblioteca Nacional de España
- Does "Spanish-speaking art" exist? — Google Arts & Culture
- Instituto del Patrimonio Cultural de España (IPCE), https://ipce.cultura.gob.es/inicio.html
- La Fonoteca – El sitio de la música española
- Languages spoken in Spain: Beyond Spanish - Complete 2025 Guide

- o Lenguas | Ministerio de Cultura
- o Memoria digital de Canarias - mdC
- o Museo Nacional Thyssen-Bornemisza
- o Museo Reina Sofía
- o Museo Reina Sofia, Madrid, Spain — Google Arts & Culture
- o Recursos de prensa | Biblioteca Nacional de España
- o Recursos electrónicos - Biblioteca de Cultura | Ministerio de Cultura
- o Recursos. Museus. XTEC - Xarxa Telemàtica Educativa de Catalunya
- o Spain 1952–1953 | Lomax Digital Archive
- o Spain: A Crossroads of Culture — Google Arts & Culture
- o Spanish Cultural Sites You Can Explore From Home — Google Arts & Culture
- o Virtual Tours - Museo Nacional del Prado

Immigrant languages

- o Casa de América – Digital Archive on Latin American Spanish and Migration, https://www.casamerica.es/archivo?categoria=101&video=
- o Museo de la Inmigración de Cataluña, https://www.mhic.cat/es/museu/
- o Spain Languages, Literacy, Maps, Endangered Languages, Population, Official Use (ES) | Ethnologue Essentials

Muslims and Islam

- o Casa Árabe (Madrid and Córdoba) Digital Library on Arabic Language and Migration (https://www.casaarabe.es/)
- o Islamic Architecture in Spain: Google Arts & Culture's digital collection on the Alhambra (https://artsandculture.google.com/entity/alhambra/m07h_j) and the Great Mosque of Córdoba (Search — Google Arts & Culture)
- o Mozarabic Manuscripts at the Biblioteca Nacional de España (BNE) (https://www.bne.es/es/colecciones)

Jews and Judaism

- o Ciudades | Red de Juderias
- o Documental Red de Juderías de España, https://youtu.be/KFh4-S5NVLw
- o Edict of the Expulsion of the Jews from Spain, 1492 | Center for Online Judaic Studies (1492)
- o Home page -en | jewishmusic
- o Jewish Virtual Library
- o Museo Sefardí (Toledo) Virtual Tour – Sephardic Jewish heritage and Ladino inscriptions (https://www.culturaydeporte.gob.es/msefardi/home.html)
- o The Sephardic Studies Digital Collection, https://content.lib.washington.edu/sephardicweb/index.html
- o Which one is our language? - Judeo-Spanish Collection, https://youtu.be/YZ7GziwQFbw

Language policy

- o Royal Decrees on Language Policy (Archivo Histórico Nacional, Spain)
       (http://www.culturaydeporte.gob.es/cultura/archivos.html)
- o Real Academia Española (RAE) Archives – Digital collection on the history of
       standardizing Spanish, https://www.rae.es/la-institucion/historia,
       https://www.rae.es/obras-academicas
- • "If you're Spanish, speak Spanish": how Castilian became Spain's dominant language,
       https:// Recursos electrónicos - Biblioteca de Cultura | Ministerio de Cultura
- • www.elnacional.cat/en/culture/history-castilian-language-spain_408874_102.html

Valencian language and identity

- o No es fácil ser valenciano | L'ETNO

BASIC COURSE COMMUNICATION INFORMATION

I will communicate with the class via Canvas email. To protect your privacy, please do not use regular ufl email to communicate with me or your fellow students regarding the class.

I am happy to answer your questions. Please feel free to message me should you have any concerns about the class, would like guidance on the readings or assignments, or would like to offer feedback about the organization or content of the course. If you send me a message, you can expect a reply by the end of the next business day. On weekends, I may not reply to messages.

For collaborative assignments, you can protect your privacy by creating Collaborations within Canvas. Please always remain within Canvas when communicating about coursework with your peers.

UNIVERSITY POLICIES

This course complies with all UF academic policies. For information on those policies and for resources for students, please see this link.

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 the Undergraduate Coordinator or the Department Chair. 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; 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; https://elearning.ufl.edu; 352-392-4357.
- Career Connections Center: Reitz Union; http://www.career.ufl.edu/; 352-392-1601.
- Library Support: http://cms.uflib.ufl.edu/ask.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; https://academicresources.clas.ufl.edu.
- Writing Studio: 2215 Turlington Hall; http://writing.ufl.edu/writing-studio/.