

UNIVERSITY OF FLORIDA - DEPARTMENT OF ANTHROPOLOGY
ANT 3420 CONSUMER CULTURE

<i>Instructor Information</i>	<i>Course Information for Fall 2020</i>
Dr. Susan D. Gillespie	Course meeting times: T per 7, R per 7-8
Office: B338 Turlington Hall	Section Number: 4G33 (course #25937)
email: sgillesp@ufl.edu	Credit hours: 3
Office Hours: Zoom: T-R 3-4 pm, W 2-3 pm, and by appt	General Education credit: "S" (social & behavioral sciences)

Course Description: *Why do we have so much stuff?* This course approaches that question using anthropological and other social science theories and concepts to investigate the close relationships people have with consumer goods. We examine how these goods circulate in our modern society through studies of gifting, shopping, advertising, the "rituals" of product use, heirlooming, and the politics of recycling and trashing. Specific topics include how things are drawn into our identities, how we extend our bodies and our selves through the things (real and virtual) we manipulate, how we create relationships to other people via things, how things come to have meanings and "social lives," the sensuality and authenticity of things, and the practices and consequences of object discard and reuse. Categories of material culture given special focus are clothing, household items, and techno-gear. We also look at the consumption of "experiences" as tourism. In sum, this course focuses on theories and methods to analyze the "sociality" of goods, applied in real-life case studies so that *you will be studying your own consumer culture!* A major objective is for you to reflect on your own consumptive practices.

Content Delivery: Course delivery has been designated by the university as 100% online. Fall 2020 content is presented both synchronously (during the class meeting times) and asynchronously (on your own time, within the due dates). You are not required to come to campus unless you want to meet face-to-face with the instructor. Lectures, group activities, readings, assignments, and quizzes (exams) are delivered on Canvas. Group activities are conducted on Thursdays Period 7 using Zoom. Biweekly quizzes are taken on Canvas synchronously Tuesday Period 7. You must be available during these class meeting times to participate in these activities and have finished the readings and lectures. Office hours are conducted using Zoom on T & R Period 8 and some Period 7 meetings, as well as by appointment.

Content is organized by Weekly Module. Modifications had to be made this semester to group related content into one module. Some modules have more lectures than others; look ahead to be prepared. In-class activities were dropped or changed to accommodate Zoom. Nevertheless, the basic content, student learning objectives, and assessments are essentially the same as those in the face-to-face course. Students engage directly with the course material through synchronous group activities and asynchronous written assignments.

NOTE: 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.

Contacting the Instructor: The preferred method is by email, either directly or through Canvas. Please put the course name or number in the subject line. If the topic is urgent, please indicate that.

Gen Ed Credit: This course meets the social and behavioral sciences (S) requirements in the UF General Education Program. Student Learning Outcomes (SLOs) are presented below.

Required Readings: There is no textbook. Required readings are drawn from book chapters and journal articles, as well as blogs, websites, newspaper items, and magazine articles. They (or their urls) are linked on Canvas; VPN is required to access e-journals from a non-University computer. The Module pages tell you which readings and videos go with each lecture. Note the **required pages** for each reading.

Prerequisites: There are no prerequisite courses. Students in all majors are welcome in this course.

Minimum Technology Requirements: The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include a webcam, microphone, broadband connection to the Internet and related equipment (Cable/DSL modem), Microsoft Office Suite installed (provided by the university). Access to a Scanner may be necessary.

Minimum Technical Skills: You will need a basic understanding of how to operate a computer, and how to use standard word processing and presentation software.

Materials/Supply Fees: There is no supply fee for this course.

Honorlock is not used during this course. No single graded quiz exceeds 15% of the final grade.

Zoom: We will use Zoom for synchronous class meetings (the first meeting and group projects meetings) and for office hours. Zoom is an easy to use video conferencing service available to all UF students and faculty. You can find resources and help using Zoom at <https://ufl.zoom.us>.

Assessment of Course Learning Objectives:

Quizzes (Exams) (Tuesday Period 7) 165 points

Graded Quizzes (exams) are administered *biweekly* on Tuesday, Period 7, most covering 2 modules' content. Quizzes for Modules 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12 each have 25 multiple-choice questions to assess comprehension of the major concepts and leading theorists and are worth 25 points each (= 150 points). Module 13 has its own 15-question quiz (15 points). Taking a quiz every 2 weeks helps to keep students on pace with asynchronous content. It also avoids having to use virtual proctoring because the point value of any one quiz is low. A list of key words and names is provided for each module, and practice quizzes can test you on major concepts. There is no comprehensive final exam.

15 E-Journal Entries 75 points

An important component of this course is the *application* of concepts and methods as well as self-reflection. It is not enough to simply take notes on lectures and readings and memorize the material for an exam. To truly *learn* this information, you need to apply it immediately. Following certain lectures you are asked to write a brief essay within a limited time frame, as if writing in a journal for a particular day. Suggested length is 400-500 words; specific instructions are given with each assignment. Each journal entry is worth 5 points. For full credit, *choose* 15 out of the 20 available assignments. You may earn extra credit by turning in a 16th journal entry by its due date. Canvas does not have a "Journal" tool, so this will be a virtual journal and entries are uploaded in the Assignments tool. If you compile your journal entries as a single document, it will be a valuable addition to your **student E-Portfolio** for the course.

Research Paper

25 points

For fall 2020 the usual paper topic has been changed to be more relevant: “Consumerism In/After a Pandemic.” You will choose a topic of interest to you that utilizes concepts or methods introduced in the course. You must first submit a topic for approval (5 points), and the final paper is worth 20 points, due the last day of the semester. You are given set-aside time late in the semester to complete the paper.

Group Activities (Thursdays Period 7)

30 points

There are 6 biweekly small group activities conducted on Zoom (using breakout rooms). Students work together on a project and submit a product (drawing or text). Each is worth 5 points.

Discussion Board

5 points

At the beginning of the semester you are asked to post information about yourself to get acquainted with your classmates.

Total: 300 points**Strategies for Success - Or, How to Avoid Failure**

Keep up with all assignments each week. Use the weekly practice quizzes to test yourself on the material. Create a glossary of the major concepts that are introduced. Ask questions during virtual class meetings or by email if you have any difficulty understanding the material. Meet with the instructor by Zoom or on campus. You are asked to think, be imaginative, apply concepts, critically analyze, logically argue, and make interpretations—not just memorize. Flash cards are not enough!

Policies Related to Class Attendance, Late Assignments, and Missed Exams

Attendance Policy: See <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> and p. 8 for types of excused absences and university attendance policy. Only students with excused absences may be allowed to make up an activity within one week of the original absence.

Make-up Exam Policy: Students may take an exam within one week after the due date with no penalty *by asking the instructor for permission* ahead of time to take a make-up. Please make every effort to take the exam with the class.

Late homework policy: Except for university-allowed excused absences, all assignments should be turned in by the due date. Because you have a choice of E-Journal assignments, there is no allowance for a missed due date. If you miss the due date for an E-Journal Entry, choose a later one to take its place.

UF Grading policy and Course Grading Components

For information on current UF grading policies for assigning grade points see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Every graded activity in this course earns points. Only the grade components listed above are used to determine your grade. Letter grades are based on a total of 300 points; see grading scale below. Important: A minimum grade of **C** (210 points) is required for general education credit; C- does not fulfill that requirement. GPA points for each letter grade are provided in the bottom line of the chart.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
270-300	264-269	255-263	240-254	234-239	225-233	210-224	204-209	195-203	180-194	174-179	173 or lower
90%	88%	85%	80%	78%	75%	70%	68%	65%	60%	58%	<58%
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Schedule of Topics and Due Dates for Assignments and Assessments
See Canvas Modules for specific assignments

	Monday	Tuesday	Wednesday	Thursday	Friday
	Aug 31	Sep 1	Sep 2	Sep 3	Sep 4
Mod 1	Why Do We Have So Much Stuff? Goods are Bad!				
	Get Acquainted	First Class Meeting Zoom Period 7 1:55		Office hours	
	First Day	Syllabus quiz due			
	Sep 7	Sep 8	Sep 9	Sep 10	Sep 11
Mod 2	The Anthropology of Consumption: Goods are Good!				
	Labor Day	Office hours		Activity: Roxie's iPhone	
		E-Journal Entry #1 due			
	Sep 14	Sep 15	Sep 16	Sep 17	Sep 18
Mod 3	How Does the Stuff I Have Impact Me Personally?				
	Entry #2	Quiz on Modules 1-2		Office hours	
	Sep 21	Sep 22	Sep 23	Sep 24	Sep 25
Mod 4	How Do We Create Social Relationships with Things?				
	Entry #3	Office hours		Activity: Cell Phone Chain	Entry #4
	Sep 28	Sep 29	Sep 30	Oct 1	Oct 2
Mod 5	Consumer Goods are Social Agents!				
	Entry #5	Quiz on Modules 3-4		Office hours	Entry #6
	Oct 5	Oct 6	Oct 7	Oct 8	Oct 9
Mod 6	How Do Things and People Intersect?				
	Entry #7	Office hours		Activity: Moral Economy of Hygiene	Entry #8
	Oct 12	Oct 13	Oct 14	Oct 15	Oct 16
Mod 7	Ergonomics, Praxeology, and Hexis				
		Quiz on Modules 5-6	Entry #9	Office hours	Entry #10
	Oct 19	Oct 20	Oct 21	Oct 22	Oct 23
Mod 8	How Can Things Have Meaning?				
	Entry #11	Office hours		Activity: Semiotics of Logos	Entry #12
	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30
Mod 9	Making Things/Making Meaning				
	Entry #13	Quiz on Modules 7-8		Office hours	Entry #14
					Topic Due
	Nov 2	Nov 3	Nov 4	Nov 5	Nov 6
Mod 10	Creating a Desiring Subject: Sensuality and Enchantment				
		Office hours		Activity: Soda Wars	
	Nov 9	Nov 10	Nov 11	Nov 12	Nov 13
Mod 11	Consuming Tourism				
	Entry #15	Quiz on Modules 9-10	Veteran Day	Office hours	Entry #16

	Nov 16	Nov 17	Nov 18	Nov 19	Nov 20
Mod 12	Where Does the Stuff Go? Getting Rid of Things				
	Entry #17	Office hours		Activity: What is Rubbish?	Entry #18
	Nov 23	Nov 24	Nov 25	Nov 26	Nov 27
	Work on paper	Office hours	Thanksgiving Holiday		
	Nov 30	Dec 1	Dec 2	Dec 3	Dec 4
Mod 13	Rubbish, Recycling, and Ruin				
		Quiz on Modules 11-12		Office hours	Entry #19
	Dec 7	Dec 8	Dec 9	Dec 10	Dec 11
Mod 14	Consumption: What's In Your Future?				
	Entry #20	Quiz on Module 13	Paper due	Office hours	
			Last Day	Reading Days	

Schedule of Reading Assignments by Module – All Readings are on Canvas

Module 1: Why Do We Have So Much Stuff? Goods are Bad!

McCracken, Grant (2005) "Living in the Material World." pp. 3-5 of *Culture and Consumption II: Markets, Meaning, and Brand Management*. Bloomington, IN: Indiana University Press.

Berger, Arthur Asa (2009) "Economic Theory, Marxism, and Material Culture," pp. 67-72 only, from *What Objects Mean: An Introduction to Material Culture*. Walnut Creek, CA: Left Coast Press.

Slater, Don (1997) *Consumer Culture and Modernity*. Cambridge: Polity Press. pp. 24-32 excerpt.

Moranis, Rick (2006) "My Days are Numbered." *New York Times* 22 Nov 2006: A.27.

Module 2: The Anthropology of Consumption: Goods are Good!

Molotch, Harvey (2003) *Where Stuff Comes From: How Toasters, Toilets, Cars, Computers and Many Other Things Come to Be as They Are*. New York: Routledge. Ch. 1 "Lash-Ups: Goods and Bads," pp. 1-15 only

Woodward, Ian (2007) *Understanding Material Culture*. London: Sage. Ch. 1: "The Material as Culture: Definitions, Perspectives, Approaches" pp. 3-16.

Carrington, Victoria (2012) "There is No Going Back; Roxie's iPhone: An Object Ethnography." *Language and Literacy* 14(2):27-40. Required: **Read 5-page excerpt** (pdf).

Module 3: How Does the Stuff I Have Impact Me Personally?

Csikszentmihalyi, Mihaly and Eugene Rochberg-Halton (1981) *The Meaning of Things: Domestic Symbols and the Self*. New York: Cambridge University Press. read excerpt: pp. 1, 14-19 only

Woodward, Ian (2007) "Material Culture and Identity" pp. 133-140 only. *Understanding Material Culture*. London: Sage

Greif, Mark. "The Hipster in the Mirror." *New York Times*, November 1, 2012

Wolverson, Roya (2013) "The Human Billboard." *Time* April 15, 2013: pp Business 2-6

McQuarrie, Edward F., Jessica Miller, and Barbara J. Phillips (2013) "The Megaphone Effect: Taste and Audience in Fashion Blogging." *Journal of Consumer Research* 40(1):136-158. **Required pages 136-140 only** but skim over the fashion blogs they analyzed

Module 4: How Do We Create Social Relationships with Things?

McCracken, Grant (1988) *Culture and Consumption*. Bloomington: Indiana University Press. Ch. 3: "Lois Roget: Curatorial Consumer in a Modern World" pp. 44-53.

Kopytoff, Igor (1986) "The Cultural Biography of Things: Commoditization as Process." In *The Social Life of Things: Commodities in Cultural Perspective*, ed. by Arjun Appadurai. Cambridge: Cambridge University Press. **Read pp. 64-68 only**

Joyce, Rosemary, and Susan D. Gillespie (2015) "Making Things out of Objects That Move," excerpt from *Things in Motion: Object Itineraries in Anthropological Practice*, edited by Rosemary A. Joyce and Susan D. Gillespie. Santa Fe: School of American Research. **Read pp. 3-5 only.**

Module 5: Consumer Goods Are Social Agents!

Mullins, Paul (2011) "The Materiality of Domesticity and Victorian Marketing," **pp. 146-149 only.** *The Archaeology of Consumer Culture*. Gainesville: University Press of Florida.

Gillespie, Susan D. (2016) The Entanglement of Earth in the Age of Clay. In *The Impact of Materials on Society*, ed. by Kevin Jones. In press: University Press of Florida. **pp. 1-13 only**

Dant, Tim (1999) *Material Culture in the Social World*. Buckingham: Open University Press. Chap. 4: "Building and Dwelling" **pp. 73-84 only**

Kaulingfreks, Ruud (2009) "The Broken Mug." In *The Object Reader*, ed. by Fiona Candlin and Raiford Guins, Pp. 454-455

Kleege, Georgina (2009) "My Secret Weapon." In *The Object Reader*, ed. by Fiona Candlin and Raiford Guins, Pp. 510-512. London: Routledge.

Gell, Alfred (1998) *Art and Agency: An Anthropological Theory*. Oxford: Clarendon Press, **pp 12-23 only**

Module 6: How Do Things and People Intersect?

Lucas, Gavin (2002) "Disposability and Dispossession in the Twentieth Century." *Journal of Material Culture* 7(1):5-22. **Read pages 5-12 only**

Miller, Daniel (2010) "The Sari," **pp. 23-31 only** in *Stuff*. Cambridge: Polity Press

Knappett, Carl (2005) "Animacy, Agency, and Personhood," read **pp. 16-22 only** on "Fuzzy Objects and Extended Organisms." *Thinking Through Material Culture: An Interdisciplinary Perspective*. Philadelphia: University of Pennsylvania Press

Module 7: Ergonomics, Praxeology, and Hexis

Torrens, George, Deana McDonagh-Philp, and Anne Newman (2001) "Getting a Grip." *Ergonomics in Design: The Quarterly of Human Factors Applications* 9:7-13.

Ingold, Tim (2011) "Walking the Plank: Meditations on a Process of Skill." In *Being Alive: Essays on Movement, Knowledge and Description*, pp. 51-62. London: Routledge

Wilson, Bee (2012) *Consider the Fork: A History of How We Cook and Eat*. New York: Basic Books.
Read Chapter 6 “Eat”, **pp. 188-202 and pp. 64-69** on the “overbite”

Module 8: How Can Things Have Meaning?

Berger, Arthur Asa (2009) *What Objects Mean: An Introduction to Material Culture*. Walnut Creek: Left Coast Press. “Semiotic Approaches to Material Culture.” Read **pp. 39-45** only

Miller, Daniel (2009) “Buying Time,” **Read only pp. 157-162.** In *Time, Consumption and Everyday Life: Practice, Materiality and Culture*, ed. by Elizabeth Shove, Frank Trentmann and Richard Wilk, pp. 157-169. Oxford: Berg.

McCracken, Grant (1986) “Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods.” *Journal of Consumer Research* 13:71-83.

Weiss, Elliot (2004) “Packaging Jewishness: Novelty and Tradition in Kosher Food Packaging.” *Design Issues* 20(1):48-61. Required **pp. 48-56**

Module 9: Making Things/Making Meaning

Woodward, Sophie (2005) “Looking Good: Feeling Right—Aesthetics of the Self.” In *Clothing as Material Culture*, ed. by Susanne Küchler and Daniel Miller, pp. 21-39. Oxford: Berg. **Read only pp. 21-30.**

McCracken, Grant (1988) *Culture and Consumption*. Bloomington: Indiana University Press.
Ch. 8: “Diderot Unities and the Diderot Effect: Neglected Cultural Aspects of Consumption,” pp. 118-129.

Module 10: Creating a Desiring Subject: Sensuality and Enchantment

Clark, Laurie Beth (2009) “Shin’s Tricycle.” In *The Object Reader*, ed. by Fiona Candlin and Raiford Guins, Pp. 513-515. London: Routledge

Steinmetz, Katy (2014) “Soda Wars Bubble Up Across the Country.” *Time.com* Feb. 20, 2014

Isaac, Gwyneira (2008) “Technology Becomes the Object: The Use of Electronic Media at the National Museum of the American Indian.” *Journal of Material Culture* 13(3):287-310. Read **pp. 287-301 only**

Module 11: Consuming Tourism

Cohen, Erik (1979) “A Phenomenology of Tourist Experiences.” *Sociology* 13(2):179-201.

Cochran, Matthew, and Paul Mullins (2011) “The Archaeology of ‘Shoppertainment’: Ideology, Empowerment, and Place in Consumer Culture.” In *Ideologies in Archaeology*, ed. by Reinhard Bernbeck and Randall H. McGuire, pp. 90-106. Tucson: University of Arizona Press. Read **pp. 97-106 only.**

McIntosh, Alison J., and Richard C. Prentice (1999) “Affirming Authenticity: Consuming Cultural Heritage.” *Annals of Tourism Research* 26(3):589-612.

Module 12: Where Does the Stuff Go? - Getting Rid of Things

Herrmann, Gretchen M. (1997) “Gift or Commodity: What Changes Hands in the US Garage Sale?” *American Ethnologist* 24(4):910-930. **Read pp. 910-911, 918-920**

Marcoux, Jean Sébastien (2001) “The ‘Casser Maison’ Ritual: Constructing the Self by Emptying the Home.” *Journal of Material Culture* 6(2):213-221.

Maycroft, Neil (2009) "Not Moving Things Along: Hoarding, Clutter and Other Ambiguous Matter." *Journal of Consumer Behaviour* 8(6):354–364.

Cherrier, Hélène (2009) "Disposal and Simple Living: Exploring the Circulation of Goods and the Development of Sacred Consumption." *Journal of Consumer Behaviour* 8(6):327-339. **Read pp. 327-332.**

Module 13: Rubbish, Recycling, and Ruin

Lucas, Gavin (2002) "Disposability and Dispossession in the Twentieth Century." *Journal of Material Culture* 7(1):5-22. **Read pages 12 (bottom) to 19.**

Reno, Joshua (2009) "Your Trash is Someone's Treasure: The Politics of Value at a Michigan Landfill." *Journal of Material Culture* 14(1):29-46. **Required pp. 29-37.**

Dawdy, Shannon (2006) "The Taphonomy of Disaster and the (Re)Formation of New Orleans." *American Anthropologist* 108(4):719-730. **Required pp. 719-725**

General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science 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.

General Education Objectives (Content, Critical Thinking, Communication, Connectivity)

Throughout the semester students will:

1. Identify and describe, at macro- and micro-scales, contemporary social processes whereby humans create social relationships with their possessions, enact individual and group social identities through their possessions, and develop relationships to other humans in practices involving their possessions.
2. Apply relevant social science concepts and theories to real-life situations in the students' own lives, those in their immediate environs, and lives lived more virtually through social media.
3. Accurately characterize the historical roots of modern Western consumptive practices since the late 19th century, including the institutionalized gender and class bases of consumptive behaviors, objects, and spaces.
4. Evaluate through qualitative and quantitative methods the impacts of relationships humans construct with their possessions via shopping, gifting, display, grooming, dispossession, recycling, and trashing. The data involved are drawn from case studies presented in reading assignments as well as students' own experiences.
5. Interpret consumptive practices in terms of both personal and group decisions, assessing the importance of the opinions of self and others in those decisions, including real and virtual communities.
6. Analyze at a more holistic level the disjunctures of personal and societal desires and needs, and the contradictions between what people may say about consumer goods and what they really do with them, as among the root causes of over-consumption today that are critical to informing policies or attitudes towards consumerism.
7. Synthesize, in appropriate and thoughtful ways, the ethical, moral, and political implications of over-consumption today, including insatiable and unfulfilled desires, environmental and economic unsustainability of over-production and waste, and the emotional and psychological distress associated with debt, maintenance of goods, compulsion to buy, clutter, and divestment.
8. Articulate in clear and accessible language the challenges of shaping consumption through public

policy, education campaigns, or legislation—such as a “soda tax,” new recycling regimes, restrictions on advertising, or domestic waste disposal management—in the absence of a careful analysis of the social propositions and cultural values of actual consumer behavior.

9. Present the knowledge gained, thoughts, reflections, reasoning, and conclusions, in written and oral forms.

10. Reflect in a more informed way how their own consumptive practices, and those of family members and friends, are given meaning and value through the relationships people create with their possessions, and relationships people create with other people through consumer goods.

11. Begin to assess and anticipate how they might thoughtfully modify their consumptive practices for the betterment of their own lives and society, and participate in substantive and meaningful ways in future consumer initiatives, social movements, or policy discussions involving consumption.

Career Readiness Competencies: Put these on your résumé: communication, critical thinking, sense of self, social responsibility (sense of others), and teamwork/collaboration.

The following information is provided in conformance with University Policy: *Please Read!*

1. Policy related to class attendance, make-up exams, and other work

Requirements for class attendance, make-up exams, assignments, and other work in this course (e.g., excused absences) are consistent with university policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. University policy states that absences count from the first class meeting. “In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.” The UF Twelve-Day Rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor. It is the student athlete’s responsibility to maintain satisfactory academic performance and attendance.

2. Religious observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification.

3. Accommodations for students with disabilities

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/>. Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565, disability.ufl.edu) by providing appropriate documentation. Once registered, instructors will be contacted by DRC with an accommodation letter. However, students should contact the instructor to ensure that the accommodations are appropriately made.

4. Academic honesty

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>).

If you are accused of academic dishonesty, you are *not allowed to drop the course* until the matter is resolved. DO NOT CHEAT—the penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

5. Counseling and Emergency Services

U Matter, We Care serves as the umbrella program for UF's caring culture and provides students in distress with support and coordination of a wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

- the University Counseling Center, 301 Peabody Hall, 392-1575; <http://www.counseling.ufl.edu/cwc/Default.aspx>
- Student Health Care Center, 392-1171
- Career Connections Center, Reitz Union, 392-1601
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161
- University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

6. Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online at 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/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

7. Electronic Course Reserves and accessing Online Library Journals

The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>