### Instructor Information

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Information for Fall 2018</th>
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<tbody>
<tr>
<td>Dr. Susan D. Gillespie</td>
<td>Course meets T 3-4, R 3 in McCarty A 2196</td>
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<tr>
<td>Office: B338 Turlington Hall</td>
<td>Section Number: 223E (course #10579)</td>
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<tr>
<td>Office Phone: 352-294-7595</td>
<td>Credit hours: 3</td>
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<tr>
<td>Office Hours: T 11:40-12:40, R 10:30-12:30, &amp; by appt.</td>
<td>General Education credit: “S” (social &amp; behavioral sciences)</td>
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<tr>
<td>email: <a href="mailto:sgillesp@ufl.edu">sgillesp@ufl.edu</a></td>
<td>Prerequisite: sophomore standing</td>
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**Course Description:** Examination of the cultural bases for the consumption of commodities in modern society, employing anthropological concepts and social science methods. Primary emphasis is on the social relationships enacted between people and the things they live with.

Open to all majors, this course answers the question, "Why do we have so much stuff?" Anthropological theories and concepts are introduced each week to investigate the close relationships that link people and the made things they live with—their “material culture”—especially relationships that drive consumption beyond basic needs. Categories of material culture given special focus are clothing, household items, and techno-gear. 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. This course focuses on theories and methods to analyze the “sociality” of goods, applied in real-life case studies such that you will be studying your own consumer culture!

**Gen Ed Credit:** This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. See page 10 for more details and Student Learning Outcomes (SLOs).

**Required Readings:** There is no textbook to purchase. All required readings are drawn from book chapters and journal articles dealing with material culture and consumer studies, as well as blogs, websites, newspaper items, and magazine articles. They (or their urls) are linked on e-learning.

**Important:** Readings should be completed before the class period for which they are assigned (this is the “flipped classroom”). We use class meeting times to discuss the readings and apply the concepts they introduce, so you must be prepared to participate. For Tuesday's double period, readings are listed separately for each period, but obviously they all must be completed before the first period. A brief quiz may be given on the reading assignments as a classroom participation exercise.

**E-learning:** This course is managed by elearning.ufl.edu (Canvas). You will use the Modules tool the most. It has assignments and most required readings organized by weekly module. Note that the modules begin on Thursdays. E-journal articles can be downloaded from the library website, or check the Files tool. The Assignments tool manages short homework “E-Journal Entries” and other assignments. Check the Announcements tool regularly to keep up-to-date with course announcements.
Grade Evaluation and Methods

3 exams 50% of grade (150 points)

The exams are administered in class and consist of 50 multiple-choice questions to assess comprehension of the major concepts and leading theorists. A word list is provided prior to the exam, and weekly practice quizzes are available to test you on major concepts. Each exam has the same point value; the third exam is non-comprehensive. Exams are computer graded, and a scantron is provided.

15 short e-journal entries (written homework assignments) 30% of grade (90 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 and grade rubrics are given with each assignment. Each journal entry is worth 6 points. The first one—describing a “focal object” in your possession—is required of everyone as a hard-copy. However, for the subsequent numbered e-journal entries, choose only 14 out of the 20 total (see schedule) uploaded on e-learning. Students may earn extra credit by turning in a 15th journal entry. Canvas does not yet have a “Journal” tool, so this will be a virtual journal and entries are uploaded in the Assignments tool. However, if you compile your journal entries as a single document, it will be a valuable addition to your student E-Portfolio.

participation in in-class activities 20% of grade (60 points)

Virtually every lecture period will include a class discussion, small group discussion, or other brief written class activity. Everyone is expected to participate in these activities. They account for approximately 4 points for each of the 15 class weeks.

Total: 100% (300 points)

Exam dates: Alert the instructor at least a week in advance if you must be absent for an exam.
Exam 1: Thursday, September 27
Exam 2: Thursday, November 1
Exam 3: Tuesday, December 4 [there is no final exam during finals week]

Strategies for Success - Or, How to Avoid Failure

Attend every class—be on time and be prepared. Many activities begin at the start of class. Take careful notes in class. Keep up with all the readings each week. Use the weekly practice quizzes to test yourself on the material. Create a glossary of the major concepts that are discussed (a word list is provided for each exam). Ask questions in class or by email if you have any difficulty understanding the material. Meet with the instructor. You are asked to think, be imaginative, apply concepts, critically analyze, logically argue, and make interpretations—not just memorize. Flash cards are not enough!

Class Demeanor Expected by the Instructor

Students are expected to be in their seats at the start of class (9:35). Cell phones should be silenced and stowed except when used in class activities. Laptop computers and tablets are allowed ONLY to access electronic readings, for note-taking, and on certain days to facilitate class activities. Newspapers and other reading materials not relevant to the class should be put away when class begins.

Contacting the Instructor

The best method is by email; use the email address on page 1. Put the course name or number in the subject line. Voicemail messages may be left on the office phone (on page 1). Contacts made through Canvas may have a delayed response. Make an appointment or drop by B338 Tur during office hours.
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. 11 for types of excused absences and university attendance policy. Although daily attendance per se is not recorded, participation in in-class activities is recorded and is worth 20% of the final grade; an activity is worth approximately 1.5 pts. Only students with excused absences may be allowed to make up an activity within one week of the original absence. If you must miss class, it is your responsibility to obtain the lecture notes from a classmate.

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. The make-up exam is different from the original exam and administered at the instructor's convenience. 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.

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Schedule of Topics, Readings, and Assignments

See e-learning Modules for the most current information

Readings are available as pdf files or can be downloaded from the library. If you cannot access a reading, contact the instructor. Required readings are to be completed by the class meeting date; note the required pages of a chapter or article. Double-lectures on Tuesday are listed separately and have their own reading assignments. Any changes to this schedule will be announced well in advance on e-learning; watch for announcement emails.

Module 1

Part I: Why Do We Have So Much Stuff?

Thurs Aug 23  Attitudes towards Modern Consumption


Tues Aug 28-1  Consumption, Capitalism, and Modernity


Tues Aug 28-2  Hyper-Modernity and Hyper-Consumption


**Module 2**  
**Thurs Aug 30**  
The Anthropology of Consumption


Homework: *(required)* Essay on a “focal object” (see Woodward reading), **due Tuesday in class**

**Tues Sep 4-1**  
**Material Culture and Materiality**


**Tues Sep 4-2**  
**Individual and Society; Singular and Common**

no reading assignment; in-class discussion of focal objects (essay)—bring it to class to turn in at end

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

**Thurs Sep 6**  
**My Stuff and Me: Person and Authenticity**


Homework: E-Journal Entry #1: Counting My Stuff, due Tuesday start of class (9:35) **on Canvas**

**Tues Sep 11-1**  
**Who Am I? Who Decides? Ego- and Socio-Centered Self and Persona**


**Tues Sep 11-2**  
**The Extended Person and the Megaphone Effect**


Homework: E-Journal Entry# 2: The Extended Person and Cultural Capital, due Thursday 9:35 **on Canvas**

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

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Thurs Sep 13  The Gift: Inalienable Possessions

Ch. 3: “Lois Roget: Curatorial Consumer in a Modern World.” pp. 44-53.  Read Before Class!

Homework: E-Journal Entry #3: Inalienable Gifts Given and Received, due Tuesday 9:35

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Tues Sep 18-1 Social Lives of Things: Object Biographies


Tues Sep 18-2 Object Itineraries: Following Things and Their Traces [method for your photo essay!]


Homework: E-Journal Entry #4: The Gift, Revisited, due Thursday 9:35

Module 5

Thurs Sep 20  Shopping as Love: Creating a Desiring Subject


Homework: E-Journal Entry #5: Shopping for Others, due Tuesday 9:35

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Tues Sep 25-1 Things Gather: Human-Thing Entanglements


Homework: E-Journal Entry #6: Gathering Objects, due next Tuesday (after the exam)

Tues Sep 25-2 Things are Social Agents, too


Thurs Sep 27  EXAM I starts promptly at 9:35. Don't be late!
Module 6

Part IV: How Do Things and People Intersect?

Tues Oct 2-1  My Body as Me?

http://mcu.sagepub.com/content/7/1/5

Tues Oct 2-2  The Extended Body-The Extended Self


Homework: E-Journal Entry #7: Hybrid Actors: Learning to Ride a Bike, due Thursday

Module 7

Thurs Oct 4  Ergonomics and Body Techniques


Homework: E-Journal Entry #8: Riding a Bike, Revisited, due Tuesday

Tues Oct 9-1  Bodily Skill and Praxeology


Homework: E-Journal Entry #9: Riding a Bike, One More Time, due Thursday

Tues Oct 9-2  Meditations on Skill activity  please bring a pair of scissors if you have one

Module 8

Thurs Oct 11  Hexit: The Encultured Body


Homework: E-Journal Entry #10: Body Hexit (2 options), due Tuesday

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Part V: How Can Things Have Meaning?

Tues Oct 16-1  How do Objects Mean?


Homework: E-Journal Entry #11: The Iconicity of Cell Phone Apps; due Thursday
Read: “Phone Polaroids: A Semiotics Primer” http://hyperallergic.com/7175/iphone-polaroids/

Tues Oct 16-2  Semiotic Networks activity (bring devices for internet research)

Module 9

Thurs Oct 18  Meaning Movement (or, How Advertising Works)


Homework: research TV commercials on youtube or web-video advertisements for consumer products pick 3-4 and record the urls for an activity on Tuesday. See Canvas for more information.

Tues Oct 23-1  Buying Authenticity


Homework: E-Journal Entry #12: Knock-offs, Piracy, and Inauthenticity, due Thursday

Tues Oct 23-2 Metaphors and Metonyms in Advertising

Bring laptop or tablet for group internet activity
Read ahead instructions (on e-learning) and watch videos of old commercials for this activity

Module 10

Thurs Oct 25  Making Things - Making Meaning


Homework: E-Journal Entry #13: Assembling Yourself, due Tuesday

Tues Oct 30 (both hours)  Ensembles: Diderot Unities and Effects

**Read and bring to class:** *Diderot Unities Game* (handout on e-learning); bring laptop computers

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**Thurs Nov 1**

*Exam II begins promptly at 9:35.*

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**Module 11**

**Part VI: Creating a Desiring Subject**

**Tues Nov 6**

**Sensuality and Emotions: the Effects of Things on People**


Homework: E-Journal Entry #14, The Soda Wars: Who’s Right?, due Thursday

**Tues Nov 6**

**The Technology of Enchantment and Enchantment of Technology**


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**Module 12**

**Tues Nov 8**

**Consuming Experience: Tourism as a Rite of Passage**

Assignment: watch youtube videos and be prepared to discuss them; see list of urls posted on e-learning

Homework: E-Journal Entry #15: Reflections on a Consumed Experience, due Tuesday

**Tues Nov 13**

**Modes of Touristic Experiences**


**Tues Nov 13**

**Consuming Authenticity**


Homework: E-Journal Entry #16: “Virtual Reality” Tourism, due Thursday

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**Module 13**

**Part VII: Where Does the Stuff Go?**

**Thurs Nov 15**

**Divesting Oneself of Things**


Homework: E-Journal Entry #17: Divesting Your Possessions, due Tuesday

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Tues Nov 20-1 Consumer Resistance: Hoarding and Anti-Consumption


Tues Nov 20-2 Rubbish: Order and Process


Homework: E-Journal Entry #18: My Trash, due next Tuesday

Thurs Nov 22 Thanksgiving Holiday

Module 14

Tues Nov 27-1 Trash or Treasure: Alternative Afterlives of Things


Homework: E-Journal Entry #19: The “Afterlives” of Trash (2 options), due Thursday

Tues Nov 27-2---look just below—it starts a new module:

Module 15

Tues Nov 27-2 The Politics of Waste and the Taphonomy of Disaster


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Thurs Nov 29 Ruins: Modernity and Decay


Homework: E-Journal Entry #20: Ruins in Modernity, due next Wednesday at noon [this is the last e-journal assignment]
Tues Dec 4 Exam III in class begins promptly at 9:35 (not a cumulative exam)

Wed Dec 5 E-Journal Entry #18 due by noon (12:00 pm)

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
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. Analyze social science concepts and theories by applying them to real-life situations in the students' own lives, those in their immediate environs, and lives lived more virtually through social media.
3. Evaluate through qualitative and quantitative methods the impacts of relationships humans construct with their possessions via shopping, gifting, grooming, dispossession, recycling, and trashing.
4. 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.
5. Examine 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.
6. Discuss the ethical, moral, and political implications of over-consumption today: insatiable and unfulfilled desires and the unsustainability of over-production, clutter, and trash disposal.
7. 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.
8. Communicate the knowledge gained, thoughts, reflections, reasoning, and conclusions, in both group discussions and assignments and individual essays and other forms of assessment.

Assessing General Education Student Learning Outcomes
At the end of this course, students should have achieved the following learning outcomes in content, critical thinking, and communication evaluated via specific performance indicators:
1. Content SLO: Students demonstrate competence in the terminology, concepts, theories and methodologies used within anthropology and related social sciences. Every week students are introduced to essential social science concepts, and the influential 19th through 21st century theorists who innovated them, regarding the role of consumption in modern society. Specifically, these are relationships that people create (or deny) with consumer goods in acquiring, living with, and disposing of them. This content is delivered in lectures and through readings by anthropologists, cultural sociologists, and cultural geographers, as well as commentaries in newspapers, magazines, websites, videos, and blogs.

Performance Indicators: Competence in this SLO is demonstrated by the following assessments: three exams covering terminology, concepts, and theorists; 15 short writing assignments whereby students are required to apply their content knowledge to real-life situations; and in-class group activities utilizing concepts and methods.
2. Critical Thinking SLO: Students carefully and logically analyze information from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems in this subject area. During group activities during class periods, students are assigned problems to discuss and
resolve utilizing knowledge of concepts and theories and directed forms of analysis. Outside of class
students individually write 15 short focused essays to reflect on how concepts learned in class apply
to their own and others’ lives; some of these involve gathering and analyzing information from online
resources. Some essays form a sequence whereby the same problems or topics are approached using
different perspectives. Methods of analysis include participant-observation, surveys, case studies, sorting,
ranking, semiotic network analysis, commodity chain analysis, ethnography, historical ethnography,
object biography, and object itinerary.

Performance Indicators: Achievement of this outcome is assessed by performance in the in-class
group activities (each of which requires a written product), class discussions, and multiple short essays.
Feedback is provided on the short essays so that students may improve their critical thinking and form
reasoned conclusions.

3. Communication SLO: Students clearly and effectively communicate knowledge, ideas, and reasoning
in written and oral forms appropriate to anthropological inquiry. Students are required to participate in
in-class activities requiring small group discussion to reach a consensus of conclusions or conduct a
directed analysis. The product is a brief written report or other product (diagram, ppt slide) that is
discussed with the class as a whole and turned in for credit. Major written communication takes the form
of 15 short essays, from a choice of 21 topics.

Performance Indicators: Achievement of this learning outcome is assessed in several ways. The
instructor provides immediate feedback as the small groups engage in their individual discussion and
class discussion, and on the written reports. The essays are graded according to a rubric, requiring
demonstration of effective use of concepts and methods, appropriate forms of reasoning and conclusions,
organization of content, writing style, spelling, and grammar. Individual feedback throughout the
semester helps students improve their written communication skills and become better aware of course
expectations. All uploaded written assignments go through Turnitin.

Career Readiness Competencies: 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#abscences) 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
(e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be
granted. Please make requests early in the semester.

3. Accommodations for students with disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center
(352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will
receive an accommodation letter which must be presented in hard copy to the instructor when requesting
accommodations. This requires a face-to-face meeting. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until the presentation of the letter and the meeting.

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 based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/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 or at accessuf@dso.ufl.edu. 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 easy 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

8. Software Regulations
All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are against University rules, appropriate disciplinary action will be taken.

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