

UNIVERSITY OF FLORIDA - DEPARTMENT OF ANTHROPOLOGY  
**ANT 3420 CONSUMER CULTURE**

<i>Instructor Information</i>	<i>Course Information</i>
Dr. Susan D. Gillespie	Course meets T 7, R 7-8 in TUR 2342
Office: B338 Turlington Hall	Section Number: 223E
Office Phone: 352-294-7595	Credit hours: 3
Office Hours: T 3-4pm, W 1-3pm, & by appt.	General Education credit: "S" (social & behavioral sciences)
email: <a href="mailto:sgillesp@ufl.edu">sgillesp@ufl.edu</a>	Prerequisite: sophomore standing

**Catalog 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. All majors are welcome!



*“Why do we have so much stuff?”* This course answers that question with anthropological theories and concepts to investigate the close relationships that link people and the things they live with, especially relationships that drive consumption beyond basic needs. Special attention is given to 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. We learn 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. In short, this course focuses on anthropological theories and methods to analyze the “sociality” of goods, applied in real-life case studies of modern Westernized peoples.

**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 learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students apply formal and informal qualitative and 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 also assess and analyze ethical perspectives in individual and societal decisions.

**How are General Education Objectives Accomplished?**

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 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 19<sup>th</sup> 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.

### **How are General Education Student Learning Outcomes Assessed?**

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:

**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 19<sup>th</sup> through 21<sup>st</sup> 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.

Competence in this SLO is demonstrated by the following assessments: three exams covering terminology, concepts, and theorists; 12 short writing assignments whereby students are required to apply their knowledge to real-life situations; in-class group activities utilizing concepts and methods; and the semester-long photo essay project that incorporates this content.

**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 12 short focused essays and one long research paper. In the short essays they are directed 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. In the long photo essay they integrate concepts and methods learned throughout the semester to analyze a specific consumer good through its life course or itinerary; this requires external research. 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.

Achievement of this outcome is assessed by performance in the in-class group activities, class discussions, short essays, and the long research paper. Feedback is provided so that students may improve their critical thinking and form reasoned conclusions. Two of the short essays help students formulate their long photo essay.

**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 12 short essays, from a choice of 19 topics, and one long photo essay that integrates images with text.

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:** This course prepares students for career readiness in the following areas: communication, critical thinking, sense of self, social responsibility (sense of others), and teamwork/collaboration (<https://www.crc.ufl.edu/students/>)

### **Required Readings:**

1 book: Grant McCracken (1990) *Culture and Consumption: New Approaches to the Symbolic Character of Consumer Goods and Activities*. Indiana University Press ISBN 978-0253206282

NOTE: We read only *some* chapters of this classic book by a leading consumer anthropologist. To save money rent the book, read the reserve copy (Library West), or share the purchase price.

2. Other 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.

**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 Thursday’s double period, readings are listed separately for each period, but obviously they all must be completed *before* the first period.

### **E-learning:**

This course is managed by elearning.ufl.edu (Canvas). The **Modules** tool has assignments and most required readings organized by week; e-journal articles can be downloaded from the library. The Assignments tool manages most written assignments. Check the Announcements tool regularly to keep up-to-date with course announcements.

### **Grade Evaluation and Methods:**

**3 exams** 45% of grade (135 points)

The exams are administered in class and consist of 45 multiple-choice questions to assess comprehension of the major concepts and leading theorists (a list is provided prior to the exam). Each exam is worth 15% of the grade; the third exam is non-comprehensive. A scantron is provided.

**12 short written homework assignments** 20% of grade (60 points)

To evaluate how you are applying knowledge through specific methods and engaging in self-reflection, following certain lectures you are asked to write brief essays within a limited time frame. Suggested length is 400-500 words; specific instructions and grade rubrics are given with each assignment. Each assignment is worth 5 points (~1.5% of the grade). The first essay is required of everyone as a hard-copy, but for the numbered “blog post” assignments, choose **11** to do out of the 18 total (see schedule) uploaded on e-learning. Students may earn extra credit by turning in a 12<sup>th</sup> blog post.

**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 be prepared for and to participate in these activities. They account for approximately 4 points (1.3% of the grade) for each regular class week.

**photo essay project** 15% of grade (45 points)

In week 4 you will be introduced to a research project, to “follow a thing” through its social life, biography, or itinerary. This project will result in a photo essay to be uploaded on e-learning. Detailed instructions will be provided to complete the project. There are specific deadlines for the photo essay topic, a brief description with starter bibliography, and the final paper. This project is your opportunity to apply the various concepts and methods learned throughout the semester.

**Total:** 100% (300 points)

**Critical dates for exams and due dates for major assignments:**

Exam 1: Tuesday, September 26

Exam 2: Tuesday, October 31 (happy Halloween!)

Exam 3: Tuesday, December 5

Photo Essay Project: topic with rationale: Thursday, October 12 (5 points)

project description with starter bibliography: Tuesday, November 7 (10 points)

final photo essay due Tuesday, December 12, 5:00 pm (30 points)

**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. Create a glossary of the major concepts that are discussed (a 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, look for patterns, apply concepts, critically analyze, logically argue, and make interpretations—not just memorize.

**Class Demeanor Expected by the Instructor:**

Students are expected to be in their seats at the start of class (1:55). 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 at the top of page 1. Put the course name or number in the subject line. Voicemail messages may be left on the office phone (on page 1). Make an appointment or drop by B338 (Turlington basement) 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. 12 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 1.6 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: Because you have a choice of “blog post” assignments, there is no allowance for a missed due date. If you miss the due date for a post, choose a later one to take its place.

Late submission of other assignments: Except for university-allowed excused absences, all other assignments should be turned in by the due date. They lose 25% of their value for every day late.

**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
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

The gradebook is “closed” on the date of the university-scheduled final exam for the class.

### Schedule of Topics, Readings, and Assignments

*see e-learning Modules for the most current information*

McCracken = textbook; other readings available directly as pdf files or can be downloaded from library (see urls)

Required readings are to be *completed by the class meeting date*; note the *required pages* of a chapter or article.

Double-lectures on Thursday 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

#### Week 1

#### Part I: Why Do We Have So Much Stuff?

Tues Aug 22 **Attitudes towards Modern Consumption**

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. [pdf]

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Thurs Aug 24-1 **Consumption, Capitalism, and Modernity**

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.

Thurs Aug 24-2 **Hyper-Modernity and Hyper-Consumption**

Rothman, Lily (2013) “The New Cinema of Stuff: Materialism at the Movies, Just the Way You Like It.” *Time* June 10, pp. 60-62.

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

#### Week 2

Tues Aug 29 **The Anthropology of Consumption**

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

Homework: **(required)** Essay on a “focal object” (see Woodward reading for Thursday), **due Thursday**

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Thurs Aug 31-1 **Material Culture and Materiality**

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

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)

Thurs Aug 31-2 **Individual and Society; Singular and Common**

no reading assignment; class discussion of focal objects essay– *bring it to class to turn in*

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

Tues Sep 5 **My Stuff and Me: Person and Authenticity**

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

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

Homework: Blog Post #1 : Counting My Stuff, due Thursday before class

Thurs Sep 7-1 **Who Am I? Who Decides? Ego- and Socio-Centered Self and Persona**

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

[online] Greif, Mark. "The Hipster in the Mirror." *New York Times*, November 1, 2012.  
<http://www.nytimes.com/2010/11/14/books/review/Greif-t.html?pagewanted=1&r=0>

Thurs Sep 7-2 **The Extended Person and the Megaphone Effect**

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 and skim over the fashion blogs they analyzed Stable URL: <http://www.jstor.org/stable/10.1086/669042>

Homework: Post# 2: The Extended Person and Cultural Capital, due Tuesday before class

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

Tues Sep 12 **The Gift: Inalienable Possessions**

McCracken (textbook) Ch. 3: "Lois Roget: Curatorial Consumer in a Modern World" pp. 44-53.

Homework: Post #3: Inalienable Gifts Given and Received, due Thursday before class

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Thurs Sep 14-1 **Social Lives of Things: Object Biographies**

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

Thurs Sep 14-2 **Object Itineraries: Following Things and Their Traces** [method for your photo essay!]

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.

Jackson, Peter (1999) "Commodity Cultures: The Traffic in Things." *Transactions of the Institute of British Geographers* 24(1):95-108. Stable URL: <http://www.jstor.org/stable/623343>

**PHOTO ESSAY PROJECT IS INTRODUCED IN THIS LECTURE - DON'T MISS IT!**

Homework: Post #4: The Gift Revisited, due Tuesday before class

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**Week 5**

Tues Sep 19 **Shopping as Love: Creating a Desiring Subject**

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

Miller, Daniel (1998) "Introduction" pp. 1-13. *A Theory of Shopping*. Ithaca: Cornell University Press.

Homework: Post #5: Shopping for Others, due Thursday before class

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Thurs Sep 21-1 **Things Gather: Human-Thing Entanglements**

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

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

Homework: Post #6: Gathering Objects, due next Thursday (after the exam)

(This is a practice for your photo essay project and is highly recommended.)

Thurs Sep 21-2 **Things are Social Agents, too**

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

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. Read pp 12-23.

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**Tues Sep 26 EXAM I**

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**Week 6**

**Part IV: How Do Things and People Intersect?**

Thurs Sep 28-1 **My Body as Me?**

Lucas, Gavin (2002) "Disposability and Dispossession in the Twentieth Century." *Journal of Material Culture* 7(1):5-22. Read pages 5-12 only on "the moral economy of hygiene" and rise of "disposability"  
<http://mcu.sagepub.com/content/7/1/5>

Thurs Sep 28-2 **The Extended Body-The Extended Self**

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

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

Homework: Post #7: Hybrid Actors: Learning to Ride a Bike, due Tuesday

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**Week 7**

Tues Oct 3 **Ergonomics and Body Techniques**

Torrens, George, Deana McDonagh-Philp, and Anne Newman (2001) "Getting a Grip." *Ergonomics in Design: The Quarterly of Human Factors Applications*. 9:7-13. <http://erg.sagepub.com/content/9/2/7>

Homework: Post #8: Riding a Bike, Revisited, (adding ergonomics and body techniques) due Thursday

Thurs Oct 5-1 **Bodily Skill and Praxeology**

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

Thurs Oct 5-2 Meditations on Skill activity *please bring a pair of scissors if you have one*

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**Week 8**

Tues Oct 10 **Hexis: The Encultured Body**

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"

[online] Rosin, Hanna, "The Touch-Screen Generation." *The Atlantic*, March 20 2013  
<http://www.theatlantic.com/magazine/archive/2013/04/the-touch-screen-generation/309250/>

focus on the first 2 pages of the online version, or the 4 pages of the pdf provided

Homework: Post #9: Body Hexis (3 options), due Thursday

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**Part V: How Can Things Have Meaning?**

Thurs Oct 12-1 **How do Objects Mean?**

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

Miller, Daniel (2009) "Buying Time," 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. Read only excerpted pages on distressed denims.

Wax, Emily (2013) Beauty of the Bust: Cracked Cellphone Screens Become Status Symbol. *The Washington Post* June 2013.

Thurs Oct 12-2 Semiotic Networks activity (bring devices for internet research)

**PHOTO ESSAY PROJECT TOPIC DUE TODAY**

Homework: Post #10: The Iconicity of Cell Phone Apps; due Tuesday

Read: "Phone Polaroids: A Semiotics Primer" <http://hyperallergic.com/7175/iphone-polaroids/>

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**Week 9**

Tues Oct 17 **Meaning Movement (or, How Advertising Works)**

McCracken (textbook) Ch. 5 "Meaning Manufacture and Movement in the World of Goods"

Homework: research TV commercials on youtube or web-video advertisements for consumer products pick 3-4 and record the urls for an activity on Thursday

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Thurs Oct 19-1 **Buying Authenticity**

Weiss, Elliot (2004) "Packaging Jewishness: Novelty and Tradition in Kosher Food Packaging." *Design Issues* 20(1):48-61. Required pages 48-56 Stable URL: <http://www.jstor.org/stable/1511955>

Thurs Oct 19-2 **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

Homework: Post #11: Knock-offs, Piracy, and Inauthenticity, due Tuesday

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**Week 10**

Tues Oct 24 **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. Required pages: 21-30.

Thurs Oct 26(both hours) **Ensembles: Diderot Unities and Effects**

McCracken (textbook) Ch. 8: "Diderot Unities and the Diderot Effect: Neglected Cultural Aspects of Consumption," pp. 118-129.

Recommended to go with the McCracken chapter:

Diderot, Denis (1772) "Regrets on Parting with My Old Dressing Gown. Or, A Warning to Those Who

Have More Taste than Money.” In (2001) *Rameau’s Nephew and Other Works*, trans. by Jacques Barzun and Ralph H. Bowen, pp. 309-317. Indianapolis: Hackett Pub. Co. Read pages 309-314.

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

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**Tues Oct 31 Exam II**

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**Week 11**

**Part VI: Creating a Desiring Subject**

Thurs Nov 2-1 **Sensuality and Emotions: the Effects of Things on People**

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

[online] Steinmetz, Katy (2014) “Soda Wars Bubble Up Across the Country.” Time.com Feb. 20, 2014  
<http://healthland.time.com/2014/02/20/soda-wars-bubble-up-across-the-country/>

Homework: Post #12 The Soda Wars: Who’s Right?, due Tuesday

Thurs Nov 2-2 **The Technology of Enchantment and Enchantment of Technology**

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. required pages 287-301  
<http://mcu.sagepub.com/content/13/3/287.full.pdf+html>

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**Week 12**

Tues Nov 7 **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

**PHOTO ESSAY PROJECT BRIEF DESCRIPTION/BIBLIOGRAPHY DUE**

Homework: Post #13: Reflections on a Consumed Experience, due Thursday

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Thurs Nov 9-1 **Modes of Touristic Experiences**

Cohen, Erik (1979) “A Phenomenology of Tourist Experiences.” *Sociology* 13(2):179-201.  
<http://soc.sagepub.com/content/13/2/179.full.pdf+html>

Thurs Nov 9-2 **Consuming Authenticity**

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. Required pp. 97-106.

McIntosh, Alison J., and Richard C. Prentice (1999) “Affirming Authenticity: Consuming Cultural Heritage.” *Annals of Tourism Research* 26(3):589-612.  
[http://ac.els-cdn.com/S0160738399000109/1-s2.0-S0160738399000109-main.pdf?\\_tid=19225310-a7c0-11e3-8107-00000aab0f26&acdnat=1394393104\\_19a0233fb184eba774f767d8e05f7317](http://ac.els-cdn.com/S0160738399000109/1-s2.0-S0160738399000109-main.pdf?_tid=19225310-a7c0-11e3-8107-00000aab0f26&acdnat=1394393104_19a0233fb184eba774f767d8e05f7317)

Homework: Post #14: "Virtual Reality" Tourism, due Tuesday

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**Week 13**

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

Tues Nov 14     **Divesting Oneself of Things**

Herrmann, Gretchen M. (1997) "Gift or Commodity: What Changes Hands in the US Garage Sale?" *American Ethnologist* 24(4):910-930. Required pp. 910-911, 918-920 <http://www.jstor.org/stable/646815>

Marcoux, Jean Sébastien (2001) "The 'Casser Maison' Ritual: Constructing the Self by Emptying the Home." *Journal of Material Culture* 6(2):213-221. <http://mcu.sagepub.com/content/6/2/213>

Homework: Post #15: Divesting Your Possession, due Thursday

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Thurs Nov 16-1   **Consumer Resistance: Hoarding and Anti-Consumption**

Maycroft, Neil (2009) "Not Moving Things Along: Hoarding, Clutter and Other Ambiguous Matter." *Journal of Consumer Behaviour* 8(6):354B364. <http://onlinelibrary.wiley.com/doi/10.1002/cb.298/pdf>

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. Required pp. 327-332. <http://onlinelibrary.wiley.com/doi/10.1002/cb.297/pdf>

Thurs Nov 16-2   **Rubbish: Order and Process**

Lucas, Gavin (2002) "Disposability and Dispossession in the Twentieth Century." *Journal of Material Culture* 7(1):5-22. Read pages 12 (bottom) to 19. [we read the first part of this article earlier] <http://mcu.sagepub.com/content/7/1/5>

Homework: Post #16: My Trash, due Tuesday

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**Week 14**

Tues Nov 21     **Trash or Treasure: Alternative Afterlives of Things**

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. Requires pp. 29-37. <http://mcu.sagepub.com/content/14/1/29>

Homework: Post #17: The "Afterlives" of Trash (2 options), due Tuesday after Thanksgiving

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Thurs Nov 23 **Thanksgiving Holiday**

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**Week 15**

Tues Nov 28     **The Politics of Waste and the Taphonomy of Disaster**

Dawdy, Shannon (2006) "The Taphonomy of Disaster and the (Re)Formation of New Orleans." *American Anthropologist* 108(4):719-730. Required pp. 719-725. Stable URL: <http://www.jstor.org/stable/4496514>

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Thurs Nov 30-1 **Ruins: Modernity and Decay**

DeSilvey, Caitlin (2006) "Observed Decay: Telling Stories with Mutable Things." *Journal of Material Culture* 11(3):318-338. Required pp. 318-328. <http://mcu.sagepub.com/content/11/3/318>

Edensor, Tim (2005) "Waste, Excess and Sensuality" pages 108-118. *Industrial Ruins: Spaces, Aesthetics and Materiality*. Oxford: Berg.

Homework: Post #18: Ruins in Modernity, due next *Wednesday* at noon [this is the last blog assignment]

Thurs Nov 30-2 **Consumption and Modernity?** The Semester in Review

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## Week 16

Tues Dec 5 **Exam III in class** (not a cumulative exam)

Wed Dec 6 **blog post #18 due by noon** (12:00 pm)

**Tuesday Dec. 12 Photo Essay Due (5:00 pm)** on Canvas

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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, excused absences, 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>). 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 for student-athletes (<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 for each absence and must 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 - PLEASE READ**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter via email. *It is not enough to simply forward the email to the instructor. You must present a hard copy* to the instructor when requesting accommodations. This requires a **face-to-face meeting**. No accommodations will be granted until after 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](mailto: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 Resource 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**

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](mailto: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](mailto: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 also against University policies and rules, disciplinary action will be taken as appropriate.