

UNIVERSITY OF FLORIDA

ANT 3420 Consumer Culture

<i>Instructor Information</i>	<i>Course Information for Fall 2023</i>
Dr. Susan D. Gillespie	Course meets T 6-7 Tur 2346; R 6 Tur 2333
Office: B338 Turlington Hall	Course Section Number: 28228
Office Phone: 352-294-7595	Credit hours: 3
Office Hours: Wed 1-3 pm, Thur 2-3 pm & by appt.	General Education credit: “S” (soc & beh sciences)
email: sgillesp@ufl.edu	Course Prerequisite & Materials Fee: none

Course Description:

Why do we have so much stuff? Modern nations have all become “consumer cultures,” defined by the enormous quantities of goods that their members purchase, display, and inevitably dispose of. Educated global citizens realize that this way of life is *completely unsustainable and morally bankrupt!* The earth’s resources are being stripped, factory-workers are exploited, carbon footprints have exploded, tracts of land are taken up by shopping centers and storage units, and landfills are rapidly filling up. There are also crushing personal and societal problems: the psychological toll of unfilled promises of a better life through shopping, the heavy burden of financial debt, the maddening omnipresence of advertising, and the ethical and moral dilemmas of out-of-control hedonistic materialism. Yet the pace of consumption is steadily increasing.

Global consumerism can be addressed in a variety of ways, including economic policies, environmental studies, educational initiatives, and legislative solutions. Such approaches typically take a macro-scale or a “top-down” view of problems and solutions. However, consumption always begins with the *decisions made by individual consumers*. A “bottom-up,” micro-scale approach examines real individual consumers’ lives: why they acquire consumer goods, what they do with them, and why it becomes so hard to dispose of them. That is the approach utilized in this course.

We employ anthropological and other social science theories and concepts to analyze the social and meaningful *relationships* consumers create with their possessions. Consumer categories given special focus are clothing, household items, and the techno-gear we surround ourselves with. We examine how these goods circulate in our modern society through studies of gifting, shopping, advertising, the rituals of product use, heirlooming, and recycling. Through reflective and experiential activities involving social and material analysis, students begin to understand their own consumerism and thereby gain the power to make better choices for themselves. 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.

General Education Objectives and Learning Outcomes for Social and Behavioral Sciences (S)

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.

Student Learning Objectives (Content, Critical Thinking, Communication):

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.

Class Format: This is a combined lecture-discussion class. Lectures introduce theories, concepts, and methods drawn from anthropology, historical archaeology, sociology, cultural geography, psychology, material culture studies, consumer behavior studies, semiotics, and media studies—all dealing with the close relationships that link people to their consumer items. Videos supplement lecture content. Brief discussion activities accompany every lecture. **Important:** Readings should be completed *before* the lecture period for which they are assigned—this is the “flipped classroom.” We use class meeting times to *discuss* the readings—especially the case studies—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.

Certain lecture periods are used for extended small group activities wherein students work together and share ideas and insights to apply the introduced qualitative and quantitative methods and concepts to real-world problems. These activities include commodity chain analysis of cell phones, analysis of TV commercials (on YouTube), semiotic network analysis of product logos, the assessment of relative authenticity in touristic consumption, and an evaluation of recycling practices. Many of these activities require a laptop, tablet, smartphone or other device to conduct internet research.

Career Readiness Competencies: List these outcomes on your résumé: critical thinking, qualitative and quantitative analysis, communication, sense of self, social responsibility (sense of others), problem-recognition, and teamwork/collaboration. (<https://www.crc.ufl.edu/students/>)

E-learning (Canvas): This course is managed by Canvas (elearning.ufl.edu). You will use the Modules tool the most. Modules typically start on *Thursdays*. Each module lists assignments and required readings organized by lecture, as well as practice quizzes. The Assignments tool manages the short homework “E-Journal Entries” and other assignments. Read the student learning objectives and take the practice quizzes for each module. Check the Announcements tool regularly to keep up-to-date.

Contacting the Instructor: The best method is by email; use the email address on page 1 or through Canvas. Put the course name or number in the subject line. Make an appointment or drop by B338 (Turlington Hall basement) during office hours (page 1) or make an appointment for a Zoom meeting.

Required Readings: No textbook covers the breadth of this course. Required readings are drawn from book chapters and journal articles written by academicians in social science and related disciplines dealing with aspects of material culture and consumer studies. Other required readings include websites, newspaper items, and magazine articles. Links and information are on Canvas. The Module pages tell you which readings and videos go with each lecture. Note the **required pages** for each reading.

Accessing E-Journals: Some of the reading assignments are from online journals. To get off-campus access to these and other UF Library electronic materials (e-books, databases, course reserves), you must **use the UF VPN client**. The VPN (virtual provider network) client is easily installed. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>

E-Portfolio: Each student can create an individualized e-Portfolio, which archives electronic products (“artifacts”) you create in your various classes. Canvas has an option called [Portfolium](#) that allows you to create an e-Portfolio external to Canvas, as part of a network you can share and use after graduation. In Canvas go to your “Account > Folio” to create your e-Portfolio and learn how to import your projects into it. For this course, your e-Journal entries constitute your personal e-Portfolio products.

Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” The instructor communicates with you regarding your assignments through Submission Comments more so than e-mail. *Every student is expected to read submission comments within 24 hours.* They may require your immediate action.

Grade Evaluation and Components:

3 exams

45% of grade (135 points)

The exams are administered *in class* (online or on paper) and consist of 45 multiple-choice questions to assess comprehension of the major concepts and leading theorists. Each exam is worth 15% of the grade; the third exam is non-comprehensive. A word list is available for every exam and can be downloaded from Canvas, along with a brief lecture outline to facilitate note-taking. There are also ungraded practice quizzes on Canvas for each module.

Short Homework Essays (E-Journal Entries)

25% of grade (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 *master* this information, you need to apply it. 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. They are due on Canvas at 11:59, usually on a Saturday or Monday following a lecture, although due to the many holidays this semester, some are due on Wednesday. Don’t wait until the assignment is due to write it. It’s best to start it right after the lecture.

Important: Choose only 15 out of the 20 total (see schedule) submitted on Canvas. Students may earn **extra credit** by turning in a 16th entry by its due date. Because Canvas does not yet have a “Journal” tool, this will be a virtual journal submitted in the Assignments tool. You may compile your journal entries into a single document to keep in your E-Portfolio. Suggested length is 400-500 words; see specific instructions for each assignment. Each entry is worth 5 points as follows: 2.5 pts for critical thinking, 1.5 pts for content, and 0.5 pts for communication (organization, spelling, and grammar).

Format: If an essay is called for, write it in MS Word (.doc/docx) or convert it to MS Word before uploading it to Canvas, to utilize spell- and grammar-check. Put your name in the top corner and **provide a title**. Some assignments require a specific title. Submit your word files only as .doc/docx or .pdf! Canvas cannot open files in other formats.

In-Class Activities: Individual and Group

30% of grade (90 points)

In addition to individual written exercises, every class meeting has a graded in-class activity. Some of them are done by individuals, followed by group discussion. Others are accomplished in small groups, allowing for interaction, debate, and teamwork to apply a specific concept or method to a problem of consumerism. The activities range in value from 1 to 5 points.

Total: 100% (300 points)

Critical dates for exams:

Exam 1: Thursday Sept 28 (45 points)

Exam 2: Thursday Nov 2 (45 points)

Exam 3: Tuesday Dec 5 (45 points) (last class meeting day)

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. Use the provided lecture outline. Keep up with all the readings each week. Do *not* wait until the deadline is near to finish an assignment! Create a glossary of the major concepts that are discussed (a word list is provided). Take the practice quizzes. Ask questions in class or by email if you have any difficulty. Meet with the instructor. You are asked to think, be imaginative, make observations, look for patterns, apply concepts, critically analyze, reflect on your own experiences, logically argue, and make interpretations—not just memorize trivial facts. Actively look for the *interconnections* of course components. The same concepts appear repeatedly throughout.

Class Demeanor Expected by the Instructor: Students are expected to be in their seats at the start of class. Cell phones should be stowed except when used in class activities. Laptop computers and tablets are allowed to access electronic readings, for note-taking, and on certain days to facilitate class activities.

Recording Lectures: Any student may record the lecture periods with audio or video without asking instructor permission or informing classmates, but only for limited purposes. Students may **not** share or circulate recorded lectures without the instructor’s written consent. Those wanting to record lectures to improve their note-taking are encouraged to do so, and the Instructor will facilitate the recording.

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

Attendance Policy: See [University policy](#) and page 12 for types of excused absences. Although attendance is not recorded, in-class activities are worth 30% of the final grade. 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. The make-up exam is 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 E-journal entries, there is no allowance for a missed due date. If you miss the due date for a journal entry, 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 may lose 20% of their value for every day late.

UF Grading policy and Course Grading Components

See [information on current UF grading policies](#) for assigning grade points.

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 90%	264-269 88%	255-263 85%	240-254 80%	234-239 78%	225-233 75%	210-224 70%	204-209 68%	195-203 65%	180-194 60%	174-179 58%	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

Schedule of Topics, Readings, and Assignments for Fall 2023

See Canvas Modules for the most current information

Readings are pdf files or may be downloaded from the library. If you cannot access a reading, even with the VPN client installed, contact the instructor.

Required readings are to be **completed by the class meeting date and time**. Note the *required pages* of a chapter or article; you are not always required to read the entire article or chapter.

Double-lectures on Tuesdays are listed separately and have their own reading and other assignments, but all of the readings should be completed before the first lecture.

Part I: Why Do We Have So Much Stuff?

Module 1: Attitudes toward Modern Consumption: Goods are Bad!

Thurs Aug 24 **Introduction to Consumer Culture**

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.

Tues Aug 29-1 **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.

Tues Aug 29-2 **Hyper-Modernity and Hyper-Consumption**

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

Homework: E-Journal Entry #1: Counting My Stuff, **due** Sept. 2 11:59 pm.

Module 2: Anthropology of Consumption: Goods are Good!

Thurs Aug 31 **The Anthropology of Consumption**

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

Homework: E-Journal Entry # 2: My Focal Object (see Woodward reading), **draft due for class discussion next Tuesday**

Tues Sep 5-1 **Material Culture and Materiality**

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)

Tues Sep 5-2 **Individual and Society; Singular and Common**

Group Activity: Decommoditization of a “Focal” Object (E-Journal #2)
bring your **draft essay to class** to share within a group; revise it based on group discussion to submit on Canvas by Sept. 9.

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

Module 3: Goods and Persons

Thurs Sep 7 **My Stuff and Me: Person and Authenticity**

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**

Tues Sep 12-1 **Who Am I? Who Decides?**

Woodward, Ian (2007) Chapter 7: “Material Culture and Identity: Objects and the Self” **pp. 133-140 only**. *Understanding Material Culture*. London: Sage

Greif, Mark. “The Hipster in the Mirror.” *New York Times*, November 1, 2012. **3-page pdf**

Tues Sep 12-2 **The Extended Person and the Megaphone Effect**

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: E-Journal Entry #3: The Extended Person and Cultural Capital, due Sept. 16.

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

Module 4: The Social Lives of Goods

Thurs Sep 14 **The Gift: Inalienable Possessions**

McCracken, Grant (1988) *Culture and Consumption*. Bloomington: Indiana University Press.

Ch. 3: “Lois Roget: Curatorial Consumer in a Modern World” **pp. 44-53.** *read before class!*

Homework: E-Journal Entry #4: Inalienable Gifts Given and Received, due Sept. 18.

Tues Sep 19-1 **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**

Tues Sep 19-2 **Object Itineraries: Following “Things-in-Motion”**

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.**

Homework: E-Journal Entry #5: The Gift Revisited, due Sept. 23.

Module 5: Consumer Goods Are Social Agents!

Thurs Sep 21 **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: E-Journal Entry #6: Shopping for Others, due Sept. 25.

Tues Sep 26-1 **Things Gather: Human-Thing Entanglements**

Gillespie, Susan D (2021) Clay: The Entanglement of Earth in the Age of Clay. In *The Impact of Materials on Society*, ed. by S. K. Acord, K. S. Jones, M. Bryant, D. Dauphin-Jones, and P. S. Hupp. Gainesville, FL: Library Press@UF. **Required pp. 1-13 only** open access: <https://ufl.pb.unizin.org/imos/chapter/clay/>

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

Homework: E-Journal Entry #7: Gathering Objects, due Oct. 7.

Tues Sep 26-2 **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.

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

Thurs Sep 28 EXAM I in class begins promptly at 12:50 pm

Part IV: How Do Things and People Intersect?

Module 6: The Extended Body

Tues Oct 3-1 **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"

Tues Oct 3-2 **The Extended Body-The Extended Self**

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

Recommended Reading: 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: E-Journal Entry #8: Hybrid Actors: Learning to Ride a Bike, due Oct. 9.

Module 7: Body Techniques

Thurs Oct 5 **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

Homework: E-Journal Entry #9: Riding a Bike, Revisited, (now adding ergonomics and body techniques) due Oct. 11.

Tues Oct 10-1 **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

Homework: E-Journal Entry #10: Riding a Bike, One More Time (adding praxeology), due Oct. 14.

Tues Oct 10-2 Group Activity: Meditations on Bodily Skill *please bring a pair of scissors if you have one*

Part V: How Can Things Have Meaning?

Module 8: How Do Bodies and Objects Mean?

Thurs Oct 12 **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"

Homework: E-Journal Entry #11: Body Hexis, due Oct. 16.. See instructions.

Reading for E_Journal Rosin, Hanna, "[The Touch-Screen Generation](#)." *The Atlantic*, March 20, 2013 focus on the first 2 pages of the online version, or the 4 pages of the pdf provided

Tues Oct 17-1 **How do Objects Mean?**

Berger, Arthur Asa (2009) *What Objects Mean: An Introduction to Material Culture*. Walnut Creek: Left

Coast Press. "Semiotic Approaches to Material Culture" pp. **39-45 only**

Miller, Daniel (2009) "Buying Time." 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 157-162** on distressed denims.

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

Homework: E-Journal Entry #12: The Iconicity of Cell Phone Apps; due Oct. 21.

Read: "[Phone Polaroids: A Semiotics Primer](#)"

Tues Oct 17-2 Group Activity: Semiotic Network Analysis (bring devices for internet research)

Module 9: Meaning in Advertising

Thurs Oct 19 **Meaning Movement (or, How Advertising Works)**

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.

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 handout on Canvas

Tues Oct 24-1 **Buying Authenticity**

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

Tues Oct 24-2 **Metaphors and Metonyms in Advertising**

Group Activity: Advertising Analysis; bring laptop or tablet to access commercials on the internet

Homework: E-Journal Entry #13: Knock-offs, Piracy, and Inauthenticity, due Oct. 28.

Module 10: Making Things - Making Meaning

Thurs Oct 26 **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**.

Homework: E-Journal Entry #14: Assembling Yourself, due Oct. 30.

Tues Oct 31 (both periods) **Ensembles: Diderot Unities and Effects**

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.

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**.

Group Activity: Diderot Unities (or, “Why we insist that our furniture match”)
Read and bring to class: *Diderot Unities Game* (handout on Canvas); bring laptop computers

Thurs Nov 2 Exam II in class begins promptly at 12:50

Part VI: Creating a Desiring Subject

Module 11: Sensuality and Enchantment

Tues Nov 7-1 **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.

Homework: E-Journal Entry #15 The Soda Wars: Who’s Right?, due Nov. 13.
Steinmetz, Katy (2014) “Soda Wars Bubble Up Across the Country.” Time.com Feb. 20, 2014

Tues Nov 4-2 **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. Read **pp. 287-301 only**

Module 12: Consuming Tourism

Thurs Nov 9 **Consuming Experience: Tourism as a Rite of Passage**

Homework Assignment for Tuesday: watch videos of tourism for next class period activity; see list of urls on Canvas

Homework: E-Journal Entry #16: Reflections on a Consumed Experience, due Nov. 15.

Tues Nov 14-1 **Modes of Touristic Experiences**

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

Tues Nov 14-2 **Consuming Authentic Places**

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

Recommended: 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. **pp. 97-106 only.**

Homework: E-Journal Entry #17: “Virtual Reality” Tourism, due Nov. 18.

Part VII: Where Does the Stuff Go?

Module 13: Getting Rid of Things

Thurs Nov 16 **Divesting One’s Possessions**

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**

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

Homework: E-Journal Entry #18: Divesting Your Possessions, due Nov. 21.

Tues Nov 21-1 **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):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. Required **pp. 327-332**.

Module 14: Rubbish, Recycling, and Ruin

Tues Nov 21-2 **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]

Group Activity: What is Rubbish and Where Does it Go? (bring devices to connect to the internet)

Homework: E-Journal Entry #19: Counting My Trash, due Nov. 27.

Thurs Nov 23 **Thanksgiving Holiday**

Tues Nov 28-1 **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. **Required pp. 29-37**

Homework: E-Journal Entry #20: The "Afterlives" of Trash (2 options), due Dec. 2.

Tues Nov 28-2 **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**

MODULE 15 Consumption: What's in Your Future?

Thurs Nov 30 **Rethinking Consumption in Modernity: Why Do We Have So Much Stuff?**

No reading assignment. Bring your ideas and thoughts for reducing the problems of over-consumption today using course concepts and methods for a final group discussion.

Tues Dec 5 **Exam III** (not comprehensive) during the last class meeting 12:50-1:40

Wed Dec 6 Last day of the semester. Any late assignments are due by 11:59 pm.

Final Comments:

We learn from the start of the semester that studying other peoples from a comparative perspective, as Anthropology does, can make the “familiar strange” and the “strange familiar.” We also learn of the “epistemic fallacy,” the erroneous belief that one’s knowledge of reality encompasses that reality; in other words, reality cannot exceed a particular individual’s or group’s knowledge of it. In the different modules we closely examine the foundational understanding of reality inherited from the European Enlightenment, and why so many scholars and critics have shown it to be one way of knowing the world, but not the only way.

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

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 policy](#), which 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](#) 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 ahead of the anticipated absence. 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) by providing appropriate documentation. It is important for students to *share their accommodation letter* with their instructor and discuss their access needs, as early as possible in the semester. Do not simply assume that the instructor has the letter. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until after the letter is received; they are not retroactive.

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](#) 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, and may be sanctioned according to the [Honor Code Resolution Process](#). 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
- 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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. 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. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.