

UNIVERSITY OF FLORIDA
DEPARTMENT OF ANTHROPOLOGY
ANT 3420 CONSUMER CULTURE

<i>Instructor Information</i>	<i>Course Information Fall 2015</i>
Dr. Susan D. Gillespie	Course meets T 3 in Tur 2305
Office: B338 Turlington	R 3-4 in Tur L005
Office Phone: 352-294-7595	Section Number: 1E59 Credit hours: 3
Office Hours: T 10:30-11:30a, W 1-3p, & by appt.	Prerequisite: sophomore standing
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“Consumer Culture” answers the question, “*Why do we have so much stuff?*” In this course **anthropological theories and concepts** are introduced 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 costume, household furnishings, 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 ecology and 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 the “sociality” of goods; not economics or sustainability of consumption.

Student Learning Outcomes:

Identify the major concepts and theorists relevant to material culture studies and apply those concepts to familiar or researched real-world examples. Utilize these concepts and developing skills in fundamental social science methods to observe and analyze cultural patterns in contemporary Euro-American society and individual consumptive practices. Apply them in active learning scenarios and reflective essays and blog posts to demonstrate how ideas about oneself and social others as well as everyday practices are shaped by larger cultural forces, to thereby demonstrate greater self-awareness and senses of personal agency. Recognize anthropological perspectives on the sustainability of current lifestyles and the possibilities of making better informed choices of object acquisition and disposition. Assess in different contexts the three “enduring knowledge statements” for this course: 1) the things we acquire, use, and discard are active social agents; 2) the things we make, make us as social beings; and 3) living with things has social, political, material, and historical consequences.

E-learning - Canvas

This course is managed by Canvas (<http://lss.at.ufl.edu>). The Files tool has most of the required readings; e-journal articles can be downloaded through the library (see urls). Files are kept in folders by numbered week. The Assignments tool manages short homework “blog posts” and other writing assignments. Check the Announcements tool regularly to keep up-to-date with course announcements. Some—but not all—grades are posted in the Grades tool. Canvas does *not* keep an accurate and complete tally of all of your grade components.

Required Textbook and Other Required Readings:

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 book. Save money by renting the book, reading the copy on reserve in Library West, or share the purchase price among a group.

Most required readings are drawn from book chapters and journal articles dealing with material culture and anthropological consumer studies, as well as blogs, 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. Extra credit might be earned for students who discuss the readings in an informed way. For Thursday’s double period, readings are listed separately for each period, but obviously they must be completed *before the first period*.

Strategies for Success

Attend 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). Ask questions in class or by email if you have any difficulty understanding the material. Meet with the instructor or TA. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretations—not just memorize material.

Acceptance of Course Requirements

By remaining registered in this class, you agree to accept the course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents and listed at the end of this syllabus.

Grade Evaluation and Methods

3 exams

45% of grade (135 points)

The exams will be administered in class and will consist primarily of 45 multiple-choice questions to assess comprehension of the major concepts and their applications to real life. Each exam is worth 15% of the grade; the third exam is non-comprehensive.

12 short written homework assignments

20% of grade (60 points)

To evaluate how you are applying knowledge and engaging in self-reflection, and to facilitate class discussion exercises, for specific lectures you are asked to write brief essays within a limited time frame. Suggested length is 400-500 words; specific instructions are given with each assignment. Each assignment is worth ~1.5% of the grade. The first homework 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 possible. Students may earn extra credit by turning in a 12th 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 a class activity. Everyone is expected to be prepared for and to participate in these activities. They account for approximately 1.3% of the grade (4 points) for each regular class week. Students seated in the “observer” rows in the classroom do not participate and do not receive this credit.

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 Canvas. 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 knowledge gained throughout the semester.

Total: 100% (300 points)

Critical dates for exams or other work

Exam 1: Tuesday, September 29

Exam 2: Tuesday, November 3

Exam 3: Tuesday, December 8

Photo Essay Project: topic deadline: Thursday, October 15 (5 points)

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

final photo essay due Saturday, December 12 (30 points)

Class Demeanor Expected by the Professor and Reserved Seating

Students are expected to be in their seats at the start of class. Cell phones should be silenced and out of sight, 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.

The back row(s) of the classrooms are reserved for “observers” and used for exam periods. Active class participants are expected to sit towards the front of the classroom. Students who cannot avoid using their electronic devices for other than class purposes are asked to sit in the observer rows.

Policy Related to Class Attendance, Late Assignments, Missed Exams, and Plagiarism

Attendance Policy: Although daily attendance per se is not taken, participation in in-class activities is recorded and is worth 20% of the final grade; an activity may be worth more than 1 point. Missing lectures will prove detrimental to your understanding of the course material and to your final grade. 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 professor for permission* ahead of time to take a make-up. The make-up exam will be different from the original exam. 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, other assignments should be turned in by the due date. They lose 25% of their value for every day late.

For university policy see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Copying and plagiarism: Penalty is complete loss of points for any copied or plagiarized assignment. A second occurrence will result in a report of cheating to the Dean of Students office.

UF Grading policy and Course Grading Requirements

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. Letter grades are based on a total of 300 points; see grading scale below. *Ignore the percentage calculations in Canvas—they are meaningless! Total your points!* If a minimum grade of **C** is required to fulfill certain graduation requirements, C- does not fulfill those requirements. 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. Any excused overdue assignments must be received by that date and time. All grade adjustments must be made by then.

Tentative Topics, Readings, and Assignments – subject to change!

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.
Reading and Homework assignments are tentative, and any changes will be announced well in advance on Canvas.

Week 1

Part I: Why Do We Have So Much Stuff?

Tues Aug 25 **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]

Thurs Aug 27-1 **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 27-2 **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 Sep 1 **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**

Thurs Sep 3-1 **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 Sep 3-2 **Individual and Society; Singular and Common**
no reading assignment

Week 3

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

Tues Sep 8 **My Stuff and Me: Person and Authenticity**

Moranis, Rick (2006) My 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 : count and rank your possessions in importance, due Thursday before class

Thurs Sep 10-1 **Who Am I? Who Decides? Ego- and Socio-Centered Self and Persona**

Woodward, Ian (2007) "Material Culture and Identity" pp. 133-143. *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 10-2 **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

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

Tues Sep 15 **The Gift: Inalienable Possessions**

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

Julier, Guy (2009) Inside and Outside the iPod. In *The Object Reader*, ed. by Fiona Candlin and Raiford Guins, Pp. 477-479. London: Routledge.

Homework: Post #3: report on an inalienable gift, due Thursday before class

Thurs Sep 17-1 **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 17-2 **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.

Recommended: 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

Week 5

Tues Sep 22 **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: report on a special thing shopped for and given to someone else, due Thursday

Thurs Sep 24-1 Things Gather: Human-Thing Entanglements

Gillespie, Susan D. (in press) 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. [pdf] 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: Post on a focal object that has "gathered" other things, due next Thursday
This is a practice for your photo essay project and is highly recommended.

Thurs Sep 24-2 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. Read pages 12-23.

Tues Sep 29 EXAM I

Week 6 Part IV: How Do Things and People Intersect?

Thurs Oct 1-1 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 system of hygiene" and the rise of "disposability"
<http://mcu.sagepub.com/content/7/1/5>

Thurs Oct 1-2 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: childhood memory of learning to ride a bike, due Tuesday

Week 7

Tues Oct 6 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>

Thurs Oct 8-1 **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 8-2 Meditations on Skill *please bring a pair of scissors if you have one.*

Homework: Post #8: Riding a Bike, Revisited, due Tuesday

Week 8

Tues Oct 13 **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

Part V: How Can Things Have Meaning?

Thurs Oct 15-1 **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 (in pdf) on distressed denims.

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

Thurs Oct 15-2 Semiotic Networks activity

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/>

Week 9

Tues Oct 20 **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

Thurs Oct 22-1 **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 22-2 Metaphors and Metonyms in Advertising –bring laptop or tablet for internet activity

Homework: Post #11: “knock-offs” and inauthenticity, due Tuesday

Week 10

Tues Oct 27 **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 29 (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. Trans. 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* (pdf handout on e-learning); bring laptop computers

Tues Nov 3 **Exam II**

Week 11

Part VI Creating a Desiring Subject

Thurs Nov 5-1 **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 Post an informed comment on the Soda Wars, due Tuesday

Thurs Nov 5-2 **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>

Week 12

Tues Nov 10 **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: comment on a remembered consumed experience, due Thursday

Thurs Nov 12-1 **Modes of Touristic Experiences**

Recommended: 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 12-2 **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.

Recommended: 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-a7c0-11e3-8107-0000aab0f26&acdnat=1394393104_19a0233fb184eba774f767d8e05f7317

Homework: Post #14: comment on an internet “virtual reality” tourism site, due Tuesday

Week 13

Part VII: Where Does the Stuff Go?

Tues Nov 17 **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):213-235. Required pp. 213-221. <http://mcu.sagepub.com/content/6/2/213>

Homework: Post #15: comment on divesting a specific possession, due Thursday

Thurs Nov 19-1 **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. <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 19-2 **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

Week 14

Tues Nov 24 **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: comment on "afterlives" of trash (2 options), due Tuesday after Thanksgiving

Week 15

Tues Dec 1 **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>

Thurs Dec 3-1 **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>

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

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

Thurs Dec 3-2 **Consumption and Modernity?** The Semester in Review

Week 16

Tues Dec 8 **Exam III in class** (not a cumulative exam)

Saturday Dec. 12 **Photo Essay Due**

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The following information is provided in conformance with University Policy:

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 are consistent with university policies; see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

The UF Twelve-Day Rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>) states that students who participate in athletic or scholastic teams are permitted to be absent 12 scholastic (regular class) days per semester without penalty. Students seeking this exemption *must provide documentation* to the instructor. It is the student's responsibility to maintain satisfactory academic performance and attendance.

2. Accommodations for students with disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Professor when requesting accommodation. Upon receipt of documentation, the Professor will grant the accommodation. Students with disabilities should follow these procedures as early as possible in the semester.

3. 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>

4. Religious Observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the Professor in advance and request this modification; it will then be granted.

5. 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 (<http://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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs assigned to this class. 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.

6. Counseling and Emergency Services

- 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

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 University of Florida 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 UF Disability Resource Center 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.

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.