

UNIVERSITY OF FLORIDA - DEPARTMENT OF ANTHROPOLOGY
ANT 3420 CONSUMER CULTURE

<i>Instructor Information</i>	<i>Course Information for Fall 2018</i>
Dr. Susan D. Gillespie	Course meets T 3-4, R 3 in McCarty A 2196
Office: B338 Turlington Hall	Section Number: 223E (course #10579)
Office Phone: 352-294-7595	Credit hours: 3
Office Hours: T 11:40-12:40, R 10:30-12:30, & by appt.	General Education credit: "S" (social & behavioral sciences)
email: sgillesp@ufl.edu	Prerequisite: sophomore standing

Course Description: *Examination of the cultural bases for the consumption of commodities in modern society, employing anthropological concepts and social science methods. Primary emphasis is on the social relationships enacted between people and the things they live with.*

Open to all majors, this course answers the question, “*Why do we have so much stuff?*” Anthropological theories and concepts are introduced each week to investigate the close relationships that link people and the made things they live with—their “material culture”—especially relationships that drive consumption beyond basic needs. Categories of material culture given special focus are clothing, household items, and techno-gear. We examine how these goods circulate in our modern society through studies of gifting, shopping, advertising, the “rituals” of product use, heirlooming, and the politics of recycling and trashing. Specific topics include how things are drawn into our identities, how we extend our bodies and our selves through the things (real and virtual) we manipulate, how we create relationships to other people via things, how things come to have meanings and “social lives,” the sensuality and authenticity of things, and the practices and consequences of object discard and reuse. This course focuses on theories and methods to analyze the “sociality” of goods, applied in real-life case studies such that *you will be studying your own consumer culture!*

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

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

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

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

Grade Evaluation and Methods

3 exams

50% of grade (150 points)

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

15 short e-journal entries (written homework assignments)

30% of grade (90 points)

An important component of this course is the *application* of concepts and methods as well as self-reflection. It is not enough to simply take notes on lectures and readings and memorize the material for an exam. To truly *learn* this information, you need to apply it immediately. Following certain lectures you are asked to write a brief essay within a limited time frame, as if writing in a journal for a particular day. Suggested length is 400-500 words; specific instructions and grade rubrics are given with each assignment. Each journal entry is worth 6 points. The first one—describing a “focal object” in your possession—is required of everyone as a hard-copy. However, for the subsequent numbered e-journal entries, **choose only 14** out of the 20 total (see schedule) uploaded on e-learning. Students may earn extra credit by turning in a 15th journal entry. Canvas does not yet have a “Journal” tool, so this will be a virtual journal and entries are uploaded in the Assignments tool. However, if you compile your journal entries as a single document, it will be a valuable addition to your **student E-Portfolio**.

participation in in-class activities

20% of grade (60 points)

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

Total: 100% (300 points)

Exam dates: Alert the instructor at least a week in advance if you must be absent for an exam.

Exam 1: Thursday, September 27

Exam 2: Thursday, November 1

Exam 3: Tuesday, December 4 [there is no final exam during finals week]

Strategies for Success - Or, How to Avoid Failure

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

Class Demeanor Expected by the Instructor

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

Contacting the Instructor

The best method is by **email**; use the email address on page 1. Put the course name or number in the subject line. Voicemail messages may be left on the office phone (on page 1). Contacts made through Canvas may have a delayed response. Make an appointment or drop by B338 Tur during office hours.

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

Attendance Policy: See <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> and p. 11 for types of excused absences and university attendance policy. Although daily attendance per se is not recorded, participation in in-class activities is recorded and is worth 20% of the final grade; an activity is worth approximately 1.5 pts. Only students with excused absences may be allowed to make up an activity within one week of the original absence. If you must miss class, it is your responsibility to obtain the lecture notes from a classmate

Make-up Exam Policy: Students may take an exam within one week after the due date with no penalty *by asking the instructor for permission* ahead of time to take a make-up. The make-up exam is different from the original exam and administered at the instructor's convenience. Please make every effort to take the exam with the class.

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

UF Grading policy and Course Grading Components

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

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

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

Schedule of Topics, Readings, and Assignments

See e-learning Modules for the most current information

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

Module 1

Part I: Why Do We Have So Much Stuff?

Thurs Aug 23 **Attitudes towards Modern Consumption**

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 28-1 **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 28-2 **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 excerpt.

Module 2

Thurs Aug 30 **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), **due Tuesday in class**

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

Woodward, Ian (2007) "The Material as Culture: Definitions, Perspectives, Approaches," pp. 3-16. Chapter 1 in *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)

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

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

Module 3

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

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

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

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

Woodward, Ian (2007) "Material Culture and Identity" pp. 133-140 only. Excerpt from Chapter 7 of *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

Tues Sep 11-2 **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: E-Journal Entry# 2: The Extended Person and Cultural Capital, due Thursday 9:35 **on Canvas**

Module 4

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

Thurs Sep 13 **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 #3: Inalienable Gifts Given and Received, due Tuesday 9:35

Tues Sep 18-1 **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 18-2 **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>

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

Module 5

Thurs Sep 20 **Shopping as Love: Creating a Desiring Subject**

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

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

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

Tues Sep 25-1 **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" read **pp. 73-84 only**

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

Tues Sep 25-2 **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.**

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

Module 6

Part IV: How Do Things and People Intersect?

Tues Oct 2-1 **My Body as Me?**

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>

Tues Oct 2-2 **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: E-Journal Entry #7: Hybrid Actors: Learning to Ride a Bike, due Thursday

Module 7

Thurs Oct 4 **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: E-Journal Entry #8: Riding a Bike, Revisited, due Tuesday

Tues Oct 9-1 **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 #9: Riding a Bike, One More Time, due Thursday

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

Module 8

Thurs Oct 11 **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: E-Journal Entry #10: Body Hexis (2 options), due Tuesday

Part V: How Can Things Have Meaning?

Tues Oct 16-1 **How do Objects Mean?**

Berger, Arthur Asa (2009) "Semiotic Approaches to Material Culture" pp. 39-45 only. In *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.

Homework: E-Journal Entry #11: The Iconicity of Cell Phone Apps; due Thursday

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

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

Module 9

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

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.

Stable URL: <http://www.jstor.org/stable/2489287> *Very important article to read ahead of time!*

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

Tues Oct 23-1 **Buying Authenticity**

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>

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

Tues Oct 23-2 **Metaphors and Metonyms in Advertising**

Bring laptop or tablet for group internet activity

Read ahead instructions (on e-learning) and watch videos of old commercials for this activity

Module 10

Thurs Oct 25 **Making Things - Making Meaning**

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 #13: Assembling Yourself, due Tuesday

Tues Oct 30 (both hours) **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.

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

Thurs Nov 1 Exam II begins promptly at 9:35.

Module 11 Part VI: Creating a Desiring Subject

Tues Nov 6-1 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.

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

Tues Nov 6-2 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>

Module 12

Thurs Nov 8 Consuming Experience: Tourism as a Rite of Passage

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

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

Tues Nov 13-1 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>

Tues Nov 13-2 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 pages 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-a7c0-11e3-8107-0000aab0f26&acdnt=1394393104_19a0233fb184eba774f767d8e05f7317

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

Module 13 Part VII: Where Does the Stuff Go?

Thurs Nov 15 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: E-Journal Entry #17: Divesting Your Possessions, due Tuesday

Tues Nov 20-1 **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, H  l  ne (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 pages 327-332.** <http://onlinelibrary.wiley.com/doi/10.1002/cb.297/pdf>

Tues Nov 20-2 **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: E-Journal Entry #18: My Trash, due *next Tuesday*

Thurs Nov 22 **Thanksgiving Holiday**

Module 14

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

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 pages 29-37.** <http://mcu.sagepub.com/content/14/1/29>

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

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

Module 15

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

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 Nov 29 **Ruins: Modernity and Decay**

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

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

Homework: E-Journal Entry #20: Ruins in Modernity, due next **Wednesday at noon** [this is the last e-journal assignment]

Tues Dec 4 **Exam III in class begins promptly at 9:35** (not a cumulative exam)

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

General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General Education Objectives

Throughout the semester students will:

1. Identify and describe, at macro- and micro-scales, contemporary social processes whereby humans create social relationships with their possessions, enact individual and group social identities through their possessions, and develop relationships to other humans in practices involving their possessions.
2. Analyze social science concepts and theories by applying them to real-life situations in the students' own lives, those in their immediate environs, and lives lived more virtually through social media.
3. Evaluate through qualitative and quantitative methods the impacts of relationships humans construct with their possessions via shopping, gifting, grooming, dispossession, recycling, and trashing.
4. Interpret consumptive practices in terms of both personal and group decisions, assessing the importance of the opinions of self and others in those decisions, including real and virtual communities.
5. Examine the historical roots of modern Western consumptive practices since the late 19th century, including the institutionalized gender and class bases of consumptive behaviors, objects, and spaces.
6. Discuss the ethical, moral, and political implications of over-consumption today: insatiable and unfulfilled desires and the unsustainability of over-production, clutter, and trash disposal.
7. Analyze at a more holistic level the disjunctures of personal and societal desires and needs, and the contradictions between what people may say about consumer goods and what they really do with them.
8. Communicate the knowledge gained, thoughts, reflections, reasoning, and conclusions, in both group discussions and assignments and individual essays and other forms of assessment.

Assessing General Education Student Learning Outcomes

At the end of this course, students should have achieved the following learning outcomes in content, critical thinking, and communication evaluated via specific performance indicators:

1. **Content SLO:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within anthropology and related social sciences.* Every week students are introduced to essential social science concepts, and the influential 19th through 21st century theorists who innovated them, regarding the role of consumption in modern society. Specifically, these are relationships that people create (or deny) with consumer goods in acquiring, living with, and disposing of them. This content is delivered in lectures and through readings by anthropologists, cultural sociologists, and cultural geographers, as well as commentaries in newspapers, magazines, websites, videos, and blogs.

Performance Indicators: Competence in this SLO is demonstrated by the following assessments: three exams covering terminology, concepts, and theorists; 15 short writing assignments whereby students are required to apply their content knowledge to real-life situations; and in-class group activities utilizing concepts and methods.

2. **Critical Thinking SLO:** *Students carefully and logically analyze information from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems in this subject area.* During group activities during class periods, students are assigned problems to discuss and

resolve utilizing knowledge of concepts and theories and directed forms of analysis. Outside of class students individually write 15 short focused essays to reflect on how concepts learned in class apply to their own and others' lives; some of these involve gathering and analyzing information from online resources. Some essays form a sequence whereby the same problems or topics are approached using different perspectives. Methods of analysis include participant-observation, surveys, case studies, sorting, ranking, semiotic network analysis, commodity chain analysis, ethnography, historical ethnography, object biography, and object itinerary.

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

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

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

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

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

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

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

2. Religious observances

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

3. Accommodations for students with disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented in hard copy to the instructor when requesting

accommodations. This requires a face-to-face meeting. Students should follow this procedure as early as possible in the semester. No accommodations will be granted until the presentation of the letter and the meeting.

4. Academic honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office. Students who have not committed any prior violations will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>). If you are accused of academic dishonesty, you are *not allowed to drop the course* until the matter is resolved. DO NOT CHEAT—the penalties are too severe. If you have any questions about what constitutes cheating or plagiarism, or have concerns about completing an assignment on time, please consult with the instructor.

5. Counseling and Emergency Services

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

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

6. Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

7. Electronic Course Reserves and accessing Online Library Journals

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

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

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

8. Software Regulations

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