

Cover Sheet: Request 11055

ANT3420 Consumer Culture

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Gillespie,Susan D sgillesp@ufl.edu
Created	8/11/2016 7:50:33 PM
Updated	11/3/2016 8:34:57 AM
Description of request	Social and Behavioral Sciences (S)

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	deFrance, Susan D		8/12/2016
Added ANT 3420 Consumer Culture GE Syllabus.pdf					8/11/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		8/30/2016
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/30/2016
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 11055

Info

Request: ANT3420 Consumer Culture

Description of request: Social and Behavioral Sciences (S)

Submitter: Gillespie,Susan D sgillesp@ufl.edu

Created: 8/11/2016 7:50:33 PM

Form version: 1

Responses

Course Prefix and Number ANT3420

Course TitleConsumer Culture

Request TypeChange GE/WR designation (selecting this option will open additional form fields below)

Effective TermFall

Effective Year2017

Credit Hours 3

Prerequisitessophomore standing

Current GE Classification(s)None

Current Writing Requirement Classification None

One-semester Approval?No

Requested GE ClassificationS

Requested Writing Requirement ClassificationNone

UNIVERSITY OF FLORIDA - DEPARTMENT OF ANTHROPOLOGY
ANT 3420 CONSUMER CULTURE

<i>Instructor Information</i>	<i>Course Information</i>
Dr. Susan D. Gillespie	Course meets T 7, R 7-8 in LIT 109
Office: B338 Turlington Hall	Section Number: 223E
Office Phone: 352-294-7595	Credit hours: 3
Office Hours: T 3-4pm, W 1-3pm, & by appt.	Prerequisite: sophomore standing
email: sgillesp@ufl.edu	

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.

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.

Accomplishing the 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; 12 short writing assignments whereby students are required to apply their knowledge to real-life situations; in-class group activities utilizing concepts and methods; and the semester-long photo essay project that incorporates this content.

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 12 short focused essays and one long research paper. In the short essays they are directed to reflect on how concepts learned in class apply to their own and others' lives; some of these involve gathering and analyzing information from online resources. Some essays form a sequence whereby the same problems or topics are approached using different perspectives. In the long photo essay they integrate concepts and methods learned throughout the semester to analyze a specific consumer good through its life course or itinerary; this requires external research. Methods of analysis include participant-observation, surveys, case studies, sorting, ranking, semiotic network analysis, commodity chain analysis, ethnography, historical ethnography, object biography, and object itinerary.

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, short essays, and the long research paper. Feedback is provided on the short essays so that students may improve their critical thinking and form reasoned conclusions. The research photo essay is divided into three parts, with feedback provided on the first two in order to assist students in improving their analytical abilities for the final paper. Two of the short essays help students formulate their long photo essay.

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

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 (<https://www.crc.ufl.edu/students/>)

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 consumer studies, as well as blogs, websites, newspaper items, and magazine articles.

Important: Readings should be completed *before* the class period for which they are assigned (this is the “flipped classroom”). We use class meeting times to *discuss* the readings and *apply* the concepts they introduce, so you must be prepared to participate. For Thursday’s double period, readings are listed separately for each period, but obviously they all must be completed *before* the first period.

E-learning

This course is managed by elearning.ufl.edu (Canvas). You will use the Modules tool the most. It has assignments and most required readings organized by week; e-journal articles can be downloaded from the library website. The Assignments tool manages short homework “blog posts” and other assignments. Check the Announcements tool regularly to keep up-to-date with course announcements.

Grade Evaluation and Methods

3 exams

45% of grade (135 points)

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

12 short written homework assignments

20% of grade (60 points)

To evaluate how you are applying knowledge through specific methods and engaging in self-reflection, following certain lectures you are asked to write brief essays within a limited time frame. Suggested length is 400-500 words; specific instructions and grade rubrics are given with each assignment. Each assignment is worth 5 points (~1.5% of the grade). The first essay is required of everyone as a hard-copy, but for the numbered “blog post” assignments, choose 11 to do out of the 18 total (see schedule) uploaded on e-learning. Students may earn extra credit by turning in a 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 other brief written class activity. Everyone is expected to be prepared for and to participate in these activities. They account for approximately 4 points (1.3% of the grade) for each regular class week.

photo essay project

15% of grade (45 points)

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

Total: 100% (300 points)

Critical dates for exams and due dates for major assignments

Exam 1: Tuesday, September 27

Exam 2: Tuesday, November 1

Exam 3: Tuesday, December 6

Photo Essay Project: topic with rationale: Thursday, October 13 (5 points)

project description with starter bibliography: Tuesday, November 8 (10 points)

final photo essay due Saturday, December 10 (30 points)

Strategies for Success - Or, How to Avoid Failure

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

Class Demeanor Expected by the Instructor

Students are expected to be in their seats at the start of class (1:55). Cell phones should be silenced and stowed except when used in class activities. Laptop computers and tablets are allowed ONLY to access electronic readings, for note-taking, and on certain days to facilitate class activities. Newspapers and other reading materials not relevant to the class should be put away when class begins.

Contacting the Instructor

The best method is by email; use the email address 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). Make an appointment or drop by B338 (Turlington basement) during office hours.

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

Attendance Policy: See <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> and p. 12 for types of excused absences and university attendance policy. Although daily attendance per se is not recorded, participation in in-class activities is recorded and is worth 20% of the final grade; an activity may be worth more than 1 point. Only students with excused absences may be allowed to make up an activity. 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 instructor for permission* ahead of time to take a make-up. The make-up exam is different from the original exam and administered at the instructor’s convenience. Please make every effort to take the exam with the class.

Late homework policy: Because you have a choice of “blog post” assignments, there is no allowance for a missed due date. If you miss the due date for a post, choose a later one to take its place.

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

UF Grading policy and Course Grading Components

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

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

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
270-300	264-269	255-263	240-254	234-239	225-233	210-224	204-209	195-203	180-194	174-179	173 or lower
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Schedule of Topics, Readings, and Assignments

see e-learning Modules for the most current information

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

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

Double-lectures on Thursday are listed separately and have their own reading assignments.

Any changes to this schedule will be announced well in advance on e-learning; watch for announcement emails

Week 1

Part I: Why Do We Have So Much Stuff?

Tues Aug 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. [pdf]

Thurs Aug 25-1 **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 25-2 **Hyper-Modernity and Hyper-Consumption**

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

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

Week 2

Tues Aug 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 for Thursday), **due Thursday**

Thurs Sep 1-1 **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 1-2 **Individual and Society; Singular and Common**
no reading assignment; class discussion of focal objects (essay)

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

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

Thurs Sep 8-1 **Who Am I? Who Decides? Ego- and Socio-Centered Self and Persona**

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

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

Thurs Sep 8-2 **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 13 **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: Inalienable Gifts Given and Received, due Thursday before class

Thurs Sep 15-1 **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 15-2 **Object Itineraries: Following Things and Their Traces** [method for your photo essay!]

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

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

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

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

Week 7

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

Thurs Oct 6-1 **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 6-2 Meditations on Skill activity *please bring a pair of scissors if you have one*

Week 8

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

Part V: How Can Things Have Meaning?

Thurs Oct 13-1 **How do Objects Mean?**

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

Miller, Daniel (2009) "Buying Time," pp. 157-162. In *Time, Consumption and Everyday Life: Practice, Materiality and Culture*, ed. by Elizabeth Shove, Frank Trentmann and Richard Wilk, pp. 157-169. Oxford: Berg. Read only excerpted pages on distressed denims.

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

Thurs Oct 13-2 Semiotic Networks activity (bring devices for internet research)

PHOTO ESSAY PROJECT TOPIC DUE TODAY

Homework: Post #10: The Iconicity of Cell Phone Apps; due Tuesday
Read: "Phone Polaroids: A Semiotics Primer" <http://hyperallergic.com/7175/iphone-polaroids/>

Week 9

Tues Oct 18 **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 20-1 **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 20-2 **Metaphors and Metonyms in Advertising**

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

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

Week 10

Tues 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.

Thurs Oct 27(both hours) **Ensembles: Diderot Unities and Effects**

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

Recommended to go with the McCracken chapter:
Diderot, Denis (1772) Regrets on Parting with My Old Dressing Gown. Or, A Warning to Those Who Have More Taste than Money. In (2001) *Rameau's Nephew and Other Works*, trans. by Jacques Barzun and Ralph H. Bowen, pp. 309-317. Indianapolis: Hackett Pub. Co. Read pages 309-314.

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

Tues Nov 1 **Exam II**

Week 11

Part VI: Creating a Desiring Subject

Thurs Nov 3-1 **Sensuality and Emotions: the Effects of Things on People**

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

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

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

Thurs Nov 3-2 **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 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

PHOTO ESSAY PROJECT BRIEF DESCRIPTION/BIBLIOGRAPHY DUE

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

Thurs Nov 10-1 **Modes of Touristic Experiences**

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

Thurs Nov 10-2 **Consuming Authenticity**

Cochran, Matthew, and Paul Mullins (2011) "The Archaeology of 'Shoppertainment': Ideology, Empowerment, and Place in Consumer Culture." In *Ideologies in Archaeology*, ed. by Reinhard Bernbeck and Randall H. McGuire, pp. 90-106. Tucson: University of Arizona Press. Required pp. 97-106.

McIntosh, Alison J., and Richard C. Prentice (1999) "Affirming Authenticity: Consuming Cultural Heritage." *Annals of Tourism Research* 26(3):589-612.
http://ac.els-cdn.com/S0160738399000109/1-s2.0-S0160738399000109-main.pdf?_tid=19225310-a7c0-11e3-8107-000000000000&acdnat=1394393104_19a0233fb184eba774f767d8e05f7317

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

Week 13

Part VII: Where Does the Stuff Go?

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

Thurs Nov 17-1 **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 17-2 **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 22 **Trash or Treasure: Alternative Afterlives of Things**

Reno, Joshua (2009) "Your Trash is Someone's Treasure: The Politics of Value at a Michigan Landfill." *Journal of Material Culture* 14(1):29-46. Requires pp. 29-37. <http://mcu.sagepub.com/content/14/1/29>

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

Thurs Nov 24 Thanksgiving Holiday

Week 15

Tues Nov 29 **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 1-1 **Ruins: Modernity and Decay**

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

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

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

Thurs Dec 3-1 **Consumption and Modernity?** The Semester in Review

Week 16

Tues Dec 6 **Exam III in class** (not a cumulative exam)

Wed Dec 7 blog post #18 due by noon

Saturday Dec. 10 Photo Essay Due (11:59 pm)

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 to the instructor when requesting accommodations. This requires a face-to-face meeting. Students with disabilities should follow this procedure as early as possible in the semester.

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 (<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. 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 Resource Center, Reitz Union, 392-1601
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161
- University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

6. Online course evaluation process

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

7. Electronic Course Reserves

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

Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565 or at accessuf@dso.ufl.edu. 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 also against University policies and rules, disciplinary action will be taken as appropriate.

Consumer Culture: Words and Names for First Exam

actant, actant-network theory	material biography	Important Names
agency, agent	material culture	Pierre Bourdieu
alienation	materialism	Michel de Certeau
alterity	materiality	Tim Dant
anthropology	megaphone effect	Rene Descartes
archaeology of consumer culture	modernity	Jacques Ellul
authentication process	object	Frankfurt School of Critical Social Theory
authenticity	object biography	Erich Fromm
biographical objects	object itinerary	Alfred Gell
capitalism	objective (group) identity	Erving Goffman
commodity	ontology	Martin Heidegger
commodity chain	performance of the self	Ian Hodder
commodityscape	person	Janet Hoskins
conspicuous consumption	possession	Igor Kopytoff
consumer culture	postmodernity	Bruno Latour
consumer identity project	practice	Karl Marx
consumerism	primary and secondary agent	Marcel Mauss
consumption	project	Grant McCracken
culture	projection	Daniel Miller
cultural capital	relationism (ontology)	Paul Mullins
curatorial consumption	reverse adaptation	Adam Smith
decommodification	self (subjective) identity	Thorsten Veblen
demotic turn	shopping, theory of	Langdon Winner
desiring subject	singular/common	
digital microcelebrity	social field	
entanglement	social identity	
extended person	social mobility	
focal object	social role	
gift	social work	
good	sociality	
Great Chain of Being	subject	
Great Divide	taste	
having versus being	taste community (horizontal, vertical)	
hedonism	technological society	
heirloom	thing	
hipster	“thisness”	
human billboard	wants vs needs	
hypermodernity/supermodernity		
identity capital		
inalienation		
individuation/singularization		
interconnectedness		
intersubjectivity		
introjection		
keeping		
master-slave narrative		

Consumer Culture: Words and Names for Second Exam

aesthetic disjuncture
apprenticeship
assimilation
assistive technology
aura
authenticity, inauthenticity
biomechatronics
body hexis
brand
bricolage, bricoleur
chopstick culture
cyborg
departure gift
departure purchase
Diderot Effect
Diderot Unity
disposable society
divestment ritual
eating technology
edge-to-edge dentition
enculturation
ergonomics
exchange ritual
fashion system
fork culture
fyborg
grooming ritual
habit-body
habitus (habitude + exis)
l'homme total
hybrid, externalized and internalized
hygiene
icon, iconic
index, indexical
interpretant
introjection
“Johnstone” bathroom fixtures
knockoff
leaky” or “fuzzy” boundaries
locavore
“making do”
metaphor
metonym, metonymy
miasma theory of disease
modes of signs
moral economy of hygiene
moral economy of thrift
motricity
nostalgia
operational chain (*chaîne opératoire*)
pallu

patina
personal aesthetic
pirated copy
possession ritual
praxeology
processional actions
product complement
prosthetic
prototype
psychomotricity
sari
semantic domain
semiology
semiotic, semiotics
semiotic network analysis
sensori-motricity
sign
signified
signifier
sociomotricity
skill
structural linguistics
symbol
synecdoche
synergy
table manners
techne, technology
techniques of the body
waribashi
yiddishkeit

Names

Aristotle
Walter Benjamin
Pierre Bourdieu
Amber Case
Denis Diderot
Tim Ingold
Carl Knappett
Claude Lévi-Strauss
Gavin Lucas
Marcel Mauss
Grant McCracken
Maurice Merleau-Ponty
Daniel Miller
Charles Sanders Peirce
Ferdinand de Saussure
Jean-Pierre Warnier
Elliot Weiss
Bee Wilson
Sophie Woodward

ANT 3420 Consumer Culture: Words and Names for Exam 3

Names

Alfred Gell
Alfred Schütz
Arnold van Gennep
Bruno Latour
Caitlin DeSilvey
Daniel Miller
Erving Goffman
Erik Cohen
Gavin Lucas
Gwyneira Isaac
Jean-Sebastien Marcoux
Joshua Reno
Kevin Heatherington
Marcel Mauss
Martin Heidegger
Mary Douglas
Michel de Certeau
Michel Foucault
Neil Maycroft
Paul Mullins
Shannon Dawdy
Sidney Mintz
Victor Turner
Walter Benjamin

Terms or Phrases

aesthetics
alterity
alternative afterlife
anti-structure, structure
archaeological record
art
artifact
Arundel Mills Mall
back space
casser maison
clutter
comestibles
constitution
deconstitution
“dirt”
discipline, self-discipline
disposal
disposition
dispossession
diversionary mode
divestment
divestment ritual
downshifting
dumpster-diving
ecofact
enchantment of technology
entropy, entropic processes

entropic heritage
existential mode
experiential mode
experimental mode
extended person
framing device
front space
furniture capital
Great Divide
hoarder, hoarding
hypermediacy vs immediacy
insight
irresistible objects
junk art
Lebenswelt
leisure industry
liminal phase, liminal places
materiality
media aesthetics
minimalism
modernity
modes of touristic experience
moral economy of recycling, of trash
mutable things
non-paramount reality
paramount reality
participant-consumer
phenomenology
placial alterity
placial order
politics of the senses
politics of waste
realienation
reconstitution
recreational mode
re-inalienation
relationism
rite of passage
rubbish, trash (same thing)
ruin
sacred consumption
scrappers, urban miners
sensuality
Shin’s tricycle
shoppertainment
simple life
sociality of waste
strategy
surveillance, self-surveillance
tactic
taphonomy
technology of enchantment
technophilia
tourism
transmission project