

# Cover Sheet: Request 11456

## Bachelor of Arts in Sustainability Studies

### Info

Process	Major Curriculum Modify Ugrad/Pro
Status	Pending
Submitter	Thiele, Leslie Paul thiele@ufl.edu
Created	2/8/2017 9:35:36 AM
Updated	4/24/2017 2:23:38 PM
Description of request	<p>1. Courses to drop from the Core Courses because they are no longer being offered: GLY 2038 Sustainability and the Changing Earth</p> <p>2. Courses to drop from the Clusters because they are no longer being offered: REL 3169 Religion and Environmental Movements in the Global South REL 4188 Environmental Values and Practice REL 3154 Gender and Nature (cross listed as WST 3930 Special Interdisciplinary Topics)</p> <p>3. Cluster course number to change: LEI 3250 Introduction to Outdoor Recreation and Parks should be changed to LEI 3120</p> <p>4. Cluster courses to add (syllabi to be attached): ANT 3420 ENV 4932 ARC 4882</p> <p>5. Changes proposed to Tracking</p>

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Fields, Margaret U		2/8/2017
Deleted Tracked changes SLA Major.docx					2/8/2017
Added Tracked changes SLA Minor.docx					2/8/2017
Added SLA data comparison PCL.tiff					2/8/2017
Added ANT 3420 Consumer Culture GE Syllabus.pdf					2/8/2017
Added ARC 4882.pdf					2/8/2017
Added ENV 4932.pdf					2/8/2017

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	This item has been conditionally approved by the college curriculum committee. Please make the following change, after which the item will be approved. o Under Critical Tracking, Semester 2, change current text to read as follows: "Complete IDS 2154 Facets of Sustainability, if not completed in semester one; otherwise, complete one additional tracking course"	3/2/2017
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Fields, Margaret U		4/17/2017
Deleted Tracked changes SLA Major(1).docx					3/2/2017
Added Tracked changes SLA Major(2).docx					3/3/2017
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		4/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/24/2017
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

# Major|Modify\_Curriculum for request 11456

## Info

**Request:** Bachelor of Arts in Sustainability Studies

**Description of request:** 1. Courses to drop from the Core Courses because they are no longer being offered:

GLY 2038 Sustainability and the Changing Earth

2. Courses to drop from the Clusters because they are no longer being offered:

REL 3169 Religion and Environmental Movements in the Global South

REL 4188 Environmental Values and Practice

REL 3154 Gender and Nature (cross listed as WST 3930 Special Interdisciplinary Topics)

3. Cluster course number to change:

LEI 3250 Introduction to Outdoor Recreation and Parks should be changed to LEI 3120

4. Cluster courses to add (syllabi to be attached):

ANT 3420

ENV 4932

ARC 4882

5. Changes proposed to Tracking

**Submitter:** Thiele, Leslie Paul thiele@ufl.edu

**Created:** 2/8/2017 9:35:36 AM

**Form version:** 1

## Responses

**Major Name**Sustainability Studies

**Major Code**SLA

**Degree Program Name** Bachelor of Arts in Sustainability Studies

**Effective Term** Fall

**Effective Year** 2017

**Proposed Changes** 1. Courses to drop from the Core Courses because they are no longer being offered:

GLY 2038 Sustainability and the Changing Earth

2. Courses to drop from the Clusters because they are no longer being offered:

REL 3169 Religion and Environmental Movements in the Global South

REL 4188 Environmental Values and Practice

REL 3154 Gender and Nature (cross listed as WST 3930 Special Interdisciplinary Topics)

3. Cluster course number to change:

LEI 3250 Introduction to Outdoor Recreation and Parks should be changed to LEI 3120

4. Cluster courses to add (syllabi to be attached):

ANT 3420

ENV 4932

ARC 4882

These courses have been approved for addition to the Clusters by the Sustainability Studies Oversight Board, and have been approved for addition by the department offering them.

5. See Catalog Updates with Track Changes

- Students will complete five tracking courses, selected from:
  - IDS2154 Facets of Sustainability
  - 3 Sustainability Studies Core courses – one from each of the disciplinary areas
  - 2 Sustainability Studies Cluster courses – one at the 3000 level or higher

IDS2154 will be required in either semester 1 or 2.

- Students beginning in fall terms may take IDS2154 in the fall and a tracking course in the spring; students beginning in spring terms may take a tracking course in the spring and IDS2154 in the fall.
- 1 additional tracking course will be required each semester, to complete a total of five tracking courses by the end of semester 5.

### **Pedagogical Rationale/Justification**

The following rationale/justification refers to item "5" above:

Currently, students are required to take IDS2154 Facets of Sustainability in their first semester at UF. Because this course is a semester 1 requirement, students that decide to change into the major after their first semester, or hope to pursue a double major or dual degree with Sustainability Studies, often are "off-track" for the major and therefore cannot declare. This results in students either not choosing the SLA major, or students taking courses to pursue SLA without actually declaring the major, leading to students remaining in majors they plan to change out of and not allowing them to be in the major of their choice. Another problem that arises is that since students are frequently off-track for this major, they will often decide to take SLA courses and declare much later than usual, so there is an influx of students needing to be placed into the capstone course than can be anticipated.

To avoid the problem of "off-track" students, we propose changing the tracking requirements to enable students to take IDS2154 either in their first or second semester. This would allow a greater number of students to declare SLA and remain on-track since this course is currently only offered in the fall semester. Thus, any student entering UF in the spring term would not automatically be off-track for the major and may declare without the fear of being off-track during their first semester here.

The change allowing students to choose between taking either cluster or core courses each semester will allow students more flexibility in the courses they could choose from each semester. Currently, due to the interdisciplinary nature of the major, students can often have only 1-2 core courses to choose from in a given semester. With the proposed changes, if there is ever a semester where students have either taken all offered core courses offered in a given semester, they can choose to take a cluster course instead of becoming "off-track" for the major. This will give students more flexibility of course offerings and will still allow them to complete 15 of the 36 required hours by their fifth semester.

The proposed changes are designed to help more students access the major and enable them to remain on-track for the major even during semesters where only 1 core course is offered. Furthermore, the addition of three new cluster courses offered will also help students have more course options to get ahead in tracking.

### **Impact on Enrollment, Retention, Graduation**

The following refers to item "5" above:

There should not be any impact on current students within the major. The proposed changes are designed to assist students in completing their tracking requirements on-time or even more quickly. The addition of new core courses will assist current students further by enabling more core course availability. Since the major is already

interdisciplinary in nature, we do not foresee any negative impact when it comes to enrollment, retention, or graduation.

**Assessment Data Review**The following refers to item "5" above:

After noting that a large number of Sustainability Studies (SLA) majors appeared to have a difficult time getting on track for the major, we evaluated the following data:

- 1) Percentage of SLA majors who have their tracking term 'reset'. CLAS Advisors will reset tracking terms if a student cannot meet the course requirements to get on track due to availability of courses.
- 2) Percentage of SLA majors who receive first or second time off-track holds due to not being registered for the appropriate courses (UT1C and UT2C holds).

We compared this data to a major with similar, but more flexible tracking requirements, Political Science (PCL).

- PCL and SLA both require five tracking courses.
- One specific course is required for each (IDS2154 for SLA and STA2023 for PCL).
- Three courses are core courses selected from a short list of courses.
- One course is a 3000-level course (required in term 5) from a large number of options.

PCL's tracking courses are offered every term (SLA tracking courses are not). Also, completion of a specific course is required later for PCL than for SLA (STA2023 is not required until Term 4 for PCL whereas the required tracking course for SLA is required in Term 1).

We suspected that the lack of flexibility in the sequencing of tracking courses as well as the more limited availability of SLA required and core was causing students to either have their tracking term reset to avoid being off-track or to be off-track more frequently.

The data bear this out:

Percentage of current SLA majors who have their tracking term 'reset':

Tracking Term 3 – 22.8 % of SLA majors were set to Term 3 more than once, compared with 9.9% of PCL majors.

Tracking Term 4 – 5.1 % of SLA majors were set to Term 4 more than once, compared with 4.3% of PCL majors.

Tracking Term 5 – 22.8 % of SLA majors were set to Term 5 more than once, compared with 13.4% of PCL majors.

Percentage of SLA majors who receive first or second time off-track holds due to not being registered for the appropriate courses (UT1C and UT2C holds):

Off-track for the first time due to not being registered for the appropriate courses – 46.8% of current SLA majors received this hold at least once, compared 10.1% of PCL majors.

Off-track for the second time due to not being registered for the appropriate courses – 12.7% of current SLA majors received this hold at least once, compared 2.9% of PCL majors.

This data strongly suggests that if the Tracking requirements are set to be more flexible, Sustainability Studies majors will be much more likely to be on track.

A document regarding this data is attached.

#### **Academic Learning Compact and Academic Assessment Plan**

There are no modifications to the Academic Learning Compact and Academic Assessment

Plan that result from the proposed tracking changes or the other proposed changes.

# Sustainability Studies

A sustainability studies major prepares students for global citizenship with a firm grounding in the natural sciences, the social sciences, and the humanities. Students in the major explore how to maintain ecological and environmental health, create economic welfare, and pursue social justice in a changing world. Sustainability studies students gain understanding of the ways in which these three goals are interdependent and explore how they best can be pursued over the long term on local, national, and global levels.

## About this Major

- **College:** [Liberal Arts and Sciences](#)
  - **Degree:** Bachelor of Arts
  - **Credits for Degree:** 120
  - [Academic Learning Compact](#)
  - [Additional Information](#)
  - **Contact:** [Email](#)
- 
- [Related Sustainability Studies Programs](#)

*To graduate with this major, students must complete all university, college, and major requirements.*

### [Critical Tracking Model Semester Plan](#)

Sustainability studies investigates the means to maintain environmental health, create economic welfare and pursue social justice in a changing world. Students gain an understanding of the ways in which these three goals are interdependent and explore how they can best be pursued in the long term at local, national and global levels.

[Back to Top](#)

## Coursework for the Major

Students are required to complete 33 credits of sustainability studies coursework; 15 of these 33 credits must be at the 3000/4000 level. All courses must be completed with minimum grades of C and a minimum of 15 credits of sustainability studies courses must be completed at UF.

### Required Coursework

- IDS 2154 Facets of Sustainability (3 credits)

- Three core courses with one course chosen from each disciplinary group (9 credits)
- Six [cluster courses](#) with at least one course chosen from each of the four clusters (18 credits)
- IDS 4942 Sustainability in Action, a capstone course (3 credits)

## **Core Courses (9 credits/ 3 courses required)**

Take one 2000-level core course from each of the three disciplinary groups:

### **Humanities**

- AMH 2631 History of Sustainability
- CLA 2521 Classical Antiquity and Sustainability (GE-H)
- REL 2071 Religion and Sustainability (GE-H)

### **Natural Sciences**

- BSC 2862 Global Change Ecology and Sustainability (GE-B)
- ~~GLY 2038 Sustainability and the Changing Earth (GE-P)~~

### **Social Sciences**

- ANT 2402 Anthropology of Sustainability
- POS 2032 Politics of Sustainability (GE-S)

## **Cluster Courses**

Select six courses from the four clusters with at least one course chosen from each cluster. Four of the six courses (12 credits) must be taken at the 3000 level or higher. Refer to the lists at the bottom of the page to view courses accepted for each cluster.

- Cluster A: Ethics, Culture and Human Behavior
- Cluster B: Economics, Law and Policy
- Cluster C: Production Systems and the Built Environment
- Cluster D: Ecology and Environmental Stewardship

[Back to Top](#)

## **Critical Tracking**

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

**For degree requirements outside of the major, refer to CLAS Degree Requirements: [Structure of a CLAS Degree.](#)**



Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students.

Tracking courses – Five courses required by the end of the fifth semester, selected from:

IDS 2154 Facets of Sustainability - required in either semester 1 or 2

Three Sustainability Studies Core courses – one from each of the disciplinary areas

Two Sustainability Studies Cluster courses – one at the 3000 level or higher

–

#### Semester 1

■ 2.0 UF GPA required

■ 2.0 GPA required on all critical-tracking courses Semesters 1-5

■ Complete IDS 2154 Facets of Sustainability or 1 tracking course

#### Semester 2

■ 2.5 UF GPA required

■ Complete IDS 2154 Facets of Sustainability, if not completed in semester one; otherwise, complete one additional tracking course  
~~Complete IDS 2154 Facets of Sustainability or 1 additional tracking course~~

#### Semester 3

■ 2.75 UF GPA required

■ Complete 1 additional tracking course

#### Semester 4

■ 3.0 UF GPA required

■ Complete 1 additional tracking course

#### Semester 5

■ 3.0 UF GPA required

■ Complete 1 additional tracking course

#### **Semester 1**

- Complete IDS 2154 Facets of Sustainability
- 2.0 GPA required for all critical tracking courses
- 2.0 UF GPA required

## Semester 2

- Complete 1 core course

*For semesters 2, 3 and 4, students must choose one CLAS core course for a total of three courses (one from each group) to be on track by the end of Semester 4.*

- 2.0 GPA required for all critical tracking courses
- 2.5 UF GPA required

## Semester 3

- Complete 1 additional core course
- 2.0 GPA required for all critical tracking courses
- 2.75 UF GPA required

## Semester 4

- Complete 1 additional core course
- 2.0 GPA required for all critical tracking courses
- 3.0 UF GPA required

## Semester 5

- Complete 1 additional course at the 3000 level or higher from Cluster A, B, C, or D
- 2.0 GPA required for all critical tracking courses
- 3.0 UF GPA required

[Back to Top](#)

## Model Semester Plan

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S).

*This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.*

Semester 1	Credits
IDS 2154 Facets of Sustainability	3
Composition <i>State Core GE-C; WR</i>	3
Foreign language	4-5
Mathematics <i>State Core GE-M, pure math</i>	4-5
Total	14-16

Semester 2	Credits
ECO 2023 Principles of Microeconomics <i>Recommended; GE-S</i>	4
IUF 1000 What is the Good Life <i>GE-H</i>	3
Core course	3
Foreign language	3-5
Science laboratory <i>GE-B or P</i>	1
Total	14-16

Semester 3	Credits
ECO 2013 Principles of Macroeconomics <i>Recommended; State Core GE-S</i>	4
STA 2023 Introduction to Statistics 1 <i>Recommended; GE-M</i>	3
Biological or Physical Science ♦ <i>State Core GE-B or P</i>	3
Core course	3
Elective <i>Or foreign language if 4-3-3 option</i>	3
Total	16

Semester 4	Credits
Biological or Physical Science ♦ <i>Area <u>not</u> taken in Semester 3, GE-B or P</i>	3
Biological Science (GE-B) or Elective ♦ <i>(if BSC 2862 taken as natural science core course for major)</i>	3
Core course	3
Humanities ♦ <i>State Core GE-H</i>	3
Social and Behavioral Science ♦	3

<a href="#">State Core GE-S</a> , if ECO 2013 not taken	
Total	15
<b>Semester 5</b>	<b>Credits</b>
Composition <i>GE-C; WR</i>	3
<a href="#">Cluster courses</a> , two	6
Elective <i>3000 level or above, not in major</i>	3
Physical Science ( <i>GE-P</i> ) or Elective ♦ ( <i>if GLY2038 taken as natural science core course for major</i> )	3
Total	15
<b>Semester 6</b>	<b>Credits</b>
<a href="#">Cluster courses</a> , two	6
Elective	3
Elective <i>3000 level or above, not in major</i>	3
Humanities ( <i>GE-H, if needed</i> ) or Elective ♦	3
Total	15
<b>Semester 7</b>	<b>Credits</b>
<a href="#">Cluster courses</a> , two	6
Electives	4
Electives <i>3000 level or above, not in major</i>	6
Total	16
<b>Semester 8</b>	<b>Credits</b>
IDS 4942 Sustainability in Action <i>Capstone course</i>	3
Elective	3
Electives <i>3000 level or above, not in major</i>	6
Humanities <i>GE-H</i>	3
Total	15

♦ Depending on the course(s) taken, the sustainability studies core courses and cluster courses may also meet the following general education categories: biological sciences, humanities, international, physical sciences, or social and behavioral sciences. If a general education

category is met through a core or cluster course, the student may substitute elective credit where the GE requirement is listed in the model semester plan.

[Back to Top](#)

## Approved Cluster Courses

<b>Cluster A: Ethics, Culture and Human Behavior</b>
AEB 4126 Agricultural and Natural Resource Ethics (GE-H or S)
AMH 3630 American Environmental History
<a href="#">ANT 3420 Consumer Culture</a>
ANT 4006 Human Rights and Culture
ANT 4403 Environment and Cultural Behavior (GE-S)
FOR 3202 Society and Natural Resources (GE-S)
FNR 4070C Environmental Education Program Development
GEO 3427 Plants, Health and Spirituality
PHI 3633 Bioethics
PHM 3032 Ethics and Ecology (GE-H)
REL 2104 Environmental Ethics (GE-H)
REL 2166 Religion and Environmental Crisis (GE-H and N)
REL 3103 Religion and Nature in North America (GE-H)
<a href="#">REL 3169 Religion and Environmental Movements of the Global South</a>
REL 3492 Religion, Ethics and Nature (GE-H)
<a href="#">REL 4188 Environmental Values and Practice</a>
SCE 4342 Environmental Education Method and Materials
SYD 4020 Population (GE-S and N)
SYD 4510 Environment and Society
SYD 4512 Social Institutions and Environment
SYG 2010 Social Problems and Solutions (GE-S)
SYO 4530 Social Inequality (GE-S and D)
WIS 4523 Human Dimensions of Natural Resource Conservation
WST 3349 Ecofeminism
<a href="#">WST 3930 or REL 3154 Gender and Nature</a>

[Back to Top](#)

<b>Cluster B: Economics, Law and Policy</b>
AEB 2451 Economics of Resource Use (GE-S)
AEB 3450 Introduction to Natural Resource and Environmental Economics

AEB 4123 Agricultural and Natural Resource Law
AEB 4282 International Humanitarian Assistance (GE-S and N)
AEB 4283 International Development Policy (GE-S)
CPO 4793 Environmental Politics of the Global South
ECP 3302 Environmental Economics and Resource Policy (GE-S)
EUH 3683 The History of Consumption
EUS 4931 or ALS 4905 Climate Change and the European Union: Science and Policy
FNR 4660 Natural Resource Policy and Economics
FOR 4664 Sustainable Ecotourism Development
FYC 4408 Organizational Leadership for Nonprofits
FYC 4409 Working with Nonprofit Organizations in Community Settings
FYC 4427 Non-Governmental Organizations
GEO 2500 Global and Regional Economies (GE-S)
GEO 3372 Conservation of Resources
INR 4350 International Environmental Relations
LEI <del>3250</del> <a href="#">3120</a> Introduction to Outdoor Recreation and Parks
POT 3503 Environmental Ethics and Politics
PUP 3204 Politics and Ecology (GE-S)
PUP 4224 Florida Environmental Politics
SYO 4352 Consumption, Economy and Society (GE-S)

[Back to Top](#)

<b>Cluster C: Production Systems and the Built Environment</b>
ARC 1000 Architecture and Humanity (GE-H)
ARC 3291 Vernacular Architecture and Sustainability
ARC 3880 Sustainable Architecture
<a href="#">ARC 4882 Vernacular Architecture and Sustainability</a>
AGG 3501 Environment, Food and Society (GE-B)
AGR 4212 Alternative Cropping Systems
ALS 3133 Agricultural and Environmental Quality (GE-P)
AOM 2520 Global Sustainable Energy: Past, Present and Future
BCN 1582 International Sustainable Development (GE-S and N)
BCN 3730 Construction, Safety, Health and the Environment
DCP 3200 Methods of Inquiry for Sustainability and the Built Environment
DCP 3210 Sustainable Solutions for the Built Environment
DCP 3220 Social and Cultural Sustainability for the Built Environment
DCP 4941 Practicum in Sustainability and the Built Environment

EES 3008 Energy and Environment (GE-P)
EES 4050 Environmental Planning and Design
EES 4316 Industrial Ecology
EES 4401 Public Health Engineering (GE-P)
<a href="#">ENV 4932 Ecological Engineering</a>
FAS 2024 Global and Regional Perspectives in Fisheries (GE-B)
FOR 3162C Silviculture
FOR 4060 Global Forests
FOR 4090C Urban Forestry
HOS 3281C Principles of Organic and Sustainable Crop Production
HOS 4283C Advanced Organic and Sustainable Crop Production
LAA 2330 Site Analysis
LAA 4260 Water Conservation Through Site Design and Green Roofs
SWS 3022 Introduction to Soils in the Environment (GE-P)
SWS 4116 Environmental Nutrient Management (GE-P)
SWS 4231C Soil, Water and Land Use (GE-P)
SWS 4233 Soil and Water Conservation
SWS 4245 Water Resource Sustainability
SWS 4550 Soils, Water and Public Health
SWS 4932 Forest and Soil Ecosystem Services
URP 4000 Preview of Urban and Regional Planning (GE-H)

[Back to Top](#)

<b>Cluster D: Ecology and Environmental Stewardship</b>
BOT 2800C Plants in Human Affairs (GE-B)
BSC 2005 Biological Sciences (GE-B)
BSC 2011 Integrated Principles of Biology 2 (GE-B)
EES 4103 Applied Ecology (GE-B)
ENV 4101 Elements of Atmospheric Pollution (GE-P)
FOR 2662 Forests for the Future (GE-S) (WR)
FOR 3004 Forests, Conservation and People (GE-B)
FOR 3153C Forest Ecology (GE-B)
GEO 2200 Physical Geography (GE-P)
GEO 3250 Climatology (GE-P)
GEO 3280 Principles of Geographic Hydrology (GE-P)
GEO 3341 Extreme Floods (GE-P and N)
GEO 3352 The Human Footprint on the Landscape

GLY 2010C Physical Geology (GE-P)
GLY 2030C Environmental and Engineering Geology (GE-P)
GLY 3074 The Oceans and Global Climate Change (GE-P)
GLY 3083C Fundamentals of Marine Sciences (GE-P)
GLY 3882C Hydrogeology and Human Affairs
PCB 3034C Introduction to Ecology
PCB 3601C Plant Ecology
PCB 4043C General Ecology
SWS 2007 The World of Water (GE-P)
SWS 2008 Land and Life (GE-B)
SWS 4223 Environmental Biogeochemistry
SWS 4244 Wetlands
WIS 2040 Wildlife Issues in a Changing World (GE-B)
WIS 2552 Biodiversity Conservation: Global Perspectives (GE-B and N)
WIS 3401 Wildlife Ecology and Management
WIS 3402 Wildlife of Florida
WIS 3434 Tropical Wildlife
WIS 4554 Conservation Biology
WIS 4934 Special Topics

[Back to Top](#)

## Related Sustainability Studies Programs

- [Sustainability Studies minor](#)

[Back to Top](#)





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.	General Education credit: "S" (soc & beh sciences)
email: <a href="mailto:sgillesp@ufl.edu">sgillesp@ufl.edu</a>	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.

### **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 19<sup>th</sup> century, including the institutionalized gender and class bases of consumptive behaviors, objects, and spaces.
6. Discuss the ethical, moral, and political implications of over-consumption today: insatiable and unfulfilled desires and the unsustainability of over-production, clutter, and trash disposal.
7. Analyze at a more holistic level the disjunctures of personal and societal desires and needs, and the contradictions between what people may say about consumer goods and what they really do with them.
8. Communicate the knowledge gained, thoughts, reflections, reasoning, and conclusions, in both group discussions and assignments and individual essays and other forms of assessment.

### **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 19<sup>th</sup> through 21<sup>st</sup> century theorists who innovated them, regarding the role of consumption in modern society. Specifically, these are relationships that people create (or deny) with consumer goods in acquiring, living with, and disposing of them. This content is delivered in lectures and through readings by anthropologists, cultural sociologists, and cultural geographers, as well as commentaries in newspapers, magazines, websites, videos, and blogs.

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 by a leading consumer anthropologist. Save money by renting the book, reading the reserve copy (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 12<sup>th</sup> blog post.

#### **participation in in-class activities**

20% of grade (60 points)

Virtually every lecture period will include a class discussion, small group discussion, or other brief written class activity. Everyone is expected to be prepared for and to participate in these activities. They account for approximately 4 points (1.3% of the grade) for each regular class week.

**photo essay project**

15% of grade (45 points)

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

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

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

Exam 1: Tuesday, September 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 is worth approximately 1.6 pts. Only students with excused absences may be allowed to make up an activity within one week of the original absence. If you must miss class, it is your responsibility to obtain the lecture notes from a classmate

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

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

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

## UF Grading policy and Course Grading Components

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

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

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

## 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](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.

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!]

Joyce, Rosemary, and Susan D. Gillespie (2015) "Making Things out of Objects That Move," excerpt from *Things in Motion: Object Itineraries in Anthropological Practice*, edited by Rosemary A. Joyce and Susan D. Gillespie. Santa Fe: School of American Research. Read pp. 3-5 only.

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

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

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

---

**Week 5**

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

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

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

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

-----

**Thurs Sep 22-1 Things Gather: Human-Thing Entanglements**

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

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

Homework: Post #6: Gathering Objects, due next Thursday (after the exam)  
(This is a practice for your photo essay project and is highly recommended.)

**Thurs Sep 22-2 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.

---

**Tues Sep 27 EXAM I**

-----

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

**Thurs Sep 29-1 My Body as Me?**

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

**Thurs Sep 29-2 The Extended Body-The Extended Self**

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

Knappett, Carl (2005) "Animacy, Agency, and Personhood," read pp. 16-22 on "Fuzzy Objects and



Extended Organisms.” *Thinking Through Material Culture: An Interdisciplinary Perspective*. Philadelphia: University of Pennsylvania Press.

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

---

## 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](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 (12:00 pm)

**Monday Dec. 12 Photo Essay Due** (5:00 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/](http://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](mailto:umatter@ufl.edu) seven days a week for assistance if you are in distress. Call 352-392-1575 for a crisis counselor in the nighttime and weekends.

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

## **6. Online course evaluation process**

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

## **7. Electronic Course Reserves**

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

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

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

## **8. Software Regulations**

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

## **ARC 4882 Section 046B**

### **VERNACULAR ARCHITECTURE AND SUSTAINABILITY (Credits: 3)**

School of Architecture, University of Florida, Fall 2016

History and Theory Participatory Seminar

Class meets: Tuesday, Period 7–9 (1:55– 4:55 pm) in RNK 220

Instructor: Van (Dr. Vandana Baweja) Office: 242 Arch Email: vbaweja@ufl.edu

Office Hours: Tue. 1:00–2:00 pm & Thurs. 3:30–5:00 pm and by appointment via email.

Facetime: vbaweja@ufl.edu (via prior appointment) and Skype: Vandana.baweja (via prior appointment)

### **GOALS**

In this course we will look at the location of vernacular architecture in the discourse of architectural sustainability. We will look at how vernacular architecture has been constructed, represented, and consumed in the environmental histories of architecture. We will examine how vernacular architecture has been constructed as a pedagogic object of climate responsiveness and as a set of relationships between human beings and their environment.

We will not only look at the environmental efficacy of vernacular architecture, but also examine vernacular architecture as a discursive construct in the histories of modern architecture, environmentalism, and anthropology. The readings address the relationship between vernacular architecture and histories of architecture. The content of this course ranges from how hippies turned Buckminster Fuller's geodesic dome into an object of vernacular architecture, to mud buildings by Hassan Fathy. This class is organized around weekly themes and does not follow any chronological structure. The readings are drawn from environmental histories, architectural histories, postcolonial theory, and anthropology.

**TEXTBOOK:** There is no required textbook. Required readings will be placed on Canvas/E-learning as PDF files.

### **CLASS REQUIREMENTS FOR STUDENTS**

1. Attend class regularly.
2. Read all the readings.
3. Each student is expected to present readings as assigned. You are expected to present seven readings in the entire semester.
4. Participate in class discussions.
5. Final project that examines tropical architecture, or climate responsive architecture in Florida.

**READING PRESENTATION:** Each student is expected to present readings as assigned. A one page reading response should be uploaded by Tuesday, 9:00 am on Canvas/E-learning. Each reading response and presentation is graded for fifty points. Failing to email the response in a timely manner or failing to show up for class for your presentation will mean that you lose all the fifty points. Your grade for the weekly class presentation will be based on the quality of the oral presentation in the class and the quality of your written response. You have to submit your response in a timely manner. 5 points will be taken off your grade for each hour that your response is late. In class presentation should be approximately ten minutes. . File should be named:

**my\_last\_name\_my\_first\_name\_RR1.doc** or **my\_last\_name\_my\_first\_name\_RR1.pdf** for the first reading response, subsequently RR2, RR3, RR4, and so on. Upload your file on Canvas in the assignments section under the appropriate RR number. **ONLY .doc, .docx, or .pdf formats will be accepted.**

**CLASS PARTICIPATION SCALE :** Your participation in class discussions will be evaluated using this percentage scale for points towards your final grade for the semester.

1. 100 = Student **often** contributes thoughtful comments and insights based on class materials and has been a catalyst for other student comments as well as instructor response; listens to the comments and insights of others with respect and attention.
2. 80 = Student **regularly** contributes thoughtful comments and insights based on class materials, which results in student as well as instructor response; listens to the comments and insights of others with respect and attention.

3. 60 = Student **sometimes** contributes comments and insights based on class materials, more often at instructor's prompting; generally polite but could be more engaged in class discussions.
4. 40= Student **seldom** contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.
5. 0= Student **rarely** and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

**FINDING PRIMARY SOURCES:** We at UF have a rich architectural archive on Florida architecture. You will be working with archives and search Miami Herald newspaper for articles on Florida Architecture from 1930s to 1960s. You need to find primary sources using newspapers and archives. The idea is to give you hands-on experience with architectural research, using architectural archives, and finding primary sources.

**PROJECT PROPOSAL:** This is a three-page assignment. The first page should clearly show the intent of your project, how you will use drawings to narrate the project. The second and third pages should have an annotated bibliography. You should cite scholarly sources that you plan to use in your project with a 50–75 word summary of each source. List primary sources, using UF archives and newspapers. File should be named: my\_last\_name\_my\_first\_name\_project\_prop.doc or my\_last\_name\_my\_first\_name\_project\_prop.pdf. Upload your file on Canvas in the assignments section under project proposal. **ONLY .doc, .docx, or .pdf formats will be accepted.**

**FINAL PROJECT PRESENTATION:** You should have 50% or more of your project done your presentation day. Please upload your presentation on Canvas/E-learning by the deadline on canvas. Your presentation should be 15–20 minutes long. File should be named: my\_last\_name\_my\_first\_name\_project\_pres.pptx or my\_last\_name\_my\_first\_name\_project\_pres.pdf **ONLY .ppt, .pptx, or .pdf formats will be accepted**

**PROJECT:** The goal of this project is to learn how to document and analyze a historical modern building/s using primary sources. Your instructor will provide you with a list of possible topics to get you started. You will document the work of an architect or an architectural project, using drawings that you make. You are expected to have brief annotations (50 to 100 words) with each drawing explaining the content and historic significance of the building/s. You will need primary and secondary sources for this project, all of which will be at the Smathers special collection and/or Library West at UF. Project should be named: my\_last\_name\_my\_first\_name\_final\_project.pdf. Upload your file on Canvas in the assignments section under project. **ONLY .pdf formats will be accepted.** In addition, high-resolution tiff files should be uploaded individually.

## GRADING SCALE

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99	67–69.99	63–66.99	60–62.99	0–59.99
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

## EVALUATION OUT OF 1000

- |                          |                  |   |
|--------------------------|------------------|---|
| 1. Reading presentations | 250 (25%)        | Any five weeks of your choice in the weeks that have readings allocated. Reading response to be uploaded on Canvas/E-learning by Wed. 9:00 am, a day before class. Present in class on the following day. |
| 2. Class participation   | 100 points (10%) | Every class.  |



3.	Finding five primary sources in Miami Herald about Florida Architecture from 1930s to 1960s	100 points (10%)	<b>September 13 @9:00 am</b> via Canvas/E-learning
4.	Project proposal	50 points (5%)	<b>September 20 @9:00 am</b> via Canvas/E-learning
5.	Final Project presentation	100 points (10%)	Upload on Canvas/E-learning by <b>November 15 9:00 am</b> .
6.	Final Project	400 points (50%)	<b>December 8 @9:00 am</b> via Canvas/E-learning

**E-MAIL POLICY:** E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with *brief* questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity, but cannot guarantee immediate responses. Note also that e-mail messages (particularly last minute e-mail messages) cannot be accepted as fulfilling class obligations, or providing excuses for failing to do so.

**GENERAL INFORMATION:** The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

**ATTENDANCE POLICY:** Attendance will not be kept. Students are expected to attend classes regularly. If your attendance is low, you will lose points on class participation.

**LATE WORK POLICY:** If you have a documented reason to turn in late work, that is, sickness, family emergency, or a religious holiday, please email me or see me in my office hours to discuss this before the deadline. I will accommodate your request. If you do not have a legitimate reason to turn in late work, I will accept late work on three conditions. One, you will not get any feedback from me. Two, you will lose 5 points per hour that your work is late, after the deadline. Three, you will not get an opportunity to resubmit your work. This is to be fair to your colleagues who turned in their work by the deadline.

**CLASSROOM ETIQUETTE:** Talking to each other and disrupting the class while a seminar is going on violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well.

**STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**ACADEMIC INTEGRITY:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

## WEEKLY OUTLINE

- W 1**  
**August 23**      **INTRODUCTION**  
Trip to the Smathers Special Collections and an introduction to the UF archives.
- W 2**  
**August 30**      **VERNACULAR ARCHITECTURE: CULTURE AND CLIMATE**  
■ Bourgeois, Jean-Louis, Carollee Pelos, and Basil Davidson. "Wind and Ventilation," in *Spectacular Vernacular: The Adobe Tradition*. New York: Aperture Foundation, 1989.  
■ Bourgeois, Jean-Louis. "Vernacular Architecture of the Desert." in Kennedy, Joseph F. *The Art of Natural Building: Design, Construction, and Resources*. Gabriola Island, BC: New Society Publishers, 2001.  
■ Dunham, Daniel. "The Courtyard House as a Temperature Regulator." *The New Scientist* (September 8, 1960): 663–66.  
■ Orr, D. W. "Four Challenges of Sustainability". *Conservation Biology –Boston Massachusetts*. 16, (2002): 1457–1460.
- W 3**  
**September 6**      **TROPICAL ARCHITECTURE: CLIMATIC DESIGN**  
■ Fry, Maxwell. Chap2 and 3 in *Tropical architecture in the dry and humid zones*. 2nd ed. Malabar Fla.: R.E. Krieger Pub. Co., 1982.  
■ Liscombe, Rhodri W. "Modernism in Late Imperial British West Africa: the Work of Maxwell Fry and Jane Drew, 1946–56." *Journal of the Society of Architectural Historians*. 65.2 (2006): 188–215.  
■ Liscombe, Rhodri Windsor. "In-Dependence: Otto Koenigsberger and Modernist Urban Resettlement in India." *Planning Perspectives* 21, no. 2 (04, 2006): 157–178.  
■ Liscombe, Rhodri W. "The Lagos Hotel Affair: Negotiating Modernism: In the Late Colonial Domain," *DOCOMOMO Journal* March, no. 28 ( 2003), 58–61.
- W 4**  
**September 13**      **BIOCLIMATIC ARCHITECTURE: CLIMATIC DESIGN**  
■ Olgyay, Victor. *Design with Climate: Bioclimatic Approach to Architectural Regionalism*. Princeton, N.J.: Princeton University Press, 1963.  
Introduction pp 1–13; Chap 2: Bio-climatic Approach pp 14–23; Chap 8: Environment and Building Forms pp 84–93.  
Further readings to be TBD
- W 5**  
**September 20**      **FLORIDA TROPICAL HOME**  
■ Hatton, Hap. "Noble Savage: Florida's Frame Vernacular," in *Tropical Splendor: An Architectural History of Florida*. New York: Knopf, 1987  
■ Haase, Ronald W. "Chap 1: A Personal Search for Cracker Florida" In *Classic Cracker: Florida's Wood-Frame Vernacular Architecture*. Sarasota, Fla: Pineapple Press, 1992.  
■ Haase, Ronald W. "Chap 2: A Single Pen Homestead" In *Classic Cracker: Florida's Wood-Frame Vernacular Architecture*. Sarasota, Fla: Pineapple Press, 1992.  
■ Hochstim, Jan. "Greener Than Green:Mid-century Florida sensibility - a precursor to present day," In eds. Cháo, Sonia R, Elizabeth Plater-Zyberk, Jaime Correa, Thorn Grafton, Jorge L. Hernández, Jan Hochstim, Becky Matkov, Carolyn Mitchell, and Hugalde G. Sánchez. *Under the Sun: Traditions and Innovations in Sustainable Architecture and Urbanism in the Sub-Tropics*. , 2012.  
■ Lynn, Catherine, and Carie Penabad. "Designing post-World War II South Florida." in *Marion Manley: Miami's First Woman Architect*. Athens: University of Georgia Press, 2010.

**W 6**

**September 27**

**SARASOTA SCHOOL**

- Bruegmann, Robert. "Interview With Paul Rudolph." *Compiled under the auspices of the Chicago Architects Oral History Project*, The Ernest R. Graham Study Center for Architectural Drawings, Department of Architecture, The Art Institute of Chicago.
- Domin, Christopher, and Joseph King. "Public\_Buildings" In *Paul Rudolph: The Florida Houses*. New York: Princeton Architectural Press, 2002.
- Rudolph, Paul. "Regionalism in Architecture." *Perspecta*. 4 (1957): 12–19.
- Rudolph, Paul. "Paul Rudolph. for Perspecta." *Perspecta*. 7 (1961): 51–64.
- Rudolph, Paul. "Paul Rudolph." *Perspecta*. 1 (1952): 18–25.
- Rudolph, Paul. "The Changing Philosophy of Architecture." *Architectural Forum* 101, (07, 1954): 120–121.
- Rudolph, Paul. "The Six Determinants of Architectural Form." *Architectural Record* 120, (10, 1956): 183–190.
- Rudolph, Paul. "Paul Rudolph Cites Old Principles as Bases for Analysis of Today's Work." *Architectural Record* 131, (01, 1962): 12–12, 62, 74, 84.

**W 7**

**October 4**

**HOUSE BEAUTIFUL CLIMATE CONTROL PROJECT: CLIMATIC KNOWLEDGE**

- "Climate Control" *House Beautiful* 1949 to 1950
- Rome, Adam Ward. "Chapter Two: From the Solar Home to the All-Electric Home," in *The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism*, Studies in Environment and History. Cambridge; New York: Cambridge University Press, 2001.

**W 8**

**October 11**

**MID-CENTURY MODERN AND CLIMATIC DESIGN**

**TBD**

**W 9**

**October 18**

**HIPPIE ENVIRONMENTALISM**

- "The Alexander Pike Autonomous House, Cambridge." *Architectural Design* 44, no. 11 (1974): 681–689.
- Kapoor, Rakesh. "Auroville: A Spiritual-Social Experiment in Human Unity and Evolution." *Futures* 39 (2007): 632–643.
- Kirk, Andrew, "Appropriating Technology: The Whole Earth Catalog and Counterculture Environmentalism." *Environmental History* 6, no. 3 (Jul 2001): 374–394.
- Kundoo, Anupama. "Auroville: An Architectural Laboratory." *Architectural Design* 77, no. 6 (November/December 2007): 50–55.
- Leslie, Thomas W. "Energetic Geometries: The Dymaxion Map and the skin/structure Fusion of Buckminster Fuller's Geodesics." *ARQ: Architectural Research Quarterly* 5, no. 2 (06, 2001): 161–170.
- Sorkin, Michael. "Utopia Now: India Is Magnet for Planned Communities, from the Spiritualistic to the Capitalistic." *Urban Land* 61, no. 11–12 (2002): 108–113.
- Vale, Brenda, and Robert James Dennis Vale. "Chapter One: Definitions and Introduction to the Problem," In *The New Autonomous House: Design and Planning for Sustainability*. New York, N.Y.: Thames & Hudson, 2000.

Not for presentation

- Browse through the Portola, Institute. *Whole Earth Catalog*. Menlo Park, Calif., Portola Institute, 1968.
- Kahn, Lloyd. *Domebook. Two*. Bolinas, Calif: Pacific Domes, 1971.

W 10  
October 25  
W 11  
November 1

## Film Screening: *Slumdog Millionaire*

### SLUMS AS VERNACULAR ARCHITECTURE: EQUITY AND URBAN HOUSING

- Baweja, Vandana. "Dharavi Redevelopment Project: Contested Architecture and Urbanism." In *The Expanding Periphery and the Migrating Center: Proceedings of the 103<sup>rd</sup> Annual Meeting of the Association of Collegiate Schools of Architecture (ACSA)*, March 19–21, 2015, Toronto, Ontario, edited by Lola Sheppard and David Ruy, Washington, DC: Association of Collegiate Schools of Architecture (ACSA) Press, 2015.
- Baweja, Vandana. "Architecture and Urbanism in *Slumdog Millionaire*: from Bombay to Mumbai." *Traditional Dwellings and Settlements Review*. 26.2 (2015): 7–24
- Davis, Mike. *Planet of Slums*. London: Verso, 2006.
- Day, Rani. *R[e] Interpreting, Imagining, Developing Dharavi*. Mumbai: Society for the Promotion of Area Resource Centres, 2010.
- Riley, Elizabeth. "Favela Bairro and a new generation of housing programmes for the urban poor." *Geoforum*. 32, no. 4 (2001): 521.
- Roy, Ananya, and Nezar AlSayyad. *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*. Lanham, Md: Lexington Books, 2004.

W 12  
November 8

### VERNACULAR ARCHITECTURE AND CONTEMPORARY ARCHITECTS

- Architectural League of New York. "Estudio Teddy Cruz." In *Young Architects: City Limits*. New York: Princeton Architectural Press, 2002.
- Bhatia, Gautam. *Laurie Baker: Life, Works, and Writings*. New Delhi: Viking/Hudco, 1981.
- Blaser, Werner. *Renzo Piano: Centre Kanak = Kulturzentrum Der Kanak = Cultural Center of the Kanak People*. Basel: Birkhäuser, 2001.
- Cruz, Teddy. "Tijuana Case Study: Tactics of Invasion – Manufacturing Sites." *Architectural Design* 75, no. 5 (October 2005).
- Findley, Lisa. "Architectural Intervention and the Post-Colonial Era: The Tjibaou Cultural Center in New Caledonia by the Renzo Piano Building Workshop." In *The Green Braid: Towards an Architecture of Ecology, Economy, and Equity*. edited by Kim Tanzer and Rafael Longoria. London: Routledge, 2007.
- Ford, Alan. "Druk White Lotus School." In *Designing the Sustainable School*. Mulgrave, Vic: Images Pub, 2007.
- Galeazzi, F. "Druk White Lotus School, Ladakh, India." *Intelligent Buildings International*. 1.1 (2009): 82–96.
- Hart, Sara. "Double Indemnity: Renzo Piano's Double-Shelled Structures Recall Ancient Forms and Ensure Cultural Continuity." *Architecture* 87, no. 10 (October 1998): 152–56.
- Owen, Ceridwen. "Architecture between the culture–nature dualism: a case study of Geoffrey Bawa's Kandalama Hotel." *ArchNet – IJAR: International journal of architectural research* 2, no. 1 (2008).
- Vale, Lawrence J. "Chapter 7: Sri Lanka's Island Parliament." In *Architecture, Power, and National Identity*. London; New York: Routledge, 2008.

W 13  
November 15  
W 14  
November 22  
W 15  
November 29  
W 15  
December 6

### PROJECT PRESENTATIONS

### RESEARCH IN THE SMATHERS SPECIAL COLLECTIONS FOR YOUR PROJECT

### PROJECT PRESENTATIONS

### NO CLASS: ARCHITECTURE REVIEWS





# Ecological Engineering

## ENV 4932/ EES 5307 – Spring 2016

**Catalog Description:** 3 credits. Application of ecological principles to natural resource management and problem solving.

**Instructors:** Dr. Christine Angelini  
580A Weil Hall  
[c.angelini@ufl.edu](mailto:c.angelini@ufl.edu)  
[www.angeliniecolologylab.org](http://www.angeliniecolologylab.org)

**Contact:** **Class website (UF e-Learning):** <https://lss.at.ufl.edu>  
**Course e-mail:** Use e-Learning for ALL correspondence  
**Office Hours:** Immediately after class and by appointment  
**TA:** Sean Sharp, Amy Langston, Kevin Henson

**Time and Location:**

- Monday (3<sup>rd</sup>-4<sup>th</sup> period; 9:35-11:30pm, CHE 237)
- Wednesday (3<sup>rd</sup> period; 9:35-10:25pm, CHE 237)

**Course Objectives:** This course aims to provide students with: 1) a thorough understanding of ecosystems by describing the biotic and abiotic components, interactions, and physical drivers that define major ecosystem types and 2) an overview of how these systems are engineered and regulated. In order to understand any individual ecosystem, it is imperative to have a firm grasp on general ecological concepts that explain ecosystem organization and function. This course will begin by reviewing the concepts of succession, material cycles, and food and energy webs, and then use a systems ecology approach to describe specific ecosystem types (e.g., estuaries, lakes, rivers, forests, etc.). Within this framework, we will apply ecological theory through lab and field exercises; build, test, and apply ecological models; and develop independent research projects. Throughout the course, we will focus on ecosystem services, major ecosystem stresses (both natural and anthropogenic), and management considerations for each ecosystem. Throughout the course, we will cover specific applications of ecological engineering, including ecological restoration, the use of wetlands for wastewater treatment, and the application of ecological models to solve environmental problems.

### **Contribution of Course to Meeting the Professional Component for ABET:**

This course contributes 2 credit hours toward meeting the minimum of 32 credit hours for Math and Basic Science Topics and 1 credit hour toward meeting the minimum of 48 credit hours of Engineering Topics required in the basic-level curriculum for the Bachelor of Science Degree in Environmental Engineering Sciences.

### **Relationship of Course to Program Outcomes:**

This course addresses the following ABET program outcomes:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct laboratory experiments and analyze and interpret data
- an ability to identify, formulate, and solve engineering problems
- an ability to communicate effectively
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- use the modern techniques, skills and engineering tools necessary for engineering practice

### **Course Supplies:**

- Required Textbook: None
- Assignments, readings, and announcements will be posted on the course website, so it is important to *regularly check the class homepage* (<https://lss.at.ufl.edu>).

### **Course Expectations:**

- Attend class and arrive on time.
- Complete assigned readings ***prior to the class for which they are assigned.***
- Participate in class discussions, including your thoughts on assigned readings and lecture topics. Learning is more than passive accumulation of information, and we will be asking a lot of questions in class.
- Bring a laptop or arrange to share a laptop for all Excel and modeling activities.

**Grading Scale:** A (≥93), A<sup>-</sup> (≥90 & <93), B<sup>+</sup> (≥87 & <90), B (≥83 & <87), B<sup>-</sup> (≥80 & <83), C<sup>+</sup> (≥77 & <80), C (≥73 & <77), C<sup>-</sup> (≥70 & <73), D<sup>+</sup> (≥67 & <70), D (≥63 & <67), D<sup>-</sup> (≥60 & <63), E (<60).

**Grade Point Policy:** Please visit the following site for information on UF's policy for assigning grade points (<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>).

### **Grading Scheme and Assignments:**

Participation	10%
Quizzes	10%
Lab/ Field trip reports	20%
Exams	40%
<u>Independent Project</u>	<u>20%</u>
Total	100%

- **Participation:** You cannot receive an A in this course without actively participating. Earn your participation grade by consistently attending class, asking and answering questions, and offering your opinion on course topics and current events.
- **Quizzes:** There will be 12 quizzes, covering material from the lectures and readings, and your quiz grade will be based on your ten best quiz scores. Quizzes will be given in the beginning of class; *students entering late will not receive credit for that day's quiz*.
- **Labs:** There will be 4 'labs' on Mondays (note, attendance is required for all Monday class periods). Details on the format and expectations for your lab reports will be delivered at the first lab. Labs must be submitted on e-Learning, and late assignments will be penalized by one letter grade per day.
- **Exams:** Optional exam reviews will be held outside of class before each exam.
- **Independent Project:** The independent project is a semester-long group ( $n=2$ ) project. Students will independently develop and investigate an ecological question or environmental problem, prepare a written report, and deliver an in-class presentation.

**Labs and Field Trips:** One field trip will be organized to visit coastal ecosystems near St Augustine, Florida. You will need to provide your own transportation. Additional details will follow.

**Attendance:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Materials and Supplies Fee:** There will be a \$45 materials and supplies fee to support lab activities for this course. (This fee may not be charged in Spring 2016)

**Course Evaluation:** 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>.

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*



It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. **Violations will be reported to the Dean of Students Office for consideration of disciplinary action.** For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

**Software Use:** 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.

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance:

- *University Counseling & Wellness Center*, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *Career Resource Center*, First Floor, J. Wayne Reitz Union, 392-1601, [www.crc.ufl.edu](http://www.crc.ufl.edu)

**Students with Disabilities Act:** The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).

**Course Topics and Schedule:** This schedule is tentative and subject to change based on the timing of fieldtrips, guest lecturer schedules, student interests, and current events. *\*Indicates a class that will NOT meet in CHE 237.*

Week	Date	Topic	Assignment
1	1/4/2016	No Class	---

	1/6/2016	Introduction to the Course (Q1)	---
2	1/11/2016	*Ecology & Eco. Engineering (Q2)*	Mitsch & Jorgensen 2003
	1/11/2016	Forest Structure Lab	Forest Structure Lab
	1/13/2016	The Ecosystem Concept	Ricklefs, Ch. 9
3	1/18/2016	No Class: MLK Day	---
	1/20/2016	Climate Drivers of Ecosystem Structure (Q3)	Ricklefs, Chapter 8.1-8.5
4	1/25/2016	Introduction to Excel: NATL Data	"Using Excel" Handbook
	1/25/2016	Global Biomes	Ricklefs, Ch. 8.6-8.11
	1/27/2016	Material Cycles – Nutrients (N, P) (Q4)	Crain 2007
5	2/1/2016	Material Cycles – Carbon (Q5)	<b>Lab 1 Report Due</b>
	2/1/2016	Climate Change + Clim. Change Discussion	MEA, 2005, pages 1-11
	2/3/2016	Hydrology I	---
6	2/8/2016	Hydrology II (Q6)	---
	2/8/2016	Wetland Design Lab	Wetland Design Lab Reading
	2/10/2016	Catch-Up & Exam Review	---
7	2/15/2015	<b>Midterm Exam I (In-Class)</b>	---
	2/15/2015	Food Webs & IP Introduction	Knight et al., 2005
	2/17/2015	Competition & Resource Limitation	<b>Wet. Design Lab Report Due</b>
8	2/22/2015	Predation & Trophic Cascades (Q7)	Estes et al. 2011
	2/22/2015	IP Group Selection & Design Workshop	---
	2/24/2015	Pos. Interact. & Ecosystem Engineers (Q8)	Angelini et al. 2011
9	<b>2/29/2015</b>	<b>Spring Break, NO CLASS</b>	---
	<b>3/2/2015</b>	<b>Spring Break, NO CLASS</b>	---
10	3/7/2015	Disturb., Succession, Self-Organization (Q9)	Strong 1977
	3/7/2015	IP: Intro to statistics and data synthesis	<b>IP Project Outline Due</b>
	3/9/2015	Marshes, Mangroves & Oyster Reefs (Q10)	Angelini et al. 2015
11	3/13/2015*	*GTM NERR: Envir. Engin. Restoration*	NERR Sci. Collab. Proposal
	3/16/2014	Lakes: Introduction to Limnology	Carpenter & Kitchell 1988
12	3/21/2015	Rivers, Streams, Springs (Q11)	<b>GTM NERR Report Due</b>
	3/21/2015	Exam Review & IP Workshop	---
	3/23/2015	<b>Mid-term Exam II</b>	---
13	3/28/2015	Wetland Ecosystems	---
	3/28/2015	Coral Reefs & Seagrass Meadows (Q12)	Orth et al. 2006
	3/30/2015	Forests & Land use change	McLaughlin et al., 2013
14	4/4/2015	<b>IP In-Class Presentations 1</b>	---
	4/6/2015	<b>IP In-Class Presentations 2</b>	---
15	4/13/2015	History of US Environmental Regulation	TBA
	4/13/2014	Clean Air & Water Acts + Group Activity	TBA
	4/15/2014	Evolution & Env. Engineers + Discussion	TBA
16	4/21/2014	Catch-up & <b>IP Reports Due</b>	---
	4/21/2014	Reading day, NO CLASS	---
17	<b>4/27/14</b>	<b>FINAL EXAM 5:30 – 7:30 PM</b>	

\*Readings are posted in the "Resources" section of the e-Learning site. ***Complete assigned readings prior to the class for which they are assigned, so we can discuss them in class; they will also be covered on quizzes.***