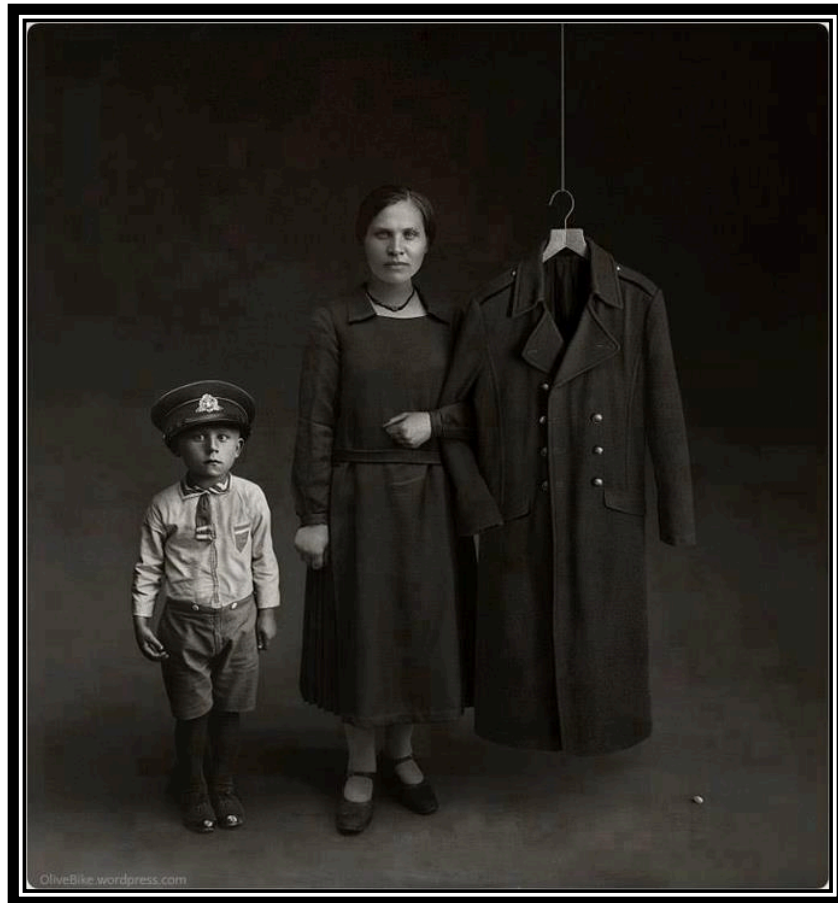


ARIZONA STATE UNIVERSITY

Introduction to Material Culture



ASB 525 – Spring 2014
Mondays, 1:30-4:15 pm, ED 328

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Overview

Some claim that humans are 'natural born cyborgs', intricately tied to the material world around them, without which they could not develop or exist. Yet, for a long time, *things* and the materials that comprise them were looked upon as passive receptacles of human-imposed meanings and left under-theorized in the dusty corners of academia, hidden under the shadows of grandiose concepts like ideology, power, etc. In the last twenty years, *things* have slowly regained their central position in the academic world, enchanting scholars in anthropology, museum studies, art history, design, sociology, geography, religious studies, psychology and beyond.

This class will open a door for you to examine the world of objects. The field of material culture studies is vast and, thus, you should not expect this course to expose you to either the breadth or the depth of this scholarship. We will not be reading any of the typical, foundational works (e.g. by Mauss, Weiner, Miller etc.). We will not veer far from anthropology and museum studies in our readings, although we shall, hopefully, go far in our discussions. Instead, we will focus on a series of questions that exemplify some of the key debates within, and insights from, the field. Do things have lives? Do things act? Do things make people? (see the weekly topics for a complete list).

Goals

The goal of this class is to give you the opportunity to explore current ideas about the lack of clear boundaries between humans and their material surroundings and the implications of these ideas for your own work. More importantly, however, this class aims to take you beyond thinking, into actually observing the world around you in new ways, attuned to how humans and things bring each other into being. If, when you see a tree over a major road pruned to allow drivers to see road signs, you think of it as a manifestation of what it means to live in a state-level society then this class will have been a success! What questions will you ask of your archaeological finds once you have thought of their lives and agencies? How will you organize them and exhibit them? How will you design new things?

Course Format

This class will meet for three hours on Mondays and will be taught as a seminar, depending entirely on the discussions generated and led by you. The first hour will be devoted to the discussion of readings. The second hour will focus on the application of these readings to the observation of the world through your own experiences. You should see the third hour as a workshop, allowing you to work on the research design, execution and materiality of your own semester project, individually and as a class. Ultimately, every class develops organically and, as a result, the exact organization of activities during the three hours may change.

Requirements

1) Class discussions – 30% of your grade

- A) Every week, in no more than 2 pages (1.5 spacing, 12 font, 1' margins) synthesize the main concepts and points of the papers you read. Your point is to answer the question/address the topic of each week and not to give a summary of each reading.
- B) Bring to each class a mind-map that shows how all the readings relate to the question/topic of that week. During the first hour of each class, be prepared to communicate clearly what major thinkers argue about the week's topic and go beyond the readings to express your own thoughts about the topic. Do you agree with the writers

of the papers you read? Can you give examples why? Do you not agree? Why? Can you apply these concepts to your own work? How?

- How are the readings influencing the way you look at the world? During the second hour of each class, discuss your blog entries using the themes and terminology from the readings (see Requirement 2B below).
- How are the readings influencing the way you are looking upon your selected object (see requirement 3 below)? During the third hour of each class, work in groups and talk about your ideas, problems and progress, as you move towards accomplishing requirement 3.

2) Observing the world – 30% of your grade

A1) *Your watch/cell phone – Initial observations*

Your watch/cell phone never leaves your side. How much attention have you paid to it lately? In no more than 2 pages (1.5 spacing, 12 font, 1' margins) tell us about it. We are curious to hear what you'd want us to know.

A2) *Your watch/cell phone – Taking another look*

You have now read some papers that ask you to look upon things and humans in unusual ways. Take another look at your watch/cell phone and in no more than two pages (1.5 spacing, 12 font, 1' margins) tell us what you see now.

B) *Weekly blog*

To ensure that every week you think in a personal and self-reflective way about that week's topic, submit a short (500-1000 words) blog entry, accompanied by a picture, about a personal experience that relates to the week's topic.

3) Object worlds – 40% of your grade

A) Select an object from your life. It can be anything, as long as you have easy and close access to it. Observe it. Get to know it: its biography, its relation to the materials out of which it is made, other objects, yourself and other people, larger cultural, technological or political contexts. Down what paths is your object and its short and long-term relations leading you? How does your object become a platform for commentary on issues that vary in scale from the most specific personal history of your object, to your own biography, to large-scale global issues (e.g. globalization, consumerism, sustainability, inequality etc.). In no more than 15 pages (1.5 space, 12 font, 1.5' margins) weave together the multiple spatial and temporal scales, keeping your object always as the main focus. How is your object embedded in the local and the global scale? How is your object embedded in the short and the long-term? Your 'object world' should be a nested analysis of multiple scales that builds a rich story, bringing to the foreground and giving voice to the hidden and silent aspects our material world. The aspects of your object's biography, the parts of your own life, and the global issues you choose to pursue are completely up to you!

B) Present your object world in a 20 min power point presentation.

Course Grades:

Final grades will be scaled in the following manner:

97-100%	A+	77-79%	C+
94-96%	A	70-76%	C
90-93%	A-	60-69%	D
87-89%	B+	below 60%	E
84-86%	B	failure due to academic dishonesty	XE
80-83%	B-		

Incompletes

A grade of "I" (incomplete) is strongly discouraged, is normally considered only under extraordinary circumstances and may involve retaking the course. If you find that you are having difficulty keeping up with the course, please contact me immediately! A grade of "I" (incomplete) may be given at the instructor's discretion when a student is otherwise doing acceptable work but is unable to complete the course because of illness or other conditions beyond their control. You must arrange with the instructor a formal plan and schedule for the completion of the course requirements. The arrangement must be recorded on the [Request for Grade of Incomplete form](#) (<http://students.asu.edu/forms/incomplete-grade-request>).

Late Assignment Policy:

No late assignments will be accepted. If there are serious and/or unexpected reasons that may cause a delay speak to me or e-mail me ASAP so we can find a solution. If without warning your assignment is late, it will not be accepted and your grade for it shall be 'O'.

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity

All students are responsible for reviewing and following ASU's policies on academic integrity: <http://provost.asu.edu/academicintegrity>. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned

using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Drop and Add Dates/Withdrawals

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://studentsuccess.asu.edu/frontpage>
- Counseling Services: <https://eoss.asu.edu/counseling>
- Financial Aid: <https://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <https://uc.asu.edu/index.php?q=majorexploration/assessment>
- Career Services: <https://eoss.asu.edu/cs>
- Student Organizations: <https://eoss.asu.edu/clubs/tempe>

Class Requirements at a glance		
Requirement #	Brief Description	Due Date
Class discussion - A	<ul style="list-style-type: none"> ❖ 2 page synthesis of important concepts and points in readings ❖ Mind-map of readings 	Weekly, Jan. 27-Apr. 14, at beginning of class
Class discussion - B	<ul style="list-style-type: none"> ❖ Active participation in discussions of readings and blogs. Active participation during the 3rd hour workshop 	Weekly, Jan. 13-Apr. 28, during the entire class
Observing the world - A1	<ul style="list-style-type: none"> ❖ 2 page description of your watch/cell phone 	Jan. 27, at beginning of class
Observing the world - A2	<ul style="list-style-type: none"> ❖ 2 page description of new aspects of your watch/cell phone 	Feb. 17, at beginning of class
Observing the world - B	<ul style="list-style-type: none"> ❖ Weekly blog entry on personal experience related to each week's topic. 	Weekly, Jan. 27-Apr. 14. Enter by Sunday evening; Discuss during second hour of class
Object worlds	<ul style="list-style-type: none"> ❖ Present your problems, successes and overall progress as you research your chosen object and collaborate with your group and entire class ❖ 20 min. power point presentation of your object and research ❖ 15 page paper of your object and research 	<p>Weekly, Feb. 17-Apr. 14, during third hour of class</p> <p>Apr. 21 or Apr. 28, to be determined by random draw</p> <p>Apr. 28, at beginning of class</p>

Provisional Schedule of Weekly Topics

- Jan. 13** **Introduction**
- Jan. 20** Martin Luther King Day – No Class
- Jan. 27** **Do things have lives?**
READINGS: Kopytoff, 1986; Gosden and Marshall, 1999; Hoskins 2006; Saunders, 1999; Holtorf, 1998.
- Feb. 3** **Practice Theory, Choice, and the Chaîne Opératoire**
READINGS: Lemonnier 2002; Ingold 1999; Dobres 2000, 2010; Akrich 1992; Mahias 2002.
- Feb. 10** **Do things matter? (beyond the mind-matter divide)**
READINGS: Burkitt, 1998; Clark and Halmers, 1998; Clark 2003; Ingold 2000; Boivin 2004 [Williams and Coastal 2000].
- Feb. 17** **Materiality + Present your object**
READINGS: Ingold 2007a; Tilley, 2007; Knappett, 2007; Miller, 2007; Nilsson 2007; Ingold 2007b.
- Feb. 24** **Do things act?**
READINGS: Jones and Boivin, 2010; Latour 1992, 2000; Malafouris 2010; Johannsen, 2012.
- Mar. 3** **Do things make people?**
READINGS: Fowler, 2010; Erikson 2009; Dietler and Herbich 1998; Michelaki 2008
- Mar. 10** Spring Break – No Class
- Mar. 17** **Material bodies and embodied materials/practices**
READINGS: Joyce 2005; Karoff and Johansen 2009; Malafouris 2008; Schmidt 2009 or Clark 2009.
- Mar. 24** **How do things and practices ‘make’ time?**
READINGS: Shove, 2009; Miller 2009; J alas 2009; Cobb and Drake 2009; Boivin 2000; Roddick 2013 [Gosden 2006].
- Mar. 31** **How do things and practices ‘make’ space?**
READINGS: Ingold 2000; Chapman 2000; Gamble 2004; Knappett 2010; Michelaki submitted
- Apr. 7** **Remembering and forgetting through things**
READINGS: Connerton 2006; Lillios 2003; Jones 2007; [Olivier 2004; Mills 2008].
- Apr. 14** **The future of things (Cyborgs, robots, digital realities, etc.)**
READINGS: Select a topic that is of interest to you and explore
- Apr. 21** **Presentations**
- Apr. 28** **Presentations**

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WEEKS 1-2

January 13 **Introduction**

January 20 **Martin Luther King Day / No Class**

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WEEK 3

January 27 Do things have lives?

Kopytoff, I.

1986 The cultural biography of things: commoditization as process. In *The Social Life of Things: Commodities in Cultural Perspective*, edited by A. Appadurai, pp. 64-91. Cambridge University Press, Cambridge.

Gosden, C. and Y. Marshall

1999 The cultural biography of objects. *World Archaeology* 31(2, The Cultural Biography of Objects):169-178.

Hoskins, J.

2006 Agency, biography and objects. In *Handbook of material culture*, edited by Tilley, C., Keane, W., Küchler, S., Rowlands, M., and Spyer, P., pp. 74-84. Sage, Los Angeles.

Holtorf, C. J.

1998 The life-histories of megaliths in Mecklenburg-Vorpommern (Germany). *World Archaeology* 30 (1): 23-38.

Saunders, N.

1999 Biographies of brilliance: pearls, transformations of matter and being, c. AD 1492. *World Archaeology* 31 (2): 243-257.

DUE:

- 2 page synthesis of readings
- Mind-map
- 2 page write-up of your watch/phone
- Blog: Write about something you've had since childhood (or for many many years). How has it physically changed? How has your relation with it changed? What other people were related to this object? How has their relation to the object and to you changed?

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WEEK 4

February 3 Practice Theory, Choice, and the Chaîne Opératoire

Akrich, M.

1992 The de-description of technical objects. In *Shaping Technology / Building Society: Studies in Sociotechnical Change*, edited by W. E. Bijker and J. Law, pp. 205-224. The MIT Press, Cambridge, Massachusetts.

Dobres, M.A.

2000 Social agency and practice: The heart and soul of technology. In *Technology and Social Agency*, edited by M.-A. Dobres, pp. 127-163. Blackwell Publishers, Oxford.

2010 *Archaeologies of Technology*. Cambridge Journal of Economics, 34: 103-114

Ingold, T.

1999 Foreword. In *The Social Dynamics of Technology: Practice, Politics, and World Views*, edited by M.-A. Dobres and C. R. Hoffman, pp. vii-xi. Smithsonian Institution Press, Washington and New York.

Lemonnier, P.

2002 Introduction. In *Technological Choices: Transformation in Material Cultures Since the Neolithic*, edited by P. Lemonnier, pp. 1-35. Routledge, London and New York.

Mahias, M.-C.

2002 Pottery techniques in India: Technical variants and social choice. In *Technological Choices: Transformation in Material Cultures Since the Neolithic*, edited by P. Lemonnier, pp. 157-180. Routledge, London and New York.

DUE:

- 2 page synthesis of readings
- Mind-map
- 2 page write-up of your watch/phone
- Blog: Write about the chaîne opératoire of writing a paper: what are your materials (pens, pencils, erasers, notepads, ipads, computers? Why do you prefer certain and not other materials?) and your process? Did someone teach you to do it this way? What do your choices reveal about your training, who you are etc.

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WEEK 5

February 10 Do things matter? (Beyond the mind-matter divide)

Burkitt, I.

1998 Bodies of knowledge: beyond Cartesian views of persons, selves and mind. *Journal for the Theory of Social Behaviour* 28 (1): 63-82.

Clark, A. and Chalmers, D.

1998 The extended mind. *Analysis* 58 (1): 10-23.

2003 *Natural-Born Cyborgs: Minds, Technologies, and the Future of Human Intelligence*, pp. 35-43. Oxford University Press, Oxford.

Ingold, T.

2000a Making culture and weaving the world. In *Matter, Materiality and Modern Culture*, edited by P. M. Graves-Brown, pp. 50-71. Routledge, London and New York.

Boivin, N.

2004 Mind over matter? Collapsing the mind-matter dichotomy in material culture studies. In *Rethinking Materiality: The Engagement of Mind with the Material World*, edited by E. DeMarrais, C. Gosden and C. Renfrew, pp. 63-71. McDonald Institute Monographs, Cambridge.

Williams, E. and A. Costall

2000 Taking things more seriously: Psychological theories of autism and the material-social divide. In *Matter, Materiality and Modern Culture*, edited by P. M. Graves-Brown, pp. 97-111. Routledge, London and New York.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: In what ways are you a cyborg? In what ways is your mind materially extended into the world?

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WEEK 6

February 17 Materiality + Present your Object

Ingold, T.

2007a Materials against materiality. *Archaeological Dialogues* 14 (1): 1-16.

Tilley, C.

2007 Materiality in materials. *Archaeological Dialogues* 14 (1): 16-20.

Knappett, C.

2007 Materials with materiality? *Archaeological Dialogues* 14 (1): 20-23.

Miller, D.

2007 Stone age or plastic age? *Archaeological Dialogues* 14 (1): 23-27.

Nilsson, B.

2007 An archaeology of material stories. Dioramas as illustration and the desire of a thingless archaeology. *Archaeological Dialogues* 14 (1): 27-30.

Ingold, T.

2007b Writing texts, reading materials. A response to my critics. *Archaeological Dialogues* 14 (1): 31-38.

DUE:

- 2 page synthesis of readings
- Mind-map
- 2 page write-up of your watch/phone
- Blog: Choose a material and focus closely on its materiality: its color, weight, texture, smell, taste under different conditions. Does your impression of it change depending on the sense you use or the conditions under which you examine it?

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WEEK 7

February 24 Do things act?

Jones, A.M. and Boivin, N.

2010 The malice of inanimate objects: material agency. In *The Oxford handbook of material culture studies*, edited by D. Hicks and M. Beaudry, pp. 333-351. Oxford University Press, Oxford.

Latour, B.

1992 Where are the missing masses? The sociology of a few mundane artifacts. In *Shaping Technology / Building Society: Studies in Sociotechnical Change*, edited by W. E. Bijker and J. Law, pp. 225-258. The MIT Press, Cambridge, Massachusetts.

2000 The Berlin key or how to do words with things. In *Matter, Materiality and Modern Culture*, edited by P. M. Graves-Brown, pp. 10-21. Routledge, London and New York.

Malafouris, L.

2010 At the potter's wheel: An argument for material agency. In *Material Agency: Towards a Non-Anthropocentric Approach*, edited by Knappett, C. and Malafouris, L., pp: 19-36. Springer, NY.

Johannsen, N.

2012 Archaeology and the Inanimate Agency Proposition: a critique and a suggestion. In *Excavating the mind: cross-sections through culture, cognition and materiality*, edited by N. Johannsen, M. Jessen, and H.J Jensen, pp. 305-347. Aarhus University Press.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Focus on a particular object in your life. If suddenly you could not have it, how would your life change? What does this tell you about the agency of things?

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WEEK 8

March 3 Do things make people?

Fowler, C.

2010 From identity and material culture to personhood and materiality. In *The Oxford handbook of material culture studies*, edited by D. Hicks and M. Beaudry, pp. 352-385. Oxford University Press, Oxford.

Erikson, P.

2009 Obedient things: Reflections on the Matis theory of materiality. In *The occult life of things: Native Amazonian theories of materiality and personhood*, edited by F. Santos-Granero, pp. 173-191. University of Arizona Press, Tucson.

Dietler, M. and I. Herbich

1998 Habitus, techniques, style: An integrated approach to the social understanding of material culture and boundaries. In *The Archaeology of Social Boundaries*, edited by M. T. Stark, pp. 232-263. Smithsonian Institution Press, Washington and London.

Michelaki, K.

2008 Making pots and potters in the Bronze Age Maros villages of Kiszombor-Új-Élet and Klárafalva-Hajdova. *Cambridge Archaeological Journal* 18(3):327-352.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Describe the things that make you a student/archaeologist/designer etc. Why those things and not others? In what way do these particular things and the process of making/using them make you a member of the 'student'/'archaeologist' etc. community?

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WEEK 9

March 10 SPRING BREAK

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WEEK 10

March 17 Material bodies and embodied materials

Joyce, R.

2005 Archaeology of the body. *Annual Review of Anthropology* 34: 139-158.

Karoff, H. and Johansen, S.L.

2009 Materiality, practice, body. In *Interaction design and children: Proceedings of the 8th International conference on interaction design and children, IDC 2009, Como, Italy, June 3-5, 2009*, edited by Paolini, P. and Garzotto, F., pp. 238-241. ACM, NY.

Malafouris, L.

2008 Is it me or is it mine? The Mycenaean sword as a body part. In *Past Bodies: Body Centred Research in Archaeology*, edited by Boric, D. and Robb, J., pp: 115-123. Oxbow Books, Oxford.

Schmidt, P.

2009 Tropes, materiality and ritual embodiment of African iron smelting furnaces as human figures. *Journal of Archaeological Method and Theory* 16: 262-282.

OR

Clark, S.R.

2009 Material matters: representation and materiality of the Harappan body. *Journal of Archaeological Method and Theory* 16: 231-261.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Describe what the phrase 'smart-phone' means to you. Is it only to be understood metaphorically, or do you understand it more literally?

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WEEK 11

March 24 How do things and practices 'make' time?

Shove, E.

2009 Everyday practice and the production and consumption of time. In *Time, consumption and everyday life: practice, materiality and culture*, edited by Shove, E., Trentmann, F., and Wilk, R., pp. 17-33. Berg, Oxford-New York.

Miller, D.

2009 Buying time. In *Time, consumption and everyday life: practice, materiality and culture*, edited by Shove, E., Trentmann, F., and Wilk, R., pp. 157-169. Berg, Oxford-New York.

Jalas, M.

2009 Making Time: Reciprocal Object Relations and the Self-legitimizing Time of Wooden Boating. In *Time, consumption and everyday life: practice, materiality and culture*, edited by Shove, E., Trentmann, F., and Wilk, R., pp. 203-216. Berg, Oxford-New York.

Cobb, C.R. and Drake, E.

2008 The colour of time: Head pots and temporal convergences. *Cambridge Archaeological Journal* 18(1): 85-93.

Boivin, N.

2000 Life rhythms and floor sequences: excavating time in rural Rajasthan and Neolithic Catalhöyük. *World Archaeology* 31: 367-388.

Roddick, A.

2013 Temporalities of the Formative period Taraco peninsula, Bolivia. *Journal of Social Archaeology*, 13 (3): 287-309.

Gosden, C.

2006 Material culture and long-term change. In *Handbook of Material Culture*, edited by Tilley, C., Keane, W., Küchler, S., Rowlands, M., and Spyer, P., pp. 425-442. Sage, Los Angeles.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: What is the 'proper' timing of a meal for you: what time of the day and for how long? How does that affect the scheduling of your life? How does that compare with the scheduling of meals say in Florida? Or on a farm?

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WEEK 12

March 31 How do things and practices 'make' space?

Ingold, T.

2000b The temporality of the landscape. In *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*, edited by T. Ingold, pp. 189-208. Routledge, London and New York.

Chapman, J.

2000 *Fragmentation in archaeology: people, places and broken objects in the prehistory of south-eastern Europe*, pp. 23-48. Routledge, London and New York.

Gamble, C.

2004 Social archaeology and the unfinished business of the Palaeolithic. In *Explaining Social Change: Studies in Honour of Colin Renfrew*, edited by J. Cherry, C. Scarre and S. Shennan, pp. 17-26. McDonald Institute Monographs, Cambridge.

Knappett, C.

2010 The neglected networks of material agency: artefacts, pictures and texts. In *Material Agency: Towards a non-anthropocentric approach*, edited by Knappett, C. and Malafouris, L., pp. 139-156. Springer, NY.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Describe 'your' campus: What are your tasks on campus? Where do they take you? Which buildings do you know and which would you have to look up? On a campus map draw the extent of your territory and with a different color your most usual path.

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WEEK 13

April 7 Remembering and forgetting through things

Connerton, P.

2006 Cultural Memory. In *Handbook of Material Culture*, edited by Tilley, C., Keane, W., Küchler, S., Rowlands, M., and Spyer, P., pp. 315-324. Sage, Los Angeles.

Lillios, K. T.

2003 Creating memory in prehistory: The engraved slate plaques of Southwest Iberia. In *Archaeologies of Memory*, edited by R. M. Van Dyke and S. E. Alcock, pp. 129-150. Blackwell Publishing, Oxford.

Jones, A.

2007 *Memory and Material Culture*, pp. 1-69. Cambridge University Press, Cambridge.

Olivier, L.

2004 The past of the present. Archaeological memory and time. *Archaeological Dialogues* 10 (2): 204-213.

Mills, B.

2008 Remembering while forgetting: Depositional Practices and Social Memory at Chaco. In *Memory Work: Archaeologies of Material Practices*, edited by Mills, B. and Walker, W.H., pp. 81-108. SAR Press.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Describe how a particular object makes you remember particular experiences every time you interact with it.

INTRODUCTION TO MATERIAL CULTURE - ASB 525 (25014)
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WEEK 14

April 14 The future of things

Hayles, K.

1992 The Materiality of Informatics. *Issues in Integrative Studies* 10: 121-144.

Van der Leeuw

2010 Agency, Networks, Past and Future. In *Material Agency: Towards a Non-Anthropocentric Approach*, edited by Knappett, C. and Malafouris, L., pp. 217-247. Springer, New York.

Ingold, T. and Hallam, E.

2007 Creativity and Cultural Improvisation: An Introduction. In *Creativity and Cultural Improvisation*, edited by Hallam, E. and Ingold, T., pp. 1-24. Berg, Oxford and New York.

DUE:

- 2 page synthesis of readings
- Mind-map
- Blog: Write about the future object of your choice. Why does it fascinate you?

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WEEKS 15-16

April 21 - Presentations

April 28 - Presentations + Final Paper Due