

## Anth 4AA3: Materiality, Matter, and Social Lives

Instructor: Shanti Morell-Hart

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**Class Meeting Location:** Kenneth Taylor Hall, Room B107

**Course Schedule:** Thursdays, Jan.10 – Apr.3, 11:30 - 14:20

**Office Hours:** Wednesdays, 11:00 - 13:00

**Office Location:** Chester New Hall, Room 534

### **Course Description:**

How do we relate to a broader material world? How can we study this relationship? To what extent are human beings a discrete and special category, to what extent are we simply another form of assemblage that includes physical objects? How do we consider human and non-human agencies? How do we design objects; how do objects design us? How do we use objects; how do objects use us? How do these relationships change over time?

In this course we explore the relationship between humans and the material world, drawing from scholars in anthropology, archaeology, philosophy, geography, Indigenous Studies, engineering, and video game design. We will focus on the ways that the social world affects matter at different scales, and how the material world affects humanity at different scales. We will read works that address the social lives of people and things, considering sociality, spatiality, and virtual engagements. We will critically evaluate different modes of understanding materiality, and consider the impacts of materiality studies in other domains, from museum displays to the Internet of Things. Of particular focus will be the role of archaeology in constructing narratives of materiality, given the historic attention of the discipline to the study of societies, landscapes, and artifacts over the long durée.

The class is primarily a seminar, with discussions on assigned readings. These discussions will be complemented by small activities and field trips. You will be evaluated on consistent participation in class discussions (20%), a set of reading responses (30%), a final outline and paper (40%), and a final research presentation (10%).

### **Textbooks and Required Readings:**

Most of the course readings will be posted online on Avenue to Learn. All of the required readings for each week-- with the exception of our very first meeting-- must be completed before the first class meeting of each week (i.e., **due Wednesday evenings by 8 pm**).

### **Course Requirements**

Our course meets once per week. Classes will be divided between discussions and activities. Your grade in the course will be based on your performance in completing the following assignments:

#### **Class participation: 20% of total grade.**

Class participation is based partially on attendance, and partially on contributions to discussion. You are expected to complete **all** of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. It is necessary for you to participate in class discussion through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

**\*ALSO REQUIRED\***: Schedule a 10 minute meeting with me during office hours to discuss your paper topic, within the second to fifth week of class.

**\*ALSO REQUIRED\***: Feedback on the final presentation of one of your peers.

#### **Reading responses: 30% of total grade. Due each Wednesday by 8 pm.**

You will be responsible for submitting a 400 word (roughly 1-page, double-spaced) response to **one** of the assigned readings the evening before the first class meeting of the week. These are to be posted in the Discussions area of Avenue to Learn, **before 8 pm, each Wednesday evening**. Individual readings will be divvied between class members for responses, but everyone is responsible for completing **all** of the assigned readings for each week's discussion.

#### **A) Basic information:**

-Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the SAA Style Guide:

[http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide\\_Final\\_813.pdf](http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

-A set of 5 keywords (list), just below the citation

-Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

#### **B) Assessment:**

-What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

- What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? Is the author reacting to anything (e.g. missing information, outdated research, a contrary theoretical position)? (3 sentences)
- What types of materials/data/evidence are used to address these objectives? (1 sentence)
- What else would you like to see the author address? Where did the article fall short? (Short critique, or a request for more or different types of evidence.) (2 sentences)
- What questions do you have about the reading? (1-2 sentences)
- \*OPTIONAL\*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

**C) Reflection:**

- What is one key thing you drew from this reading? (1 sentence)
- What does this make you reflect on-- in the news, your own daily practice, or your own experiences? (1-2 sentences)

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

**Final paper: 40% of total grade.**

Your final paper will be broken up into two components: paper outline and annotated bibliography (10%), and the final paper itself (30%). I will post a set of potential paper topics online, and discuss them in class.

\*ALSO REQUIRED\*: Schedule a 10 minute meeting with me to discuss your paper topic, at some point in the second to sixth week of class.

**Step 1 - Outline and annotated bibliography: 10% of total grade. Due Friday, Mar.8 by 8 pm.**

This is a 2-page assignment that includes a 1-page (single-spaced) outline (roughly 250 words), and a 1-page (single-spaced) list of sources with a brief annotation for each source.

The outline must include: 1) your main thesis questions and objectives, 2) the general layout of your paper and structure of your argument, and 3) the contributions from source material you will be using. In your outline, the authors and dates of the readings you plan to cite will go in parentheses next to every applicable outline subheading. Also provide a rough page number estimate for each major section of your paper.

On a separate page, provide an alphabetical list of 10 sources you plan to use in your paper: articles, book chapters, databases, and/or other scholarly materials. For each source, include a brief (1-sentence) description of how the material will contribute to your paper.

You can use as many class resources as you'd like, but least 5 of your readings must come from sources outside of assigned class readings. All of your sources should be scholarly in nature, and listed with full bibliographic reference information. Make sure to follow the SAA Style guide for your bibliographic information: [http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide\\_Final\\_813.pdf](http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

I will post an example of a final paper outline on Avenue, and talk over the template in class.

**Step 2 - Final paper: 30% of total grade. Due Friday, April 12 by 8 pm.**

This is a 3000 word narrative (roughly 10-pages of narrative, double-spaced, 12-pt font, 1-inch margins). Be sure to include a title page and bibliography on separate pages (and outside the word count). Again, you will need to use at least 10 sources, 5 of which must be outside of class readings.

I will post an example of the evaluation sheet I will use for your final paper online, and talk over the format in class, so that you have an idea of how to structure your paper.

After completing your final paper, please consider updating relevant Wikipedia articles on your paper topic(s), especially if you have chosen a more obscure topic with little or no information already on Wikipedia!

**Final Research Presentation: 10% of total grade. *Thursday, Apr.4 during class.***

Final research presentations will take place during our last class meeting of the term. You will need to prepare a short (5 min) PowerPoint (or similar graphical) presentation. This will cover your research questions, analysis, and preliminary interpretations as you have prepared them for your final paper. Basically, condense the text of your paper into 1.5 pages, and then craft roughly 4 slides to graphically illustrate your research. **Upload your presentation to the folder on Avenue by 8pm, Wednesday Apr.3.** The goal of the presentations is to make you conversant in your own hard work!

As a reminder: part of your Class Participation grade is providing feedback on the presentations of two of your peers. This feedback will help them (and you!) polish the final paper.

## **Course Policies, Expectations and General Guidelines:**

### **Grades:**

Grades will be based on the McMaster University grading scale:

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<b>Letter<sup>1</sup></b>	<b>%</b>	<b>GPA<sup>1</sup></b>	<b>Verbal<sup>2</sup></b>	<b>Definition<sup>2</sup></b>
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

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[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

### **Academic Integrity Statement:**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

### **Requests for Relief for Missed Academic Term Work:**

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work."

The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

For missed academic work worth up to 25% of the course weight, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only **once** per term. As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. Failure to do so may negate the relief.

<https://www.mcmaster.ca/msaf/index.html>

If you are absent for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you **MUST** visit your Associate Dean's Office. You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

### **Privacy Protection:**

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.



**E-mail Communication Policy:**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

**Course Modification:**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

**Special Accommodations:**

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to Indigenous or spiritual observances, athletic events, or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly.

**Religious, Indigenous and Spiritual Observances (RISO):**

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

**Student Accessibility Services:**

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require academic accommodation should contact SAS as early in the term as possible. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#). Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). <http://sas.mcmaster.ca>

**AODA:**

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email [hutchin@mcmaster.ca](mailto:hutchin@mcmaster.ca)

**Additional Student Resources:****Office of Human Rights and Equity Services:**

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life.

<http://www.mcmaster.ca/hres/index.html>

**Personal Counselling and Mental Health at the Student Wellness Center:**

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources.

<http://wellness.mcmaster.ca/counselling.html>

**Writing Support Services:**

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

**Research Help:**

A Service Desk is located near the entrance of each library on campus. Students may drop by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: <https://library.mcmaster.ca/justask>

**Research Consultations:**

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks.

<https://library.mcmaster.ca/forms/research-consultation-request>

***Images from the top of the syllabus:***

<http://www.odec.ca/projects/2010/stepxl2/homes/index.htm>

<http://clutterinterrupted.com/the-organizing-tips-from-sanford-and-son-you-never-knew/>

<http://www.ukauthority.com/UKA-Local-Digital/entry/5367/local-digital-futures-the-internet-of-things-local-public-services>

<https://www.pinterest.com/wordweaverlynn/signs-notes-and-symbols/>

<http://myyearwithoutclothesshopping.com/attitudes-and-habits/3-articles-that-made-me-think/>

<http://www.chaoscontrolmichigan.com/how-long-will-it-take>



## **Course Schedule:**

(Reminder: You are responsible for a 400 word response to **one** of the assigned readings the evening before our class meeting each week.)

### **1. Jan.10: If a thing falls in a forest**

People X Things. What counts as a thing? What counts as a people? Confines of anthropology; strengths and limitations of archaeology. Overview of archaeologists and materials: modes of analysis; theoretical approaches.

**Read & Discuss:** Daniel Miller (2005): "Materiality: An Introduction"

**\*\* Jan.16: First reading response due by 8 pm for Week 2 readings\*\***

(due every Wednesday hereafter)

### **2. Jan.17: Stuff and nonsense**

Heuristics and theories of things. Webs, networks, entanglements, bundles, chains, weaves, assemblages. Structuration, practice, agency. Things as trajectories and processes instead of... things.

**Discuss:** Brown 2001; Hodder 2011; Ingold 2007; Knappett 2002; Lippert 2006.

### **3. Jan.24: Things and blings**

Politics, economies, and value. Vulgar materialisms and new materialisms. Commodification and fetishization. Marcel Mauss, gifts, and obligations. Concepts as placeholders for things, things as stand-ins for concepts.

**Discuss:** Appadurai 1994 [1986]; Coole and Frost 2010; Gerristen and Riello 2015; Graeber 2001 (Ch 4); Morehart and Butler 2010.

### **4. Jan.31: Media matters**

Sensing things. Physical properties: sound, taste, feel, etc. Sensory archaeologies and the privilege of the visual. Semiotics: representations, indices, and meanings. Copies, replicas, and citations. Designing materiality: video games, virtual museums, digital objects.

**Discuss:** Hamilakis 2008; Harrison and Schofield 2010; Hurcombe 2007; Ouzman 2001; Søndergaard 2013.

**Workshop:** Final paper topics

### **5. Feb.7: Time travel**

Materiality and temporality. Historical trajectories; historical contingencies. The shape and structure of time in relation to things and activities. Schrödinger's cat vs. the vacuum.

**Discuss:** Bailey 2007; Burke et al. 2011; Foxhall 2000; Ingold 1993; Stahl 1993.

### **6. Feb.14: The I and the Not-I**

Human, non-human, post-human, trans-human. Cyborgs, networks, extended selves, and the Internet of Things. Ensoulment and divinity. Agency: free will vs. power-over vs. power-to.

**Discuss:** Ferrando 2013; Hoskins 2006; Joyce and Barber 2015; Latour 1999; Overton and Hamilakis 2013.

**Workshop:** Final papers and outlines

**\*\* Feb.19 – Feb.22: Winter Term Recess \*\***

### **7. Feb.28: You are what you eat**

Consumption and embodiment. Performance, iteration, reproduction. Enskilment and communities of practice. Magic and the material.

**Discuss:** Agarwal 2016; Bennett 2007; Boyd 2002; Meskell 2013; Wendrich 2013.

### **8. Mar.7: Reduce, reuse, recycle**

Durables and perishables; consumables and reusables. Heirloom objects and social memory. Replicas, recipes, and reconstructions. The Ship of Theseus paradox.

**Discuss:** Bath 1981; Hamann 2002; Lillios 1999; Lowenthal 1989; Mills 2016.

**\*\* Mar.8 (Friday): Final Paper Outline due by 8 pm\*\***

### **9. Mar.14: Conversations with landscape**

Spatiality. Features, spaces, places, syntax. Monuments, text, and context. Phenomenology. Analogies between language and landscape: fields and genres; paradigms and syntagms; persistence and mutability through discourse.

**Discuss:** Barrett and Ko 2009; Foucault 1975; Joyce 2004; Kiddey 2015; Soja 1985.

### **10. Mar.21: Disaster!, Discard, and Abandonment**

Materiality of calamity and catastrophe. Slow change, rapid change, and material transformation.

Migration and movement. Collapse and resilience. Formation processes and taphonomy.

**Discuss:** Burström 2013; Crossland 2002; Fowles 2015; Reno 2013; Stevenson 1982.

**Workshop:** Final presentations

### **11. Mar.28: Materiality, meaning, multivocality**

What are we conserving and curating? Preservation, curation, and posterity. "Real" objects vs. replicas. Authenticity and integrity. Heterotopias, multivocality, and original objects.

**Discuss:** Alberti and Marshall 2009; Bollmer 2015; Colwell-Chanthaphonh and Ferguson 2006; Dudley 2012; Harmanşah 2015.

**Activity:** Artifact context and display in the McMaster Museum of Art

### **12. Apr.4: Final Presentations**

**\*\*Upload to Avenue folder by 8 pm the night before\*\***

**\*\*Apr. 12 (Friday): Final Paper due by 8 pm\*\***

## **Course Readings:**

Agarwal, Sabrina C.

2016 Bone Morphologies and Histories: Life Course Approaches in Bioarchaeology. *American Journal of Physical Anthropology* 159(S61):S130-S149.

Alberti, Benjamin and Yvonne Marshall

2009 Animating Archaeology: Local Theories and Conceptually Open-Ended Methodologies. *Cambridge Archaeological Journal* 19(03):344-356.

Appadurai, Arjun

1994 [1986] Commodities and the Politics of Value. In *Interpreting Objects and Collections*, pp. 76-91. Routledge, New York, NY.

Bailey, Geoff

2007 Time Perspectives, Palimpsests and the Archaeology of Time. *Journal of Anthropological Archaeology* 26(2):198-223.

Barrett, John C. and Ilhong Ko

2009 A Phenomenology of Landscape: A Crisis in British Landscape Archaeology? *Journal of Social Archaeology* 9(3):275-294.

Bath, Joyce E.

1981 The Raw and the Cooked: The Material Culture of a Modern Supermarket. In *Modern Material Culture: The Archaeology of Us* edited by R. A. Gould and M. B. Schiffer, pp. 183-195. Academic Press, New York, NY.

Bennett, Jane

2007 Edible Matter. *New Left Review* 45(May June 2007):133-145.

Bollmer, Grant

2015 Fragile Storage, Digital Futures. *Journal of Contemporary Archaeology* 2(1):66-72.

Boyd, Brian

2002 Ways of Eating/Ways of Being in the Later Epipalaeolithic (Natufian) Levant. In *Thinking Through the Body: Archaeologies of Corporeality*, edited by Y. Hamilakis, M. Pluciennik and S. Tarlow. Springer.

Brown, Bill

2001 Thing Theory. *Critical Inquiry* 28(1):1-22.

Burke, Heather, Alice Gorman, Ken Mayes and Darren Renshaw

2011 The Heritage Uncertainty Principle: Excavating Air Raid Shelters from the Second World War. In *New Perspectives in Global Public Archaeology*, pp. 139-154. Springer.

Burström, Mats

2013 Buried Memories: Wartime Caches and Family History in Estonia. In *Archaeologies of Mobility and Movement*, edited by M. C. Beaudry and T. G. Parno, pp. 101-115. Springer, New York, NY.

Colwell-Chanthaphonh, Chip and Thomas J. Ferguson

2006 Memory pieces and footprints: multivocality and the meanings of ancient times and ancestral places among the Zuni and Hopi. *American Anthropologist* 108(1):148-162.

Coole, Diana and Samantha Frost

2010 Introducing the New Materialisms. In *New Materialisms: Ontology Agency and Politics*, edited by D. Coole and S. Frost, pp. 1-43. Duke University Press, Durham, NC.

Crossland, Zoë

2002 Violent Spaces: Conflict over the Reappearance of Argentina's Disappeared. In *Matériel Culture: The Archaeology of Twentieth-Century Conflict*, edited by J. Schofield, W. G. Johnson and C. M. Beck, pp. 115. Routledge, New York, NY.

Dudley, Sandra

2012 Materiality Matters: Experiencing the Displayed Object. *University of Michigan Working Papers in Museum Studies* 8(2012):1-9.

Ferrando, Francesca

2013 Posthumanism, Transhumanism, Antihumanism, Metahumanism, and New Materialisms. *Existenz* 8(2):26-32.

Foucault, Michel

1975 Panopticism. In *Discipline and Punish: The Birth of the Prison*, pp. 195-228.

Fowles, Severin M.

2015 Writing Collapse. In *Social Theory in Archaeology and Ancient History: The Present and Future of Counternarratives*, edited by G. Emberling. Cambridge University Press, Cambridge, UK.

Foxhall, Lin

2000 The Running Sands of Time: Archaeology and the Short-Term. *World Archaeology* 31(3):484-498.

Gerritsen, Anne and Giorgio Riello

2015 Material Culture in the First Global Age. In *The Global Lives of Things: The Material Culture of Connections in the Early Modern World*. Routledge.

Graeber, David

2001 Action and Reflection, or Notes toward a Theory of Wealth and Power (Ch.4). In *Toward An Anthropological Theory of Value*, pp. 91-115. Springer.

Hamann, Byron Ellsworth

2002 The Social Life of Pre-Sunrise Things. *Current Anthropology* 43(3):351-382.

Hamilakis, Yannis

2008 Time, Performance, and the Production of a Mnemonic Record: From Feasting to an Archaeology of Eating and Drinking. Proceedings of the 12th International Aegean Conference, University of Melbourne, Centre for Classics and Archaeology, 25-29 March 2008.

Haraway, Donna

2006 [1990] A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late 20th Century. In *The International Handbook of Virtual Learning Environments*, edited by J. Weiss, J. Nolan, J. Hunsinger and P. Trifonas, pp. 117-158. Springer.

Harmanşah, Ömür

2015 ISIS, Heritage, and the Spectacles of Destruction in the Global Media. *Near Eastern Archaeology* 78(3):170-177.

Harrison, Rodney and John Schofield

2010 Non-Places and Virtual Worlds. In *After Modernity: Archaeological Approaches to the Contemporary Past*, pp. 249-281. Oxford University Press, Oxford, UK.

Hodder, Ian

2011 Human-thing Entanglement: Towards an Integrated Archaeological Perspective. *Journal of the Royal Anthropological Institute* 17(1):154-177.

Hoskins, Janet

2006 Agency, Biography and Objects. In *Handbook of Material Culture*, edited by C. Tilley, W. Keane, S. Kuechler, M. Rowlands and P. Spyer, pp. 74-84. SAGE.

Hurcombe, Linda

2007 A Sense of Materials and Sensory Perception in Concepts of Materiality. *World Archaeology* 39(4):532-545.

Ingold, Timothy

1993 The Temporality of the Landscape. *World Archaeology* 25:152-174.

2007 Materials against Materiality. *Archaeological Dialogues* 14(01):1-16.

Joyce, Arthur A and Sarah B Barber

2015 Ensoulment, Entrapment, and Political Centralization. *Current Anthropology* 56(6):819-847.

Joyce, Rosemary A.

2004 Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11(1):5-29.

Kiddey, R., A. Daffnis, J. Hallam and M. Brate

2015 Journeys in the City: Homeless Archaeologists or Archaeologies of Homelessness *Journal of Contemporary Archaeology* 2(2):235-244.

Knappett, Carl

2002 Photographs, Skeuomorphs and Marionettes: Some Thoughts on Mind, Agency and Object. *Journal of Material Culture* 7(1):97-117.

Latour, Bruno

1999 From Fabrication to Reality: Pasteur and His Lactic Acid Ferment. In *Pandora's Hope: Essays on the Reality of Science Studies*, pp. 113-172. Cambridge, MA: Harvard University Press.

2005 Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford University Press, USA.

Lillios, Katina T.

1999 Objects of Memory: The Ethnography and Archaeology of Heirlooms. *Journal of Archaeological Method and Theory* 6(3):235-262.

Lippert, Dorothy

2006 Building a Bridge to Cross a Thousand Years. *American Indian Quarterly*:431-440.

Lowenthal, David

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