



Carleton University

Department of History Course Outline



Woman in Hat and Fur Collar, Pablo Picasso, 1937.
Source: Wikipedia

COURSE:	Consumption HIST 5211F
TERM:	Fall 2018
PRECLUSIONS:	none
CLASS:	Day & Time: Tuesdays, 6:05pm-8:55pm Room: PA 129
INSTRUCTOR:	Dr. Danielle Kinsey
CONTACT:	Office: PA 422 Office Hrs: Wed 4pm-6pm <i>or by appointment</i> Telephone: 613-520-2600 extension 2832 Email Danielle.Kinsey@carleton.ca

- I. **Course Description:** Much European historiography considers the production side of the economy by discussing the Industrial Revolution and explaining its rise, stages, consequences, and apparent lack in certain contexts. It is only in the last thirty years or so that historians have begun to take seriously the consumption side of the economy, some going as far as to argue that the development of mass consumer culture was the true engine of modernity (concepts to be unpacked, for sure). In this course, students will identify and analyze key debates, priorities, and methodologies that have been at work in writing about consumption in European history. We may contend with concepts of the domestic sphere, consumer revolution, emulation theory, modern advertising, mass distribution, consumer agency, addiction theory, thing theory, habitus, performativity, the history of the senses, the digital revolution, and the history of everyday life. Students will begin by considering how consumption is conceived of in theoretical texts. We will then analyze examples of how the history of consumption has been written. Students will end the course by identifying current trends in the field and considering how the frameworks and concepts they have learned can be applied to their graduate projects.

- II. **Course Outcomes:** Students who pass this course will be able to:
 - 1) Demonstrate an advanced knowledge of consumption history and historiography in the European context.
 - 2) Evaluate historical arguments and historical scholarship regarding consumption in the European context.
 - 3) Analyze and apply historical methods and theories alive in consumption studies.
 - 4) Communicate historical ideas effectively in writing, orally, and (if appropriate) in digital form, visual media, or other formats.

- III. **Course Format:** This course is a seminar and will meet once a week for three hours each week. Beginning Oct 2 and each week thereafter, at the beginning of class students will hand in a one-page, single-spaced reading response on the assigned readings for that day. From Oct 2 to the end of the course, class discussions will be facilitated by at least one student each week. Discussion days will be decided in our first meeting.
- IV. **Texts:** The following monographs will be assigned in their entirety:
 Jukka Gronow, *Caviar With Champagne: Common Luxury and the Ideals of The Good Life in Stalin's Russia*, (New York: Berg, 2003). ISBN: 9781859736388.
 Mark Kurlansky, *Cod: A Biography of the Fish That Changed the World*, (New York: Vintage, 1997). ISBN: 9780099268703.
 Bianca Murillo, *Market Encounters: Consumer Cultures in Twentieth-Century Ghana*, (Athens: Ohio University Press, 2017). ISBN: 978-0821422892
 Chris Otter, *The Victorian Eye: A Political History of Light and Vision in Britain, 1800-1910*, (Chicago: University of Chicago Press, 2008). ISBN: 9780226640778.
 Daniel Roche, *The History of Everyday Things: The Birth of Consumption in France, 1600-1800*, Brian Pearce, translator, (Cambridge: Cambridge UP, 2000.) ISBN: 978-0521633598
 Pamela Swett et alia, *Selling Modernity: Advertising in Twentieth-Century Germany*, (Durham: Duke University Press, 2007). ISBN: 9780822340690
 Frank Trentmann, *Empire of Things: How We Became a World of Consumers, from the 15th Century to the Twenty-First*, (New York: Penguin Classic, 2017). ISBN: 978-0141028743
 I will **NOT** be putting copies of the books on reserve at the library for the reason that if I put a book on reserve, they won't allow you to order in duplicate copies via interlibrary loan (RACER). Books will be available for purchase at Octopus Books (116 Third Avenue).

Readings for Sept 11th, Oct 2nd, and Oct 16th will be available on electronic reserve at the library or via our cuLearn website. The list of readings can be found in the Course Calendar section of this syllabus.

Nota Bene: Students will be responsible for finding their own theory readings for Sept 25th.
*******Each student is responsible for obtaining their own copies in a timely fashion.*******

V. **Evaluation:**

Participation	20%	ongoing
Reading Responses	15%	ongoing
Theory Paper (5-7p) and Presentation	20%	6:05pm Sept 25
Discussion Lead	10%	TBD
Book review (5-7p)	15%	11:55pm Dec 7
Applied exam (8-10p)	20%	11:55pm Dec 21

***NOTA BENE: All components of the course must be passed in order for the student to pass the course.

Illness: Please contact me if you have a documented illness and anticipate being late or are late with an assignment.

Participation: Each student is expected to attend all classes, do all assigned readings, and participate actively in all discussions. Participation grades will be determined according to the quality and frequency of interventions and how well a student is able to engage with comments from other students during the discussion (as opposed to simply responding to the professor).

Policy on Classroom Behaviour: Students and faculty each have responsibility for maintaining an appropriate and *respectful* learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, ethnicity, culture, religion, creed, politics, military status, sexual orientation, gender, gender identity, and gender expression, age, disability, and nationality.

Reading Responses: At the start of all classes from Oct 2nd to Nov 27th, students will hand in (or upload to cuLearn, your choice) a one-page, single-spaced response to the reading for that day. The response should contain a *short* paragraph on the thesis and scope of the book for that day and a discussion of the weaknesses and strengths of the book. If there is one aspect of the book that the student finds particularly provoking/engaging/problematic that they would like to delve into further, either in discussion or in another assignment, I would encourage them to write about that in their response. What I do NOT want to read are simple recaps of the content of the book. Recaps will only receive half marks. To get full marks, I want to see evidence that the student has 1) read the book and 2) generated a unique, thoughtful response to it or an aspect of it. What is YOUR take on the book? That's what I want to know.

Theory Paper and Presentation: DUE at the beginning of class, 6:05pm SEPT 25

In the first class (Sept 11), students will identify one theorist whose work they will engage with to determine the theorist's major ideas about consumption. On Sept 25th, each student will do a presentation on their theorist's ideas about consumption, worth 10%. Presentations (10-15min, depending on how many people are in the class) will include a BRIEF discussion of the theorist and their historical context, a BRIEF synopsis of the overall goal of the theory they are associated with, and more in-depth discussion on their specific take on consumption. Essentially, each presentation will teach the rest of the class about "What theorist X thinks about consumption and why." In the past, students have chosen to provide handouts of key quotes for the group to engage with or put up quotes on a powerpoint presentation.

That same day, each student will hand in a 5-7 page, double-spaced explanation and evaluation of theorist X's ideas about consumption, including information about their historical context and engagement with specific quotes from their text(s). The paper must include citations and a bibliography (both of which are in addition to the 5-7 page limit). Another way of saying this is that the paper will be a "deep reading" of theorist X's writing(s) with regard to the question of consumption. It will also be worth 10%.

Discussion Lead: During the first class (Sept 11), students will pick a day to lead discussion. Discussion leaders will be responsible for generating 5 or so questions to guide the discussion for that day (to be handed out and/or posted either days before class or at the start of class, it's up to the leader). If more than one student signs up for a day, discussion leaders should work together to ensure a smooth discussion. Nota bene: *Leading* a discussion and being the person who answers all questions in a discussion are two different tasks. Leaders are supposed to foster excellent discussion, devise questions that will generate a range of answers and, ultimately, incisive critiques of the material under discussion.

Book Review: DUE ON OR BEFORE 11:55pm DEC 7 via cuLearn

In our last class on Dec 4, we will be discussing the LONG Penguin paperback by Frank Trentmann called *Empire of Things*. I want you to write a book review on this book. It should be 5-7 pages, double-spaced. Instead of just doing a general review, each student should pick an aspect of the book to focus on to critique. The aspect could be a particular theme, sub-argument, causal factor, or time period that Trentmann does well or not so well. The nature of the critique must go beyond simply, "Trentmann

doesn't do this and that's bad." Instead, I want you to explain what, exactly, is being missed if he doesn't attend to a theme or aspect and how the book/argument would change if he did attend to that aspect. Conversely, fully explain how something he did attend to shed light on central aspects of consumption in important ways.

Each paper should have a bibliography, title, and title page in addition to the 5-7 page limit.

Applied Exam: DUE ON OR BEFORE 11:55pm DEC 21 via cuLearn

The topic of this 8-10 page, double-spaced paper will be unique for each student and will be decided upon in consultation with the professor. Ideally, it will be an opportunity for you to do work on your own project. Possibilities include a review article on three or so monographs about consumption that are somehow important for your own work, an historiography paper on how consumption historiography can or can't apply to your own topic, a "deep reading" of a primary source from your own research that you analyze through some aspect of the consumption literature we've done in this course, or even a traditional research paper on a consumption topic within your graduate project. I'm open to all kinds of possibilities – the goal is for you to make this paper useful for your own work while impressing me with things you've learned about consumption history and historiography.

Policy on Late Assignments: Late assignments will lose a half letter grade every 24 hours they are late. If you think you are going to be late with an assignment, I encourage you to contact me *before* the assignment is due to discuss the situation. If you are late with an assignment, contact me anyway so we can discuss the situation.

Possible Theorists for Sept 25:

Adam Smith, recommend *The Wealth of Nations* (1776)

*Karl Marx, recommend *The Marx Reader* edited by Robert C. Tucker (1978) – commodity fetishism

Georg Simmel, "On Fashion" *American Journal of Sociology* 62:6 (1957)

*Thorstein Veblen, *The Theory of the Leisure Class* (1994) – conspicuous consumption

Walter Benjamin, recommend *The Work of Art in the Age of Mechanical Reproduction* (1935)

Jürgen Habermas, recommend Part V, Ch 18 from *The Structural Transformation of the Public Sphere* (1962)

Jean Baudrillard, recommend *Ch1 and 2 from his Selected Writings* ed. by Mark Poster

Henri Lefebvre, *The Production of Space*

Michel Foucault, recommend *The History of Sexuality* (1976)

Pierre Bourdieu, recommend *Distinction* (1979), introduction and Ch1

Michel de Certeau, recommend "General Introduction" in *The Practice of Everyday Life*

Mary Poovey, recommend *Uneven Developments* (1984)

**The Social Life of Things* (1986): Arjun Appadurai, "Introduction," and Igor Kopytoff's, "The Cultural Biography of Things"

Arjun Appadurai, "Consumption, Duration, and History," in *Modernity at Large* AND "The Thing Itself," *Public Culture* 18/1 (2006)

Erving Goffman, *Gender Advertisements*

Judith Butler, recommend "Performative Acts and Gender Constitution..." *Theatre Journal*, 40: 4 (1988): 519-33.

Mary Douglas, *The World of Goods* (1996)

Daniel Miller, anything of his on thing theory; *Stuff* (2010) is good; there's others more squarely about consumption. French language:

Victor Riquetti de Mirabeau, recommend *L'ami des hommes* (1756)

George Marie Butel-Dumont, recommend *Théorie du lux* (1771)

*We need to have at least one student presenting on Marx, Veblen, and *The Social Life of Things*, respectively. The others are optional and this list is hardly exhaustive so if there is a theorist's work that is not here and you want to engage with it, feel free to discuss this with the professor.

Course Calendar:

1. Sept 11: Introduction

During this class we will discuss “history,” “European consumption history,” how to read monographs for class, and students will pick their discussion lead days and theorists for Sept 25

Assigned Reading:

- 1) The syllabus, also posted on cuLearn
- 2) Frank Trentmann, “Introduction” in Frank Trentmann (ed.), *The Oxford Handbook of the History of Consumption* (Oxford: OUP, 2012), pp. 1-19. Can be found on ARES, cuLearn, or online:
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199561216.001.0001/oxfordhb-9780199561216-e-1?print=pdf>
- 3) Kinsey’s draft article on historical thinking posted on cuLearn

2. Sept 18: NO CLASS

Use this time for preparing for Sept 25, gathering books for future weeks, reading, and thinking about your assignments. In exchange for having this week off, be ready to go overtime on Sept 25.

3. Sept 25: Theory Day – NOTE: this class will probably run into overtime – prepare for that!

DUE - THEORY PAPER AND PRESENTATIONS

4. Oct 2: Consumer Revolution

Assigned Reading available via cuLearn and/or on e-reserve via ARES:

1. John Brewer and Roy Porter, “Introduction,” *Consumption and the World of Goods*, edited by Brewer and Porter, (New York: Routledge, 1993), 1-15.
2. Jean-Christophe Agnew, “Coming up for air: consumer culture in historical perspective,” *Consumption and the World of Goods*, 19-39.
3. Colin Campbell, “Understanding traditional and modern patterns of consumption in 18th-century England,” *Consumption and the World of Goods*, 40-57.
4. Jan de Vries, “Between purchasing power and the world of goods: understanding the household economy in early modern Europe,” *Consumption and the World of Goods*, 85-132.
5. Donald Quataert, “Introduction,” in *Consumption Studies and the History of the Ottoman Empire, 1550-1922* edited by Donald Quataert, (Albany: SUNY Press, 2000), 1-13.
6. Suraiya Faroqhi, “Research on the History of Ottoman Consumption: A Preliminary Exploration of Sources and Models,” in *Consumption Studies and the History of the Ottoman Empire*, 15-44.

DUE: Response Paper on Consumer Revolution day

Discussion Leader:

5. Oct 9: The Quotidian

Assigned Reading: Daniel Roche, *A History of Everyday Things* (all)

DUE: Response Paper on Roche

Discussion Leader:

6. Oct 16: Women and Gender

Assigned Reading available via cuLearn and/or on e-reserve via ARES:

1. Skim: Tammy Whitlock, “Gender, Medicine, and Consumer Culture in Victorian England: Creating the Kleptomaniac,” *Albion* 31:3 (Autumn 1999), 413-37.

2. Victoria de Grazia, "Introduction," *The Sex of Things: Gender and Consumption in Historical Perspective*, edited by de Grazia and Ellen Furlough, (Berkeley: University of California Press, 1996), 1-10.
3. Victoria de Grazia, "Changing Consumption Regimes," *The Sex of Things*, 11-24.
4. David Kuchta, "The Making of the Self-Made Man," *The Sex of Things*, 54-78.
5. Leora Auslander, "The Gendering of Consumer Practices in Nineteenth-Century France," *The Sex of Things*, 79-112.
6. Erika Rappaport, "'A Husband and His Wife's Dresses': Consumer Credit and the Debtor Family in England, 1864-1914," *The Sex of Things*, 163-87.

DUE: Response Paper on Gender

Discussion Leader:

7. Oct 22 – 26 FALL BREAK ☺

8. Oct 30: The Gaze

Assigned Reading: Chris Otter, *The Victorian Eye* (all)

DUE: Response Paper on Otter

Discussion Leader:

9. Nov 6: Soviet Consumerism

Assigned Reading: Jukka Gronow, *Caviar with Champagne* (all)

DUE: Response Paper on Gronow

Discussion Leader:

10. Nov 13: Advertising

Assigned Reading: Pamela Swett et alia, *Selling Modernity* (all)

DUE: Response Paper on Advertising

Discussion Leader:

11. Nov 20: Intermediaries

Assigned Reading: Bianca Murillo, *Market Encounters* (all)

DUE: Response Paper on Murillo

Discussion Leader:

12. Nov 27: Commodities

Assigned Reading: Mark Kurlansky, *Cod* (all) or a commodity history book of your choice (get approval from the professor first)

DUE: Response Paper on Kurlansky (or the commodity history you read)

Discussion Leader:

13. Dec 4: The folly of big history?

Assigned Reading: Frank Trentmann, *Empire of Things* (all!)

There is no response paper due today. You are welcome.

Discussion Leader:

DUE ON OR BEFORE 11:55pm Friday, DECEMBER 7th: BOOK REVIEW OF TRENTMANN

DUE ON OR BEFORE 11:55pm Friday, DECEMBER 21st: APPLIED EXAM

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

September 30, 2018: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

December 7, 2018: Last day for academic withdrawal from **fall** courses.

April 9, 2019: Last day for academic withdrawal from **fall/winter (full year)** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

ADDRESSES (613-520-2600, phone ext.)

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

Application for Graduation Deadlines

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1