0#+(-,.-!9(,$47!%(0,-(0!0.'(!.9:(/)7!)2&)!.9:(/)!'#0)!0#-(*1!
9(!/&+&9*(!."!/.$"(--,$4!&$!(3($!4-(&)(-!+*($),)#%(!."!9(,$45H

@,-&-%!0)&-)0!)2,0!+&00&4(!91!(C+*&,$,$4!)2&)!'&$!,0!.")($!/.$"#0(%!91!)2(!
%(0,-(0!2(!"((*05!B2,0!/.$"#0,.$7!2(!/.$),$#(07!,0!/&#0(%!91!)2(!"&/)!)2&)!
man desires "*being*5A!I0!0)&)(0!."!9(,$4!&-(!-&)2(-!2&-%!).!/.$/(+)#&*,D(!
from thin air, humans rely on fnding examples as seen in other humans,
+,/E,$4!.#)!,$%,3,%#&*07!82.!&-(!+(-/(,3(%!&0!2&3,$4!&!/.'+&-&),3(*1!9())(-!
0)&)(!."!9(,$47!&0!0.J/&**(%!'.%(*05!I0!',',/-1!,0!.")($!)2(!0,'+*(0)!8&1!
).!&/2,(3(!)2(!0&'(!-(0#*)0!&0!&$.)2(-!+(-0.$7!,$%,3,%#&*0!)2($!"((*!&$!
,$0),$/)#&*!#-4(!).!,',)&)(!)2(!'.%(*0!)2(1!.90(-3(!,$!.-%(-!).!&/2,(3(!)2(!
0&'(!2,42(-!0)&)(0!."!9(,$45!B2,0!',',/-1!,0!82&)!#*),'&)(*1!/-(&)(0!)2(!
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.$).!)2(!.9:(/)0!)2&)!)2(1!+.00(00!5!K,',*&-*17!,"!&!'.%(*7!82.!&$!,$%,3,%#&*!

that we can discuss is the increasingly puzzling—from a purely utilitarian point of view—desire for watches. In many modern societies cell phones are ubiquitous, and on the screen of every cell phone is a digital clock that over the course of a day than a phone.) However, this argument falls fat as sporty or as an outdoorsman. By adhering to specifc styles of fashion, and subsequently choose to appear similar to a group unless they wished positive perceived characteristic—or state of being, present in members of the group—as no logic exists in the idea of an individual wanting to be

&00 . /,&)(%! 8,)2! 4- . #+0!)2&)!)2(! 0& ' (! ,$%,3,%#&*! + (- / (,3(0! &0! #$*,E&9*(! . -! *&/E,$4! 3,-)#(5! B2,0! %(0,-(!) . ! &00 . /,&)(! 8,)2! &$%! 9(! 0(($! &0! &! +&-)! . "! &! / (-)&,$! 4- . #+!,0!,$!,)0! 3(-1! (00($/ (! &! %(0,-(!) . !, ' ,)&)(!)2(!,$%,3,%#&*0! . "! said group, and therefore fts quite nicely with the idea of mimetic desire. ;$!)2,0! 8&17! 8 (! / &$! 0((!)2&)! ' , ' (),/! %(0,-(! . "" (-0! &! + (-" (/)*1! 0#,)&9*(7!,"! $.)! 0#+ (-, . -7! (C+*&$&), . $!" . -! . #-! ' &)(-,&*! %(0,-(05

N . 8(3(-7! ' , ' (),/! %(0,-(!,0! $.)!*, ' ,)(%!) . ! . 9:(/)0! &* . $(7! &0! (3($!)2(! acquisition of ideas can be conceptualized through this lens. This can be 0(($!)2- . #42!)2(! (C& ' +*(! . "! &! / . **(4(! 0)#%($)7! 82 . 0(! +-, ' &-1! +#-+ . 0(! for attending their college is to fulfll their desire to obtain new knowledge. While one might struggle to see how imitation plays a role in acquiring new knowledge, as it is rather diffcult to consider every student as desiring) . !, ' ,)&)(!)2(,-! +- . "(00 . -07!)2(! + . 00(00 . -0! . "!)2(! E$. 8*(%4(7! . $(! . $*1! $((%0!) . !)2,$E!"#-)2(-! . #)!,$!), ' (5!;)! /&$! 9(! &4-((%!)2&)!)2(! +-, ' &-1! 4 . &*! of attending a college and gaining new knowledge is to fnd employment in a profession. The profession that one desires to fnd employment in, 2 . 8(3(-7! /&$$.)! 9(! :#0)! &$1)2,$45!;"!)2,0! 8&0!)2(! /&0(!)2(-(! 8 . #*%! 9(!*,))*(! + . ,$)!,$! / . $),$#,$4! . $(0! (%#/&), . $7! &0! ' &$1!: . 90! /&$! 9(!" . #$%! 8,)2 . #)! &! / . **(4(!%,+* . ' &5!;$0)(&%7! &! 0)#%($)0! %(0,-(%! +- . "(00, . $! ' #0)!,$0)(&%! 9(! . $(!)2&)!)2(1! 2&3(! 0 . ' (2 . 8! / 2 . 0($!" . -!)2(' 0(*3(05!;)!,0!,$!)2,0!,%(&!)2&)!)2(!)2(! . -1! . "! ' , ' (),/! %(0,-(!/&$! . $/(! &4&,$! 9(! &++*,(%5!= . -! &$!,$%,3,%#&*!) . ! 8&$)!) . !)&E(!#+! &! +- . "(00, . $!" . -!)2(! - (0)! . "!)2(,-!*,3(0!)2(1! ' #0)! 0((!)2&)! profession in one (or both) of two ways. The frst way an individual might / 2 . . 0(!)2(,-! %(0,-(%! +- . "(00, . $!,0!) . ! +, /E! . $(!)2&)! 8 . #*%! +- . 3,%(!)2(' ! with a fnancial abundance that they wish to obtain. If obtaining wealth 8&0!)2(! -(&0 . $! 9(2,$%! . $(0! 4 . &*7!)2($!,)! /&$! 9(! 0&,%!)2&)! . $(! 0((0! 0 . ' (! enviable state of being in the affuent that they wish to experience as well, &$%!)2(-(" . -(! &/)!) . !, ' ,)&)(!)2(0(!,$%,3,%#&*05! B2,0!,%(&!,0! . $(!)2&)! ' &E(0! &! &00 . /,&)(%!15!!&$!!!/M$!-!4(!!()2&(-!)--39(. $(2(! D19789 74>>()2(2(!((/MC I D9 74>>&!

what are the implications of this conclusion? The answer to this question comes in two parts, the first of which pertains primarily to individuals. By

;)!8 . #*%!9 (!#$$ (/ (00&-1!) . !) (**!+ (. +* (!) . !, ' ,)&) (!)2 (!)-&,)0! . "!)2 . 0 (!)2&)!&-(! 2,42*,42) (%7!&0!)2 (!3 (-1!&/)! . "!2,42*,42),$4!)2 (0 (!,$%,3,%#&*0!8 . #*%!9 (0) . 8! #+ . $!)2 (' !&! + (-/ (,3 (%! 0 ($0 (! . "!, ' + . -)&$/ (7! &$%!)2 (-(" . -(! &! 0 ($0 (! . "! 0 . ' (! 2,42 (-! 0)&) (! . "! 9 (,$4!)2&)!)2 (! 4 ($ (-&*! +#9*,/! /&$!"((*! &! % (0,-(!) . ! &/2, (3 (5!B2,0!% (0,-(!" . -!)2 (!2,42 (-!0)&) (! . "!9 (,$4!/&$!)2 ($!/&#0 (!,$%,3,%#&*0!) . ! % (0,-(7! &$%!)2 (-(" . -(! &)) (' +)7!) . !, ' ,)&) (!)2 (! 2,42*,42) (%! ' . % (*07! &$%!)2 (-(" . -(!)2 (! + . 0,),3 (!)-&,)0!)2&)!)2 (0 (! ' . % (*0! (' 9 . %15! I 0! ,$%,3,%#&*0! &)) (' +)!) . ! , ' ,)&) (!)2 (0 (! + . 0,),3 (!)-&,)07!)2 (1!)2 (' 0 (*3 (0! /&$! 9 (/ . ' (! ' . % (*0!) . !.)2 (-07!"#-)2 (-!0+-(&%,$4!)2 (!+ . 0,),3 (!/2&-&/) (-,0),/0!)2-. #42 . #)! 0 . /, ()15!B2#07!8 (!/&$!0 ((!2 . 8!&/ / (+)&$/ (!. "! ' , ' (),/!% (0,-(!/&$!9-,$4!8,)2! ,)!-(&*,D&),. $0!-(4&-%,$4! . #-!&9,*,)1!) . ! ' . %,"1!0 . /, ()&*!9 (2&3,. -0!)2&)! ' ,42)! .)2 (-8,0 (!4 . !#$$.),/ (%5

B2-. #42!)2,0!%,0/#00,. $! . "! ' , ' (),/!% (0,-(7! 8 (!0 ((!)2&)!)2 (!)2 (. -1! . ""(-0!#0!&!*. 4,/&*! (C+*&$&),. $!" . -! . #-!8 . -*%*1!% (0,-(05! 6 (!&*0 . !-(&*,D (!)2&)!)2 (! 8&10!,$! 82,/2! 8 (!#$% (-0)&$%! . #-!% (0,-(07! &$%!)2 (-(" . -(! 9 (2&3,. -07! ' &)) (-!4-(&)*17!&0!)2 (!*, ' ,)0! . "! . #-!#$% (-0)&$%,$4! . "!9 (2&3,. -!0 . !) . . !*, ' ,)!