

## **Economic Anthropology**

ANT 4266/ANG 5266  
Section 10676  
Fall 2018

Tuesdays 4<sup>th</sup> period, Thursdays 4<sup>th</sup>-5<sup>th</sup> periods  
Turlington 2346

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Office Hours: Tuesdays 11:30-1 & by appointment

### **Course Overview and Objectives**

Economic Anthropology explores the models and methods anthropologists use to study economic behavior – the production, distribution, and consumption of goods and services – in both subsistence and market economies. This course examines the contributions of neo-classical economics, political economy, and development theory to the study of economic behavior and how anthropologists' understanding of economy differs from that of economics. We will explore case studies from the ethnographic literature and, debate different theoretical views about economic behavior, and discuss current trends in the world economy and discuss their effects on peoples in peasant and tribal societies.

The objectives of this course include the following:

- Discussing basic terms and concepts associated with how anthropologists examine economics and the relationship between economy and culture.
- Examining and analyzing the differences between Economics and Economic Anthropology.
- Developing skills in the research methods commonly employed in Economic Anthropology.
- Improving abilities in communication through written, oral, and visual methods.
- Applying lessons from the study of economic anthropology to contemporary economic problems.

### **Textbooks and Required Reading**

There are three required textbooks for the course:

Mauss, M. 2011. *The Gift: Forms and Functions of Exchange in Archaic Societies*. Eastford, CT: Martino Fine Books.

Mintz, S. 1986. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin.

Wilk, R., and L. Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, CO: Westview Press.

Additional reading will be distributed as .pdf files via Elearning

### **Exams and Grading**

There are two exams for this course – a mid-term and a final. Both exams will be in essay format, with questions distributed one week prior and essays submitted electronically. Each exam will be worth 100 points.

Students are also required to write a term paper during the semester. For undergraduates: the paper is expected to be between 14-16 pages, typed and double-spaced, on a topic of your choice but approved ahead of time. Detailed directions are available on Elearning. To facilitate your paper writing, students are expected to submit a brief proposal, outlining the paper topic and key sources, by September 13. For graduate students, plan on a paper of manuscript length, which is approximately 8000 words, not including the bibliography. The term paper is worth 100 points. Graduate students will also present their papers, conference style, during the last three class meetings. Details and schedule TBA.

Because of the discussion-oriented nature of the class, students will be graded on the quality of class participation. Participation is a constructive activity, which means that you must not only have interesting and useful things to contribute to the discussion but also remain sensitive to others in the classroom. Being disrespectful of other opinions or hogging the spotlight are just as bad as not saying anything. Your participation grade is worth 50 points. You should note that 50 points is more than enough to make for a whole letter grade in this class, so this is not a trivial component of the course.

In summary, the grade breakdown for the course looks like the following:

Mid Term Exam	100
Final Exam	100
Term Paper	100
Participation	50
<b>Totals</b>	<b>350</b>

Points correspond to grades as follows:

A=315+, A-=308, B+=301, B=280, B-=273, C+=266, C=245, C-=238, D=210, E=<210

**There is no extra credit offered for this course.**

## **Course Policies**

**Electronics.** Cellphones must be turned off during class. If you insist on a laptop (not entirely necessary, as I will post any power points I might use), social media sites must be off. There is a significant body of research demonstrating that students who use laptops during class do significantly worse than students who do not.

**Academic Honesty.** Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#).

**Accommodation for Students with Disabilities.** Students requesting classroom accommodation must first register with the [Disability Resource Center](#). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Requests must be made by August 31.**

**UF Counseling Services.** Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575. Personal, career, and emergency counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, Career development assistance and counseling
3. [Writing Studio](#), 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation

**Course Evaluations.** Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. [Summary results](#) of these assessments are also available to students.

## **Course Outline**

The following course outline is approximate. We may spend more (or less) time on specific topics as class interest dictates. Due dates, however, will occur as scheduled and are not subject to change.

### Important Dates:

September 13: Term Paper Proposals due  
October 9: First Exam due  
November 22: Term Paper due  
December 13: Second Exam due

August 28-30: Introduction and Orientation to Economic Anthropology.

Readings: Wilk & Cligget 1&2, Sahlins 1988, Polanyi 1957

September 4-6: Hunter-Gatherers

Readings: Dahl 1989, Collings 2011, Bird and Bird 2008, Ember 1978

September 11-13: Pastoralists and Horticulturalists.

Readings: Fratkin 2001, Pedersen and Benjaminson 2008, Johnson 1989, Malinowski 1920

### **Paper Proposals Due September 13**

September 18-20: Exchange Systems.

Readings: Mauss (all), Wilk & Cligget, ch. 6

September 25-27: Pre-Capitalist Markets.

Readings: Dalton 1965, Berdan 1985, Tymowski 1991, Wolf 1982a

October 2-4: Social, Moral, or Political Economies

Readings: Wilk & Cligget Chs. 3,4,5

### **First Exam Due October 9**

October 9-11: Capitalism: What is it?

Readings: Roseberry 1978; Marx 1959, Littlefield 1978

### **First Exam Due October 9**

October 16-18: Marx and Anthropology

Readings: Plattner 1989, Moore 1991, Wolf 1982b

October 23-25: Industrial Revolution

Readings: Mintz (all)

October 30-November 1: Commodities and Labor

Readings: Vasquez-Leon 2010, Roseberry 1996, Reichman 2018

November 6-8: Industrial Agriculture

Readings: Ember 1983, Bartlett 1986, Cone and Myhre 2000

November 13-15: Women, Economy, Informal Economy

Readings: Kersh 2018, Stoller 1996, White et al. 1981

November 27-29, December 4: Student Conference Presentations

**Second Exam Due December 13**

**List of Readings in .pdf format:**

- Bartlett, P. 1986. Profile of full-time farm workers in a Georgia county. *Rural Sociology* 51(1):78-96.
- Berdan, F. 1985. Markets in the economy of Aztec Mexico. In *Markets and Marketing*, S. Plattner (ed.), pp. 339-367. Lanham, MD: University Press of America.
- Bliege Bird, R., and D. Bird 2008. Why women hunt: Risk and contemporary foraging in a Western Desert Aboriginal community. *Current Anthropology* 49: 655-693.
- Collings, P. 2011. Economic Strategies, community, and food networks in Ulukhaktok, NT, Canada. *Arctic* 64:207-219.
- Cone, C., and A. Myhre. 2000. Community-supported agriculture: A sustainable alternative to industrial agriculture? *Human Organization* 59(2):187-197.
- Dahl, J. 1989. The integrative and cultural role of hunting and subsistence in Greenland. *Etudes/Inuit/Studies* 13(1):23-42.
- Dalton, G. 1965. Primitive Money. *American Anthropologist* 67(1):44-65.
- Ember, C. 1978. Myths about Hunter-Gatherers. *Ethnology* 17(4):439-448.
- Fratkin, E. 2001. East African Pastoralism in Transition: Maasai, Boran, and Rendille Cases. *African Studies Review* 44(3):1-25.
- Johnson, A. 1989. Horticulturalists: Economic behavior in tribes. In *Economic Anthropology*, S. Plattner (ed.), pp. 49-77. Stanford, CA: Stanford University Press.
- Kersh, D. 2018. Women's small-scale, home-based informal employment during Cuba's Special Period. *Latin American Perspectives* 45(1):175-194.
- Littlefield, A. 1978. Exploitation and the expansion of capitalism: The case of the hammock industry of Yucatan. *American Ethnologist* 5(3):495-508.
- Marx, K. 1959. Excerpts from Capital: A critique of political economy. In *Marx and Engels: Basic writings on politics and philosophy*, L.S. Fuller (ed.) pp. 133-166. New York: Anchor Books.
- Malinowski, B. 1920. Kula; the circulating exchange of valuables in the archipelagoes of eastern New Guinea. *Man* 20:97-105.
- Moore, J. 1991. Kinship and division of labor in Cheyenne society. In *Marxist Approaches in Economic Anthropology*, A. Littlefield and H. Gates (eds.), pp. 135-158. Lanham, MD: University Press of America.
- Pedersen, J., and T.A. Benjaminson. 2008. One leg or two? Food security and pastoralism in the northern Sahel. *Human Ecology* 36: 43-57.
- Platter, S. 1989. Marxism. In *Economic Anthropology*, S. Plattner (ed.), pp. 379-396. Stanford, CA: Stanford University Press. 379-396.
- Polanyi, K. 1957. The economy as instituted process. In *Trade and market in early empires*, K. Polanyi, C. Arensberg, and H. Pearson (eds.), pp. 243-270. New York: Free Press.
- Reichman, D. 2018. Big coffee in Brazil: Historical origins and implications for anthropological political economy. *Journal of Latin American and Caribbean Anthropology* 23(2): 241-261

- Roseberry, W. 1978. Peasants and Proletarians. *Critique of Anthropology* 11:3-18
- Roseberry, W. 1986. The rise of Yuppie coffees and the reimagination of class in the United States. *American Anthropologist* 98(4):762-775.
- Sahlins, M. 1988. Notes on the original affluent society. In *Tribal People and Development Issues* J. Bodley (ed.), pp. 15-21. Mountain View, CA: Mayfield Publishing.
- Stoller, P. 1996. Spaces, places, and fields: The politics of West African trading in New York City's informal economy. *American Anthropologist* 98(4):776-788.
- Tymowski, M. 1991. Wolof economic and political organization: The West African coast in the mid 15<sup>th</sup> century. In *Early State Economics*, H. Claessen and P. van de Velde (eds.), pp. 131-142.
- Vassquez-Leon, M. 2010. Free markets and fair trade, collective livelihood struggles, and the cooperative model: Two Case studies from Paraguay. *Latin American Perspectives* 37(6):53-73.
- White, D.R., M. Burton, and M. Dow. 1981. Sexual division of labor in African agriculture: A network autocorrelation analysis. *American Anthropologist* 83(4):824-849.
- Wolf, E. 1982a. *Europe and the people without history*, pp. 24-72. Berkeley: University of California Press.
- Wolf, E. 1982b. *Europe and the people without history*, pp. 73-100. Berkeley: University of California Press.