

PRODUCTION & REPRODUCTION: ECONOMIC ANTHROPOLOGY

ANTH 339a

Wed/Fri 1:10-2:30 Fall 2012

Bates College Pettengill Hall G10

Professor Elizabeth Eames

Anthropology Department

159 Pettengill Hall, x6082 (voice) or 841-5738 (voice/text)

Office Hours: Mon 11:30-12:30, Wed 2:30-3:30, or by appointment

Economic anthropology challenges the assumptions of conventional economics by analyzing economic behavior from a cross-cultural perspective. This course will look at the relationship between economy and society through a critical examination of neo-classical, substantivist, and neo-Marxist approaches in anthropology. The relative merits of these explanatory paradigms will be assessed as we engage ethnographic case material and carry out local community based research. We address such "economic facts" as production, exchange, property, marriage transactions, state formation, and social change in the modern world-system, always taking a comparative perspective. Despite the myriad ethnographic details with which you will necessarily become familiar, this is largely a theory course, a history of social thought course. It is primarily intended for anthropology and economics majors and minors in their final college semesters, i.e., juniors and seniors. This is not a course in either "Economic Development" or "Globalization" although some issues may overlap. The Community Based Research will entail working with Community Financial Literacy, a Portland-based non-profit working with immigrants in L/A. The W2 aspect of this course is a scaffolded literature review assignment.

The following material is in the bookstore:

Acheson	<u>The Lobster Gangs of Maine</u>
Hann & Hart	<u>Economic Anthropology: History, Ethnography, Critique</u>
Marx	<u>Pre-Capitalist Economic Formations</u>

Readings other than the three books to be purchased are already in your Lyceum account, including the foundational text of the field, Marcel Mauss' [The Gift](#).

The following course outline lists topics and assignments in a particular order (but without due dates because every year's group is different. In this course it is important to work with materials in that order, as we are studying the history of an unfolding debate. Note that this syllabus is always subject to revision, most especially concerning the Community Based Research Project.

Part of your responsibility is engaged participation in class discussion, so please understand that missing class will cost you points. Furthermore, to institutionalize my pedagogical focus on productive class discussion, I assign weekly short writing assignments. This means that before 10a.m. on either a Wednesday or a Friday of each week, you will place under my office door a well-crafted, thoughtful essay about what you would like to discuss in class about the readings for that day. If you do not turn anything in for a certain class, you cannot make it up, and you need a total of ten submissions to pass the course. Don't be misled into thinking of these as throwaway assignments--they are a critical aspect of the AN339 learning program.

This is a Writing Attentive Two [W2] level class. In addition to the writing involved in weekly reaction papers, the mid-term essay, and the CBR project, W2's must provide the opportunity for multiple drafts. In AN339, your lit review (Review of the Scholarly Context) assignment affords you the opportunity to practice writing and re-writing a building block for your senior thesis.

Maintaining an elevated level of academic integrity is a central responsibility as a student in this senior seminar. Note, too, that you must complete each and every assignment to pass AN339.

Criteria for Evaluation:

- 10% Regular Attendance with positive and consistent contribution to Discussion*
- 10% Timely and intellectually engaged completion of ten weekly Reaction Papers
- 20% Captivating Reciprocity Mid-Term Essay
- 10% Successful compilation of your Annotated Bibliography for the lit review assignment
- 10% Proficient Literature Review Draft
- 10% Adept Literature Review Final Essay
- 10% Eager completion of your specific support task for Community Financial Literacy CBR
- 10% Engaging write-up of your portion of the Community Based Research Project for CFL
- 10% Lucid Community Research Project Final Assessment Essay

* Missing more than two classes means points begin to diminish rapidly. The awarding of high participation points comes with good attendance and active, thoughtful, consistent class participation, the kind that reveals your thorough preparation and engagement with class material. This means contributing your own ideas as well as providing constructive responses to other students' comments in both the oral and written discussion formats. B-level work means your participation may be of high quality, but inconsistent, or you share your own ideas frequently but may not pay much attention to other students' comments. You would receive C-level points if your participation were thoughtful but infrequent, or regular but perfunctory, yet revealed a satisfactory level of preparation and competence when offered. Few points would be awarded if your participation were rare and/or revealed poor or careless preparation.

READING PROGRAM FOR PRODUCTION AND REPRODUCTION Fall 2012

The material in the first undated section of Lyceum relates to our CBR Project. Take a look at it from time to time as the contents will change.

I. Introduction: The Social Life of Things and The Price of Love

a) The Anthropological Question Posed

Read: Introduction to Plattner's Economic Anthropology (lyceum)
H&H Chapter One (book)

Watch: *First Contact* (streaming link on lyceum)

Todd Gitlin lectures evening of Sept 11th and visits class on Sept 12th

b) An Early Classic

Read: Malinowski on the Kula
H&H Chapter Two; and, for now, skim Chapter 8, for Gitlin's visit

Watch: *Trobriand Islanders* (on reserve)

II. The Formalist-Substantivist Debate

a) Reciprocity

Read: Mauss The Gift (all the excerpts)
Collected Dear Abbeys in .pdf
H&H Chapter Three

September 26th Misty Beck, Writing Specialist in class re: Literature Review Assignment

b) Redistribution

Read: Polanyi "The Economy as Instituted Process"
H&H Chapter Four

c) Exchange

Read: Schneider "Economics in an East African Aboriginal Society"
Massell "Econometric Variations on a Theme by Schneider"

d) Overview of the Debate

Read: Dalton "Economic Theory and Primitive Society"

Both Reciprocity Mid-Term Essay and Topic for Lit Review Due by 5pm on October 1st

e) Applications

Watch: *Asante Market Women* (streaming video link in lyceum)

Read: Eames "Navigating Nigerian Bureaucracies"

You will meet in groups of three with Reference Librarian Laura Juraska in early October

III. Cultural Exchange Theory at mid-Century

a) The Politics of Potlatching

Read: Sahlins "Poor Man, Rich Man, Big Man, Chief"

Watch: *The Kawelka: Ongka's Big Moka* (on reserve)

b) Spheres of Exchange and All-Purpose Money

Read: Migrations, Remittances and Household Strategies

Bohannon "The Impact of Money"

H&H Chapter Five

Annotated Bibliography for Literature Review due 5pm October 15th

IV. Mid-Semester Case Study

a) The Maine Lobster Industry

Read: Acheson The Lobster Gangs of Maine (and update)

Hardin's "Tragedy of the Commons"

V. Production

a) Introduction to Marx

Read: [Hobsbawm's Introduction to the Marx volume]

Marx Pre-Capitalist Economic Formations

Wolf on Modes of Production

[Plattner on Marxism]

VI. Reproduction

a) Neo-Marxist Analyses and the Lineage Mode of Production

Read: Meillassoux "The Economy in Self-Sustaining Agricultural

Communities"

First Formal Draft of Lit Review Due November 5th

November 7th Misty Beck returns to help with your Literature Review Drafts

b) Synthesizing Case Studies

1. BaSotho Case

Read: Ferguson's "The Bovine Mystique" and also his
"The Anti-Politics Machine"
H&H Chapter Six (Chapter Seven optional)

2. Luo Case

Read: Shipton's Bitter Money (clip from *Man-Made Famine* in class)

3. Malagasy Case

Read: When the Wealthy are Poor: Poverty Explanations and Local
Perspectives in Southwestern Madagascar

Final Draft of Lit Review Due to Sylvia Hawks in Pgill 125 by 4pm, November 16th

VIII. Conclusion: Only Connect...

Watch: *Advertising Missionaries* (on reserve)

Read: Anthropology at the Bottom of the Pyramid
H&H Chapters Eight and Nine
re-read Plattner's Introduction

Final Draft of Community Financial Literacy Project Due in my office by 5pm Dec. 7th

Final Assessment of Community Based Research Due in my office by Noon Dec. 15th

Normally, for written assignments you will place a hard copy in essay form into my hands or slip it under my office door. As a rule, I do not accept electronic submissions or late assignments (negotiate ahead of time for extenuating circumstances).

If anyone has an issue with writing or writing deadlines such that they would rather do an oral presentation for the class or for me, or even speak into a tape recorder, that would be possible to negotiate. If you do make such an alternative arrangement, I would expect you to be speaking from a bulleted document, note cards, or a power point, for organization and efficiency's sake.

Community Financial Literacy Project

Meeting: Claude Rwaganje (Executive Director of Community Financial Literacy), Miles Painter, (VISTA Volunteer at CFL), and Elizabeth Eames (Bates Anthropology Professor), met on the morning of August 20th 2012 at 309 Cumberland Avenue, Portland ME to discuss the feasibility of students from Prof. Eames' Anthropology classes assisting the non-profit during the 2012-2013 school year.

Two Activities were Proposed:

1. Find funding sources and write grant proposals in support of CFL and its mission.
2. Develop a curriculum for a one hour session on understanding employee fringe benefits.

Prof. Eames noted that her class in the Fall will be held Wednesdays and Fridays, beginning Sept 5th. She has requested that someone from CFL make an opening presentation to the class about themselves, their organization and their hopes for the collaboration.

Contact information for Community Financial Literacy

Physical Address: 309 Cumberland Ave, Suite 205,
Portland ME 04101

Mailing Address: P.O. Box 8013
Portland ME 04104

Telephone Number: 207-797-7890

Executive Director: Claude Rwaganje
crwaganje@cflmaine.org

VISTA Volunteer Miles Painter
mpainter@cflmaine.org

South African Broadcasting Channel 3
The Wedding Show segment entitled *The Price of Love*

Robert, the groom, is a driver from the Pedi-speaking region and Lindiwe, the bride, is an Ndebele nurse. Both work in one of the big cities of South Africa, Pretoria. Lobola refers to customary wedding payments, from groom's side to bride's, also called bridewealth (and at times *inaccurately* translated as dowry).

On exchange:

- Specify as many exchanges and transactions displayed during the broadcast as you can in the time allotted.
- Which exchanges appear to have been rendered invisible, hidden or missing?
- Which seem to be controversial and why?

On representation:

- What is this show "selling" and to whom?

On values:

- What cultural values are rendered visible through this broadcast?
- What seems to be rendered invisible, ironically, through this display?

On research:

- If you were an ethnographer or participant observer attending this wedding, what would you ask of whom?

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**Mid-Term Essay
DUE OCTOBER 1st BY 5PM**

Either:

Recount an event from your own social interactions usefully illustrating our course theme of material transactions' relation to social ties. Be sure to explain to me, your professor in AN 339, what you intended to illustrate, using quotes, citations and analytical points derived from our course material, with source attribution. Do not forget a properly formatted bibliography. As to length, I have no particular expectation—provide what you judge to be a complete answer. Longer is definitely NOT better.

Or:

Provide me with your own original question, as well as your own answer to it. Be sure it deals with a key economic anthropology issue and allows you to best demonstrate your breadth of course reading and your understanding of course themes. Do not forget to provide your well-crafted prompt and a properly formatted bibliography. Length is up to you.

**Community Financial Literacy Project Final Assessment Essay
DUE DECEMBER 15th by NOON**

Relate your research project to course themes (e.g., capitalism, globalization, labor, production, maximization, value, money, property, production, reproduction, reciprocity, redistribution, exchange, etc. etc., etc.). What challenges did you and your team face? Assess your own contribution in relation to other members of your team and your team in relation to the class. Tell me about any methodological insights you gained, if any. Provide a properly formatted bibliography.

As to length, once again, I have no particular expectation.

**AN339
FALL 2012
PRODUCTION & REPRODUCTION: ECONOMIC ANTHROPOLOGY
JUNIOR/SENIOR SEMINAR IN ANTHROPOLOGY
YOUR OWN CRITICAL SYNTHESIS OF A SCHOLARLY CONVERSATION
(A.K.A. THE “LIT REVIEW” PAPER)**

Literature reviews are routinely included in the opening sections of scholarly research. A literature review synthesizes pre-existing knowledge on a particular subject. Please note that the verb ‘synthesize’ does *not* mean collate or juxtapose (as for an annotated bibliography) but something rather closer to ‘digest and re-build into usable form’—in this case, you will be processing some pre-existing academic claims. Hence, for this assignment you will write your own critical appraisal of the intellectual conversation surrounding a topic of your choosing. You will learn to narrow the scope of your inquiry, to dig for sources and to summarize other scholars’ positions succinctly. And critically. Moreover, you will gain practice organizing a plethora of material—sorted according to some clearly articulated principle (e.g., school of thought, scholarly debate, common thread, thematically, chronologically, and so on). Ultimately, though, the goal will be to clarify your own position about what constitutes valuable scholarship. You will find gaps in the literature to be filled by your own research project and will be able to ground your own study within its particular intellectual context.

I have broken the assignment into several preliminary steps to ensure your ultimate success

First,	decide on your preliminary area of interest	<i>DUE OCT. 1st</i>
Second,	locate your sources	<i>BY OCT 3RD</i>
Third,	figure out your actual area of inquiry; reference librarians will assist***	<i>BY OCT 7TH</i>
Fourth,	decide which of your many sources truly help with your actual query	<i>BY OCT 10TH</i>
Fifth,	write up your annotated bibliography using proper disciplinary format (10-15 sources)	<i>DUE OCT 15th</i>
Sixth,	write a public draft to share (using 8-12 sources in about 7-10 pages)	<i>DUE NOV 5th</i>
Seventh,	revise for final submission (now 7-10 sources in about 5-7 pages)	<i>DUE NOV 16th</i>

Dr. Misty Beck will be coming to class twice during the term to assist us (Sept ??rd and Oct ??th). She and I will provide you with some handouts to serve as guidelines as you proceed. In addition, pay attention to announcements emanating from *Writing at Bates*—the professional writing staff holds regular workshops and help sessions on this and many other useful topics. We encourage you to peruse Graff et al.’s excellent text *They Say, I Say: The Moves that Matter in Academic Writing*, on reserve

Contact information for Dr. Misty Beck, Writing Specialist: 786-8375
mbeck@bates.edu
 Coram Room # 222A
 Consultations by appointment, if made a week ahead

- WHILE YOU HAVE MANY ESSAYS FOR AN339, THIS IS YOUR KEY WRITTEN ASSIGNMENT
- YOUR GEN ED “W2” CREDIT DERIVES CHIEFLY FROM THIS TASK’S ITERATIVE PROCESSES
- NOTE THAT YOUR EFFORTS HERE WILL BE WORTH A TOTAL OF 30% OF YOUR COURSE GRADE
- YOU CANNOT PASS THE CLASS IF YOU DO NOT COMPLETE EACH STEP OF THE PROCESS
- THIS PARTICULAR ASSIGNMENT IS NOT SUBJECT TO “THE ORAL OPTION” I OFFER IN AN339
- SENIORS WILL LIKELY DO THESIS WORK FOR THIS ASSIGNMENT; JUNIORS MAY WISH TO DO THAT, OR THEY COULD USE COURSE MATERIAL OR THINK ABOUT UPCOMING STUDY ABROAD PROJECTS
- USE YOUR MAJOR’S STYLE GUIDE FOR CITATION FORMAT (i.e., AAA FOR ANTHRO, CHICAGO FOR ECON)

*****Ms. Laura Juraska is the Reference Liaison for both Anthropology and Economics. She has generously offered to meet with groups of three AN339 students during the following times (I will pass around a sign-up sheet): Oct 4th from 4-5, Oct 6th from 1-2 and 2-3, and Oct. 7th from 1-2, 2-3 and/or 6-7. Her contact email is ljuraska@bates.edu; phone is 786-8324.**