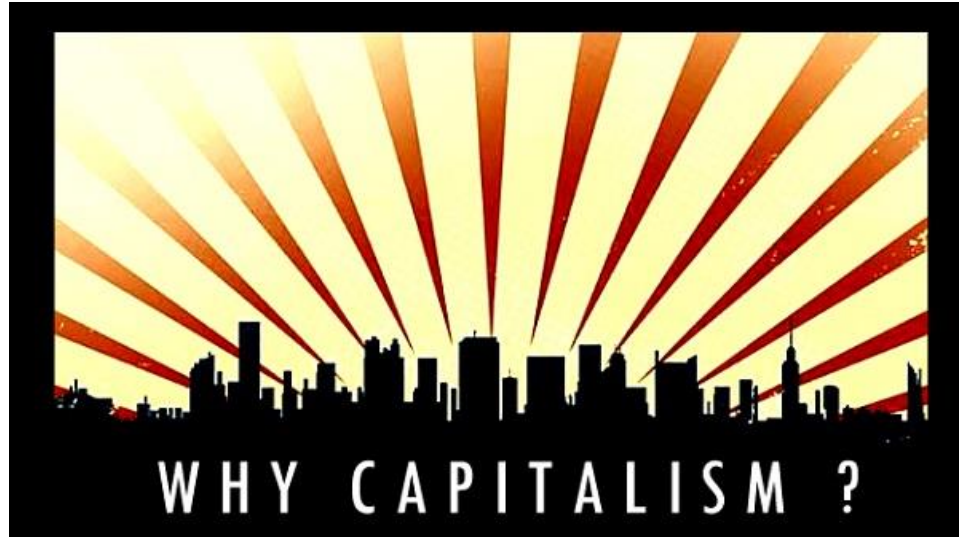


ANG5266/ANT4266
Spring 2015
Economic Anthropology
Capitalisms: Transformations, Crises, Alternatives



Friday per 3-5, 9:35a-12:35p
MCCA (McCarty A) rm. 2196
Dr. Brenda Chalfin, bchalfin@ufl.edu
451 Grinter, 392-2427, Office Hours: Thurs 9-11a and by appt.
www.clas.ufl.edu/users/bchalfin

Course Description:

The discipline of Economic Anthropology addresses the diversity of human economic practice across the present and past with an eye toward future trends and pathways of connection and transformation. This course focuses on *capitalism*, the predominant economic formation of the last few centuries and a prevailing force of global interconnection and change. Focused on social relations, cultural representations, grounded ethnographic and empirical research, and case studies from across the world, the class develops a broad-ranging anthropological approach to the study of capitalist phenomena. We investigate the prevailing evidence and arguments regarding capitalism's origins, its defining and enduring features, the sources and character of capitalism's variation and changes, and the differential experience and implications of capitalist economic forms depending on geographic location, social position and cultural outlook. We examine the similarities, differences and interdependencies between capitalism and other economic systems, whether the agrarian economies of the developing world, the

industrial economies of (post)socialist states, or the reciprocity based material orders that continue to pervade human existence the world over.

Though grounded in anthropology, the course puts anthropology in conversation with perspectives on capitalism gleaned from allied disciplines, including history, geography, sociology and political economy. The goal here is to both broaden and strengthen the scope of anthropological analysis. A key concern of the course is to track capitalism's continual transformation born out of its internal contradictions and struggles along with its dominant yet unstable grip on human interests and institutions. Central to capitalism's dynamism are processes of deliberate and collective recalibration along with situations of acute crisis, such as the recent financial shocks set-off by the banking and mortgage crisis of 2008. We will be considering the genesis of these large scale shifts as well as smaller-scale efforts by individuals, communities and in some cases, corporations to generate alternatives to and within capitalism, such as Fair Trade and alternative currencies, at local and sector-wide levels.

Given the broad scope and complexity of the class material, the course is geared to advanced undergraduates along with early-stage graduate students. Although all the material may not be fully accessible to all students at all times, class members' efforts to engage the material—whatever their starting point—will be encouraged and recognized by the instructor. Graduate students will be given the opportunity to supplement and select reading materials appropriate to their specific research interests.

Learning Outcomes

- Become conversant with the analytical and historical foundations of economic anthropology.
- Understand the application of economic anthropology to contemporary social issues.
- Learn to evaluate and apply abstract theoretical constructs to empirical case studies.
- Grasp the on-going development and variation of modern capitalism.
- Use the perspectives of economic anthropology to capture and anticipate economic trends.

Required Texts: (Feel free to purchase used copies on-line)

S. Mintz, Sweetness and Power, Penguin, 1986.

M. Taussig, The Devil and Commodity Fetishism in South America, North Carolina, 1980.

E. Dunn, Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor, Cornell, 2004.

C. Nordstrom, Global Outlaws: Crime, Money and Power in the Contemporary World, California, 2007.

K. Ho Liquidated: An Ethnography of Wall Street, Duke, 2009.

Soft-copies of the other material available via UFLIB Automated Course Reserve (ARES) and a class restricted GMAIL account: ant4266@gmail.com; (pw: spring2015).

All reading assignments are required. Students are expected to read the assigned material prior to the class designated on the syllabus and to bring the reading material to class with them. All

assignments should be emailed to Dr. Chalfin (bchalfin@ufl.edu) prior to the start of the class period. Unexcused absences and late-assignments will result in a grade reduction. Because we convene only once a week, students are expected to attend and participate in all class meetings.

Course Requirements:

Undergraduate Students:

3 Book Reviews: 15% each (#1 required)

5 Precis/Presentation: 5-10% each

Attendance 10%

Participation in Class Discussions and Activities: 10%

Graduate Students:

4 Book Reviews: 10% each (#1 required)

Annotated Bibliography: 25%

5 Precis/Presentations: 5%ea

Attendance and Participation: 10%

Book Review Guidelines 2-3 pages (500-700 words): CLASS 2 and option of CLASS 4,6,8 or 9.

Explain the central question of text. What are the main findings, methods, theoretical approach, and overall contribution? What do you consider the most interesting, insightful, original, or provocative? Why? What other research might it inspire? To whom would it be of interest? How does it relate to or depart from other material read for the class?

Class Precis/Presentations Guidelines 1-2 page (150-250 words): CLASS 3,5,7,10,11

(Unless otherwise specified) Distill main argument. Clarify examples in text. Provide other examples. Comment on the originality and relevance. Do you find it convincing/compelling?

Final Letter Grades: Grades will be assigned according to the following percentile

breakdown. 100-93=A, 92-89=A-, 88-85=B+, 84-81=B, 80-77=B-, 76-73 =C+, 72-69= C, 68-65= C-, 64-61= D+, 60-57= D, 56-55= D-, < 55 = E (failing grade)

Class 1 Jan 9: Introduction

Class 2 Jan 16: Anthropological Perspectives on Capitalism

S. Mintz, Sweetness and Power, Penguin, 1986.

S. Mintz, Worker in the Cane: a Puerto Rican life history, 1960. brief excerpt

FILMS; Sugar-Rules of the Game. *Cana y sudor*.

Book Review #1 Due

Class 3 Jan 23: Capitalism in Theory and History

E. Wolf, Europe and the People Without History, California, 1982, pp. 3-7, 21-23, 73-79, 265-271, 274-75, 288-290, 296-298, 310-311, 352-354, 358-59, 382-83.

K. Marx, Capital Vol. 1, 1967, International,
 "Commodities: Sec 1&2" pp. 43-53,
 "The Money-form" pp. 74-77 "Exchange" pp. 88-96,
 "General Formula for Capital" pp. 145-153,
 "Labor Power" 164-169,
 "Labor Process" 173-176, 180, 188-189,
 "Simple Reproduction" 531-533, 536-538,
 "Surplus Value into Capital" 549-551,
 "Capital Accumulation" 574-576,
 "Surplus Population" 600-604

IN-CLASS: David Harvey, On-line Lectures on reading Marx's Capital

Class Preci/Presentation #1 Due (5%)

Class 4 Jan 30: Capitalist Conjunctures, Contradictions, and Consciousness

M. Taussig, The Devil and Commodity Fetishism in South America, North Carolina, 1980.

K. Marx, Capital Vol 1, 1967, International. "Commodity Fetishism" pp. 76-87

Required Graduate Student Reading:

D. Donham, "Epochal Structures and Historical Materialism," in Anthropology in Theory, H. Moore ed, Blackwell, 2008, pp. 397-406 (from Ch. 2, Donham, History, Power, Ideology)

IN-CLASS ACTIVITY: Commodity Fetishism Exercise

Book Review #2 Due

NO CLASS FEB 5 DUKE UNIVERSITY GLOBAL CITIES CONFERENCE

Class 5 Feb 13: Gift Economies: Capitalist and Non-Capitalist Convergences

M. Mauss, The Gift, Norton, 1967, selections

S. Gudeman, Ch 2 "Necessity or Contingency: Mutuality and Market" in Market and Society: The Great Transformation Today Ed. C. Hann and K. Hart, Cambridge, 2009.

K. Polanyi, 1957, "Economy as Instituted Process," in Trade and Market in Early Empires

T. Veblen, Theory of the Leisure Class, Dover, 1899, Introduction pp. 10, 16-22, Ch. IV
 "Conspicuous Consumption" pp.43-62.

M. Sahlins, Stone Age Economics, Aldine, 1982, "The Original Affluent Society," pp. 1-39.
 C. Meillassoux, Maidens, Meal and Money, Cambridge, 1981, "Domestic Reproduction" pp. 33-49, "Who are the exploited" pp. 75-81, "Contradictions and Contacts" pp. 82-88.

Required Graduate Student Reading:

S. Gudeman, Economies Tension: dialectics of community and market. Berghman, 2008

IN-CLASS ACTIVITY: DEBATE - Is capitalism really so different from other economic systems?
 Drawing on the course readings, be prepared to represent both sides of the argument.

Class Precis/Presentation #2 Due (5%)

Class 6 Feb 20: Capitalist Transformations and the Global Neoliberal Turn

D. Harvey, The Condition of Post-modernity, Blackwell, 1990, skim selections

E. Dunn, Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor, Cornell, 2004.

S. Ortner, "On Neoliberalism," in Anthropology of This Century (on-line)
<http://aotcpress.com/articles/neoliberalism/>

A. Ong. Ch. 7 "Labor Arbitrage," in Neoliberalism as Exception: Mutations in Citizenship and Sovereignty, Duke, 2006.

Required Graduate Readings:

D. Harvey, The New Imperialism, Oxford, 2003. Ch 4 "Accumulation by Dispossession

IN-CLASS ACTIVITY: Building the Neoliberal Body (see <<another visual diary, bodies that matter wordpress>>)

Book Review #3 Due

Class 7 Feb 27 Ethical Capitalisms: Fair Trade vs. Free Trade

S. Lyon, Coffee and Community: Maya Farmers and Fair Trade Markets. Colorado, 2011. Chs. 3, 4, 8.

S. Besky, Ch. 5 and J. Henrici, Ch. 12 in Fair Trade and Social Justice: Global Ethnographies, Ed. S. Lyon & M. Moberg. NYU.

Gavin Fridell, "The Fair Trade Network in Historical Perspective," Canadian Journal of Development Studies, 25, (2004), 411-428.

M. LeClair, "Fighting the Tide: Alternative Trade Organizations in the Era of Global Free Trade," World Development, 30:6, (2002).

Class Precis/ Presentation #3/Debate: Take a Position: Fair Trade Reproduces the terms of capitalist enterprise vs. FT reworks the terms of capitalist enterprise vs. FT challenges the terms of capitalist enterprise. (5%)

FILM: Black Gold (excerpts)

NO CLASS MAR 6: SPRING BREAK

NO CLASS MEETING MAR 13

UF CENTER FOR AFRICAN STUDIES CARTER CONFERENCE

Class 8 Mar 20 In/formal, Illicit, and Occult Economies

C. Nordstrom, Global Outlaws: Crime, Money and Power in the The Contemporary World, California, 2007.

J. Carrier, "Informal Economy," Handbook of Economic Anthropology, Elgar, 2005.

M. Castells & A. Portes, "World Underneath: The Origins, Dynamics and Effects of the Informal Economy," In The Informal Economy, 1987, Hopkins. Pp. 11-37.

J. and J. Comaroff, "Millennial Capitalism: First Thoughts on a second coming," in Millennial Capitalism, Duke, 2001, pp. 19-27 only.

Required Graduate Reading:

A. Dent, "Piracy, Circulatory Legitimacy, and Neoliberal Subjectivity in Brazil," Cultural Anthropology, 2012, 27/1, pp. 28-49.

IN-CLASS ACTIVITY: Dr. Chalfin Reports on her research on tracking illicit trade

Book Review #4 Due

Class 9 Mar 27 Anthropologies of Global Finance

K. Ho Liquidated: An Ethnography of Wall Street, Duke, 2009.

<http://erinbtaylor.com/aaa-2011-gillian-tett-how-anthropologists-can-contribute-to-economic-policy-debates/>

Gillian Tett 2010 AAA Inno-vent: "Silence and Silos: The Problems of Fractured Thought in Finance" by Dr. Gillian Tett, Financial Times, and "An Anthropologist on Wall Street" on-line.

M. Poon and C. Zaloom, Selections from Cultural Anthropology: Theorizing the Contemporary On-line Forum: Finance.

Required Graduate Reading:

M. Fisher and G. Downey, "Introduction," Frontiers of Capital: Ethnographic Reflections of the New Economy. Duke, 2006.

Book Review #5 Due

Class 10 April 3 Crises of Capitalism: Ethnographies of Debt, Foreclosure, and Recovery.

D. Harvey, The Enigma of Capital, Oxford, 2011, Ch. 1 "Disruption" pp. 1-39

S. Gudeman, "Watching Wall Street," Anthropology Today, 2008, 24/6, pp. 20-24.

S. Saegert, et al, Deflating the Dream: Radical Risk and the Neoliberalization of Homeownership. Journal of Urban Affairs 31(3):297-317.

G. Tett, "Anthropology and the Global Financial Crisis," Kroeber Anthropological Society Papers 2012, 102, pp. 25-52

N. Stout, selections from "FORECLOSED" project

<http://buellcenter.org/research-programs/what-foreclosed/what-foreclosed-housing-suburbanization-and-crisis-forum>

R. Heltberg et al, Living Through Crisis: How food, fuel and financial shocks affect the poor. World Bank. 2012. Ch 1. pp. 1-59. (skim for method and research design)

IN-CLASS ACTIVITY: Compare Notes and Propose possible research projects

FILM: Inside Job

Class Precis/Presentation#4 (10%): Make a list of 5 questions or observations and comparisons regarding how you can apply the ideas from the reading to a local or personal situation.

NO CLASS APRIL 10 (Dr. Chalfin at SSRC meetings) – RESEARCH WEEK

Class 11: April 17 Alternatives to Capitalism/Alternatives within Capitalism

D. Harvey, The Enigma of Capital, Oxford, 2011, Ch. 8 "What is to be done?" pp. 215-260.

Gibson-Graham, J.K. and Roelvink, G. 2010, The Nitty Gritty of Creating Alternative Economies, Social Alternatives, Volume 30, Number 1, 2011, pp. 29-33.

K. Hart et al, eds. The Human Economy, Polity, 2010. choice of selections.

E.O. Wright, Guidelines for Envisioning Real Utopias, Dept. of Sociology, University of Wisconsin-Madison.

Also look at Keith Hart's Memory Bank Website and Community Economies Website.
JK Gibson Graham, Antipode Lecture: on-line

Required Graduate Student Reading

H. Appel, "Occupy Wall Street and the Economic Imagination." Cultural Anthropology. 2014, 29/4, pp. 602-625.

In-class written response and wrap-up: 10%



Credits: Kai (The Economist)

UF RESOURCES AND POLICIES

Tutoring: For scholastic assistance, please contact the [Career Resource Center](#), Reitz Union, 392-1601, and the [Reading & Writing Center](#), Broward Hall, 392-0791.

Stress and Student Life: Students struggling with personal issues are encouraged to contact the UF [Counseling Center](#) located in P301 Peabody Hall at (352) 392-1575 or [Student Mental Health Services](#) in Room 245, Infirmary Bldg. at (352) 392-1171 for individual and group sessions or [Sexual Assault Recovery Services](#) (SARS) in the Student Health Care Center at (352) 392-1161.

Academic Honesty:

All students are required to abide by the Academic Honesty Guidelines and Honor Code, have been accepted by the University. Violations of the Honor Code will be handled according to the guidelines set by Student Judicial Affairs.

Academic Honesty Guidelines

The Academic Honesty Guidelines at the University of Florida are designed to develop and engender a community of honor, trust and respect. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of lying, cheating and stealing. In return, the Academic Honesty Guidelines demand that students act with integrity in all of their endeavors. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to also act with integrity. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage by cheating. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations.

On all work submitted for credit the following pledge is either required or implied: **"On my honor I have neither given nor received unauthorized aid in doing this assignment."**

Violations of this policy will result in disciplinary action according to the judicial process. A student adjudicated responsible for violations of the Code of Student Conduct or the Academic Honesty Guidelines shall be subject to sanctions commensurate with the offense and any aggravating and mitigating circumstances, which may include reduced or failing grade, educational sanction, suspension or expulsion. (For more details go to: <http://www.dso.ufl.edu/judicial/academic.htm>)

The following actions are examples of violations of the Academic Honesty Guidelines:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an

academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Fabrication. The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage