

ECONOMIC ANTHROPOLOGY
:ANG5266 (#25399 secC010)/ANT4266 (#25400 secC011)

ANTHROPOLOGY OF ECONOMIC LIFE

SPRING 2025 Tues per 7 1:55-2:45 & Thurs per 7-8 (1:55-3:50p), Leigh Hall rm 104

Professor Brenda Chalfin, bchalfin@ufl.edu

Office hours Tues 3-5p and by appointment – 451 Grinter Hall or zoom

Set up a meeting in advance on Calendly: <https://calendly.com/bchalfin-ufl>



Course Overview:

Taking a global perspective, we examine work, reproductive labor, consumption, exchange and structures of economic cooperation and inequality around the world. The course investigates the universal drive for material accumulation and addresses alternatives to and transformations within contemporary capitalism utilizing ethnography and hands-on inquiry.

Course Objectives:

- 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.
- Develop skills in participatory and observational data gathering, analysis, and interpretation.
- Grasp the on-going development and variation of contemporary economic life.
- Use the perspectives of economic anthropology to capture and anticipate economic trends

Course Description:

Economic Anthropology addresses the diversity of human economic practice across the present and past with an eye on future trends and pathways of interconnection and transformation. The class develops a broad-ranging approach to the study of economic life focused on production, exchange and consumption of material resources and other sources of value. Course materials draw on ethnographic research and examples from across the world. Our anthropological study of economies examines cultural meanings, social relations, historical ruptures and continuities, local and global interdependencies, institutional contexts of work and reproductive labor, and structured inequalities and transformations in economic life. In addition to addressing economies past and present and the distinctive features of contemporary capitalism on a global scale, we will use anthropological analysis to forecast economic futures.

Core Questions:

Why do anthropologists care so much about the distinction between gifts and commodities? Is capitalism universal? Is there a difference between productive and reproductive labor? How can we study global economic processes through an anthropological lens? How can perspectives derived from earlier periods and far-flung places offer insight into contemporary economic arrangements and experiences? What does anthropology offer to the analysis and envisioning of economic futures?

Course Organization:

The course is organized around 5 themes and will include reading and discussion on each topic as well as a hands-on inquiry. We will draw on course reading, discussion, and structured observations of economic practice to apply questions and principles from class materials to our own lives and contexts. Building students' data-gathering and communication skills, class projects will involve applying and testing the relevance of definitions and frameworks from course material to personal experience and the contemporary moment. This will allow students to offer grounded contributions to the anthropology of the present. Using a variety of methods of information gathering (for example, EXCEL, PREZi, Qualtrics, Canva, Archives, Documents, Interviews, Journals, Fieldnotes, Personal Reflections, Library Research, Popular Media analysis), student projects are designed to offer important comparative perspectives. Resources on methods will be provided in class and on CANVAS. Several class meetings, indicated as "LABORATORY" on the syllabus, will be devoted to in-class data collection and analysis. Other class sessions will be devoted to student presentations and collective feedback.

Course units and themes are:

UNIT 1: Exchange Relations

UNIT 2: Affective Labor and Reproductive Work

UNIT 3: Commodities & Global Flows

UNIT 4: Debt and the Financialization of Everything

UNIT 5: Anthropocene Economies and Futures

Assignments, Grading, Assessment and Course Requirements:

Readings are to be completed PRIOR to the course period for which they are assigned. Students should be prepared to refer to readings during class. Pay close attention to the EXACT PAGES indicated in the posted readings and course communications. Course readings rely on carefully selected extracts from longer works in addition to the main anthropological texts. Attendance is mandatory. This class relies on student participation. Students are expected to be present for all class meetings. Participation in class and small group discussions is required, as is providing feedback on fellow student projects. Comments on readings, raising questions, responding and actively listening to other class members will be counted toward participation grade. Students will also be required to conduct independent inquiry and come prepared to share their findings on dates specified in the syllabus. For class projects, assignments will be graded in terms of data collected, data analysis and interpretation, presentation of findings and comparison with course readings and materials.

Any absence will require an official excuse and associated documentation. Reasonable accommodation will be provided in case of excused absence per UF regulations.

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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Assignments:

All students are required to complete the following assignments:

Project 1&4: 20% (2x10%)

Project 2,3: 30% (2 x15%)

Project 5: 10% undergrads/15% grad students

Weekly Quotes & Comments*: 15-20% (10 x 2% for undergrads, 15 x 1% for graduate students)

[*2 quotes and 2 comments/questions for each reading posted on Canvas]

Attendance: 10% (lose .5% for unexcused missed class)

Class Participation: 10% (.5% for participation in each class)

Project Topics:

PROJECT 1: Mapping and Interpreting Exchange Networks (10%)

PROJECT 2: Reproductive Labor, Work from Home, and Care Work (15%)

PROJECT 3: Commodity Chains in Our Midst (15%)

PROJECT 4: Archive of Real Estate Value and Debt in GNV (10%)

PROJECT 5: Speculative Research Proposal (10%/15%)

Project Critical Dates:

PROJECT 1 (10%): Presentations in-class 1/30. Write-up due Fri 1/31, 7p.

PROJECT 2 (15%): Presentation in-class 2/18. Write-up due Sun 2/23, 7p.

PROJECT 3 (15%): Presentation in-class 3/13. Write-up due Fri 3/14, 7p.

PROJECT 4 (10%): Presentation in class 4/8. Write-up due Friday 4/11, 7p.

PROJECT 5 (10%-15%): In-class brainstorm 4/17, outline due 1p 4/22, Write-up 7p, 4/30.

Grade Rubric:

Total 100 points.

Grade	Scale	Grade	Scale
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

For more information on grading consult <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Required Texts and Course Materials:

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

The Power of Debt, H. Appel, S. Whitley, C.Kline, 2019 (free on-line download)

Dispossessed: How predatory bureaucracy foreclosed on the American middle class, N. Stout. 2019. Other required course readings and resource materials will be available on CANVAS.

Optional:

Anthro-Vision: A New Way to See Business and Life, G. Tett. 2021. Avid Press.

A Companion to Marx's Capital Vol.1, D. Harvey. 2010. Verso

Use of AI:

- Any use of AI requires adherence to academic honesty and integrity. You may not submit work generated by an AI program as your own. You must ensure your use of AI-based tools does not violate any copyright or intellectual property laws. You may not use AI-based tools to cheat on assessments or use AI-based tools to plagiarize without citation.
- Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. (For example, if you use ChatGPT-3, you must cite "ChatGPT-3. (YYYY, Month DD of query) "Text of your query."), If you use AI programs e.g. Chat GPT to help generate ideas and brainstorm or for editing and translating, this needs to be indicated as above.
- Be aware that material generated by AI programs can be inaccurate, incomplete, or otherwise problematic. AI models also have built-in biases and may stifle your own independent thinking and creativity.
- Authors using ChatGPT or similar AI tools for research should verify any listed sources as many sources are actually AI "hallucinations." If the sources are real, accurate, and relevant, it may be better to read those original sources to learn from that research and paraphrase or quote from those articles than to use an AI model's interpretation of them.

UF POLICIES:

Accommodation for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site. <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations – GatorEvals: Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, <https://gatorevals.ua.ufl.edu/students/> in Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>.

Student Conduct and Academic Honesty and Integrity: Cheating, copying other’s work, plagiarism, and other acts of academic misconduct are unethical. UF and the instructor consider these to be serious offenses. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor(s). Students should behave in accordance with the University of Florida’s [student conduct code](https://sccr.dso.ufl.edu/process/student-conduct-code/).
<https://sccr.dso.ufl.edu/process/student-conduct-code/>

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Harassment and Discrimination: Harassment is defined as conduct that (1) is of any type (written, oral, graphic, or physical), (2) is directed towards or against a person because of their personal status (i.e., race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others), and that (3) unreasonably interferes with the individual’s work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening.

“Discrimination” is defined as a conduct that (1) adversely affects any aspect of an individual’s employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels that his/her rights have been violated may speak to the instructor who will direct the complaint through the proper university channels, or the student may directly file a complaint with UF Department of Human Resources.

In-Class Recording:

Students are allowed to record video or audio of class lectures delivered by instructor or guest speaker (does not include lab sessions, student presentations or participation). However, the

purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. (To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person, including but not limited to another student within the same class section.)

Campus Resources:

Health and Wellness:

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter We Care website <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website <https://counseling.ufl.edu/> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website. <https://shcc.ufl.edu/>
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies). <https://police.ufl.edu/>
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website. <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450. <https://gatorwell.ufsa.ufl.edu/>

Academic Resources:

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://elearning.ufl.edu/>
- Other technical support can be found at <https://it.ufl.edu/helpdesk/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources. Anthropology resource assistance gjmahar@ufl.edu or <https://guides.uflib.ufl.edu/anthropology>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

CLASS SCHEDULE AND ASSIGNMENTS

1. T Jan 14 – Introduction to Themes & Format

Course Overview

UNIT 1: EXCHANGE RELATIONS

2. R Jan 16 – Reciprocity, Redistribution & Gift Economies

M. Mauss, 1967 The Gift: Forms & Functions of Exchange in Archaic Societies, pp. 1-4, 8-11, 19-22, 37-43, 63-65 (UFLIB free download also available)

B. Malinowski, 1922 Argonauts of the Western Pacific, “The Essentials of the Kula.” pp. 90-105

In class:

Kula Ring Film Clips <https://www.bbcearth.com/video/?v=632850>

3. T Jan 21 – Gift Exchange & Introduction to Project 1

In class:

Giftster www.giftster.com/news/15-unspoken-rules-of-gift-giving/

Emily Post etiquette <https://emilypost.com/advice/gifts-that-miss-the-mark/>

<https://www.bokksu.com/blogs/news/gift-giving-in-japan?>

You may also bring in your own example of a gift giving guide:

Introduce Project #1: “Mapping and Interpreting Exchange Networks”

Method: Use of Customized EXCEL Spreadsheet is recommended.

Step 1: Document your involvement in non-market economic relations involving the exchange of gifts, favors, objects, loans, services, etc. This is your *ego-centric* exchange network. Using a *data log* for each transfer indicate the following: a. direction of transfer (who gives, who receives), b. what is transferred, c. if the transfer is reciprocated and through what means, d. time between, e. sentiment about transaction, f. any ‘spoiled’ transactions. Step 2: Sort and Code by type: Identify similar types of transactions based on same or similar types of things exchanged (i.e. food vs. drink, manual vs. intellectual labor, monetary vs. non-monetary, work-

related vs. leisure related). Sort and Code *by person*. Step 3: Analyze the types of exchange for each person. For which persons are types of exchange similar? Identify different clusters or tiers. Step 4: Interpret – what do you know about these relationships? What do you see anew through the rubric of exchange? Step 5: Represent – decode and describe the rules of the game in general terms. Step 6: Compare with classic exchange networks covered in class. How do your exchange practices differ from or conform to classic patterns of exchange? For Steps 4,5,6 you will need to provide a write-up (Undergrads - roughly 200+words for each section, Grads 300+words for each section). You should include a diagram, map or other visual representation of 3 typical transactions.

4. R Jan 23 - Redistribution, Networks and Personhood

A.Weiner, 1976, Women of Value, Men of Reknown, 1-8

A.Weiner, 1988 Trobrianders of Papua New Guinea, 125-137

P. Bonnemere, Review “Gender of the Gift” pdf.

P. Collings, 2011, “Exchange Strategies, Community and Food Networks,” Arctic, 64/2:207-210

R. Lee. 1969 Eating Christmas in the Kalahari. Natural History. December. Pp. 60-64

5. T Jan 28 - Mapping & Interpreting Social Relations Through Exchange

LABORATORY – In-class Work on Project #1: Have your EXCEL Spreadsheet accessible

6. R Jan 30 – Mapping & Interpreting Social Relations Through Exchange

In-class Project #1 STUDENT PRESENTATIONS & FEEDBACK

Project #1 Write-up Due at 7p 1/31 (10%) Mapping and Interpreting Exchange Networks

UNIT 2: AFFECTIVE LABOR AND REPRODUCTIVE WORK

7. T Feb 4 Domestic Mode of Production & Social Reproduction

S. Reyna, 1994. Sometimes to be less than brilliant is brilliant: an accumulation of labour approach to the domestic mode of production. Man, pp.161-173.

C. Meillassoux, 1981. “Introduction” Maidens, Meal and Money. Cambridge. pp. xi-4.

T. Bhattacharya. 2017. “Introduction: Mapping Social Reproduction Theory” in Social Reproduction Theory: Remapping Class. Pluto Press. *read selected passages

Optional/Grads

B. Chalfin, 2004, Shea Butter Republic: State Power, Global Markets and the Making of an Indigenous Commodity, pp. 51-61.

8. R Feb 6 Reproductive and Affective Labor

C. Griffith, et al. 2018. The value of reproductive labor. American Anthropologist, 120 (2), pp.224-236. *read selected passages

K. Millar, 2014. The precarious present: wageless labor and disrupted life in Rio, Cultural Anthropology 29, pp.32- 34.

M. Hardt, M. (1999). Affective Labor. Boundary 2, 26(2), 89–100 *read selected passages

Optional/Grads

A.Muehlebach. 2011. On affective labor in Post-fordist Italy. Cultural Anthropology, 26/1.

Introduce Project #2 (15%): Reproductive Labor, Care Work & Work from Home

Option 1: Essential/Care Worker Interviews: Post-Covid Reflections – Interview 2 Essential/Care workers to probe changes in attitudes and practices post-Covid regarding care work for others as well as self-care. Have their practices changed? Have their attitudes changed? What is the evidence? Compare your findings with Collin’s claims. Method: Semi-Structured Interview. Record, Transcribe and Code. Ensure anonymity of interviewee. Prepare a 500-750 word write-up of your findings including at least 8 quotes from respondents. Alternatively, you can turn your findings into a podcast using GARAGEBAND or similar App or create a graphic story – see link for example.

Option 2: Group Project Survey of Anthropology Department Graduate Students regarding Carework: Investigate nature and balancing of Childcare and other Care work responsibilities with academic and other work responsibilities. Method: Use UF Qualtrics or similar instrument to create and administer an online survey with both open-ended and close-ended questions (multiple choice/Likert scale/ranking). Ensure anonymity of respondents and remove identifiers from response records. Enumerate, code and interpret findings. Each group member should prepare a 500-750 word write-up of your findings including at least 8 quotes or data points from respondents. Group members may decide to focus on different subthemes to create an overall report. All members are expected to submit their own write-up. A shared introduction of 100 words should accompany a group report.

Option 3: Work from Home: Interview 2 people who WFH. Do those who ‘Work from Home’ delineate boundaries between work and home, productive and reproductive labor? How do those who “WFH” categorize different types of work, work spaces, and practices, and times of day? What affective labor do they put into remote work relationships? Can you map, sketch, or diagram, or verbally describe these arrangements and associated logics and patterns? . Prepare a 500-750 word write-up of your findings including at least 8 quotes from respondents. Alternatively, you can turn your findings into a podcast using GARAGEBAND or similar App or create a graphic story. <https://www.tc.u-tokyo.ac.jp/en/weblog/2635/> See also <https://judgmentcallpodcast.com/2024/11/the-anthropology-of-remote-work-how-solitary-labor-is-reshaping-human-social-dynamics-in-2024/>

9. T Feb 11 – Care and Essential Work

Collins, Jane. 2023. “Revaluing work after COVID-19.” Anthropology of Work Review 44 (1): 25–37

10. R Feb 13 Care work & Domestic Mode of Production

LABORATORY – In-class Work on Project #2

11. T Feb 18 Care work & Domestic Mode of Production

Student Project #2 Progress Report & Feedback
Project #2 (15%) Due Sun Feb 23, 7p.

UNIT 3: COMMODITIES AND GLOBAL FLOWS

12. R Feb 20 – What is a Commodity?

K. Marx, 1967. Capital Vol. 1, “Commodities: Sec 1&2” pp. 43-53

13. T Feb 25 Conceptualizing Commodity Fetishism

K. Marx, 1967. Capital Vol. 1, “Commodity Fetishism”, pp. 76-80

M. Taussig, 2010 (1980) The Devil and Commodity Fetishism in South America. University of North Carolina, *read selected passages.

14. R Feb 27 Commodities and Conspicuous Consumption

S. Mintz. 1985. Sweetness and Power: The Place of Sugar in Modern History. Chapter 3.

E. Chin. 2016. My Life with Things. Duke. *read selected passages

Introduce Project #3: Commodity Chains in Our Midst

Option 1: Local Business, Global Sourcing: Identify a local, owner-operated business that sells ostensibly global products (for example La Aurora Latin Market or Eastern Market Asian Market in GNV) and research the supply chains through which they receive their stock. What options are available to them? Compare the extent to which products are locally or internationally-sourced. How have supply lines changed over time (last 5-10-20 years). What strategies do they employ to access special or hard-to-find products? Use PREZI to represent these connections, disconnections and shifting arrangements over time. In addition to evidence from interview responses, you should draw on a mix of sources including a. **on-line sources** such as blogs, advertisements, and websites; b. **business and industry resources** such as newspaper articles, trade magazines, technical reports, wire-feeds and industry specific data; and c. **scholarly sources** such as books, reference materials and peer-reviewed journal articles. Use 2 sources from each category. A good place to start is PRO-QUEST on the UFLIB Databases. You can limit by date (past 5 years) and type (full text, dissertation), and use advanced search to search by multiple terms (Ethnic Food AND Supply Chains). Go to UFLIB to DATABASE LIST to Other General Databases. Remember, you need to sign-in to UFLIB first to access any full text sources. Ginessa Mahar is the Anthro librarian gimahar@ufl.edu.

Option 2: Food Banks and Supply Chains Investigate the supply and distribution channels of a local food bank. Supplement your study with fieldwork as foodbank volunteer and make a voice notes journal of your own experience comparing your findings with those of Mintz and Tsing. Your goal is to understand the varied supply lines bringing foodstuffs into the Food Bank and to observe how these items take on qualities of both gifts and commodities. In addition to

evidence from your own experience, you should draw on a mix of sources including a. **on-line sources** such as blogs, advertisements, and websites; b. **business and industry resources** such as newspaper articles, trade magazines, technical reports, wire-feeds and industry specific data; and c. **scholarly sources** such as books, reference materials and peer-reviewed journal articles. Use 2 sources from each category. See above. It is important to stay focused on the commodities and protect the privacy of those who seek the Food Bank's services since need to guarantee anonymity and confidentiality of individuals with whom you interact. If you select Option 2, you need to sign up in advance to volunteer locally:

<https://breadofthemighty.org/volunteer>.

If you do Option 2 it is helpful to Read. A.Tsing, 2015 "Sorting out Commodities: How Capitalist Value is Made Through Gifts," HAU: Journal of Ethnographic Theory. 3(1)

15. T Mar 4 Commodity Chains and Relations of Production

K. Marx, 1967. Capital Vol. 1, "Labor Power" 164-170

S. Mintz. 1985. Sweetness and Power: The Place of Sugar in Modern History, Ch.2 Production

16. R Mar 6 Commodities & Global Flows

LABORATORY In-class project preparation Project #3

17. T Mar 11 Commodities & Global Flows

FIELD RESEARCH: FOOD BANK or LOCAL INTERNATIONAL STORE

18. R Mar 13 Project #3 Presentation and Feedback

In-class: Student Project Sharing & Feedback

!!!Project #3 Write-up Due 7p March 14!!!

SPRING BREAK MARCH 15-23 NO CLASS

UNIT 4: THE FINANCIALIZATION OF EVERYTHING

19. T Mar 25 Anthropologies of Class and Financial Crisis

N. Stout, 2019. Dispossessed. How Predatory Bureaucracy Foreclosed on the American Middle Class. California. Skim Intro/Chap.1, read Chapter 3.

Optional/Grads:

J. Fox 2014. Pikkety's Capital. Harvard Business Review. April 4.

<https://hbr.org/2014/04/pikettys-capital-in-a-lot-less-than-696-pages>

K. Marx, 1978. "Bourgeois and Proletarians," The Marx Engels Reader, R. Tucker, ed. 473-481

20. R Mar 27 Anthropologies of Class and Financial Crisis (continued)

N. Stout, 2019. Dispossessed. How Predatory Bureaucracy Foreclosed on the American Middle Class, California. Read Chapter 4, Skim Ch.5.

J. Palomera 2014 "How did finance capital infiltrate the world of the urban poor? Homeownership and social fragmentation in a Spanish Neighborhood." International Journal of Urban and Regional Research, 38(1): 218-235

Optional/Grads:

G. Tett, 2021. Anthro-vision. "Financial Crisis or Why do Bankers misread Risk?" pp. 77-97

Introduce Project #4: Archives & Ethnography of Real Estate Value and Debt in Gainesville.
Using, Stout's Dispossessed as a model, continue with examination of real estate records, advertisements, and marketing material and discussions with real estate professionals or associated community groups such as property appraisers, agents and community associations and housing activists. Preserve the anonymity of your sources unless they are public figures

21. T Apr 1 Debt and Financial Activism

H. Appel, S. Whitley, C.Kline, 2019 The Power of Debt, (free download)

22. R Apr 3. Housing, Debt and Taxation

LABORATORY – In-class methods training.

Project #4 Housing and Archival Methods Research Session with Dr. Belay Alem, UF Law School and Shomberg Center for Housing on Local Records & Property Title Tracing. .

23. T Apr 8. Housing, Debt and Taxation

In class Project #4 Presentations – Share results of inquiries using Miro or similar program. Include a total of 8 documents or images, a 500-700 word write-up your findings regarding the relationship between access to property/real estate/housing and taxation and 300 word personalized reflection of the data-gathering process, realizations along the way, experience of meeting and communicating with interlocutors, reflections on your own positionality.

Project #4 Write-up Due 7p Friday 4/11.

UNIT 5: ANTHROPOCENE ECONOMIES & FUTURES

24. R Apr 10 Anthropocene Economies and Futures: Humans and Other-than Humans

J. Whittington, 2020. Earth's d1ata: Climate change, Thai carbon markets, and the planetary atmosphere. American Anthropologist, 122(4), 814-826.

J. Cross. 2019. Life after Chemistry or A Carbon Anthropology.

<https://somatosphere.com/forumpost/life-after-chemistry-or-a-carbon-anthropology/>

S.Besky & A. Blanchette. 2019 How Nature Works: Rethinking Labor on a Troubled Planet, SAR& University of New Mexico, chapter of your choice.

25. T Apr 15 Afterlives of Waste

B. Chalfin. 2019. "Waste Work and the Dialectics of Precarity in Urban Ghana: Durable Bodies and Disposable Things." Africa 89 (3): 499–520.

D. Rams. 2024. Urban Miners: Scrap economies in Ghana & Global Metal Markets: A New Resource Frontier'

Rozi Fredericks, "The Waste Commons" film clips

Optional/Grads:

J.Moore and R.Patel 2017 "Intro", A History of the World in Seven Cheap Things. California (

26. R Apr 17. (Final) Futures Workshop Ideas

LABORATORY – In-class

**Collective Brainstorming and Outlining of Project #5 - Speculative Research Proposals:
Create a 1200-1500 word proposal for research on an emergent anthropological problem**

27. T Apr 22

Project #5 1p Outline Due On CANVAS

Project #5 Due Wed, April 30, 7p. CANVAS