

## **ECONOMIC ANTHROPOLOGY ANT 3131**

**Professor Aline Coutinho  
Fall 2016**

### **COURSE OUTLINE**

Class Schedule: Wednesday, 13:00 – 14:30  
Friday, 11:30 – 13:00  
Social Sciences Building (FSS, Room 10003)

Professor's office hours: Wednesdays, 11:00 – 12:00  
Fridays, 13:30 – 14:30  
FSS, room 10055  
613-562-5800, Ext. # 1381 (voice mail unavailable)

Email: [aline.coutinho@uottawa.ca](mailto:aline.coutinho@uottawa.ca)

*Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.*

On Virtual Campus: Yes

### **Official Course Description:**

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Analysis of economic systems in such societies as hunting and gathering, pastoral, horticultural and agricultural ones. Ecological factors which influence subsistence activities in human societies. Relations between economic and social systems.

## **Course Content:**

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Economic anthropologists are mainly concerned with understanding how economic activities intersect with cultural, political, social and institutional processes. While challenging orthodox assumptions about economic rationality, we will discuss the embeddedness of the economy in culture.

In our course we will peruse through classic and recent debates in economic anthropology with the aim of developing critical reading and writing skills.

The course is designed to provide students with an overview of the most relevant theoretical approaches and conceptual tools used in economic anthropology to analyze hunting, gathering, pastoral and gift economies as well as market capitalism.

At the end of the course, students will be able to:

- 1) Assess the cultural, structural and political dimensions of the economy;
- 2) Identify the main debates and differentiate between relevant currents of thought in economic anthropology;
- 3) Make sense of economic phenomena with reference to ethnographic and theoretical material.

## **Course Format:**

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Lectures and class discussions will constitute the majority of our in-class activities.

## **RECOMMENDED TEXTS:**

### **1) Obligatory course pack:**

Available for purchase at Rytec, 404 Dalhousie Street, Ottawa

Telephone number: 613 241 2679

### **2) Texts made available at the BlackBoard Learn**

- 3) Mauss, Marcel. **The gift: The form and reason for exchange in archaic societies** (any copy; I strongly suggest its purchase. Also available at the library)

## **General Expectations and Students' Responsibilities:**

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Students must arrive on time for lectures. The attendance to all lectures is obligatory and relevant participation in class discussions is expected of every student. The readings are mandatory and required before each class.

Disturbance will not be tolerated. All electronic devices must be turned off with the exception of laptops and tablets that are used for note-taking purposes.

Avoid chatting in class. It disrupts the pace of the lecture and distracts fellow students' attention.

Do not send me e-mails requesting your grades. They will be posted on the Blackboard Learn in good time.

Any questions regarding the assignments will be answered in class. I will have office hours at which time I can address any concerns and/or questions.

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## **Grading Methods and Assessment Criteria:**

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The final mark is composed of two mid-term exams, two in class exercises and one final examination. All exams and exercises will be in-class.

### *1) Mid-term Exams:*

There will be two in class examination that will take place on October 12 and November 9, 2016. Each exam is worth up to 30% of the final grade.

### *2) In-class exercises*

There will be two in class exercises, each worth 5% of the final grade.

#### a) Exercise 1 (5% of final grade) – September 21<sup>st</sup>, 2016.

The first exercise is a *Potlach* game. This exercise is inspired by an activity designed by Daniel Golstein called “Potlatching classroom participation: using ‘pretige’ and ‘shame’ to encourage students involvement” (2000). The focus of this first exercise is to increase student participation by improving knowledge about the gift economy. Each student will be receive a proxy ‘gift’ and then be required to pay it back in the form of participation in class.

At the end of the exercise, students will be asked to discuss the political dimensions of the Potlach trade, as well as the dimension of nepotism.

Full guidelines will be posted on BBL and given in class.

#### b) Exercise 2 (5% of final grade) – November 30<sup>th</sup>, 2016.

This exercise is a group exercise and a grade will be assigned to each group.

Each group is composed of five/six individuals.

For this exercise, each group will investigate an alternative economic system/practice. The idea is for each group to gain more knowledge of “diverse economic” practices both in Canada and abroad. After the initial investigation, each group must present the retrieved data to the rest of the class. Full guidelines will be posted on BBL and given in class.

### *3) Final Exam:*

The final exam is an in-class examination. The date, hour and location of the exam will be determined by the University.

### **Compound of the Final Mark**

|                     |                 |
|---------------------|-----------------|
| Mid-term Exam 1     | 30 points (30%) |
| Mid-term Exam 2     | 30 points (30%) |
| In class exercise 1 | 5 points (5%)   |
| In class Exercise 2 | 5 points (5%)   |
| Final Exam          | 30 points (30%) |

Please note that absences from exams must be supported by medical certificates.

### **Writing and Style:**

Students are required to use the Faculty of Social Sciences' online writing and style guide. A copy of the guide is available at the following website: <http://www.socialsciences.uottawa.ca/guide-en.pdf>

Other resources to help on the writing of the Creative and Term Paper can be provided by The Student Academic Success Service (SASS). See the Writing Resource Centre at <http://www.sass.uottawa.ca/writing/>.

### **Course Schedule:**

| Date  | Course  | Required Readings and Assignments  |
|---|---|--|
| September 7<br>(Wednesday)                    | Introduction – setting the terms of the debate <ul style="list-style-type: none"><li>• Overview and development of the field</li><li>• Why economic anthropology?</li></ul> | No readings required   |
| September 9<br>(Friday)                       | The rise of modern Economics and Anthropology   | No readings required   |
| September 14 and 16<br>(Wednesday and Friday) | The gift economy  | 1) Mauss, M. (1990). The gift: The form and reason for exchange in archaic societies. New York: W.W. Norton. (To be purchased or borrowed from library).<br><br>Excerpts of: Ongka's Big Moka  |
| September 21<br>(Wednesday)                   | <b>In class exercise 1 (5%)</b>   |  |
| September 23 and 28<br>(Friday and Wednesday) | The Substantialist and Formalist debate   | 1) Burling, R. (1962). Maximization theories and the study of economic anthropology. American Anthropology, 64(4), 802-821. (Coursepack)<br><br>2) Polanyi, K. ([1957] 2011). The economy as instituted process. In M. Granovetter, & R. Swedberg (Eds.), The sociology of economic life (3rd ed., pp. 3-21). Boulder: Westview Press. (Course pack) |
| September 30                                  | Marxist approaches in economic  | 1) Meillassoux, Claude (1972).   |

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| (Friday)                  | anthropology  | From reproduction to production. Economy and Society, 1(1), 93-105. (on BBL)   |
| October 5<br>(Wednesday)  | Culturalist approaches in economic anthropology   | <p>1) Geertz, C. (1978). The bazaar economy: Information and search in peasant marketing. The American Economic Review, 68(2, Papers and Proceedings of the Ninetieth Annual Meeting of the American Economic Association), 28-32. (On BBL)</p> <p>2) Abolafia, M. Y. (1998). Markets as cultures: An ethnographic approach. In M. Callon (Ed.), The laws of the markets (pp. 69-85). Oxford: Blackwell Publishers. (Coursepack)</p> |
| October 7<br>(Friday)     | Comparing approaches - Distribution, Redistribution and the gift economy  | 1) Patterson, T. (2012). Distribution and redistribution. In J. G. Carrier (Ed.), A handbook of economic anthropology (2nd ed., pp. 202-219). Northampton: Edward Elgar Publishing. (Course pack)  |
| October 12<br>(Wednesday) | <b>Mid-term 1 (30%)</b>   |  |
| October 14<br>(Wednesday) | <p>Good or Bad old times?</p> <ul style="list-style-type: none"> <li>• The original affluent society</li> <li>• Hunting</li> <li>• Gathering</li> </ul> | <p>1) Sahlins, M. (1972). The original affluent society. In M. Sahlins (Ed.), Stone age economics (pp. 1-39). New York: Aldine de Gruyter. (Course pack)</p> <p>2) Cashdan, E. (1989). Hunters and gatherers: Economic behavior in bands. In S. Plattner (Ed.), Economic anthropology (pp. 21-48). Stanford: Stanford University Press. (Course pack)</p>  |

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| October 19<br>(Friday)   | Peasant as economic category  | 1) Mintz, S. W. (1973). A note on the definition of peasantries. <i>Journal of Peasant Studies</i> , 1(1), 91-106. (On BBL)   |
| October 21<br>(Wednesday and Friday)   | Barter system   | 1) Chapman, A. 1980. Barter as a universal mode of exchange. In <i>L'homme</i> , 20(3): 33-83 (link provided in BBL)<br>2) Cellarius, B. (2000). 'You can buy almost anything with potatoes': An examination of barter during economic crisis in Bulgaria. <i>Ethnology</i> , 39(1), 73-92. (On BBL)<br>3) Humphrey, C., & Hugh-Jones, S. (1992). Introduction: Barter, exchange and value. In C. Humphrey, & S. Hugh-Jones (Eds.), <i>Barter, exchange and value</i> (pp. 1-20). New York: Cambridge University Press. (Course pack) |
| <b>READING WEEK (October 23<sup>rd</sup> to 29<sup>th</sup>: No lecture)</b> |   |   |
| November 2 and 4<br>(Wednesday)  | Discussing capitalism   | 1) Nash, J. (1981). Ethnographic aspects of the world capitalist system. <i>Annual Review of Anthropology</i> , 10, 393-423. (Blackboard Learn)<br><br>2) Taussig, M. (1977). The genesis of capitalism amongst a South American peasantry: Devil's labour and the baptism of money. <i>Comparative Studies in Society and History</i> , 19(2), 130-155. (Blackboard Learn)   |
| November 9<br>(Wednesday)  | <b>Mid term 2 (30%)</b>   |   |
| November 11<br>(Friday)  | Money, artifacts and value <ul style="list-style-type: none"> <li>• The social value of things</li> <li>• "Primitive" and "modern" money</li> <li>• Multiple monies</li> <li>• "Hot money"</li> </ul> | 1) Dalton, G. (1965). Primitive money. <i>American Anthropologist</i> , 67(1), 44-65.<br><br>2) Walsh, A. (2003). "Hot money"   |

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|  |  | <p>and daring consumption in a northern Malagasy sapphire-mining town. <i>American Ethnologist</i>, 30(2), 290-305.</p> <p>3) Zelizer, V. A. (1998). The proliferation of social currencies. In M. Callon (Ed.), <i>The laws of the market</i> (pp. 58-68). Oxford: Blackwell Publishers. (Course pack)</p> |
| November 16<br>(Wednesday)   | What can anthropology say about financial markets?   | 1) Hart, K., & Ortiz, H. (2014). The Anthropology of Money and Finance: Between Ethnography and World History. <i>Annual Review of Anthropology</i> , 43, 465-482. (On BBL)   |
| November 18<br>(Friday)  | <p>Gendered economies?</p> <ul style="list-style-type: none"> <li>• Gendered gaps and inequalities</li> <li>• Household economics</li> </ul> | 1) Ong, A. (1991). The gender and labor politics of postmodernity. <i>Annual Review of Anthropology</i> , 20, 279-309. (Blackboard Learn)   |
| November 23 and 25<br>(Wednesday)  | Diverse economies  | 1) Gibson-Graham, J. K. (2008). Diverse economies: performative practices for 'other worlds'. <i>Progress in Human Geography</i> , 1-20. (On BBL)   |
| November 30<br>(Wednesday)   | <b>In class exercise 2 (5%)</b>  |   |
| December 2<br>(Friday)   | Neoliberalism  | 1) Wiegratz, J. (2010). Fake capitalism? The dynamics of neoliberal moral restructuring and pseudo-development: The case of Uganda. <i>Review of African Political Economy</i> , 37: 123-37 (On BBL)  |
| December 7<br>(Wednesday)  | <p>Taking the environment into consideration</p> <ul style="list-style-type: none"> <li>• Materials and materiality</li> </ul>               | 1) Schnaiberg, A. (2005). The economy and the environment. In N. J. Smelser, & R. Swedberg (Eds.), <i>The handbook of economic sociology</i> (2nd ed., pp. 703-726). Princeton: Princeton University Press. (Course pack)   |
| <b>December 9<sup>th</sup> to 22<sup>nd</sup> – Final Examination Period (30%)</b> |  |   |

### ***Be aware of academic fraud!***

Academic fraud consists of dishonest and wrongful acts on exams, test or assignments, resulting in flawed grades and assessments. The University does not tolerate academic fraud, and anyone found guilty of this behaviour is liable to severe penalties.

Here are some examples of academic fraud:

- Plagiarizing or cheating in any way
- Presenting falsified research data;
- Submitting an assignment of which you are not the sole author
- Presenting the same work from another course without written permission from the professors concerned.

With the development of the Internet these past years, it has become much easier to detect plagiarism. Indeed, given the powerful tools now at their disposal, your professors can, by typing a few simple words, readily trace the exact source of a text on the Web.

For more information on fraud and how to avoid it, you can refer to the Faculty web page, which offers tips to help you with your studies and the writing process for university-level projects at the following address: <http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>.

You can also refer to the Faculty web page for information on plagiarism in university assignments: <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>.

Persons who commit or try to commit academic fraud, or who are accomplices in fraud, will be penalized. Here are some of the possible sanctions:

- a grade of **F** for the assignment or course in question
- the imposition of three to 30 more credits as a condition of graduation
- suspension or expulsion from their faculty.

To consult the regulation, go to: <http://www.uottawa.ca/governance/regulations.html#r72>.



## ***Resources for you***

FACULTY MENTORING CENTRE - <http://www.sciencessociales.uottawa.ca/mentor/fra/>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where students stand academically, or how far along they are in completing their degree, the Mentoring Centre is there to help them continue on the path to success.

A student may choose to visit the Mentoring Centre for very different reasons: talking to older peers to gain insight into programs and services offered by the University, or to simply brush up on study skills (time management, note-taking, exam preparation, etc.)

In sum, at the Mentoring Centre, you can discuss all things academic and everything about life on campus with mentors who are social science students themselves and trained to answer all your questions.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

The Academic Writing Help Centre provides free, individualized help and advice for writing academic assignments. With the help of our advisors, you learn to correct your errors, to write well independently, to improve your critical analysis and to sharpen your argumentation skills—everything you need to master the official language of your choice.

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

This unit provides an array of career-development services and resources designed to help students identify and put forward the critical skills they need to enter the work force.

COUNSELLING-SERVICE - <http://www.sass.uottawa.ca/personnel>

There are many reasons to call on the Counseling Service, including:

- personal counselling
- career counseling
- study skills counseling

ACCESS SERVICE - <http://www.sass.uottawa.ca/acces/>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online at <http://www.sass.uottawa.ca/access/registration/>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRE - <http://www.communitylife.uottawa.ca/en/resources.php>

These centres strive to meet all sorts of student needs.

