

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2014

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

We would like this course included in the new GE.

**What is the rationale for the proposed change(s)?**

This course fits well with the Citizenship theme.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area Anthropology  
Fiscal Unit/Academic Org Anthropology - D0711  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5626  
Course Title More: Culture and Economic Life  
Transcript Abbreviation Cult and Econ Life  
Course Description An analysis of economic rationality in non-market and market societies; resource allocation, work organization, product disposition, exchange, money, trade, and development.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus

---

## Prerequisites and Exclusions

**Prerequisites/Corequisites**

Prereq: 2202 or equiv, or permission of instructor.

[Previous Value](#)

[Prereq: 2202 \(202\) or equiv, or permission of instructor.](#)

**Exclusions**

[Previous Value](#)

Not open to students with credit for 620.15.

**Electronically Enforced**

No

## Cross-Listings

**Cross-Listings**

## Subject/CIP Code

**Subject/CIP Code**

45.0204

**Subsidy Level**

Doctoral Course

**Intended Rank**

Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[The course is an elective \(for this or other units\) or is a service course for other units](#)

## Course Details

**Course goals or learning objectives/outcomes**

- Goals NA

**Content Topic List**

- Economy
- Households
- Production
- Commodities
- Domestic economy
- Hominids
- Gender
- Consumption
- Rationality
- Reciprocity
- Gifts
- Choice

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
5626 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/15/2022

**Attachments**

- 2021 GE update ANTH 5626 More Economic Anthropology.docx: Syllabus  
*(Syllabus. Owner: Healy, Elizabeth Ann)*
- submission-doc-citizenship-ANTH5626-Economic.pdf: GE Justification  
*(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)*
- ANTH 5626 More Economic Anthropology.docx: REVISED SYLLABUS  
*(Syllabus. Owner: Guatelli-Steinberg, Debra)*

**Comments**

- We are submitting a revised syllabus. We were asked about removing Anthropology 2200 as a pre-requisite -- I do not see that it is listed as one in the bulletin. *(by Guatelli-Steinberg, Debra on 08/14/2022 12:13 PM)*
- Please see Panel feedback email sent 08/02/2022. *(by Hilty, Michael on 08/02/2022 08:08 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	03/29/2022 12:28 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	04/04/2022 02:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/13/2022 01:46 PM	College Approval
Revision Requested	Hilty, Michael	08/02/2022 08:08 AM	ASCCAO Approval
Submitted	Guatelli-Steinberg, Debra	08/14/2022 12:13 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	08/14/2022 12:13 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/15/2022 04:45 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/15/2022 04:45 PM	ASCCAO Approval

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)





## Anthropology 5626

### More: Culture and Economic Life

Tuesdays and Thursdays 9:35-10:55

McPherson Lab 1005

Jeffrey H. Cohen

cohen.319@osu.edu

247-7872

Office Hours: TBA.

Our course explores economic anthropology and the role production, consumption, and exchange play in citizenship, belonging and identity. The course reviews the development of economic anthropology anthropological approaches to social inequality and globalization, gift giving and exchange. The class includes three review exercises, a midterm and final and a field project that allows you to examine and test the value of shopping in contemporary social life.

After completing this course, you will understand the central assumptions of economic anthropology, the socio-economic nature of beliefs, citizenship and social justice and the value of economic anthropology to policy making.

This course meets the GE requirements in **Citizenship for a Diverse and Just World** through your in-class work, discussions, and exam responses.

Weekly lectures introduce human groups from across space and time to illustrate how citizenship and social identities are formed in economic life. While people are granted citizenship at birth; people and groups use economic activities to create and critique ideas of belonging and citizenship as well as ideas of social justice and well-being. ANTH5626 is an opportunity for students to develop their skills as economic anthropologists; understand the role that economic life plays in the creation of citizenship and identity; and how production, consumption and exchange are implicated in social justice and well-being.

#### **General GE themes:**

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

#### **ELO 1.1** Engage in critical and logical thinking.

*Weekly lectures and readings challenge students' critical skills and ask them to understand human economic behavior as part of our development as a species. Students will meet the ELO through assignments, discussions, exams and the field test of Miller's theory of shopping.*

**ELO 1.2** Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

*Weekly lectures, discussions, assignments and quizzes will challenge students to make sense and logically explain the place of the economy in the growth and development of human life.*

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**ELO 2.1** Identify, describe, and synthesize approaches or experiences.

*Weekly lectures, readings assignments, field testing Miller's theory of shopping and quizzes will ask students to identify, describe and synthesize economic life and its place in the development of human society.*

**ELO 2.2** Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

*Weekly lectures, readings assignments, field testing Miller's theory of shopping and quizzes will give students the opportunity to develop a sense of self as learner and how to respond and make sense of behaviors that may seem quite unique and different.*

### **Goals and ELOs unique to Citizenship for a Just & Diverse World**

**GOAL 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**ELO 3.1** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

*Weekly lectures and readings will introduce human groups from across space and time to illustrate the role of economic behavior in the formation of identities, belonging and citizenship. Students will meet the ELO through assignments, discussions, exams and the field test of Miller's theory of shopping.*

**ELO 3.2** Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

*Students will meet the ELO through readings, discussions, assignments, the field test of Miller's theory of shopping and exams that ask students to reflect on the role economic life plays in the process of becoming a global citizen.*

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

**ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

*Students will meet the ELO through lectures, readings and discussions, assignments, exams, and the field test of Miller's theory of shopping. Students will demonstrate their developing skills as economic anthropologists as they examine, critique and evaluate how economic life impacts belonging and the meaning of citizenship as well as systems of equity and inclusion.*

**ELO 4.2** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

*Students will meet the ELO through lectures, readings, discussions, assignments, exams, and field test of Miller's theory of shopping that highlight the place of social justice in economic anthropology and provide students with the tools necessary to reflect on the impact of economic behavior on social life, the definition of citizenship as well as social justice and wellbeing.*

Texts:

- Edin and Shaefer, \$2.00 a Day: Living on Almost Nothing in America.
- Miller, A Theory of Shopping. Cornell University Press.
- Hann and Hart, Economic Anthropology: History, Ethnography, Critique.

PDFs of additional readings are available on Canvas.

- M. Beliso-De Jesús, Aisha, and Jemima Pierre. "Anthropology of white supremacy." *American Anthropologist* 122.1 (2020): 65-75.
- Freeman, Carla. "Feeling neoliberal." *Feminist Anthropology* 1.1 (2020): 71-88.
- Kuever, Erika. "Moral imaginings of the market and the state in contemporary China." *Economic Anthropology* 6.1 (2019): 98-109.
- Crawford, David. "Inconvenient friendship: How successful cocaine dealers manage social obligations." *Economic Anthropology* 8.2 (2021): 259-272.
- Escobar, Arturo. "Culture sits in places: reflections on globalism and subaltern strategies of localization." *Political geography* 20.2 (2001): 139-174.
- Heins, Volker M., Christine Unrau, and Kristine Avram. "Gift-giving and reciprocity in global society: Introducing Marcel Mauss in international studies." *Journal of International Political Theory* 14.2 (2018): 126-144
- Beresford, Melissa. "The embedded economics of water: Insights from economic anthropology." *Wiley Interdisciplinary Reviews: Water* 7.4 (2020): e1443.

- Cohen, Jeffrey H. and Natalie Zotova, Rethinking remittance: beyond economic convenience. *Economic Anthropology*, 8.2 (2021): 300-310, 2021.
- Dolan, Catherine, et al. "Logics of affordability and worth: Gendered consumption in rural Uganda." *Economic Anthropology* 7.1 (2020): 93-107.
- Alexander, Catherine, Maja Hojer Bruun, and Insa Koch. "Political economy comes home: On the moral economies of housing." *Critique of Anthropology* 38.2 (2018): 121-139.
- Wutich, Amber, and Melissa Beresford. "The economic anthropology of water." *Economic Anthropology* 6.2 (2019): 168-182.
- Wilkerson, Isabel. "America's Enduring Caste System." *New York Times*, July 1, 2020.
- Viridin, John and Xavier Baurto. "Local communities play outsized but overlooked role in global fisheries." *The Conversation*, September 30, 2019.
- Pascale, Celin-Marie. "The federal poverty line struggles to capture the economic hardship that half of Americans face." *The Conversation*, November 10, 2020.

**Class organization, exams, and assignments:** You are expected to have readings done on time and be prepared to discuss issues in class. For some class periods you will be asked to bring ideas to class for discussion on a particular topic.

**Assignments:** There are three assignments that you respond and address specific topics from readings and lecture: Economic behavior, Inequality, Neoliberalism. You will respond to a series of questions associated with each topic and develop your response using class resources and additional materials from a variety of resources (virtual and otherwise). Each assignment will include an opportunity to comment on citizenship and social justice and to satisfy ELO 1.1, 1.2, 2.1 and 2.2.

**Exams:** There are an essay based midterm and final to be completed outside of the classroom. You can use your notes, readings and talk with each other, however, your work should be yours, original and in your own words. The midterm and final satisfy general ELOs (1.1, 1.2, 2.1 and 2.2) as well as those specific to our class (3.1, 3.2, 4.1, 4.2).

**Field experiment-Shopping in America:** The final assignment tests Daniel Miller's "theory of shopping." Miller argues shopping is a symbolic act that expresses love. We will spend several weeks working on his theory and testing its validity. For the field test, you will select a person to shadow and interview. We will share and analyze our data together. Students will write up and submit findings in partial fulfillment of the class and to satisfy ELO 3.1, 3.2, 4.1 and 4.2.

**A note on grading:** I focus on mastery as a teacher. That means I want you to learn (master) the subject matter (economic anthropology) and demonstrate your mastery through your assignments. Mastery happens in many ways and can take many forms. I will work with you to make sure you can demonstrate mastery. Sometimes, I will ask you to revise a response on a quiz or redo an assignment. Revisions are time sensitive and typically, you will two days to complete an update. It is up to you to do so—you are not required to revise your work, but if you chose not to revise or update your work, the score I give you will stand.

Undergraduate requirements	
Assignments	
Economic behavior	10
Neoliberalism	10
Inequality	10
Field test	20
Midterm	25
Final	25
Total	100

Evaluation is based upon a standardized distribution of points: A 92% and above; A- 90-91%; B+ 88-89%; B 82-87%; B- 80-81%; C+ 78-79%; C 72-77%; C- 70-71%; D+ 68-69%; D 60-67%; E< 60%.

**Graduate requirements:** Graduate students will complete all assignments and schedule a minimum of 3 additional meetings to discuss interests/research. Each graduate student will complete an independent project of their own design. We will use our first meeting to identify the topic and additional meetings to monitor your progress. You must complete your independent project to pass the class.

**Classroom mechanics:** Your active participation in class is required. Everyone has an opportunity to earn a strong A in this class, but that requires your effort. Remember grades are earned and reflect the fulfillment of the requirements. Attendance is mandatory as is your participation in discussions. We cover a lot of ground and your attention to detail, presence in class and commitment to content is critical. Your failure to attend class can result in a reduced final grade. Even with a clear and valid excuse, it can be hard to make up for lost time. If you are attending a conference, if you are ill, it is your duty to let me know and together, we will try to find a solution. You cannot miss a planned/scheduled presentation.

**Academic Misconduct:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct. I

recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**Disability (and Covid-19):** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, discuss your accommodations with me as soon as possible so that together we can implement a reasonable plan in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue

**Sexual Misconduct and Relationship Violence:** The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at [equity.osu.edu](http://equity.osu.edu),  
Call 614-247-5838 or TTY 614-688-8605,  
Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

**Grievances and problem solving:** According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

**Mental Health:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

**Diversity:** The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is

defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Triggers:** While I do my best to create a welcoming classroom, there may be occasions when class materials discussions and so forth are triggers for you. Please do let me know if this is the case so that together we can find a solution and you can help me to improve my awareness of the issues.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

**Food:** Individuals should not eat in the classroom. Individuals can take an occasional drink but should please take masks off only as necessary.

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Tentative Schedule:**

Week 1, August 23 - 25

Topic: Economic anthropology-*introduction to class*

Reading: H&H chapter 1

Week 2, August 30 – September 1

Topic: The past: formalists/substantivists – *this week we review two critical approaches that defined much of the research in economic anthropology in the 20<sup>th</sup> century.*

Reading: H&H chapter 2

Week 3, September 6 - 8

Topic: Economic anthropology and contemporary issues - *Economic anthropology adapted to new challenges including globalization in the late 20<sup>th</sup> century, the field also shifted from a formalist/substantivist framework to one based around a recognition of the important role cultural knowledge plays in economic life.*

Reading: H&H chapter 3



Wutich and Beresford (pdf)

Week 4, September 13 - 15

Topic: Political economy – *Political economy captures the important roles that contest and power play in economic practices.*

Reading: H&H chapter 4

Alexander, Bruun and Koch (pdf)

Assignment: Economic behavior

Week 5, September 20 - 22

Topic: Development – *much effort by economic anthropologists is focused on the ways that economic development impacts (in positive and negative ways) beliefs, practices and outcomes.*

Reading: H&H chapter 5

Beresford (pdf)

Week 6, September 27 - 29

Topic: Beyond economic man – *while much of the latter half of 20<sup>th</sup> century focused on the concept of economic man (a rational decision maker), contemporary work emphasizes the intersectionality of economic practice and how it changes in response to many different influences and possibilities including gender, generation, ethnicity and more.*

Reading: H&H chapter 7

Cohen and Zotova (pdf)

Week 7, October 4 - 6

Topic: Neoliberalism – *the concept of neoliberalism refers to market-oriented reforms that typically lower trade barriers and governmental oversight while pushing for privatization and independence. Understanding the impact of neoliberalism on the lives of the people we study is critical to contemporary economic anthropology.*

Reading: Beliso-De Jesús and Pierre (pdf)

Freeman (pdf)

Assignment: Neoliberalism

Week 8, October 11

Topic: Markets and sociality – *Adam Smith argued the market could guide the economy, yet the market is also a social artifact that has profound effects on the choices we make. Understanding how the market impacts, reflects and contradicts social rules and practice is critical to understanding the anthropological nature of economic behavior.*

Reading: Kuever (pdf)

Crawford (pdf)

Assignment: Midterm – to be completed outside of the classroom

Week 9, October 18 - 20

Topic: Globalism – *Globalism, or the expansion and interconnection of social and economic systems around the world impacts economic practices in positive and negative ways, understanding this process is central to contemporary economic anthropology.*

Reading: H&H chapter 8

Escobar (pdf)

Viridin and Basurto (pdf)

Week 10, October 25 - 17

Topic: Economic Systems - *Economic systems express socio-cultural beliefs, reflect on historical patterns and influence change. In North America, social beliefs and cultural practices influence economic life and how we evaluate outcomes.*

Topic: Economics in America

Reading: E&S, chapters 1-3

Wilkerson (pdf)

Week 11, November 1 - 3

Topic: The meaning of poverty – *Building upon our discussion of the socio-cultural foundations of the North American economy, this week, we focus specifically on the way poverty is defined, and influences policy making and practice.*

Reading: E&S, chapters 4-conclusion

Pascale (pdf)

Assignment: Inequality

Week 12, November 8 - 9

Topic: Shopping – *Shopping is central to our survival. Most folks in North America provision and provide for themselves through active shopping. Building upon work by Daniel Miller, we explore the social nature of shopping and why it is central to ideas of identity, citizenship and equality.*

Reading: Miller, introduction – chapter 1

Week 13, November 15-17

Topic: Love in the supermarket – *Miller argues that shopping is a critical place to demonstrate love and devotion. The act of shopping creates bonds that link families and friends (and*

*therefore communities) together. We evaluate and critique his work this week as we field test Miller's theory.*

Reading: Miller, chapters 2-3

Week 14, November 22

Topic: Gift giving and commensality – *Emile Durkheim and Marcel Mauss argued gift giving is a social glue. While there has been a refinement of their theories, that emphasize the ways in which gift giving can be used in negative ways (to humiliate for example) it remains central to building social life, belonging and citizenship.*

Reading: Heins, Unrau and Avram (pdf)  
Dolan et al. (pdf)

Week 15, November 29 – December 1

Topic: Applying economic anthropology – *Economic Anthropology is more than an opportunity to understand and theorize about ethnographic realities, it is a part of the field that can make an important contribution to policymaking by bringing cultural practices, knowledge, similarities and differences to the fore in our discussions.*

Reading: H&H, chapter 9  
Assignment: Field test

Week 16, December 6

Topic: Final discussion – *Our final discussion focuses reviews what we have covered and explicitly links our readings, discussions, assignments, exams, and field tests to the GE Citizenship for a Diverse and Just World.*

Assignment: final exam, to be completed outside of the classroom.