

## **ANTH 4384/6384 Political Economy**

Fall 2020

### **Instructor Information**

Nicolas Sternsdorff-Cisterna

Assistant Professor

Heroy Hall 453

Office hours: Tuesdays, 1.30-3.30pm, or by appointment. Sign up for office hours through the calendar.

### **Meeting Times & Location**

Mondays (this course will be taught over zoom synchronously, no in-person meetings).  
2-4.50pm (CDT)

### **Course Description**

The study of the economy wavers between approaches that treat it as its own domain, with an internal set of rules and logic, and scholars who see the economy as an interlocking piece in a larger fabric of society, responding to questions of politics, kinship, ethnicity, colonial rule, the law and war. Anthropological approaches to political economy are usually situated towards the latter end of the spectrum, seeking to understand how economic phenomena are understood and embedded in society.

This course explores foundational concepts in political economy, covering themes such as value, exchange, labor and property. It draws from classical texts in social theory together with contemporary work from anthropology, sociology and history. We seek to track foundational concepts that have been modified and engaged by contemporary scholarship, and how scholars conceptualize what the economy is and how human actors animate it.

### **Course Objectives**

By the end of this course, students will be able to:

- Evaluate and critique anthropological approaches to the study of political economy.
- Discuss foundational concepts in political economy such as labor, class, or property.
- Analyze and contrast ethnographic approaches to the study of political economy.

### **Required Course Materials**

- Rofel, Lisa and Sylvia Yanagisako. 2019. *Fabricating Transnational Capitalism: A Collaborative Ethnography of Italian-Chinese Global Fashion*. Duke University Press.
  - Available through the bookstore and from the library as an ebook.
- Rajan, Kaushik Sunder. 2017. *Pharmocracy: Value, Politics, and Knowledge in Global Biomedicine*. Duke University Press.
  - Available through the bookstore and from the library as an ebook.
- Günel, Gökçe. 2019. *Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi*. Duke University Press.
  - Available through the bookstore and from the library as an ebook.
- Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. University of Michigan Press.
  - Available through the bookstore and from the library as an ebook.
- Willis, Paul E. 1981. *Learning to Labor: How working class kids get working class jobs*. Saxon House.
  - Available through the bookstore. The library owns one physical copy, but it cannot be put on reserve this semester.

### **Course format**

The course format will consist of a combination of lectures and discussion. We will meet weekly on Mondays over zoom. Students should complete the assigned reading before coming to class and be prepared to discuss it. The success of this course depends on the active participation of students and the instructor.

### **Turning in assignments / late policies**

All assignments must be submitted via Canvas. It is the student's responsibility to confirm that their file has been correctly uploaded and is readable. If a submission is corrupted, it will accrue late penalties until a working file is submitted.

This course uses a feature on Canvas that allows us to grade assignments anonymously. As such, do not write your name on your assignments or give the file a name that identifies you.

Assignments submitted late will be graded down by three percent for each 24-hour period they are late. The late policy is automatically calculated by Canvas and the deductions begin as soon as the deadline elapses.

Extensions are offered only to students with written documentation (i.e., by healthcare provider, parent, funeral director, Resident Advisor) of a debilitating illness, extenuating circumstances, or death in the family. If you are facing difficult circumstances, do not hesitate to contact me to discuss.

### **Names and pronouns**

If you prefer to be called by a name or gender pronoun that does not match what is listed on the course registry, please let us know so the professor, the TAs, and your fellow classmates can address you correctly.

### **Statement on Communication**

You may contact me via email or the Canvas inbox. I will respond to your question or email within 48 hours. Responses might be slightly delayed on holidays and weekends. Assignments will be graded within ten days of the assignment due date. The grading timeline might be delayed for long essays and long projects.

### **Institutional Policies & Procedures**

#### Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once approved and registered, students will submit a DASS Accommodation Letter to faculty through the electronic portal *DASS Link* and then communicate directly with each instructor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

#### Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (<https://www.smu.edu/StudentAffairs/Chaplain/ReligiousHolidays>.)

#### Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make

arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2020-2021 SMU Undergraduate Catalog](#) under “Enrollment and Academic Records/Excused Absences.”)

### Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students wishing support with subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648.

### Academic Dishonesty

Students are expected to embrace and uphold the [SMU Honor Code](#). Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the [Mustang Student Handbook](#). Students are expected to prepare work independently, cite any work (quotes or ideas) that is not their own, submit original work (i.e., not already submitted for any other class), and to neither give nor receive assistance in examinations. If you are uncertain about whether an activity or piece of work compromises your academic integrity, you should speak to the professor before turning it in.

### Accommodations for pregnant and parenting students

Under Title IX students who are pregnant or parenting may request academic adjustments by contacting Elsie Johnson ([elsiej@smu.edu](mailto:elsiej@smu.edu)) in the Office of the Dean of Students, or by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

### Covid-19 Attendance Statement

Students who are experiencing COVID-19 symptoms or who have been notified through contact tracing of potential exposure and need to self-quarantine or isolate must follow the protocols laid out in [SMU's Contact Tracing Protocol](#). To ensure academic continuity, students in these situations will not be penalized and will be provided appropriate modifications to assignments, deadlines, and testing. Please also note that SMUFlex classes might, in rare circumstances, go remote for two-week periods to accommodate COVID-related issues. To ensure these necessary accommodations, affected students must:

- Provide as much advance notification as possible to the instructor about a change in circumstances. Students must notify their instructor about a potential absence as well as plans for a return to class. For cases in which students test positive for COVID-19, they should fill out a [CCC form at this link \(Links to an external site.\)](#)
- Communicate promptly with the instructor to establish, as necessary, alternative assignments and/or changes to deadlines and exams. Students are then responsible for meeting the expectations laid out in these alternative arrangements.
- Continue participation in class via Zoom, as health circumstances permit. Attend class regularly, when not in a situation outlined above, in accordance with safety measures laid out by SMU CAN in the [Pledge to Protect \(Links to an external site.\)](#) (including wearing masks, maintaining social distancing, and cleaning personal space after class). In-person participation in SMUFlex classes is required on students' assigned red/blue rotation days except in cases when students are experiencing illness, are in self-quarantine or in isolation.
- Students facing multiple or extended COVID-19-related absences or illness can work with the Office of the Dean of Students to consider options such as fully remote learning or medical withdrawal.

This policy, aligned with the [SMU Honor Code](#) and the SMU Pledge to Protect, relies on mutual trust and respect between students and faculty to ensure safety, academic integrity, and instructional continuity.

"Campus Carry" Law

In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy)

Grading

Grades will be available through Canvas and students may access them to determine where they stand in this course at any time. Your grade will be calculated according to the "Assignments are weighted by group:" table displayed in this syllabus page. Please make sure to check your grade book to see your instructors feedback on your projects and activities. To see in-line feedback, go to the assignment, then click on View Feedback if applicable. It is your responsibility to check for your instructor's feedback and make appropriate improvements to assignments if necessary.

Note: I do not round up grades. For example, in order to receive an A-, the cumulative grade must be at least 90%. A grade of 89.6% corresponds to a B+.

Grading Scale

A	A -	B +	B	B -	C +	C	C -	D +	D	D -	F
100-94%	93-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59% and below

Requirement/Description of Assignment Groups

**Papers [2x30% of Grade]**

Paper 1

The analytical paper is intended for you to critically examine course material by putting readings across weeks in dialogue with each other.

The topic is open and there's no expectation that you will do outside research. We will discuss the paper in class and you are welcome and encouraged to discuss with me your chosen topic.

The fine print

Undergraduates: 10-12 pages in length.

Graduate students: 12-15 pages in length.

Double spaced, one-inch margins, Times New Roman Font.

Do not write your name on the paper or give the file a name that would identify you -- this will allow me to grade them anonymously.

## Paper 2

Undergraduate students:

This analytical paper is intended for you to critically examine course material by putting readings across weeks in dialogue with each other.

The topic is open and there's no expectation that you will do outside research. We will discuss the paper in class and you are welcome and encouraged to discuss with me your chosen topic.

Note: You may choose to write a research paper instead of a second analytical paper -- if you plan to do so, consult with me before embarking on substantive research.

Graduate students:

This paper is intended for you to use a politico-economic lens to write a paper that relates to your research interests. The topic is open and I encourage you to use the paper to explore new avenues in your research -- make it relevant to your research goals.

## The fine print

- Undergraduates: 10-12 pages in length.
- Graduate students: 15-20 pages in length.
- Double spaced, one-inch margins, Times New Roman Font.
- Do not write your name on the paper or give the file a name that would identify you -- this will allow me to grade them anonymously.

## Reading Responses [25% of Grade]

Reading responses allow us to begin a dialogue about the week's readings before we meet to discuss in real-time. The reading discussions also help me identify questions about the material that I can elaborate during class time.

Note: You can miss one response without a consequence to your grade.

## Participation [10% of Grade]

Students are expected to come prepared for class meetings to discuss the readings. The course depends on the active participation of students and instructor in making it a fruitful experience.

## Leading class discussion [5% of Grade]

You will be asked to lead discussion once during the semester.

## Course Outline/Calendar

For the full course Outline/Calendar, please visit the [Modules](#) section of the course.

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in Canvas or via email by the instructor. Students who do not check Canvas or their email assume full responsibility for missing alterations to the course.

## Tech Requirements & Help

Please be sure that your device or devices meet the **technical requirements** for Canvas. [Technical requirements](#) and [browser requirements](#) for Canvas are located in the [Canvas Student Guide](#). If you need Technical Support with Canvas, click the Help link on the left side [Global Navigation](#). From there you can Search Canvas Guides, Chat with Support, or Submit a Request for assistance. You can also contact the [SMU IT Help Desk](#) for assistance with Canvas.

To be successful in this course, students should have basic keyboarding and computer skills, and be comfortable navigating the Internet. This fully online course occurs primarily via [canvas.smu.edu](http://canvas.smu.edu). [Zoom](#) Web Conferencing is used in this course as well for virtual (i.e., real-time, synchronous) meetings.

#### IMPORTANT

A **webcam** is required for recording activities and taking exams. If your device does not have a built-in webcam, one can be purchased at a local consumer electronics store or through an online retailer like [Amazon](#).

#### TECHNICAL SUPPORT

If you run into any technical problems, there are a number of resources available to you. First, you can always check with me; in many cases, I can walk you through technical issues. Also, you can contact the [SMU IT Help Desk](#) for assistance with Canvas and Zoom. Otherwise, here are additional useful resources:

- [Canvas](#) (Links to an external site.)
  - [Click Help](#) (Links to an external site.) on the [Global Navigation](#) (Links to an external site.) to search the [Guides](#), [Chat](#) (Links to an external site.) or contact [Instructure Support](#) via email or phone
- [Panopto](#)
  - Search the [Panopto Support site](#) (Links to an external site.) (Links to an external site.) for forums and documentation, or contact the [SMU IT Help Desk](#). (Links to an external site.)
- [Zoom](#)
  - Search their [Knowledge Base](#) (Links to an external site.) or [Submit a Request](#) (Links to an external site.)

#### PANOPTO VIDEO APP for CANVAS

If requested, you will use the [Panopto](#) (Links to an external site.)

to submit video assignments. Be sure your device or devices meet the Panopto's [technical requirements](#)

(Links to an external site.)

, and if you need Panopto support contact the [SMU IT Help Desk](#)

(Links to an external site.)

.

#### ZOOM

[Zoom](#)

(Links to an external site.)

will be used for online synchronous (i.e., real-time) meetings in this course. Please be sure your devices meet the [technical requirements](#)

(Links to an external site.)

for Zoom.

## Reading Schedule

### Readings Week 1 | 5 hours

To-Do Date: Aug 24 at 2:00pm

### Assigned Reading

- Wood, Ellen Meiksins. 1994. "From Opportunity to Imperative: The History of the Market." *Monthly Review* 46 (3):14-40.
- Wallerstein, Immanuel. 1991. Braudel on capitalism, or everything upside down. *The Journal of Modern History* 63 (2): 354
- Hall, Derek. 2011. "Varieties of Zombieism: Approaching Comparative Political Economy through 28 Days Later and Wild Zero." *International Studies Perspectives* 12:1-17. doi: 10.1111/j.1528-3585.2010.00415.x.

### Guiding questions:

- What does it mean for the market to be an imperative?
- How does Wallerstein, based on the work of Braudel, divide various types of economic activity?
- What can zombies teach us about capitalism?

### Further reading (Optional)

- Thompson, E P. "Time, Work-discipline, and Industrial Capitalism." *Past & Present* 38, no. 1 (1967): 56
- Roseberry, William. 1988. Political Economy. *Annual Review of Anthropology*, 17: 161-85
- Blim, Michael. 2000. Capitalisms in late modernity. *Annual Review of Anthropology* 29:25-38
- LeClair Jr., Edward. Economic Theory and Economic Anthropology. In *Economic Anthropology*, ed. Edward LeClair Jr. and Harold Schneider.
- Pomeranz, Kenneth. 2001. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton University Press.

## **Readings Week 2 | 5 hours**

To-Do Date: Aug 31 at 2:00pm

### Assigned Reading

- Smith, Adam. *The Wealth of Nations*.
  - Read Book I: Chapters 1, 2, 7 (Links to an external site.)
    - "On the Division of Labour"
    - "On the Principle which gives occasion to the Division of Labour"
    - "On the Natural and Market Price of Commodities"
- Marx, Karl. "Wage-Labor and Capital (Links to an external site.)"

### Optional reading for undergraduate students, assigned reading for graduate students

- Thompson, E.P. *Moral Economy of the English Crowd in the Eighteenth Century*. *Past and Present* 50, Feb. 1971, pp. 76-136.

### Guiding questions:

- Smith argues that it is not from the benevolence of the butcher, brewer, or baker that we receive our dinner. How does Smith conceive of the forces that animate the market?
- What is the relationship between wage-labor and capital that Marx points to and that allows capital to reproduce itself?
- How does EP Thompson trace the changes in the moral character of economic relations and its consequences for the relations between social classes?

### Further reading (Optional)

- Karl Marx, "The Labor Process and the Valorization Process (Links to an external site.)" in *Capital*, Vol. 1, Book 1, Ch. 7.
- Karl Marx, *Economic and Philosophical Manuscripts of 1844*, "[Estranged Labor \(Links to an external site.\)](#)"

### Readings Week 3 | 5 hours

To-Do Date: Sep 7 at 2:00pm

#### Assigned Reading for all students:

- Willis, Paul E. 1981. *Learning to Labor: How working class kids get working class jobs.* Saxon House.

#### Guiding questions:

- What is Willis's approach to the study of social class?
- How does Willis interpret the defiant attitude of the lads?
- What do you take Willis's message to be regarding social mobility?

#### Further reading (Optional)

- Weston, Kath. 2009. *Traveling Light: on the road with America's poor.* Beacon Press.
- Bourgois, P I. 1995. *In Search of Respect: Selling Crack in El Barrio.* Cambridge University Press
- Smith, Raymond T. "[Anthropology and the Concept of Social Class.](#)" *Annual Review of Anthropology* 13 (1984): 467-494
- Marx and Engels. *Manifesto of the Communist Party* (Links to an external site.)

### Readings Week 4 | 5 hours

To-Do Date: Sep 14 at 2:00pm

#### Assigned Reading for all students:

- Polanyi, Karl. *The Great Transformation: The political and economic origins of our times.*
  - [Read Part II](#), pg 35-80, and the introduction by Fred Block.
- Mitchell, Timothy. 1998. [Fixing the Economy.](#) *Cultural Studies* 12, 82-101.
- Tsing, Anna. 2000. [Inside the Economy of Appearances.](#) *Public Culture*, Vol. 12, No. 1, pp. 115-144.
- Bestor, Theodore. 2001. *Supply-Side Sushi: Commodity, Market, and the Global City.* *American Anthropologist* 103 (1):76-95.

#### Optional reading for undergraduate students, assigned reading for graduate students

- Taussig, Michael. 1977. *The Genesis of Capitalism Amongst a South American Peasantry: Devil's Labor and the Baptism of Money.* *Comparative Studies in Society and History* 19 (2): 130-155.

#### Guiding questions:

- What are the dynamics Polanyi identifies by embeddedness and the forces that seek to disembed the economy from social relations?
- What does it mean to conceive of the economy as a discreet sphere of social life?

- What can be learned by examining markets as social institutions with their unique culture?
- How can the introduction of capitalist dynamics disrupt social relations? How do peasant groups in South America, according to Taussig, experience the transition. ?

#### Further reading (Optional)

- MacKenzie, Donald A, Fabian Muniesa, and Lucia Siu, eds. 2007. *Do economists make markets?: On the performativity of economics*. Princeton: Princeton University Press.
- Karen Ho. 2009. *Liquidated: An Ethnography of Wall Street*. Durham: Duke University Press.
- Birchfield, Vicki. 1999. "Contesting the hegemony of market ideology: Gramsci's 'good sense' and Polanyi's 'double movement'." *Review of International Political Economy* 6 (1): 27-54.
- Bestor, Theodore. 2004. *Tsukiji: The fish market at the center of the world*. California UP.
- Taussig, Michael. 2010. *The Devil and Commodity Fetishism in South America*. University of North Carolina Press, 30th Anniversary edition.
- Burawoy, Michael. 2003. "For a Sociological Marxism: The complementary convergence of Antonio Gramsci and Karl Polanyi." *Politics & Society* 31 (2): 193-261.
- Hertz, Ellen. 1998. *The Trading Crowd: An Ethnography of the Shanghai Stock Market*. Cambridge: Cambridge University Press.
- Chibnik, Michael. 2011. *Anthropology, Economics, and Choice*. Austin: University of Texas Press
- Wilk, Richard. 1996. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, CO: Westview.
- Bell, Duran. "Polanyi and the Definition of Capitalism." In *Theory in Economic Anthropology*. Edited by Jean Ensminger. Walnut Creek, CA: Altamira Press, 2002
- Miyazaki, Hirokazu. 2013. *Arbitraging Japan: Dreams of Capitalism at the End of Finance*. Berkeley: University of California Press.

#### Readings Week 5 | 5 hours

To-Do Date: Sep 21 at 2:00pm

#### Assigned Reading for all students:

- Cowen, Michael and Robert Shenton. 1995. [The Invention of Development](#). In *Power of Development*, edited by Jonathan Crush. Routledge.
- Ferguson, James. 1997. [Anthropology and its evil twin: "Development" in the constitution of a discipline](#). In *International Development and the Social Sciences: Essays on the History and Politics of Knowledge*. Ed. Frederick Cooper and Randall Packars. Berkeley, CA: University of California Press
- Leys, Colin, "The Rise and Fall of Development Theory" in *The Anthropology of Development and Globalization* pp. 109-125.
- Rist, Gilbert. 2007. Development as a Buzzword. *Development in Practice* 17(4-5): 485-491

#### Graduate students, read below; undergraduate students, pick one

- Rostow, W.W. 1960. *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press.
  - Read Chapter 2, "The Five Stages of Growth--A Summary" pp. 4-16.
- T. Dos Santos, "[The Structure of Dependence](#)" *American Economic Review* (1970), pp.231-36

Guiding questions:

- What is development?
- What are the foundations of theories of development such as Modernization, Dependency, or Import-Substitution Industrialization?
- What is the relationship between anthropology and development?

Further reading (Optional)

- Mosse, David. 2013. The anthropology of international development. *Annual Review of Anthropology*. 42 (1): 227-246
- Li, Tania Murray. "Compromising Power: Development, Culture, and Rule in Indonesia ." *Cultural Anthropology* 14, no. 3 (1999): 295–322.
- Escobar, Arturo. 1991. Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology. *American Ethnologist* 18(4):658-682
- Chang, Ha-Joon. 2003. Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective. *Oxford Development Studies*, Vol. 31, No. 1, 2003
- Waterbury, J. "The Long Gestation and Brief Triumph of Import-Substituting Industrialization" *World Development* 27(2) (1999), pp.323-41
- Wallerstein, I. 1992. The concept of national development, 1917-1989: Elegy and requiem. *American Behavioral Scientist* 35 (4-5): 517
- Frank, Andre G. 1966. The Development of Underdevelopment. *Monthly Review* 18 (4): 4-17.
- Helleiner, Eric. 2002. Economic nationalism as a challenge to economic liberalism? Lessons from the 19th century. *International Studies Quarterly* 46 (3): 307-329

**Readings Week 6 | 5 hours**

To-Do Date: Sep 28 at 2:00pm

Assigned Reading

- Ferguson, James. 1994. *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. University of Minnesota Press.

Graduate students, read below; undergraduate students, optional

- Escobar, A. 1988. Power and visibility: Development and the invention and management of the third world. *Cultural Anthropology* 3 (4): 428-443

Guiding questions:

- Is development a form of capitalist expansion?
- Can development be resisted?
- How is the image of the so-called third world built in reference to the so-called first world?

**Readings Week 7 | 5 hours**

To-Do Date: Oct 5 at 2:00pm

Assigned Reading for all students:

- Marx, Karl. "The fetishism of commodities and the secret thereof (Links to an external site.) (Section 4)"

- Kopytoff, Igor. 1988. The Cultural biography of things: Commoditization as process. In *The Social Life of Things: Commodities in Cultural Perspective*, edited by Arjun Appadurai, 64-91. Cambridge: Cambridge University Press.
- Ferry, Elizabeth Emma. 2002. "Inalienable commodities: The production and circulation of silver and patrimony in a Mexican mining cooperative." *Cultural Anthropology* 17 (3):331-358.
- Mintz, Sidney W. 1985. *Sweetness and power: the place of sugar in modern history*. New York: Penguin Books.
  - Read Chapters 1 and 4.

Optional reading for undergraduates, assigned reading for graduate students:

Miller, Daniel. 2002. "Coca-Cola: a black sweet drink from Trinidad." In *The material culture reader*, edited by Victor Buchli, 245-262. Oxford: Berg.

Guiding questions:

- What is the concept of commodity fetishism?
- What does Kopytoff mean by process?
- Can commoditization be resisted?

Further reading (Optional)

- Taussig, Michael. 1989. "History as Commodity: In some recent (anthropological) literature." *Critique of Anthropology* 9 (1):7-23.
- Mintz, Sidney W, and Eric R Wolf. 1989. "Reply to Michael Taussig." *Critique of Anthropology* 9 (1):25-31.
- Wilk, Water article.
- Appadurai, Arjun, ed. 1986. *The social life of things: commodities in cultural perspective*. Cambridge: Cambridge University Press.
- Roseberry, William. "The Rise of Yuppie Coffees and the Reimagination of Class in the United States." *American Anthropologist* 98, no. 4 (1996): 762-775
- Miller, Daniel. 1995. Consumption and Commodities. *Annual Review of Anthropology* 24 (1): 141-161.
- Johnson, Walter. 1999. *Soul by soul: Life inside the antebellum slave market*. Cambridge, MA: Harvard University Press.
- Nevins, Joseph and Nancy Peluso (eds.). *Taking Southeast Asia to Market: Commodities, Nature, and People in the Neoliberal Age*.
- Meneley, Anne. 2007. Like an extra virgin. *American Anthropologist* 109 (4): 678-687

## Readings Week 8 | 5 hours

To-Do Date: Oct 12 at 2:00pm

Assigned Reading for all students:

- Karl Marx, "The Secret of Primitive Accumulation (Links to an external site.)".
- David Harvey 2003. *The New Imperialism*. Oxford: Oxford University Press.
  - Read: "Accumulation by Dispossession"
- Hayden, Cori. 2010. "The proper copy: The insides and outsides of domains made public." *Journal of Cultural Economy* 3 (1):85-102. doi: 10.1080/17530351003617602.
- de soto, Hernando. 2001. "The Mystery of Capital." *Finance & Development* 38 (1 (March)): 29-33.

- Seed, Patricia. 1995. Ceremonies of Possession in Europe's Conquest of the New World, 1492-1640. Cambridge: Cambridge University Press.
  - Read: [Chapter 1](#).

Graduate Students, read below; Undergraduate students, optional

- Hall, Derek. 2013. Primitive Accumulation, Accumulation by Dispossession and the Global Land Grab. *Third World Quarterly* 34(9)1582-1604

Guiding questions:

- What is the role of private property? How is private property conceived of?
- What do you see as the relationship between primitive accumulation and accumulation by dispossession?

Further reading (Optional)

- Hardin, Garrett. 1968. The tragedy of the commons. *Science* 162 (3859): 1243-1248
- Ostrom, Elinor. 1999. Revisiting the commons: Local Lessons, Global Challenges. *Science* 284 (5412): 278-282.]
- Hayden, Cori. 2003. When nature goes public: the making and unmaking of bioprospecting in Mexico. Princeton: Princeton University Press.
- Verdery, Katherine. 2003. The Vanishing Hectare: Property and Value in Postsocialist Transylvania. Ithaca, NY: Cornell University Press.
- Luxemburg, Rosa. The Accumulation of Capital (Links to an external site.) , chs. 26-29.

## Readings Week 9 | 5 hours

To-Do Date: Oct 19 at 2:00pm

Assigned Reading

- Günel, Gökçe. 2019. Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi. Duke University Press.

Graduate students, read below; undergraduates optional.

- Cronon, William. 1991. Nature's metropolis: Chicago and the Great West. New York: WW Norton.
  - Read "Pricing the Future: Grain"

Guiding Questions

- What is the relationship between market mechanisms and environmental sustainability that Günel traces?
- What role was *ergos* meant to play in Masdar City?
- What were the necessary steps in order for a futures market to emerge for grain?

Suggested reading

- Helleiner, Eric. 1996. "International Political Economy and the Greens." *New Political Economy* 1 (1):59-77.
- Douglas, Mary. 1970. "[Primitive Rationing: a Study in Controlled Exchange.](#)" In *Themes in Economic Anthropology*, Raymond Firth ed.
- Parry, Jonathan and Maurice Bloch. 1989. *Money and the Morality of Exchange*. Cambridge: Cambridge University Press.
- Mauss, Marcel. 1966. The gift: Form and functions of exchange in archaic societies. London: Cohen & West.

- Graeber, David. 1996. Beads and money: Notes toward a theory of wealth and power. *American Ethnologist* 23 (1): 4-24.
- Maurer, Bill. 2005. *Mutual Life Ltd: Islamic Banking, alternative currencies, lateral reason*. Princeton: Princeton University Press.
- Marx, Karl. *Capital*, Volume 1, Ch. 3 (Links to an external site.)
- Strathern, Marilyn. 1988. *The Gender in the Gift: Problems with Women and Problems with Society in Melanesia*. Berkeley: University of California Press).
- Gregory, Chris A. "On Money Debt and Morality: Some Reflections on the Contribution of Economic Anthropology." *Social Anthropology* 20, no. 4 (2012): doi:10.1111/j.1469-8676.2012.00225.x.

## Readings Week 10 | 5 hours

To-Do Date: Oct 26 at 2:00pm

Assigned Reading for all students:

- Engels, Friedrich. 1978. "[The origin of the family, private property, and the state.](#)" In *The Marx-Engels Reader*, edited by Robert C Tucker, 734-759. New York and London: WW Norton.
- Rubin, Gayle. 1975. "[The Traffic in Women: Notes on the Political Economy of Sex.](#)" In *Toward an anthropology of women*, edited by Rayna R Reiter, 157-210. New York: Monthly Review Press.
- Bear, Laura, Karen Ho, Anna Lowenhaupt Tsing, and Sylvia Yanagisako. 2015. "Gens: A Feminist Manifesto for the Study of Capitalism." *Theorizing the Contemporary, Fieldsights*, March 30. <https://culanth.org/fieldsights/gens-a-feminist-manifesto-for-the-study-of-capitalism> (Links to an external site.)

Graduate students, read below; undergraduate students, pick one

- Ong, Aihwa. 1988. "The Production of Possession: Spirits and the Multinational Corporation in Malaysia." *American Ethnologist* 15 (1):28-42.
- Han, Clara. 2011. "Symptoms of Another Life: Time, Possibility, and Domestic Relations in Chile's Credit Economy." *Cultural Anthropology* 26 (1):7-32. doi: 10.1111/j.1548-1360.2010.01078.x.

Guiding questions:

- How does Rubin conceive of the "sex/gender system", and what is her argument in regards to Marxist theory?
- How do Bear et. al. conceive of the task of a feminist approach to the study of capitalism?
- How does Engels analyze domestic labor and the role of women in the family?

Further reading (Optional)

- DeLuca, Elizabeth. 2017. "The Household." *Correspondences, Fieldsights*, August 4. <https://culanth.org/fieldsights/series/the-household> (Links to an external site.)
- Ehrenreich, Barbar. "What is Socialist Feminism? (Links to an external site.)"
- (Links to an external site.) Eisenstein, Zillah. 1999. "Constructing a Theory of Capitalist Patriarchy and Socialist Feminism." *Critical Sociology* 25 (2-3): 196-217.

- Beneria, Lourdes. 1995. "Toward a Greater Integration of Gender in Economics." *World Development* 23 (11): 1839-1850.
- Yanagisako, Sylvia. 2002. *Producing Culture and Capital: Family Firms in Italy*. Princeton University Press.
- Strassman, Diana. 1993. "The Stories of Economics and the Power of the Storyteller." *History of Political Economy* 25 (1): 147-165.

### **Readings Week 11 | 5 hours**

To-Do Date: Nov 2 at 2:00pm

Assigned Reading for all students:

- Rofel, Lisa and Sylvia Yanagisako. 2019. *Fabricating Transnational Capitalism: A Collaborative Ethnography of Italian-Chinese Global Fashion*. Duke University Press.

Guiding questions:

- How do Rofel and Yanagisako conceive of transnational capitalism?
- What is the role of collaboration in the making of this ethnography?

Further reading (Optional)

- Matthews, Gordon. 2007. "Chungking Mansions: A Center of 'Low-End Globalization'" *Ethnology* 46 (2): 169-183.
- Inda, Jonathan X, and Renato Rosaldo, eds. 2008. *The anthropology of globalization: A reader*. Malden, MA: Wiley-Blackwell.
- Tsing, Anna. 2000. "The Global Situation." *Cultural Anthropology* 15 (3):327-360.
- Harvey, David. 1989. *The Condition of Postmodernity: An Enquiry Into the Origins of Cultural Change*. Blackwell.
- Kearney, M. 1995. "The local and the global: The anthropology of globalization and transnationalism." *Annual Review of Anthropology* 24 (1): 547-565

### **Readings Week 12 | 5 hours**

To-Do Date: Nov 9 at 2:00pm

Assigned Reading for all students:

- Rajan, Kaushik Sunder. 2017. *Pharmocracy: Value, Politics, and Knowledge in Global Biomedicine*. Duke University Press.

Guiding questions:

- What does Rajan mean by "Pharmocracy"?
- How does Rajan conceive of value as it relates to biomedicine?

Further reading (Optional)

- Graeber, David. 2001. "Toward an anthropological theory of value: The false coin of our own dreams." Palgrave MacMillan.
- Tsing, Anna. 2013. "Sorting out commodities: How capitalist value is made through gifts." *HAU: Journal of Ethnographic Theory* 3 (1): 21-43

## Readings Week 13 | 5 hours

To-Do Date: Nov 16 at 2:00pm

Assigned Reading for all students:

- Hayek, Friedrich A. 2007 (1944). *The road to Serfdom*. Chicago UP.
  - Read chapter 3.
- Riles, Annelise. 2013. "Market Collaboration: Finance, Culture, and Ethnography after Neoliberalism." *American Anthropologist* 115 (4):555-569. doi: 10.1111/aman.12052.
- Muehlebach, Andrea. 2011. On Affective Labor in Post-Fordist Italy. *Cultural Anthropology* 26 (1): 59-82
- Strathern, Marilyn. 2012. "Gifts money cannot buy." *Social Anthropology* 20 (4): 397-410. <https://doi.org/10.1111/j.1469-8676.2012.00224.x>. (Links to an external site.)

Graduate students, read below; undergraduate students, optional

- Roitman, Janet L. 2003. "Unsanctioned Wealth; or, The Productivity of Debt in Northern Cameroon." *Public Culture* 15 (2): 211-237.

Further reading (Optional)

- Harvey, David. 2007. A brief history of neoliberalism. Oxford UP.
  - Read Chapter 1.
- Ferguson, James. 2006. "De-moralizing Economies: African Socialism, Scientific Capitalism, and the Moral Politics of Structural Adjustment." In *Global Shadows: Africa in the Neoliberal World Order*. Duke UP.
- Sparr, Pamela. 1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. ZED Books.
  - Read Ch. 1
- Stiglitz, Joseph. 2002. *Globalization and its discontents*. WW Norton
- Medina, Laurie Kroshus. 2015. *Governing Through the Market: Neoliberal Environmental Government in Belize*. *American Anthropologist*
- Florio, Massimo. 2002. Economists, Privatization in Russia and the Waning of the 'Washington Consensus'. *Review of International Political Economy* 9 (2):359-400
- Ho, Karen. 2005. Situating global capitalisms: A view from wall street investment banks. *Cultural Anthropology* 20 (1): 68-96
- Orta, Andrew. 2013. Managing the margins: MBA training, international business, and the value chain of culture. *American Ethnologist* 40 (4): 689-703
- Ho, Karen. 2014. Commentary on andrew orta's "managing the margins": The anthropology of transnational capitalism, neoliberalism, and risk. *American Ethnologist* 41 (1): 31-37
- Orta, Andrew. 2014. Commentary: Response to karen ho on cultures of capitalism, contexts of capitalism. *American Ethnologist* 41 (1): 38-39
- Galenba, Rebecca B. 2012. "Corn is food, not contraband": The right to "free trade" at the Mexico-Guatemala border. *American Ethnologist* 39 (4): 716-734
- Foucault, Michel. *The birth of biopolitics*.
- Han, Clara. 2012. *Life in Debt: Times of Care and Violence in Neoliberal Chile*. U of California Press.
- Greenhouse, Carole (Ed.). 2009. *Ethnographies of Neoliberalism*. University of Pennsylvania Press.
- Friedman, Milton. 1980. *Free to Choose: A personal statement*. HBJ.
- Fourcade-Gourinchas, Marion, and Sarah L Babb. 2002. "The Rebirth of the Liberal Creed: Paths to Neoliberalism in Four Countries1." *American Journal of Sociology* 108 (3):533-579

- Rose, Nikolas. 2007. *The politics of life itself: Biomedicine, power and subjectivity in the twenty-first century*. Princeton: Princeton University Press.
- Comaroff, Jean, and John L Comaroff\*. 2001. *Millennial capitalism and the culture of neoliberalism*. Durham: Duke University Press.
  - Read: "Millennial Capitalism: First Thoughts on a Second Coming"
- Kanna, Ahmed. "Flexible Citizenship in Dubai: Neoliberal Subjectivity in the Emerging 'City-Corporation'." *Cultural Anthropology* 25, no. 1 (2010): 100–129.
- Peebles, Gustav. 2010. "The Anthropology of Credit and Debt." *Annual Review of Anthropology* 39 (1): 225-240. <https://doi.org/10.1146/annurev-anthro-090109-133856>. (Links to an external site.)
- (Links to an external site.)  
Maurer, Bill. 2012. "Late to the party: debt and data." *Social Anthropology* 20: 474-481. <https://doi.org/10.1111/j.1469-8676.2012.00219.x>. (Links to an external site.)
- (Links to an external site.)  
Graeber, David. 2011. *Debt: The First 5,000 Years*. New York: Melville House.
- Foster, Robert J. 2012. "Big men and business: morality, debt and the corporation A perspective by Robert J. Foster." *Social Anthropology* 20 (4): 486-490. <https://doi.org/10.1111/j.1469-8676.2012.00226.x>. (Links to an external site.)
- (Links to an external site.)  
Guérin, Isabelle, and Santosh Kumar. 2020. "[Unpayable debt: Debt, gender, and sex in financialized India](#)." *American Ethnologist* 47 (3):219-233. doi: 10.1111/amet.12912.
- Guérin, Isabelle. 2014. "Juggling with Debt, Social Ties, and Values: The Everyday Use of Microcredit in Rural South India." *Current Anthropology* 55 (S9):S40-S50. doi: 10.1086/675929.
- Koga, Yukiko. 2013. "Accounting for silence: Inheritance, debt, and the moral economy of legal redress in China and Japan." *American Ethnologist* 40 (3): 494-507. <https://doi.org/10.1111/amet.12035>. (Links to an external site.)
- (Links to an external site.)  
Seo, Bo Kyeong. 2016. "[Patient waiting: care as a gift and debt in the Thai healthcare system](#)." *Journal of the Royal Anthropological Institute* 22: 279-295.

## Readings Week 14 | 5 hours

To-Do Date: Nov 23 at 2:00pm

Assigned Reading for all students:

- Manning, Paul, and Ann Uplisashvili. 2007. "'Our Beer': Ethnographic Brands in Postsocialist Georgia." *American Anthropologist* 109 (4): 626-641. <https://doi.org/10.1525/AA.2007.109.4.626>. (Links to an external site.)
- Luvass, Brent. 2013. "Material Interventions: Indonesian DIY Fashion and the Regime of the Global Brand." *Cultural Anthropology* 28 (1): 127-143. <https://doi.org/10.1111/j.1548-1360.2012.01177.x>. (Links to an external site.)
- Appel, Hannah. 2014. "Occupy wall street and the economic imagination." *Cultural Anthropology* 29 (4): 602-625
- Graeber, David. 2002. "[The New Anarchists](#)." *New Left Review* 13: 61-73.
- Deluze, Gilles. 1992. Postscript on the societies of control. *October* 59:3-7

Graduate students, read below; undergraduate students, optional

- Willis, Susan. 1991. *A primer for daily life*. London: Routledge.
  - Read: Unwrapping use value.

Guiding questions:

- Is affective labor a different form of labor? Can value be generated/appropriated from it?
- What is the work of a brand in relationship to the commodity?
- What do Jean and John Comaroff argue is distinct about capitalism at the moment they were writing?

Further reading (Optional)

- Nakassis, Constantine V. 2013. [Brands and their surfeits](#). *Cultural Anthropology* 28 (1): 111-126
- Allison, Anne. 2009. "The Cool Brand, Affective Activism and Japanese Youth." *Theory, Culture & Society* 26 (2-3): 89-111. <https://doi.org/10.1177/0263276409103118>. (Links to an external site.)
- Foster, Robert J. 2007. "The work of the new economy: Consumers, brands, and value creation." *Cultural Anthropology* 22 (4): 707-731.
- Nakassis, Constantine V. 2012. "Brand, Citationality, Performativity." *American Anthropologist* 114 (4): 624-638. <https://doi.org/10.1111/j.1548-1433.2012.01511.x>. (Links to an external site.)
- Occupy, Anthropology, and the 2011 Global Uprisings. 2012. Hot Spots Issue, Cultural Anthropology. Available at <http://www.culanth.org/fieldsights/63-occupy-anthropology-and-the-2011-global-uprisings#TOC> (Links to an external site.)
- Seoane, José, and Emilio Taddei. 2002. "From Seattle to Porto Alegre: the anti-neoliberal globalization movement." *Current Sociology* 50:99-122.
- Jameson, Frederic. 1984. Postmodernism, or the cultural logic of late capitalism. *New Left Review* 146:53-93
- Hardt, Michael and Antonio Negri. 2005. *Multitude: War and Democracy in the Age of Empire*.
- Mazzarella, William. 2003. *Shoveling Smoke: Advertising and Globalization in Contemporary India*. Duke UP.
- Baudrillard, Jean. 1994. *Simulacra and simulation*. University of Michigan Press.