UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of: Arts & Sciences
   Department/Division offering course: Anthropology
   Date: 02/07

2. Changes proposed:
   (a) Present prefix & number: ANT 538
      Proposed prefix & number: ANT 338
   (b) Present Title: Beyond Economics, Beyond Growth: Anthropology’s Critique of an Anti-Social “Science”
      New Title: Economic Anthropology
   (c) If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

   (d) Present credits: 3
      Proposed credits: 3
   (e) Current lecture: laboratory ratio: n/a
      Proposed: n/a
   (f) Effective Date of Change: (Semester & Year) Fall 2007

3. To be Cross-listed as:

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):
      History of the development of various theoretical approaches to the cross-cultural study of economic systems and inquiry into the relationships existing between economy and the other systems within a society.
      Prereq: Nine hours of cultural anthropology or consent of instructor.
   (b) New description:
      A comparative ethnographic, theoretical, and historical exploration of the socio-cultural constitution of economic practices. Students will examine different approaches to questions of human nature, choice, values and morality. The course explores power and social life in diverse cultures through a topical focus on peasants, markets, gifts, commodities, consumption and systems of production. The course provides a foundation for applying anthropological knowledge to real-world situations and the material is readily applied to archaeology, international business and social science.
   (c) Prerequisite(s) for course as changed: 0

5. What has prompted this proposal?
   Due to its narrow course description, odd title and advanced level, this course attracted only 6 students in the Spring of 2006.
   In order to attract more students, the course is being changed to complement the 300 level anthropology course on ecological anthropology and the topical focus has been expanded. Furthermore, there is an existing graduate level course in economic anthropology making this course redundant for students at that level (ANT 734).

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   While the teaching objectives of the course will remain the same, the content has been broadened to provide students with a more robust understanding of economic practices and social life across cultures. Rather than merely critiquing the discipline of economics, the course instead focuses on the application of anthropological knowledge to real-world situations, making the content useful for a wider array of students.

7. What other departments could be affected by the proposed change?

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? x Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes x No
   If yes, please attach an explanation of the change. (NOTE: If “yes,” program change form must also be submitted.)

10. Is this course currently included in the University Studies Program? Yes x No
     If yes, please attach correspondence indicating concurrence of the University Studies Committee.
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11. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. □ Check here if 400G-500.

12. Is this a minor change? X Yes □ No
(NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Sarah Lyon Phone Extension: 257-2710

Signatures of Approval:

9-15-06
Date of Approval by Department Faculty

12/5/06
Date of Approval by College Faculty

2/6/07
Date of Approval by Undergraduate Council

*Date of Approval by Graduate Council

*Date of Approval by Health Care Colleges Council (HCCC)

*Date of Approval by Senate Council

*Date of Approval by University Senate

*If applicable, as provided by the Rules of the University Senate.

*********

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]
Syllabus

Some have suggested that economics is the dominant cosmology of our contemporary, globalizing culture. If this is so then what insights, countervailing perspectives and challenges can economic anthropology contribute? How does economic anthropology inform our common understandings of human nature, rationality, morality, and culture? This semester we will explore diverse anthropological approaches to the study of the interrelationship between culture and economy. We will examine the history of the sub-discipline and gain a deeper understanding of the theories and debates that have shaped this field of inquiry over time. In the process, we will analyze concrete anthropological investigations into how people across the world make a living and how they make that living meaningful. We will approach our study through a comparative, cross-cultural lens to help us understand how economic processes result from human action instead of a closed, rational system acting upon individuals. We will also explore how economic processes are shaped by and deeply affect differences in power.

Course Goals:

At the conclusion of this course, you should be able to ...

- Critically evaluate neo classical economic theory and anthropological critiques of it
- Analyze contemporary economic challenges facing diverse societies
- Articulate anthropological contributions to current global and local challenges and identify gaps in our collective knowledge
- Think critically about the cultural implications of economic practices and policies

Course Materials:

We will approach our study of economic anthropology through a mixture of books and scholarly articles. These have been chosen to reflect some of the newest research in the field as well as a selection of classic, older works. Articles will be posted on blackboard. You can log in to blackboard at www.uky.edu/blackboard. Please check to be sure your proper email address is entered into the system.

We will be reading the following books this semester:

Evaluation of Progress:
Evaluation of course work will be based on oral and written demonstrations of understanding and creative, critical use of course material.

**Daily Quizzes & Class Participation** 20%
This is a discussion based seminar, therefore you must complete the assigned reading before class. We will begin some class periods with two to three question reading comprehension quizzes. If you are absent for a documented illness or other acceptable emergency (e.g. death in the family, sport event etc.) you will be excused from that day’s quiz. Good class participation involves sharing your responses and queries about the assignments based on careful reading by the day they are due, reflections about the interconnections among the readings, and engagement with the perspectives of other students through comments and questions. Regular class attendance is expected and strong class participation will potentially help offset poor quiz performance.

**One Short Paper** 20%
Due in-class on 2/14.
This short (3-4 pages) writing assignment is designed to hone your critical thinking and writing skills. The paper is an opportunity for you to analytically discuss in writing a particular body of class material. Be sure to demonstrate that you have completed the readings and thoroughly understand them by directly engaging the texts and employing them as a foundation for your analysis. The paper assignment will be handed out in class on 2/7 and will be due on 2/14.

**Two Exams** 40%
Mid-term exam: February 28th
Final exam: May 4th at 8:00 a.m.
The mid-term exam (25% each) will have in-class short-answer and essay components in addition to a take-home essay component. The final exam will have no take-home component. All work must be completed in order to pass the course. Late work under normal circumstances will be penalized one letter grade for each day it is late.

**"The Shirt on Your Back" Paper** 20%
Due April 27th in-class
This 6-7 page paper will provide you with an opportunity to critically reflect on our class work on global commodity chains, production and your own consumption. You will be expected to integrate your personal reflections, your analysis of the empirical data gathered in class and the relevant theoretical approaches.

**Expectations for Written Assignments:**
Your papers should be printed on white paper in 12 pt, normal (e.g. courier, Times New Roman) font with one inch margins. Follow the guidelines at the end of your syllabus (appendix I) for appropriate citation. You will be graded on the quality of your analysis and the quality of your writing. I am happy to work with you to improve your writing and reading comprehension skills. You are strongly encouraged to come to office hours and discuss your written assignments. This will help you to organize your ideas and improve your writing. I also encourage you to visit the UK writing center located in the Thomas D. Clark Study on the 5th floor of William T. Young Library. Please visit [http://www.uky.edu/AS/English/wc/](http://www.uky.edu/AS/English/wc/) or call 257-1356 for more information.
Statement on Academic Honesty:
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Violating academic honesty is an extremely serious matter and will result in a grade of E in this class as well as possible suspension or expulsion from the University. Written assignments should be completed in accordance with university standards of academic honesty which I encourage you to review at http://www.uky.edu/StudentAffairs/Code/. Please refer to the University’s more in-depth definition of plagiarism at the end of this syllabus (appendix II).

Statement on Disabilities:
Any student with a disability who is taking this course and needs accommodation to complete the course requirements should contact the associate dean and director of the Disability Resource Center at 257-2754.

Topics Readings & Assignments:

1/12 Th Introduction to Course & Economic Anthropology
Economics: the current “sexy” science; self-interested, social and moral perspectives on economic behavior

1/17 T Neo-Classical Economics
Self-interest & rationality
Reading:
Bigelow, Let There Be Markets (on blackboard)
Elster, Introduction to Rational Choice (on blackboard)

1/19 Th “Pop” Economics, Critiques & Anthropology
Economic “best sellers”: strengths & weaknesses
Reading:
Blim, Equality & Economy (1-14)
Yates, Naming the System (on blackboard)
Levitt & Dubner, Freakonomics (on blackboard)
Sachs, The End of Poverty (on blackboard)

1/24 T Anthropological Contrasts
Substantive approaches & the defining debate in economic anthropology
Reading:
Blim, Equality & Economy (17-70)

1/26 Th Anthropological Contrasts Continued
Reading:
Blim, Equality & Economy (71-124)
Anthropological Approaches to Economic Decision Making
Formalist theory and approaches to decision-making
Reading:
Ortiz, What is Decision Analysis About? (on blackboard)
Heinrich, What is the Role of Culture in Bounded Rationality? (on blackboard)

The World System, Marx & Anthropology
Reading:
Wallerstein, The Rise and Future Demise of the World Capitalist System (on blackboard)
Marx, The Fetishism of the Commodity and Its Secret (on blackboard)
McLellan, Preface to Karl Marx (on blackboard)
McLellan, Economics (on blackboard)
Marx, Alienated Labor (on blackboard)

El Barrio & The World System
Reading:
Bourgeois, In Search of Respect (1-48)
***Short Paper Assignment Handed Out In Class***

Cultures of Poverty & Equality
Structure vs. agency
Reading:
Bourgeois, In Search of Respect (48-77)
Blim, Equality & Economy (165-179)

Work, Class & Identity
“learning to labor”
Reading:
Bourgeois, In Search of Respect (77-136)
***Short Paper Assignment Due In Class***

Work, Class & Identity Continued
Reading:
Bourgeois, In Search of Respect (137-212)

Gender, Economics & Class
Reading:
Bourgeois, In Search of Respect (213-258, 318-326)

Cultural Identity & Economics
Film: The Highland Maya: A Case Study in Economic Anthropology
Reading:
Little, Mayas in the Marketplace (1-34)
2/28  T  MID-TERM EXAM!!
The exam will cover course material through 2/21

3/2  Th  The Anthropology of Tourism
The economic and cultural impact of tourism
Film: Cashing in on Culture
Reading:
Little, Mayas in the Marketplace (35-63)

3/7  T  Markets & Marketplaces
What's the difference?
Reading:
Little, Mayas in the Marketplace (89-143)

3/9  Th  Gender & The Household Economy
The household as a unit of analysis, economics & changing gender roles
Reading:
Little, Mayas in the Marketplace (143-202)

3/14  T  SPRING BREAK!!!

3/16  Th  SPRING BREAK!!!

3/21  T  Japanese Contrasts
Economic practice in a different sort of market
Reading:
Besor, Tsukiji (1-49)

3/23  Th  Market Organization & The Family Firm
Reading:
Besor, Tsukiji (177-245)

3/28  T  An Introduction to Commodities
Reading:
Besor, Tsukiji (126-176)

3/30  Th  Consumption
Consumerism as Ideology & Anthropological Perspectives
Film: No Logo: Brands, Globalization, Resistance
Reading:
Sklair, The Culture-Ideology of Consumerism (on blackboard)

4/4  T  The Global Clothing Industry
Reading:
Collins, Threads (1-61)
4/6  Th  Production and Change in the U.S. Economy
     Film: Behind the Labels
     Reading:
     Collins, Threads (62-103)

4/11 T  Workers & Global Production Networks
     “The Shirt on My Back” Project Planning
     Reading:
     Collins, Threads (104-125)

4/13 Th  Workers in the Global Labor Market
     “The Shirt on My Back” Project Planning
     Reading:
     Collins, Threads (126-149)

4/18 T  No Class!!!
     Conduct empirical research and surveys

4/20 Th  Production & Consumption
     Compile research data and compare notes
     Reading:
     Collins, Threads (149-190)

4/25 T  Consumption, Sustainability & Change
     The politics of consumption, resistance, boycotts & buycotts
     Reading:
     Schor, Towards a New Politics of Consumption (on blackboard)

4/27 Th  The Future of Economic Anthropology
     Reading:
     Wilk, Complex Economic Beings (on blackboard)
     *** “The Shirt on Your Back” Paper Due In-Class***

Appendix (1): Proper Citation in Anthropology
If you wish to refer only to readings assigned in class, you do not need a bibliography. Research papers or other readings you wish to add to an essay should use the following bibliographic form. Notice: there are no italics or quotation marks in this anthropological format.

Anthropological style for bibliographies and citations avoids the use of footnotes in favor of parenthetical citations inserted in the text. See examples for how to note date and page numbers. This format saves space and paper and is usually easier for both readers and authors.

Citations and Quotations
When citing a book which has been assigned in class or which your professor knows well, it is not necessary to footnote a reference to a general point. Where a specific point is made, including the “apt phrase,” a citation is often desirable to avoid the possibility of plagiarism.
The discipline of Anthropology was first defined in modern terms by Edward B. Tylor. His books *Primitive Society* (1871) and *Anthropology* (1896) set the tone...

Turnbull contradicts Schebesta's assertion that all the Mbuti are one cultural unit (Turnbull 1962:19).

If an author has more than one work in a particular year in your bibliography, assign a letter to them in chronological order (as best you can determine):

Using the definition of prescriptive marriage rule as defined by Needham (1962a: 9), the Tahitians can be seen to...

To cite an article by Geertz in a book edited by Banton (and also to cite two books in reference to one point):

One way of looking at culture is to discuss it as public imagery (Geertz 1966:5-8; Goodenough 1963:263).

*Bibliographic Style:* All articles and books should be listed alphabetically by author.

**Geertz, Clifford**


**Goodenough, Ward**


**Needham, Rodney**


**Tylor, Edward B.**


1871  *Primitive Culture.* London: John Murray.

*To cite a website,* try to determine the organization or author of the site, and alphabetize under that name. If there's a section within the website, use that as the title of the piece. Give the website and date of access. Then cite websites the same as any other author (Transfair USA 2002).

**TransFair USA**


**Appendix (II): Definition of Plagiarism**

Available at: [http://www.uky.edu/Ombud/Plagiarism2.rtf](http://www.uky.edu/Ombud/Plagiarism2.rtf)

*Plagiarism: What is it?*

Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people's language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay.

This is how the faculty and students at UK have defined plagiarism (from Senate Rule 6.3.1):

*All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression...*
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Plagiarism is found in all of the following examples:

- Purchasing or copying a paper from the Internet
- Borrowing your roommate's lab report and using his or her description of the experiment to describe your findings
- Turning in a paper as your own that you didn't write
- Copying (cutting and pasting) material without acknowledging the source
- Using material when an author has been identified but not using quotation marks to reflect his or her original words
Anthropology 538

BEYOND ECONOMICS: ANTHROPOLOGICAL CRITIQUES OF AN ANTI-SOCIAL SCIENCE

Wednesday 3:00-5:30 p.m.
Lafferty Hall 108
Professor: Paul Trawick
Office Hours: Tuesday 2-4 pm.
Tel. #257-2888
e-mail: pbtraw0@pop.uky.edu

This course is a seminar focusing on anthropology's long dialogue with economics, supposedly the most scientific of the social science disciplines. It will review some of the history of that relationship, including the 'formalist-substantivist' debate, but will focus primarily on recent critical work that seeks to go beyond micro-economics and arrive at a more realistic and humane theory of and for human behavior. This will include interpretive approaches that emphasize the symbolic dimension of economic behavior, seeing much of our production, marketing and consumption in the marketplace as generated by a desire for status, prestige or a sense of self-worth.

Equally important will be a focus on policy, involving a critique of the basic concepts of micro-economic theory in terms of their impact in the real world--i.e., the unprecedented concentration of wealth and power that they have set in motion in the hands of multinational corporations. This will amount to a sort of expose on the myth of "the free market", showing how the market really works. We will also look at some proposed alternatives, covering both theory and policy, which seek instead to create a sustainable and more equitable world in which the value of personal freedom is seen as paramount and constitutive of development.

Ultimately, we will see that what is emerging within the field today is a complex body of theory that redefines economic anthropology as the study of human rationality and choice, one that makes use of several contrasting views of human nature and promises to place anthropology at the forefront of social science, posing a serious challenge to the primacy and hegemony of economics.

Prerequisites: Anthro 350 (History of Theory Seminar) or consent of instructor.

Requirements:

Grades will be based on a short essay (4-5 double-spaced pages), a research paper (roughly 15 pages), and class presentations. The essay will address some aspect of the history and/or the theoretical traditions of economic anthropology.

Students are encouraged to consult with the instructor in selecting a topic for their seminar paper. Each person will make an oral presentation on their seminar paper during the final week of the semester.
The class participation grade will be based on students' performance as discussion leaders of assigned readings, as well as their general contribution to the class. Guidelines and expectations for leading discussions will be given out the first day of class. Here the emphasis will be on summarizing important concepts as well as providing some critical perspective or other reflective commentary.

Grading:

Grades will be based on:
- Short essay 10%
- Seminar paper 60%
- Class participation 30%

Course Objectives: The following are some of the goals or objectives that students can expect to achieve in the course:

1) to know the basic concepts of microeconomic or neo-classical economic theory, i.e., to know how the market is theoretically supposed to work;

2) to understand how the market really works in practice, according to leading critics within the fields of business and economics;

3) to be familiar with the various critiques and alternatives that anthropologists have offered to microeconomics as a theory of and for human behavior (e.g., substantivist, neo-Marxist, feminist, social economics, moral economics);

4) to recognize and appreciate some of the alternatives devised by economists themselves, particularly those focusing on alternative approaches to sustainable 'development' of the impoverished countries of the world.

Assigned Readings

The readings for the course will include book and journal articles on reserve in the library (in Lafferty Hall) as well as the following texts:


Sen, Amartya 1999 *Development as Freedom*. Alfred A. Knopf
Class Schedule

Wednesday, Jan. 12: Introduction and Class Overview

Jan. 19: Economics and Images of Human Nature
        Reading: Wilk, Chap. 1 & 2

Jan. 26: Microeconomic Theory and Its Critics
        Reading: Wilk, Chaps 3&4

Feb. 2nd: The Moral Human
        Reading: Wilk, Chaps 5 & 6.

Feb. 9: A. Appadurai, The Social Life of Things (Intro); L. Hyde, Usury: A History of Gift Exchange

Feb. 16th: Braudel, Afterthoughts on Material Life; Editor's Intro; Pierre Bourdieu on Art, Literature and Culture

Feb. 23rd: Corporations and the Growth Illusion
        Reading: Korten, Chaps. 1&2

March 1st: Corporate Colonialism
        Reading: Korten, Chap. 3
        Tape: Noam Chomski on "The Myth of the Free Market"

March 8th: Millionaires and Refugees (SHORT ESSAY IS DUE)
        Reading: Korten, Chaps 4&5.

March 15th: Spring Break (no class)

March 22nd: One Alternative: An Awakened Civil Society
        Reading: Korten, Chap 6, Epilogue and Appendix

March 29th: The Moral Economy: Comedy and Tragedy in the Commons
        G. Hardin, 1968, "The Tragedy of the Commons", 10 pages (in library)
        B. McCay and J. Acheson, "Human Ecology of the Commons"

April 5th: Freedom and Development
        Reading, Sen. Chaps 1-3.

April 12th: Poverty, Opportunity and Democracy
        Reading: Sen. Chaps 4-6.
April 19th: Famine, Population and Women's Agency
Reading: Sen, Chaps. 7-9.

April 26th: Human Rights, Freedom and 'Development'
Reading: Sen. Chaps 10-12

(Research papers are due)

Course Outcomes:

1) students will learn the basic concepts of microeconomic theory, understanding how the "free market" is theoretically supposed to work;

2) they will learn how the market really works in practice, according to leading critics both within and outside the field of economics

3) students will become familiar with the various critiques and alternatives that anthropologists have offered to microeconomics as a theory of human behavior;

4) they will recognize and appreciate some of the alternatives devised by economists themselves, particularly those focusing on alternative approaches to sustainable 'development'.

INVESTIGATING AREA: Behav. & Soc. Sci. COURSE MAJOR, DEGREE or PROGRAM: ANTH 538 + 0 538
DATE FOR EPC REVIEW: 12-5-06 CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas, Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

3. List contacts with program units on the proposal and the considerations discussed therein.

4. Additional information as needed.

5. A&S Area Coordinator Recommendation:
   - APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:
   - APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. A&S Educational Policy Committee, Jonathan Golding
   Date: 12-5-06

File: InvestigatorRpt