O. Nota Bene:

- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
- If you have any disabilities or alternative abilities that require accommodation, please discuss this with Dr. Tucker and the Disabilities Resource Center (the DRC; https://drc.uga.edu/).

I. Education during the Covid-19 pandemic: Covid-19, an illness resulting from infection with the SARS-CoV-2 virus, is not just a respiratory ailment. It can cause long-term, perhaps permanent damage to the lungs, heart, kidneys, and nervous system, even among those who appear to suffer only “mild” symptoms. SARS-CoV-2 is highly contagious. Infected people with no symptoms can still spread the virus. Masks and social distancing help a lot, but they do not eliminate risk. Young people are not immune.

In response to the Covid-19 pandemic, we will have two kinds of class meetings.

In person class meetings will occur at an outdoor location.
- Outdoor meeting locations will be announced in class and posted on eLC.
- When meeting outdoors, we will use Zoom to enhance audio (the instructor's phone becomes a microphone, your phones become speakers).
- You ALWAYS have the option to attend remotely, by Zoom, even during in-person meetings.
- Consider bringing sunblock, bug spray, and appropriate clothing.
- Outdoor meetings depend on the weather. Check your email and eLC for updates.

Virtual meetings will occur on Zoom.
- Zoom invites/links will be sent to all enrolled students by email and posted on eLC.
- Your instructor prefers that you attend all virtual meetings. Each class attendance earns a participation point (see below).
- Some of you will be unable to attend every virtual meeting, for reasons beyond your control—poor internet connection, illness, illness of a loved one, stress-induced insomnia due to all of this craziness, etc. If you cannot attend a class meeting, watch the recorded lecture, posted on eLC, and respond to a short participation quiz on eLC to gain participation points.
- Please turn off your microphone when not speaking.
- You MAY turn off your camera as you wish.
- If you have a question during the lecture, you can unmute yourself and say, “I have a question,” or you can type your question into the chat field.

More Covid stuff that the University has asked us to pass along:
- Face Coverings: Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at https://drc.uga.edu/.
• **DawgCheck**: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: [https://dawgcheck.uga.edu/](https://dawgcheck.uga.edu/)

• **What do I do if I have symptoms?** Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see [https://www.uhs.uga.edu/info/emergencies](https://www.uhs.uga.edu/info/emergencies).

• **What do I do if I am notified that I have been exposed?** Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

• **How do I get a test?** Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

• **What do I do if I test positive?** Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

II. Course description:

*Anthropology* is the study of human diversity; *Economics* is the study of how people make decisions about resources. *Economic anthropology* examines the diversity of peoples’ preferences, choices, behaviors, habits, activities, customs, and institutions relating to resources, and their production, consumption, exchange, and investment.

College courses in economics are often limited to business applications, which is to say, economic behavior under capitalism. *Economic anthropology* is equally interested in how hunter-gatherers decide which prey to exploit, how peasants reduce risk, why people give gifts and host feasts, and why rural villagers cooperate to achieve communal goals. Economic anthropology addresses classic questions within anthropology such as how social structure and social identity affects individuals’ actions, why objects have value, whether and when it is human nature to cooperate or compete, and how people cope with shortages to make ends meet. It also addresses classic questions within economics such as the origins of wealth, market value, and social inequality, and how best to help poor people and “develop” poor countries.

During this course we will read and discuss classic, canonic, contemporary, and cutting-edge research articles from economic anthropology.

This course is divided into three themes.

**Part 1: Value and valuables**
- How do we decide how much something is worth? How do we compare the worth of two dissimilar things (apples versus oranges? the color purple versus spaghetti)?
- What is the purpose of economic behavior: personal advancement, or social cohesion?
- Do people in different cultures value the same things, and in the same ways?
- Why is it customary in some societies to give wealth away, while in other societies wealth is hoarded?
- Why do people give gifts? What does it mean to receive a gift?
- How does value change with the introduction of the market economy?
- Do hunter-gatherers and peasant farmers strive to maximize profits?
- How does money differ from valuables in non-capitalist societies? How does money change the way things are valued?
- Is it better to work hard for high gains, or work little, spend little, and enjoy more leisure time?
- What is the purpose of money: to acquire stuff, to show off to your friends and enemies, or to pay off the powerful?

**Part 2: Sociality and human nature: Cooperation and competition**
- Why is economic theory based on the assumption that human nature is selfish? Is this accurate?
• Why is evolutionary theory based on the assumption that human nature is selfish? Is this accurate?
• Given theories about the selfishness of human nature, why do people regularly and routinely cooperate?
• Do individuals make decisions at all, or simply do what the group accepts as normal?
• How do groups stop individuals from cheating or breaking rules?
• How do groups manage common property, such as natural resources? How can we better protect natural resources from abuse by those who don't want to follow the rules?
• Why do hunter-gatherers share food (most of the time, at least)?
• Is private property a cultural universal? Why do people own things?
• How do we live with the fact that our neighbors often do better than we do?

Part 3: Markets and other economic systems
• What is “the economy?” Is it really a thing?
• What are economies like before capitalism?
• Is capitalism necessarily good for rural peoples? Does it increase income? Does it exacerbate social inequality? Does it erode social structure?
• Why do some international development agencies see expanding capitalism as the best way to reduce poverty?
• What is work? Who decides what work is? Who does work? Does the work traditionally done by men and women have the same value?
• How is race related to inequality?
• Why are there peasants in the world?
• How do households cope with food shortage, political events, and bad weather? How do they make ends meet?
• What is poverty? What is wealth? What is inequality?
• Is social class important in America today?
• When you buy stuff at Walmart, where does it come from? Who produced it? Are they well compensated for their labor? Does it matter?
• Who is more wealthy: someone with lots of money and things, or someone with a strong network of friends?
• What are markets? What were markets like before capitalism?
• How will climate change affect rural economies?

III. Course objectives
• To expose students to the basic arguments and literature of economic anthropology, so as to encourage students to think about cross-cultural economic phenomena in a more informed and less ethnocentric/Eurocentric way.
• To train students to be more effective readers, by reading actual academic literature including primary sources.
• To train students to be more effective researchers and writers. Students will use on-line and library sources to research a topic of their choosing, and construct a 5 – 10 page paper, with multiple deadlines and feedback from the instructor.
• To train students to be more effective at oral argumentation, by encouraging them to discuss their ideas and interpretations in class.

IV. Academic Misconduct: Cheating is for losers
As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

V. The grade
Students’ grades will be calculated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Undergrad students (Anth 4075)</th>
<th>Grad students (Anth 6075)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1:</td>
<td>20 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td>Exam 2:</td>
<td>20 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td>Exam 3, also known as the final exam:</td>
<td>20 pts</td>
<td>15 pts</td>
</tr>
<tr>
<td>Term paper:</td>
<td>30 pts</td>
<td>35 pts</td>
</tr>
<tr>
<td>Participation points</td>
<td>10 pts</td>
<td>20 pts (includes annotated bib)</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100 pts</td>
<td>100 pts</td>
</tr>
</tbody>
</table>
Exams: Students will complete the exams at home, on your own time (although we will not have class on the days when the take-home exams are due).

• The instructor will periodically post the short-essay questions that make up each exam. For example, in week three of the course, the instructor may say in class, “I have posted the first exam question on eLC.” The next week the instructor may say, “I have posted the second question,” etc.
• Each exam will consist of three to five short-essay questions.
• A response to a question should consist of one well-written paragraph.
• Exams are open book, open internet, open everything. You MAY discuss the questions and answers with other students or scholars.
• You MAY NOT submit work that is not your own. Your answers must be unique from those of your classmates.
• You MAY NOT plagiarize (copy text from other sources).
• Grading scheme per question; with potential for pluses and minuses.
   A= Solid answer, well-reasoned, consistent with course material, with no significant misunderstandings. It is clear that the student understands the course material.
   B= Mostly a well-reasoned argument, but with at least one significant problem of precision or fact. It is clear that the student understands the course material, but with imperfect mastery.
   C= The words the student wrote down on the page kind of make sense, and might indicate that the student understands the material, but hard to tell. Contains multiple imprecise statements, or ignores relevant material from the course.
   D= The words the student wrote down on the page do not indicate any significant understanding.
   F= No answer.

Term paper: The term paper offers students (1) the opportunity to explore a topic of their choosing in greater depth, and (2) an exercise in anthropological writing. Topics should pertain to economic anthropology. Further instructions will be provided on a separate handout. The paper is something you should be working on throughout the semester. The assignment has several parts and due dates.

<table>
<thead>
<tr>
<th>Part 1: Paper idea</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
<th>Part 2: Annotated bibliography</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
<th>Part 3: Full-sentence outline</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
<th>Part 4: Paper, draft 1</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
<th>Part 5: Paper, draft 2*</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
<th>Due date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts</td>
<td>5 pts</td>
<td>5 pts</td>
<td>8 pts</td>
<td>8 pts</td>
<td>10 pts</td>
<td>12 pts</td>
<td>15 pts</td>
<td>15 pts</td>
<td>12 pts*</td>
<td>15 pts*</td>
<td>15 pts</td>
<td>12 pts*</td>
<td>15 pts*</td>
<td>15 pts</td>
<td>Thu, 1 Sep</td>
</tr>
<tr>
<td>10 pts</td>
<td>15 pts</td>
<td>13 Oct</td>
<td>13 Oct</td>
<td>13 Oct</td>
<td>19 Nov</td>
<td>19 Nov</td>
<td>19 Nov</td>
<td>19 Nov</td>
<td>8 Dec</td>
<td>8 Dec</td>
<td>8 Dec</td>
<td>8 Dec</td>
<td>8 Dec</td>
<td>8 Dec</td>
<td>Tue, 8 Dec</td>
</tr>
</tbody>
</table>

TOTAL: 30 pts 35 pts

* Replaces the Part 4 grade.

Participation points, undergraduates: Learning involves much more than just studying for exams. First, learning requires that you be present and pay attention. Your instructor strongly prefers that you attend every in-person and online lecture. And second, learning requires that you be prepared, which means that you complete the assigned readings before the class meeting for which they are assigned and that you look over your notes after each class meeting. To encourage these good learning habits, at every class meeting there will be either an attendance check (for 1 pt) or a question to answer based on the assigned readings or based on previous days’ lecture material (for 2 pts).

This being a strange year, some students will inevitably find themselves unable to attend some classes. Do not fear! If you cannot attend the lecture for any reason, then watch the recorded lecture (posted on eLC) and respond to the short participation quiz, to score the same points that you would have scored from being in class.

Participation points, graduates: In addition to all the same stuff as undergraduates (above), graduate students will:

• Construct an annotated bibliography of the course readings. Your annotated bibliography should cover 80% of the course readings (that’s like 47.2 of the readings). How you do them is more or less up to you, but, you must do more than just list the topics that the author addresses. At the very least, summarize the author’s thesis and say something about how the author defends her thesis.
• We will have at least one additional class meeting per third of the course to discuss your additional readings.
VI. Course bibliography.
All readings can be found on the eLC.

Mandatory readings for all students, undergraduate and graduate:

Mandatory readings for graduate students:
Aristotle (300 BC): The politics. [http://classics.mit.edu/Aristotle/politics.1 one.html](http://classics.mit.edu/Aristotle/politics.1 one.html)

**Optional readings (sate your curiosity).**

### Part 1: Value and valuables

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu, 20 Aug</td>
<td>Economic Anthropology is extremely interesting and very important.</td>
<td>All: The syllabus. Opt: Meyers (2011); Basen (2011); Symonds (2011); Krugman (2009)</td>
</tr>
<tr>
<td>Tue, 25 Aug</td>
<td>More on the class, assignments, expectations, etc.</td>
<td>All: Guidelines handout.</td>
</tr>
<tr>
<td>Tue, 1 Sep</td>
<td>A marginally interesting lecture on marginal utility theory.</td>
<td>All: Read as much of Winterhalder (1996) as necessary to understand Figure 1.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic / Event</td>
<td>Readings</td>
</tr>
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<tr>
<td>Tue, 8 Sep</td>
<td>Women and the production of people.</td>
<td>All: Lindenbaum (1977); Wiener (1976) Grads: Donath (2000)</td>
</tr>
<tr>
<td>Thu, 10 Sep</td>
<td>A scheme of reciprocities.</td>
<td>All: Read enough of Sahlins (1972) to understand his scheme of reciprocities. Grads: Bohannan (1955).</td>
</tr>
</tbody>
</table>

Thu, 24 Sep | No class meeting. Work on EXAM 1 which is due today. |

### Part 2: Sociality and human nature: Competition and cooperation

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, 13 Oct</td>
<td>Why do people work together? The view from evolutionary and experimental game theory. FULL SENTENCE OUTLINES DUE</td>
<td>under-grads: Henrich et al. (2001); Axelrod and Hamilton (1981) Grads: Henrich et al. (2005); Axelrod (1980); Fehr &amp; Gächter (2000)</td>
</tr>
</tbody>
</table>
| Thu, 22 Oct| No class meeting. Work on EXAM 2, which is due today. |}

### Part 3: Economic systems, inequality, growth, and development

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic / Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, 27 Oct</td>
<td>What is “the economy?”</td>
<td>All: Khaldûn 1989 (1377) Grads: Malinowski (1961 [1922])</td>
</tr>
<tr>
<td>Tue, 3 Nov</td>
<td>No class. Go vote. On your own time, watch “Ongka’s Big Moka.”</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>All:</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Tue, 10 Nov</td>
<td>The economy is everything! Division of labor and economic growth</td>
<td>Qinghua (2014)</td>
</tr>
<tr>
<td>Tue, 17 Nov</td>
<td>Structural inequality: class and race</td>
<td>Daly et al. (2017)</td>
</tr>
<tr>
<td>Thu, 19 Nov</td>
<td>Race, class, and caste</td>
<td>Davis et al. (1945)</td>
</tr>
<tr>
<td>Tue, 24 Nov</td>
<td>What is poverty? What is wealth?</td>
<td>TBA</td>
</tr>
<tr>
<td>Thu, 26 Nov</td>
<td>THANKSGIVING BREAK. Yay!!!!</td>
<td></td>
</tr>
</tbody>
</table>

PAPERS DRAFT 2 are DUE Tuesday, Dec 8 by midnight.

FINAL EXAM: The final exam calendar says Thur., Dec. 17. Due by midnight