

Anthropology 330, Rural Peoples in the Global Economy

Jan. – April, 2014. T 1:00 – 4:00.

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Course Overview:

The aim of this course is to enable students to explore the impact of the internationalization of capital on rural peoples in the global economy and to evaluate the possibilities for meaningful food security and local autonomy. We will do this through an examination of three case studies (alligators in the Florida everglades, chickens and America, and artisanal fisheries in France) within the context of the global food production system.

Course Readings

Primary Ethnographies

- Deborah Fink. 1998. *Cutting into the Meatpacking Line*.
- Charles R Menzies. 2011. *Red Flags and Lace Coiffes: Identity and Survival in a Breton Village*.
- Charles R Menzies. (n.d.) *Git lax m'oon - People of the Saltwater: An ethnography of an ancient Indigenous people*.
- Laura A. Ogden. 2011. *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*.

Required Secondary Sources:

- Posted online at <http://www.charlesmenzies.ca/CO330.html> or retrievable via UBC Library online.

Evaluation Profile:

Assignment	Marks
Participation in class	10 marks
In class film reflections (3)	15 marks
Research essay	25 marks
Take Home Mid-term exam	20 marks
Final exam	30 marks
Total	100 marks

Course Topics, Reading List, and Tentative Schedule of Lectures

Readings are listed in approximate order in which they will be discussed in class. Prepare yourself for each unit by reading the assigned readings prior to the first lecture of each topic. A good method is to read the required material prior to the first class of the topic and then reread two or more items per session as we go along. Your success, and the success of our discussions, relies upon each person having read all of the appropriate materials.

Semester at a Glance

Laptops, Cell phones, etc.

Laptops, cell phones, and any other form of electronic recording or communication device will not be permitted in our class for any purpose without explicit and prior approval from your instructor. There are good reasons for some people with documented learning profiles to use laptops to take notes rather than using pen and paper. However, for most people the art and craft of writing notes by hand still remains a critical practice to engage in. As potential and aspiring anthropologists you will find yourself in locations in which the only way to take notes is by paper and pen. Please consider this to be a practicing ground for those circumstances. There are no good reasons (under normal circumstances) to use a cell phone in class.

Detailed Unit Reading List

Key Concepts 1: capitalism and global interconnections. Jan. 7, 14.

Required Reading:

- Wolf, Eric (1982). *Europe and the People Without History*. "Introduction," 1-23; and "Chapter 3 –Modes of Production," 72-100.
- Anthony Brewer (1980). *Marxist Theories of Imperialism: A Critical Survey*. "Introduction," 1-24.

Film:

- *The global assembly line* (Lorraine Gray). 58 mins. **Note: film will be screened Jan. 14. A short reflection on the film in relation to key concepts will be required. You will be asked to hand it in before the end of the class.**

Key Concepts 2: capitalism and food production systems. Jan. 21.

Reading:

- Gisli Palsson (1991). *Coastal Economies, Cultural Accounts: Human Ecology and Icelandic Discourse*. "Anthropological discussions of fishing economies," 23-53.
- Eric R Wolf. Peasants. "Chapter 1: The Peasantry and its Problems," 1-17; "Chapter 2: Economic Aspects of Peasantry," 18-59.

Indigenous Communities in the Global Economy: NWC example. Jan 28, Feb. 4.

Reading:

- Charles R Menzies. (n.d.) *Git lax m'oon - People of the Saltwater: An ethnography of an ancient Indigenous people*
- Caroline Butler (2006). "Historicizing Indigenous Knowledge: Practical and Political Issues. In C. Menzies (ED) *Traditional Ecological Knowledge and Natural Resource Management*. 107-126.
- Menzies and Butler (2006). Introduction: Understanding Ecological Knowledge. In C. Menzies (ED) *Traditional Ecological Knowledge and Natural Resource Management*. 1-17.

Film:

- *Bax Laansk – Pulling Together*. A contemporary Indigenous people. (C. Menzies & J. Rashleigh). **Note: film screened Feb. 4. A short reflection on the film in relation to key concepts will be required. You will be asked to hand it in before the end of the class.**

Rural America: Swamplife. Feb 11, 25.

Reading:

- Ogden 2011. *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*.

Artisanal Fisheries: Red Flags and Lace Coiffes. March 4, 11.

Reading:

- Menzies (2011). *Red Flags and Lace Coiffes*.

Take Home Mid-Term

- **March 4:** mid-term due at start of class. No exceptions without penalty or prior approval.

Film:

- *Weather the Storm: the fight to stay local in a global fishery*. (C. Menzies & J. Rashleigh). **Note: film screened March 11. A short reflection on the film in relation to key concepts will be required. You will be asked to hand it in before the end of the class.**

Industrial food production: chicken and other fowls. March 18, 25.

Reading:

- Fink (1998). *Cutting into the Meatpacking Line*.

Film:

- *Food, Inc.* (Robert Kenner).

Alternative Food. April 1, 8.

Reading:

- Julie Guthman 2004. *Agrarian Dreams: The Paradox of Organic Farming in California*. "Chapter 1: Agrarian Dreams, 1-22.
- Jeffrey Pratt, "Food values: The local and the authentic", Geert De Neve, Luetchford Peter, Jeffrey Pratt, Donald C. Wood, in (ed.) *Hidden Hands in the Market: Ethnographies of Fair Trade, Ethical Consumption, and Corporate Social Responsibility (Research in Economic Anthropology, Volume 28)*, Emerald Group Publishing Limited, pp. 53 – 70.
- David Harvey (2000). *Spaces of Hope*. "Chapter 12: The insurgent architect at work," 233-255; "Appendix: Edilia, or 'Make of it what you will,'" 257-281.
- J.K. Gibson-Graham (2006). *The End Of Capitalism (As We Knew It): A Feminist Critique of Political Economy*. "Chapter 11: Waiting for the Revolution . . ." 251-265.

Assignment Guide

Assignment and Grading Policy

Late Policy: circumstances beyond one's control may at times make it difficult for a student to hand a particular assignment in on time. In such cases, a student should speak with the instructor **in advance of the deadline** to discuss a modest extension.

Assignments handed in late without prior approval or after the date of a pre-arranged extension will be docked 1 mark per day late. If a student is facing personal or health issues that are affecting their ability in one or more courses they should speak with a Faculty of Arts advisor to determine whether they should withdraw from the course or request deferred standing.

Academic Honesty: This is a zero tolerance zone for academic dishonesty. As senior undergraduate students it is expected that you understand fully your responsibility to engage in ethical behaviour. If you have any doubts please review the university policies regarding academic misconduct as published at <http://tinyurl.com/35k6sr2>. The Faculty of Arts has an excellent outline of plagiarism and how to avoid it: <http://tinyurl.com/3am9sh2>

Grading and Distribution of Grades: Grades in this class will be assigned in accordance with the *Faculty of Arts Guidelines for Grading*. According to the Guidelines "results in an average class of reasonable size will normally fall somewhere within the following broad limits:

Grade "A"	5% to 25% of the class
Grades "A" and "B" combined	not more than 75% of the class
Grade "F"	not over 20% of the class."

A note on grading criteria: There is a useful concept called "socially necessary labour time." Defined as:

"The labour-time required to produce any use-value under the conditions of production normal for a given society and with the average degree of skill and intensity of labour prevalent in that society."

What does this have to do with grades? Simply put – quantity of effort expended does not equal quality of output produced.

Part of our job is to facilitate your development of the skills and abilities necessary to produce quality work within a reasonable timeframe (reasonable here being defined as the socially necessary labour time required to write an 'A' quality paper, for example). Beginning writers and new workers typically have lower outputs (or quality) than more skilled writers or workers. Thus, the task is to 'work-smart.'

As we go through the course we will discuss and workshop ways to develop positive outputs that don't waste your time; that allow you to approach the socially necessary labour time in the writing of essays and reading of course materials. At the end of the day the mark you receive will be a measure of the quality of the output and will not have a direct relationship to the time inputted.

In-class Film Reflections (15 marks)

Three in-class film reflections are required. Specific instructions will be provided on the days the films are screened. Essentially you will spend a few minutes commenting upon the linkage between class readings and the issues raised in the films screened.

Participation (10 marks)

Overview: Participation is an important aspect of the learning environment for this course. Students are expected to be prepared to **participate fully** in class room activities including, but not restricted to, small group discussions, problem solving-sessions, and short presentations based on assigned readings.

Evaluation Criteria: the chart below outlines the evaluation criteria that are being used in this course to determine participation grades. In assigning these grades peer and self-assessment will be used in conjunction with the instructor's assessment.

Mark	Category	Criteria
10	Outstanding	Continually encouraging and supportive of others, very active leadership and interpersonal skills. Volunteers, facilitates the learning of others. 100% punctual attendance and on-time assignment completion. Excellent attitude and effort.
8	Very Good	Demonstrates leadership and active support with colleagues. Near 100% punctual attendance. Assignments completed on-time. Positive attitude and high level of effort.
6	Adequate	Works well with others, willing to contribute toward class discussion. Only 2-3 sessions non-punctual/non-attendance. Completed assignments on-time. Satisfactory effort and attitude.
4	Minimal	Little contribution and support given during class processes. More than 2-3 sessions of non- punctual/non-attendance. An assignment not Completed on time. Motivation and initiative low. Minimal effort.
1	Poor	Zero contribution and support given during class processes. Poor punctual and attendance record. Assignments not completed on-time. Attitude, participation and effort do not meet acceptable standard.

Essay (25 marks)

You will develop you research paper topics in consultation with the instructor. The primary objective is to explore an aspect of the course in greater detail then can be covered directly in class.

For those interested in improving their writing a good reference text is Howard Becker's *Writing for Social Sciences*. This is an informative and engaging text that should be considered an essential book in every student's library. You will be marked on the clarity and cogency of your argument. Please see the writing guide below for a detailed evaluation guide.

Formatting instructions. Please use a standard font (such as Times New Roman) with a minimum font size of 12. Use standard margins (for example, top/bottom = 1", left/right = 1.25"). Papers are to be double spaced and no longer than 10 pages (~3,000 words). The length limit is a fixed cap; it is not a target. The goal is to write an effective research paper that conforms to the structural formatting constraints. Extra words do not equal extra quality.

Mid-Term (20 marks) and Final Exam (30 marks)

Mid-Term: Tuesday, March 4. Exam is due in at the start of class. No exceptions without prior approval or penalty (that means even with late approval some penalty will be assigned). You will be provided with a set of questions to address in class on February 25. You will have one week to prepare your written answer(s).

Final Exam: Date – TBA (during exam period). 1 hour, 45 minutes. You will have a choice of questions from which you will have 5 marks assigned to short paragraph style answer/questions and 30 marks assigned to essay style questions.

Writing Formal Essays (Guide and Evaluation Scheme)

1. General Expectations
 - Evidence that you have really explored and understood the issue under discussion.
 - Evidence that you have understood the assignment and have successfully conveyed that understanding in your treatment of the material.
 - Evidence that you have managed to properly limit and focus your argument (appropriate register to topic; try not to get lost in a discussion of broad general issues but focus on specifics of the topic, making reference to broader issues only as appropriate).
2. Argument
 - Thesis: appropriate to assignment, focused, thoughtful, original.
 - Support of thesis: consistent throughout (no internal contradictions), logically developed, persuasive, original.
3. Organization
 - Introduction: Should get the reader's attention, let the reader know what the essay will be about, give some sense of what your argument will be.
 - Body: Paragraph should be well organized. Each paragraph should have a topic sentence and should deal with one general idea. Paragraphs should be logically ordered – ordered in a way that best conveys your ideas and argument. There should be smooth transitions

between sentences and paragraphs, with no abrupt shifts in topic or “gaps” where your reader is left wondering what the connection is between what you have just said and what comes next. Your sentences and paragraphs should be devoted to analysis and argument. Avoid plot summary or highly descriptive paragraphs.

- Conclusion: May involve some summary or very brief overview of your argument or analysis, and should convey some sense of the significance of your argument.

4. Style

- Diction: Avoid slang, clichés, euphemisms, jargon. Try to be conscious of the language you are using and find language that specifically states what you are trying to convey (rather than implying the meaning).
- Spelling: Check your spelling; use a spell check if you have one and/or ask someone to read your essay for you.
- Syntax: Check your writing for sentence fragments, run-on sentences, comma splices, subject/verb agreement, and dangling modifiers. If you are not familiar with syntax errors, please check a grammar handbook.
- Tense: Try to use the present tense as much as possible. Try not to shift tenses unless it is necessary.

5. Form and Research Methods

- Incorporation of primary sources: It is important that you make adequate and specific reference to relevant literature. When you cite a text, you need to analyze the specific features of the passage you are quoting and comment on the significance of the passage in relation to your larger argument. Do not over-quote. Quotations from sources should support or supplement rather than “prove” or overwhelm your own argument.
- Quotation format: Quotations should be introduced with smooth transitions and incorporated within the flow of your argument.
- Citation format: You always need to include a References Cited list. For format style, check the *American Ethnologist* guide to authors included in each issue.

Essay Letter Grades

A range - is strong in all of the above domains. In particular, it contains an element of originality in its argument, indicating a high quality of thought. It must not contain any serious organizational or stylistic errors.

B range - is good, but lacks the original quality of an A essay. It also may contain serious stylistic and/or organizational errors, or show some hint of interpretive difficulties.

C range - is on topic and for the most part makes valid observations, but is problematic in argument and/or style, provides little concrete and effective reference to the text under study, or makes a fairly wide range of organizational and stylistic errors.

D range - is largely off topic and/or contains numerous and serious compositional errors.

F range - does not meet any of the above minimum requirements. For example, the essay is completely off topic, is incomprehensible, or has been plagiarized.