

Note: this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.

**San José State University
Department of Anthropology**

ANTH 144 Gifts, Markets, Power
Building Alternative Economies

Section 01 (47185), Fall 2020

ONLINE

Course and Contact Information

Instructor:	Dr. Melissa Beresford
Office Location:	Clark Hall 402G
Email:	melissa.beresford@sjsu.edu
Office Hours:	Zoom office hours by appointment
Class Days/Time:	N/A: All course material will be posted online (see course format description below)
Pre-requisites	ANTH 11 or instructor consent

SJSU Course Catalog Description:

Cross-cultural analysis of economic systems. Topics include reciprocity, redistribution, and market exchange; the history of money and virtual currencies; the cultural construction of debt and credit; corporate capitalism and cyclical crises; global economic integration; and contemporary “alternative” economic systems.

Detailed Course Description:

From Occupy Wall Street and the Bernie Sanders campaign, to new calls for universal basic income and free college tuition, we are seeing a renewed critique of capitalism in the public sphere. Critiques and resistance to capitalism, however, are not new. In this course, we examine how peoples and movements around the world have built alternative economies—even within the context of (and often in resistance to) global capitalism. We begin by examining the roots of industrial capitalism and how people have attempted to reform or abolish capitalism. We then examine a suite of alternative economic practices that people are implementing around the world today, including sharing economies, cooperatives, alternative markets, and economies of self-reliance. Through hands on activities, students will gain a theoretical understanding of how

different economies work and a practical toolkit for evaluating a diverse range of economic possibilities.

Course Learning Outcomes:

Students who successfully complete this course will:

1. Explain the difference between conventional views of economies and diverse views of economies
2. Learn to critique different economic assumptions and review a range of different economic approaches and practices
3. Articulate their own arguments and opinions about the benefits and consequences of different economic practices and systems on the basis of empirical evidence and reasoned analysis
4. Develop their analytical, research, reading, and writing skills

Course Format: This will be an asynchronous online course, taught in modular format. This means that there are no designated class meeting times. Rather, all course material will be posted in modular format on the course Canvas site. There are 6 course modules. Each module contains a series of lectures, readings, and activities (reading responses and class discussion via the online discussion boards). In addition to the 6 course modules, there are three written assignments that require students to conduct guided research and analysis. Students are required to complete the course modules and the written assignments by the dates outlined in the course schedule.

Required Texts/Readings (Required):

- Gibson-Graham, J. K., Cameron, J., & Healy, S. (2013). *Take back the economy: An ethical guide for transforming our communities*. U of Minnesota Press.
- All other readings will be provided to you via the class Canvas platform

Final Grades (based on percentage of total possible points)

<i>Grade</i>	<i>Percentage of Total Course Points</i>	<i>Assessment</i>
<i>A</i>	92.5-100	Excellent
<i>A minus</i>	89.5-92.4	Excellent
<i>B plus</i>	87.5-89.4	Good
<i>B</i>	82.5-87.4	Good
<i>B minus</i>	79.5-82.4	Good
<i>C plus</i>	77.5-79.4	Average
<i>C</i>	69.5-77.4	Average
<i>D</i>	59.5-69.4	Passing
<i>F</i>	Less than 59.5	Failure

Note on “rounding” grades: The grades here have already been “rounded up” – meaning, if you earn an 89.5, I round up to give you an A minus (rather than a B plus). Grades will not be rounded up further than what is already stated here.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Course Requirements and Assignments:

Assignment/Exam	Total Pts	% of Grade
Syllabus Quiz	10	3.5%
6 Reading Responses (10 points each)	60	19.3%
6 Discussion Board Posts & Responses (10 points each)	60	19.3%
Writing Assignment #1	60	19.3%
Writing Assignment #2	60	19.3%
Final Writing Assignment #3	60	19.3%
Total Points Possible	310	100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica (this equates to three hours per unit per week, or 9 hours per week for a 3 unit course). Other course structures will have equivalent workload expectations as described in the syllabus.

Final grades for the course will be assigned on basis of the following. **Refer to the course schedule located on Canvas for the most current due dates, as these may change after the posting of this syllabus.** Please note that these are summary descriptions. Detailed instructions for each assignment will be posted on the course site.

1. Syllabus Quiz (10 points, 3.5% of final grade)

Each student is required to read through this syllabus and complete a syllabus quiz (located on Canvas) before proceeding with the course material. You must receive an 80% or higher and you can repeat the quiz until you reach it up until the quiz due date.

2. Reading Responses (60 points total, ~20% of final grade)

Each module will have one reading response (6 total, 10 points each). Reading Response are short-answer quizzes. For each module, you will be given one short prompt. You will write one short paragraph (4-5 sentences). You must show engagement with the readings or lectures (with citations) to get full credit. You will be asked to critically think about materials from the readings and lectures, so you'll need to have thought about the course materials to pass. Reading Responses are graded pass/fail.

3. Discussion Posts (60 points total, ~20% of final grade)

In response to each module's prompt (6 total), students will make one Discussion Post (50-100 words). Each student's post should have an interesting or provocative title so that others will want to read and respond to the post. Each post is worth 6 points. Posts are graded on a pass/fail basis. To pass, posts must (1) be at least 50-100 words, (2) have an interesting or provocative title, and (3) be relevant to the discussion topic.

Within 24 hours of the post deadline, students must post a response to two other classmates' initial post that are no more than 50 words and engage in critical or substantive ways with the initial post (e.g., exemplar, critique, question). Each response is worth 2 points (4 points total). These responses are graded on a pass/fail basis. To pass and earn full points responses must (1) adhere to the word limit and (2) engage critically or substantively with the initial post it is responding to.

4. Assignments (~60% of final grade)

There will be three hands-on activities that apply the materials we study. Below is an overview of the assignment prompts. Each assignment will require that you conduct background research and type up a written proposal will be posted on the course Canvas site.

Assignment 1: You work for Uber:

You work for Uber, the ride sharing app. Uber's permission to work in São Paulo, Brazil has been suspended. Authorities in São Paulo want you to modify your business plan to address major concerns raised by gig economy opponents. Detail the three most important critiques made of the gig economy and how you would modify the business model to address them.

Assignment 2: You work for the World Bank.

The World Bank is willing to support one of the following as a pro-poor mechanism in the rapidly growing fishing and seafood sector in Cape Town, South Africa: unionization, cooperatives, or barter-based markets. Explain which one you would recommend. Explain three major benefits of the mechanism you chose. Identify and respond to three critiques made by opponents. Explain what the other two mechanisms would do, and why your choice is better positioned to advance pro-poor outcomes.

Final Assignment 3: You are a local activist.

You are working to address racial wealth disparities in the San Francisco Bay Area. You can advocate for Black capitalism, universal basic income, or slavery reparations. Explain three major benefits of the approach you chose. Identify and respond to three critiques made by opponents. Explain what the other two approaches would do, and why your choice is better positioned to advance racial wealth equity.

Extra Credit

There is no extra credit in this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course (at least 80% of coursework) and are otherwise doing acceptable work (have a passing grade) but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements.

Late Assignments

Students are responsible for knowing the course due dates (listed on course schedule located on Canvas), and for turning work in on time.

- If you need an accommodation/extension on course assignments for religious practices, please follow the [university procedure](#) to request an accommodation.
- If you have a personal or medical reason for requesting an extension on an activity or assignment, you must obtain written consent from the instructor in advance of the assignment due date. Requests for excuses must be written as an email to the instructor and approval must be obtained by an email reply. If you have a personal or medical emergency that precludes you from contacting the instructor in advance of the assignment due date, contact the instructor to discuss your situation as soon as you are able to.
- Discussion posts and Reading responses that are submitted late without instructor approval will not be accepted.
- Written assignments will be accepted up to 5 days late (including weekends) and will be docked 10% points (i.e. one letter grade) for each day that they are late on top of assigned grade. Students can request an extension without penalty only in cases of medical or personal emergencies/circumstances approved by the instructor.

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Discussions

This course will rely heavily upon your thoughts and insights as we complete discussions via the online discussion boards

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or critique the idea, not the person.
- Listen/read carefully to what others are saying/writing even when you disagree. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the person's comments.
- Support your statements. Use evidence and provide a rationale for your points.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

University Policies Applicable to All SJSU Courses

Please go to <http://www.sjsu.edu/gup/syllabusinfo/> to review university policies, procedures, and resources that are applicable to all SJSU courses

ANTH 144: Gifts, Markets, Power: Building Alternative Economies
Course Schedule

Week	Course Module	Activities	Due Date (submit on Canvas; all assignments and activities due at 11:59 pm on the due date)
0 8/19-8/21	Course Introduction Read the syllabus, buy books, check out the course platform		
1 8/25	Module 1 – How did we get here? Part 1: Foundations	Module 1 Discussion post	Thu. Sept 3
		Module 1 Discussion Response	Fri. Sept 4
2 8/31	Module 1 – How did we get here? Part 2: Re-framing	Module 1 Reading Response	Fri. Sept 4
3 9/7	Module 2 – Successes & Failures: Part 1 - Reforms	Module 2 Discussion post	Thu. Sept 17
		Module 2 Discussion Response	Fri. Sept 18
4 9/14	Module 2 – Successes & Failures: Part 2 - Revolutions	Module 2 Reading Response	Fri. Sept 18
5 9/21	<u>Writing Assignment #1</u>		Fri. Sept 25
6 9/28	Module 3 – Sharing: Part 1 – Basic Necessities	Module 3 Discussion post	Thu. Oct 8
		Module 3 Discussion Response	Fri. Oct 9
7 10/5	Module 3 – Sharing: Part 2 – Organizing Society	Module 3 Reading Response	Fri. Oct 9
8 10/12	Module 4 – Saving Capitalism: Part 1 – Alternative Markets	Module 4 Discussion post	Thu. Oct 22
		Module 4 Discussion Response	Fri. Oct 23
9 10/19	Module 4 – Saving Capitalism: Part 2 – Market Reforms	Module 4 Reading Response	Fri. Oct 23
10 10/26	<u>Writing Assignment # 2</u>		Fri. Oct 30
11 11/2	Module 5 – Cooperatives: Part 1 – Production	Module 5 Discussion post	Thu. Nov 12
		Module 5 Discussion Response	Fri. Nov 13
12 11/9	Module 5 – Cooperation: Part 2 – Consumption	Module 5 Reading Response	Fri. Nov 13

13 11/16	Module 6 – Self-reliance: <i>Part 1 – In U.S. Black Communities</i>	Module 6 Discussion post	Tue. Dec 1
		Module 6 Discussion Response	Wed. Dec 2
14 11/23	Module 6 – Self-reliance: <i>Part 2 – In Latin American Communities</i>	Module 6 Reading Response	Wed. Dec 2
15 11/30	<i>Finish Module 6/Start Assignment #3</i>		
FINAL ASSIGNMENT			
16 12/7-12/9	<u>Final Writing Assignment #3</u>		Wed. Dec 9