**Санкт-Петербургский филиал федерального государственного**

**автономного образовательного учреждения высшего образования**

**«Национальный исследовательский университет**

**"Высшая школа экономики"»**

Факультет Санкт-Петербургская школа

гуманитарных наук и искусств

Департамент истории

**Рабочая программа дисциплины**

(майнор)   
 Политическая и экономическая антропология

для образовательной программы «История»

направления подготовки 46.03.01 «История»

уровень бакалавр

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Утверждена Академическим руководителем образовательной программы

«31» августа 2019 г.

А.А. Селин \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения подразделения-разработчика программы.*

**Course Syllabus**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title of the course | | Political and Economic Anthropology | | | | | | |
| Title of the Academic Programme | | History Department (Social Anthropology minor) | | | | | | |
| Type of the course | | Elective | | | | | | |
| Prerequisites | | None | | | | | | |
| ECTS workload | | 5 | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | |
| 60 | | 130 | | | 190 | |
| Course Overview | | Power is one of most fundamental explanatory categories in social sciences. What is power in anthropological perspective? How is it related to wealth and prestige? How is “the economic” related to “the political”, and how universal and cross-cultural are these categories? How does the diversity and complexity of today’s world look from this point of view? The main goal of this course is the exploration of two closely related anthropological sub-disciplines: political and economic anthropology. The course draws on ethnographic examples from the world’s various regions and sociocultural contexts, such as the post-Soviet and post-colonial, Western and non-western, global north and south. In doing so, its lectures, seminars and student projects examine ethnographic and theoretical approaches in politics and economics as areas of anthropological inquiry. Student project work includes subjects such as the anthropology of the market, debt, gifts, migration, the state and everyday politics, governance, new forms of sovereignty and ownership. These and other topics are to be considered from the point of view of anthropology of economics and the state; conflicts and identity politics, including nationality/ethnicity and gender/sexuality. | | | | | | |
| Intended Learning Outcomes (ILO) | | *ULo 1 Able to learn and demonstrate skills in the field, other than the major field*  *ULo 5 Work with information: find, define and use the information from different sources which required for solving of research and professional problems (including the system approach)*  *ULo 8 Able to efficiently communicate based on the goals and communication situations* | | | | | | |
| Teaching and Learning Methods | | The course consists of both lectures and seminars that will focus on selected readings. Students are encouraged to lively participate in the discussions both during lectures and seminars. | | | | | | |
| Content and Structure of the Course | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | |
| 1 | Introduction: the ‘economic man’. | | 10 | | 4 | 0 | | 6 |
| 2 | Political and economic rationalities. | | 12 | | 0 | 4 | | 8 |
| 3 | Debt. | | 8 | | 2 | 0 | | 6 |
| 4 | Class and hegemony. | | 12 | | 0 | 4 | | 8 |
| 5 | Debt and precarity. | | 12 | | 0 | 4 | | 8 |
| 6 | The field, the site and the scale. | | 8 | | 2 | 0 | | 6 |
| 7 | Patronage and market. | | 12 | | 0 | 4 | | 8 |
| 8 | Citizenship and migration. | | 12 | | 0 | 4 | | 8 |
| 9 | Governmentality | | 8 | | 2 | 0 | | 6 |
| 10 | Faces of surveillance (anthropology of anthropology) | | 12 | | 0 | 4 | | 8 |
| 11 | Sovereignty | | 8 | | 2 | 0 | | 6 |
| 12 | Plans and practices of rule | | 12 | | 0 | 4 | | 8 |
| 13 | Governance techniques | | 12 | | 0 | 4 | | 8 |
| 14 | Affect | | 8 | | 2 | 0 | | 6 |
| 15 | Necropolitics. | | 12 | | 0 | 4 | | 8 |
| 16 | Economy and politics | | 8 | | 2 | 0 | | 6 |
| 17 | Police and policing. Colloquium, course revision | | 12 | | 0 | 4 | | 8 |
| 18 | Anthropology and political theory | | 12 | | 4 | 0 | | 8 |
| **Total study hours** | | | 190 | | 20 | 40 | | 130 |
| Indicative Assessment Methods and Strategy | | The course is designed as a series of lectures and seminars devoted to the discussion of key conceptual issues related to economical and political anthropology. Attendance of seminars and participation in the discussion are taken into account when calculating the accumulative mark. The discussion during the seminar takes place on the basis of selected fundamental works from the list. To assist in preparing for the seminar, some reading lists contain leading questions (questions for discussion). Students must participate in a colloquium at the end of the course, which is considered to be a brief revision of the material studied, additional preparation for the exam, and discussion of project research papers.  Research is the main substantive basis of the accumulative assessment. This is a work based on individual or group research on one of the given topics. In the case of a group research project, the written work must be done by each member of the team separately. The purpose of this study is to become familiar with the skills of anthropological research (observation included, interviews and other types of field work). The topic can be proposed by the student and agreed with the teacher during the first month of the course.  As an exam, the student must submit an exam essay. An essay is a written discussion of two randomly selected questions from a list (students get acquainted in advance with a list of sample exam questions). The student needs to analyze the empirical material and the various theoretical approaches considered in the course. In particular, when answering each of these questions, students should use at least three key jobs marked “\*” in the course curriculum (what was discussed at the seminars) and not repeat the material when answering each of the two questions. EITHER / OR in the exam question means that the student can choose one of the question formulations. Sending a work after the deadline (both essay and research paper) takes 10% of the maximum possible estimate (10% for each day of delay).  Formula for calculating the final and accumulative marks:  Macc.= 0.1 \* Mattendance + 0.2 \* Mdiscussion + 0.1 \* Mcolluvium + 0.6 \* Mresearch paper.  Mexam = Messay  Mfinal = 0.2 \* Oacc. + 0.8 \* Oexam | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory  Hull, Matthew S. *Government of Paper: The Materiality of Bureaucracy in Urban Pakistan.* Berkeley: University of California Press, 2012.  Optional  Wilk, Richard R., Cliggett, Lisa C. *Economies and Cultures: Foundations of Economic Anthropology.* Routledge, 2007 | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | + | | 20 |
| Assignments for seminars / tutorials / labs | | | | + | | 50 |
| E-learning / distance learning (MOOC / LMS) | | | | - | |  |
| Fieldwork (field + analysis) | | | | + | | 40 |
| Project work | | | | - | |  |
| Other (please specify) | | | | - | |  |
| Preparation for the exam | | | | + | | 20 |
| Academic Support for the Course | | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials. Readings could be found in the Electronical Resources of HSE (via full text founder <https://elib.hse.ru/e-resources/e-resources.htm> , it is more comfortable to do search by the title). | | | | | | |
| Facilities, Equipment and Software | | (If required) | | | | | | |
| Course Instructor | | Alexandra Kasatkina: [alexkasatkina@gmail.com](mailto:alexkasatkina@gmail.com)  Margarita Kuleva: [mkuleva@hse.ru](mailto:mkuleva@hse.ru)  Ekaterina Melnikova: [melek@eu.spb.ru](mailto:melek@eu.spb.ru)  Nikolai Ssorin-Chaikov (course coordinator): [nssorinchaikov@hse.ru](mailto:nssorinchaikov@hse.ru) | | | | | | |

**Content of the course.**

**Lectures and seminars**

**Lecture 1-2 Introduction: the ‘economic man’.**

‘Primitive economic man’ in Malinowski. Economic rationality and homo oeaconomicus as an interdisciplinary category, and their links with the concept of political rationality. Homo oeaconomicus and Euroamerican personhood. Models of person in textbook economics and politics and responses to these models by formalism, substantivism, Marxism and ‘cultural economy’ approaches.

**Seminar 1&2 Political and economic rationalities**

Questions for discussion:

- Every human being is a rational, calculating agent’. Discuss

- Rational calculation is virtue made of necessity (Bourdieu). Discuss

- In contrast with Malinowski, what are ‘the systems’ that anthropology constructs today as object of analysis?

**Lecture 3 Debt**

Debt as a particular focal point of debate about political and economic rationality, as well as inequality. The concept of ‘precariat’. Debt slavery and peonage. Debt and patronage. Is financial debt an economic or moral obligation?

**Seminar 3&4 Class and hegemony**

Questions for discussion:

- How can relations in class can reproduce class?

- What is hegemony?

**Seminar 5&6 Debt and precarity.**

Questions for discussion:

- Does exchange originate in barter?

- What is the credit theory of money?

- What do we learn about mortgage debt from on-line forums?

- What does the concept of space explain about debt?

**Lecture 4 The field, the site and the scale.**

Why ‘the field’ was ‘local’? The critique of anthropological locations. Miti-sited ethnography. Case study, scale and comparison.

**Seminar 7&8 Patronage and market**

Questions for discussion:

- What is patron-client relations?

- Why the discovery of matrilineal kinship was so revolutionary for anthropology?

- How is matrilineal kinship linked with Iroquois tribal structure?

- How classificatory kinship is explored through the genealogical method?

**Seminar 9&10 Citizenship and migration**

**Lecture 5. Governmentality**

From the origins of the state to the anthropology of the modern state. The concepts of power, interpellation and hegemony. Disciplinary power and governmentality.

How and why power has become one of the key explanatory categories in anthropology? From hegemony to governmentality; biopower and biopolitics. Biopower and economy. Interpellation and subject-making. Sociopolitics. The emergence of the anthropology of the state — as opposed to the anthropology of state emergence.

**Seminar 11&12 Faces of surveillance (anthropology of anthropology)**

Questions for discussion:

- How surveillance has been used in anthropology?

- What is the relationship of local political institutions and anthropological categories?

- What do we learn by observing observers?

**Lecture 6. Sovereignty**

How the concept of sovereignty reemerges in anthropology? Agamben’s critique of Foucault. The state of exception and the state of emergency.

**Seminar 13&14 Plans and practices of rule**

Questions for discussion:

- What is the relationship between colonial and post-colonial forms of rule?

- What does it mean to treat documents as objects?

**Seminar 15&16 Governance techniques**

**Lecture 7 Affect**

**Seminar 17&18 Necripolitics. Colloquium (course revision)**

Questions for discussion:

- what is the difference between bio politics and necropolitics?

- How, if at all, necropolitics are related to human rights?

**Lecture 8 Economy and politics**

This lecture sums up the relationship between economics and politics as it is understood in current anthropology

**Seminar 19&20 Police and policing**

**Lecture 9&10 Anthropology and political theory**

This concluding lecture sums up the course from the point of view of links between political and economic anthropology and social and political theory.

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Test |  |  |  |  |
| Essay |  |  |  |  |
| Report/Presentation |  |  |  |  |
| Project |  | \* |  |  |
| In-class Participation |  | \* |  |  |
| Attendance | \* | \* |  |  |
| Interim Assessment  (if required) | Colloquium |  |  |  |  |
| Summative Assessment | Exam (take-home essay and research paper) |  | \* |  |  |

**Assessment Criteria**

**In-class Participation (discussion and colloquium)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge. |
| «Good» (6-7) | Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression. |
| «Satisfactory» (4-5) | Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers. |
| «Fail» (0-2) | Limited evidence of relevant knowledge and an attempt to address the topic.  Unable to offer relevant information or opinion in answer to follow-up questions. |

**Project Work**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion. |
| «Good» (6-7) | Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. |
| «Satisfactory» (4-5) | Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Written Assignments (Essay, Test/Quiz, Written Exam, etc.)**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur. |
| «Good» (6-7) | Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors. |
| «Satisfactory» (4-5) | Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors. |
| «Fail» (0-2) | Fails to demonstrate any appropriate knowledge. |

**Examples of exam questions (take-home essays).**

Each student gets a combination of questions from two parts.

Part I: comparisons primarily between key monographs and, additionally, some other course readings:

1. How different, if at all, are patron-client relations and relations with the state that are created by petitions?

2. Is circulation an object of research or its method? Discuss with regards to fish and paper documents.

3. Compare different forms and means of construction of space by focusing on regional space (such as Mediterranean), urban space (Islamabad) and global space.

Part II: comparison between readings other than the key monographs:

4. In contrast with Malinowski, what are ‘the systems’ that anthropology constructs today as object of analysis?

5. What is at stake in the argument that the anthropological ‘field’ (as in fieldwork) is no longer local?

6. Does exchange originate in barter?

7. Compare gift debt and commodity debt.

8. What do we learn about the state by looking at police and surveillance?

9. What is the difference between bio-politics and necropolitics?

10. How can you relate the studies of migration, police and the new right?

11. How power is understood in the course’s case studies? In answering these questions, would may focus on two or more of the following analytical categories:

- govermnentality

- sovereignty

- surveillance

- knowledge

- affect

12. What are forms of inequality and the notions of authority that underscore two or more of the following:

- class relations

- contemporary art

- gift relations

- precarity

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge about milestones in the history of anthropological thought (by refreshing materials received through lectures);
* Extending theoretical knowledge during preparation for the seminars (a student can look through the additional literature suggested for the deep understanding in lecture materials);
* Enhancing critical thinking and personal development skills through comparing different fieldwork methods studied, analyzing the theoretical concepts of the different anthropologists, etc.;
* Develop research skills through the fieldwork (participant observation, interview, digital ethnography, etc.)

**Recommendations for project work**

The volume of the project paper should not exceed 4,000 words. The minimum word limit is 2,000 words.

In the research paper:

1) explain why you have chosen your project (groups that you studied, a case, a situation). This explanation should include a clear connection to course topics to which it is related, e.g. politics and economy or specific theme within these topics.

2) explain why you have chosen your research method — in particular if you decided to use methods other that ethnographic participant observation and ethnographic interview. Make sure you use more than one method (interview, discourse analysis, historical analysis, comparison with other cases). Use qualitative, rather that quantitative methods.

3) clearly formulate you research question or hypothesis. What is the question to which your paper and its materials are the answer?

4) explain how your research and methods help you to address the question/hypothesis

5) present your material — including quotations from interviews, examples of discourse or historical analysis.

6) describe the context of your material. In what context your interviews or observations were made? What is the social, cultural and historical context of the material that you have collected/explored?

7) describe if you had any ethical difficulties in doing this research

8) present the main results and conclusions of your research

Paper structure:

- Paper title and your name, and the course which this paper is for.

- Introduction (points 1, 2, 3 and 4 of the above) - Main body of the paper (points 5, 6 and 7 of the above)

- Conclusion (point 8 of the above)

- list of references: bibliography and other sources that you used

**Recommendations for final exam essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.