**Course Objective**

While anthropologists often discuss cultures as if they existed in “pristine” isolation, people have always interacted with their neighbors, trading goods and ideas and marriage partners. Over the last several centuries, the scale and intensity of these interactions have increased dramatically, creating the modern “global economy” along with transnational business and political institutions. Why have we become more interdependent? What effect does that have on our lives? Why is the West dominant—and will it remain so? Has anything like this ever existed before? World-system theory was developed to address these questions, and in this course, we will examine its coherence and utility for anthropologists.

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<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Readings</th>
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<tr>
<td>1/26</td>
<td>Introduction: making connections</td>
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<tr>
<td>1/28</td>
<td>Political economy and the dominance of the West</td>
<td>Wolf Prefaces, Ch. 1</td>
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<tr>
<td>2/2-4</td>
<td>The roots of the debate</td>
<td>Smith Bk. IV, Chs. 1–2; Marx; Weber Chs. 2, 5</td>
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<tr>
<td>2/9-11</td>
<td>Mid-20th-century understandings</td>
<td>Braudel Part 2, Chs. 5–6.1; Frank 1975; Wallerstein 1991</td>
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<td>2/16-18</td>
<td>Putting the world-system together</td>
<td>Goldfrank; Wallerstein 1974a: Intro, Ch. 7; Wallerstein 1974b; Wallerstein 1989: Ch. 1</td>
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<td>2/23-25</td>
<td>What does an anthropologist do with this?</td>
<td>Wolf Chs. 2–4</td>
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<td>2/25</td>
<td><strong>First essay due</strong></td>
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<tr>
<td>3/2-4</td>
<td>Reaching out: the Americas</td>
<td>Wolf Chs. 5–6</td>
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<tr>
<td>3/9-9</td>
<td>Reaching out: Africa and the East</td>
<td>Wolf Chs. 7–8</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>3/25</td>
<td><strong>Proposed hypothesis due</strong></td>
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<td>3/30-4/1</td>
<td>Getting the goods to market</td>
<td>Wolf Chs. 11–12, Afterword</td>
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<td>4/6-8</td>
<td>How sweet it is</td>
<td>Mintz Intro, Chs. 1–3</td>
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<td>4/13-15</td>
<td>A spoonful of sugar helps the medicine go down</td>
<td>Mintz Chs. 4–5</td>
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<td>4/13</td>
<td><strong>Developed hypothesis due</strong></td>
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<tr>
<td>4/20-22</td>
<td>How far back does it go?</td>
<td>Frank 1993; Frank and Gills; Amin; Jeske; LaLone</td>
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<td>4/22</td>
<td><strong>Second essay due</strong></td>
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<td>4/27-29</td>
<td>Going too far?: critiques</td>
<td>Chirot and Hall; Stein; Bergesen; Wallerstein 1995</td>
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<tr>
<td>5/4</td>
<td>World system or ecosystem?</td>
<td>Moore; Abel; Friedman</td>
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<tr>
<td>5/6-11</td>
<td><strong>Student research presentations</strong></td>
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The traditional recorporation ritual and summing up will be held during the scheduled exam time—Thursday May 20th, 8:00–10:30am. **There is no final exam.**

*This syllabus is subject to change.*

**Instructor's Office Hours:** Room HH 380; Monday 2–3pm, Tuesday and Thursday 10:30–noon, Wednesday 11am–noon; or by appointment; phone 410-548-4502; e-mail earagan@salisbury.edu.
Readings

Abel, Thomas

Amin, Samir

Bergesen, Albert

Braudel, Fernand

Chirot, Daniel, and Thomas D. Hall

Frank, Andre Gunder

Frank, Andre Gunder

Frank, Andre Gunder, and Barry K. Gills

Friedman, Jonathan

Goldfrank, Walter L.

Jeske, Robert J.

LaLone, Darrell
Marx, Karl

Mintz, Sidney W.
1985 **Sweetness and Power: The Place of Sugar in Modern History.** Elisabeth Sifton Books/Viking, New York.

Moore, Jason W.

Smith, Adam

Stein, Gil J

Wallerstein, Immanuel

Wallerstein, Immanuel

Wallerstein, Immanuel

Wallerstein, Immanuel

Wallerstein, Immanuel

Weber, Max

Wolf, Eric R.

**Attendance**

It is **VERY** important that you attend class. This is a seminar, and much of the value of such a course comes from the intellectual challenge of discussion and debate with your peers (and me). If you are not in class, you will not get that benefit. Those of you who have unusual circumstances affecting your attendance—serious illness, personal crises, etc.—should contact me as soon as possible, so consideration can be given if appropriate. Unless there are strongly extenuating circumstances, if you **miss 5 classes, you will receive an automatic F** for the course.
Electronics in the classroom

Class time will be spent in discussion: turn off your cellphone, or set it to vibrate and step outside if you must be available for a call.

Grading

Grading will follow SU policies for the 2009–2010 academic year. The final grade for the course will be based as follows:

- Participation in discussion: 20% of final grade
- News items for discussion: 10% of final grade
- Take-home essays (2; 10% each): 20% of final grade
- Proposed hypothesis: 5% of final grade
- Developed hypothesis: 10% of final grade
- Class presentation: 15% of final grade
- Research paper: 20% of final grade

If you do not turn in an assignment, you will receive an F for the course.

Grade scale: A = 100–90; B = 89–80; C = 79–70; D = 69–60; F = 59–0

Late Assignments and Make-up policy

Life is full of deadlines; it is important to learn how to meet them. If circumstances will prevent you from turning in an assignment on time, you should discuss your situation with me before the due date. If you contact me no later than the day before an assignment is due, you may request an extension—once. Assignments will lose a letter grade (10%) for each day (including weekends) they are late. Assignments more than five days late will not be accepted and you will receive an F for the course.

Academic Integrity

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work or tight schedules tempt some students to cheat on exams or to represent the work of others as their own. Plagiarism and cheating are acts of academic dishonesty, and will be prosecuted as such. Instances of academic dishonesty include, but are not limited to, the following:

- Plagiarism: presenting as one’s own work, whether literally or in paraphrase, the work of another author.
- Cheating on exams, tests, and quizzes; the wrongful giving or accepting of unauthorized exam material; and the use of illegitimate sources of information.
- Turning in the same paper for multiple courses.
- Unsanctioned collaboration with other individuals in the completion of course assignments.

There are no mitigating circumstances to justify academic dishonesty. If you are unclear about what exactly might be considered dishonest, please ask me before turning in your work: ignorance is not an acceptable excuse. All violations of the university’s Policy on Student Academic Integrity will be reported to the Dean of Students. Those committing minor, “careless” (“running a red light”) plagiarism will be given a chance to rewrite their paper and penalized 25% on the grade, once; substantial, flagrant, or repeated violations will earn a grade of zero for the assignment and possibly an F for the course. Students who have two or more reported academic integrity violations are automatically reviewed for possible suspension or expulsion from the university.
Writing Across the Curriculum

In conformity with Salisbury University policy aimed at developing writing skills in all courses, students will be required to write two short essays and a major research paper. These will be graded on the quality of writing (proper use of grammar, syntax, spelling, etc.) as well as on a grasp of the material presented in readings and discussion. These should provide sufficient evaluation of each student's writing ability.

Written assignments

Handwritten papers will not be accepted. Page margins must be 1 inch; text double-spaced, in 12pt Times New Roman and printed in black. A 3-page paper must be three full pages long, or you will be penalized. Formatting that unnecessarily decreases the number of words on a page will also be penalized—your take-home essays should be about 1000 words long; your research paper at least 5000 words. For tips on how to write your paper and the penalties applied for common errors, be sure to read "Writing Anthropology Papers" on your MyClasses page.

Your papers must be submitted to SafeAssign, which can be found on the MyClasses site: there is a DRAFT option where you can check your paper for plagiarism without penalty, but you must submit it to the GRADED option for my review. Lateness and failure to submit to SafeAssign will be penalized as described in the section on Late Assignments above.

News items for discussion

From February 2nd, students will be responsible, one each class, for providing a current news item relevant to the seminar. Excellent sources for international news include Reuters, NPR, BBC, Wall Street Journal, and Financial Times, all of which are readily accessible on-line; other sources are also acceptable. Student responsible for that day's news should bring a printout of the article for consultation, and as proof they have completed the assignment.

Take-home essays

There will be two take-home writing assignments, where you will write a 3–4-page essay on a topic relevant to your readings, class discussion, and other appropriate sources of information. The focus should be on analysis and interpretation, with a minimum of space devoted to rehashing facts that would be familiar to me. They will be due on February 25th, and April 22nd.

Research paper

World-system theory has inspired much research, both among those eager to apply the model to the data and those who want to use data to show why it is wrong. To illustrate your grasp of world-system theory, you are to choose either a society or a commodity, and analyze the interactions it is involved in in terms of Wallerstein’s model. You may look at the present (cultural anthropology) or the past (archaeology/history); you may support or refute the model. What is important is that you have a clear hypothesis, acquire and present relevant data, analyse the data logically, and present a coherent conclusion. You will present me with a proposed hypothesis and preliminary bibliography (at least five items) by March 25th. By April 13th, you should have developed this hypothesis, providing sufficient data to test it and a preliminary analysis: this should be handed in as a rough draft of at least 8 pages, plus bibliography. You will share your findings with class in a 15-minute presentation, after which you should be prepared to take questions from the audience, on May 6th or 11th. You should further revise your paper based on the comments you receive—except in exceptional circumstances, papers that are not substantially revised after the rough draft will receive a D grade. The 15–20-page formal research paper is due May 20th.