ANTH 2210: Archaeology and the Ancient Economy  
Monday 1-4 pm 
Spring 2015  
http://isites.harvard.edu/k110127

Instructors:  
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Office Hours: Tuesday 10-12 am

Course Description:  
This seminar explores economic issues in ancient contexts, particularly through the lens of archaeological remains. We will begin with a focus on general concepts in economic anthropology, including some seminal debates in economic theory. We then turn to various economic topics as they relate to ancient societies including production, exchange, consumption, labor, markets, value and specialization. The course is designed for graduate students who wish to bring a cross-cultural perspective on production systems to bear on their own research in a particular region. Advanced undergraduates are very welcome. The goal of the class is not to instill any one particular perspective on the archaeological study of economies, but instead to provide students with a broad exposure to many of the contemporary issues in the field.

Requirements and Policies:  
Students are expected to attend all seminar sessions and participate in discussion. All class discussions will be led by students in the class. Discussion leaders for particular topics will be assigned, but in order to make for a successful seminar, all students must be prepared to participate each week.

Throughout the semester, students will present their research topics during weeks that seem appropriate. These presentation dates will be assigned on the first day of class. The research paper and presentation are described more below.

Course Evaluation:  
Weekly class participation: 20%  
Discussion Leadership: 20%  
Research Paper: 50%  
Research Presentation: 10%
The course grade will be based on participation (contributing to class discussions) and leadership (thoughtful leading of discussions on the assigned articles and books) in addition to a research paper—due at the end of the term.

**Research Paper:** The research paper should cover a topic related to production in a specific archaeological context. The paper should be of near publishable quality and approximately 15-30 pages in length. Alternatively, the student may write a research proposal. In such a case, the ideal proposal will be one that will be competitive for funding from a major research institution. This option should be chosen only when the proposal is being prepared for submission to a real funding agency or as a thesis prospectus. Students should consider the topic of their research paper early in the term so that there is sufficient time to write it.

**Presentation:** Students will give presentations of their research or proposal topics during the second half of the term. These should be relatively brief and connect to themes that are discussed in the course.

Academic dishonesty of any sort will be referred to the Administrative Board. Please consult the Student Handbook (http://www.registrar.fas.harvard.edu) for information regarding academic dishonesty (http://isites.harvard.edu/icb/icb.do?keyword=k69286&pageid=icb.page355695). Additional details concerning academic dishonesty in writing can be found in the “Writing with Sources” pamphlet on-line at http://www.fas.harvard.edu/~expos/sources/. Students must acknowledge any collaboration and its extent in all submitted work. Here is the official collaboration policy:

*Discussion and the exchange of ideas are essential to doing academic work. This is especially true in the context of a research seminar where weekly readings and discussion is a collaborative effort. Submitted work, in the form of a research paper or proposal due at the end of the term, must be your own, original work. You must also adhere to standard citation practices in this discipline and properly cite any books and articles that you have used as sources for your work. Web sources are generally not considered peer-reviewed sources of high academic standard and should be used cautiously if at all.*
Schedule of Classes

WEEK 1: (Jan. 26) – Introduction

WEEK 2: (Feb. 2) – Basic Issues and the Roots of Ancient Economic Research

Approximate Total Pages: 146

Discussion Leader________________________

Research Presentation____________________

Enlightenment Prelude


Classic papers in the “Formalist” / “Substantivist” Debate


WEEK 3: (Feb. 9) – Beyond Polanyi: Substantive Formalism or Formal Substantivism?

Approximate Total Pages: 124 + Graeber & CCLK

Discussion Leader________________________

Research Presentation____________________


**Recommended (but not required) additional reading:**


**WEEK 4: (Feb. 16) – PRESIDENT'S DAY HOLIDAY – NO CLASS**

**WEEK 5: (Feb. 23) – From Slavery to Modernity?**

Approximate Total Pages: 90

**Discussion Leader**

**Research Presentation**


**WEEK 6: (Mar. 2) – Globalization and World Systems**

Approximate Total Pages: 199

**Discussion Leader**

**Research Presentation**


WEEK 7: (Mar. 9) – **Production**

Approximate Total Pages: 155

Discussion Leader __________________________

Research Presentation _______________________


WEEK 8: (Mar. 16) – **SPRING RECESS – NO CLASS**
WEEK 9: (Mar. 23) - Exchange

Approximate Total Pages: 168

Discussion Leader________________________

Research Presentation_____________________


WEEK 10: (Mar. 30) – Gifts, Barter, Consumption

Approximate Total Pages: 163

Discussion Leader________________________

Research Presentation_____________________

WEEK 11: (Apr. 6) – Political Economy

Approximate Total Pages: 165

Discussion Leader________________________

Research Presentation____________________


WEEK 12: (Apr. 13) – Labor

Approximate Total Pages: 101 + Hudson

Discussion Leader________________________

Research Presentation____________________


**WEEK 13: (Apr. 20) – Value** (Date needs rescheduling…. Flad in CA from 4/15 – ca. 4/23)

Approximate Total Pages: 170

**Discussion Leader________________________**

**Research Presentation_____________________**


**WEEK 14: (Apr. 27) – FINAL CLASS**

**Discussion Leader________________________**

**Research Presentation_____________________**