

GUIDELINES TO ALL EXAMINERS CONCERNING SOSANT1300

Since last year, this course is examined through a take-home exam. This has been deemed a much more educative means for students to come to terms with the anthropological holism and the comparative approach needed to critically comprehend the phenomenon conventionally called “the economy”. This pedagogical choice has been praised in student feedback as well as discussions in class (during seminars). However, what needs to be taken into account is the fact that some students, esp. from other departments (SOSANT1300 majority students are from outside SAI – indeed, some economy students in the amphitheatre, too) have not had a take-home exam before, so examiners might need to be lenient in assessment.

Examining the one question that students pick out of three in this take-home system implies that examiners seek out for connections made in student papers: connections among concepts, notions and readings. Teaching has focused on making these connections palpable and repeatedly in class, esp. towards the end of the course, we brought forward those links and the need to make cross-references and see the economy not as disconnected thematics but as a critical narrative and a series of ethnographies and theory pieces that talk to each other.

The examined paper needs be comprehensive pertaining to the question the student would pick. If students draw on different kinds of readings and effectively show critical capacity to engage with diverse ethnographic and conceptual themes, they should be rewarded with a high mark. Showing knowledge of the general overview of the course, especially drawing on the main concepts of economic anthropology is important, while managing to attach those to the specifics of the question is equally significant. Extra marks are given to students who can extend their answers including references to material mentioned in lectures and discussed in seminars but not included in the syllabus: these can be political economy and the LTV, ideas from contemporary politics and the fluctuations of current capitalism, Marxist theory, as well as a variety of geographical, sociological and economic notions and theories, from habitus to mapping, from shanty town dwelling to colonialism; and finally, we

more than welcome students' own views if well informed and if showing critical, independent, engaged thinking.

Exam questions are generic, but each engages a specific array of readings – in each and every case those extend beyond a week's readings: so, a question on social responses to market expansion -for instance-, might require students to mobilise learnings on the moral economy (as per Thompson and Scott, but also readings from other weeks touching on the subject, as per Barth or Dolan for example), as well as, for a bonus mark, show an understanding of Polanyi and the discussion on markets, but also indeed possibly a generic understanding of what neoliberalism is, and/or possibly a sense of how the labour market and ensued exploitation comes about (as per the course's monograph). The students must show a strong knowledge of the syllabus according to the specifics of the question but also, to get extra marks, a critical disposition and independent thought. Knowledge of the syllabus need not stress into name-dropping, as a firm engagement with even only 4-5 readings should suffice for a high mark. The degrees and respective grades of demonstrating that encompassing knowledge are varied, and we need to take into account that many students could extend beyond the 3500 limit, but need to be within word count; we also need to make sure not the full array of that knowledge is demanded but that going that extra mile with it is properly rewarded.