



Pintura de San Juan Comalapa

ANALYSIS AND DESCRIPTION OF MARKETS:  
A SEMINAR ON CULTURE, DEVELOPMENT, AND FIELDWORK

Tuesdays, Wednesdays and Thursdays 11:30 – 12:50<sup>1</sup>

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Office hours: Wednesdays and Thursdays 9:00 to 10:00.

COURSE OVERVIEW

The class *analysis and description of markets* is a platform to explore ideas that are related to the behavior of human actors inside and outside market places. We will read from anthropology, economic anthropology, economic sociology, economic geography – among other subjects, and will draw connections between these readings and visits to market and non-market sites in the interior of Guatemala.

Pragmatically, this class will provide the tools for the study of economic environments in the interior of Guatemala, in rural and semi-rural areas; small and micro-enterprises usually operate in these environments; frequently, indigenous peoples manage such enterprises. We will study certain issues that prevail in these contexts, such as trust, reciprocity, cultural and artistic contexts, economic and social development, and perceptions of development, and others. In addition, this class aims to create a link between the students and other social and economic contexts outside Guatemala City and to think deeply about the readings of the class; this requires fieldwork and visits to the interior. This course assumes that the interaction with people (artisans, farmers, small business owners, etc.) to get to know their way of life is fundamental to understand their

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<sup>1</sup> We will not have classes on Mondays and Fridays due to the way the class is organized.

economic, social, and cultural contexts. This class is designed for students with some sense of adventure, who enjoy traveling and discovery, who want to learn in the classroom and beyond.

In addition, students will have the opportunity to work in community development project, its planning and implementation.

CLASS ASSIGNMENTS AND GRADING

Participation in class and field-trips <sup>2</sup>	35%
Short essays (2 essays, 6 pages each)	30%
Final paper	35%
Attendance to office hours	5%

*Participation in class and field-trips*

Since this class is designed as a **seminar**, we will use the Socratic Method. This means that I will not teach in the traditional way, students will read in advance and will bring comments, questions to the class. Our purpose is to explore ideas by discussing intensely the content of the readings and the experiences in field trips. We will pay special attention in drawing links between the concepts in the articles and the experiences in field trips. I will ask questions in class to motivate discussions. Students can have a clear perspective of our class dynamic by reading this article about the Socratic method at the University of Chicago: [ [http://www.law.uchicago.edu/socrates/soc\\_article.html](http://www.law.uchicago.edu/socrates/soc_article.html) ].

We will make three field trips on the weekends, and will define the places together. Some of the possibilities are: Bisan, Nebaj (Quiche); Rabinal (Baja Verapaz – visit to museum); and San Juan Comalapa. The field trips are the core of our class; we will discuss the details and logistics the first day of classes, Monday, June 9.

For information on Rabinal see this link:[ <http://www.enlacequiche.org.gt/centros/rabinal/intro.html> ]

For information on Bisan see this link:  
[ <http://www.solidaritybisan.blogspot.com> ]

For information on the paintings of San Juan Comalapa see this link:  
Article in Spanish in *Prensa Libre* – (30-12-06):  
[ <http://www.prensalibre.com/pl/2006/diciembre/30/159662.html> ]

*Short essays*

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<sup>2</sup> This includes discussion guides, participation in class (questions and comments) and participation in fieldtrips.

Students will write 3 short six-page essays (double spaced) (see below for specific dates). I will indicate the topic of each essay in advance; the topics however will be related with the themes of the readings. Students will write their papers discussing concepts in the readings or / and experiences, events, or circumstances identified the fieldtrips. Students can write their papers in English if they feel comfortable doing so.

#### *Each class*

To each class students will bring **one page**, double-spaced, summary of the paper (or chapter) that is scheduled for that day. Students should include at least three questions about the article; this will give students the necessary preparation for the discussion in class.

#### *Final paper*

Students, organized in groups of three, will write a final paper based on the field trip and the community project (more about the community project below). It must be 9 pages long, double-spaced. Students are expected to supplement sources with at least 5 academic sources (journal articles or books), at least 2 from the reading list, and at least 2 books from the Ludwig Von Mises library. We will grade this paper based on the identification of an interesting situation on the field, the rigor in the application of a theory (discussed in class or developed by the student), and the robustness of the (ethnographic) evidence provided to substantiate the main claims of the paper. Students can write this paper in English if they feel comfortable doing so.

Alternatively, students (in groups of 3) may design and implement a community-based economic sustainability project in close coordination with the community. For example, students may assist the community to start a weaving cooperative, or to raise funds to build a water pump. On the community visit, students will be expected to assess economic and other needs, and design a specific project that will help the community develop economically while maintaining its cultural and social integrity. If this option is taken, students will write two papers. **On July 3, students should turn in a detailed design (minimum of 10 double-spaced pages) of the project planned for and with the community which can be written instead of the 2<sup>nd</sup> short paper.** The project design should include the goals of the project, how it addresses an important need for the community, considerations on who will benefit from the project, considerations on any potential harm that could come from conducting it and how that harm can be avoided, and details on how it will be implemented, what role students (as well as individuals in the community or social organizations) will have in implementing the project, and how the work can and will be carried on beyond the length of the class if it is a long-term project. This paper should be constructed by drawing heavily on notes from the visit to the community, and provide detailed evidence from the visit for each part of the paper. In order to do this, students must take advantage of time spent in the community to gather detailed information and keep a detailed field notebook of their experiences and actively engage in conversation with members of the community to brainstorm about potential projects and whether or not they are feasible. Students will then implement the ideas set

forth in this design. The second paper is the final paper, due July 18, and will consist of a detailed analysis of the project and the efforts made at implementation (minimum of 10 double-spaced pages), recognizing both progress and limitations encountered in achieving economic development within the community, a reassessment of its feasibility, and revisions to the original design to make the project sustainable. Students will be asked to make connections with local organizations who may be able to continue the project with the community. For example, this may mean coordinating with a local weaving cooperative that is willing to help the community or working with an NGO who can manage the funds raised to build a water pump. One section of the paper should briefly discuss how the readings in this course are or are not applicable to helping to achieve community goals. Community projects must be revised and approved both by the community and the professor before attempting implementation. Any necessary revisions to the original design are due 3 days after students receive feedback. Students are encouraged to draw on ideas from the readings for the design and implementation of the community project.

*Attendance to office hours*

At least two visits to office hours are required, so that students have the chance to ask or discuss general issues of the class or specific questions about their papers and the community project.

*Late work will not be accepted*

*Academic dishonesty will not be tolerated.*

Academic dishonesty includes, but is not limited to, cheating, plagiarism, falsifying identity or academic records, and being an accessory to acts of academic dishonesty. Ignorance about what counts as plagiarism is not an acceptable excuse.<sup>3</sup> Each student is required to maintain the standards of integrity set forth in the Francisco Marroquín handbook for academic excellence.

IMPORTANT DATES

June 9	First day of classes, discussion of field trips
June 19	1 <sup>st</sup> short paper due
June 20 – 21 – 22 (2 days)	First field trip (Bisan, Nebaj) <sup>4</sup>

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<sup>3</sup> This note was based on a Prof. Amy Poteete's course outline.

<sup>4</sup> Before the community visit, students must do a google search for community development projects in Guatemala. Students will download and print out information from three different projects, write a one page paper summarizing the three projects and how they might apply these ideas to other communities in Guatemala and offer their feedback and criticisms for how useful they think these projects are. We will discuss the short papers in meetings in the community.

June 27 – 28 – 29 (2 days)	Second field trip (San Juan Comalapa Chimaltenango – includes visits to museums)
July 11 – 12 – 13 (2 days)	Third field trip (Bisan, Nebaj)
July 3	2 <sup>nd</sup> short paper is due OR community project design
July 18	Final paper is due

READING LIST.

Each day we will discuss a paper or a chapter of a book. Therefore, we will discuss three readings every week, one per day.

Monday June 9

Discussion of syllabus and fieldtrips logistics

**Markets and Bazaars**

Geertz, C. (1978). The Bazaar Economy: Information and Search in Peasant Marketing, *The American Economic Review*, 68(2): 28-32. Papers and Proceedings of the Ninetieth Annual Meeting of the American Economic Association. [**JSTOR**]

Tuesday June 10

Bessette, G., IDRC. (2004). Involving the Community: A Guide to Participatory Development Communication. [ **On line:** <http://www.idrc.ca/openbooks/066-7/> ]

Wednesday June 11

Chamlee-Wright, E. (1997). The cultural foundations of indigenous entrepreneurship; in *The cultural foundations of economic development: Urban female entrepreneurship in Ghana*, pp 100-131. London and New York: Routledge. [**Grafipronto**]

Thursday June 12

Bourdieu, P. (2005). Principles of an economic anthropology; in Semler, N., and Swedberg, R. (Eds.), *The handbook of economic sociology*, pp 75-89. New York: Princeton University Press. [**Grafipronto**]

Tuesday June 17

**Culture and the economy, part I**

Light, I. (2005). The ethnic economy; in Semler, N., and Swedberg, R. (Eds.), *The handbook of economic sociology*, pp 650-677. New York: Princeton University Press. [**Grafipronto**]

Wednesday June 18

Nash, J. (2000). Global Integration and the Commodification of Culture, *Ethnology*, 39(2): 129-131. [**JSTOR**]

Cultural economic development: A practical guide to communities. [**MiU**]

Optional

Community capacity building: A practical guide. [ On line: <http://www.utas.edu.au/sociology/HACRU/6%20Community%20Capacity%20building.pdf> ]

Michigan Department of History, Arts, and Libraries. (2005). Cultural economic development: A Strategy to Leverage Michigan's Creative Talent and Cultural Assets to Spur Economic Growth and Build Community Prosperity. [ On line: [http://209.85.215.104/search?q=cache:yMDhJggTX3kJ:www.michigan.gov/documents/hal\\_ced\\_strategy\\_144333\\_7.pdf+CULTURAL+ECONOMIC+DEVELOPMENT&hl=es&ct=clnk&cd=1&gl=cr](http://209.85.215.104/search?q=cache:yMDhJggTX3kJ:www.michigan.gov/documents/hal_ced_strategy_144333_7.pdf+CULTURAL+ECONOMIC+DEVELOPMENT&hl=es&ct=clnk&cd=1&gl=cr) ]

Thursday June 19

**Ethics in community research**

Department of Health, Education, and Welfare. (1979). Ethical Principles and Guidelines for the Protection of Human Subjects of Research  
[ **On line:** <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm> ]

Tuesday June 24:

**Culture and the economy, part II**

Adams, K. (1997). Ethnic Tourism and the Renegotiation of Tradition in Tana Toraja (Sulawesi, Indonesia), *Ethnology*, 36(4): 309-320. [**JSTOR**]

Wednesday June 25

Little, W. (2000). Home as a Place of Exhibition and Performance: Mayan Household Transformations in Guatemala, *Ethnology*, 39(2): 163-181. [**JSTOR**]

Thursday June 26

Fanselow, F. (1990). The Bazaar Economy or How Bizarre is the Bazaar Really? *Man, New Series*, 25(2): 250-265. [JSTOR]

Tuesday July 1

**Networks, social capital, and economic life**

Smith-Doerr, L. and Powell, W. (2005). Networks and economic life; in Semler, N., and Swedberg, R. (Eds.), *The handbook of economic sociology*, pp 379-402. New York: Princeton University Press. [Grafipronto]

Wednesday July 2

Marroquin, A. (2007). Wayuu crafts: A dilemma of culture and development. In Wood, D. (Ed.) *Research in Economic Anthropology, Choices in Economic contexts: Ethnographic and theoretical enquiries*. The Netherlands: JAI / Elsevier Press [MiU]

Thursday July 3

Portes, A. and Landolt, P. Social Capital: Promise and Pitfalls of Its Role in Development *Journal of Latin American Studies*, 32(2): 529-547. [JSTOR]

Tuesday July 8

Portes, A., and Sensenbrenner, J. (1993). Embeddedness and Immigration: Notes on the Social Determinants of Economic Action *The American Journal of Sociology*, 98(6): 1320-1350. [JSTOR]

Wednesday July 9

Portes, A. (1998). Social Capital: Its Origins and Applications in Modern Sociology *Annual Review of Sociology*, 24: 1-24. [JSTOR]

Thursday July 10

**Creation, innovation, and economic development**

Florida, R. (2002). The Economic Geography of Talent *Annals of the Association of American Geographers*, 92(4): 743-755. [JSTOR]

Tuesday July 15

Markusen, A., and Schrock, G. (2006). The Artistic Dividend: Urban Artistic Specialisation and Economic Development Implications, *Urban Studies*, 43(10): 1661-1686. [MiU]

Wednesday July 16

**Non-conventional behavior in markets**

Weber, R. and Dawes, R. (2005). Behavioral Economics; in Semlser, N., and Swedberg, R. (Eds.), *The handbook of economic sociology*, pp 90-108. New York: Princeton University Press. [**Grafipronto**]

Thursday July 17

Berezin, M. (2005). Emotions and the economy; in Semlser, N., and Swedberg, R. (Eds.), *The handbook of economic sociology*, pp 6-127. New York: Princeton University Press. [**Grafipronto**]

Optional

Ariely, D. (2008). *Predictably irrational*. New York: Harper Collins. Introduction, Chapter I, and Chapter II. [**ask Andres for a copy**]

Portes, A. (1972). Rationality in the Slum: An Essay on Interpretive *Sociology Comparative Studies in Society and History*, 14(3): 268-286. [**ask Andres for a copy**]