*Comparative Studies 5626*

Intersectional Approaches to the

Cultural Study of Global Economies

**Professor:** To be Determined

In this interdisciplinary course students will engage theoretical concepts and intellectual debates surrounding international global development that, over the past century, have shaped contemporary social relations. In particular, students will analyze and come to understand the power of economic processes, the cultural structures and ideological structures of feeling that make them possible, and the various actors that constitute and enliven those structures. Whether they are individuals exercising the power of the pocketbook, communities creating novel systems for exchange and survival, state structures, or international organizations, students in this class will be challenged to identify and comprehend their complex interactions and the ways in which these sources of power co-produce and shape one another. This interdisciplinary course is about power, social relations, and cultural production in the context of shifting global economies, not a course about economic theory.

Working in an interdisciplinary way means more than simply combining previously segregated fields like the social sciences, hard sciences, arts, and humanities. Indeed, the best interdisciplinary and intersectional cultural analysis moves beyond such categories and develops critical frameworks that are determined by one’s objects of study. This interdisciplinary course is not based on, nor does it simply espouse the critique of mainstream economic thought that can be found in disciplinary locations like Economics, Business, or History. This is not our object of analysis. Instead, this course takes as its point of departure the effects or traces of economic ideas *as they are complexly manifest* *in the social*. Therefore, students do not need to be experts in any of these fields to produce useful analyses of global economies. Indeed, this shifted analytic perspective is one of the important contributions that an interdisciplinary and intersectional cultural study of global economies can make, and it’s what students taking this course can expect to gain.

**Course Aspirations:**

This course is designed to provide students the conceptual tools, and theoretical background to contribute to the formation of knowledge about *international political economies as complex fields of social interaction* and their interrelation. Upon completion of this course, students should be able to answer the following questions:

* How can intersectional perspectives, drawing on the social sciences, arts, and humanities illumine how economic and political structures transform over time in the ways they do?
* Who, what, and which systems of apparently disconnected material/social relation benefit from these changes?
* What have been points of major shifts in global political economies and what have been their conditions of emergence? How do we recognize and make sense of these shifts?
* Who, what, and which systems of material/social relation are degraded or enhanced by these shifts?
* How shall we understand power, its sources and its flows in these structures?

**Required Course Readings**

From the beginning, student participants will help shape this course. In addition to readings listed below, students will each suggest materials to be read alongside articles and books listed below, and in correspondence with the day that students will be presenting and facilitating class discussion. Student-suggested additional material may come from multiple cultural sources: art, psychology, performance, meteorology, literature, medicine, social work, etc. Find relevant materials from within fields with which you feel most familiar. These materials will be made available to the class one week in advance of our class meeting and will be posted on Carmen.

SCHEDULE

**Week 1: Class 1**

Introduction to the course and one another

**Week 1: Class 2** – please have read

Marx, Karl. 1887. Excerpts. *Capital: A Critique of Political Economy, Volume I. Book One: The Process of Production of Capital.* From http://www.marxists.org/archive/marx/works/1867-c1/ Accessed on Tuesday, August 23, 2011.

Marx, Karl. 1852. Excerpts from I & VII. *The Eighteenth Brumaire of Louis Bonaparte*. From: http://www.marxists.org/archive/marx/works/1852/18th-brumaire/ch01.htm Accessed on Tuesday, August 23, 2011.

Selections from: Weber, Max. 2005 [1924]. The Evolution of the Capitalist Spirit, *in* M. Edelman & A. Haugerud (eds.) *The Anthropology of Development and Globalization: From Classical Political Economy To Contemporary Neo-Liberalism.* Malden, MA, Oxford, UK & Victoria, Australia: Blackwell. 95-104.

**Week 2: Class 1** – please have read

Foucault, Michel. “Governmentality,” inG. Burchell, C. Gordon& P. Miller. Chicago: The University of Chicago Press, 1991, pp. 87-104

Li, T.M., *The Will to Improve.* *The Will to Govern: Governmentality, Development and the Practice of Politics***,** Durham & London: Duke University Press, 2007, pp 1-26 + Notes.

**Week 2: Class 2** – please have read

Readings TBD by presenters

**Week 3: Class 1** – please have read

Kiely, Ray, *The New Political Economy of Development: Globalization, Imperialism, Hegemony*, Palgrave Press, 2007

**Week 3: Class 2** – please have read

Readings TBD by presenters

**Week 4: Class 1** – please have read

Soederberg, Susanne, *Global Governance in Question*, Pluto Press, 2006

**Week 4: Class 2** – please have read

Readings TBD by presenters

**Week 5: Class 1** – please have read

Kirby, Peadar, *Vulnerability and Violence: The Impact of Globalization*, Pluto Press, 2005

**Week 5: Class 2** – please have read

Readings TBD by presenters

**Week 6: Class 1** – please have read

Juris, Jeffrey S. *Networking Futures: The Movements against Corporate Globalization*, Duke University Press, 2008

**Week 6: Class 2** – please have read

Readings TBD by presenters

**Week 7: Class 1** – please have read

Stiglitz, Joseph, *Globalization and its Discontents*, Knopf Press, 2001

**Week 7: Class 2** – please have read

Readings TBD by presenters

**Week 8: Class 1** – please have read

Bracking, Sarah, *Money and Power: great predators in the political economy of*

*Development*, Pluto Press, 2009

**Week 8: Class 9** – please have read

Readings TBD by presenters

**Week 9: Class 1** – please have read

Kapoor, Ilan Kapoor, *The Postcolonial Politics of Development*. New York and London: Routledge, 2008

**Week 9: Class 2** – please have read

Readings TBD by presenters

**Week 10: Class 1** – please have read

Shiva, Vandana *Water Wars: Privatization, Pollution, and Profit*, South End Press, Cambridge Mass, 2002

**Week 10: Class 2** – please have read

Readings TBD by presenters

**Week 11: Classes 1 & 2** – please come prepared to share, engage, and contextualize Case Study Journals for groups 1 & 2

**Week 12: Classes 1 & 2** – please come prepared to share, engage, and contextualize Case Study Journals for groups 3 & 4

**Course Requirements**

* Class attendance and participation. As you might expect, the fact that we meet only twice per week makes it imperative that you attend *all* class meetings. We will be covering a lot of material and attempting to engage it as fully as possible, therefore your committed participation is crucial. Active participation will constitute 10% of your final grade.
* Response Papers. Each of you will be required to write three (3) response papers during the quarter, based on the readings. These 2-4 page responses will represent your creative/critical engagements with the material. You may decide to take up a particular issue, contest an author’s argument or position, offer critical analyses, or reflect a kind of mini literature review of materials related to that week’s readings that may not be on the syllabus. Each response paper will be worth 10% of your grade. Three papers means 30% of your grade. Please email these to me as you complete them. The only requirement is that *all three* must be turned in no later than **\*\*\*\*\*\*\***.
* Seminar leadership. Each student will be responsible for coordinating and leading two of our course seminars. This will include providing a mini-synopsis, posing questions for and facilitating discussion, and guiding our engagement with the material. The seminar leadership will constitute 20% of your final grade (10% per facilitation).
* Case Study Journal. Finally, each student will keep a “Case Study Journal” throughout the quarter, selecting a specific International Development Case Study about which to write. The idea here is that you will choose a particular ‘real’ case to reflect upon. This does not necessarily have to be a case related to the nation of your origin (and indeed, you are encouraged, though not required, to look beyond your own lives for exemplary ‘objects of analysis’). The journal should take account of your chosen site through the various theoretical lenses and perspectives we will engage in class. The journal can take any form you choose, but it should offer critical reflection alongside creativity. You may integrate narrative, images, essays, journal entries, creative writing, poetry, news coverage, media, found objects, and/or other materials into your journal. You will give a short oral presentation about your journal on our final day of class. The Case Study journal is worth 40% of your grade and will be due **March 9th**. *No late assignments will be accepted*.
* For a peak into some interesting journal work taken on under the auspices of the *1000 Journals Project*, have a look here:

http://www.1000journals.com/index.php?view=Journals%2FIndex

**How you will be graded:**

*Assignment Percentage Value*

Class Attendance/Participation 10%

Response paper #1 10%

Response paper #2 10%

Response paper #3 10%

Seminar Leadership 20%

Case Study Journal 40%

**Total 100%**

Grading scale:

91-100%= A

81-90% =B

71-80% =C
60-70%=D

0-59%= No Pass

**Learning Accommodations:**

If you need an accommodation based on the impact of a disability, please contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services to assist me in verifying the need for accommodations and in developing appropriate strategies. If you have not previously contacted the Office For Disability Services, I encourage you to do so as early in the quarter as possible.

Statement of Academic Misconduct – Academic Misconduct (rule 3335-31-02) is defined as “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.” Please refer to rule 3335-31-02 in the student code of conduct for examples of academic misconduct.

Statement of Disability – To register a documented disability, please call the Office of Disability Services (located in 150 Pomerene Hall) at 292-3307; or 292-0901 TDD, and notify the professor.

Escort service and phone number for evening courses 292-3322