

PSCI 246
Introduction to Capitalism
Fall 2022

Sidney A. Rothstein
Schapiro 212
sar5@williams.edu

Office hours:
Mondays, 2 – 3p
Thursdays, 3 – 4p
(And by appointment)
[Signup via [GLOW](#)]

Course description

Must we choose between “socialism or barbarism?” A century after Rosa Luxemburg's challenge, it is clear that socialism did not win. Does this mean that we have descended to barbarism? Tracing the path of capitalist development in the rich democracies suggests a range of responses. Some states have developed robust institutions that provide for citizens' basic needs and check the power of business; others leave the poor threatened by starvation and workers exposed to exploitation. How and why has capitalism evolved in different forms in different countries? This course addresses the politics of capitalism by examining the struggles between social groups that lead to variation in distributional outcomes and economic performance.

The course begins by introducing a conceptual toolkit to study the politics of capitalism, based in the economic history of the rich democracies (Europe, United States) in the twentieth century. The second half of the course challenges students to apply this toolkit to the twenty-first century, particularly given the global attempt to transition from industrial manufacturing to services. We engage pressing questions around technological innovation, populism, financialization, and globalization.

Learning goals

Capitalism is wrought with contradictions, which is one reason understanding it is so difficult (let alone changing it!). To make this task a bit easier, the course seeks to develop your capacity to think through political economy from three vantage points outlined by [Robin D.G. Kelley](#). While each vantage point will be useful throughout the course, each third of the course allows us to more deeply engage one vantage point in particular.

While this is officially a political science class, what we're really doing here is learning a language. This language will enable you to understand, and potentially change, capitalism. Each of the three vantage points we engage organizes one set of conceptual terms. Each week, we'll focus on one particular term, so that by the end of the semester, you will have learned an entirely new vocabulary of capitalism. Each of the vantage points can be thought of as one aspect of the “grammar” through which these terms relate to each other. In order to facilitate you learning this

new language, the course will mimic some of practices you're probably more familiar with from language courses.

I. Historical materialism (Weeks 1 – 5)

History shapes us. That's it. That's what historical materialism is. This might seem rather banal, but it matters quite a lot for politics. We may have grand ideals and we may be excellent strategists, but our ability to achieve anything in the world depends just as much on the circumstances where we find ourselves as on us. When I think of historical materialism, I think of Michael Dickman's poem, *We Did Not Make Ourselves*. But I also think of Marx: "Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past. The tradition of all dead generations weighs like a nightmare on the brains of the living."

II. Class struggle (Weeks 6 – 9)

If you have to work in order to eat, you're a worker. And if you have worked, you know that your interests don't always align with your boss's. Enter class struggle. Writ large, this conflict of interest between labor and capital is the motor that drives capitalist development. In the twentieth century, the rise and fall of the welfare state – or at least a more egalitarian form of capitalism – provides a strong argument for the centrality of class struggle to the politics of capitalism. But not everyone agrees! It will be up to you to decide how the evidence stacks up. We'll be investigating a range of questions around class struggle, such as how class is composed, what it has to do with race, and how different classes exercise power.

III. Dialectics (Weeks 10 – 14)

Contradictions never resolve themselves. A conflict might be superficially settled, but underneath, there will always remain some aspects that linger: the fire is never extinguished, but instead smolders in the underbrush waiting for the right gust of wind to flare up. When a conflict really is settled, nothing remains of the previous constellation: in putting out the fire, the entire forest was destroyed, or at least changed forever. Dialectics give us the conceptual framework to think through this process in capitalist political economy. The framework has four parts: (1) thesis, (2) antithesis, (3) synthesis, (4) antithesis. The "thesis" is the first step, the "antithesis" is its opposition. In the third step, the opposition is apparently resolved by transforming both the thesis and the antithesis. However, every synthesis is also a thesis, which therefore has its own antithesis. Time really is a flat circle. But what this means as far as the politics of capitalism is the following. Every set of conditions we observe in the present is the result of the historical development of pre-existing contradictions. So to understand where we stand, we need to understand the contradictions that got us here. However, dialectical thinking helps us understand much more than history. For instance, dialectics are useful for understanding the relationship between the part and the whole, and between the individual and society. The racial orders characteristic of capitalism, for example, have developed dialectically with different modes of production.

Course structure

Lectures

The first few weeks of class, I'll be doing quite a bit of lecturing, mostly to get across some foundational concepts. Despite this, you can expect to spend a fair bit of time discussing the material with your classmates, often in small groups, but also as a class. As we move deeper into the semester, classes will begin with small presentations by students (see below), and you can expect to spend more time in discussion.

Reading

Yes, you will be doing this. By enrolling in this course, you are committing to reading a significant quantity of dense texts. You can expect to read at least fifty pages for each class meeting, and those pages will be quite dense. I will provide some tactics for reading, but this will nonetheless take a significant amount of time. I have listed "suggested" materials for each meeting – this is not required, but it may help you grasp the material. Some of my suggestions are further academic pieces, but others are articles from the popular press about recent events, as well as podcasts and videos – fun!

GLOW posts

You will write at least two posts on GLOW in the course of the semester. In addition, you are encouraged (read: incentivized) to read your classmates' posts. I guarantee that doing so will improve your comprehension of the material and your performance in this course.

Language table

In the first couple weeks of the semester, I'll hold a "language table," likely on Fridays, during which I'll be available for informal discussion about the course material over food. Covid conditions permitting, of course, but did I mention there will (probably) be food? All students are free to visit the language table, but each student will be required to attend at least once in the course of the semester. Learning a new language takes practice, and in case your friends and family are sick of hearing about dialectics and so on, you can come to the language table to practice these new terms and ask any questions you may have. If this turns out to be useful, I may extend the language table throughout the semester.

Course materials

All the readings are found in the course packet. The suggested material can be found either on GLOW or The Internet via hyperlinks.

Assignments and assessments

To get an "A" in this course, you will need to complete four types of assignments.

1. Participation

There will be a significant amount of lecturing, but fair's fair, so you'll need to do some of the talking here too. Full participation in the course entails asking questions when you don't understand something (either in the material, something I said, something a classmate said, etc.), and bringing your curiosity to discussions and group activities in class. If it's difficult to get a word in during class, you can always come test out ideas during office hours or at the language table. In fact, you're required to attend the language table at least once, so you have less of a choice there, although attending office hours are of course entirely voluntary. Participation is as much about listening as it is about talking. Students will receive a full participation grade when

the questions they ask demonstrate that they've done the reading, listened closely to their classmates and to the lecture, and that they've taken good notes. One way you'll develop these skills is through the small presentations you'll make based on your reading of the online forum. A couple weeks into the semester, one student will be charged with beginning each class meeting with a summary of the arguments their classmates posted on GLOW, along with a very brief account of their reaction.

2. *Presentation*

In the course of the semester, students will make one presentation about revolution and resistance. Students will form small groups, select and research one episode of revolution or resistance, and prepare a short (5 – 10 min) presentation for the class. Presentations will be delivered throughout the semester at the beginning of class. Detailed guidelines will follow.

3. *Essays*

You will write three essays in the course of the semester. One will engage the vantage point of historical materialism, the next class struggle, and the third will be your final, which will be about dialectics.

Essays will be graded in terms of the following elements: concise argument, persuasive evidence, and logical structure. If you have a concise argument, you will have a short thesis, and I will be able to disagree with you. If you have persuasive evidence, you can point to something to convince me that you are right and I am wrong. If the essay is structured logically, it will be easy to follow your line of thought, and I should find myself agreeing with you naturally. The best essays explicitly articulate a counter-argument and systematically show why their position is superior to that counter-argument.

4. *GLOW Online forum*

The online forum is a way to link the work we do in class to your own self-driven learning. Before each class meeting, two students will post in the online forum on GLOW. Posts should be approximately 300 words and will receive maximum credit if they (a) reference a specific section of the reading for that week (quote with a page number), (b) provide your own reflection, analysis, or question prompted by what you quoted, and (c) provide an example of an actual case of X. Ah, what is X?

One of our tasks in this course will be to identify and analyze examples of actual cases in the real world in order to deepen our understanding of the theoretical material. These examples do not need to be “economic” in the classical sense; they just need to involve humans doing human things together. For each unit, we will focus on a different specific political phenomenon, and your posts on GLOW should engage the following themes (each theme is an X above):

- Undying legacies (Unit 1 - Historical Materialism)
 - o What is an example of a historical pattern that continues to shape human affairs in the present? (The “present” = your lifetime.)
 - o What is the historical pattern? How does it shape human affairs in the present? What explains its persistence?
- Unlikely alliances (Unit 2 - Class Struggle)
 - o What is an example of an alliance between actors you would not expect?

- Why is this alliance unexpected? What enabled these actors to form this alliance?
- Unintended consequences (Unit 3 - Dialectics)
 - What is an example of political action leading to unintended consequences?
 - What led those actors to overlook these consequences? Or, if the actors were aware of these possible consequences, why did they proceed anyway?

Your post should revolve around applying the concepts introduced that week to the specific case you identify. Successfully applying abstract concepts to a particular case involves identifying not just the places where the concepts help us understand that case, but also highlighting the gaps and inconsistencies, i.e., where those concepts are not useful. Posts are due by 12p on the day before class.

Students are encouraged to read others' posts, and each substantive reply will receive 1 point. You can receive endless points by posting endless replies until 5p on Friday, as long as you engage the material. Think about this as my way of trying to encourage discussion outside of class. Students should be ready to provide a summary of the posts to the class at the beginning of each meeting. I will incorporate students' posts and the ensuing discussion into our class meeting, so participating fully will require engaging the discussion online just as much as in real life. Students will sign up for two GLOW posts in the first week of class.

I will provide more exact information concerning the standards of assessment for each assignment as we progress through the semester. For the time being, here's what the breakdown of the assignments looks like:

<i>Assignment</i>	<i>Percent of final grade</i>
Participation	20%
GLOW posts	20%
Presentation	10%
Essays Essay 1 (10%) Essay 2 (15%) Essay 3 (20%)	45%
Virtue subsidy	5%

Policies

Participation is required. Absence from class discussion will result in 0 participation points for that meeting. Arriving more than five minutes late to class will reduce your participation grade for that meeting by 70%.

Deadlines are firm. Forum posts must be uploaded to GLOW by 12p on the day before class. Posts uploaded between 12 - 1p will receive a maximum of 50% of their original grade. After 1p, posts will receive no credit. Essays must be turned in by 5p on their due date. Late essays will be penalized one partial letter grade for each 24-hour period following the deadline (e.g., a B+ becomes a B). To accommodate life's unending surprises, you will be granted one 24-hour extension on any written assignment. But just one. Use it wisely.

All essays should be written in Times New Roman, 12-point font, double-spaced, 1-inch margins, and *page numbers* in the lower right-hand corner. You should follow this naming convention: LASTNAME_FIRSTNAME_ESSAY#. Papers not adhering to these guidelines will be penalized. Essays should be uploaded via GLOW.

Inclusive classroom

It is important to me that you succeed in this course, no matter what else is going on in your life. If you have any disabilities or other special circumstances that affect your performance as a student (e.g. child or elder care duties, financial or other personal concerns, etc.), please let me know so that we can work together to identify adjustments that will ensure your success. Given how interesting the current circumstances are, it is extremely likely that we'll need to adjust the original plan laid out here. So please speak up if something isn't working for you!

Email

I generally try to respond to emails within 24 hours. However, I observe Shabbat, which means that I am off email from around 12p on Friday until Sunday morning. I am also away from email during major Jewish holidays. With this in mind, I encourage you to reach out with questions about assignments well in advance of their due dates.

Important dates

September 14	Reading assignment due
September 21	Writing assignment due
September 28	Research assignment due
October 9	Essay 1 due
November 13	Essay 2 due
December 2	Draft outline of essay 3 due
December 17	Essay 3 due

Course calendar

[NB: This course is scheduled for MWF. We will occasionally meet on Fridays, especially during the first month of the course, so please keep this time free.]

	1. Introduction
Sept. 9	<p><u>What is capitalism?</u></p> <p>Berman, Sheri. "Path Dependency and Political Action: Reexamining Responses to the Depression." <i>Comparative Politics</i> 30, no. 4 (1998): 379–400.</p> <p><i>Suggested</i></p>

	<p>Black Ink and Robin D.G. Kelley. “Solidarity Is Not a Market Exchange”: An Interview with Robin D.G. Kelley.” <i>Black Ink</i>, January 16, 2020. https://black-ink.info/2020/01/16/solidarity-is-not-a-market-exchange-an-interview-with-robin-d-g-kelley/.</p> <p>Hirschman, Albert. “Introduction: Political Economics and Possibilism.” In <i>A Bias for Hope: Essays on Development and Latin America</i>, 1–37. New Haven: Yale University Press, 1971.</p>
<p>I. HISTORICAL MATERIALISM</p>	
<p>2. Accumulation</p>	
<p>Sept. 12</p>	<p><u>Racial order</u></p> <p>Robinson, Cedric J. <i>Black Marxism: The Making of the Black Radical Tradition</i>. Chapel Hill: The University of North Carolina Press, 2000. Ch. 1: Racial Capitalism: The Nonobjective Character of Capitalist Development (9-28) Ch. 5: The Atlantic Slave Trade and African Labor (101–20)</p> <p><i>Suggested</i> Bonhomme, Edna. “What Germany’s Lack of Race Data Means During a Pandemic.” <i>Wired</i>, July 13, 2022. https://www.wired.com/story/race-germany-covid-19/</p> <p><i>Race & Class After American Segregation – Adolph Reed Jr. (Full Interview)</i>, Jacobin. Accessed August 12, 2022. https://www.youtube.com/watch?v=aRvtRHmx5kY</p> <p>Fraser, Nancy. “Expropriation and Exploitation in Racialized Capitalism: A Reply to Michael Dawson.” <i>Critical Historical Studies</i> 3, no. 1 (2016): 163–78.</p> <p>Robert L. Heilbroner Center for Capitalism Studies. “Michael Dawson and Nancy Fraser Discuss Race, Capitalism, and the Neoliberal Racial Order,” March 7, 2019. https://capitalismstudies.org/dawson-fraser/.</p>
<p>Sept. 14</p>	<p><u>Dispossession</u></p> <p>Nichols, Robert. <i>Theft is Property! Dispossession and Critical Theory</i>. Durham, NC: Duke University Press, 2020. Ch. 2: Marx, after the Feast (52 – 84)</p> <p><i>Suggested</i> Coulthard, Glen. “From Wards of the State to Subjects of Recognition?:</p>

	<p>Marx, Indigenous Peoples, and the Politics of Dispossession in Denendeh.” In <i>Theorizing Native Studies</i>, edited by Audra Simpson and Andrea Smith, 56–98. Duke University Press, 2014.</p> <p>Research Guide: Stockbridge Munsee Community. https://libguides.williams.edu/c.php?g=713202&p=7593695</p> <p>Reading assignment due in class</p>
	3. Divisions
Sept. 19	<p><u>Abstract labor</u></p> <p>Chakrabarty, Dipesh. <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i>. Princeton: Princeton University Press, 2008. pp. ix-xv pp. 1-11 Ch. 2: The Two Histories of Capital (47-71)</p> <p><i>Suggested</i> Terre Thaemlitz on Why Music Is Not Universal @ RBMA 2010, 2010. https://www.youtube.com/watch?v=fo1ONZPAJrI.</p> <p>Bacurau, 2019. [Content warning]</p> <p>Sauri, Emilio. “Decolonize the Western: Bacurau and the Aesthetics of Humiliation.” <i>Post45</i>, August 10, 2021. https://post45.org/2021/08/decolonize-the-western-bacurau-and-the-aesthetics-of-humiliation/.</p> <p>Meiksins Wood, Ellen. “The Commercialization Model and Its Legacy.” In <i>The Origin of Capitalism: A Longer View</i>, 11–33. London: Verso, 1999.</p>
Sept. 21	<p><u>Degradation</u></p> <p>Federici, Silvia. <i>Caliban and the Witch: Women, the Body, and Primitive Accumulation</i> (Brooklyn: Autonomedia, 2014). The Accumulation of Labor and the Degradation of Women: Constructing “Difference” in the “Transition to Capitalism” (61-131)</p> <p><i>Suggested</i> Federici, Silvia, and Jill Richards. “Every Woman is a Working Woman: Silvia Federici interviewed by Jill Richards.” <i>Boston Review</i>, December 19, 2018, https://bostonreview.net/articles/every-woman-working-woman/.</p> <p>Research assignment due in class</p>
	4. Embeddedness

<p>Sept. 28</p>	<p><u>The double movement</u></p> <p>Polanyi, Karl. <i>The Great Transformation</i>. Boston: Beacon Press, 2001. pp. 3-5 Ch. 3: ‘Habitation versus Improvement’ (35–44) Ch. 5: Evolution of the Market Pattern (59–70) Ch. 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money (71–80) Ch. 7: Speenhamland, 1795 (81–89) Ch. 11: Man, Nature, and Productive Organization (136–40) Ch. 12: Birth of the Liberal Creed (141–57)</p> <p><i>Suggested</i></p> <p>Block, Fred. “Introduction.” In <i>The Great Transformation: The Political and Economic Origins of Our Time</i>, by Karl Polanyi, xviii-xxxviii. Boston: Beacon Press, 2001 (1944).</p> <p>Denton, Sally. “Why Is so Little Known about the 1930s Coup Attempt against FDR?” <i>The Guardian</i>, January 11, 2022, sec. Opinion. https://www.theguardian.com/commentisfree/2022/jan/11/trump-fdr-roosevelt-coup-attempt-1930s.</p>
<p>Sept. 30</p>	<p><u>Fundamental contradictions</u></p> <p>Streeck, Wolfgang. “Taking Capitalism Seriously: Towards an Institutional Approach to Contemporary Political Economy.” <i>Socio-Economic Review</i> 9, no. 1 (2011): 137–67.</p> <p><i>Suggested</i></p> <p>Harvey, David. <i>Crises of Capitalism</i>. RSA ANIMATE. Accessed February 28, 2020. https://www.youtube.com/watch?v=qOP2V_np2c0&list=PL39BF9545D740CFF&index=14&t=0s.</p> <p><i>Writing assignment due in class</i></p>
<p>5. Variation</p>	

Oct. 3	<p><u>Institutional complementarity</u></p> <p>Hall, Peter A., and David Soskice. “An Introduction to Varieties of Capitalism.” In <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>, 1–33. Oxford: Oxford University Press, 2001.</p> <p><i>Suggested</i> Howell, Chris. “Varieties of Capitalism: And Then There Was One?” <i>Comparative Politics</i> 36, no. 1 (2003): 103–24.</p> <p>Horizons. “Doing Business in Germany 2022 Guide for Employers,” Accessed July 28, 2022. https://nhglobalpartners.com/doing-business-in-germany/.</p>
Oct. 7	<p><u>Patient capital</u></p> <p>Hall, Peter A., and David Soskice. “An Introduction to Varieties of Capitalism.” In <i>Varieties of Capitalism: The Institutional Foundations of Comparative Advantage</i>, 33–68. Oxford: Oxford University Press, 2001.</p> <p><i>Suggested</i> Bohle, Dorothee, and Béla Greskovits. “Varieties of Capitalism and Capitalism « tout Court ».” <i>European Journal of Sociology</i> 50, no. 3 (2010): 355–86.</p>
Oct. 9	<i>Essay 1 due via GLOW by 5p ET</i>
Oct. 10 – 11	<u>Reading period</u>
II. CLASS STRUGGLE	
6. Decommodification	
Oct. 12	<p>Esping-Andersen, Gøsta. <i>The Three Worlds of Welfare Capitalism</i>. Princeton: Princeton University Press, 1990. Ch. 1: The Three Political Economies of the Welfare State (9–34) Ch. 2: De-Commodification in Social Policy (35–54)</p> <p><i>Suggested</i> Orloff, Anna Shola. “Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States.” <i>American Sociological Review</i> 58, no. 3 (1993): 303–28.</p> <p>Piven, Frances Fox, and Richard A. Cloward. <i>Regulating the Poor: The Functions of Public Welfare</i>. New York: Pantheon Books, 1971.</p>
7. Business	

<p>Oct. 17</p>	<p><u>Preferences</u></p> <p>Mares, Isabela. “The Sources of Business Interest in Social Insurance: Sectoral versus National Differences.” <i>World Politics</i> 55, no. 2 (2003): 229–58.</p> <p><i>Suggested</i></p> <p>Bulfone, Fabio, and Alexandre Afonso. “Business Against Markets: Employer Resistance to Collective Bargaining Liberalisation During the Eurozone Crisis.” <i>Comparative Political Studies</i> 53, no. 5 (2020): 809–46.</p> <p>Meaker, Morgan. “Gig Workers Are Losing Their Hard-Won Rights.” <i>Wired</i>, August 1, 2022. https://www.wired.com/story/gig-workers-rights-rollback-france/.</p>
<p>Oct. 19</p>	<p><u>Class</u></p> <p>Korpi, Walter. “Power Resources and Employer-Centered Approaches in Explanations of Welfare States and Varieties of Capitalism: Protagonists, Consenters, and Antagonists.” <i>World Politics</i> 58, no. 2 (2006): 167–206.</p> <p><i>Suggested</i></p> <p>Anderson, Elizabeth. <i>Private Government: How Employers Rule Our Lives</i>. Princeton: Princeton University Press, 2017.</p> <p>Briquelet, Kate, and Josh Fiallo. “Amazon Employee Who Died on Prime Day Was Hardworking Dad.” <i>The Daily Beast</i>, July 27, 2022, sec. us-news. https://www.thedailybeast.com/amazon-employee-who-died-on-prime-day-rafael-reynaldo-mota-frias-was-hardworking-dad.</p>
<p>8. Power</p>	
<p>Oct. 24</p>	<p><u>Opportunism</u></p> <p>Offe, Claus, and Helmut Wiesenthal. “Two Logics of Collective Action: Theoretical Notes on Social Class and Organizational Form.” <i>Political Power and Social Theory</i> 1 (1980): 67–115.</p> <p><i>Suggested</i></p> <p>Eidlin, Barry. “‘Two Logics of Collective Action: Theoretical Notes on Social Class and Organizational Form’: A Review.” <i>Mobilizing Ideas</i>, July 21, 2016. https://mobilizingideas.wordpress.com/2016/07/21/twologics-of-collective-action-theoretical-notes-on-social-class-and-organizational-form-a-review/</p> <p>Ou, Elaine. “Google Union Might Not Make Sense for Google Workers.” <i>Bloomberg</i>, January 8, 2021. https://www.bloomberg.com/opinion/articles/2021-01-08/google-union-might-not-make-sense-for-google-workers</p>

Oct. 26	<p><u>Organization</u></p> <p>Hertel-Fernandez, Alexander. “Explaining Durable Business Coalitions in U.S. Politics: Conservatives and Corporate Interests across America’s Statehouses.” <i>Studies in American Political Development</i> 30, no. 1 (2016): 1–18.</p> <p><i>Suggested</i></p> <p>Vogel, David. “The Power of Business in America: A Re-Appraisal.” <i>British Journal of Political Science</i> 13, no. 1 (1983): 19–43.</p> <p>Panetta, Grace, and Brent D. Griffiths. “Republicans’ next Big Play Is to ‘Scare the Hell out of Washington’ by Rewriting the Constitution. And They’re Willing to Play the Long Game to Win.” <i>Business Insider</i>, July 31, 2022. https://www.businessinsider.com/constitutional-convention-conservatives-republicans-constitution-supreme-court-2022-7</p>
9. End of the “golden era”	
Oct. 31	<p><u>Recomposition</u></p> <p>Winant, Gabriel. <i>The Next Shift</i>. Cambridge: Harvard University Press, 2021. “Introduction. When Workers Disappear (1 – 24) Ch. 5. “Enduring Disaster: The Recycling of the Working Class (179 – 217)</p> <p><i>Suggested</i></p> <p>Blyth, Mark. “Ch. 6: Disembedding Liberalism in the United States.” In <i>Great Transformations</i>, 152–201. Cambridge: Cambridge University Press, 2002.</p> <p>“The Next Shift Book Discussion,” <i>Labor Notes</i>, 2022. https://www.youtube.com/watch?v=WKtt9YaM2fl.</p>
Nov. 2	<p><u>Growth models</u></p> <p>Baccaro, Lucio, and Chiara Benassi. “Throwing out the Ballast: Growth Models and the Liberalization of German Industrial Relations.” <i>Socio- Economic Review</i> 15, no. 1 (2017): 85–115.</p> <p><i>Suggested</i></p> <p>Baccaro, Lucio, and Jonas Pontusson. “Rethinking Comparative Political Economy: The Growth Model Perspective.” <i>Politics & Society</i> 44, no. 2 (2016): 175–207.</p> <p>Baccaro, Lucio, and Chris Howell. <i>Trajectories of Neoliberal Transformation: European Industrial Relations Since the 1970s</i>. New York: Cambridge University Press, 2017.</p>

III. DIALECTICS

10. Finance	
Nov. 7	<p><u>Financialization</u></p> <p>Krippner, Greta R. <i>Capitalizing on Crisis: The Political Origins of the Rise of Finance</i>. Cambridge: Harvard University Press, 2011. Ch. 1: Introduction (1-26) Ch. 2: What is Financialization? (27-57)</p> <p><i>Suggested</i> van der Zwan, Natascha. “Making Sense of Financialization.” <i>Socio-Economic Review</i> 12, no. 1 (2014): 99–129.</p> <p>Applebaum, Eileen, Rose Batt, and Ian Clark. “Implications of Financial Capitalism for Employment Relations Research: Evidence from Breach of Trust and Implicit Contracts in Private Equity Buyouts.” <i>British Journal of Industrial Relations</i> 51, no. 3 (2013): 498–518.</p>
Nov. 9	<p><u>Asset manager capitalism</u></p> <p>Braun, Benjamin. “Asset Manager Capitalism as a Corporate Governance Regime.” In <i>The American Political Economy</i>, edited by Jacob S. Hacker, Alexander Hertel-Fernandez, Paul Pierson, and Kathleen Thelen, 270 – 294. New York: Cambridge University Press, 2022.</p> <p><i>Suggested</i> Tooze, Adam. “Chartbook #82: The Rise of Asset Manager Capitalism and the Financial Crisis of 2008.” <i>Chartbook</i>, February 13, 2022. https://adamtooze.substack.com/p/chartbook-82-the-rise-of-asset-manager</p> <p>Gabor, Daniela. <i>The Wall Street Consensus at COP26: Building a Private Finance System for Net Zero</i>. UCL Institute for Global Prosperity, 2021. https://www.youtube.com/watch?v=8O8cXK0VgsI.</p>
Nov. 13	<p><i>Essay 2 due via GLOW by 5p</i></p>
11. Technology	

Nov. 14	<p><u>The risk-reward nexus</u></p> <p>Lazonick, William, and Mariana Mazzucato. “The Risk-Reward Nexus in the Innovation-Inequality Relationship: Who Takes the Risks? Who Gets the Rewards?” <i>Industrial and Corporate Change</i> 22, no. 4 (2012): 1093–1128.</p> <p><i>Suggested</i></p> <p>Rahman, K. Sabeel, and Kathleen Thelen. “The Rise of the Platform Business Model and the Transformation of Twenty-First-Century Capitalism.” <i>Politics & Society</i> 47, no. 2 (2019): 177-204.</p> <p>Szalai, Jennifer. “‘The Power Law’ Is a Funder-Friendly Look at the World of Venture Capital.” <i>The New York Times</i>, January 31, 2022, sec. Books. https://www.nytimes.com/2022/01/31/books/review-power-law-venture-capital-sebastian-mallaby.html</p>
Nov. 16	<p><u>Upskilling</u></p> <p>Thelen, Kathleen. “Transitions to the Knowledge Economy in Germany, Sweden, and the Netherlands.” <i>Comparative Politics</i> 51, no. 2 (2019): 295–315.</p> <p><i>Suggested</i></p> <p>Tarnoff, Ben, and Moira Weigel, eds. <i>Voices from the Valley: Tech Workers Talk About What They Do -- and How They Do It</i>. New York: FSG Originals x Logic, 2020.</p> <p>Wren, Anne, Motü Fodor, and Soitira Theodoropoulou. “Ch. 3: The Trilemma Revisited: Institutions, Inequality, and Employment Creation in an Era of ICT-Intensive Service Expansion.” In <i>The Political Economy of the Service Transition</i>, edited by Anne Wren, 108–46. New York: Oxford University Press, 2013.</p> <p>Winant, Gabriel. “Professional-Managerial Chasm.” <i>N+1</i>, October 10, 2019. https://www.nplusonemag.com/online-only/online-only/professional-managerial-chasm/</p>
12. Populism	
Nov. 21	<p><u>The people</u></p> <p>Hopkin, Jonathan, and Mark Blyth. “The Global Economics of European Populism: Growth Regimes and Party System Change in Europe (The Government and Opposition/Leonard Schapiro Lecture 2017).” <i>Government and Opposition</i> 54, no. 2 (2019): 193–225.</p> <p><i>Suggested</i></p>

	<p>Reed, Adolph L., Jr. “The 2004 Election in Perspective: The Myth of ‘Cultural Divide’ and the Triumph of Neoliberal Ideology.” <i>American Quarterly</i> 57, no. 1 (2005): 1–15.</p> <p>Riofrancos, Thea. “Democracy Without the People: Left Populism vs. Insuper Pluralism.” <i>N+1</i>, no. 28 (2017). https://nplusonemag.com/issue-28/politics/democracy-without-the-people-2/.</p>
Nov. 23	Thanksgiving; no class!
	13. Globalization
Nov. 28	<p><u>Democracy</u></p> <p>Merkel, Wolfgang. “Is Capitalism Compatible with Democracy?” <i>Zeitschrift für Vergleichende Politikwissenschaft</i> 8, no. 2 (2014): 109–128.</p> <p>Streeck, Wolfgang. “Comment on Wolfgang Merkel, ‘Is Capitalism Compatible with Democracy?’” <i>Zeitschrift für Vergleichende Politikwissenschaft</i> 9, no. 1–2 (2015): 49–60.</p> <p><i>Suggested</i> Author meets critics: Beverly Silver’s <i>Forces of Labor: Workers’ Movements and Globalization since 1870</i> (2003).</p> <p>Weisskircher, Manès. “Will Germans Rise up for a New Left-Wing Movement? What to Know about Aufstehen.” <i>LSE European Politics and Policy (EUROPP) Blog</i>, August 30, 2018. https://blogs.lse.ac.uk/europpblog/2018/08/30/will-germans-rise-up-for-a-new-left-wing-movement-what-to-know-about-aufstehen/</p>
Nov. 30	<p><u>Infrastructure</u></p> <p>Vgontzas, Nantina. “Toward Degrowth: Worker Power, Surveillance, Abolition, and Climate Justice at Amazon.” <i>New Global Studies</i> (published online February 14, 2022): 1-26.</p> <p><i>Suggested</i> Wright, Erik Olin. <i>Envisioning Real Utopias</i>. London: Verso, 2010.</p> <p><i>Bottlenecks, Choke Points, and Supply Chains Red May 2020</i>, 2020. https://www.youtube.com/watch?v=RWuitn4GpD4.</p> <p>Nowak, Jörg. “Do Choke Points Provide Workers in Logistics with Power? A Critique of the Power Resources Approach in Light of the 2018 Truckers’ Strike in Brazil.” <i>Review of International Political Economy</i> (published</p>

	online June 29, 2021): 1–23.
Dec. 2	<i>Draft outline of final essay due via GLOW by 5p ET</i>
	14. Climate
Dec. 5	<p><u>Green New Deal</u></p> <p>Aronoff, Kate, Alyssa Battistoni, Daniel Aldana Cohen, and Thea Riofrancos. <i>A Planet to Win: Why We Need a Green New Deal</i>. London: Verso, 2019.</p> <ul style="list-style-type: none"> - Foreword (Naomi Klein) (ix – xiii) - Introduction: Bad Weather, Good Politics (1 – 34) <p>Cha, J. Mijin, Dimitris Stevis, Todd E. Vachon, Vivian Price, and Maria Brescia-Weiler. “A Green New Deal for All: The Centrality of a Worker and Community-led Just Transition in the US.” <i>Political Geography</i> 95 (published online January 13, 2022): 1–10.</p> <p><i>Suggested</i></p> <p>Skinner, Lara, Melissa Shetler, Midori Valdivia, Avalon Hoek Spaans, and Anita Raman. “Climate for Change: A Climate Jobs Roadmap for New York City.” Ithaca, NY: ILR Worker Institute, Cornell University, 2022. https://ecommons.cornell.edu/handle/1813/110948.</p>
Dec. 7	Essay workshop
Dec. 17	<i>Essay 3 due via GLOW by 5p ET</i>