

UNIVERSITY OF PITTSBURGH
Department of Slavic Languages and Literatures
Russian 2474: Neoliberalism and Cultural Production
Fall Semester 2018: Syllabus



Prof. Nancy Condee
Classroom: CL 321
Time: Tuesday 5.30-8.30 pm

Office hours: by appointment (condee@pitt.edu)
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COURSE DESCRIPTION. *RUSS 2474. Neoliberalism and Cultural Production.*

We will examine this contested term as it circulates in debates about cultural, political, and economic practice from the late 1940s onwards. Course segments are likely to include contrastive models of the concept; their ascribed affinities to incompatible traditions; distinctive concepts (“shock doctrine,” “thought collective,” “soft power”); key historical figures and institutions (Hayek, Mont Pelerin); and the term’s contradictory symptoms under different ideological systems, such as post-socialist modernity. While cinema (e.g. Jia Zhangke, Ken Loach, Aleksei Balabanov) may be a core cultural emphasis, the course welcomes contributions from the fields of art history, literature, music, as well as sociology, history, and anthropology. The intent is to move beyond two tendencies in current debates: 1.) the deployment of the term exclusively as moral judgment; and 2.) its explanatory capacity for All the Things. Core texts will include Mirowski, Harvey, and Klein, as well as critiques of key texts. The course will ask participants to bring their fields of expertise (both regional and disciplinary) to these debates, situating their own departmental investments in relation not only to textual content, but also to production, distribution, and exhibition.

CULTURAL STUDIES DESIGNATION: Category C: Cultural Antagonisms and Cultural Crises

Courses in this group explore, compare, and contrast the nature and consequences of historical moments and intellectual debates particularly rife with cultural and social upheavals. Such crucial confrontations may be geographical (north-south, east-west); they may involve issues of individuality versus collectivity (revolutions, nationalism, ethnicity); or they may explore distinct cultural oppositions (pop culture and high culture, scientific models of knowledge and humanistic models of knowledge).

ADDITIONAL TEXTS (valuable readings *not listed* in the assignments below)

Appel, Hilary and Mitchell A. Orenstein. *From Triumph to Crisis: Neoliberal Economic Reform in Postcommunist Countries*. New York: Cambridge UP, 2018.

Åslund, Anders. *How Capitalism was Built: The Transformation of Central and Eastern Europe, Russia, the Caucasus, and Central Asia*. Cambridge: Cambridge UP, 2013. Online Hillman or HC244.A8135 2007 (reserve).

Becker, Gary. *The Economic Approach to Human Behavior*. Chicago: U of Chicago P, 1990. Chapter 11: 205-250 (45pp.). Financialization of marriage.

Boycko, Maxim, Andrei Shleifer, Robert W Vishny. *Privatizing Russia*. Boston: MIT, 1997. From *Brookings Papers on Economic*

- Activity 2* (1993): 139-192 (53pp).¹ Chapters 4 and 5: 69-124 (55pp). Online Hillman and HD4215.15 B69 1995 (on reserve).
- Buchanan, James M., Charles K. Rowley, Albert Breton, Jack Wiseman, Bruno Frey, A. T. Peacock, Jo Grimond, W.A. Niskanen and Martin Ricketts. *The Economics of Politics*. London: Institute of Economic Affairs, 1978. Virginia School.
- Commanding Heights* (PBS). Essays. <http://www.pbs.org/wgbh/commandingheights/hi/ideas/essay.html>
- . Glossary. <http://www.pbs.org/wgbh/commandingheights/shared/glossary/index.html>
- . Jeffrey Sachs. http://www.pbs.org/wgbh/commandingheights/hi/resources/pdf_index.html#int_jeffreysachs
- DeBord, Guy *La société du spectacle* (1967). *The Society of the Spectacle* (1994). Tr. Fredy Perlman and Jon Supak. St. Petersburg, FL: Black & Red, 1970; rev. ed. 1977. Online at Library.nothingness.org.
- Friedman, Milton (1952). "Neo-Liberalism and its Prospects." In Lanny Ebenstein, ed. *The Indispensable Milton Friedman: Essays on Politics and Economics*. Washington DC: Regnery Publishing. 3-9 (6). Early usage of "neoliberalism."
- Friedman, Milton (later stage). *Capitalism and Freedom*. Chicago: U of Chicago P, 2002. Later Friedman. HB501.F7 2002.
- Lord, Carnes. "Public Diplomacy and Soft Power." In J. Michael Waller, ed. *Strategic Influence: Public Diplomacy, Counterpropaganda, and Political Warfare*. Washington DC: Institute of World Politics Press, 2009. 61-73. 12pp.
- Manners, Ian. "Normative Power Europe: A Contradiction in Terms?" *Journal of Common Market Studies* (JCMS) 40.2 (2002): 235-58. <http://www.princeton.edu/~amoravcs/library/mannersnormativepower.pdf>. 23pp.
- Martin, Randy. *Financialization of Daily Life*. Philadelphia: Temple UP, 2002. HG181.M315 2002.
- McClory, Jonathan. *Soft Power 30: A Global Ranking of Soft Power*, Report, Center on Public Diplomacy, University of Southern California, 2017, Portland, Los Angeles. <https://softpower30.com/wp-content/uploads/2017/07/The-Soft-Power-30-Report-2017-Web-1.pdf>. 152pp.
- Nye, Joseph. "Public Diplomacy and Soft Power," *The Annals of the American Academy of Political and Social Science* 616.1 (March 2008): 94-109. 15pp.
- Piketty, Thomas. *Capital in the Twenty-First Century*. Cambridge, MA: Harvard UP, 2014.
- Polanyi, Karl. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press, 2001. Online Hillman and HC 53.P6 1985.
- Reaganomics. <http://www.pbs.org/wgbh/commandingheights/hi/ideas/index.html> and http://www.pbs.org/wgbh/commandingheights/shared/minitext/ufd_reaganomics.html
- Ruggie, John. "International Regimes, Transactions, and Change: Embedded Liberalism and the Postwar Economic Order." *International Organization* 36.2 (1982): 379-415 (36pp).
- Sachs, Jeffrey D. and Andrew M. Warner. "The curse of natural resources." *European economic review* 45.4-6 (2001): 827-838 (11). Extends research on the resource curse (the premise that countries with great natural resources grow more slowly than resource-poor countries).

Potential filmography (we may watch these or not, depending on our shared interests; * indicates films not in schedule below)

- *Achbar, Mark and Jennifer Abbott, dir. *The Corporation*. Concept of the corporation as a "person." Cast includes Milton Friedman and Noam Chomsky. 2003. <http://www.amazon.com/Corporation-Milton-Friedman/dp/B0007DBJM8>. 145'. DVD-3268.
- Balabanov, Aleksei. *The Stoker* [Kochegar]. 2010. 127'.
- Cannucciari, Christopher, dir. *Banking on Bitcoin*. Documentary includes early adopters (Charlie Shrem, Erik Voorhees, Gavin Andresen, Winklevoss twins). 2016. 90'. Netflix
- CNN. *The Seventies: One Nation, Under Change*. 2015. 42'.
- *Ferguson, Charles, dir. *The Inside Job*. 2008 global financial crisis (over \$20 trillion lost). 2010. 105'. DVD-12222.
- *Gibney, Alex, dir. *Enron: The Smartest Guys in the Room*. Collapse of 7th largest US company. 2005. 110'.
- Ginzburg, Viktor, dir. *Generation P*. DVD-16042.
- Jia, Zhangke, dir. *The World* [Shijie]. Theme park on the outskirts of Beijing. 2004. 143 (2 hrs. 23'). DVD-12527.
- Loach, Ken, dir. *I, Daniel Blake*. Newcastle carpenter encounters UK welfare office. 2016. 100'.
- *McKay, Adam, dir. *The Big Short*. Three parallel stories of the 2005 US mortgage crisis. 2015. 130'.
- Östlund, Ruben, dir. *The Square*. 2017. 151'. DVD-9028.
- Prygunov, Roman, dir. *Dukbless*. 2012. 100'. DVD-10678.
- . *Dukbless 2*. 2015. 103'. DVD-10681.

¹ When Anatolii B. Chubais was put in charge of the State Committee on the Management of State Property (GKI) in October 1991, price liberalization and control of the budget (not privatization) were top priorities, amidst debates whether Russia should be privatizing before macroeconomic problems are solved. By IX/93, more than 20 percent of Russian industrial workers were employed by privatized firms. More than 60 percent of the Russian people supported privatization.



METHODOLOGY. The course presumes considerable autonomy and direction on the part of seminar participants. We will meet together three hours each week, adhering to a schedule of reading, discussion, and writing tailored to the individual student's research agenda.

ATTENDANCE. Students are expected to attend all classes. More than one unexcused absence will affect the final grade. More than two will result in failure of the course, regardless of the student's prior standing. Airline reservations and other travel plans do not constitute excused absence, unless permission is granted in advance.

WRITTEN WORK AND IN-CLASS PRESENTATIONS. Three elements determine the student's standing in the course: short, weekly writing assignments; discussion contribution; presentation. See below for details ("Evaluation"). Additional information is provided during the semester.

DISABILITY POLICY. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890, as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <http://www.studentaffairs.pitt.edu/drs/>.

INTEGRITY. Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed. View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

CELL PHONE POLICY. Phones are put away during class. Do not check them during the seminar.

EVALUATION. Students will be evaluated on the basis for three areas of work:

1. Brief, in-class writing assignments. See syllabus below for weekly topics.
2. Contribution to classroom discussion. Since this is inevitably a subjective category, look for opportunities to demonstrate knowledge:
 - talk early in the class if you are unsure about your contribution;
 - bring additional resources to class (links, websites, sources of knowledge, clips, images, cartoons, news items);
 - look for critiques of the reading (reviews, polemics, interviews, etc.);
 - consider making a clear, one-page summary (with copies for us) of the assignment.
3. Presentation (from Tuesday, 13 November onwards).

⇒ SEE key additional University regulations and recommended policies on pp. 8-9 of this syllabus.

~~~~~September: first ¼ (4 classes: 28 August to 18 September) ~~~~~

**Week 1 (28 August).** Discussion: how could this reading become relevant to your research agenda?

Assignment:

- By Saturday, 1 Sept. email me ([condee@pitt.edu](mailto:condee@pitt.edu)) 4-5 sentences addressing the question above. Think actively:
  - how can this work be *made relevant* to what you otherwise read or study?
  - How does it relate to ideas you *otherwise intend to explore* elsewhere during graduate study?
  - Where do you want to be intellectually by *Tuesday, 11 December*?
- In next class (T., 4 Sept.) prepare to write 4-5 sentences: what is the **Colloque Walter Lippmann (1938)**?
  - Focus on basic facts (place, date, people, topics, significance).
  - Read 50 pp. as below (all assignments from now on are due on the day they are entered).

## Week 2 (4 September). Lippmann, Hayek, Pèlerin (50pp)

- In class: what is the **Colloque Walter Lippmann (26-30 August 1938)**?

Jones, Daniel Stedman. *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics*. Princeton: Princeton UP, 2012.

From Chapter 2 (Hayek and Pèlerin): 57-84 (27pp). Online Hillman and HB 95.J66 2012.

Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. Camberwell: Penguin, 2007. Introduction: 3-26 (23pp.). HB95.K54 2007.

- Next class: what is the **Mont Pèlerin Society (1 April 1947)**? Prepare 4-5 sentences (simple facts).

## Week 3 (11 September). Chicago School; “embedded liberalism” (92pp)

- In class: what is the **Mont Pèlerin Society (1 April 1947)**?

Friedman, Milton and Rose Friedman. Interview with Milton and Rose Friedman by Michael McFaul.

<https://newmedia.ufm.edu/video/interview-with-rose-and-milton-friedman/>. 15 October 2002.

Jones, Daniel Stedman. *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics*. Princeton: Princeton UP, 2012.

From Chapter 3 (Chicago School; Cold War neoliberalism): 85-99; 111-120 (23pp). Online Hillman and HB 95.J66 2012.

Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. Camberwell: Penguin, 2007. Chapter 2 (Friedman): 59-88 (29pp.). HB95.K54 2007.

Van Horn, Rob and Philip Mirowski. Chapter 4 (“The Rise of the Chicago School of Economics and the Rise of Neoliberalism”). In Philip Mirowski and Dieter Plehwe, eds. *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, MA: Harvard UP, 2009. 139-80 (40pp.). Online Hillman and JC574.R63 2009.

- Next class: what is **ordoliberalism**?

## Week 4 (18 September). Austria and Ordoliberalism (49pp)<sup>2</sup>

- In class: what is **ordoliberalism**?

Hayek, Friedrich. *Denationalization of Money*. 3<sup>rd</sup> ed. London: Institute of Economic Affairs, 1990. Chapters 12 (What Sort of Currency would the Public Select?), 13 (Which Value of Money?) and 25 (Conclusions). 66-75; 130-34. 13pp. Extreme Hayek re currency.

---. *Laws, Legislation and Liberty: A New Statement of the Liberal Principles of Justice and Political Economy*. Vol. 1. *Rules and Order*. Chicago: U of Chicago P, 1976. 35-54 (19pp). Chapter 2: *taxis* vs. *kosmos*. 19pp.

---. *The Road to Serfdom*. Chicago: U of Chicago P, 1945. Chapters 1 and 3: 65-75; 83-90 (17pp). HD82.H413 1962. “Origins”

- Next class: what is the significance of **Bretton Woods (1944)**?

~~~~~**October: second ¼ (4 classes: 25 September-23 October)**~~~~~

Week 5 (25 September). Public Choice (99pp)

- In class: what is the significance of **Bretton Woods (1944)**?

Felder, Ruth. “From Bretton Woods to Neoliberal Reforms: The International Financial Institutions and American Power.” In

² In class? Cannucciari, Christopher, dir. *Banking on Bitcoin*. Documentary includes early adopters (Charlie Shrem, Erik Voorhees, Gavin Andresen, Winklevoss twins). 2016. 90’. Netflix.

Leo Panitch and Martijn Konings, eds. *American Empire and the Political Economy of Global Finance*. New York: Palgrave, 2008. 175-97 (22pp).

Jones, Daniel Stedman. *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics*. Princeton: Princeton UP, 2012. From Chapter 3 (Public Choice, Rational Choice Theory): 126-33 (7pp.). Online Hillman and HB 95.J66 2012.

Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. Camberwell: Penguin, 2007. Part 2; Chapters 3-5 (Pinochet): 89-159 (70pp.). HB95.K54 2007.

- Next class: who are the **Chicago Boys**?

Week 6 (2 October). Foucault's biopolitics³ (100pp)

- In class: who are the **Chicago Boys**?

Brown, Wendy. *Undoing the Demos: Neoliberalism's Stealth Revolution*. New York: Zone, 2017. Chapters 2-3 (Foucault): 47-113 (66pp). Online Hillman or C574.B766 2015 (on reserve).

Foucault, Michel. Chapter 9 ("14 March 1979"). *The Birth of Biopolitics: Lectures at the College de France 1978-1979*. New York: Palgrave, 2008. 215-38 (23pp). JC574.F68 2010

Read, Jason. "A Genealogy of Homo-Economicus: Neoliberalism and the Production of Subjectivity." *Foucault Studies* 6 (February 2009): 25-36 (11pp). PDF. <https://rauli.cbs.dk/index.php/foucault-studies/article/view/2465/2463>. See also : <https://revisesociology.com/2017/03/16/neoliberalism-and-the-production-of-subjectivity/>.

- Next class: what is **NUM (1984-85)**?

Week 7 (9 October). Thatcher and Reagan (~ 80pp)⁴

- In class: what is the significance of **NUM (1984-85)**?

Bolick, Clint. "Thatcher's Revolution: Deregulation and Political Transformation." *Yale Journal on Regulation* 12.2 (1995): 527-48 (21pp).

Commanding Heights. "Up for Debate: Reaganomics." See esp. George Shultz (U.S. Secretary of State, 1982-1989), "Reagan's Commitment to His Convictions Made Taming Inflation Possible"; Milton Friedman, "Reagan Understood What He Was Doing, and It Worked"; Richard Gephardt (Democratic Leader, U.S. House of Representatives), "Reagan's Economic Policies Left the Country Burdened with Huge Debt"; Newt Gingrich (Speaker of the U.S. House of Representatives, 1995-1999), "Reagan's Success Wasn't Dumb Luck"; John Kenneth Galbraith (Professor Emeritus, Harvard University), "Reagan Didn't Understand Keynes, But His Policies Were Keynesian."

http://www.pbs.org/wgbh/commandingheights/shared/minitext/ufd_reaganomics.html

Jones, Daniel Stedman. *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics*. Princeton: Princeton UP, 2012. From Chapter 6: Thatcherism and Reaganism; Conclusion: 254-72 (18pp). Online Hillman and HB 95.J66 2012.

Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. Camberwell: Penguin, 2007. Chapter 6 (Thatcherism): 163-76 (13pp). HB95.K54 2007.

Margaret Thatcher Foundation. "Thatcher, Hayek, and Friedman." ~3pp.

<https://www.margaretthatcher.org/archive/Hayek.asp>.

Reagan, Ronald. Inaugural Address. 20 January 1981. 1-4 only (3pp).

https://www.lsrhs.net/departments/history/ShenM/Site/20th_classwork_handouts_files/reagan_inaugural.pdf

Thatcher, Margaret. Letter to Friedrich Hayek (18 May 1979). <http://fc95d419f4478b3b6e5f-3f71d0fe2b653c4f00f32175760e96e7.r87.cf1.rackcdn.com/5F375B2C1D134B84951D7260F2664CF8.pdf>

Wolfe, Joel. "State Power and Ideology in Britain: Mrs. Thatcher's Privatization Programme." *Political Studies* 39.2 (1991): 237-52 (15pp.).

- Next class: what is *The Commanding Heights* (term, book and television documentary)?

³ Behrent, Michael C. Chapter 2 (Liberalism without Humanism: Michel Foucault and the Free-Market Creed, 1976-1979). In Daniel Zamore and Michael C. Behrent, eds. *Foucault and Neoliberalism*. Malden, MA: Polity, 2016. 24-62 (38pp).

Donzelot, Jacques. "Michel Foucault and Liberal Intelligence." *Economy and Society* 37 (2008): 115-34 (19pp.).

⁴ In class? *The Seventies: One Nation, Under Change*. 2015. 42'. CNN.

Loach, Ken, dir. *I, Daniel Blake*. Newcastle carpenter encounters UK welfare office. 2016. 100'.

→16 October: No class (Monday > Tuesday)

Week 8 (23 October). Russia and shock therapy⁵ (~80pp)

- In class: what is *The Commanding Heights* (term, book and television documentary)?
Commanding Heights. “Jeffrey Sachs.” Esp. “The Meaning of ‘Shock Therapy,’” “The Influence of Polish Reforms on Russia,” “The Collapse of Russia's Economy,” “Russia's Difficult Reform,” “Jeffrey Sachs on Keynes and Friedman,” “The Role of Government,” “The Worldwide Shift in Economic Thought.” All short.
http://www.pbs.org/wgbh/commandingheights/shared/minitext/int_jeffreysachs.html
Commanding Heights. “Up for Debate: Privatization: Who Wins? Russia's Reform Compromise.” See esp. Yegor Gaidar, “Naïve Capitalism”; Grigory Yavlinsky, “Criminal Capitalism?”; Anatoly Chubais, “Russian Capitalism”; Joseph Stiglitz, “The Russian Road”; Jeffrey Sachs, “Three Roots of Corruption”; Lilia Shevtsova, “Roots of a New Revolution?” All short (10 pp).
file:///C:/Users/condee/Documents/Slavic/2474%20RUSS%20Fall%202018%20NL/Commanding%20Heights%20ufd_privatizerussia_full.pdf
Commanding Heights. “Up for Debate: Shock Therapy: Bolivia, Poland, Russia. Same Policies-Different Results.” See esp. Jeffrey Sachs, “Not an Overnight Solution”; Yegor Gaidar (Former Acting Prime Minister of Russia), “Shock therapy as a Russian reform”; Mikhail Gorbachev (former President of Russia), “When Shock Therapy Fails”; Joseph Stiglitz (World Bank Senior Vice President and Chief Economist, 1997-2000), “Shock therapy is not the only way.” All short.
http://www.pbs.org/wgbh/commandingheights/shared/minitext/ufd_shocktherapy_full.html
 Klein, Naomi. *The Shock Doctrine: The Rise of Disaster Capitalism*. Camberwell: Penguin, 2007. Chapters 11 and 12 (Russia): 275-331 (56pp). HB95.K54 2007.
 Passell, Peter. “Dr. Jeffrey Sachs, Shock Therapist.” *The New York Times* 27 June 1993
<https://www.nytimes.com/1993/06/27/magazine/dr-jeffrey-sachs-shock-therapist.html>.
 Sachs, Jeffrey D. “Privatization in Russia: some lessons from Eastern Europe.” *The American Economic Review* 82.2 (1992): 43-48 (5).
 Sachs, Jeffrey D. “What I did in Russia.” <http://jeffsachs.org/2012/03/what-i-did-in-russia/>
 Sachs, Jeffrey. “What is to be Done?” *The Economist* 13 January 1990: 19.
 Wedel, Janine R. “The Harvard Boys Do Russia.” *The Nation* 14 May 1998: 11-16 (5pp).
<https://www.thenation.com/article/harvard-boys-do-russia/>.

- Next class: what are **SAPs** (in the context of the IMF)?



~~~~~November: third ¼ (4 classes: 30 October-20 November) ~~~~~

<sup>5</sup> In class? Balabanov, Aleksei, dir. *The Stoker* [Kochegar]. 2010. 87'. DVD-9007.  
 Ginzburg, Viktor, dir. *Generation P*. DVD-16042.  
 Prygunov, Roman, dir. *Dukhless*. 2012. 100'. DVD-10678.  
 ---. *Dukhless 2*. 2015. 103'. DVD-10681.  
 Brown, Jim, dir. *Free to Rock: How Rock & Roll Brought Down the Wall*. 2017. 60'. [https://www.amazon.com/Free-Rock-Roll-Brought-Down/dp/B078J85M1W/ref=sr\\_1\\_1?s=instant-video&ie=UTF8&qid=1529784610&sr=1-1&keywords=free+to+rock](https://www.amazon.com/Free-Rock-Roll-Brought-Down/dp/B078J85M1W/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1529784610&sr=1-1&keywords=free+to+rock).

### Week 9 (30 October). 2000s & China (40pp)<sup>6</sup>

- In class: what are **SAPs** (in the context of the IMF)?  
Anon. "The red carpet, China's film industry." *The Economist*. December 21st, 2013.  
<https://www.economist.com/news/christmas-specials/21591741-red-carpet>
- Harvey, David. Chapter 5 ("Neoliberalism with 'Chinese Characteristics'"): 120-52 (32pp). *A Brief History of Neoliberalism*. Oxford: Oxford UP, 2005. Online and HD87.H374 2005.
- Nye, Joseph. "China's Soft Power Deficit to catch up, its politics must unleash the many talents of its civil society." *The Wall Street Journal* 8 May 2012.
- Shambaugh, David. "China's Soft-power Push." *Foreign Affairs* 16 June 2015.  
<https://www.foreignaffairs.com/articles/china/2015-06-16/china-s-soft-power-push>
- Next class: what is meant by **Nachtwächterstaat** (Ferdinand Lassalle, 1862)?

### Week 10 (6 November). Soft Power<sup>7</sup> (92pp)

- In class: what is meant by **Nachtwächterstaat** (Ferdinand Lassalle, 1862)?
- Nye, Joseph. *The Future of Power*. Chapter 4 ("Soft Power"): 81-112 (31pp); Chapter 7 ("Smart Power"): 207-34 (27pp) = 58pp. New York: Public Affairs, 2011. Online Hillman and JC330.N92 2011.
- . "Soft power: the origins and political progress of a concept," *Palgrave Communications*, February 21, 2017.  
[file:///C:/Users/condee/AppData/Local/Packages/Microsoft.MicrosoftEdge\\_8wekyb3d8bbwe/TempState/Downloads/SSRN-id2942713%20\(1\).pdf](file:///C:/Users/condee/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/SSRN-id2942713%20(1).pdf). 1.5pp.
- . Chapter 3 ("Others' Soft Power"): 73-98 (25pp). *Soft Power: The Means to Success in World Politics*. New York: Public Affairs: 2004. JZ1480.N94 2004.
- Shaw, Rituala, Jay Wang, Olga Oliker, and Robert Kaufman, "Does Soft Power Really Matter?" Lecture, Does Soft Power Really Matter?, USC Center on Public Diplomacy, Los Angeles, October 2, 2014. 3-10 (7pp.).  
[https://uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/useruploads/u25898/cpd\\_monitor\\_bbc2\\_web.pdf](https://uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/useruploads/u25898/cpd_monitor_bbc2_web.pdf)
- Next class: what are **Eurodollars**?

### Week 11 (13 November). Seminar participant presentations ## 1-3 (35pp + participant assignment: social issues)

- In class: what are **Eurodollars**?
- Hamburger, Jacob. Interview with Wendy Brown. "Who is not a neoliberal today?" *Tocqueville* 21, 18 January 2018.  
<https://tocqueville21.com/interviews/wendy-brown-not-neoliberal-today/>.
- Mirowski, Philip. Chapter 6 ("The Red Guide to the Neoliberal Playbook"): 325-58 (33pp). *Never Let a Serious Crisis Go to Waste: How Neoliberalism Survived the Financial Meltdown*. London: Verso, 2013.
- Next class: who is **Satoshi Nakamoto**?

### Week 12 (20 November). Seminar participant presentations ## 4-6 (2pp + participant assignment: music?)<sup>8</sup>

- In class: who is **Satoshi Nakamoto**?
- Shenk, Timothy. "Booked #3: What Exactly Is Neoliberalism?" Interview with Wendy Brown on *Undoing the Demos: Neoliberalism's Stealth Revolution*. *Dissent* 2 April 2015. <https://www.dissentmagazine.org/blog/booked-3-what-exactly-is-neoliberalism-wendy-brown-undoing-the-demos>.

<sup>6</sup> In class? Jia, Zhangke, dir. *The World* [Shijie]. Theme park on the outskirts of Beijing. 2004. 143 (2 hrs. 23'). DVD-12527.  
<sup>7</sup> Soft power: the ability to obtain preferred outcomes by attraction rather than coercion or payment. Original text: Nye, Joseph. *Bound to Lead: The Changing Nature of American Power*. New York: Basic Books, 1990.

<sup>8</sup> In class? Gilson, Charles and Carolyn Travis, dir. *Airplay: The Rise and Fall of Rock Radio*. 2008. 90'.  
[https://www.amazon.com/Airplay-Rise-Radio-public-television/dp/B006WPDKR2/ref=sr\\_1\\_1?s=movies-tv&ie=UTF8&qid=1529838732&sr=1-1](https://www.amazon.com/Airplay-Rise-Radio-public-television/dp/B006WPDKR2/ref=sr_1_1?s=movies-tv&ie=UTF8&qid=1529838732&sr=1-1). The fifty-year struggle between rock figures and business/government interests for control of music radio.

- Next class: what is **stagflation**?

~~~~~December: fourth (short) ¼ (3 classes: 27 November-11 December) ~~~~~

Week 13 (27 November). Seminar participant presentations ## 7-9 (12pp + participant assignment: regional?)

- In class: what is **stagflation**?

Hourani, Najib. "Neoliberal Urbanism and the Arab Uprising: A View from Amman." *Journal of Urban Affairs* 36.2 (2014): 650-62 (12pp.)

- Next class: what is the **Washington consensus**?

Week 14 (4 December). Seminar participant presentations ## 10-12 (8pp + participant assignment: art?⁹)

- In class: what is the **Washington Consensus**?

Klein, Naomi. "Reclaiming the Commons." *New Left Review* 9 (May-June 2001): 81-89 (8pp.)

Zarobell, John. *Art and the Global Economy*. Oakland: U of California P, 2017. Participants choose chapters.

- Next class: what is **embedded liberalism**?

Week 15 (11 December). Seminar participant presentations extra (17pp + participant assignment: film?)

- In class: what is **embedded liberalism**?

Blouin, Michael J. *Magical Thinking: Fantastic Film, and the Illusions of Neoliberalism*. New York: Palgrave Macmillan, 2016. Selections.
Cahill, Damien. "The Spectre of Collectivism: Neoliberalism, the Wars, and Historical Revisionism." In: Matthew Sharpe, Rory Jeffs, and Jack Reynolds, eds. *100 years of European Philosophy Since the Great War. Philosophical Studies in Contemporary Culture*. Vol. 25. Springer, Cham, 2017. 183-200 (17pp). Online Hillman.

Tuesday, 18 December. Grades due

Additional University regulations and recommended policies

E-mail Communication Policy. Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students who choose to forward their e-mail from their pitt.edu address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html).

R Rating Disclaimer. Some films that we view this semester are rated 'R' or unrated and contain what may be considered potentially objectionable violence, language, and sexuality. If you foresee an objection to viewing any of the scheduled films, please see me immediately for alternate arrangements. Potentially objectionable material is a platform for critical discussion.

Civility Statement. All students in this course are expected to conduct themselves in accordance with the Pitt Promise by committing to respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the class. This means respecting the rights and sensitivities of those who are different and contributing to an academic culture where the freedom of thought and expression and compassion for others are equally valued.

⁹ In class? Östlund, Ruben, dir. *The Square*. 2017. 151'. DVD-9028.

Classroom recording policy. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor. Any such recording, properly approved in advance, may be used solely for the student's own private use.

Non-discrimination policy. As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>.

Gender-inclusive language guidelines. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored. These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

Sexual misconduct, required reporting, and Title IX. The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware:

- A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>
- An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860;
- SHARE (Sexual Harassment & Assault Response);
- Counseling Center: 412-648-7856

If you have a safety concern, please contact the University of Pittsburgh Police:

- On- or Off-Campus Emergency: 412-624-2121;
- Non-Emergency: 412-624-4040

Pitt and Community Assistance Resources. For students confronting financial challenges, hunger, and homelessness, the library has a resource guide to assist students in need: <https://pitt.libguides.com/assistanceresources>. You may also want to participate in **Open Door community conversations** designed to improve awareness and develop communication skills: <http://opendoor.pitt.edu/>.