

PSCI 5915
Political Economic Thought on Work, Wealth, and Well-Being
David L. Blaney
Th 1130-230

Office: Room 1503 Dunton Tower

Phone: 613 520-2600 x 7566

Office hours: T/Th afternoons 245-430; W morning 900-noon; or by appointment
blaney@macalester.edu

In this seminar, we will begin with readings from Smith, Marx, Jevons, Marshall, and Veblen to set the stage. Together, they give us a sense of classical political economic, Marxist, institutionalist, and neoclassical economic thinking on work, wealth and well-being. Next, we will read several books that give us a sense of the character of work and the labor process across the 20th and into the 21st century, including a book that questions the productionist or laborist emphasis or work ethic at the heart of most political economic thought. Then, we will explore the construction of self or subjectivity necessary to modern consumption and work and end with texts on and from the happiness industry, one an exemplar of happiness research and another dedicated to a critique of the happiness industry itself.

The course aims to: (1) cultivate a sense of intellectual history, including understanding how the thought of the past weighs like a nightmare on the present or, more optimistically, how contemporary thinking stands on the shoulders of giants; (2) display the way social/political economic theory informs and intertwines with “empirical” studies of work and consumption to produce insights; and (3) help us reflect on our own career goals, life choices, and professional fears/anxieties about contemporary social and economic life.

Course requirements:

- a. Prepare for class. The “primary readings” will be the principal basis of class discussion. You may want to dig deeper into the list if that literature draws you in or if you are responsible as the day’s key commentator. Generally, the additional readings at the end of each class period serve as reference points beyond the course. Leave them for later or other work. Participation in classroom discussion figures in **20%** of your final grade. Participation grade includes point b.
- b. Submit questions (a minimum of two) for class discussion each week. Circulate them by 9 am each Thursday via email. In addition to the four questions, *provide the pedagogical or theoretical rationale for the questions*, individually or as a set. Explain where these questions might lead us.
- c. Class presentation and essay. Each week one student will prepare a ten-minute discussion of the readings—turning on some key themes or questions. The daily commentator’s role will involve launching each class period, as a way of focusing and intensifying our discussions. It may help to draw on additional readings from the secondary list – or not. By the next class period, the commentator will turn in an essay of 4-5 pages. Together=**20%** of final grade. Presentations will be scheduled during the initial class period.

- d. Produce an annotated review of the literature for a class period different than the one for which you take responsibility in part c or for some imagined class period that doesn't exist on my syllabus. There are numerous limits to and gaps in my syllabus. Take this as an opportunity to fill in some lacuna in the course. You are welcome to choose an area that supports your own work. These will be shared with the rest of the class, so make them useful to a wider audience. That means your annotations need to connect the texts you review to wider themes. **20%** of the grade
- e. Final paper (approximately 20 pages). **40%** of the grade.
Milestones:
 - **Jan 19:** *Send me a few paragraphs stating your aspirations and intentions for this research project, such as topic, approach or genre, how it supports your graduate work.*
 - **Feb 16:** *an initial fragment of the paper (5-7 pages) and a discussion of where this fragment fits into the overall project.*
 - **Tues Apr 18:** *Final paper due*

You may want to acquire these books, though they will be provided online or reserve by the library:

Thorstein Veblen, *Theory of the Leisure Class* (any edition)

Richard Edwards, *Contested Terrain: The Transformation of the Workplace in the Twentieth Century* (Basic Books, 1979)

Immanuel Ness, *Southern Insurgency and the Coming of the Global Working Class* (Pluto, 2016)

Nick Dyer-Witheford, *Cyberpolitics: Global Labor in the Digital Vortex* (Pluto, 2015)

Kathi Weeks, *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries* (Duke University, 2011)

David P. Levine, *Subjectivity in Political Economy: Essays on Wanting and Choosing* (Routledge, 1998)

Andrew Rossi, *The Labour of Subjectivity: Foucault on Biopolitics, Economy, Critique* (Rowman and Littlefield, 2016)

Robert Sidelsky and Edward Sidelsky, *How Much is Enough? Money and the Good Life* (Other Press, 2012)

William Davies, *The Happiness Industry: How the Government and Big Business Sold us Well-Being* (Verso, 2015)

Week 1 (Jan 5) Introductions

I. History of Thought

Week 2 (Jan 12) Smith and Marx: Work and the Cost (and benefits) of Wealth

Adam Smith, excerpts from *Lectures on Jurisprudence* and *Theories of Moral Sentiments* (handout via email)

Smith, *Wealth of Nations*, Vol/ I: Book 1 (chapters 1-5); Book 2 (Introduction and Chapter 3); Book 3 (chapter 1)

Marx, section on “Estranged labor,” from *Economic and Philosophic Manuscripts*

Marx, *Capital*, Vol. I, on the labor process and the production of surplus value, Tucker, ed., *The Marx-Engels Reader*, 329-84 [Part II, Chapter IV: “The General Formula for Capital” (beginning of that until “M-C-M is therefore in reality . . .”); Chapter VI: “The Buying and Selling of Labour-Power”; Part VII, Chapter VII: “The Labour-Process and the Process of Producing Surplus-Value”; Chapter X: “The Working-Day”]

James Caporaso and David P. Levine, *Theories of Political Economy* (Cambridge, 1992), Chapter 2, “The Classical Approach,” and Chapter 3, “Marxian Political Economy”

Additional readings on Smith and Marx:

Spencer J. Pack, *Aristotle, Adam Smith, and Karl Marx* (Edward Elger, 2010)

Richard Teichgraber III, *“Free Trade” and Moral Philosophy* (Duke, 1986)

Istvan Hont and Michael Ignatieff (eds) *Wealth and Virtue: The Shaping of Political Economy in the Scottish Enlightenment* (Cambridge, 1983)

Ronald Hamowy, *The Scottish Enlightenment and the Theory of Spontaneous Order* (University of Illinois, 1987)

David Harvey, *A Companion to Marx’s Capital* (Verso, 2010)

Istvan Meszaros, *Marx’s Theory of Alienation* (Harper, 1970)

Schlomo Avineri, *Social and Political Thought of Karl Marx* (Cambridge, 1968), chapters 3 and 4

Carol Gould, *Marx’s Social Ontology* (MIT, 1978), chapters 2 and 3

Moishe Postone, *Time, Labor, and Social Domination* (Cambridge, 1993)

Ben Fine and Laurence Harris, *Rereading Capital* (Columbia, 1979), chapters 2 and 3

Week 3 (Jan 19) Jevons and Marshall: Rethinking Value and the Costs and Benefits of Work and Consumption

W. Stanley Jevons, *Theory of Political Economy*, chapter 1 (1-16, 23-7); chapter 2 (28-36); chapter 3 (37-61); chapter 5 (pp. 167-74; 178-83; 203-9)

Alfred Marshall, *Principles of Economics*, 8th edition, Book I (Chapters 1 and 2); Book II (chapter 3); Book III (Chapters 1-4); Book IV (chapter 6, 8-10)

James Caporaso and David P. Levine, *Theories of Political Economy* (Cambridge, 1992), Chapter 4, “Neoclassical Political Economy”

Additional readings on Jevons, and Marshall:

Harro Maas, *William Stanley Jevons and the Making of Modern Economics* (Cambridge University, 2005), chapters 6 and 8

Bert Mosselmans, *William Stanley Jevons and the Cutting Edge of Economics* (Routledge, 2007), chapters 2 and 3

Phillip Mirowski, *Machine Dreams: Economics Becomes a Cyborg Science* (Cambridge University, 2002)

John Maloney, *Marshall, Orthodoxy, and the Professionalization of Economics* (Cambridge, 1985)

David Reisman, *Alfred Marshall's Mission* (Macmillan, 1990)

Keith Hart, *Equilibrium and Evolution: Marshall and the Marshallians* (Palgrave, 2013)

Week 4 (Jan 26): Thorstein Veblen and the Sociology of Consumption

Thorstein Veblen, *Theory of the Leisure Class*, chapters 1-6

Marshall Sahlins, “The Original Affluent Society,” in *Stone-Age Economics* (Aldine, 1972)

Costas Panayotakis, “Theorizing Scarcity: Neoclassical Economics and its Critics,” *Review of Radical Political Economy* 45:2 (2012), 183-200.

Additional readings on Veblen, etc.:

John Patrick Diggins, *Thorstein Veblen: Theorist of the Leisure Class* (Princeton, 1999)

Jean Baudillard, *The Consumer Society: Myths and Structures* (Sage, 1998), Part II: Theory of Consumption [chapters 4 and 5]

The Labor Process and Work in the Twentieth and Twenty-First Centuries

Week 5 (Feb 2): Modes of Labor Control and the Contradictions of Fordism

Richard Edwards, *Contested Terrain: The Transformation of the Workplace in the Twentieth Century* (Basic Books, 1979), pay special attention to Chapters 1-8.

Rick Baldoz, Charles Koeber and Phillip Kraft, "Making Sense of Work in the Twenty-First Century," in *The Critical Study of Work: Labor, Technology, and Global Production* (Temple, 2001), 3-11

Additional readings on labour process in 20th and 21st centuries:

Paul Baran and Paul Sweezy, *Monopoly Capitalism* (Monthly Review, 1966)

Raymond Vernon, "International Investment and International Trade in the Product Cycle," *Quarterly Journal of Economics* 80:2 (May 1966), 190-207.

Harry Braverman, *Labor and Monopoly Capitalism* (Monthly Review, 1974).

The Labour Process and Class Strategies, CSE Pamphlet no. 1 (Conference of Socialist Economists, 1978)

David Harvey, *The Condition of Postmodernity* (Blackwell, 1989), Part II: "The political-economic transformation of late twentieth-century capitalism"

Alain Lipietz, *Towards a New Economic Order: Postfordism, Ecology and Democracy* (Oxford, 1989), chapters 1 and 2

Guy Standing, *The Precariat: The New Dangerous Class* (Bloomsbury, 2011)

Jeremy Rifkin, *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era* (Putnam, 1995)

Mark Doussard, *Degraded Work: The Struggle at the Bottom on the Labor Market* (University of Minnesota, 2013)

Louis Uchitelle, *The Disposable American: Layoffs and the Consequences* (Vintage, 2007)

Barbara Ehrenreich, *Nickel and Dimed: On (not) Getting By in America* (Owl Books, 2002)

Leslie McCall, *Complex Inequality: Gender, Class and Race in the New Economy* (Routledge, 2001)

Week 6 (Feb 9): Global Working Class?

Immanuel Ness, *Southern Insurgency and the Coming of the Global Working Class* (Pluto, 2016), Introduction, Part 1, at least one of the chapters in Part II, and the conclusion

Additional Reading:

Ronaldo Munck, "The Precariat: A View from the South," *Third World Quarterly* 34:5 (2013) 747-62.

Ronaldo Munck (ed.) *Labour and Globalisation: Results and Prospects* (Liverpool, 2004)

Anita Chan (ed), *Walmart in China* (Cornell, 2011)

Michael Davis, *Planet of Slums* (Verso, 2006)

Melissa Wright, *Disposable Women and Other Myths of Global Capitalism* (New York: Routledge)

Leslie Salzinger, *Genders in Production: Making Workers in Mexico's Global Factories* (Berkeley, 2003)

Rick Baldoz, Charles Koeber, and Phillip Kraft (eds) *The Critical Study of Work: Labor, Technology and Global Production* (Temple, 2001) [various chapters on assembly and service work]

Week 7 (Feb 16): Work in the Digital Age

Nick Dyer-Witthford, *Cyberpolitics: Global Labor in the Digital Vortex* (Pluto, 2015)

Additional readings on information economy and work in the Twenty-First Century:

Karen Ho, *Liquidated: An Ethnography of Wall Street* (Duke, 2009)

Rick Baldoz, Charles Koeber, and Phillip Kraft (eds) *The Critical Study of Work: Labor, Technology and Global Production* (Temple, 2001) [various chapters on tech work]

Simon Head, *The New Ruthless Economy: Work and Power in the Digital Age* (Oxford, 2003)

Doug Hentwood, *After the New Economy* (New Press, 2003)

Richard Florida, *The Rise of the Creative Class* (Basic Books, 2002)

Robert Reich, *The Future of Success: Working and Living in the New Economy* (Vintage, 2000)

Week 8 (Su Feb 19-Su Feb 26) Winter break

Week 9 (Mar 2): Contra Laborist or Productivist Bias

Kathi Weeks, *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries* (Duke University, 2011), Introduction, chapters 1, 3 or 4, 5 and epilogue

Additional readings:

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Emile Durkheim, *Professional Ethics and Civic Morals*

Hannah Arendt, *The Human Condition*

Subjectivity, Consumption, and Governmentality

Week 10 (Mar 9): The Subject as Consumer

David P. Levine, *Subjectivity in Political Economy: Essays on Wanting and Choosing* (Routledge, 1998), especially chapters 1-5

Additional readings on subjectivity and consumerism

Peter Stearns, *Consumerism in World History: The Global Transformation of Desire* (Routledge, 2001)

Amartya Sen, "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory," *Philosophy and Public Affairs* 6:4 (1977), 317-44.

Samuel Bowles, "Endogenous Preferences: The Cultural Consequences of Markets and other Economic Institutions," *Journal of Economic Literature* XXXVI (1998), 75-111

Keith Stanovich, "Why Humans are (Sometimes) Less Rational Than Other Animals: Cognitive Complexity and the Axioms of Rational Choice," *Thinking and Reasoning* 19:1 (2013), 1-26.

Pierre Bourdieu, *The Social Structures of the Economy* (Polity, 2005)

Daniel Miller, *Capitalism: An Ethnographic Approach* (Berg, 1997)

Week 11 (Mar 16): Governmentality and the Production of Subjectivity

Andrew Rossi, *The Labour of Subjectivity: Foucault on Biopolitics, Economy, Critique* (Rowman and Littlefield, 2016), especially part 1

Additional Readings:

Michel Foucault, *Society Must be Defended: Lecture at the Collège de France, 1975-6* (Picador, 1997)

Michel Foucault, *The Birth of Biopolitics: Lecture at the Collège de France, 1978-9* (Picador, 2004)

Nikolas Rose and Peter Miller, *Governing the Soul: The Shaping of the Private Self* (Routledge, 1990)

Nikolas Rose and Peter Miller, *Governing the Present: Administering Economic, Social and Personal Life* (Polity, 2008)

Week 12 (Mar 23): Wealth, Consumption, and Happiness

Luigino Bruni, "The 'Happiness transformation problem' in the Cambridge tradition," *European Journal of the History of Economic Thought* 11:3 (2004), 433-51.

Kahneman and Deaton, "High Income Improves Evaluation of life but not Emotional Well-Being," *PNAS: Psychological and Cognitive Sciences* 107:38 (September 2010), 16489-93.

Robert Sidelsky and Edward Sidelsky, *How Much is Enough? Money and the Good Life* (Other Press, 2012), Introduction, chapters 1-4, 6

Additional Readings:

Ed Diener and Robert Biswas-Diener, *Happiness: Unlocking the Mysteries of Psychological Wealth* (Blackwell, 2008)

Carol Graham and Stefano Pettinato, *Happiness and Hardship: Opportunity and Insecurity in New Market Economies* (Brookings, 2002)

Carol Graham, *Happiness around the World: The Paradox of Happy Peasants and Miserable Millionaires* (Oxford, 2009)

Gregg Easterbrook, *The Progress Paradox: How Life Gets Better while People Feel Worse* (Random House, 2003)

Daniel Gilbert, *Stumbling on Happiness* (Vintage, 2005)

Richard Layard, *Happiness: Lessons from a New Science* (Penguin, 2005)

Bruno S. Frey and Alois Stutzer, *Happiness and Economics* (Princeton, 2002)

Week 13 (Mar 30): Happiness as Industry

William Davies, *The Happiness Industry: How the Government and Big Business Sold us Well-Being* (Verso, 2015), could skip chapters 4 and 5

Additional readings on the industry/happiness science:

Joelle M. Abi-Rached and Nikolas Rose, *Neuro: The New Brain Sciences and the Management of the Mind* (Princeton, 2013)

Joseph Henrich, Steven J. Heine and Ara Norenzayan, "The Weirdest People in the World?" *Behavioral and Brain Sciences* 33 (2010), 61-135.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4

77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.