

CARLETON UNIVERSITY
SOCI 5805H

THE POLITICAL ECONOMY OF EVERYDAY ACADEMIC LIFE

Instructor: H. Simten Coşar
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Mondays 2:30-5:30
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Scope of the Course: This course examines the neoliberal transformation processes in the higher education with special emphasis on everyday academic life. The course starts with an exploration of space accorded to (academic) knowledge production in capitalism. It proceeds to the discussion of the way academic life—both in terms of campus and office spaces, and the academics' involvement in knowledge production regimes—has evolved throughout the different phases of capitalism. The focus of the course is the most recent, and still ongoing neoliberal phase. Within the scope of the course, we will read, among others, Foucault, Bourdieu, Harvey, Giroux, Berg and Seeber, Eisenstein, Dardot And Laval.

The main questions this course will ask are: 1) What are the structural factors that necessitate the use of the term “academic” labour? 2) What are the distinctive features of labour processes that require distinguishing between academic and non-academic labour? 3) What are the junction points between academic and non-academic labour processes within the academic space? 4) How do neoliberal knowledge production regimes differ from *other* forms of capitalist mode of production? 5) Where and how is the agency situated in neoliberal knowledge production processes? 6) Where and how can one search for a balanced method for understanding the interplay of structural and agency-related aspects in the reproduction of neoliberal knowledge regimes? 7) What are the similarities and differences among the neoliberal knowledge production processes at national and international levels—i.e., is there a global division of academic labour across countries? 8) How do different axis of identity—gender, ethnic, religious—crosscut class-based politics in the knowledge production regimes?

The course is designed to offer ways and routes to address these and related questions. Certainly, we will not be reaching to definite conclusions and decisive answers to the questions that will guide us all throughout the term. Yet, we will have acquired the textual and perspectival means to locate the state of affairs in contemporary academic knowledge production processes with a comparative perspective. In so doing the course will evolve through three axes: 1. Understanding neoliberalism; 2. Locating academic knowledge and academic everyday life into modern societal and political settings; 3. Understanding the global division of academic labour across genders, ethnicities, and classes—cross-cultural comparative work on academia. Weekly outline of the course is thus divided along these three axes.

At the end of the term the students will have accumulated knowledge of different (normative or non-normative) approaches to academic knowledge production processes, academics as labourers, and the transformation of everyday academic life through neoliberal order of things.

Participation: This course is designed as a seminar course where student participation to class discussions is essential. Therefore, participation is worth **20%**.

Half of the participation grade (**10%**) will be assessed on the basis of the answers to the 3 questions that the lecturer will distribute to the students for the reading material of each week.

Presentation: Students will have two presentations during the term. First presentation will be in the form of moderation on the readings assigned for a week while the second presentation will be on the research students will pursue in this course. The former presentation is worth **15%** while the latter is worth **20%**.

The students will submit the lecturer 3 options for the weeks in which they prefer to moderate by the **third** week of the course (**September 18-22, 2017**).

Research Paper: Students will submit three possible topics they would like to study in this course to the professor on the **third** week of the course (**September 18-22, 2017**). On the basis of the discussion with the professor, students will determine their topic and prepare preliminary research questions to be submitted to the professor for the **fourth** week of the course (**September 25-29, 2017**). Students will submit the title of their research paper on the **fifth** week (**October 2-6, 2017**), their tentative bibliography on the **sixth** week (**October 9-13, 2017**) and the table of content on the **seventh** week (**October 16-20, 2017**). These stages of the research project are worth **10%** in total. The research paper will be submitted on **December 8, 2017**. Final paper is worth **35%**.

WEEK I (September 6-8)– HINTS FOR THE NEOLIBERAL ACADEMIA

- Introduction to the neoliberal state of affairs
- Setting the scene for the neoliberal order of things

Reading material:

1. Jeremy Gilbert, 'What Kind of a Thing Is 'Neoliberalism'?' *New Formations*, 80/81 (Autumn/Winter 2013), pp. 7-22.
2. Brügger, Interview with Virilio, 1991.
3. Judith Butler, 'Academic Freedom and the Critical Task of the University,' *Globalizations* (2017), DOI: 10.1080/14747731.2017.1325168

WEEKS II (September 11-15) NEOLIBERAL ORDER OF THINGS IN PERSPECTIVE – SOCIAL AND POLITICAL CLAIMS

- The neoliberal project in the '1/3 of the World'
- The neoliberal project in the '2/3 of the World'

Reading material:

1. David Harvey, *A Brief History of Neoliberalism*.

2. Pierre Dardot and Christian Laval, *The New Way of the World: On Neoliberal Society*, Gregory Elliott (trans.) (London and New York, 2013), Part 1.
3. William K. Carroll and J. P. Sapinski, 'Neoliberalism and the Transnational Capitalist Class,' in *The Handbook of Neoliberalism*, Simon Springer, Kean Birch and Julie MacLeavy (Eds.) (New York: Routledge, 2016), Chp. 3.
4. Hester Eisenstein, 'A Dangerous Liaison? Feminism and Corporate Globalization,' *Science and Society*, 69 (3), pp. 487-518.

WEEK III (September 18-22) – NEOLIBERAL SUBJECT(S)

***3 options for the moderation week**

***3 options for research topic**

- The push for impossibility: Liquidity, Flexibility, and Risk-taking
- Subjects as anti-hero(ines): Individuals without societies; societies without the social

Reading material:

1. Michael R. Glass, 'Performing Neoliberalism: Practices, Power and Subject Formation,' in *The Handbook of Neoliberalism*, Simon Springer, Kean Birch and Julie MacLeavy (Eds.) (New York: Routledge, 2016), Chp. 30.
2. Christina Scharff, 'Gender and Neoliberalism: Young Women as Ideal Neoliberal Subjects,' in *The Handbook of Neoliberalism*, Simon Springer, Kean Birch and Julie MacLeavy (Eds.) (New York: Routledge, 2016), Chp. 18.

Recommended:

Matthew Sparke, 'Health and Embodiment of Neoliberalism: Pathologies of Political Economy from Climate Change and Austerity to Personal Responsibility,' in *The Handbook of Neoliberalism*, Simon Springer, Kean Birch and Julie MacLeavy (Eds.) (New York: Routledge, 2016), Chp. 20.

WEEK IV (September 25-29) – KNOWLEDGE SETS IN – THE NEOLIBERAL MIND

***Research Topic –finalized**

***Preliminary Research Questions**

- Knowledge as a matter of capitalism
- Shifts and relocations in capitalist mode(s) of knowledge production

Reading Material

1. Michel Foucault, *The Birth of Biopolitics*, Lecture 8 (March 7, 1979).

2. Michel Foucault, *The Birth of Biopolitics*, Lecture 9 (March 14, 1979).
3. Pierre Bourdieu, *Homo Academicus*, Peter Collier (trans.) (Stanford, California: Stanford University Press, 1988).

WEEK V (October 2-6) - ACADEMIA AS A PRODUCTION SITE AND/OR FREE MARKET SPACE

***Title-Research Paper**

- Knowledge production – The site of the *process*, values, requisites
- Knowledge production – Organization and structure

Reading material

1. Bill Readings, *The University in Ruins* (Cambridge, Mass. and London, England: Harvard University Press, 1997), Chapters 1, 2, 3, 4, 5, 8, 10.
2. Neil Curtis, 'Thought Bubble: Neoliberalism and the Politics of Knowledge,' *New Formations*, 80/81 (Autumn/Winter 2013), pp. 73-88.
3. Sheila Slaughter and Gary Rhoades, 'The Academic Capitalist Knowledge/Learning Regime,' in *Academic Capitalism and the New Economy: Markets, State and Higher Education*, Slaughter and Rhoades (Eds.) (USA: The Johns Hopkins University Press, 2009).
4. Heather Fraser and Nik Taylor, 'The University Goes to Market: The Infiltration of Neoliberalism,' in *Neoliberalization, Universities and the Public Intellectual: Species, Gender and Class and the Production of Knowledge* (Palgrave Macmillan, 2016).

WEEK VI (October 9-15) - ACADEMIA AS BUSINESS?

***Tentative Bibliography**

- Managing knowledge
- Academia *paying the rent*

Reading material

1. Pierre Dardot and Christian Laval, *The New Way of the World: On Neoliberal Society*, Gregory Elliott (trans.) (London and New York, 2013), Part 1.
2. Michael A. Peters, 'Education, Neoliberalism and Human Capital: *Homo Economicus* as 'Entrepreneur' of Himself,' in *The Handbook of Neoliberalism*, Simon Springer, Kean Birch and Julie MacLeavy (Eds.) (New York: Routledge, 2016), Chp. 25.
3. Rosalind Gill, 'Breaking the Silence: The Hidden Injuries of the Neoliberal University,' in *Secrecy and Silence in the Research Process: Feminist Reflections*, Róisín Ryan-Flood and Rosalind Gill (Eds.) (Oxford: Routledge, 2010), pp. 228-244.
4. Henry A. Giroux, 'Vocationalising Higher Education: Schooling and the Politics of Corporate Culture,' in *Beyond the Corporate University*, Giroux and K. Myrsiades (Eds.) (Oxford: Rowman Littlefield, 2001).

Recommended:

1. Gary Rhoades and Sheila Slaughter, 'Academic Capitalism in the New Economy: Challenges and Choices,' *American Academic* (June 2004), pp. 37-60.
2. Bob Brecher, 'Complicity and Modularisation: How Universities Were Made Safe for the Market,' *Critical Quarterly*, 47 (1-2) (July 2005), pp. 72-82.

WEEK VII (October 16-20) – ACADEMICS AS NEOLIBERAL SUBJECTS - 1

***Table of Contents-Research Paper**

- Revisiting the university – society connection
- Revisiting the 'good' in the university

Reading material:

1. Claire Polster, 'Reconfiguring the Academic Dance: A Critique of Faculty's Responses to Administrative Practices in Canadian Universities,' *Topia: Canadian Journal of Cultural Studies* (28) (Fall 2012), pp. 115-141.
2. Henry A. Giroux, "Neoliberalism, Corporate Culture and the Promise of Higher Education: The University as a Democratic Public Sphere," *Harvard Educational Review*, 2002.
3. Janice Newson, 'Academic Feminism's Entanglements with University Corporatization,' *Topia: Canadian Journal of Cultural Studies* (28) (Fall 2012), pp.41-63.

WEEK VIII (October 23-27) – READING WEEK

WEEK IX (October 30-November 3) – ACADEMICS AS NEOLIBERAL SUBJECTS? - 2

- Rethinking the ideal-type academic(s)
- Academics-as-workers
- Precarization of academic work life

Reading material:

1. Özgür Budak, 'Searching for Authenticity and Success: Academic Identity and Production in Neoliberal Times,' in *Universities in Neoliberal Era: Academic Cultures and Critical Perspectives*, Hakan Ergül and Simten Coşar (Eds.) (UK: Palgrave Macmillan, 2017).
2. Eda Çetinkaya, 'Turkish Academics' Encounters with the Index in Social Sciences,' in *Universities in Neoliberal Era: Academic Cultures and Critical Perspectives*, Hakan Ergül and Simten Coşar (Eds.) (UK: Palgrave Macmillan, 2017).

Recommended:

1. Jeroen van Andel, 'From Academic to Customer: The Paradoxes of Post-Modern Higher Education,' in *The Intellectual: A Phenomenon in Multidimensional Perspectives*, Nikita Basov, George F. Simet, Jeroen van Andel, Sechaba Mahlomaholo and Vhoani Netshandama (Eds.) (Oxford: Inter-Disciplinary Press, 2010).
2. *No End in Sight: Purged Public Sector Workers Denied a Future In Turkey*, Amnesty International Report, 2017.
<https://www.amnesty.org/en/documents/eur44/6272/2017/en/>

WEEK X (November 6-10) - Neoliberal Globalization in the Academia – Asymmetrical Standardization

- Bologna Process – Historical Ideals – Neoliberal Truth Claims
- Technicalization of Academic Freedom?

Reading material:

1. Hakan Ergül, Simten Coşar and Fatma Ait Mous, 'Transformation, Reformation or Decline? The University in Contemporary Morocco and Turkey,' in *Universities in Neoliberal Era: Academic Cultures and Critical Perspectives*, Hakan Ergül and Simten Coşar (Eds.) (UK: Palgrave Macmillan, 2017).
2. Hugo Aboites, 'Latin American Universities and the Bologna Process: From Commercialization to the Tuning Competencies Project,' *Globalisation, Societies and Education*, 8 (3) (Sept. 2010), pp. 443-455.
3. Eva Hartmann, 'Bologna Goes Global: A New Imperialism in the Making?' *Globalisation, Societies and Education*, 6 (3) (Sept. 2008), pp. 207-220.

WEEK XI (November 13-17) – Crisis, Cracks, Strategies: Academics in Action, Action in Academia? - 1

- Opposing the Neoliberal University, the State and/or the Free Market
- Challenging the Neoliberal Speed
- Challenging the Neoliberal Competition
- Reconfiguring the Academic Space

Reading Material

1. Frank Worthington and Julia Hodgson, 'Academic Labour and the Politics of Quality in Higher Education,' *Critical Quarterly*, 47 (1-2) (July 2005), pp. 96-110.
2. Britony Lipton and Elizabeth Mackinlay, 'Introduction: Framing Feminist Talk,' in *We Only Talk Feminist Here: Feminist Academics, Voice and Agency in the Neoliberal University*, Lipton and Mackinlay (Eds.) (Palgrave Macmillan, 2017).
3. Britony Lipton and Elizabeth Mackinlay, 'Writing as Speaking,' in *We Only Talk Feminist Here: Feminist Academics, Voice and Agency in the Neoliberal University*, Lipton and Mackinlay (Eds.) (Palgrave Macmillan, 2017).

Recommended:

1. Henri A. Giroux, "Public Intellectuals Against the Neoliberal University," *Truthout/Op-Ed* October 29, 2013. <http://www.truth-out.org/news/item/19654-public-intellectuals-against-the-neoliberal-university>
2. <https://slowscholarship.wordpress.com>

WEEK XII (November 20-24) – – Crisis, Cracks, Strategies: Academics in Action, Action in Academia? - 2

- Opposing the Neoliberal University, the State and/or the Free Market
- Challenging the Neoliberal Speed
- Challenging the Neoliberal Competition
- Reconfiguring the Academic Space

Reading Material

1. Alison Mountz, Anne Bonds, Becky Mansfield, Jenna Loyd, Jennifer Hyndman, Margaret Walton-Roberts, Ranu Basu, Risa Whiston, Roberta Hawkins, Trina Hamilton, Winifred Curran, 'For Slow Scholarship: A Feminist Politics of Resistance through Collective Action in the Neoliberal University,' *ACME: An International Journal for Critical Geographies*, 14 (4) (2015), pp. 1235-1259.
2. The University of Kentucky Critical Pedagogy Working Group, Carrie Mott, Sandra Zupan, Anne-Marie Debanne, R. L., 'Making Space for Critical Pedagogy in the Neoliberal University: Struggles and Possibilities,' *ACME: An International Journal for Critical Geographies*, 14 (4) (2015), pp. 1260-1282.
3. Heather Fraser and Nik Taylor, 'Looking Ahead, Strategies for Resistance and Change,' in *Neoliberalization, Universities and the Public Intellectual: Species, Gender and Class and the Production of Knowledge* (Palgrave Macmillan, 2016).
4. Maggie Berg and Barbara K. Seeber, *The Slow Professor: Challenging the Culture of Speed in the Academy* (Toronto: University of Toronto Press, 2016). Any and/or all parts of the book.

Recommended:

Henry Giroux, 'Putting Youth Back Into Politics: Reclaiming Education and Hope in Dark Times,' in *America On The Edge* (New York: Palgrave Macmillan, 2006), Part. VI.

WEEK XIII (November 27-December 1, 2017)

Student Presentations

WEEK XIV (December 4-8)

*Research papers due

Overview

In accordance with the Carleton University Graduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, etc.

University rules regarding registration, withdrawal, appealing marks, and anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Academic Accommodations for Students with Disabilities

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 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*).

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors 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 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.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her 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

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.

The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic

dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic and Career Development Services: <http://carleton.ca/sacds/>

Writing Tutorial Services: <https://carleton.ca/csas/writingservices/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- 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).
 - Additional reading material might be added throughout the term.
 - The films that will be watched within the scope of the course might be changed on the demand of the students.
 - Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - Please note that you will be able to link your Carleton(MyCarleton) account to other non-Carleton accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid Carleton address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account.
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