



PECO 5000: Theories in Political Economy

Wednesdays:	Wednesdays 11:35-2:25
Instructor:	Rebecca Schein
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Course Reserves	Ares via Brightspace

1. COURSE OVERVIEW

This course is devoted to understanding core concepts and debates of political economy in the Marxist tradition. The course begins with Marx's critique of political economy in *Capital*, then moves to examine key concepts and avenues of analysis within this tradition: value; labour; so-called primitive accumulation; law and the state; racialization; colonization; gender; culture; and nature.

The course is structured as a discussion- and workshop-based scholarly reading group. Each week we will attempt to frame a collective approach to the texts at hand, identify key arguments, issues, and concepts, and relate weekly readings to previous perspectives and to your individual research interests. We will frequently use in-class writing and concept-mapping as strategies to support your reading: you should come to class prepared to engage in a variety of writing exercises / writing play, as well as in collaborative activities with classmates. You will also be asked at times to share your writing with classmates and to respond to others' drafts. Over the course of the semester, you will build the core skills and practices that will serve you in your graduate studies, both individually and as a cohort: intellectual generosity and scholarly community; self-reflection and self-awareness; giving and receiving constructive feedback; finding and following questions that interest you; sitting with uncertainty and messiness; revising, refining, and finishing your work.

Assignments, readings, and class workshops will be oriented towards building your conversancy with key concepts and theories of political economy. Some of you will already feel attachments, affinities, or perhaps aversions (!) to particular thinkers, works, or scholarly traditions, and our group will no doubt include a diverse range of disciplinary backgrounds and interests. In this course, we will practice a variety of reading postures and purposes – credulous, skeptical, or from a particular ideological position; close reading and argument mapping – many of which will be quite different from the posture you ultimately adopt in your thesis, MRP, or in a term paper. The idea here is to consciously cultivate a repertoire of reading practices, so that you can make deliberate choices about how you approach your own research and the theoretical tools that inform you.

All readings will be available via the ARES link on Brightspace. Students are not required to purchase textbooks or other learning materials for this course. I strongly encourage you to print out hard copies or find used copies of the books they are excerpted from, so that you have physical copies to mark up and refer to in class.

2. ASSESSMENT STRUCTURE:

This course uses a contract grading approach to assessment. Most course elements will be assessed as Pass/No Pass. A pass on a given assignment earns you all the points available for that assignment according to the table below. Your grade will be based on the number of points you earn by successfully completing assignments. Only the final version of your Keywords project will receive a conventional grade.

On some assignments, if you earn a No Pass on your first try, you may resubmit it in response to my feedback and earn full points on the assignment if you then successfully complete it. The objective here is for my feedback to support your learning and cultivate adaptive writing practices, rather than to sort or rank your achievement against your peers. That said, deadlines will be strictly observed: it is better to turn in *something*, even something that you are not satisfied with, than to forfeit the assignment entirely by not turning anything in. Deadlines and revision opportunities are a bulwark against perfectionism and procrastination (which are often related); they also build important scholarly skills, including receiving feedback and revising.

All assignments will be turned in through Brightspace. I will be reading and commenting on your papers electronically. Please use the following format when you name your documents:

LastNameFirstName_AssignmentName_Date

(For example: “ScheinRebecca_KeywordsRationale_Sept30_2026”). This helps me know whose paper I’m opening when I download the folder of assignments. It is also a good practice to adopt a systematic and information-rich file-naming practice to help you keep track of and find documents – your future self will thank you.

Citation Style: The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Course Element	Opportunities	Points	Due Dates
Attendance	12x @ 1 point	12 points	Every Week
Self-Reflection	2 x @ 1 point	2 points	Week 2 / Week 7
After-thoughts	8 x @ 2 points	16 points	Open after Week 1
Prep Passage for Close Reading	5 @ 1 point	5 points	Open after Week 1
Seminar Discussant and Facilitation	1 x @ 10 points	10 points	Open after Week 4
Keywords Project	(In Stages)		

	Proposal / Rationale		10 points	Week 3
	Draft / Peer edits		10 points	Week 7
	Draft / RS Edits		10 points	Week 8
	Final (Letter Grade)		25 points	Week 13
			Total: 100 Points	
Converting Points to Letter Grades	A+ => 97-100	B+ => 87-89	C+ => 77-79	D + => 67-69
	A => 94-96	B => 84-86	C => 74-76	D = > 64-66
	A- => 90-93	B- => 80-83	C- => 70-73	D - => 60-63
				F => below 60

3. ASSIGNMENT DETAILS:

1. Attendance:

Every week you may earn a point by attending class. We will be having discussions only possible with the particular configuration of people present in the room, alongside the particular thinkers whose work we are examining. This is a precious opportunity, not to be missed lightly. That said, if you are sick, there is enough flex in the points system to miss a class without jeopardizing your grade, provided you communicate with classmates to discuss what you missed.

2. Self-Reflection

Twice during the semester, Week 2 and Week 7, you will write ~500 words reflecting on your intentions or goals for the course, as well as your concerns, questions, or challenges you are confronting. Week 2 will be substantially anticipatory; Week 7 will be *in medias res*. In both cases, the object is for you to cultivate a useful practice of self-interrogation, realistic goal-setting and recalibration, and clear communication with yourself and your mentors about how things are going.

3. After-thoughts

Seminars are wonderful, but too often the insights that crystalize there are ephemeral. Afterthoughts are an encouragement to capture and develop the ideas or arguments that you found sparky or spiky in class. As many as eight times during the semester, you may earn 2 points by writing 500-750 words in response to an aspect of the day's seminar. These should be written in close proximity to the seminar itself: your deadline is 11:59 pm the Friday following our seminar, though I encourage you to start writing very soon after our Wednesday class, as your schedule permits. Be sure to make clear reference to the aspect of the seminar that is the focus of your discussion. For example, you might say: "I said X in class in response to the close reading of Classmate A's chosen paragraph: I don't think I said it clearly in class, so I want to try again here." Or you might say "I was intrigued by the discussion we had about Concept A, but I feel confused about XYZ. I am going to spend this Afterthought untangling my thoughts about

this concept to see if I can clarify the source my confusion.” Etc. Again, the objective here is to cultivate a useful practice for scholarly engagement – one that will not only support your understanding of complex texts but also provide you with a record of your own emergent intuitions about what is important, interesting, and clarifying *for you*. You may choose which weeks you would like to submit Afterthoughts, for a maximum of 16 points total.

4. Close Reading Passage:

Five times during the semester, you will choose a short passage from the required texts that you think merits our close attention in that week’s seminar. The passage should be short – probably one paragraph, and no more than two. Each week, I will ask a few students to prep passages for the following week. You should be prepared to contextualize the passage – where does it appear in the larger work? What do you think is its function in relation to the text’s project as a whole? Why do you think it merits our close reading?

We will be carrying out the close reading collectively – you are not responsible for providing a definitive reading of the passage you choose, though you should put some effort into drafting a preliminary understanding of its meaning and importance. In fact, you may well choose a passage that you find confounding, so that we can put our collective energies into arriving at more clarity. You should be prepared to explain *why* you chose the passage, and to pose some questions about it to help focus our inquiry.

5. Discussant and Facilitator:

After the first three weeks of the semester, students will begin to take more responsibility for “setting the table” for our seminar discussion. For each of Weeks 4-12, one or two students will act as discussants and seminar facilitators for a portion of the seminar. You will each choose one of the required readings and develop a 1-page hand-out to be shared with the class. Your handout should include: 1) a brief synopsis of what you think is the central intervention of the text, and of the strategy or method deployed; 2) 2-3 well-developed questions to focus our discussion. Each student will take 10-15 minutes to introduce the reading and pose their questions, and then they will facilitate the discussion that follows for 30 minutes or so. You may choose to incorporate writing warm-up exercises into your facilitation – you will at this point have a few weeks’ experience of writing activities to draw from, and you may find and invent your own.

6. Keywords Project:

Over the course of the semester, you will produce your own entries for a shared collection of “Keywords in Political Economy.” This project will be produced in stages, beginning with choosing a keyword and writing a rationale for its inclusion: what does it unlock, link together, or reveal? To what extent does your keyword act as what Susan Leigh Star (1989) calls a “boundary object,” between scholarly communities, or become its own linchpin in a single scholarly tradition? What other entries in our collection will your keyword reference? Where does it sit within an ecosystem of keywords?

Stage 1 will involve writing a preliminary rationale, which you will share both with me and with your classmates. Stage 2 will involve workshopping a very rough draft or concept map with

your peers, including a bibliography, before developing a more complete draft at Stage 3, which you will submit to me for feedback. Each of these stages will be assessed as pass fail. The final entry will be submitted to me, incorporating my earlier feedback, and assessed with a conventional letter grade. Keywords will be circulated for all students to share as a record of the class.

It is expected that the bibliographies will be drawn substantially from our required course readings and supplementary readings, though you may also of course refer to additional readings as well. Your final keyword entry will include a “See also” portion, referring briefly to related keywords in the imagined complete volume for the course – even if those keywords have not been written by us. Your keyword can be something that you suspect will be helpful for your thesis project, or something you are simply curious about. The purpose of this project is not only to build a robust conceptual repertoire, but also to develop a practice for exploring and acquiring concepts for your scholarly toolkit: you may use the skills workshopped here on your own, both as you prepare term papers in other courses and as you develop the rationale and theoretical tools for your thesis research.

A NOTE ABOUT SEMINAR PREPARATION, PARTICIPATION, AND CHATBOT USE:

I strongly encourage you to print out the readings or find hard copies of the books they are excerpted from. A substantial part of what we are cultivating in this class is a scholarly reading practice: this means thinking consciously about the choices you are making as a reader, as you draft your own understanding of the texts and make your own connections. You will interrupt that process by subjecting yourself to electronic distractions or to e-reader chatbots “helpfully” offering you a chapter summary or a reading quiz.

I have a lot to say about chatbots and the writing process. You can read my position [here](#). The long and short of it is that writing is a practice for thinking, and you can’t outsource your thinking or your learning to a chatbot. We will be developing a variety of practices that experiment with writing-as-thinking in class: at times I may ask you to hand write, to write without looking at your computer screen, or to write as part of a reading practice. This writing will never be assessed. Sometimes you will be asked to share it with me or with classmates, and sometimes it is for your eyes only. Again, the purpose here is to build a repertoire of practices that will help you engage productively with difficult material.

I hope we will have a lively and generous seminar. Each of us has something unique and valuable to contribute. It is everyone’s responsibility to produce that magical, enlivening condition of a great seminar, where we leave understanding more than when we started, where we agree rigorously and disagree generously.

4. SCHEDULE

September 9	Week One	<i>Keywords in Political Economy</i>
September 16	Week Two	<i>Introduction to Capital</i>

September 23	Week Three	<i>SSHRC/OGS Workshop</i>
September 30	Week Four	<i>Critique of Political Economy</i>
October 7	Week Five	<i>Value</i>
October 14	Week Six	<i>On the Origins of Capitalism?</i>
October 21	Week Seven	<i>Keywords Workshop – bring your drafts for peer review</i>
READING WEEK		
November 4	Week Eight	<i>Primitive Accumulation</i>
November 11	Seminar Nine	<i>The State</i>
November 18	Seminar Ten	<i>Law</i>
November 25	Seminar Eleven	<i>Labour</i>
December 4	Seminar Twelve	<i>Culture</i>
Dec 11	Seminar Thirteen	<i>Nature</i>

SEMINAR BREAKDOWN

Week 1: Keywords in Political Economy

9 September

- Raymond Williams. *Keywords: A Vocabulary of Culture and Society*, New York, Oxford University Press, 2015 [1976, rev. ed. 1983]. Please read the following entries: “Introduction,” “Alienation,” and “Work.”

ON THE HISTORY OF CAPITALISM

Week 2: Introduction to Capital

16 September

- Heinrich, Michael. *An Introduction to the Three Volumes of Karl Marx’s Capital*. New York: Monthly Review Press, 2012, 1-79. (78 pages)
- Chapter One: The Commodity: 125-137; 162-177 (27 pages)

Week 3: SSHRC / OGS Workshop

23 September

Come with a draft proposal. We will have some presentations, time for questions, and dedicated space for workshopping your drafts.

Week 4: (Critique of Political Economy)

30 September

Marx, Karl, Capital

- Chapter Four: The General Formula for Capital: 247-257 (10 pages)
- Chapter Ten: The Working Day: 340-344; 375-383 (12 pages)
- Chapter Twelve: The Concept of Relative Surplus Value: 429-433 (4 pages)
- Chapter Twenty-Six: So Called Primitive Accumulation: 873-895; 927-942 (57 pages)

Week 5: Value

7 October

- Harvey, David. "Marx's Refusal of the Labour Theory of Value" (2018): <http://davidharvey.org/2018/03/marxs-refusal-of-the-labour-theory-of-value-by-david-harvey/> (8 pages)
- Bhattacharya, Tithi. Introduction. In: *Social Reproduction Theory: Remapping Class, Recentering Oppression*. 1st ed. London: Pluto Press, 2017, pp. 1-20. (20 pages)
- Huber, Matthew T. "Value, Nature, and Labor: A Defense of Marx." *Capitalism, Nature, Socialism* 28, no. 1 (2017): 39–52. (13 pages)

Week 6: On the Origins of Capitalism?

14 October

- Wood, Ellen Meiksins. Chapters One and Two. In: *The Origin of Capitalism: a Longer View*. London: Verso, 2002, 11-64. (53 pages)
- Williams, Eric Eustace. Chapter Three: British Commerce and the Triangular Trade. *Capitalism and Slavery*. Third edition. Chapel Hill, NC: The University of North Carolina Press, 2021, 39-66. (27 pages)

Week 7 – Keywords Drafts

21 October

No readings this week – be prepared to share your keywords drafts for peer review

**Reading Week **

Week 8 -- Primitive Accumulation

6 November

- Coulthard, Glen (2014) The Politics of Recognition in Colonial Contexts. In: *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press: 25-49. (24 pages)
- Federici, Silvia (2004) Chapter Two: The Accumulation of Labor and the Degradation of Women: Constructing "Difference" in the "Transition to Capitalism". *Caliban and the Witch: Women, the Body, and Primitive Accumulation*. Brooklyn: Autonomedia. Available [here](#): 61-132. (71 pages)

LAW & THE STATE

Week 9 -- The State

13 November

Poulantzas/Milliband Debate

- Poulantzas, Nicos, ‘The Problem of the Capitalist State’, NLR 58, November/ December 1969. (12 pages)
- Miliband, Ralph. “The Capitalist State - Reply to Nicos Poulantzas.” New Left review, no. 59 (1970): 53–. (8 pages)
- Poulantzas, Nicos. The Capitalist State: A Reply to Miliband and Laclau. In: Poulantzas Reader: 270-293. (23 pages)

Week 10 -- Law

20 November

- Pashukanis, Evgeny (1980) Introduction, Chapter One, Two, Three, and Four. In: *General Theory of Law and Marxism. Selected Writings on Marxism and Law*, P. Beirne and R. Sharlet (Eds.), Peter Maggs (Trans.), London: Academic Press, 40-90. Available [here](#). (50 pages)
- Wood, Ellen Meiksins. Chapter One: The Separation of the ‘Economic’ and the ‘Political’ in Capitalism. In: *Democracy Against Capitalism: Renewing Historical Materialism*. London: Verso, 2016, 19-48. (29 pages)

We will revisit your SSHRC Applications this week.
Please bring drafts of your proposal to class.

Beyond Capital?

Week 11 -- Labour

27 November

- Ferguson, Susan, and David McNally. “Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class.” *Socialist Register* 51 (2015), 1-23. (23 pages).
- Mann, Thomas J. “Oliver C. Cox and the Political Economy of Racial Capitalism.” *Dialectical Anthropology* 46, no. 1 (2022): 85–102. (17 pages)
- Lewis, Sophie. Introduction. *Full Surrogacy Now: Feminism Against Family*. London: Verso, 2019: 1-29. (28 pages)

Week 12 -- Culture

4 December

- Gilmore, Ruth Wilson. “Prologue”, “Introduction” and “The California Political Economy”. In: *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California Press, 2007, 1-86. (86 pages)
- Fraser, Nancy. Interview by Bhaskar Sunkara. In: *The Old Is Dying and the New Cannot Be Born: from Progressive Neoliberalism to Trump and Beyond*. London: Verso, 2019.
- Litowitz, Douglas (2000) Gramsci, Hegemony, and the Law. *Brigham Young University Law Review*: 515-551. Available [here](#). (36 pages)

Week 13 – Nature

Dec. 11

- Collard, Rosemary-Claire, and Jessica Dempsey. “Capitalist Natures in Five Orientations.” *Capitalism, Nature, Socialism* 28, no. 1 (2017): 78–97. (19 pages)
- Pollin, Robert. “Degrowth vs a Green New Deal.” In: *Who Will Build the Ark?: Debates on Climate Strategy from New Left Review*. Eds. Kunkel, Benjamin, and Lola Seaton. London: Verso, 2023.
- Burton, Mark and Peter Somerville. “Degrowth: A Defence”. In: *Who Will Build the Ark?: Debates on Climate Strategy from New Left Review*. Eds. Kunkel, Benjamin, and Lola Seaton. London: Verso, 2023.
- Pedregal, Alejandro. “The Return of Nature and Marx’s Ecology: An Interview with John Bellamy Foster.” *Monthly Review* (New York. 1949) 72, no. 7 (2020): 1–16. (16 pages)

5. SUPPLEMENTAL MATERIALS

The supplementary readings are included here to support your studies in Political Economy: it is not reasonable to expect to read them all for this class. I would rather that you read the required readings carefully than attempt to skim an unwieldy volume of texts. That said, these texts may well be helpful for you as you develop your keyword assignment, as well as providing breadcrumbs for you to follow as you develop the theoretical foundations for your thesis work.

Week 1-4:

- Eagleton, Terry. *Why Marx Was Right*. Second Edition. New Haven, CT: Yale University Press, 2018.
- Harvey, David, and Karl Marx. *A Companion to Marx’s Capital*. London: Verso, 2010.
- Harvey, David. *The Enigma of Capital: and the Crises of Capitalism*. New York: Oxford University Press, 2010.
- Lebowitz, Michael A. *Beyond Capital: Marx’s Political Economy of the Working Class*. 2nd ed., Palgrave Macmillan, 2003.
- Marcuse, Herbert. “Philosophy and Critical Theory”. In: *Negations; Essays in Critical Theory*. London: Allen Lane the Penguin Press, 1968.
- Paden, Roger. “Marx’s Critique of the Utopian Socialists.” *Utopian studies* 13, no. 2 (2002): 67–91.
- Bellofiore, R., Guido. Starosta, Peter D. Thomas, and R. (Riccardo) Bellofiore. *In Marx’s Laboratory: Critical Interpretations of the Grundrisse*. Leiden [The Netherlands: Brill, 2013.
- Harvey, David, and Karl Marx. *A Companion to Marx’s Capital*. London: Verso, 2010.
- Heinrich, Michael. *An Introduction to the Three Volumes of Karl Marx’s Capital*. New York: Monthly Review Press, 2012.
- Pilling, Geoffrey. *Marx’s Capital: Philosophy and Political Economy*. Abingdon, Oxon: Routledge, 2010.
- Ricardo, David. *On the Principles of Political Economy and Taxation*. London: Electric Book Co., 2001.
- Roberts, William Clare. *Marx’s Inferno: the Political Theory of Capital*. Princeton, New Jersey: Princeton University Press, 2017.

- Smith, Adam. *The Wealth of Nations*. London: Dent., 1958.

Podcasts:

- [Reading Capital with David Harvey](#)
- [Marx | In Our Time \(41 mins\)](#)
- [What's Left of Philosophy](#)

Week 5:

- Bellofiore, Riccardo. "The Multiple Meanings of Marx's Value Theory." *Monthly Review* (New York. 1949) 69, no. 11 (2018): 31–48.
<https://monthlyreview.org/2018/04/01/the-multiple-meanings-of-marxs-value-theory/> (18 pages)
- Elson, Diane. "Value Theory of Labour". Available: <http://digamo.free.fr/elson79-.pdf>
- Elson, Diane. *Value: The Representation of Labour in Capitalism*. London: CSE Books, 1979.
- Leff, Enrique (2021). Marx's Theory of Value, Technological Change and the Forces of Nature. *Political Ecology*: https://link.springer.com/chapter/10.1007/978-3-030-63325-7_5
- Merrifield, Andy. Marx on Technology. <https://andymerrifield.org/2019/09/29/marx-on-technology/>
- Mezzadri, Alessandra. "On the Value of Social Reproduction: Informal Labour, the Majority World and the Need for Inclusive Theories and Politics." *Radical Philosophy*, no. 204 (2019). https://www.radicalphilosophy.com/wp-content/uploads/2019/04/radical_philosophy_2_04_mezzadri-on-the-value-of-social-reproduction.pdf
- Mies, Maria. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. 3rd ed. London: Zed Books, 2014.
- Picchio, Antonella. *Social Reproduction: the Political Economy of the Labour Market*. Cambridge, [England]: Cambridge University Press, 1992.
- Roberts, Michael. "Marx's Law of Value: a Critique of David Harvey." *Human geography* 13, no. 1 (2020): 95–98.
- Steedman, Ian (Ed). *The Value Controversy*. Verso. 1987. (See also a great review of this text in *Capital & Class* by Barbara Bradby).

Week 6.

- Blackburn, Robin. *The Making of New World Slavery from the Baroque to the Modern, 1492-1800*. London: Verso, 2010. (especially Primitive Accumulation and British Industrialization)
- Brenner, Robert. "The Origins of Capitalist Development: a Critique of Neo-Smithian Marxism." *New Left review*, no. 104 (1977): 25–.
<https://newleftreview.org/issues/i104/articles/robert-brenner-the-origins-of-capitalist-development-a-critique-of-neo-smithian-marxism>

- Du Bois, W. E. B. (William Edward Burghardt). *Black Reconstruction in America*. New York: Russell., 1935.
- Graeber, David. *Debt: The First 5,000 Years*. Brooklyn, N.Y: Melville House, 2011: Myth of Barter and Primordial Debts, 21-71. (50 pages)
- Hobsbawm, E. J., The General Crisis of the European Economy in the 17th Century, *Past & Present*, Volume 5, Issue 1, November 1954, Pages 33–53, <https://doi.org/10.1093/past/5.1.33>
- McNally, David. *Monsters of the Market Zombies, Vampires, and Global Capitalism*. Leiden: Brill, 2011.
- Muldrew, Craig. *The Economy of Obligation: the Culture of Credit and Social Relations in Early Modern England*. London, England: Macmillan Press., 1998.
- Panitch, Leo., and Sam. Gindin. *The Making of Global Capitalism: the Political Economy of American Empire*. London: Verso, 2012.
- Polanyi, Karl. *The Great Transformation*. Boston: Beacon P., 1944.
- Polanyi, Karl. *Dahomey and the Slave Trade*. Seattle: University of Washington Press, 1966.
- Robinson, Cedric J. *Black Marxism the Making of the Black Radical Tradition*. Chapel Hill, N.C: University of North Carolina Press, 2000.

Week 8:

- Boast, Hannah “The Doctor’s Knife.” (Review of Federici’s new book). *Radical Philosophy*. London: Radical Philosophy Ltd, 2021.
- Endnotes Collective. “The Logic of Gender The Logic of Gender: On the Separation of Spheres and the Process of Abjection” *Endnotes* 3. Available: <https://endnotes.org.uk/translations/endnotes-the-logic-of-gender>
- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. Sixtieth anniversary edition. New York: Grove Press, 2021.
- Harris, Cheryl (1993) “Whiteness as Property”. *Harvard Law Review*, 106 (8): 1707-1791.
- Hudis, Peter. “Can Rosa Luxemburg Help Us Understand Racialized Capitalism?” Rosa Luxemburg Stiftung. April 2021. Available here: <https://www.rosalux.de/en/news/id/44184/can-rosa-luxemburg-help-us-understand-racialized-capitalism#:~:text=Luxemburg%20ties%20Marx's%20alleged%20failure,two%20different%20levels%20of%20abstraction.>
- King, Hayden, Shiri Pasternak, and Riley Yesno (2019) “Land Back: A Yellowhead Institute Red Paper”. Available here.
- Lipsitz, George (2011) *How Racism Takes Place*. Philadelphia: Temple University Press.
- Luxemburg, Rosa. *The Accumulation of Capital*. 2nd ed. London: Routledge, 2014.
- Mies, Maria. *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. New ed. London: Zed, 1998.
- Polanyi, Karl. *The Great Transformation*. Boston: Beacon P., 1944.
- Thompson, E.P. (1966) *The Making of the English Working Class*. New York: Vintage.

Blog:

- Rosenman, Ellen (2012) "[On Enclosure Acts and the Commons](#)". BRANCH: Britain, Representation, and Nineteenth-Century History.

Podcasts:

- [Sarah Keenan on the Torrens System \(25 mins\)](#)
- [On Caliban and the Witch | Always Already Podcast \(1hr 40 mins\)](#)
- [Ruth Wilson Gilmore, Brenna Bhandar, Alberto Toscano on Mass Incarceration \(2 hours\)](#)

Week 9:

- Benjamin, Walter (1978) Critique of Violence. In: *Reflections: Essays, Aphorisms, Autobiographical Writings*. Trans. Edmund Jephcott. Ed. Peter Demetz. New York: Schocken Books, 276-300.
- Calomiris, Charles W., and Stephen H. Haber. "Tools of Conquest and Survival: Why States Need Banks". In: *Fragile by Design: the Political Origins of Banking Crises and Scarce Credit*. Princeton: Princeton University Press, 2014: 60-83. (23 pages)
- Corrigan, Philip Richard D., and Derek Sayer. *The Great Arch: English State Formation as Cultural Revolution*. Oxford, OX, UK] ; New York, NY, USA: Blackwell, 1985.
- Laclau, Ernesto, 'The Specificity of the Political: around the Poulantzas-Miliband Debate', *Economy and Society*, Vol. 5, No. 1, February 1975: 87-110. (23 pages)
- Lenin, Vladimir Ilyich, and Todd Chretien. *State and Revolution*. Chicago, Illinois: Haymarket Books, 2014.
- Macpherson, C. B. (Crawford Brough). *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford, Clarendon Press, 1962.
- Mills, Charles W. (Charles Wade). *The Racial Contract*. Twenty-fifth anniversary edition. Ithaca [New York: Cornell University Press, 2022.
- Peck, J. and N. Theodore. 2019. Still Neoliberalism? *South Atlantic Quarterly* 118(2): 245–265.
- Thomas, Mark P. *Change and Continuity: Canadian Political Economy in the New Millennium*. Edited by Mark P. (Mark Preston) Thomas. Montreal: McGill-Queen's University Press, 2019.
- Wood, Ellen Meiksins. *The Pristine Culture of Capitalism: A Historical Essay on Old Regimes and Modern States*. London: Verso, 1992.

Week 10 - Law

- Alessandrini, D. (2022) "Global value chains, development and the long duree of trade and investment Law", *Leiden Journal of International Law*. Cambridge University Press. doi: 10.1017/S0922156522000255.
- Bedford, Kate. *Bingo Capitalism*. Oxford, England: Oxford University Press, 2019.
- Bhandar, Brenna (2018) [Colonial Lives of Property: Law, Land, and Racial Regimes of Ownership](#). Durham: Duke University Press.
- Linebaugh, Peter. "Karl Marx, the Theft of Wood, and Working-Class Composition." In *Crime And Capitalism*, 100–. Temple University Press, 2010.

- Smith, Adrian A. 2018. "Temporary Labour Migration and the 'Ceremony of Innocence' of Postwar Labour Law: Confronting 'the South of the North.'" *Canadian Journal of Law and Society / Revue Canadienne Droit Et Société* 33 (2). Cambridge University Press: 261–77. doi:10.1017/cls.2018.18.
- Spade, Dean. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. North Carolina: Duke University Press, 2015.
- Tzouvala, Ntina. *Capitalism as Civilisation: A History of International Law*. Cambridge: Cambridge University Press, 2020. 1-43.
- Wong, Vincent. "Racial capitalism with Chinese Characteristics: analyzing the political economy of racialized dispossession and exploitation in Xinjiang", Volume 3, AfJIEL (2022), 1-35. Available at: <https://www.afromomicslaw.org/journal-file/racial-capitalism-chinese-characteristics-analyzing-political-economy-racialized>

Week 11: Labour

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Video:

- [Interview with Sophie Lewis](#)

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Video:

- [Jason W. Moore: Anthropocene or Capitalocene?](#)

6. APPENDIX

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>. Here is a list that may be helpful:

Emergency Resources ([on and off campus](#)):

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24hrs a day, 7 days a week
- For immediate danger or urgent medical support: call 9-1-1
- ***Carleton Resources:***
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- ***Off Campus Resources:***
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works,

laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student. Penalties for violations may include a final grade of "F" for the course. . More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

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

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