

Professor Alyosha Goldstein

Email: agoldste@unm.edu

Telephone: 277-1357

Office: Ortega 311

Office Hours: Weds. 2-4pm by appt.

Monday 1:00-3:30pm

Ortega 313

Course Description

What cultural and political forces have underwritten the upward redistribution of wealth evident in the United States and throughout the world during the past thirty years? Through what terms of popular consent has the marketization of social life dramatically accelerated and achieved the status of everyday common sense during this period? What indeed is “neo” about neoliberalism?

One of the persistent fictions of neoliberalism—as with classical liberalism historically—has been the autonomy of economic, political, and cultural spheres. This course takes as its point of departure precisely the imbrication of the cultural, political, and economic dynamics shaped by and constitutive of the logics of neoliberalism. Rhetorical constructions of the “family” and “community” are particularly relevant in the privatized and ostensibly depoliticized discourses of neoliberalism. Likewise, rather than being brushed aside by the invisible hand of the new market society, the state remains a key arena for understanding the form and function of actually existing neoliberalism. As Karl Polanyi observed of nineteenth century liberalism, the regulatory operations and strategic capacities of the state were essential to the pursuit of laissez-faire economics. Examining the particular historical, social, political, and cultural dynamics of the neoliberal project, this course explores the ways in which economic life is always already entangled in the broader formations of politics and society.

This course will address the multiple dimensions of neoliberal hegemony, as well as how the terms of consent and contestation have shifted over the course of the past thirty years. As historian Lisa Duggan has argued, “During every phase, the construction of neoliberal politics and policy in the U.S. has relied on identity and cultural politics. The politics of race, both overt and covert, have been particularly central to the entire project. But the politics of gender and sexuality have intersected with race and class at each stage as well.”

Course Requirements

Student Participation (60% of final grade)

This seminar involves thoughtful and active participation in class discussion. Each week you are required to post on the course WebCT page *two or three synthetic questions* that engage the issues and debates addressed in the reading. These questions should target key aspects of the reading that you would like to discuss further in class. Your questions must be *posted by 10pm Sunday prior to the class session*.

Conference Paper (40% of final grade)

Students will be expected to submit a conference-length paper on a topic of their choice relevant to the course themes. An abstract will be due by the seventh week of class. Final drafts are due at the beginning of the last day of class. Papers should be 8-12 pages, not including bibliography.

- Paper proposal due at the beginning of class on March 5th
- Final paper due at the beginning of class on April 30th

Course Readings

All readings noted with [R] are available and downloadable through the UNM eReserves at <http://ereserves.unm.edu/courseindex.asp> (the password for the course is "lobo510").

All other readings indicated on the syllabus are books available for purchase at the UNM Bookstore.

Academic Honesty

Cite all sources in your paper. Any language or other material presented in your paper without quotation marks or citation must be your own work. "Academic dishonesty,...(includes, but is not limited to)... dishonesty in quizzes, tests, or assignments; claiming credit for work not done or work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure of misrepresentation in filling out applications or other University records." (*Pathfinder, Student Code of Conduct, 2.4*). The American Studies Department supports this policy. If you're found guilty of academic dishonesty, you will receive an "F" for the class and be reported to the Dean of Students.

Students With Disabilities

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the office for Services for Students with disabilities. Appropriate accommodations may then be provided for you. Any student in this course who has a disability that may prevent full demonstration of academic ability should contact the professor personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

COURSE SCHEDULE

January 22 | Week 1

[Introduction]

January 29 | Week 2

Nikhil Pal Singh, "Liberalism" (2006 American Studies Association Mtg) [6 pages] [R]

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of Our Times* 2nd Edition (Beacon, 2001 [1944]), 35-80, 116-228.

Gary Gerstle, "The Protean Character of American Liberalism," *American Historical Review* 99: 4 (October 1994). [R]

February 5 | Week 3

Michel Foucault, "Governmentality," in *Power: Essential Works of Foucault, 1954-1984, Volume III*, ed. James D. Faubion (New Press, 2001) [R]

Nikolas Rose, "Governing 'Advanced' Liberal Democracies," in *Foucault and Political Reason: Liberalism, Neo-Liberalism, and the Rationalities of Government* (University of Chicago Press, 1996). [R]

Joy James, "Erasing the Spectacle of Racialized State Violence," in *Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture* (University of Minnesota Press, 1996). [R]

Wendy Brown, "Neoliberalism and the End of Liberal Democracy," in *Edgework: Critical Essays on Knowledge and Politics* (Princeton University Press, 2005). [R]

February 12 | Week 4

David Harvey, *A Brief History of Neoliberalism* (Oxford University Press, 2005)

February 19 | Week 5

Lisa Duggan, *The Twilight of Equality: Neoliberalism, Cultural Politics, and the Attack on Democracy* (Beacon, 2002)

February 26 | Week 6

Henry Giroux, *The Abandoned Generation: Democracy Beyond the Culture of Fear* (Palgrave Macmillan, 2003)

March 5 | Week 7

James Kyung-Jin Lee, *Urban Triage: Race and the Fictions of Multiculturalism* (University of Minnesota Press, 2004)

March 12 | Week 8

- [spring break]

March 19 | Week 9

Arlene Dávila, *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City* (University of California Press, 2004)

March 26 | Week 10

Vincent Lyon-Callo, *Inequality, Poverty, and Neoliberal Governance: Activist Ethnography in the Homeless Sheltering Industry* (Broadview Press, 2004)

April 2 | Week 11

Lorna Rhodes, *Total Confinement: Madness and Reason in the Maximum Security Prison* (University of California Press, 2004)

April 9 | Week 12

Cori Hayden, *When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico* (Princeton University Press, 2003)

April 16 | Week 13

Julia Elyachar, *Markets of Dispossession: NGOs, Economic Development, and the State in Cairo* (Duke University Press, 2005)

April 23 | Week 14

David Campbell, "The Biopolitics of Security: Oil, Empire, and the Sports Utility Vehicle," *American Quarterly* 57:3 (September 2005). [R]

Stephen John Hartnett and Laura Ann Stengrim, "War Rhetorics: The *National Security Strategy of the United States* and President Bush's Globalization-through-Benevolent-Empire," *South Atlantic Quarterly* 105:1 (2006). [R]

Antonia Juhasz, *The Bush Agenda: Invading the World, One Economy at a Time* (Regan Books, 2006), 1-98, 185-259.

April 30 | Week 15

[conclusion / wrap up / paper due]