

## Labour Studies/Globalization 730 | Work and Democracy in a Global Society

<b>Semester &amp; Year:</b>	Winter 2023	<b>Instructor:</b>	Dr. Tommy Wu
<b>Days and Times:</b>	Tuesdays 3:30 – 6:30pm	<b>Email:</b>	wu21@mcmaster.ca
		<b>Office:</b>	KTH 701A
<b>Classroom:</b>	KTH 732	<b>Office Hours:</b>	By appointment

### Table of Contents

<b><i>Course Description &amp; Format</i></b>	1
<b><i>Required Texts</i></b>	1
<b><i>Evaluation (In Brief)</i></b>	2
<b><i>Evaluation (In Detail)</i></b>	2
Group Discussion Participation	2
Reading Reflections	2
Peer Responses	2
Group Lead	2
Final Writing Project	2
<b><i>Course Objectives</i></b>	3
<b>Class Schedule and Readings</b>	3
<b>Course Policies</b>	6
<b><i>Department and University Policies</i></b>	7

## **Course Description & Format**

One cannot understand work and democracy without grappling with their containers, economy and politics, or the political economy. This course concretizes what it means to employ an internationalist perspective on the global political economy. Suturing the interconnections, or what Lisa Lowe terms “the intimacies” of four continents, we trace the (trans)formation of work from the histories of the transatlantic slave trade, European colonization, and workers movements to transitions to the Fordist economy and neoliberal globalization. Concurrently, we unpack the notion of “democracy” by interrogating the ideas of freedom, autonomy, liberal democracy, and neoliberalism through the works of the Black Radical Tradition, Indigenous studies, the Marxist tradition, and post-colonial studies. Reflecting on the dialectics of work and democracy, our goal is to piece together our current conjuncture of abolitionist futures, insurgent anti-authoritarian, and anti-austerity struggles in order to enable its diffractions.

*Disclaimer: Given the uncertainties of our times, elements of the course outline may change prior to the start of classes in January.*

## **Required Texts**

- All required course readings will be available electronically on Avenue to Learn.

## Evaluation (In Brief)

Requirements	Due Date	Value
Group Discussion Participation	During each session	20%
4 Reading Reflections	11:59pm, Fridays	20%
3 Peer Responses	11:59pm, Sundays	15%
2 Group Leads	One time sign up	15%
Final Writing Project	Last class session	30%

## Evaluation (In Detail)

### Group Discussion Participation

This is a graduate seminar and you are expected to attend every session. If you're unable to attend a session, you should notify me in advance. Please respect your peers and myself by showing up to class on time and ready for discussions. Please prepare for discussions using the reading guideline provided on Avenue to Learn. Some weeks I will choose questions from the guidelines to focus our discussion. Students are responsible for all questions every week unless otherwise assigned.

### Reading Reflections

Each student is required to choose **four topics** from the weekly themes and provide short written reflections (500-700 words). These reflections **should not** be straightforward summaries but rather a synthesis of the readings and how they connect to the course and/or to your own work. In your reflections, you should make conceptual linkages, introduce new perspectives, theoretical frameworks, and readings to expand our knowledge of that week's theme. You should also include 2 discussion questions for the class. These reflections are opportunities for you to develop your intellectual identity so be creative and critical.

Reading reflections are **due at 11:59pm of each Friday**. This will allow time for a peer response and the group lead to incorporate your reflections in their presentations during our sessions.

### Peer Responses

In addition to reflections, each student is asked to choose three different weekly themes and provide responses (300~500 words) to one of their peers' reflections for that week. These responses should be constructive, highlighting strong and weak points in their peer's reflection. You should pay particular attention to analytical points that differ from or challenge your own understanding of the readings.

Peer responses are due at **11:59pm of each Sunday**. This will allow time for the group lead to incorporate your responses in their presentations.

### Group Lead

Each student is required to sign up to be the group lead for two weeks. As the group lead, you should prepare a **12-minute presentation** on the readings using the guideline provided on Avenue to Learn. Your presentation should also incorporate reading reflections and peer responses from your classmates that week. After your presentation, you will lead and facilitate the group discussion by either introducing your own questions or from your classmates' reflections. Additionally, the group lead can substitute or add a reading that pertains to your own work and that you want us to read collectively. In those cases, you're responsible for circulating the reading one week prior to your lead session (by Tuesdays at the end of class session).

### Final Writing Project

Term project may be any of the following: (1) review essay; (2) literature review; (3) research proposal; (4) research paper/part of a dissertation chapter. We will discuss these options in depth at the beginning of the

semester. Written work should be approximately 3500 to 4000 words plus bibliography and notes. Use topic sentences, 12-point font, left-justified margins, and a consistent citation style. **A 200-word proposal** is due at week 5.

### Course Objectives

- To develop conceptual connections between work and democracy
- To better understand the international political economy through anti-colonial and anti-racist perspectives
- To develop a global perspective in understanding labour and social movements
- To develop a theoretical framework that can capture the contemporary moment
- To enhance students' capacity to synthesize readings and lead group discussions
- To develop your ability to collaborate with and learn from other students
- To work on articulating and refining your own ideas, in both speaking and in writing

### Class Schedule and Readings

Week 1 Jan 10	<b>Introduction to the Course:</b>
Week 2 Jan 17	<b>Work, labor, and politics</b> <ol style="list-style-type: none"> <li>1. <b>Communist Manifesto</b> <a href="https://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm">https://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm</a></li> <li>2. <b>Estranged Labour</b> <a href="https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm">https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm</a></li> <li>3. <b>Base and structure</b> <a href="https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface-abs.htm">https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface-abs.htm</a></li> </ol>
Week 3 Jan 24	<b>Colonial Capitalism and Liberal Democracy</b> <ul style="list-style-type: none"> <li>● Lowe, L. (2015). <a href="#">The Intimacies of Four Continents</a>. Durham, NC: Duke University Press. Read chapters 1 and 5</li> <li>● Ince, O. U. (2018). <i>Colonial capitalism and the dilemmas of liberalism</i>. Oxford University Press., Onur Ulas Ince. Read chapters 1, 4 (skim), and conclusion</li> </ul>
Week 4 Jan 31	<b>Conceptualizing Racial Capitalism</b> <ul style="list-style-type: none"> <li>● Robinson, C. J. (2000). <i>Black Marxism: The making of the Black radical tradition</i>. Univ of North Carolina Press. <ul style="list-style-type: none"> <li>○ Introduction (p.1-5)</li> <li>○ Racial Capitalism: The Nonobjective Character of Capitalist Development (9-28)</li> <li>○ The Nature of the Black Radical Tradition (167-71)</li> </ul> </li> <li>● Kelley, Robin D.G. 'What Did Cedric Robinson mean by Racial Capitalism' <i>edited by Walter Johnson and Robin DG Kelley, Boston Review Forum</i> (Vol. 1). <a href="http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism">http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism</a></li> <li>● Smallwood, Stephanie. (2017). What Slavery Tells us about Marx. In <i>Race, Capitalism, Justice,</i> <i>edited by Walter Johnson and Robin DG Kelley, Boston Review Forum</i> (Vol. 1). <a href="http://bostonreview.net/forum/remake-world-slavery-racial-capitalism-and-justice/stephanie-smallwood-what-slavery-tells-us">http://bostonreview.net/forum/remake-world-slavery-racial-capitalism-and-justice/stephanie-smallwood-what-slavery-tells-us</a></li> </ul>

	<ul style="list-style-type: none"> <li>Hartman, S. (2006). <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i>. New York: Farrar, Straus and Giroux. Read “Prologue” and “Chapter 4.”</li> </ul>
Week 5 Feb 7	<p><b>Financialization, Value, and Labour</b></p> <ul style="list-style-type: none"> <li>Ian Baucom, <i>Specters of the Atlantic: Finance Capital, Slavery, and the Philosophy of History</i> (2005) Read chapter 1</li> <li>Hudson, P. J. (2017). <i>Bankers and empire: How wall street colonized the Caribbean</i>. University of Chicago Press. Introduction and chapter 1</li> <li>Byrd, J. A., Goldstein, A., Melamed, J., &amp; Reddy, C. (2018). Predatory Value: Economies of Dispossession and Disturbed Relationalities. <i>Social Text</i>, 36(2 (135)), 1-18.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Calvão, F. (2019). Crypto-miners: Digital labor and the power of blockchain technology. <i>Economic Anthropology</i>, 6(1), 123-134.</li> </ul> <p><b>**** Final Writing Project Proposal due next week</b></p>
Week 6 Feb 14	<p><b>From New Deal Liberalism to Cold-war Politics</b></p> <ul style="list-style-type: none"> <li>Sullivan, P. (2014). <i>Days of hope: Race and democracy in the New Deal era</i>. Univ of North Carolina Press. Read Chapter 1, 5, and (chap 8 is optional)</li> <li>Wall, W. L. (2009). <i>Inventing the "American way": the politics of consensus from the New Deal to the civil rights movement</i>. Oxford University Press. Read introduction and chapter 1</li> </ul> <p>Optional: Cowie, J., &amp; Salvatore, N. (2008). The Long Exception: Rethinking the Place of the New Deal in American History. <i>International Labor and Working-Class History</i>, (74), 3-32.</p>
Week 7 Feb 20	<b>Reading Week (No class)</b>
Week 8 Feb 28	<p><b>Post/Fordist Development in Comparative Perspectives</b></p> <ul style="list-style-type: none"> <li>Esch, E. (2018). <i>The color line and the assembly line: Managing race in the Ford empire</i> (Vol. 50). Univ of California Press. Read Introduction and chapter 3</li> <li>Gray, K. (2014). <i>Labour and development in East Asia: Social forces and passive revolution</i>. Routledge. Read Chap 1 and 2</li> </ul> <p>Optional: Dohse, K., Jürgens, U., &amp; Nialsch, T. (1985). From " Fordism" to " Toyotism"? The social organization of the labor process in the Japanese automobile industry. <i>Politics &amp; Society</i>, 14(2), 115-146.</p>
Week 9 Mar 7	<p><b>Postcolonial Democracies</b></p> <ul style="list-style-type: none"> <li>Partha Chatterjee, <i>Lineages of Political Society: Studies in Postcolonial Democracy</i>, (Columbia U, 2011), Read Chapter 1, “Lineages of Political Society,” 1-26 and Chapter 10 “Democracy and Economic Transformation” on India’s peasantry</li> <li>Koo, H. (1999). Modernity in South Korea: an alternative narrative. <i>Thesis Eleven</i>, 57(1), 53-64.</li> <li>Lee, Y. (2021). Cold War Undercurrents: The Extreme-Right Variants in East Asia. <i>Politics &amp; Society</i>, 49(3), 403-430.</li> </ul> <p>Recommended Reading:</p>

	<ul style="list-style-type: none"> <li>Moody, K. (1997). <i>Workers in a lean world: Unions in the international economy</i> (p. 276). London: Verso. Chapter 9 'Looking South'</li> </ul>
Week 10 Mar 14	<p><b>Neoliberalism/Neoliberalization</b></p> <ul style="list-style-type: none"> <li>Harvey, D. (2007). A brief history of neoliberalism. Oxford University Press, USA. - Chap 1</li> <li>Michel Foucault, "A Question of Method," and "Governmentality," In <i>The Foucault Effect Studies in Governmentality</i>, Graham Burchell, Colin Gordon, and Peter Miller eds. (Chicago: University of Chicago Press, 1991), pp. 73-104.</li> <li>Scharff, C. (2016). The psychic life of neoliberalism: Mapping the contours of entrepreneurial subjectivity. <i>Theory, Culture &amp; Society</i>, 33(6), 107-122.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Calin Cotoi, "Neoliberalism: A Foucauldian Perspective," <i>International Review of Social Research</i>, 1, 2 (June 2011): 109-24.</li> </ul>
Week 11 Mar 21	<p><b>Rethinking Neoliberal Globalization</b></p> <ul style="list-style-type: none"> <li>Mezzadra, S., &amp; Neilson, B. (2013). <i>Border as Method, or, the Multiplication of Labor</i>. Duke University Press. Read chap 1 and 4.</li> <li>Zhang, C. (2018). Governing neoliberal authoritarian citizenship: theorizing hukou and the changing mobility regime in China. <i>Citizenship Studies</i>, 22(8), 855-881.</li> <li>Humphrys, E. (2018). How labour built neoliberalism: Australia's accord, the labour movement and the neoliberal project. In <i>How Labour Built Neoliberalism</i>. Brill. <b>Read Introduction.</b></li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Ong, A. (2006). <i>Neoliberalism as exception: Mutations in citizenship and sovereignty</i>. Duke University Press. Read intro and chap. 4 (Zoning Technologies in East Asia)</li> </ul>
Week 12 Mar 28	<p><b>Forms of Resistance</b></p> <ul style="list-style-type: none"> <li>Hartman, S. (2019). <i>Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals</i>. WW Norton &amp; Company. Read p7-10 and p51-115</li> <li>Fu, D. (2017). Disguised collective action in China. <i>Comparative Political Studies</i>, 50(4), 499-527.</li> <li>Chun, J. J., Lipsitz, G., &amp; Shin, Y. (2013). Intersectionality as a social movement strategy: Asian immigrant women advocates. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 917-940.</li> <li>Mullings, L. (2020). Neoliberal Racism and the Movement for Black Lives in the United States. <i>Black and Indigenous Resistance in the Americas: From Multiculturalism to Racist Backlash</i>, 249.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Kelley, Robin D.G. (2020) The Freedom Struggle is a Labor Struggle, Then &amp; Now <a href="https://againstthecurrent.org/atc210/the-freedom-struggle-is-a-labor-struggle-then-now/?fbclid=IwAR1VBhdNFidSA9BcIdGfdFFvyk6vREUJ2xy_uArj-BbeDRWXQ6Y0PuC4Ml4">https://againstthecurrent.org/atc210/the-freedom-struggle-is-a-labor-struggle-then-now/?fbclid=IwAR1VBhdNFidSA9BcIdGfdFFvyk6vREUJ2xy_uArj-BbeDRWXQ6Y0PuC4Ml4</a></li> </ul>
Week 13 Apr 4	<p><b>Global Transitions and New Critiques</b></p> <ul style="list-style-type: none"> <li>Bahng, A. (2018). <i>Migrant Futures: Decolonizing Speculation in Financial Times</i>. Duke University Press. Read Chapter 4. Cruel Optimism of the Asian Century</li> </ul>

	<ul style="list-style-type: none"> <li>● Chari, S. (2015). African Extraction, Indian Ocean Critique. <i>South Atlantic Quarterly</i>, 114(1), 83-100.</li> <li>● Lee, C. K. (2018). The specter of global China: Politics, labor, and foreign investment in Africa. University of Chicago Press. Read Introduction and Chapter 3</li> </ul> <p>Optional *** Watch documentary ‘American Factory’ (2019)</p>
Week 14 Apr 11	<p><b>Populism, Fascism, and Class Politics of the Contemporary Moment</b></p> <ul style="list-style-type: none"> <li>● Gago, V. (2017). <i>Neoliberalism from below: Popular pragmatics and baroque economies</i>. Duke University Press. Read Introduction and chap 6 (Populism and the Politics of the Governed)</li> <li>● Lebow, D. (2019). Trumpism and the dialectic of neoliberal reason. <i>Perspectives on Politics</i>, 17(2), 380-398.</li> </ul> <p>*** Potential substitutions from new books (<i>‘Change Everything’ or Black Scare/Red Scare</i>)</p>

## Course Policies

**Submitting Assignments** | All assignments must be submitted electronically via Avenue to Learn. You must use either Word or Open Office to submit your assignment, and it must appear exactly as you would submit it in paper format. Electronic submission will facilitate both academic integrity and the tracking of late submissions (see below).

**Late Policy** | Late submissions is generally not accepted. If you need special accommodation, you must contact me well in advance of the due dates. Electronic submission of assignments via Avenue to Learn is mandatory in order to allow us to keep track.

**Extensions** | Extensions may be arranged in advance of the deadline, but, in the interests of fairness, usually only in cases of medical problems or severe personal difficulties. Please see your teaching assistant as soon as you are aware of these difficulties to discuss and negotiate alternative arrangements. Please note that workload or poor time management is not an acceptable reason for extension. If you have ongoing difficulties with managing your time, please see me about resources you can access. In most cases, **SAS and MSAF requests will be granted with a 7-day extension**. Please remember that only one MSAF can be used per semester for all your classes.

**Grade Appeals** | Students are entitled to ask questions about grades, to understand the reasons behind an evaluation in order to do better next time, and to request a regrade if the situation warrants. However, students must observe the following guidelines:

1. Students must normally **wait one week** after they receive a grade before we will discuss it.
2. Students must show that they have **read and understood the feedback** given on the assignment.
3. Students must **ask specific questions** about the substance of the feedback, or **provide specific reasons** for why they believe their work has been improperly evaluated. These questions / reasons should be submitted in writing, and should address the specific nature of the assignment and the feedback given.
4. Regrades will **not** be granted for the following reasons:
  - *“I didn’t understand the assignment”*: It is your responsibility to ensure you fully understand what is expected of you before you submit an assignment.

- *“I do well in other courses”*: All courses have different criteria and expectations, and rely on different skills, abilities and background preparation; students’ performance will vary as a result.
  - *“I need a higher grade for grad school / law school / insert reason here”*: Assignments are evaluated on their merits alone, and not on the impact they may have on your future plans. If you need high grades, you must find out how to fulfill the criteria so as to obtain such a result.
  - *“I worked really hard”*: It is expected that you will have worked hard on any assignment; this, however, doesn’t guarantee that you will have fulfilled the criteria. Sometimes, effort can be misdirected.
5. Students should speak first with the teaching assistant who originally graded the assignment. If you are not satisfied with the outcome of that conversation, please make an appointment to see the professor.
  6. Regrades can result in an **increase or a decrease** in the assigned grade.

## Department and University Policies

### **ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## **AUTHENTICITY / PLAGIARISM DETECTION**

*Some courses may* use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## **COURSES WITH AN ON-LINE ELEMENT**

*Some courses may* use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## **ONLINE PROCTORING**

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## **CONDUCT EXPECTATIONS**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

## **REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## **COPYRIGHT AND RECORDING**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.