LECTURE: Fridays 10:30-12:30 CLH L (Fall) and CLH I (Winter)
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Course Description

This course offers an introductory and critical examination of the relationship between business and society. It does this by a) focusing on two key historical developments in the rise of modern economy – the emergence of capitalism and the rise of the corporation; b) investigating the societal transformations that led to or followed in the wake of these developments; c) introducing students to key theoretical and ethical frameworks that will help them to account for and evaluate the nature of these changes; and d) discussing alternative practices and policies to dominant economic and social forms.

In addressing these themes, the course will be broken into four broad sections: (I) Introduction to Critical Thinking: Concepts and Themes; (II) Capitalism, Business and Society; (III) The Corporation; and (IV) Ethics and Alternatives.

However this course is more than an introduction to business and society; this course is about developing an understanding of some of the key concepts and, perhaps most centrally, developing the critical thinking and interdisciplinary skills required to succeed in the social sciences. Given these general learning objectives, this course will develop the following competencies:

1) Critical reading, listening, writing, thinking and oral participation skills
2) An understanding of the issues and concepts which constitute the study of business and society
3) An understanding of the basic histories, theories and debates which contribute to the development of the modern global economy and Canada’s place within it
4) An understanding of the alternatives to the modern global economy

To develop these competencies, and an understanding of the field of Business and Society, the structure of the readings, lecture and tutorials will be unique. Each week students will attend a two hour lecture. Starting with section II, each lecture
topic will be introduced using social scientific writings where key theoretical concepts and issues for the study of business and society will be outlined. These ideas will be developed through an examination of the debates around the concepts and issues raised using creative writings, art, and other cultural texts.

Lectures will be different from, but related to, the readings so students are required to both attend lecture and possess a preliminary understanding of the readings before lecture (after which you are encouraged to at least partially re-read the readings to gain a deeper understanding of the ideas and arguments). In your tutorials, you will discuss the material from both the readings and lectures, and you will have the opportunity to raise and discuss your questions on the texts and concerns in detail. ALL THREE COMPONENTS OF THE COURSE (READINGS, LECTURE, AND TUTORIAL) FORM THE BASIS OF THE EXAM MATERIAL FOR THIS COURSE. STUDENTS MUST CONSISTENTLY AND CONSCIENCIOUSLY ENGAGE IN ALL THREE.

Course Assignments

There are three factors to a student’s grade in this course. The first is tutorial participation. To receive an excellent grade in tutorial, a student must not only be present for all, or almost all, tutorials, she/he must actively and critically engage in tutorial discussions and activities your tutorial leader designs. To ensure that you are properly prepared to do so, you must complete all of the assigned readings on time, attend lecture and take careful notes, and prepare questions before tutorial. Students will be evaluated specifically on the quality, not simply the quantity, of their participation. To be clear, students are expected to regularly participate in tutorial discussions in an informed, critical and reflective manner.

Secondly, throughout the year students will be required to submit to their tutorial leader two short critical essays. Instructions and topics for the essays will be distributed in lecture. Students MUST refer to course reading material in these papers, as well as consult and properly reference two ‘external’ resources. Please carefully review the attached York University Senate Policy on academic honesty to familiarize yourself with academic standards and learn how avoid plagiarism.

Thirdly, there will be two in-class tests for this course. The tests will take a short answer and essay format. Students are responsible for taking and keeping effective notes for all three course components (lectures, readings, and tutorials) from the beginning of the course. Study guides will be provided in advance of the tests.

Finally, a series of academic skills workshops will be running this year through Vanier College (which also hosts the Business and Society Student Club): http://vanier.laps.yorku.ca/our-programs/business-society/. There will be bonus marks assigned for successful completion of these workshops on topics such as listening, reading, essay planning and research (up to 5%, or a full letter grade, added to your final essay). Details to be provided in lecture.
Assignment Due Dates and Grade Breakdown

In order to emphasize that this is a 9-credit, not a 6-credit course, the total value of your assignments will add up to 150 possible marks. A 9-credit course should be treated as if you were taking one and one-half full courses. The evaluation breakdown is as follows:

1) Tutorial Participation  20 marks
2) Reading Analysis Assignment  10 marks (Sept 30)
3) First Test  30 marks (Oct 21)
4) First Essay (6-8 pages)*  30 marks (Dec 2)
5) Second Essay (6-8 pages)  30 marks (Feb 10)
6) Final Test  30 marks (Mar 31)

Total: 150 Marks

*You are required to complete the SPARK module on Academic Integrity at: http://www.yorku.ca/spark/academic_integrity/index.html

*You are required to complete the SPARK module on selecting sources at: http://www.yorku.ca/spark/books_journals_more/index.html

FINAL GRADES IN COURSES USING 150 GRADE POINT BASE:  A+ 135-150; A 120-134; B+ 112-119; B 105-111; C+ 97-104; C 90-96; D+ 83-89; D 75-82; E 60-74; F 0-59.

General Information

York University can often be a large, confusing, and difficult space to navigate. To help students acclimatize to the university, you are strongly encouraged to participate in their department or program’s student clubs (http://www.yorku.ca/laps/sosc/busoclubs.html) and events as well as the larger university community as a whole. Wherever possible, the teaching team of 1340 will assist students in exploring this community. However, there are a number of resources and reminders that will be useful to students in their first year:

1) **ALWAYS speak with your tutorial leader before your instructor.** Your tutorial leaders are experienced professionals who can usually answer your questions most efficiently. They will be doing all your marking, so you want them to explain clearly what they are looking for. Even in cases of conflict with your tutorial leader it is expected that you try to resolve the issue with him or her before consulting with the course director.

2) **Students with specific learning issues can access assignment accommodation at York if they act promptly.** According to the Office of Student Community Development, ‘students with medical conditions, physical, learning, or psychiatric disabilities may require accommodation in teaching style, evaluation methods and other course requirements. Students
are encouraged to contact the Course Director and/or the appropriate university office supporting students with disabilities early in the term so that appropriate arrangements can be made. Failure to notify the Course Director of your needs in a timely manner may jeopardize the opportunity to arrange for academic accommodations.’ You can reach the Office of Student Community and Leadership Development at (416) 736-5144 http://www.yorku.ca/scld/ and Counselling and Disabilities Services at (416) 736-5140 or visit the website http://www.yorku.ca/cds/

3) **York University also has an English as a Second Language Open Learning Centre** that is free for students. Students who might benefit from this service are strongly encouraged to book an appointment early. Information on the Centre can be found at http://www.yorku.ca/esloc/keele/default.asp

4) **York University also has a Writing Department to assist students with challenges to their writing (ESL, disabilities, low grades, etc.).** Again, students should book an appointment early: http://www.yorku.ca/laps/writ/

5) Beyond these two specific centers, York University has a ‘**Student Papers and Academic Research Kit**’ (SPARK) website http://www.yorku.ca/spark/ (accessible through the Moodle course website, too). You will find guides and resources you can use to develop your academic writing. Two tutorials—Academic Integrity and Selecting Sources—must also be completed before each essay is due.

6) **The late penalty for all assignments is 2% a day, including weekends.** Under exceptional circumstances, your TA may grant short extensions but this needs to be agreed to in advance of the due date for that assignment. You may email your assignment to your TA just to provide proof that it is done, however, you are still responsible for ensuring your TA receives a hardcopy.

7) **In the event that you miss a test, you must contact both your TA and your course director by email within 24 hours.** While you do not have an automatic right to write a make-up test, the necessary procedure for requesting permission is as follows. Make sure you provide your full name, student number, phone number and the reason you missed the test—as a general rule, you should always do this when contacting us by email. Provide a list of dates and times you are available to write up to a week after the regularly scheduled test. Appropriate documentation of your medical or non-medical circumstances which prevented you from being able to attend must be provided as soon as possible.

8) **The last day you can enrol in this course without the permission of the course director is September 21.** This is the last date students have unrestricted access to the enrolment and registration system.

9) **The last day you can enrol with permission is October 19.** If you are trying to get into this course, you **must have regularly attended a tutorial** (with the TAs permission) and **will only be permitted** if: 1. your TA agrees; and 2. there is space in the tutorial. We will not over-enrol the course. You will need to get a permission form for both the TA and the course director to sign.

10) **The last day to drop this course (or any other full-year course) without receiving a final grade is February 10.**
**Required Readings**

**Books:** The following required texts (in the order you will need them) are available for purchase at the York bookstore, or you can [order them online]:


**Reference Text:** The following text is available online through the York Library system (though any good dictionary of social science will do). Use this for looking up unfamiliar concepts, theories and authors.


**Weekly Assigned Readings:**

Download an electronic version of the course outline so that you can click on the links to the articles. This will take you to the York library where you will need to login using your Passport York account. There are also a few readings (as noted) that will be available as PDFs on the course website (in the ‘Readings’ folder).

**How to Read for this Course**

You will need to set aside at least 4 hours each week to complete the assigned readings. Reading is a key critical skill in the social sciences as each discipline—sociology, anthropology, political science, economics, political economy—has its own specialized language. Learning this language is of fundamental importance to developing a deeper understanding of the arguments contained in the readings. This is why we will be focusing on key concepts throughout the course: these are the specialized words social scientists use to help us organize our observations and analysis of the social world.

To help provide you with an ‘active’ orientation towards the texts, you will be provided with reading questions that you should read BEFORE undertaking the readings. The ‘wikiwords’ section each week contains terms that you can look up on Wikipedia to help provide you with some context for the readings. You should also consult the Scott and Marshall text to look up names of authors and concepts, and, more importantly, to cross-check the entries on Wikipedia! Finally, you will also bring your own questions to the texts and search for answers to them. Reading is an open, active and ‘recursive’ process. You will not capture the meaning of any particular text, once and for all, the first time you read it. You will find yourself returning to the readings, and revising your understanding of the issues and ideas raised in them, throughout the course.
Schedule of Course Readings—Fall Term

Section I: Introduction to Critical Thinking: Concepts and Themes

Week 1: Sept 9– Introduction to York, the Course and the Teaching Team


Reading Questions
What is social science? Who are the major thinkers associated with these specialized disciplines and when did they evolve? How do they differ? What do they all have in common? This course is described as ‘interdisciplinary’—what do you think this might mean?

Week 2: Sept 16– Self, Society and Social Science
In-Class Workshop: Improve Your Listening Skills in Lectures and Tutorials

Creating Freedom: The Lottery of Birth. Dirs. Raoul Martinez and Joshua van Praag. USA: IFP Filmmaker, 2013. [Film will be shown in lecture].

Developing Your Critical Skills: Academic Survival Skills
Shea and Whitla, Chapters 1, 2 and 4
See also: http://www.yorku.ca/spark/time_management/index.html

Reading Questions
What is the ‘sociological imagination’? How does the film provide concrete examples of what it means to possess ‘the sociological imagination’? What does Mills mean by ‘personal troubles’ and ‘public issues of social structure’? What is ‘social structure’ and what concepts do social scientists use to represent different elements of it?

Reflect on your current study habits and compare them to the study habits Shea and Whitla recommend. How much time do you need to set aside to prepare for each hour of instruction? How will you schedule the time that you need? Given how intensive lectures will be, developing your lecture note taking skills is essential to doing well in this course—which style is best suited to you? What is the SQ3R method of reading? Can you apply this method to your own reading practice?

Wikiwords: C. Wright Mills, sociological imagination, social structure
Week 3: Sept 23 — History of Ideology and the Ideology of History

In-Class Workshop: Are You Getting the Most From Your Readings?


Developing your Critical Skills: Arguing and Assessing a Position
Shea and Whitla, Chapters 5 and 6

Reading Questions
What are the various types of political ideologies according to Marchak? How do each of them differ in their views of the fundamental units of society, the nature of society and values like freedom and equality? What Does McNeil mean by ‘Mythistory’? How should historians view their discipline and how should we view the works of historians? Does this mean that there is no ‘truth’?

What are the main differences between critical and uncritical thinking? What are some of the main logical fallacies Shea and Whitla identify and can you think of examples of them?

Wikiwords: Dominant ideology, cultural hegemony, ruling class, cultural imperialism

Week 4: Sept 30 — From Traditional to Modern Society

*READING ANALYSIS ASSIGNMENT DUE IN TUTORIAL


Developing Your Critical Skills: Preparing for Tests and Exams
Shea and Whitla, Chapter 14

Reading Questions
How do the concepts ‘gemeinschaft’ and ‘gesellschaft’, which Tonnies introduces us to, contribute to our understanding of ‘society’? Can you think of examples of the relations Tonnies associates each concept with, in your own life? What are the differences between ‘traditional’ and ‘modern’ bureaucracies? How do bureaucracies help to ‘rationally’ organize modern
industrial societies? What does Giddens mean by ‘modernity’? What do you think he means by a ‘discontinuist’ interpretation of modernity?

What are some of the study strategies Shea and Whitla outline? How do these differ from your own? How can you go beyond simply memorizing and repeating what you read/heard in lecture to demonstrate an understanding of the course material?

Wikiwords: gemeinschaft/gesellschaft, traditional society, rationalization, bureaucracy, modernity, post-modernity

Section II – Capitalism, Business and Society

Week 5: Oct 7 – What is ‘the Economic’? Societies and Economic Systems


Reading Questions
What is the ‘economic problem’ and how has it been ‘solved’ in different societies throughout history, according to Heilbroner? What is the basic criticism Polanyi makes of Adam Smith with respect to his association of the division of labour with the existence of markets? How does Polanyi define each of the non-market principles of economic organization (reciprocity, redistribution and householding)? How does this relate to Heilbroner’s description of !Kung society? What’s the difference between a commodity and a ‘fictitious commodity’? Why are fictitious commodities necessary to the development of a self-regulating market?

Wikiwords: economic problem, economic anthropology, reciprocity (cultural anthropology), redistribution (cultural anthropology), homo economicus

Week 6: Oct 14 – Class Society and Capitalism


Reading Questions
How does Smith explain the origin of the division of labour? What does his ‘Pin Factory’ illustration tell us about the way he thinks about it? How does Marx
define ‘wage labour’ and ‘capital’? How does a capitalist ‘extract’ surplus from workers in a way that is different from a feudal lord? How are their respective starting points in the analysis of capitalism, different?

Wikiwords: division of labour, (capitalist) mode of production, wage labour, labour power

Week 7: Oct 21 – **In Class Test (100 minutes)**

Reading Week: Oct. 27-30 (NO CLASSES)

Week 8: Nov 4 – **The Nature and Origins of Capitalism**

Heilbroner, Robert. _Twenty-First Century Capitalism_, ch. 2.

Reading Questions
How does Heilbroner define ‘capitalism’? How does he define ‘capital’? How is it different from wealth? How is capitalism, in Heilbroner’s view, inextricably connected to inequality? How does Wood define ‘agrarian capitalism’? Why is the ‘dispossession of the direct producers’ so important for the ‘development of capitalism in the west’? Why does she think it is important to recognize that capitalism was ‘born not in the city but in the countryside’?

Wikiwords: capital, wealth, feudalism, relations of production

Week 9: Nov 11– **Capitalism Tells Its Own Story**

*In-Class Workshop: Essay Writing with Prof. Ron Sheese from the Writing Department*

Dickens, Charles. Book I, Chapters 5, 9, 10 and 11; Book II, Chapters 4 and 5 from _Hard Times_. Project Gutenberg 1905.

*Essay Basics I: Getting Started*
Shea and Whitla, ‘The Planning and Pre-Writing Stage’, ch. 10.
Complete the following online tutorial: [http://www.yorku.ca/tutorial/prewriting/](http://www.yorku.ca/tutorial/prewriting/)

Reading Questions
Does Sissy just get the answers wrong, or is Dickens actually criticizing a mode of thinking represented by Mr. M’Choakumchild? How would you characterize this way of thinking? What is Stephen Blackpool’s attitude to his fellow union workers? What does Sinclair tell us about the experience of labour migrants? How can we use the concept of the ‘division of labour’ to understand the labour and production process in his description of the slaughterhouse?
It is good academic practice, and essential for academic integrity, to keep accurate notes of the readings as you do them. This means noting the pages where key ideas and arguments are presented. When writing out entire “quotes” in your notes it is important to note the page number here too (so as to avoid wasting time looking for them after the fact). Before you start sketching out your outline and writing your first draft, it is critical that you familiarize yourself with the academic norms of referencing and documenting your sources. When you have finished your essay draft, ask yourself: Have you consistently referenced your sources in the body of your essay and is your bibliography formatted properly?

Wikiwords: Utilitarianism, strike action, trade union

**Week 10: Nov 18 – Understanding Canadian Economic Development**


**Essay Basics II: The Writing Stage**

Shea and Whitla, ‘The Writing Stage’ and ‘Recognizing how Grammar and Punctuation Work’, chs. 11 and 12

**Reading Questions**

How does Phillips define ‘political economy’? How does he identify the key features of ‘market capitalism’? In what ways does ‘power’ influence/determine economic life? How did the fur trade impact Canada’s early economic, social and political development? What do ‘backward, forward and final demand linkages’ in staples production have to do with economic development, according to Clement? In what ways does Philips draw on Innis’ work?

Wikiwords: neoliberalism, welfare state, staples thesis, Harold Innis

**Week 11: Nov 25 – Capitalism, Colonialism and Slavery**

*Reminder: Essay due next week!

Williams, Eric. ‘The Origins of Negro Slavery’ from *Capitalism and Slavery*. Chapel Hill: University of North Carolina Press, 1944. [PDF available on course website]

**Essay Basics III: The Final Stages of Essay Writing**
Shea and Whitla, ‘References and Documentation: Acknowledging Your Sources’ and ‘Preparing the Final Copy and Learning from Marked Assignments’, chs. 9 and 13

**Reading Questions**
How does Williams link the use of slave labour with the development of capitalism? Why was slavery, and not ‘free labour’, the answer to the production of staples like tobacco and sugar during the early stages of colonial development in the ‘new world’? What do Conrad’s references to ‘light’ and ‘darkness’ represent? How does Conrad represent the effects of slavery? In what ways do you think Conrad questions and challenges notions that Europe was bringing ‘progress’ to Africa?

Now that you have finished a draft of your essay, it is time to re-read it and revise it. Does your essay flow in a logical way? Does it need to be reorganized? Do any new questions arise to you? Where can you address these in your essay? Does the order of your (revised) presentation correspond to the order of presentation you outline in your introduction—if not, revise your introduction! Are you sufficiently engaged in direct textual analysis? What more can you do to show that you have a grasp of the concepts and arguments in these texts?

Wikiwords: Mercantilism, Royal Africa Company, chartered corporation, Berlin Conference (1884), colonialism, Casement Report

**Week 12: Dec 2 – Real Progress and the Myth of Progress I**
*ESSAY DUE IN LECTURE*


**Reading Questions**
What does Wright mean by the ‘myth of progress’? In what ways might the ‘acceleration of change’ reinforce the idea that progress ‘consists of irreversible changes in one direction only, and that this direction is towards improvement’? Why does Wright think we need to study past civilizations? In what ways can the film be used to illustrate the ‘myth of progress’? ‘Progress traps’?

Wikiwords: civilization, progress trap, societal collapse, Jared Diamond
Winter Term

Week 1: Jan 6– Real Progress and the Myth of Progress II


**Reading Questions**

What are some of the dimensions of the ‘Victorian ideal of progress’ outlined by Wright? How do these notions continue to play a role in legitimizing the existing social order? What does Wright hope to show us in comparing human civilizations to a great ‘lab experiment’?

**Wikiwords:** resource depletion, Joseph Tainter, carrying capacity

Section 3 – The Corporation

Week 2: Jan 13—The Outer and Inner History of the Corporation

Nace, Ted. ‘How Did Corporations Get So Much Power?’ and ‘From Street Fights to Empire’ in Gangs of America: The Rise of Corporate Power and the Disabling of Democracy. [PDF available on course website]


**Reading Questions**

What is a corporation? Where did they come from? How did they develop? How did corporations acquire the status of a ‘legal person’ and what does this entail for democratic politics? How is the nature of work as ‘purposeful action’—the unity of ‘conception and execution’—transformed under capitalism? Why is the sale and purchase of labour power essential to capitalism, according to Braverman? How does he describe and analyze the organization of work within a capitalist firm?

**Wikiwords:** Santa Clara County v. Southern Pacific Railroad, corporation, corporate personhood, labour power, management.

Week 3: Jan 20 – Production: Work, Alienation and Exploitation


Rice, Elmer. ‘Scenes 1 and 2 from The Adding Machine’ in Whit Burnett, ed. America’s 93 Greatest Living Authors Present This is My Best: over 150 self-chosen and
complete masterpieces, together with their reasons for their selections.

Or

Reading Questions:
What is the difference between the ‘social division of labour’ and the ‘division of
labour in detail’, according to Braverman? In what way does the division of
labour in capitalist industry result in the de-skilling of most workers (a few are
‘up-skilled’) and the ‘cheapening’ of labour power? Why does Rice assign
numbers rather than names to his characters? What does he tell us about the
impact of work on our social relationships? How does technology affect work in
the play?

Wikiwords: social division of labour, Marx’s theory of alienation,
Taylorism

Week 4: Jan 27 – The Corporate Form and Corporate Social Responsibility
In-Class Workshop: Library Research (speaker TBD)

Friedman, Milton. The Social Responsibility of Business is to Increase its Profits’ in
The New York Times Magazine, September 13, 1970. Also available at:
http://www.umich.edu/~thecore/doc/Friedman.pdf
Glasbeek, Harry. ‘The Corporation as Invisible Friend’ and ‘An Ill-Assorted Trio:
Capitalism, the Market, and the Corporation’ from Wealth by Stealth, Toronto,

Reading Questions
What are Friedman’s key objections to business taking on any responsibility
other than making profit? Should we really consider an executive (agents of the
owners) who acts in a ‘socially responsible’ way to be, in effect, stealing from
shareholders (principals)? What does Friedman mean by the ‘cloak of
responsibility’? In what ways is the corporation like an ‘invisible friend’? How
does Glasbeek’s analysis of corporations reveal how difficult it is to hold them
accountable for their actions? What objections does Glasbeek raise with respect
to limited liability?

Wikiwords: corporate social responsibility, limited liability, piercing
the corporate veil, corporate crime

Week 5: Feb 3– The Corporation For and Against Society
Reminder: Second essay due next week

Garrett, Garet. ‘Success’ from The Driver. Auburn: The Ludwig Von Mises Institute,

**Reading Questions**
Who is ‘the driver’ and what qualities does Garrett ascribe to him? Who does he command? Why do they obey? What is his justification? Pay attention to the argument between the farmers and owner-men in Steinbeck’s story: Who ‘owns’ the land? What claim do the farmers make to it? Compare Garrett’s ‘driver’ to Steinbeck’s tractor driver: how are they similar or different? Whose understanding of the corporation—Friedman’s or Glasbeek’s—better fits with what Steinbeck is trying to tell us about the corporation?

Wikiwords: Great Depression, Dust-bowl, sharecropping, enclosure, entrepreneur

**Week 6: Feb 10 – Capitalism as a Political and Economic Order**

*2nd ESSAY DUE IN LECTURE*

Heilbroner, Robert. *Twenty-First Century Capitalism*. Chapters 3 and 4

**Reading Questions:**
What are some of the key political and economic consequences of the ‘drive for capital’? What tensions does this produce? What does he mean when he says that the capitalist system is based on ‘the separation of governance into two independent and legally divorced realms’? How does this ‘dual realm’ feature differ from non-capitalist societies? What is the market system and how does it function? How does it relate to capitalism? What kinds of individuals—what forms of motivation and behaviour—does the market require to function?

Wikiwords: market (economics), economic planning, mixed economy

**Section 4 – Ethics and Alternatives**

**Week 7: Feb 17 – Who are we? Utility-Maximizers or Citizens?**


**Reading Questions**
What does Bentham think ‘utility’ is? Can happiness be measured, quantified and aggregated? In what ways have ‘the extension of markets and of market-oriented thinking [expanded] into spheres of life once thought to lie beyond their reach’ according to Sandel? Why might this be a bad thing?
Wikiwords: utilitarianism, felicific calculus, commodification, normative economics

February 18-24 Reading Week (No Classes)

Week 8: Mar 3 – Anti-Colonialism and National Liberation Movements


Reading Questions
If *Matigari* is not simply a character in this story, who and/or what does he represent? Why do you think people who speak of him as a hero don’t recognize him? Thiong’o seems to believe that there are two kinds of ‘truth and justice’—what are these and how can they be distinguished?

Wikiwords: from each according to his abilities to each according to his needs, wars of national liberation, neo-colonialism

Week 9: Mar 10 – Democracy For and Against Capitalism


Reading Questions
Why does Friedman think that only capitalism—and not socialism—is compatible with freedom? How does his conception of capitalism differ from McNally’s? How does capitalism, as a ‘disciplinary system’ undermine freedom, according to McNally?

Wikiwords: economic freedom, Hollywood blacklist, neoliberalism, accumulation by dispossession

Week 10: Mar 17 – Utopia and Dystopia


Reading Questions
What do each of the three societies in Le Guin’s story represent? How does each solve the ‘economic problem’? How does Bellamy use the perspective of the future to construct an ethical critique of capitalism in the US in the late 19th C?
Wikiwords: utopian and dystopian fiction, libertarian socialism, Christian socialism

**Week 11: Mar 24 – Capitalism vs. the Market**


**Reading Questions**

*What does Wright think the myth of the ‘rebellion of the tools’ can tell us about where we are going? What are the possible scenarios for the future of capitalism and which one does Heilbroner think is most likely?*

Wikiwords: creative destruction, market fundamentalism, precautionary principle

**Week 12: Mar 31—In-Class Final Test (100 minutes)**