

Space, Place and Capitalism:

Themes in Historical-Geographical Materialism

York University, Fall 2019

(GEOG 5375; ENVS5475, SOCI6794)

Instructor: Raju J Das¹

Class Time: Tuesday: 11:30-2:30

Class Location: BC 325

Office hours: Tuesdays and Wednesdays 10:30-11:30 or by appointment

Office Location: Ross South 411

.....

‘[*Capital is*] without question the most terrible missile that has yet been hurled at the heads of the bourgeoisie (landowners included).’ (Karl Marx, 1867)

‘[T]his historical moment, the one we’re living in now, is the best not the worst, the most not the least appropriate moment to bring back Marx... Marx is more relevant than ever, because he, more effectively than any other human being then or now, devoted his life to explaining the systemic logic of capitalism.’ (Ellen M. Wood in *Monthly Review*, 1997)

COURSE DESCRIPTION

The course is a basic introduction to some of the key ideas in Marxist Theory. Standing on three intellectual foundations (dialectical-materialist philosophy, historical-materialist social theory, and political economy), Marxist theory is an organic whole. It reflects the totality it studies, and which it seeks to shape. That totality is the class-society, and more specifically, the capitalist class society, which has now become a truly global system, making Marx more relevant than ever, as Wood says.

The dominant focus of the course is on political economy as laid out in *Capital 1*. We will read *Capital 1* in the spirit in which its author had written it: to primarily promote a scientific and critical understanding of capitalism, in terms of its conditions, mechanisms and effects.²

The Seminar will treat *Capital 1* basically as a *scientific* text, a text about the world as it exists objectively. It is a difficult text, one that demands hard scientific labour, which involve reading it

¹ Raju J Das is a Professor at York University and is on the Graduate Programmes in Geography, Social and Political Thought, and Development Studies. More information about him are here:
<http://people.laps.yorku.ca/people.nsf/researcherprofile?readform&shortname=rajudas>

² Reading this text will not be an exercise in philosophy, although a careful reading of this and related texts will reveal numerous philosophical assumptions, which will be discussed in week 1 to prepare us for the following class discussions. We will also return to these philosophical assumptions from time to time throughout the Term.

multiple times, thinking about it and writing about it.³ As Marx himself acknowledged: ‘There is no royal road to science, and only those who do not dread the fatiguing climb of its steep paths have a chance of gaining its luminous summits’ (Marx’s 1872 Preface to the French edition of *Capital I*).

There is a (*contradiction*-ridden) world that is, more or less, *independent* of the (philosophical, etc.) ways in which we *perceive/understand* it. Its inter-connected inner *mechanisms* and their concrete *effects* on our lives urgently cry out for a *scientific explanation* and a *critique*.

Such an intellectual endeavor is necessary for the struggle to transcend this world, which is marked by crass commercialization, intense exploitation of labour of different gender, age, racial and nationality backgrounds, alienation, unceasing imperialistic oppression, deepening economic-spatial inequalities, and irreversible environmental damage. We need to understand why capitalism is better than forms of society that have preceded it and why it is beyond its shelf-life now.

DISTINCTIVE FEATURES OF THE COURSE

There are at least seven distinctive characteristics of the course:

1. *The emphasis on production: In contrast to* much political economy thinking that over-emphasizes the extra-economic aspect of capitalism and/or its exchange and finance relations, the focus of this course is on production of the capitalist form of wealth. Yet, attention will also be paid to the other two elements of the totality of capitalism, of which production is the key part: (extra-economic dispossession (of small-scale producers) and economic class-differentiation. In terms of capitalist production, special attention will be given to two *inter-related* mechanisms that form elements of Marx’s main theory of economic crisis: exploitation and technical change.

2. *Class Perspective: In contrast to* much political economy which uses macro-economic categories applicable to geographical aggregates (e.g. nations and regions) and abstracts from classes, this course will focus on political economy from the *vantage-point* of class theory: topics will be explored from the standpoint of capitalists’ and workers’ interests which are fundamentally mutually incompatible. The class perspective of the course is deeply sensitive to oppression based on race and gender.

Given the importance of the state in sustaining capitalist power against the overt/covert opposition from the majority (workers), it is also an important topic (much of it being connected to – and indeed treated as a part of – class theory itself).

3. *Global character of capitalism: Capitalism is treated as a global system* (‘world economy’), which is not merely the sum of national parts and which is therefore a mighty distinct unit of analysis. This global system of capitalism is marked by imperialism.

Empirical materials from the Global South, from the Global North, and from the world economy, will be used to illustrate the theoretical arguments. We will discuss the similarities and differences between the capitalism of Marx’s times and ours’.

³ This is partly why auditing the course is not an available option as it would not serve the pedagogic purpose of the course.

4. *Space, and uneven development, and nature*: Marx's political economy was more or less an aspatial agenda. It also did not adequately examine capitalism's environmental aspects. Marxism after Marx has also been largely aspatial, although useful spatial insights have been produced by MELLT figures such as Lenin (on imperialism), Luxemburg ('non-capitalist spaces'), and Trotsky (uneven and combined development).

Therefore, a geographical reading of Marx and later Marxists – i.e. injecting into Marxism a dose of what Harvey calls *geographical imagination* -- is essential. In other words, there is a need for a special form of historical materialism, i.e. historical-geographical materialism, as Harvey calls it. The literature that deals with space, place and scale will be discussed. Similarly, we will discuss Marxist views on nature/environment and the body.

5. *'Full spectrum' Marxism*: Marxism is not equal to Marx. The course is placed in the tradition of the Marxism of Marx-Engels, Lenin, Luxemburg and Trotsky ('MELLT') and their genuine intellectual legacy as developed by other Marxists (the names here represent intellectual tendencies rather than treated as persons who are above criticism).⁴

6. *Post-Marx literature*: We discuss not only Marx's and other classical Marxists' texts, but also the texts written by contemporary Marxists drawn from *different geographical areas* of the world (and not just from Western Europe and North America), and from *different disciplinary backgrounds*.

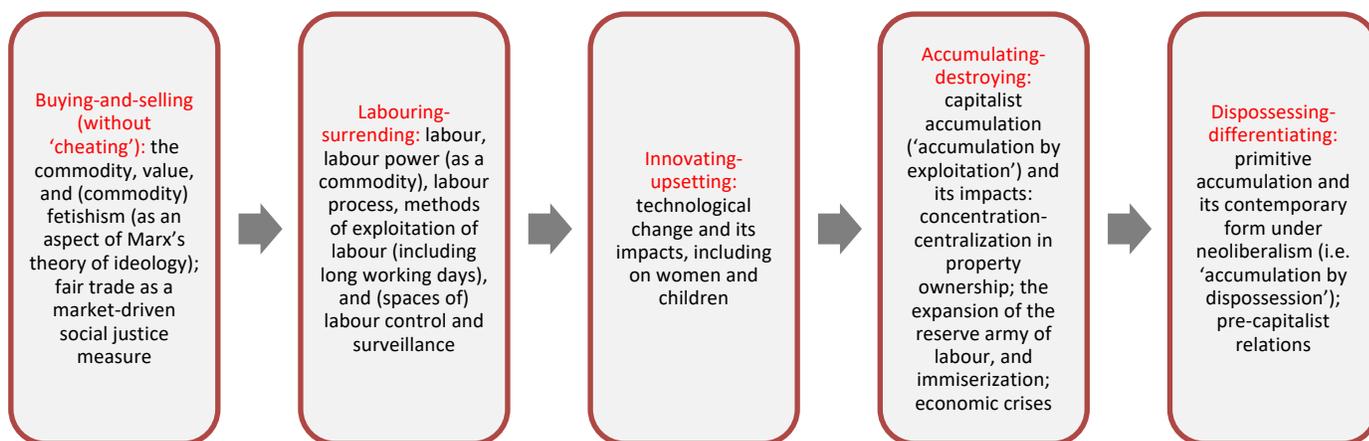
7. *Marxist philosophy*: The discussion is informed by ideas from Anglo-American Marxist philosophy (mainly Dialectics, but also critical realism).⁵

The course has two parts.⁶ Part 1 deals with some of the main themes of Marx's *Capital vol. 1* (as represented in the diagram below). These concepts will be spatialized and refined, where necessary, through a reading of the post-Marx literature.

4 The MELLT tradition is self-consciously dialectical-materialist and thoroughly internationalist. It is critical of the class-exploitation and social oppression (expressed as an attack on the democratic rights of oppressed groups such as low-income women and racialized/ethnic minorities). It is critical of the various ways of understanding the world and changing it such as: free-market economics, liberalism, 'identity politics', social-democracy, economic trade-unionism, nationalism, statism (developmental statism), and Stalinism (Stalinist or 'mainstream' Marxism).

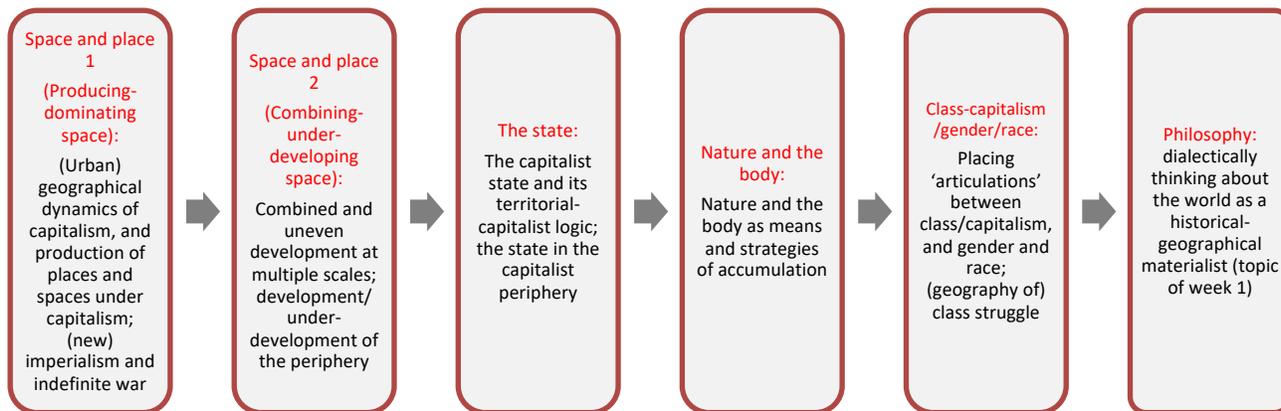
5 Marxist philosophy emphasizes the idea that there are things that exist independently of consciousness which in turn shapes these things, that different aspects of the world are inter-related, constituting a totality which shapes, and is shaped by, its parts, that the world has contradictions within it, that the world is subjected to constant change which can be qualitative or quantitative and that quantitative change can result in qualitative change (a leap), and so on.

6 These two parts, more or less, happen to be the subject matter of two book manuscripts on *Capital volume 1* that I am in the process of completing.



These topics raise numerous foundational questions about life and society.⁷

In Part 2, we will discuss the concepts that Marx did not deal with explicitly or in much detail in *Capital Vol 1* (or indeed elsewhere). These topics are:



The course has the following major *specific* learning outcomes:

1. To learn Marx's views on some of the essential aspects of capitalism and to see capitalism as a material-dialectical relation-process with its progressive and problematic features;
2. To explore spatial and ecological implications of concepts in Marxist thought;
3. To reflect on Marx's views in relation to other writers since Marx, including those influenced by post-structuralism and feminist and anti-racist thought;
4. To understand capitalism as a global system and to familiarize oneself with Marxist ideas of scholars from (and/or working on) *both* more developed and less developed countries, and thus to learn to view Marxist political economy as a 'global' discourse with multiple spatial

⁷ For example: why are most of us treated like things?; how do people lose control over the conditions of their lives and become commodity-like?; why does buying and selling (to make more money) appear to be our natural instinct?; how is our language to describe the world changing according to the dynamics of market relations?; what happens when people have nothing but the power of their body and mind to sell?; why do we have to work under someone-else's control in her/his private interest?; why do we have to make someone else rich as a way of satisfying our very basic needs?; why has work become uninteresting and alienating?; how are we and our planet impacted by rapid technological changes and large-scale industrialization controlled by the profit-motive?; why do millions live in poverty when there is so much wealth in the world and when a few people and a few areas bask in an unimaginable level of affluence?; why do we have to waste our productive energy in fighting for every little thing we need?; why is it that society devalues/de-prioritizes the things that common people need (e.g. education, healthcare, art) but that generate no profit?, and so on.

- origins and to engage in a non-Eurocentric reading of these ideas; and
5. To recognize that the economic/material has a political and discursive dimension, although the economic cannot be collapsed into either of these, and has a certain degree of primacy.

The course has several *general* learning outcomes as well. These include:

1. To appreciate the nature of geographical imagination that bridges and intellectually synthesizes the study of human and natural environments;
2. To analyze events, phenomena and processes in relation to their socio-spatial contexts and human-nature dynamics;
3. To comprehend the roles played by social relations of domination and resistance in the production and reproduction of places, spaces, and landscapes;
4. To use critical perspectives, research tools, information sources, and analytical techniques to comprehensively approach an original research problem;
5. To contextualize original research within the current scholarly literature and justify its contribution to the production of knowledge;
6. To develop/support a sustained argument about original research in writing and verbally;
7. To clearly and concisely summarize, evaluate, synthesize and critique scholarly literature from diverse theoretical perspectives;
8. To apply concepts to think independently, creatively and analytically.

WHAT THE COURSE IS NOT AND WHO MAY BE INTERESTED IN IT?

'If we think in terms of the academic categories we are used to today, then Marx's *Capital* appears to be more an historical and sociological, rather than an economic theory.' (Karl Korsch)

So, this is not a course in economics as it is taught in economics department, nor is it a course on the history of economic ideas. The course avoids technical discussions on economic matters.

It is a course on Marxism, with the focus on Marxist *political* economy, that is, the discourse on the dialectical connection between the economic, including production/accumulation of wealth and the conflictual relations of production and exchange, and the political (including the state and struggle over production and inequalities).

An advanced (=college level) knowledge of economics or mathematics is **not** necessary. One also does not need formal training in Geography or Environmental Studies or Sociology, etc. to benefit. Everyone with an interest in understanding the capitalist *system* and the way in which it affects us (in positive and adverse ways) may benefit from the course. One has to be a little open-minded about learning an alternative (and often counter-intuitive) way of understanding our world!

As far as Geography students at York are concerned, this course, a key component of the suite of critical human geography courses, will be an important foundational course for economic, cultural and political geographers and political-ecologists who need to know about Marxists' contribution to the understanding of place, space, scale and environment.

Given that the course aims to provide an understanding of basic political-economic ideas on imperialism, the global periphery, ecological issues, etc., it will also be useful for the growing numbers of students at York and other Toronto-based universities interested in development and environment issues who are in Geography as well as Environmental Studies, Development or

International/Area Studies programs.

This course will help students in Geography and in allied disciplines (e.g. sociology, political science, anthropology, etc.), who wish to develop what Marxist geographer, David Harvey calls ‘geographical imagination’, to be able to argue their own theoretical positions with non-geographers better, whether they want to be historical-geographical materialists or postmodern urban landscape analysts or neo-classical location specialists.

If you would like to sharpen your conceptual tools against Marx and Marxism, this course may also be for you! A critic must know her enemy well!

You can sample the Marxist discourse in these journals which supply a part of the reading material for the course: *Capital and Class*, *Science and Society*, *New Left Review*, *Monthly Review*, *Review of Radical Political Economics*, *Historical Materialism*, *Socialist Register*, *Human Geography: A New Radical Journal*, *World Review of Political Economy* and *Antipode*. There are also several online sites, including www.wsws.org, www.socialistproject.ca, www.radicalnotes.com, <https://www.jacobinmag.com/>, and www.links.org.au. [There is no implication that all these online sites are ‘equally Marxist’!].

READINGS:

1. Marx, K. 1977. *Capital* Vol 1. Edited versions of the chapters will be supplied.
2. We will read a few articles and/or book chapters every week, including from this book: Das, R. 2017. *Marxist class theory for a skeptical world*, Brill: Leiden (available online at York University: <http://booksandjournals.brillonline.com.ezproxy.library.yorku.ca/content/books/9789004337473>).

These readings will be made available to you at the course moodle site (please register) or through the university library system. You do not have to enter into the market-place to access the readings!

ASSESSMENT AND COURSE ORGANIZATION RULES:

Rules for a harmonious and productive functioning of a system that satisfies the needs of all are important to adhere to. The seminar is such a system and it has certain rules/requirements. Students will be evaluated on the basis of the following requirements (members of the seminar may make suggestions for some changes in these through a democratic discussion in the first meeting).

Mark Breakdown	
Class participation, weekly reflection papers	10% + 25% = 35%
Essay 1 (‘The Marx essay’)	40%
Essay 2 (The ‘post-Marx’ essay)	25%

- a) Class participation and weekly reflections papers (10% + 25% = 35%):

Students **must actively participate** in the weekly class-discussions. They will be expected to discuss the readings every week, ask and answer questions. Each participant is expected to have enough material with her/him to speak for about 5 minutes every week.

Each student is expected to bring to the beginning of the class a typed (double-spaced) reflection paper (length: 400 words for weeks 1-7, and 800 words for weeks 8-12). These papers will provide a summary of the main points from the set of weekly readings, and include a few questions and critical comments on them. A given number of papers per student will be randomly selected for assessment. A missing paper carries **minus 2%**. An email submission is not accepted.

b) Essay 1 ('the Marx essay'): (40% of the grade): You will be provided a number of concepts from Marx around which you will write a 4000-word essay. In this essay you are expected to:

- i. provide Marx's definition of each concept and point out the essential aspects of each concept (following a format like this: what is x, what is x caused/conditioned/governed by and what does x tend to be responsible for or lead to?);
- ii. elaborate at least a few of these essential aspects, including by providing quotes from Marx (You must cite the Marx readings supplied to you, and not from other sources),
- iii. present brief comments on Marx, in the light of the weekly non-Marx Marxist readings;
- iv. discuss the ways in which the concepts are inter-connected to produce a 'discursive whole' reflecting the capitalist system;
- v. provide your own 4-line summary of *Capital volume 1* that captures its essence;
- vi. attach an appendix of 15 questions which you would ask workers, in an interview, to find out about their views on how capitalism works and how they experience capitalism. These questions must be derived from *Capital 1* and connected to the concepts you discuss. Each question will carry a reference to a specific page/paragraph of your essay.

You may imagine that you are doing a dictionary of key *Capital vol 1* concepts for an educated intelligent audience (e.g. advanced sections of the class conscious working class eager to understand Marx). If you write a few paragraphs every week about the concepts as we discuss them over the first five weeks, these can form the raw material for your short essay. The Marx essay (a hardcopy) is due on **October 31**. There is a **lateness** penalty (5%/week).

c) Essay 2 (the 'post-Marx' essay): (30% of the grade): Students will show that in order to adequately understand the topic of their choice, one must have a thorough knowledge of Marx's and Marxist ideas (i.e. historical materialist ideas which are broadly rooted in and/or consistent with Marx's approach to capitalism in *Capital vol 1*). The essay requirements are the following:

- a. The topic of the essay must be from the weekly list of topics from the second part of the course (weeks 8-12);
- b. You will critically*review 10 articles/chapters of standard length (at least 6000 words) including at least 8 from the further reading list on your chosen topic (to be supplied);
- c. Your review of the topic will identify and discuss 3-4 aspects of the topic;
- d. You must make your *own* intellectual stance on the literature clear by answering the question, 'what do you make of the literature?'. You must draw intellectual (and political conclusions, where possible), of your review;
- e. An excellent essay would relate the discussion to ideas of Marx in *Capital vol 1* (topics discussed in the first part of the course) and connect to an aspect of the current conjuncture;
- f. From the standpoint of equity, the paper will be 5000 words for Ph.D. students and 4000 words for Master's students;
- g. The essay (hardcopy) is due on **December 10**. There is a **lateness** penalty (5%/week).

*Before you write the essay, you might want to consult, on the topic of critique, the one-page philosophy litmus test (to be supplied) and this article:

<https://radicalnotes.com/2012/12/25/thinkingwriting-theoretically-about-society/>

For more details on the topic of critique: see Das. R. 2014. *A Contribution to the Critique of Contemporary Capitalism*, chapter one (e-copy of the book is available at York).

The York library system has excellent research resources, including:

(1) Geography Research Guide <http://researchguides.library.yorku.ca/geography> . This provides information on how to search for journal articles, newspaper articles, books and other resources in the discipline of Geography.

(2) Economics Research Guide <http://researchguides.library.yorku.ca/economics> . This provides information on how to search for journal articles, newspaper articles, books and other resources in the discipline of Economics.

GRADING SCHEME

A+: > 90%	A: 85-89.9	A-: 80-84.9	B+: 75-79.9
B: 70-74.9	C: 60-69.9	F: <60%	

WEEKLY TOPICS AND REQUIRED READINGS

<i>I. Introduction to the Course; Discussion on Marxist Philosophy</i>	
Week 1: Sept. 10	<ul style="list-style-type: none"> ▪ Marx, K., & Engels, F. and Lenin, V. and Trotsky, L. <i>Writings on philosophy</i>. ▪ Ollman, B. 2014. 'Dialectics and World Politics', <i>Globalizations</i>, 11:5, 573-579. ▪ Das, R. 2017. 'Philosophical Foundations...' in <i>Marxist Class Theory</i> (Chapter 5)
<i>II. (Spaces of) Commodity, Commodification, and Commodity Fetishism: Marx's Value Theory</i>	
Week 2: Sept.17	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital Vol 1</i>: Chapter 1 ('The Commodity'). ▪ Bidet, J. 2006. 'Fetishism, a structural category of the ideology of commodity production' in his <i>Exploring Marx's Capital</i>, Brill: Leiden, pp. 260-271
<i>III. Labour power as a (peculiar) Commodity; Labour Process, and Theory of Exploitation</i>	
Week 3: Sept. 24	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital</i> vol 1. Chapters: 4-8. ▪ Hensman, R. 2011. 'Revisiting the Domestic-Labour Debate...', <i>Historical materialism</i>, 19(3), pp.3-28.
IV.	<i>Twin Forms of Exploitation (1): Prolongation of the Working day (and 'lowering wages')</i>
Week 4: Oct. 1	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital</i> volume 1: Chapter 10; and. Chs. 19-21 ▪ Cleaver, H. 1977. <i>Reading capital politically</i>, pp. 77-80 ▪ Lebowitz, M. 2006. 'The silences of <i>Capital</i>' in his <i>Following Marx</i>, Brill: Leiden, pp. 303-318
<i>V. Twin Forms of Exploitation (2): Cooperation; Technological change and; Labour control</i>	
Week 5: Oct. 8	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital</i> volume 1: Chapters 12-16. ▪ Smith, T. 2010. 'Technological change in capitalism: Some Marxian Themes', <i>Cambridge Journal of Economics</i>, 34:1, pp. 203-212. ▪ Tinker, T. 2002. 'Spectres of Marx and Braverman in the twilight of postmodernist labour process', <i>Work, employment and society</i>, 16(2), pp. 251-281.
NO CLASS ON OCT 15	
<i>VI. Dynamics of Capitalist Accumulation and its Effects on Workers' Immiserization; Crisis</i>	
Week 6: Oct 22	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital</i> vol. 1: Chs. 23-25; and, <i>Capital</i> Vol 3. Part 3 (selected pages). ▪ Smith, M. 2019. 'Value, Economy and crisis' in his <i>Invisible Leviathan: Marx's law of value in the twilight of capitalism</i> (pp.195-222) ▪ Roberts, M. 2015. 'The Marxist theory of economic crises in Capitalism'; https://thenextrecession.wordpress.com/2015/12/27/the-marxist-theory-of-economic-crises-in-capitalism-part-one/

<i>VII. History and Geography of (Re)Commodification and (on-going) Primitive Accumulation</i>	
Week 7: Oct 29	<ul style="list-style-type: none"> ▪ Marx, K. <i>Capital</i> vol 1. Chapters on ‘So-called primitive accumulation’. ▪ Harvey, D. 2007. 'Neo-liberalism as creative destruction', <i>The Annals of the American Academy of Political and Social Science</i>, 610:1 (may read only 33-43). ▪ Das, R. 2017. ‘David Harvey's Theory of Accumulation by Dispossession: A Marxist Critique’, <i>World Review of Political Economy</i>. 8:4, pp. 590-616 ▪ Hardt, M. and Negri, A. 2009. <i>Commonwealth</i>, p. 133-141
<i>VIII. Spatiality of Capitalism: Geographically Uneven development</i>	
Week 8: Nov. 5	<ul style="list-style-type: none"> ▪ Harvey, D. 2001. <i>Spaces of Capital</i>, Routledge: New York (pp. 312-316; 237-266). ▪ Harvey, D. 2010. ‘Uneven geographical developments and the production of space’, in his <i>Seventeen Contradictions</i>. ▪ Das, R. 2017. ‘David Harvey's Theory of Uneven Geographical Development: A Marxist Critique’. <i>Capital & Class</i> 41:3, pp. 511-536 ▪ Trotsky, L. ‘Uneven and Combined development’.
<i>IX. Spatiality of Capitalism: Imperialism and The ‘Hidden Abode’ of ‘Peripheral Capitalism’</i>	
Week 9: Nov. 12	<ul style="list-style-type: none"> ▪ Das, R. 2017. ‘Subsumptions of labour by capital: The theory of capitalist class relation from an international perspective’, in <i>Marxist Class theory...</i> (chapter 8). ▪ Lenin, V. 1939. <i>Imperialism: the highest stage of capitalism</i> (chs 7-8). ▪ Callinicos, A. 2009. <i>Imperialism and Global political economy</i>, pp. 25-66. ▪ Harvey, D. 2007. ‘In what ways is ‘The New Imperialism’ really new?’, <i>Historical materialism</i>, 15(3), pp. 57-70. ▪ Amin, S. and Patnaik, U. (2015/2010) On Imperialism. ▪ Patnaik, Harvey, et al: ‘Is imperialism a relevant concept today?’: https://developingeconomics.org/2017/05/21/is-imperialism-a-relevant-concept-today-a-debate-among-marxists/
<i>X. Environment/Nature, the Body, and Capitalism; Summary/Conclusion of Class-Discussions</i>	
Week 10: Nov. 19	<ul style="list-style-type: none"> ▪ Burkett, P. 1999. <i>Marx and nature</i>, St. Martin’s press, New York, pp. 107-143. ▪ Foster, J. 1999. ‘Marx's theory of metabolic rift’, <i>American journal of sociology</i>, 105(2), pp. 366-405. (read especially: 378-390). ▪ Fracchia, J. 2008. ‘The Capitalist Labour-Process and the Body in Pain: The Corporeal Depths of Marx's Concept of Immiseration’, <i>Historical Materialism</i>, 16(4), pp. 35-66. ▪ Das, R. 2018. ‘Anti-materialism, capitalism, and violence against the human body: some preliminary comments, https://mronline.org/2018/04/20/anti-materialism-capitalism-and-violence-against-the-human-body-some-preliminary-comments/ ▪ Das, R. 2018. ‘A Marxist perspective on sustainability’, <i>Links</i>, ‘http://links.org.au/marxism-ecological-sustainability-social-inequality
<i>XI. Class and Capitalism I: Class. (and Class Struggle), Race and Gender</i>	

Week 11: Nov 26	<ul style="list-style-type: none"> ▪ Marx, Engels, Lenin, Luxemburg and Trotsky. On class and social oppression. ▪ Wright, E. 2003. 'Class'. https://www.ssc.wisc.edu/~wright/Social%20Class%20--%20Sage.pdf (pp. 1-10) ▪ Das, R. 2017. 'Marxist theory of capitalism as class: A dialectics of exchange, property, and value relations', in <i>Marxist class theory</i> (chapter 7). ▪ Gimenez, M. 2005. 'Capitalism and the oppression of women: Marx revisited', <i>Science & Society</i> 69(1), pp. 11-32. ▪ Fields, B. 1990. 'Slavery, race and ideology in the United States of America', <i>New Left Review</i> No. 181, pp. 95-118
<i>XII. Class and Capitalism 2: Class, the State and the Struggle for a Democratic Post-capitalist world</i>	
Week 12: Dec 3	<ul style="list-style-type: none"> ▪ Lenin, V. On <i>The state</i> (a good summary of Marx's and Engels' views) ▪ Lenin, V. <i>The state and Revolution</i>. Selected parts. ▪ Das, R. 2006. 'Marxist theories of the state' in Steve Pressman (ed.) <i>Alternative theories of the state</i>, Palgrave, New York. ▪ Das, R. 2017. 'The capitalist state as constitutive of capitalist class relation' in <i>Marxist class theory</i> (chapter 9). ▪ Ellner, S. 2017. 'Implications of Marxist state theory and how they play out in Venezuela', <i>Historical Materialism</i>, 25:2, 29-62 ▪ Trotsky, L. The transition program (https://www.marxists.org/archive/trotsky/1938/tp/)