

Geographical political economy: capital and difference

Formal name: 'Seminar on Critical Human Geography'

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Office hours: After seminar & by appt.

This is a graduate seminar on the theory of geographical political economy. More narrowly, our seminar will focus on the challenge of theorizing capitalism and social difference, as well as differences in and between capitalist societies. The seminar will proceed in two steps. We will begin by reading selections from the tradition of critique of political economy (Marx, Lenin, Luxemburg, Gramsci, Arrighi, and Uno). Then we will read selections from contemporary works on the theory of capital and difference (e.g., Karatani, Walker, Spivak, Sanyal, Federici, and others: the final reading list will be determined after consultation with enrolled students on the first day of seminar).

Our reading plan is outlined on page two. Additional details on each week's assigned and recommended readings will be clarified at the end of each seminar meeting.

Course requirements

Your grade will be comprised of the following:

Attendance and participation	25 %
In-class presentation / paper (1 x 25%)	25 %
Final paper	50 %

As an advanced reading seminar we will read ~200 pages of challenging material each week. Our success is dependent upon careful and thorough reading, so come to class prepared. Attendance and participation are required and will be graded. Participation is principally measured by the quality of your contributions to our discussions. (If you cannot attend class because of illness, you must bring a signed note from a doctor excusing you from class.)

There are six assigned books:

1. K. Anderson (2010) *Marx at the Margins: On Nationalism, Ethnicity, and Non-Western Societies*. Chicago: University of Chicago Press.

2. G. Arrighi (2010 [1994]) *The Long Twentieth Century: Money, Power, and the Origins of our Times*. NY: Verso.
3. S. Federici (2012) *Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle*. Oakland: PM Press.
4. P. Hudis and K. Anderson, eds. (2014) *The Rosa Luxemburg Reader*. NY: Monthly Review Press.
5. K. Karatani (2003) *Transcritique: On Kant and Marx*. Boston: MIT Press.
6. G. Walker (2016) *The Sublime Perversion of Capital: Marxist Theory and the Politics of History in Modern Japan*. Durham: Duke University Press.

Additional reading assignments will be made available via Carmen.

Apart from the readings, there are two assignments: (1) a seminar presentations, to be arranged at the end of the first class meeting; (2) a paper, due December 11 at 3pm. Details on these assignments are provided below and in seminar.

Course plan at a glance

#	date	topic	texts (to have read before this date)	
1	23-Aug	Introduction, core questions of seminar	Manifesto of the Communist Party	n/a
2	30-Aug	Marx on capital, difference, nation, non-West 1	Marx + Anderson (selections)	n/a
3	6-Sep	Marx on capital, difference, nation, non-West 2	Marx + Anderson (selections)	LR
4	13-Sep	Lenin v Luxemburg	selections by Luxemburg on imperialism, nation, & Poland	AM
5	20-Sep	Arrighi on the history of capitalism	<i>The Long 20th Century</i>	PC
6	27-Sep	Southern question, hegemony, & agrarian question	Gramsci (selections), agrarian question (selections)	GB
7	4-Oct	Gayatri Spivak's Marxism: three key essays	CSS?, Scattered speculations, + Responsibility	n/a
8	11-Oct	The Calcutta school	Sanyal, Chakrabarti, Gidwani	KK
9	18-Oct	Selected writings, Japanese readings of Marx 1	Uno + Walker, <i>Sublime Perversion</i> (selections)	n/a
10	25-Oct	Selected writings, Japanese readings of Marx 2	Karatani, <i>Transcritique</i> (selections)	TS
	1-Nov	no class: Wainwright in Belize		n/a
11	8-Nov	Mao(ism), Chinese revolution, & capitalism in China	Mao, Hui, Liu, Karl	SJT
12	15-Nov	Latin American Indigenous politics & Marxism	Mariategui, García Linera, & Zapatistas	HAP
	22-Nov	no class: Thanksgiving		n/a
13	29-Nov	Marxist feminism redux	Silvia Federici, selections from <i>C&W</i> , <i>RaPZ</i>	JM
14	6-Dec	Zionism, post-Zionism, & Marxist critique	Pappé, Chomsky, Nir & Wainwright, et al.	n/a

Seminar presentations

Most weeks our discussion will begin with a presentation on the assigned texts. Each student will give one presentation. Your presentations should do three things:

1. situate our readings by offering a brief ‘abstract’ of the texts we have read;
2. present us with your *critical reflections* on the texts;
3. offer ~3 questions to structure our discussion (bring copies of questions for seminar participants).

Presentations should last 15 minutes. Your remarks should be prepared in advance by writing a ~2,000 word presentation text.

Research paper

You will be expected to write a paper, to be turned in on paper on **Monday, December 11 at 3 PM**. The nature of your paper will be shaped by your own research. You may submit an original research paper, or a paper that comprises, in effect, a subsection of your MA or PhD thesis. (No dissertation proposals, please.) Your paper must engage directly the material from this seminar. I anticipate papers of ~5,000 words (inclusive of cover, notes and bibliography). I strongly recommend that you share your ideas about your paper with me by the end of September—ideally by emailing me a title and abstract.

‘Fine print’: turning in work, plagiarism, and so on

Because many of us are easily distracted by the use of cell phones, computers, recording devices, and the like, such equipment should be turned off and put away during class.

Late work loses ten percentage points per day. For instance, a paper that is turned in six days late but would have otherwise received a score of 90/100 would be worth 30/100.

Grading options for the course are A,A-,B+,B-,C+,C-,D+,D, E. An ‘I’, or Incomplete, will only be given under special circumstances and where the instructor has made an arrangement with the student *before* the end of the final week of the quarter. If you wish to ‘request an I’, be prepared to explain why ‘I’ is an appropriate grade and when you will complete the incomplete.

Any academic misconduct, such as plagiarizing, will be reported to Ohio State’s Office of Academic Affairs, Committee on Academic Misconduct (COAM). They have prepared the following statement on academic integrity (see below). Please read it carefully.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Ten Suggestions for Preserving Academic Integrity

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity [...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a 'cheat sheet'. Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. [...]

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take!