COURSE DESCRIPTION. **RUSS 2474. Neoliberalism and Cultural Production.**

We will examine this contested term as it circulates in debates about cultural, political, and economic practice from the late 1940s onwards. Course segments are likely to include contrastive models of the concept; their ascribed affinities to incompatible traditions; distinctive concepts (“shock doctrine,” “thought collective,” “soft power”); key historical figures and institutions (Hayek, Mont Pelerin); and the term’s contradictory symptoms under different ideological systems, such as post-socialist modernity. While cinema (e.g. Jia Zhangke, Ken Loach, Aleksei Balabanov) may be a core cultural emphasis, the course welcomes contributions from the fields of art history, literature, music, as well as sociology, history, and anthropology. The intent is to move beyond two tendencies in current debates: 1.) the deployment of the term exclusively as moral judgment; and 2.) its explanatory capacity for All the Things. Core texts will include Mirowski, Harvey, and Klein, as well as critiques of key texts. The course will ask participants to bring their fields of expertise (both regional and disciplinary) to these debates, situating their own departmental investments in relation not only to textual content, but also to production, distribution, and exhibition.

CULTURAL STUDIES DESIGNATION: Category C: Cultural Antagonisms and Cultural Crises

Courses in this group explore, compare, and contrast the nature and consequences of historical moments and intellectual debates particularly rife with cultural and social upheavals. Such crucial confrontations may be geographical (north-south, east-west); they may involve issues of individuality versus collectivity (revolutions, nationalism, ethnicity); or they may explore distinct cultural oppositions (pop culture and high culture, scientific models of knowledge and humanistic models of knowledge).

ADDITIONAL TEXTS (valuable readings *not listed* in the assignments below)


Åslund, Anders. *How Capitalism was Built: The Transformation of Central and Eastern Europe, Russia, the Caucasus, and Central Asia*. Cambridge: Cambridge UP, 2013. Online Hillman or HC244.A8135 2007 (reserve).


Employed by privatized firms. More than 60 percent of the Russian people supported privatization.

By IX/93, more than 20 percent of Russian industrial workers were privatizing before macroeconomic problems are solved. By IX/93, more than 20 percent of Russian industrial workers were privatizing before macroeconomic problems are solved.

In 1991, price liberalization and control of the budget (not privatization) were top priorities, amidst debates whether Russia should be privatizing before macroeconomic problems are solved. By IX/93, more than 20 percent of Russian industrial workers were employed by privatized firms. More than 60 percent of the Russian people supported privatization.
METHODOLOGY. The course presumes considerable autonomy and direction on the part of seminar participants. We will meet together three hours each week, adhering to a schedule of reading, discussion, and writing tailored to the individual student’s research agenda.

ATTENDANCE. Students are expected to attend all classes. More than one unexcused absence will affect the final grade. More than two will result in failure of the course, regardless of the student’s prior standing. Airline reservations and other travel plans do not constitute excused absence, unless permission is granted in advance.

WRITTEN WORK AND IN-CLASS PRESENTATIONS. Three elements determine the student’s standing in the course: short, weekly writing assignments; discussion contribution; presentation. See below for details (“Evaluation”). Additional information is provided during the semester.

DISABILITY POLICY. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890, as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit http://www.studentaffairs.pitt.edu/drs/.

INTEGRITY. Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed. View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html.

CELL PHONE POLICY. Phones are put away during class. Do not check them during the seminar.

EVAULATION. Students will be evaluated on the basis for three areas of work:
1. Brief, in-class writing assignments. See syllabus below for weekly topics.
2. Contribution to classroom discussion. Since this is inevitably a subjective category, look for opportunities to demonstrate knowledge:
   • talk early in the class if you are unsure about your contribution;
   • bring additional resources to class (links, websites, sources of knowledge, clips, images, cartoons, news items);
   • look for critiques of the reading (reviews, polemics, interviews, etc.);
   • consider making a clear, one-page summary (with copies for us) of the assignment.
3. Presentation (from Tuesday, 13 November onwards).

SEE key additional University regulations and recommended policies on pp. 8-9 of this syllabus.

~~~~~~~~~~~~~September: first ¼ (4 classes: 28 August to 18 September) ~~~~~~~~~~~

Week 1 (28 August). Discussion: how could this reading become relevant to your research agenda?
Assignment:
• **By Saturday, 1 Sept.** email me (condeef@pitt.edu) 4-5 sentences addressing the question above. *Think actively:*
  - how can this work be *made relevant* to what you otherwise read or study?
  - How does it relate to ideas you *otherwise intend to explore* elsewhere during graduate study?
  - Where do you want to be intellectually by Tuesday, 11 December?

• **In next class (T., 4 Sept.),** prepare to write 4-5 sentences: what is the **Colloque Walter Lippmann (1938)?**
  - Focus on basic facts (place, date, people, topics, significance).
  - Read 50 pp. as below (all assignments from now on are due on the day they are entered).

**Week 2 (4 September). Lippmann, Hayek, Pèlerin (50pp)**

• **In class:** what is the **Colloque Walter Lippmann (26-30 August 1938)?**

• **Next class:** what is the **Mont Pèlerin Society (1 April 1947)?** Prepare 4-5 sentences (simple facts).

**Week 3 (11 September). Chicago School; “embedded liberalism” (92pp)**

• **In class:** what is the **Mont Pèlerin Society (1 April 1947)?**

• **Next class:** what is **ordoliberalism?**

**Week 4 (18 September). Austria and Ordoliberalism (49pp)**

• **In class:** what is **ordoliberalism?**

• **Next class:** what is the significance of **Bretton Woods (1944)?**

~----------------~October: second ¼ (4 classes: 25 September-23 October) ~----------------~

**Week 5 (25 September). Public Choice (99pp)**

• **In class:** what is the significance of **Bretton Woods (1944)?**
  - Felder, Ruth. “From Bretton Woods to Neoliberal Reforms: The International Financial Institutions and American Power.” In

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Week 6 (2 October). Foucault's biopolitics³ (100pp)

- In class: who are the Chicago Boys?


- Next class: what is NUM (1984-85)?

Week 7 (9 October). Thatcher and Reagan (~ 80pp)⁴

- In class: what is the significance of NUM (1984-85)?


Thatcher, Margaret. Letter to Friedrich Hayek (18 May 1979). [http://fc95d419f4478b3b6e5f-3f71d0fe2b653c4f00f32175760e96e7.r87.cf1.rackcdn.com/5F375B2C1D134B84951D7260F2664CF8.pdf](http://fc95d419f4478b3b6e5f-3f71d0fe2b653c4f00f32175760e96e7.r87.cf1.rackcdn.com/5F375B2C1D134B84951D7260F2664CF8.pdf)


- Next class: what is The Commanding Heights (term, book and television documentary)?

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⁴ In class? *The Seventies: One Nation, Under Change.* 2015. 42'. CNN.

Loach, Ken, dir. *I, Daniel Blake.* Newcastle carpenter encounters UK welfare office. 2016. 100'.

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Week 8 (23 October). Russia and shock therapy\(^5\) (~80pp)

- **In class:** what is *The Commanding Heights* (term, book and television documentary)?

  
  http://www.pbs.org/wgbh/commandingheights/shared/minitext/int_jeffreysachs.html

  
  file:///C:/Users/condee/Documents/Slavic/2474%20RUSS%20Fall%202018%20NL/Commanding%20Heights%20ufd_privatizerussia_full.pdf

  
  http://www.pbs.org/wgbh/commandingheights/shared/minitext/ufd_shocktherapy_full.html


Sachs, Jeffrey D. “What I did in Russia.” [http://jeffsachs.org/2012/03/what-i-did-in-russia/]

Sachs, Jeffrey. “What is to be Done?” *The Economist* 13 January 1990: 19.

  
  [https://www.thenation.com/article/harvard-boys-do-russia/].

- **Next class:** what are SAPs (in the context of the IMF)?


Week 9 (30 October). 2000s & China (40pp)⁶

- **In class:** what are SAPs (in the context of the IMF)?


- **Next class:** what is meant by *Nachtwächterstaat* (Ferdinand Lassalle, 1862)?

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Week 10 (6 November). Soft Power⁷ (92pp)

- **In class:** what is meant by *Nachtwächterstaat* (Ferdinand Lassalle, 1862)?


- **Next class:** what are *Eurodollars*?

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Week 11 (13 November). Seminar participant presentations ## 1-3 (35pp + participant assignment: social issues)

- **In class:** what are *Eurodollars*?


- **Next class:** who is Satoshi Nakamoto?

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Week 12 (20 November). Seminar participant presentations ## 4-6 (2pp + participant assignment: music?)⁸

- **In class:** who is Satoshi Nakamoto?


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• **Next class:** what is **stagflation**?

~~~~~~~~~~December: fourth (short) ¼ (3 classes: 27 November-11 December) ~~~~~~~~~~

**Week 13 (27 November).** Seminar participant presentations ## 7-9 (12pp + participant assignment: regional?)

  • **In class:** what is **stagflation**?
  

  • **Next class:** what is the **Washington consensus**?

**Week 14 (4 December).** Seminar participant presentations ## 10-12 (8pp + participant assignment: art?)

  • **In class:** what is the **Washington Consensus**?
  
  

  • **Next class:** what is **embedded liberalism**?

**Week 15 (11 December).** Seminar participant presentations extra (17pp + participant assignment: film?)

  • **In class:** what is **embedded liberalism**?
  
  

**Tuesday, 18 December.** Grades due

**Additional University regulations and recommended policies**

**E-mail Communication Policy.** Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students who choose to forward their e-mail from their pitt.edu address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to http://accounts.pitt.edu, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html)).

**R Rating Disclaimer.** Some films that we view this semester are rated ‘R’ or unrated and contain what may be considered potentially objectionable violence, language, and sexuality. If you foresee an objection to viewing any of the scheduled films, please see me immediately for alternate arrangements. Potentially objectionable material is a platform for critical discussion.

** Civility Statement.** All students in this course are expected to conduct themselves in accordance with the Pitt Promise by committing to respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the class. This means respecting the rights and sensitivities of those who are different and contributing to an academic culture where the freedom of thought and expression and compassion for others are equally valued.

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Classroom recording policy. To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor. Any such recording, properly approved in advance, may be used solely for the student’s own private use.

Non-discrimination policy. As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf.

Gender-inclusive language guidelines. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored. These guidelines fulfill the best intentions of the University of Pittsburgh’s Non-Discrimination Policy: https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html.

Sexual misconduct, required reporting, and Title IX. The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. There are two important exceptions to this requirement about which you should be aware:

- A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: http://www.titleix.pitt.edu/report/confidentiality
- An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860;
- SHARE (Sexual Harassment & Assault Response);
- Counseling Center: 412-648-7856

If you have a safety concern, please contact the University of Pittsburgh Police:

- On- or Off-Campus Emergency: 412-624-2121;
- Non-Emergency: 412-624-4040

Pitt and Community Assistance Resources. For students confronting financial challenges, hunger, and homelessness, the library has a resource guide to assist students in need: https://pitt.libguides.com/assistanceresources. You may also want to participate in Open Door community conversations designed to improve awareness and develop communication skills: http://opendoor.pitt.edu/.