Consequences of Capitalism
Spring 2021
Tuesdays and Thursdays, 9:30-10:45 a.m.
January 14-March 4, 2021
Online

PLEASE NOTE THAT THIS SYLLABUS IS NOT FINAL AND STILL SUBJECT TO CHANGE!

Professors: Noam Chomsky & Marv Waterstone

Contact Information
Professor
Prof. Marv Waterstone
Email: marvinw@email.arizona.edu
  Office Hours: TBA

Community Classroom Program
Kerstin Miller, Manager, Projects and Events
Email: kbmiller@email.arizona.edu  (520) 621-5111

Teaching Assistant
Erika Sylvia Nacim
Email: erikanacim@email.arizona.edu

Course Description

This course is intended to take up a series of contemporary issues with an eye to placing these matters in appropriate contexts so that their origins, current status and interconnections become understandable, and hopefully, approachable.

Beginning with an overview of the formal and informal mechanisms that shape our views of the world, the course will examine how industrial state capitalism has come to dominate our thinking as the only way to organize the political economy to satisfy human needs and wants. In fact, at the present conjuncture, it is easier to imagine the end of the world than to imagine the end of capitalism. In the subsequent weeks we will examine some of the most important consequences of organizing society along these lines. Finally, the course will take up questions of response and resistance to
these phenomena. Here we intend to assess the achievements and difficulties involved as social movements agitate for change, as well as the role of critical pedagogy in attaining desirable social change.

The two weekly pre-recorded course lectures will be made available for class participants to view at their convenience. Each week, the lecture by Professor Waterstone will provide the necessary historical, theoretical, conceptual and substantive context for that week’s topic. The lecture by Professor Chomsky will focus on concrete historical and contemporary examples to draw out and illustrate the phenomena discussed in the lecture by Professor Waterstone.

Additionally, each Tuesday from 9:30-10:45 am (Mountain Standard Time, MST), there will be a live, online presentation by an outside scholar/activist/practitioner working in the area of that week’s topics. Finally, each Thursday from 9:30-10:30 am (Mountain Standard Time) there will be a live, online Q & A session with Professors Chomsky and Waterstone.

**Required Texts and Suggested Films**

Basic background material will be covered in the new book by Chomsky and Waterstone, *Consequences of Capitalism: Manufacturing Discontent and Resistance* (noted as C of C in the schedule below), available through multiple outlets in both traditional and e-book formats. For ordering information go to: [https://www.haymarketbooks.org/books/1619-consequences-of-capitalism](https://www.haymarketbooks.org/books/1619-consequences-of-capitalism)

All other readings are delineated between “Required” and “Supplementary” on this syllabus and on the SBS Community Classroom Forum website. These will be made available in electronic form through the SBS Community Classroom Forum website.

Relevant films and movies will be recommended as appropriate.

**Subject to Change Statement**

Information contained in the course syllabus may be subject to change with advance notice, as deemed appropriate by the instructors.

**SCHEDULE OF ASSIGNMENTS**

**Week 1—Introduction and Overview**

**Thursday, January 14:** Our first class meeting will provide a general introduction to the course and cover course organization and logistics. This session will be held live, online from 9:30-10:30 am (MST).
Week 2—Common Sense, the Taken-for-Granted and Power

Tuesday, January 19: We will take up an overview of the formal and informal mechanisms that shape our views of the world (what we take as common sense). This will include, among others, the role of families and peers, the mass media, the education system, religion, and the culture industries. The week will conclude with an examination of the role of critical pedagogy in producing a viewpoint that is always healthily skeptical of the taken-for-granted, pervasive common senses that prevail in societies at particular times and places.

Required Readings:

C of C: Preface and Chapter 1, Waterstone lecture

Supplementary Readings:

TBA

Film Viewing:


Thursday, January 21: We will concentrate on concrete examples about the role of the mass media, the PR industry, the educational system, and religion. We are particularly interested this year in examining the ongoing assaults on evidence and facts, and the demonization of journalism and journalists.

Required Reading:

C of C: Chapter 1, Chomsky lecture

Supplemental Readings:

TBA

Week 3—The Current Common Sense: Capitalist Realism

Tuesday, January 26: We will take up the ways in which the current, prevailing common sense represents a “capitalist realism:” a worldview that posits that there is no realistic alternative to industrial state capitalism. Here we examine how this orientation has come to dominate our thinking regarding how we organize the political economy to satisfy human needs and wants. Are there alternatives? How are these characterized, trivialized, and criticized? How dominant is the capitalist worldview in reality? Given a choice, might many people opt for other ways to organize society?
Required Readings:

**C of C**: Chapter 2, Waterstone lecture


Film Viewing:
*The Corporation*, 2003, directed by Mark Achbar, Jennifer Abbot

Supplemental Readings:

TBA

**Thursday, January 28**: We will discuss “really existing capitalism,” and compare it with the mythical capitalism that is a core part of contemporary ideology. Again, using concrete examples we will examine economic history (and its differing characteristics in various parts of the world over time), the creation of the so-called “Third World,” current forms of neoliberal capitalism, and the role of markets and “free” trade.

Required Readings:

**C of C**: Chapter 2, Chomsky lecture

Supplemental Readings:

TBA

**Week 4—Capitalism and Militarism**

**Tuesday, February 2**: We will begin to make the connections between the essential features of this form of late stage capitalism and its most pressing effects. These requirements of capitalism include, most critically, organizing the globe geopolitically to facilitate the spread of this form of political economy. At different historical moments this set of activities (which almost always has had as its objectives the securing of advantageous access to resources, markets, labor, and/or other favorable conditions of production or sale of commodities) has been termed colonialism, imperialism, and/or neo-imperialism. In all of these forms, however, the quest for geopolitical dominance has posed grave dangers for those populations in the way of such expansion. At the present moment, these dangers are manifested as such existential threats to the human species as potential nuclear war and nuclear terrorism, the spread of nuclear weapons, and constant and expanding militarism and warfare. In this week, we will examine the various forms these threats have taken at different moments and in different regional contexts, as well as the rationales that have been used to justify such troubling developments.
**Required Readings:**

**C of C:** Chapter 3, Waterstone lecture

**Film Viewings:**

President Dwight D. Eisenhower’s farewell address and warning about the military industrial complex, January 17, 1961.  
[https://www.youtube.com/watch?v=OyBNmecVtdU](https://www.youtube.com/watch?v=OyBNmecVtdU)

**Supplemental Readings:**

TBA

**Thursday, February 4:** Concrete illustrations of the foregoing points. One focus would be on the threat of imminent destruction throughout the nuclear age, and the shocking record of near terminal disaster in part from accident and in part from highly adventurist choices of political leaders, including some that are very well documented but very poorly understood, like JFK’s decisions at the peak of the missile crisis. And on the escalating dangers today, particularly at the Russian border, largely a result of NATO expansion since 1991, where we will focus on what is now known from recent archival scholarship. In particular we pay attention to recent developments concerning the Intermediate Nuclear Forces (INF) and New Start Treaties. We will also highlight the ways in which such militarism produces important local impacts and connections.

**Required Readings:**

**C of C:** Chapter 3, Chomsky lecture

**Supplemental Readings:**

TBA

**Week 5—Capitalism vs. the Environment**

**Tuesday, February 9:** Here we examine a second essential feature of industrial state capitalism: the quest for ever expanding profits. A critical implication of this need is the contradiction between the quest for infinite growth and the material reality of a finite planet. While long problematic in more localized settings, the scale of the capitalist system now poses such existential threats as climate change, massive environmental degradation, and irretrievable resource depletion. Again, we will make clear the linkages between essential elements of this stage of capitalist development, its environmental impacts, and the reasons that, and ways in which, recognizing such connections are downplayed and obscured.

**Required Readings:**
C of C: Chapter 4, Waterstone lecture

Supplemental Readings:
TBA

**Thursday, February 11:** The principal focus here will be on the second major threat to survival: global warming and climate change more generally. The discussion will review the basic facts and bring out one of the most astonishing features of modern history: the extraordinary marginalization of the most crucial question that has arisen in human history and even worse, the fact that a major political organization in the most powerful state in history not only denies the facts but is urging that we race to the precipice – and that all of this passes virtually without comment; hardly a word in the recent presidential campaign or coverage, even on the left. We will also extend Tuesday’s discussion, through concrete cases, of the incompatibility of unregulated capitalism with survival—given its demand for unsustainable growth and ignoring of externalities—along with its incompatibility with democracy.

Required Readings:

C of C: Chapter 4, Chomsky lecture

Supplemental Readings:
TBA

**Week 6—Neoliberalism, Globalization and Financialization**

**Tuesday, February 16:** Here we take up questions of the more mundane and pervasive, but nevertheless devastating, effects of the current globalized and neoliberal forms of late stage capitalism. We will explore the roots and impact of the neoliberal globalized stage of state capitalism, with the tendencies towards plutocracy, monopolization and secular stagnation, as well as the shifting nature national power (vis a vis the power of global capital) in the contemporary period. Again, we will demonstrate the anticipated connections between these phenomena and the current stage of capitalist formation.

Required Readings:

C of C: Chapter 5, Waterstone lecture


Supplemental Readings:
TBA
Thursday, February 18: We will review a number of specific examples of these effects, which include increasing wealth and income inequality, reductions of state support for citizens (often under the harsh requirements of imposed austerity programs), privatization and enclosure of commons resources and services, the increasing production of surplus/disposable people (which includes a portion of the massive, current refugee and immigrant streams, as well as enormous and growing prison populations), and the policing and surveillance of domestic populations.

Required Readings:

C of C: Chapter 5, Chomsky lecture

Supplemental Readings:

TBA

Week 7—Resistance and Response

Tuesday, February 23: The phenomena we have been discussing thus far in the course do not take place without impact and consequences. In this week, we take up questions of the multi-faceted ways that those affected by the machinations of late stage, neoliberal, globalized capitalism respond. Each of the sets of impacts that we have examined have given rise to social movements of many kinds, from peace and environmental activism, to calls for social, political, cultural, and economic justice. In this week, we will examine the ways in which these diverse movements might find common ground, and thus political alliance and solidarity.

Required Readings:

C of C: Chapter 6, Waterstone lecture

Supplemental Readings:

TBA

Thursday, February 25 We will begin with an examination of historical predecessors to today’s social movements that include anti-slavery and anti-colonial resistances, early contests over industrialization and waged labor, and the civil rights and feminist movements. With this background, we then intend to assess the achievements and difficulties involved a variety of contemporary social movements agitating for social change.

Required Readings:

C of C: Chapter 6, Chomsky lecture
Supplementary Readings:

TBA

**Week 8—Social Change**

**Tuesday, March 2:** Given all of the foregoing, we return to the basic premise of the course in order to examine the most current events on the political stage. Because we are preparing this course outline several months before these final two sessions, we cannot say for certain what these issues will be, but they are likely to include more continuities than abrupt changes. We will make use of these examinations in order to provoke contemplation on what would constitute progressive change, and how such change might be brought about. In approaching these matters we also return to the potential contribution of critical pedagogy and the role of informed and activist scholars and citizens.

*Required Readings:*

**C of C:** Chapter 7, Waterstone lecture  
**C of C:** Capitalism and Covid-19: A Concluding Coda

*Supplemental Readings:*

TBA

**Thursday, March 4:** We will tie together themes already discussed, and explore conceptions of the common good from the Enlightenment to the present. In terms of the educational system, we will contrast the traditional concept of education as a vessel into which one pours water with the Humboldtian view of education as laying out a string along which the student pursues his/her own course, with the goal of encouraging innate curiosity and the desire to inquire and create, to challenge and to discover. We will connect these concepts to the current state of education, bringing in the current imposition of business models particularly in reaction to the liberating and democratizing tendencies of the 1960s.

*Required Readings:*

**C of C:** Chapter 7, Chomsky lecture

*Supplemental Readings:*

TBA